Building Capacity of School Administrators to Support the Needs of English Learners using the NEPF

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Guiding Questions

- Where in the NEPF does it address effective practices for teaching and assessment of ELs?

- What will school administrators look for to determine that the teachers are using appropriate methods in class?

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Overview

- **Examine the NEPF** to identify where it addresses practices for the teaching and assessment of English learners

- **Review the ELD standards** and examine the current connection with the NEPF

- **Engage in discussion** around the use of the NEPF as a tool for administrators to determine whether teachers are using appropriate methods to support English learners

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INTRODUCTION AND BACKGROUND

What is the Nevada Educator Performance Framework (NEPF)?

- A set of standards and indicators reflecting what educational personnel need to know and be able to do to foster student learning and growth

- A system of accountability to inform human capital decisions

- A system of support and empowerment to grow educator's instructional practice through a continuous improvement cycle

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NEPF Goals

- Foster student learning and growth

- Improve educator's instructional practice

- Inform human capital decisions based on a professional growth system

- Engage stakeholders in the continuous improvement and monitoring of a professional growth system

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Legislative Context

- ## AB 222 (2011)
  - Required SBE to establish statewide performance evaluation system
    - Four performance levels
    - Inclusion of student achievement data from statewide assessments at 50%
    - Created Teachers and Leaders Council (TLC) to guide development
- ## SB 407 (2013)
- ## AB 447 (2015)
- ## AB 320 (2017)

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Framework Development Background

- Teachers and Leaders Council
    - 16 member multi-disciplinary group: educators, parents & policymakers
    - Charged with developing evaluation framework
- Started with the creation of teacher and administrator models
- Initial framework deliberated across a 15-month process with input from experts
- Implementation started 2013 (validation and professional development)
- First year of implementation was 2015-2016 (no student outcome measures

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Status of NEPF for SY 2018-2019

Fourth Year of Implementation

- **Building Administrator**
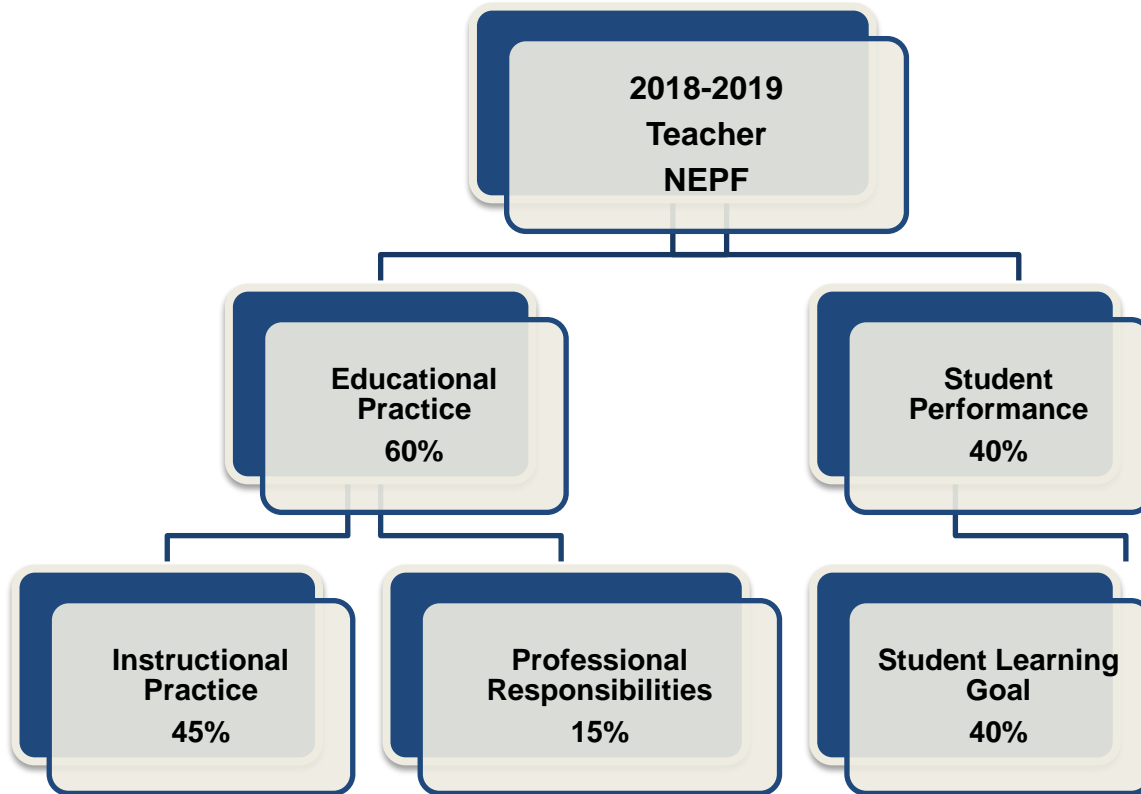- **Teacher**

First Year of Implementation

- **School Counselor**
- **School Nurse**
- **School Psychologist**
- **School Social Worker**
- **Speech Language Pathologist**
- **Teacher-Librarian**

Pilot Study Year

- **Principal Supervisor**
- **Educational Audiologist**

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NDE personnel working with stakeholders to develop a Tool Kit and Rubric to support local monitoring

Teacher NEPF Framework

2018-2019 Teacher NEPF

Educational Practice 60%

Student Performance 40%

Instructional Practice 45%

Professional Responsibilities 15%
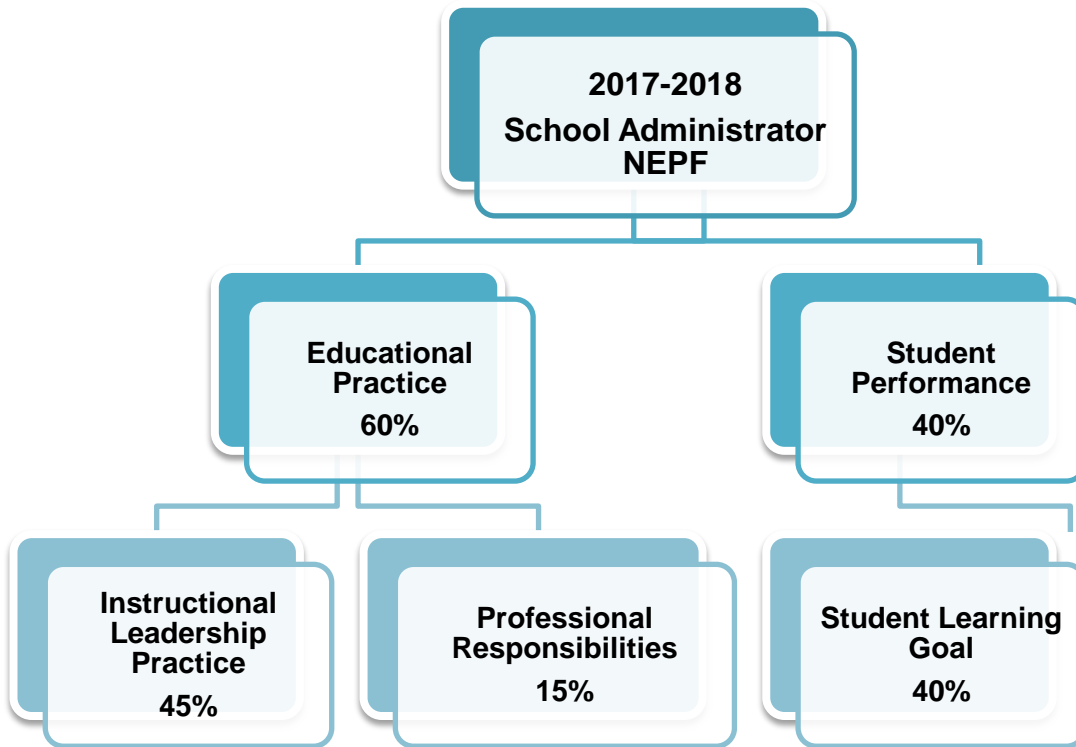
Student Learning Goal 40%

- **Instructional Practice:** teacher behavior during facilitation of learning

- **Professional Responsibilities:** teacher behavior outside of instruction to influence and prepare for student learning and to promote effectiveness of school community.

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*Found on page 29 of '2018-2019 Protocols'

Teacher Standards

- [Instructional Practice](#)
  - New Learning is Connected to Prior Learning and Experience
  - Learning Tasks have High Cognitive Demand for Diverse Learners
  - Students Engage in Meaning-Making through Discourse and Other Strategies
  - Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning
  - Assessment is Integrated into Instruction
- [Professional Responsibilities](#)
  - Commitment to the School Community
  - Reflection on Professional Growth and Practice
  - Professional Obligations
  - Family Engagement
  - Student Perception

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School Administrator NEPF Framework

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┌─────────────────────────────┐
│         2017-2018           │
│    School Administrator     │
│            NEPF             │
└──────────────┬──────────────┘
         ┌──────┴──────┐
┌────────┴────────┐   ┌────────┴────────┐
│   Educational    │   │     Student      │
│    Practice      │   │   Performance    │
│      60%         │   │      40%         │
└────┬────────┬────┘   └────────┬────────┘
┌────┴────┐ ┌─┴──────┐   ┌───────┴───────┐
│Instructional│ │Professional│ │Student Learning│
│Leadership   │ │Responsibilities│ │    Goal       │
│Practice     │ │    15%     │ │      40%       │
│   45%       │ └────────┘   └───────────────┘
└─────────┘
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- **Instructional Leadership:** administrator behavior as instructional leader, specifically while monitoring teacher performance.

- **Professional Responsibilities:** administrator responsibilities that support improvements in teachers' practice as well as providing the structural supports to ensure teacher success.

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*Found on page 25 of '2018-2019 Protocols'

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School Administrator Standards

- <u>Instructional Leadership</u>
  - Creating and Sustaining a Focus on Learning
  - Creating and Sustaining a Culture of Continuous Improvement
  - Creating and Sustaining Productive Relationships
  - Creating and Sustaining Structures
- <u>Professional Responsibilities</u>
  - Manages Human Capital
  - Self-Reflection and Professional Growth
  - Professional Obligations
  - Family and Community Engagement

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NEPF Evaluation Cycle
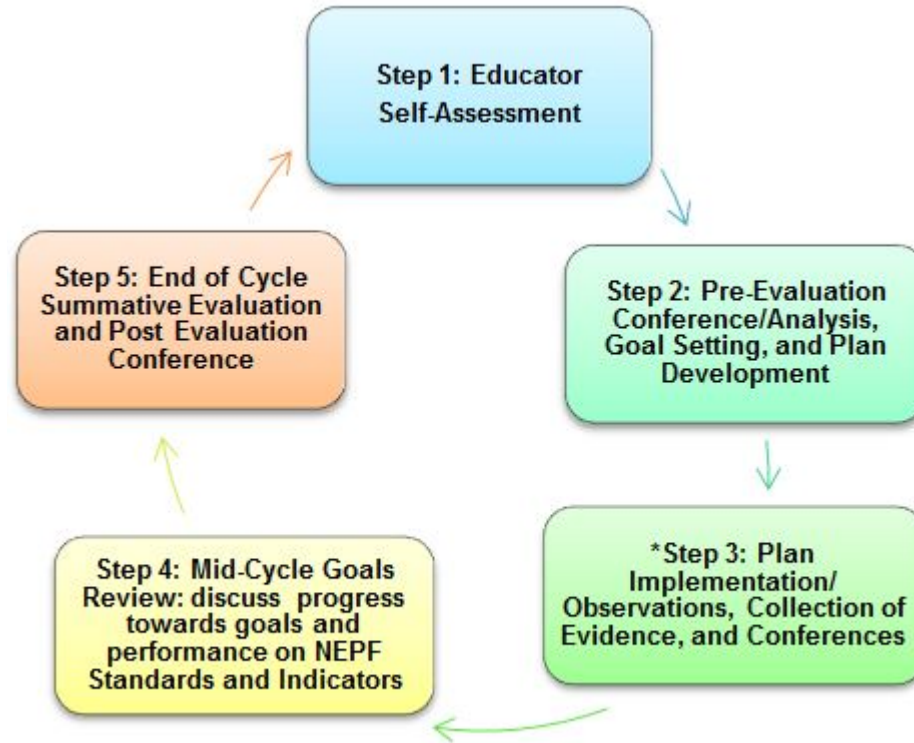
More information can be found in the 2018-2019 Protocols available here:
http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator_Effectiveness/Educator_Develop_Support/NEPF/Tools_Protocols/NEPFTeacher_Admin_Protocolsrev.pdf

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Educator Self-Assessment

- **Materials:** [Self-Assessment Tool](#) and wide range of evidence (including previous evaluations if applicable)

- **Actions:** educator assesses his/her practice based on the levels of performance.

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* Found on page 7 of '2018-2019 Protocols'

Goal Setting and Plan Development

- Set proposed goals, including but not necessarily limited to:
  - One Student Learning Goal (SLG), and
  - One Professional Practice Goal (PPG) related to improving the educator's own practice that supports the achievement of the SLG

- Develop action steps for each goal

- Record evidence to be used

Evidence Review

- Observation/Evidence Review Tool:
  - Evaluator reviews evidence
  - Identifies corresponding NEPF Standards and Indicators.
- Observations are NOT scored

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Observations

- Educator and evaluator discuss upcoming observation
  - **Pre/Post Observation Conference Tool**
- Evaluator conducts the observation.
  - Records evidence observed using **Observation/Evidence Review Tool**
  - Identifies corresponding Standards and Indicators.
- Educator and evaluator discuss observation, provide feedback, and identify professional learning needs
  - **Pre/Post-Observation Conference Tool**

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Mid-Cycle Goal Review

- Conference held mid-year to discuss:
  - progress towards attaining goals
  - performance on all NEPF Standards and Indicators

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* Found on page 14 of '2018-2019 Protocols'

Summative Evaluation

- Evaluator:

    - Reviews the tools and relevant evidence (**Observation/Evidence Review Tool)**

    - Determines performance levels (PL) for each indicator

    - Inputs PLs into the **Summative Evaluation Tool**

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* Found on pages 15-17 of '2018-2019 Protocols'

Summative Rating Tool

- http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator_Effectiveness/Educator_Develop_Support/NEPF/Teacher/6TCHSummEvalScoringToolupdatedrev.docx

Current State of NEPF for ELs

- Focus:
  - high leverage practice to improve learning outcomes for **all** students

- Handout:
  - Summary of Literature Review
  - EL-specific references
  - Teacher Standards 'diverse learners'

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Dr. Sophia Masewicz and team

http://www.doe.nv.gov/English_Language_Learners(ELL)/ELD_Standards/

NEVADA ENGLISH LANGUAGE DEVELOPMENT (ELD) STANDARDS FRAMEWORK

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ELD Standards

- Are used in conjunction with academic content standards

- Articulate the practices, knowledge, and skills students will need

- Promote simultaneous development of language and content

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ELD Standards

ELD Standard 1	**English language learners communicate for Social and Instructional purposes within the school setting**
ELD Standard 2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**
ELD Standard 3	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**
ELD Standard 4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**
ELD Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

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ELD Instructional Guidance Documents

- Provides clarity for the utilization of the ELD and Academic Content Standards
  - Reveals connections between NV ELD and NVACS
  - Highlights alignment with NEPF application of best practices

Instructional Guidance Document Development Milestones

| Aug. 2017 Advisory Planning Group | Sept. 2017 Project Overview and Work shop | Oct. 2017 Work groups | Dec. 2017 Work groups | Jan. 2018 Work groups | Feb. 2018 Work group Leads | Mar. 2018 Work groups | Jun. 2018 Convene work groups | Oct. Dec. 2018 ELD Frame work Pilot | Jan. March 2019 Orient. Webinars & Revision of Documens | April May 2019 SBE Approval | May June 2019 Develop Toolkit Resource Materials /PD supports |

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Crosscutting Correspondence among Content Disciplinary Practices

Mathematics
EP1, EP3 and EP7
SP2, SP4 and SP5,
SS1 and SS4

ELA
MP3 and
MP5 SP7
and SP8,
SS1, SS2,
SS3, SS4,
and SS5

Science
EP1, EP2
and EP3
MP3,
SS2, SS4,
and SS6

Social Studies
SP1, EP1 and EP7
MP3 and EP3
SP8 and SP6

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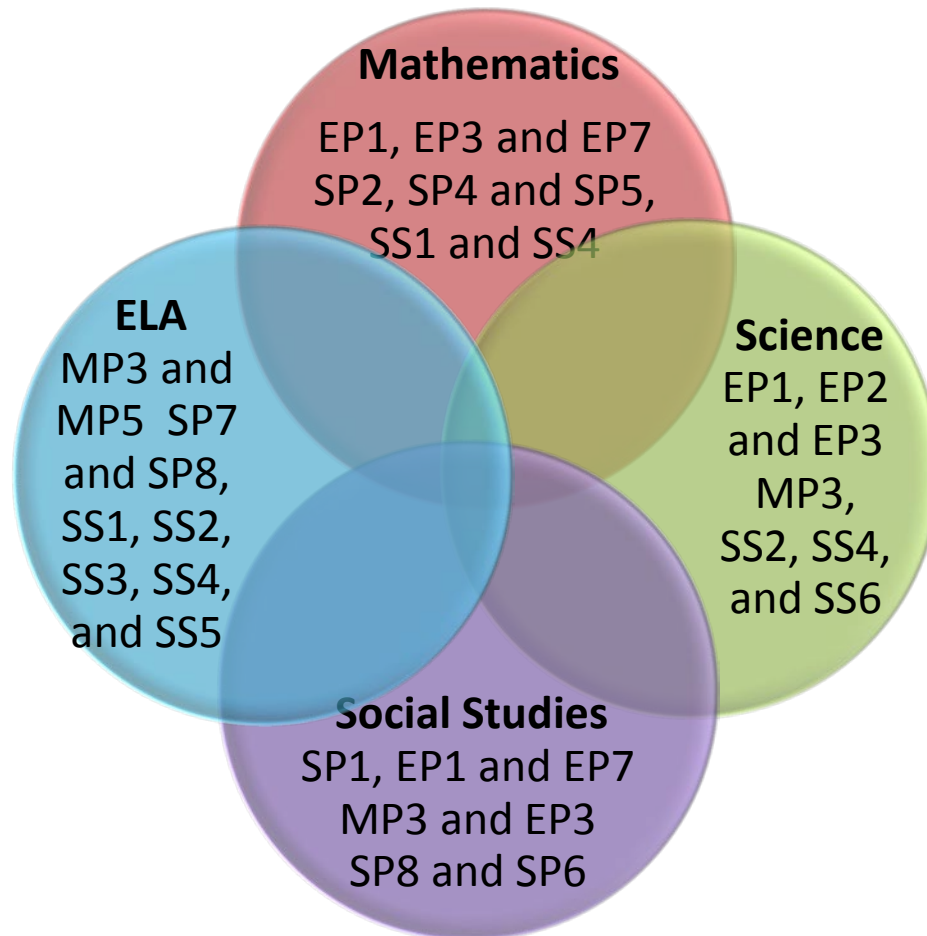
Common Terms

- **Key Uses of Academic Language**
  - The type of language used most often in academic and business settings (recount, explain, argue, discuss).
- **Student Moves**
  - Proficiency level statements that exemplify what students can do with language at various English proficiency levels.
- **Success Criteria**
  - The learning intention of a lesson that tells students what should know, understand, and be able to do.
- **Teacher Moves**
  - Support English learners' language processing and production to make meaning.
- **WIDA Performance Levels**
  - Describe the milestones of language development from level 1 (entering), through Level 5, Bridging. Level 6, Reaching is the end of the continuum rather than another level of language proficiency.

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Grade Level Cluster: 6-8 ELD Standards with Correspondence to ELA Disciplinary Practices

Standard 2: English learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Performance Levels: At each grade, toward the end of a given level of English language proficiency, and with instructional support, English learners will be able to...

Student Moves....	Receptive Language (sample content)		Productive Language (sample content)	
	Listening	Reading	Speaking	Writing
Bridging/Reaching (Level 5-6)	• Make inferences from main ideas and details of recited grade-level poetry or free verse. • Interpret use of literary devices related to different time frames presented orally from grade-level text. • Predict effects of altering events in adventures (e.g., "If X happened at another time, what do you think would change?"). • Interpret figures of speech in grade-level text.		• Defend and justify stances or pints of view in human interest stories. • Project character roles using notes on grade-level biographies. • Produce editorials (opinions backed by examples) from current grade-level issues. • Create stories or essays that include synonyms or antonyms.	
Student Moves	Receptive Language (sample content)		Productive Language (sample content)	
	Listening	Reading	Speaking	Writing
Developing/Expanding (Level 3-4)	With visual, graphic or interactive support, as necessary, student can... • Match main ideas in recited short poems or free verse with illustrations. • Interpret main ideas or details in recited poems or free verse with illustrations. • Identify use of literary devices related to different time frames in visually supported discourse (e.g., foreshadowing or flashback). • Analyze use of literary devices related to different time frames in visually supported oral passages. • Sequence plots of adventures using visual support. • Summarize plots of adventures using visual support. • Categorize or classify figures of speech in visually supported passages. Identify figures of speech in visually supported text and match to their meanings.		With visual, graphic or interactive support, as necessary, student can... • State reasons for the 'interest' in human interest stories from visual frames. • Apply ideas from human interest stories from visual frames. • State biographical information based on timelines or other graphic organizers. • Summarize points from outlines or graphic organizers on biographies. • Give opinions in reaction to current issues in editorials from models depicted visually or graphically (e.g., "I think ..."). • Discuss pros and cons of current issues in editorials from models depicted visually or graphically (e.g., "I agree with X; I disagree with Y."). • Rewrite visually supported paragraphs using synonyms or antonyms to change context or purpose of communication (e.g., switch positive with negative traits). • Produce original ideas that incorporate synonyms or antonyms from visually supported material.	

English Language Development (ELD) Standards K-12

Grade Level Cluster: 6-8 ELD Standards with Correspondence to ELA Disciplinary Practices

Standard 2: English learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Key Uses of Academic Language	
Question: What is the academic language of the disciplinary practice associated with the Key Uses of Academic Language?	
Disciplinary Practice: EP1. Support analyses of a range of grade-level complex texts.	**Illustrative Task**
Recount Highlighted:	A proficient student will **summarize** the main ideas of the text on an index card or small piece of paper.	Middle school students will analyze a complex text (e.g., Frederick Douglass' *Narrative of the Life of Frederick Douglass an American Slave*) to determine the main idea (e.g., the evils or slavery) of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text **[RI.8.2]**.
Explain Highlighted:	A proficient student will **describe** the main ideas of the text in a graphic organizer. A proficient student will **state** which events are related to the main ideas in a text in a graphic organizer.	
Argue Highlighted:	A proficient student will **support the main idea with evidence** from the text and **formulate arguments**. Proficient students will **make a case for and defend their analysis** with evidence from the text showing how events are related to the development of the main idea over the course of the text by writing an objective summary.	*(See also NVACS: RI/RL.6.1-9; RI/RL.7.1-9; RI/RL.8.1-9 related to this disciplinary practice)*
Discuss Highlighted:	A proficient student will **elaborate and explain their reasoning using evidence from the text**. A proficient student will **make a case and elaborate their responses with evidence** from the text to showing how events are related to the development of the main idea over the course of the text by writing an objective summary.	

Note: The table above is overlaid with red numbered callout arrows labeled 1, 2, 3, 4, 5, and 6 pointing to various parts of the table.

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Grade Level Cluster: 6-8 ELD Standards with Correspondence to ELA Disciplinary Practices

Standard 2: English learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

EP1. Support analyses of a range of grade-level complex texts.			
Teacher Moves that support…	Academic Language and Content Development What language supports will you provide students at the various performance levels to build their Academic language through the disciplinary practice?		
Language Demands	Entering/Emerging (Level 1-2)	Developing/Expanding (Level 3-4)	Bridging/Reaching (Level 5-6)
What language supports will be provided for students to process and produce language?	Model orally the academic language and content specific vocabulary required by the ▪ (Model orally the academic language and vocabulary used within the standard as required by the lesson) Provide a dialogue structure (e.g., dyads, triads, clarifying bookmarks, cognates, vocabulary development models) to complete tier two vocabulary exercises and answer text dependent questions. Provide a word bank. Provide adequate time for students to process the language and content. Provide academic sentence starters on the SmartBoard, whiteboard, or provide an individual sheet for students in the various language structures	Model orally the academic language and content specific vocabulary required by the Provide a dialogue structure (e.g., pairs, triads, clarifying bookmarks, vocabulary development models) to complete tier two vocabulary exercises and answer text dependent questions. Provide a word bank. Provide adequate time for students to process the language and content. Provide academic sentence frames on the SmartBoard, whiteboard, or provide an individual sheet for students in the various language structured used in the lesson. Allow time for students to write their ideas and then share with a partner or small group.	Model orally the academic language and content specific vocabulary required by the Instruct students to work with a partner to identify tier two words that are unfamiliar to them and use context clues or a dictionary to define the words. Provide a dialogue structure (e.g., dyads, triads) to answer text dependent questions.

Grade Level Cluster: 6-8 ELD Standards with Correspondence to ELA Disciplinary Practices

Standard 2: English learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

	used in the lesson. Provide sentence starters and allow time for students to write/ draw their ideas and then share with a partner or small group.		
2. How will students be able to use language t... ...te with each other?	In pairs or partners, using a formulaic discussion protocol, (e.g., cloze or scripted discussion), or in a structured group that includes a learning partner of the same primary language, but at a higher English language performance level.	In pairs or partners, using a using a discussion protocol, (e.g., learning circles, partner A, partner B)	In pairs or partners, in triads and small groups.
3. How will students be able to use language to interpret/ make meaning of the content?	Students will fill and complete a formulaic sentence expression to clarify an understanding, interpret information, or provide a rationale that demonstrates their processing of the task as modeled by the teacher. ...ecord academic ...y in their vocabulary ...L1 (primary ...ranslation or non-lin... ...c representation. *Examples:* *(Students first think about what the selected text may mean)* I think the main idea is _____.	Students will fill and complete a sentence frame (to clarify and understanding, interpret information, or provide a rationale) that demonstrates their processing of the task as modeled by the teacher. *Examples:* I agree that _____ because_____. It reminded me of _____ because _____. I think _____ because _____.	Students use graphic organizers, group discussions and an exit slips the students are making meaning of the content. *Examples:* I do not think that the evidence supports _____ because of _____. Others may say _____; however, _____. I was thinking more along the lines of _____.

Grade Level Cluster: 6-8 ELD Standards with Correspondence to ELA Disciplinary Practices　　　　10

Standard 2: English learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

	The main points of this section are _____. This idea is related t		
4. How will students communicate or demonstrate their learning of the language and content?	Success Criteria: Student generates the central idea of the text in one or two words with a picture/drawing (exit slips).	Success Criteria: Student generates the central idea of the text in their own words in one to two simple sentences (exit slips).	Success Criteria: Student generates the central idea of the text in their own words with evidence from the text (exit slips).

Grade Level Cluster: 6-8 ELD Standards with Correspondence to ELA Disciplinary Practices

Standard 2: English learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Disciplinary Practice: EP1. Support analyses of a range of grade-level complex texts.
Academic Language and Content Development:
What language supports will you provide students at the various performance levels to build their Academic language through the disciplinary practice?

Teacher Moves that support... Language Demands	Entering/Emerging (Level 1-2)	Developing/Expanding (Level 3-4)	Bridging/Reaching (Level 5-6)
1. What language supports will be **provided for students** to **process and produce** language? **(TM-1)**	Model orally the academic language and content specific vocabulary required by the lesson. (Model orally the academic language and vocabulary used within the standard as required by the lesson) NEPF-IP. 1.1, 2.1, 2.4 Provide a dialogue structure (e.g., dyads, triads, clarifying bookmarks, cognates, vocabulary development models) to complete tier two vocabulary exercises and answer text dependent questions. NEPF-IP. 1.4, 3.3 Provide a word bank. NEPF-IP. 1.1, 1.2, 4.3 Provide adequate time for students to process the language and content. NEPF-IP. 3.4 Provide academic sentence starters on the SmartBoard, whiteboard, or provide an individual sheet for students in the various language structures used in the lesson. NEPF-IP. 2.4, 4.1, 4.2, 4.3	Model orally the academic language and content specific vocabulary required by the lesson. NEPF-IP. 1.1, 2.1, 2.4 Provide a dialogue structure (e.g., pairs, triads, clarifying bookmarks, vocabulary development models) to complete tier two vocabulary exercises and answer text dependent questions. NEPF-IP. 1.4, 3.3 Provide a word bank. NEPF-IP. 1.1, 1.2, 4.3 Provide adequate time for students to process the language and content. NEPF-IP. 3.4 Provide academic sentence frames on the SmartBoard, whiteboard, or provide an individual sheet for students in the various language structured used in the lesson. NEPF-IP.2.4, 4.1, 4.2, 4.3 Allow time for students to write their ideas and then share with a partner or small group. NEPF-IP. 2.3, 3.4, 4.3	Model orally the academic language and content specific vocabulary required by the lesson. NEPF-IP. 1.1, 2.1, 2.4 Instruct students to work with a partner to identify tier two words that are unfamiliar to them and use context clues or a dictionary to define the words. NEPF-IP. 2.2, 4.3 Provide a dialogue structure (e.g., dyads, triads) to answer text dependent questions. NEPF-IP. 1.4, 3.3

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NEXT STEPS

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Guiding Questions

- Where in the NEPF does it address effective practices for teaching and assessment of ELs?

- What will school administrators look for to determine that the teachers are using appropriate methods in class?

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Points for Discussion

- Can the NEPF be used to build and facilitate equitable access to high leverage practices for ELs?

- What do today's activities highlight around the NEPF and Nevada's population of students identified as English learners?

- What additional resources related to the NEPF are essential moving forward to build the capacity of administrators to ensure that teachers are meeting the needs of ELs?

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For More Information

Suggested Resources

- NEPF:
  http://www.doe.nv.gov/Educator_Development_and_Support/Nevada_Educator_Performance_Framework(NEPF)/

- TLC:
  http://www.doe.nv.gov/Boards_Commissions_Councils/Teachers_and_Leaders_Council/

- English Language Development Standards:
  http://www.doe.nv.gov/English_Language_Learners(ELL)/ELD_Standards/

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