* Embedding the Nevada Educator Performance Framework
* Implementing Common Core Standards
* Analyzing and reflecting on student work
* Using data to design evidence-based teaching
* Promoting collaborative conversations

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| **Nevada Educator Performance Framework** | | **Common Core Standards** | | **National Board: Analyzing and Reflecting on Student Work** | | **National Board: Using Data/Evidence Based Learning** | |
| **Teachers:**  **High-Leverage Instruction:**  -New Learning is connected to prior learning and experience (Stan. 1)  -Learning tasks have high cognitive demand for diverse learners (Stan. 2)  -Students engage in meaning-making through discourse/other strategies (Stan. 3)  -Students engage in metacognitive activity (Stan. 4)  -Assessment is integrated into instruction (Stan. 5)  **Professional Responsibilities:**  -Reflection on professional growth and practice (Stan. 2)  -Professional obligations (Stan. 3) | | **Teachers describe how students:**  -Build strong knowledge base through content rich texts  -Read, write, and speak grounded in evidence  -Construct viable arguments and critique reasoning of others  -Engage in argument from evidence  -Demonstrate independence in reading complex text, and writing & speaking about them  -Come to understand other perspectives and cultures through reading, listening, and collaborations  Relationships & convergences found in CCSS in Mathematics, ELA, Science, and Social Studies | | **Teachers:**  -Describe student performance using strength based approach  -Analyze student work based on goals  -Describe how students show growth over time  -Use formative assessment data to adjust teaching practices  -Describe and justify lesson adjustment based on student goals and data  -Plan future teaching based on student and content knowledge: “What is the student ready to do next in this lesson sequence?” | | **Teachers:**  -Show knowledge of students  -Develop student growth objectives/goals  -Design assessment/rubrics based on student growth objectives/goals  -Reflect on future goals based on student work analysis and lesson outcomes  -Create new measureable goals  -Justify instructional practices based upon goals and specific data | |

**Maximizing Student Achievement**