

Nevada Educator Performance Framework In-Person, Hybrid and Distance Learning Guidance

NAVIGATING EDUCATOR OBSERVATION, FEEDBACK, COACHING,
AND EVALUATION FOR IN-PERSON, DIGITAL AND BLENDED
EDUCATION



Introduction

During the summer of 2020, Department staff have worked with representatives from around the state, ranging from district personnel and heads of professional organization to administrators and teachers, to establish guidance around the implementation of the NEPF during the 2020-2021 school year. In line with the resounding mantra over the past several months, these are unprecedented times and the work group has striven to recognize this and acknowledge that teacher practice has had to change drastically as a result. Although not requested, this is an opportunity to reconsider and reframe. As the group headed into this work, the concern was not looking for quick fixes or compliance-driven mandates; instead the work has been guided by one driving question, *what does it mean to teach well in this changing environment and how can we support educators in doing so?* The work group pursued equity of voice from all members, striving to be cognizant of the different blend of digital learning contexts in which educators will have to work and the different traumatic situations they may be facing. It is the intent of the work group and the Department that the resulting guidance, shared in the subsequent pages, begins to provide the support and clarity necessary to make the most of the current situation and leverage the NEPF as a tool to continue to build the capacity of educators to ensure that all students are college-, career-, and life-ready.

It is vital that evaluators collaborate with educators to understand the impact the different classroom environments and context will have on practice. Evaluators should provide supports and positive feedback to assist educators with the transition to ensure a cohesive climate and culture.

Please contact kgcollins@doe.nv.gov with questions, feedback, or for additional support and partnership around any of the guidance and resources included.

Acknowledgements

The Department would like to acknowledge and appreciate members of the work group who shared their time and insight to develop this guidance. These members include Alyson Kendrick, Andrea Connolly, Brenda Pearson, Brian Wallace, Don McHenry, Erik Skramstad, Hope Blinco, Jennifer Ward De Joseph, John Anzalone, Kari Pryor, Kenneth Belknap, Lisa Rustand, Lorrie Sparks, Marissa McClish, Phil Kaiser, Stephanie Vincent, Sue Moulden, and Vikki Courtney. Additional gratitude is extended to Claire Abbott from the Educator Effectiveness team at the Massachusetts Department of Elementary and Secondary Education and to April Patterson, David Miller, Lin Soriano, and Rebecca Richey of Nevada Learning Academy. Nevada Department of Education staff supporting this work included Kristin Withey, Nicole Squire, Alberto Quintero, KellyLynn Charles, Jayne Malorni, Cindi Chang, and Kathleen Galland-Collins.

What does it mean to teach well in this changing environment and how can we support educators in doing so?

Since its inception in 2011, the Teachers and Leaders Council and its Nevada Educator Performance Framework (NEPF) have been based on the belief that:

- All educators can improve through effective, targeted professional development, as identified through the evaluation process and connected to district improvement plans and goals designed to inform and transform practice
- An effective evaluation system must include clear expectations for both professional practice and student growth as well as fair, meaningful, and timely feedback
- A consistent and supportive teacher and administrator evaluation system includes opportunities for self-reflection and continuous, measurable feedback to improve performance of students, teachers, administrators, and the system
- The evaluation system must be part of a larger professional growth system that consistently evolves and improves to support the teachers and administrators that it serves

As we approach education and educator support in this changing environment, these continue to be of the utmost importance and are reflected in the following pages. Expectations delineated in NRS 391.650-730 must be maintained, however this guide is designed to support educators and their evaluators as they navigate observation, feedback, coaching and evaluation in digital or blended education. The purpose is to provide guidance that proves useful in each educator's individual context across the state of Nevada. The recommendations below are presented in the sequence of expectations found in the NEPF protocols and NRS 391.650-730. Because of this, it is suggested to utilize this document alongside the standard NEPF Protocols.

STEP 1: EDUCATOR SELF-ASSESSMENT

As educators approach a digital or blended learning environment, comprehensive self-reflection becomes the key to a successful year. Educators are asked to consider their experiences and expertise delivering different modes of instruction. They should identify strengths that could be leveraged and shared with peers along with areas on which they will want to focus and may need additional support. Educators are encouraged to use the updated alternate self-assessment (renamed Self-Monitoring Tool) provided as a supporting tool to assist in this reflection process.

STEP 2: PRE-EVALUATION CONFERENCES, ANALYSIS, GOAL SETTING AND PLAN DEVELOPMENT

Upon completion of this targeted reflection, the second step of the evaluation cycle includes goal setting. It is recommended that the educator continues to set the Student Learning Goal (SLG) around the needs of their students that have been revealed through a needs assessment, as is standard practice. The Professional Practice Goal (PPG) should then be established to ensure that the educator is able to meet the SLG by growing professionally in the areas identified through the self-monitoring tool. It is important to consider how educators' professional goals may need to shift to support student learning needs across the various learning contexts. Further, educators and evaluators are reminded that the goals established at the beginning of the year may be adjusted as additional areas of need reveal themselves. The evaluator

analyzes the educator’s proposed SLG and PPG alongside the NEPF rubrics. The educator and evaluator agree on the goals.

During the pre-evaluation and pre-observation conferences, it is critical that the educator and evaluator engage in discussions not only around the standard topics identified in the Protocols (see page 9), but also include a conversation about the areas of need identified in the self-assessment. The educator and evaluator should then collaborate to design the Educator Plan to include any trainings or professional learning opportunities that will be necessary to support the PPG and SLG.

STEP 3: PLAN IMPLEMENTATION: OBSERVATIONS, REVIEW OF EVIDENCE, AND CONFERENCES

During observation cycles, evaluators complete observations and review evidence to provide feedback for improvement and ensure timely access to supports. As educators approach instruction in a new context, feedback and support become even more critical. Observations and evidence-gathering should occur across all contexts in which an educator is expected to provide instruction. Because educators and evaluators may be unfamiliar with options for digital or blended evidence sources, the pre- and post-observation conference should be leveraged to discuss these. A tool has been provided to assist educators in the identification of additional sources of evidence available in these environments. This list of evidence is not exhaustive and may be refined as educators and evaluators implement observation cycles in the digital or blended contexts. Evaluators are encouraged to select at least two sources of evidence from this tool to develop their feedback on a given indicator. This tool also provides an alignment with the National Standards for Quality Online Teaching (NSQ). It should be noted that this alignment is not exclusive; some NSQ standards may align with multiple NEPF indicators but are only represented under one indicator for sake of brevity.

STEP 4: MID-CYCLE GOALS REVIEW

As with the NEPF for face-to-face settings, the Mid-Cycle Goals Review remains a critical step in the process. A conference should be held to discuss progress toward attaining goals. The educator and evaluator may choose to discuss the tool(s) selected to measure student growth and discuss whether the identified measure is still reasonable in the digital or blended context. The educator may choose to use the self-monitoring tool as a resource to support continued self-reflection and highlight professional growth made and areas in which additional support is needed. At this point, the educator and evaluator may choose to revise SLG and/or PPG goals in response to changes in the educational setting, student, or educator needs. This review provides an opportunity to ensure that all professional learning needs have been met and/or identify additional supporting resources.

STEP 5: END-OF-CYCLE SUMMATIVE EVALUATION AND POST-EVALUATION CONFERENCE

While the final step of the evaluation cycle for the 2020-2021 school year remains a scored summative evaluation, the evaluation and conference should serve as a way for educator and evaluator to review and identify successes and to strategize additional approaches and professional learning opportunities to ensure continued growth and increased success for the upcoming school year.

SPOTLIGHT ON STUDENT LEARNING GOALS

A work group of representatives from across the state convened in January 2020 to develop recommendations for clarification and updates to the Student Learning Goal component of the NEPF. These recommendations were presented to and approved by the Teachers and Leaders Council that month. The recommendations most pertinent to support educators providing digital or blended learning are highlighted here. Please refer to the 2020-2021 NEPF School Administrator and Teacher Protocols for additional SLG guidance.

- At least one source of growth or achievement should be used across multiple points in time to show evidence of instructional impact.
- Assessments used to measure student growth may be course-embedded and do not have to be used exclusively to measure progress towards the SLG. Additionally, while assessment priorities are still in regulation ([R138-17](#)) and must be followed, the primary feature of an assessment selected to measure the SLG should be its alignment to the identified content standard. Educators may modify existing assessments or develop new assessments if those options better measure student progress towards their identified goal than a standardized assessment.
- The SLG target may address an educator's caseload, a single class, or a subset of students. Tiered targets may be necessary to address the needs of all identified students (e.g. students performing differently on baseline measures of student achievement or students whose growth may have a different end of course target than other students of the identified population). If a subset of students is used or if tiered targets are set, rationale should be provided.

SPOTLIGHT ON EQUITY AND PROVISION OF HIGH-QUALITY EDUCATION FOR ALL STUDENTS

For the purpose of the NEPF, 'all students' refers to the diversity found in all classrooms: various levels of learning, working pace, experience, and backgrounds (e.g., language, culture, socio-economic status). A teacher must demonstrate that all students are being well served by instruction. While not always directly observable, the teacher must demonstrate through other evidence sources that he or she has made every possible effort to reach all students. The work group does wish to acknowledge the difficulty that may arise in capturing an entire caseload of students in academic tasks during synchronous and asynchronous learning situations, but reminds educators that the intent of the teacher and administrator should always be to make every attempt to serve all students. It should be noted, however, the student learning goal allows for a targeted student population within an educator's caseload. Within the SLG, 'all students' refers to that targeted population.

WHEN WILL DISTRICTS SUBMIT EVALUATION RATINGS TO NDE FOR THE 2020-2021 SCHOOLYEAR?

While NDE recognizes the unique contexts resulting from COVID-19, districts are required to complete educator evaluations pursuant to NRS 391.650-730 and submit the data in July of 2021.

ADDITIONAL RESOURCES AND REFERENCES

[The Nevada Digital Learning Website](#) will be the repository of resources, webinars, and collaboration opportunities around digital or blended NEPF implementation.

[The National Standards for Quality Online Learning](#): The National Standards for Quality (NSQ) Online Teaching have been aligned with the NEPF on the Evidence and Alignment tool. The NSQ document provides additional clarity and examples of the identified best practices for high quality online instruction.