

*Nevada Department of Education*

**NEVADA EDUCATOR PERFORMANCE  
EVALUATION SYSTEM  
(NEPF)**

**2020-2021  
Other Licensed  
Educational  
Personnel  
(OLEP)  
Protocols**



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## **Introduction to the Nevada Educator Performance Framework**

The passage of AB 222 during the 2011 Legislative Session created the Teachers and Leaders Council (TLC) and outlined the expectations of a statewide performance evaluation system for teachers and school administrators. The first order of business at the October 2011 TLC meeting was to determine guiding beliefs and goals for this evaluation system, now known as the Nevada Educator Performance Framework. The identified beliefs and goals are outlined below.

### **TLC Beliefs**

To promote educator effectiveness and ensure all students attain essential skills to graduate high school ready for college and career success:

- “All educators\* (see definition in glossary) 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;

### **Evaluation System Goals**

The Nevada Educator Performance Framework Goals:

- 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.

The system based on these guiding beliefs and goals, the foundation on which the NEPF was created, 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.”

## **Main Purposes of the Evaluation Framework**

The overall purpose of Nevada’s Educator Performance Framework (NEPF) is to identify effective instruction and leadership, and to establish criteria to determine:

- The professional development needs of educators (*goals 1, 2, 3 & 4*)
- Information on which to base human capital decisions including rewards and consequences (*goal 3*); and
- Whether educators are:
  - Using data to inform decision making (*goals 1, 2 & 4*)
  - Helping students meet achievement targets and performance expectations (*goals 1 & 4*)
  - Effectively engaging families (*goals 1 & 2*)
  - Collaborating effectively (*goals 1, 2, & 3*)

## **The NEPF for Other Licensed Educational Personnel**

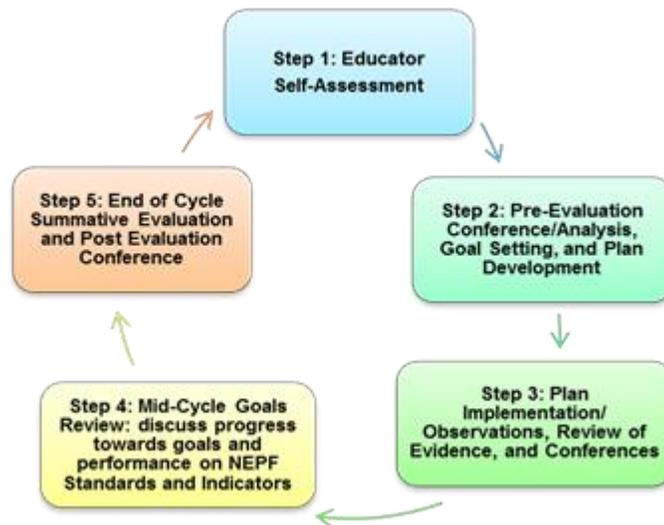
The 2017 Legislative session introduced NRS 391.675 that states, “the State Board may provide for evaluations of counselors, librarians and other licensed educational personnel, except for teachers and administrators, and determine the manner in which to measure the performance of such personnel, including, without limitation, whether to use pupil achievement data as part of the evaluation.” (Added to NRS by 2013, 3169; A 2015, 2404) — (Substituted in revision for NRS 391.3123)

The Department of Education assembled workgroups of individuals from the respective Other Licensed Educational Personnel (OLEP) fields to develop Standards and Indicators based on their respective state and national associations. These have been piloted by the same professional groups and adopted as the state NEPF frameworks. SB 475 passed during the 80<sup>th</sup> Legislative session ensured that evaluations of OLEP would be conducted “in a similar manner to the evaluations of teachers conducted pursuant to NRS 391.680 to 391.695, inclusive.”

## THE EVALUATION CYCLE

The evaluation cycle is a year-long process with multiple components. The following guidelines are designed to help Other Licensed Educational Personnel (OLEP) and their evaluators implement the Nevada Educator Performance Framework.

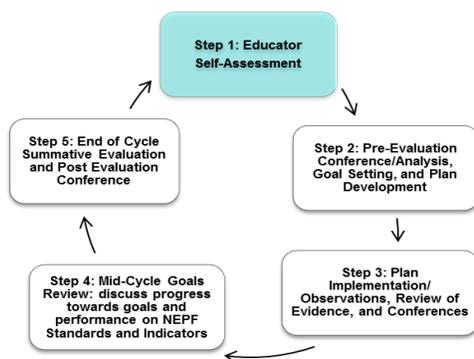
**Figure 1: Evaluation Cycle**



At the beginning of the school year, the educator receives a **complete** set of materials that includes the entire Rubric with Standards, Indicators, Performance Level and Evidence pages, and access to the current year NEPF Protocols document outlining the evaluation process. The educator and evaluator meet to establish expectations and consider Professional Practice Goal. They discuss the evaluation process together (including observations/visits, review of evidence, etc.) and review the NEPF Rubric(s) that describe the Standards and Indicators. The purpose of this review is to develop and deepen shared understanding of the Standards and Indicators in practice. The rubric review is also an opportunity to identify specific areas of focus for the upcoming school year.

**Figure 2: Typical Evaluation Cycle**

Step	Timeline
<b>Step 1:</b> Educator Self-Assessment	Late Summer/Early Fall
<b>Step 2:</b> Pre-Evaluation Conference Analysis, Goal Setting, and Plan Development	Early Fall
<b>Step 3:</b> Observations and Conferences, Plan Implementation and Evidence Review	Throughout School Year
<b>Step 4:</b> Mid-Cycle Goals Review (Educator Assistance Plan if applicable)	Mid-year
<b>Step 5:</b> Post-Evaluation Conference and End-of Cycle-Summative Evaluation	Late Spring/Summer



## Step 1: Educator Self-Assessment

The first step of the NEPF Evaluation Cycle is self-assessment and preliminary goal setting. During this process, the educator must analyze data, reflect on performance, and identify a minimum of one student learning goal and one professional practice goal, depending on the NEPF Framework expectation. A guiding principle for the NEPF is that evaluation should be done with educators, not to them. 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 need. The educator’s self-assessment is more potent when supported by specific evidence and clearly aligns with individual and team goals as well as school and district priorities and initiatives

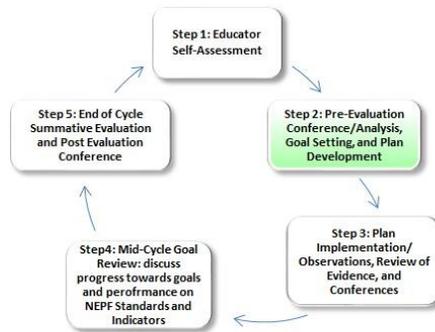
### ✓ **Self-Assessment:**

Using the **Self-Assessment Tool** and examining a wide range of evidence (including previous evaluations, if applicable), the educator assesses his/her practice based on the levels of performance.

### ✓ **Goal Setting:**

The educator uses the **Goal Setting and Planning Tool** to:

- Set proposed goal, including but not necessarily limited to:
  - One Professional Practice Goal (PPG) related to improving the educator’s own practice.
- Develop action steps for the PPG.
- Record evidence to be used to measure progress toward goal



## Step 2: Pre-Evaluation Conference, Analysis, Goal Setting, and Plan Development

The second step of the evaluation cycle includes joint goal setting and plan development. During the Pre-Evaluation Conference, the educator begins by sharing his/her self-assessment and proposed goals with the evaluator. The educator collaborates with the evaluator to refine the goals and Educator Plan as needed. During this refinement process, the educator and evaluator must engage in a conversation that incorporates all of the components identified below, as appropriate to the context of the educator. The resulting plan should create a clear path for action to support the educator’s professional growth and improvement, align with school and district goals, leverage existing professional development and expertise from within the school/district, and include proposed evidence.

### ✓ **Goal Setting and Planning:**

The educator presents to the evaluator the **Goal Setting and Planning Tool** with proposed Professional Practice Goal, action steps, and potential sources of evidence to be used to evaluate his/her work.

### ✓ **Professional Practice Goal:**

The educator uses the **Self-Assessment Tool** and/or previous evaluation to identify and set a professional practice goal.

### ✓ **Rubrics Review**

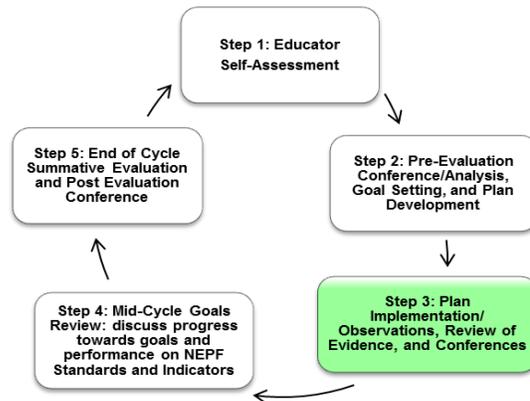
The educator and evaluator review the rubrics to address questions, such as:

- Are there any assumptions about specific Indicators that need to be shared because of the role specific context (e.g. school, caseload, etc.)? Note that pursuant to NRS 391.465, there must be, “consideration of whether the classes for which the employee is responsible exceed the applicable recommended ratios of pupils per licensed teacher recommended by the State Board pursuant to NRS 388.890 and, if so, the degree to which the ratios affect: (1) The ability of the employee to carry out his or her professional responsibilities; and (2) The instructional practices of the employee.”
- Are there any Indicators for which effective performance will depend on factors beyond the control of the educator? If so, how will those dependencies be accounted for in the evaluation process?
- Are there any Indicators that previous performance identified as an area for growth, and will need to be a specific focus for part or all of the year?

### ✓ **Goal and Plan Confirmation:**

The evaluator analyzes the educator’s proposed Professional Practice Goal alongside the NEPF

rubrics. The educator and evaluator agree on the goal to be included in the Plan and the evidence to be used to determine performance levels on each Indicator.



### Step 3: Plan Implementation – Observations, Review of Evidence, and Conferences

The third step of the evaluation cycle is implementing the Educator Plan. For the duration of the cycle, the educator pursues the attainment of high-level performance on **all** Standards and Indicators to support the student learning and professional practice goal identified in the Plan. The evaluator provides feedback for improvement, ensures timely access to planned supports, and reviews evidence on educator performance and progress toward goal through multiple sources.

**A single evidence source can be used to support evidence of performance on multiple Standards and/or Indicators.** Additionally, the educator *may* choose to collect evidence for review throughout the cycle, **but should not create artifacts specifically for the evidence review.** Educators should use documents that occur as part of the everyday practice.

The Plan provides a foundation for dialogue, collaboration, and action. The educator uses the Plan as a roadmap for improvement, completing the action steps to make progress toward student learning and professional practice goal. The evaluator uses the Plan to drive appropriate and timely support for the educator. Both continue to use the **Pre/Post-Observation Conference Tools**, the NEPF rubrics, and student data to develop a shared understanding of effective practice, guide ongoing reflection, monitor progress toward goal, and determine evidence to review.

#### ✓ **Plan Implementation:**

The educator, with the support of the evaluator, implements the Plan.

#### ✓ **Evidence Review:**

- The evaluator reviews evidence described in the plan and other relevant data to demonstrate performance on the NEPF Standards and Indicators using the **Observation/Evidence Review Tool**.
- The evaluator reviews evidence to identify corresponding NEPF Standards and Indicators.
- Observations are **NOT** scored.

✓ **Observation and Conference Process:**

- The educator and evaluator use the **Pre/Post Observation Conference Tool** to discuss the upcoming observation. (For scheduled observations only.) **NOTE:** The questions on the tool are a guide, and all questions are not required for every observation
- The evaluator conducts the observation. Using the **Observation/Evidence Review Tool** the evaluator records evidence observed during the scheduled or unscheduled observation and identifies corresponding Standards and Indicators. The educator and evaluator use the **Pre/Post-Observation Conference Tool** to discuss the observation, provide feedback, and identify professional learning needs.

Frequent observations provide invaluable insight into the educator’s performance. These offer critical opportunities for evaluators to observe, review evidence, and analyze the educator’s practice. Observations should be both scheduled and unscheduled. The evaluator uses the **Observation/Evidence Review Tool** to document the reviewing of evidence for both types of observations. **NOTE:** Observations are **NOT** scored.

**Figure 3: Differentiated Evaluation Cycle**

Personnel	Evaluation Frequency	Scheduled Observation Cycles Required per Evaluation
<ul style="list-style-type: none"> <li>• Probationary educators in Year One of their initial or additional probationary period</li> <li>OR</li> <li>• All educators whose previous year rating was ineffective or developing</li> </ul>	time per year	<ul style="list-style-type: none"> <li>• 3 scheduled observation cycles (minimum)</li> <li>• supervising administrator must conduct 2 of the 3 required observations</li> </ul>
<ul style="list-style-type: none"> <li>• Probationary educators whose immediately preceding year rating was effective or highly effective</li> </ul>	time per year	<ul style="list-style-type: none"> <li>• 2 scheduled observation cycles (minimum)</li> <li>• supervising administrator must conduct 1 of the 2 required observations</li> </ul>
<ul style="list-style-type: none"> <li>• Probationary educators whose rating for two consecutive years were effective or highly effective</li> <li>OR</li> <li>• Post-probationary educators whose previous year rating was effective or highly effective</li> </ul>	time per year	<ul style="list-style-type: none"> <li>• 1 scheduled observation cycle (minimum)</li> <li>• supervising administrator must conduct the 1 required observation</li> </ul>
<ul style="list-style-type: none"> <li>• Post-probationary educators with rating of Highly Effective for the two immediately preceding years</li> </ul>	o summative evaluation for 1 year	<ul style="list-style-type: none"> <li>• 1 scheduled observation cycle (minimum)</li> <li>• supervising administrator must conduct the 1 required observation</li> </ul>

**Figure 4: Required Evaluation Components & Timeline**

Evaluation Component	Probationary educators in Year One of their initial or additional probationary period OR All educators whose previous year rating was ineffective or developing	Probationary educators whose immediately preceding year rating was effective or highly effective	Probationary educators whose rating for two consecutive years were effective or highly effective OR Post-probationary educators whose previous year rating was effective or highly effective	Post-probationary educators with a rating of Highly Effective for the two immediately preceding years
Self-Assessment, Goal Setting & Plan Development	Prior to first observation/evidence review	Prior to first observation/evidence review	Prior to first observation/evidence review and recommended within 50 days of the start of instruction	Prior to first observation/evidence review and recommended within 50 days of the start of instruction
Observation Cycle(s) • Pre-observation conference • Observation(s) • Post-observation conference	<ul style="list-style-type: none"> <li>• 1st scheduled observation cycle must occur within 40 days after the first day of instruction</li> <li>• 2nd scheduled observation cycle must occur after 40 days but within 80 days after the first day of instruction</li> <li>• 3rd scheduled observation cycle must occur after 80 days but within 120 days after the first day of instruction</li> </ul>	<ul style="list-style-type: none"> <li>• 1st scheduled observation cycle must occur after 40 days but within 80 days after the first day of instruction</li> <li>• 2nd scheduled observation cycle must occur after 80 days but within 120 days after the first day of instruction of the school year</li> </ul>	<ul style="list-style-type: none"> <li>• One scheduled observation cycle must occur within 120 days after the first day of instruction of that school year</li> </ul>	<ul style="list-style-type: none"> <li>• One scheduled observation cycle must occur within 120 days after the first day of instruction of that school year</li> </ul>
Evidence Review & Conferencing	Following each observation cycle	Following each observation cycle	Following each observation cycle	Following each observation cycle
Mid-Cycle Goal(s) Review	Approximately halfway through the school year	Approximately halfway through the school year	Approximately halfway through the school year	Approximately halfway through the school year
Summative Evaluation & Conference	The Performance Rating is assigned based on evidence reviewed throughout the school year. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year.	The Performance Rating is assigned based on evidence reviewed throughout the school year. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year	The Performance Rating is assigned based on evidence reviewed throughout the school year. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year	No Summative Evaluation. Use Summative Evaluation Exemption Verification Tool.

**Observation Process:** The observation cycle consists of a Pre-Observation conference with the educators and the evaluator, an observation based on the Standards, and a Post-Observation conference. The pre- and post-observation conferences include guiding questions and potential evidence review, as requested by the evaluator.

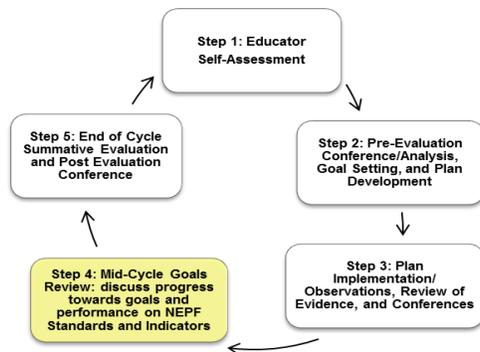
**Pre-Observation Conferences:** Each scheduled observation is preceded by a Pre-Observation Conference. This provides the educator an opportunity to discuss needs and evidence for the strategies used. It is also recommended that the **educator being evaluated leads these discussions** and provides the rationale for the basis of his/her professional practices. Prior to engaging in this step of the process it is essential that both the educator and evaluator participate in professional learning experiences that ensure they are adequately prepared for participating in this type of discussion.

**Post-Observation Conferences:** Following all observations, 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 assist educators at any time during the evaluation cycle.

“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 (Refer to Figures 3 and 4 above). ). For educators, each scheduled classroom observation, as one component of the educator evaluation, needs to be conducted for a minimum of twenty minutes.

“Unscheduled” observations follow the same procedure as scheduled observations. Best practices suggest more frequent observations paired with brief reflective conferences support greater improvement of professional practice. **Post-observation conferences for scheduled and unscheduled observations can be combined into a single meeting, regardless of the length of time between the observations.** Unscheduled observations may be conducted throughout the year at the discretion of the evaluator, with no minimum or maximum. Observations may be conducted by other authorized personnel. The quantities of scheduled observations that must be conducted by the *supervising administrator* are outlined in Differentiated Evaluation Cycle graphic (Refer to Figures 3 and 4 above).

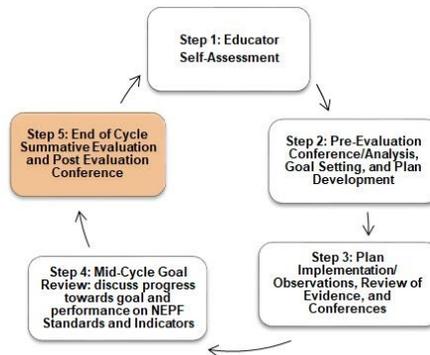


## Step 4: Mid-Cycle Goal Review

The fourth step is a Mid-Cycle Goal Review. A conference should be held mid-year to discuss educator progress towards attaining goal and performance on all NEPF Standards and Indicators.

This step is used to prompt reflection, promote dialogue between the educator and evaluator, and plan changes to practice, and/or goal, as necessary. The Mid-Cycle Goal Review is the time when the educator and evaluator formally meet to discuss the educator’s performance to date and progress towards their PPG. The educator and evaluator may choose to revise the PPG if appropriate. In addition, if there are patterns of evidence demonstrating performance that is potentially leading to a final rating of *ineffective* or *developing*, this is a critical time for the evaluator to discuss this evidence so there are no “surprises” during the summative evaluation. More importantly, if an educator is having difficulty, this allows the evaluator to provide the educator with the assistance required (NRS 391.695 & 391.715) to address areas of concern. Evaluators use the **Educator Assistance Plan Tool** to provide recommendations for improvements in the performance of the educator and to describe the actions that will be taken to assist the educator.

- ✓ **Progress Review:** At mid-cycle, the evaluator analyzes the data and evidence reviewed to date and shares an assessment of progress on the goal detailed in the Goal Setting and Planning Tool.
- ✓ **Mid-Cycle Conference:** Educator and evaluator develop a shared understanding of progress made toward each goal and the educator’s performance on the Standards and Indicators. The evaluator will identify mid-course adjustments if needed.



## Step 5: End-of-Cycle Summative Evaluation and Post-Evaluation Conference

The final step is the summative evaluation, which completes a full evaluation cycle. In this step, the evaluator reviews and analyzes the **Observation/Evidence Review Tool** data, gathers additional evidence and insights from the educator (if necessary), and identifies performance levels on the NEPF Indicators to determine Standard scores and the overall rating. 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.

### ✓ **Scoring:**

- The evaluator reviews the tools and relevant evidence reviewed throughout the cycle for the purpose of determining Performance Levels (PL) for each of the Indicators
- The evaluator uses the data from the **Observation/Evidence Review Tool** documented throughout the cycle to identify the PLs for each Indicator and inputs them into the **Summative Evaluation Tool**. PL levels selected may range from 1-4 (whole numbers only).
- The Indicator PLs are then used to calculate the score for each Standard. This is done by averaging all PLs for each Standard.
- Overall scores are calculated by averaging the Standard scores for each.
- The final Educational Practice score is then determined by adding the weighted scores on the **Summative Evaluation Tool**.

### ✓ **Evaluation Conference:**

During the final evaluation conference, the educator and evaluator review the **Summative Evaluation Tool** on which the evidence and final rating for the educator's performance on all domains is recorded.

**Figure 5: 2020-2021 NEPF Scoring Ranges for all educator groups\*\***

Score Range	Final Rating
3.6 – 4.0	Highly Effective
2.8 – 3.59	Effective
1.91 – 2.79	Developing
1.0 – 1.9	Ineffective

\*\*Score Ranges for the 2020-2021 school year were approved by the State Board of Education in January of 2021.

**NOTE:** NRS 391.725, as amended by SB 475 during the 80<sup>th</sup> legislative session, describes the statement that must be included on the evaluation of a probationary teacher, building administrator, or another licensed educational employee if he or she is to receive a rating of ‘Ineffective.’ The statement reads as follows:

**“Please be advised that, pursuant to Nevada law, your contract may not be renewed for the next school year. If you receive an ‘ineffective’ evaluation and are reemployed for a second or third year of your probationary period, you may request that your next evaluation be conducted by another administrator. You may also request, to the administrator who conducted the evaluation, reasonable assistance in improving your performance based upon the recommendations reported in the evaluation for which you request assistance, and upon such request, a reasonable effort will be made to assist you in improving your performance.”<sup>1</sup>**

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<sup>1</sup> NRS: CHAPTER 391 - PERSONNEL. (n.d.). Retrieved July, 2018, from <https://www.leg.state.nv.us/NRS/NRS-391.html>

## GLOSSARY

**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, SES). 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 the all student status. 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.

**Data** – Information, including classroom observations, student achievement scores and artifacts, gathered during the evaluation process for determining teacher/administrator performance.

**Defensible** – Having grounds to deem a conclusion or judgment valid and reliable based on various measures and assessments.

**Diverse Learners** – Those students who, because of gender, ethnic background, socioeconomic status, learning styles, disabilities, or limited English proficiency, may have academic needs that require varied instructional strategies to help them learn.

**Domain** – Primary area of focus for evaluation. For example, in the Teacher Evaluation the three domains are Instructional Practice, Professional Responsibilities, and Student Performance. NEPF Domains are made up of standards.

**Educator** – Within this context, inclusive of all OLEP groups (Educational Audiologist, School Counselor, School Nurse, School Psychologist, School Social Worker, and Speech-Language Pathologist). Teacher-Librarians are included as well but will have a separate Protocol document.

**Evaluation Cycle** – Consists of the goal-setting and self-assessment processes and a number of supervisory observation cycles with feedback provided to educators with feedback throughout the process. The number of observation cycles within an evaluation cycle is differentiated based on educator status. See Figure 3.

**Evaluator** – The individual in an evaluation system that collects educator data, analyzes the data, and collaborates with educators to make judgments regarding performance.

**Evidence** – Data gathered through the evaluation cycle to support educators’ progress on NEPF indicators, standards, and domains. Includes supervisor observation and progress towards meeting the Student Learning Goal.

**Feedback** – Information and/or recommendations given to an educator about performance which is based on evaluation results. Feedback is intended to provide insight to the educator so that professional learning can be targeted and improvements in performance can be achieved.

**Framework** – The system by which the measures are combined to evaluate the effectiveness of educators and make overall performance decisions. For example, the NEPF is a framework.

**Indicator** – Specific activity or process demonstrated by the educator being evaluated which provides evidence of the high leverage standard or professional practice being measured. Indicators are the building block of NEPF standards.

**Level** – The position or rank of an educator’s performance for each indicator, as determined using the rubric, observations, and evidence.

**Measure** – An instrument or basis for comparison used to assess educator or student performance. Examples of measures could be published assessments or a specific classroom observation rubric.

**OLEP (Other Licensed Educational Personnel)** - Educational Audiologist (18-19 Field Test), School Counselor, School Nurse, School Psychologist, School Social Worker, Speech-Language Pathologist, and Teacher-Librarian.

**Performance Criteria** – The specific performance thresholds that need to be met for an established goal/standard

**Professional Learning** – The process by which educator’s competencies and capacities are increased, including but not limited to, professional development sessions, job- embedded support, coaching, observing and/or mentoring, peer reviews, etc.

**Reliability** – The extent to which an assessment or tool is consistent in its measurement. There are several types of reliability:

- ***intra-rater*** - the degree to which an assessment yields the same result when administered by the same evaluator on the same educator at different times
- ***inter-rater*** - the degree to which an assessment yields the same result when administered by different evaluators on the same educator at the same time
- ***internal consistency*** - the degree to which individual components of an assessment consistently measure the same attribute
- ***test/retest*** - the degree to which an assessment yields the same result over time of the same educator

**Standard** – Clearly defined statements and/or illustrations of what all educators are expected to know and do. Standards operationalize the categories by providing measurable goals.

**Standard Score** – The overall point value for each standard. Each score is based on the Indicator levels of performance determined by quality observation data and evidence collected throughout the evaluation cycle.

**Student Achievement** – The performance of a student on any particular measure of academics.

**Teachers and Leaders Council (TLC)** – Sixteen member council consisting of: The Superintendent of Public Instruction, or his or her designee, the Chancellor of the Nevada System of Higher Education, or his or her designee, four public school teachers, two public school administrators, one superintendent of schools, two school board members, one representative of the regional professional development programs, one parent or legal guardian, One school counselor, psychologist, speech-language pathologist, audiologist or social worker who is licensed, and two persons with expertise in the development of public policy relating to education. The purpose of the TLC is to make recommendations to the State Board concerning the adoption of regulations for establishing a statewide

performance evaluation system.

**Validity** – The extent to which an assessment or tool measures what it intends to measure.

**Weight** – The adjustment of a given measure to reflect importance and/or reliability that determines the influence of the overall performance rating.

## APPENDIX A – Other Licensed Educational Personnel (OLEP) Frameworks

The NEPF for **Other Licensed Educational Personnel (OLEP)** varies by group.

**The Educational Audiologist** is defined as an individual holds a valid Nevada license issued by the Superintendent of Public Instruction with an endorsement in audiological services. The rubric consists of one category (Educational Practice) and one domain (Professional Practice). The domain is weighted, as approved by the TLC and the State Board of Education, at 100%.

**The School Counselor** is defined as an individual that holds a valid Nevada license issued by the Superintendent of Public Instruction with an endorsement as a School Counselor and is working in that position. The rubric consists of one category (Educational Practice) and one domain (Professional Responsibilities). The domain is weighted, as approved by the TLC and the State Board of Education, at 100%.

**The School Nurse** is defined a professional school nurse (BS/RN) that hold a valid Nevada license issued by the Superintendent of Public Instruction with a school nurse endorsement and is working in that position. The rubric consists of one category (Educational Practice) and one domain (Professional Practice). The domain is weighted, as approved by the TLC and the State Board of Education, at 100%.

**The School Psychologist** is defined as an individual that holds a valid Nevada license issued by the Superintendent of Public Instruction with an endorsement as a School Psychologist and is working in that position. The rubric consists of one category (Educational Practice) and one domain (Professional Performance). The domain is weighted, as approved by the TLC and the State Board of Education, at 100%.

**The School Social Worker** is defined as an individual that holds a valid Nevada license issued by the Superintendent of Public Instruction with a School Social Work endorsement and is working in that position. The rubric consists of one category (Educational Practice) and one domain (Professional Responsibilities). The domain is weighted, as approved by the TLC and the State Board of Education, at 100%.

**The Speech-Language Pathologist** is defined as an individual that holds a valid Nevada license issued by the Superintendent of Public Instruction with an endorsement for Speech and Language Impairments. The rubric consists of one category (Educational Practice) and one domain (Professional Practices). The domain is weighted, as approved by the TLC and the State Board of Education, at 100%.

## **Appendix B: Educational Audiologist Professional Practice Standards and Indicators**

***Standard 1: Audiologist demonstrates expertise and mastery for the scope of practice for which they are responsible.***

- **Indicator 1:** Audiologist demonstrates knowledge of current developmental science (the manner in which learning occurs), the appropriate intellectual levels, social, and emotional development of their students within the scope of practice
- **Indicator 2:** Audiologist demonstrates knowledge of effective and/or specifically designed instruction that reduce barriers to support learning in literacy, math and other content areas within the scope of practice
- **Indicator 3:** Audiologist integrates evidenced based practices and research into their services and/or specially designed instruction. Audiologist demonstrates knowledge and expertise in the scope of practice
- **Indicator 4:** Audiologist demonstrates knowledge of the interconnectedness of the home, school, and community influences on student achievement

***Standard 2: Audiologist support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.***

- **Indicator 1:** Audiologist fosters safe and accessible learning environments in which each student has a positive, nurturing relationship with significant adults and peers
- **Indicator 2:** Audiologist demonstrates respect for diversity within the home, school, local and global communities
- **Indicator 3:** Audiologist engages students as unique individuals with diverse backgrounds, interests, strengths, and abilities
- **Indicator 4:** Audiologist engages in proactive, clear, and constructive communication working collaboratively with students, families and other significant adult/professionals

***Standard 3: Audiologist plans, delivers, monitors services and/or specially designed instruction and creates environments that facilitate learning for their students.***

- **Indicator 1:** Audiologist provides services and/or specially designed instruction aligned with state and federal laws, regulations, procedures, academic standards, the district's organized plan of instruction and the individual needs of their students/caseloads
- **Indicator 2:** Audiologist utilizes multiple sources of data to include valid informal and/or formal assessments to develop services and/or specially designed instruction
- **Indicator 3:** Audiologist plans and consistently delivers services or specifically designed instruction that integrates multiple sources of data to improve practices related to student needs, learning and progress toward academic and communication standards for each student on their caseload
- **Indicator 4:** Audiologist establishes and communicates high expectations for their students that support the development of critical thinking, problem solving skills, self-advocacy, and leadership

***Standard 4: Audiologist reflects on their practice***

- **Indicator 1:** Audiologist analyzes student learning, development, and growth applying what is learned to improve their practice and reflect upon effectiveness.
- **Indicator 2:** Audiologist connects professional growth to their professional goals.
- **Indicator 3:** Audiologist collaborates with colleagues, other significant adults and community providers to respond to changes in the listening environment to reflect upon effectiveness.

***Standard 5: Audiologist demonstrates collaboration, advocacy, and leadership***

- **Indicator 1:** Audiologist collaborates and advocates with colleagues, significant adults and community providers to meet the needs of students
- **Indicator 2:** Audiologist demonstrates high ethical standards in their educational settings by adhering to state, local, federal, ASHA, EAA, and AAA policies
- **Indicator 3:** Audiologist contributes knowledge and skills to educational practices and their profession and collaborates with internal and external stakeholders to meet student needs.

## Appendix C: School Counselor Professional Responsibilities Standards and Indicators

***Standard 1: School counselors partner with multiple stakeholders to plan the implementation of a comprehensive school counseling program that is preventative, developmental, responsive, and aligns with the school's goals and mission.***

- **Indicator 1:** The school counselor plans the implementation of a comprehensive school counseling program.
- **Indicator 2:** The school counselor partners with stakeholders to ensure a comprehensive program is based on needs.
- **Indicator 3:** The school counselor establishes goals, plans, and strategies that align with the school's goals and mission.

***Standard 2: School counselors deliver developmentally appropriate services and activities directly through instruction appraisal, advisement, and counseling to ensure students develop mindsets and behaviors for success.***

- **Indicator 1:** The school counselor delivers developmentally appropriate services and activities to support the academic progress of students.
- **Indicator 2:** The school counselor delivers developmentally appropriate services and activities to support college and career readiness for students.
- **Indicator 3:** The school counselor delivers developmentally appropriate services and activities to support the social/emotional development and well-being of students.

***Standard 3: School counselors collaborate and consult with stakeholders and provide referrals on behalf of students to support the academic college/career and social/emotional development of students.***

- **Indicator 1:** The school counselor provides relevant information and initiates collaboration with parents/guardians and school personnel for student success.
- **Indicator 2:** The school counselor coordinates with and influences the types of services provided by school and community partners to support and promote student success.
- **Indicator 3:** The school counselor connects students in need to resources through the use of referrals.

***Standard 4: School counselors collaboratively engage in ongoing improvement of the comprehensive school counseling program utilizing data to identify needs, develop and implement action plans, evaluate the impact, and adjust accordingly.***

- **Indicator 1:** The school counselor uses data for program monitoring and implementation, assessing effectiveness, and collaborating to make improvements.
- **Indicator 2:** The school counselor utilizes participation, mindsets and behaviors, and outcome data to identify achievement gaps, and develops appropriate action plans to enhance or improve student success.
- **Indicator 3:** The school counselor has a positive impact on students' attendance, discipline, and achievement as evidenced through mindsets and behaviors and/or outcome data.

***Standard 5: School counselors lead and advocate for systemic change to create an equitable, inclusive, positive, safe, and respectful, positive learning environment for all students***

- **Indicator 1:** The school counselor leads and advocates for systemic change through professional relationships with key stakeholders.
- **Indicator 2:** The school counselor identifies systemic factors impacting student success and advocates for creating an equitable and inclusive learning environment.
- **Indicator 3:** The school counselor advocates for a safe and respectful learning environment for students.

***Standard 6: School counselors adhere to the American School Counselor Association ethical standards, engage in ongoing professional learning, educates stakeholders and promote the importance of the school counseling role, and refine their work through self-reflection.***

- **Indicator 1:** The school counselor adheres to American School Counselor Association Ethical Standards for School Counselors and other relevant ethical standards for school counselors as well as all relevant federal, state, and local legal requirements.
- **Indicator 2:** The school counselor coordinates, facilitates, educates, and/or provides leadership in professional meetings and/or organizations.
- **Indicator 3:** The school counselor engages in self-reflection of practice; sets individual goals for professional improvement; stays current on professional issues; and contributes to the advancement of the school counseling profession.

## Appendix D: School Nurse Professional Practice Standards and Indicators

***Standard 1: The School Nurse demonstrates specialized knowledge, skills, decision making, and evidence-based practice to provide the best possible nursing care with the best possible outcomes***

- **Indicator 1:** Demonstrates competence in the assessment, diagnosis and treatment of health problems in accordance with Nevada Revised Statutes and district/department policies, and provides appropriately prescribed interventions and standard of care for students, utilizing sound judgment, decision-making, and critical thinking skills.
- **Indicator 2:** Ensures that nursing practice is in compliance with the Nevada Nurse Practice Act and is consistent with regulatory requirements pertaining to licensure, relevant statutes, rules, and regulations, including the American Nurses Association (ANA) Code of Ethics for Nurses with Interpretive Statements, The National Association of School Nurses (NASN) Code of Ethics for School Nurses, HIPAA and FERPA.
- **Indicator 3:** Demonstrates knowledge of and compliance in practice with nursing department policies/procedures and expectations and current school district regulations, policies, procedures
- **Indicator 4:** Interprets the diagnoses or health issues to the student, family, or appropriate school staff and individualizes accommodations to address educational implications.

***Standard 2: The School Nurse utilizes a critical thinking process of assessment, diagnosis, planning, implementation, and evaluation to improve student outcomes, foster self-management and family support, reduce barriers to learning, and improve healthcare coordination***

- **Indicator 1:** Delegates in accordance with the Nevada Nurse Practice Act, the School Nurse Regulation and Advisory Opinion, NASN Principles of Practice and the National Council of State Boards of Nursing (NCSBN) National Guidelines for Nursing Delegation and utilizes existing training materials to assure the safe administration of medication and other delegated tasks.
- **Indicator 2:** Manages the care of students by coordinating health services and collaborating and communicating with other stakeholders in the provision of health services at school to reduce barriers to learning; and develops, implements, evaluates, and revises the individualized healthcare plan for each student with special needs.
- **Indicator 3:** Responds to health issues by providing counseling and crisis intervention when required in such areas as teen pregnancy, substance abuse, bullying, death of family members, suicide and child neglect or abuse; and provides self-advocacy strategies to students
- **Indicator 4:** Follows Licensed Healthcare Provider orders and complies with department standards, including but not limited to medication/procedure administration and treatments, diabetic care, and all standards of care for students in the school community.

***Standard 3: The School Nurse serves in key roles to lead in the development of school health policies, procedures, and programs for the provision of health services***

- **Indicator 1:** Partners with the student, family, and key stakeholders to advocate for and effect change, leading to positive outcomes, quality care, and expanding access to services.
- **Indicator 2:** Complies with policies and documentation standards for healthcare reimbursement systems.
- **Indicator 3:** Serves in key roles in the school and work settings by participating on committees, councils, and teams at all levels.

- **Indicator 4:** Attends faculty and other school/department related activities including on-line education, workshops, in-services, and conferences to promote commitment to life-long learning and education of self and others.

***Standard 4: The School Nurse engages in a continuous and systematic process that leads to measurable improvements and outcomes, helping to change practice and build a critical evidence base for school nursing practice***

- **Indicator 1:** Identifies problems and barriers that occur in day-to-day nursing work routines to correct process inefficiencies and incorporates evidence-based practice for continuous quality improvement.
- **Indicator 2:** Engages in self-reflection and self-evaluation of nursing practice; identifying areas of strength as well as areas in which professional growth would be beneficial. Takes action to achieve goals identified during the evaluation process.
- **Indicator 3:** Provides critical review of barriers within the school organization and makes recommendations to improve the delivery of school health services.
- **Indicator 4:** Documents consistently in adherence of current department policies/procedures and systematically monitors documentation by unlicensed assistive personnel and other licensed staff.

***Standard 5: The School Nurse employs strategies to promote health and a safe environment in a manner that is congruent with cultural diversity and inclusion; practices in an environmentally safe and healthy manner***

- **Indicator 1:** Manages school health services, utilizing appropriate resources to plan, provide, and sustain nursing services that are safe, effective, and fiscally responsible in an environmentally safe and healthy manner.
- **Indicator 2:** Engages health promotion/health teaching in collaboration with the student's practices, developmental level, learning needs, readiness and ability to learn, language preference, spirituality, culture, and socioeconomic status; implements mandated health programs in accordance with Nevada Revised Statutes and district/department policies.
- **Indicator 3:** Manages disease surveillance and immunization compliance in accordance with Nevada Revised Statutes and district/department policies.
- **Indicator 4:** Coordinates development and implementation of the emergency action plan and disaster preparedness plans.

## Appendix E: School Psychologist Professional Performance Standards and Indicators

### *Standard 1: Data Based Decision Making*

- **Indicator 1:** The school psychologist systematically collects data from multiple sources as a foundation for decision making and considers ecological factors (e.g., classroom, observation, family, community characteristics) as a context for assessment and intervention in general and special education settings
- **Indicator 2:** The school psychologist collects and uses assessment data to understand students' difficulties and to select and implement evidence-based instructional and/or mental health services
- **Indicator 3:** The school psychologist uses valid, reliable, and nondiscriminatory assessment techniques to analyze progress toward academic and behavioral goals, to measure response to interventions, and to revise interventions as necessary
- **Indicator 4:** The school psychologist promotes the use of systematic and valid data collection procedures for evaluating the effectiveness and/or need for modification of school-based interventions and programs

### *Standard 2: Accountability*

- **Indicator 1:** The school psychologist, as part of an interdisciplinary team, conducts psycho-educational assessments including a variety of assessments (both formal and informal) according to standards outlined in the Nevada Administrative Code
- **Indicator 2:** The school psychologist develops multidisciplinary reports that are comprehensive (i.e., include all a suspected disability and Nevada Administrative Code standards), yet understandable
- **Indicator 3:** The school psychologist makes eligibility recommendations that are supported by a preponderance of evidence

### *Standard 3: Consultation and Collaboration*

- **Indicator 1:** The school psychologist participates in team-based planning to develop, review, and design academic or behavioral interventions and collaborates to recommend specific, observable, and measurable goals to evaluate effectiveness
- **Indicator 2:** The school psychologist collects and uses assessment data to understand students' difficulties and to select and implement instructional and/or mental health services
- **Indicator 3:** The school psychologist engages in consultation and collaboration at the individual, family, group, and system levels and at various stages of intervention

### *Standard 4: Legal, Ethical, and Professional Practice*

- **Indicator 1:** The school psychologist respects individuals' rights to privacy and confidentiality as consistent with Family Educational Rights and Privacy Act (FERPA)
- **Indicator 2:** The school psychologist actively seeks and participates in professional development opportunities, reflects critically on own strengths and weaknesses, and identifies professional development needs
- **Indicator 3:** The school psychologist engages in strong professional presentation and conduct with skills such as communication, interpersonal interactions, responsibility, adaptability, initiative, and dependability

## Appendix F: School Social Worker Professional Responsibilities Standards and Indicators

### *Standard 1: The School Social Worker identifies student, family, and school needs and organizes intervention(s) consistent with professional social work*

- **Indicator 1:** The School Social Worker conducts multi-tiered school and/or system needs assessments independently or in conjunction with other professionals
- **Indicator 2:** The School Social Worker identifies current and applicable school and community resources to maximize student achievement and family empowerment
- **Indicator 3:** The School Social Worker establishes collaborative professional relationships through networking to organize effective intervention(s)

### *Standard 2: The School Social Worker contributes to a positive school environment that is conducive to achievement, demonstrating respect for differences in culture and background*

- **Indicator 1:** The School Social Worker contributes to a safe and healthy school environment
- **Indicator 2:** The School Social Worker identifies structural barriers, social inequalities, and educational disparities that impact learning outcomes and advocates for policies, programs, and services accordingly
- **Indicator 3:** The School Social Worker provides programs and services that respect diversity, address individual needs, and support the inherent dignity and worth of all students, families, and school personnel

### *Standard 3: The School Social Worker uses knowledge of social work theory, practice, and research to implement programs and services*

- **Indicator 1:** The School Social Worker implements and monitors multi-tiered, evidenced-based practices that impact student achievement
- **Indicator 2:** The School Social Worker provides programs and specialized services that foster social and emotional competencies
- **Indicator 3:** The School Social Worker is directly involved with students, families and/or schools to focus on stability to maximize student achievement
- **Indicator 4:** The School Social Worker mobilizes current and applicable school and community resources to maximize student achievement

### *Standard 4: The School Social Worker demonstrates a commitment to professional conduct and code of ethics*

- **Indicator 1:** The School Social Worker adheres to current federal, state and local laws as well as district policies and procedures that guide school social work practice
- **Indicator 2:** The School Social Worker adheres to the NASW Code of Ethics and SSWAA ethical guidelines
- **Indicator 3:** The School Social Worker maintains timely and accurate records and documentation in compliance with FERPA and state requirements
- **Indicator 4:** The School Social Worker participates in ongoing professional development
- **Indicator 5:** The School Social Worker exhibits self-awareness, self-monitoring, and professional accountability

## Appendix G: Speech Language Pathologist Professional Practice Standards and Indicators

***Standard 1: SLP demonstrates knowledge and skills in speech language pathology and related subject areas (e.g., literacy) and implements services in an ethical manner***

- **Indicator 1:** SLP demonstrates competence in oral and written communication skills.
- **Indicator 2:** SLP collaborates with family members, classroom teachers and other professionals to serve the needs of students in both general and special education.
- **Indicator 3:** SLP manages caseload/ and workload to promote effective service delivery and school team support.
- **Indicator 4:** SLP demonstrates compliance with federal, state, district and site initiatives.
- **Indicator 5:** SLP earns continuing education or professional development units sufficient to meet ASHA and/or state certification and licensing requirements.

***Standard 2: SLP demonstrates ability to conduct evaluations for students who may be experiencing a variety of communication disorders***

- **Indicator 1:** SLP uses formal and informal assessment tools and SLP expertise related to suspected disability, age level and cultural/linguistic background.
- **Indicator 2:** SLP analyzes and interprets test results to make appropriate recommendations based on SLP expertise.
- **Indicator 3:** SLP creates, in collaboration with team members, schedules that reflect assessments to be conducted and completed at designated times in accordance with federal, state, and/or district regulations/mandates.

***Standard 3: SLP in partnership with the team, determines eligibility and recommends services that are compliant with state and federal regulations for students with IEPs***

- **Indicator 1:** SLP prepares adequately for MDT and IEP meetings, reviews all records and solicits input from parents, teachers and students. SLP maintains adherence to IDEA, FERPA, HIPAA, local, state and federal regulations/mandate.
- **Indicator 2:** SLP writes measurable goals and benchmarks that are achievable within a year and relate to the student's present levels of performance and the curriculum
- **Indicator 3:** SLP documents therapy sessions within the district identified timeline and adheres to all district, state and federal documentation and compliance guidelines.
- **Indicator 4:** SLP engages in databased decision making for managing and providing services/support.

***Standard 4: SLP provides culturally and educationally appropriate services and/or specifically designed instruction that are effective, engage students and reflect evidenced-based practices***

- **Indicator 1:** SLP demonstrates consistent behavior management skills that foster positive interactions with and between students.
- **Indicator 2:** SLP develops and implements appropriate therapy plans for students by providing each student with an opportunity for an optimal number of responses while providing accurate and specific feedback to students.
- **Indicator 3:** SLP implements activities that promote progress on student's specific IEP goals using a variety of instructional materials and strategies. SLP implements varied service delivery models based on individual student skills and needs.

- **Indicator 4:** SLP ensures each student understands the purpose of therapy/activity and can demonstrate understanding by various means.
- **Indicator 5:** SLP changes the activities, feedback, or direction of the session when a student is not understanding or able to demonstrate success with the session goal. SLP collects formal and/or informal therapy data directly related to student's goals and benchmarks.