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

**Educator Information**

Educator Name: Click here to enter text.

Academic Year: Click here to enter text.

Grade Level(s): Click here to enter text.

**Student Learning Goal – Make it S.M.A.R.T.**

*(Specific and Strategic; Measurable; Action-Oriented and Achievable;   
Realistic, Relevant, and Results-Focused; Timed and Tracked)*

All Teacher-Librarians evaluated with the NEPF are required to set either a Student Learning Goal (SLG) or Library Program Goal (LPG) and Professional Practice Goal (PPG) as described in the NEPF protocols.

This tool is to be used to guide the writing of an SLG. SLGs are long-term, measurable, academic goals set for students to accomplish by the end of a course. Developing an SLG includes identifying the most important learning content for the year alongside teachers of the same content area (if possible), reviewing student academic data, setting long-term goals for identified students, measuring the long-term goal along the way, and evaluating student attainment of the goal at the end of the school year. **Although Nevada law states that the evaluation of a probationary teacher or administrator in his or her initial year of employment as a probationary teacher or administrator must NOT include student performance data, these educators are still required to set an SLG as part of the NEPF protocol**.

The Professional Practice Goal focuses on an educator’s practices and should be aligned to one or more of the NEPF Standards and Indicators to support the achievement of the SLG.

**Directions:** Use the sections below to write a Student Learning Goal (SLG) and Professional Practice Goal (PPG). Questions and criteria are designed to help guide the goal-writing process.

1. Complete the details for each goal element in the descriptions column.
2. The educator and evaluator use the criteria column and its contents as a guide/rubric to create the SLG/PPG and throughout the review and approval process.
3. Guiding questions in the description column are provided for reference and may not pertain to all SLG/PPGs.
4. The final step is for the educator and evaluator to agree to the goals and sign the form signifying understanding of the SLG/PPG expectations.

The SLG and PPG will be reviewed as part of the Mid-Cycle Goals Review. At that time, if necessary, the goal may be revised. The evaluator will add comments to the appropriate section below to record any changes made and provide a brief summary of the Mid-Cycle Goals Review discussion.

**Determining Needs**

*Question: What is the priority content and learning that is expected/needed?*

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| **Element** | **Criteria** | **Description** |
| **Needs Assessment** | * Identifies priority content and learning based on current students’ abilities and/or trend data (**strategic**) * Focuses on appropriate knowledge/skill for the course, grade level and student population * Uses data to identify student needs and identifies sources of information about students (e.g., test scores/performance from prior years etc.) | *What is the biggest learning challenge(s)?*  Click here to enter text. |
| **Rationale** | * Provides a clear explanation why the content is an appropriate focus and/or area of need (relevant) * Explains how identified priorities align with school/district goals | *Why is this topic/ focus important/ priority? How is it essential to present and future content learning?*  Click here to enter text. |
| **Aligned Standards** | * Represents big ideas or essential skills students need to attain for success at the next level * Focuses on standards-based enduring skill which students are expected to master | *Need/focus is aligned to the following standards…*  Click here to enter text. |

**Goal Setting and Development of S.M.A.R.T. Goal**

*Question: Where are the students at the beginning of instruction with respect to the goal?*

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| **Element** | **Criteria** | **Description** |
| **Baseline Data or Information** | * Data about current student performance is included (measurable)(includes trend data, if appropriate/available) * Summarizes the educator’s analysis of the baseline data by identifying student strengths and weaknesses (specific) | *What information is being used to inform the creation of the SLG and establish the amount of growth/achievement that should take place within the time period?*  Click here to enter text. |

*Question: Based on what is known about the students, where should they be performing by the end of the interval of instruction, and how will they demonstrate their knowledge/skills?*

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| **Element** | **Criteria** | **Description** |
| **Target(s)** | * Identifies the expected outcomes for either the whole class or tiered targets as appropriate (this is the group on which the score on the SLG will be based) * Uses baseline or pretest data to determine appropriate growth/proficiency target with clear explanation of how targets are determined * Sets rigorous yet attainable/realistic targets that are developmentally appropriate and measurable | *Considering all available data and content requirements, what target(s) can students be expected to reach, and which students will be included in the SLG? Include course, grade level, and number of students.*  Click here to enter text. |
| **Rationale for Target** | * Includes explanations for growth/proficiency targets that establish and differentiate expected performance for identified students (measurable, attainable, results-focused) * Describes student population and considers any contextual factors that may impact student growth/proficiency, if subgroups are excluded, explain which students, why they are excluded | *What is the rationale for setting the target(s) for student growth/proficiency within the interval of instruction?*  Click here to enter text. |
| **Evidence Source(s)** | * Identifies data sources used to meet the assessment criteria outlined in NEPF Protocols * Provides a plan for combining assessments if multiple summative assessments are used * Uses appropriate measures for baseline, mid-course, and end-of-interval data collection (timed/tracked) | *What assessment(s) will be used to measure student progress toward the goal?*  Click here to enter text. |

**Student Learning Goal**

*Question: What is the most important knowledge/skill(s) the students should attain by the end of the interval of instruction?*

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| **Element** | **Criteria** | **Description** |
| **Goal Statement** | * Identifies specific knowledge/skills students should attain and/or specific student outcome/performance that will be affected * Focuses on standards based enduring skill which students are expected to master for the course, grade level and student population (relevant and realistic) * Includes multiple sources of data to demonstrate growth and impact on all students identified in SLG | *Possible example: “Based on the data that \_\_\_\_\_(x%) of my students are currently performing \_\_\_\_\_(Standard(s)) as measured by \_\_\_\_\_(assessments), my goal is that by the end of the interval of instruction, \_\_\_\_\_(x%) of my students will have achieved mastery/growth as measured by \_\_\_\_\_(assessments).”*  Click here to enter text. |

**Professional Practice Goal**

*The educator uses the Self-Assessment Tool and/or previous evaluation to identify and set a Professional Practice Goal (PPG). This goal should clearly identify an NEPF Standard(s) that supports the attainment of the SLG.*

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| **Element** | **Criteria** | **Description** |
| **Professional Practice Goal Statement** | * Based on NEPF self-assessment and/or prior year evaluation * Identifies specific NEPF standard(s) (either Instructional Practice or a Professional Responsibilities Standard(s)) that supports the SLG * Measurable and identifies specific measures/assessments that will be used to determine progress toward goal | *“In order to help my targeted students achieve the learning goal, I will improve my practice on \_\_\_\_\_ (NEPF Standard (s)) and measure my progress toward this goal by \_\_\_\_\_.”*  Click here to enter text. |
| **Action Steps and Rationale** | * Action steps are clearly described and necessary to attain the goal * Goal is realistically achievable given the timeframe and identified target * Goal is relevant to expected outcomes and if reached should have the effect expected | *What actions will you integrate into your daily/weekly routines? If you achieve this professional practice goal, is it highly likely to impact student performance on the SLG?*  Click here to enter text. |
| **Timeline and Evidence of Progress** | * Goal clearly identifies the timeframe from start to finish with benchmarks identified throughout * Identifies evidence that may be used to determine progress toward goal | *What evidence will be generated by taking the actions described above? How and when will you show evidence of progress?*  Click here to enter text. |

**Initial Approval**

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| Evaluator Name: | Click here to enter text. |
| Initial Approval Date: | Click here to enter a date. |
| Educator Signature: |  |
| Evaluator Signature: |  |

**Mid-Cycle Goals Review** *(If the SLG/PPG is revised, provide rationale in the Notes section below.)*

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| Mid-Cycle Goals Review Date: | Click here to enter a date. |
| Mid-Cycle Goals Review Notes: | Click here to enter text. |
| Evaluator Signature: |  |
| Educator Signature: |  |