



## Nevada Educator Performance Framework - Standards Based Planning Guide

Guiding Questions	Notes	Resources/Activities/Formative Assessments/Artifacts	Planned Supports for Struggling and Succeeding Learners
<b>Learning Purpose and Connections - Standard 1</b>			
<p>What will the students be learning?</p> <ul style="list-style-type: none"> <li>• What strategies will help students make connections to previous learning?</li> <li>• How will students know the purpose and relevance of the lesson?</li> <li>• How will students build on their current knowledge?</li> </ul>	<p>List the standard(s) for the lesson. Highlight nouns and verbs to target concepts and skills to be taught. Note the DOK levels according to Hess' Cognitive Rigor Matrix (2009).</p> <p>Describe the learning strategies to overtly have students make connections to previous learning.</p> <p>Describe how students will know the purpose and relevance of the lesson?</p> <p>How does this lesson fit with what students currently know?</p>	<p>List handouts, PowerPoint slides, activities, and types of formative assessments (ticket out the door, think pair share, learning log entries) to be utilized in the lesson.</p>	<p>What vocabulary might need to be addressed that is problematic or confusing to learners? (list)</p> <p>What concepts/skills have been problematic for students in past teaching experiences? (note)</p> <p>What did the pre-assessment results indicate about student readiness for the concepts and skills in this lesson? (analyze with Professional Learning Community - PLC)</p> <p>If some students are already close to mastery, what can they do to accelerate their learning? (describe alternatives for lesson elements)</p>
<b>Learning Tasks and Cognitive Demands - Standard 2</b>			
<p>How are students supported in achieving the learning goals?</p> <ul style="list-style-type: none"> <li>• What Depth of Knowledge (DOK) levels will students experience in the learning tasks?</li> <li>• How will students be challenged and supported to experience deeper learning?</li> <li>• How will students be challenged to advance their thinking and skills?</li> </ul>	<p>Note the DOK levels to be addressed by specific activities, assessments, tasks and questions. Do the learning experiences match the DOK level in the Standard?</p> <p>What opportunities for application, analysis, synthesis and extended thinking will students have?</p>	<p>What formative assessments will be used to check if students are achieving the intended learning goals?</p>	<p>What are the foundational skills and knowledge?</p> <p>Were misunderstandings in students' prior knowledge corrected to help them access the levels of deeper and more challenging learning goals?</p> <p>What frustrations might students experience when asked to do more challenging work? How can the lesson be scaffolded or differentiated to support learner confidence and growth? (Same end goal, different pathways for students to get there)</p> <p>Based on formative assessments, identify struggling and succeeding learners and instructional "change up" approaches.</p>
<b>Engagement Strategies and Discourse - Standard 3</b>			
<p>How will students engage in interactive dialogue and or discussions to enhance their learning?</p> <ul style="list-style-type: none"> <li>• How will students develop their understandings of and skills in argumentation, explanation, and critique, using logic/evidence</li> </ul>	<p>Note the structure of the collaborative discussions and interactions; clearly define the norms and routines for students.</p> <p>Note how groups will be formed for</p>	<p>Indicate how the expectations for collaborative behaviors will be communicated. (for example, the CHAMPS system by R. Sprick, a table-talk rubric for self-assessment by group members, assigned group member roles)</p>	<p>What are the strategies/norms in setting the framework for collaboration and meaningful discussions to ensure:</p> <p>All students have a voice (inclusive activity)</p>

<p>to support or refute a claim or position?</p> <ul style="list-style-type: none"> <li>• How will students use multiple representations of concepts in their thinking? (i.e., graphic organizers, visuals, drawings, concept maps, videos, simulations, data formats)</li> <li>• What opportunities will students have to use their prior experiences and previous learning to connect to the new concepts and skills?</li> <li>• How will students collaborate?</li> </ul>	<p>various activities.</p> <p>Note the graphic organizer(s) that will fit with the concepts in this lesson?</p> <p>List the other resources to be used to help students to understand/see the concepts more clearly.</p> <p>Indicate how/when students will give feedback on their connection to prior experiences and previous learning.</p>	<p>Describe how students will receive feedback on their participation during collaboration and discussions?</p>	<p>All students are respected for their thoughts (safe environment)</p> <p>All students can contribute in some way utilizing a strength (drawing, creating a diagram, seeking research or information, taking notes, sharing summaries)</p> <p>All questions are framed so that a yes/no response is eliminated and a why/why not justification is required to express student thinking.</p>
<p><b>Student Understanding of and Responsibility for Learning - Standard 4</b></p>			
<p>How will students reflect on their learning progress through structured metacognitive activities?</p> <ul style="list-style-type: none"> <li>• How will students know the learning goals, the performance criteria and purpose of the lesson?</li> <li>• How will students reflect on and share their progress?</li> <li>• How will students be supported in revising their learning strategies based on their progress?</li> </ul>	<p>Determine at what points in the lesson, students will give feedback on how they are doing in their learning at that time.</p> <p>Structure opportunities in the lesson to monitor and share how students approached a particular problem or task.</p> <p>Structure opportunities in the lesson for students to give feedback to each other about their work or their thinking.</p>	<p>Note activities such as constructed response, learning logs, think-pair-share, journals, structured note-taking format that allow for students to make their connections and reflections.</p>	<p>For struggling learners, plan for specific review of learning (concepts and skills) at both the beginning of the lesson and in closure. Ask them to paraphrase verbally what the learning goals were and where they are in meeting the goals.</p> <p>For succeeding learners, plan for independent extended activities or tasks that are engaging them to go deeper or to seek connections to the learning in other contexts.</p>
<p><b>Assessment Integrated into Instruction - Standard 5</b></p>			
<p>How will student progress be assessed?</p> <ul style="list-style-type: none"> <li>• How were student pre-assessments or work samples used to plan this lesson?</li> <li>• What evidence of student learning will be generated during the lesson? (i.e., writing, one-on-one conferencing, discussions with peers, instructional tasks)?</li> <li>• How will students receive formative feedback?</li> <li>• How are instructional adjustments made? How are instructional decisions based on students' results from their formative assessments?</li> </ul>	<p>Develop assessment items, both formative and summative, in advance of moving into the lesson.</p> <p>Determine how students will receive both formal and informal feedback on their progress in learning.</p> <p>After quick formative assessments to determine "are they getting it?" or "can they do it," readjust pacing, strategies or supports to assist students.</p>	<p>Note conferencing strategies/dialogue activities that will assist students to intentionally incorporate feedback from teachers and peers to make improvements in their learning success.</p>	<p>Have students access differentiated site-based school supports as recommended by the instructor based on formative feedback systems.</p> <p>Determine if referral systems for instructional supports are easily accessed and remediate barriers that exist that are within the school's control.</p>