

## Proposed Stakeholder Questions Regarding the Implementation of the NEPF

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Indicate the extent to which you agree with the following statements and explain your answer.

1. The NEPF is in alignment with educator preparation, mentoring and induction programs, and professional learning systems such that there is consistency in expectations including the sharing of relevant data for continuous improvement efforts.
2. The NEPF supports and informs the attraction, recruitment, and hiring of effective teachers, and leveraging professional learning and career pathways to ensure all students have access to effective educators.
3. The state supports districts to use evaluation and retention data to forecast and share educator hiring needs and to increase the number of diverse teachers.
4. The state and districts analyze multiple types of data, including the use of educator surveys and focus groups, to identify areas for system improvement, refinement, and effectiveness in the field.
5. The state conducts studies of the evaluation system including correlation analysis and implementation fidelity at the local and school level.
6. The state and districts provide adequate tools, trainings, and resources to increase capacity to analyze and leverage NEPF data to engage in continuous improvement and planning efforts at the local/school level.
7. The state and districts analyze feedback from key stakeholders to develop non-negotiables and flexibilities that are aligned to local data and state goals.
8. The state and districts clearly communicate the rationale, definition, and allowable usage for the non-negotiable and flexibility items to all users.
9. The NEPF supports the collaborative sharing of effective instructional practices, resources, and materials with educators.
10. The NEPF encourages teachers to work collaboratively and observe each other's practices to refine instructional units and materials.
11. The NEPF encourages the development of standards-aligned resources for teachers to use and adapt that can be shared and stored.
12. The state models continuous improvement efforts by collaborating across districts and internal offices to improve teacher effectiveness outcomes.
13. The NEPF affords educators the opportunity for multiple checkpoints throughout the school year to reflect on short-term outcomes and to use formative results to drive improvement.
14. The state and districts include multiple checkpoints throughout the school year to reflect on the NEPF and to use formative results to drive continuous improvement of the system.
15. The state affords stakeholders multiple opportunities to contribute to system refinement, such as co-creating or revising evaluation frameworks, tools, and resources.
16. The Teachers and Leaders Council system promotes timely and clear communication about any changes or adjustments to the evaluation system.
17. The NEPF Liaison system promotes timely and clear communication about any changes or adjustments to the evaluation system.
18. The NEPF framework and associated communication efforts highlight clear and consistent linkages between evaluation and the activities it is meant to support such as professional learning and growth.

Of the concepts brought forth in these questions, which represent a strength of the current NEPF system? Explain.

Of the concepts brought forth in these questions, which represents an area of growth for the NEPF? Explain.

Are there areas of growth for the NEPF that you believe should be the focus of our continuous improvement efforts? If so, why, and what strategies or steps can be taken for the NEPF to improve?

\* Questions adapted from the [Educator Effectiveness Systems Assessment](#) developed by the [Center on Great Teachers and Leaders](#) at the American Institutes for Research in collaboration with the West Comprehensive Center and WestEd.