

Nevada Educator Performance Framework (NEPF) Online Evaluation Tool and Training Performance Report

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Project Goal:

The overall goal of the program is to improve educational practice and student performance by successfully implementing the NEPF Online Evaluation Tool. Improving teacher evaluations and coordination efforts among Clark County School District's (CCSD) Instruction Unit and Human Resources ultimately will increase student performance.

The measurable objectives below provided formative benchmarks for ensuring project priorities were met.

Objective 1:

The online tool will provide administrators the ability to conduct quarterly appraisal check-ins by January 2, 2016.

Status: Objective met

Real time data can be pulled immediately for all licensed teachers and for all administrators, but more importantly, data can be pulled to address individual needs or, after a specific period of observation, to see if performance in instruction is improving over a period of time. Principals view their school to get detailed statistics from the evaluations they have completed. They are able to see how many of their teachers were in each of the possible evaluation ratings. They also are able to see how many observations were done for each of the teachers. Available information for the individual teacher reports are: the number of observations during the year, a count of how many students are at the teacher's location, their overall instructional score average as well as their overall professional score average. They also see their total evaluation score along with the rating. A chart gives a quick overview of the average scores for each instructional and professional indicator section.

The teacher observation tool has a summary of observational evidence of what the educator and student said and did. It identifies the amount of time the observer spent in observation, the date of the observation which includes the month, day and year. In addition the tool notes the subject (Math, Science, English etc.) of the observation. The performance check-in has the teacher's performance dates, the last time the record has been updated and the status whether pending or complete and what actions were taken or needed to be taken. The teacher evaluation conference summative tool has components that address the evaluation summary. Each score is calibrated by averaging the indicator levels for that score. It is on a one to five scale with five being the highest.

Status: Objective met and exceeded

Objective 2:

Ninety percent of administrators will be trained to use the tool to improve practice at administrator and teacher level by January 31, 2016

There are 356 schools in the Clark County School District. All administrators were trained to use the tool to improve practice by January 31, 2016 due date. Principals, assistant principals and deans participated in professional learning with a focus on the NEPF, specifically Standards 2, 3, and 4, in order to build instructional capacity and provide tools and strategies for administrator use. Sixty-five pre-service, administrator candidates in the Leadership Preparatory Academy participated in a 13-week professional learning series focused on the NEPF. These candidates also shadowed a principal for three days to apply their knowledge and skills in a real-world setting.

Objective 3:

Ninety-five percent of school principals will provide immediate feedback and recommendations to all licensed personnel utilizing the NEPF during quarterly check-in in February 2016 and May 2016.

Status: Objective met and exceeded

Following training, data indicates that ninety-five percent of participants rated the overall quality of the learning session as very high or high. Further, ninety-eight percent of candidates rated the overall usefulness of the learning session to be very useful or useful. School administrators implemented the NEPF Online Tool to work with teachers in real-time. A supervisor was able to observe a teacher and by the end of the observation, the supervisor was able to discuss individual standards and indicators. The tool is used across all of Nevada State. Additionally, the online tool creates an individual status chart for every licensed teacher to track ratings and results in the classroom. The online tool logs all observations and evaluations. The online tool gave the CCSD Instruction Unit the ability to provide 104 NEPF Workshops. Reaching 104 schools and training 2,504 participants since February on further NEPF development work. One hundred percent of staff provided immediate feedback and recommendations to all licensed personnel utilizing the NEPF during quarterly check-in in February 2016 and May 2016.

Objective 4:

The online tool will have capability to upload confirmatory evidence for feedback conversations in the form of lesson plans, videos, and activities and is aligned to the NEPF by May 31, 2016.

Status: Objective met

School administrators input teacher performance levels, and the Instruction Unit is able to track individual performance and provide feedback and recommendations to school administration teams regarding areas of strength, areas of weakness, and targeted areas for professional development including lesson planning and learning activities.

Objective 5:

By February 1, 2016, school principals will submit to the Instruction Unit a vision for school success with expectations that are framed around the Nevada Educator Performance Framework.

Status: Objective met

School principals submitted to the Instruction Unit a vision for school success with expectations that are framed around the NEPF. The schools worked with their Assistant Chief Student Achievement Officers to narrow down the specific professional development for their sites. This was based on a culmination of classroom observations, school performance plans, one-on-one conversations, and instructional leadership series.

Objective 6:

One thousand eight hundred teachers will complete up to five hours of training depending on need from February 2016 through May 2016 to increase effectiveness.

Status: Objective met and exceeded

There have been 2,504 participants trained on specific NEPF Standards in math, literacy and science. There were 104 professional development classes were offered to teachers and administrators. The professional development classes were capped at 30 for administrators and/or teachers. The teachers selected their training based on their individual needs and instructional assistance necessary for the students in their classrooms. By law the teachers selecting NEPF training cannot be assigned, so it is based on classroom observations and feedback during the evaluation cycle.

Objective 7:

The Human Resources department will review data from the evaluation tool by preparation program in February 2016 and May 2016 to inform recruitment, selection, and retention decisions.

Status: Objective met

The NEPF Online Tool improves the recruitment, selection, and retention of effective teachers and principals. Controllers have access to a general overview of the evaluations for the District. The general overview shows how many evaluations were completed based on the teacher's evaluation rating (Effective, Highly Effective, etc.). It also shows the District's percentage of the evaluations that were in each rating.

Development and Use of the NEPF Tool

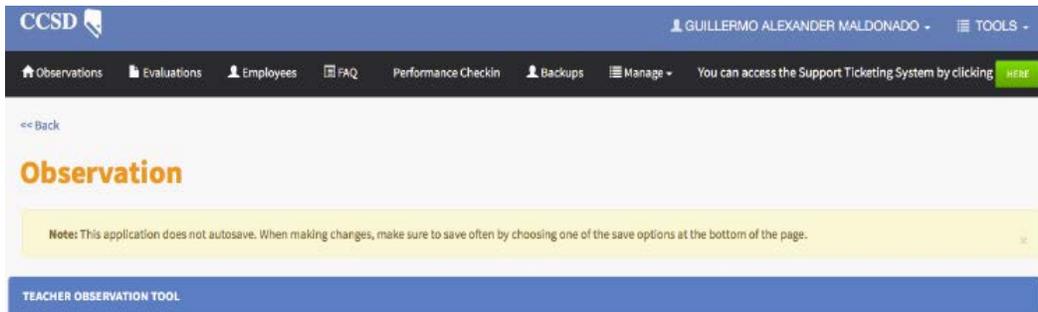
The tool is designed to improve the achievement of pupils. The Nevada Educator Performance Framework - NEPF Online Evaluation Tool has the ability to host a performance check-in database for licensed personnel. The tool provides the Instruction Unit with the capability to monitor all teachers and administrators with an online tracking system. The school administrators input teacher performance levels, and the Instruction Unit is able to track individual performance and provide feedback and recommendations to school administration teams regarding areas of strength, areas of weakness, and targeted areas for professional development.

Controllers view reports on any of the schools within the District and principals view their school to get more detailed statistics from the evaluations they have completed.

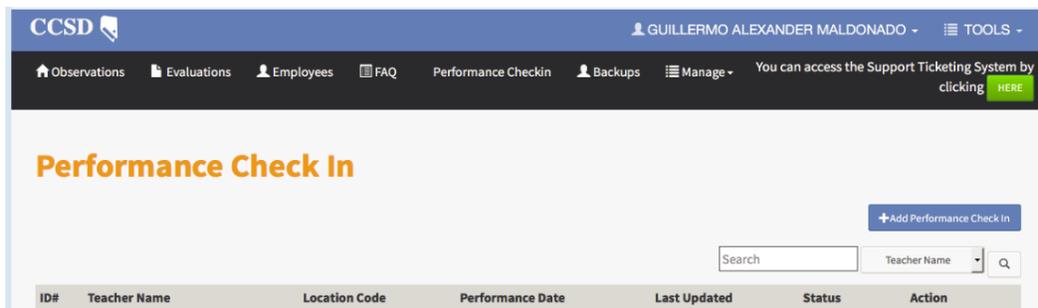
In the location section, Principals and Controllers are able to get a rundown on 3 items. First is how many of their teachers were in each of the possible evaluation ratings. They also are able to see how many observations were done for each of the teachers. A final report displays how many observations were done during each month of the school year.

Principals and Controllers also view individual teacher information. Controllers view all teachers while Principals only view the teachers within their school. Available information for the individual teacher reports are: the number of observations during the year, a count of how many students are at the teacher's location, their overall instructional score average as well as their overall professional score average. They also see their total evaluation score along with the rating. A chart gives a quick overview of the average scores for each instructional and professional indicator section.

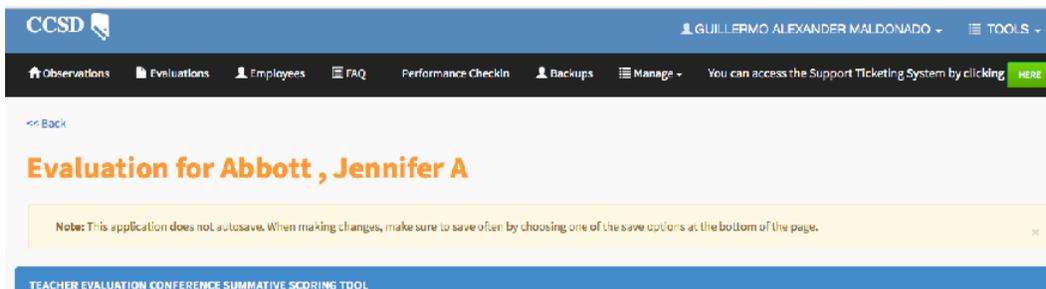
Digital pages from the NEPF tool:



The teacher observation tool has a summary of observational evidence of what the educator and student said and did. It identifies the amount of time the observer spent and observation, the date of the observation which includes the month, day and year. In addition the tool note the subject (Math, Science, English etc.) of the observation.



The performance check-in has multiple teachers id numbers, teachers names, the four digit school location codes, the different teacher 's performance dates, the last time the record has been updated and the status whether pending or complete and what actions were taken or needed to be taken.



The teacher evaluation conference summative tool has components that address the teacher's name, schools name, employee's number, date, day, and year the information was entered. The tool also has the evaluator name, date of observation, data conference and evaluation summary.

Teacher Evaluation Tool

Fname Lname (1234567) SchoolName

TEACHER EVALUATION CONFERENCE SUMMATIVE SCORING TOOL

Teacher Name: Fname Lname **School:** SchoolName

Date: 1 / 1 / 2015 **Evaluator Name:**

Dates of Observations:

Dates of Conference: 1 / 1 / 2015

Evaluation Summary:

The evaluator uses this tool and evidence collected throughout the cycle to rate each indicator on levels 1-4. Indicator ratings are then used to calculate each Standard score by averaging all indicator levels for each Standard. The Professional Responsibilities domain score is then calculated by averaging the scores of all Standards.

Each Score is calculated by averaging the indicator levels for that Standard.					Overall Instructional Standards Score (Average of all Standard Scores)
Standard 1 Score	Standard 2 Score	Standard 3 Score	Standard 4 Score	Standard 5 Score	
Each Score is calculated by averaging the indicator levels for that Standard.					Overall Professional Responsibilities Score (Average of all Standard Scores)
Standard 1 Score	Standard 2 Score	Standard 3 Score	Standard 4 Score	Standard 5 Score	

Instructional Leadership Strengths/Area for Growth and Evidence:
(Continue on additional page(s) if needed.)

Professional Responsibilities Strengths/Area for Growth and Evidence:
(Continue on additional page(s) if needed.)

Educator Plan Progress and Evidence:

Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____

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Each score is calibrated by averaging the indicator levels for that score. It is on a one to five scale with five being the highest.

The changes in instructional or administrative practices have been measured using the NEPF overall instructional practice standard score. The NEPF Online System is more than just a web application; it is a complete web-based framework that allows for growth from the start. The online tool allows the data to be distributed across 100's of servers and hold up to over 100,000 databases with each database having the capability to store over 1 billion plus documents individually. This means that the online tool holds a tremendous amount of data without utilizing much space. For schools that used the online tool, there are reporting measures that can be pulled for the ratings. These measures have the ability to be narrowed down to individual standards and indicators. Trainings were provided in alignment with the objectives and the trainings were highly-effective.

Data is collected and aggregated. Real time data can be pulled immediately for all licensed teachers and for all administrators, but more importantly data can be pulled to address individual needs or, after a specific period of observation, to see if performance in instruction is improving over a period of time. The NEPF Online Tool improves the recruitment, selection, and retention of effective teachers and principals.

The NEPF Online Tool meets the standard level of success. The NEPF Online Tool is highly-effective as it is written which means that it can continuously be updated without issues. The tool is written in PHP 7.0.

The NEPF Online Tool assists teachers, administrators and other licensed educational personnel. The overall percentage of positive feedback on surveys is ninety-eight percent. Survey feedback in percentage by training program was one hundred percent. It was a requirement to earn additional pay for class.

Evaluation surveys showed that training classes were highly-effective in providing strategies and best instructional practices. The trainings were extremely effective in assisting teachers with specific NEPF Instructional Tools for immediate implementation K-12. At the conclusion of the trainings the objectives were met.

Nevada Educator Performance Framework: Classes (K-12 Grades) and total Attendees and Instructors

NEPF Science Workshops:	15 Classes	305 Attendees and Instructors
NEPF Literacy Workshops:	36 Classes	882 Attendees and Instructors
NEPF Math Workshops:	53 Classes	1317 Attendees and Instructors

Total: 104 Classes 2,504 Attendees and Instructors

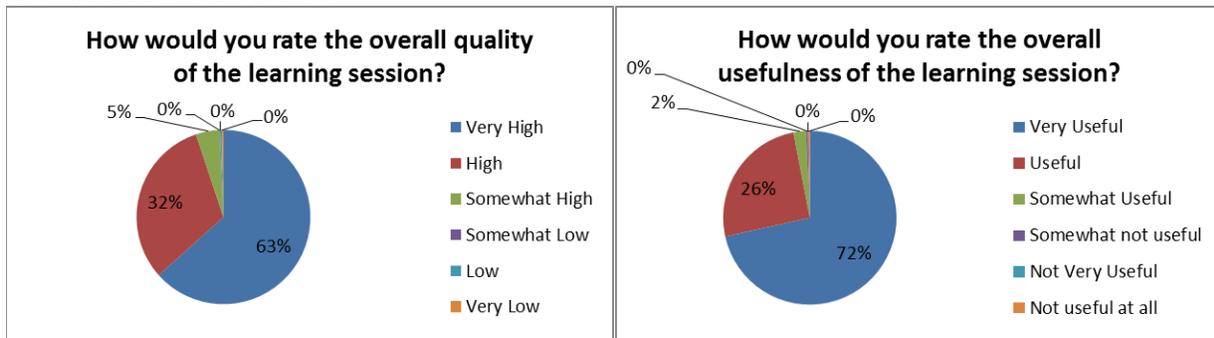
Professional Development Evaluation

Principal surveys indicated the following regarding their professional learning delivered through the K-12 Instructional Leadership Series focusing on the Nevada Educator Performance Framework (NEPF).

October 2015 Data

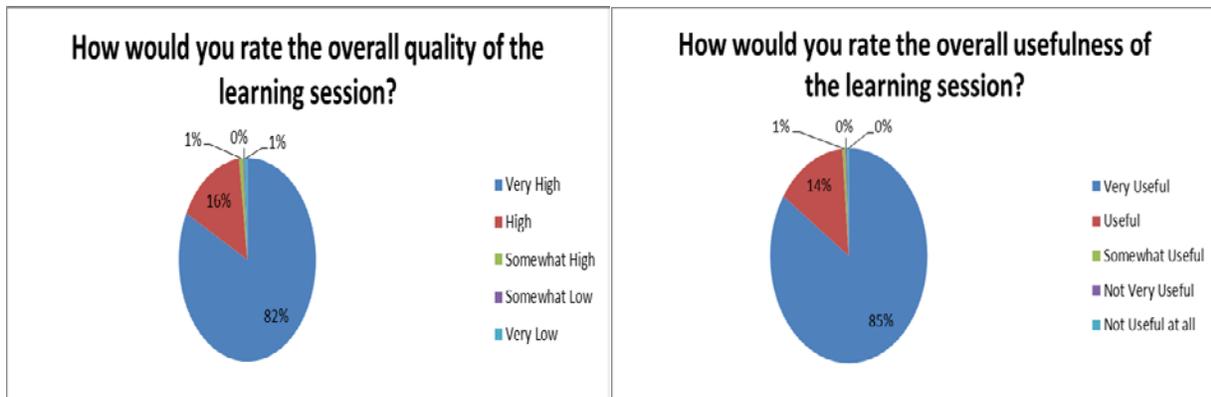
Data indicates that ninety-five percent of participants rated the overall quality of the learning session as very high or high. Further, ninety-eight percent of candidates rated the overall usefulness of the learning session to be very useful or useful.

Administrators shared the trainings with their teachers. Additionally, trainings were advertised in the Instruction Unit Weekly Wire, site visits, performance zone meetings, Assistant Chiefs' recommendations, and classroom observations.



February 2016 Data

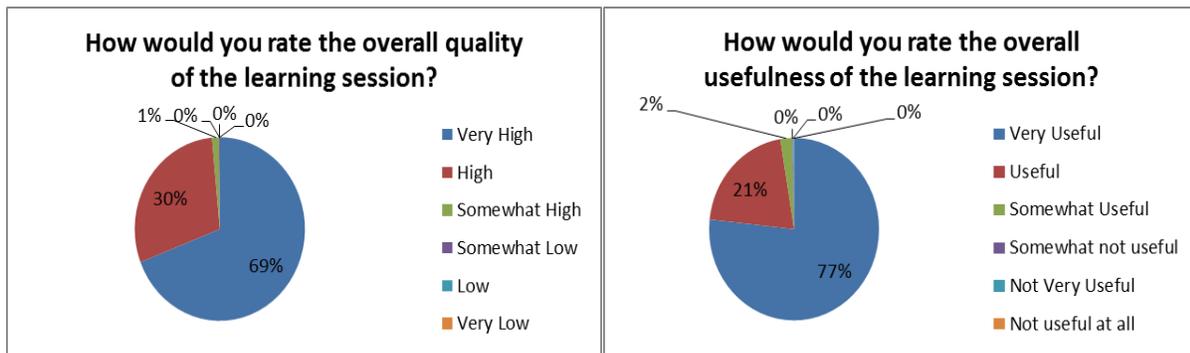
Data indicates that ninety-eight percent of participants rated the overall quality of the learning session as very high or high. Further, ninety-nine percent of candidates rated the overall usefulness of the learning session to be very useful or useful.



Assistant principal and dean surveys indicated the following regarding their professional learning delivered through the K-12 Instructional Leadership Series focusing on the NEPF.

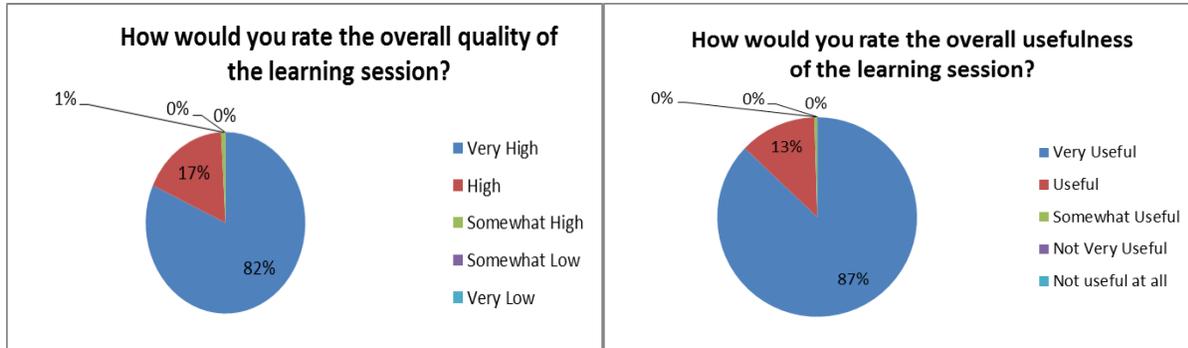
October 2015 Data

Data indicates that ninety-nine percent of participants rated the overall quality of the learning session as very high or high. Further, ninety-eight percent of candidates rated the overall usefulness of the learning session to be very useful or useful.



June 2016 Data

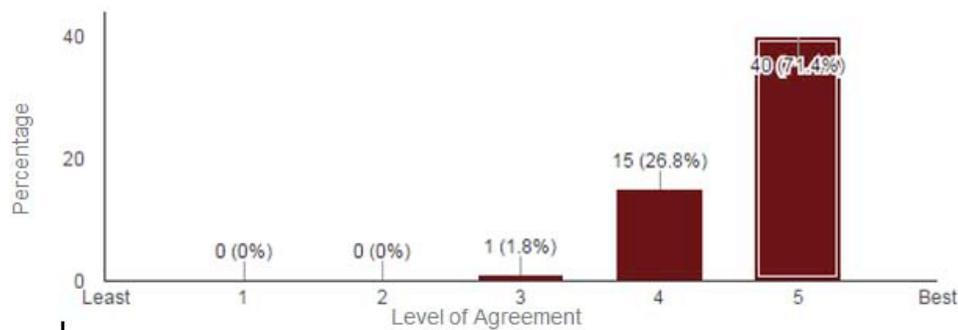
Data indicates that ninety-nine percent of participants rated the overall quality of the learning session as very high or high. Further, one-hundred percent of candidates rated the overall usefulness of the learning session to be very useful or useful.



Pre-service, administrative candidate surveys indicated that ninety-eight percent of participants rated their professional learning as high or very high. The professional learning modules were delivered over a 13-week period of time in the District's Leadership Preparatory Academy.

1. The level of professional learning you received prepared you to serve as an instructional leader with a strong knowledge of high-quality instruction, systems, and structures essential to support student achievement.

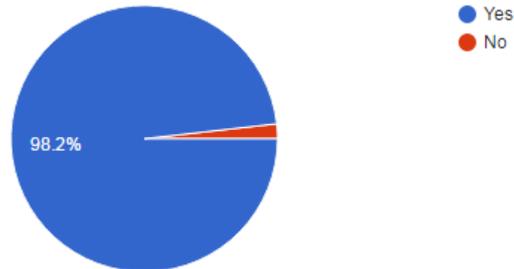
(56 responses)



Pre-service, administrative candidate surveys indicated that ninety-eight percent of participants felt better prepared to serve in an entry-level position after participating in the District's Leadership Preparatory Academy.

12. Do you feel you are better prepared to serve in an entry-level administrative role after completing the Leadership Preparatory Academy?

(56 responses)



The pre-service, administrator candidates also provided the following written feedback.

"I have said this over and over....I am beyond pleased with the experience overall. I grew professionally and personally in many ways. I was inspired and motivated by the practices of being a servant leader. I have a deep understanding of how to create a positive school culture that is sustainable over time. The analysis we did with each of the standards allowed us to dig deep and have a comprehensive understanding of the NEPF for teachers and administrators. It was evident during each module that the administrators presenting prepared thoroughly. I am grateful for the experience and knowledge gained during the Leadership Preparatory Academy."

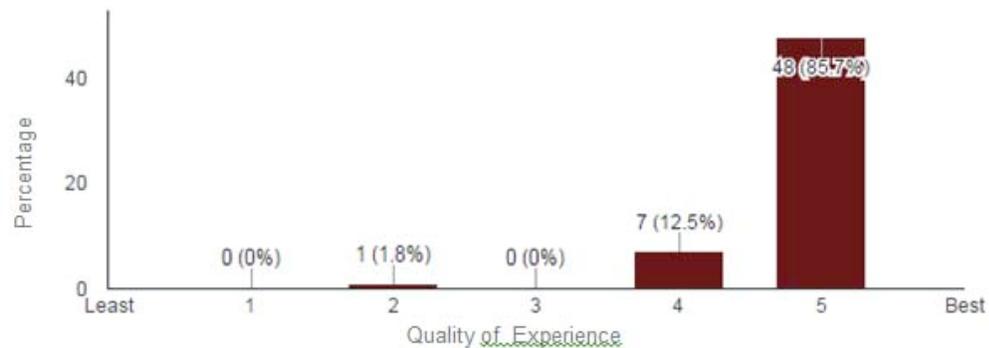
"Focusing on the NEPF from an administrative standpoint was one of the most important lessons of the leadership academy. Now I feel very prepared to go through a teacher observation cycle using the NEPF."

Eighty-five percent of the participants will provide verbal and written feedback indicating understanding of the high leverage standards and indicators in the new evaluation system.

Pre-service, administrative candidates were required to participate in a three-day shadowing experience with a principal in order to observe and practice the NEPF.

Pre-service, administrative candidate surveys indicated that ninety-seven percent of participants rated their professional learning during their shadowing experience as high or very high.

4. What was the quality of your shadowing experience? (56 responses)



The pre-service, administrator candidates also provided the following written feedback.

"My shadowing experience was critical to my understanding of what really goes on in an administrator's day. Theoretical learning and scenario role-playing is important but the true hands-on experience of the shadowing was incomparable."

"The admin team took the time to explain, and expose me to a variety of administrative topics. I also had the opportunity to visit many classrooms and discuss observations and NEPF indicators observed."

"The shadowing experience was wonderful because it allowed for me to actually do the whole observation/evaluation process. It also allowed the opportunity to actually do the daily routines and procedures of an AP."

School principals submitted to the Instructional Unit a vision for school success with expectations that are framed around the NEPF. The schools worked with their Assistant Chief Student Achievement Officers to narrow down the specific professional development for their sites. This was based on a culmination of classroom observations, school performance plans, one-on-one conversations, and instructional leadership series.

Specific dates were established when training was to be complete. Administrators were trained in September 2015 with on-going training provided throughout the year. A Technology Team was on-call 24 hours a day. Additionally, a tech hotline, icon and service ticket system was created for trouble-shooting. All teacher trainings began in February 1, 2016 and were completed by May 30, 2016.

Conclusions

Successes:

- Three-hundred principals and 450 assistant principals and deans participated in professional learning with a focus on the NEPF, specifically Standards 2, 3, and 4, in order to build instructional capacity and provide tools and strategies for administrator use.
- Sixty-five pre-service, administrator candidates in the Leadership Preparatory Academy participated in a 13-week professional learning series focused on the NEPF. These candidates also shadowed a principal for three days to apply their knowledge and skills in a real-world setting.
- Twenty-seven pre-service, administrator candidates were matched with a principal mentor for support and extension of their learning focused on the NEPF.
- The NEPF Online Tool has the capability to work with teachers in real-time. A supervisor was able to observe a teacher and by the end of the observation, the supervisor is able to discuss individual standards and indicators. The tool is used across all of Nevada State.
- Additionally, the online tool creates an individual status chart for every licensed teacher to track ratings and results in the classroom. The online tool logs all observations and evaluations. The online tool gave the Clark County Instruction Unit the ability to provide 104 NEPF Workshops. Reaching 104 schools and training 2,504 participants since February on further NEPF development work.

Obstacles:

- Ensuring that all administrators received the necessary professional development to build instructional leadership capacity was challenging. Various dates and times were offered for the professional learning sessions, which allowed administrators to work the sessions into their calendars.
- Technical Resources completed its two milestones for the GTGL grant on time. The "Online Tool Check-In" was completed in December, 2015. The "Online Tool documentation upload" feature was completed in April, 2016. Both features are awaiting approval from the Instruction Unit before being implemented on the production system.
- The Clark County School District received approval to begin project activities in October 2015, resulting in a project period of less than 9 months. There were 104 professional development classes offered in which 2,504 participants participated, but the program was not able to offer as many classes as they anticipated during the shortened project period. Amendments to the initial scope of work were not permitted due to the grant review team's recommendations to the State

Board during the application process. This constraint also hindered the District's ability to fully expend the funds allocated. As a result \$211,463.35 remained unexpended.

Sustainability:

- Our professional learning sessions for pre-service, administrator candidates will be lengthened due to the amount of curriculum that needs to be learned. Further, professional learning sessions will be offered to newly appointed administrators in order to support their growth.
- The program will be modified slightly with some technology updates including a voice to text option. The program will also include listing all standards and indicators. The tool will also house all one-on-one conferences for the upcoming school year. Additionally, the Student Learning Outcome Goal will be incorporated.
- Newly appointed administrators will receive professional learning to support areas of growth. Mentors will also be provided for newly appointed administrators in order to support their transition from preparation to practice. The mentor and mentee relationship will allow for administrators to express their areas of need and their areas for acceleration.
- All administrators are expected to observe the teachers who attended the class.
- Pre-service, administrator candidates and newly appointed administrators will complete feedback surveys on the professional learning modules after each session.
- The real-time observation mechanism is a continuous benchmark that allows for improvements in instruction to continuously be made and for a laser-light focus to occur on specific standards and indicators. All professional development at schools for the 2015-2016 school year was based on the NEPF.