Nevada Educator Performance Framework: Rubric Redesign

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Presentation Purpose

Share a proposed update to the Nevada Educator Performance Framework Instructional Practice and Professional Responsibilities rubrics for Teachers and School Administrators

Presentation Outcomes

Provide an opportunity for State Board of Education Members to vote on proposing the redesigned rubrics be adopted as new materials for the 2025-2026 school year, replacing the current rubrics

STIP Alignment – Goal 2

Statewide Plan for the Improvement of Pupils (STIP): Goal 2. All Students have access to Effective Educators

"Goal 2 reflects the importance of all students having access to effective educators, which informs the supply pipeline we need to create with educator preparation programs, as well as our work with public schools and districts and Regional Professional Development Programs to design resources for educators."

ACCESS TO QUALITY

Provide quality professional learning

NEPF Update

The NEPF Rubrics have remained consistent since their creation in 2013

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.

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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.	• Direct evaluator observation • One confirmatory item from confirmatory evidence source	• Lesson plan • Teacher pre/post conference • Student work	• 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.	• Direct evaluator observation • One confirmatory item from confirmatory evidence source	• Lesson plan • Teacher pre/post conference • Student classroom interviews • Student feedback (e.g., survey, writing)	• 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.	• Direct evaluator observation • Student classroom interviews	• Lesson plan • Teacher pre/post conference • Student feedback (e.g., survey, writing)	• 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.	• Direct evaluator observation • One confirmatory item from confirmatory evidence source	• Lesson plan • Teacher pre/post conference • Student classroom interviews • Student feedback (e.g., survey, writing) • Student work	• Teacher needs to interpret levels of students' initial understandings in order to move learning forward

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Current NEPF Teacher Rubric-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.

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NEPF Redesign Draft

Standards for Instructional Practice and Professional Responsibilities have not changed

- Indicators for each standard have been converted to descriptors and will no longer be individually scored
  - 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 Redesign-Teacher 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.

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NEPF Redesign-Teacher Professional Responsibilities

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.

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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 Class Size Adjustment - NRS 391.465

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.

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NEPF Class Size Adjustment-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)**.

NEPF Teacher Summative Evaluation Tool

Current
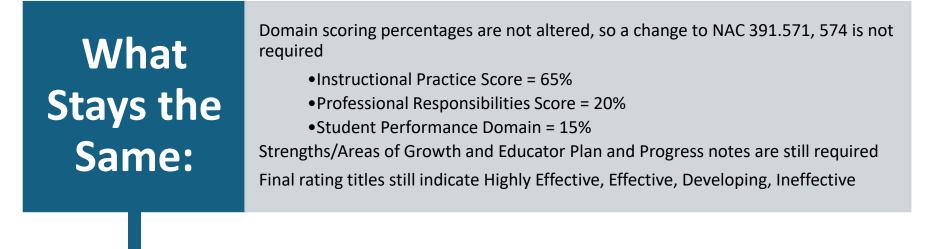
TEACHER SUMMATIVE EVALUATION SCORES
INSTRUCTIONAL PRACTICE DOMAIN SCORING

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

Redesign

TEACHER SUMMATIVE EVALUATION SCORES
INSTRUCTIONAL PRACTICE DOMAIN SCORING

	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
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	Standard 2	Standard 3	Standard 4	Standard 5
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

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NEPF Summative Evaluation Tool Potential Change

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

NRS 391.465 may need to be revised as the current class size adjustment is specific to certain indicator scores

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Support for Redesign Drafts

Teachers and Leaders Council (TLC)

- TLC was presented with the NEPF Redesign Drafts on April 24, 2024
- Moved to accept the drafts as submitted and recommend them to the State Board of Education
- Proposed to apply the class size adjustment to the entire standard that included an indicator subject to NRS 391.465: IPS 2 and 3, PRS 4 and 5

NEPF District Liaisons

- Redesign Drafts shared with Liaisons on April 29, 2024
- Those who attended were in favor of the change, supported the reasoning behind the change, and were looking forward to sharing the new design with their LEA's should it be approved

Principal Advisory Cabinet and Superintendent's Teacher Advisory Cabinet

- Redesigns shared with PAC and STAC members on May 21-22, 2024
- Both cabinets were enthusiastic about the redesign and a potential Field Study

Authority for Redesign Drafts

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

Possible State Board Motions:

- Move to accept the NEPF Rubric Redesign Drafts and subsequent NEPF Tool changes as is

Field Study Implementation Timeline, if approved by the State Board:

- 24-25 volunteer field study with districts and school
- 25-26 whole state field study with digitalization (electronic tool implementation)
- 26-27 full implementation
- Within each cycle, focus groups will provide feedback and annual reports will be shared with the State Board

Conclusion

Additional Questions, Comments, Suggestions?

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