

# Nevada Educator Performance Framework

## Pre Observation Conference Guide

The purpose of these guiding questions is to frame the discussion about the lesson to be observed. Not all areas need to be addressed in the conference, but may be viewed in the artifacts provided by the teacher to the evaluator. The teacher should receive this guide in advance of the conference to prepare notes about the lesson and gather artifacts relevant to the questions.

Artifacts may include but are not limited to: semester/unit plans, lesson plans, activity descriptions, handouts, copies of formative and summative assessment items, data analysis of prior student work/assessment results, audio/visual/print resources, concept representation models (graphic organizers, note-taking formats, learning logs, journal entries, models etc.), student work samples.

**Teacher Name:** \_\_\_\_\_ **Class/Period Observed:** \_\_\_\_\_

**Date of Observation:** \_\_\_\_\_ **Date of Conference:** \_\_\_\_\_

Instructional Standards	NOTES and ARTIFACTS
<b>Learning Purpose and Connections Standard 1</b>	
<p><b>What will the students be learning?</b></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 their current knowledge?</li> </ul>	
<b>Learning Tasks and Cognitive Demands Standard 2</b>	
<p><b>How are students supported in achieving the learning goals?</b></p> <ul style="list-style-type: none"> <li>• What Depth of Knowledge levels will students experience in the learning tasks?</li> <li>• How will students be supported to experience deeper learning?</li> <li>• How will students be challenged to advance their thinking and skills?</li> </ul>	
<b>Engagement Strategies and Discourse Standard 3</b>	
<p><b>How will students engage in interactive dialogue and or discussions?</b></p> <ul style="list-style-type: none"> <li>• How will students develop their skills in argumentation, explanation, and critique, using logic/evidence to support or refute a claim or position?</li> <li>• How will students use multiple representations of concepts in their thinking? (i.e., graphic organizers, visuals, drawings, concept maps, videos,</li> </ul>	

<p>simulations, data formats)</p> <ul style="list-style-type: none"> <li>• What opportunities will students have to use their personal experiences and knowledge to connect to the new concepts and skills?</li> <li>• How will students collaborate with each other?</li> </ul>	
<p><b>Student Understanding of and Responsibility for Learning Standard 4</b></p>	
<p><b>How will students reflect on their learning progress through structured metacognitive activities?</b></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 share their progress?</li> <li>• How will students be supported in revising their learning strategies based on their progress?</li> </ul>	
<p><b>Assessment Integrated into Instruction Standard 5</b></p>	
<p><b>How will student progress be assessed?</b></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 based on students' results from their formative assessments?</li> </ul>	
<p><b>Growth and Reflection Professional Responsibilities Standard 2</b></p>	
<p><b>What have you been working on in your instructional practice since your last observation cycle?</b></p> <ul style="list-style-type: none"> <li>• How do you feel you are progressing on your growth plan?</li> <li>• How have you incorporated learning from recent professional development experiences in your teaching?</li> </ul>	