

*Nevada Department of Education*

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

**NEPF Monitoring for Continuous  
Improvement Guidance Document  
2018-2019**

*Nevada Department of Education – April 2019*

## **NEVADA EDUCATOR PERFORMANCE FRAMEWORK (NEPF) CONTINUOUS IMPROVEMENT GUIDANCE**

Continuous improvement requires specific measurable goals, the flexibility to test evidence-based solutions, time to research and implement strategies, and the collection and use of data (Best & Dunlap, 2014). Assessing educators' performance — and using that data to guide their professional growth and development — can build and sustain a workforce driven by continuous improvement, so that instruction improves and each student is afforded access to highly effective educators (LeFloch et al., 2016).

Nevada law requires that all local education agencies (LEAs) in the state “annually review the manner in which schools carry out the evaluation of teachers and administrators pursuant to the statewide performance evaluation system” known as the Nevada Educator Performance Framework, or NEPF (N.R.S. Chapter 391.485 (2)). To support this work, the Nevada Department of Education (NDE) is seeking to promote deep local analysis and use of NEPF results to drive continuous improvement.

This document provides guidance that LEA leaders should use to conduct their annual NEPF reviews and advance local continuous improvement-centered action planning. It includes the minimum required survey questions for LEAs to administer (beginning in spring 2019) to their teachers and administrators regarding local NEPF outcomes, along with links to relevant resources and guidance for LEA leaders to review their available data and assess whether their local NEPF implementation is accomplishing its intended goals.

To support this work, NDE will offer a range of technical assistance options, including but not limited to:

- A webinar on the intended use of this guidance;
- Support with online survey administration and the analysis of results;
- Professional development on data analysis and continuous improvement provided by the Department with external technical assistance partners; and
- Facilitation of focus groups to examine local NEPF implementation issues.

As part of the initial implementation of this guidance in spring and summer 2019, NDE officials will conduct separate structured interviews with leaders from each of Nevada's 17 school districts to explore the local use of NEPF results and survey data for continuous improvement (see page 5), as well as to identify additional supports that NDE can provide to LEAs to advance the goals of NEPF. A summary of the results of these interviews with district leaders will be reported to the Nevada State Board of Education and to the Nevada Teachers and Leaders Council.

For further information or assistance regarding this guidance, please contact:

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## Local Teacher Survey

Given the NEPF system's core goals of improving instructional practice and informing professional growth, teachers' perceptions of how well their evaluation system is functioning can provide valuable insights for the LEA leaders charged with implementing and overseeing the system. A local staff survey that poses the following questions of the NEPF-evaluated teachers in the LEA is a direct way to gather these perceptions.

### Questions for Teachers

1. Were you evaluated with the NEPF during the 2018/19 school year? [Yes; No: exempt due to two previous years of 'highly effective' rating; No: other reason described below (include an open response box); Only those responding "Yes" continue; those responding "No" can exit survey]
2. How would you characterize the grade span of your school? (Elementary/Middle/High/Combined)
3. How long have you been teaching? (Three Years or Less/Four Years or More)
4. What was your status during the 2018/19 school year? (Probationary/Post-Probationary)

Thinking back to your most recent NEPF evaluation cycle experience (self-assessment; pre-evaluation conference/analysis, goal setting, and plan development; plan implementation/observations, review of evidence, and conferences; mid-cycle goals review; end-of-cycle summative evaluation and post-evaluation conference), please indicate the extent to which you agree or disagree with each of the following statements: (Options: *Strongly Disagree*; *Disagree*; *Agree*; *Strongly Agree*)

5. My evaluation was fair.
6. My NEPF evaluation cycle experience took a reasonable amount of my time.
7. My designated evaluator(s) were well-trained in conducting the NEPF evaluation cycle.
8. The Student Learning Goal (SLG) process was used to drive my planning and instruction throughout the year.
9. My evaluation cycle experience helped me identify my areas of growth as an educator.
10. My evaluation cycle experience was focused more on awarding a score or rating than on my professional growth.
11. I had access to the professional development (formal or informal) that was necessary to implement the feedback and/or directives provided during my NEPF evaluation cycle.
12. The feedback I received during my NEPF evaluation cycle experience positively impacted my instructional practice. (Include additional answer option of "did not receive feedback")
13. The feedback I received during my NEPF evaluation cycle experience positively impacted my students' learning. (Include additional answer option of "did not receive feedback")
14. Please use this opportunity to share any additional comments/suggestions related to the implementation of the NEPF evaluation cycle experience that have not been addressed through the survey or on which you would like to elaborate. (Provide comment box)

## Local Administrator Survey

Given their role as both NEPF evaluators and evaluatees, administrators' perceptions of how well the local NEPF system is functioning can provide valuable insight.

### Questions for School Administrators

1. How would you characterize the grade span of your school? (Elementary/Middle/High/Combined)
2. How long have you worked as a school administrator? (Three Years or Less/Four Years or More)
3. What was your status during the 2018/19 school year? (Probationary/Post-Probationary).
4. Do you evaluate teachers using the NEPF? (Yes/No)  
(If Yes) How many teachers did you evaluate using the NEPF during the most recent school year?  
(If No: Skip to question 13)

Thinking back to the NEPF evaluation(s) *you conducted with teacher(s)* in the most recent school year, please indicate the extent to which you agree or disagree with each of the following statements: (Options: *Strongly Disagree; Disagree; Agree; Strongly Agree*)

5. On average, the time I spent on the NEPF evaluation cycle for each teacher was reasonable.
6. I have received adequate training in order to provide meaningful professional feedback to all my teachers as part of the NEPF evaluation cycle.
7. I was able to successfully guide teacher(s) through the Student Learning Goal (SLG) process.
8. On average, the teacher(s) I evaluated using the NEPF set rigorous SLGs based on data from the previous year.
9. The implementation of the NEPF evaluation cycle is positively impacting instructional practice at my school(s).
10. The implementation of NEPF is positively impacting student learning at my school(s).
11. At my school(s) the NEPF evaluation cycle guides individual teachers' professional learning.
12. At my school(s) NEPF data are used to determine which teachers would be good candidates for teacher leadership roles (e.g., mentors for novice teachers).
13. Were you evaluated by your supervisor(s) using the NEPF during the 2018/19 school year? [Yes; No: exempt due to two previous years of 'highly effective' rating; No: other reason described below (include an open response box); Only those responding "Yes" continue; those responding "No" can exit survey]

Now, thinking back to your most recent NEPF evaluation cycle experience (self-assessment; pre-evaluation conference/analysis, goal setting, and plan development; plan implementation/observations, review of evidence, and conferences; mid-cycle goals review; end-of-cycle summative evaluation and post-evaluation conference), *conducted by your designated supervisor(s)*, please indicate the extent to which you agree or disagree with each of the following statements: (Options: *Strongly Disagree; Disagree; Agree; Strongly Agree*)

14. My evaluation was fair.
15. My evaluation cycle experience helped me identify areas of growth as an administrator.
16. My evaluation cycle experience was focused more on awarding a score or rating than on my professional growth.
17. I had access to the professional development (formal or informal) that was necessary to implement the feedback and/or directives provided during my NEPF evaluation cycle.

18. The feedback I received during my NEPF evaluation cycle experience positively impacted my instructional leadership practice. (Include additional answer choice of “did not receive feedback”)
19. The feedback I received during my NEPF evaluation cycle experience positively impacted student learning at my school(s). (Include additional answer choice of “did not receive feedback”)
20. Please use this opportunity to share any additional comments/suggestions related to the implementation of the NEPF evaluation cycle experience that have not been addressed through the survey or on which you would like to elaborate. (Provide comment box)

**Table. Questions for potential comparisons of teacher/principal perceptions of NEPF implementation**

Question topic	Teacher question	Principal question(s)
Fairness of evaluation	5	14
Amount of time	6	5
Adequacy of evaluator training	7	6
Student Learning Goal (SLG) process	8	7, 8
Identifying areas of growth	9	15
Focus on score or growth	10	16
Access to necessary professional development	11	11, 17
Positive impact on practice	12	9, 18
Positive impact on student learning	13	10, 19

## Guidance for Self-Assessment of Local NEPF System

The LEA leaders charged with implementing and overseeing the local NEPF system implementation should review these teacher and administrator survey results alongside other relevant local information (e.g., NEPF ratings distributions, results from the Nevada School Performance Framework (NSPF), recent professional development or school performance plans, local coaching/mentoring data, etc.) to self-assess whether the local implementation of the evaluation system is functioning effectively in contributing to the LEA talent management system, and/or to consider what adjustments are needed to drive continuous improvement.

The following questions can help guide this review process:

- Did we hear from enough of our educators? Was the survey response rate over 70 percent? If not, whose perspective are we lacking? How can we ensure a higher response rate in the future?
- What's going well? What isn't going well?  
Did at least 65 percent of our teachers and administrators agree that their evaluations:
  - Were fair and took up a reasonable amount of time?
  - Helped identify areas of growth and targeted professional development options?
  - Improved their practice?
  - Positively impacted student learning?
  - Did the survey results differ between teachers and principals, or by grade span or experience level within each group? In what ways?
  - If our educators do not perceive things as going well, do we know why? How can we learn more about the root cause(s) of these problems, perhaps through focus groups facilitated by an external partner (e.g., NDE)?
  - To what extent are we seeing alignment between school-level results from the NEPF and NSPF systems? Why do we think this is the case?
- Are we making the best use of NEPF data in our LEA? Do leaders have ongoing access to multiyear NEPF data to inform decisions related to hiring, staffing, developing, and supporting educators? Are we using our local NEPF data to:
  - Differentiate professional learning for our educators?
  - Determine which teachers would be good candidates for teacher leadership roles (e.g., mentors for novice teachers)?
- Now it's time to consider the extent to which our local NEPF system is accomplishing its goals:
  - What strengths did we identify?  
Consider: What evidence do we have to support this?
  - What do we need to adjust/refine in our system to increase its effectiveness?  
Consider: What evidence do we have to support this?
  - What are our next action steps?  
Consider: What can we build on? What other (internal/external/NDE) resources are needed?
  - How will we know we are making an impact?

## Sources

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Makkonen, R. (2015). *Making meaningful use of teacher effectiveness data*. San Francisco: WestEd. [https://relwest\\_production.s3.amazonaws.com/resources/193/Teacher\\_Evaluation\\_Infographic-Reino-final\\_508\\_20150529.pdf?1432947232](https://relwest_production.s3.amazonaws.com/resources/193/Teacher_Evaluation_Infographic-Reino-final_508_20150529.pdf?1432947232).

Nevada Department of Education NEPF implementation surveys.

## Additional Related Supports

- NEPF Tools & Protocols, online at [http://www.doe.nv.gov/Educator\\_Development\\_and\\_Support/Nevada\\_Educator\\_Performance\\_Framework\(NEPF\)/](http://www.doe.nv.gov/Educator_Development_and_Support/Nevada_Educator_Performance_Framework(NEPF)/).
- REL West Teacher Effectiveness Data Use (Video) Workshop, online at <http://www.youtube.com/watch?v+SNWryKzRhwY>.