

2019-2020 NEPF Liaison Feedback Survey

Teachers and Leaders Council

July 29, 2020

Agenda Item 7

Background

- February 27, 2019: Member request to hear from Liaisons
- June 16, 2019: Agendized as request for focus group
- October 30, 2019: Discussed drafted questions
- January 29, 2020: Approved questions
- March 30, 2020: Shared with Liaisons as part of 2019-2020 NEPF data collection packet

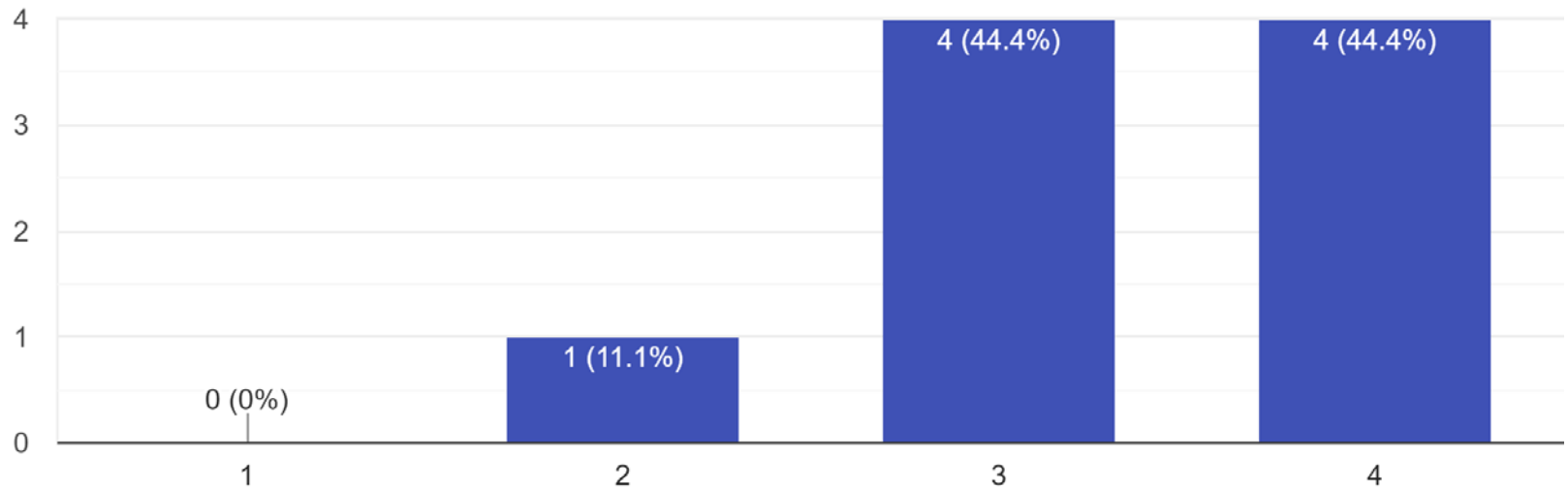
Districts Represented

- Churchill
- Douglas
- Humboldt
- Lander
- Lincoln
- Mineral
- Washoe
- White Pine

Question 1

The NEPF is in alignment with educator preparation, mentoring and induction programs, and professional learning systems such that there is ...elevant data for continuous improvement efforts.

9 responses

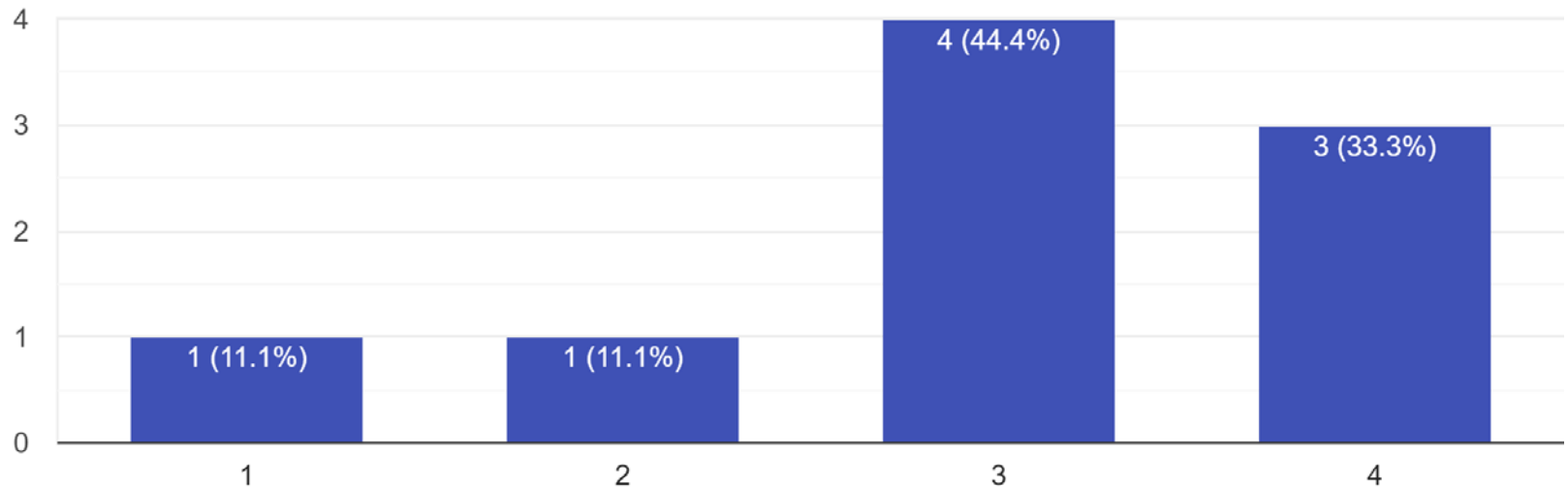


Score Range: 1 Strongly Disagree to 4 Strongly Agree

Question 2

In my district the NEPF supports and informs retention decisions and the leveraging of professional learning and career pathways to ens...all students have access to effective educators.

9 responses

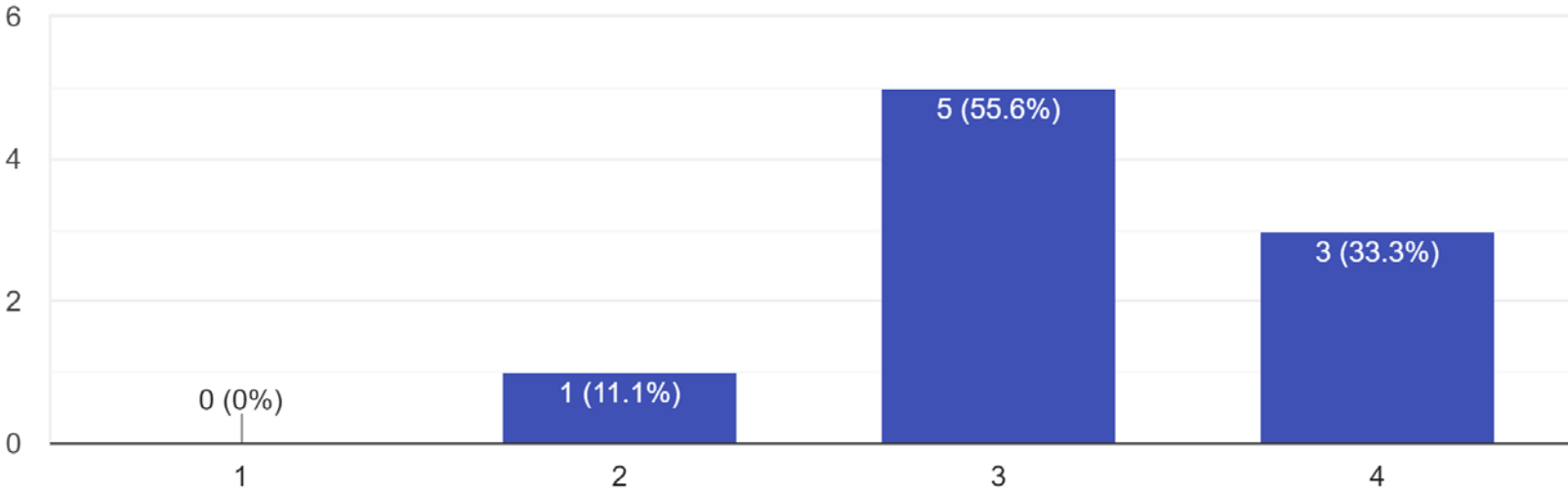


Score Range: 1 Strongly Disagree to 4 Strongly Agree

Question 3

In my district we 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.

9 responses

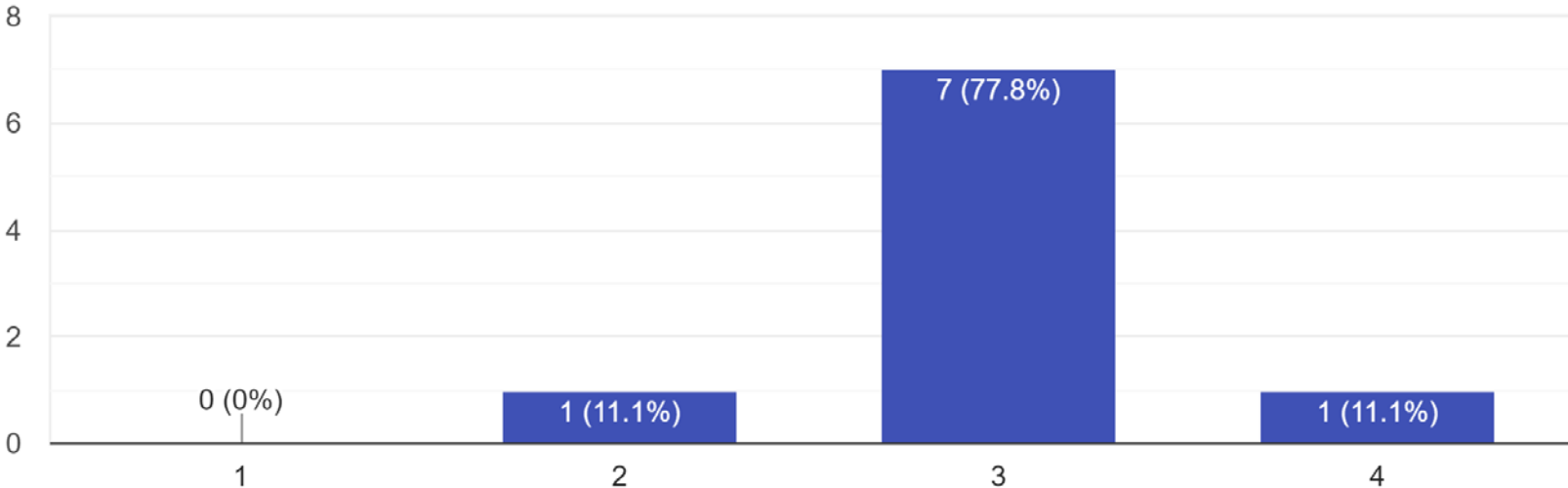


Score Range: 1 Strongly Disagree to 4 Strongly Agree

Question 4

The state provides adequate tools, trainings, and resources to increase capacity to analyze and leverage NEPF data to engage in continuous improv...t and planning efforts at the local/school level.

9 responses

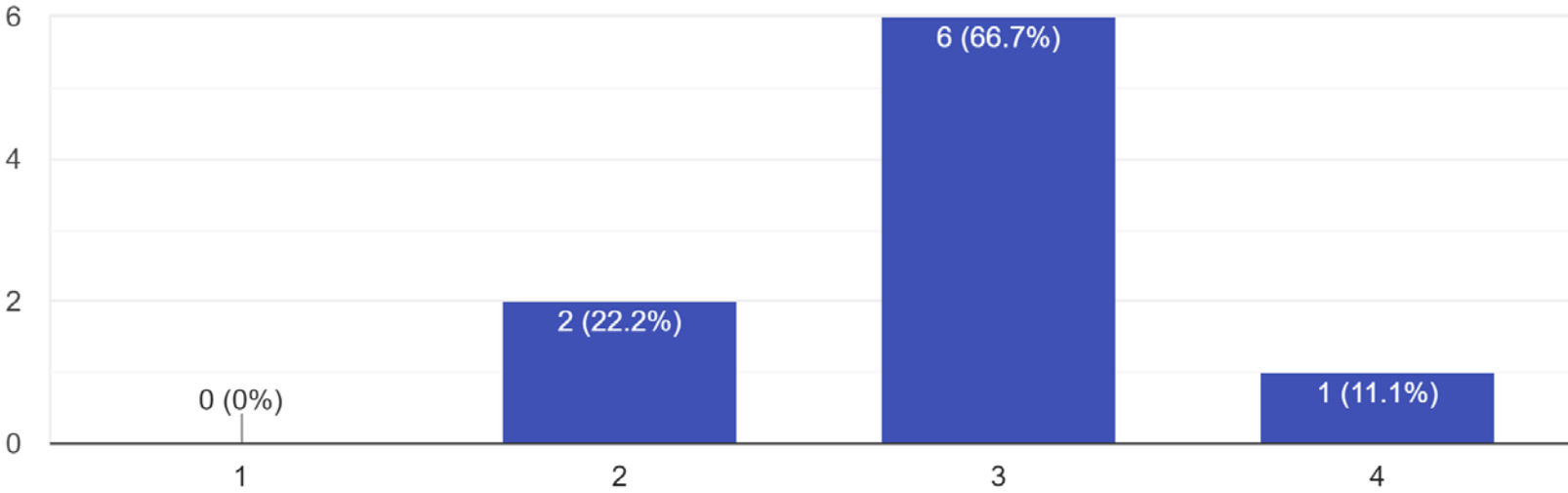


Score Range: 1 Strongly Disagree to 4 Strongly Agree

Question 5

Districts provide adequate tools, trainings, and resources to increase capacity to analyze and leverage NEPF data to engage in continuous improv...t and planning efforts at the local/school level.

9 responses

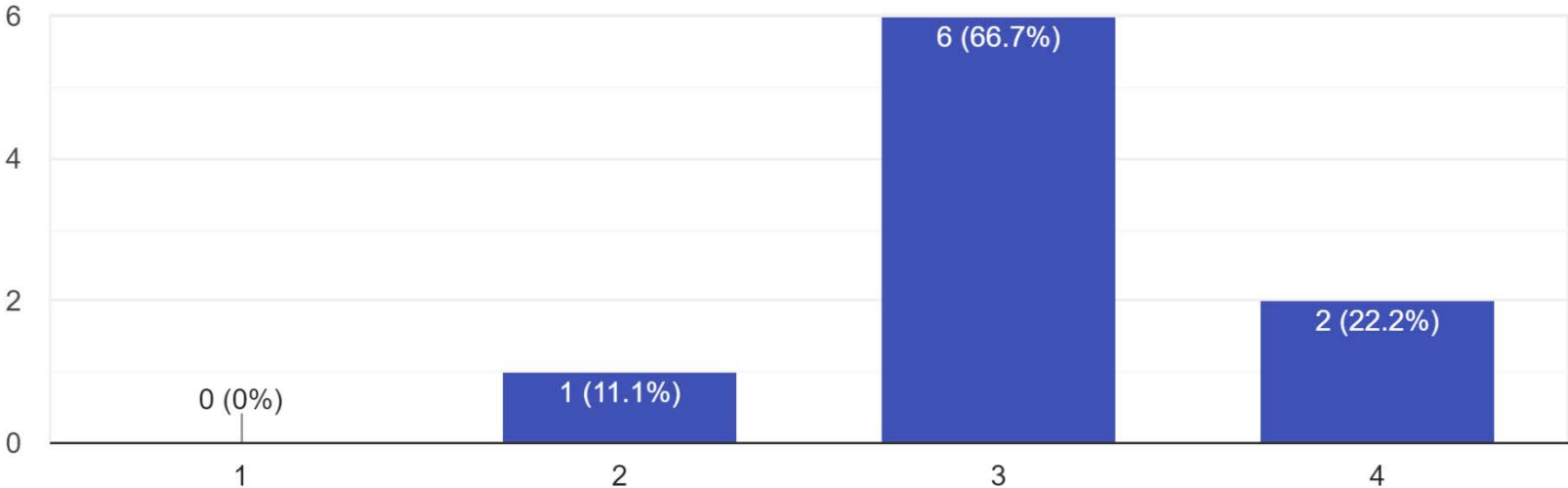


Score Range: 1 Strongly Disagree to 4 Strongly Agree

Question 6

The state analyzes feedback from key stakeholders to develop non-negotiables and flexibilities that are aligned to local data and state goals.

9 responses

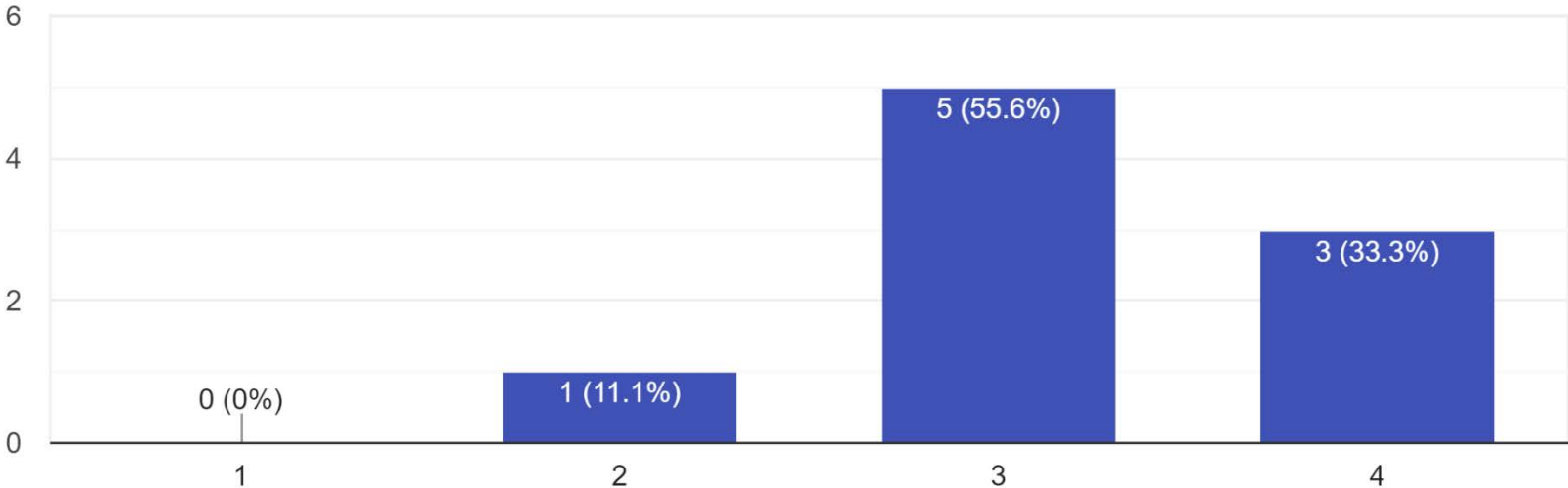


Score Range: 1 Strongly Disagree to 4 Strongly Agree

Question 7

Districts analyze feedback from key stakeholders to develop non-negotiables and flexibilities that are aligned to local data and state goals.

9 responses

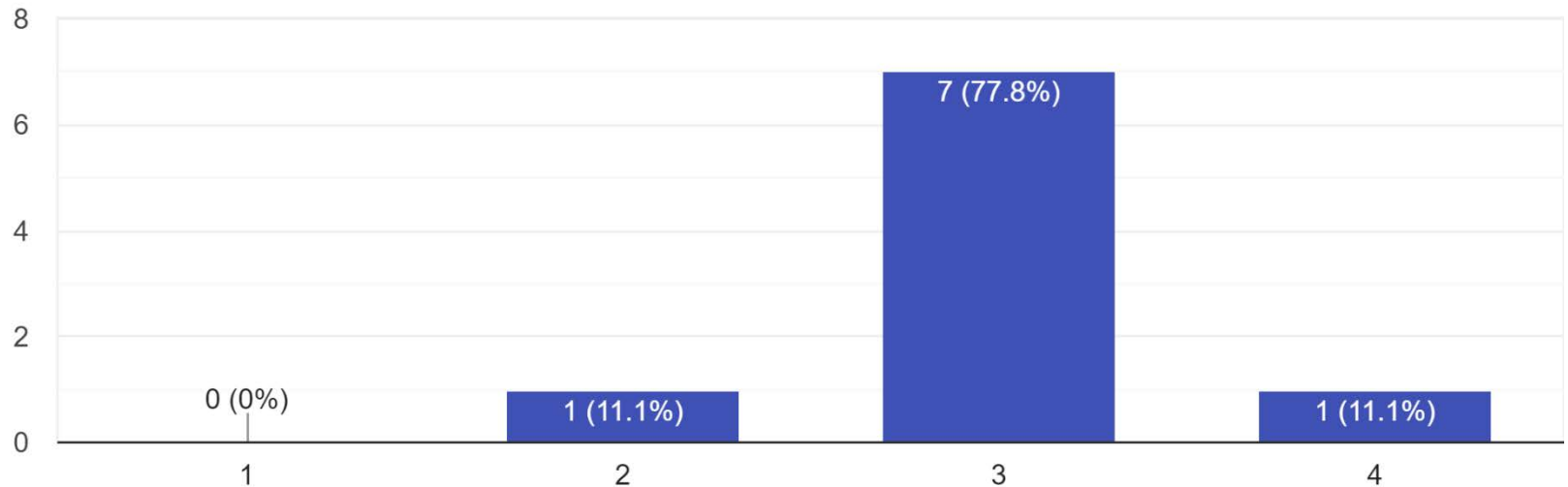


Score Range: 1 Strongly Disagree to 4 Strongly Agree

Question 8

The state clearly communicates the rationale, definition, and allowable usage for non-negotiable and flexibility items to users.

9 responses

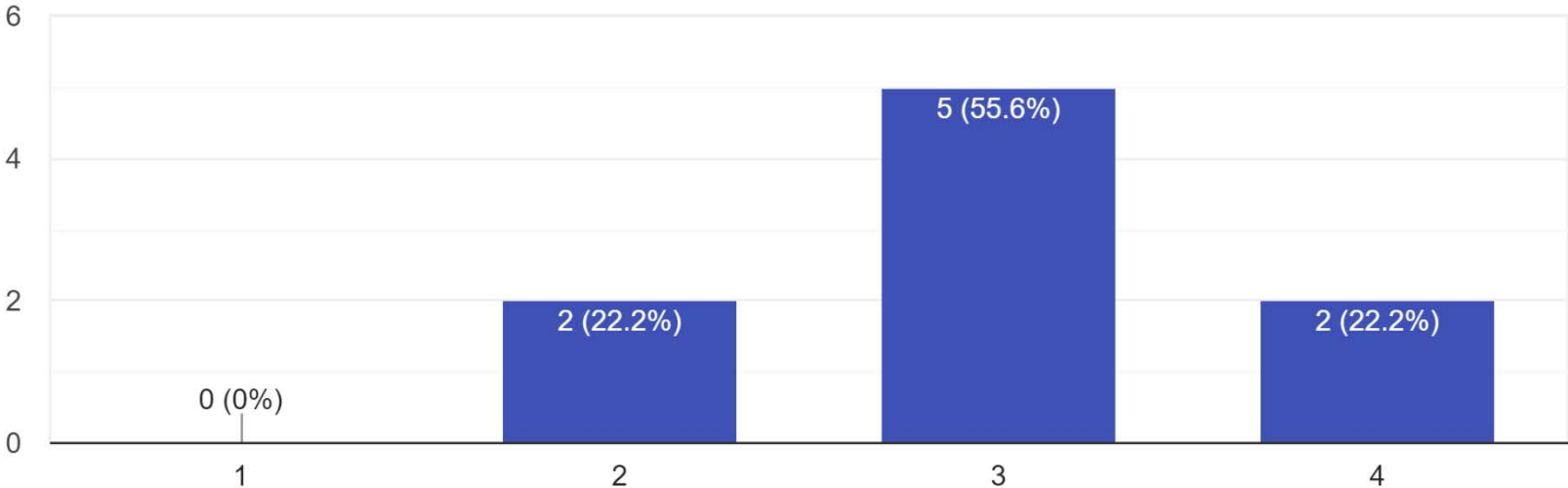


Score Range: 1 Strongly Disagree to 4 Strongly Agree

Question 9

Districts clearly communicate the rationale, definition, and allowable usage for non-negotiable and flexibility items to all users.

9 responses

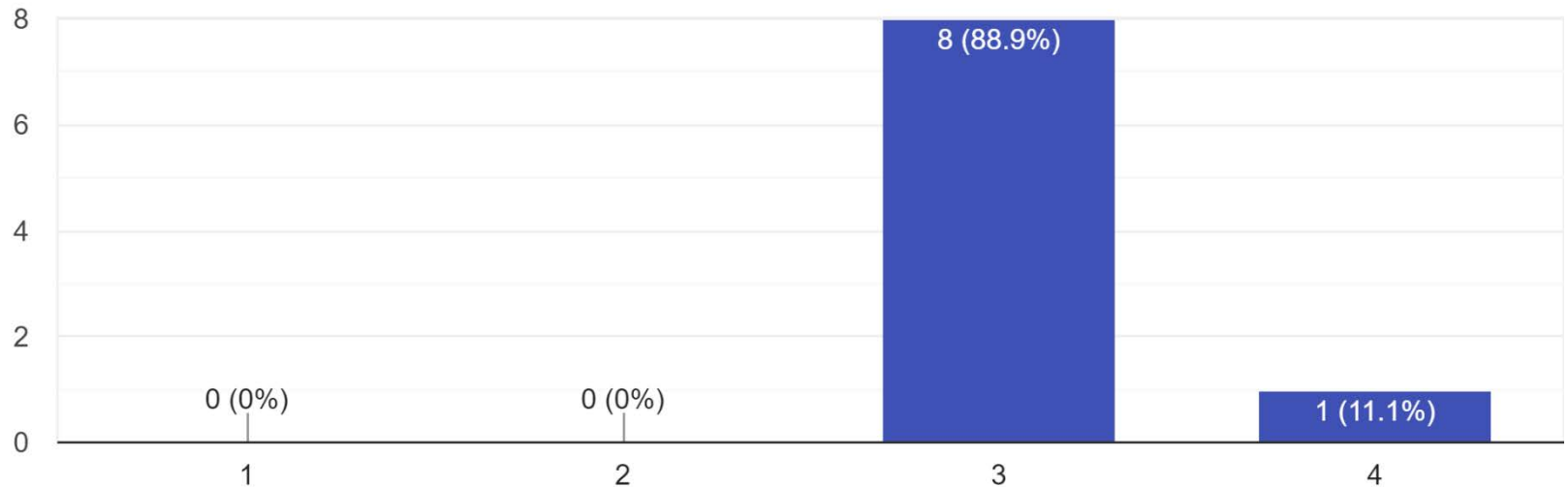


Score Range: 1 Strongly Disagree to 4 Strongly Agree

Question 10

The NEPF supports the collaborative sharing of effective instructional practices, resources, and materials with educators.

9 responses

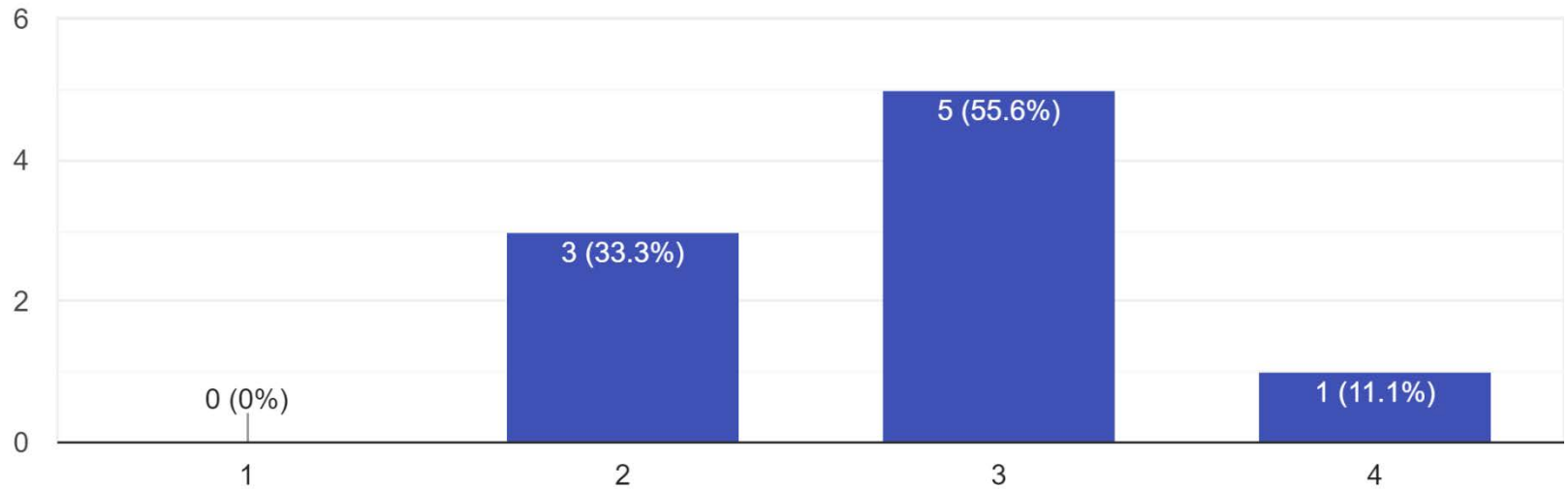


Score Range: 1 Strongly Disagree to 4 Strongly Agree

Question 11

The NEPF encourages educators to work collaboratively and observe each other's practices to refine instructional units and materials.

9 responses

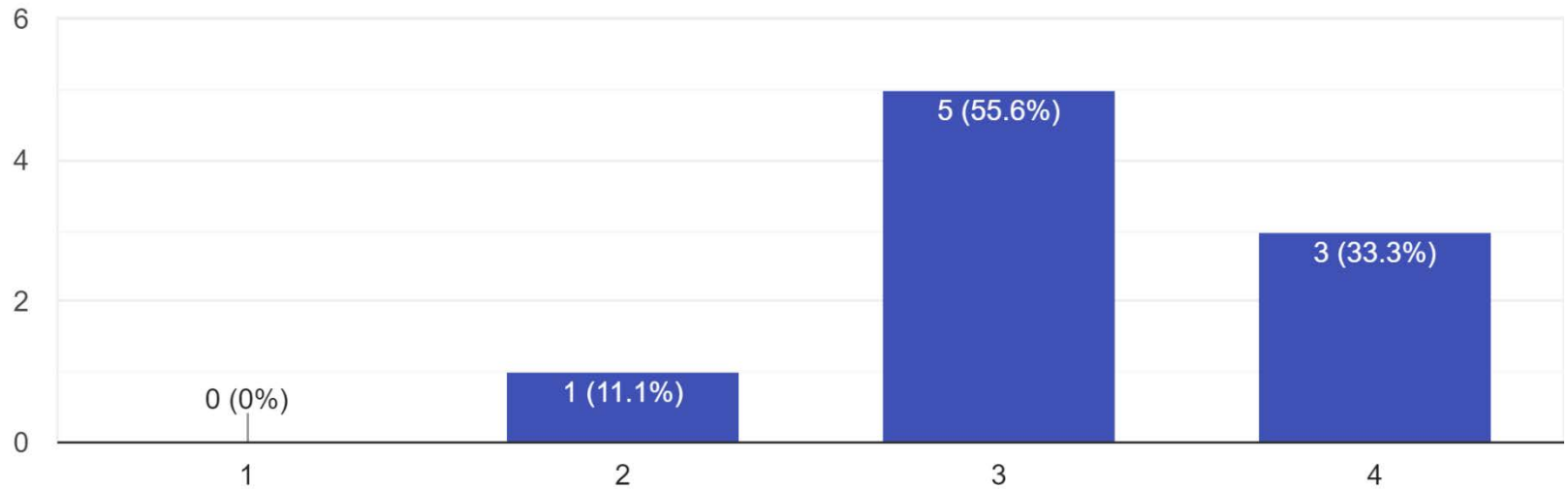


Score Range: 1 Strongly Disagree to 4 Strongly Agree

Question 12

The NEPF encourages the development of standards-aligned resources for teachers to use and adapt.

9 responses

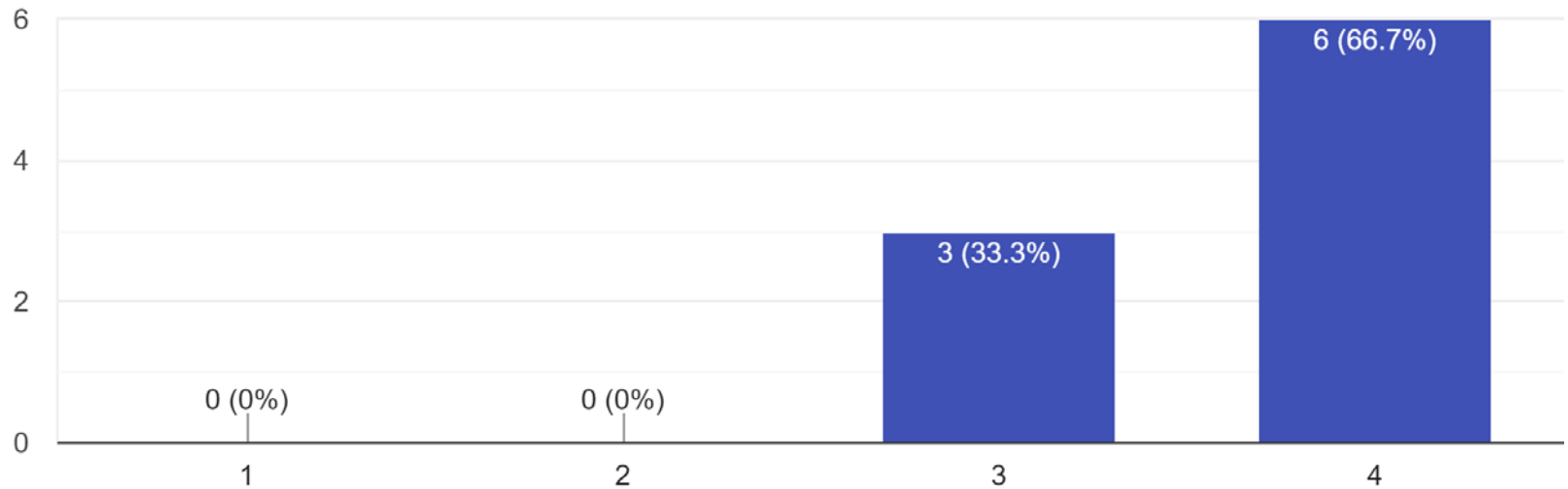


Score Range: 1 Strongly Disagree to 4 Strongly Agree

Question 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.

9 responses

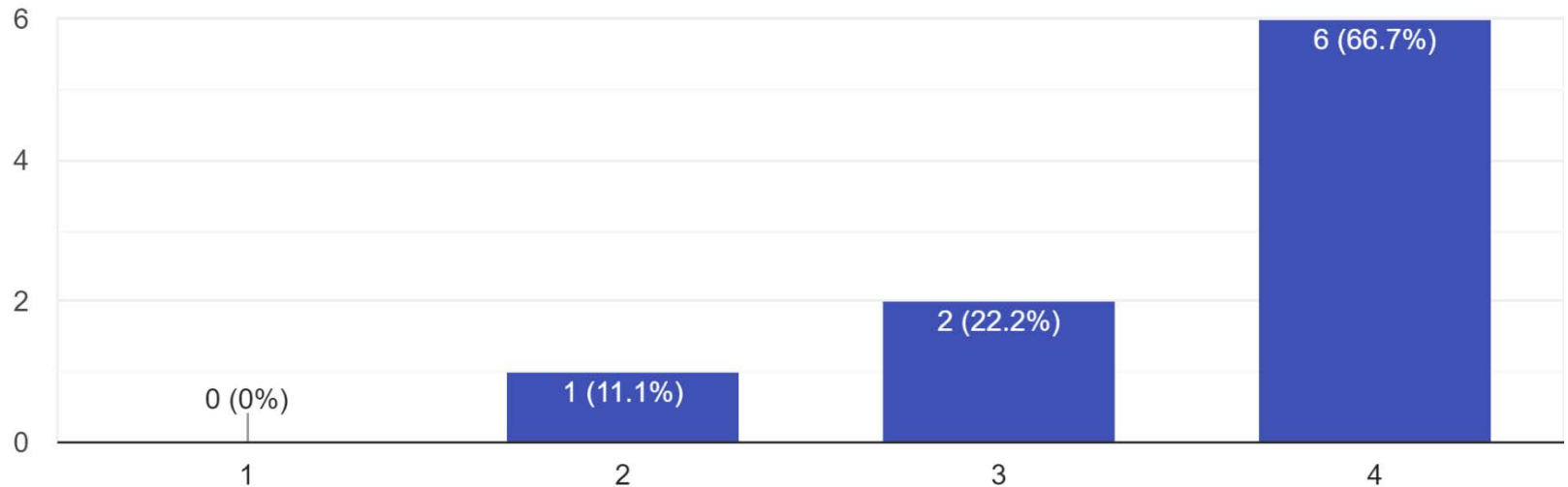


Score Range: 1 Strongly Disagree to 4 Strongly Agree

Question 14

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

9 responses

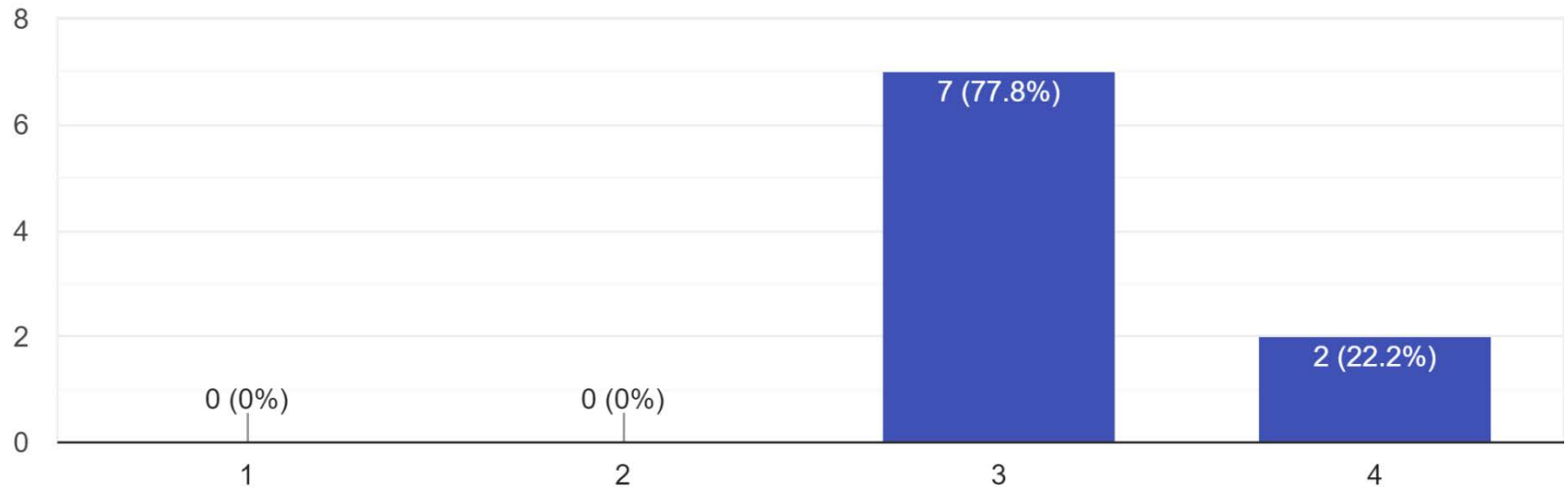


Score Range: 1 Strongly Disagree to 4 Strongly Agree

Question 15

The state affords stakeholders multiple opportunities to contribute to system refinement, such as co-creating or revising evaluation frameworks, tools, and resources.

9 responses

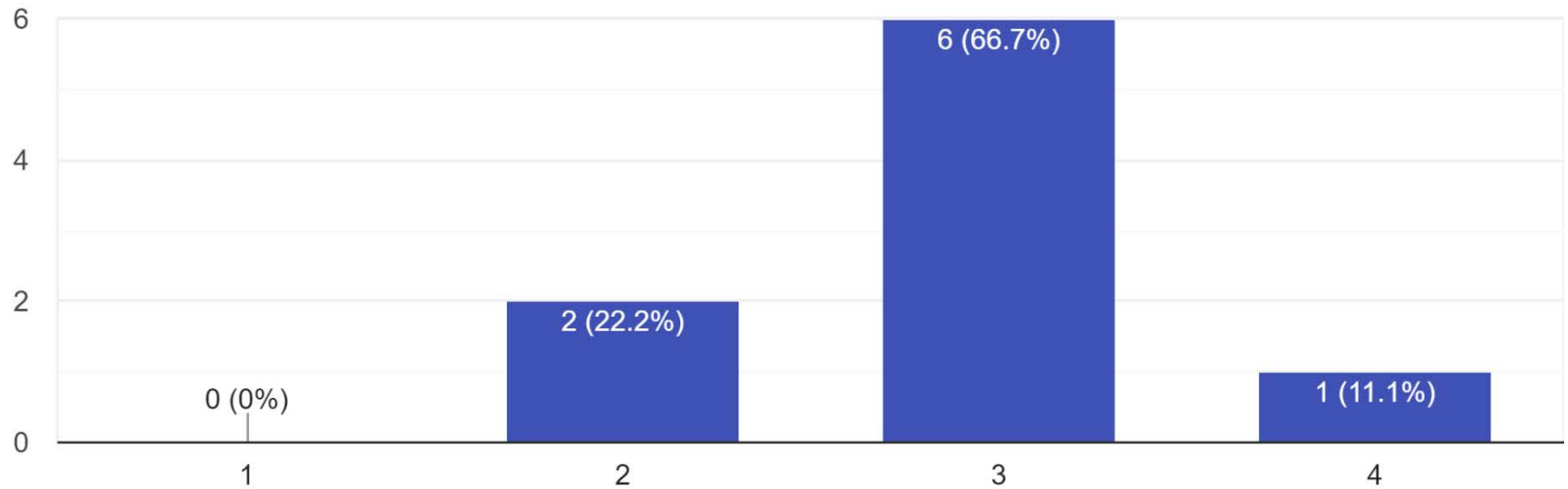


Score Range: 1 Strongly Disagree to 4 Strongly Agree

Question 16

The Teachers and Leaders Council promotes timely and clear communication about any changes or adjustments to the evaluation system.

9 responses

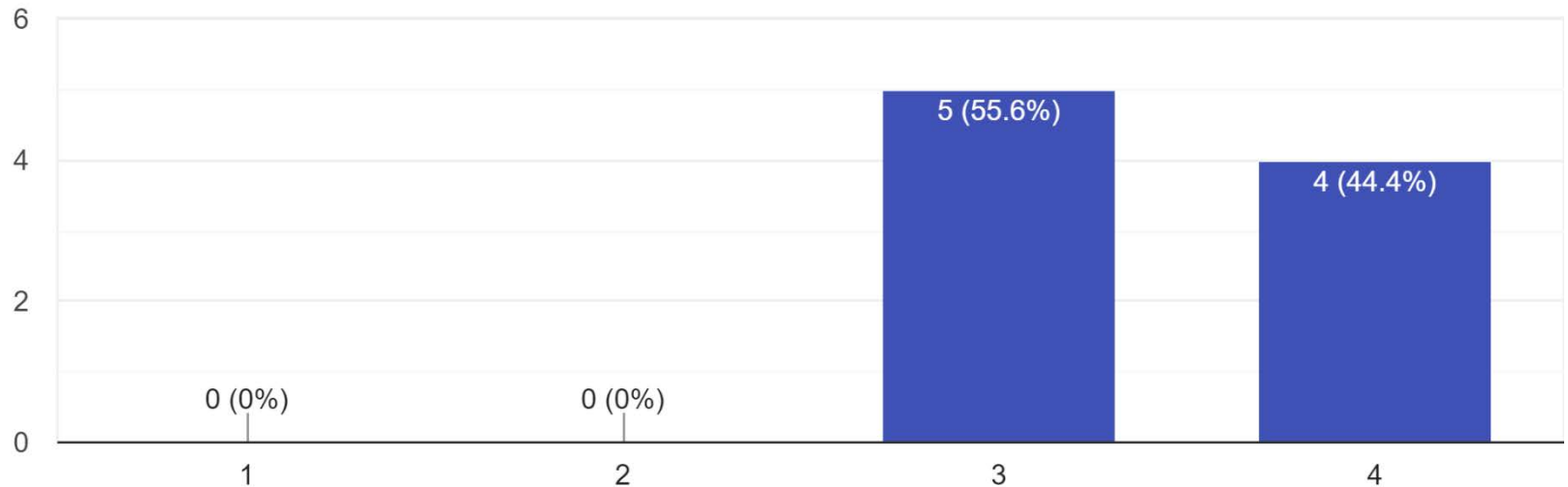


Score Range: 1 Strongly Disagree to 4 Strongly Agree

Question 17

The NEPF Liaison system promotes timely and clear communication about any changes or adjustments to the evaluation system.

9 responses

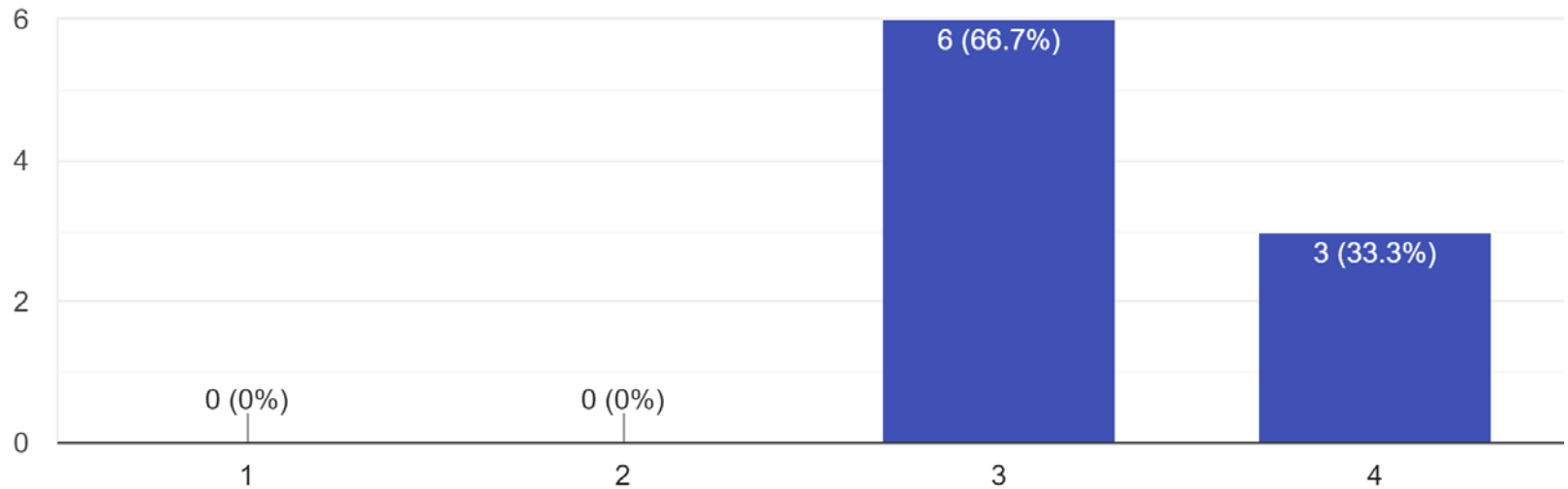


Score Range: 1 Strongly Disagree to 4 Strongly Agree

Question 18

The NEPF framework and associated communication efforts highlight clear and consistent linkages between evaluation and the activities it...upport such as professional learning and growth.

9 responses



Score Range: 1 Strongly Disagree to 4 Strongly Agree

Areas of Strengths for the NEPF

- Liaison meetings definitely ensure communication of key changes.
- If the tool is used appropriately by site administrators, it is a valuable resources to increase capacity to analyze and data to engage in continuous improvement and planning efforts at the local/school level.
- The indicators are indicative of high-quality instructional practices.
- Continuous review of effective strategies and interim gauges to identify strengths and weaknesses.
- Communication around NEPF and continuous improvement and using the data to inform decision making.
- Providing of the Tools thru RPDP and linking to student performance
- Teachers and Administrators in our district are beginning to see the value of the NEPF and how it relates to student achievement.
- Strong pedagogical practices are outlined in the standards.

Areas of Growth for the NEPF

- The NEPF encourages the development of standards-aligned resources for teachers to use and adapt. I think we have made progress in this area, but more work needs to be done to ensure essential standards are identified and taught!
- It is an overwhelming amount of information to consider. I would like to be able to focus on a standard/year at a time or find another way to make it less cumbersome.
- More specific training and evidence resources.
- Still supports and concrete specific examples of SLGS in our state that are considered exemplar examples in all areas.
- Communication can be overwhelming, so more frequent targeting specific areas (snippets)
- The ability to continue to provide training on the use of the NEPF for educator growth.
- Usability and focus.

Areas of Focus (1)

- Opportunities for educators to collaborate remains a need in the NEPF system. We need to provide opportunities and funding to make this happen, as peer to peer observation is very valuable.
- It is an overwhelming amount of work to complete the NEPF cycle in the way it is intended. For example the self-assessment, if done as intended is a tremendous amount of work that is often copied and pasted from year to year because it is viewed as a check box to comply with rather than a tool of self-improvement. In my experience the easier something is to use, the more likely it is to be valued and used as intended. I like the standards and indicators but think if the process and # of things we are looking for was simplified it might be valued more
- Concerns around evaluations as we continue to plan for a phased system of teaching next year specific to evaluating staff and the SLGS. It is not the year..

Areas of Focus (2)

- Specialized areas need to have more specific descriptors for an administrator to fully evaluate their effectiveness.
- Teachers and Administrators are getting comfortable in the use of the NEPF. It is imperative to continue use with minimal change so Teachers and Administrators can see the value in using it.
- Listening to feedback from evaluators using the tool and making changes associated with their recommendations. If we want to see teacher growth, we need to let them focus on specific skill sets during the year until they are more routine and can move onto other areas of growth. Otherwise the NEPF conflicts with the notion of school wide goals and informal and formal observations focuses.