

*Nevada Department of Education*

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

## **2020-2021 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:
  - 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 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 Librarians<sup>1</sup>. 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.

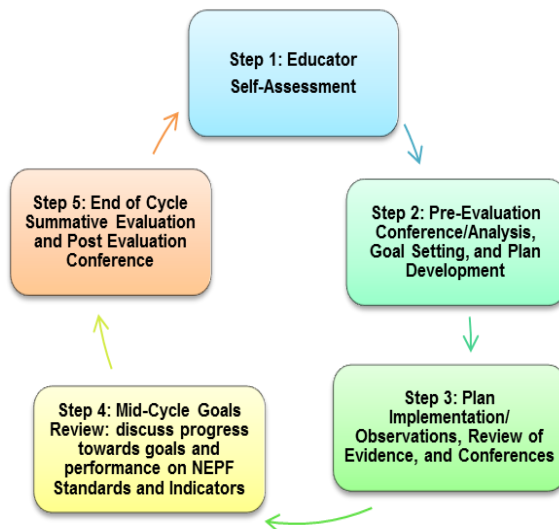
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<sup>1</sup> Owen, P. (2012). A 21st century approach to school librarian evaluation. American Association of School Libraries.

## The Evaluation Cycle

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

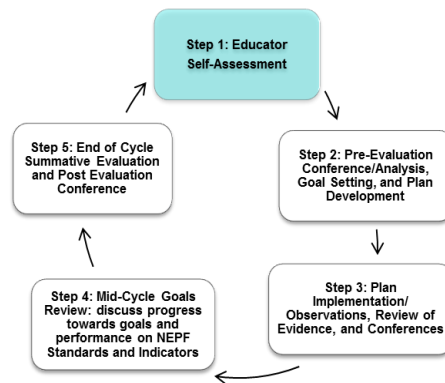
**Figure 1: Evaluation Cycle**



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

**Figure 2: Typical Evaluation Cycle**

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



## Step 1: Educator Self-Assessment

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

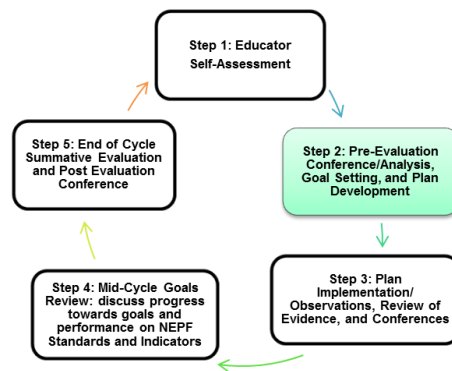
### ✓ **Self-Assessment:**

Using the **Self-Assessment Tool** **OR** the revised for in-person, hybrid, or distance learning **Self-Monitoring 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.**

✓ **Pre-Evaluation Conference Conversation:**

The educator and evaluator review the rubrics and engage in conversation. This conversation must:

- Ensure that the standard identified as the focus for SLG aligns with an area of high need for the educator’s current students through review of a needs assessment.
- Clearly identify and agree on the source(s) of growth or achievement used to measure the SLG.
- Ensure that the source(s) of student growth or achievement clearly measures the standard identified as the focus through the needs assessment and goal-setting process
- Discuss procedures to be utilized if the same source(s) of growth or achievement is to be used by multiple teachers to measure their SLG.
- Clarify the points in time when the identified assessment will be administered and/or what ‘multiple points in time’ means for the given educator.
- Identify students to be included in the SLG and provide rationale for any exclusion.
- Discuss how the SLG scoring rubric will be applied to the given educator and determine how the educator will be scored. The educator-evaluator team must discuss and consider any contextual variables that may impact the educator’s ability to perform his or her professional responsibilities and/or instruction. Such variables include, but are not limited to, class size and needs of student groups (e.g. English Learners).
- Answer the question, “Are there any assumptions about specific Indicators that need to be shared because of the school/classroom context?” For example, if several students in the class are limited English speakers or are non-verbal, in what ways will the educator address Instructional Standard 3: Students Engage in Meaning Making through Discourse and Other Strategies?
- Answer the questions, “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? “
- Answer the question, “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?”
- Pursuant to NRS 391.465, there must be, “consideration of whether the classes for which the employee is responsible exceed the applicable recommended ratios of pupils per licensed teacher recommended by the State Board pursuant to NRS 388.890 and, if so,

the degree to which the ratios affect: (1) The ability of the employee to carry out his or her professional responsibilities; and (2) The instructional practices of the employee.”

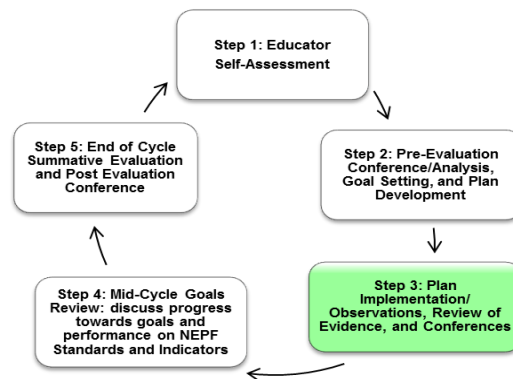
✓ **Rubrics Review – Student Learning Goal and Library Program Goal:**

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**

Personnel	Evaluation Frequency	Scheduled Observation Cycles Required per Evaluation
<ul style="list-style-type: none"> <li>• Probationary educators in Year One of their initial or additional probationary period</li> <li>OR</li> <li>• All educators whose previous year rating was ineffective or developing</li> </ul>	1 time per year	<ul style="list-style-type: none"> <li>• 3 scheduled observation cycles (minimum)</li> <li>• supervising administrator must conduct 2 of the 3 required observations</li> </ul>
<ul style="list-style-type: none"> <li>• Probationary educators whose immediately preceding year rating was effective or highly effective</li> </ul>	1 time per year	<ul style="list-style-type: none"> <li>• 2 scheduled observation cycles (minimum)</li> <li>• supervising administrator must conduct 1 of the 2 required observations</li> </ul>
<ul style="list-style-type: none"> <li>• Probationary educators whose rating for two consecutive years were effective or highly effective</li> <li>OR</li> <li>• Post-probationary educators whose previous year rating was effective or highly effective</li> </ul>	1 time per year	<ul style="list-style-type: none"> <li>• 1 scheduled observation cycle (minimum)</li> <li>• supervising administrator must conduct the 1 required observation</li> </ul>
<ul style="list-style-type: none"> <li>• Post-probationary educators with rating of Highly Effective for the two immediately preceding years</li> </ul>	no summative evaluation for 1 year	<ul style="list-style-type: none"> <li>• 1 scheduled observation cycle (minimum)</li> <li>• supervising administrator must conduct the 1 required observation</li> </ul>

**Figure 4: Required Evaluation Components & Timeline per NRS 391.675-391.730**

<b>Evaluation Component</b>	<b>Probationary educators in Year One of their initial or additional probationary period OR All educators whose previous year rating was ineffective or developing</b>	<b>Probationary educators whose immediately preceding year rating was effective or highly effective</b>	<b>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</b>	<b>Post-probationary educators with a rating of Highly Effective for the two immediately preceding years</b>
Self-Assessment, Goal Setting & Plan Development	Prior to first observation/ evidence review	Prior to first observation/ evidence review	Prior to first observation/ evidence review and recommended within 50 days of the start of instruction	Prior to first observation/ evidence review and recommended within 50 days of the start of instruction
Observation Cycle(s) <ul style="list-style-type: none"> <li>• Pre-observation conference</li> <li>• Observation(s)</li> <li>• Post-observation conference</li> </ul>	<ul style="list-style-type: none"> <li>• 1st scheduled observation cycle must occur within 40 days after the first day of instruction</li> <li>• 2nd scheduled observation cycle must occur after 40 days but within 80 days after the first day of instruction</li> <li>• 3rd scheduled observation cycle must occur after 80 days but within 120 days after the first day of instruction</li> </ul>	<ul style="list-style-type: none"> <li>• 1st scheduled observation cycle must occur after 40 days but within 80 days after the first day of instruction</li> <li>• 2nd scheduled observation cycle must occur after 80 days but within 120 days after the first day of instruction of the school year</li> </ul>	<ul style="list-style-type: none"> <li>• One scheduled observation cycle must occur within 120 days after the first day of instruction of that school year</li> </ul>	<ul style="list-style-type: none"> <li>• One scheduled observation cycle must occur within 120 days after the first day of instruction of that school year</li> </ul>
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.

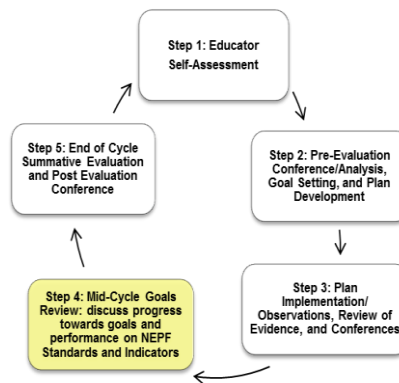
**Pre-Observation Conferences:** Each scheduled observation is preceded by a Pre-Observation Conference. This provides the educator an opportunity to discuss needs and evidence for the strategies used. It is also recommended that the **educator being evaluated leads these discussions** and provides the 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.

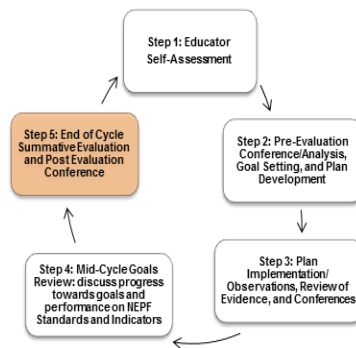
This step is used to prompt reflection, promote dialogue between the educator and evaluator, and plan changes to practice, and/or goals, as necessary. The Mid-Cycle Goal Review is the time when the educator and evaluator formally meet to discuss students’ progress toward the SLG, and the educator’s performance to date. The educator and evaluator may choose to revise the SLG, LPG, and PPG 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 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/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**

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

\* \*\*Protocols will be updated with the score ranges for the 2020-2021 school year upon approval by the State Board of Education based on a recommendation from the Teachers and Leaders Council.

**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.”<sup>2</sup>

## Glossary

**Administrators** – Per NRS 391.650, an administrator is any employee who holds a license as an administrator and who is employed in that capacity by a school district. NAC 391.569 further clarifies that and administrator means a person employed by a school district who provides primarily administrative services at the school level and who does not provide primarily direct instructional services to pupils, regardless of whether such a person is licensed as a teacher or administrator, including, without limitation, a principal and vice principal.

**All Students** – For the purpose of the NEPF, ‘all students’ refers to the diversity found in all classrooms: various levels of learning, working pace, experience, and backgrounds (e.g., language, culture, SES). A teacher must demonstrate that all students are being well served by instruction. While not always directly observable, the teacher must demonstrate through other evidence sources that he or she has made every possible effort to reach the all student status. The student learning goal allows for a targeted student population within an educator’s caseload. Within the SLG, ‘all students’ refers to that targeted population.

**Data** – Information, including classroom observations, student achievement scores, and artifacts, gathered during the evaluation process for determining educator performance.

**Defensible** – Having grounds to deem a conclusion or judgment valid and reliable based on various measures and assessments.

**Diverse Learners** – Those students who, because of gender, ethnic background, socioeconomic status, learning styles, disabilities, or limited English proficiency, may have academic needs that require varied instructional strategies to help them learn.

**Domain** – Primary area of focus for evaluation. For example, in the Teacher Evaluation the three domains are Instructional Practice, Professional Responsibilities, and Student Performance. NEPF Domains are made up of standards.

**Educator** – The individual upon whom an evaluation is performed.

**Evaluation Cycle** – Consists of the goal-setting and self-assessment processes and a number of supervisory observation cycles with feedback provided to educators with feedback throughout the process. The number of observation cycles within an evaluation cycle is differentiated based on educator status. See Figure 3.

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

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<sup>2</sup> NRS: CHAPTER 391 - PERSONNEL. (n.d.). Retrieved July, 2018, from <https://www.leg.state.nv.us/NRS/NRS-391.html>

**Evidence** – Data gathered through the evaluation cycle to support educators’ progress on NEPF indicators, standards, and domains. Includes supervisor observation and progress towards meeting the Student Learning Goal.

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

**Framework** – The system by which the measures are combined to evaluate the effectiveness of educators and make overall performance decisions. For example, the NEPF is a framework.

**Indicator** – Specific activity or process demonstrated by the educator being evaluated which provides evidence of the NEPF standard or professional practice being measured. Indicators are the building block of NEPF standards.

**Level** – The position or rank of an educator’s performance for each indicator, as determined using the rubric, observations, and evidence.

**Measure** – An instrument or basis for comparison used to assess educator or student performance. Examples of measures could be published assessments or a specific classroom observation rubric.

**Performance Criteria** – The specific performance thresholds that need to be met for an established goal/standard

**Professional Learning** – The process by which educators’ competencies and capacities are increased, including but not limited to, professional development sessions, job-embedded support, coaching, observing and/or mentoring, peer reviews, etc.

**Reliability** – The extent to which an assessment or tool is consistent in its measurement. There are several types of reliability:

- **Intra-rater** – the degree to which an assessment yields the same result when administered by the same evaluator on the same educator at different times
- **Inter-rater** – the degree to which an assessment yields the same result when administered by different evaluators on the same educator at the same time
- **Internal consistency** – the degree to which individual components of an assessment consistently measure the same attribute
- **Test / Retest** – the degree to which an assessment of the same educator yields the same result over time

**Source of Growth or Achievement:** the assessment(s) or tool(s) used to measure student progress for the Student Learning Goal. Acceptable sources of student growth or achievement include, but are not limited to, course-embedded, teacher-developed, or published assessments that align with the standard identified as the area of highest student need.

**Standard** – Clearly defined statements and/or illustrations within NEPF domains that capture what all teachers are expected to know and do. Standards operationalize the categories by providing measurable goals. For example, the Professional Practice Standards. NEPF standards are made up of individual indicators.

**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** – Pursuant to NRS 391.650, teacher means a licensed employee the majority of whose working time is devoted to the rendering of direct educational service to pupils of a school district.

**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. There are several types of validity:

- **Content Validity** – Refers to the match between the items of a measurement tool and the entire domain in purports to measure
- **Construct Validity** – Whether a test actually measures the construct it intends to measure, including the ability to distinguish among types of performance and types of performers.
- **Face Validity** – According to those familiar with the measure, measures with high face validity appear to be measuring what they purport to measure.
- **Predictive Validity** – Refers to whether a measurement tool actually predicts scores on another measure that it should theoretically predict.

**Weight** – The relative importance applied to an NEPF domain in determining an educators' final NEPF 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.



## SLG Process

Student Learning Goals are not just about the goal that an educator sets for their students, they also emphasize the process educators use to set and monitor student progress towards the desired goal. The 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. There must be a conversation between the educator and the evaluator to establish and reach agreement on the final student learning target and the measure of student growth and achievement for the SLG. Student need within the content area must be a part of that conversation. Measures of student growth and achievement used for the SLG may be part of course-embedded assessments and grading practices and may occur as part of everyday practice; SLG measures do not have to be mutually exclusive.

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 differently on baseline measures of student achievement or growth may have a different end of course target than other students of the identified population). Identifying a target student population with a common need is allowable. It is not required to have an SLG set for an entire class or educator caseload. However, it is necessary to provide rationale for the targeted student population. If subgroups are excluded, the educator must explain which students and clarify why they are excluded.

## **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**

SLG Scores	Score Descriptors
High = 4	At least one source of growth or achievement from multiple points in time shows evidence of <b>high growth</b> and <b>high impact</b> for <b>all or nearly all</b> students on which the SLG was set.
Moderate = 3	At least one source of growth or achievement from multiple points in time shows <b>clear</b> evidence of growth and impact for <b>most</b> students on which the SLG was set.
Low = 2	At least one source of growth or achievement from multiple points in time shows <b>clear</b> evidence of growth and impact for <b>some</b> students on which the SLG was set.
Unsatisfactory = 1	The educator <b>has not met</b> the expectation described in the SLG and has demonstrated an <b>insufficient impact</b> on student learning.

**NOTE:** State law requires that the evaluation of a probationary 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 a teacher has impacted his or her students' learning in the course. For assessment data to facilitate collaborative inquiry and conversations between educators and evaluators, assessment data from multiple points in time should be available. For clarification, it is not required to have more than one type of assessment to measure the SLG. It is necessary to have assessment data available from multiple points in time to facilitate conversations around the educators' impact on student learning.

R138-17 requires that the **assessments must show ALL of the following:**

- Alignment with content standards/NVACS and curriculum
- Alignment with the intended level or rigor
- Psychometric quality of validity, and reliability to as high degree as feasible

If practical, educators should use state-approved assessments to measure their SLG. If no assessment matches the identified content standards on which the SLG has been set, the educator may elect to modify an existing assessment or develop a new assessment so long as it is reviewed to ensure validity and reliability. Note that these assessment priority levels were approved for removal at the March 12, 2020 State Board of Education meeting based on NEPF work group recommendations brought forth by the Teachers and Leaders Council.

Additionally, steps should be taken between educators and evaluators to collaboratively monitor the use of each source of student growth and achievement and calibrate the scoring thereof. Further, a school or school district may continually monitor the assessments used to measure the Student Learning Goal to ensure that they incorporate the features above.

## 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 7: Library Program Goal Scoring Rubric**

LPG Scores	Score Descriptors
High = 4	Multiple sources of data from at least two points in time show evidence of <b>high positive impact</b> from library services on the school community.
Moderate = 3	Multiple sources of data from at least two points in time show evidence of <b>positive impact</b> from library services on the school community.
Low = 2	Multiple sources of data from at least two points in time show evidence of <b>minimal positive impact</b> from library services on the school community.
Unsatisfactory = 1	Teacher-Librarian has not met the expectations described in the LPG and provides <b>little or no evidence of positive impact</b> from library services on the school community.

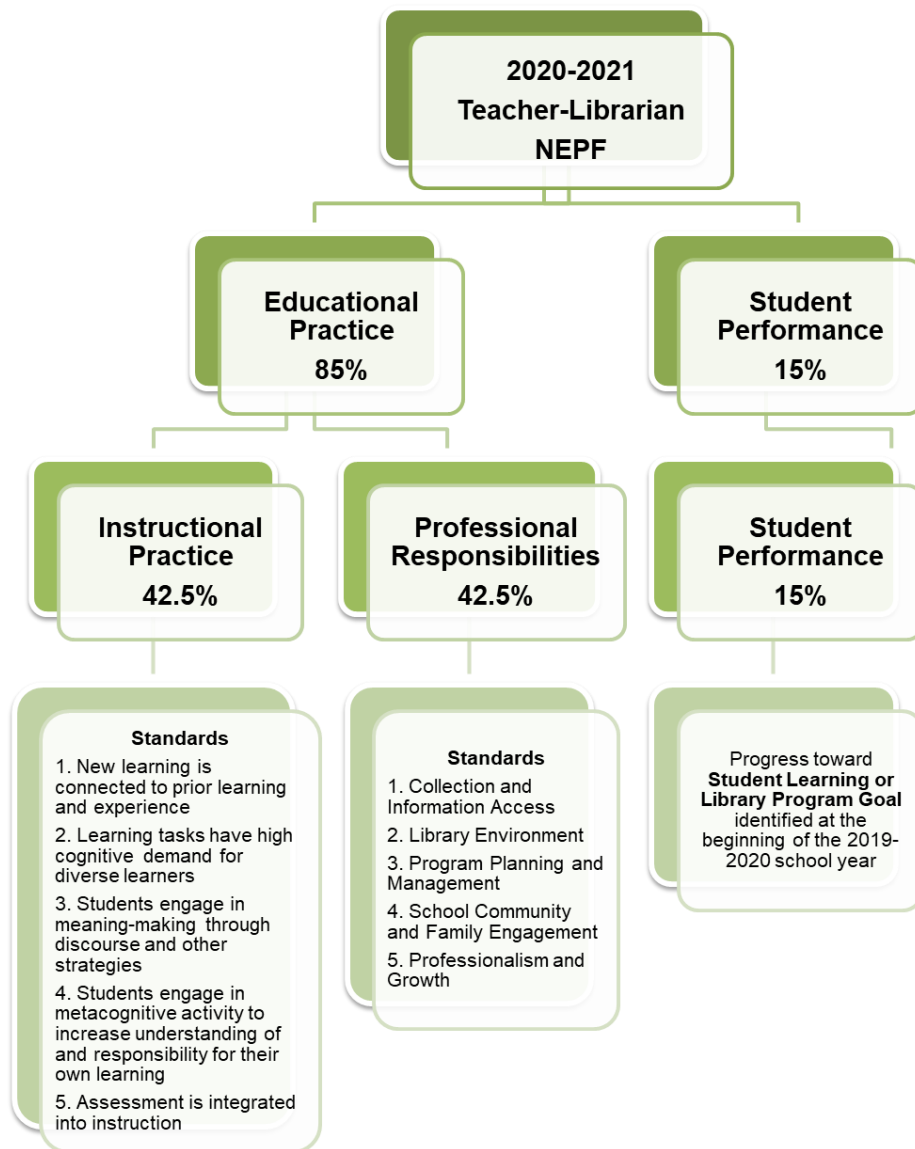
## APPENDIX B – TEACHER-LIBRARIAN FRAMEWORK

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 2020-2021 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 8: 2020-2021 Teacher-Librarian Framework**



## **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' 21<sup>st</sup> 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 of **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 **2020-2021** 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.