

NEVADA EDUCATOR PERFORMANCE FRAMEWORK HIGH-LEVERAGE INSTRUCTION STANDARDS

List of Evidence Sources & Descriptors

Evidence Sources	Descriptors
Artifact of the representation and/or its creation, interpretation, or use of the representation	This can include actual student representations created during the lesson, photographs of representations, text related to the representations, and any other by-product that provides insight into the creation, interpretation, or use of a representation by students.
Audio/visual/print artifact	Video, audio, or photo documentation of the classroom and students engaged in learning during a lesson.
Direct evaluator observation	The primary tool for evaluators to assess teachers on the Five Standards; evaluators conduct formal observations by visiting teachers' classrooms for 20 minutes.
Lesson plan	Lesson plans demonstrate what the focus of instruction for students is prior to the observed lesson, during the observed lesson, and potentially afterwards. They can also provide information as to resources that are used in lessons, student groupings, and learning goals, for example.
Prior student work/assessment informing planned learning opportunities	Examples of student work completed prior to the observed lesson which provides information about the teacher's consideration of diverse learners' needs in the upcoming observed lesson.
Student classroom interviews	The evaluator interviews students in the classroom to get a sense of whether the teacher and the lesson are meeting student needs (e.g., prior knowledge, cognitive demand, meaning-making, discourse, strategies, metacognitive activity, etc.).
Student feedback (e.g., survey, writing)	Student feedback can take many forms. Teachers may give students a survey on how well the lesson or their learning is going, or teachers may ask students to write down their thoughts after a lesson, such as what the students learned, what they were confused about, or what additional questions they have about a lesson.
Student products from observed lesson	Student products from the observed lesson, including written and numerical work, images, and any other work product.
Teacher notes	During a class lesson, or a group or individual work time, teachers may take notes related to their lessons. These notes may detail student understandings or misunderstanding of the lesson materials, next instructional steps or decisions on student learning, reflections on their teaching practice, etc.
Teacher pre/post conference	These are brief interviews with teachers held before and after the lesson observation where the evaluator asks a series of questions to the teacher about the lesson and reviews any artifacts shared by the teacher.
Written feedback on student work	Written feedback on student work is more than just an assigned grade or corrections on student written work. Written feedback should inform student learning by asking questions, commenting on student thinking, and/or giving suggestions to further students' skills and understandings. Additionally, written feedback can come from other students.