



Educator Effectiveness Newsletter

NEPF Training Update

Volume 1, Issue 3/Jan. 2016

Effective educators serving all students is a Nevada priority. Effectiveness starts with being informed.

The Educator Effectiveness Newsletter will be published periodically and is designed to provide comprehensive and timely information. Since the 2015-2016 school year is the first implementation year of the statewide performance evaluation system, this third issue is dedicated to informing educators about many of the opportunities for reflection and growth pertaining to the Nevada Educator Performance Framework.

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NEPF Reflection and Growth

Now that we are several months into the school year, evaluators have had the opportunity to observe practice, identify evidence, and provide feedback to those they supervise. Several may already be conducting (or preparing to conduct) mid-cycle goal reviews with their staff. This is an excellent time for administrators and teachers to reflect and take inventory of what has been accomplished so far. It is also time to identify what still needs to be done. Below are some questions that may help guide this process:

- ◆ Which NEPF indicators have not yet been observed?
- ◆ Have I collected/observed enough evidence to adequately inform/determine performance levels?
- ◆ What is the most effective method to collect the necessary evidence?
 - Schedule additional observations?
 - Conduct walk-through observations?
 - Provide/receive additional feedback?
- ◆ Am I on track to attain the student learning and professional practice goals set at the beginning of the school year?
- ◆ What do I need to do to ensure the goals are achieved?
- ◆ What additional resources or training do I need?
- ◆ How do I access additional resources and training?

This newsletter will provide information about accessing additional resources and training through the RPDPs. Each RPDP director was asked to provide information on what their staff have been, and are still doing, to provide quality professional development to support the implementation of the NEPF. The rest of this newsletter contains their responses. It is important to note that the RPDP trainers are not the only ones providing professional development. Several districts have personnel conducting additional NEPF trainings as well. Many are using their professional learning communities (PLCs) to provide professional development, and several others are coaching building level administrators who then train their staff. Additionally, NDE has formed the NEPF Liaison group made up of personnel from each district and other stakeholder groups. The purpose of the NEPF Liaison group is to increase the fidelity of the NEPF system by providing an efficient structure for communicating a consistent flow of accurate information between NEPF stakeholders and NDE. If you are not sure what NEPF training is available in your district please contact your NEPF liaison (see page 4). The [NEPF website](#) contains links to the protocols, which explains the procedures to follow, training materials, and links to other resources to support the implementation of the NEPF.

ABBREVIATIONS & DEFINITIONS

CRESST=Center for Research on Evaluation, Standards & Student Testing

NAC= Nevada Administrative Code (regulations)

NDE= Nevada Department of Education

NEPF= Nevada Educator Performance Framework

NRS= Nevada Revised Statute (state law)

NVACS= Nevada Academic Content Standards

RPDP= Regional Professional Development Program

SBE= State Board of Education

TLC=Teachers and Leaders Council



Northwest Regional Professional Development Program

NEPF Support for the Northwest Region

Kirsten Gleissner, Director, Northwest RPDP

November 2015

The Northwest Regional Professional Development Program (NWRPDP) serves the six school districts of Carson City, Churchill, Douglas, Lyon, Storey, and Washoe Counties. In the fall of 2013, we began developing workshops on the NEPF for both teachers and administrators. In collaboration with the Northeastern and Southern RPDPs, Dr. Margaret Heritage and the UCLA National Center for Research on Evaluation, Standards, and Student Testing (CRESST), as well as the Nevada Department of Education and WestEd, we designed and delivered NEPF information in all six counties. We conscientiously worked with each school district to create workshop schedules and to respond to feedback according to each district's needs. To date, we have provided an average of sixteen hours of NEPF training to every teacher in Carson City, Churchill, Douglas, Lyon, and Storey County School Districts. In addition, we have worked with administrators on studying the teacher evaluation rubrics. Almost exclusively, administrators have participated in teacher workshops along with their staff, discussing examples and viewing teaching videos vetted through CRESST. In five districts, all administrators have participated in an average of nine hours of Inter-Rater Reliability practice with the teacher rubrics. Administrators in all six districts have participated in studying their own evaluation rubrics as well.

Currently, NWRPDP facilitators provide specific NEPF training for teachers new to each district, as needed. Also, content-based professional learning opportunities for teachers include references and examples that integrate the NEPF. Administrative support continues in the form of Maximizing Rater Reliability workshops as requested by district along with examination of the NEPF process, protocols, and tools. Additionally, support has become more individualized this year as administrators are working directly with teachers on the NEPF indicators. In response to questions, we have provided support through phone conferences, site visits that include "Walk and Talks" and classroom observations, practice with narrative writing, conferencing and giving feedback using the NEPF, as well as resources to support struggling teachers.

We are appreciative of the opportunity to continually learn alongside our district teachers and administrators. More information can be obtained by calling the Northwest RPDP office at 775-861-4470, emailing the director, or visiting our new website at nwrpdp.wordpress.com.



Southern Nevada Regional Professional Development Program

Marjorie Conners, Sue DeFrancesco, Bart Mangino,
Pam Salazar, Sylvia Tegano, and Karen Stanley
Administrative Trainers
November 2015

SNRPDP professional development sessions are created to provide a deeper understanding of the NEPF Teacher Instructional and Professional Responsibilities Standards and the NEPF Instructional Leadership and Professional Responsibilities Standards. All administrator professional development sessions provide administrators with resources and tools for implementation of the learning activities in their schools. Sessions on maximizing rater-reliability among administrators are a priority for the SNRPDP administrative team.

Administrator Training Descriptions
NEPF – Conducting High-Quality Observations Teacher Standards 1 – 5 - Five three-hour sessions are designed with each session diving deeper into one of the five high-leverage instructional teacher standards. Trainings do not need to be taken in order. Administrators examine expectations and promising practices for gathering evidence through observations with a focus on the use of short, frequent formative observations that result in a summative evaluation leading to teacher growth. Aligning to the targeted standard and indicators, participants practice gathering evidence via observation videos. Videos and materials are from the CRESST resources.
NEPF – Leadership Sessions 1 – 4 - Five three-hour sessions are designed with each session diving deeper into one of the four high-leverage leadership standards. NEPF – Sessions assist administrators by providing examples and protocols to help administrators improve student learning by supporting analytical conversations (based on evidence) about teaching. They learn about research-based instructional strategies to improve student learning, use skills of collaboration, and strengthen teacher performance. Administrators review key indicators of organizational effectiveness to assess their own school’s structures and processes for supporting teaching and learning.
NEPF Administrator Leadership and Professional Responsibilities - (PR) Standards: Session 1 - Beginning the NEPF Evaluation Cycle. In this two-hour session, administrators engage in a deeper review of the NEPF Professional Responsibilities Standards for both administrators and teachers.
NEPF - Maximizing Rater Reliability - Series 1, Series 2, Series 3 Each Series includes three two-hour sessions. These training series are designed to be completed in order. Administrators practice using the NEPF protocol to effectively rate the level of performance of teacher practice in order to maximize rater accuracy through observation of instructional videos. These trainings are based on materials developed by Dr. Margaret Heritage and her team from WestEd.

CCSD administrators may register on Pathlore for any training session. Administrators in Nye, Esmeralda, Lincoln, and Mineral counties may contact Karen Stanley Kjstanle@interact.ccsd.net or Pam Salazar Salazarp@interact.ccsd.net to coordinate training. The SNRPDP administrative team offers the NEPF calibration walk protocol to all schools. Members of the SNRPDP Administrative Team facilitate NEPF calibration walks to work with administrators in identifying evidence of the Standards in classrooms. Administrators may contact Karen Kjstanle@interact.ccsd.net or Pam Salazarp@interact.ccsd.net to coordinate calibration walks.

SNRPDP content teams work with teachers to integrate the NEPF Instructional Standards with the Nevada Academic Content Standards in professional development sessions. For specific content team professional development, visit www.rpdp.net for content and registration information.

Northeastern Nevada Regional Professional Development Program

By Sarah Negrete, Aaron Hansen, Tina Westwood



The Northeastern Nevada Regional Professional Development Program (NNRPDP) provides support and assistance in multiple ways to districts in our region as teachers and administrators implement the NEPF: 1) We provide support to individual schools and/or districts by request, 2) We prepare and market workshops region wide for voluntary participation, and 3) We create in-depth and ongoing learning opportunities both for leadership teams striving for school reform and teachers craving deeper knowledge.

Supporting Schools by Request

Through requests by specific schools and/or districts in the northeast region, the NNRPDP professional learning coordinators are providing the following support:

- One high school is focused on improving instruction through the NEPF High Leverage Instructional Standards. These bi-monthly professional learning meetings include all administrators and teachers. Included in this work are formative observations and feedback, peer-to-peer observations by the teachers with a follow up debrief, and shared documents, created by the principal, where teachers can reflect on their learning. The learning outcomes are as follows: 1. Improve instruction through NEPF, 2. Set goals for implementation, and 3. Give and receive feedback through formative observation. Both principal and assistant principal teach classes at the school and have been involved in not only the creation of the professional learning plan and attending the professional development, but also have opened their classroom doors for observation and feedback.
- One district's administrators have started in depth learning of the NEPF High Leverage Instructional Standards so they can be instructional leaders for their teachers. The superintendent and school administrators are participating in ½ day trainings each month focused on what NEPF looks like in the classroom. They are learning the teacher and student behaviors that reveal implementation of the Indicators of the Standards and will share this understanding with their teachers.
- Another district asked NNRPDP to provide NEPF training on Standards 3 and 4 for their teachers during October. This full day learning experience provided teachers an in-depth look at strategies to help them implement these standards. One teacher said, *"This was the best and most relevant PD they have participated in in 20 years!"* Each of the teachers made goals for implementation and both the high school and elementary school principals were engaged as participants in the learning. Progress and implementation are more likely when all who are accountable for student learning are present and engaged in professional learning.

Region-wide Workshops: Is your three really a three?

NNRPDP has been providing professional development for administrators predominantly through training modules entitled Goal Setting and Rater Reliability Training. Goal Setting Training is designed to help administrators understand the state requirements of the Self-Assessment and Goal Setting processes which each teacher and administrator must complete this year as part of their evaluation. This training also leads administrators through a series of questions and collaborative dialogues to help them develop a site plan for leading their teachers through the process. This five-hour training was offered to all administrators in the region in multiple locations. The Rater Reliability Training develops reliability among administrators in the region as they assign numeric scores and descriptive feedback to teachers. The training helps administrators be accurate in their assessment of their teachers' current levels. In other words, it is designed to make sure that when an administrator assigns a 3 to a teacher's performance, it really should be a level 3. The NNRPDP has held two sets of 4-hour trainings (8 hours total) in multiple locations so far, with more to come in December and January. -- *"Thanks for the opportunity to go through this again. It does help, more consistent and effective."* (participant)

Academies


Teaching and Leading Academy

The Teaching and Leading Academy (TALA) of Northeastern Nevada has been designed to help school leadership teams, comprised of teacher leaders and principals, establish a foundation of basic practices. While the TALA certainly addresses more than just NEPF, a particular focus has been to help schools establish, at teacher team levels, a guaranteed and viable curriculum that meets the rigor demands of NVACs. This is foundational for teachers to be able to perform well on NEPF standards two, four, and five in particular. The leadership teams come together several times across the academic year and NNRPDP coordinators work on-site with the team to support their unique goals several times each month.

Teacher Academy

The Teacher Academy consists of 40 teachers who were nominated by their principals to attend. The objective of the Teacher Academy is to improve teachers’ pedagogical knowledge through the lens of the NEPF Instructional Standards. Each full-day session brings teachers together from across the northeast region to learn and study each instructional standard in-depth. In addition, there are assignments between sessions that include professional readings and/or practices to implement in the classroom with reports of progress. Readings and classroom implementation support are provided through Critical Friends Groups (CFGs) that consist of small groups derived from the whole group. Each CFG meets one time for three hours between each Teacher Academy session in order to support each other, hold each other accountable for classroom practices, and learn more deeply about the instructional standards. There are Teacher Academy days scheduled in December, February, and March along with CFG meetings in between. -- *“Today has forced me to realize that I have fallen back into many of my old routines of a teacher lead presenter rather than allowing students to lead their own learning. I need to adjust my curriculum and methods to incorporate more student lead learning again. --I enjoyed this class and am leaving with a renewed excitement to implement new things in the classroom.” (participant)*

NEPF Liaisons

District NEPF Liaisons			
District	Liaison/s	Organization	Liaison/s
Carson City	Jose Delfin	CCASA	Bill Garis
Churchill	Kimi Melendy	CCEA	Vikki Courtney and Amber Lopez-Lasater
Clark	Mike Barton, Rosanne Richards, and Andrea Klaffer-Rakita	NNRPDP	Sarah Negrete and Aaron Hansen
Douglas	Keith Lewis and Teri White	NSEA	Brian Lee
Elko	Mike Smith	NWRPDP	Kirsten Gleissner and Carly Strauss
Esmeralda	Pete Salmon	SNRPDP	Chelli Smith and Karen Stanley
Eureka	Dan Wold and Susan Squires		
Humboldt	Dawn Hagness		
Lander	Susan Ortega		
Lincoln	Steve Hansen		
Lyon	Alan Reeder and Tim Logan		
Mineral	Walt Hackford		
Nye	Evangelyn Visser		
Pershing	Russell Fecht		
Storey	Patrick Beckwith		
Washoe	Dawn Huckaby and Mike Paul		
White Pine	Adam Young		



For additional information contact:
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 Office of Educator Development and Support
 kgcollins@doe.nv.gov
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