# Nevada Educator Performance Framework

## Teacher-Librarian Goal Setting and Planning Tool – Student Learning Goal

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

**Information**

Academic Year: Click here to enter text.

Educator Name: Click here to enter text.

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

Interval of Instruction: Click here to enter text.

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

***(Specific and Strategic, Measurable, Action Oriented & Achievable, Realistic, Relevant and Results-Focused, Timed and Tracked)*** All teacher-librarians evaluated with the NEPF are required to set either a Student Learning Goal (SLG) or Library Program Goal (LPG), and Professional Practice Goal (PPG) as described in the NEPF protocols. This Tool is to be used to guide the writing of a SLG. 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 teachers of the same content area (if possible), reviewing student academic data, setting long term goals for identified students, measuring the long term goal along the way and evaluating student attainment of the goal at the end of the school year. Although **Nevada law states that the evaluation of a probationary teacher or administrator in his or her initial year of employment as a probationary teacher or administrator must NOT include student performance data, these educators are still required to set an SLG/LPG as part of the NEPF protocol**.

The Professional Practice Goal focuses on the teacher-librarian's Instructional Practice or Professional Responsibilities practices that support the achievement of the SLG or LPG.

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

1. *Complete the details for each goal element in the descriptions column.*

    a. *Guiding questions in the description column are provided for your reference, and may not pertain to all SLG /PPG.*

2. *The educator and evaluator use the criteria column and its' contents as a guide/rubric to create the SLG/PPG, and throughout the review and approval process.*

3. *The final step is for the educator and evaluator to agree and sign the form signifying understanding of the SLG/ PPG expectations.*

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

# Determining Needs

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

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

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

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

| Element | Description | Criteria |
|---|---|---|
| **Baseline Data or Information** | Identify what information is being used to inform the creation of the SLG and establish the amount of growth/achievement that should take place within the time period.<br>Click here to enter text. | • Data about current student performance is included (**measurable**)(includes trend data, if appropriate/available) |

| Element | Description | Criteria |
|---|---|---|
| | | • Summarizes the educator's analysis of the baseline data by identifying student strengths and weaknesses (**specific**) |

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

# Student Learning Goal

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

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

# Professional Practice Goal

The educator uses the Self-Assessment Tool and/or previous evaluation to identify and set a Professional Practice Goal (PPG). This goal should clearly identify an **Instructional Practice Standard**(s) or **Professional Responsibilities Standard**(s) that **aligns and provides support for achieving the SLG.**

| Element | Description | Criteria |
|---------|-------------|----------|
| **Professional Practice Goal Statement** | "In order to help the students achieve the learning goal, I will improve my practice on _____(NEPF Standard (s)) and measure my progress toward this goal by _____."<br>Click here to enter text. | • Based on NEPF self-assessment and/or prior year evaluation<br>• Identifies **specific** NEPF standard(s) (either Instructional Practice or a Professional Responsibilities standards that supports the SLG)<br>• **Measureable** and identifies specific measures/assessments that will be used to determine progress toward goal |
| **Action Steps and Rationale** | What actions will you integrate into your daily/weekly routines? If you achieve this professional practice goal, is it highly likely to impact student performance on the SLG?<br>Click here to enter text. | • **Action** steps are clearly described and necessary to attain the goal<br>• Goal is **realistically achievable** given the timeframe and identified target<br>• Goal is **relevant** to expected outcomes and if reached should have the effect expected |

| Element | Description | Criteria |
|---|---|---|
| **Timeline and Evidence of Progress** | What evidence will be generated by taking the actions described above? How and when will you show evidence of progress? Click here to enter text. | • Goal clearly identifies the **timeframe** from start to finish with **benchmarks** identified throughout<br>• Identifies evidence that may be used to determine progress toward goal |

## For Evaluator Use Only

Evaluator Name: Click here to enter text.

Initial Approval Date: Click here to enter a date.

Educator's Signature: Click here to enter text.

Evaluator's Signature: Click here to enter text.

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

Mid-Cycle Goal Review Date: Click here to enter a date.

Mid-Cycle Goal Review Notes: Click here to enter text.