Nevada Department of Education

NEVADA EDUCATOR PERFORMANCE EVALUATION SYSTEM (NEPF)

2019 – 2020
TEACHER – LIBRARIAN
NEPF PROTOCOLS
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Introduction to the Nevada Educator Performance Framework

The passage of AB 222 during the 2011 Legislative Session created the Teachers and Leaders Council (TLC) and outlined the expectations of a statewide performance evaluation system for teachers and school administrators. The first order of business at the October 2011 TLC meeting was to determine guiding beliefs and goals for this evaluation system, now known as the Nevada Educator Performance Framework. The identified beliefs and goals are outlined below.

TLC Beliefs

To promote educator effectiveness and ensure all students attain essential skills to graduate high school ready for college and career success:

- “All educators* (see definition in glossary) 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;

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.

The system based on these guiding beliefs and goals, the foundation on which the NEPF was created, 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.”

Main Purposes of the Evaluation Framework

The overall purpose of Nevada’s Educator Performance Framework (NEPF) 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:
  o Using data to inform decision making (goals 1, 2 & 4)
  o Helping students meet achievement targets and performance expectations (goals 1 & 4)
  o Effectively engaging families (goals 1 & 2)
  o Collaborating effectively (goals 1, 2, & 3)

The NEPF for Teacher-Librarians

The 2017 Legislative session revised NRS 391.675 to state, “…the State Board may provide for evaluations of counselors, librarians and other licensed educational personnel, except for teachers and administrators, and determine the manner in which to measure the performance of such personnel, including, without limitation, whether to use pupil achievement data as part of the evaluation…”

The Department of Education formed a workgroup of teacher-librarians and administrators to develop Standards and Indicators based on a book written by Patricia Owen and published by the American Association of School Librarians¹. The recommendations of this workgroup were accepted by the TLC and State Board of Education. A field test of the NEPF for Teacher-Librarians was done during the 2017-2018 school year.

The Evaluation Cycle

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

Figure 1: Evaluation Cycle

At the beginning of the school year, the educator receives a complete set of materials that includes the entire Rubric with Standards, Indicators, Performance Level and Evidence pages, and access to the current year NEPF Protocols document outlining the evaluation process. The educator and evaluator meet to establish expectations and consider goals. They discuss the evaluation process together (including observations/visits, review of evidence, etc.) and review the NEPF Rubrics that describe the Standards and Indicators. The purpose of this review is to develop and deepen shared understanding of the Standards and Indicators in practice. The rubric review is also an opportunity to identify specific areas of focus for the upcoming school year.

Figure 2: Typical Evaluation Cycle

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

The first step of the NEPF Evaluation Cycle is self-assessment and preliminary goal setting. During this process, the educator must analyze data, reflect on performance, and identify a minimum of one student learning goal and one professional practice goal. A guiding principle for the NEPF is that evaluation should be done with educators, not to them. Embracing the self-assessment step of the process empowers the educator being evaluated to shape the conversation by stating what they identify as strengths, the areas on which they want to focus, and what support they need. The educator’s self-assessment is more potent when supported by specific evidence and clearly aligns with individual and team goals as well as school and district priorities and initiatives.

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

✓ Goal Setting:
   The educator uses the Goal Setting and Planning Tool to:
   - Set proposed goals, including but not necessarily limited to:
     - One Student Learning Goal (SLG) OR one Library Program Goal (LPG), and
     - One Professional Practice Goal (PPG) related to improving the educator’s own practice that supports the achievement of the SLG or LPG.
   - Develop action steps for each goal.
   - Record evidence to be used.
Step 2: Pre-Evaluation Conference, Analysis, Goal Setting, and Plan Development

The second step of the evaluation cycle includes joint goal setting and plan development. During the Pre-Evaluation Conference, the educator begins by sharing his/her self-assessment and proposed goals with the evaluator. The educator collaborates with the evaluator to refine the goals and Educator Plan as needed. The Plan should create a clear path of action to support the educator’s professional growth and improvement, align with school and district goals, leverage existing professional development and expertise from within the school/district, and include proposed evidence.

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

**✓ Goal Setting and Planning:**

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

**✓ Student Learning Goal:**

The educator and evaluator discuss the proposed SLG and use the *criteria column of the Goal Setting and Planning Tool* to review goal requirements, revise (if necessary), review baseline data, identify and define the following: student population, standards and content, assessments to measure student performance, performance targets and rationale (see Appendix A for details).
✓ **Library Program Goal:**
   A LPG is also a long-term, measurable goal regarding an improvement to the library program such as ensuring equitable access to library resources. Developing a LPG includes identifying the area of highest need for improvement of library services to assist the school community in attaining identified goals, reviewing student/school academic or library data, professional development needs of school personnel, teacher-librarian or administrator identified areas of support needed, setting long term goal, measuring progress toward the long term goal along the way, and evaluating attainment of the goal at the end of the school year.

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

✓ **Rubrics Review:**
   The educator and evaluator review the rubrics to address questions, such as:
   - Are there any assumptions about specific Indicators that need to be shared because of the school/classroom context? (Example: If several students in the class are limited English speakers or are non-verbal, in what ways will the teacher-librarian address Instructional Standard 3: Students Engage in Meaning Making through Discourse and Other Strategies and/or how will the teacher-librarian’s role as a collaborator with classroom teachers impact what may be observed?)
   - Are there any Indicators for which effective performance will depend on factors beyond the control of the educator? If so, how will those dependencies be accounted for in the evaluation process?
   - Are there any Indicators that previous performance identified as an area for growth, and will need to be a specific focus for part or all of the year?

✓ **Rubrics Review – Student Learning Goal and Library Program Goal:**
   The educator and evaluator review the SLG and LPG 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 Goal or Library Program Goal and Professional Practice Goal alongside the NEPF rubrics for Teacher-Librarians. 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, Review 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 high level performance on all Standards and Indicators to support 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 for review 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 evidence to review.

✓ Plan Implementation:
The educator, with the support of the evaluator, implements the Plan.

✓ Evidence Review:
- The evaluator reviews evidence described in the plan and other relevant data to demonstrate performance on the NEPF Standards and Indicators using the Observation/Evidence Review 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 scheduled 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/Evidence Review Tool** the evaluator records evidence observed during the scheduled or unscheduled observation and identifies corresponding Standards and Indicators.
- The educator and evaluator use the **Pre/Post-Observation Conference Tool** to discuss the observation, provide feedback, and identify professional learning needs.

Frequent observations provide invaluable insight into the educator’s performance. These offer critical opportunities for evaluators to observe, review evidence, and analyze the educator’s practice. Observations should be both scheduled and unscheduled. The evaluator uses the **Observation/Evidence Review Tool** to document the reviewing of evidence for both types of observations. **NOTE:** Observations are **NOT** scored.

**Figure 3: Differentiated Evaluation Cycle**

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Evaluation Frequency</th>
<th>Scheduled Observation Cycles Required per Evaluation</th>
</tr>
</thead>
</table>
| • Probationary educators in Year One of their initial or additional probationary period OR All educators whose previous year rating was ineffective or developing | 1 time per year     | • 3 scheduled observation cycles (minimum)  
                          |                      | • supervising administrator must conduct 2 of the 3 required observations               |
| • Probationary educators whose immediately preceding year rating was effective or highly effective | 1 time per year     | • 2 scheduled observation cycles (minimum)  
                          |                      | • supervising administrator must conduct 1 of the 2 required observations               |
| • Probationary educators whose rating for two consecutive years were effective or highly effective OR Post-probationary educators whose previous year rating was effective or highly effective | 1 time per year     | • 1 scheduled observation cycle (minimum)  
                          |                      | • supervising administrator must conduct the 1 required observation                    |
| • Post-probationary educators with rating of Highly Effective for the two immediately preceding years | no summative evaluation for 1 year | • 1 scheduled observation cycle (minimum)  
                          |                      | • supervising administrator must conduct the 1 required observation                    |
### Figure 4: Required Evaluation Components & Timeline per NRS 391.675-391.730

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Probationary educators in Year One of their initial or additional probationary period OR All educators whose previous year rating was ineffective or developing</th>
<th>Probationary educators whose immediately preceding year rating was effective or highly effective</th>
<th>Probationary educators whose rating for two consecutive years were effective or highly effective OR Post-probationary educators whose previous year rating was effective or highly effective</th>
<th>Post-probationary educators with a rating of Highly Effective for the two immediately preceding years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Assessment, Goal Setting &amp; Plan Development</td>
<td>Prior to first observation/ evidence review</td>
<td>Prior to first observation/ evidence review</td>
<td>Prior to first observation/ evidence review and recommended within 50 days of the start of instruction</td>
<td>Prior to first observation/ evidence review and recommended within 50 days of the start of instruction</td>
</tr>
</tbody>
</table>
| Observation Cycle(s) | • 1st scheduled observation cycle must occur within 40 days after the first day of instruction  
• 2nd scheduled observation cycle must occur after 40 days but within 80 days after the first day of instruction  
• 3rd scheduled observation cycle must occur after 80 days but within 120 days after the first day of instruction | • 1st scheduled observation cycle must occur after 40 days but within 80 days after the first day of instruction  
• 2nd scheduled observation cycle must occur after 80 days but within 120 days after the first day of instruction of the school year | • One scheduled observation cycle must occur within 120 days after the first day of instruction of that school year | • One scheduled observation cycle must occur within 120 days after the first day of instruction of that school year |
| Evidence Review & Conferencing | Following each observation cycle | Following each observation cycle | Following each observation cycle | Following each observation cycle |
| Mid-Cycle Goal(s) Review | Approximately halfway through the school year | Approximately halfway through the school year | Approximately halfway through the school year | Approximately halfway through the school year |
| Summative Evaluation & Conference | The Performance Rating is assigned based on evidence reviewed throughout the school year. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year. | The Performance Rating is assigned based on evidence reviewed throughout the school year. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year. | The Performance Rating is assigned based on evidence reviewed throughout the school year. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year. | No Summative Evaluation. Use Summative Evaluation Exemption Verification Tool. |
**Observation Process:** The observation cycle consists 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.

**Pre-Observation Conferences:** Each scheduled 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 identifies and discusses professional learning needs.

Based on observations and evidence, if an educator’s performance is likely to be rated ineffective or developing, 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.

“Scheduled” (announced) observations are those observations for which prior notice is given and a pre-observation conference has been held. The minimum number of scheduled observations is differentiated according to experience and performance as outlined in the Differentiated Evaluation Cycle (Refer to Figures 3 and 4 above). For Teacher-Librarians, each scheduled classroom observation, as one component of the evaluation, needs to be conducted for a minimum of twenty minutes.

“Unscheduled” observations follow the same procedure as scheduled observations, with the exception of the requirements for a pre-observation conference and the minimum twenty-minute duration for Teacher-Librarians. Best practices suggest more frequent observations paired with brief reflective conferences support greater improvement of instruction. **Post-observation conferences for scheduled and unscheduled observations can be combined into a single meeting, regardless of the length of time between the observations.** Unscheduled 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 quantities of scheduled observations that must be conducted by the **supervising administrator** are outlined in Differentiated Evaluation Cycle graphic (Refer to Figures 3 and 4 above).
Step 4: Mid-Cycle Goals Review

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

This step is used to prompt reflection, promote dialogue between the educator and evaluator, and plan changes to practice, and/or goals, as necessary. The Mid-Cycle Goal Review is the time when the educator and evaluator formally meet to discuss students’ progress toward the SLG, and the educator’s performance to date. The educator and evaluator 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 developing, this is a critical time for the evaluator to discuss this evidence so there are no “surprises” during the summative evaluation. More importantly, if an educator is having difficulty, this allows the evaluator to provide the educator with the assistance required (NRS 391.695 & 391.715) to address areas of concern. Evaluators use the Educator Assistant 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/Evidence Review Tool** data, gathers additional evidence and insights from the educator (if necessary), and identifies performance levels on the NEPF Indicators to determine Standard scores and the overall rating. Thoughtful summative evaluation identifies trends and patterns in performance and offers feedback for improvement. It also provides the educator with valuable information that strengthens self-reflection and analysis skills.

**Scoring of Educational Practice Category:**

The evaluator reviews the tools and relevant evidence reviewed throughout the cycle for the purpose of determining performance levels (PL) for each of the Indicators.

**Scoring:**

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

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

**NOTE:** 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.

Evaluation Conference:

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

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

**Figure 5: 2019-2020 NEPF Scoring Ranges**

<table>
<thead>
<tr>
<th>Overall Score Range</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.6-4.0*</td>
<td>Highly Effective</td>
</tr>
<tr>
<td>2.8-3.59*</td>
<td>Effective</td>
</tr>
<tr>
<td>1.91-2.79*</td>
<td>Developing</td>
</tr>
<tr>
<td>1.0-1.9*</td>
<td>Ineffective</td>
</tr>
</tbody>
</table>

* Score Ranges for 2019-2020 approved November 14, 2019 by the Nevada State Board of Education.

**NOTE:** NRS 391.725 describes the statement that must be included on the evaluation of a probationary teacher, building administrator, or another licensed educational employee if he or she is to receive a rating of ‘Ineffective.’ The statement reads as follows:

“Please be advised that, pursuant to Nevada law, your contract may not be renewed for the next school year. If you receive an ‘ineffective’ evaluation and are reemployed for a second or third year of your probationary period, you may request that your next evaluation be conducted by another administrator. You may also request, to the administrator who conducted the evaluation, reasonable assistance in improving your performance based upon the recommendations reported in the evaluation for which you request assistance, and upon such request, a reasonable effort will be made to assist you in improving your performance.”²

Glossary

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

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

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

STUDENT LEARNING GOAL OR LIBRARY PROGRAM GOAL

Teacher-Librarians

Teacher-Librarians serve as teachers and as library program managers. A teacher-librarian may not see the same groups of students with the same frequency as classroom teachers. Teacher-librarians have the choice between creating a SLG or LPG. The selection of which type of goal is most appropriate is a matter that should be discussed and decided between the teacher-librarian and his/her evaluator.

Student Learning Goals

SLGs are an approach to measuring student learning and the impact an educator has on student learning. The SLG process provides an opportunity for Teacher-Librarians to collaborate with others 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 a SLG includes identifying the most important learning content for the year alongside other educators, reviewing student academic and social data, setting a long term goal for students, measuring the long term goal along the way, and evaluating student attainment of the goal at the end of the school year. The SLG process empowers Teacher-Librarians to set a goal for students and facilitates deep collaboration between Teacher-Librarians and evaluators to ensure that students reach the goal.

- SLGs encourage a collaborative process. The process of developing SLGs involves collaboration among teams of educators across grade levels or subject areas to identify the “most important” content.
- SLGs reinforce, and can help formalize, good teaching practice. The SLG process involves interpreting data, setting the goal, using data to assess progress and adjusting instruction based on data collected.
- SLGs acknowledge the value of teacher-librarian knowledge and skill. Teacher-Librarians 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 are not just about the goal that an educator sets for their students, they also emphasize the process educators use to set and monitor student progress towards the desired goal. The educator collaboration and analysis required for successful SLG implementation aligns with effective practices more broadly. Educators engage in a collaborative process with their teams and ultimately collaborate with their evaluator to establish long-term, measurable, academic goals for their students. There are three main steps to the SLG process as outlined below:

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

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

Step 2: Monitor the progress:

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

Step 3: Evaluate:

- Assess students’ progress toward SLG using previously approved assessments
- Analyze results
- Educator and evaluator review the results
- Evaluator reviews SLG attainment and evaluates the level of achievement of the SLG before assigning the score based on the SLG Scoring Rubric
- Educator and evaluator reflect on process and results to improve student learning and educator practice
Step 1: Develop and approve the SLG:

SLGs must align with Nevada Academic Content Standards (NVACS) or other approved standards. When possible, educators should work together (Teacher-Librarians should work with grade level or content teams) to review and determine the most important standards and content for students to master. Additionally, educators should work together to analyze student performance trends and select or develop common measures for assessing student content knowledge and skills. The administrator should create teams of educators 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, educators in the same grade level and/or content area should collaborate to set SLGs and then each educator should set specific targets based upon his or her own students’ baseline knowledge and skills. When developing a vertically aligned SLG, Teacher-Librarians may collaborate with teachers across grade levels and/or departments to communicate in order 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).

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 below?
- 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, and the educator’s performance to date. At this time, the educator and evaluator may choose to revise the SLG if appropriate and/or the evaluator may use the Educator Assistance Plan to provide specific resources and directives to the educator if evidence from observations warrants the additional instructional/instructional leadership guidance.
Step 3: Evaluate the progress:

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

Figure 6: Student Learning Goal Scoring Rubric

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

**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 – 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 an educator has impacted his or her students’ learning in the course. The regulations outlining the criteria for assessments are located in R138-17, approved by the Legislative Committee on May 16, 2018. **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 include alignment, instrument security, reliability, validity, comparability, feasibility and scoring

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

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

**Figure 7: Assessment Priority Levels**

<table>
<thead>
<tr>
<th>1st Priority</th>
<th>2nd Priority</th>
<th>3rd Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Select an Existing Assessment:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• State-approved assessment (MAPS, Galileo, Accuity, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Modify an Existing Assessment:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pre / post, portfolios, interim, performance, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• District / Schoolwide assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Content / Grade Level assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Develop a New Assessment that Includes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Measures of student growth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Expert review for content validity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Scoring key</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Library Program Goal

A Library Program Goal (LPG) is a long-term, measurable goal that focuses on improvement to the library program, such as ensuring equitable access to library resources. Developing a LPG includes identifying the area of highest need for improvement of library services to assist the school community in attaining identified goals, reviewing student/school academic or library data, professional development needs of school personnel, teacher-librarian or administrator identified areas of support needed, setting long term goal, measuring progress toward the long term goal along the way and evaluating attainment of the goal at the end of the school year. The steps to setting a LPG are the same as for setting a SLG. However, the focus of a LPG is on improving the library program overall rather than on a specific group of students. The positive impact of a well designed and implemented LPG is school wide and beneficial to all or almost all students, educators, and the school community.

The Teacher-Librarian Professional Responsibilities Standards outline the expectations of a teacher-librarian in providing a high quality library program and may be helpful in guiding the focus of a LPG.

The LPG process empowers Teacher-Librarians to set a goal for his/her library program and facilitates deep collaboration between Teacher-Librarians and evaluators to ensure the goal is attained.

- LPGs reinforce, and can help formalize, good library program management. The process involves interpreting data, setting the goal, using data to assess progress and adjusting practice based on data collected.
- LPGs acknowledge the value of teacher-librarian knowledge and skill. Teacher-Librarians have input on how progress is measured.
- LPGs are adaptable. A variety of data sources may be used throughout the process, and they can also be adjusted or revised as needed.

LPG Process

The Library Program Goal process is similar to the Student Learning Goal process. The educator collaboration and analysis required for successful LPG implementation aligns with effective practices more broadly. Educators engage in a collaborative process with their teams and ultimately collaborate with their evaluator to establish long-term, measurable goals to improve the library program and benefit the school community. There are three main steps to the LPG process as outlined below:

Step 1: Develop and approve the LPG: **Goal Setting and Planning Tool**

- Review library program data to identify areas of potential growth
- Identify the data sources that will be used to measure progress toward the LPG
- Review and collect baseline data
- Draft LPG and set targets based on baseline data
- Evaluation of the proposed LPG and approval by the evaluator
Step 2: Monitor the progress:

- Implementation of changes necessary to attain the identified LPG
- Adapt implementation 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 LPG at Mid-Cycle Goal Review if necessary

Step 3: Evaluate:

- Assess teacher-librarian’s progress toward LPG using previously approved data sources
- Analyze results
- Educator and evaluator review the results
- Evaluator reviews LPG attainment and evaluates the level of achievement of the LPG before assigning the score based on the LPG Scoring Rubric*
- Educator and evaluator reflect on process and results to improve positive impact on the school community and educator practice

Figure 8: Library Program Goal Scoring Rubric

<table>
<thead>
<tr>
<th>LPG Scores</th>
<th>Score Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>High = 4</td>
<td>Multiple sources of data from at least two points in time show evidence of <strong>high positive impact</strong> from library services on the school community.</td>
</tr>
<tr>
<td>Moderate = 3</td>
<td>Multiple sources of data from at least two points in time show evidence of <strong>positive impact</strong> from library services on the school community.</td>
</tr>
<tr>
<td>Low = 2</td>
<td>Multiple sources of data from at least two points in time show evidence of <strong>minimal positive impact</strong> from library services on the school community.</td>
</tr>
<tr>
<td>Unsatisfactory = 1</td>
<td>Teacher-Librarian has not met the expectations described in the LPG and provides <strong>little or no evidence of positive impact</strong> from library services on the school community.</td>
</tr>
</tbody>
</table>
APPENDIX B – TEACHER-LIBRARIAN FRAMEWORK

Teacher-Librarians are defined as teachers that hold a valid teaching license with a school library media specialist endorsement, and are working in a school library.

Overview of the Framework

The NEPF for Teacher-Librarians consists of two categories and three domains. The Educational Practice Category consists of the Instructional Practice and Professional Responsibilities Domains. The Student Performance Category is the Student Performance Domain. Each domain is weighted differently as mandated by Nevada Revised Statute or recommended by the TLC and approved by the State Board of Education. For the 2019-2020 school year, the Instructional Practice Domain and Professional Responsibilities are weighted equally at 45.2% while the Student Performance Domain is weighted at 15%.

Figure 9: 2019-2020 Teacher-Librarian Framework

2019-2020 Teacher-Librarian NEPF

Educational Practice
85%

Instructional Practice
42.5%

Professional Responsibilities
42.5%

Student Performance
15%

Student Performance
15%

Progress toward Student Learning or Library Program Goal identified at the beginning of the 2019-2020 school year

Standards
1. New learning is connected to prior learning and experience
2. Learning tasks have high cognitive demand for diverse learners
3. Students engage in meaning-making through discourse and other strategies
4. Students engage in metacognitive activity to increase understanding of and responsibility for their own learning
5. Assessment is integrated into instruction

Standards
1. Collection and Information Access
2. Library Environment
3. Program Planning and Management
4. School Community and Family Engagement
5. Professionalism and Growth
Instructional Practice and Professional Responsibilities Domains

The Teacher-Librarian Framework assesses teacher-librarians’ 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-librarian behavior as he/she delivers instruction in the classroom or library, while also specifically monitoring student behavior. The Professional Responsibilities Domain addresses the standards for what a teacher-librarian does to effectively manage the school library program to the benefit of the school community.

The teacher-librarians 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), American Association for School Librarians standards, 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, as detailed in the Literature Review, demonstrating an immediate and important connection to fostering student success by building students’ 21st century skills so they graduate college and career ready.

The performance Indicators for each of the Instructional Practice Standards and the corresponding rubrics were modified slightly from those 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) for teachers. The rubrics and associated performance levels to assess the Indicators were designed to look at educator and student behavior, with a focus on outcomes vs. processes.
Teacher-Librarian Instructional Practice Standards and Indicators

**Standard 1: New Learning is Connected to Prior Learning and Experience**

- **Indicator 1:** The teacher-librarian independently and/or collaboratively activates all students’ initial understandings of new concepts and skills.
- **Indicator 2:** The teacher-librarian independently and/or collaboratively makes connections explicit between previous learning and new concepts and skills for all students.
- **Indicator 3:** The teacher-librarian independently and/or collaboratively makes clear the purpose and relevance of new learning for all students.
- **Indicator 4:** The teacher-librarian independently and/or collaboratively provides all students opportunities to build on or challenge initial understandings.

**Standard 2: Learning Tasks have High Cognitive Demand for Diverse Learners**

- **Indicator 1:** The teacher-librarian independently and/or collaboratively provides tasks that purposefully employ all students’ cognitive abilities and skills.
- **Indicator 2:** The teacher-librarian independently and/or collaboratively provides tasks that place appropriate demands on each student.
- **Indicator 3:** The teacher-librarian independently and/or collaboratively provides tasks that progressively develop all students’ cognitive abilities and skills.
- **Indicator 4:** The teacher-librarian operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.

**Standard 3: Students Engage in Meaning-Making through Discourse and Other Strategies**

- **Indicator 1:** The teacher-librarian independently and/or collaboratively provides opportunities for extended, productive discourse between the teacher and student(s) and among students.
- **Indicator 2:** The teacher-librarian independently and/or collaboratively provides opportunities for all students to create and interpret multiple representations.
- **Indicator 3:** The teacher-librarian independently and/or collaboratively assists all students to use existing knowledge and prior experience to make connections and recognize relationships.
- **Indicator 4:** The teacher-librarian independently and/or collaboratively structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.

**Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning**

- **Indicator 1:** The teacher-librarian and all students understand what students are learning, why they are learning it, and how they will know if they have learned it.
- **Indicator 2:** The teacher-librarian independently and/or collaboratively structures opportunities for self-monitored learning for all students.
- **Indicator 3:** The teacher-librarian independently and/or collaboratively supports all students to take actions based on the students’ own self-monitoring processes.
Standard 5: Assessment is Integrated into Instruction

- **Indicator 1:** The teacher-librarian independently and/or collaboratively plans on-going learning opportunities based on evidence of all students’ current learning status.
- **Indicator 2:** The teacher-librarian independently and/or collaboratively aligns assessment opportunities with learning goals and performance criteria.
- **Indicator 3:** The teacher-librarian independently and/or collaboratively structures opportunities to generate evidence of learning during the lesson for all students.
- **Indicator 4:** The teacher-librarian independently and/or collaboratively adapts actions based on evidence generated in the lesson for all students.

Teacher-Librarian Professional Responsibilities Standards and Indicators

Standard 1: Collection and Information Access

- **Indicator 1:** Teacher-Librarian implements a selection policy in which print and digital learning resources are selected/deselected based on their ability to support instructional goals, curriculum standards, interests, and needs of the students and school community.
- **Indicator 2:** Teacher-Librarian uses data to evaluate and develop the collection to ensure it supports curriculum standards, interests, and needs of the students and school community.
- **Indicator 3:** Teacher-Librarian maintains a collection of print and digital resources in multiple genres that appeals to differences in age, gender, ethnicity, information needs, and reading and language abilities and information needs.

Standard 2: Library Environment

- **Indicator 1:** Teacher-Librarian organizes physical space to enable ease of use.
- **Indicator 2:** Teacher-Librarian fosters an environment that promotes reading, learning, and encourages the school community to work independently, collaboratively, and/or virtually.
- **Indicator 3:** Teacher-Librarian creates and maintains a welcoming, attractive, and supportive library environment.

Standard 3: Program Planning and Management

- **Indicator 1:** Teacher-Librarian schedules and/or facilitates consistent and equitable use of the library for information literacy instruction and/or activities.
- **Indicator 2:** Teacher-Librarian advocates for and promotes the library program initiatives and services that support instruction throughout the school community.
- **Indicator 3:** Teacher-Librarian develops and implements a plan for the continuous improvement of the library program that includes utilization of available funds to support the learning goals of the school community.
- **Indicator 4:** Teacher Librarian implements and facilitates the use of technology to support instruction throughout the school community.
Standard 4: School Community and Family Engagement

- **Indicator 1**: Teacher-Librarian welcomes parents/guardians and students to become more active members of the school community, and encourages parents/guardians to come into library/classroom as volunteers or experts and attend school events
- **Indicator 2**: Teacher-Librarian models respect, courtesy, and integrity in his/her interaction with school community
- **Indicator 3**: Teacher-Librarian fosters the success of all students by communicating and collaborating effectively with the school community in ways that enhance student learning

Standard 5: Professionalism and Growth

- **Indicator 1**: Teacher-Librarian pursues aligned professional learning opportunities to support improved instructional practice
- **Indicator 2**: Teacher-Librarian seeks out feedback from the school community, and uses a variety of data to self-reflect on his or her practice
- **Indicator 3**: Teacher-Librarian follows policies, regulations, and procedures specific to role and responsibilities

Student Performance Domain

The school administrator, teacher, and teacher-librarian evaluation systems all contain a Student Performance Domain, which includes data reflecting student or library program growth over time. 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 passage of AB320 during the 2017 Legislative Session made changes to the Student Performance Domain. Legislation removed the statewide assessment data from an educator’s evaluation. However, the local district determined measures remain in the form of the Student Learning Goal.

The **2019-2020** Student Performance Domain for Teacher-Librarians includes:

- Student Learning Goal (SLG) or Library Program Goal (LPG) score determined by Scoring Rubric. This score is weighted at 15%. Details on this process are included in Appendix A.