NEVADA EDUCATOR PERFORMANCE FRAMEWORK (NEPF) STATEWIDE EVALUATION SYSTEM

TEACHER AND ADMINISTRATOR PROTOCOLS/TOOLS

FOR

2015-2016

IMPLEMENTATION

Nevada Department of Education

September 2015

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Nevada Educator Performance Framework Evaluation System

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 is to identify effective instruction and leadership, and to establish criteria to determine:

- the professional development needs of educators (*goals 1, 2, 3 & 4*)
- information on which to base human capital decisions including rewards and consequences (*goal 3*); and
- whether educators are:
    - using data to inform decision making (*goals 1, 2 & 4*)
    - helping students meet achievement targets and performance expectations (goals 1 & 4)
    - effectively engaging families (goals 1 & 2)
    - collaborating effectively (goals 1, 2, & 3)

OVERVIEW OF THE FRAMEWORKS

Figure 1: Nevada Educator Performance Framework for TEACHERS

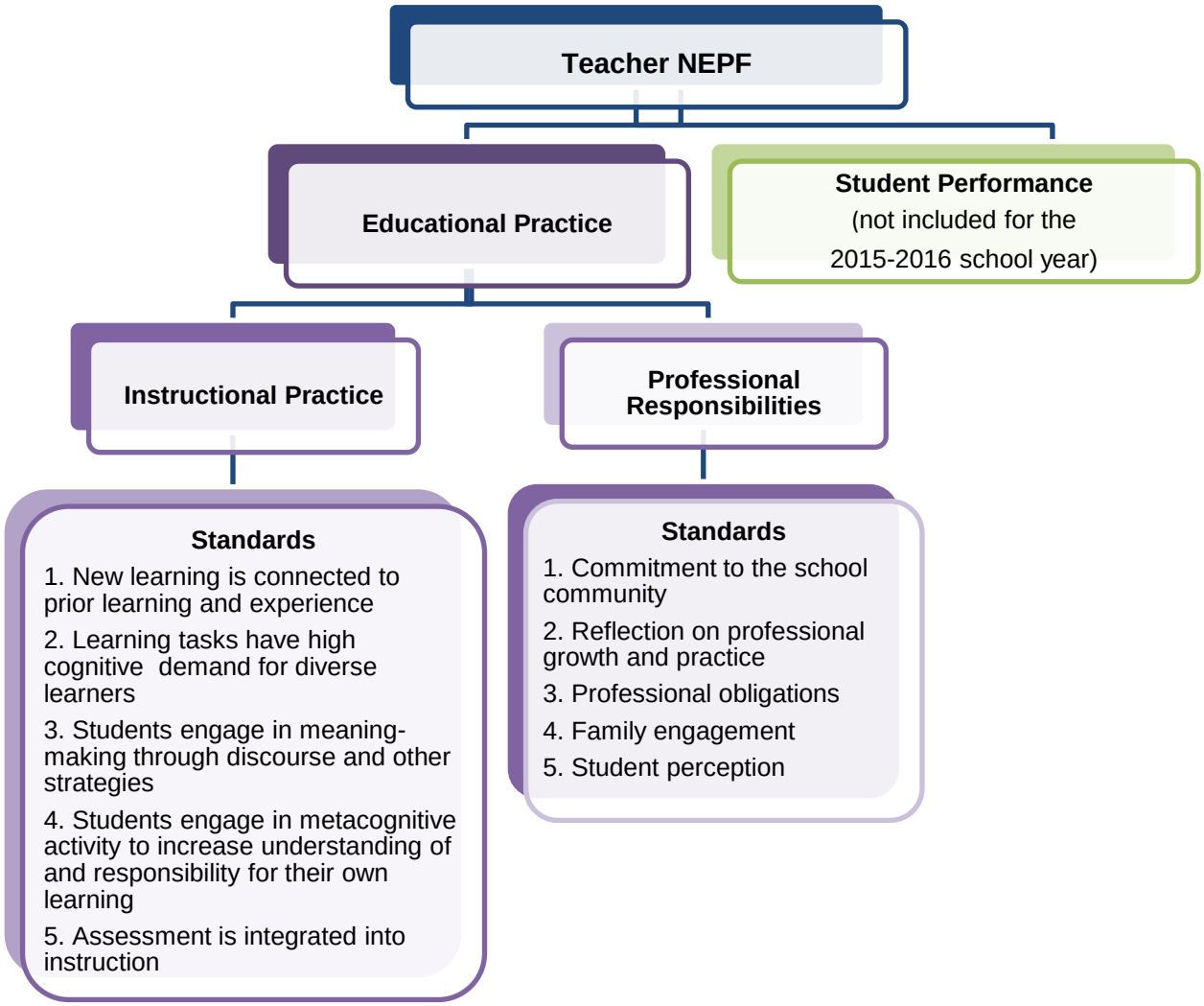


Table 1: NEPF Weightings for TEACHERS*

School Year	Instructional Practice	Professional Responsibilities	Student Performance
2015-2016	80%	20%	0%
2016-2017	60%	20%	20%
2017-2018	45%	15%	40%

***Pending outcome of regulatory process.**

Figure 2: Nevada Educator Performance Framework for ADMINISTRATORS

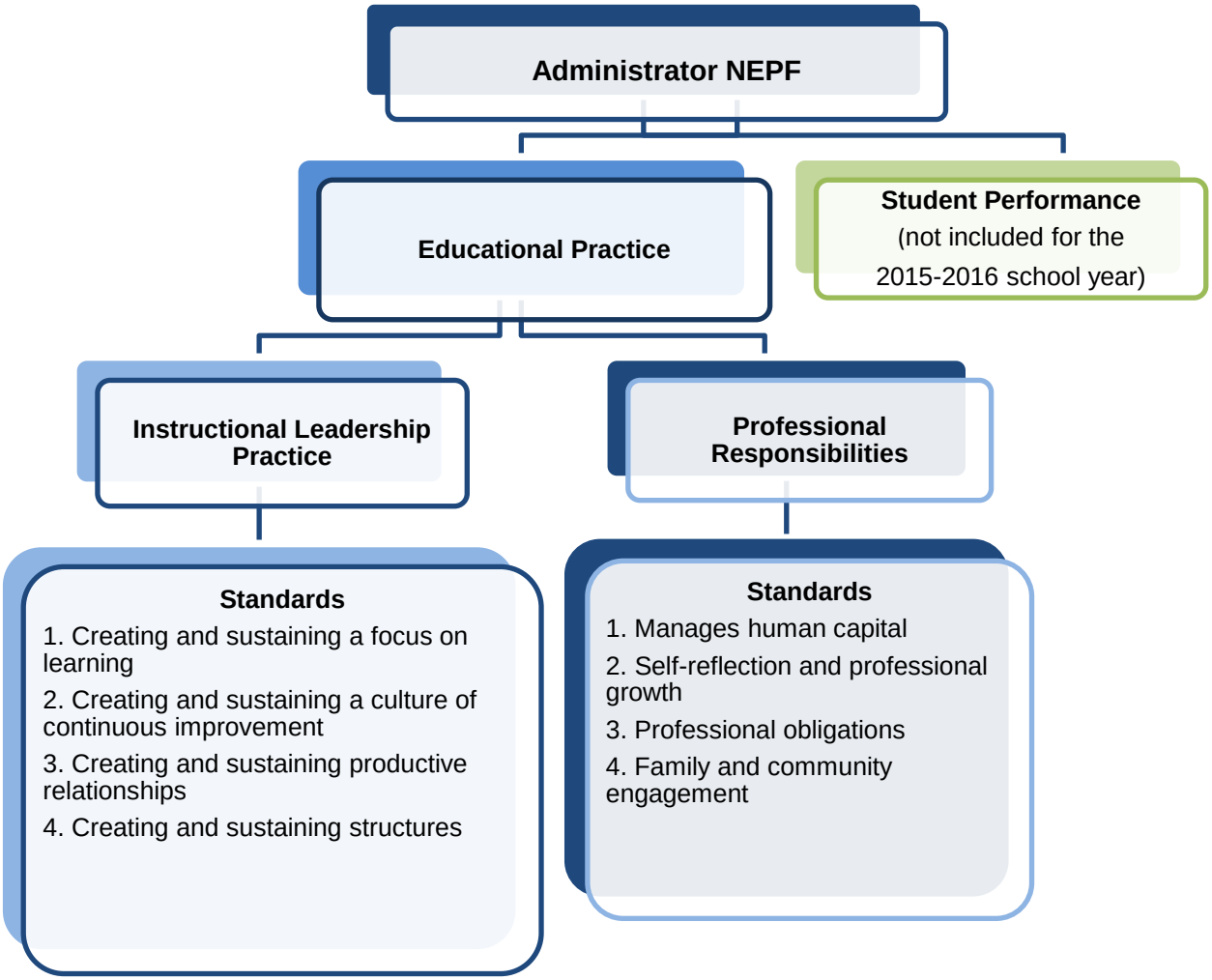


Table 2: NEPF Weightings for Building Level ADMINISTRATORS*

School Year	Instructional Leadership	Professional Responsibilities	Student Performance
2015-2016	80%	20%	0%
2016-2017	60%	20%	20%
2017-2018	45%	15%	40%

***Pending outcome of regulatory process.**

Standards and Indicators - TEACHERS

The Teacher Framework assesses teacher performance across the two overarching categories of Educational Practice and Student Performance. The two domains that make up Educational Practice are: Instructional Practice and Professional Responsibilities. The Instructional Practice Domain sets the standards for measuring the teacher behavior delivering instruction in the classroom, while also specifically monitoring student behavior. The Professional Responsibilities Domain addresses the standards for what a teacher does outside of instruction to influence and prepare for learning at the highest level in the classroom and promote effectiveness of the school community.

The teacher domains were determined as a result of a rigorous review of existing standards, including the Interstate Teacher Assessment and Support Consortium (InTASC) and the National Board for Professional Teaching Standards (NBPTS), as well as examples from other states. The focus on Instructional Practice was based on guidance from national experts and the reinforcement of research. Narrowing the scope to the assessment of Instructional Practice and Professional Responsibilities Standards broadens the depth and breadth of the system. The Standards are based on a vast body of empirical evidence demonstrating an immediate and important connection to fostering student success by building students' 21st century skills so they graduate college and career ready.

The performance Indicators for each Standard and the corresponding rubrics were developed by Dr. Margaret Heritage of the University of California, Los Angeles National Center for Research on Evaluation, Standards, and Student Testing (CRESST), and her team. The rubrics and associated performance levels to assess the Indicators were designed to look at teacher and student behavior, with a focus on outcomes vs. processes.

Table3: Teacher Instructional Practice Standards and Indicators

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. **Indicator 2:** The teacher makes connections explicit between previous learning and new concepts and skills for **all** students. **Indicator 3:** The teacher makes clear the purpose and relevance of new learning for **all** students. **Indicator 4:** The teacher provides **all** students opportunities to build on or challenge initial understandings.
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. **Indicator 2:** The teacher assigns tasks that place appropriate demands on each student. **Indicator 3:** The teacher assigns tasks that progressively develop **all** students' cognitive abilities and skills. **Indicator 4:** The teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.

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. **Indicator 2:** The teacher provides opportunities for **all** students to create and interpret multiple representations. **Indicator 3:** The teacher assists **all** students to use existing knowledge and prior experience to make connections and recognize relationships. **Indicator 4:** The teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for **all** students.
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. **Indicator 2:** The teacher structures opportunities for self-monitored learning for **all** students. **Indicator 3:** The teacher supports **all** students to take actions based on the students' own self-monitoring processes.
Standard 5: Assessment is Integrated into Instruction	**Indicator 1:** The teacher plans on-going learning opportunities based on evidence of **all** students' current learning status. **Indicator 2:** The teacher aligns assessment opportunities with learning goals and performance criteria. **Indicator 3:** The teacher structures opportunities to generate evidence of learning during the lesson of **all** students. **Indicator 4:** The teacher adapts actions based on evidence generated in the lesson for **all** students.

Table 4: Teacher Professional Responsibilities Standards and Indicators

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. **Indicator 2**: The teacher takes an active role in building a professional culture that supports school and district initiatives. **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.
Standard 2: Reflection on Professional Growth and Practice	**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. **Indicator 2:** The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community. **Indicator 3:** The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.

Standard 3: Professional Obligations	**Indicator 1:** The teacher models and advocates for fair, equitable, and appropriate treatment of all students and families. **Indicator 2:** The teacher models integrity in all interactions with colleagues, students, families, and the community. **Indicator 3:** The teacher follows policies, regulations, and procedures specific to role and responsibilities.
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 include parent/guardian requests and insights, about the goals of instruction and student progress. **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. **Indicator 3:** The teacher informs and connects families and students to opportunities and services according to student needs.
Standard 5: Student Perception	**Indicator 1:** The students report that the teacher helps them learn. **Indicator 2:** The students report that the teacher creates a safe and supportive learning environment. **Indicator 3:** The students report that the teacher cares about them as individuals and their goals or interests.

Standards and Indicators – ADMINISTRATORS

The Administrator Framework corresponds to the Teacher Framework in structure as well as in orientation to stakeholder values. As with teachers, administrators are evaluated within the two categories of Educational Practice and Student Performance. The two domains that make up the Educational Practice Category are: Instructional Leadership Practice and Professional Responsibilities. The Instructional Leadership Practice Domain sets the parameters for measuring the administrator behavior to be an instructional leader, while also specifically monitoring teacher performance. The Professional Responsibilities Domain addresses the standards for administrator responsibilities that support improvements in teachers' practice as well as providing the structural supports to ensure teacher success. This alignment with the Teacher Framework ensures that administrators are evaluated on their ability to provide the structural support and feedback to help teachers improve their practice.

The administrator Domains were determined as a result of a rigorous review of existing administrator leadership standards, including the Interstate School Leaders Licensure Consortium (ISSLC) and the National Board of Administrator Leadership Standards (NBPLS). Based on these standards, and in an explicit effort to align the administrator evaluation with the Standards and Indicators identified in the teacher framework, the Teachers and Leaders Council (TLC) identified the four high-leverage Instructional Leadership Standards identified below. As with the Teacher Framework, this approach operationalizes a narrowed focus to ensure that due concentration is paid to effectiveness and fidelity of implementation.

Table 5: Administrator Instructional Leadership Practice Standards and Indicators

Standard 1: Creating and sustaining a focus on learning	**Indicator 1:** The school-level 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. **Indicator 2:** The school-level administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data. **Indicator 3:** The school-level administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth. **Indicator 4:** The school-level administrator systematically supports teachers' short-term and long-term planning for student learning through a variety of means.
Standard 2: Creating and sustaining a culture of continuous improvement	**Indicator 1:** The school-level administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development. **Indicator 2:** The school-level administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures. **Indicator 3:** The school-level administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement. **Indicator 4:** The school-level administrator operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.
Standard 3: Creating and sustaining productive relationships	**Indicator 1:** The school-level 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. **Indicator 2:** The school-level administrator provides opportunities for extended, productive discourse between the administrator and teacher(s) and among teachers to support decision-making processes. **Indicator 3:** The school-level administrator structures the school environment to enable collaboration between school-level administrators and teachers and among teachers to further school goals. **Indicator 4:** The school-level administrator has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.
Standard 4: Creating and sustaining structures	**Indicator 1:** The school-level administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate. **Indicator 2:** The school-level administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate. **Indicator 3:** The school-level administrator allocates resources effectively, including organizing time, to support learning goals.

Table 6: Administrator Professional Responsibilities Standards and Indicators

Standard 1: Manages Human Capital	**Indicator 1:** The school-level 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. **Indicator 2:** The school-level administrator uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers. **Indicator 3:** The school-level administrator supports the development of teacher leaders and provides leadership opportunities. **Indicator 4:** The school-level administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework.
Standard 2: Self-Reflection and Professional Growth	**Indicator 1:** The school-level administrator seeks out feedback from colleagues and staff and uses a variety of data to self-reflect on his or her practice. **Indicator 2:** The school-level administrator seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices. **Indicator 3:** The school-level administrator pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community.
Standard 3: Professional Obligations	**Indicator 1:** The school-level administrator models and advocates for fair equitable and appropriate treatment of all personnel, students, and families. **Indicator 2:** The school-level administrator models integrity in all interactions with colleagues, staff, students, family, and the community. **Indicator 3:** The school-level administrator respects the rights of others with regard to confidentiality & dignity & engages in honest interactions. **Indicator 4:** The school-level administrator follows policies, regulations, and procedures specific to role and responsibilities.
Standard 4: Family and Community Engagement	**Indicator 1:** The school-level administrator Involves families and the community in appropriate policy implementation, program planning, and assessment. **Indicator 2:** The school-level administrator involves families and community members in the realization of vision and in related school improvement efforts. **Indicator 3:** The school-level administrator connects students and families to community health, human and social services as appropriate.

MEASURES OF STUDENT PERFORMANCE

The other category to evaluate educator performance is based on student performance. This is measured by the Student Performance Domain and includes data reflecting student growth over time and proficiency. Linking student growth and educator performance is a critical factor within evaluation models, as it has the potential to transform the profession. However, many variables affect the relationship between student growth and educator performance. There are many technical issues surrounding the calculation of student growth and available measures that are both constructive and contain the technical qualities needed to make high-stakes decisions. As new educator evaluation

models are implemented, advances in research and best practices are anticipated. As new research and information emerges through national and Nevada validation efforts, the Nevada approach to measuring student growth may be adapted accordingly.
Recommendations concerning measures of student growth for use in individual educator evaluations will be made after a close examination of the limitations of currently available assessments, data availability and integrity, and technical limitations.

The Student Performance Domain - Teachers includes measures of:

- student growth,
- student proficiency, and
- contributions to the reduction of subpopulation achievement gaps.

The Student Performance Domain - Administrators includes measures of:

- school-wide student growth,
- school-wide student proficiency, and
- school-wide reduction of subpopulation achievement gaps.

The use of this format is intentionally designed to align with the State's approach to measuring school success through the Nevada School Performance Framework (NSPF), as described in Nevada's Elementary and Secondary Education Act Flexibility Waiver. Included are both student proficiency (did student meet the goal) as well as student growth (student achievement over time) and reduction of the achievement gap for students in poverty, who are English Language Learners, and/or who have been identified with a disability.

The passage of AB447(2015) made changes to the Student Performance Category of the NEPF. During the **2015-2016 school year, no student achievement data is used to inform an educator's evaluation**. During the 2016-2017 school year, the student achievement portion will be 20% (10% statewide assessment data and 10% district measures). During the 2017-2018 school year, the student performance portion of the NEPF will be 40% (20% statewide assessment data and 20% district measures). The criteria for district measures will be recommended to the State Board of Education (SBE) by the TLC.*

Table 7: NEPF Category Percentages

School Year	Educational Practices	Student Performance	
2015-2016	100%	N/A	
2016-2017	80%	20%	10% statewide assessment data 10% local district measures*
2017-2018	60%	40%	20% statewide assessment data 20% local district measures*

* To be determined

OBSERVATION PROCESS

"Announced" (scheduled) observations consist of a pre-observation review with the teacher/administrator and the evaluator, an observation based on the Standards, and a post-observation conference. The pre- and post-observation conference includes a list of uniform questions and potential artifacts/evidence review, as requested by the evaluator. The minimum number of announced observations is differentiated according to experience and performance as outlined in the Differentiated Observation Cycle (Table 8). For teachers, each announced classroom observation, as one component of the teacher evaluation, needs to be conducted for a minimum of twenty minutes.

"Unannounced" observations follow the same procedure as announced observations, with the exception of the requirements for a pre-observation review and the minimum twenty-minute duration for teachers. Post-observation reviews for announced and unannounced observations can be combined into a single meeting, regardless of the length of time between the observations. Unannounced 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 number of scheduled observations that must be conducted by the supervising administrator are outlined in Table 8.

Pre-Observation Conferences: Each announced 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 evidence and rationale for the basis of his/her actions. 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. Professional learning needs are discussed and identified. Professional learning opportunities for the evaluator in 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 minimally effective, the evaluator uses the Educator Assistance Plan Tool to develop and implement an assistance plan pursuant to NRS 391.3125 and/or 391.3127. Early support is best; therefore, this tool can be used to provide assistance to educators at any time during the evaluation cycle.

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 for Evaluation. The evaluation cycle is differentiated as outlined below, based on the level of experience and prior school year performance rating of the educator.

Table 8: Differentiated Observation Cycle

		Probationary *educators in year one of their probationary period* ***OR*** ***All educators*** *whose previous year rating was* ***ineffective or minimally effective***	***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***
Evaluation Frequency		**1** time per year	**1** time per year	**1** time per year
Scheduled Observations Required Per Evaluation (Per NRS 391.3125, NRS 391.3127) and changes made by passage of AB447 (2015)		**3** scheduled observations (minimum) *supervising administrator must conduct 2 of the 3 required observations*	**2** scheduled observations (minimum) *supervising administrator must conduct 1of the 2 required observations*	**1** scheduled observation (minimum) *supervising administrator must conduct the 1 required observation*
Required Evaluation Components				
Self-Assessment		Prior to first evidence review	Prior to first evidence review	Prior to evidence review and recommended ***within 50 days*** of start of instruction
Analysis, Goal Setting, and Plan Development		Prior to first evidence review	Prior to first evidence review	Prior to evidence review and recommended ***within 50 days*** of start of instruction
Implementation of the Plan (Per NRS 391.3125 and NRS 391.3127)	**Observation Process**	• 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	• 1st scheduled observation must occur ***within 80 days*** after the first day of instruction • 2nd scheduled observation must occur ***after 80 days but within 120 days*** after the first day of instruction	• The observation must occur ***within 120 days*** after the first day of instruction
	Data/Artifacts Collection, Evidence Review, Collaborative Conferencing, Documentation, and Professional Learning Planning	Following each evidence review	Following each evidence review	Following each evidence review
	Mid-Cycle Goals Review	Approximately halfway through the school year	Approximately halfway through the school year	Approximately halfway through the school year
Summative Evaluation		The Performance Rating is assigned based on evidence. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year.		

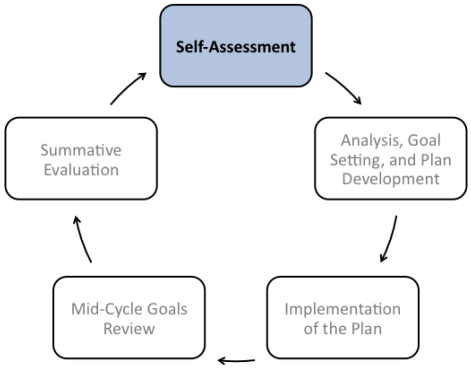
At the beginning of the school year:
The educator receives a complete set of materials outlining the evaluation process and the educator and evaluator meet to establish expectations and consider goals. They discuss the evaluation process together (including observations/visits, collection of evidence, etc.) and review the NEPF Educational Practice rubrics 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.

Table 9: Typical Evaluation Cycle

Step	Timeline
Step 1: Educator Self-Assessment	Late Summer/Early Fall
Step 2: Pre-Evaluation Conference Analysis, Goal Setting, and Educator Plan Development	Early Fall
Step 3: Observations and Conferences Plan Implementation and Collection of Evidence	Throughout School Year
Step 4: Mid-Cycle Goals 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 a minimum of one student learning goal and one professional practice goal.
This is a critical moment for the educator to take ownership of the process. A guiding principle for the Nevada Educator Performance Framework 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.



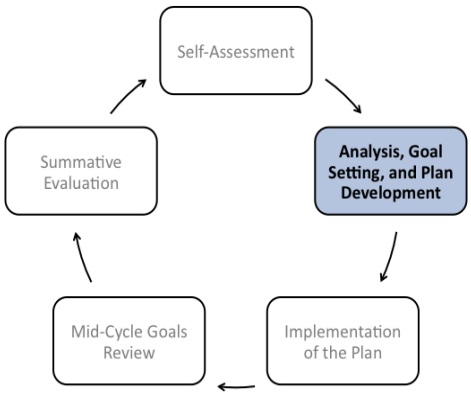
- ✓ **Self-Assessment:**

  Using the **Self-Assessment Tool** and examining a wide range of evidence, 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 goals, including but not necessarily limited to:
    - at least one goal related to improving student learning, and
    - at least one goal related to improving the educator's own professional practice.
  - Develop action steps for each goal.
  - Record evidence to be used.

Step 2: 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 their self-assessment and proposed goals with the evaluator during the Pre-Evaluation Conference. The educator collaborates with the evaluator to refine the goals 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 goals, action steps, and evidence to be used to evaluate his/her work.

- ✓ **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 school/classroom context?
  - 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 will be a specific focus for part or all of the year?

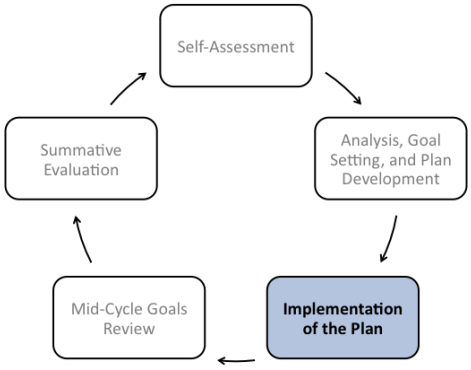
- ✓ **Goals and Plan Confirmation:**

  The evaluator analyzes the educator's proposed student learning and professional practice goals alongside the NEPF rubrics. The educator and evaluator agree on the goals to be included in the Plan and the evidence to be used to determine performance levels on each Indicator.

Step 3: Plan Implementation – Observations, Collection 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 the student learning and professional practice goals identified in the Plan and collects evidence on the Standards and Indicators to share with the evaluator. The evaluator provides feedback for improvement, ensure timely access to planned supports, and collects evidence on educator performance and progress toward goals through multiple sources.

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 goals. The evaluator uses the Plan to drive appropriate and timely support for the educator. Both continue to use **Pre- and Post-Observation Conference Tools**, the NEPF rubrics, and student data to develop a shared understanding of effective practice, guide ongoing reflection, monitor progress toward goals, and determine collection of evidence.



- ✓ **Plan Implementation:**
  The educator, with the support of the evaluator, implements the Plan.

- ✓ **Evidence Collection:**
  - The educator presents evidence identified the Plan.
  - The evaluator collects evidence described in the plan and other relevant data to demonstrate performance on the NEPF Standards and Indicators using the **Evidence Collection Tool**.
  - The evaluator reviews evidence to identify corresponding NEPF Standards and Indicators.
  - Observations are **NOT** scored.

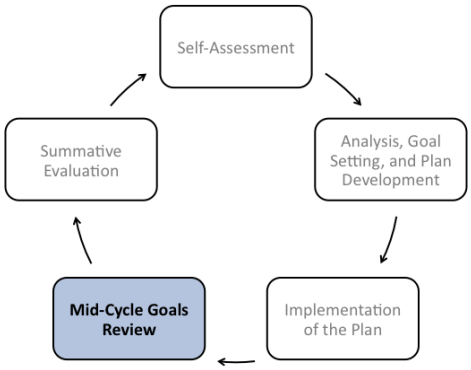
- ✓ **Observation and Conference Process:**
  - The educator and evaluator use the **Pre-Observation Conference Tool** to discuss the upcoming observation. (For announced observations only.)
  - The evaluator conducts the observation. Using the **Observation Tool** and **Evidence Review Tool** the evaluator records evidence gathered during the announced or unannounced observation and identifies corresponding Standards and Indicators.
  - The educator and evaluator use the **Post-Observation Conference Tool** to discuss the observation and identify professional learning needs.

Purposeful observations offer critical opportunities for evaluators to observe, collect evidence, and analyze the educator's practice. Observations should be both announced and unannounced, and frequent observations provide invaluable insight into the educator's performance. The evaluator uses the **Observation Tool** and **Evidence Review Tool** to collect evidence. **Observations are NOT scored.**

Step 4: Mid-Cycle Goals Review

The fourth step is a mid-cycle goals review. A conference should be held to discuss educator progress towards attaining goals and performance on 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 goals, as necessary. It is an opportunity for taking stock by reviewing evidence collected by the educator and evaluator. If there are patterns of evidence demonstrating performance that is either *ineffective* or *minimally effective*, 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 struggling, this allows the evaluator to provide the educator with the assistance required to address areas of concern. Evaluators use the **Educator Assistance Plan Tool** to describe the actions that will be taken to assist the educator and state directives.



- ✓ **Progress Review:**

  At mid-cycle, the evaluator analyzes the data and evidence collected to date and shares an assessment of progress on the goals 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 evidence, gathers additional evidence and insights from the educator, 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.

- ✓ **Final Rating of the Educator's Educational Practice:**
  The evaluator reviews the tools and relevant evidence collected throughout the cycle for the purpose of determining performance levels for each of the Indicators.
  Scoring:
  - The rating for each Indicator is one through four (whole numbers only). The evaluator uses evidence collected throughout the cycle to rate each Indicator using the **Evaluation Conference Summative Rating Tool.**
  - The indicator performance levels are then used to calculate the score for each Standard. This is done by averaging all Indicator levels for each Standard.
  - Overall scores for Instructional Practice (teacher)/Instructional Leadership (administrator) and Professional Responsibilities are calculated by averaging the Standard scores for each.
  - The final Educational Practice score is then determined by adding the weighted Instructional Practice (teacher)/Instructional Leadership (administrator) and Professional Responsibilities scores on the **Evaluation Conference Summative Rating Tool.**
  - No student performance data is used for the 2015-2016 school year; therefore, the final Educational Practice score is the score used to determine the final rating.

- ✓ **Evaluation Conference:**
  During the final evaluation conference, the educator and evaluator review the Evaluation Conference Summative Rating Tool on which the evidence and final rating for the Educational Practice category is recorded. The table below shows the scoring ranges used to determine the final rating for the Educational Practice Category for teachers and building level administrators for the 2015-2016 school year.

Table 10: 2015-2016 Scoring Ranges to Determine Educational Practice Category Rating

2015-2016 School Year	
Overall Score Range	**Final Rating***
3.6 - 4.0	**Highly Effective**
2.80 - 3.59	**Effective**
1.91 - 2.79	**Minimally Effective**
1.0 - 1.9	**Ineffective**

*No student performance data used to determine final rating for the 2015-2016 school year.

GLOSSARY

Administrator – An individual within the school serving in a managerial or supervisory role, including administrators and assistant administrators. Administrators are generally charged with the evaluation of teaching and teachers, as well as curriculum and program development within the school.

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 school level teachers and administrators.

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 administrators and make overall performance decisions.

High Leverage Standards – The identified standards, or main objectives of effective teachers and administrators, as identified by the Nevada TLC.

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.

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

Professional Learning – The process by which teachers' and administrators' 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 teachers are expected to know and do. Standards operationalize the categories by providing measurable goals.

Standard Score – The overall rating 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) – Fifteen 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, 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.

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

GOAL SETTING AND PLANNING TOOL

Educator Name: _____ **School Name:** _____

Evaluator Name: _____ **Date:** _____

Information from the Self-Assessment tool is used to develop SMART goals related to student learning and professional practice. An action plan, along with evidence to be collected, is developed to share with the evaluator. The educator and evaluator collaborate to refine or revise the goals and plan as needed.*

SMART* Goal #1 – Student Learning
Educator Plan Action Steps: **Evidence:**
SMART* Goal #2 – Professional Practice
Educator Plan Action Steps: **Evidence:**

***SMART** S=Specific and Strategic; M=Measurable; A=Action Oriented; R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked

Educator Signature: _____ **Date:** _____

Evaluator Signature: _____ **Date:** _____

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

EVIDENCE REVIEW TOOL

Educator Name: _____ **School Name:** _____

Evaluator Name: _____ **Date**: _____

This tool is to be used by the evaluator as part of the post observation conference. The evaluator uses this tool in conjunction with the observation tool to record feedback provided to the educator, review the evidence presented/observed for alignment with Standards and Indicators, and check progress toward goals.

Evidence	Aligned Standard(s)/ Indicator(s)

Feedback to the Educator

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

EDUCATOR ASSISTANCE PLAN

Educator Name: _____	**Assignment:** _____
Evaluator Name: _____	**Date:** _____

This tool is for the educator and evaluator to develop and implement an assistance plan pursuant to NRS 391.3125 & 391.3127 as part of the Mid Cycle Goals Review, but may be completed sooner if appropriate.

Specific Concerns: (reference Standards & Indicators)	**Resources/Support Needed:**
Evaluator Assistance Actions:	**Timeline:**
Educator Actions:	**Timeline:**
Evidence of Progress:	**Timeline:**

Educator Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

ADMINISTRATOR SELF-ASSESSMENT TOOL
INSTRUCTIONAL LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES STANDARDS

Administrator Name: _____ **School Name:** _____

Evaluator: _____ **Date**: _____

The educator uses the Standards and Indicators rubric and levels of performance to reflect on practice and identify strengths and areas for growth/improvement based on supporting evidence. Scores for each Standard are then calculated by averaging the Indicator levels for each Standard. Information from this tool is transferred to the Goal Setting and Planning tool to develop at least one student learning and one professional practice goal.

Instructional Leadership Standards

Standard 1 Score	Standard 2 Score	Standard 3 Score	Standard 4 Score
Summary statement of strengths and areas for growth and improvement.			

Professional Responsibility Standards

Standard 1 Score	Standard 2 Score	Standard 3 Score	Standard 4 Score
Summary statement of strengths and areas for growth and improvement.			

INSTRUCTIONAL LEADERSHIP

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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			

Standard 1 Score (Average of Indicator Levels) =

INSTRUCTIONAL LEADERSHIP

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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			

Standard 2 Score (Average of Indicator Levels) =

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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			

Standard 3 Score (Average of Indicator Levels) =

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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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 adequately 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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			

Standard 4 Score (Average of Indicator Levels) =

PROFESSIONAL RESPONSIBILITIES

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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			

Standard 1 Score (Average of Indicator Levels) =

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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			

Standard 2 Score (Average of Indicator Levels) =

PROFESSIONAL RESPONSIBILITIES

Standard 3: Professional Obligations			
Indicator 1: The administrator models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families.			
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.	**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.	**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.	**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 nor or rarely takes action or takes ineffective actions that fail to address issues of unfair, inequitable, and inappropriate treatment of others.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
Indicator 2: The administrator models integrity in all interactions with colleagues, staff, students, family, and the community.			
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.	**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.	**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.	**Level 1** The administrator models little integrity (e.g. ethical standards of the profession) in interactions with colleagues, staff, students, families, and the community.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
Indicator 3: The administrator respects the rights of others with regard to confidentiality and dignity, and engages in honest interactions.			
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.	**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.	**Level 2** The administrator inconsistently respects the rights of others with regard to confidentiality and dignity, and/or inconsistently engages in honest interactions.	**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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
Indicator 4: The administrator follows policies, regulations, and procedures specific to role and responsibilities.			
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.	**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.	**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.	**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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			

Standard 3 Score (Average of Indicator Levels) =

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.
Indicator Level (whole number only)			
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.
Indicator Level (whole number only)			
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.
Indicator Level (whole number only)			

Standard 4 Score (Average of Indicator Levels) =

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

ADMINISTRATOR OBSERVATION TOOL **INSTRUCTIONAL LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES STANDARDS**	**Event/Activity Observed:**

Administrator Name: _____ **School Name:** _____

Evaluator Name: _____ **Date:** _____

Observation Time/Duration: _____ **Observation Date:** _____

This tool is used by the evaluator to collect evidence throughout the observation.

Observation Evidence: *What did the administrator say and do?* *(Teacher, student, and parent/stakeholder behaviors may also be considered.)*	**Aligned Standard(s)/ Indicator(s)**

Feedback to the Administrator

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

ADMINISTRATOR PRE-OBSERVATION CONFERENCE TOOL

Administrator Name: _____ **Activity To Be Observed:** _____

Evaluator Name: _____ **Observation Time/Duration:** _____

Date: _____ **School Name:** _____

Proposed Observation Date: _____

This tool is for the administrator and evaluator to discuss an upcoming announced observation. It is intended to guide thinking and conversation, so every question may not be answered or be relevant to every observation.

INSTRUCTIONAL LEADERSHIP STANDARDS

Questions to Guide Discussion:	Notes:
Planning: What is your planning process for leading your school?	
• **Learning Focus:** How will you create and sustain a focus on learning in your school? How will you monitor student/teacher performance data to ensure learning? How will you engage teachers in reflecting on practice for increased student learning? • **Culture of Continuous Improvement:** How will you set clear expectations for performance? How will you monitor and provide support for growth and development? How will you support teacher development? How will you use data to drive continuous improvement? How will you demonstrate your deep belief that all children can achieve? • **Productive Relationships:** How will you create a positive affective experience for all members of the school community? How will you provide for productive discourse with and among teachers to support decision-making? How will you enable collaboration with teachers to further school goals? • **Structures and Processes:** How will you align curriculum, instruction, and assessment to state standards and college readiness standards? How will you implement a coherent and clearly articulated curriculum across the school? How will you review and monitor effectiveness? How will you allocate resources to support learning goals?	
Growth and Reflection: What have you been working on in your leadership practice since your last observation cycle?	
Artifacts to Provide Contextual Information (if applicable)	
These can include some or all of the following but are not limited to this list: school performance plan; administrator notes; student performance data; teacher evaluations; teacher feedback; teacher work; professional development artifacts; student work; student feedback; teacher notes; audio/visual/print artifacts	

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

ADMINISTRATOR PRE-OBSERVATION CONFERENCE TOOL

PROFESSIONAL RESPONSIBILITIES STANDARDS

Questions to Guide Discussion:	Notes:
• **Managing Human Capital:** How will you collect and utilize observation data and evidence of teacher practice to support improved teacher performance? How will you use teacher effectiveness data to support and retain teachers? How will you develop teacher leaders? How will you comply with requirements and expectations of the Nevada Teacher Evaluation Framework? • **Reflection on Professional Growth and Practice:** How will you use feedback and data to self-reflect on your practice? How will you pursue professional learning opportunities to remain current on educational research and further your own professional growth? • **Professional Obligations:** How will you model integrity in all interactions and advocate for fair, equitable, and appropriate treatment of all personnel, students and families? How will you follow school/district policies and regulations? • **Family Engagement:** How will you involve families and community members in school improvement efforts? How will you involve families and community members in appropriate policy implementation, program planning, and assessment? How will you connect students and families to community health, human, and social services?	
Growth and Reflection: What have you been working on to achieve your goals on the professional responsibilities standards since your last evaluation cycle?	
Artifacts to Provide Contextual Information (if applicable)	
These can include some or all of the following but are not limited to this list: school performance plan; administrator notes; teacher notes; meeting notes; audio/visual/print artifacts.	

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

ADMINISTRATOR POST-OBSERVATION CONFERENCE TOOL

Administrator Name: _____ **Activity Observed:** _____

Evaluator Name: _____ **Observation Time/Duration:** _____

Date: _____ **School Name:** _____

Date(s) of Observation(s): _____

This tool is for the educator and evaluator to discuss an observation that has occurred. It is intended to guide thinking and conversation, so every question may not be answered or be relevant to every observation.

INSTRUCTIONAL LEADERSHIP STANDARDS

Questions to Guide Discussion:	Notes:
• **Learning Focus:** How did you create and sustain a focus on learning in your school? How did you monitor performance data to ensure learning? How did you engage teachers in reflecting on practice for increased student learning? • **Culture of Continuous Improvement:** How did you set clear expectations for performance? How did you monitor and provide support for growth and development? How did you support teacher development? How did you use data to drive continuous improvement? How did you demonstrate your deep belief that all children can achieve? • **Productive Relationships:** How did you create a positive affective experience for all members of the school community? How did you provide for productive discourse with and among teachers to support decision-making? How did you enable collaboration with teachers to further school goals? • **Structures and Processes:** How did you align curriculum, instruction, and assessment to state standards and college readiness standards? How did you implement a coherent and clearly articulated curriculum across the school? How did you review and monitor effectiveness? How did you allocate resources to support learning goals?	
Growth and Reflection: Strengths of instructional leadership? Areas for improvement? What ideas do you have for next steps in achieving your goals? What are your professional learning needs? What resources do you need to support your growth?	
Artifacts to Provide Contextual Information (if applicable): These can include some or all of the following but are not limited to this list: school performance plan; administrator notes; student performance data; teacher evaluations; teacher feedback; teacher work; professional development artifacts; student work; student feedback; teacher notes; audio/visual/print artifacts.	

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

ADMINISTRATOR POST-OBSERVATION CONFERENCE TOOL

PROFESSIONAL RESPONSIBILITIES STANDARDS

Questions to Guide Discussion:	Notes:
• **Managing Human Capital:** How did you collect and utilize observation data and evidence of teacher practice to support improved teacher performance? How did you use teacher effectiveness data to support and retain teachers? How did you develop teacher leaders? How did you comply with requirements and expectations of the Nevada Teacher Evaluation Framework? • **Reflection on Professional Growth and Practice:** How did you use feedback and data to self-reflect on your practice? How did you pursue professional learning opportunities to remain current on educational research and further your own professional growth? • **Professional Obligations:** How did you model integrity in all interactions and advocate for fair, equitable, and appropriate treatment of all personnel, students and families? How did you follow school policies and regulations? • **Family Engagement:** How did you involve families and community members in school improvement efforts? How did you involve families and community members in appropriate policy implementation, program planning, and assessment? How did you connect students and families to community health, human, and social services?	
Growth and Reflection: Professional responsibilities strengths? Areas for improvement? What ideas do you have for next steps in achieving your goals? What are your professional learning needs? What resources do you need to support your growth?	
Artifacts to Provide Contextual Information (if applicable): These can include some or all of the following but are not limited to this list: school performance plan; administrator notes; teacher evaluation summary records; teacher notes; meeting notes; audio/visual/print artifacts.	

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

ADMINISTRATOR EVALUATION CONFERENCE SUMMATIVE RATING TOOL
EDUCATIONAL PRACTICE

Administrator Name: _____ **School Name:** _____

Date: _____ **Evaluator:** _____

Dates of Observations: _____

Dates of Conferences:_____

The evaluator uses the rubrics with this tool to review evidence collected throughout the cycle for determining performance on the Indicators (levels 1-4 whole numbers only). Indicator levels are then used to calculate each Standard score by averaging all Indicator levels for each Standard. The Domain score is then calculated by averaging the scores of all Standards.

INSTRUCTIONAL LEADERSHIP DOMAIN

Standard 1	Evidence	Level
Indicator 1		
Indicator 2		
Indicator 3		
Indicator 4		
	Standard Score (average of Indicator levels):	

Standard 2	Evidence	Level
Indicator 1		
Indicator 2		
Indicator 3		
Indicator 4		
	Standard Score (average of Indicator levels):	

Standard 3	Evidence	Level
Indicator 1		
Indicator 2		
Indicator 3		
Indicator 4		

	Standard Score (average of Indicator levels):	
Standard 4	**Rationale/Evidence**	**Level**
Indicator 1		
Indicator 2		
Indicator 3		
	Standard Score (average of Indicator levels):	

INSTRUCTIONAL LEADERSHIP DOMAIN SCORE			
Domain Score (Average of Standard Scores)=		**X .80* =**	

***weighting pending outcome of regulatory process**

Leadership Practice Standards Strengths/Areas for Growth and Evidence **(Continue on additional page(s) if needed.)**
Educator Plan Progress and Evidence

PROFESSIONAL RESPONSIBILITIES DOMAIN

Standard 1	Evidence	Level
Indicator 1		
Indicator 2		
Indicator 3		
Indicator 4		
	Standard Score (average of Indicator levels):	
Standard 2	**Evidence**	**Level**
Indicator 1		
Indicator 2		
Indicator 3		
	Standard Score (average of Indicator levels):	
Standard 3	**Evidence**	**Level**
Indicator 1		
Indicator 2		
Indicator 3		
Indicator 4		
	Standard Score (average of Indicator levels):	
Standard 4	**Evidence**	**Level**
Indicator 1		
Indicator 2		
Indicator 3		
	Standard Score (average of Indicator levels):	

PROFESSIONAL RESPONSIBILITIES DOMAIN SCORE			
Domain Score (Average of Standard Scores)=		**X .20* =**	

***weighting pending outcome of regulatory process**

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

Educator Plan Progress and Evidence

Educational Practice Summative Score	
WEIGHTED INSTRUCTIONAL LEADERSHIP DOMAIN SCORE	
WEIGHTED PROFESSIONAL RESPONSIBILITIES DOMAIN SCORE	
Add domain scores to determine the EDUCATIONAL PRACTICE SUMMATIVE SCORE	

Overall Score Range	Final Rating**
3.6 - 4.0	Highly Effective
2.80 - 3.59	Effective
1.91 - 2.79	Minimally Effective
1.0 - 1.9	Ineffective

**No student performance data included for the 2015-2016 school year. Educational Practice Summative Score is the Final Score.

Educational Practice Summative Final Rating (from above): _____

Educator Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

TEACHER SELF-ASSESSMENT TOOL
INSTRUCTIONAL PRACTICE AND PROFESSIONAL RESPONSIBILITIES STANDARDS

Teacher Name: _____ **School Name**:_____

Evaluator:_____ **Date**: _____

The educator uses the Standards and Indicators rubric and levels of performance to reflect on practice and identify strengths and areas for growth/improvement based on supporting evidence. Scores for each Standard are then calculated by averaging the Indicator levels for each Standard. Information from this tool is transferred to the Goal Setting and Planning tool to develop at least one student learning and one professional practice goal.

Instructional Practice Standards

Standard 1 Score	Standard 2 Score	Standard 3 Score	Standard 4 Score	Standard 5 Score
Summary statement of strengths and areas for growth and improvement.				

Professional Responsibilities Standards

Standard 1 Score	Standard 2 Score	Standard 3 Score	Standard 4 Score	Standard 5 Score
Summary statement of strengths and areas for growth and improvement.				

INSTRUCTIONAL PRACTICE 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
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			

Standard 1 Score (Average of Indicator Levels) =

INSTRUCTIONAL PRACTICE STANDARDS

Standard 2: Learning Tasks have High Cognitive Demand for Diverse Learners			
Indicator 1: Tasks 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
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
Indicator 2: Tasks 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
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
Indicator 3: Tasks 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
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			

Standard 2 Score (Average of Indicator Levels) =

INSTRUCTIONAL PRACTICE 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
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			

Standard 3 Score (Average of Indicator Levels) =

INSTRUCTIONAL PRACTICE 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.			
Level 4 All students in the class can fully explain: (1) *what* the intended learning goal of the lesson is, (2) *why* they are learning it, and (3) *what* successful performance looks like	**Level 3** Most students in the class can generally explain: (1) *what* the intended learning goal of the lesson is, (2) *why* they are learning it, and (3) *what* successful performance looks like OR Most students in the class can fully explain **two** of the following: (1) *what* the intended learning goal of the lesson is, (2) *why* they are learning it, and (3) *what* successful performance looks like	**Level 2** Most students in the class can only vaguely explain **one or more** of the following: (1) *what* the intended learning goal of the lesson is, (2) *why* they are learning it, and (3) *what* successful performance looks like	**Level 1** No, or almost no students can explain: (1) *what* the intended learning goal of the lesson is, (2) *why* they are learning it, and (3) *what* successful performance looks like
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
Indicator 2: Teacher structures opportunities for self-monitored learning for all students			
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	**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	**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	**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
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
Indicator 3: Teacher supports all students to take actions based on the students' own self-monitoring processes			
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	**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	**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	**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
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			

Standard 4 Score (Average of Indicator Levels) =

INSTRUCTIONAL PRACTICE 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
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			

Standard 5 Score (Average of Indicator Levels) =

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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			

Standard 1 Score (Average of Indicator Levels) =

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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			

Standard 2 Score (Average of Indicator Levels) =

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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			

Standard 3 Score (Average of Indicator Levels) =

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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			

Standard 4 Score (Average of Indicator Levels) =

PROFESSIONAL RESPONSIBILITIES STANDARDS

Standard 5: Student Perception			
Indicator 1: The students report that the teacher helps them learn.			
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.	**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.	**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.	**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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
Indicator 2: The students report that the teacher creates a safe and supportive learning environment.			
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.	**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.	**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.	**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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			
Indicator 3: The students report that the teacher cares about them as individuals and their goals or interests.			
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.	**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.	**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.	**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.
Indicator Level (whole number only)			
Use rubric to identify potential evidence sources here:			

Standard 5 Score (Average of Indicator Levels) =

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

TEACHER OBSERVATION TOOL INSTRUCTIONAL PRACTICE AND PROFESSIONAL RESPONSIBILITIES STANDARDS	**Grade/Class/Subject:**

Teacher Name: _____ **School Name:** _____

Evaluator Name: _____ **Date:** _____

Observation Time/Duration:_____ **Observation Date:** _____

This tool is used by the evaluator to collect evidence throughout the observation.

Observation Evidence: *What did the educator and students say and do?*	**Aligned Standard(s)/ Indicator(s)**

Feedback to the Teacher

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

TEACHER PRE-OBSERVATION CONFERENCE TOOL

Teacher Name: _____ **Proposed Observation Date:** _____

Evaluator Name: _____ **Observation Time/Duration:** _____

Date: _____ **School Name:** _____

Grade/Class/Subject to be Observed: _____

This tool is for the teacher and evaluator to discuss an upcoming announced observation. It is intended to guide thinking and conversation, so every question may not be answered or be relevant to every observation.

INSTRUCTIONAL PRACTICE STANDARDS

Questions to Guide Discussion:	Notes:
Instructional Planning: How have you prepared for this lesson?	
• **Learning Focus:** In what ways will you connect new learning to prior learning and experience? How will you know students understand the relevance of what they were learning? In what ways will you allow for students to challenge/ build on initial understandings? • **Knowledge of Students:** How will you ensure tasks have high cognitive demand for the diverse learners in your classroom? How will the lesson engage and challenge students? How will the skills/concepts from this lesson be used in future lessons? • **Instruction and Learning Practices:** What instructional strategies and methods will be used to engage students and ensure student achieve lesson goals? What instructional strategies and methods will be used to engage students and ensure all students achieve lesson goals? • **Developing Independent Learners:** How will you help students engage in metacognitive activity to increase understanding and responsibility for their own learning? How will you ensure that students understand how they are doing and support students' self-assessment? • **Assessment of Student Learning:** How will you integrate assessment into instruction? What assessments will you use to check for understanding during the lesson? How will you use this data to inform your next steps?	
Growth and Reflection: What have you been working on in your instructional practice since your last observation cycle?	
Artifacts to Provide Contextual Information (if applicable)	
These can include some or all of the following but are not limited to this list: lesson plan; student work; student feedback (e.g., survey, writing); teacher notes; audio/visual/print artifact; prior student work/assessment informing planned learning opportunities.	

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

TEACHER PRE-OBSERVATION CONFERENCE TOOL

PROFESSIONAL RESPONSIBILITIES STANDARDS

Questions to Guide Discussion:	Notes:
• **Commitment to School Community:** How will you collaborate with colleagues? How will you take an active role in building a professional culture that is learning centered and focused on high expectations for all students? • **Reflection on Professional Growth and Practice:** How will you use feedback and data to self-reflect on your practice? How will you pursue professional learning opportunities to further your own professional growth? How will you pursue teacher leadership opportunities? • **Professional Obligations:** How will you model integrity in all interactions and advocate for fair, equitable, and appropriate treatment of all students and families? How will you ensure that school policies and regulations are adhered to? • **Family Engagement:** How will you regularly facilitate two-way communication with parents about your goals of instruction and student progress? How will you value, respect, and encourage students and families to become active members of the school? How will you connect families to opportunities and services to address student needs? • **Student Perception:** How will you determine student perceptions on their learning? How will I know that your students feel as if you help them learn? How will I know that your students feel as if you create a safe environment in your classroom? How will I know if your students feel as if you care about them and their goals?	
Growth and Reflection: What have you been working on to achieve your goals on the professional responsibilities standards since your last evaluation cycle?	
Artifacts to Provide Contextual Information (if applicable)	
These can include some or all of the following but are not limited to this list: teacher notes; meeting notes; audio/visual/print artifacts.	

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

TEACHER POST-OBSERVATION CONFERENCE TOOL

Teacher Name: _____ **Grade/Class/Subject:** _____

Evaluator Name: _____ **Observation Time/Duration:** _____

Date: _____ **School Name:** _____

Date(s) of Observation(s): _____

This tool is for the educator and evaluator to discuss an observation that has occurred. It is intended to guide thinking and conversation, so every question may not be answered or be relevant to every observation.

INSTRUCTIONAL PRACTICE STANDARDS

Questions to Guide Discussion:	Notes:
• **Learning Focus:** What were the students learning? How did you connect new learning to prior learning and experience? • **Knowledge of Students:** How did you ensure the tasks had high cognitive demand for the diverse learners in your classroom? How did the lesson engage and challenge students? • **Instruction and Learning Practices:** How did you ensure students made meaning of the new learning? What instructional strategies and methods did you use to engage students and ensure all students achieved lesson goals? • **Developing Independent Learners:** How did you help students engage in metacognitive activity to increase understanding and responsibility for their own learning? How did you ensure that students understand how they are doing and support students' self-assessment? • **Assessment of Student Learning:** How did you integrate assessment into instruction? What assessments did you use to check for understanding during the lesson? How did you use this data to inform your next steps?	
Growth and Reflection: Strengths of instruction? Areas for improvement? What ideas do you have for next steps in achieving your goals? What are your professional learning needs? What resources do you need to support your growth?	
Artifacts: To provide contextual information for the lesson (if applicable): These can include some or all of the following but are not limited to this list: lesson plan; student work; student feedback (e.g., survey, writing); teacher notes; audio/visual/print artifact; prior student work/assessment informing planned learning opportunities.	

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

TEACHER POST-OBSERVATION CONFERENCE TOOL

PROFESSIONAL RESPONSIBILITIES STANDARDS

Questions to Guide Discussion:	Notes:
• **Commitment to School Community:** How did you collaborate with colleagues? How did you take an active role in building a professional culture that is learning centered and focused on high expectations for all students? • **Reflection on Professional Growth and Practice:** How did you use feedback and data to self-reflect on your practice? How did you pursue professional learning opportunities to further your own professional growth? How did you pursue teacher leadership opportunities? • **Professional Obligations:** How did you model integrity in all interactions and advocate for fair, equitable, and appropriate treatment of all students and families? How did you follow school policies and regulations? • **Family Engagement:** How did you regularly facilitate two-way communication with parents about your goals of instruction and student progress? How did you value, respect, and encourage students and families to become active members of the school? How did you connect families to opportunities and services to address student needs? • **Student Perception:** How will you determine student perceptions on their learning? How will I know that your students feel as if you help them learn? How will I know that your students feel as if you create a safe environment in your classroom? How will I know if your students feel as if you care about them and their goals?	
Growth and Reflection: Professional responsibilities strengths? Areas for improvement? What ideas do you have for next steps in achieving your goals? What are your professional learning needs? What resources do you need to support your growth?	
Artifacts to Provide Contextual Information (if applicable): These can include some or all of the following but are not limited to this list: teacher notes; meeting notes; audio/visual/print artifacts.	

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

TEACHER EVALUATION CONFERENCE SUMMATIVE RATING TOOL
EDUCATIONAL PRACTICE

Teacher Name: _____ **School Name:** _____

Date: _____ **Evaluator:** _____

Dates of Observations: _____

Dates of Conferences:_____

The evaluator uses the rubrics with this tool to review evidence collected throughout the cycle for determining performance on the Indicators (levels 1-4 whole numbers only). Indicator levels are then used to calculate each Standard score by averaging all Indicator levels for each Standard. The Domain score is then calculated by averaging the scores of all Standards.

INSTRUCTIONAL PRACTICE DOMAIN

Standard 1	**Evidence**	**Level**
Indicator 1		
Indicator 2		
Indicator 3		
Indicator 4		
	Standard Score (average of Indicator levels):	
Standard 2	**Evidence**	**Level**
Indicator 1		
Indicator 2		
Indicator 3		
Indicator 4		
	Standard Score (average of Indicator levels):	
Standard 3	**Evidence**	**Level**
Indicator 1		
Indicator 2		
Indicator 3		
Indicator 4		
	Standard Score (average of Indicator levels):	

Standard 4	Evidence	Level
Indicator 1		
Indicator 2		
Indicator 3		
	Standard Score (average of Indicator levels):	

Standard 5	Evidence	Level
Indicator 1		
Indicator 2		
Indicator 3		
Indicator 4		
	Standard Score (average of Indicator levels):	

INSTRUCTIONAL PRACTICE DOMAIN SCORE			
Domain Score (Average of Standard Scores)=		**X .80* =**	

***weighting pending outcome of regulatory process**

Instructional Practice Standards Strengths/Areas for Growth and Evidence **(Continue on additional page(s) if needed.)**

Educator Plan Progress and Evidence

PROFESSIONAL RESPONSIBILITIES DOMAIN

Standard 1	Evidence	Level
Indicator 1		
Indicator 2		
Indicator 3		
	Standard Score (average of Indicator levels):	
Standard 2	**Evidence**	**Level**
Indicator 1		
Indicator 2		
Indicator 3		
	Standard Score (average of Indicator levels):	
Standard 3	**Evidence**	**Level**
Indicator 1		
Indicator 2		
Indicator 3		
	Standard Score (average of Indicator levels):	
Standard 4	**Evidence**	**Level**
Indicator 1		
Indicator 2		
Indicator 3		
	Standard Score (average of Indicator levels):	
Standard 5	**Evidence**	**Level**
Indicator 1		
Indicator 2		
Indicator 3		
	Standard Score (average of Indicator levels):	

PROFESSIONAL RESPONSIBILITIES DOMAIN SCORE			
Domain Score (Average of Standard Scores)=		**X .20* =**	

***weighting pending outcome of regulatory process**

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

Educator Plan Progress and Evidence

Educational Practice Summative Score	
WEIGHTED INSTRUCTIONAL PRACTICE DOMAIN SCORE	
WEIGHTED PROFESSIONAL RESPONSIBILITIES DOMAIN SCORE	
Add domain scores to determine the EDUCATIONAL PRACTICE SUMMATIVE SCORE	

Overall Score Range	Final Rating**
3.6 - 4.0	Highly Effective
2.80 - 3.59	Effective
1.91 - 2.79	Minimally Effective
1.0 - 1.9	Ineffective

**No student performance data included for the 2015-2016 school year. Educational Practice Summative Score is the Final Score.

Educational Practice Summative Final Rating (from above): _____

Educator Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____