OVERVIEW MODULE OF THE STANDARDS

NEVADA’S HIGH-LEVERAGE INSTRUCTIONAL STANDARDS
IMPLEMENTING THE NEVADA EDUCATOR PERFORMANCE FRAMEWORK:
EVALUATING & SUPPORTING TEACHER SUCCESS
Lesson 1
### Standard 1: Indicators

<table>
<thead>
<tr>
<th>What Teachers Need to Demonstrate</th>
<th>Mandatory Evidence Sources of Instructional Practice</th>
<th>Optional Evidence Sources of Instructional Practice</th>
<th>Description/Notes</th>
</tr>
</thead>
</table>
| **Indicator 1** Teacher activates all students’ initial understandings of new concepts and skills | • Direct evaluator observation  
• One confirmatory item from optional evidence source | • Lesson plan  
• Teacher pre/post conference  
• Student work | • Initial understandings can sometimes support or conflict with learning new concepts/ideas  
• If initial understandings are ignored, the understandings that students develop can be very different from what the teacher intends  
• Teacher needs to pay attention to students’ incomplete understandings and misconceptions that they bring with them to a given topic |
| **Indicator 2** Teacher makes connections explicit between previous learning and new concepts and skills for all students | • Direct evaluator observation  
• One confirmatory item from optional evidence source | • Lesson plan  
• Teacher pre/post conference  
• Student classroom interviews  
• Student feedback (e.g., survey, writing) | • Students’ previous learning includes learning that occurs in and out of school contexts |
| **Indicator 3** Teacher makes clear the purpose and relevance of new learning for all students | • Direct evaluator observation  
• Student classroom interviews | • Lesson plan  
• Teacher pre/post conference  
• Student feedback (e.g., survey, writing) | • Relevance of new learning includes connecting new learning to the broader learning goals of the lesson and understanding purpose of learning  
• Students should be answering the question: What is the point? |
| **Indicator 4** Teacher provides all students opportunities to build on or challenge initial understandings | • Direct evaluator observation  
• One confirmatory item from optional evidence source | • Lesson plan  
• Teacher pre/post conference  
• Student classroom interviews  
• Student feedback (e.g., survey, writing)  
• Student work | • Teacher needs to interpret levels of students’ initial understandings in order to move learning forward  
• Teacher employs instructional techniques to promote conceptual change in student thinking  
• Techniques can include specific tasks, discussions, and questioning that help students revise/restructure existing misconceptions or build on and expand their initial understandings |
# Standard 1: Performance Levels

<table>
<thead>
<tr>
<th>Indicator 1</th>
<th>Indicator 2</th>
<th>Indicator 3</th>
<th>Indicator 4</th>
</tr>
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<td><strong>Teacher activates all students’ initial understandings of new concepts and skills</strong></td>
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**Level 4**
- Teacher fully activates all students’ initial understandings (including misconceptions and incomplete understandings) through the use of multiple methods and/or modes*

**Level 3**
- Teacher adequately activates most students’ initial understandings (including misconceptions and incomplete understandings) by using at least two methods and/or two modes

**Level 2**
- Teacher inadequately activates most students’ initial understandings (including misconceptions and incomplete understandings) using limited methods and/or modes

**Level 1**
- Teacher activates no, or almost no students’ initial understandings

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*Methods = Teacher questions, provides tasks, asks for free recall, structures discussions; Modes = Students respond orally, make diagrams, write, draw, describe

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## Standard 2: Indicators

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| **Indicator 1**  
Tasks purposefully employ all students' cognitive abilities and skills | • Direct evaluator observation  
• One confirmatory item from optional evidence source |
|  | • Teacher pre/post conference  
• Student classroom interviews  
• Student work |
|  | • All students refers to the diversity found in all classrooms: various levels of learning, working pace, experience, and backgrounds (e.g., language, culture, SES)  
• Cognitive abilities include (but are not limited to) reasoning, planning, solving problems, evaluating, synthesizing, comprehending, and designing  
• Skills refer to the capacity or competence to perform a task; they can range from simple levels (e.g., actions performed as a result of repeated practice) to higher levels (e.g., application of different tasks drawing on understanding and abilities of high order)  
• Cognitive abilities and skills are increasingly content specific as students’ learning develops |
| **Indicator 2**  
Tasks place appropriate demands on each student | • Direct evaluator observation  
• Student classroom interviews |
|  | • Teacher pre/post conference  
• Student work  
• Student feedback (e.g., survey, writing) |
|  | 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” |
| **Indicator 3**  
Tasks progressively develop all students’ cognitive abilities and skills | • Direct evaluator observation  
• One confirmatory item from optional evidence source |
|  | • Teacher pre/post conference  
• Lesson plans  
• Teacher notes  
• Student work |
|  | 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  
Tasks are connected to overall goals of the lesson, unit, or standard  
Observers, when observing a lesson, should ask themselves: (1) Are the tasks worth doing? and (2) Are they worth the students’ time? |
| **Indicator 4**  
Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status. | •Direct evaluator observation  
•One confirmatory item from optional evidence source |
|  | •Teacher pre/post conference  
•Lesson plans  
•Teacher notes  
•Student work |
|  | Teacher serves all students well regardless of family background, socio-economic status, or ability.  
Teacher has an expectation that all children can achieve at high levels,  
The teacher takes an active role in ensuring that students have equitable opportunities to achieve |
## Standard 2: Performance Levels

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<tr>
<td>Teacher engages all students with relevant and substantive tasks that effectively support deep learning of subject-matter content and processes</td>
<td>Teacher provides tasks at the appropriate level of challenge for every student, effectively enabling each student to advance his/her learning of subject-matter content and processes</td>
<td>Teacher effectively structures multi-leveled tasks that advance all students’ thinking and/or skills in connected steps during the course of a lesson and across multiple lessons</td>
<td>Teacher models and demonstrates the highest expectation that all children can learn at high levels regardless of family background, socio-economic status, or ability. The teacher takes an active role in ensuring that students have equitable opportunities to achieve.</td>
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<tr>
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<tr>
<td>Teacher engages most students with generally relevant and worthwhile tasks that adequately support deep learning of subject-matter content and processes</td>
<td>Teacher provides tasks at a generally appropriate level of challenge for most students, largely enabling most students to advance their learning of subject-matter content and processes</td>
<td>Teacher adequately structures tasks with more than one level that advance most students’ thinking and/or skills in connected steps during the course of a lesson and/or across multiple lessons</td>
<td>Teacher models and demonstrates high expectations that all children can learn at high levels regardless of family background, socio-economic status, or ability.</td>
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<td>Teacher engages most students with tasks that inadequately support deep learning of subject-matter content and processes</td>
<td>Teacher provides tasks at an appropriate level of challenge for few students, minimally enabling most students to advance their learning of subject-matter content and processes</td>
<td>Teacher structures a single task at one level that minimally advance all students’ thinking and/or skills during the course of a lesson and/or across multiple lessons</td>
<td>Teacher demonstrates minimal expectations that children can learn at high levels regardless of family background, socio-economic status, or ability.</td>
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<td>Teacher does not engage students with any tasks that support deep learning of subject-matter content and processes</td>
<td>Teacher provides no, or almost no tasks at an appropriate level of challenge for any students, enabling no, or almost no students to advance their learning of subject-matter content and processes</td>
<td>Teacher does not structure leveled tasks that advance any student’s thinking and/or skills in connected steps during the course of a lesson and/or across multiple lessons</td>
<td>Teacher demonstrates little expectation that children can learn at high levels regardless of family background, socio-economic status, or ability.</td>
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Your Turn

Review Handout 2, Standards 1-2.

Note anything that you are not sure about.
Now that you have heard about Standards 1-2 and reviewed Handout 2 on those standards, share your notes with a partner.
Any questions/comments about Standards 1-2 in Handout 2?