

NEVADA DEPARTMENT OF EDUCATION

APPLICATION TO USE ALTERNATE PERFORMANCE EVALUATION SYSTEM OR TOOLS

“A school district may apply to the State Board to use a performance evaluation system and tools that are different than the evaluation system and tools prescribed pursuant to subsection 1. The application must be in the form prescribed by the State Board and must include, without limitation, a description of the evaluation system and tools proposed to be used by the school district. The State Board may approve the use of the proposed evaluation system and tools if it determines that the proposed evaluation system and tools apply standards and indicators that are equivalent to those prescribed by the State Board.” (AB447, 2015)

SECTION 1 – GENERAL INFORMATION

School District Information	District Contact Information
Name:	Name:
Address:	Position/Job Title:
	Email:
	Phone:

Application for district to use:

- Alternate Tool(s) – Section 2*
- Alternate Performance Evaluation System – Section 3
(If applying to use an alternate system of evaluation, skip Section 2 and continue to Section 3.)

SECTION 2 – ALTERNATE TOOLS ONLY

*If only applying to use alternate tool(s) with the NEPF, please specify which tool(s) (choose all that apply), and **submit a copy of the district developed tool intended to replace the NEPF tool(s) identified.**

NEPF Teacher Tools	NEPF Building Administrator Tools
<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Self-Assessment
<input type="checkbox"/> Goal Setting and Planning	<input type="checkbox"/> Goal Setting and Planning
<input type="checkbox"/> Observation	<input type="checkbox"/> Observation
<input type="checkbox"/> Educator Assistance Plan	<input type="checkbox"/> Educator Assistance Plan
<input type="checkbox"/> Evidence Review	<input type="checkbox"/> Evidence Review
<input type="checkbox"/> Pre-Observation Conference	<input type="checkbox"/> Pre-Observation Conference
<input type="checkbox"/> Post-Observation Conference	<input type="checkbox"/> Post-Observation Conference
<input type="checkbox"/> Evaluation Conference Summative Scoring	<input type="checkbox"/> Evaluation Conference Summative Scoring
<input type="checkbox"/> Summative Evaluation Rating for Educational Practice	<input type="checkbox"/> Summative Evaluation Rating for Educational Practice

SECTION 3 – ALTERNATE PERFORMANCE EVALUATION SYSTEM ONLY

Application to use an alternate performance evaluation system: (choose all that apply)

- Teachers – Complete Sections 3A and 3B
- Building Administrators – Complete Sections 3C and 3D

Use Sections 3 A-D as indicated above to provide a detailed explanation of how the district’s evaluation system standards and indicators are equivalent to those prescribed by the State Board. Include examples as needed.

NEVADA DEPARTMENT OF EDUCATION

APPLICATION TO USE ALTERNATE PERFORMANCE EVALUATION SYSTEM OR TOOLS

SECTION 3A – NEPF TEACHER INSTRUCTIONAL STANDARDS

Standard 1: New Learning is Connected to Prior Learning and Experience			
Indicator 1: The teacher activates all students' initial understandings of new concepts and skills.			
Level 4 Teacher fully activates all students' initial understandings (including misconceptions and incomplete understandings) through the use of multiple methods and/or modes.	Level 3 Teacher adequately activates most students' initial understandings (including misconceptions and incomplete understandings) by using at least two methods and/or two modes	Level 2 Teacher inadequately activates most students' initial understandings (including misconceptions and incomplete understandings) using limited methods and/or modes	Level 1 Teacher activates no, or almost no students' initial understandings
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 2: The teacher makes connections explicit between previous learning and new concepts and skills for all students			
Level 4 Teacher makes connections for all students between previously learned and/or new concepts and skills	Level 3 Teacher makes adequate connections for most students between previously learned and/or new concepts and skills	Level 2 Teacher makes inadequate connections for most students between previously learned and/or new concepts and skills	Level 1 Teacher makes no, or almost no connections between previously learned and/or new concepts and skills for any student
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 3: The teacher makes clear the purpose and relevance of new learning for all students.			
Level 4 Teacher fully clarifies the purpose and relevance of new learning for all students, including clearly connecting new learning to longer-term learning goals	Level 3 Teacher adequately clarifies the purpose and relevance of new learning for most students, including sufficiently connecting new learning to longer-term learning goals	Level 2 Teacher inadequately clarifies the purpose and relevance of new learning for most students and/or minimally connects new learning to longer-term learning goals	Level 1 Teacher clarifies the purpose and relevance of learning for no, or almost no students and makes no, or almost no connections between new learning and longer-term learning goals
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 4: The teacher provides all students opportunities to build on or challenge initial understandings.			
Level 4 Teacher employs effective and varied strategies, assisting all students in the process of bridging understanding from initial conceptions to targeted learning	Level 3 Teacher employs adequate strategies (using at least two), assisting most students in the process of bridging understanding from initial conceptions to targeted learning	Level 2 Teacher employs inadequate and unvaried strategies, only minimally assisting most students in the process of bridging understanding from initial conceptions to targeted learning	Level 1 Teacher employs no, or almost no strategies to assist any student in the process of bridging understanding from initial conceptions to targeted learning
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			

NEVADA DEPARTMENT OF EDUCATION

APPLICATION TO USE ALTERNATE PERFORMANCE EVALUATION SYSTEM OR TOOLS

SECTION 3A – NEPF TEACHER INSTRUCTIONAL STANDARDS

Standard 2: Learning Tasks have High Cognitive Demand for Diverse Learners			
Indicator 1: The teacher assigns tasks that purposefully employ all students' cognitive abilities and skills.			
Level 4 Teacher engages all students with relevant and substantive tasks that effectively support deep learning of subject-matter content and processes	Level 3 Teacher engages most students with generally relevant and worthwhile tasks that adequately support deep learning of subject-matter content and processes	Level 2 Teacher engages most students with tasks that inadequately support deep learning of subject-matter content and processes	Level 1 Teacher does not engage students with any tasks that support deep learning of subject-matter content and processes
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 2: The teacher assigns tasks that place appropriate demands on each student.			
Level 4 Teacher provides tasks at the appropriate level of challenge for every student, effectively enabling each student to advance his/her learning of subject-matter content and processes	Level 3 Teacher provides tasks at a generally appropriate level of challenge for most students, largely enabling most students to advance their learning of subject-matter content and processes	Level 2 Teacher provides tasks at an appropriate level of challenge for few students, minimally enabling most students to advance their learning of subject-matter content and processes	Level 1 Teacher provides no, or almost no tasks at an appropriate level of challenge for any students, enabling no, or almost no students to advance their learning of subject-matter content and processes
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 3: The teacher assigns tasks that progressively develop all students' cognitive abilities and skills.			
Level 4 Teacher effectively structures multi-leveled tasks that advance all students' thinking and/or skills in connected steps during the course of a lesson and across multiple lessons	Level 3 Teacher adequately structures tasks with more than one level that advance most students' thinking and/or skills in connected steps during the course of a lesson and/or across multiple lessons	Level 2 Teacher structures a single task at one level that minimally advance all students' thinking and/or skills during the course of a lesson and/or across multiple lessons	Level 1 Teacher does not structure leveled tasks that advance any student's thinking and/or skills in connected steps during the course of a lesson and/or across multiple lessons
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 4: The teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.			
Level 4 Teacher models and demonstrates the highest expectation that all children can learn at high levels regardless of family background, socio-economic status, or ability. The teacher takes an active role in ensuring that students have equitable opportunities to achieve	Level 3 Teacher models and demonstrates high expectations that all children can learn at high levels regardless of family background, socio-economic status, or ability	Level 2 Teacher demonstrates minimal expectations that children can learn at high levels regardless of family background, socio-economic status, or ability	Level 1 Teacher demonstrates little expectation that children can learn at high levels regardless of family background socio-economic status, or ability
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			

NEVADA DEPARTMENT OF EDUCATION

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SECTION 3A – NEPF TEACHER INSTRUCTIONAL STANDARDS

Standard 3: Students Engage in Meaning-Making through Discourse and Other Strategies			
Indicator 1: The teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students			
Level 4 Teacher provides effective guidance for all students to actively participate in reciprocal and sustained interactions that enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills	Level 3 Teacher provides adequate guidance for most students to actively participate in reciprocal and sustained interactions that generally enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills	Level 2 Teacher provides some guidance for some or most students to participate, to varying degrees, in limited interactions that somewhat enable them to articulate their developing understanding, only minimally deepening and/or consolidating that understanding or acquiring skills	Level 1 Teacher provides no, or almost no guidance for students to participate in any interactions that enable them to articulate their developing understanding; students are not deepening or consolidating their understanding or acquiring skills
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 2: The teacher provides opportunities for all students to create and interpret multiple representations.			
Level 4 Teacher effectively structures opportunities for all students to use varied representations that successfully engage student thinking, and successfully support their understanding of emerging/ developing concepts and/or their acquisition of skills	Level 3 Teacher adequately structures opportunities for most students to use more than one type of representation that generally engages student thinking, and generally supports their understanding of emerging/developing concepts and/or their acquisition of skills	Level 2 Teacher inadequately structures opportunities for some or most students to use representations; these opportunities only somewhat engage student thinking, and only somewhat support their understanding of emerging/developing concepts and/or their acquisition of skills	Level 1 Teacher structures no, or almost no opportunities for any students to use representations that engage student's thinking, and support their understanding of emerging/developing concepts and/or their acquisition of skills
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 3: The teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships.			
Level 4 Teacher uses various and effective strategies to help all students see connections and relationships between previous and present learning, furthering their understanding of emerging/developing concepts and/or their acquisition of skills	Level 3 Teacher uses sufficient strategies to help most students see connections and relationships between previous and present learning, generally furthering their understanding of emerging/developing concepts and/or their acquisition of skills	Level 2 Teacher uses limited strategies to help some or most students see connections and relationships between previous and present learning, only somewhat furthering their understanding of emerging/developing concepts and/or their acquisition of skills	Level 1 Teacher uses no, almost no strategies to help any student see connections and relationships between previous and present learning to further their understanding of emerging/developing concepts and/or their acquisition of skills
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 4: The teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.			
Level 4 Teacher effectively enacts classroom routines and expectations so that all students value each other's contributions and fully support each other's learning	Level 3 Teacher adequately enacts classroom routines and expectations so that most students value each other's contributions and generally support each other's learning	Level 2 Teacher inadequately enacts classroom routines and expectations so that few students value each other's contributions and/or minimally support each other's learning	Level 1 Teacher enacts no, or almost no classroom routines and expectations so that no, or almost no students value each other's contributions or support each other's learning
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			

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SECTION 3A – NEPF TEACHER INSTRUCTIONAL STANDARDS

Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning			
Indicator 1: The teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it.			
<p>Level 4 All students in the class can fully explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like</p>	<p>Level 3 Most students in the class can generally explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like OR Most students in the class can fully explain two of the following: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like</p>	<p>Level 2 Most students in the class can only vaguely explain one or more of the following: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like</p>	<p>Level 1 No, or almost no students can explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like</p>
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 2: Teacher structures opportunities for self-monitored learning for all students			
<p>Level 4 All students actively engage in reflection on their learning status, which is directly related to learning goals and performance criteria, during well-structured opportunities for reflection in the lesson</p>	<p>Level 3 Most students adequately engage in reflection on their learning status, which is generally related to learning goals and performance criteria, during moderately well-structured opportunities for reflection in the lesson</p>	<p>Level 2 Most students do not engage in adequate reflection on their learning status; this reflection is generally unrelated to learning goals and performance criteria, and there are only limited, and/or poorly structured opportunities for reflection in the lesson</p>	<p>Level 1 No, or almost no students engage in reflection on their learning status and there are no, or almost no opportunities for reflection in the lesson</p>
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 3: Teacher supports all students to take actions based on the students' own self-monitoring processes			
<p>Level 4 All students routinely take actions based on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support</p>	<p>Level 3 Most students frequently take actions based largely on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support</p>	<p>Level 2 Most student actions are infrequently based on their own assessment of their learning status and/or students have few self-assessment opportunities on which to base actions</p>	<p>Level 1 No, or almost no students take actions based on their own assessment of their learning status and/or students have no self-assessments on which to base actions</p>
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			

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SECTION 3A – NEPF TEACHER INSTRUCTIONAL STANDARDS

Standard 5: Assessment is Integrated into Instruction			
Indicator 1: Teacher plans on-going learning opportunities based on evidence of all students' current learning status			
Level 4 Teacher consistently plans on-going learning opportunities based on substantial, current evidence of all students' learning status	Level 3 Teacher frequently plans on-going learning opportunities based on adequate evidence of most students' learning status	Level 2 Teacher sometimes plans on-going learning opportunities based on evidence of some students' learning status; the evidence used is frequently outdated and/or limited	Level 1 Teacher plans no, or almost no on-going learning opportunities based on any evidence of students' learning status
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 2: Teacher aligns assessment opportunities with learning goals and performance criteria			
Level 4 Teacher fully aligns assessment opportunities with clearly specified learning goals and performance criteria to provide quality evidence of all students' learning status	Level 3 Teacher adequately aligns assessment opportunities with specified learning goals and performance criteria to provide adequate evidence of most students' learning status	Level 2 Teacher inadequately aligns assessment opportunities with learning goals and performance criteria; the learning goals and performance criteria are insufficiently specified to provide adequate evidence of most students' learning status	Level 1 Teacher aligns no, or almost no assessment opportunities with any learning goals and performance criteria
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 3: Teacher structures opportunities to generate evidence of learning during the lesson of all students			
Level 4 Teacher structures multiple and varied opportunities to generate evidence of all students' learning during the lesson	Level 3 Teacher structures adequate (e.g., several or varied) opportunities to generate evidence of most students' learning during the lesson	Level 2 Teacher structures limited opportunities to generate evidence of most students' learning during the lesson	Level 1 Teacher structures no, or almost no opportunities to generate evidence of any student's learning during the lesson
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 4: Teacher adapts actions based on evidence generated in the lesson for all students			
Level 4 Teacher effectively adapts her/his actions for all students in response to evidence presented and/or generated in the lesson	Level 3 Teacher adequately adapts her/his actions for most students in response to evidence presented and/or generated in the lesson	Level 2 Teacher inadequately adapts her/his actions for most students in response to evidence presented and/or generated in the lesson	Level 1 Teacher continues with planned lesson regardless of any evidence presented and/or generated in the lesson
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			

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APPLICATION TO USE ALTERNATE PERFORMANCE EVALUATION SYSTEM OR TOOLS

SECTION 3B – TEACHER PROFESSIONAL RESPONSIBILITIES STANDARDS

Standard 1: Commitment to the School Community			
Indicator 1: The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.			
Level 4 Teacher continually takes a visibly active role in driving instructional improvement in the school, leading collaborative groups around instructional practice to ensure that students are participating in instructional activities that meet their individual needs.	Level 3 Teacher collaborates with colleagues about improving instructional practice to ensure that students are participating in instructional activities that meet their individual needs.	Level 2 Teacher collaborates minimally with colleagues about improving instructional practice.	Level 1 Teacher does not or rarely collaborates with colleagues about improving instructional practice.
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 2: The teacher takes an active role in building a professional culture that supports school and district initiatives.			
Level 4 Teacher supports school leadership in cultivating and modeling a professional culture and takes a leadership role in implementing district and school initiatives.	Level 3 Teacher participates in building and modeling a professional culture within the school and fully supports implementing district and school initiatives	Level 2 Teacher minimally participates in building and modeling a professional culture within the school and/or inadequately supports implementing district and school initiatives.	Level 1 Teacher does not or rarely participates in building or modeling a professional culture within the school and does not support or rarely supports implementing district and school initiatives.
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 3: The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.			
Level 4 Teacher takes a facilitator role when he or she collaborates with other teachers, administrators, and the community to ensure that all students are in a safe and caring learning environment. The teacher facilitates building collective responsibility among all school staff regarding high academic and behavioral expectations for all students.	Level 3 Teacher adequately participates in and collaborates with other teachers and administrators and the community in creating a safe and caring learning environment. The teacher takes individual and shared responsibility for demonstrating appropriately high academic and behavioral expectations for all students.	Level 2 Teacher minimally participates in and/or collaborates with others in sustaining a safe and caring learning environment. The teacher takes full individual but limited shared responsibility for demonstrating high academic and behavioral expectations for students, or takes individual and shared responsibility for demonstrating high academic and behavioral expectations for only some students.	Level 1 Teacher does not or rarely participates in or collaborates with others in sustaining a safe and caring learning environment. The teacher takes only limited individual responsibility and no shared responsibility for demonstrating high academic and behavioral expectations for students.
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			

NEVADA DEPARTMENT OF EDUCATION

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SECTION 3B – TEACHER PROFESSIONAL RESPONSIBILITIES STANDARDS

Standard 2: Reflection on Professional Practice and Growth			
Indicator 1: The teacher seeks out feedback from instructional leaders and colleagues, and uses a variety of data to self-reflect on his or her practice.			
Level 4 Teacher is highly self-reflective, frequently seeking feedback from instructional leaders and colleagues, using multiple data points to assess the effectiveness of instruction, and modifying instruction based on those data. The teacher models self-reflection for colleagues and facilitates group reflective activities using multiple data sources, with colleagues.	Level 3 Teacher is adequately self-reflecting, obtaining feedback from instructional leaders and/or colleagues, and using those data to assess and modify instruction.	Level 2 Teacher is inadequately self-reflective, seeking feedback from instructional leaders and/or colleagues, but not using the data to modify instruction in the way the data represents.	Level 1 Teacher is rarely self-reflective. The teacher does not or rarely seeks out or uses feedback from instructional leaders or colleagues to modify instruction.
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 2: The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.			
Level 4 Teacher facilitates school- and/or district-level professional learning across the school community in order to improve instructional practices, and seeks out and participates in a variety of professional learning opportunities, applying them in the classroom.	Level 3 Teacher seeks out and participates in aligned professional learning opportunities to improve instructional performance, applying those professional learning experiences in the classroom.	Level 2 Teacher participates in required professional learning opportunities to improve instructional performance but shows minimal evidence of applying those professional learning experiences in the classroom.	Level 1 Teacher minimally participates in professional learning opportunities, rarely appears actively engaged during professional learning, and rarely applies learning experiences in the classroom.
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 3: The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.			
Level 4 Teacher actively pursues and maintains complex mentoring relationships (formal or informal) as a mentor (e.g. pre-service cooperating teacher). The teacher frequently seeks out teacher leadership opportunities and supports and models for colleagues to develop their leadership skills.	Level 3 Teacher actively seeks out opportunities to engage with colleagues as both a mentor and mentee (e.g. pre-service cooperating teacher), maintaining at least one mentoring role (formal or informal). The teacher seeks out leadership opportunities in order to develop leadership skills.	Level 2 Teacher maintains a passive role as a mentor or mentee (formal or informal), showing little engagement in the process. The teacher demonstrates minimal interest and skill in leadership.	Level 1 Teacher does not or rarely seeks out or maintains any role as a mentor or mentee (formal or informal) and shows neither interest nor skill in leadership.
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			

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SECTION 3B – TEACHER PROFESSIONAL RESPONSIBILITIES STANDARDS

Standard 3: Professional Obligations			
Indicator 1: The teacher models and advocates for fair, equitable and appropriate treatment of all students and families.			
Level 4 Teacher models and advocates for fair, equitable, and appropriate treatment of all students and families, and works with other staff and community members to apply similar positive beliefs and behaviors toward students and families. The teacher finds and uses appropriate resources to address issues of inequality.	Level 3 Teacher models and advocates for fair, equitable, and appropriate treatment of all students and families. The teacher discusses issues of equity and diversity with students and staff members. The teacher finds some appropriate resources to address issues of inequality.	Level 2 Teacher indicates an awareness of the need to treat all students fairly and equitably, but is inconsistent in how he or she communicates, models, and advocates for addressing the diverse needs of students and families.	Level 1 Teacher appears unaware of the need to treat all students and families fairly, equitably, and appropriately. The teacher does not advocate or rarely advocates for or communicates the need to address diverse needs of students and ignores signs of unequal treatment.
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 2: The teacher models integrity in all interactions with colleagues, students, families, and the community.			
Level 4 Teacher demonstrates and models the highest level of integrity (e.g. ethical standards of the profession) in all interactions with students, families, colleagues, and the community. The teacher takes an active role in ensuring that students and staff treat others with integrity.	Level 3 Teacher demonstrates and models a high level of integrity (e.g. ethical standards of the profession) in all interactions with students, families, colleagues, and the community.	Level 2 Teacher demonstrates a minimal level of integrity (e.g. ethical standards of the profession) with students, families, colleagues, and the community, such that the teacher behaviors minimally match ethics of the profession.	Level 1 Teacher demonstrates little integrity (e.g. ethical standards of the profession) with students, families, colleagues, and the community.
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 3: The teacher follows policies, regulations, and procedures specific to role and responsibilities.			
Level 4 Teacher takes a leadership role in developing and/or enacting school- and district-level policy, regulations, and procedures, and follows all policies, regulations, and procedures specific to his or her role and responsibilities.	Level 3 Teacher follows all policies, regulations, and procedures specific to his or her role and responsibilities.	Level 2 Teacher follows most policies, regulations, and procedures specific to his or her role and responsibilities.	Level 1 Teacher demonstrates little effort to follow policies, regulations, and/or procedures related to his or her role and responsibilities.
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			

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APPLICATION TO USE ALTERNATE PERFORMANCE EVALUATION SYSTEM OR TOOLS

SECTION 3B – TEACHER PROFESSIONAL RESPONSIBILITIES STANDARDS

Standard 4: Family Engagement			
Indicator 1: The teacher regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs, and includes parent/guardian requests and insights about the goals of instruction and student progress.			
Level 4 Teacher facilitates two-way communication on a regular basis with parents/guardians about the goals of instruction and student progress, using available tools that are responsive to the needs of the parents'/guardians' language. The teacher actively seeks to learn from parents/guardians' requests and insights, and incorporates feedback into instruction and communication on student progress.	Level 3 Teacher facilitates two-way communication on a regular basis with parents/guardians about the goals of instruction and student progress, using available tools that are responsive to the needs of the parents'/guardians' language. The teacher listens to parents'/guardians' requests and insights, and makes some effort to incorporate feedback into instruction and communication on student progress.	Level 2 Teacher attempts to communicate with parents/guardians on a regular basis about the instructional program and/or student progress, but is not responsive to language needs and does not attempt to include the parents'/guardians' insights and requests into instruction and communication on student progress.	Level 1 Teacher makes little or no attempt to communicate with parents/guardians about the instructional program or student progress.
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 2: The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.			
Level 4 Teacher frequently facilitates discussions with colleagues on how to improve communication with all parents/ guardians and how to welcome and encourage all parents/guardians and their students to become more active members of the school community. The teacher frequently encourages parents/guardians to come into classrooms as volunteers or experts, to attend school events, and to engage in other ways in the school community.	Level 3 Teacher welcomes all parents/guardians and students to become more active members of the school community. The teacher encourages parents/guardians to come into classrooms as volunteers or experts and attend school events.	Level 2 Teacher is welcoming to parents/guardians but infrequently encourages them and their students to become active members of the school community. The teacher offers little or no guidance to parents/guardians on ways in which they can participate.	Level 1 Teacher is cordial to parents/guardians when they are in the building, but makes little attempt to get them or their students to become active members of the school community.
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 3: The teacher informs and connects families and students to opportunities and services according to student needs			
Level 4 Teacher takes an active leadership role within the school in helping families and students throughout the school connect to a variety of services or opportunities based on the students' needs.	Level 3 Teacher regularly helps his or her students and their families connect to a variety of services or opportunities based on students' needs.	Level 2 Teacher sporadically helps his or her students and their families connect to services or opportunities based on students' needs.	Level 1 Teacher rarely helps families and students connect to services or opportunities.
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			

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SECTION 3B – TEACHER PROFESSIONAL RESPONSIBILITIES STANDARDS

Standard 5: Student Perception

Indicator 1: The students report that the teacher helps them learn.

<p>Level 4 Students report that the teacher continually supports self-regulated learning and is responsive to any need for assistance. The students indicate that the teacher encourages and expects students to problem solve prior to pursuing assistance.</p>	<p>Level 3 Students report that the teacher is often responsive and available to answer questions and/or to provide clarity concerning content. The students indicate that the teacher often encourages and supports self-regulated learning.</p>	<p>Level 2 Students report that the teacher is sometimes responsive and available to answer questions and/or provide clarity, but assistance is not always helpful.</p>	<p>Level 1 Students report that the teacher is not or rarely responsive and available to answer questions and/or to provide clarity. Students report that when the teacher does respond, it is not at all or rarely helpful.</p>
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Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)

Indicator 2: The students report that the teacher creates a safe and supportive learning environment.

<p>Level 4 Students report that the teacher maintains a safe and supportive learning environment. The students indicate the teacher empowers students to have a role in maintaining a positive learning environment.</p>	<p>Level 3 Students report that the teacher maintains a safe and supportive learning environment. The students indicate that the teacher encourages students to take a role in maintaining a positive learning environment.</p>	<p>Level 2 Students report that the teacher mostly maintains a safe and supportive learning environment. The students indicate that the teacher has primary responsibility for maintaining a positive classroom environment.</p>	<p>Level 1 Students report that the teacher does not or rarely maintains a safe and supportive learning environment. The students indicate that the students play no role in maintaining a positive classroom environment.</p>
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Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)

Indicator 3: The students report that the teacher cares about them as individuals and their goals or interests.

<p>Level 4 Students report that the teacher respects them and shows concern for their individual background, interests, and progress. The students indicate that the teacher encourages, expects, and honors student self-advocacy.</p>	<p>Level 3 Students report that the teacher respects them and shows concern for their individual background, interests, and progress. The students indicate that the teacher often respects and honors student self-advocacy.</p>	<p>Level 2 Students report that the teacher mostly respects them and shows concern for their individual background, interests, and progress. The students indicate that the teacher rarely respects and honors student self-advocacy.</p>	<p>Level 1 Students report that the teacher does not or rarely respects them and shows concern for their individual background, interests, and progress. Students indicate that self-advocacy is not respected and honored.</p>
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Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)

NEVADA DEPARTMENT OF EDUCATION

APPLICATION TO USE ALTERNATE PERFORMANCE EVALUATION SYSTEM OR TOOLS

SECTION 3C – ADMINISTRATOR INSTRUCTIONAL LEADERSHIP STANDARDS

Standard 1: Creating and Sustaining a Focus on Learning			
Indicator 1: Administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.			
Level 4 Administrator engages a broad-range of stakeholders in the development and implementation of a coherent vision for high student achievement and college and career readiness, continually reviewing and adapting the vision as appropriate to achieve learning goals.	Level 3 Administrator engages most stakeholders in the development of a coherent vision for high student achievement and college and career readiness, reviewing and adapting the vision when appropriate.	Level 2 Administrator engages some stakeholders in the development of a vision for high student achievement and college and career readiness, with limited review of the vision.	Level 1 Administrator engages no, or almost no stakeholders in the development of a vision for high student achievement and college and career readiness, with no, or almost no review of the vision.
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 2: Administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.			
Level 4 Administrator holds all teachers and students fully accountable for learning through regular and systematic monitoring of a wide-variety and range of performance data.	Level 3 Administrator holds most teachers and students accountable for learning through regular monitoring of a range of performance data.	Level 2 Administrator holds some teachers and students accountable for learning through limited monitoring of performance data.	Level 1 Administrator holds no, or almost no teachers and students accountable for learning.
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 3: Administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.			
Level 4 Administrator structures multiple and varied opportunities to actively engage all teachers in reflecting on their practice and taking improvement actions based on their own assessment to benefit student learning and support professional growth.	Level 3 Administrator structures sufficient opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.	Level 2 Administrator structures limited opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.	Level 1 Administrator structures no, or almost no opportunities to engage teachers in reflection on their practice and taking improvement actions to benefit student learning and support professional growth.
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 4: Administrator systematically supports teachers' short-term and long-term planning for student learning through a variety of means.			
Level 4 Administrator systematically and consistently supports each teacher's short-term and long-term planning for student learning through multiple and varied means.	Level 3 Administrator adequately supports teachers' short-term and long-term planning for student learning through a variety of means.	Level 2 Administrator provides limited support of teachers' short-term and long-term planning for student learning.	Level 1 Administrator provides no, or almost no support of teachers' short-term and long-term planning for student learning.
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			

NEVADA DEPARTMENT OF EDUCATION

APPLICATION TO USE ALTERNATE PERFORMANCE EVALUATION SYSTEM OR TOOLS

SECTION 3C – ADMINISTRATOR INSTRUCTIONAL LEADERSHIP STANDARDS

Standard 2: Creating and Sustaining a Culture of Continuous Improvement			
Indicator 1: Administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.			
Level 4 Administrator sets clear and high, yet achievable, expectations for all teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.	Level 3 Administrator sets clear and adequate expectations for teacher performance and student performance and creates an adequate system for monitoring and follow-up on growth and development.	Level 2 Administrator sets minimal expectations for teacher performance and student performance and minimally monitors growth and development.	Level 1 Administrator sets no, or almost no expectations for teacher performance and student performance and creates no system for monitoring growth and development.
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 2: Administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.			
Level 4 Administrator fully supports teacher development for all teachers through quality observation, feedback, coaching, and professional learning structures.	Level 3 Administrator adequately supports teacher development for most teachers through quality observation, feedback, coaching, and professional learning structures.	Level 2 Administrator provides minimal support for teacher development through quality observation, feedback, coaching, and professional learning structures.	Level 1 Administrator provides no, or almost no support for teacher development.
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 3: Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.			
Level 4 Administrator gathers and analyzes multiple sources and a wide-variety of data to systematically and consistently monitor and evaluate progress of school learning goals to drive continuous improvement.	Level 3 Administrator gathers and analyzes adequate sources of data to sufficiently monitor and evaluate progress of school learning goals to drive continuous improvement.	Level 2 Administrator gathers and analyzes limited sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.	Level 1 Administrator gathers and analyzes no, or almost no sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 4: Operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.			
Level 4 Administrator models and demonstrates the highest expectation that all children can learn at high levels regardless of family background, socio-economic status, or ability. The administrator builds collective school responsibility to ensure that students have equitable opportunities to achieve.	Level 3 Administrator models and demonstrates high expectations that all children can learn at high levels regardless of family background, socio-economic status, or ability.	Level 2 Administrator demonstrates minimal expectations that children can learn at high levels regardless of family background, socio-economic status, or ability.	Level 1 Administrator demonstrates little expectation that children can learn at high levels regardless of family background, socio-economic status, or ability.
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			

NEVADA DEPARTMENT OF EDUCATION

APPLICATION TO USE ALTERNATE PERFORMANCE EVALUATION SYSTEM OR TOOLS

SECTION 3C – ADMINISTRATOR INSTRUCTIONAL LEADERSHIP STANDARDS

Standard 3: Creating and Sustaining Productive Relationships			
Indicator 1: Administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults’ and students’ well-being to create a positive affective experience for all members of the school’s community.			
Level 4 Administrator fully demonstrates a welcoming, mutually - respectful, and caring environment and an interest in all adults’ and students’ well-being to create a positive affective experience for all members of the school community.	Level 3 Administrator adequately demonstrates a welcoming, respectful, and caring environment and an interest in adults’ and students’ well-being to create a positive affective experience for members of the school community.	Level 2 Administrator inadequately demonstrates a welcoming, respectful, and caring environment and an interest in adults’ and students’ well-being to minimally create a positive affective experience for members of the school community.	Level 1 Administrator does not demonstrate a welcoming, respectful, and caring environment and an interest in most adults’ and students’ well-being and does not create a positive affective experience for all members of the school community.
<i>Explanation of how district’s alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 2: Administrator provides opportunities for extended, productive discourse between the administrator and teacher(s) and among teachers to support decision-making processes.			
Level 4 Administrator provides multiple and varied opportunities for extended, productive discourse between the administrator and all teachers and among all teachers to support effective decision-making processes.	Level 3 Administrator provides adequate opportunities for extended, productive discourse between the administrator and teachers and among teachers to support decision-making processes.	Level 2 Administrator provides few opportunities for productive discourse between the administrator and teachers and among teachers to support decision-making processes.	Level 1 Administrator provides no, or almost no opportunities for productive discourse between the administrator and teachers and among teachers to support decision-making processes.
<i>Explanation of how district’s alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 3: Administrator structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.			
Level 4 Administrator effectively structures the school environment to enable productive collaboration between administrators and all teachers and among teachers to further school goals.	Level 3 Administrator adequately structures the school environment to enable sufficient collaboration between administrators and teachers and among teachers to further school goals.	Level 2 Administrator minimally structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.	Level 1 Administrator does not structure the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.
<i>Explanation of how district’s alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 4: Administrator has structures and processes in place to communicate and partner with teachers and parents in support of the school’s learning goals.			
Level 4 Administrator has effective and varied structures and processes in place to effectively communicate and partner with all teachers and parents in support of the school’s learning goals.	Level 3 Administrator has adequate structures and processes in place to sufficiently communicate and partner with teachers and parents in support of the school’s learning goals.	Level 2 Administrator has limited structures and processes in place and inadequately communicates and partners with teachers and parents in support of the school’s learning goals.	Level 1 Administrator has no, or almost no structures and processes in place to communicate and partner with teachers and parents in support of the school’s learning goals.
<i>Explanation of how district’s alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			

NEVADA DEPARTMENT OF EDUCATION

APPLICATION TO USE ALTERNATE PERFORMANCE EVALUATION SYSTEM OR TOOLS

SECTION 3C – ADMINISTRATOR INSTRUCTIONAL LEADERSHIP STANDARDS

Standard 4: Creating and Sustaining Structures			
Indicator 1: Administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.			
Level 4 Administrator implements effective systems and processes to effectively align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.	Level 3 Administrator implements sufficient systems and processes to adequately align curriculum, instruction, and assessment to state standards and college-readiness standards, reviewing and adapting when appropriate.	Level 2 Administrator implements limited systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards.	Level 1 Administrator implements no, or almost no systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards.
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 2: Administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.			
Level 4 Administrator develops effective systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.	Level 3 Administrator develops sufficient systems and processes to minimally implement a coherent and articulated curriculum across the entire school, reviewing and adapting when appropriate.	Level 2 Administrator develops limited systems and processes to minimally implement a coherent and articulated curriculum across the entire school.	Level 1 Administrator develops no, or almost no systems and processes to minimally implement a coherent and articulated curriculum across the entire school.
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 3: Administrator allocates resources effectively, including organizing time, to support learning goals.			
Level 4 Administrator allocates and reallocates human and fiscal resources effectively, including organizing time, to support learning goals and achieve the school's vision.	Level 3 Administrator allocates resources adequately, including organizing time, to support learning goals.	Level 2 Administrator allocates resources inadequately including organizing time, to minimally support learning goals.	Level 1 Administrator allocates no or almost no resources to support learning goals.
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			

NEVADA DEPARTMENT OF EDUCATION

APPLICATION TO USE ALTERNATE PERFORMANCE EVALUATION SYSTEM OR TOOLS

SECTION 3D – ADMINISTRATOR PROFESSIONAL RESPONSIBILITIES STANDARDS

Standard 1: Manages Human Capital			
Indicator 1: The administrator collects high quality observation data and evidence of teacher practice in a fair and equitable manner, and utilizes the results of evaluations to provide supports to improve performance.			
Level 4 The administrator consistently and systematically collects high quality observation data and evidence of teacher practice in a fair and equitable manner, and fully uses evaluation results to strategically provide individualized and school-wide supports to improve performance. The administrator models fair and equitable evaluation practices.	Level 3 The administrator collects high quality observation data and evidence of teacher practice in a fair and equitable manner, and sufficiently utilizes the results of evaluations to provide appropriate supports to improve performance.	Level 2 The administrator collects observation data and evidence of teacher practice in a fair and equitable manner but minimally utilizes the results of evaluations as evidenced by providing only limited supports to improve performance.	Level 1 The administrator does not or rarely collects observation data and evidence of teacher practice in a fair and equitable manner, and does not or rarely uses the results of evaluations to provide supports to improve performance.
Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)			
Indicator 2: The administrator uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers.			
Level 4 The administrator leads a team in using available data, including teacher effectiveness data, to successfully identify, recognize, support, and retain teachers. The administrator collaborates with all teachers and staff to actively monitor and improve these processes.	Level 3 The administrator sufficiently uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers and monitors these processes appropriately.	Level 2 The administrator minimally uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers and minimally monitors these processes.	Level 1 The administrator does not or rarely uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers and/or fails to monitor the effectiveness of these processes.
Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)			
Indicator 3: The administrator supports the development of teacher leaders and provides leadership opportunities.			
Level 4 The administrator collaborates with instructional staff and the leadership team to provide extensive support for the development of teacher leaders and provides multiple and varied leadership opportunities.	Level 3 The administrator supports or designates others to sufficiently support the development of teacher leaders and provide leadership opportunities; however, this is completed with limited input from the instructional staff or leadership team.	Level 2 The administrator minimally supports the development of teacher leaders and provides limited or inadequate leadership opportunities.	Level 1 The administrator does not or rarely supports the development of teacher leaders and does not provide leadership opportunities.
Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)			
Indicator 4: The administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework.			
Level 4 The administrator leverages the Nevada Teacher Evaluation Framework for continuous improvement in performance, and coaches or mentors other principals in using the framework with fidelity. The administrator communicates the requirements and expectations to all school leadership and staff.	Level 3 The administrator leverages the Nevada Teacher Evaluation Framework. The administrator communicates the requirements and expectations to all school leadership and staff.	Level 3 The administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework. The administrator makes limited attempts to communicate the requirements and expectations to others.	Level 1 The administrator does not or rarely complies with the requirements and expectations of the Nevada Teacher Evaluation Framework. The administrator does not or rarely communicates, or is unsuccessful in communicating, the requirements and expectations to others.
Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)			

NEVADA DEPARTMENT OF EDUCATION

APPLICATION TO USE ALTERNATE PERFORMANCE EVALUATION SYSTEM OR TOOLS

SECTION 3D – ADMINISTRATOR PROFESSIONAL RESPONSIBILITIES STANDARDS

Standard 2: Self-reflection and Professional Growth			
Indicator 1: The administrator seeks out feedback from colleagues and staff, and uses a variety of data to self-reflect on his or her practice.			
Level 4 The administrator models high levels of self-reflection, seeks out feedback from multiple sources, and using a variety of data to systematically reflect on and adjust his or her instructional leadership and professional practice behaviors while setting timely and challenging professional growth goals.	Level 3 The administrator seeks out feedback from colleagues and staff, and uses a variety of data to self-reflect, adjust his or her instructional leadership and professional practice behaviors and set appropriate professional growth goals.	Level 2 The administrator seeks out feedback from a limited set of colleagues and staff, and uses a narrow collection of data to minimally self-reflect, adjust his or her instructional leadership and professional practice behaviors and set professional growth goals.	Level 1 The administrator does not or rarely seeks out feedback from colleagues and staff and/or does not or rarely uses additional data to self-reflect on his or her instructional leadership and professional practice behaviors.
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 2: The administrator seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.			
Level 4 The administrator seeks a wide variety of opportunities to increase his or her professional knowledge in an effort to remain current on educational research and evidence-based practices. The administrator shares and applies knowledge gained within the school and the district.	Level 3 The administrator seeks appropriate opportunities to increase his or her professional knowledge in an effort to remain current on educational research and evidence-based practices. The administrator shares and applies knowledge gained within the school.	Level 2 The administrator seeks limited opportunities to increase his or her professional knowledge in an effort to remain current on educational research and evidence-based practices. The administrator makes a limited attempt to share and/or apply knowledge gained within the school.	Level 1 The administrator does not or rarely seeks out opportunities to increase his or her professional knowledge in an effort to remain current on educational research and evidence-based practices. The administrator rarely makes an attempt to share and/or apply knowledge gained within the school.
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 3: The administrator pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community.			
Level 4 The administrator pursues a wide variety of fully aligned professional learning opportunities and applies the information and practices acquired to continuously improve more than three key areas of his/her instructional leadership across the school community. The administrator is a model for and encourages staff and teachers in pursuing aligned professional learning opportunities.	Level 3 The administrator pursues aligned professional learning opportunities and applies the information and practices acquired to improve up to three key areas of his or her instructional leadership	Level 2 The administrator pursues limited or poorly aligned professional learning opportunities or minimally applies the information and practices acquired to improve his or her instructional leadership across the school community.	Level 1 The administrator does not or rarely pursues aligned professional learning opportunities or inadequately applies the information and practices acquired to improve his or her instructional leadership across the school community.
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			

NEVADA DEPARTMENT OF EDUCATION

APPLICATION TO USE ALTERNATE PERFORMANCE EVALUATION SYSTEM OR TOOLS

SECTION 3D – ADMINISTRATOR PROFESSIONAL RESPONSIBILITIES STANDARDS

Standard 3: Professional Obligations			
Indicator 1: The administrator models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families.			
<p>Level 4 The administrator models, advocates, trains, and supports other leaders, staff, and community members in providing fair, equitable, and appropriate treatment of all personnel, students, and families. The administrator takes immediate actions that fully address and resolve issues of unfair, inequitable, and inappropriate treatment of others.</p>	<p>Level 3 The administrator sufficiently models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families. The administrator takes appropriate and sufficient actions that address issues of unfair, inequitable, and inappropriate treatment of others.</p>	<p>Level 2 The administrator inconsistently models and/or advocates for fair, equitable, and appropriate treatment of all personnel, students, and/or families. The administrator hesitates in taking action or takes insufficient actions that only partially address issues of unfair, inequitable, and inappropriate treatment of others.</p>	<p>Level 1 The administrator does not or rarely models or advocates for fair, equitable, and appropriate treatment of all personnel, students, and families. The administrator does not or rarely takes action or takes ineffective actions that fail to address issues of unfair, inequitable, and inappropriate treatment of others.</p>
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 2: The administrator models integrity in all interactions with colleagues, staff, students, family, and the community.			
<p>Level 4 The administrator demonstrates and models the highest level of integrity (e.g. ethical standards of the profession) in all interactions with students, families, colleagues, and the community. The administrator takes an active role in ensuring that students and staff treat others with integrity.</p>	<p>Level 3 The administrator models a high level of integrity (e.g. ethical standards of the profession) in all interactions with colleagues, staff, students, families, and the community, and encourages and supports (through communications and professional development activities) all school staff in doing the same.</p>	<p>Level 2 The administrator models a minimal level of integrity (e.g. ethical standards of the profession) in interactions with colleagues, staff, students, families, and the community.</p>	<p>Level 1 The administrator models little integrity (e.g. ethical standards of the profession) in interactions with colleagues, staff, students, families, and the community.</p>
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 3: The administrator respects the rights of others with regard to confidentiality and dignity, and engages in honest interactions.			
<p>Level 4 The administrator fully respects the rights of all others with regard to confidentiality and dignity, consistently engages in honest interactions, and requires all members of the school community to do the same. The administrator monitors the school instructional environment to ensure that staff maintain a culture of respect, dignity, and honesty.</p>	<p>Level 3 The administrator fully respects the rights of others with regard to confidentiality and dignity, engages in honest interactions, and encourages all members of the school community to do the same.</p>	<p>Level 2 The administrator inconsistently respects the rights of others with regard to confidentiality and dignity, and/or inconsistently engages in honest interactions.</p>	<p>Level 1 The administrator does not or rarely respects the rights of others with regard to confidentiality and/or dignity, and/or does not engage in honest interactions.</p>
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 4: The administrator follows policies, regulations, and procedures specific to role and responsibilities.			
<p>Level 4 The administrator consistently and fully follows policies, regulations, and procedures specific to role and responsibilities, and encourages and supports school staff in doing the same. The administrator monitors the school instructional environment to ensure staff follow policies, regulations, and procedures.</p>	<p>Level 3 The administrator sufficiently follows all policies, regulations, and procedures specific to his or her role and responsibilities. The administrator monitors the school instructional environment to ensure most staff follow policies, regulations, and procedures.</p>	<p>Level 2 The administrator follows most policies, regulations, and procedures specific to his or her role and responsibilities. The administrator somewhat monitors the school instructional environment to ensure staff follow policies, regulations, and procedures.</p>	<p>Level 1 The administrator follows few or no policies, regulations, and procedures specific to his or her role and responsibilities. The administrator does not or rarely monitors the school instructional environment to ensure staff follow policies, regulations, and procedures.</p>
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			

NEVADA DEPARTMENT OF EDUCATION

APPLICATION TO USE ALTERNATE PERFORMANCE EVALUATION SYSTEM OR TOOLS

SECTION 3D – ADMINISTRATOR PROFESSIONAL RESPONSIBILITIES STANDARDS

Standard 4: Family and Community Engagement			
Indicator 1: The administrator involves families and the community in appropriate policy implementation, program planning, and assessment.			
Level 4 The administrator frequently involves families and the community in appropriate policy implementation, program planning, and assessment by offering forums for discussion and providing a wide range of opportunities for participation in the school community.	Level 3 The administrator sufficiently involves families and the community in appropriate policy implementation, program planning, and assessment by gathering and incorporating their input as appropriate.	Level 2 The administrator minimally involves families and the community in a limited range of areas in policy implementation, program planning, and/or assessment.	Level 1 The administrator does not or rarely involves families and the community in any policy implementation, program planning, and assessment.
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 2: The administrator involves families and community members in the realization of vision and in related school improvement efforts.			
Level 4 The administrator consistently pursues a shared sense of commitment by continuously involving families and community members in the realization of vision and in related school improvement efforts.	Level 3 The administrator sufficiently involves families and community members in the realization of vision and in related school improvement efforts.	Level 2 The administrator minimally involves families and/or community members or involves only a limited number of families and community members in the realization of vision and in related school improvement efforts.	Level 1 The administrator does not or rarely involves families and community members in the realization of vision and in related school improvement efforts.
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			
Indicator 3: The administrator connects students and families to community health, human, and social services as appropriate.			
Level 4 The administrator systematically connects students and families to a wide variety of community, health, human and social services as appropriate, and encourages other staff and teachers to take a leadership role in providing similar connections.	Level 3 The administrator sufficiently connects students and families to community health, human, and social services as appropriate.	Level 2 The administrator minimally connects students and families or only connects a small number of students and families to community health, human, and/or social services as appropriate.	Level 1 The administrator does not or rarely connects students and families to community health, human, and/or social services as appropriate.
<i>Explanation of how district's alternate system is equivalent to the NEPF indicator above: (Include evidence sources that will be used to determine level of performance.)</i>			