



Educator Effectiveness Newsletter

NEPF Guidance & Updates

Volume 1, Issue 4/May 2016

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 issue is dedicated to providing information regarding updates from the Teachers and Leaders Council and information on the Nevada Educator Performance Framework.

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ABBREVIATIONS & DEFINITIONS

NAC= Nevada Administrative Code (regulations)
NDE= Nevada Department of Education
NEPF= Nevada Educator Performance Framework
NRS= Nevada Revised Statute (state law)
NVACS= Nevada Academic Content Standards
OLEP= Other Licensed Educational Personnel
RPDP= Regional Professional Development Program
SBE= State Board of Education
SLG= Student Learning Goal
TLC= Teachers and Leaders Council

NEPF Updates

The passage of AB447(2015), required the Teachers and Leaders Council (TLC) to recommend changes to the statewide performance evaluation system. The changes required and subsequent TLC recommendations are described below.

Teacher-Librarians: NDE personnel will facilitate the stakeholder group to develop statewide performance evaluation system for librarians that are teachers that hold a valid teaching license and:

- Have a school library media specialist endorsement on their license
- Are working in a school library

The system will be ready for implementation by the 2017-2018 school year. The evaluation will include:

- ◆ NEPF Instructional Standards
- ◆ Professional Responsibilities Standards based on American Association of School Librarian standards
- ◆ Student Performance Measures

Other Licensed Educational Personnel: A

statewide performance evaluation system will be developed for each of the following:

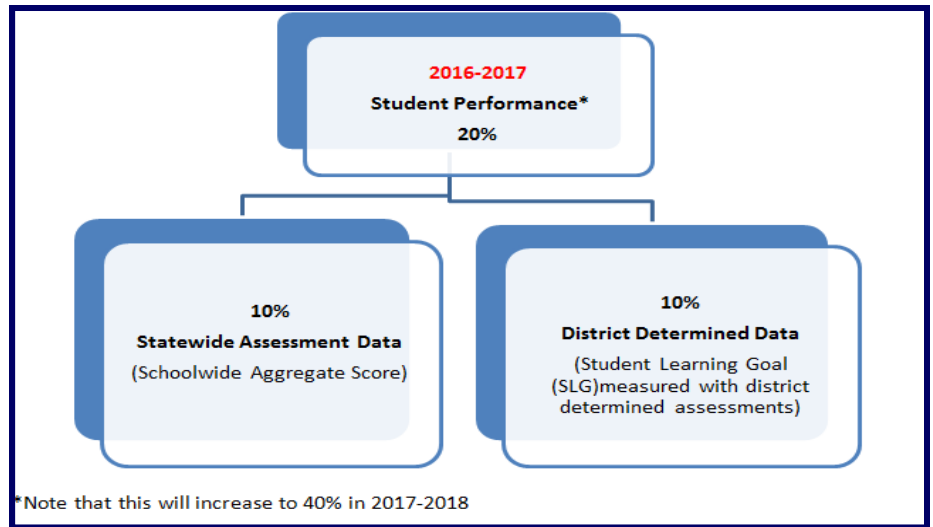
- ◆ *Audiologists*
- ◆ *School counselors*
- ◆ *School nurses*
- ◆ *School psychologists*
- ◆ *School social workers*
- ◆ *School speech language specialists*

The state chapter for each of the national associations for the OLEP groups listed above will form stakeholder groups (with NDE assistance) to create the evaluation for their respective groups. The evaluation system must be based on national association standards and will be ready for full implementation in the 2018-2019 school year.

Supervisors of Principals: TLC recommended to adopt the [2015 Model Principal Supervisor Professional Standards](#) developed by the Chief Council of State School Officers (CCSSO). Additional evaluation system details and date of implementation will be forthcoming.

NEPF Student Performance Domain Updates

The passage of AB447 changed the Student Performance Domain of the NEPF by reducing the percentages and required measures, and by splitting the domain into statewide performance data and district determined assessment data as shown to the right:



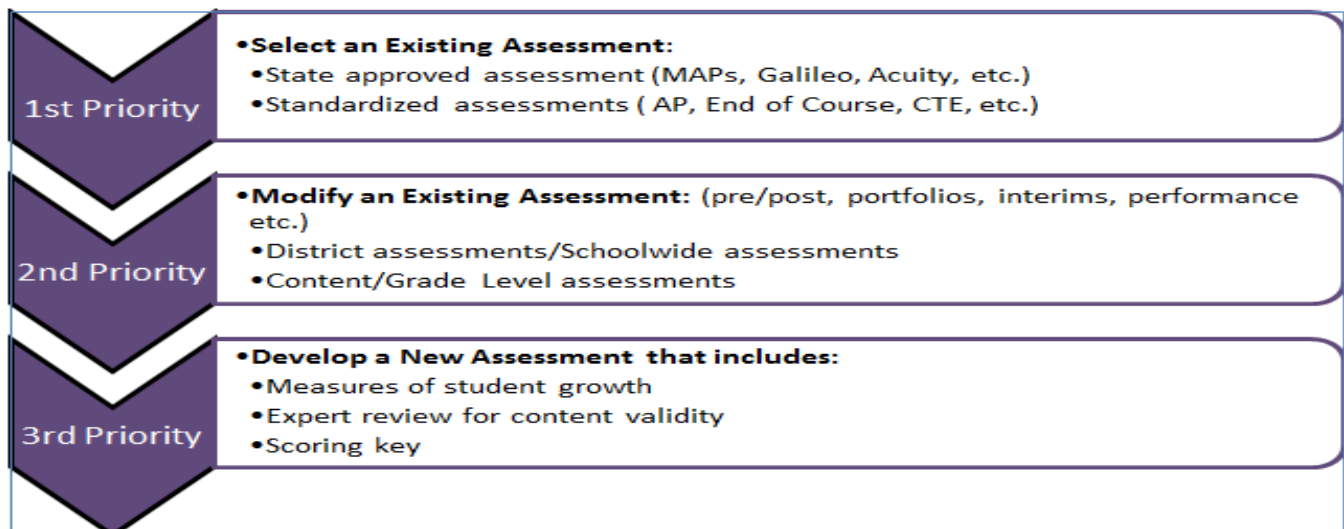
District Determined Assessments:

The Student Learning Goal (SLG) is currently part of the NEPF process. At the beginning of each school year educators create an SLG. Starting with the 2016-2017 school year the educator will receive a score based on student progress toward the SLG. This score will be part of the Student Performance Domain. The assessments that will be used to determine performance toward the SLG will be decided upon at each district. The SBE set specific criteria the assessments need to meet in order to be used for this purpose.

The criteria include 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

The SBE prioritized the assessment selection process as shown below:



Guidance on Collecting Evidence of Teacher Practice By Dr. Pamela Salazar, SNRPDP

Under the Nevada Educator Performance Framework, educators and evaluators share responsibility for collecting and analyzing evidence from multiple sources that represent educator practice. Thoughtful and strategic evidence collection ensures:

1. **A representative picture of their practice, and**
2. **A more robust body of evidence on which to base their professional judgment of educator performance and on which to offer targeted, actionable feedback.**

When done well, the collection and analysis of evidence is a valuable process that supports educators to reflect on and monitor their own performance and progress.

“The underlying purpose of confirmatory evidence is to enrich the conversation between the teacher and the evaluator ...”

Mandatory and Optional Sources of Evidence

Evidence sources used to evaluate teachers’ instructional practices are divided into two categories: mandatory and optional.

Evaluators are required to collect at least two sources of evidence per indicator in order to evaluate teacher performance. The primary mandatory source of evidence is direct evaluator observation, and the second mandatory evidence source varies from indicator to indicator.

Purposeful observations offer critical opportunities for evaluators to observe, collect evidence, and analyze the educator’s practice. Frequent observations followed by post-observation conferences provide invaluable insight into the educator’s performance by generating a rich body of evidence that provides a comprehensive and accurate picture of practice. Evaluators use the

“Evaluators are required to collect at least two sources of evidence per indicator in order to evaluate teacher performance.”

Observation Tool to record evidence collected during the classroom observation.

The second mandatory evidence source is any confirmatory item listed in the column “Optional Evidence Sources of Instructional Practice” on the teacher instructional standards rubric. The underlying purpose of confirmatory evidence is to enrich the conversation between the teacher and the evaluator by reflecting together on a representative sample of educator practice and using the evidence to further demonstrate that a specific level of teacher performance was met for an indicator.

(see next page)

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“A single evidence source can be used to support evidence of performance on multiple indicators.”

Collecting evidence through review of artifacts and asking questions during pre-observation and post-observation conferences as well as interviewing students during classroom observations are methods for evaluators to gather confirmatory evidence of teacher practice. These methods:

- Are not overly burdensome to evaluators.
- Are not overly burdensome to teachers.
- Incorporate required aspects of the evaluation cycle (pre-observation and post-observation conferences).

Evaluators use the **Evidence Review Tool** to record confirmatory evidence. (Note: artifacts are not collected or archived; once reviewed and recorded, they are returned to the teacher. Confirmatory evidence does not have to be an artifact and varies across standards.) **Teachers should not create artifacts specifically for the evidence review; instead, teachers should use samples of documents that occur as part of their everyday practice that supports the lesson observed and demonstrates student learning.** A single evidence source can be used to support evidence of performance on multiple indicators.

In the final step of the evaluation cycle, the evaluator completes the summative evaluation by reviewing and analyzing all evidence collected throughout the evaluation cycle. Based on direct observation and confirmatory evidence, the evaluator

can make a judgment about the level of teacher effectiveness for each indicator of the standards. 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.

“Teachers should not create artifacts specifically for the evidence review...”



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