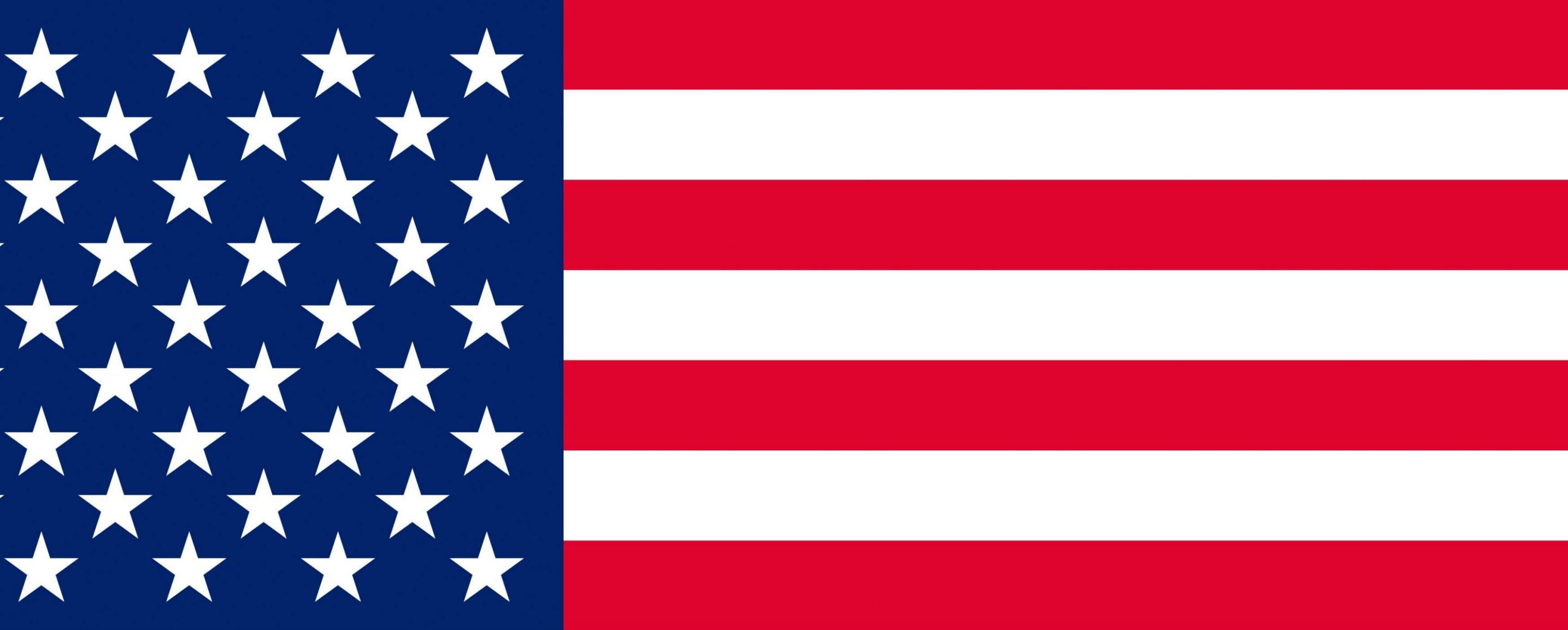


TEACHERS and LEADERS COUNCIL MEETING

April 24, 2024
11:00 AM

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.





Overview

Teachers and Leaders Council Quarterly Meeting

Agenda Overview

- Approval of Meeting Minutes (February 28, 2024)
- Annual Report from Regional Professional Development Programs (RPDP)
- NDE/NEPF Updates
- NEPF Redesign Draft
- 2024-2025 TLC Meeting Dates Calendar
- Future Agenda Items

Regional Professional Development Programs Annual Report

Karen Stanley, Southern Nevada Regional Professional Development Program
Annie Hicks, Northeastern Nevada Regional Professional Development Program
Kristin Campbell, Northwest Regional Professional Development Program

Proposed Changes to NAC

A hearing will be held during the State Board of Education meeting on June 12, 2024, regarding LCB File No. 138-23, amending NAC 391.571:

Performance evaluation of school-level and probationary administrators:
Required domains.

NAC 391.571 Performance evaluation of school-level and probationary administrators: Required domains.

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 **45 percent** of the performance evaluation;
 - 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 percent** of the performance evaluation; and
 - c) Except as otherwise provided in subsection 2, the extent to which the learning goals of pupils enrolled in the school were achieved based upon the assessments selected pursuant to [NAC 391.582](#), which must account for **40 percent** of the performance evaluation.
2. The performance evaluation of a probationary administrator, other than a postprobationary employee who is deemed a probationary employee pursuant to [NRS 391.730](#), 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](#).

Proposed revision states that NAC 391.571 should be amended to read as follows:

- Instructional leadership practices of school administrators must account for **65 percent** of the performance evaluation
- Professional Responsibilities of school administrators must account for **20 percent** of the performance evaluation
- Learning goals of pupils enrolled in school for school administrators must account for **15 percent** of the performance evaluation

❖ *The domain percentages above have been applied in practice since 2020*

NEPF Updates

Winter Newsletter

- Winter Liaison Newsletter emailed to NEPF Liaisons on March 15, 2024; posted to NDE Update on March 21, 2024

NEPF Liaisons

- NEPF Liaisons Meeting held on March 4, 2024
- Annual NEPF Implementation (Monitoring for Continuous Improvement) Survey link sent to NEPF Liaisons on April 1, 2024 (due July 15, 2024)
- NEPF Excel spreadsheet template will be sent to NEPF Liaisons, to submit district educator ratings, on May 1, 2024 (due July 15, 2024)

TLC Budget Enhancement Request Update

- A letter of recommendation has been drafted for a Budget Draft Request in support of funding an electronic tool for NEPF data collection

NEPF Electronic Tool for Data Collection

NRS 391.475 Electronic tool for providing documents concerning evaluations.

The Department shall, in consultation with the boards of trustees of school districts and the Council, develop an electronic tool for providing documents concerning evaluations conducted pursuant to NRS 391.680 to 391.730, inclusive, to teachers, administrators and other licensed educational personnel. The tool must allow an administrator who conducts an evaluation to:

1. Immediately share documents concerning the evaluation with the teacher, administrator or other licensed educational employee who is the subject of the evaluation; and
2. Recommend professional development courses to improve the performance and knowledge of the teacher, administrator or other licensed educational employee who is the subject of the evaluation.



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TLC Budget Enhancement Request

Letter of Recommendation

TLC requests that the NDE submit a Budget Enhancement Request in support of funding an electronic tool for NEPF data collection:

- Emphasizes inefficiencies of data collection via Excel spreadsheet
- Allow for efficient tracking of educator growth over time
- Reduce the burden on Local Education Agencies (LEA's) to meet the requirements of NEPF data collection

NEPF Redesign Drafts

Recommendation

- In consultation with the Superintendent, it was recommended that the NEPF Rubrics be redesigned, as they have not been reviewed since their creation in 2011

Monitoring for Continuous Improvement (MCI) Survey Data from 2023 Indicates that an Update is Warranted

- 31.36% of administrators surveyed disagreed or strongly disagreed that the time spent on the NEPF evaluation cycle for each teacher was reasonable (Q27)
- 30.42% of administrators surveyed indicated that the addition of a class size adjustment on the summative evaluation for all eligible teachers took considerable additional time or substantial additional time to physically complete the summative evaluations for the teachers they supervised (Q28)

NEPF Current Design

- Standards and Indicators (34 total)
 - 5 Instructional Practice Standards with 19 total Indicators
 - 5 Professional Responsibilities Standards with 15 total Indicators
- Mandatory and confirmatory evidence sources required for each Indicator
- Description/notes for each Indicator
- Performance level scales for each Indicator

Current NEPF Teacher Rubric – Instruction Overview

TEACHER INSTRUCTIONAL PRACTICE STANDARDS

STANDARD 1 New Learning is Connected to Prior Learning and Experience	STANDARD 2 Learning Tasks Have High Cognitive Demand for Diverse Learners	STANDARD 3 Students Engage in Meaning-Making Through Discourse and Other Strategies	STANDARD 4 Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning	STANDARD 5 Assessment Is Integrated into Instruction
INDICATOR 1 Teacher activates all students' initial understandings of new concepts and skills.	INDICATOR 1 Tasks purposefully employ all students' cognitive abilities and skills.	INDICATOR 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students.	INDICATOR 1 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 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status.
INDICATOR 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students.	INDICATOR 2 Tasks place appropriate demands on each student.	INDICATOR 2 Teacher provides opportunities for all students to create and interpret multiple representations.	INDICATOR 2 Teacher structures opportunities for self-monitored learning for all students.	INDICATOR 2 Teacher aligns assessment opportunities with learning goals and performance criteria.
INDICATOR 3 Teacher makes clear the purpose and relevance of new learning for all students.	INDICATOR 3 Tasks progressively develop all students' cognitive abilities and skills.	INDICATOR 3 Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships.	INDICATOR 3 Teacher supports all students to take actions based on the students' own self-monitoring processes.	INDICATOR 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students.
INDICATOR 4 Teacher provides all students opportunities to build on or challenge initial understandings.	INDICATOR 4 Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability, and socioeconomic status.	INDICATOR 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.		INDICATOR 4 Teacher adapts actions based on evidence generated in the lesson for all students.

Current NEPF Teacher Rubric – Instruction Indicators

TEACHER INSTRUCTIONAL PRACTICE STANDARDS

STANDARD 1: NEW LEARNING IS CONNECTED TO PRIOR LEARNING AND EXPERIENCE – *INDICATORS*

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/ Notes
INDICATOR 1 Teacher activates all students' initial understandings of new concepts and skills.	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from confirmatory evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student work 	<ul style="list-style-type: none"> • Initial understandings can sometimes support or conflict with learning new concepts/ideas • If initial understandings are ignored, the understandings that students develop can be very different from what the teacher intends • Teacher needs to pay attention to students' incomplete understandings and misconceptions that they bring with them to a given topic
INDICATOR 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students.	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from confirmatory evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student classroom interviews • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • Students' previous learning includes learning that occurs in and out of school contexts
INDICATOR 3 Teacher makes clear the purpose and relevance of new learning for all students.	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • Relevance of new learning includes connecting new learning to the broader learning goals of the lesson and understanding purpose of learning • Students should be answering the question "What is the point?"
INDICATOR 4 Teacher provides all students opportunities to build on or challenge initial understandings.	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from confirmatory evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student classroom interviews • Student feedback (e.g., survey, writing) • Student work 	<ul style="list-style-type: none"> • Teacher needs to interpret levels of students' initial understandings in order to move learning forward

Current NEPF Teacher Rubric – Instruction Performance Levels

TEACHER INSTRUCTIONAL PRACTICE STANDARDS

STANDARD 1: NEW LEARNING IS CONNECTED TO PRIOR LEARNING AND EXPERIENCE - *PERFORMANCE LEVELS*

INDICATOR 1 Teacher activates all students' initial understandings of new concepts and skills.	INDICATOR 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students.	INDICATOR 3 Teacher makes clear the purpose and relevance of new learning for all students.	INDICATOR 4 Teacher provides all students opportunities to build on or challenge initial understandings.
Level 4 Teacher fully activates all students' initial understandings (including misconceptions and incomplete understandings) through the use of multiple methods and/or modes.	Level 4 Teacher makes connections for all students between previously learned and/or new concepts and skills.	Level 4 Teacher fully clarifies the purpose and relevance of new learning for all students, including clearly connecting new learning to longer-term learning goals.	Level 4 Teacher employs effective and varied strategies, assisting all students in the process of bridging understanding from initial conceptions to targeted learning.
Level 3 Teacher adequately activates most students' initial understandings (including misconceptions and incomplete understandings) by using at least two methods and/or two modes.	Level 3 Teacher makes adequate connections for most students between previously learned and/or new concepts and skills.	Level 3 Teacher adequately clarifies the purpose and relevance of new learning for most students, including sufficiently connecting new learning to longer-term learning goals.	Level 3 Teacher employs adequate strategies (using at least two), assisting most students in the process of bridging understanding from initial conceptions to targeted learning.
Level 2 Teacher inadequately activates most students' initial understandings (including misconceptions and incomplete understandings) using limited methods and/or modes.	Level 2 Teacher makes inadequate connections for most students between previously learned and/or new concepts and skills.	Level 2 Teacher inadequately clarifies the purpose and relevance of new learning for most students and/or minimally connects new learning to longer-term learning goals.	Level 2 Teacher employs inadequate and unvaried strategies, only minimally assisting most students in the process of bridging understanding from initial conceptions to targeted learning.
Level 1 Teacher activates no, or almost no students' initial understandings.	Level 1 Teacher makes no, or almost no connections between previously learned and/or new concepts and skills for any student.	Level 1 Teacher clarifies the purpose and relevance of learning for no, or almost no students and makes no, or almost no connections between new learning and longer-term learning goals.	Level 1 Teacher employs no, or almost no strategies to assist any student in the process of bridging understanding from initial conceptions to targeted learning.

NEPF Redesign Draft

- Standards for Instructional Practice and Professional Responsibilities have not changed
- Indicators for each standard have been converted to descriptors
 - Integrated descriptors show deeper connection to the standard overall
 - Allows for a single source of evidence to be applied to multiple descriptors within the Standard
- Concise view, eliminating extra verbiage, and consolidating pages
 - Page numbers reduced from 24 combined pages to 11

NEPF Teacher Performance Standards – Instructional Practice DRAFT

INSTRUCTIONAL PRACTICE

1 - New Learning is Connected to Prior Learning and Experience

- Activates all students' initial understandings of new concepts and skills.
- Makes connections explicit between previous learning and new concepts and skills for all students.
- Makes clear the purpose and relevance of new learning for all students.
- Provides all students opportunities to build on or challenge initial understandings.

2 - Learning Tasks Have High Cognitive Demand for Diverse Learners

- Chooses tasks that purposefully employ all students' cognitive abilities and skills.
- Chooses tasks that place appropriate demands on each student.
- Chooses tasks that progressively develop all students' cognitive abilities and skills.
- Operates with a deep belief that all children can achieve regardless of race, perceived ability, and socioeconomic status.

3 - Students Engage in Meaning-Making Through Discourse and Other Strategies

- Provides opportunities for extended, productive discourse between the teacher and student(s) and among students.
- Provides opportunities for all students to create and interpret multiple representations.
- Assists all students to use existing knowledge and prior experience to make connections and recognize relationships.
- Structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.

4 - Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning

- Ensures all students understand what students are learning, why they are learning it, and how they will know if they have learned it.
- Structures opportunities for self-monitored learning for all students.
- Supports all students to take actions based on the students' own self-monitoring processes.

5 - Assessment Is Integrated into Instruction

- Plans on-going learning opportunities based on evidence of all students' current learning status.
- Aligns assessment opportunities with learning goals and performance criteria.
- Structures opportunities to generate evidence of learning during the lesson of all students.
- Adapts actions based on evidence generated in the lesson for all students.

NEPF Teacher Performance Standards – Professional Responsibilities DRAFT

PROFESSIONAL RESPONSIBILITIES

1 - Commitment to the School Community

- Takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.
- Takes an active role in building a professional culture that supports school and district initiatives.
- Takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.

2 - Reflection on Professional Growth and Practice

- Seeks out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice.
- Pursues aligned professional learning opportunities to support improved instructional practice across the school community.
- Takes an active role in mentoring colleagues and pursues teacher leadership opportunities.

3 - Professional Obligations

- Models and advocates for fair, equitable, and appropriate treatment of all students and families.
- Models integrity in all interactions with colleagues, students, families, and the community.
- Follows policies, regulations, and procedures specific to role and responsibilities.

4 - Family Engagement

- Regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs, and includes parent/guardian requests and insights about the goals of instruction and student progress.
- 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.
- Informs and connects families and students to opportunities and services according to student needs.

5 - Student Perception

- Students report that the teacher helps them learn.
- Students report that the teacher creates a safe and supportive learning environment.
- Students report that the teacher cares about them as individuals and their goals or interests.

NEPF Teacher Performance Standards – IPS 1 Part 1 DRAFT

INSTRUCTIONAL PRACTICE STANDARD 1

New Learning is Connected to Prior Learning and Experience

DESCRIPTORS

- Activates all students' initial understandings of new concepts and skills.
- Makes connections explicit between previous learning and new concepts and skills for all students.
- Makes clear the purpose and relevance of new learning for all students.
- Provides all students opportunities to build on or challenge initial understandings.

EVIDENCE SOURCES

Mandatory:

- Direct evaluator observation

Confirmatory:

- Lesson plan
- Teacher pre/post conference
- Student work
- Student classroom interviews
- Student feedback (e.g., survey, writing)

INSTRUCTIONAL PRACTICE STANDARD 1

New Learning is Connected to Prior Learning and Experience

PERFORMANCE LEVELS

- 4** - The *highly effective* teacher fully activates all students' initial understandings through the use of multiple methods and/or modes, makes connections for all students between previously learned and/or new concepts and skills, clarifies the purpose and relevance of new learning for all students, and assists all students to bridge understanding from initial conceptions to targeted learning.
- 3** - The *effective* teacher adequately activates students' initial understandings using multiple methods and/or two modes, makes connections for most students between previously learned and/or new concepts and skills, clarifies the purpose and relevance of new learning for most students, and assists most students to bridge understanding from initial conceptions to targeted learning.
- 2** - The *developing* teacher inadequately activates most students' initial understandings using limited methods and/or modes, makes inadequate connections for most students between previously learned and/or new concepts and skills, inadequately clarifies the purpose and relevance of new learning for most students and/or minimally connects new learning to longer-term learning goals, and only minimally assists most students in the process of bridging understanding from initial conceptions to targeted learning.
- 1** - The *ineffective* teacher activates no, or almost no students' initial understandings; makes no, or almost no connections between previously learned and/or new concepts and skills for any student; clarifies the purpose and relevance of learning for no, or almost no students and makes no, or almost no connections between new learning and longer-term learning goals; and employs no, or almost no strategies to assist any student in the process of bridging understanding from initial conceptions to targeted learning.

NEPF Current Class Size Adjustment Requirement

Current Practice

- The evaluator assigns a performance level for each indicator, which are averaged to calculate the score for each Standard.
- The Standard scores are then averaged to calculate the score for each domain: Instructional Practice (teacher)/Instructional Leadership (administrator) and Professional Responsibilities.
- The domain scores are then weighted (65% - 20%) to calculate the Educational Practice score (unadjusted).
- Post-probationary teachers who are designated as effective or highly effective are awarded an additional weight (adjusted score) equivalent to the percentage by which the ratio of pupils for which the teacher is responsible exceeds the recommended ratio of pupils per licensed teacher set by the State Board of Education (NRS 391.465) in certain Standards and Indicators (listed below). The adjusted score cannot exceed the maximum score (4).
 1. The manner in which the teacher employs the cognitive abilities and skills of all pupils, Instructional Practice Standard 2 Indicator 1 (IPS 2.1),
 2. The manner in which the teacher provides an opportunity for extended discourse (IPS 3.1),
 3. The manner in which the teacher structures a classroom environment (IPS 3.4),
 4. The manner in which the teacher engages with the families of pupils, Professional Responsibilities Standard 4 (PRS 4), and
 5. Perception of pupils of the performance of the teacher (PRS 5).

Current NEPF Teacher Summative Evaluation Rating Tool

NEVADA EDUCATOR PERFORMANCE FRAMEWORK 2023-24 TEACHER SUMMATIVE EVALUATION RATING TOOL

To ensure accessibility in accordance with the Americans with Disabilities Act (ADA),
please use the down arrow key to navigate this tool.

Teacher Name: _____
 School Name: _____
 Date: _____
 Evaluator: _____
 Observation Dates: _____
 Conference Dates: _____

SECTION 1: Domain Scores

Instructions: Use the rubrics and evidence recorded throughout the cycle for determining performance levels (whole numbers 1-4 only).

TEACHER SUMMATIVE EVALUATION SCORES									
INSTRUCTIONAL PRACTICE DOMAIN SCORING									
Performance Level (PL)	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Instructional Practice Score (average of Standard scores)	Instructional Practice Domain Score (IP score x 65 %)		
Indicator 1									
Indicator 2									
Indicator 3									
Indicator 4									
Standard Score (average of Indicator PLs)	0	0	0	0	0	0	0		
PROFESSIONAL RESPONSIBILITIES DOMAIN SCORING									
Performance Level (PL)	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Professional Responsibilities Score (average of Standard scores)	Professional Responsibilities Domain Score (PR score x 20%)		
Indicator 1									
Indicator 2									
Indicator 3									
Standard Score (average of Indicator PLs)	0	0	0	0	0	0	0		
STUDENT PERFORMANCE DOMAIN SCORING									
						Student Learning Goal (SLG) Score	Student Performance Domain Score (SLG score x 15%)		
(Performance level of 1-4, whole number only, is determined according to SLG rubric)							0		
SUMMATIVE EVALUATION SCORE							0.00		

Current NEPF Teacher Summative Evaluation Rating Tool Part 2

SECTION 2: Summary of Evidence

I have received a copy of the signed observation notes which identifies two required pieces of evidence for each Indicator.

Teacher Name: _____

Teacher Signature: _____

Evaluator Signature: _____

SECTION 3: Narrative and Final Rating

Instructions: NRS 391.680 requires evaluations of teachers in narrative form for the primary purpose of constructive assistance. Use the table below to provide the evidence-based narrative of the teacher's strengths and areas for growth according to his/her performance on the Instructional Practice and Professional Responsibilities Standards and Indicators. Use the Educator Plan Progress and Evidence table to provide a summary of the teacher's progress toward the goals identified on his/her Goal Setting and Planning Tool.

Instructional Practice and Professional Responsibilities Strengths/Areas for Growth <small>[Continue on additional page(s) if needed.]</small>
Click here to enter text.

Educator Plan Progress and Evidence <small>[Continue on additional page(s) if needed.]</small>
Click here to enter text.

Please Note:

The score ranges for the current year are posted in the Teachers and Administrators NEPF Protocols on the Nevada Department of Education website.

- 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.
- Educators must demonstrate one of the *two highest* SLG rubric scores (score of 3 or 4) to be eligible to receive a *Highly Effective* summative rating.

Teacher Final Rating*: _____

Educator Signature: _____

Date: _____

NEPF Teacher Summative Evaluation Rating Tool Draft

NEVADA EDUCATOR PERFORMANCE FRAMEWORK 2025-26 TEACHER SUMMATIVE EVALUATION RATING TOOL

To ensure accessibility in accordance with the Americans with Disabilities Act (ADA), please use the down arrow key to navigate this tool.

Teacher Name: _____
 School Name: _____
 Date: _____
 Evaluator: _____
 Observation Dates: _____
 Conference Dates: _____

SECTION 1: Domain Scores

Instructions: Use the rubrics and evidence recorded throughout the cycle for determining performance levels (whole numbers 1-4 only).

TEACHER SUMMATIVE EVALUATION SCORES					
INSTRUCTIONAL PRACTICE DOMAIN SCORING					
	STANDARD 1 New Learning	STANDARD 2 Cognitive Demand	STANDARD 3 Discourse	STANDARD 4 Metacognition	STANDARD 5 Assessment
Performance Level					
Instructional Practice Score (Average of Standard Scores)					0
Instructional Practice Domain Score (IP Score x 65%)					0
PROFESSIONAL RESPONSIBILITIES DOMAIN SCORING					
	STANDARD 1 School Community	STANDARD 2 Professional Development	STANDARD 3 Professional Obligations	STANDARD 4 Family Engagement	STANDARD 5 Student Preception
Performance Level					
Professional Responsibilities Score (Average of Standard Scores)					0
Professional Responsibilities Domain Score (PRS Score x 20%)					0
STUDENT PERFORMANCE DOMAIN SCORING					
Student Learning Goal (SLG) Score					
Student Performance Domain Score (SLG Score x 15%)					0
SUMMATIVE EVALUATION SCORE					0

SECTION 2: Summary of Evidence

I have received a copy of the signed observation notes which identifies two required pieces of evidence for each Indicator.

Teacher Name: _____
 Teacher Signature: _____
 Evaluator Signature: _____

NEPF Teacher Summative Evaluation Rating Tool Draft Part 2

SECTION 3: Narrative and Final Rating

Instructions: NRS 391.680 requires evaluations of teachers in narrative form for the primary purpose of constructive assistance. Use the table below to provide the evidence-based narrative of the teacher's strengths and areas for growth according to his/her performance on the Instructional Practice and Professional Responsibilities Standards and Indicators. Use the Educator Plan Progress and Evidence table to provide a summary of the teacher's progress toward the goals identified on his/her Goal Setting and Planning Tool.

Instructional Practice and Professional Responsibilities Strengths/Areas for Growth <i>[Continue on additional page(s) if needed.]</i>
Click here to enter text.

Educator Plan Progress and Evidence <i>[Continue on additional page(s) if needed.]</i>
Click here to enter text.

Please Note:

The score ranges for the current year are posted in the Teachers and Administrators NEPF Protocols on the Nevada Department of Education website.

- 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.
- Educators must demonstrate one of the *two highest* SLG rubric scores (score of 3 or 4) to be eligible to receive a *Highly Effective* summative rating.

Final Rating*:

Educator Signature:

Evaluator Signature:

Date:

Date:

NEPF Teacher Summative Evaluation Rating Tool Draft

What Stays the Same:

- Domain scoring percentages are not altered, so a change to NAC 391.571, 574 is not required
 - Instructional Practice Score = 65%
 - Professional Responsibilities Score = 20%
 - Student Performance Domain = 15%
- Strengths/Areas of Growth and Educator Plan and Progress notes are still required
- Final rating titles still indicate Highly Effective, Effective, Developing, Ineffective

What May Change:

- Scoring formula changes to a **1-4 scale for each Standard** instead of each indicator per Standard
- Total pages of the tool would be reduced from 5 to 2
- **NRS 391.465** would need to be revised as the current class size adjustment is specific to certain indicator scores

NEPF Class Size Adjustment Requirement

NRS 391.465 State Board to establish statewide performance evaluation system and prescribe tools to be used by schools to measure performance...

(f) Require a person who evaluates a teacher who is responsible for a number of pupils that exceeds the applicable recommended ratio of pupils per licensed teacher prescribed by the State Board pursuant to [NRS 388.890](#), who is a postprobationary employee as defined in [NRS 391.650](#) and whose performance on that evaluation is designated as effective or highly effective to, under the statewide performance evaluation system, award the teacher an additional weight for criteria relating to:

1. The manner in which the teacher structures a classroom environment
2. The manner in which the teacher provides an opportunity for extended discourse;
3. The manner in which the teacher employs the cognitive abilities and skills of all pupils;
4. The manner in which the teacher engages with the families of pupils; and
5. The perception of pupils of the performance of the teacher,

that is equivalent to the percentage by which the ratio of pupils for which the teacher is responsible exceeds the recommended ratio of pupils per licensed teacher. Any additional weight awarded to a teacher pursuant to this paragraph must not cause the score on a criterion to exceed the maximum score that would otherwise be possible on the criterion for a teacher rated as highly effective.

NEPF Class Size Adjustment Requirement Discussion

- The manner in which the teacher employs the cognitive abilities and skills of all pupils, Instructional Practice Standard 2 Indicator 1 (IPS 2.1),
- The manner in which the teacher provides an opportunity for extended discourse (IPS 3.1),
- The manner in which the teacher structures a classroom environment (IPS 3.4),
- The manner in which the teacher engages with the families of pupils, Professional Responsibilities Standard 4 (PRS 4), and Perception of pupils of the performance of the teacher (PRS 5).

NEPF Possible Motions

NRS 391.460 Recommendations to State Board concerning statewide performance evaluation system; authorization to establish working groups and task forces.

1. The Council shall:
 - (a) Make recommendations to the State Board concerning the adoption of regulations for establishing a statewide performance evaluation system...
4. The State Board shall consider the recommendations made by the Council pursuant to this section and shall adopt regulations establishing a statewide performance evaluation system as required by NRS 391.465.

Possible Motions the Council Could Propose:

- Move to recommend no changes be made to the NEPF Rubrics at this time
- Move to accept the NEPF Rubric Redesign Drafts and Summative Evaluation Tool Draft changes as is and recommend them to the State Board of Education, **thus also taking a position on potential statutory changes that may be needed regarding the class size adjustment weights (NRS 391.465)**
- Move to agendize the item for a future meeting to further discuss specific rubric changes

2024-2025 TLC Meeting Dates

Wednesday, September 25, 2024

Wednesday, November 20, 2024

Wednesday, February 26, 2025

Wednesday, April 30, 2025

Meeting time is typically set for 2:00 PM

Future Agenda Items

2025 Legislative Session

- TLC recommendations regarding NEPF implementation for the next legislative session

2023-24 NEPF Data

- NEPF Ratings (the reporting window closes July 15, 2024)
- MCI Survey Results (the survey window closes July 15, 2024)
- MCI Interviews

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)