Teachers and Leaders Council Meeting

September 23, 2026
1:00 PM

If you are unable to attend but would like to provide a written statement for public comment, please submit your statement to rick.derry@doe.nv.gov before the close of the Council meeting.

NEVADA Department of Education

Teachers and Leaders Council Quarterly Meeting

- Council Member Introductions and Meeting Norms
- Approval of Meeting Minutes (April 29, 2026)
- Executive Order 26-03
- NDE/NEPF Updates
  - SB460, Admin Cert, NEPF Updates
- NEPF Summative Evaluation Ratings and Monitoring for Continuous Improvement Survey Results
- Future Agenda Items

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INTRODUCTIONS

When your name is called, please share your:

- **Name**
- **Current Role**
- **Experience or perspective you bring to the Council.**

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MEETING NORMS

Stay Engaged

Keep mics muted while not speaking

Allow one person to speak at a time

Approach all conversations with curiosity, respect, and professionalism

What other norms should be part of the Teachers and Leaders Council?

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Executive Order 26-03

The Department invites all school communities, community partners, and families across the State to provide recommendations regarding education regulations that should be streamlined, clarified, or removed

Submit recommendations **to superintendent@doe.nv.gov** no later than **October 29, 2026**.

Submissions must include:

- a citation for each NAC proposed for amendment or repeal.
- a brief description explaining why the regulation should be amended or repealed.

In person recommendations:

State Board of Education Meeting, October 7, 2026,

Amelia Thibault , NDE Education Programs Professional: acthibault@doe.nv.gov

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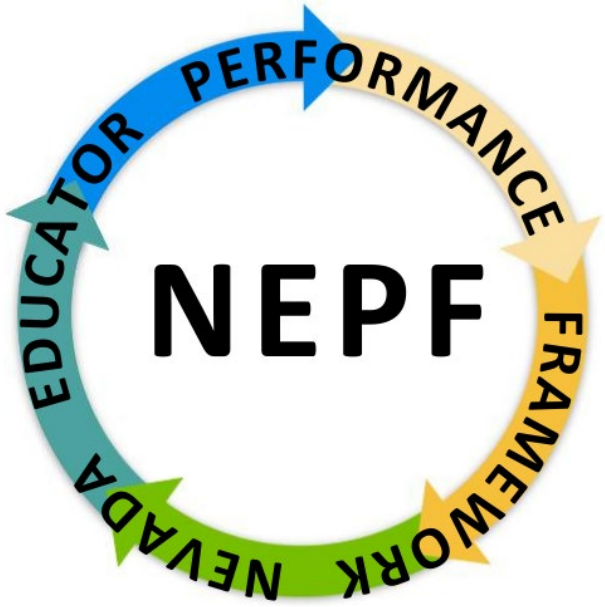
Updates



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NEPF Liaison Newsletter

- May Liaison Newsletter emailed to NEPF Liaisons on May 22, 2026; posted to NDE Update (June 4, 2026)

NEPF Liaisons

- NEPF Liaisons Meetings held on August 24, 2026
- Annual NEPF Monitoring for Continuous Improvement Survey closed on July 15, 2026
- NEPF Ratings Data spreadsheet has been completed by all 17 districts.
- Annual Monitoring for Continuous Improvement Interviews are currently underway, with 10 out of 17 completed to date.

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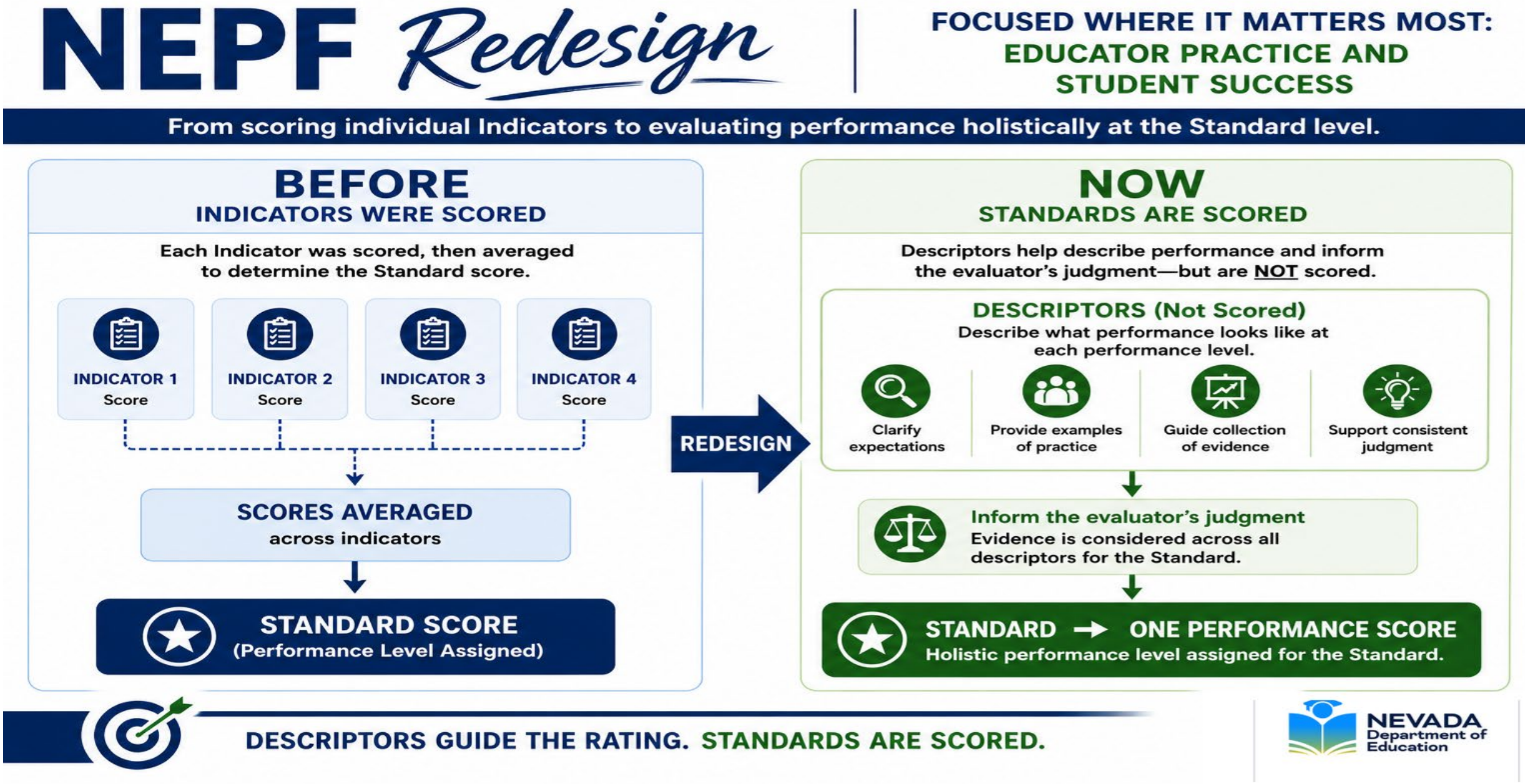
Redesigned NEPF

- **The State Board voted for Statewide Implementation of the NEPF Redesigned Rubrics and Summative evaluation scoring for Teachers and Administrators beginning in school year 2026-2027.**

    - A guidance memo was released to districts on June 29, 2026, with updated NEPF Protocols for Teachers and School Administrators.

NEPF Redesign Changes



At-a-Glance System Alignment

Component	EGG	PIP	Admin Certification	Evaluation Review
NRS/NAC	SB 460 Sec. 38.3 & 38.7; NRS 391.650–391.695	SB 460; NRS 391.480; NRS 390.105	SB 460 Sec. 51.4	SB 460 Sec. 49.5; NRS 391.465
Core Requirement	Replace SLGs with Educational Growth Goals using multiple measures and growth over time; change in scoring rubric	Provide structured support for educators rated Developing/ Ineffective	Only certified administrators may conduct educator evaluations	Annual review of at least 3% of evaluations by supervising administrators
Who It Impacts Most	Teachers, site-based administrators, and evaluators	Developing/ Ineffective educators	School & district leaders	District leadership
System Function	Instructional improvement	Intervention and support	System integrity	Quality control
Evidence/ Documentation	Embedded in Summative Evaluation	Local tracking; Available for NDE review upon request	Local tracking; Attestation to NDE	Local tracking; Report to NDE
Implementation Timeline	Replaces SLGs for **2027-28 school year** and beyond.	Based on evaluation ratings for the 2025-26 and 2026-27 school year. **Begins May 2027 for implementation during school year 2027-28**	Training available beginning Fall (Summer) 2026. **Required for all evaluators by July 1, 2027**.	Evaluation review of evaluations conducted during the 2027-28 school year **begins May 2028**. The first report would be submitted to NDE on May 15, 2029.

Administrator Certification

A guidance memo was released to districts on August 14, 2026 regarding the new statewide administrator certification requirement for administrators responsible for conducting educator evaluations and evaluation reviews.

All Guidance Documents can be found on the NDE NEPF webpage.

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PERFORMANCE IMPROVEMENT PLAN (PIP)

A structured process for growth, accountability, and student success.

The PIP is a comprehensive, structured plan for an educator who has been rated below Effective for two consecutive years.

PURPOSE
To improve educator performance through intensive support, monitoring, and feedback.

WHO IT APPLIES TO
Educators who receive two consecutive annual ratings of below Effective.

KEY PRINCIPLE
The PIP is a pathway to growth. The goal is improvement to Effective or higher.

THE PIP PROCESS

1 DEVELOP THE PLAN
- Collaboratively developed by evaluator and educator.
- Based on areas of concern identified in evaluation data and evidence.
- Includes specific goals, strategies, supports, timeline, and success criteria.

2 IMPLEMENT SUPPORTS
- Provide access to high-quality, job-embedded professional learning and coaching.
- Ensure adequate time and resources for implementation.

3 MONITOR PROGRESS
- Regular observations, conferences, and feedback.
- Frequent progress monitoring toward PIP goals.

4 MID-YEAR REVIEW
- Review progress and adjust the plan as needed.
- Recommit to goals and supports.

5 END-OF-YEAR EVALUATION
- Determine if the educator has demonstrated improvement to Effective or higher.
- Summative rating is documented using the state-approved tool.

OUTCOMES

SUCCESSFUL COMPLETION
The educator demonstrates Effective or higher performance in all identified areas, provides evidence of sustained improvement, and completes all required supports.

IF IMPROVEMENT IS NOT DEMONSTRATED
- Continue PIP for up to one additional year.
- Reassignment to another qualified position.
- Initiate dismissal or nonrenewal procedures.

Participation in a PIP does not preclude other personnel actions.

IMPORTANT REMINDER:
An educator may not participate in both an EAP and a PIP simultaneously. The PIP is a pathway to growth, support, and student success.

All PIP components must be documented using the state-approved PIP tool.

LEAs are responsible for ensuring consistent implementation, access to qualified supports, and alignment to state requirements and guidance.

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Educational Growth Goals (EGGs)

Public Hearing will be at the October 7th State Board of Education Meeting.

- Public Comment can be made in person or virtually while the hearing is open, or by submitting written comment to NVBoardED@doe.nv.gov.

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New NEPF Data Collection Platform

NEPF DATA COLLECTION: A NEW PLATFORM

Modernizing the way Nevada collects, calculates, and delivers NEPF data.

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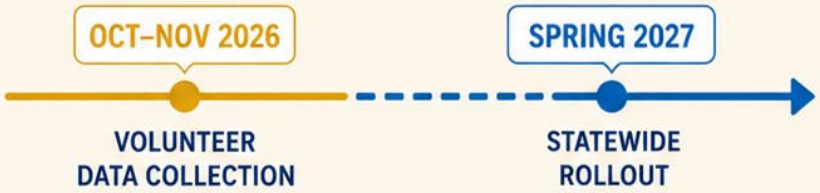
WHAT: A new web-based platform will replace the current Excel-based NEPF data collection process.

WHO: Nevada school districts who volunteer to submit 2025-26 data.

WHEN: October–November 2026, with statewide rollout planned for spring 2027.



WHY: Faster validation, automated calculations, and dashboards that give districts access to year-round data.

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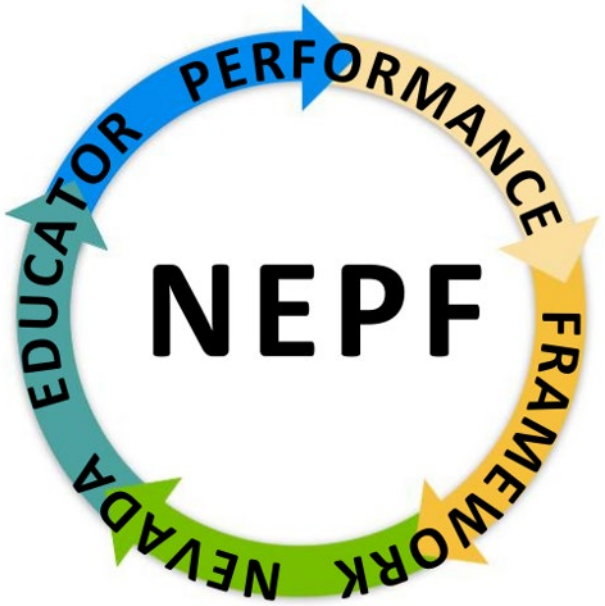

Summative Evaluation Ratings Data

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NRS 391.485 Annual review of statewide performance evaluation system; annual review of manner in which schools carry out evaluations pursuant to system.

1. The State Board shall annually review the statewide performance evaluation system to ensure accuracy and reliability. Such a review must include, without limitation, an analysis of the:
   a) Number and percentage of teachers and administrators who receive each designation identified in paragraph (a) of subsection 2 of NRS 391.465 in each school, school district, and the State as a whole;
   b) Data used to evaluate pupil growth in each school, school district and the State as a whole, including, without limitation, any observations; and
   c) Effect of the evaluations conducted pursuant to the statewide system of accountability for public schools on the academic performance of pupils enrolled in the school district in each school and school district, and the State as a whole.
2. The board of trustees of each school district shall annually review the manner in which schools in the school district carry out the evaluation of teachers and administrators pursuant to the statewide performance evaluation system.
3. The Department may review the manner in which the statewide performance evaluation system is carried out by each school district, including, without limitation, the manner in which the learning goals for pupils are established and evaluated pursuant to NRS 391.480.

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Important Acronyms

IPS Instructional Practice Standard	**ILS** Instructional Leadership Standard	**PRS** Professional Responsibility Standard	**PPS** Professional Practice Standard
SLG Student Learning Goal	**CSA** Class Size Adjustment	**MCI** Monitoring for Continuous Improvement	**Admin** Administrator

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NEPF Summative Ratings (2026)

Educator Group	Total	Ineffective		Developing		Effective		Highly Effective		Exempt	
	Count	#	%	#	%	#	%	#	%	#	%
Audiologists	8	0	0%	0	0%	0	0%	7	87.50%	1	12.50%
School Administrators	1,307	2	.15%	23	1.76%	916	70.08%	304	23.26%	62	4.74%
School Counselors	937	0	0%	3	0.32%	462	49.31%	414	44.18%	58	6.19%
School Nurse	373	0	0%	1	0.27%	224	60.05%	96	25.74%	52	13.94%
School Psychologists	261	0	0%	3	1.15%	106	40.61%	144	55.17%	8	3.07%
School Social Workers	212	0	0%	1	0.47%	110	51.89%	86	40.57%	15	7.08%
Speech-Language Pathologists	499	1	0.20%	2	0.40%	202	40.48%	232	46.49%	62	12.42%
Teacher-Librarians	355	0	0%	1	0.28%	209	58.87%	118	33.24%	27	7.61%
Teachers	21,533	24	.11%	182	.85%	14,880	69.10%	5,050	23.45%	1,397	6.49%

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NEPF Summative Ratings by Highest and Lowest Standard (2026)

Educator Group	Highest IPS/ILS	Lowest IPS/ILS	Highest PRS/PPS	Lowest PRS/PPS	Average SLG Score	Average Summative Score	Change
Audiologists	N/A	N/A	1 (3.90)	3 (3.71)	N/A	3.62	↑.06
School Administrators	3 (3.41)	4 (3.16)	3 (3.52)	1 (3.22)	3.212	3.33	↓.08
School Counselors	N/A	N/A	3 (3.70)	4 (3.54)	N/A	3.64	↑.10
School Nurse	N/A	N/A	5 (3.72)	3 (3.62)	N/A	3.65	↓.11
School Psychologists	N/A	N/A	2 (3.79)	3 (3.67)	N/A	3.74	↔
School Social Workers	N/A	N/A	2 (3.56)	3 (3.40)	N/A	3.49	↓.06
Speech-Language Pathologists	N/A	N/A	4 (3.65)	3 (3.57)	N/A	3.6	↓.08
Teacher-Librarians	3 (3.58)	4 (3.34)	1 (3.83)	4 (3.53)	3.27	3.55	↑ .02
Teachers	5 (3.47)	4 (3.14)	5 (3.54)	4 (3.32)	3.47	3.40	↑0.1

Numbers in parenthesis denotes average score

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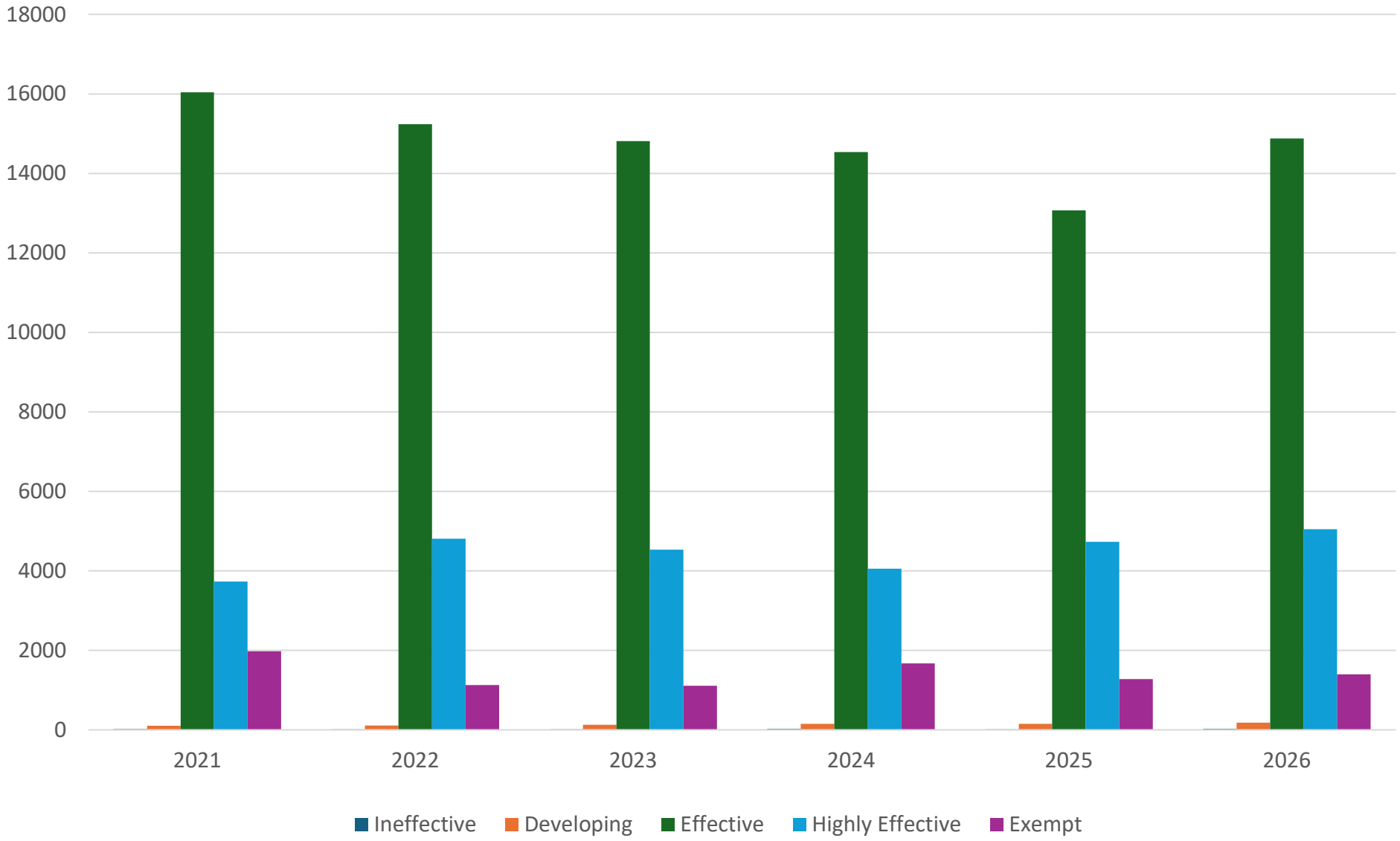
Teacher Trend Data (2026)



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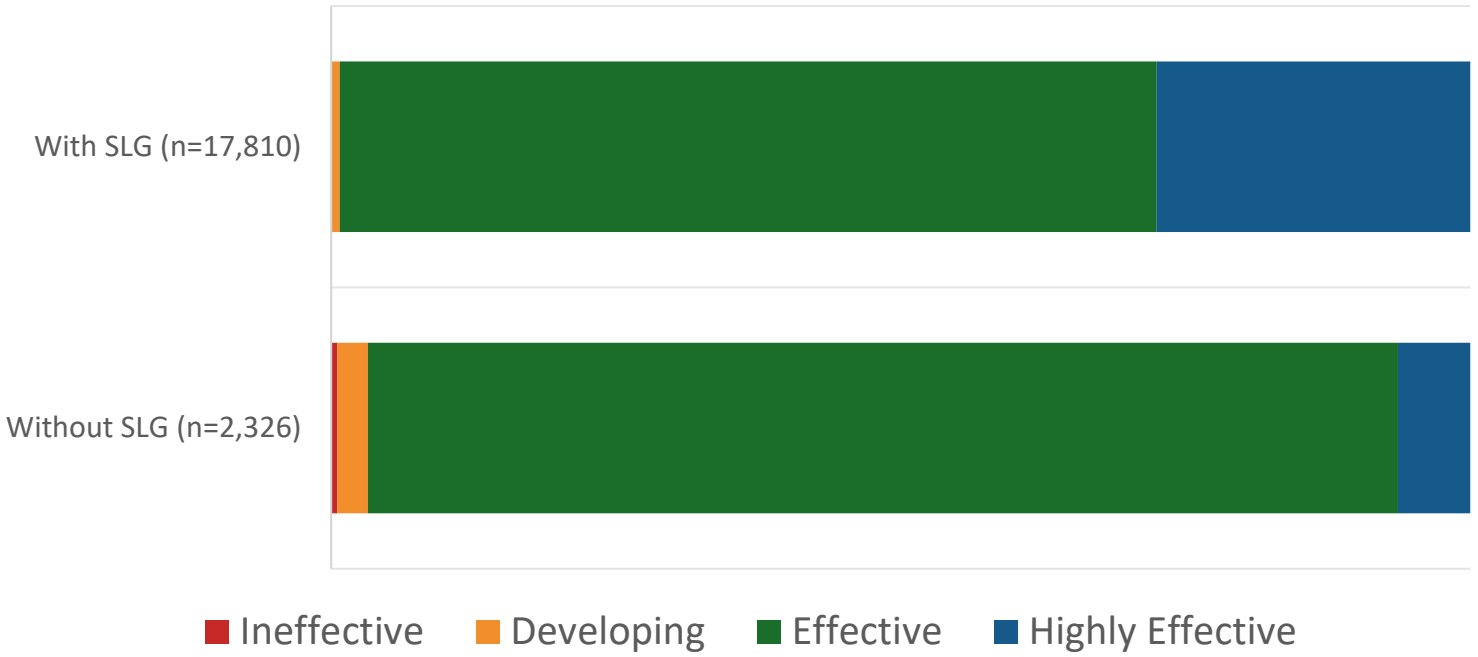
Teacher Ratings by SLG Status



99.3%

Effective or Highly Effective with an SLG

96.8%

Effective or Highly Effective without an SLG

Important context

- The SLG comparison describes an association and does not establish causation.
- Exempt records should be reported separately from performance ratings.
- The administrator SLG subsets do not reconcile to the administrator total; 28 records require validation.
- No principal supervisor ratings were reported.

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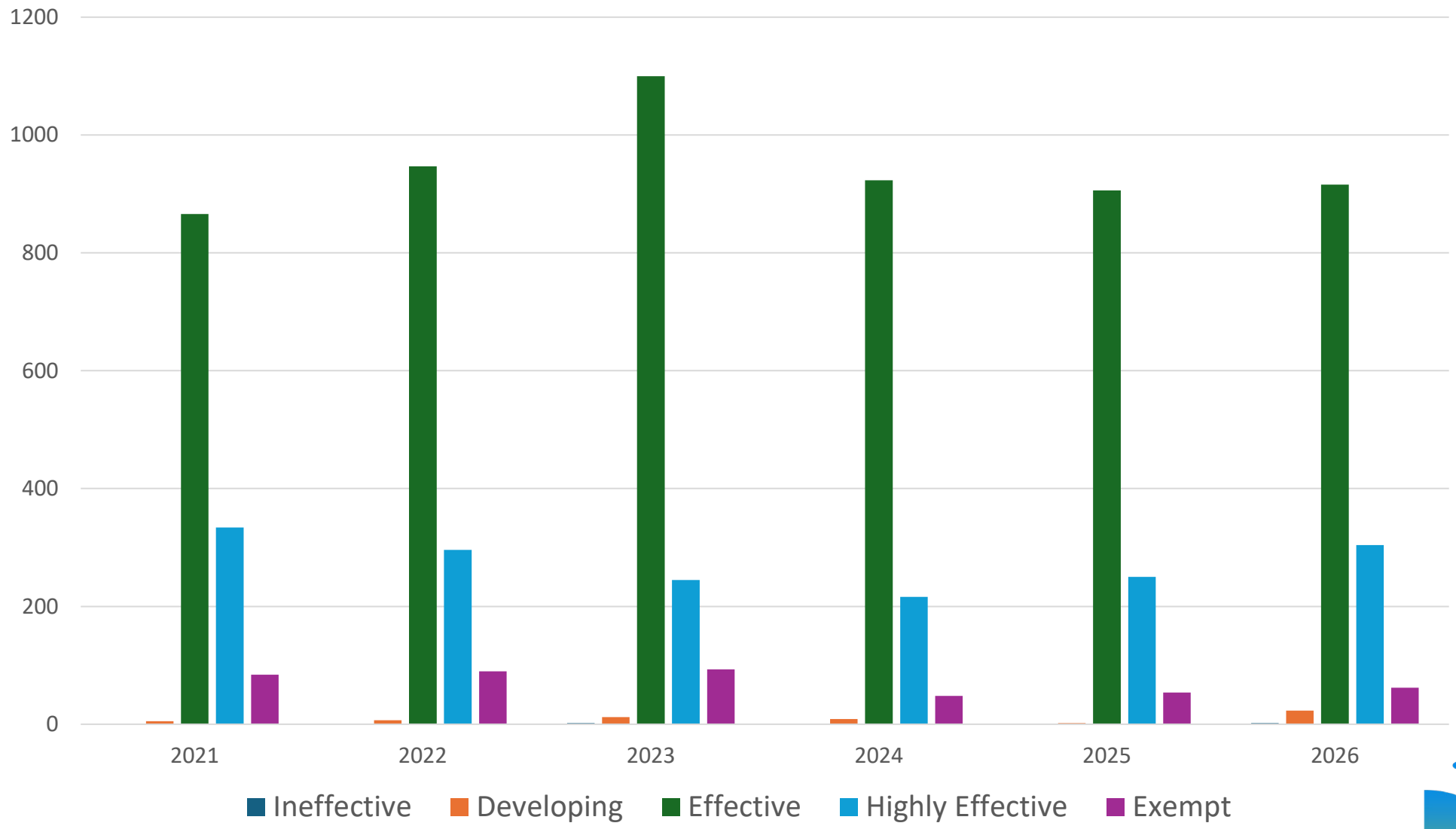
Admin Trend Data (2026)



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Data Limitations

- **Incorrect Exemptions:** Some educators were reported as exempt but did not meet the requirements for the three-year evaluation rotation.
- **SLG Calculation Errors:** Required SLG adjustments were not always calculated correct
- **Missing Educator Groups:** Not all required educators were reported.
- **Missing SLG Scores:** SLG scores were not provided for all required educators.
- **CSA Calculation Errors:** CSA was not correctly applied to all eligible educators.
- District data may not reflect subgroups with small N-size (less than 10)
- Data does not include educators who separated from district prior to summative evaluation rating
- Data does not allow for tracking individual educator growth from year to year as data is reported without identifying educator information (NAC 391.589)
- Data reporting is subject to human error

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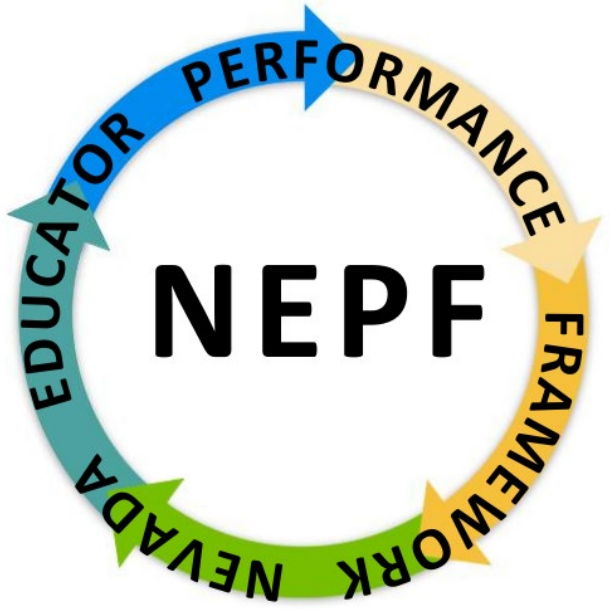

Monitoring For Continuous Improvement

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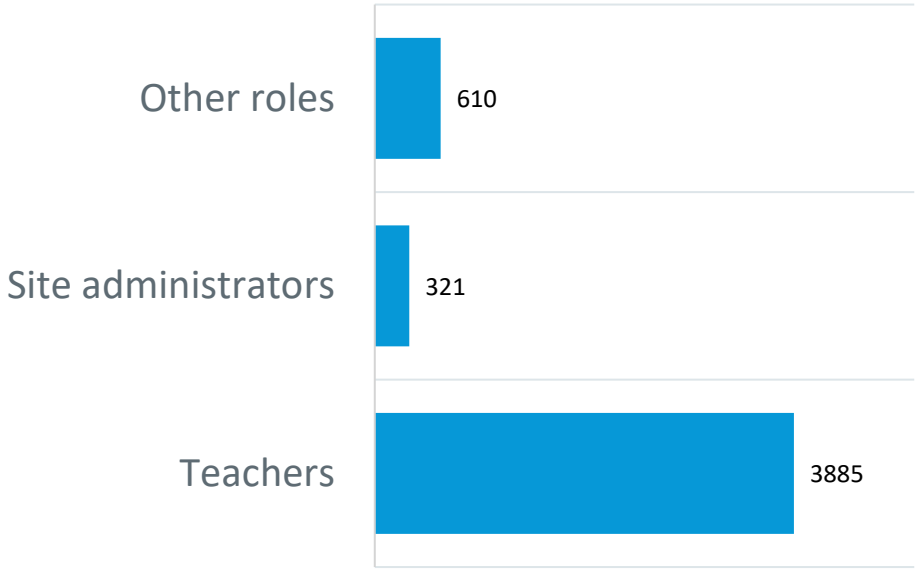
Who Are the Survey Respondents

4,816
total responses

14 of 17
districts represented

62%
of responses from Clark County



Interpretation cautions

- Results reflect voluntary respondents, not a census.
- District representation is uneven; three districts had no identified respondents.
- Item denominators vary because respondents followed role-specific paths and could skip questions.

Use the results as directional evidence for improvement—not as statewide causal estimates.

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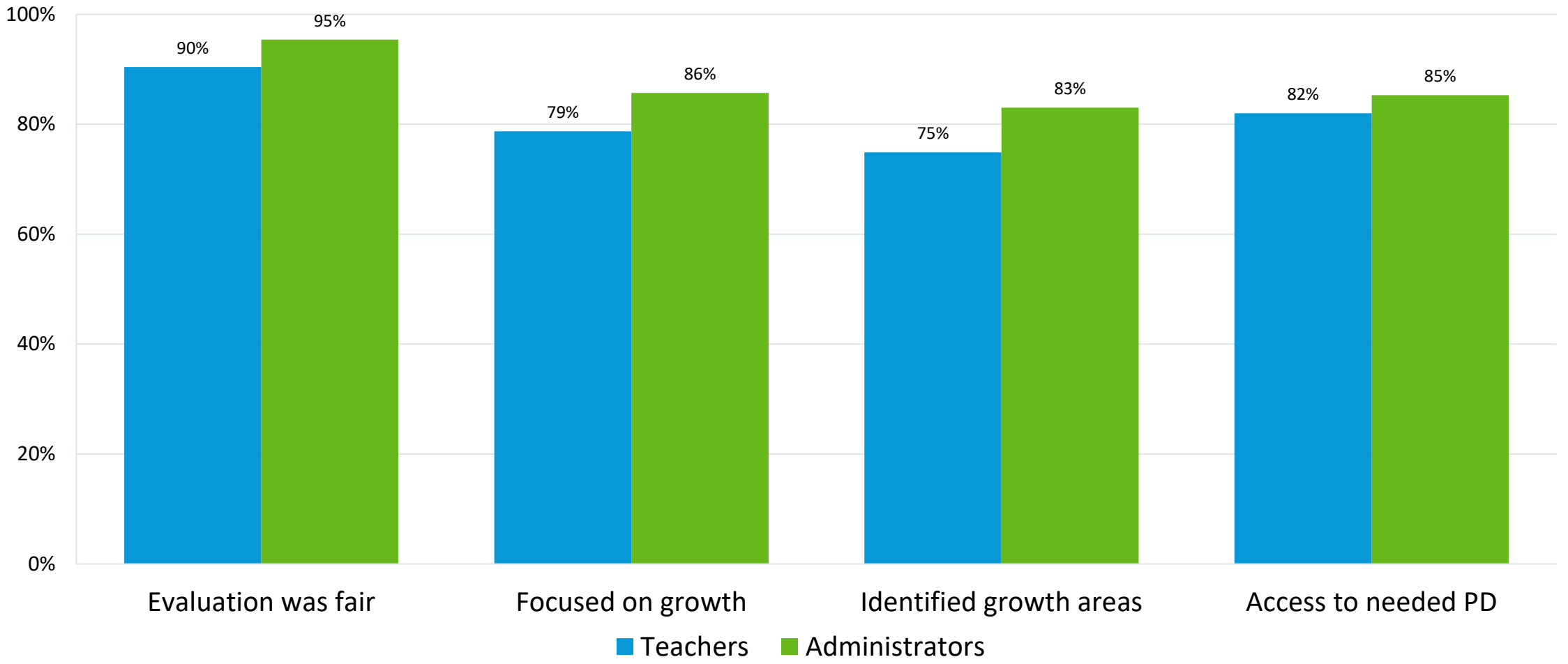
Evaluation Experience Was Broadly Positive



Fairness was the strongest shared result; identifying growth areas was comparatively weaker.

Favorable responses; Agree + Strongly Agree responses

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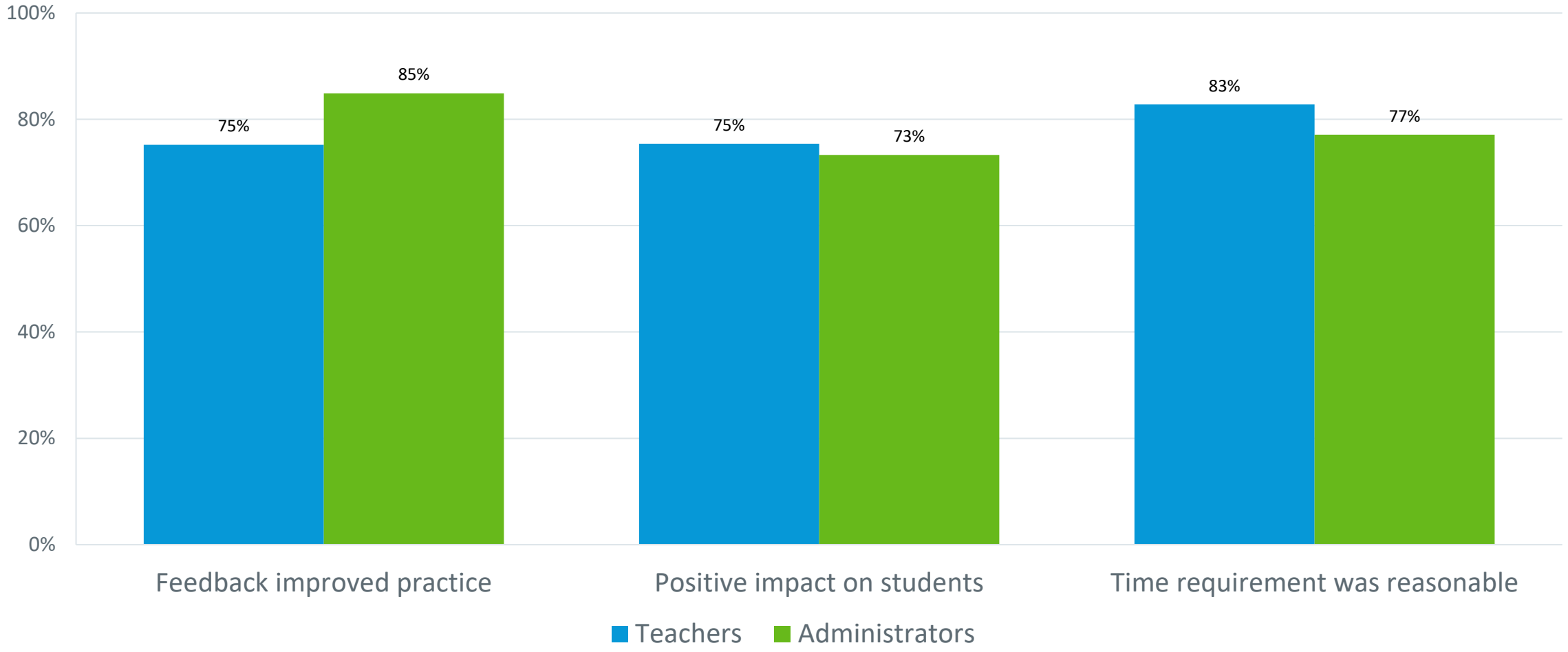
Feedback and Impact Are the Main Improvement Opportunity



TLC leverage point: strengthen actionable feedback while protecting time for implementation.

Related training result: 90.3% of teachers viewed their evaluator as well trained; 83.9% of administrators felt adequately trained to provide meaningful feedback.

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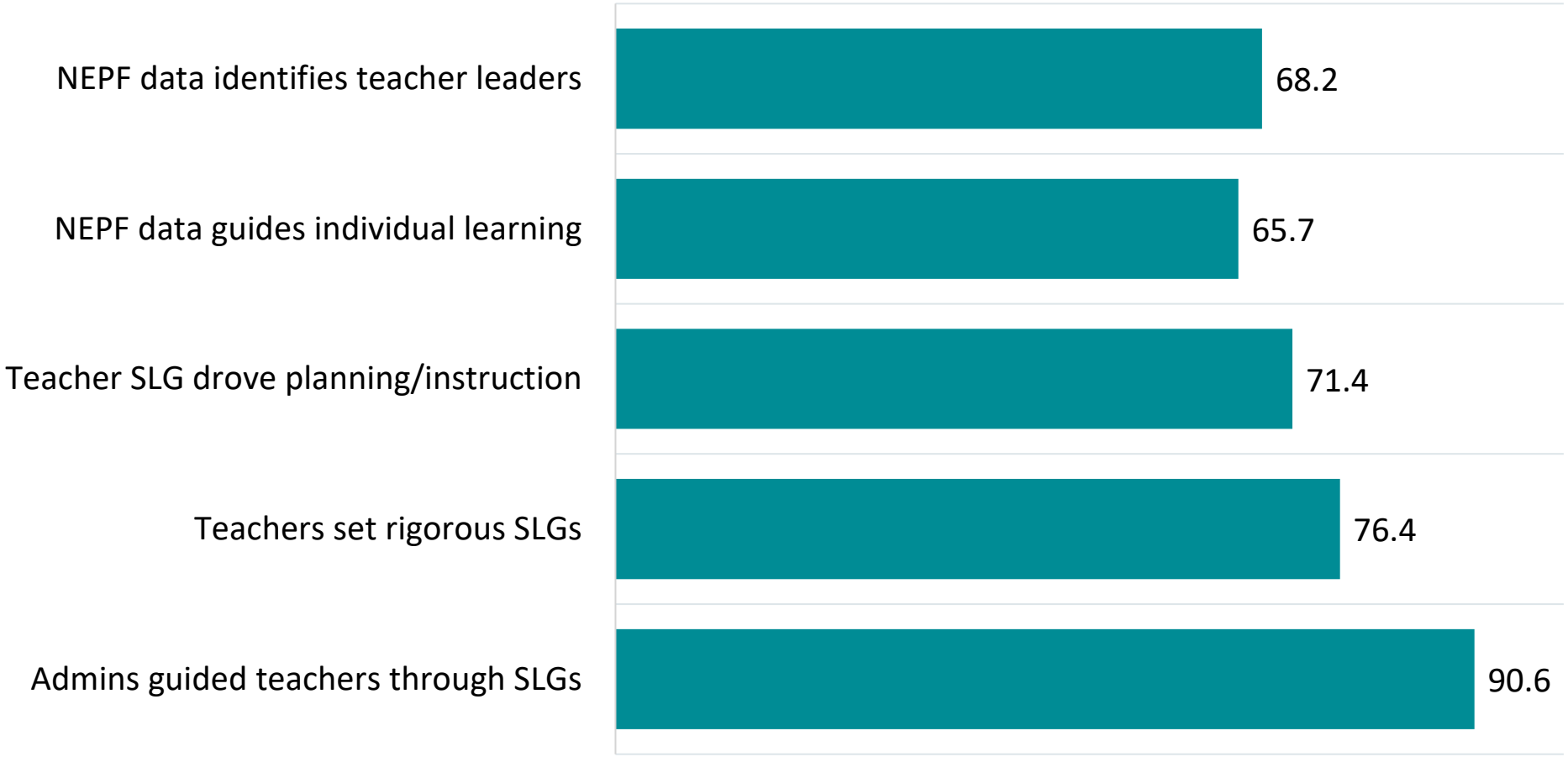
SLG Support Is Stronger Than Broader Use of NEPF Data



The process is being completed, but the data are not yet consistently driving learning or leadership decisions.

Teacher item n = 3,918; administrator items n = 308–309

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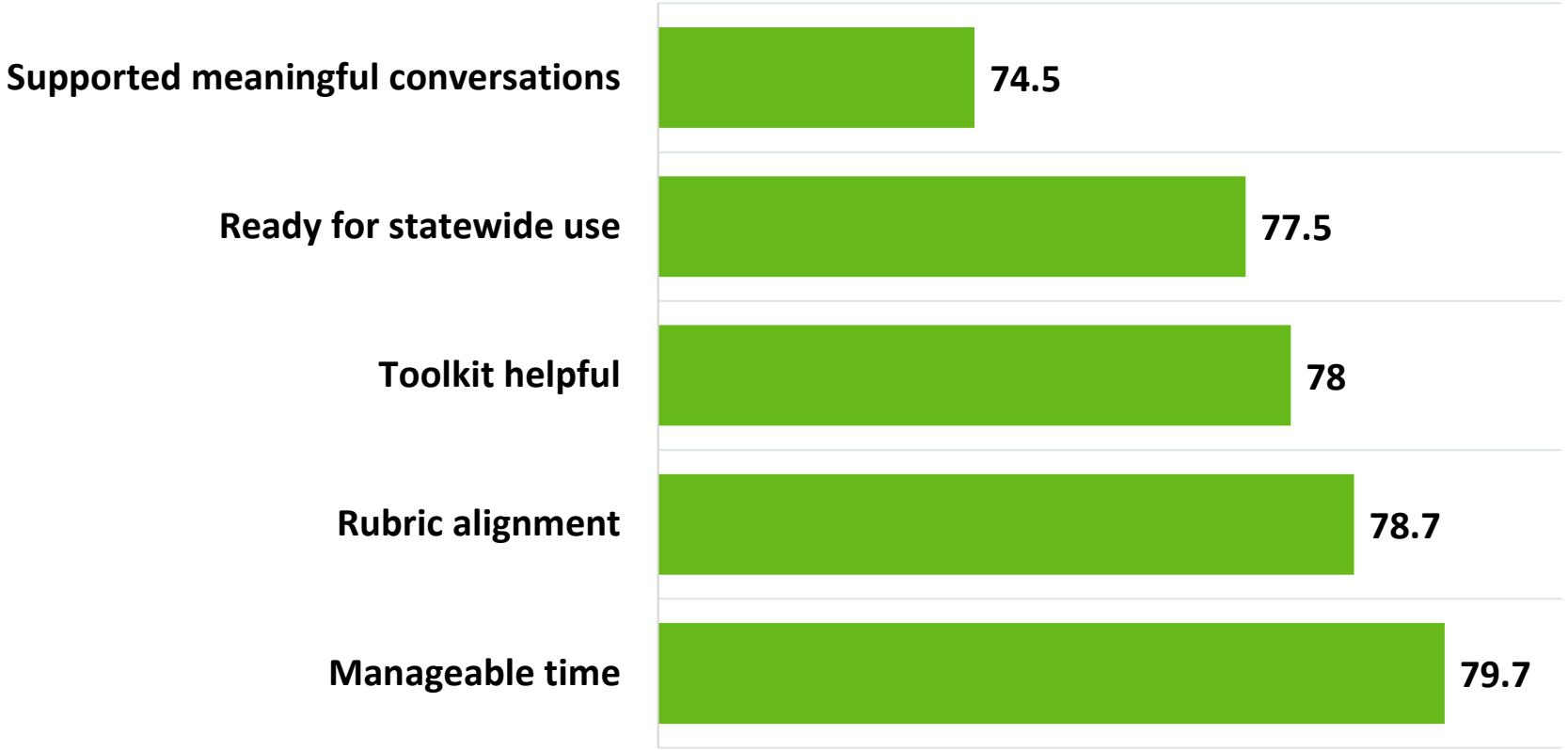
Redesign Field Study: Promising, With



Open-ended priorities

1. Streamline time, length, and repetition
2. Improve navigation, evidence upload, and usability
3. Strengthen training, examples, and evaluator calibration
4. Adapt for specialized and nontraditional roles

Quantitative support is solid; implementation details will determine statewide credibility.

Field-study items n = 218–222; qualitative themes summarize substantive comments

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Survey Data Limitations

The results provide useful feedback from respondents, but they do not represent every Nevada educator.

Participation and representation

- Participation was voluntary, so respondents may differ from educators who did not complete the survey.
- Fourteen of Nevada's 17 districts were represented.
- Clark County accounted for 62% of responses. Several districts had few or no responses.
- Teachers made up 81% of respondents.

Measurement and interpretation

- Response counts vary because of survey routing, skipped items, and role-specific questions.
- Results reflect respondent perceptions rather than direct measures of implementation quality.
- Favorable percentages combine Strongly Agree and Agree.
- Findings identify patterns. They do not establish cause and effect.

TLC should interpret the findings as directional evidence and consider district, role, and response coverage when setting priorities.

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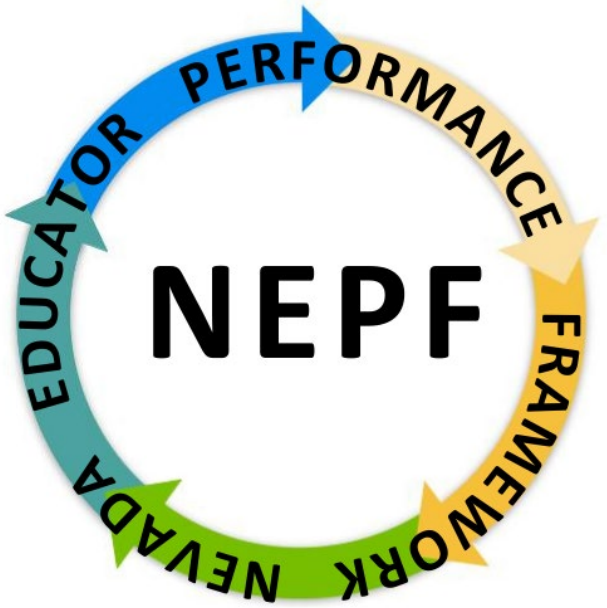

Future Agenda Items

NEVADA Department of Education

Teachers and Leaders Council
Upcoming Meetings

Wednesday, November 18, 2026 – 2:00 PM

Wednesday, February 17, 2027 – 2:00 PM

Wednesday, April 21, 2027 – 2:00 PM

To provide a written statement for public comment, submit your statement to rick.derry@doe.nv.gov before the close of the Council meeting.
(Please add TLC Public Comment in the Subject Line)

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