

**PROPOSED REGULATION OF THE
DEPARTMENT OF EDUCATION**

LCB File No. R021-16

**Proposed Regulation Changes Regarding Domain Weightings and Student Achievement
(based on TLC and NDE recommendations)**

**NAC 391.571 Performance evaluation of school-level and probationary administrators:
Required domains.** (NRS 385.080, 391.465)

1. The performance evaluation of each school-level administrator must include an evaluation of the school-level administrator in the following domains:

(a) Instructional leadership practices of the administrator at the school, as prescribed by NAC 391.572, which, except as otherwise provided in subsection 2, must account for ~~35~~ 80 percent of the performance evaluation *for the 2015-2016 school year, 60 percent for the 2016-2017 school year, and 45 percent for the 2017-2018 school year and beyond;*

(b) Professional responsibilities of the administrator to support learning and promote the effectiveness of the school community, as prescribed by NAC 391.573, which, except as otherwise provided in subsection 2, must account for ~~15~~ 20 percent of the performance evaluation *for the 2015-2016, 20 percent for the 2016-2017 school year, and 15 percent for the 2017-2018 school year and beyond;* and

(c) *With the exception of the 2015-2016 school year*, and except as otherwise provided in subsection 2, the performance of pupils enrolled in the school based upon the data prescribed by the Department pursuant to NAC 391.578, which must account for ~~50~~ 20 percent of the performance evaluation *for the 2016-2017 school year and 40 percent for the 2017-2018 school year and beyond to include:*

(1) For the 2016-2017 school year, 10 percent must be based on statewide performance measures from school-wide aggregate standardized assessment data and for the 2017-2018 school year and beyond, 20 percent based on statewide performance, measures outlined as follows:

~~(1)~~ *i Ten percent must be based on statewide performance measures from school-wide aggregate standardized assessment data* ~~Thirty-five percent must be derived from measures of pupil growth;~~

~~(2)~~ *a. Half* ~~KG-C1~~ ~~Ten percent~~ must be derived from measures of the reduction of achievement gaps for the specific groups of pupils identified for the statewide system of accountability for public schools pursuant to NRS 385.3594; and

~~(3)~~ *b* ~~Five percent~~ *Half* must be derived from measures of pupil proficiency.

(2) For the 2016-2017 school year, 10 percent must be based on pupil achievement data derived from district determined assessments and for the 2017-2018 school year, 20 percent must be based on pupil achievement data derived from district determined assessments as outlined below:

The board of trustees for each school district shall adopt a policy that sets forth procedures for the assessment of pupil performance for the purpose of teachers, building level administrators, and the supervisors of administrators' performance evaluations as outlined in statute pursuant to AB447. The policy must meet the following criteria:

1. *Assessment data must be used to measure performance toward the individual teacher, building level administrator and supervisor of principal’s student learning goal identified as part of the statewide performance evaluation system requirements and must:*
 - a. *Align with content standards identified by the Department*
 - b. *Meet the intended level of rigor*
 - c. *Ensure the highest possible level of validity and reliability as reasonable and appropriate to content and*
 - d. *Include policy for monitoring the alignment, instrument security, reliability, validity, comparability, feasibility and scoring.*
2. *To the extent appropriate to educator’s role, district policy must prioritize the assessment selection process as follows:*
 - a. *First priority must be to select from state approved or standardized assessments that meet the criteria stated above but shall not include the use of data from statewide pupil performance assessments already identified in NAC 391.xxx as part of the statewide performance evaluation system*
 - b. *Second priority is to modify existing district, schoolwide, content or grade level assessments to meet the criteria above, and*
 - c. *Third priority is to develop new assessments which measure student growth, provide for expert review for content validity, and contain standardized procedure or key to uniformly score the assessment to meet the criteria above.*

Criteria:	Alignment: Content of Assessment to the Curriculum/NVACS Alignment: Intended Level of Rigor Psychometric Quality: Validity, Reliability (as high degree as feasible) Monitoring: Alignment, Instrument Security, Reliability, Validity, Comparability, Feasibility, & Scoring
Priority	Selection Process
1	SELECT AN EXISTING ASSESSMENT: <ul style="list-style-type: none"> • State Approved (MAPs, Galileo, Acuity, etc) • Standardized (AP, End of Course, End of Year, CTE, etc)
2	MODIFY AN EXISTING ASSESSMENT <ul style="list-style-type: none"> • District Assessments (Pre-Post, Portfolios, Interims, Performance, etc.) • Schoolwide Assessments (Pre-Post, Portfolios, Interims, Performance, etc.) • Content/Grade Level Assessments Pre-Post, Portfolios, Interims, Performance, etc.)
3	DEVELOP A NEW ASSESSMENT <ul style="list-style-type: none"> • Measures Student Growth • Expert Review for Content Validity • Scoring Key

2. The performance evaluation of a probationary administrator, other than a postprobationary employee who is deemed a probationary employee pursuant to NRS 391.3129, in his or her initial year of probationary employment must be based upon the domains of instructional leadership practices of the administrator at the school as prescribed by NAC 391.572 and professional responsibilities of the administrator to support learning and promote the effectiveness of the school community as prescribed by NAC 391.573, with the percentages and weights assigned to those domains in accordance with the scoring matrix prescribed by the Department pursuant to NAC 391.580.

(Added to NAC by Bd. of Education by R007-13, eff. 10-23-2013)

NAC 391.574 Performance evaluation of teacher: Required domains. (NRS 385.080, 391.465)

1. The performance evaluation of each teacher must include an evaluation of the teacher in the following domains:

(a) Instructional practices of the teacher in the classroom, as prescribed by NAC 391.575, which, except as otherwise provided in subsection 2, must account for ~~{35}~~ 80 percent of the performance evaluation *for the 2015-2016 school year, 60 percent for the 2016-2017 school year, and 45 percent for the 2017-2018 school year and beyond;*

(b) Professional responsibilities of the teacher to support learning and promote the effectiveness of the school community, as prescribed by NAC 391.576, which, except as otherwise provided in subsection 2, must account for ~~{15}~~ 20 percent of the performance evaluation; *evaluation for the 2015-2016, 20 percent for the 2016-2017 school year, and 15 percent for the 2017-2018 school year and beyond and*

(c) *With the exception of the 2015-2016 school year, and* ~~{Except}~~ *except* as otherwise provided in subsection 2, the performance of pupils enrolled in the school based upon the data prescribed by the Department pursuant to NAC 391.578, which must account for ~~{50}~~ 20 percent of the performance evaluation *for the 2016-2017 school year and 40 percent for the 2017-2018 school year and beyond to include:*

(1) For the 2016-2017 school year, 10 percent must be based on statewide performance measures from school-wide aggregate standardized assessment data and for the 2017-2018 school year, 20 percent based on statewide performance measures outlined as follows:

~~{(1) Thirty-five percent must be derived from measures of pupil growth;~~

~~—(2) a {Ten-percent} Half {KG-C1}~~ must be derived from measures of the reduction of achievement gaps for the specific groups of pupils identified for the statewide system of accountability for public schools pursuant to NRS 385.3594; and

~~{(3) b {Five-percent} Half}~~ must be derived from measures of pupil proficiency.

(2) For the 2016-2017 school year, 10 percent must be based on pupil achievement data derived from district determined assessments and for the 2017-2018 school year, 20 percent must be based on pupil achievement data derived from district determined assessments as outlined below:

The board of trustees for each school district shall adopt a policy that sets forth procedures for the assessment of pupil performance for the purpose of teachers, building level administrators, and the supervisors of administrators' performance evaluations as outlined in statute pursuant to AB447. The policy must meet the following criteria:

- 3. Assessment data must be used to measure performance toward the individual teacher, building level administrator and supervisor of principal's student learning goal*

identified as part of the statewide performance evaluation system requirements and must:

- a. Align with content standards identified by the Department*
 - b. Meet the intended level of rigor*
 - c. Ensure the highest possible level of validity and reliability as reasonable and appropriate to content and*
 - d. Include policy for monitoring the alignment, instrument security, reliability, validity, comparability, feasibility and scoring*
- 4. To the extent appropriate to educator’s role, district policy must prioritize the assessment selection process as follows:*
- a. First priority must be to select from state approved or standardized assessments that meet the criteria stated above but shall not include the use of data from statewide pupil performance assessments already identified in NAC 391.xxx as part of the statewide performance evaluation system*
 - b. Second priority is to modify existing district, schoolwide, content or grade level assessments to meet the criteria above, and*
 - c. Third priority is to develop new assessments which measures student growth, provide for expert review for content validity, and contain standardized procedure or key to uniformly score the assessment to meet the criteria above.*

Criteria:	<p>Alignment: Content of Assessment to the Curriculum/NVACS</p> <p>Alignment: Intended Level of Rigor</p> <p>Psychometric Quality: Validity, Reliability (as high degree as feasible)</p> <p>Monitoring: Alignment, Instrument Security, Reliability, Validity, Comparability, Feasibility, & Scoring</p>
Priority	Selection Process
1	<p>SELECT AN EXISTING ASSESSMENT:</p> <ul style="list-style-type: none"> • State Approved (MAPs, Galileo, Acuity, etc) • Standardized (AP, End of Course, End of Year, CTE, etc)
2	<p>MODIFY AN EXISTING ASSESSMENT</p> <ul style="list-style-type: none"> • District Assessments (Pre-Post, Portfolios, Interims, Performance, etc.) • Schoolwide Assessments (Pre-Post, Portfolios, Interims, Performance, etc.) • Content/Grade Level Assessments Pre-Post, Portfolios, Interims, Performance, etc.)
3	<p>DEVELOP A NEW ASSESSMENT</p> <ul style="list-style-type: none"> • Measures Student Growth • Expert Review for Content Validity • Scoring Key

2. The performance evaluation of a probationary teacher, other than a postprobationary employee who is deemed a probationary employee pursuant to NRS 391.3129, in his or her initial year of probationary employment must be based upon the domains of instructional practices of the teacher in the classroom as prescribed by NAC 391.575 and professional responsibilities of the teacher to support learning and promote the effectiveness of the school community as prescribed by NAC 391.576, with the percentages and weights assigned to those domains in accordance with the scoring matrix prescribed by the Department pursuant to NAC 391.580.

(Added to NAC by Bd. of Education by R007-13, eff. 10-23-2013)

School Year	Instructional Practice/ Instructional Leadership Practice	Professional Responsibilities	Student Performance	
2015-2016	80%	20%	0%	
2016-2017	60%	20%	20%	
			10% statewide assessment data to include: 5% gap reduction 5% proficiency	10% local district measures
2017-2018	45%	15%	40%	
			20% statewide assessment data to include: 10% gap reduction 10% proficiency	20% local district measures

Proposed Regulation Changes Pursuant to AB447 (NRS 391.465)

NAC 391.579 Evaluation tools for conducting performance evaluations; application for flexibility to use different evaluation tools. (NRS 385.080, 391.465)

1. Except as otherwise provided in subsection 2, each school district shall use the evaluation tools prescribed by the Department for conducting the performance evaluations of school-level administrators and the performance evaluations of teachers. The Department shall prescribe such evaluation tools, including, without limitation:

(a) Rubrics for specifying expectations of performance which are measured during the observations of performance required by NRS 391.3125 and 391.3127, as applicable, and in the review of artifacts pursuant to subsection 2 of NAC 391.577;

(b) Protocols to guide and score each observation in accordance with the observation schedule required by NRS 391.3125 and 391.3127, as applicable;

(c) Protocols to guide pre- and post-observation conferences;

(d) Protocols to guide pre- and post-evaluation conferences;

(e) Instruments and techniques to assist the person being evaluated with self-assessment as described in subsection 3 of NAC 391.577; and

(f) Protocols to guide the person being evaluated with setting goals as described in subsection 4 of NAC 391.577.

2. A school district may apply to the Department for flexibility to use evaluation tools in conducting the performance evaluations of school-level administrators and the performance evaluations of teachers that are different than the evaluation tools prescribed by the Department pursuant to subsection 1. The application must be on a form prescribed by the Department and include, without limitation:

(a) The evaluation tools proposed for use by the school district, which must ~~align~~ *apply with* the standards and indicators for each domain *equivalent to those* prescribed by NAC 391.571 and 391.574; and

(b) The process that will be used to incorporate into the scoring matrix prescribed by the Department pursuant to NAC 391.580 the scores derived from the school district's measures of standards and indicators for each domain prescribed by NAC 391.571 and 391.574.

3. A school district must obtain approval from the Department pursuant to subsection 2 before using any evaluation tools that are different from the evaluation tools prescribed by the Department pursuant to subsection 1.

(Added to NAC by Bd. of Education by R007-13, eff. 10-23-2013)

**Proposed Regulation Changes to Revise Specific Indicator Language
(to more closely reflect the recommendations made by the Teachers and Leaders Council
and intent of the research based Standards and Indicators)**

NAC 391.572 Performance evaluation of school-level administrator in domain of instructional leadership practices. (NRS 385.080, 391.465) The performance evaluation of a school-level administrator in the domain of instructional leadership practices of the administrator at the school must include, without limitation, an evaluation of the school-level administrator in the following standards of performance, with each standard carrying the weight prescribed by the Department pursuant to NAC 391.580:

1. The ~~school-level~~ administrator creates and sustains a focus on learning at the school, as demonstrated by the following indicators:

(a) Engages ~~ing~~ stakeholders in the development of a ~~plan~~ *vision* for ~~obtaining~~ high pupil achievement and college and career readiness, ~~for pupils and periodically~~ *continually* reviewing and *adapting* ~~revising~~ the ~~plan~~ *vision* ~~as necessary~~ *when appropriate*;

(b) Holds ~~ing~~ teachers and pupils accountable for learning ~~by~~ *through* regular ~~ly~~ monitoring *of* a range of performance data;

(c) ~~Providing adequate~~ *Structures* opportunities ~~for~~ *to engage* teachers ~~to~~ *in* reflecting on their practice and tak~~e~~*ing* *improvement* actions to ~~improve~~ *benefit* pupil learning and support professional growth; and

(d) Systematically support ~~ing~~ *s teachers'* short-term and long-term planning ~~to facilitate~~ *for* pupil learning through a variety of means.

2. The ~~school-level~~ administrator creates and sustains a ~~school~~ culture of ~~striving for~~ continuous improvement, as demonstrated by the following indicators:

(a) Sets ~~ting~~ clear expectations for ~~the performance of~~ teacher ~~s~~ *performance* and pupil ~~s~~ *performance* and creates ~~ing~~ a system for ~~the~~ consistent monitoring and follow-up on ~~ff~~ growth and development;

(b) Support ~~ing~~s ~~the~~ *teacher* development ~~of teachers~~ through quality observation, feedback, coaching and professional learning structures;

(c) Gather ~~ing~~s and analyz ~~ing~~es ~~data from~~ multiple sources *of data* to monitor and evaluate ~~the~~ progress of ~~the~~ school *learning* ~~toward established~~ goals ~~for pupil performance and learning;~~ *to drive continuous improvement* and

(d) Operat ~~ing~~es with a *deep* belief that all children can achieve regardless of ~~their~~ race, perceived abilit ~~ies~~y and ~~or~~ socioeconomic status.

3. The ~~school-level~~ administrator creates and sustains productive relationships, as demonstrated by the following indicators:

(a) ~~Creating and maintaining~~ *Demonstrates* a welcoming, respectful, and caring environment ~~that promotes~~ *and an interest in adults' and pupils'* ~~the~~ well-being ~~of pupils;~~ *to create a positive affective experience for all members of* ~~staff and~~ the school community;

(b) Provid ~~ing~~es opportunities for extended, productive discourse between the ~~school-level~~ administrator and teachers and among teachers to ~~inform decisions designed to meet the goals of the school, including, without limitation, structuring the school environment to enable such collaboration; and~~ *support decision-making process;*

(c) *Structures the school environment to enable collaboration between administrators* ~~Creating and maintaining processes to communicate and partner with~~ *and* teachers *and among teachers to* ~~and parents and families in a manner that supports the goals of the~~ *further* school goals and

(d) Has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.

4. The ~~school-level~~ administrator creates and sustains structures to support an effective school, as demonstrated by the following indicators:

(a) Implement ~~ing~~s systems and processes to align curriculum, instruction and assessment ~~with~~ *to* state standards and ~~standards for~~ college and career readiness *standards, continually and periodically* reviewing and *adapting* ~~revising those systems and processes~~ when ~~necessary~~ *appropriate;*

(b) Develop ~~ing~~s systems and processes to implement a *coherent and* clearly articulated curriculum across the entire school, ~~and periodically~~ *continually* reviewing and ~~revising those systems and processes~~ *adapting* when *appropriate* ~~necessary~~; and

(c) Allocat ~~ing~~es resources *effectively*, including the organization of time, ~~effectively~~ *to* support ~~and further the~~ *learning* goals ~~of the school~~.

(Added to NAC by Bd. of Education by R007-13, eff. 10-23-2013)

NAC 391.573 Performance evaluation of school-level administrator in domain of professional responsibilities. (NRS 385.080, 391.465) The performance evaluation of a school-level administrator in the domain of professional responsibilities of the administrator to support learning and promote the effectiveness of the school community must include, without limitation, an evaluation of the school-level administrator in the following standards of performance, with each standard carrying the weight prescribed by the Department pursuant to NAC 391.580:

1. The ~~school-level~~ administrator effectively manages ~~the teachers~~ *human capital* ~~employed at the school~~, as demonstrated by the following indicators:

(a) Collect ~~ing~~s high-quality observation data and ~~other~~ evidence of ~~the~~ *teacher* practice ~~of teachers~~ in a fair and equitable manner, and ~~using~~ *utilizes* the results of ~~the performance~~ evaluations ~~of teachers~~ to *provide supports to* improve ~~their~~ performance;

(b) Use ~~ing~~es available data, including ~~the performance evaluations of~~ teacher~~s~~ *effectiveness data*, to identify, recognize, support and retain teachers;

(c) Support ~~ing~~s the development of *teacher* leaders ~~hip skills in teachers~~ and provide ~~ing~~es *leadership* opportunities ~~for teachers to assume leadership roles;~~ and

(d) Comply ~~ing~~ies with the requirements *and expectations* of the statewide performance evaluation system.

2. The ~~school-level~~ administrator engages in self-reflection ~~designed to foster~~ *and* professional growth, as demonstrated by the following indicators:

(a) Seek ~~ing~~s out feedback from colleagues and staff, and use ~~ing~~es a variety of data ~~and information~~ to self-reflect ~~and improve up~~ on his or her practice;

(b) Seek ~~ing~~s opportunities to increase his or her professional knowledge *in an effort* to remain current on educational research and evidence-based practices; and

(c) Pursue ~~ing~~es ~~relevant~~ *aligned* professional learning opportunities to improve his or her *instructional* leadership across the school community.

3. The ~~school-level~~ administrator meets professional obligations, as demonstrated by the following indicators:

(a) Model ~~ing~~s and advocate ~~ing~~es for fair, equitable and appropriate treatment of all ~~school employees,~~ *personnel*, pupils and ~~the parents and~~ families; ~~of pupils~~;

(b) Model ~~ing~~s integrity ~~and honesty~~ in *all* interactions with colleagues, ~~and~~ staff, pupils, ~~the parents and~~ families ~~of pupils~~ and the ~~school~~ community; ~~and respecting the confidentiality and dignity of such interactions; and~~

(c) ~~Following policies, regulations and procedures applicable to his or her role and responsibilities as a school-level administrator.~~ *Respects the rights of others with regard to confidentiality and dignity and engages in honest interactions; and*

(d) Follows policies, regulations, and procedures specific to role and responsibilities

4. The ~~school-level~~ administrator ~~employs practices and strategies to involve and~~ engages ~~the parents and~~ families ~~of pupils and the school~~ *and the* community, as demonstrated by the following indicators:

(a) Involve ~~ing~~es ~~the parents and~~ families ~~of pupils~~ and the ~~school~~ community in appropriate policy implementation, program planning and assessment~~s~~;

(b) Involve ~~ing~~es ~~the parents and~~ families *and* ~~of pupils and the school~~ community *members* in the *realization of vision and in related* ~~goals of the school and~~ school improvement efforts; and

(c) ~~When appropriate, informing the parents and~~ *Connects students and* families ~~of pupils of available educational,~~ *to community* health, *human*, and social services *as appropriate.* ~~and connecting the parents and families with those services in response to their needs.~~

(Added to NAC by Bd. of Education by R007-13, eff. 10-23-2013)

NAC 391.575 Performance evaluation of teacher in domain of instructional practices. (NRS 385.080, 391.465) The performance evaluation of a teacher in the domain of instructional practices of the teacher in the classroom must include, without limitation, an evaluation of the teacher in the following standards of performance, with each standard carrying the weight prescribed by the Department pursuant to NAC 391.580:

1. The teacher *ensures that new learning is* connect~~s~~~~ed to~~ ~~the~~ prior learning and experience ~~of pupils to guide current learning,~~ as demonstrated by the following indicators:

(a) Activat~~ing~~~~es all students' initial~~ ~~the~~ understandings ~~of each pupil to~~ *of* new concepts and skills;

(b) Mak~~ing~~~~es~~ ~~explicit connections~~ *connections explicit* ~~for each pupil~~ between *previous learning and* new concepts and skills *for all students;* ~~and previously learned concepts and skills~~;

(c) Mak~~ing~~~~es~~ clear ~~to each pupil~~ the purpose and relevance of new *learning for all pupils* ~~concepts and skills~~; and

(d) Provid~~ing~~~~es~~ *each* *all* pupils ~~with~~ opportunities to build on or challenge ~~his or her~~ initial understandings ~~of concepts and skills~~.

2. The teacher ~~assigns~~ *ensures learning* tasks ~~based upon the appropriate~~ *have high* cognitive demand~~s for pupils with~~ *for* diverse *learners* ~~abilities~~, as demonstrated by the following indicators:

(a) *Tasks* purposefully employ~~ing~~ *all pupils'* ~~the~~ cognitive abilities and skills ~~of each pupil~~;

(b) *Tasks* plac~~ing~~~~e~~ appropriate demands on each pupil;

(c) *Tasks* progressively develop~~ing~~ *all pupils'* ~~the~~ cognitive abilities and skills ~~of each pupil~~; and

(d) *He or she* operat~~ing~~~~es~~ with a *deep* belief that all children can achieve regardless of ~~their~~ race, perceived abilit~~ies~~~~y~~ ~~or~~ *and* socioeconomic status.

3. The teacher *ensures that* ~~requires~~ pupils ~~to~~ engage *in meaning making* ~~in learning~~ through discourse and other strategies, as demonstrated by the following indicators:

(a) Provid~~ing~~~~es~~ opportunities for extended, productive discourse between the teacher and ~~each~~ pupil(s) and among pupils;

(b) Provid~~ing~~~~es~~ opportunities for ~~each~~ *all* pupils to ~~learn~~ *create* and interpret ~~new concepts in~~ multiple *representations* ~~different ways~~;

(c) Assist~~ing~~~~s~~ ~~each~~ *all* pupils to use existing knowledge and prior experience to make connections and recognize relationships ~~among new concepts and skills~~; and

(d) Structur~~ing~~~~es~~ the classroom environment to enable collaboration, ~~among pupils and~~ participation ~~by each pupil~~, and ~~to create~~ a positive affective ~~learning~~ experience for ~~each~~ *all* pupils.

4. The teacher ~~requires~~ *ensures that* pupils ~~to~~ engage in metacognitive activity, *to increase understanding of and responsibility for their own learning* as demonstrated by the following indicators:

(a) ~~Imparting an~~ *He or she, and all pupils,* understand~~ing to~~ *what* pupils *are learning,* ~~of the skills and concepts being presented, the reasons each skill or concept is being presented and the methods for a~~ *why they are learning it, and how they will know if they have learned it.* ~~pupil to assess whether he or she has learned each skill or concept presented;~~

(b) Structur~~ing~~~~es~~ opportunities for self-monitored learning for ~~each~~ *all* pupils; and

(c) Support~~ing~~~~s~~ ~~each~~ *all* pupils to take actions ~~to improve his or her abilities~~ based on the *pupils' own* self-monitoring *processes* ~~described in paragraph (b).~~

5. The teacher integrates assessment into instruction, as demonstrated by the following indicators:

(a) Plan~~ning~~~~s~~ ongoing learning opportunities *based on evidence of* ~~for each~~ *all* pupils' ~~based upon his or her~~ current learning status;

(b) Align~~ing~~s assessment opportunities with ~~each pupil's goals of~~ learning *goals* and performance criteria;

(c) Structur~~ing~~les opportunities to generate evidence ~~that each pupil is~~ of learning *during the lesson of all students* ~~each skill and concept being presented~~; and

(d) Adapt~~ing~~s ~~the~~ actions ~~of the teacher in the classroom~~ based on ~~the~~ evidence ~~described in paragraph (c)~~*generated in the lesson for all students.*

(Added to NAC by Bd. of Education by R007-13, eff. 10-23-2013)

NAC 391.576 Performance evaluation of teacher in domain of professional responsibilities. (NRS 385.080, 391.465) The performance evaluation of a teacher in the domain of professional responsibilities of the teacher to support learning and promote the effectiveness of the school community must include, without limitation, an evaluation of the teacher in the following standards of performance, with each standard carrying the weight prescribed by the Department pursuant to NAC 391.580:

1. The teacher ~~demonstrates~~ *is* commit~~ment~~*ted* to the school community, as demonstrated by the following indicators:

(a) *Takes an active role on the instructional team and* collaborat~~ing~~es with colleagues to improve ~~the~~ instruction ~~of~~ *for all* pupils;

(b) *Takes an active role in* building a professional culture that supports ~~the initiatives of the~~ school and ~~school~~ district *initiatives*; and

(c) *Takes an active role in* cultivating a safe, learning-centered school culture and community that maintains high expectations for all pupils.

2. The teacher ~~engages in self-reflection to foster~~ *reflects on* professional growth *and practice* as demonstrated by the following indicators:

(a) Seek~~ing~~s *out* feedback from instructional leaders and colleagues, and us~~ing~~es a variety of data ~~and information~~ to *self-*reflect on his or her practice;

(b) Pursu~~ing~~es *aligned* ~~relevant~~ professional learning opportunities to support improved instructional practice across the school community; and

(c) Tak~~ing~~es an active role in mentoring colleagues and pursu~~ing~~es *teacher* leadership opportunities ~~relevant for teachers~~.

3. The teacher meets professional obligations, as demonstrated by the following indicators:

(a) Model~~ing~~s and advocat~~ing~~es for fair, equitable and appropriate treatment of all pupils and ~~the parents and~~ families ~~of pupils~~;

(b) Model~~ing~~s integrity ~~and honesty~~ in *all* interactions with colleagues, ~~and staff~~, pupils, ~~the parents and~~ families, ~~of pupils~~ and the ~~school~~ community ~~and respecting the confidentiality and dignity of such interactions; and~~

(c) Follow~~ing~~s policies, regulations and procedures *specific* ~~applicable~~ to his or her role and responsibilities. ~~as a teacher~~.

4. The teacher ~~employs practices and strategies to involve and~~ engages ~~the parents and~~ families ~~of pupils and the school community~~, as demonstrated by the following indicators:

(a) Regularly facilitat~~ing~~es two-way communication ~~between the teacher and the~~ *with* parents and *guardians*, ~~families of pupils and~~ using available tools that are responsive to their language needs ~~of the parents and families~~, *and includes parent/guardian requests and insights about the goals of instruction and student progress*;

(b) ~~Using the concerns and requests communicated by the parents and families of pupils when appropriate to improve the pupil's goals of learning and facilitate the progress of the pupil;~~ *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;

~~(c) [Valuing, respecting and welcoming each pupil and the parents and family of each pupil and encouraging the parents and families to become active members of the school community and assist in pupil learning; and]~~ *Informs and connects families and pupils to opportunities and services according to pupil needs*

~~[(d) When appropriate, informing the parents and families of pupils of available educational, health and social services and connecting the parents and families with those services in response to their needs.]~~

5. ~~[The teacher assists pupils in learning, creates a safe and supportive learning environment and demonstrates that he or she cares about pupils and their goals and interests. The data for these indicators must be measured by the reports of the teacher's pupils.]~~ *Pupil perception is measured using the following indicators:*

Pupils report that the teacher:

- a.) helps them learn;*
- b.) creates a safe and supportive learning environment; and*
- c.) cares about them as individuals and their goals or interests.*

(Added to NAC by Bd. of Education by R007-13, eff. 10-23-2013)

Proposed New Regulations

Proposed Data Collection Regulations-NEW

Beginning with the 2015-2016 school year, districts shall provide the Department, on an annual basis, educator evaluation data for each educator in the district in a form and manner prescribed by the Department. This data shall include, but not be limited to:

- 1. The final statewide evaluation system rating of ineffective, minimally effective, effective, or highly effective.*
- 2. The score for each standard, and*
- 3. For all first-year teachers, the institution of teacher preparation attended, in accordance with NRS 391.039*

Proposed Peer Evaluation Regulations-NEW

Chapter 391 of NAC is hereby amended by adding thereto a new section to read as follows: 391.xxx Process for peer evaluations of teachers by qualified educational personnel which is designed to provide assistance to teachers in meeting the standards of effective teaching. (NRS 391.465)

The board of trustees for each school district may adopt a policy that sets forth procedures and conditions for a program of peer evaluation of teachers. Peer evaluators may collect evidence of performance of instructional practices to contribute to the support and evaluation of teachers, conduct scheduled and unscheduled observations in accordance with NRS 391.3125 and for teachers in the first year of their probationary period or for post probationary teachers whose previous year evaluation rating was ineffective or minimally effective, peer evaluators may conduct one of the three required scheduled observations; for probationary teachers whose previous year rating was effective or highly effective, peer evaluators may conduct one of the two required scheduled observations.

1. Teachers chosen to serve as peer evaluators must:

- a. *have a minimum of three years quality teaching experience,*
 - b. *demonstrate highly effective performance, knowledge and expertise on pedagogy, and knowledge and expertise on content standards and curriculum and*
 - c. *must satisfactorily complete the training outlined below in section 2 and be certified by the district as to their knowledge and expertise of the Nevada Educator Performance Framework Standards and Protocols.*
2. *Teachers serving as peer evaluators must be trained on the following:*
 - a. *Nevada Educator Performance Framework protocols, procedures, observation tools, rubrics, scoring and narrative writing,*
 - b. *Confidentiality and data security,*
 - c. *Best practices for data collection, conducting observations, avoiding personal biases in scoring, leading discussions and providing quality feedback to teachers regarding instructional practices,*
 - d. *Curriculum and standards for teachers who will be observed,*
 - e. *Strategies for collaboratively discussing instructional practices with teachers and*
 - f. *Engaging teachers in conversation about practice and providing appropriate feedback to improve practice.*
3. *The district policy must require certification to ensure accuracy, consistency, fairness, and reliability in conducting observations. Peer evaluators must demonstrate knowledge and competency through a process that must include in-person calibration exercises for providing feedback, and may include online exercises for other components. The policy must include training equivalent to that received by the school level administrators including but not limited to training on providing feedback and engaging teachers in conversation about practice.*
4. *The peer evaluation policy adopted by the school district board of trustees must include a process by which peer evaluators are monitored regularly with reliability checks and recalibration opportunities provided at least annually.*