

# NEVADA EDUCATOR PERFORMANCE FRAMEWORK HIGH-LEVERAGE INSTRUCTION STANDARDS

## *Descriptors of Performance: Key Words in the Protocol*

Level 4: Highly Effective	
<b>All Students</b>	To receive an evaluation of <i>Highly Effective</i> , a teacher needs to demonstrate that all the students are being well served by instruction. This is indeed a high bar which teachers may strive for, yet not fully reach. If the evaluator, through direct observation, is able to judge that all but one or two students are being addressed with respect to the indicator, then the teacher must demonstrate through other evidence sources that he or she has made every possible effort to reach the <b>all student</b> status.
<b>Fully</b>	The descriptor <i>fully</i> , which is only included for <i>Highly Effective</i> performances, conveys that the teacher is enacting the standard to the greatest degree or extent. For example, the teacher must adapt his or her instruction to the greatest extent possible in response to evidence of learning during the lesson (Standard 5: Indicator 4); or all students can fully explain the intended learning (Standard 4: Indicator 1).
<b>Clearly</b>	This descriptor is used for <i>Highly Effective</i> teachers, and indicates that the teacher has performed to the maximum level possible and has been successful in communicating to students. For example, the teacher explicitly – and in a way that is understandable to students – communicates how the new learning is connected to longer-term goals, for example to the standards, or to the overall goals of the unit, or to how this learning is connected to competencies for college and career (Standard 1: Indicator 3).
<b>Effective/Effectively</b>	The descriptors <i>effective</i> and <i>effectively</i> are included for <i>Highly Effective</i> performances only. They signal that the teacher has achieved the instructional goal to the maximum extent possible. For example, in the performance level descriptor “the teacher uses effective strategies to help students see connections and relationships between previous and present learning” (Standard 3: Indicator 3), there should be evidence that the strategies the teacher has used have been completely successful in helping all students to see connections and relationships.
<b>Appropriate</b>	This descriptor is used only in Standard 2: Indicator 2 and is used for the <i>Highly Effective</i> performance level. If tasks are at an appropriate level of challenge, this means that they have been carefully designed by the teacher to match the students’ individual levels of learning – they are neither too easy, nor too hard and they will serve to advance student learning.
Level 3: Effective	
<b>Most students</b>	To receive an evaluation of <i>Effective</i> , a teacher needs to demonstrate that <b>most</b> students are being well served by instruction. There should be evidence of the teacher’s intention to address all students’ initial understandings, even though this did not happen in practice. (When a teacher demonstrates that most students are not well served by instruction, the performance evaluation level is <i>Minimally Effective</i> .)
<b>Adequately/Adequate</b>	The descriptor <i>adequately</i> , which is only included for <i>Effective</i> performances conveys that the teacher’s practice is satisfactory but does not reach the level of the greatest extent possible. Similarly, the term adequate is used to indicate that the teacher has performed satisfactorily. For example, the teacher providing adequate guidance indicates the guidance was satisfactory in accomplishing the teacher’s intended purpose (Standard 3: Indicator 1).
<b>Generally</b>	This descriptor generally is used for <i>Effective</i> performances and indicates that the teacher has for the most part achieved the instructional goal. For example, “generally engages student thinking” and “generally supports their understanding” indicates that the teacher has been mostly successful in engaging student thinking and supporting their understanding, but has not reached the standard indicated by ‘effective’ – i.e., to the greatest extent possible (Standard 3: Indicator 2). The descriptor generally is also used for <i>Minimally Effective</i> performances, for example, “student reflection is generally unrelated to learning goals...” (Standard 4: Indicator 2). In this instance, the evidence conveys that while the teacher might have attempted to support student reflection, it is not successfully accomplished.
<b>Sufficiently</b>	The descriptor <i>sufficiently</i> is included for <i>Effective</i> performances and in this category it conveys that the teacher has provided enough information, or used enough strategies to reach the intended goal of instruction. For example, the strategies the teacher uses to connect new learning goals to longer-term goals accomplish the intended purpose (Standard 1: Indicator 3).

<b>Level 2: Minimally Effective</b>	
<b>Some or Few</b>	A teacher receives an evaluation of <i>Minimally Effective</i> if the majority of students are not being well served by instruction, for example (Standard 2: Indicator 2).
<b>Insufficiently</b>	This descriptor is used for <i>Minimally Effective</i> performances to signal that the teacher has not successfully accomplished the instructional/assessment goal. For example, "performance criteria are insufficiently specified" indicates that the teacher has been unsuccessful in providing the criteria for the intended purpose (Standard 5: Indicator 1).
<b>Inadequately</b>	The descriptor <i>inadequately</i> , which is used for <i>Minimally Effective</i> performances, conveys that the teacher has not adequately accomplished the instructional/assessment goal. For example, the way the teacher attempts to activate most students' initial understandings is limited and does not result in initial understandings being activated (Standard 1: Indicator 1).
<b>Minimally</b>	This descriptor is reserved for the performance level <i>Minimally Effective</i> and indicates that the instructional goal has not been met. For example, a teacher might have attempted to guide students to a deeper understanding of a concept but the attempt was not successful (Standard 3: Indicator 1).
<b>Limited</b>	Used only for <i>Minimally Effective</i> performances, limited refers to a practice that the teacher has tried to enact a specific practice, but the practice is not well developed nor is it successful in meeting intended goals. For example, the teacher "uses limited strategies" indicates that the strategies are not well developed enough to achieve the goal (Standard 3: Indicator 3) and there are "only limited opportunities" for student reflection in the lesson indicates that the opportunities are not successful in meeting the goals (Standard 4: Indicator 2).
<b>Somewhat</b>	This descriptor is included for <i>Minimally Effective</i> performances. It indicates that while the teacher may have attempted to enact a specific practice, it was not successful in achieving the goal. For example, the strategies the teacher uses are not successful in furthering the students' understanding (Standard 3: Indicator 3).
<b>Level 1: Ineffective</b>	
<b>No, or almost no</b>	A teacher receives an evaluation of <i>Ineffective</i> when there is no, or almost no, evidence that any student is being served well by the instructional practice. For example, the evaluator finds there is no evidence that the teacher attempts to activate students' initial understandings (Standard 1: Indicator 1) or there is no evidence that the teacher plans any ongoing learning opportunities based on evidence (Standard 5: Indicator 3).