

Nevada Department of Education

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

**2018-2019
Other Licensed
Educational
Personnel
(OLEP)
Protocols**



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To ensure accessibility in accordance with the Americans with Disabilities Act (ADA), please use the down arrow key to navigate this tool.

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EVALUATION SYSTEM GOALS

The Nevada Educator Performance Framework Goals:

- Goal 1: Foster student learning and growth.
- Goal 2: Improve educators' effective instructional practices.
- Goal 3: Inform human capital decisions based on a professional growth system.
- Goal 4: Engage stakeholders in the continuous improvement and monitoring of a professional growth system.

Main Purposes of the Evaluation Framework

The overall purpose of Nevada's Educator Performance Framework (NEPF) for Other Licensed Educational Personnel is to identify effective practices and leadership, and to establish criteria to determine:

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

The passage of AB222 during the 2011 legislative session created the Teachers and Leaders Council (TLC) and outlined the expectations of a statewide performance evaluation system for teacher and school administrators. To develop a statewide performance evaluation system with a clear purpose, the first order of business for TLC members at the October 2011 meeting was to determine guiding beliefs and goals. The goals of the statewide performance evaluation system, now known as the Nevada Educator Performance Framework, align with the TLC's vision to promote educator effectiveness and to ensure all students master standards and attain essential skills to graduate high school ready for college and career success. This vision started with belief statements as outlined below. The comprehensive list is located in the TLC White Paper 2011-2013.

- "All educators* (see definition in glossary) can improve through effective, targeted professional development, as identified through the evaluation process and connected to district improvement plans and goals designed to inform and transform practice;
- An effective evaluation system must include clear expectations for both professional practice and student growth as well as fair, meaningful, and timely feedback;
- A consistent and supportive teacher and administrator evaluation system includes opportunities for self-reflection and continuous, measurable feedback to improve performance of students, teachers, administrators, and the system;

- The evaluation system must be part of a larger professional growth system that consistently evolves and improves to support the teachers and administrators that it serves;

The system based on these guiding beliefs should ensure that educators:

- Positively impact the achievement of students in Nevada;
- Grow professionally through targeted, sustained professional development and other supports;
- Monitor student growth, identify and develop quality instructional practices, and share effective educational methods with colleagues;
- Reflect upon practice and take ownership for their professional growth; and
- Participate in constructive dialogue and obtain specific, supportive feedback from evaluators.”

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

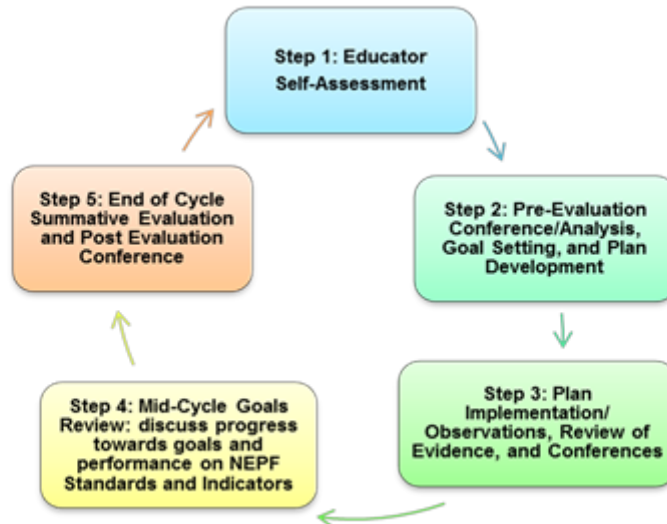
The Department of Education assembled workgroups of individuals in the respective Other Licensed Educational Personnel (OLEP) groups to develop Standards and Indicators based on their respective state and national associations.

These guiding beliefs are the foundation on which the NEPF and the NEPF for OLEPs was created.

THE EVALUATION CYCLE

The evaluation cycle is a year-long process with multiple components. The following guidelines are designed to help evaluators implement the Nevada Educator Performance Framework

Figure 1: Evaluation Cycle

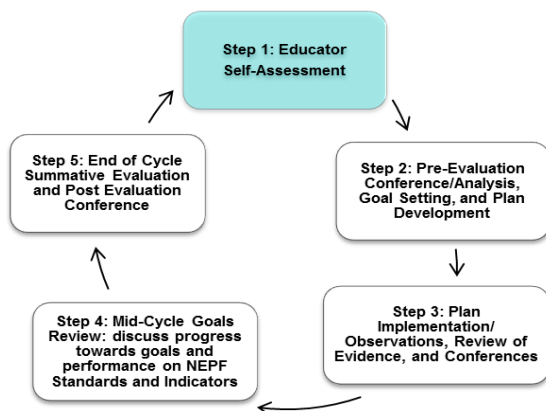


At the beginning of the school year:

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

Figure 2: Typical Evaluation Cycle

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



Step 1: Educator Self-Assessment

The first step of the NEPF Evaluation Cycle is self-assessment and preliminary goal setting. The key actions are for the educator to analyze data, reflect on performance, and identify one professional practice goal.

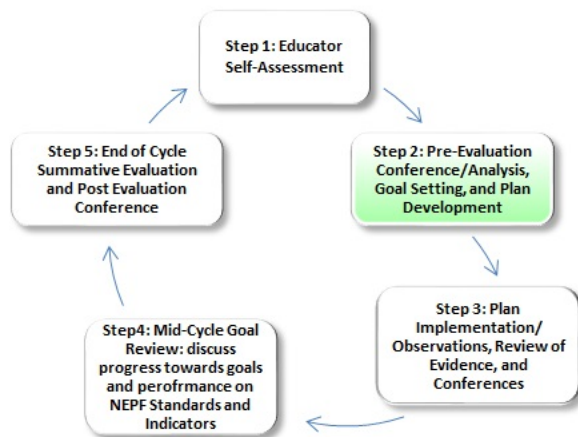
This is a critical moment for the educator to take ownership of the process. A guiding principle for the NEPF is that evaluation should be done *with* educators, not *to* them. Embracing the self-assessment step of the process empowers the educator being evaluated to shape the conversation by stating what they identify as strengths, the areas on which they want to focus, and what support they need. The educator’s position is more powerful when backed by specific evidence, clear alignment with school and district priorities and initiatives, and strong use of individual and team goals.

✓ **Self-Assessment:**

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

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

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



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

This step of the evaluation cycle for continuous improvement is where joint goal setting and plan development occurs. It begins with the educator sharing his/her self-assessment and proposed goal with the evaluator during the Pre-Evaluation Conference. The educator collaborates with the evaluator to refine the goal and Educator Plan as needed. The Plan should create a clear path for action to support the educator’s professional growth and improvement, align with school and district goals, leverage existing professional development and expertise from within the school/district, and include proposed evidence.

✓ **Goal Setting and Planning:**

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

✓ **Professional Practice Goal:**

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

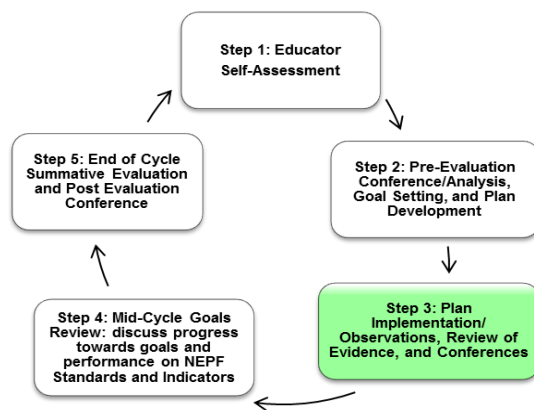
✓ **Rubrics Review**

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

- Are there any assumptions about specific Indicators that need to be shared because of the role specific context (e.g. school, caseload, etc.)?
- Are there any Indicators for which effective performance will depend on factors beyond the control of the educator? If so, how will those dependencies be accounted for in the evaluation process?
- Are there any Indicators that previous performance identified as an area for growth, and will need to be a specific focus for part or all of the year?

✓ **Goal and Plan Confirmation:**

The evaluator analyzes the educator’s proposed Professional Practice Goal alongside the NEPF rubrics. The educator and evaluator agree on the goal to be included in the Plan and the evidence to be used to determine performance levels on each Indicator.



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

The third step of the evaluation cycle is implementing the Educator Plan. For the duration of the cycle, the educator pursues the attainment of high-level performance on **all** Standards and Indicators to support the student learning and professional practice goal identified in the Plan. The evaluator provides feedback for improvement, ensures timely access to planned supports, and reviews evidence on educator performance and progress toward goal through multiple sources. **A single evidence source can be used to support evidence of performance on multiple Standards and/or Indicators.** Additionally, the educator *may* choose to collect evidence for review throughout the cycle, **but should not create artifacts specifically for the evidence review.** Educators should use documents that occur as part of the everyday practice that support their practice and assist with student learning.

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

✓ **Plan Implementation:**

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

✓ **Evidence Review:**

- The evaluator reviews evidence described in the plan and other relevant data to demonstrate performance on the NEPF Standards and Indicators using the **Observation/Evidence Review Tool**.
- The evaluator reviews evidence to identify corresponding NEPF Standards and Indicators.

- Observations are **NOT** scored.

✓ **Observation and Conference Process:**

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

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

Figure 3: Recommended Differentiated Evaluation Cycle

Personnel	Evaluation Frequency	Scheduled Observation Cycles Required per Evaluation
Probationary educators in year one of their probationary period OR All educators whose previous year rating was ineffective or developing	1 time per year	3 scheduled observation cycles (minimum) supervising administrator must conduct 2 of the 3 required observations
Probationary educators whose immediately preceding year rating was effective or highly effective	1 time per year	2 scheduled observation cycles (minimum) supervising administrator must conduct 1 of the 2 required observations
Probationary educators whose rating for two consecutive years were effective or highly effective OR Post-probationary educators whose previous year rating was effective or highly effective	1 time per year	1 scheduled observation cycle (minimum) supervising administrator must conduct the 1 required observation

Figure 4: Recommended Evaluation Components & Timeline

Evaluation Component	Probationary educators in year one of their probationary period OR All educators whose previous year rating was ineffective or developing	Probationary educators whose immediately preceding year rating was effective or highly effective	Probationary educators whose rating for two consecutive years were effective or highly effective OR Post-probationary educators whose previous year rating was effective or highly effective
Self-Assessment, Goal Setting & Plan Development	prior to first observation/evidence review	prior to first observation/evidence review	prior to first observation/evidence review and recommended within 50 days of start of instruction
Observation Cycle(s) <ul style="list-style-type: none"> • Pre-observation conference • Observation(s) • Post-observation conference 	<ul style="list-style-type: none"> • 1st scheduled observation must occur within 40 days after the first day of instruction • 2nd scheduled observation must occur after 40 days but within 80 days after the first day of instruction • 3rd scheduled observation must occur after 80 days but within 120 days after the first day of instruction 	<ul style="list-style-type: none"> • 1st scheduled observation must occur within 40 days after the first day of instruction • 2nd scheduled observation must occur after 40 days but within 80 days after the first day of instruction 	<ul style="list-style-type: none"> • The observation must occur within 120 days after the first day of instruction
Evidence Review & Conferencing	Following each observation cycle	Following each observation cycle	Following each observation cycle
Mid-Cycle Goal Review	Approximately halfway through the school year	Approximately halfway through the school year	Approximately halfway through the school year
Summative Evaluation & Conference	The Performance Rating is assigned based on evidence reviewed throughout the school year. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year.	The Performance Rating is assigned based on evidence reviewed throughout the school year. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year	The Performance Rating is assigned based on evidence reviewed throughout the school year. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year

Observation Process:

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

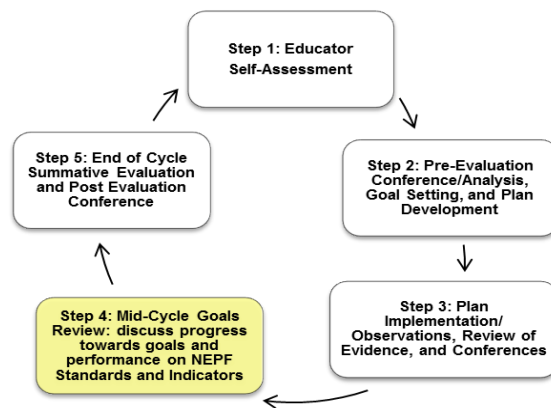
Pre-Observation Conferences: Each scheduled observation is preceded by a Pre-Observation Conference. This provides the educator an opportunity to discuss needs and evidence for the strategies used. It is also recommended that the **educator being evaluated leads these discussions** and provides the rationale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

Post-Observation Conferences: Following all observations, the Post-Observation Conference should be a joint discussion between the educator and evaluator. This is a time during which the **evaluator provides explicit feedback on performance**, and educator professional learning needs are discussed and identified. (Professional learning opportunities for the evaluator on how to provide explicit and constructive feedback is essential). Based on observations and evidence, if an educator's performance is likely to be rated ineffective or developing, the evaluator uses the **Educator Assistance Plan Tool** to develop and implement an assistance plan pursuant to NRS 391.695 and/or 391.715. Early support is best; therefore, this tool should be used to assist educators at any time during the evaluation cycle.

“Scheduled” (announced) observations are those observations for which prior notice is given and a pre-observation conference has been held. The minimum number of scheduled observations is differentiated according to experience and performance as outlined in the Differentiated Evaluation Cycle.

“Unscheduled” observations follow the same procedure as scheduled observations, with the exception of the requirements for a pre-observation conference and the minimum twenty-minute duration for educators. Best practices suggest more frequent observations paired with brief reflective conferences support greater improvement of professional practice. **Post-observation conferences for scheduled and unscheduled observations can be combined into a single meeting, regardless of the length of time between the observations.** Unscheduled observations may be conducted throughout the year at the discretion of the evaluator, with no minimum or maximum.

Observations may be conducted by other authorized personnel. The quantities of scheduled observations that must be conducted by the *evaluator* are outlined in Differentiated Evaluation Cycle graphic.



Step 4: Mid-Cycle Goal Review

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

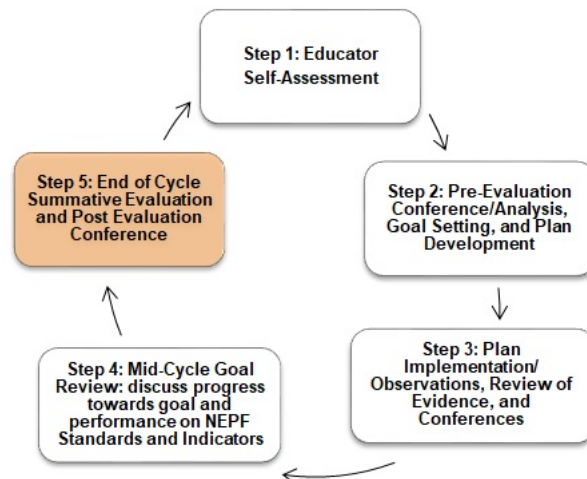
This step is used to prompt reflection, promote dialogue between the educator and evaluator, and plan changes to practice, and/or goal, as necessary. The Mid-Cycle Goal Review is the time when the educator and evaluator formally meet to discuss the educator’s performance to date and progress towards their PPG. The educator and evaluator may choose to revise the PPG if appropriate. The evaluator may use the **Educator Assistance Plan** to provide specific resources and directives to the educator if evidence from observations warrants the additional guidance. It is an opportunity for taking stock by reviewing evidence identified by the educator and evaluator. If there are patterns of evidence demonstrating performance that is potentially leading to a final rating of *ineffective* or *developing*, this is a critical time for the evaluator to discuss this evidence so there are no “surprises” during the summative evaluation. More importantly, if an educator is having difficulty, this allows the evaluator to provide the educator with the assistance needed to address areas of concern. Evaluators use the **Educator Assistance Plan Tool** to provide directives and to describe the actions that will be taken to assist the educator.

✓ **Progress Review:**

At mid-cycle, the evaluator analyzes the data and evidence reviewed to date and shares an assessment of progress on the goal detailed in the **Goal Setting and Planning Tool**.

✓ **Mid-Cycle Conference:**

Educator and evaluator develop a shared understanding of progress made toward each goal and the educator’s performance on the Standards and Indicators. The evaluator will identify mid-course adjustments if needed.



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

The final step is the summative evaluation, which completes a full evaluation cycle. In this step, the evaluator reviews and analyzes the **Observation/Evidence Review Tool** data, gathers additional evidence and insights from the educator (if necessary), and identifies performance levels on the NEPF Indicators to determine Standard scores and the overall rating. Thoughtful summative evaluation identifies trends and patterns in performance and offers feedback for improvement. It also provides the educator with valuable information that strengthens self-reflection and analysis skills.

- ✓ **Scoring of Educational Practice Category:** The evaluator reviews the tools and relevant evidence reviewed throughout the cycle for the purpose of determining Performance Levels (PL) for each of the Indicators.

Scoring:

- The PL for each Indicator is 1- 4 (whole numbers only). The evaluator uses the data from the **Observation/Evidence Review Tool** documented throughout the cycle to identify the PLs for each Indicator and inputs them into the **Summative Evaluation Tool**.
 - The Indicator PLs are then used to calculate the score for each Standard. This is done by averaging all PLs for each Standard.
 - Overall scores are calculated by averaging the Standard scores for each.
 - The final Educational Practice score is then determined by adding the weighted scores on the **Summative Evaluation Tool**.
- ✓ **Evaluation Conference:** During the final evaluation conference, the educator and evaluator review the **Summative Evaluation Tool** on which the evidence and final rating for the educator’s performance on all domains is recorded. Once final scoring ranges are recommended by the TLC and approved by the State Board, the table below will

be updated to show the scoring ranges used to determine the final rating for OLEP groups for the 2018-2019 school year.

Figure 5: 2018-2019 NEPF Scoring Ranges**

School Speech Language Pathologists		School Counselors, Nurses, Psychologists, Social Workers, and Teacher-Librarians	
Score Range	Final Rating	Score Range	Final Rating
3.42 – 3.8*	Highly Effective	3.6 – 4.0	Highly Effective
2.66 – 3.41	Effective	2.8 – 3.59	Effective
1.83 – 2.65	Developing	1.91 – 2.79	Developing
1.0 – 1.82	Ineffective	1.0 – 1.9	Ineffective

* Highest attainable score is 3.8 due to multiple indicators for which a performance level of 4 is not available.

**Score ranges approved by the NV State Board of Education for the 2018-2019 school year only. TLC to recommend new score ranges to the State Board of Education based on analysis of aggregate field test and 2018-2019 school year NEPF data.

GLOSSARY

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

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

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

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

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

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

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

Framework – The system by which the measures are combined to evaluate the effectiveness of educators and make overall performance decisions.

Indicator – Specific activity or process demonstrated by the educator being evaluated which provides evidence of the high leverage standard or professional practice being measured.

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

Measure – Used to assess educator performance on any standard. Examples of measures could be the Nevada CRT or a specific classroom observation rubric.

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

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

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

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

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

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

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

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

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

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

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

APPENDIX A – Other Licensed Educational Personnel (OLEP) FRAMEWORKS

Overview of the Frameworks

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

The School Counselor is defined as an individual that holds a valid Nevada license issued by the Superintendent of Public Instruction with an endorsement as a School Counselor and working in that position. Their rubric consists of one category and one domain. The Educational Practice Category consists of the Professional Responsibilities Domain. The domain is weighted, as approved by the TLC and the State Board of Education, for the 2018-2019 school year at 100%.

The School Nurse is defined as a professional school nurse (BS/RN) that hold a valid Department of Education license with a school nurse endorsement, and are working in a school nurse role. Their rubric consists of one category and one domain. The Educational Practice Category consists of the Professional Practice Domain. The domain is weighted, as approved by the TLC and the State Board of Education, for the 2018-2019 school year at 100%.

The School Psychologist is defined as an individual that holds a valid Nevada license issued by the Superintendent of Public Instruction with an endorsement as a School Psychologist and is working as a School Psychologist. Their rubric consists of one category and one domain. The Educational Practice Category consists of the Professional Responsibilities Domain. The domain is weighted, as approved by the TLC and the State Board of Education, for the 2018-2019 school year at 100%.

The School Social Worker is defined as an individual that holds a valid Nevada license issued by the Superintendent of Public Instruction with an endorsement as a School Social Work and working in that position. Their rubric consists of one category and one domain. The Educational Practice Category consists of the Professional Responsibilities Domain. The domain is weighted, as approved by the TLC and the State Board of Education, for the 2018-2019 school year at 100%.

The Speech-Language Pathologist is defined as an individual that holds a valid Nevada license issued by the Superintendent of Public Instruction with an endorsement for Speech and Language Impairments. Their rubrics consist of one category and two domain. The Educational Practice Category consists of the Professional Practice and Professional Responsibilities Domain. The domain are weighted equally, as approved by the TLC and the State Board of Education, for the 2018-2019 school year at 50% each totaling 100% for both domains.

Appendix B: School Counselor Professional Responsibilities Standards and Indicators

Standard 1: School counselor partners with multiple stakeholders to plan and implement a comprehensive school counseling program that is preventative, developmental, and responsive

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

Standard 2: School counselors implement a curriculum, offer individual student planning and deliver responsive services in order to assist students in developing mindsets and demonstrating behaviors for academic, college/career and social/emotional development

- **Indicator 1:** The school counselor plans and provides effective direct services to support the academic progress of students
- **Indicator 2:** The school counselor plans and provides effective direct services to enhance college and career readiness for students
- **Indicator 3:** The school counselor plans and provides effective direct services to promote the social/emotional development and well-being of students

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

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

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

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

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

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

Standard 6: School counselors adhere to the American School Counselor Association ethical standards, engage in ongoing professional learning, educates stakeholders and promotes the importance of the

school counseling role, and refine their work through self- reflection School

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

Appendix C: School Nurse Professional Practice Standards and Indicators

Standard 1: The school nurse collects pertinent data and information relative to the student and the community's health or the situation

- **Indicator 1:** Collects pertinent data including but not limited to demographics, social determinants of health, health disparities, and physical, functional, psychosocial, emotional, cognitive, sexual, cultural, age-related, environmental, spiritual/transpersonal, and economic assessments in a systematic, ongoing process with compassion and respect for the inherent dignity, worth, and unique attributes of every person
- **Indicator 2:** Identifies barriers to effective written, verbal, and nonverbal communication based on biological, ethnic, cultural, psychosocial, literacy, environmental, and financial considerations
- **Indicator 3:** Prioritizes data collection based on the student's immediate condition or the anticipated needs of the student or situation
- **Indicator 4:** Engages the student and other interprofessional team members in holistic, culturally sensitive data collection

Standard 2: The school nurse analyzes assessment data to determine actual or potential diagnoses, problems, and issues

- **Indicator 1:** Prioritizes diagnoses, problems, and issues based on mutually established goals to meet the needs of the student across the health-illness continuum
- **Indicator 2:** Identifies actual or potential risks to the health and safety of the student, family, or school community and/or barriers to their health, which may include but are not limited to interpersonal, systemic, or environmental circumstances
- **Indicator 3:** Interprets the diagnoses or issues to the student, family, and appropriate school staff
- **Indicator 4:** Documents diagnoses, problems, and issues in a manner that facilitates the determination of the expected outcomes and plan

Standard 3: The school nurse identifies expected outcomes for a plan individualized to the student or the situation; develops a plan that prescribes strategies to attain expected measurable outcomes

- **Indicator 1:** Advocates for outcomes that reflect the culture, values and ethical concerns
- **Indicator 2:** Develops an individualized, holistic, evidence-based plan in partnership with the student who has complex conditions and his or her interprofessional team
- **Indicator 3:** Includes evidence-based strategies in the plan to address each of the identified diagnoses, problems, or issues. These strategies may include but are not limited to: promotion and restoration of health; prevention of illness, injury, and disease; facilitation of healing; alleviation of suffering; and supportive care
- **Indicator 4:** Engages the student and other interprofessional team members in holistic, culturally sensitive data collection

Standard 4: The school nurse implements the identified plan, coordinates care delivery, employs strategies to promote health and safe environment

- **Indicator 1:** Provides appropriately prescribed interventions, including medication administration and treatments, and standard of care for students in the school community
- **Indicator 2:** Engages health promotion/health teaching in collaboration with the values, beliefs, health practices, developmental level, learning needs, readiness and ability to learn, language preference, spirituality, culture, and socioeconomic status
- **Indicator 3:** Delegates according to the health, safety, and welfare of the student and considering the circumstance, person, task, direction or communication, supervision, evaluation as well as the

state nurse practice act regulations, institution, and regulatory entities while maintaining accountability for the care

- **Indicator 4:** Responds to health issues by providing counseling and crisis intervention when required in such areas as teen pregnancy, substance abuse, death of family members, suicide and child neglect or abuse

Standard 5: The school nurse evaluates progress toward attainment of goals and outcomes

- **Indicator 1:** Determines, in partnership with the student, family, and other stakeholders, the patient centeredness, effectiveness, efficiency, safety, timeliness, and equitability of the strategies in relation to the responses of the plan and the attainment of outcomes
- **Indicator 2:** Uses ongoing assessment data to revise the diagnoses, outcomes, plan, and implementation strategies, including holistic approaches
- **Indicator 3:** Shares evaluation data and conclusions with the student, family, and other stakeholders, in accordance with federal and state regulations

Standard 6: The school nurse communicates effectively and collaborates with key stakeholders in the conduct of nursing practice

- **Indicator 1:** Conveys accurate information in appropriate formats for students and families
- **Indicator 2:** Applies regulations pertaining to privacy and confidentiality to maintain the rights of individual students and families in all communications
- **Indicator 3:** Partners with the student, family, and key stakeholders to advocate for and effect change, leading to positive outcomes and quality care
- **Indicator 4:** Functions as a case manager in collaboration with the healthcare consumer identifying and utilizing community resources

Standard 7: The school nurse seeks knowledge and competence that reflect current nursing practice and promotes futuristic thinking; and evaluates one's own nursing practice

- **Indicator 1:** Acquires knowledge, skills, and abilities relative to the school nurse role; the population of students, their families, and the school community; as well as the global or local health situation
- **Indicator 2:** Engages in self-reflection and self-evaluation of nursing practice on a regular basis, identifying areas of strength and as well as areas in which professional growth would be beneficial. Takes action to achieve goals identified during the evaluation process
- **Indicator 3:** Ensures that nursing practice is consistent with regulatory requirements pertaining to licensure, relevant statutes, rules, and regulations
- **Indicator 4:** Adheres to the guidance about professional practice as specified in School Nursing: Scope and Standard of Practice, Code of Ethics for Nurses with Interpretive Statements, and NASN Code of Ethics for School Nurses

Standard 8: The school nurse manages school health services, utilizing appropriate resources to plan, provide, and sustain nursing services that are safe, effective, and fiscally responsible in an environmentally safe and healthy manner

- **Indicator 1:** Assesses student care needs and resources available to achieve desired outcomes
- **Indicator 2:** Delegates in accordance with applicable legal and policy parameters, such as the nurse practice acts, NASN Principles of Practice and the NCSBN National Guidelines for Nursing Delegation

- **Indicator 3:** Coordinates creation and implementation of the emergency action plan and disaster preparedness plans
- **Indicator 4:** Promotes a safe and healthy workplace and professional practice environment

Standard 9: The school nurse integrates evidence and research findings, contributing to quality nursing practice

- **Indicator 1:** Uses current evidence-based nursing knowledge, including research findings to promote further research and guide practice
- **Indicator 2:** Identifying problems that occur in day-to-day work routines to correct process inefficiencies and incorporates evidence into school nursing practice to improve outcomes
- **Indicator 3:** Provides critical review and/or evaluation of policies, procedures, and guidelines to improve the quality of health care and delivery of school health services
- **Indicator 4:** Identifies barriers and opportunities to improve healthcare safety, effectiveness, efficiency, equitability, timeliness, and student centeredness

Standard 10: The school nurse practices ethically and in a manner that is congruent with cultural diversity and inclusion principles, demonstrating leadership in the professional setting and the profession

- **Indicator 1:** Integrates the Code of Ethics for Nurses with Interpretive Statements (ANA, 2015a) and the Code of Ethics for School Nurses (NASN, 2016b) to guide nursing practice and articulate the moral foundation of school nursing
- **Indicator 2:** Demonstrates respect, equality, and empathy in actions and interactions with all students, families, and the school community
- **Indicator 3:** Serves in key roles in the school and work settings by participating on committees, councils, and administrative teams at all levels
- **Indicator 4:** Engages in teamwork as a team player and team builder

Appendix D: School Psychologist Professional Performance Standards and Indicators

Standard 1: Data Based Decision Making

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

Standard 2: Accountability

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

Standard 3: Consultation and Collaboration

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

Standard 4: Legal, Ethical, and Professional Practice

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

Appendix E: School Social Worker Professional Responsibilities Standards and Indicators

School Social Workers are defined as an individual that holds a valid Nevada license issued by the Superintendent of Public Instruction with an endorsement as a School Social Work and working in that position

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

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

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

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

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

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

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

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

Appendix F: Speech Language Pathologist Professional Practice Standards and Indicators

Standard 1: SLP Demonstrates knowledge and skills in speech-language pathology and related subject areas and implements services in an ethical manner

- **Indicator 1:** SLP accesses support/information when needed to provide therapy services for the diverse needs of the student population
- **Indicator 2:** SLP completes and/or provides in-service training or professional development related to profession or educational setting. (e.g., 1:1 in-service training; conversation with staff; PLC)
- **Indicator 3:** SLP demonstrates competence in oral and written communication skills
- **Indicator 4:** SLP demonstrates consistent behavior management skills that foster positive interactions with and between students

Standard 2: SLP provides culturally and educationally appropriate services and/or specifically designed instruction that are effective

- **Indicator 1:** SLP develops and executes appropriate therapy plans for students
- **Indicator 2:** SLP implements activities that promote progress on student's specific IEP goals using a variety of instructional materials and strategies
- **Indicator 3:** SLP provides each student with an opportunity for an optimal number of responses while providing accurate and specific feedback to students

Standard 3: SLP in partnership with the team, determines eligibility and recommends services that are compliant with state

- **Indicator 1:** SLP prepares adequately for MDT and IEP meetings, reviews all records and solicits input from parents, teachers and students SLP maintains adherence to IDEA, FERPA, HIPAA, local, state and federal regulations/mandates
- **Indicator 2:** SLP explains IEP content clearly, using language parents and other team members understand SLP responds appropriately to questions and comments from the team members
- **Indicator 3:** SLP writes measureable goals and benchmarks that are achievable within a year and relate to the student's present educational levels and the curriculum
- **Indicator 4:** SLP documents therapy sessions within the district identified timeline and adheres to all district, state and federal documentation and compliance guidelines

Standard 4: SLP demonstrates ability to conduct evaluations for students who may be experiencing a variety of communication disorders

- **Indicator 1:** SLP uses formal and informal assessment tools related to suspected disability, age level and cultural/linguistic background SLP conducts observations in multiple settings and interviews team members familiar with the student
- **Indicator 2:** SLP develops professionally written evaluation reports SLP analyzes and interprets test results to make appropriate recommendations
- **Indicator 3:** SLP creates, in collaboration with team members, schedules that reflect assessments to be conducted and completed at designated times in accordance with federal, state, and/or district regulations/mandates

Standard 5: SLP uses appropriate and dynamic service delivery methods consistent with the wide variety of individual student needs and skills

- **Indicator 1:** SLP develops activities that promote progress on student's specific IEP goals
- **Indicator 2:** SLP ensures each student understands the purpose of therapy/activity and can demonstrate understanding by various means
- **Indicator 3:** SLP changes the activities, feedback, or direction of the session when a student is not understanding or able to demonstrate success with the session goal SLP collects formal or informal student data directly related to student's goals and benchmarks
- **Indicator 4:** SLP designs unique and varied therapy delivery models based on individual

student needs and skills

Speech Language Pathologist Professional Responsibilities Standards and Indicators

Standard 1: SLP collaborates with classroom teachers and other professionals to serve the needs of students in both general and special education

- **Indicator 1:** SLP collaborates at IEP team meetings and other meetings demonstrating active listening and a respectful and professional demeanor
- **Indicator 2:** SLP responds professionally to communication from other professionals
- **Indicator 3:** SLP shows evidence of collaborative planning and interventions with team members
- **Indicator 4:** SLP develops and presents training/in-service related to speech and language development and/or disorders for individuals or groups

Standard 2: SLP collaborates with families and provides opportunities for them to be involved in their student's speech-language pathology services

- **Indicator 1:** SLP collaborates with families at IEP team meetings and other meetings demonstrating active listening and a respectful and professional demeanor
- **Indicator 2:** SLP demonstrates professional communication with family members
- **Indicator 3:** SLP provides parent training or in-service related to student's speech/language progress

Standard 3: SLP earns continuing education or professional development units sufficient to meet ASHA and/or state certification and licensing requirements

- **Indicator 1:** SLP completes self- assessment to determine areas of interest or need for additional training
- **Indicator 2:** SLP pursues further development of diagnostic or therapy skills based upon self- assessment, areas of interest and/or supervisor directive

Standard 4: SLP complies with various federal, state, district and/or departmental initiatives

- **Indicator 1:** SLP demonstrates compliance with federal, state, district and departmental initiatives

Standard 5: Program Management

- **Indicator 1:** SLP systematically collects and records data from multiple sources to evaluate the effectiveness of professional practices and therapy activities per district guidelines
- **Indicator 2:** SLP engages in data-based decision making for managing and providing services/support
- **Indicator 3:** SLP manages program caseload/workload to promote effective service delivery and school team support