

*Nevada Department of Education*

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

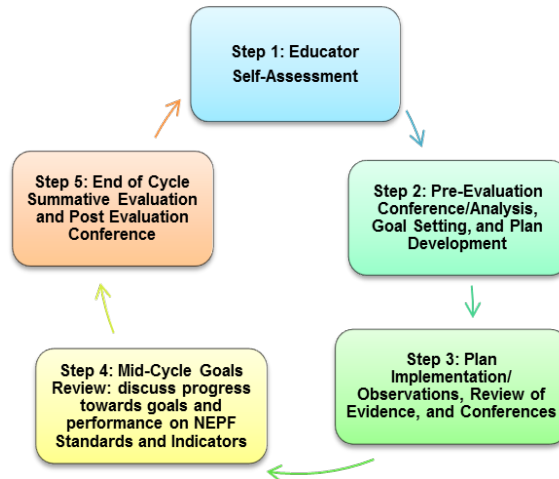
**2019 – 2020  
Principal Supervisor,  
School Administrator,  
& Teacher Protocols**



## The Evaluation Cycle

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

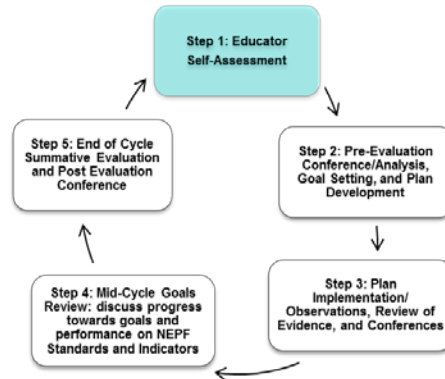
**Figure 1: Evaluation Cycle**



At the beginning of the school year, the educator receives a complete set of materials that includes the entire Rubric with Standards, Indicators, Performance Level and Evidence pages, and access to the current year NEPF Protocols document outlining the evaluation process. The educator and evaluator meet to establish expectations and consider goals. They discuss the evaluation process together (including observations/visits, review of evidence, etc.) and review the NEPF 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.

**Figure 2: Typical Evaluation Cycle**

| Step  | Timeline               |
|---|------------------------|
| <b>Step 1:</b> Educator Self-Assessment   | Late Summer/Early Fall |
| <b>Step 2:</b> Pre-Evaluation Conference Analysis, Goal Setting, and Plan Development | Early Fall             |
| <b>Step 3:</b> Observations and Conferences, Plan Implementation and Evidence Review  | Throughout School Year |
| <b>Step 4:</b> Mid-Cycle Goals Review (Educator Assistance Plan if applicable)        | Mid-year               |
| <b>Step 5:</b> 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. During this process, the educator must analyze data, reflect on performance, and identify a minimum of one student learning goal and one professional practice goal. A guiding principle for the NEPF is that evaluation should be done *with* educators, not *to* them. Embracing the self-assessment step of the process empowers the educator being evaluated to shape the conversation by stating what they identify as strengths, the areas on which they want to focus, and what support they need. The educator’s self-assessment is more potent when supported by specific evidence and clearly aligns with individual and team goals as well as school and district priorities and initiatives.

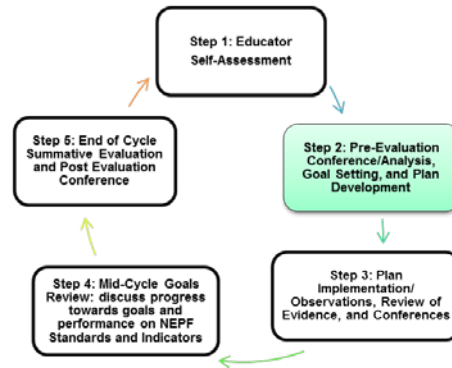
### ✓ **Self-Assessment:**

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

### ✓ **Goal Setting:**

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

- Set proposed goals, including but not necessarily limited to:
  - One Student Learning Goal (SLG), and
  - One Professional Practice Goal (PPG) related to improving the educator’s own practice that *supports the achievement of the SLG*.
- Develop action steps for each goal.
- Record evidence to be used.



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

The second step of the evaluation cycle includes joint goal setting and plan development. During the Pre-Evaluation Conference, the educator begins by sharing his/her self-assessment and proposed goals with the evaluator. The educator collaborates with the evaluator to refine the goals and Educator Plan as needed. The Plan should create a clear path of 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.

**NOTE:** Pursuant to NRS 391.695 and NRS 391.715, student performance measures are not to be included in the evaluation of educators in their initial year of probation or for post-probationary or probationary educators at a turnaround school in its first two years of turnaround status. Turnaround school is defined as a school that has been determined to be turnaround pursuant to NRS 388G.400 only. **However, these educators are still required to set a Student Learning Goal and Professional Practice Goal as expected within the NEPF.**

### ✓ **Goal Setting and Planning:**

The educator presents the **Goal Setting and Planning Tool** with proposed Student Learning Goal (see Appendix A), Professional Practice Goal, action steps, and potential sources of evidence to be used to evaluate his/her work.

### ✓ **Student Learning Goal:**

The educator and evaluator discuss the proposed SLG and use the **criteria column of the Goal Setting and Planning Tool to review goal requirements**, revise (if necessary), review baseline data, and identify and define the following: student population, standards and content, assessments to measure student performance, performance targets and rationale (see Appendix A for details). The educator and evaluator review the SLG Scoring Rubric and discuss expectations and learning targets associated with each level 1-4. Expectations must be clear to both the evaluator and educator.

### ✓ **Professional Practice Goal:**

The educator uses the **Self-Assessment Tool** and/or previous evaluation to identify and set a professional practice goal. The **goal should align with and provide support for the SLG.**

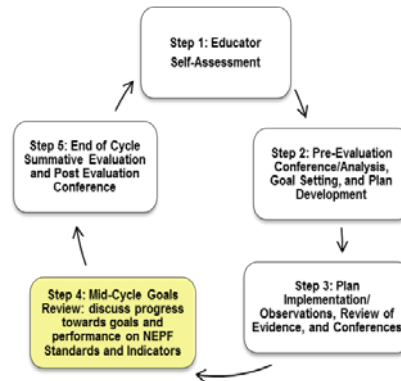
✓ **Rubrics Review:**

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? (Example: If several students in the class are limited English speakers or are non-verbal, in what ways will the educator address Instructional Standard 3: Students Engage in Meaning Making through Discourse and Other Strategies?) **NOTE:** Per SB 475 (2019), there must be, “consideration of whether the classes for which the employee is responsible exceed the applicable recommended ratios of pupils per licensed teacher prescribed by the State Board pursuant to NRS 388.890 and, if so, the degree to which the ratios affect: (1)The ability of the employee to carry out his or her professional responsibilities; and (2) The instructional practices of the employee.”
- Are there any Indicators for which effective performance will depend on factors beyond the control of the educator? If so, how will those dependencies be accounted for in the evaluation process?
- Are there any Indicators that previous performance identified as an area for growth, and will need to be a specific focus for part or all of the year?

✓ **Goals and Plan Confirmation:**

The evaluator analyzes the educator’s proposed Student Learning Goal and Professional Practice Goal 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 4: Mid-Cycle Goals Review

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

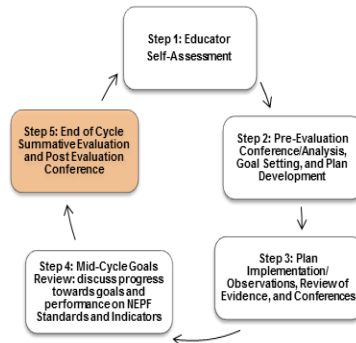
This step is used to prompt reflection, promote dialogue between the educator and evaluator, and plan changes to practice, and/or goals, as necessary. The Mid-Cycle Goal Review is the time when the educator and evaluator formally meet to discuss students’ progress toward the SLG, and the educator’s performance to date. The educator and evaluator review identified evidence. If appropriate, the educator and evaluator may choose to revise the SLG at this time. In addition, if there are patterns of evidence demonstrating performance that is potentially leading to a final rating of *ineffective* or *developing*, this is a critical time for the evaluator to discuss this evidence so there are no “surprises” during the summative evaluation. More importantly, if an educator is having difficulty, this allows the evaluator to provide the educator with the assistance required (NRS 391.695 & 391.715) to address areas of concern. Evaluators use the **Educator Assistance Plan Tool** to provide recommendations for improvements in the performance of the educator [NRS 391.695 1(e)] and to describe the actions that will be taken to assist the educator.

### ✓ **Progress Review:**

At mid-cycle, the evaluator analyzes the data and evidence reviewed to date and shares an assessment of progress on the 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 **Observation/Evidence Review Tool** data, gathers additional evidence and insights from the educator (if necessary), and identifies performance levels on the NEPF Indicators to determine Standard scores and the overall rating. Thoughtful summative evaluation identifies trends and patterns in performance and offers feedback for improvement. It also provides the educator with valuable information that strengthens self-reflection and analysis skills.

### ✓ Scoring of Educational Practice Category:

- The evaluator reviews the tools and relevant evidence reviewed throughout the cycle for the purpose of determining performance levels (PL) for each of the Indicators.
- The evaluator uses the data from the **Observation/Evidence Review Tool** documented throughout the cycle to identify the PLs for each Indicator and inputs them into the **Summative Evaluation Tool**. PL levels selected may range from 1-4 (whole numbers only).
- The Indicator PLs are then used to calculate the score for each Standard. This is done by averaging all PLs for each Standard.
- Overall scores for Instructional Practice (teacher)/Instructional Leadership (administrator)/Leadership(principal supervisor) and Professional Responsibilities are calculated by averaging the scores for each Standard.
- The final Educational Practice score is then determined by adding the weighted Instructional Practice (teacher)/Instructional Leadership (administrator)/Leadership (principal supervisor) and Professional Responsibilities scores on the **Summative Evaluation Tool**.

### ✓ Scoring of Student Performance Domain:

Student performance is an important part of the evaluation and is measured via the **Student Learning Goal Protocols**. The educator shares the data gathered throughout the SLG process. The evaluator reviews the data and uses the SLG Scoring Rubric to determine a SLG score of 1-4 based on the progress made toward previously set targets. For the 2019-2020 school year, this number is then weighted at 15% and becomes the Student Performance Domain score of the Summative Evaluation.

**NOTE:** Pursuant to NRS 391.695 and NRS 391.715, student performance measures are not to be included in the evaluation of educators in their initial year of probation or for

post-probationary or probationary educators at a turnaround school in its first two years of turnaround status. Turnaround school is defined as a school that has been determined to be turnaround pursuant to NRS 388G.400 only.

✓ **Evaluation Conference:**

During the final evaluation conference, the educator and evaluator review the evidence on which the final rating was determined and discuss the scores and feedback given within the **Summative Evaluation Tool**.

Once final scoring ranges are recommended by the TLC and approved by the State Board, the table below will be updated to show the scoring ranges used to determine the final rating for teachers, school level administrators, and principal supervisors for the 2019-2020 school year.

**Figure 5: 2018-2019 NEPF Scoring Ranges**

| Overall Score Range | Final Rating     |
|---------------------|------------------|
| 3.6-4.0*            | Highly Effective |
| 2.8-3.59*           | Effective        |
| 1.91-2.79*          | Developing       |
| 1.0-1.9*            | Ineffective      |

\* Score Ranges to be updated for 2019-2020 pending approval by the Nevada State Board of Education.

Educators must:

- Demonstrate one of the three highest SLG rubric scores (score of 2, 3, or 4) to be eligible to receive an Effective summative rating
- Demonstrate one of the two highest SLG rubric scores (score of 3 or 4) to be eligible to receive a Highly Effective summative rating
- For those who receive a Highly Effective rating for two consecutive years, the final summative evaluation requirement is waived the following year. During the subsequent school year, educators who have met this criterion will continue to participate in the observation cycle for formative evaluation and professional growth purposes.

**NOTE:** NRS 391.725 describes the statement that must be included on the evaluation of a probationary educator if he or she is to receive a rating of ‘Ineffective.’

The statement reads as follows:

**“Please be advised that, pursuant to Nevada law, your contract may not be renewed for the next school year. If you receive an ‘ineffective’ evaluation and are reemployed for a second or third year of your probationary period, you may request that your next evaluation be conducted by another administrator. You may also request, to the administrator who conducted the evaluation, reasonable assistance in improving your performance based upon the recommendations reported in the evaluation for which you request assistance, and upon such request, a reasonable effort will be made to assist you in improving your performance.”<sup>1</sup>**

<sup>1</sup> NRS: CHAPTER 391 - PERSONNEL. (n.d.). Retrieved July, 2018, from <https://www.leg.state.nv.us/NRS/NRS-391.html>



## Glossary

**All Students** – The NEPF Teacher Instructional Practice Rubric states that, “‘all students’ refers to the diversity found in all classrooms: various levels of learning, working pace, experience, and backgrounds (e.g., language, culture, SES).” The approved training materials from the Regional Professional Development Programs clarify that, “A teacher must demonstrate that all students are being well served by instruction. While not always directly observable, the teacher must demonstrate through other evidence sources that he or she has made every possible effort to reach the all student status” (Refer to Appendix D.)

**Data** – Information, including classroom observations, student achievement scores, and artifacts, gathered during the evaluation process for determining educator 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 the NEPF frameworks, the term educator refers to any licensed professional providing services to pupils through the school system. This term is inclusive of teachers, principals and other school leaders, and principal supervisors.

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

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

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

**High Leverage Standards** – The identified standards, or main objectives of effective educators, 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 educators’ 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 of the same educator yields the same result over time

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

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

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

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

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

## **Appendix A – GOAL SETTING PROTOCOLS**

### **STUDENT LEARNING GOALS – Teachers**

SLGs are an approach to measuring student learning and the impact a teacher has on student learning. The SLG process provides an opportunity for teachers to collaborate with other teachers and with their evaluators to set meaningful academic goals for their students. 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 available), reviewing student academic and social data, setting a long term goal for students, measuring the long term goal along the way, and evaluating student attainment of the goal at the end of the school year. The SLG process empowers teachers to set a goal for their own students and facilitates deep collaboration between teachers and evaluators to ensure that students reach the goal.

- SLGs encourage a collaborative process. The process of developing SLGs involves collaboration among teams of teachers across grade levels or subject areas to identify the “most important” content.
- SLGs reinforce and can help formalize good teaching practice. The SLG process involves interpreting data, setting the goal, using data to assess progress and adjusting instruction based on data collected.
- SLGs acknowledge the value of teacher knowledge and teacher skill. Teachers have input on how student learning is measured.
- SLGs are adaptable. They are not dependent on the availability of standardized assessment scores. They can also be adjusted or revised based on changes in standards, curriculum, student population, and/or student need.

### **STUDENT LEARNING GOALS – School Administrators**

The SLGs serve much the same purpose for school administrators as for teachers. Collaboration among school administrators within the school and across schools helps to ensure that the SLGs are aligned with the school and district vision. School administrators review student academic and social data, set a long-term goal for students, provide the instructional leadership to help teachers improve practice to positively impact student learning, measure progress toward the goal, and evaluate the attainment of the goal at the end of the school year. Administrators are responsible for creating the culture, climate, and organizational structure that allows teachers to perform at their most effective levels.

### **STUDENT LEARNING GOALS – Principal Supervisors**

The SLGs serve much the same purpose for principal supervisors as for school administrators and teachers. Collaboration among district administrators helps to ensure that the SLGs are aligned with the district vision. Principal supervisors review student academic and social data at their school sites, select a long term goal for students, provide the instructional leadership to help their principals and schools improve practice to positively impact student learning, measure progress toward the goal, and evaluate the attainment of the goal at the end of the school year. Principal Supervisors are responsible for providing feedback and support required for

administrators to successfully impact their school culture, climate, and organizational structure that subsequently allows teachers to perform at their most effective levels.



## SLG Process

Student Learning Goals are not just about the goal that an educator sets for their students, they also emphasize the process educators use to set and monitor student progress towards the desired goal. The collaboration and analysis required for successful SLG implementation aligns with effective practices more broadly. Educators engage in a collaborative process with their teams and ultimately collaborate with their evaluator to establish long-term, measurable, academic goals for their students. There are three main steps to the SLG process as outlined below:

### Step 1: Develop and approve the SLG using the **Goal Setting and Planning Tool**

- Review course objectives and standards and identify the most important learning for the year
- Identify the assessments that will be used to measure student progress toward the SLG
- Review and collect baseline data
- Draft SLG and set performance targets based on baseline data
- Evaluation of the proposed SLG and approval by the evaluator

### Step 2: Monitor the progress

- Delivery of instruction/instructional leadership
- Adapt instruction/instructional leadership plans based on data collected
- Monitor progress and discuss with team and/or evaluator
- Revise supports and interventions as needed
- Educator and evaluator make adjustments to SLG at **Mid-Cycle Goal Review** if necessary

### Step 3: Evaluate

- Assess students' progress toward SLG using previously approved assessments
- Analyze results
- Educator and evaluator review the results
- Evaluator reviews SLG attainment and evaluates the level of achievement of the SLG before assigning the score based on the SLG Scoring Rubric
- Educator and evaluator reflect on process and results to improve student learning and educator practice

## Step 1: Develop and approve the SLG

The SLG must align with Nevada Academic Content Standards (NVACS) or other approved standards. When possible, educators should work together (e.g. in grade level or content teams) to review and determine the most important standards and content for students to master. Additionally, educators should work together to analyze student performance trends and select or develop common measures for assessing student content knowledge and skills. The administrator should create teams of teachers to work together to review standards, identify priorities, select common measures and establish goals.

The SLG should be horizontally and vertically aligned, when applicable. To develop horizontally aligned goals, all teachers in the same grade level and/or content area should collaborate to set SLGs and then each **teacher should set specific targets based upon his or her own students' baseline knowledge and skills**. When developing a vertically aligned SLG, teachers across grade levels and/or departments should communicate and collaborate to ensure that students are progressing as expected.

Setting targets for the SLG can be complex. Educators should use baseline and trend data to help set appropriate SLG targets. Targets should be ambitious and feasible for the students identified. **Tiered targets may be necessary to address the needs of all students** in the class (e.g. students performing in the lowest third of the class may have an end of course target set lower than students performing at higher levels on the baseline assessment).

The SLG must be approved by the evaluator. The **Goal Setting and Planning Tool** is used to guide the process. The main questions the evaluator should ask are:

- Is the goal focused on the right standards/material?
- Do the performance targets represent an appropriate amount of student learning for the specified interval of instruction?
- Do the assessments identified meet the criteria outlined below?
- Will the SLG assessments provide the information needed to determine if the goal has been met?

## Step 2: Monitor the progress

The educator evaluates students' progress throughout the course of instruction. This information is part of an ongoing conversation between the educator and evaluator via observation conferences. Progress toward the SLG and the educator performance observed should be closely linked and discussed throughout the evaluation cycle. The **Mid-Cycle Goal Review** is the time when the educator and evaluator formally meet to discuss students' progress toward the SLG, and the educator's performance to date. At this time, the educator and evaluator may choose to revise the SLG if appropriate and/or the evaluator may use the **Educator Assistance Plan** to provide specific resources and directives to the educator if evidence from observations warrants the additional instructional/instructional leadership guidance.

### Step 3: Evaluate the progress

Near the end of the evaluation cycle, students are assessed and results are then compared to expectations set in the SLG. Based on previously set targets, the SLG Scoring Rubric is used to determine the educator’s score from 1-4 (Refer to Figure 6 below). This number becomes the raw Student Performance Domain score of the Final Summative Evaluation. The evaluator and educator discuss this information during the Final Summative Evaluation Conference for the purposes of reflection, and to inform the improvement of the process for the following school year.

**Figure 6: Student Learning Goal Scoring Rubric**

| SLG Scores         | Score Descriptors   |
|--------------------|---|
| High = 4           | Multiple sources of growth or achievement data from at least two points in time show evidence of <b>high growth</b> and <b>high impact</b> for <b>all or nearly all</b> students. |
| Moderate = 3       | Multiple sources of growth or achievement data from at least two points in time show <b>clear</b> evidence of growth and impact for <b>most</b> students.                         |
| Low = 2            | Multiple sources of growth or achievement data from at least two points in time show <b>clear</b> evidence of growth and impact for <b>some</b> students.                         |
| Unsatisfactory = 1 | The educator <b>has not met</b> the expectation described in the SLG and has demonstrated an <b>insufficient impact</b> on student learning.                                      |

**NOTE:** State law requires that the evaluation of a probationary educator in his or her initial year of employment as a probationary teacher or administrator must NOT include student performance data. It also stipulates that the evaluation of educators at a school designated as a turnaround school (NRS 388G.400) must NOT include student performance data for the first and second years after the school has been designated as a turnaround school (NRS 391.695 and 391.715)

## Student Learning Goals – Choosing Quality Assessments

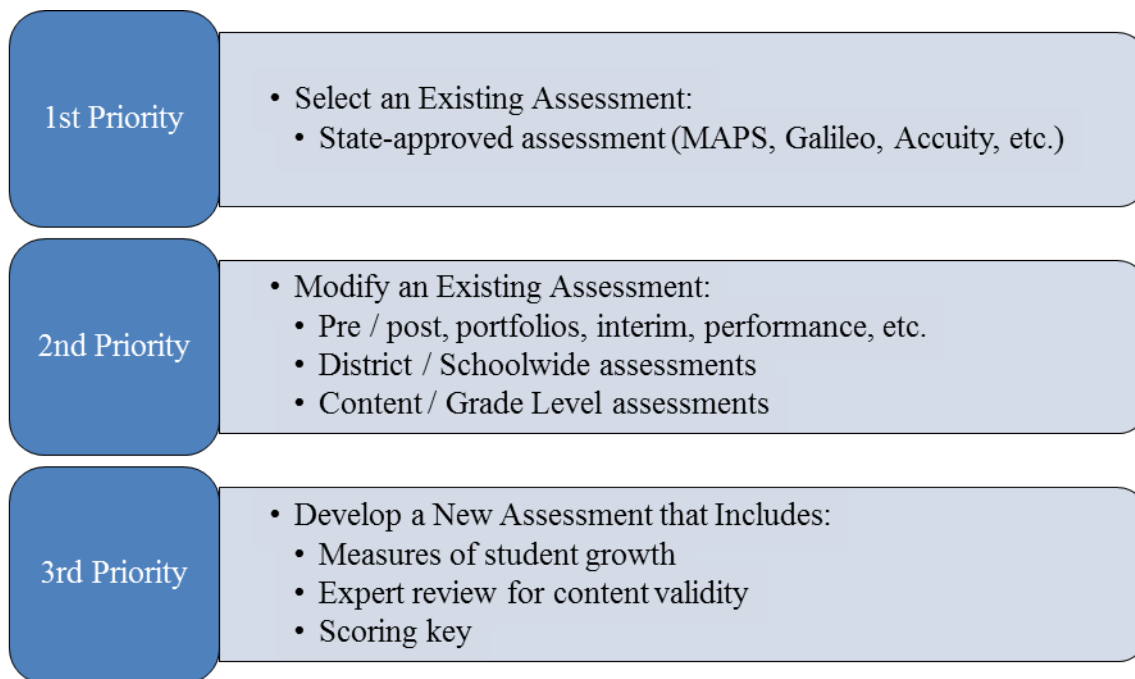
Choosing high-quality assessments is an integral component of the SLG process. A quality assessment provides an indication of the degree to which a teacher has impacted his or her students' learning in the course. The Teachers and Leaders Council has recommended, and the State Board of Education has approved and adopted, regulations regarding the criteria for assessments used to measure progress toward the SLG. R138-17 adopted May 16, 2018 requires that the **assessments must show ALL of the following:**

- Alignment with content standards/NVACS and curriculum
- Alignment with the intended level or rigor
- Psychometric quality of validity, and reliability to as high degree as feasible; and
- Monitoring includes alignment, instrument security, reliability, validity, comparability, feasibility and scoring

Additionally, evaluators will use the Priority Levels to guide the selection of the most appropriate type of assessment to use when measuring student progress toward the SLG. If available and appropriate:

- Priority 1 Assessments should be the first choice of assessment,
- Priority 2 Assessments should only be used if Priority 1 Assessments are not available or appropriate for use; and
- Priority 3 Assessments should only be used if no other option is available or feasible.

### Figure 7: Assessment Priority Levels



### ***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.

## **Student Performance Domain**

The teacher evaluation system contains a Student Performance Domain, which 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. The Nevada approach to measuring student growth may be adapted according to emergent research and information from national and state validation efforts.

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 passage of AB320 during the 2017 Legislative Session removed the statewide assessment data from an educator's evaluation. However, the local district determined measures remain in the form of the Student Learning Goal. The **2019-2020** Student Performance Domain includes a Student Learning Goal (SLG) score determined by SLG Scoring Rubric after the progress toward the SLG is measured by District-determined assessments. This score is weighted at 15%. Details on this process are included in Appendix A.



## Appendix D – KEY WORDS IN THE DESCRIPTORS OF PERFORMANCE\*

### LEVEL 4

**All Students:** To receive a Performance Level 4, a teacher needs to demonstrate that all the students are being well served by instruction. This is indeed a high bar which teachers may strive for, yet not fully reach. If the evaluator, through direct observation, is able to judge that all but one or two students are being addressed with respect to the indicator, then the teacher must demonstrate through other evidence sources that he or she has made every possible effort to reach the all student status.

**Fully:** The descriptor fully, which is only included for Level 4 performances, conveys that the teacher is enacting the standard to the greatest degree or extent. For example, the teacher must adapt his or her instruction to the greatest extent possible in response to evidence of learning during the lesson (Standard 5: Indicator 4); or all students can fully explain the intended learning (Standard 4: Indicator 1).

**Clearly:** This descriptor is used for Level 4 teachers, and indicates that the teacher has performed to the maximum level possible and has been successful in communicating to students. For example, the teacher explicitly – and in a way that is understandable to students – communicates how the new learning is connected to longer-term goals, for example to the standards, or to the overall goals of the unit, or to how this learning is connected to competencies for college and career (Standard 1: Indicator 3).

**Effective/Effectively:** The descriptors effective and effectively are included for Level 4 performances only. They signal that the teacher has achieved the instructional goal to the maximum extent possible. For example, in the performance level descriptor “the teacher uses effective strategies to help students see connections and relationships between previous and present learning” (Standard 3: Indicator 3), there should be evidence that the strategies the teacher has used have been completely successful in helping all students to see connections and relationships.

**Appropriate:** This descriptor is used only in Standard 2: Indicator 2 and is used for the Performance Level 4. If tasks are at an appropriate level of challenge, this means that they have been carefully designed by the teacher to match the students’ individual levels of learning – they are neither too easy, nor too hard and they will serve to advance student learning.

### LEVEL 3

**Most Students:** To receive a Performance Level 3, a teacher needs to demonstrate that most students are being well served by instruction. There should be evidence of the teacher’s intention to address all students’ initial understandings, even though this did not happen in practice. (When a teacher demonstrates that most students are not well served by instruction, the performance is a Level 2)

**Adequately/Adequate:** The descriptor adequately, which is only included for Level 3 performances conveys that the teacher’s practice is satisfactory but does not reach the level of the greatest extent possible. Similarly, the term adequate is used to indicate that the teacher has performed satisfactorily. For example, the teacher providing adequate guidance indicates the guidance was satisfactory in accomplishing the teacher’s intended purpose (Standard 3: Indicator 1).

**Generally:** The descriptor generally is used for Level 3 performances and indicates that the teacher has for the most part achieved the instructional goal. For example, “generally engages

student thinking” and “generally supports their understanding” indicates that the teacher has been mostly successful in engaging student thinking and supporting their understanding, but has not reached the standard indicated by ‘effective’ – i.e., to the greatest extent possible (Standard 3: Indicator 2). The descriptor generally is also used for Level 2 performances, for example, “student reflection is generally unrelated to learning goals...” (Standard 4: Indicator 2). In this instance, the evidence conveys that while the teacher might have attempted to support student reflection, it is not successfully accomplished.

**Sufficiently:** The descriptor sufficiently is included for Level 3 performances and in this category it conveys that the teacher has provided enough information, or used enough strategies to reach the intended goal of instruction. For example, the strategies the teacher uses to connect new learning goals to longer-term goals accomplish the intended purpose (Standard 1:Indicator3)

## LEVEL 2

**Some or Few:** A teacher receives a Performance Level of 2 if the majority of students are not being well served by instruction or example (Standard 2: Indicator 2).

**Insufficiently:** This descriptor is used for Level 2 performances to signal that the teacher has not successfully accomplished the instructional/assessment goal. For example, “performance criteria are insufficiently specified” indicates that the teacher has been unsuccessful in providing the criteria for the intended purpose (Standard 5: Indicator 1).

**Inadequately:** The descriptor inadequately, which is used for Level 2 performances, conveys that the teacher has not adequately accomplished the instructional/assessment goal. For example, the way the teacher attempts to activate most students’ initial understandings is limited and does not result in initial understandings being activated (Standard 1: Indicator 1).

**Minimally:** This descriptor is reserved for the Performance Level 2 and indicates that the instructional goal has not been met. For example, a teacher might have attempted to guide students to a deeper understanding of a concept but the attempt was not successful (Standard 3: Indicator 1).

**Limited:** This descriptor is used only for Level 2 performances, limited refers to a practice that the teacher has tried to enact a specific practice, but the practice is not well developed nor is it successful in meeting intended goals. For example, the teacher “uses limited strategies” indicates that the strategies are not well developed enough to achieve the goal (Standard 3: Indicator 3) and there are “only limited opportunities” for student reflection in the lesson indicates that the opportunities are not successful in meeting the goals (Standard 4: Indicator 2).

**Somewhat:** This descriptor is included for Level 2 performances. It indicates that while the teacher may have attempted to enact a specific practice, it was not successful in achieving the goal. For example, the strategies the teacher uses are not successful in furthering the students’ understanding (Standard 3: Indicator 3).

## LEVEL 1

**No, or almost no:** A teacher receives a Performance Level 1 when there is no, or almost no, evidence that any student is being served well by the instructional practice. For example, the evaluator finds there is no evidence that the teacher attempts to activate students’ initial understandings (Standard 1: Indicator 1) or there is no evidence that the teacher plans any ongoing learning opportunities based on evidence (Standard 5: Indicator 3).

\*From approved Regional Professional Development Program training materials found here: [http://rpd.net/admin/images/uploads/resource\\_12292.pdf](http://rpd.net/admin/images/uploads/resource_12292.pdf)

# Nevada Educator Performance Framework Goal Setting and Planning Tool

---

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

## Information

Academic Year: [Click here to enter text.](#)

Educator Name: [Click here to enter text.](#)

Course/Subject/Grade Level(s): [Click here to enter text.](#)

Interval of Instruction: [Click here to enter text.](#)

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

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

All educators evaluated with the NEPF are required to set a Student Learning Goal (SLG) and Professional Practice Goal (PPG) as described in the NEPF protocols. A SLG is a long-term, measurable, academic goal set for students to accomplish by the end of a course. Developing a 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 a long term goal for identified students, measuring the long term goal along the way and evaluating student attainment of the goal at or near 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 the educator's Instructional (teachers) or Instructional Leadership Practices (administrators) that 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.
  - a. Guiding questions in the description column are provided for your reference, and may not pertain to all SLG/PPGs.
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. The final step is for the educator and evaluator to agree and sign the form signifying understanding of the SLG/PPG expectations.

The SLG and PPG will be reviewed as part of the Mid-Cycle Goal 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 Goal Review discussion.

# Nevada Educator Performance Framework Goal Setting and Planning Tool

## Determining Needs

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

| Element                  | Description  | Criteria  |
|--------------------------|--|---|
| <b>Needs Assessment</b>  | What is the biggest learning challenge(s)?<br>Click here to enter text.  | <ul style="list-style-type: none"> <li>Identifies priority content and learning based on current students' abilities and/or trend data (<b>strategic</b>)</li> <li>Focuses on appropriate knowledge/skill for the course, grade level and student population</li> <li>Uses data to identify student needs and identifies sources of information about students (e.g., test scores/performance from prior years etc.)</li> </ul> |
| <b>Rationale</b>         | Why is this topic/focus important/priority? How is it essential to present and future content learning?<br>Click here to enter text. | <ul style="list-style-type: none"> <li>Provides a clear explanation why the content is an appropriate focus and/or area of need (<b>relevant</b>)</li> <li>Explains how identified priorities align with school/district goals</li> </ul>   |
| <b>Aligned Standards</b> | Need/focus is aligned to the following standards...<br>Click here to enter text.   | <ul style="list-style-type: none"> <li>Represents big ideas or essential skills students need to attain for success at the next level</li> <li>Focuses on standards-based enduring skill which students are expected to master</li> </ul>   |

## 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?*

| Element                             | Description   | Criteria   |
|-------------------------------------|---|--|
| <b>Baseline Data or Information</b> | 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?<br>Click here to enter text. | <ul style="list-style-type: none"> <li>Data about current student performance is included (<b>measurable</b>)(includes trend data, if appropriate/available)</li> <li>Summarizes the educator's analysis of the baseline data by identifying student strengths and weaknesses (<b>specific</b>)</li> </ul> |

# Nevada Educator Performance Framework **Goal Setting and Planning Tool**

*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?*

| Element                     | Description   | Criteria   |
|-----------------------------|---|--|
| <b>Target(s)</b>            | 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.<br>Click here to enter text. | <ul style="list-style-type: none"> <li>Identifies the expected outcomes for either the whole class or tiered targets as appropriate (<i>this is the group on which the score on the SLG will be based</i>)</li> <li>Uses baseline or pretest data to determine appropriate growth/proficiency target with clear explanation of how targets are determined</li> <li>Sets rigorous yet <b>attainable/realistic</b> targets that are developmentally appropriate and <b>measurable</b></li> </ul> |
| <b>Rationale for Target</b> | What is the rationale for setting the target(s) for student growth/proficiency within the interval of instruction?<br>Click here to enter text.   | <ul style="list-style-type: none"> <li>Includes explanations for growth/proficiency targets that establish and differentiate expected performance for identified students (<b>measurable, attainable, results focused</b>)</li> <li>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</li> </ul>  |
| <b>Evidence Source(s)</b>   | What assessment(s) will be used to measure student progress toward the goal?<br>Click here to enter text.   | <ul style="list-style-type: none"> <li>Identifies data sources used to meet the assessment criteria outlined in NEPF Protocols</li> <li>Provides a plan for combining assessments if multiple summative assessments are used</li> <li>Uses appropriate measures for baseline, midcourse, and end of interval data collection (<b>timed/tracked</b>)</li> </ul>   |

# Nevada Educator Performance Framework Goal Setting and Planning Tool

## Student Learning Goal

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

| Element               | Description   | Criteria   |
|-----------------------|---|--|
| <b>Goal Statement</b> | <p>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)".</p> <p><a href="#">Click here to enter text.</a></p> | <ul style="list-style-type: none"> <li>Identifies <b>specific</b> knowledge/skills students should attain and/or specific student outcome/performance that will be affected</li> <li>Focuses on standards based enduring skill which students are expected to master for the course, grade level and student population (<b>relevant and realistic</b>)</li> <li>Includes multiple sources of data to demonstrate growth and impact on all students identified in SLG</li> </ul> |

## 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 Instructional Practice Standard(s) or Professional Responsibilities Standard(s) that aligns and provides support for achieving the SLG.

| Element                                     | Description  | Criteria   |
|---|--|--|
| <b>Professional Practice Goal Statement</b> | <p>"In order to help the students achieve the learning goal, I will improve my practice on _____(NEPF Standard (s)) and measure my progress toward this goal by _____."</p> <p><a href="#">Click here to enter text.</a></p>           | <ul style="list-style-type: none"> <li>Based on NEPF self-assessment and/or prior year evaluation</li> <li>Identifies <b>specific</b> NEPF standard(s) (either Instructional/Instructional Leadership (admin) or a Professional Responsibilities standards that supports the SLG)</li> <li><b>Measurable</b> and identifies specific measures/assessments that will be used to determine progress toward goal</li> </ul> |
| <b>Action Steps and Rationale</b>           | <p>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?</p> <p><a href="#">Click here to enter text.</a></p> | <ul style="list-style-type: none"> <li><b>Action</b> steps are clearly described and necessary to attain the goal</li> <li>Goal is <b>realistically achievable</b> given the timeframe and identified target</li> <li>Goal is <b>relevant</b> to expected outcomes and if reached should have the effect expected</li> </ul>   |

# Nevada Educator Performance Framework **Goal Setting and Planning Tool**

---

| Element                                  | Description  | Criteria  |
|--|--|---|
| <b>Timeline and Evidence of Progress</b> | What evidence will be generated by taking the actions described above? How and when will you show evidence of progress?<br><a href="#">Click here to enter text.</a> | <ul style="list-style-type: none"><li>• Goal clearly identifies the <b>timeframe</b> from start to finish with <b>benchmarks</b> identified throughout</li><li>• Identifies evidence that may be used to determine progress toward goal</li></ul> |

## For Evaluator Use Only

Evaluator Name: [Click here to enter text.](#)

Initial Approval Date: [Click here to enter a date.](#)

Educator's Signature: [Click here to enter text.](#)

Evaluator's Signature: [Click here to enter text.](#)

(If SLG/PPG were revised please explain in notes section below and have educator and evaluator initial and date on signature lines above)

Mid-Cycle Goal Review Date: [Click here to enter a date.](#)

Mid-Cycle Goal Review Notes: [Click here to enter text.](#)