

Nevada Educator Performance Framework

Lesson Planning Template

Instructional Standards	NOTES /ACTIONS
Learning Purpose and Connections Standard 1	
<p>What will the students be learning?</p> <ul style="list-style-type: none"> • What strategies will help students make connections to previous learning? • How will students know the purpose and relevance of the lesson? • How will students build their current knowledge? 	
Learning Tasks and Cognitive Demands Standard 2	
<p>How are students supported in achieving the learning goals?</p> <ul style="list-style-type: none"> • What Depth of Knowledge levels will students experience in the learning tasks? • How will students be supported to experience deeper learning? • How will students be challenged to advance their thinking and skills? 	
Engagement Strategies and Discourse Standard 3	
<p>How will students engage in interactive dialogue and or discussions?</p> <ul style="list-style-type: none"> • How will students develop their skills in argumentation, explanation, and critique, using logic/evidence to support or refute a claim or position? • How will students use multiple representations of concepts in their thinking? (i.e., graphic organizers, visuals, drawings, concept maps, videos, simulations, data formats) • What opportunities will students have to use their personal experiences and knowledge to connect to the new concepts and skills? • How will students collaborate with each other? 	
Student Understanding of and Responsibility for Learning Standard 4	
<p>How will students reflect on their learning progress through structured metacognitive activities?</p> <ul style="list-style-type: none"> • How will students know the learning goals, the performance criteria and purpose of the lesson? • How will students share their progress? • How will students be supported in revising their learning strategies based on their progress? 	
Assessment Integrated into Instruction Standard 5	
<p>How will student progress be assessed?</p> <ul style="list-style-type: none"> • How were student pre-assessments or work samples used to plan this lesson? • What evidence of student learning will be generated during the lesson? (i.e., writing, one-on-one conferencing, discussions with peers, instructional tasks)? • How will students receive formative feedback? • How are instructional adjustments made based on students' results from their formative assessments? 	

