Nevada Department of Education

NEVADA EDUCATOR PERFORMANCE EVALUATION SYSTEM (NEPF)

2019 – 2020
Principal Supervisor,
School Administrator,
& Teacher Protocols

Nevada Department
of Education

Nevada Ready!

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Introduction to the Nevada Educator Performance Framework

The passage of AB 222 during the 2011 Legislative Session created the Teachers and Leaders Council (TLC) and outlined the expectations of a statewide performance evaluation system for teachers and school administrators. The first order of business at the October 2011 TLC meeting was to determine guiding beliefs and goals for this evaluation system, now known as the Nevada Educator Performance Framework. The identified beliefs and goals are outlined below.

TLC Beliefs

To promote educator effectiveness and ensure all students attain essential skills to graduate high school ready for college and career success:

- "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;

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.

The system based on these guiding beliefs and goals, the foundation on which the NEPF was created, 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."

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 Evaluation Cycle

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

Figure 1: Evaluation Cycle
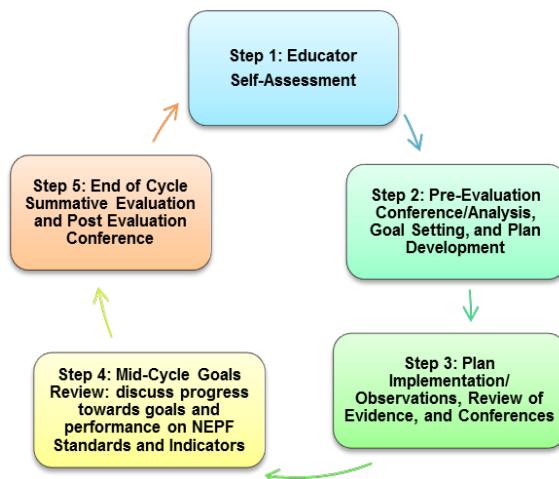
At the beginning of the school year, the educator receives a complete set of materials that includes the entire Rubric with Standards, Indicators, Performance Level and Evidence pages, and access to the current year NEPF Protocols document outlining the evaluation process. The educator and evaluator meet to establish expectations and consider goals. They discuss the evaluation process together (including observations/visits, review of evidence, etc.) and review the NEPF 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
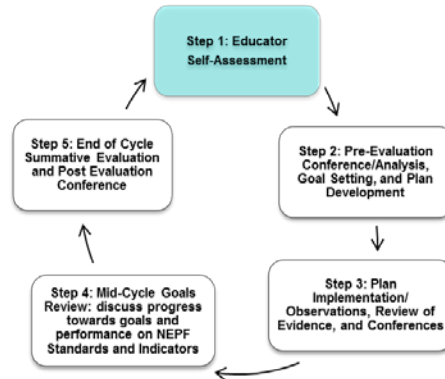
Step 1: Educator Self-Assessment

The first step of the NEPF Evaluation Cycle is self-assessment and preliminary goal setting. During this process, the educator must analyze data, reflect on performance, and identify a minimum of one student learning goal and one professional practice goal. 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 self-assessment is more potent when supported by specific evidence and clearly aligns with individual and team goals as well as school and district priorities and initiatives.

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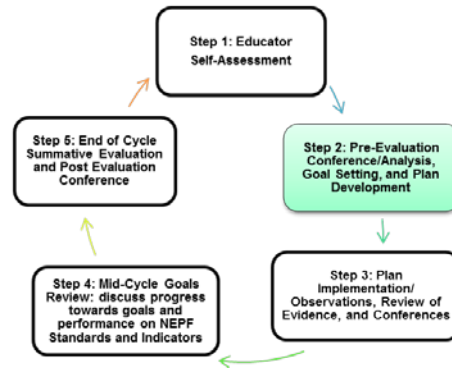
Step 2: Pre-Evaluation Conference, Analysis, Goal Setting, and Plan Development

The second step of the evaluation cycle includes joint goal setting and plan development. During the Pre-Evaluation Conference, the educator begins by sharing his/her self-assessment and proposed goals with the evaluator. The educator collaborates with the evaluator to refine the goals and Educator Plan as needed. The Plan should create a clear path of 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: Pursuant to NRS 391.695 and NRS 391.715, student performance measures are not to be included in the evaluation of educators in their initial year of probation or for post-probationary or probationary educators at a turnaround school in its first two years of turnaround status. Turnaround school is defined as a school that has been determined to be turnaround pursuant to NRS 388G.400 only. **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 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, and identify and define the following: student population, standards and content, assessments to measure student performance, performance targets and rationale (see Appendix A for details). 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.

- ✓ **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 with 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 educator address Instructional Standard 3: Students Engage in Meaning Making through Discourse and Other Strategies?) **NOTE**: Per SB 475 (2019), there must be, "consideration of whether the classes for which the employee is responsible exceed the applicable recommended ratios of pupils per licensed teacher prescribed by the State Board pursuant to NRS 388.890 and, if so, the degree to which the ratios affect: (1)The ability of the employee to carry out his or her professional responsibilities; and (2) The instructional practices of the employee."
  - 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?

- ✓ **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.
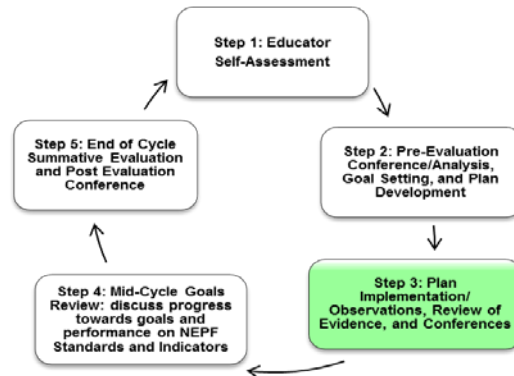
Step 3: Plan Implementation – Observations, Review of Evidence, and Conferences

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.

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:**

- For scheduled observations only, the educator and evaluator use the **Pre/Post Observation Conference Tool** to discuss the upcoming observation. **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.

Frequent observations provide invaluable insight into the educator's performance. These offer critical opportunities for evaluators to observe, review evidence, and analyze the educator's practice. Observations should be both scheduled and unscheduled. The evaluator uses the **Observation/Evidence Review Tool** to document the reviewing of evidence for both types of observations. **NOTE**: 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 initial or additional 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 initial or additional probationary period OR All educators whose previous year rating was ineffective or 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) • Pre-observation conference • Observation(s) • Post-observation conference	• 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	• 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	• The observation must occur within 120 days after the first day of instruction	• 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 educator 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 identifies and discusses professional learning needs.

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 (Refer to Figures 3 and 4 above). For educators, each scheduled classroom observation, as one component of the educator 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 educators. 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 (Refer to Figures 3 and 4 above).
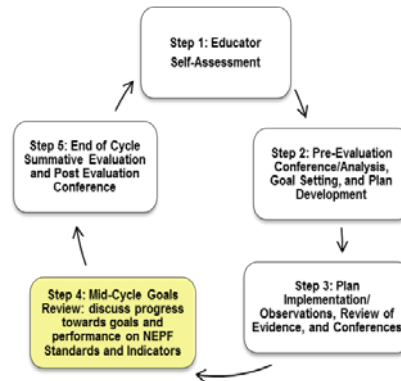
Step 4: Mid-Cycle Goals Review

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 review identified evidence. If appropriate, the educator and evaluator may choose to revise the SLG at this time. In addition, 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 recommendations for improvements in the performance of the educator [NRS 391.695 1(e)] 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.
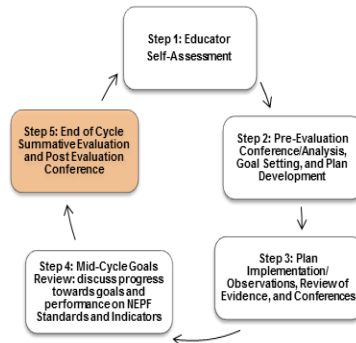
Step 5: End-of-Cycle Summative Evaluation and Post-Evaluation Conference

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.
    - 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.** PL levels selected may range from 1-4 (whole numbers only).
    - 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)/Leadership(principal supervisor) and Professional Responsibilities are calculated by averaging the scores for each Standard.
    - The final Educational Practice score is then determined by adding the weighted Instructional Practice (teacher)/Instructional Leadership (administrator)/Leadership (principal supervisor) 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 2019-2020 school year, this number is then weighted at 15% and becomes the Student Performance Domain score of the Summative Evaluation.
    NOTE: Pursuant to NRS 391.695 and NRS 391.715, student performance measures are not to be included in the evaluation of educators in their initial year of probation or for

post-probationary or probationary educators at a turnaround school in its first two years of turnaround status. Turnaround school is defined as a school that has been determined to be turnaround pursuant to NRS 388G.400 only.

✓ **Evaluation Conference:**
>   During the final evaluation conference, the educator and evaluator review the evidence on which the final rating was determined and discuss the scores and feedback given within the **Summative Evaluation Tool.**

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, school level administrators, and principal supervisors for the 2019-2020 school year.

Figure 5: 2018-2019 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

* Score Ranges to be updated for 2019-2020 pending approval by the Nevada State Board of Education.

Educators 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 the evaluation of a probationary educator if he or she is to receive a rating of 'Ineffective.'
The statement reads as follows:

"Please be advised that, pursuant to Nevada law, your contract may not be renewed for the next school year. If you receive an '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]

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

Glossary

All Students – The NEPF Teacher Instructional Practice Rubric states that, "'all students' refers to the diversity found in all classrooms: various levels of learning, working pace, experience, and backgrounds (e.g., language, culture, SES)." The approved training materials from the Regional Professional Development Programs clarify that, "A teacher must demonstrate that all students are being well served by instruction. While not always directly observable, the teacher must demonstrate through other evidence sources that he or she has made every possible effort to reach the all student status" (Refer to Appendix D.)

Data – Information, including classroom observations, student achievement scores, and artifacts, gathered during the evaluation process for determining educator 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 the NEPF frameworks, the term educator refers to any licensed professional providing services to pupils through the school system. This term is inclusive of teachers, principals and other school leaders, and principal supervisors.

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 make overall performance decisions.

High Leverage Standards – The identified standards, or main objectives of effective educators, 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 educators' 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 of the same educator yields the same result over time

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.

STUDENT LEARNING GOALS – Principal Supervisors

The SLGs serve much the same purpose for principal supervisors as for school administrators and teachers. Collaboration among district administrators helps to ensure that the SLGs are aligned with the district vision. Principal supervisors review student academic and social data at their school sites, select a long term goal for students, provide the instructional leadership to help their principals and schools 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. Principal Supervisors are responsible for providing feedback and support required for

administrators to successfully impact their school culture, climate, and organizational structure that subsequently allows teachers to perform at their most effective levels.

| Step 1: Develop and approve SLG *(Goal Setting and Planning Tool & SLG Checklist)* | Step 2: Monitor progress toward SLG *(Mid-Cycle Review Conference)* | Step 3: Evaluate attainment of SLG *(SLG Rubric & Final Summative Evaluation Tool)* |

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 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 using the **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 must align with <u>Nevada Academic Content Standards</u> (NVACS) or other approved standards. When possible, educators should work together (e.g. 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).

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: Monitor 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 (Refer to Figure 6 below). 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.

Figure 6: 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.

NOTE: State law requires that the evaluation of a probationary educator 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 educators 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)

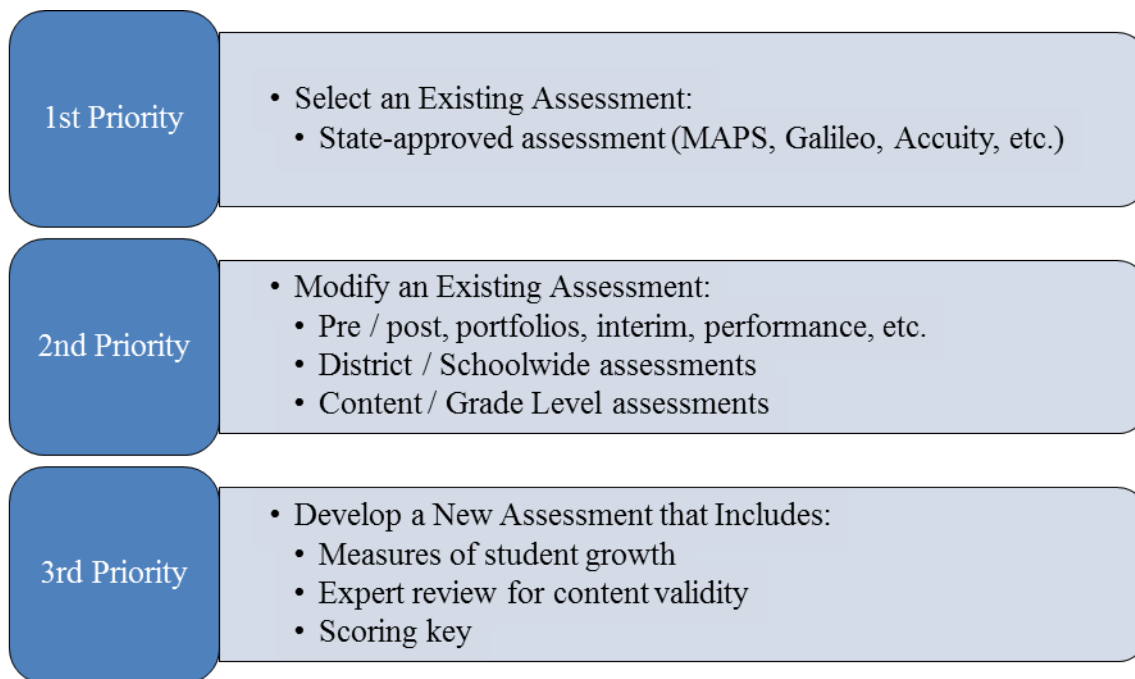**Student Learning Goals – Choosing Quality Assessments**

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, and 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 7: Assessment Priority Levels

1st Priority
- Select an Existing Assessment:
  - State-approved assessment (MAPS, Galileo, Accuity, etc.)

2nd Priority
- Modify an Existing Assessment:
  - Pre / post, portfolios, interim, performance, etc.
  - District / Schoolwide assessments
  - Content / Grade Level assessments

3rd Priority
- Develop a New Assessment that Includes:
  - Measures of student growth
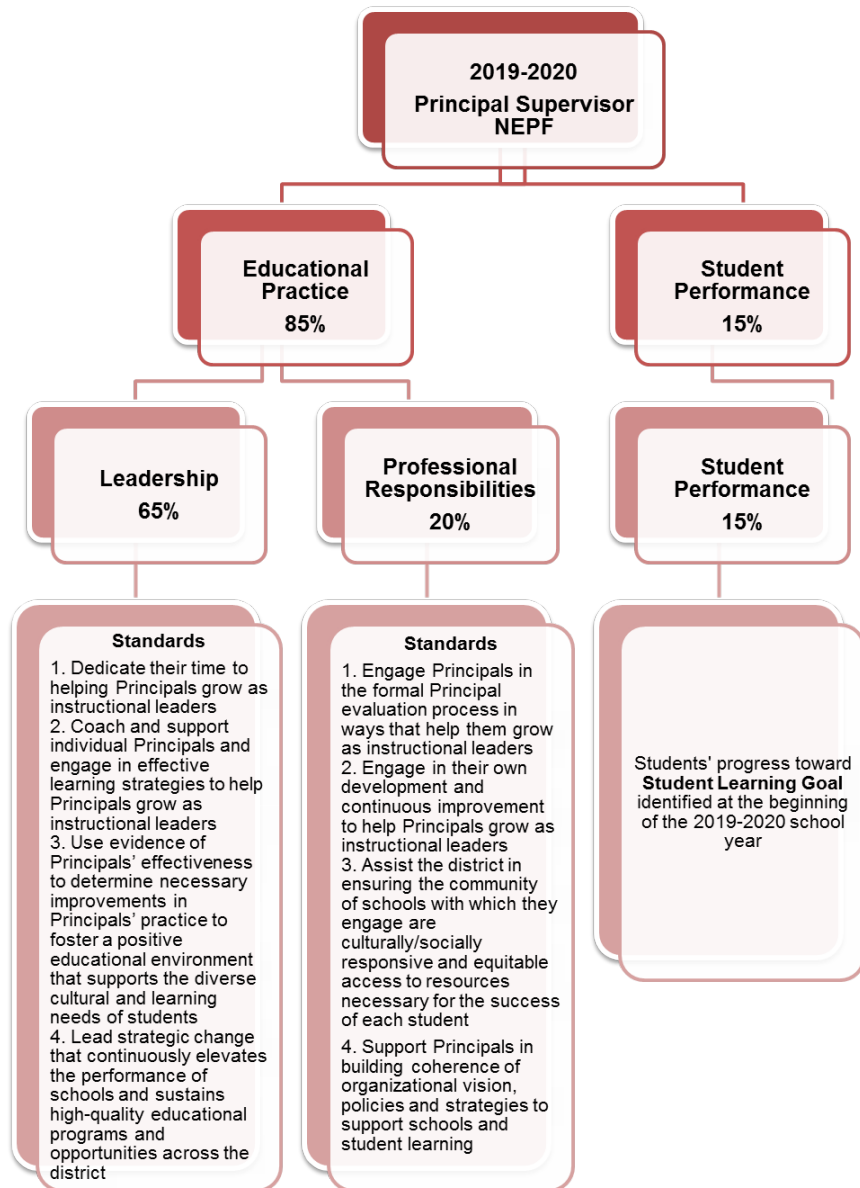 - Expert review for content validity
  - Scoring key

Appendix B – Principal Supervisor Framework

Overview of the Framework

The NEPF for Principal Supervisors consists of two categories and three domains. The Educational Practice Category consists of the 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 2019-2020 school year, the Leadership Domain is weighted at 65% while the Professional Responsibilities Domain is weighted at 20% and Student Performance Domain is weighted at 15%.

Figure 8: 2019-2020 Principal Supervisor Framework

2019-2020 Principal Supervisor NEPF

Educational Practice 85%

Student Performance 15%

Leadership 65%

Professional Responsibilities 20%

Student Performance 15%

Standards

1. Dedicate their time to helping Principals grow as instructional leaders
2. Coach and support individual Principals and engage in effective learning strategies to help Principals grow as instructional leaders
3. Use evidence of Principals' effectiveness to determine necessary improvements in Principals' practice to foster a positive educational environment that supports the diverse cultural and learning needs of students
4. Lead strategic change that continuously elevates the performance of schools and sustains high-quality educational programs and opportunities across the district

Standards

1. Engage Principals in the formal Principal evaluation process in ways that help them grow as instructional leaders
2. Engage in their own development and continuous improvement to help Principals grow as instructional leaders
3. Assist the district in ensuring the community of schools with which they engage are culturally/socially responsive and equitable access to resources necessary for the success of each student
4. Support Principals in building coherence of organizational vision, policies and strategies to support schools and student learning

Students' progress toward **Student Learning Goal** identified at the beginning of the 2019-2020 school year

Leadership and Professional Responsibilities Domains

The Principal Supervisor Framework aligns in structure and orientation to both the Teacher and School Administrator Frameworks. The Leadership Domain sets the parameters for measuring administrator behavior to be an active supporter of the instructional leader, while also specifically monitoring their performance. The Professional Responsibilities Domain addresses the standards for responsibilities that support improvements in principals', and subsequently teachers', practice and likelihood of success. This alignment with the School Administrator and Teacher Framework ensures that principal supervisors are evaluated on their ability to provide the structural support and feedback to help these educators improve their practice.

The Principal Supervisor Standards and Indicators were developed through the adoption of the 2015 national model standards from the Council of Chief State School Officers (CCSSO), known as the Model Principal Supervisor Professional Standards. Based on these standards, and in an effort to align with the School Administrator and Teacher Frameworks, the Teachers and Leaders Council (TLC) identified the four high-leverage Leadership Standards identified below. As with the Teacher and School Administrator Frameworks, this approach operationalizes a narrowed focus to ensure that due concentration is paid to effectiveness and fidelity of implementation.

Principal Supervisor Leadership Standards and Indicators

Standard 1: Principal Supervisors dedicate their time to helping Principals grow as instructional leaders
- **Indicator 1:** The Principal Supervisor spends time in schools observing Principals and the effects of their leadership efforts
- **Indicator 2:** The Principal Supervisor communicates effectively with Principals and explains reasoning and research behind decisions and actions
- **Indicator 3:** The principal supervisor develops efficient approaches and connections with other central office functions to minimize their time spent on activities unrelated to principal development
- **Indicator 4:** The Principal Supervisor monitors their use of time to ensure they are spending most of it in school developing Principals as instructional leaders.

Standard 2: Principal Supervisors coach and support individual Principals and engage in effective learning strategies to help Principals grow as instructional leaders
- **Indicator 1:** The Principal Supervisor uses evidence to provide Principals timely, actionable feedback on their work as instructional leaders
- **Indicator 2:** The Principal Supervisor supports Principal development as instructional leaders through coaching, supervision and connections to resources
- **Indicator 3:** The Principal Supervisor provides or arranges differentiated learning opportunities to build Principals' capacity as instructional leaders
- **Indicator 4:** The Principal Supervisor builds relationships with Principals based on common goals, support, and mutual accountability

Standard 3: Principal Supervisors use evidence of Principals' effectiveness to determine necessary improvements in Principals' practice to foster a positive educational environment that supports the diverse cultural and learning needs of students

- **Indicator 1:** The Principal Supervisor gathers qualitative, quantitative and observational evidence about Principals' capacity ensuring diverse learners' needs are met
- **Indicator 2:** The Principal Supervisor uses evidence from a variety of sources to assess current levels of Principals' proficiency for managing change and ensuring equitable student access to appropriate, rigorous learning
- **Indicator 3:** The Principal Supervisor supports, through coaching, Principals' implementation of leadership strategies to manage change and improve equitable student access to appropriate, rigorous learning
- **Indicator 4:** The Principal Supervisor operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status

Standard 4: Principal Supervisors lead strategic change that continuously elevates the performance of schools and sustains high-quality educational programs and opportunities across the district
- **Indicator 1:** The Principal Supervisor uses evidence from a variety of data sources to identify areas of need in each school and common needs across schools in the district
- **Indicator 2:** The Principal Supervisor works with the Principals and central office administrators to determine better strategies and enact change that addresses common needs and results in increased performance
- **Indicator 3:** The Principal Supervisor provides feedback to central office staff about ways to improve services that support Principals, schools, and student learning
- **Indicator 4:** The Principal Supervisor works with central office administrators to drive changes to the district vision, strategies and policies so they better support student learning and continuous improvement

Principal Supervisor Professional Responsibilities Standards and Indicators

Standard 1: Principal Supervisors engage Principals in the formal Principal evaluation process in ways that help them grow as instructional leaders
- **Indicator 1:** The Principal Supervisor gathers high quality qualitative, quantitative and observational evidence about Principals' capacity for instructional leadership
- **Indicator 2:** The Principal Supervisor communicates and models how the NEPF evaluation process supports Principal's growth as instructional leader
- **Indicator 3:** The Principal Supervisor collaborates with Principals to identify leadership strengths and weaknesses, determines actions and supports needed to improve their practice, and develops a professional learning plan for achieving their goal
- **Indicator 4:** The Principal Supervisor supports Principals in reaching their goals by monitoring progress, conducting formative assessments, providing feedback, and revising elements of the professional learning plan as needed

Standard 2: Principal Supervisors engage in their own development and continuous improvement to help Principals grow as instructional leaders
- **Indicator 1:** The Principal Supervisor uses feedback and data from multiple sources (e.g., Principals, Supervisor, and Principal Supervisor colleagues) to reflect upon personal strengths and weaknesses and determine needed professional learning

- **Indicator 2:** The Principal Supervisor seeks opportunities to increase their own professional knowledge in an effort to remain current on school leadership support, educational research and evidence-based practices
- **Indicator 3:** The Principal Supervisor sets pertinent and measureable professional learning goals to improve their leadership practice

Standard 3: Principal Supervisors assist the district in ensuring the community of schools with which they engage are culturally/socially responsive and equitable access to resources necessary for the success of each student
- **Indicator 1:** The Principal Supervisor models and advocates for fair, equitable, and appropriate leadership practices with Principals, with particular emphasis on student achievement, equity and social justice
- **Indicator 2:** The Principal Supervisor ensures Principals are aware of schoolwide access to the full range of integrated services to meet the diverse cultural and learning needs of each student
- **Indicator 3:** The Principal Supervisor exhibits cultural competency in interactions and decision-making within the school and to high-quality instructional practices
- **Indicator 4:** The Principal Supervisor follows policies, regulations, and procedures specific to role and responsibilities

Standard 4: Principal Supervisors support Principals in building coherence of organizational vision, policies and strategies to support schools and student learning
- **Indicator 1:** The Principal Supervisor examines school-level goals and strategies to promote achievement and equity for students and ensure alignment with district vision, policies, and strategies to inform Principal evaluation and coaching
- **Indicator 2:** The Principal Supervisor assists Principals in learning to allocate school resources in ways that best support staff and meet their school's needs
- **Indicator 3:** The Principal Supervisor gathers and provides feedback to district leaders regarding district goals, policies, and strategies to support the work of Principals and student learning
- **Indicator 4:** The Principal Supervisor provides feedback on the effectiveness of the district's systems to support school- level leaders

Student Performance Domain

The Principal Supervisor evaluation system contains a Student Performance Domain, which includes data reflecting student growth over time and proficiency. Linking student growth and educator performance has the potential to transform the profession. However, many variables affect the relationship between student growth and educator performance. The Nevada approach to measuring student growth may be adapted according to emergent research and information from national and state validation efforts. The 2019-2020 Student Performance Domain includes a 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 15%. Details on this process are included in Appendix A.

Appendix C – 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 2019-2020 school year, the Instructional Leadership Domain is weighted at 65% while the Professional Responsibilities Domain is weighted at 20% and Student Performance Domain is weighted at 15%.

Figure 9: 2019-2020 School Administrator Framework
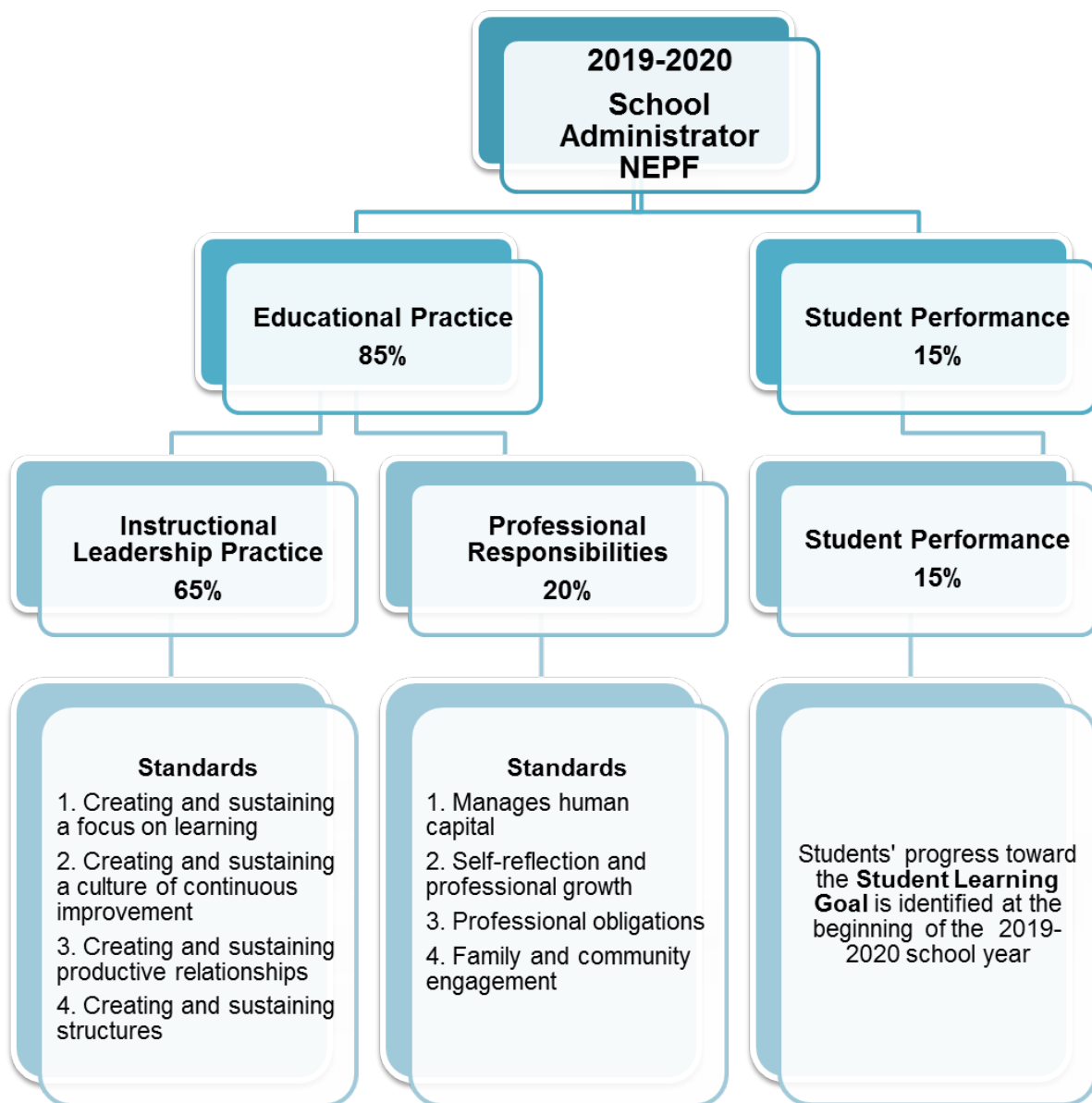
Instructional Leadership and Professional Responsibilities Domains

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.
- I**ndicator 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 evaluation system contains 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. The Nevada approach to measuring student growth may be adapted according to emergent research and information from national and state validation efforts.

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 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 **2019-2020** Student Performance Domain includes a 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 15%. 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 2019-2020 school year, the Instructional Practice Domain is weighted at 65% while the Professional Responsibilities Domain is weighted at 20% and Student Performance Domain is weighted at 15%.

Figure 10: 2019-2020 Teacher Framework
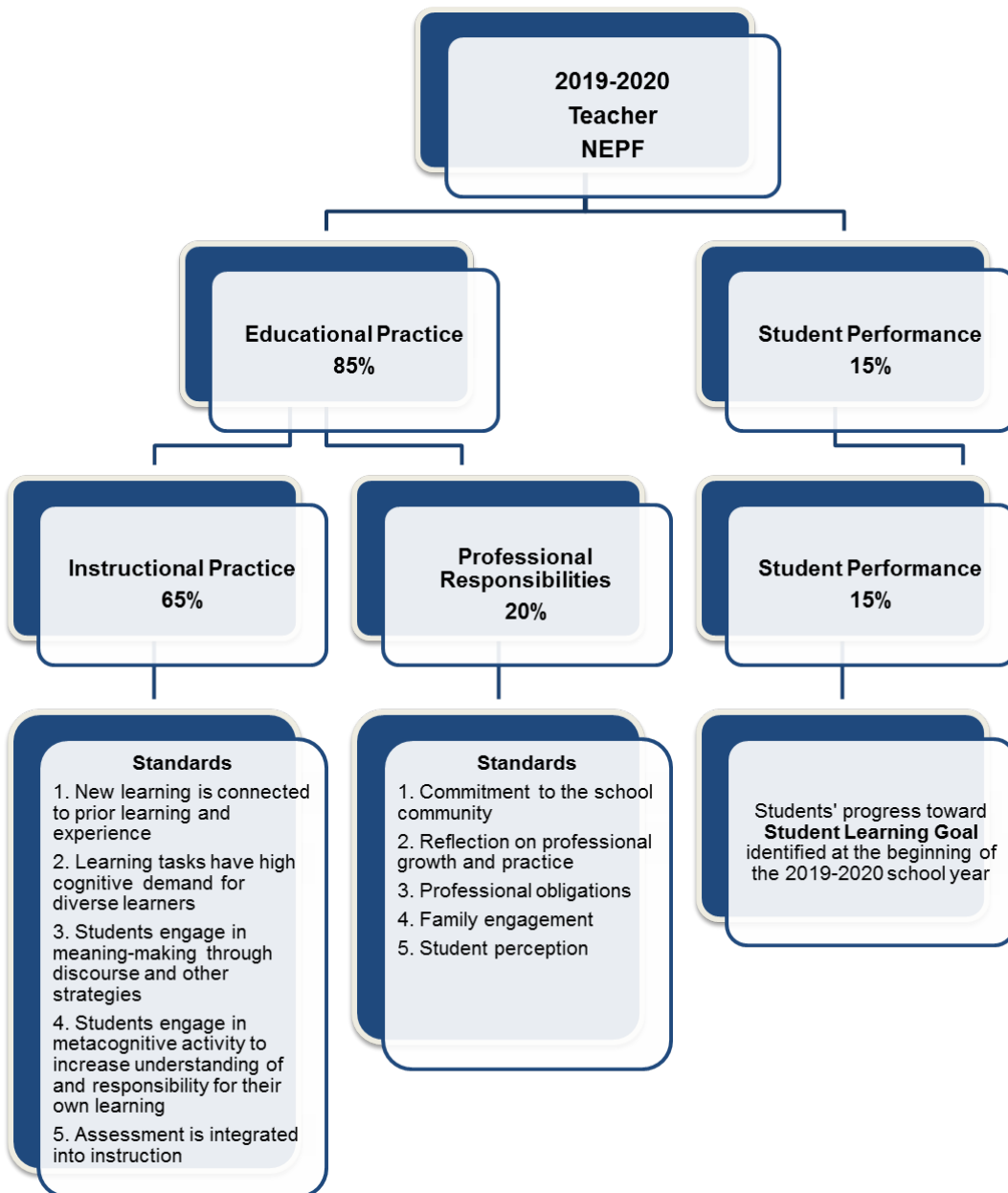
Instructional Practice and Professional Responsibilities Domains

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 teacher evaluation system contains 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. The Nevada approach to measuring student growth may be adapted according to emergent research and information from national and state validation efforts.

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 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 **2019-2020** Student Performance Domain includes a 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 15%. Details on this process are included in Appendix A.

Appendix D – KEY WORDS IN THE DESCRIPTORS OF PERFORMANCE*

LEVEL 4

All Students: To receive a Performance Level 4, a teacher needs to demonstrate that all the students are being well served by instruction. This is indeed a high bar which teachers may strive for, yet not fully reach. If the evaluator, through direct observation, is able to judge that all but one or two students are being addressed with respect to the indicator, then the teacher must demonstrate through other evidence sources that he or she has made every possible effort to reach the all student status.

Fully: The descriptor fully, which is only included for Level 4 performances, conveys that the teacher is enacting the standard to the greatest degree or extent. For example, the teacher must adapt his or her instruction to the greatest extent possible in response to evidence of learning during the lesson (Standard 5: Indicator 4); or all students can fully explain the intended learning (Standard 4: Indicator 1).

Clearly: This descriptor is used for Level 4 teachers, and indicates that the teacher has performed to the maximum level possible and has been successful in communicating to students. For example, the teacher explicitly – and in a way that is understandable to students – communicates how the new learning is connected to longer-term goals, for example to the standards, or to the overall goals of the unit, or to how this learning is connected to competencies for college and career (Standard 1: Indicator 3).

Effective/Effectively: The descriptors effective and effectively are included for Level 4 performances only. They signal that the teacher has achieved the instructional goal to the maximum extent possible. For example, in the performance level descriptor "the teacher uses effective strategies to help students see connections and relationships between previous and present learning" (Standard 3: Indicator 3), there should be evidence that the strategies the teacher has used have been completely successful in helping all students to see connections and relationships.

Appropriate: This descriptor is used only in Standard 2: Indicator 2 and is used for the Performance Level 4. If tasks are at an appropriate level of challenge, this means that they have been carefully designed by the teacher to match the students' individual levels of learning – they are neither too easy, nor too hard and they will serve to advance student learning.

LEVEL 3

Most Students: To receive a Performance Level 3, a teacher needs to demonstrate that most students are being well served by instruction. There should be evidence of the teacher's intention to address all students' initial understandings, even though this did not happen in practice. (When a teacher demonstrates that most students are not well served by instruction, the performance is a Level 2)

Adequately/Adequate: The descriptor adequately, which is only included for Level 3 performances conveys that the teacher's practice is satisfactory but does not reach the level of the greatest extent possible. Similarly, the term adequate is used to indicate that the teacher has performed satisfactorily. For example, the teacher providing adequate guidance indicates the guidance was satisfactory in accomplishing the teacher's intended purpose (Standard 3: Indicator 1).

Generally: The descriptor generally is used for Level 3 performances and indicates that the teacher has for the most part achieved the instructional goal. For example, "generally engages

student thinking" and "generally supports their understanding" indicates that the teacher has been mostly successful in engaging student thinking and supporting their understanding, but has not reached the standard indicated by 'effective' – i.e., to the greatest extent possible (Standard 3: Indicator 2). The descriptor generally is also used for Level 2 performances, for example, "student reflection is generally unrelated to learning goals…" (Standard 4: Indicator 2). In this instance, the evidence conveys that while the teacher might have attempted to support student reflection, it is not successfully accomplished.

Sufficiently: The descriptor sufficiently is included for Level 3 performances and in this category it conveys that the teacher has provided enough information, or used enough strategies to reach the intended goal of instruction. For example, the strategies the teacher uses to connect new learning goals to longer-term goals accomplish the intended purpose (Standard 1:Indicator3)

LEVEL 2

Some or Few: A teacher receives a Performance Level of 2 if the majority of students are not being well served by instruction or example (Standard 2: Indicator 2).

Insufficiently: This descriptor is used for Level 2 performances to signal that the teacher has not successfully accomplished the instructional/assessment goal. For example, "performance criteria are insufficiently specified" indicates that the teacher has been unsuccessful in providing the criteria for the intended purpose (Standard 5: Indicator 1).

Inadequately: The descriptor inadequately, which is used for Level 2 performances, conveys that the teacher has not adequately accomplished the instructional/assessment goal. For example, the way the teacher attempts to activate most students' initial understandings is limited and does not result in initial understandings being activated (Standard 1: Indicator 1).

Minimally: This descriptor is reserved for the Performance Level 2 and indicates that the instructional goal has not been met. For example, a teacher might have attempted to guide students to a deeper understanding of a concept but the attempt was not successful (Standard 3: Indicator 1).

Limited: This descriptor is used only for Level 2 performances, limited refers to a practice that the teacher has tried to enact a specific practice, but the practice is not well developed nor is it successful in meeting intended goals. For example, the teacher "uses limited strategies" indicates that the strategies are not well developed enough to achieve the goal (Standard 3: Indicator 3) and there are "only limited opportunities" for student reflection in the lesson indicates that the opportunities are not successful in meeting the goals (Standard 4: Indicator 2).

Somewhat: This descriptor is included for Level 2 performances. It indicates that while the teacher may have attempted to enact a specific practice, it was not successful in achieving the goal. For example, the strategies the teacher uses are not successful in furthering the students' understanding (Standard 3: Indicator 3).

LEVEL 1

No, or almost no: A teacher receives a Performance Level 1 when there is no, or almost no, evidence that any student is being served well by the instructional practice. For example, the evaluator finds there is no evidence that the teacher attempts to activate students' initial understandings (Standard 1: Indicator 1) or there is no evidence that the teacher plans any ongoing learning opportunities based on evidence (Standard 5: Indicator 3).