NEVADA EDUCATOR PERFORMANCE FRAMEWORK

Standard 1: New Learning is Connected to Prior Learning and Experiences

Indicator 1 Teacher activates **all** students' initial understandings of new concepts and skills	**Teacher needs to pay attention to students' incomplete understandings and misconceptions that they bring with them to the given topic.** • Discover and discuss misconceptions the students may have • Activate schema through questioning and discussion • Create a KWL chart • Have students discuss prior knowledge with one another using think, write, pair, share or other strategies • Have students solve a smaller problem to evoke prior knowledge and familiar skills and strategies • Have a gallery (carousel) walk about a subject beforehand • Project an image, discuss everything students know about it • Create a brainstorming web (bubble/concept map) together • Read a picture book to make connections or activate initial understandings • Determining what they think they know so the teacher can clear up misconceptions
Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for **all** students	**Student's previous learning includes learning that occurs in and out of school contexts.** • Review previous day's activities and link it to that day's lesson • Evoke discussion about experiences in and out of school • Explicitly discuss the relationship between prior knowledge and what will be learned that day • Use of conceptually related text • Entrance ticket, sentence starter ("One thing I already know about ____is _____."), warms ups, bell ringers, do now's, etc. to connect to previous learning. • Have student's journal (exit ticket) about what they learned as closure, then revisit during the instruction the next day to connect to previous learning. • Using essential questions, objectives, learning goals, etc
Indicator 3 Teacher makes clear the purpose and relevance of new learning for **all** students	**Relevance of new learning includes connecting new learning to the broader learning goals of the lesson and understanding the purpose of learning. Students should be answering the question: What is the point?** • Discuss the purpose of the lesson with the students and how it relates to real life • Invite students to share personal experiences as it relates to the objective • State objective and have students repeat it. • Refer back to the lesson's purpose throughout the lesson • Discuss how the lesson will contribute to future grades • Have students answer the question "What is the point?" • Revisit the essential questions, objectives, learning goals, etc. during the closure
Indicator 4 Teacher provides **all** students opportunities to build on or challenge initial understandings	**Teacher employs effective and varied strategies, assisting all students in the process of bridging understanding from initial conceptions to targeted learning.** • Using Pre-test data to drive instruction • Continually assess to provide flexible, differentiated groups • Use Bloom's Taxonomy to encourage higher-level thinking (describe, defend, analyze, compare, design, justify, evaluate) • Provide higher-level activities, text, and projects to challenge students • Assist students using manipulatives, scaffolding, small groups, and explicit modeling • Prompting students with questions so the students can build on/revise their understanding. • Taking previously learned material and applying it in new ways. • Teacher provides non-examples, find mistakes, etc

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Standard 2: Learning Tasks Have High Cognitive Demand for Diverse Learners. (Rigor, DOK, and Differentiation)

Indicator 1 Tasks purposefully employ **all** students' cognitive abilities and skills	**Teacher engages all students with relevant and substantive tasks that effectively support deep learning of subject matter content and processes. Challenge and engage each child at their level in meaningful learning.** • Learning activities are appropriate for the age, ability, and learning styles of the students • Tasks deepen student understanding • Tasks can be solved in a multitude of ways and allow for explaining, justifying and interpreting • All students are exposed to complex texts that challenge their thinking and/or reading skills
Indicator 2 Tasks place appropriate demands on each student	**Tasks require cognitive effort from all students; that is, tasks match students in appropriately challenging ways (e.g., not too easy, not too hard). Tasks should not be "one size fits all."** • Learning tasks are differentiated to meet the needs of advanced students, students with disabilities, and at-risk students • Leveled reading and math groups • Projects or higher-level tasks for advanced students • Tasks match students' abilities (e.g., not too easy, not too hard) • Teacher operates with the belief that tasks are not "one size fits all"
Indicator 3 Tasks progressively develop **all** students' cognitive abilities and skills	**Teacher designs and structures tasks that allow for deep rather than superficial learning. Tasks are not discrete but connected to a larger sequence of learning. Observers, when observing a lesson, should ask themselves: 1) Are the tasks worth doing? And 2) Are they worth the students' time?** • Tasks connect to a larger sequence of learning • Tasks are connected to the overall goals of the lesson, unit, or standard • Tasks are worth doing and worth the students' time • DOK levels progressively increase from identifying, describing, and recalling to comparing, summarizing, organizing, predicting, concluding, inferring, revising, critiquing, constructing, investigating, designing, and proving (extended thinking).
Indicator 4 Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.	**The teacher takes an active role in ensuring that students have equitable opportunities to achieve.** • Teacher models and demonstrates high expectations that all children can learn at high levels • Teacher focuses on students' strengths and abilities rather than focusing on what the students cannot do • Student differences are embraced

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Standard 3: Students Engage in Meaning Making Through Discourse and Other Strategies

Indicator 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students	**Teacher provides effective guidance for all students to actively participate in reciprocal and sustained interactions that enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills.** • Discourse involves making argumentations, explaining, critiquing and using logic and evidence to support or refute a claim. • May be oral and written • Teacher asks questions that are framed for justification and student thinking, rather than yes/no answers • Kagan strategies are used such as rally robin, talking chips, shoulder/face partners • Students have opportunities to collaborate during learning tasks • Teacher models the use of academic vocabulary and encourages students to use it with one another • Sentence frames or stems may be provided for students • Teacher communicates the expectations of collaborative behaviors.
Indicator 2 Teacher provides opportunities for **all** students to create and interpret multiple representations	**Teacher effectively structures opportunities for all students to use varied representations that successfully engage student thinking, and successfully support their understandings of emerging/developing concepts and/or their acquisition of skills.** • All students can contribute in some way utilizing a strength • Representations are nonverbal ways for students to organize, externalize, extend and manipulate their thinking • Representations include models, diagrams, writing, digital and print media, images/visuals, data (e.g., graphs/tables), patterns, concept maps, drawings, videos, and simulations • Students will have opportunities to use a variety of representations to explain their thinking such as: concept maps, thinking maps, diagrams, drawings and other visuals, videos and simulations.
Indicator 3 Teacher assists **all** students to use existing knowledge and prior experience to make connections and recognize relationships	**Teacher uses various and effective strategies to help all students see connections and relationships between previous learning, furthering their understanding of emerging/developing concepts and/or their acquisition of skills.** • Students have opportunities to make connections between prior experiences and previous learning (oral and written) • Teacher explicitly models making connections to prior learning and experiences • Students make text to text, text to self, and text to world connections • KWL, responders, surveys, anticipation guides, talking chips, round robin, and journals may be used to access prior knowledge. • Using what they know to make connections to new information.
Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for **all** students	**Aspects of classroom environment include classroom culture, norms, routines, expectations, and communication patterns, as well as management of student behaviors, resource provision and organization of physical space.** • Teacher establishes and consistently uses a behavior system so that students value each other's contributions and fully support each other's learning. • Teacher models respectful collaboration strategies for students to use (eye contact, not interrupting, appropriately responding, e.g. Thanks for sharing, I respectfully disagree) • Student expectations are visually displayed in the classroom • Desks are arranged to allow for collaboration • Teacher provides opportunities for students to reflect, then share with partner, small group, and whole group. • Teacher praises participation and respects students for their thoughts • A variety of participation strategies are used, both verbal and non-verbal

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

Indicator 1 Teacher and **all** students understand what students are learning, why they are learning it, and how they will know if they have learned it	**Communication of learning goals, performance criteria, and purpose in the lesson.** • Discuss the purpose of the lesson and relevance to the students • Display the lesson's objective and refer to it throughout the lesson, as well as during the closure • Connect the new learning to the long-term learning goals • Discuss the performance criteria with the students • Teacher may share an exemplary model of successful performance

Indicator 2
 	
Teacher structures opportunities for self- monitored learning for **all** students
	All students actively engage in reflection on their learning status, which is directly related to learning goals and performance criteria, during well-structured opportunities for reflection in the lesson.
	• Teacher has structured opportunities during the lesson for students to reflect on their attainment of the performance criteria
	• Students set short-term and long-term learning goals (e.g., improving math fact fluency, homework completion, expository text comprehension, using correct punctuation)
	• Teacher models self-monitoring strategies
	• Students have opportunities to reflect on their own learning through:
	  ○ Analyzing assessment graphs
	  ○ Evaluating assignment samples (for example, if the student has set a writing goal, the student may choose one sample from the week to evaluate)
	  ○ Discussing their goal with a partner at the end of the lesson
	• Students track progress, which may be through goal/learning journals or filling out an academic self-monitoring planner sheet

Indicator 3 Teacher supports **all** students to take actions based on the students' own self-monitoring processes	**All students routinely take actions based on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support.** • Teacher providing time for student strategy use, talking to students about what/why they're doing the lesson, discussing with students what to do do next, sharing strategy with class. • Teacher provides opportunities for students to discuss learning strategies to achieve the lesson's goal • Along with setting an academic goal, teacher assists students in coming up with actions steps to achieve their goal • Students' actions may include making margin notes, reorganizing information conducting investigations, creating representations, or seeking assistance • Students revise their learning strategies based on their own evaluation of how the learning is progressing.

Standard 5: Assessment is Integrated Into Instruction

Indicator 1 Teacher plans on-going learning opportunities based on evidence of **all** students' current learning status	**Teacher consistently plans on-going learning opportunities based on substantial, current evidence of all students' learning status.** • Teacher plans for opportunities for students to show their "learning status" • Lesson plans and assessments include learning goals that specify the concepts, skills, or standards the students will learn in the lesson • Teacher uses up-to-date assessments to plan instruction • Teacher provides different learning opportunities based upon students' learning status • Open-ended tasks with multiple entry points are used • Teacher meets with individuals and flexible small groups to provide extra assistance to students based on formative assessments
Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria	**Teacher fully aligns assessment opportunities with clearly specified learning goals and performance criteria to provide quality evidence of all students' learning status.** • Learning goals specify what students are to learn in the lesson (e.g., concepts, skills, standards, NOT the activity) • Teacher establishes and communicates the performance criteria to the students • Different types of assessments are used to match student need or learning goal • Lesson plans and assessments include learning goals that specify the concepts, skills, or standards the students will learn in the lesson.
Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of **all** students	**Teacher structures multiple and varied opportunities to generate evidence of all students' learning during the lesson.** • Lesson plans include planned ways to generate evidence • Evidence may be generated through tasks, peer discussions, one-to-one conferences, journals, exit cards, and quick responses (i.e. hand signals, white boards, etc) • Multiple opportunities to generate evidence and not rely on one source
Indicator 4 Teacher adapts actions based on evidence generated in the lesson for **all** students	**Actions based on evidence can include: continuation of planned lesson, instructional adjustments, provision of feedback to students, subsequent lesson planning. Teachers actions change or stay the same based on evidence gathered.** • Teacher may continue the lesson or plan future lessons based on student need • During a lesson, a teacher may pull a small group and/or have students work in pairs if the need arises.