

Please refer to the [NEPF Protocol Document](#) for additional information regarding more NEPF protocols and processes.

NEPF General Questions

1. What are the goals of the NEPF?

- Goal 1: Foster student learning and growth.
- Goal 2: Improve educators' effective instructional practices.
- Goal 3: Inform human capital decisions based on a professional growth system.
- Goal 4: Engage stakeholders in the continuous improvement and monitoring of a professional growth system.

2. What is the purpose of the NEPF?

The overall purpose of Nevada's Educator Performance Framework (NEPF) is found on page 4 of the NEPF Protocol document and is to identify effective instruction and leadership, and to establish criteria to determine:

- The professional development needs of educators
- Information on which to base human capital decisions including rewards and consequences whether educators are: Using data to inform decision making; Helping students meet achievement targets and performance expectations; Effectively engaging families; or collaborating effectively

3. How was the NEPF created?

The passage of AB222 during the 2011 legislative session created the Teachers and Leaders Council (TLC) and outlined the expectations of a statewide performance evaluation system for teacher and school administrators. To develop a statewide performance evaluation system with a clear purpose, the first order of business for TLC members at the October 2011 meeting was to determine guiding beliefs and goals. These guiding beliefs are the foundation on which the NEPF was created.

The system based on these guiding beliefs should ensure that educators:

- Positively impact the achievement of students in Nevada;
- Grow professionally through targeted, sustained professional development and other supports;
- Monitor student growth, identify and develop quality instructional practices, and share effective educational methods with colleagues;
- Reflect upon practice and take ownership for their professional growth; and

- Participate in constructive dialogue and obtain specific, supportive feedback from evaluators.”
4. Who is on the Teachers and Leaders Council?
- Pam Salazar, Ed.D (Chair): Representative of the Regional Professional Development Program
 - Kat Galland-Collins: Designee of the Superintendent of Public Instruction
 - Kim Metcalf, Ph.D: Designee of the Chancellor of the Nevada System of Higher Education
 - Brian Rippet: Public School Teacher
 - Margaret Marschner-Coyne: Public School Teacher
 - Theo Small: Public School Teacher
 - Gabe Gonzalez: School-Level Administrator
 - Anthony Nunez: School-Level Administrator
 - Teri White: District Superintendent
 - Veronica Frenkel: Member of Boards of Trustees in a School District
 - James Cooney: Member of a Board of Trustees in a School District
 - Dee Ann Roberts: Parent Representative
 - Meredith Smith: Educational Policy Expert
 - Peter T. Keo, Ph.D: Educational Policy Expert
 - Michele Sanchez-Boyce: Other Licensed Educational Professional (OLEP) Designee

Self-Assessment Tool

1. Is the Self-Assessment required?

Yes, completing the self-assessment form will aid in the Goal Setting process. Embracing the self-assessment step of the process empowers the educator being evaluated to shape the conversation by stating what they identify as strengths, the areas on which they want to focus, and what support they will need (NEPF Protocols, p. 7, 2017).

Goal Setting/Student Learning Goals (SLGs) Process

1. What are SLGs and what is the process for developing one?

SLGs are long-term, measurable, academic goals set for students to accomplish by the end of a course. SLGs should be horizontally and vertically aligned, when applicable. To develop horizontally aligned goals, all teachers in the same grade level and/or content area should collaborate to set SLGs and then each teacher should set specific targets based upon his or

her own students' baseline knowledge and skills. The Goal Setting and Planning Tool is used to guide the process.

2. Do specialists and non-core educators have to set an SLG based on English and Math?

No, they set SLGs based on their content standards and/or college and career readiness standards (depending on needs assessment)

3. What assessments should be used to measure a SLG?

The Teachers and Leaders Council has recommended criteria that the assessments must show all of the following (see page 21 in the Tools and Protocols Document)

- Alignment with content standards/Nevada Academic Content Standards (NVACS) and curriculum
- Alignment with the intended level or rigor
- Psychometric quality of validity, and reliability to as high degree as feasible, and
- Monitoring includes alignment, instrument security, reliability, validity, comparability, feasibility and scoring

4. Are SLGs allowed to be altered or changed?

Yes, with evaluator approval. SLGs are meant to be adaptable and responsive to student need. They are not dependent on the availability of standardized assessment scores. They can also be adjusted or revised based on changes in standards, curriculum, student population, and/or student need.

Observation Cycle

1. What should be discussed in the pre-observation conference?

This provides the educator an opportunity to discuss needs and evidence for the strategies used. It is also recommended that the **educator being evaluated leads these discussions** and provides the rationale for the basis of his/her instructional practices. This is also a good time for the educator to discuss the “make up” of their class(es) including, but not necessarily limited to, student characteristics that impact instructional practices, specific procedures the teacher has in place and purpose for the procedures, information from previous lessons and where students are in the continuum etc.

2. How long should a schedule classroom observation be?

“Scheduled” (announced) observations are those observations for which prior notice is given and a pre-observation conference has been held. The minimum number of scheduled observations is differentiated according to experience and performance as outlined in the Differentiated Evaluation Cycle. For teachers, each scheduled classroom observation, as one component of the teacher evaluation, needs to be conducted for a minimum of twenty minutes.

3. What is the purpose of the post-observation conference?

The Post-Observation Conference should be a joint discussion between the educator and evaluator. This is a time during which the **evaluator provides explicit feedback on performance**, and educator professional learning needs are discussed and identified. (Professional learning opportunities for the evaluator on how to provide explicit and constructive feedback is essential). Based on observations and evidence, if an educator’s performance is likely to be rated ineffective or developing, the evaluator uses the **Educator Assistance Plan Tool** to develop and implement an assistance plan pursuant to NRS 391.695 and/or 391.715. Early support is best; therefore, this tool should be used to provide assistance to educators at any time during the evaluation cycle.

Mid-Cycle Goal Review

1. Is the Mid-Cycle Goal Review required?

Yes, a conference should be held mid-year to discuss educator progress towards attaining goals(both the SLG and Professional Practice Goal) and performance on all NEPF Standards and Indicators.

2. What should be discussed at the Mid-Cycle Goal Review?

This step is used to prompt reflection, promote dialogue between the educator and evaluator, and plan changes to practice, and/or goals, as necessary. The Mid-Cycle Goal Review is the time when the educator and evaluator formally meet to discuss students’ progress toward the SLG, and the educator’s performance (including progress toward the Professional Practice Goal) to date.

End of Cycle Summative Evaluation

1. What is the purpose of the summative evaluation?

Thoughtful summative evaluation identifies trends and patterns in performance and offers feedback for improvement. It also provides the educator with valuable information that strengthens self-reflection and analysis skills.

2. What is the procedure for observing and evaluating teachers that have achieved highly effective status on their NEPF evaluations for two consecutive years?

For those who receive a Highly Effective rating for two consecutive years, the final summative evaluation requirement is waived the following year. During the subsequent school year, educators who have met this criterion will continue to participate in the observation cycle, which includes setting a SLG and PPG, for formative evaluation and professional growth purposes.

NEPF Training and Resources

1. Does the state offer NEPF trainings?

No, the state uses the Regional Professional Development Program(RPDP) to administer trainings on the Standards, Indicators, and SLGs for the NEPF. There are three RPDPs serving [Southern](#), [Northeastern](#), and [Northwest](#) Nevada.

NEPF Changes for 2017-2018

Please see the [Guidance Memo](#) regarding changes to the NEPF pursuant to AB 320 and AB7