

**NEVADA EDUCATOR  
PERFORMANCE FRAMEWORK  
(NEPF)  
STATEWIDE EVALUATION SYSTEM**

**TEACHER AND ADMINISTRATOR  
PROTOCOLS/TOOLS  
FOR  
2016-2017  
IMPLEMENTATION**



**August 2016**

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- Goal Setting and Planning Tool.....
- Evidence Review Tool.....
- Educator Assistance Plan Tool.....

**Appendices/Administrator Specific Tools .....**

- Administrator Self-Assessment Tool .....
- Administrator Observation Tool.....
- Administrator Pre-Observation Conference Tool.....
- Administrator Post-Observation Conference Tool .....
- Administrator Evaluation Conference Summative Rating Tool for Educational Practice.....

**Appendices/Teacher Specific Tools .....**

- Teacher Self-Assessment Tool.....
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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*)

The passage of AB222 during the 2011 legislative session created the Teachers and Leaders Council (TLC) and outlined the expectations of a statewide performance evaluation system for teacher and building administrators. To develop a statewide performance evaluation system with a clear purpose, the first order of business for TLC members at the October 2011 meeting was to determine guiding beliefs and goals. The goals of the statewide performance evaluation system, now known as the Nevada Educator Performance Framework (NEPF), align with the TLC's vision to promote educator effectiveness and to ensure all students master standards and attain essential skills to graduate high school ready for college and career success. This vision started with belief statements as outlined below. The comprehensive list is located in the TLC White Paper 2011-2013.

- "All educators\* (see definition) can improve through effective, targeted professional development, as identified through the evaluation process and connected to district improvement plans and goals designed to inform and transform practice;
- An effective evaluation system must include clear expectations for both professional practice and student growth as well as fair, meaningful, and timely feedback;
- A consistent and supportive teacher and administrator evaluation system includes opportunities for self-reflection and continuous, measurable feedback to improve performance of students, teachers, administrators, and the system;
- The evaluation system must be part of a larger professional growth system that consistently evolves and improves to support the teachers and administrators that it serves;

The system based on these guiding beliefs should ensure that educators:

- Positively impact the achievement of students in Nevada;
- Grow professionally through targeted, sustained professional development and other supports;
- Monitor student growth, identify and develop quality instructional practices, and share effective educational methods with colleagues;
- Reflect upon practice and take ownership for their professional growth; and
- Participate in constructive dialogue and obtain specific, supportive feedback from evaluators.”

These guiding beliefs are the foundation on which the NEPF was created.

## OVERVIEW OF THE FRAMEWORKS

The NEPF frameworks consist of three domains: Instructional Practice/Instructional Leadership, Professional Responsibilities, and Student Performance. Figures 1 and 2 are graphic representations of the framework teachers and building administrators. Figure 3 displays the weightings within each domain for the 2016-2017 school year.

**Figure 1: Nevada Educator Performance Framework for TEACHERS**

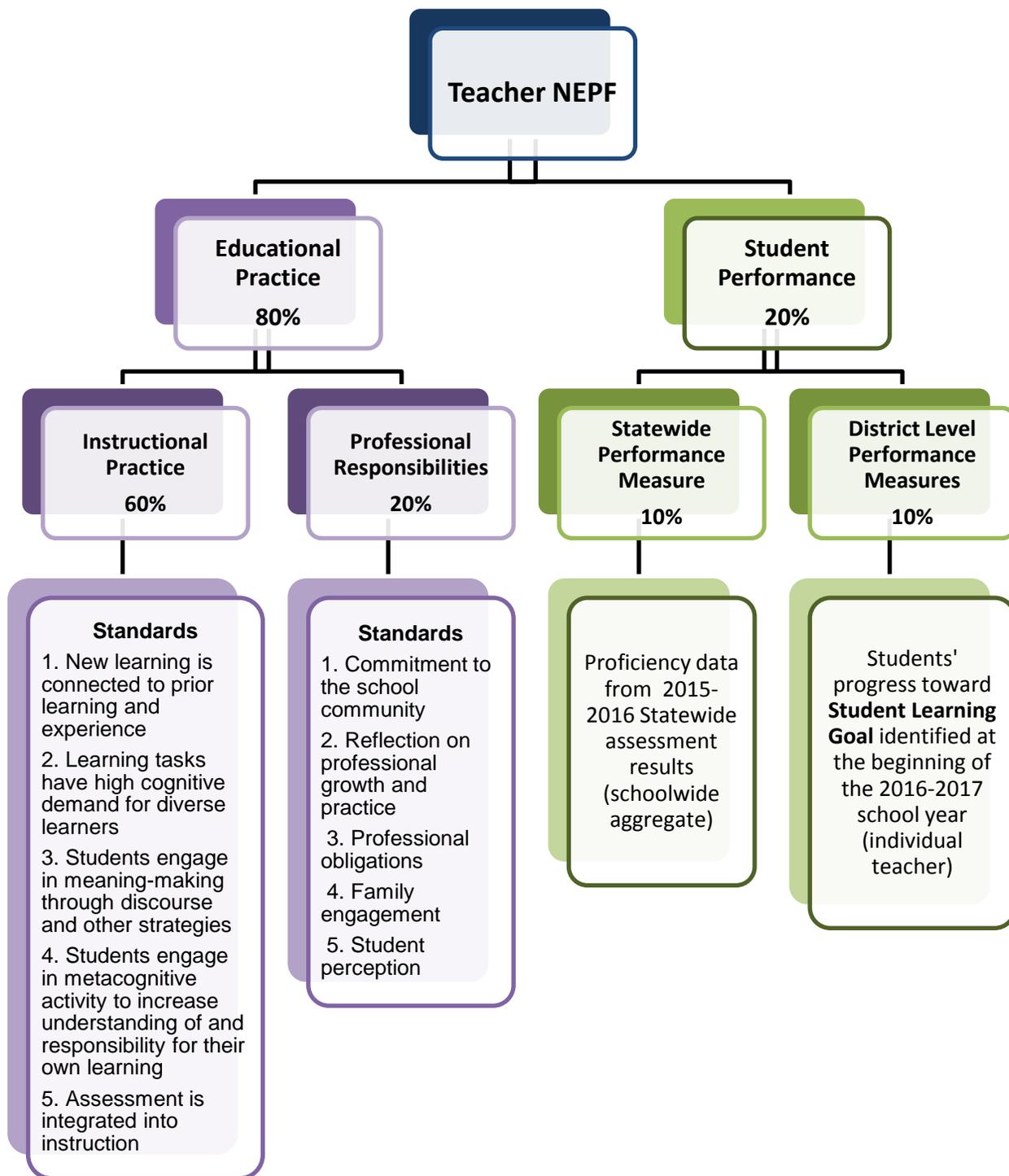
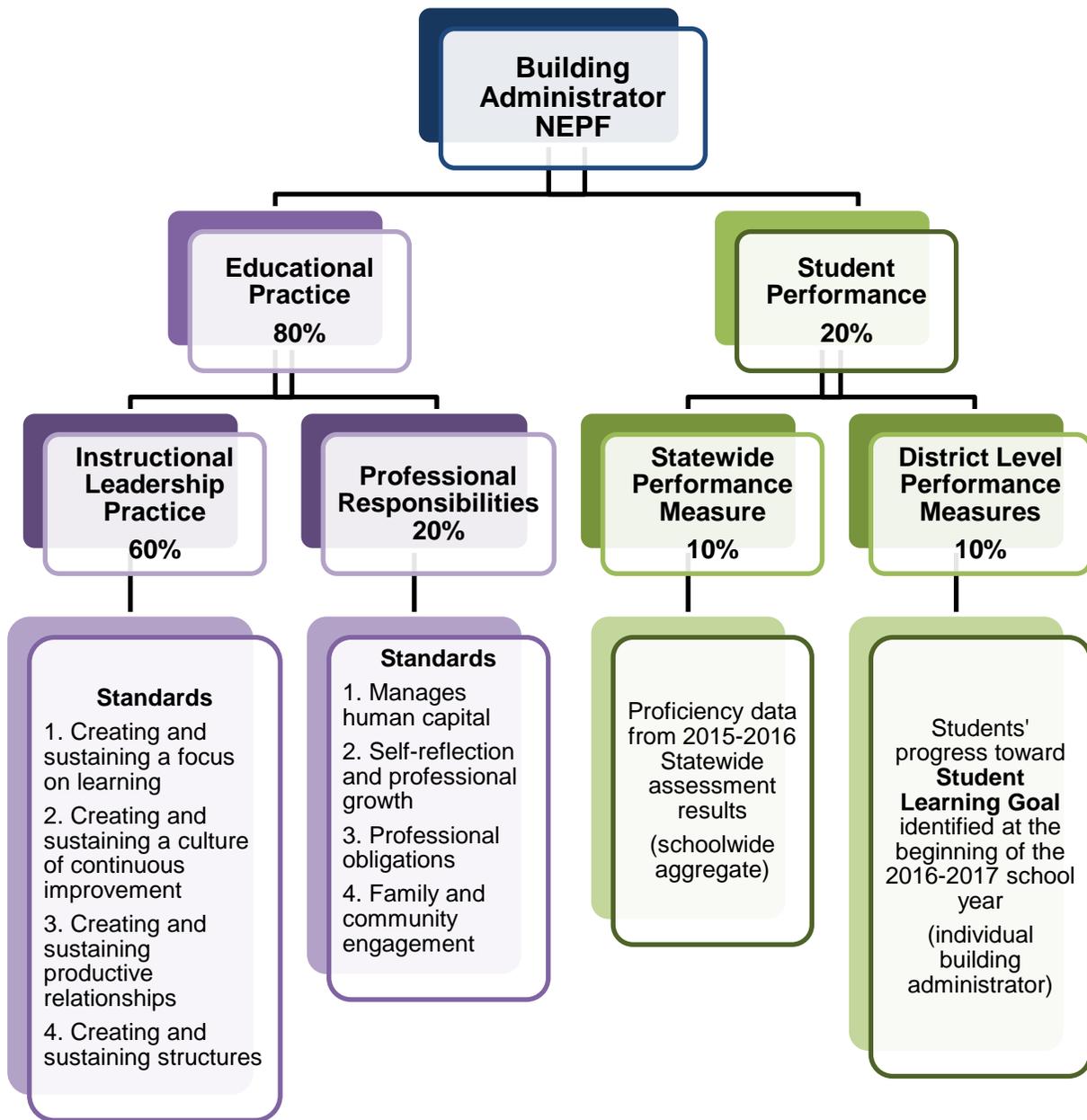
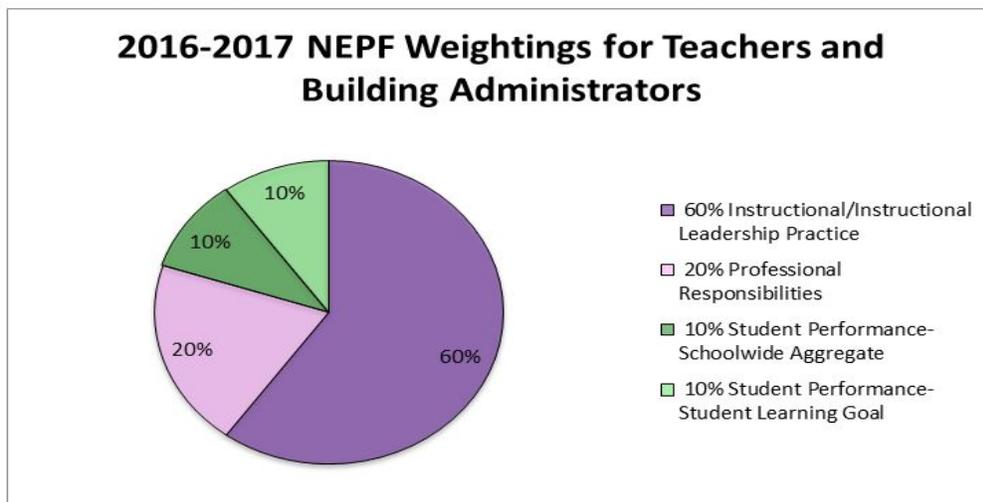


Figure 2: Nevada Educator Performance Framework for BUILDING ADMINISTRATORS



**Figure 3: Graphic representation of the NEPF Domain Weightings**



## **EDUCATIONAL PRACTICE**

### **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 comprise Educational Practice are Instructional Practice and Professional Responsibilities. The Instructional Practice Domain identifies and defines the standards for measuring teacher behavior as he/she delivers 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 student learning at each student’s highest ability level in the classroom and to promote effectiveness of the school community.

The teacher domains were determined as a result of a rigorous national review of existing standards, including but not limited to the Interstate Teacher Assessment and Support Consortium (InTASC), the National Board for Professional Teaching Standards (NBPTS), and 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’ 21<sup>st</sup> 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 and her team at the University of California, Los Angeles National Center for Research on Evaluation, Standards, and Student Testing (CRESST). 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.

**Table 1: Teacher Instructional Practice Standards and Indicators**

<p><b>Standard 1:</b> New Learning is Connected to Prior Learning and Experience</p>	<p><b>Indicator 1:</b> The teacher activates <b>all</b> students’ initial understandings of new concepts and skills.</p> <p><b>Indicator 2:</b> The teacher makes connections explicit between previous learning and new concepts and skills for <b>all</b> students.</p> <p><b>Indicator 3:</b> The teacher makes clear the purpose and relevance of new learning for <b>all</b> students.</p> <p><b>Indicator 4:</b> The teacher provides <b>all</b> students opportunities to build on or challenge initial understandings.</p>
<p><b>Standard 2:</b> Learning Tasks have High Cognitive Demand for Diverse Learners</p>	<p><b>Indicator 1:</b> The teacher assigns tasks that purposefully employ <b>all</b> students’ cognitive abilities and skills.</p> <p><b>Indicator 2:</b> The teacher assigns tasks that place appropriate demands on each student.</p> <p><b>Indicator 3:</b> The teacher assigns tasks that progressively develop <b>all</b> students’ cognitive abilities and skills.</p> <p><b>Indicator 4:</b> The teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.</p>
<p><b>Standard 3:</b> Students Engage in Meaning-Making through Discourse and Other Strategies</p>	<p><b>Indicator 1:</b> The teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students.</p> <p><b>Indicator 2:</b> The teacher provides opportunities for <b>all</b> students to create and interpret multiple representations.</p> <p><b>Indicator 3:</b> The teacher assists <b>all</b> students to use existing knowledge and prior experience to make connections and recognize relationships.</p> <p><b>Indicator 4:</b> The teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for <b>all</b> students.</p>
<p><b>Standard 4:</b> Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning</p>	<p><b>Indicator 1:</b> The teacher and <b>all</b> students understand what students are learning, why they are learning it, and how they will know if they have learned it.</p> <p><b>Indicator 2:</b> The teacher structures opportunities for self-monitored learning for <b>all</b> students.</p> <p><b>Indicator 3:</b> The teacher supports <b>all</b> students to take actions based on the students’ own self-monitoring processes.</p>
<p><b>Standard 5:</b> Assessment is Integrated into Instruction</p>	<p><b>Indicator 1:</b> The teacher plans on-going learning opportunities based on evidence of <b>all</b> students’ current learning status.</p> <p><b>Indicator 2:</b> The teacher aligns assessment opportunities with learning goals and performance criteria.</p> <p><b>Indicator 3:</b> The teacher structures opportunities to generate evidence of learning during the lesson of <b>all</b> students.</p> <p><b>Indicator 4:</b> The teacher adapts actions based on evidence generated in the lesson for <b>all</b> students.</p>

**Table 2: Teacher Professional Responsibilities Standards and Indicators**

<p><b>Standard 1:</b> Commitment to the School Community</p>	<p><b>Indicator 1:</b> The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.</p> <p><b>Indicator 2:</b> The teacher takes an active role in building a professional culture that supports school and district initiatives.</p> <p><b>Indicator 3:</b> The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.</p>
<p><b>Standard 2:</b> Reflection on Professional Growth and Practice</p>	<p><b>Indicator 1:</b> The teacher seeks out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice.</p> <p><b>Indicator 2:</b> The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.</p> <p><b>Indicator 3:</b> The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.</p>
<p><b>Standard 3:</b> Professional Obligations</p>	<p><b>Indicator 1:</b> The teacher models and advocates for fair, equitable, and appropriate treatment of all students and families.</p> <p><b>Indicator 2:</b> The teacher models integrity in all interactions with colleagues, students, families, and the community.</p> <p><b>Indicator 3:</b> The teacher follows policies, regulations, and procedures specific to role and responsibilities.</p>
<p><b>Standard 4:</b> Family Engagement</p>	<p><b>Indicator 1:</b> 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.</p> <p><b>Indicator 2:</b> 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.</p> <p><b>Indicator 3:</b> The teacher informs and connects families and students to opportunities and services according to student needs.</p>
<p><b>Standard 5:</b> Student Perception</p>	<p><b>Indicator 1:</b> The students report that the teacher helps them learn.</p> <p><b>Indicator 2:</b> The students report that the teacher creates a safe and supportive learning environment.</p> <p><b>Indicator 3:</b> The students report that the teacher cares about them as individuals and their goals or interests.</p>

**Standards and Indicators – BUILDING 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 comprise the Educational Practice Category are Instructional Leadership Practice and Professional Responsibilities. The Instructional Leadership Practice Domain sets the parameters for measuring 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 but not limited to 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 3: Administrator Instructional Leadership Practice Standards and Indicators**

<p><b>Standard 1:</b> Creating and sustaining a focus on learning</p>	<p><b>Indicator 1:</b> 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.</p> <p><b>Indicator 2:</b> The school-level administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.</p> <p><b>Indicator 3:</b> 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.</p> <p><b>Indicator 4:</b> The school-level administrator systematically supports teachers’ short-term and long-term planning for student learning through a variety of means.</p>
<p><b>Standard 2:</b> Creating and sustaining a culture of continuous improvement</p>	<p><b>Indicator 1:</b> 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.</p> <p><b>Indicator 2:</b> The school-level administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.</p> <p><b>Indicator 3:</b> The school-level administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.</p> <p><b>Indicator 4:</b> The school-level administrator operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.</p>
<p><b>Standard 3:</b> Creating and sustaining productive relationships</p>	<p><b>Indicator 1:</b> 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.</p> <p><b>Indicator 2:</b> The school-level administrator provides opportunities for extended, productive discourse between the administrator and teacher(s) and among teachers to support decision-making processes.</p> <p><b>Indicator 3:</b> The school-level administrator structures the school environment to enable collaboration between school-level administrators and teachers and among teachers to further school goals.</p>

	<b>Indicator 4:</b> 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.
<b>Standard 4:</b> Creating and sustaining structures	<p><b>Indicator 1:</b> 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.</p> <p><b>Indicator 2:</b> 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.</p> <p><b>Indicator 3:</b> The school-level administrator allocates resources effectively, including organizing time, to support learning goals.</p>

**Table 4: Administrator Professional Responsibilities Standards and Indicators**

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

## STUDENT PERFORMANCE

The teacher and building administrator evaluation systems both contain 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. As new research and information emerges through national and state 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 **2016-2017** Student Performance Domain – Building Administrators & Teachers includes:

- Schoolwide student proficiency score derived from Statewide Assessment Data.\*
- Student Learning Goal (SLG) score determined by SLG Scoring Rubric after the progress toward the SLG is measured by District Determined Assessments. \*

The **2017-2018** Student Performance Domain – Building Administrators & Teachers may include:

- Schoolwide student growth, proficiency and reduction of subpopulation achievement gaps as measured within the Nevada School Performance Framework\* (NSPF).
- Student Learning Goal (SLG) score determined by SLG Scoring Rubric after the progress toward the SLG is measured by District Determined Assessments. \*

This is intentionally designed to align with the State’s approach to measuring school success through the NSPF. Included are both student proficiency (student met the goal) as well as student growth (student achievement over time) and reduction of the achievement gap for students in poverty, who are English Learners, and/or who have been identified as having a disability.

During the 2016-2017 school year, the student performance portion is weighted 20% of the overall evaluation (10% based on statewide assessment data and 10% from district measures). Statewide assessment data is aggregated by school and used to calculate a score of 1-4. The 10% that is based on local district measures will be calculated based upon the progress made toward the SLG identified at the beginning of the school year (see figure 3). Details on this process are included in the Student Learning Goal Guidebook located in Appendix A.

*\*Pending State Board of Education (SBE) approval and/or regulation process*

During the 2017-2018 school year, the student performance portion of the NEPF will be weighted 40% of the overall evaluation (20% based on statewide assessment data and 20% from district measures/SLG).

**NOTE:** State law requires 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. It also stipulates that the evaluation of teachers and administrators 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 – TEACHERS** (SLG Guidebook located in Appendix A)

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 SLGs 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 long term goals for students, measuring those long term goals along the way, and evaluating student attainment of those goals at the end of the school year. The SLG process empowers teachers to set goals for their own students and facilitates deep collaboration between teachers and evaluators to ensure that students reach those goals.

- 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 goals, 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 – BUILDING ADMINISTRATORS**

The SLGs serve much the same purpose for building administrators as for teachers. Collaboration among building administrators within the school and across schools helps to ensure that the administrator SLGs are aligned with the school and district vision. Building administrators review student academic and social data, set long term goals for groups of students, provide the instructional leadership to help teachers improve practice to positively impact student learning, measure progress toward goals, and evaluate the attainment of the goals 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.

**FIGURE 4: SLG PROCESS**



Student Learning Goals are not just about the goals that educators set for their students, they also emphasize the process educators use to set and monitor student progress towards the desired goals. The educator collaboration and analysis required for successful SLG implementation aligns with effective teaching practices more broadly. Teachers engage in a collaborative process with their teams and ultimately collaborate with their evaluator (or supporting school administrator(s)) 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: 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 instructional/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 (see page 16)
- Educator and evaluator reflect on process and results to improve student learning and educator practice

### **Step 1: Develop and approve the SLG:**

SLGs should align with Nevada Academic Content Standards (NVACS) or other approved standards. When possible, teachers should work in grade level or content teams to review and determine the most important standards and content for students to master. Additionally, teachers 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.

SLGs 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).

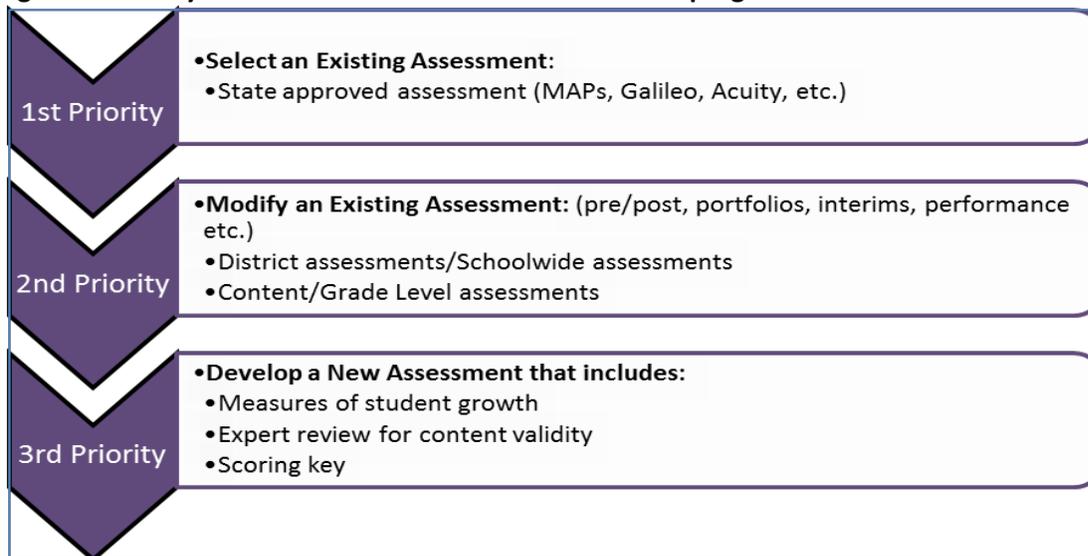
### **STUDENT LEARNING GOALS-CHOOSING QUALITY ASSESSMENTS**

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 Student Learning Goal Guidebook (Appendix A) provides more detailed information regarding the selection of assessments. The Teachers and Leaders Council has recommended criteria 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**

The assessment selection process is prioritized as shown in Figure 5.

**Figure 5: Priority levels for assessments used to measure progress toward an SLG.**



#### Approving the SLG:

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 above?
- Will the SLG assessments provide the information needed to determine if the goal has been met?

#### **Step 2: Monitoring 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(s), 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 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 (Figure 6) is used to determine the educator's score from 1-4. This number becomes the district determined portion of the

Student Performance Domain score of the Final Summative Evaluation. The evaluator and educator discuss this information during the Final Summative Evaluation Conference and reflect on the process to inform and improve the process for the following school year.

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

STUDENT LEARNING GOAL SCORING RUBRIC	
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.

### 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.



#### 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 5: Typical Evaluation Cycle**

Step	Timeline
<b>Step 1: Educator Self-Assessment</b>	Late Summer/Early Fall
<b>Step 2: Pre-Evaluation Conference</b> Analysis, Goal Setting, and Plan Development	Early Fall
<b>Step 3: Observations and Conferences</b> Plan Implementation and Evidence Review	Throughout School Year
<b>Step 4: Mid-Cycle Goals Review</b> (Educator Assistance Plan if applicable)	Mid-year
<b>Step 5: Post-Evaluation Conference and End-of-Cycle Summative Evaluation</b>	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.

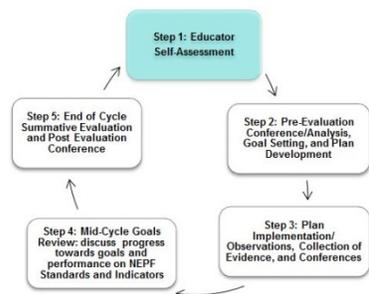
This is a critical moment for the educator to take ownership of the process. A guiding principle for the NEPF is that evaluation should be done *with* educators, not *to* them. Embracing the self-assessment step of the process empowers the educator being evaluated to shape the conversation by stating what they identify as strengths, the areas on which they want to focus, and what support they need. The educator's 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 (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:
  - at least one SLG, and
  - at least one Professional Practice goal 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.

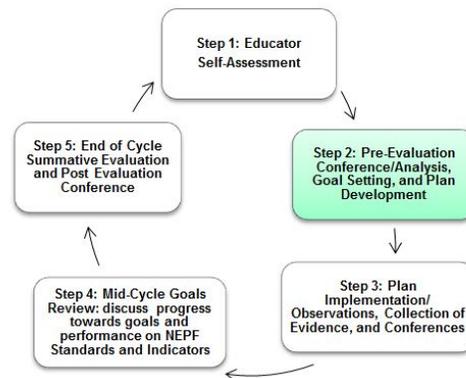


## Step 2: Pre-Evaluation Conference, Analysis, Goal Setting, and Plan Development

This step of the evaluation cycle for continuous improvement is where joint goal setting and plan development occurs. It begins with the educator sharing his/her 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. NOTE: NRS 391.695 and 391.715 states that student performance data may not be used in the evaluation of teachers and building administrators in their initial year of probationary status, or for educators at designated turnaround schools in their first or second year of designation per NRS 388G.400. **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 to the evaluator the **Goal Setting and Planning Tool** with proposed Student Learning Goal(s) (see SLG Guidebook in 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(s) and use the **evaluation column of the Goal Setting and Planning Tool to review goal requirements**, revise (if necessary), review baseline data, identify and define the following: student population, standards and content, assessments to measure student performance, performance targets and the rationale. (see Appendix A for details)

✓ **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 and provide support for the SLG**.

✓ **Rubrics Review – Educational Practice:**

The educator and evaluator review the Educational Practice 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 teacher address Instructional Standard 3: Students Engage in Meaning Making through Discourse and Other Strategies?)
- 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?

**Rubrics Review – Student Learning Goal:**

The educator and evaluator review the Student Learning Goal Scoring Rubric and discuss expectations and learning targets associated with each level 1-4. Expectations must be clear to both the evaluator and educator.

✓ **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. The evaluator provides feedback for improvement, ensures timely access to planned supports, and reviews evidence on educator performance and progress toward goals through multiple sources. **A single evidence source can be used to support evidence of performance on multiple indicators and/or standards.** Additionally, the educator *may* choose to collect evidence throughout the cycle, **but should not create artifacts specifically for the evidence review.** Educators should use documents that occur as part of the everyday practice that support the lessons observed and demonstrate student learning.

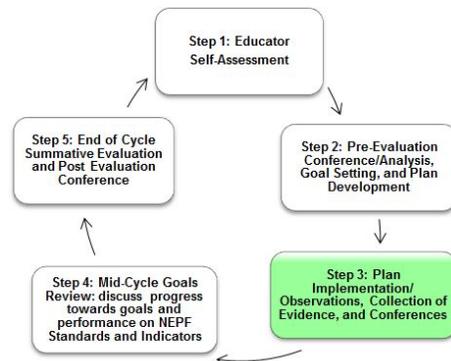
The Plan provides a foundation for *dialogue, collaboration, and action.* The educator uses the Plan as a roadmap for improvement, completing the action steps to make progress toward student learning and professional practice goals. The evaluator uses the Plan to drive appropriate and timely support for the educator. Both continue to use the **Pre/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 evaluator reviews 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/Post Observation Conference Tool** to discuss the upcoming observation. (For announced observations only.) **NOTE: The questions on the tool are a guide, and all questions are not required for every observation.**
- The evaluator conducts the observation. Using the **Observation and Evidence Review Tool** the evaluator records evidence observed during the announced or unannounced observation and identifies corresponding Standards and Indicators.
- The educator and evaluator use the **Pre/Post-Observation Conference Tool** to discuss the observation and identify professional learning needs.

Purposeful observations offer critical opportunities for evaluators to observe, review 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 Evidence Review Tool** to collect evidence. **Observations are NOT scored.**

**Table 5: Differentiated Evaluation Cycle**

		<i>Probationary educators in year one of their probationary period</i> <b>OR</b> <i>All educators whose previous year rating was ineffective or minimally effective</i>	<i>Probationary educators whose immediately preceding year rating was effective or highly effective</i>	<i>Probationary educators whose rating for two consecutive years were effective or highly effective</i> <b>OR</b> <i>Post-probationary educators whose previous year rating was effective or highly effective</i>
<b>Evaluation Frequency</b>		1 time per year	1 time per year	1 time per year
<b>Scheduled Observations Required Per Evaluation (Per NRS 391.685, NRS 391.705)</b>		<b>3</b> scheduled observations (minimum) <i>supervising administrator must conduct 2 of the 3 required observations</i>	<b>2</b> scheduled observations (minimum) <i>supervising administrator must conduct 1 of the 2 required observations</i>	<b>1</b> scheduled observation (minimum) <i>supervising administrator must conduct the 1 required observation</i>
<b>Required Evaluation Components</b>				
<b>Self-Assessment Analysis, Goal Setting, and Plan Development</b>		Prior to first evidence review	Prior to first evidence review	Prior to evidence review and recommended <b>within 50 days</b> of start of instruction
<b>Implementation of the Plan (Per NRS 391.685 and NRS 391.705)</b>	<b>Observation Cycle Process</b>	<ul style="list-style-type: none"> <li>• Three scheduled observation cycles including a pre-observation conference, an observation of a minimum of 20 minutes, and a post-observation conference</li> <li>• 1st scheduled observation must occur <b>within 40 days</b> after the first day of instruction</li> <li>• 2<sup>nd</sup> scheduled observation must occur <b>after 40 days but within 80 days</b> after the first day of instruction</li> <li>• 3rd scheduled observation must occur <b>after 80 days but within 120 days</b> after the first day of instruction</li> </ul>	<ul style="list-style-type: none"> <li>• 1st scheduled observation must occur <b>within 80 days</b> after the first day of instruction</li> <li>• 2nd scheduled observation must occur <b>after 80 days but within 120 days</b> after the first day of instruction</li> </ul>	<ul style="list-style-type: none"> <li>• The observation must occur <b>within 120 days</b> after the first day of instruction</li> </ul>
	<b>Data/Artifacts Collection, Evidence Review, Collaborative Conferencing, Documentation, and Professional Learning Planning</b>	Following each evidence review	Following each evidence review	Following each evidence review
	<b>Mid-Cycle Goals Review</b>	Approximately halfway through the school year	Approximately halfway through the school year	Approximately halfway through the school year
<b>Summative Evaluation &amp; Conference</b>		The Performance Rating is assigned based on evidence. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year.		

## **OBSERVATION PROCESS:**

“Announced” (scheduled) observations consist of a pre-observation conference with the teacher/administrator and the evaluator, an observation based on the Standards, and a post-observation conference. The pre- and post-observation conferences include guiding questions and potential 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 conference and the minimum twenty-minute duration for teachers. **Post-observation conferences 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 quantity of scheduled observations that must be conducted by the *supervising administrator* are outlined in Table 5.

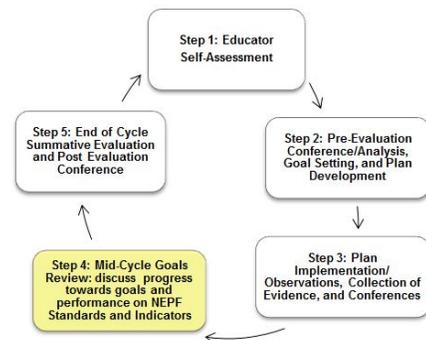
Pre-Observation Conferences: Each announced observation is preceded by a Pre-Observation Conference. This provides the educator an opportunity to discuss needs and evidence for the strategies used. It is also recommended that the **educator being evaluated leads these discussions** and provides the rationale for the basis of his/her instructional practices. (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**, and educator professional learning needs are discussed and identified. (Professional learning opportunities for the evaluator on 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 391.695 and/or 391.715. Early support is best; therefore, this tool should be used to provide assistance to educators at any time during the evaluation cycle.

#### 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 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(s), and the educator's performance to date. The educator and evaluator may choose to revise the SLG if appropriate. 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 guidance. It is an opportunity for taking stock by reviewing evidence identified by the educator and evaluator. If there are patterns of evidence demonstrating performance that is potentially leading to a final rating of *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 (NRS 391.695 & 391.715) to address areas of concern. Evaluators use the **Educator Assistance Plan Tool** to provide directives 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.

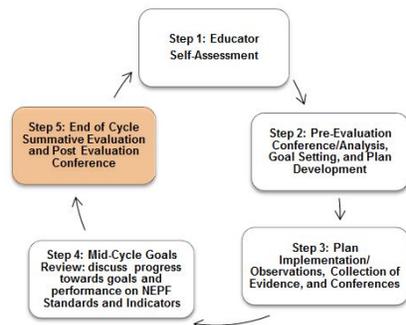
#### Step 5: End-of-Cycle Summative Evaluation and Post-Evaluation Conference

The final step is the summative evaluation, which completes a full evaluation cycle. In this step, the evaluator reviews and analyzes the **Observation and Evidence Review Tool** data, 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.

- ✓ **Scoring of Educational Practice Category:** (see Appendix B)  
The evaluator reviews the tools and relevant evidence reviewed throughout the cycle for the purpose of determining performance levels for each of the Indicators.

**Scoring:**

- The performance level (PL) for each Indicator is 1-4 (whole numbers only). The evaluator uses the data from the **Observation and Evidence Review Tool** collected throughout the cycle to identify the PLs for each Indicator and inputs them into the **Summative Evaluation Tool**.
- 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) 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 **Summative Evaluation Tool**.



- ✓ **Scoring of Student Performance Domain:**

*Statewide Assessment Data:*

Each district will receive a data file from the Nevada Department of Education with a score of 1-4 for each school, which reflects the schoolwide aggregate of the state standardized assessment. This number becomes the statewide assessment portion of the Student Performance Domain score of the Summative Evaluation. District personnel will be responsible for ensuring each building administrator receives the information. This becomes the Statewide Assessment score on the **Summative Evaluation Tool** for each educator at that school eligible to receive a score in the Student Performance Domain. **NOTE:** NRS 391.695 and 391.715 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. It also stipulates that the evaluation of teachers and administrators 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.

**District Determined Measures/SLG:**

- The SLG Scoring Rubric is used to determine the educator’s score of 1-4, based on the previously set targets. This number becomes the district determined portion of the Student Performance Domain score of the Summative Evaluation. That score is placed into the District Determined Measures space on the Summative Evaluation Tool.

**Table 7A: NEPF Domain Scoring Weights**

Domain	Score	X Weight	Weighted Score
Instructional/Leadership Practice		x.60	
Professional Responsibilities		x.20	
Statewide Performance Measures – Schoolwide Aggregate		x.10	
District Determined Performance Measures – SLG		x.10	
<b>OVERALL</b>			

**Table 7B: NEPF Domain Scoring Weights for Probationary Educators and Educators at First and Second Year turnaround Schools (Per NRS 391.695 and 391.715)\***

Domain	Score	X Weight	Weighted Score
Instructional/Leadership Practice		x.80*	
Professional Responsibilities		x.20*	
Statewide Performance Measures – Schoolwide Aggregate		N/A	N/A
District Determined Performance Measures – SLG		N/A	N/A
<b>OVERALL</b>			

\* Pending TLC recommendations and State Board of Education approval

✓ **Evaluation Conference:**

During the final evaluation conference, the educator and evaluator review the **Summative Evaluation Tool** on which the evidence and final rating for the educator’s performance on all domains is recorded. 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 and building level administrators for the 2016-2017 school year.

**Table 7: 2016-2017 Scoring Ranges to Determine Educational Practice Category Rating**

2016-2017 School Year	
Overall Score Range	Final Rating
TBD*	Highly Effective
TBD*	Effective
TBD*	Minimally Effective
TBD*	Ineffective

\* TLC to recommend new score ranges to the State Board of Education based on analysis of aggregate 2015-2016 NEPF data.

## GLOSSARY

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**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 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)** – 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.

# APPENDIX A



## NEVADA EDUCATOR PERFORMANCE FRAMEWORK

# SLGs 101

# ASSESSMENT 101

- **STUDENT LEARNING GOALS**
- 

- **QUALITY ASSESSMENTS**

*As Measures of Student Learning*

## RESOURCE TOOLS/HANDOUTS

# Guide for Developing Student Learning Goals

Student learning is the single most important indicator of educator effectiveness. The Student Learning Goal process described in this guide captures one approach to measuring student learning. The cornerstone of the Student Learning Goal process is that educator evaluation begins with the educator, and that the evaluation itself is grounded in data analysis, a rich reflective practice and continuous feedback.

Student Learning Goals (SLGs) present an alternative approach to measuring student learning. The Student Learning Goals process provides an opportunity for teachers to collaborate with other teachers and with their school administration to set meaningful academic goals for their students. Student Learning Goals are long-term, measurable, academic goals set for students to accomplish at the end of a course. Developing Student Learning Goals is an iterative process of identifying the most important learning content for the year alongside teachers of the same content area, reviewing student academic and social data, setting long term goals for students, measuring those long term goals along the way and evaluating student attainment of those goals at the end of the school year. In short, the Student Learning Goals process trusts teachers to set goals for their own students and facilitates deep collaboration between teachers and evaluators to ensure that students reach those goals.

SLGs are a valuable addition to their school structure for the following reasons:

- SLGs reinforce, and can help to formalize, good teaching practice. The SLG process involves interpreting data, setting goals, using data to assess progress and adjusting instruction based on data collected.
- SLGs acknowledge the value of teacher knowledge and teacher skill. The writing of strong goals is typically within the expertise of most teachers, and 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 revisited based on changes in standards, curriculum, student population and student need.
- SLGs encourage a collaborative process. The process of developing SLGs involves a deep level of collaboration among teams of teachers across grade levels or subject areas to identify the “most important” content.

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## The Purpose of Student Learning Goals

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Student Learning Goals provide an opportunity for teachers to inform the way in which their practice is evaluated. Educators work together in teams, and alongside their evaluators, to determine priorities around content, and to establish expectations around how learning is assessed. By setting growth targets based on data that describes their specific students, educators are linking the evaluation of their practice directly to the impact they have on their students over the course of a semester or year.

Student Learning Goals require teachers to be familiar with both the standards and curriculum for the courses they teach, and also with their students’ academic and behavioral data. With the use of Student Learning Goals, teachers and evaluators work together to determine how content should be prioritized so that they can establish clear expectations for how student learning should be assessed. To that end, teachers often must collaborate with other teachers, their evaluators and other school leaders to make these determinations, creating an opportunity for multiple educators to lend their expertise and support for the establishment and attainment of these goals.

The chart below demonstrates the Student Learning Goal process and the steps that should be followed to ensure the fidelity of the process across classrooms.

<b>STEP 1: SET AND APPROVE STUDENT LEARNING GOALS</b>	<b>STEP 2: MONITOR STUDENT LEARNING GOALS</b>	<b>STEP 3: EVALUATE ATTAINMENT OF STUDENT LEARNING GOALS</b>
<p>Teacher or teacher teams (where applicable) review course objectives and standards. Teacher or teacher teams identify most important learning for the year.</p>	<p>Teacher plans and delivers instruction, and monitors student learning throughout the year. Quizzes, interim assessments, benchmarks and other measures of student learning can and should be used to monitor student progress.</p> <p>Teacher adapts instructional plans based on student data collected. (NEPF)</p>	<p>Teacher distributes end--of year assessments to students to measure student learning.</p>
<p>Teacher or teacher teams identify the assessments they plan to use to measure student learning at the end of the course.</p> <p>Teachers must use <i>NEPF Criteria for Selecting Assessments</i> for selection decisions.</p>	<p>Teacher discusses progress with teacher teams and evaluator(s).</p>	<p>Teacher collects, analyzes, and reports final evidence of student learning.</p> <p>Teacher reviews student performance data (e.g. quizzes, benchmarks) and student social data (e.g. attendance records) to contextualize the school year.</p>
<p>Teacher collects and reviews student baseline data (e.g. diagnostic data, historical performance data, behavioral data).</p>	<p>Teacher and evaluator revise supports and interventions if students are not progressing as expected.</p>	<p>Teacher and evaluator review outcomes.</p> <p>Teacher provides outcome data and supporting evidence based on the level of standardization of the assessment.</p> <p>Evaluator reviews SLG attainment and evaluates the level of achievement of the SLG before assigning an attainment rating.</p>
<p>Teacher drafts a Student Learning Goal and sets performance targets based on student baseline data.</p>	<p>Teacher and evaluator make adjustments to SLGs by mid--year (if necessary).</p>	<p>Teacher and evaluator reflect on outcomes to improve implementation and practice.</p>
<p>Evaluator reviews SLG. <i>Student Learning Goal Rubric</i> can assist with SLG quality control across classrooms.</p>		

For some, setting or evaluating Student Learning Goals represents a major shift in practice. It will require collaboration and the use of data that might be new and, at first, challenging. However, the result will be more purposeful instruction, closer monitoring of student progress, and, ultimately, greater student achievement.

The big idea behind Student Learning Goals is that teachers become fluent in the answers to the following two critical questions:

- 1) What do I expect my students to learn during their time in this course?
- 2) How will I know if they've learned it?

While the goals themselves are important, the process of creating and monitoring the goals is also important. The process should be familiar to teachers. In general, this process requires teachers to align goals with standards, measure students' baseline knowledge, set targets accordingly, and use high-quality assessment to measure students' end-of-the-year (or end-of-the semester, where applicable) performance.

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### Anatomy of an SLG

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CRITERIA	DESCRIPTION
Goal	Identifies the priority content and learning that is expected during the interval of instruction. The goal statement should be broad enough that it captures the breadth and depth of content of an extended instructional period, but focused enough that it can be measured. Based on student need.
Rationale	Why is this learning goal important and meaningful for students to learn? In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured?  Provides a data-driven and/or curriculum-based explanation for the focus of the Student Learning Goal. What information is being used to inform the creation of the SLG and establish the amount of growth that should take place?
Aligned Standards	Which big idea(s) is/are supported by the learning goal? Specifies the standards (e.g., NVAC Learning Standards, or other national standards) with which this goal is aligned.
Instructional Interval	Specifies the time period, or instructional interval for which the goal is planned. Goals typically are planned to capture either year-long or semester-long growth.  Explain how this time span is appropriate and sufficient for teaching the learning goal.
Students Covered	Specifies the number of and grade/class of students to whom this goal applies.
Baseline Data	Describes students' baseline knowledge, including the source(s) of data and its relation to the overall course objectives. If baseline data is not available for the student population that the Student Learning Goal covers, data about a similar student group (such as students taught in a previous year) or national expectations about student achievement in this area may be referenced.
Targets	Describes where the teacher expects students to be at the end of the interval of instruction. The target should be measureable and rigorous, yet attainable for the interval of instruction. In most cases, the target should be tiered (differentiated) so that it is both rigorous and attainable for all students included in the Student Learning Goal.  Using students' starting points, identify the <b>number or percentage of students</b> expected at each achievement level based on their assessment performance(s).

Rationale for Targets	<p>Explains how the target was determined, including the data source (e.g., benchmark assessment, historical data for the students in the course, historical data from past students) and evidence that the data indicate the target is both rigorous and attainable for all students. Rationale should be provided for each target.</p> <p>Explain how these expected targets demonstrate ambitious, yet realistic goals, for measuring students' understanding of the learning goal.</p>
SLG Assessment (Evidence)	Describes which assessment(s) will be used to measure student learning, why the assessment(s) is appropriate for measuring the goal, and its level of confidence and commonality.
SLG Assessment Administration	Describes how the measure of student learning will be administered (e.g., once or multiple times during class or during a designated testing window by the classroom teacher or someone else).
SLG Scoring	Describes how the evidence will be collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers).

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## The SLG Process

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Student Learning Goals are not just about the goals that educators set for their students, they also emphasize the process educators use to set and monitor student progress towards the desired goals. The educator collaboration and analysis required for successful SLG implementation aligns with effective teaching practices more broadly. Teachers engage in a collaborative process with their teams and ultimately collaborate with their evaluator (or supporting school leadership) to establish long-term, measurable, academic goals for their students.

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## Setting Student Learning Goals

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SLGs should be aligned with the school's priorities and goals for the student population. This connection may require thoughtful collaboration between these teachers and the school administration.

Student Learning Goals should align with Nevada Academic Content Standards (NVACS) or grade-level state standards where CCSS are not applicable. When possible, teachers should work in grade-level or content teams to review the standards for a grade-level or content area and determine the most important standards and content for students to master. In addition to reviewing content standards and establishing grade-level or subject priorities, these teams of teachers should work together to analyze student performance trends and select a common measure for assessing student content knowledge and skills. Most schools already have structures in place for teams of teachers to work together, however, if a school does not, the administrator should create teams of teachers to work together to review standards, identify priorities, select common measures and establish goals.

Student Learning Goals should be horizontally and vertically aligned, when applicable. To develop horizontally aligned Student Learning Goals, all teachers in the same grade level and/or content area should collaborate to set Student Learning Goals and then each teacher should set specific targets based upon his or her own students' baseline knowledge and skills. When an SLG is vertically aligned, teachers across grade levels should communicate and collaborate to ensure that students are progressing.

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## Understanding Baseline Data

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Reviewing baseline student performance data is critical for developing Student Learning Goals and setting numerical targets for the goals. Baseline data is useful for developing a deep understanding of students' prior knowledge and skills for the course.

Baseline data that is useful for understanding students' prerequisite skills and content includes, but is not limited to:

- beginning of course diagnostics and / or performance tasks,
- prior year tests,
- tests in other subjects,
- teacher---, school--- or state generated tests,
- student grades in previous courses,
- Individualized Education Plans.

In some cases, baseline data may not be available. For example, kindergarten teachers may not have access to data from previous years. In such a case, teachers may want to consider administering diagnostic exams at the beginning of the year, or consider the yearly performance of kindergarteners from the previous year to approximate where their current kindergarteners are starting the year and set goals accordingly.

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## Choosing Quality Assessments

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Selecting high quality assessments is an integral component of the Student Learning Goal process. Because assessments measure what students are expected to learn over their time in the course, a quality assessment provides an indication of the degree to which a teacher has impacted his or her students' learning in the course.

Below is a set of questions to set the foundation for selecting assessments.

- Understand assessment data – With any assessment, it is critical that educators know how to interpret the scores from the assessment.
- Ensure alignment – a high quality assessment is one that is aligned with the LEA's standards, curriculum, and instructional resources.
- Ensure suitability – A high quality assessment is one that yields reliable and meaningful information about what students know and are able to do, and is scored using clear guidelines and criteria.
- Ensure growth score accuracy and fairness – a high quality assessment is one that represents the range of where students should fall at the beginning, and then at the end, of a school year.
- Ensure representation of teacher contributions – a high quality assessment is one that is sensitive to teacher instruction and free of tangentially related content
- Implement effectively and appropriately – a high quality assessment is one that is implemented with consistent fairness and integrity.

When choosing an assessment, teachers and evaluators must be confident that it is aligned to the course content standards, is appropriately rigorous for the grade---level/course and includes questions that require critical thinking, and is formatted in a way that is clear and free from bias. Additionally, it is important that those who teach the same course or grade use a common assessment wherever available. This helps ensure fairness and consistency across classes, and encourages teachers to collaborate around student learning.

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## Determining Performance Targets

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Setting targets can be complex; there is no “cookie-cutter” way to do so. Educators should use student baseline data to inform Student Learning Goal targets. Additionally, educators should look at trends among past student populations on the given assessment when considering how to set targets for their current populations. Targets should be both ambitious and feasible for the students enrolled in the course. The end of year target should be one that adequately “stretches” students given their starting point at the beginning of the year.

To address the needs of all students in a class, it may make sense for educators to set tiered targets for their students to ensure that every student is included under the SLG (e.g. students performing in the lowest third of the class may have an end-of-course target set lower than those students performing at the middle third and top third).

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## Approving and Monitoring SLGs

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The Student Learning Goal must be approved once the teacher has set the goal. When reviewing SLGs for approval, an evaluator attempts to answer three questions:

- 3) Is the goal focused on the right material?
- 4) Do the numerical performance targets represent an appropriate amount of student learning for the specified interval of instruction?
- 5) Will the Student Learning Goal Assessments provide the information needed to determine if the goal has been met?

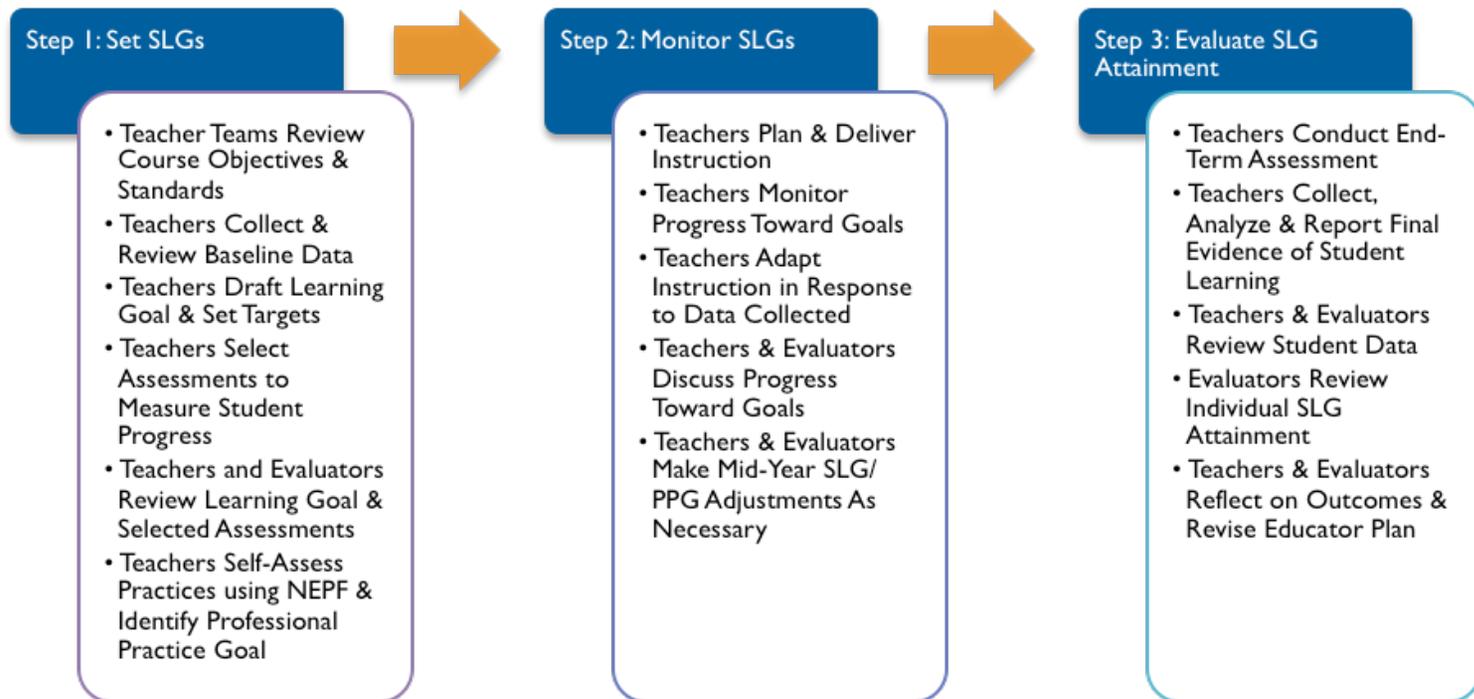
The first question requires evaluators to consider what students are expected to learn over the course of the year. Evaluators must determine if the SLG is broad enough to cover the most important learning of the year, but not so broad that teachers are unclear about the content that students are expected to learn.

The second question considers whether or not the growth or mastery target a teacher sets for students is both ambitious and feasible. The end of year target(s) should be one that adequately “stretches” students given their starting point at the beginning of the year. Teachers should not set the target so low that students will reach the target by the middle of the semester. Conversely, targets should not be set at a level that is impossible for the majority of students to reach by the end of the course. Again, teachers are encouraged to collaborate with colleagues and review student performance trends (e.g. last year’s class) to determine what constitutes attainable and ambitious targets.

Lastly, the evaluator must ensure that the teacher is using high-quality assessments as evidence of student learning. Teachers should use assessments with high confidence and commonality whenever possible. Whether a teacher opts to use a state-approved assessment, commercial assessment, or self-created assessment, the NEPF Criteria for Selecting Assessments must be used for assessing the quality of the assessment. While a perfect assessment does not exist, by using the framework, evaluators and teachers will find that there are some assessments that are better aligned to the school’s instructional model than others.

School leaders or principals are responsible for rating or scoring teachers’ progress toward meeting SLGs at the end of the school year. SLGs should be rated using the *NEPF Rubric for Scoring Student Learning Goals*.

## Student Learning Goal – Overview of Process



Nevada Educator Performance Framework  
 Anatomy of a Student Learning Goal

Criteria	Description
1. Needs/Goal	Reviews student learning needs --- Identifies priority content and learning that is expected.
2. Rationale	Provides a data---driven and/or curriculum---based explanation for the need/objective.
3. Aligned Standards	Specifies the standards with which the goal is aligned.
4. Instructional Interval	Specifies the time period for which the goal is planned.
5. Student Population	Specifies the number and class of students to whom the goal applies.
6. Baseline Data	Describes students' baseline knowledge, including the source(s) of data used.
7. Targets	Describes where students are expected to be at end of instructional interval.
8. Rationale for Targets	Explains how the target was determined, including the data source.
9. SLG Assessment <ul style="list-style-type: none"> <li>• Evidence</li> <li>• Administration</li> <li>• Scoring</li> </ul>	Describes which assessment will be used to measure student learning: <ul style="list-style-type: none"> <li>• Explains why the assessment is appropriate.</li> <li>• Describes how the assessment is administered.</li> <li>• Describes how the evidence is collected and scored.</li> </ul>

### OPTIONAL Student Learning Goals (SLG) Checklist

*This checklist can be used for both writing and approving SLGs. It should be made available to both teachers and evaluators for these purposes.*

Baseline and Trend Data	Student Population	Interval of Instruction	Standards and Content	Assessment(s)	Growth Target(s)	Rationale for Growth Target(s)
<i>What information is being used to inform the creation of the SLG and establish the amount of growth that should take place within the time period?</i>	<i>Which students will be included in this SLG? Include course, grade level, and number of students.</i>	<i>What is the duration of the course that the SLG will cover? Include beginning and end dates.</i>	<i>To what related standard(s) is/are the SLG aligned?</i>	<i>What assessment(s) will be used to measure student growth for this SLG?</i>	<i>Considering all available data and content requirements, what growth target(s) can students be expected to reach?</i>	<i>What is your rationale for setting the target(s) for student growth within the interval of instruction?</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies sources of information about students (e.g., test scores from prior years, results of pre-assessments)</li> <li><input type="checkbox"/> Draws upon trend data, if available</li> <li><input type="checkbox"/> Summarizes the teacher’s analysis of the baseline data by identifying student strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies the class or subgroup of students covered by the SLG</li> <li><input type="checkbox"/> Describes the student population and considers any contextual factors that may impact student growth</li> <li><input type="checkbox"/> If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLG</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Matches the length of the course (e.g., quarter, semester, year)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Specifies how the SLG will address applicable standards from the highest ranking of the following: (1) Ohio's Learning Standards or (2) national standards put forth by education organizations</li> <li><input type="checkbox"/> Represents the big ideas or domains of the content taught during the interval of instruction</li> <li><input type="checkbox"/> Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLG is targeted)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended</li> <li><input type="checkbox"/> Selects measures with sufficient “stretch” so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course</li> <li><input type="checkbox"/> Provides a plan for combining assessments if multiple summative assessments are used</li> <li><input type="checkbox"/> Follows the guidelines for appropriate assessments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All students in the class have a growth target in at least one SLG</li> <li><input type="checkbox"/> Uses baseline or pretest data to determine appropriate growth</li> <li><input type="checkbox"/> Sets developmentally appropriate targets</li> <li><input type="checkbox"/> Creates tiered targets when appropriate so that all students may demonstrate growth</li> <li><input type="checkbox"/> Sets ambitious yet attainable targets</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates teacher knowledge of students and content</li> <li><input type="checkbox"/> Explains why target is appropriate for the population</li> <li><input type="checkbox"/> Addresses observed student needs</li> <li><input type="checkbox"/> Uses data to identify student needs and determine appropriate growth targets</li> <li><input type="checkbox"/> Explains how targets align with broader school and district goals</li> <li><input type="checkbox"/> Sets rigorous expectations for students and teacher(s)</li> </ul>

**OPTIONAL Resource Tool: Approval Checklist for Reviewing Student Learning Goals**

Criteria	Indicators	Approval Status	
<b>Goal (Skills &amp; Content)</b>	Goal statement identifies specific knowledge and/or skills students should attain and / or the specific student outcome that will be affected.	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision
	Goal statement focuses on appropriate knowledge and/or skills for the course, grade level and student population.	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision
	Provides a clear explanation of why this content is an appropriate focus and/or area of need for student growth.	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision
<b>Rationale</b>	Provides a data---driven and curriculum---based method, series of strategies, or plan that will be used to achieve the goals are described.	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision
<b>Alignment to Standards</b>	Specifies the standards (NVACS) with which the goal is aligned.	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision
<b>Students Covered</b>	Specific number of students covered is clearly identified.	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision
<b>Baseline Data</b>	Data about current student performance or behavior is included.	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision
<b>Targets</b>	Targets are measurable.	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision
	Targets are rigorous, yet attainable for all students within the interval of time specified.	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision
	Targets are informed by baseline data, with a clear explanation of how targets are determined.	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision
	Evidence source(s) measure the identified content/skills or outcome identified in the Goal Statement.	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision
	Evidence source(s) identified is high quality.	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision

<b>Evidence</b>	Description articulates how the evidence will be collected and analyzed or scored (including description of scoring guides, rubrics, or instructions).	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision
<b>Rationale</b>	Provides a data---driven and curriculum---based method, series of strategies, or plan that will be used to achieve the goals are described.	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision

## **OPTIONAL** Student Learning Goal (SLG) Planning Tool

**Student Learning Needs: Baseline and Trend Data:** *What information is being used to inform the creation of the SLG and establish the amount of growth that should take place?*

**Goal:** *Identifies priority content and learning that is expected.*

**Rationale:** *Provides a data-driven and/or curriculum-based explanation for the need/objective.*

**Standards and Content:** *What content will the SLG target? To what related standards is the SLG aligned?*

**Instructional Interval:** *Specifies the time period for which the goal is planned.*

**Student Population:** *Specifies the number and class of students to whom the goal applies.*

**Baseline Data:** *Describes students' baseline knowledge, including the source(s) of data used*

**Targets:** *Describes where students are expected to be at the end of instructional interval.*

**Rationale for Targets:** *Explains how the target was determined, including the data sources.*

**SLG Assessment:** *Describes which assessment will be used to measure student learning: 1) Explains why the assessment is appropriate; 2) Describes how the assessment is administered; 3) Describes how the evidence is collected and scored.*

**Student Learning Goal**

“Based on the data that only \_\_\_\_\_(X%) of my students currently have mastered \_\_\_\_\_(NV Academic Standard(s)) as measured by \_\_\_\_\_(assessments), my goal is that by the end of the year, \_\_\_\_\_(X%) of my students will have achieved mastery as measured by \_\_\_\_\_(assessments).”

**Professional Practice Goal**

“In order to help my students achieve this learning goal, I will improve my practice on \_\_\_\_\_(NEPF Standard) and measure my progress towards this goal by \_\_\_\_\_.”

**OPTIONAL** Template for Developing:  
 Student Learning Goal – Professional Practice Goal

	Student Learning Goal	Professional Practice Goal
SMART GOALS	“Based on the data that only _____ (X%) of my students currently have mastered _____ (NV Academic Standard(s)) as measured by _____ (assessment), my goal is that by the end of the year, _____ (X%) of my students will have achieved mastery as measured by _____ (assessment).”	“In order to help my students achieve this learning goal, I will improve my practice on _____ (NEPF Standard) and measure my progress towards this goal by _____.”
	S	S
	M	M
	A	A
	R	R
T	T	

Nevada Educator Performance Framework

Checking on Goals	Strengthening Goals
<p data-bbox="159 326 898 456">“If you achieve this professional practice goal, is it <i>highly likely</i> that your students will achieve your student learning goal?”</p> <p data-bbox="159 578 951 797">“Is the goal you’re choosing going to serve as your yardstick later this year when you’re deciding ‘should we focus on this or focus on that?’ Does this feel like the right thing to drive your work with kids and colleagues throughout the year?”</p> <p data-bbox="159 914 947 1040">“If your students achieve this goal by the end of the year, are you going to be able to say, ‘yes, this was a substantial and meaningful success!’?”</p>	<p data-bbox="968 326 1675 410">How will these action steps integrate into your daily and weekly routines?</p> <p data-bbox="968 480 1682 565">What artifacts will be produced by taking these action steps? How will you share?</p> <p data-bbox="968 626 1713 797">What professional learning opportunities can you pursue to support your work toward your goals? How can you build these opportunities into your action steps?</p> <p data-bbox="968 865 1713 1040">How will you set time aside to reflect on progress toward your goals and make any necessary adjustments? How can you build this periodic reflection into your action steps?</p>

**OPTIONAL** Reviewing Student Learning Goals --- Rubric

<b>Structure of the Goal</b>	<b>Acceptable</b>	<b>Needs Revision</b>	<b>Insufficient</b>
<p><i>The student learning goal:</i></p> <p>Focuses on a standards---based enduring skill which students are expected to master</p> <p>Identifies an area of need pertaining to current students’ abilities</p> <p>Includes growth and proficiency targets that establish and differentiate expected performance for ALL students</p> <p>Uses appropriate measures for base---line, mid---course, and end of year/course data collection</p> <p>Explicitly states year---long/course---long interval of instruction</p>	<p><i>The student learning goal:</i></p> <p>Focuses on a standards---based enduring skill</p> <p>Identifies a specific area of need supported by data for current students</p> <p>Includes a growth target that establishes growth for ALL students; a proficiency target that establishes the mastery expectation for students</p> <p>Uses measures for collecting baseline, mid---course, and end of year/course data that matches the skill being assessed</p> <p>Specifies a year---long/course---long interval of instruction</p>	<p><i>The student learning goal:</i></p> <p>Focuses on a standards---based skill that does not match enduring skill criteria</p> <p>Identifies a specific area of need, but lacks supporting data for current students</p> <p>Includes both a growth target <b>and</b> a proficiency target, but fails to differentiate expected performance for one or both targets</p> <p>Uses measures that fail to clearly demonstrate performance for the identified skill</p> <p>Specifies less than a year---long/course---long interval of instruction</p>	<p><i>The student learning goal:</i></p> <p>Is not standards---based</p> <p>Is not focused on a specific area of need</p> <p>Includes only a growth <b>or</b> a proficiency target</p> <p>Uses no baseline data <b>or</b> uses irrelevant data</p> <p>Fails to specify an interval of instruction</p>
<b>Rigor of the Goal</b>	<b>Acceptable</b>	<b>Needs Revision</b>	<b>Insufficient</b>
<p><i>The student learning goal:</i></p> <p>Is congruent to NVACS grade level standards and appropriate for the grade level and content area for which it was developed</p> <p>Identifies measures that demonstrate where students are in meeting or exceeding the intent of the standard(s) being assessed</p> <p>Includes growth and proficiency targets that are challenging for students, but attainable with support</p>	<p><i>The student learning goal:</i></p> <p>Is congruent and appropriate for grade level/content area standards</p> <p>Identifies measures that allow students to demonstrate their competency in performing at the level intended in the standards being assessed</p> <p>Includes growth and proficiency targets that are doable, but stretch the outer bounds of what is attainable</p>	<p><i>The student learning goal:</i></p> <p>Is congruent to content, but not to grade level standards</p> <p>Identifies measures that only allow students to demonstrate competency of part, but not all aspects of the standards being assessed</p> <p>Includes targets that are achievable, but fail to stretch attainability expectations</p>	<p><i>The student learning goal:</i></p> <p>Is not congruent or appropriate for grade level/content area standards</p> <p>Identifies measures that do not assess the level of competency intended in the standards</p> <p>Includes targets that do not articulate expectations <b>AND/OR</b> targets are not achievable</p>
<b>Comparability of Data</b>	<b>Acceptable</b>	<b>Needs Revision</b>	<b>Insufficient</b>
<p><i>Data collected for the student learning goal:</i></p> <p>Uses comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills</p>	<p><i>For similar classrooms, data collected for the student learning goal:</i></p> <p>Reflects use of common measures/rubrics to determine competency in performance at the level intended by the standard(s) being assessed</p>	<p>n/a</p>	<p><i>For similar classrooms, data collected for the student learning goal:</i></p> <p>Does not reflect common criteria used to determine progress</p>

# Using a Balanced Assessment Framework to Support the SLG Process

## *The SLG Process and a Balanced Assessment Framework*

The SLG process consists of four main elements spread out over a school year or learning interval:

- Establishing an appropriate SLG goal and plan to reach the goal
- Gathering evidence of instructional practices leading to improved student outcomes
- Conducting a mid-year or mid-interval review of progress
- Evaluating the final results and scoring the educator’s SLG process and outcomes using the holistic rubric

Establish the SLG	Gather Evidence of Practice	Mid-Cycle Review	Continue to Gather Evidence	Evaluate Results and Score SLG
Assess students -- NVACS	Plan for instruction	Review and Refocus	Plan for instruction	Assess students
Identify needs -- NVACS	Deliver instruction	Make necessary changes	Deliver Instruction	Reflect on instructional practices
Select targeted student population	Assess mastery of learning goal and instructional practices using multiple ongoing formative assessments		Assess mastery of learning goal and instructional practices using multiple ongoing formative assessments	Holistically score the SLG process and outcomes using the scoring rubric
Establish a SLG	Revise instructional practices based on student performance		Revise instructional practices based on student performance	
Create a PPG to reach the goal				
Beginning of the Year of Learning Interval		Mid-Year or Mid-Interval	End of the Year of Learning Interval	
-----Progress over Time-----				

Educators use a variety of assessment tools to gather data about student performance when establishing an SLG goal. There are different “families” of assessment tools in a balanced assessment framework:

- **Benchmark (or Interim) Assessments:** Periodic diagnostic assessments that benchmark and monitor progress. (e.g., Measures of Academic Progress---MAP, STAR, Rubrics that benchmark overtime)
- **Formative Assessments:** Daily, ongoing evaluations that quickly and immediately inform instructional practices that support student learning. (e.g., classroom assessments, AIMSweb, progress monitoring tools)
- **Summative Assessments:** Large scale standardized assessments that evaluate cumulative student learning. (e.g., ACT, Smarter Balanced Assessment, WKCE Science or Social Studies)

Every assessment tool has a specific intended use for measuring student learning. Determining the best assessment tool to use depends on aspects of the need, such as:

- The **specificity** of data needed
- The **kind** of data needed
- The **timing** of the assessment or amount of time between assessments
- The **frequency** of reassessment for the same information

A critical aspect of the SLG process is to evaluate how the decisions, practices and strategy choices that an educator makes in planning for and delivering instruction ultimately affect student progress toward a goal. Multiple measurements and assessments used as part of a balanced assessment framework are beneficial in helping educators triangulate data, validate practices, and support informed choices that lead to increased student outcomes.

It is also important to remember that how an assessment tool is used can change what kind of assessment tool it is. For instance, an assessment commonly used 2---3 times a year as a benchmark (interim) assessment (e.g., Measures of Academic Progress---MAP) could become a summative assessment if it was only used once a year, at the end of a school year, to measure the growth from the previous school year to that point.

The scope of what the assessment tool measures must match the amount of instruction or skills being assessed. For instance, formative assessment tools are intended to be used frequently and to assess fairly small amounts of progress, or to assess student mastery of smaller skills that support progress toward the larger goal. A summative assessment measures complex sets of skills or learning over a longer period of time. (Adapted from Wisconsin SLG Assessment Toolkit)

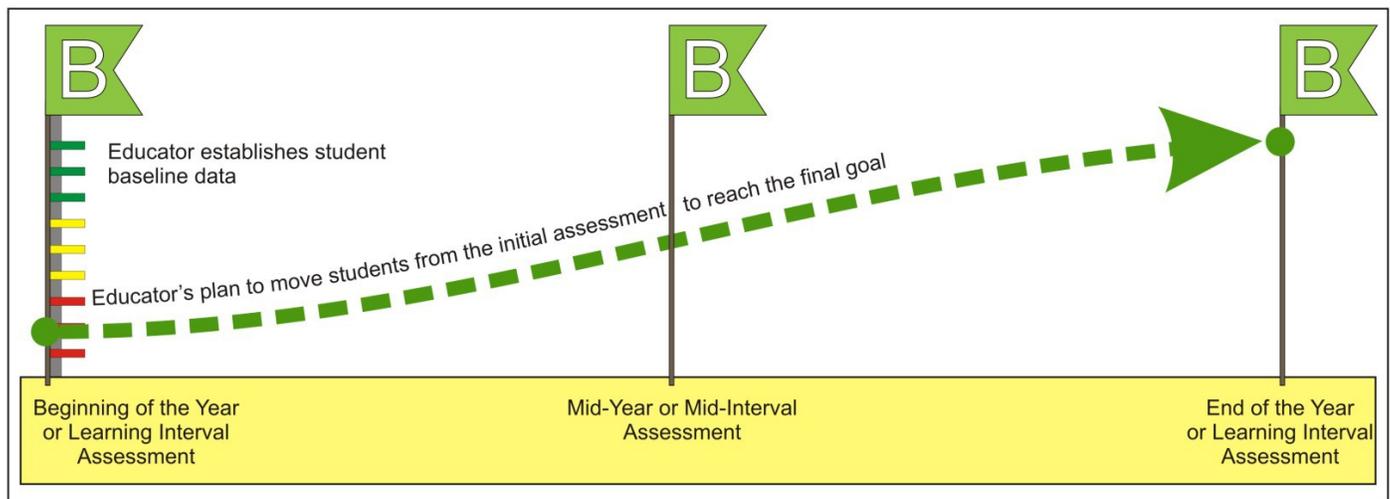
## Starting Strong: Using Benchmark Assessments to Develop the SLG

In a typical SLG process, you:

- Review a variety of assessments to determine academic needs
- Identify a specific group of students based on baseline analysis of students skills
- Identify a desired skill, growth or achievement goal for the targeted student population
- Develop a plan to guide the students to reach the goal using the SLG Process & Scoring Guide



**Benchmark (or interim) assessments** are assessments that are administered periodically, generating multiple data points across time, usually 2---3 times a year or during a learning interval (e.g., beginning – middle – end, or fall – winter – spring). They are used to “benchmark” or determine a student’s or school’s current status as it relates to a level of performance (e.g., grade level performance).



Educators use benchmark assessment tools at the beginning of the learning interval to gather baseline data on a student’s current performance, and then will use the same tool or a comparable tool at the end of the interval to evaluate the growth made. Often the educator will use the tool at or around the mid---interval point as a way of knowing if the student is on track to meet the target. Using the same or comparable assessments gives the educator the ability to know where a student starts and then select a goal point on the same scale.

For example, a 1<sup>st</sup> grade educator may administer the Fountas and Pinnell assessments to determine a student’s reading level at the beginning of the year. The student may demonstrate that they read at the “C” level, but the teacher knows that to be on target to perform at grade level, that student needs to reach level “J” by the end of the year. The teacher may set short term goals to get the student to Level “G” by the semester, and level “J” by the end. The educator assesses the student’s reading level periodically (progress monitoring), and make adjustments to his or her instruction based on the student’s progress.

**Examples of benchmark (interim) assessments:**

<b>Assessment Name</b>	<b>Grades</b>	<b>Administration</b>	<b>Use of the Data</b>
AIMSweb	4K--12 <sup>th</sup>	Probes range in time to administer (1--10 minutes each); Benchmark probes are administered in Fall, Winter, and Spring; progress monitoring probes can be administered as frequently as weekly or monthly.	Data from probes is used to screen students for intervention and provide teachers ongoing progress monitoring for students receiving interventions. Note: AIMSweb probes can also be used as a <u>formative assessment</u> .
NWEA--MAP Measures of Academic Progress (Common Core version)	2 <sup>nd</sup> – 8 <sup>th</sup> grades, infrequently used with high school students	Mathematics, Language Usage and Reading Goals Survey tests, approximately three hours (one hour per test), administered in Fall, Winter, and Spring.	Data is used as an instructional tool for informing instruction, creating flexible groups, identifying students for services or interventions, and <u>placing students</u> .
Teacher--created or department/district--created rubric to measure Problem Solving	High School	Used 2--3 times per year to determine a student's increased skills in problem solving	Data is used as an instructional tool for informing instruction.

**Use the space below to identify benchmark assessments that are used in your school or instructional context:**

<b>Assessment Name</b>	<b>Grades</b>	<b>Administration</b>	<b>Use of the Data</b>

The key to student growth is finding the right stretch point for your SLG. The point that pushes a student past their comfort zone enough to engage them to reach a goal, but not too far away that the goal seems impossible to reach. Assessment data can help teachers find the right stretch point for each student.

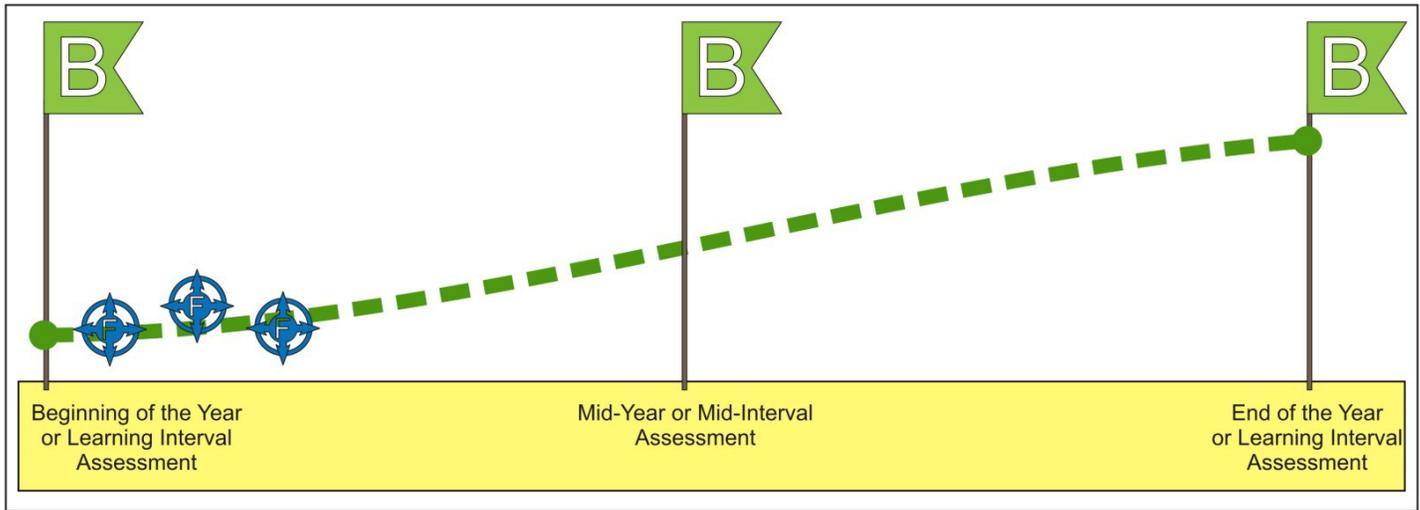
***Providing Instruction, Gathering Formative Data, and Evidence of Practice***

Benchmark (interim) assessments are integrally helpful to an educator to know if they are on the path to achieving the goal, but they are only guideposts. The limitation of benchmark assessments is that they don't directly reveal how choices made during instruction have impacted student learning. To gain that understanding, educators use **formative practices and assessments**.



**Formative Practices and Assessments** are the instructional strategies that educators use to assess student learning on an ongoing basis. Sample strategies include spot questioning, progress monitoring assessments, quizzes, or discussions between student and teacher in which the teacher assesses a student's or group of students' learning. Formative practices are used at the beginning, during and/or at the end of a lesson. They are frequent, no--stakes "check--ins" administered quickly.

Educators may use multiple formative practices or assessments to monitor progress between benchmarks. The formative assessments provide critical feedback that helps the educator refine their approach and keep the student moving consistently toward the target. Benchmark and summative assessments are often thought of as assessments *of* learning, while formative assessments are assessments *for* learning.



**Examples of formative assessments:**

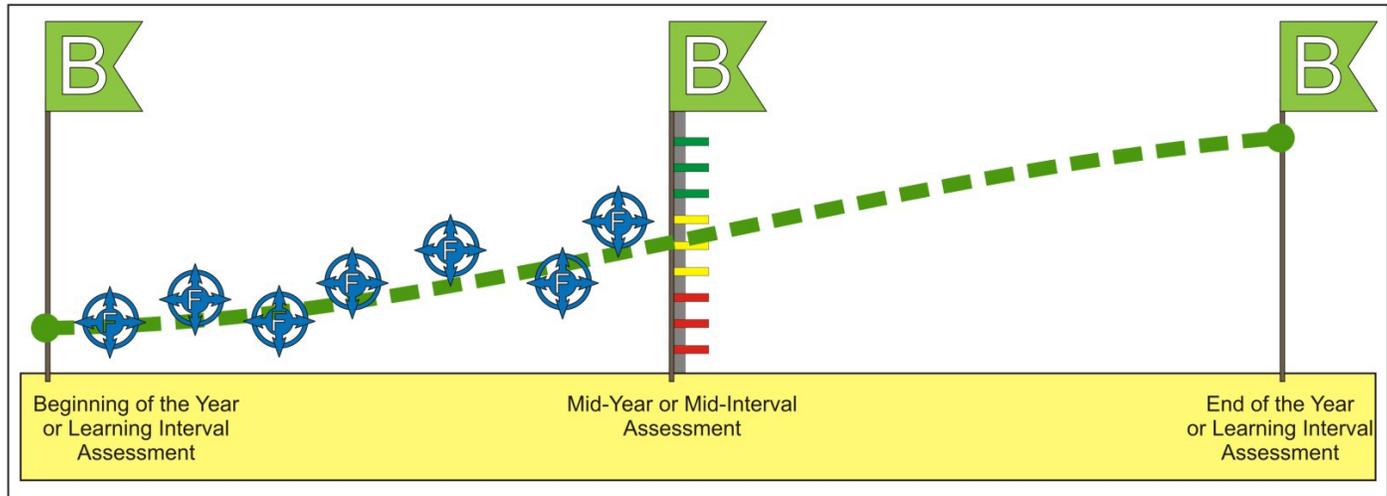
<b>Assessment Name</b>	<b>Grades</b>	<b>Administration</b>	<b>Use of the Data</b>
Teacher-created assessments and rubrics	4K – 12 <sup>th</sup>	Variable length of time; teacher created and administered usually during less than one full class period. Could be paper, performance, or technology based.	Data is used to determine progress toward a goal with specific skill sets that support a larger goal.
STAR--Renaissance Learning Reading, Math, and Early Literacy	4K – 12 <sup>th</sup>	Approximately 15--20 minutes per module; Benchmark probes are administered Fall, Winter, and Spring; progress monitoring probes can be administered as frequently as weekly or monthly	Data from probes is used to screen students for intervention and provide teachers ongoing progress monitoring for students receiving intervention. Note: STAR modules can be used as a benchmark assessment.
Odyssey--Compass Learning Custom Assessments	K – 8 <sup>th</sup>	Variable length of time; teacher created and administered electronically	Data is used to determine progress toward a goal with specific skill sets that support a larger goal.

**Use the space below to identify formative assessments that are used in your school or instructional context:**

<b>Assessment Name</b>	<b>Grades</b>	<b>Administration</b>	<b>Use of the Data</b>

## The Mid-Interval Review: Pause to Reflect, Refocus, and Re-evaluate

After creating an SLG and plan, the educator begins to implement the plan, gathering evidence of process and progress along the way. Around the halfway point in the learning interval (e.g., at the quarter or mid-semester for a semester-long interval, at the semester for a year-long interval), an educator administers a benchmark assessment. Benchmark assessments can be used again to get an idea of how much progress a student has made using the same scales or assessments that were used to generate the baseline data.



At the mid-interval point, the educator has two important sets of data upon which to draw:

- Two sets of benchmark assessment results
- Reflection on and documentation of the formative practices and assessments that they have used to guide student learning

The educator evaluates the students' progress and choices they have made. Based on this analysis, the educator may conclude that the SLG plan is on-track to meet the desired goal, or they may decide that the some aspect of the SLG plan or goal needs revision so that the SLG plan can generate the best possible student outcomes. For instance, the educator could discover:

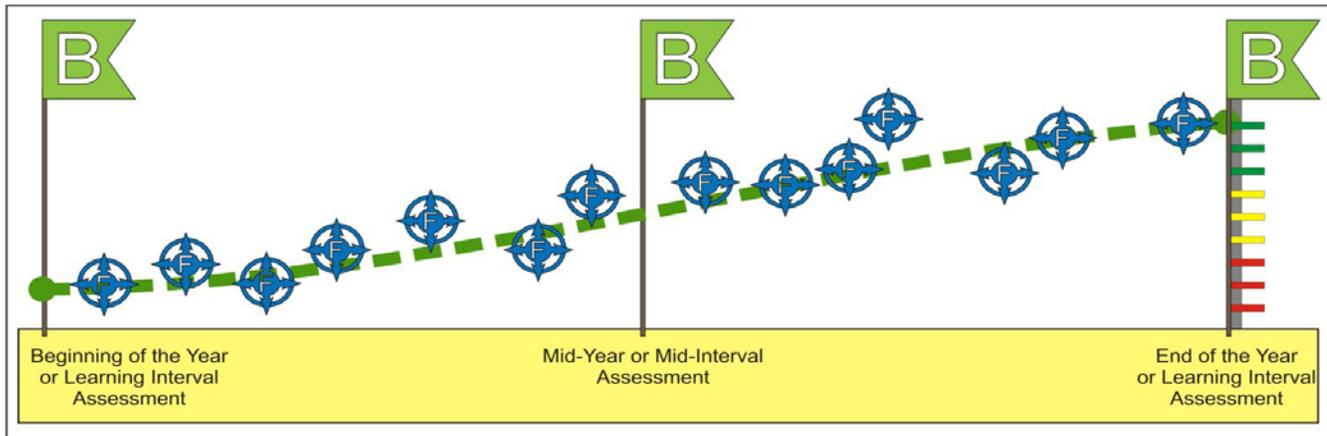
- The SLG was set too low initially, as the students have almost reached the end-of-interval goal by the mid-interval point.
- The SLG was set too high initially, as the goal seems to be out of reach even though the students are making adequate progress.
- Students should be added to or removed from the targeted group.
- The educational strategies that the teacher is using are not as effective as they should be and students are not making adequate progress toward the goal, but the goal is clearly appropriate.

Evidence that an educator should gather and analyze throughout implementation of the SLG plan may include:

- Lesson plans (full or partial)
- Student feedback and reflections
- Personal observations and reflection, including team meeting notes
- Samples of student work
  - Work in progress or process examples
  - Final products or projects
  - Student responses contained in teacher-created formative or summative assessments
- Peer feedback from other teachers working on similar goals
- Peer observation data
- Short videos or movies of the teacher delivering instruction
- Benchmark (interim) or large-scale summative assessment results

## Continuing Forward: Gathering Additional Data and Evidence of Practice

After the mid---interval review, educators continue to gather evidence of student progress through the use of formative practices and assessments. Over the course of a school year or learning interval, a typical path with multiple instructional practices, formative and benchmark assessments may look like this:



When holistically scoring the SLG at the end of the process, the evaluator will need to see the documentation of an educator’s formative practices and assessments that demonstrate how an educator guided their students to reach their goal. The conversations between an educator and an evaluator will center on showing evidence of what an educator has done, rather than evaluating only what their students have achieved strictly through assessment data.

When ongoing formative assessment data shows that the educator’s practices and decision---making is yielding improved student achievement, the educator knows that they are making the right kind of progress and their choices are validated. When formative assessment data shows that the student performance is declining or does not match benchmark data, the educator needs to change

### Final Scoring of the SLG process

To summarize the process, the final assessments tell the educator if their students reached their goal. Ultimately, the totality of the evidence an educator gathers during the year informs the scoring process. By the end of the year or interval, it should be fairly easy for an educator to use the gathered evidence to demonstrate their process and outcome of the SLG. It should also be very easy to use this evidence to clearly reflect on their practices and draw conclusions that inform their practices in the future.

Finally, the educator uses the SLG Scoring Rubric to determine a final score based on process and outcomes.

### SLG Scoring Rubric

Score	Criteria	Description (not exhaustive)
4	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students	Evidence indicates exceptional growth for all/nearly all of target population. Educator set up rigorous, superior goal(s); skillfully used appropriate assessments, continuously monitored progress; strategically revised instruction based on progress monitoring data.
3	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Evidence indicates substantial growth for most of the target population. Educator set up attainable goal(s); used appropriate assessments, monitored progress; adjusted instruction based on progress monitoring data.

<b>2</b>	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for some students.	Evidence indicates some growth for most of the target population.  Educator set up goal(s); used assessments, inconsistently monitored progress; inconsistently or inappropriately adjusted instruction.
<b>1</b>	The teacher has not met the expectation described in the SLG and has demonstrated an insufficient impact on student learning.	Evidence indicates substantially low or inconsistent growth for most of the target population.  Educator set inappropriate goal(s); inconsistently or used assessments, failed to monitor progress; failed to adjust instruction based on progress monitoring data.

## OPTIONAL Student Learning Goals: Assessment Review Tool

Identify the SLG that this assessment is used for:

Indicate the standards evaluated by the assessment:

Indicate any standards included on the SLG that are not assessed by this assessment (Note: the SLG should identify any other assessments used to measure the SLG):

Describe the content knowledge/concepts assessed:

Identify the Depth-of-Knowledge range of the Standards measured by the assessment (see Webb's DOK chart--- *Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin---Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>.*):

- DOK 1:** recall and reproduction
- DOK 2:** skills and concepts
- DOK 3:** strategic thinking/reasoning; requires deeper cognitive processing.
- DOK 4:** extended thinking; requires higher-order thinking including complex reasoning, planning, and developing of concepts.

Compare the Depth-of-Knowledge range of items on this assessment to the Depth-of-Knowledge range of the standards included in the SLG:

- Fully aligned**
- Partially aligned**
- Not aligned**

Adapted from Utah SLO Guidance and Toolkit

Describe the skills/performance assessed:
Explain the sufficiency of items or tasks on the assessment to target each standard being assessed.
Explain why the assessment item types used to measure the content are most appropriate.
Is there student work (e.g., anchor papers, video, portfolio) which illustrates student mastery? If so, describe. If not, explain what student work would be needed.
Are there modifications that are needed to ensure the assessment serves as a valid and reliable measure of the intended student learning?
<p>Are the set of items or tasks reviewed as cognitively challenging as the standards/curriculum?</p> <p><b>More rigor</b> – most items or the tasks reviewed are at a higher DOK level than the range indicated for the state standard(s)/curriculum</p> <p><b>Similar rigor</b> – most items or the task reviewed are similar to the DOK range indicated for the state standard(s)/curriculum</p> <p><b>Less rigor</b> – most items or the task reviewed are lower than the DOK range indicated for the state standard(s)/curriculum</p>
<b>Comments/Suggestions for Improving the Assessment(s)</b>

## OPTIONAL Specification Sheet – SLGs Assessments

Big Idea – Learning Goal: Nevada Academic Content Standard(s).

What Students Need to Know to Attain Mastery.

Time Frame for Success.

# OPTIONAL Assessment Blueprint

Nevada Academic Content Standard(s):

Number and Type of Questions in Order to Show Mastery of the Nevada Academic Content Standard(s):

# Student Learning Goal Assessment Selection Criteria

<b>Criteria:</b>	<p><b>Alignment:</b> Content of Assessment to the Curriculum/NVACS</p> <p><b>Alignment:</b> Intended Level of Rigor</p> <p><b>Psychometric Quality:</b> Validity, Reliability (as high degree as feasible)</p> <p><b>Monitoring:</b> Alignment, Instrument Security, Reliability, Validity, Comparability, Feasibility, &amp; Scoring</p>
<b>Priority</b>	<b>Selection Process</b>
1	<p><b>SELECT AN EXISTING ASSESSMENT:</b></p> <ul style="list-style-type: none"> <li>• State Approved (MAPs, Galileo, Acuity, etc.)</li> </ul>
2	<p><b>MODIFY AN EXISTING ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>• District Assessments (Pre---Post, Portfolios, Interims, Performance, etc.)</li> <li>• Schoolwide Assessments (Pre---Post, Portfolios, Interims, Performance, etc.)</li> <li>• Content/Grade Level Assessments Pre---Post, Portfolios, Interims, Performance, etc.)</li> </ul>
3	<p><b>DEVELOP A NEW ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>• Measures Student Growth</li> <li>• Expert Review for Content Validity</li> <li>• Scoring Key</li> </ul>

**OPTIONAL** WORK PLAN -  
**Launching Goal Setting Process for Student Growth and Teacher Growth**

SUPPORTING ALL TEACHERS' PROFESSIONAL GROWTH  
FOR STUDENT LEARNING

Ideas

Support

Organize

Plans

Communicate

Getting Started - Next Steps

# APPENDIX B

## NEVADA EDUCATOR PERFORMANCE FRAMEWORK INSTRUCTIONAL PRACTICE STANDARDS DESCRIPTORS OF PERFORMANCE: KEY WORDS IN THE PROTOCOL

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### 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:** This 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: Indicator 3).

## NEVADA EDUCATOR PERFORMANCE FRAMEWORK INSTRUCTIONAL PRACTICE STANDARDS DESCRIPTORS OF PERFORMANCE: KEY WORDS IN THE PROTOCOL

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### 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).