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

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher Name: | Click here to enter text. | Evaluator Name:  | Click here to enter text. |
| Grade/Subject: | Click here to enter text. | Pre-Eval Date:  | Click here to enter text. |
| School Name:  | Click here to enter text. | Date: | Click here to enter text. |

# Note: This tool may be used to guide the conversations during the pre-evaluation and mid-cycle goals conferences. The tool is designed to help educators focus on both the standards/indicators and the goals, but it is not required.

**Pre-Evaluation Conference**

# The goal of the Pre-Evaluation Conference is to engage the teacher and the evaluator in conversations focused on goal setting and plan development. The educator and evaluator should review the educator’s self-assessment and proposed goals. The educator collaborates with the evaluator to refine the goals and set a clear path of action for the year.

| **Questions to Guide Discussions** | **Notes/Evidence Reviewed** |
| --- | --- |
| **NEPF Standards and Indicators*** Have you received or do you have access to the current NEPF Protocols and Instructional Practice Standards and Professional Responsibilities Rubrics?
* Have you completed your self-assessment to reflect on your current practices? What are your areas of strength? Areas for growth?
* Are there any factors beyond your control that might affect your ability to demonstrate any of the standards and indicators (class size, demographics, etc.)? If so, what are they and how will you adjust your practice to compensate?
* Are there any indicators that previous performance identified as an area for growth (i.e., your prior evaluation)? How are they being addressed?
 | Click here to enter text. |
| **Student Learning Goal (SLG)*** Does your SLG focus on a standard that aligns with an area of high need? How do you know?
* How does it align with department and/or school goals?
* What data have you collected to set your baseline?
* How did you set your target goal? Did you account for different student populations and/or set differentiated targets?
* How did you select which students will be in your target group and why were they selected?
* What assessment/s will be used to measure student growth and why was it selected?
* How will you monitor your students’ progress toward your growth targets for learning? When will data be collected?
* How will you make adjustments to your practice to ensure your students meet the target/s you set for them?
* Do you understand how the SLG scoring rubric will be applied?
 | Click here to enter text. |
| **Professional Practice Goal (PPG)*** Does your PPG support your ability to meet your SLG?
* Does your PPG align to one the NEPF Standards/ Indicators?
* How will you measure your progress on meeting your PPG?
* Are there additional resources, supports, or professional development that you need to achieve your PPG?
 | Click here to enter text. |
| **Next Steps*** How can I assist you in improving your instructional practice, supporting your professional growth, and reaching your goals?
 | Click here to enter text. |

**Mid-Cycle Goals Review Conference**

The goal of the Mid-Cycle Goals Review Conference is 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, PPG, and the educator’s performance to date. The educator and evaluator review identified evidence, and if appropriate, the educator and evaluator may choose to revise the SLG and/or PPG at this time. If an educator is having difficulty, this is a critical time for the evaluator to provide the educator with the assistance required to address areas of concern.

| **Questions to Guide Discussions** | **Notes/Evidence Reviewed** |
| --- | --- |
| **NEPF Standards and Indicators*** Have you updated your self-assessment to reflect on your progress so far this year?
* What standards and indicators have not been observed or in need of attention?
* What other evidence or artifacts should be reviewed to evaluate your practice?
* Has class size affected your ability to demonstrate any of the standards and indicators? If so, which standards were impacted and how did you adjust your practice to compensate?
 | Click here to enter text. |
| **Student Learning Goal (SLG)*** How are students progressing toward your growth targets for learning? What evidence/data do you have to demonstrate their progress?
* What might explain the successes you have documented or why progress is slower than you expected?
* Do you need to revise your SLG? If so, what changes need to be made and why are they needed?

*Note: If revisions are mutually agreed upon, consider determining an additional check in to determine progress.* | Click here to enter text. |
| **Professional Practice Goal (PPG)*** What progress have you made to achieve your professional practice goal?
* Are you working with a colleague(s) to develop and/or expand instructional strategies?
* Have you shared your new learning with your colleagues?
* What are you learning about your practice that is helping you to grow as a teacher?
 | Click here to enter text. |
| **Next Steps*** Are there additional resources, supports, or professional development that you need to achieve your goals?
* Moving forward, how can I assist you in improving your instructional practice and supporting your professional growth?
 | Click here to enter text. |

*Note: If there are patterns of evidence demonstrating performance that may lead to a final rating of ineffective (1) or developing (2), an evaluator should use the* [*Educator Assistance Plan Tool*](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator_Effectiveness/Educator_Develop_Support/NEPF/Administrator/3EducatorAssistancePlanToolTemplate.docx) *to provide recommendations for improvement in the performance of the educator and to describe the actions that will be taken to assist the educator [NRS 391.695 1(e)].*