



Implementation of Nevada's Educator Performance Framework (NEPF) and the Validation Study of the Framework

***Presentation to Nevada Legislative Committee on Education
February 25, 2014***



EXHIBIT O - EDUCATION
Document consists of 15 pages.
Entire exhibit provided.
Meeting Date: 02-25-14

KEY TOPICS



- **NEPF: An Overview**
- **Implementation:**
NEPF in Action in 2013-2014
- **Looking Ahead:**
NEPF in 2014-2015
- **Validation Study**



NEPF: System of Support that Empowers Nevada Educators

- Required **shift in teaching and leading** practices for Nevada educators
- **System of accountability** built on educator inputs and student outcomes
- Set of **standards and indicators** reflecting what teachers and administrators need to know and be able to do **to support student mastery** of more rigorous Nevada content standards



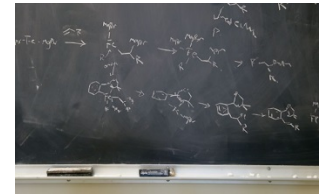
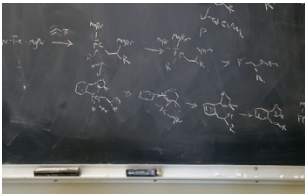
Timing Matters: Meets an urgent need for better instructional support

- Nevada students are now expected to achieve **21st century learning targets**, including **Nevada Standards** derived from Common Core & Next Generation Science Standards
- These more rigorous student standards require a **shift in the way teachers teach and administrators lead**
 - *Student standards are the “**what.**” NEPF is the “**how.**”*
- **All Nevada school districts** are engaged
 - *2013-2014: Some districts actively testing system components*
 - *2013-2015: All districts engaging in professional development to learn the system*



An improvement over current system

- The system focuses on what matters most — it maximizes the **highest leverage practices** for instruction and leadership.
- The concentration is on **student learning**. Teaching doesn't count if students don't learn. Leading doesn't count if teachers are not successful in student learning.
- **Actionable information** is generated to support educators' professional learning and success.



Provides standards for what educators should know and be able to do.

Teachers

- Educational Practice
 - Instructional Practice
 - Professional Responsibilities
- Student Performance



Administrators

- Educational Practice
 - Instructional Leadership Practice
 - Professional Responsibilities
- Student Performance



Nevada Educator Performance Framework: Teacher Evaluation Model

Educational Practice

Student Performance

Instructional Practice — 35%

Teacher behavior in the classroom that enables every student's learning.

- 1) New learning is connected to prior learning and experience
- 2) Learning tasks have high cognitive demand for diverse learners
- 3) Students engage in meaning-making through discourse and other strategies
- 4) Students engage in metacognitive activity to increase understanding and responsibility for their own learning
- 5) Assessment is integrated into instruction

Professional Responsibilities — 15%

Teacher behavior that supports learning and promotes effectiveness of the school community

- 1) Family engagement
- 2) Reflection on professional growth and practice
- 3) Contribution to school community
- 4) Professional obligations
- 5) Student perception

Student Outcomes—50%

Students show appropriate, expected growth over time in their subject/content area. Students show proficiency in their subjects and grade level.

Categories of data:

- 1) Student growth
- 2) Student subpopulation gap reduction
- 3) Student proficiency

Nevada Educator Performance Framework: Administrator Evaluation Model

Educational Practice

Student Performance

Instructional Leadership Practice — 35%

Administrator behavior that enables every teacher to support student learning.

- 1) Creating and sustaining a focus on learning
- 2) Creating and sustaining a culture of continuous improvement
- 3) Creating and sustaining productive relationships
- 4) Creating and sustaining structures

Professional Responsibilities — 15%

Administrator behavior that supports learning and promotes effectiveness of the school community

- 1) Manages human capital
- 2) Self-reflection & professional growth
- 3) Professional obligations
- 4) Family and community engagement

Student Outcomes—50%

*Students show appropriate, expected growth over time in their subject/content area.
Students show proficiency in their subjects and grade level.*

Categories of data:

- 1) Student growth
- 2) Student subpopulation gap reduction
- 3) Student proficiency

How the Framework operates:

- **All** educators measured on the **required standards and indicators** for Instructional Practice and Professional Responsibilities.
- State-developed rubrics available for district use for Instructional Practice and Professional Responsibilities.
- Application process available for districts wanting to use alternative data collection tools (e.g., Marzano, Danielson).
 - Criteria Required:
 - *Crosswalk showing alignment to standards and indicators*
 - *Evidence of validity and reliability of instrument*
 - *Sufficiency in training of evaluators and educators*



2013-2014 Implementation: NEPF in Action

RPDPs and CRESST

Build training materials and offer professional development.

Professional learning models the Common Core by engaging teachers and administrators in intellectually rich and demanding experiences to deepen their learning.

Teachers & Administrators in all Nevada School Districts

Participate in professional development about the system.

Establishing the instructional and leadership shifts as priorities for growth and development.



2013-2014 Implementation: NEPF in Action

WestEd

Conduct validation study in 86 schools.

Analyze system components.
(e.g., processes and instruments)

Identify infrastructure needed for successful implementation and scaling up of NEPF.

Teachers and Leaders Council

Identify scoring protocol for final evaluation decision.

Create an aligned evaluation model for related service personnel.

Monitor implementation of NEPF and Validation Study.



2013-2014 Implementation: NEPF in Action

Nevada Department of Education

Communication with all stakeholders

Creation of NDE/NEPF website
(FAQs, training materials, tools/instruments, etc.)

Implementation oversight

Develop applications for district use of
alternate evaluation tools

Prepare to deliver student achievement
data files to school districts



Looking Ahead: NEPF in 2014-2015

RPDPs and CRESST

- Continue to build training materials and offer professional development using feedback from educators in validation study.
- Continue to ensure professional learning models the Common Core by engaging teachers and administrators in intellectually rich and demanding activities to deepen their learning.

All Tchrs & Admin

- Participate in professional development in response to data from the NEPF implementation.
- Continue to establish the instructional and leadership shifts as priorities for growth and development.

All Districts

- Local data systems created or refined to provide linkages between students, educators, and courses (i.e., “rostering”)



Looking Ahead: NEPF in 2014-2015

Tchrs & Leaders Council

- Monitor NEPF implementation of NEPF
- Identify revisions/changes to NEPF based on validation study

WestEd

- Validation Study to analyze systems implementation (all tools and processes combined)
- Validation Study to continue to identify infrastructure needed for successful implementation of NEPF

NV Dep't. of Educ.

- Ongoing communication with all stakeholders
- Maintain current information on NDE/NEPF website
- Continue to provide implementation oversight
- Approve applications for use of alternate evaluation tools
- Deliver student achievement data files to school districts



For more information about the Nevada Educator Performance Framework...



http://www.doe.nv.gov/Boards_Councils/Teachers_Leaders_Council/

