Nevada Educator Performance Framework
Digital and Blended Learning Evidence and Examples-In-Practice

This list of evidence is not exhaustive and may be refined as educators and evaluators implement observation cycles in the digital or blended contexts. Evaluators are encouraged to select at least two sources of evidence from this tool to develop their feedback on a given indicator. This tool also provides an alignment with the National Standards for Quality Online Teaching (NSQ). It should be noted that this alignment is not exclusive; some NSQ standards may align with multiple NEPF indicators but are only represented under one indicator for sake of brevity.

Instructional Practice Standards

STANDARD 1: NEW LEARNING IS CONNECTED TO PRIOR LEARNING AND EXPERIENCE

What Teachers Need to Demonstrate	Traditional Sources of Evidence	Blended or Digital Evidence Sources	Aligned NSQ Standards
Indicator 1 Teacher activates all students' initial understandings of new concepts and skills	• Direct evaluator observation • Lesson plan • Teacher pre/post conference • Student work	• Digital surveys • Pre-lesson assignments connected to the online lesson • Discussion boards or chat rooms • Breakout room transcripts • Recorded synchronous or asynchronous lessons	• H1 The online teacher designs learning experiences that use technology to efficiently engage learners.
Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students	• Direct evaluator observation • Lesson plan • Teacher pre/post conference • Student classroom interviews • Student feedback (e.g., survey, writing)	• Digital surveys • Pre-lesson assignments connected to the online lesson • Discussion boards or chat rooms • Breakout room transcripts • Recorded synchronous or asynchronous lessons	• H3 The online teacher incorporates diverse media into online learning modules.
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)	• Discussion boards or chat rooms • Breakout room transcripts • Recorded synchronous or asynchronous lessons	

What Teachers Need to Demonstrate	Traditional Sources of Evidence	Blended or Digital Evidence Sources	Aligned NSQ Standards
Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings	• Direct evaluator observation • Lesson plan • Teacher pre/post conference • Student classroom interviews • Student feedback (e.g., survey, writing) • Student work	• Reflection questions posted at the beginning and end of learning experiences • Discussion boards or chat rooms • Breakout room transcripts • Recorded synchronous or asynchronous lessons	

STANDARD 2: LEARNING TASKS HAVE HIGH COGNITIVE DEMAND FOR DIVERSE LEARNERS

What Teachers Need to Demonstrate	Traditional Evidence Sources	Blended or Digital Evidence Sources	Aligned NSQ Standards
Indicator 1 Tasks purposefully employ all students' cognitive abilities and skills	• Direct evaluator observation • Teacher pre/post conference • Student classroom interviews • Student work	• Discussion boards or chat rooms • Breakout room transcripts • Recorded synchronous or asynchronous lessons • Posted teacher feedback or prompting	• B2 The online teacher incorporates discipline-specific technologies, tools, and resources to meet individualized learner needs.
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)	• Discussion boards or chat rooms • Breakout room transcripts • Recorded synchronous or asynchronous lessons • Posted teacher feedback or prompting • Alternate asynchronous resources available	• D1 The online teacher uses digital tools to identify patterns in learner engagement and performance that will inform improvements to achieve individual learner growth. • H4 The online teacher is able to incorporate subject-specific and developmentally appropriate digital learning resources into online learning modules.
Indicator 3 Tasks progressively develop all students' cognitive abilities and skills	• Direct evaluator observation • Teacher pre/post conference • Lesson plans • Teacher notes • Student work	• Discussion boards or chat rooms • Breakout room transcripts • Recorded synchronous or asynchronous lessons • Posted teacher feedback or prompting	• D3 The online teacher enables a learner-customized pace and/or path through instruction aligned with learners' individual goals, learning trajectories, and interests.

What Teachers Need to Demonstrate	Traditional Evidence Sources	Blended or Digital Evidence Sources	Aligned NSQ Standards
		• Alternate asynchronous resources available	• H2 The online teacher uses a formative approach to lesson design.
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 • Teacher pre/post conference • Lesson plans • Teacher notes • Student work	• Discussion boards or chat rooms • Breakout room transcripts • Recorded synchronous or asynchronous lessons • Posted teacher feedback or prompting • Alternate asynchronous resources available • Communication logs • Teacher announcement posts	• C5 The online teacher is able to meet the learning needs of all learners, regardless of cultural background and perspective.

STANDARD 3: STUDENTS ENGAGE IN MEANING-MAKING THROUGH DISCOURSE AND OTHER STRATEGIES

What Teachers Need to Demonstrate	Traditional Evidence Sources	Blended or Digital Evidence Sources	Aligned NSQ Standards
Indicator 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students	• Direct evaluator observation • Teacher pre/post conference • Teacher notes • Audio/visual/print artifact	• Discussion boards or chat rooms • Breakout room transcripts • Recorded synchronous or asynchronous lessons • Posted teacher feedback or prompting	• B3 The online teacher uses different types of tools to interact in online courses in order to nurture learner relationships, encourage learner interaction, and monitor and motivate learner engagement. • C1 The online teacher employs learner-centered instructional strategies and current practices that leverage technology for learner collaboration. • C2 The online teacher creates expectations for appropriate interaction among learners, including establishing netiquette requirements, modeling implementation, and enforcing the requirements. • C4 The online teacher promotes learner-learner interaction in online groups in order to foster collaboration and promote higher-order thinking skills such as analysis, synthesis, and/or evaluation.
Indicator 2 Teacher provides opportunities for all students to create and interpret multiple representations	• Direct evaluator observation • One artifact of the representation and/or its creation, interpretation, or use of the representation • Lesson plan • Student work	• Discussion boards or chat rooms • Breakout room transcripts • Recorded synchronous or asynchronous lessons • Alternate asynchronous resources available	• F4 The online teacher creates alternative formats of course materials, if needed, in order to meet the needs of diverse learners and accommodate alternative means of access.

What Teachers Need to Demonstrate	Traditional Evidence Sources	Blended or Digital Evidence Sources	Aligned NSQ Standards
	• Teacher notes		• F5 The online teacher recommends assistive technologies where appropriate to meet mandated needs and address learner preferences. • F6 The online teacher provides additional opportunities for personalized learner growth or enrichment.
Indicator 3 Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	• Direct evaluator observation • Teacher pre/post conference • Lesson plan • Teacher notes	• Discussion boards or chat rooms • Breakout room transcripts • Recorded synchronous or asynchronous lessons • Alternate asynchronous resources available • Posted teacher feedback or prompting	• A1 The online teacher meets the professional teaching standards or has academic credentials in the field in which he or she is teaching.
Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students	• Direct evaluator observation • Teacher pre/post conference • Teacher notes • Student feedback (e.g., survey, writing)	• Discussion boards or chat rooms • Breakout room transcripts • Recorded synchronous or asynchronous lessons • Alternate asynchronous resources available • Posted teacher feedback or redirection • Rules of Netiquette posted • Student access log • Teacher announcement posts • Communication log • Student conference log	• A6 The online teacher demonstrates an understanding of effective time management strategies. • B1 The online teacher uses digital pedagogical tools that support communication, productivity, collaboration, analysis, presentation, research, content delivery, and interaction. • B4 The online teacher demonstrates basic troubleshooting skills and addresses basic technical issues as they arise.

What Teachers Need to Demonstrate	Traditional Evidence Sources	Blended or Digital Evidence Sources	Aligned NSQ Standards
			• B5 The online teacher supports safe digital learning spaces for all learners (e.g., data ownership and privacy expectations, digital identity curation). • C3 The online teacher develops a community among culturally diverse learners by providing opportunities for interaction that are conducive to active learning. • D6 The online teacher ensures that learners have necessary course resources and the information needed to navigate the learning platform and perform required tasks in a timely manner. • E1 The online teacher facilitates learning experiences that model and promote digital citizenship. • E2 The online teacher establishes standards for learner behavior that are designed to ensure academic integrity and appropriate use of the Internet that adhere to program-level policies.

STANDARD 4: STUDENTS ENGAGE IN METACOGNITIVE ACTIVITY TO INCREASE UNDERSTANDING OF AND RESPONSIBILITY FOR THEIR OWN LEARNING

What Teachers Need to Demonstrate	Traditional Evidence Sources	Blended or Digital Evidence Sources	Aligned NSQ Standards
Indicator 1 Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it	• Direct evaluator observation • Student classroom interviews • Lesson plan • Teacher pre/post conference • Student feedback (e.g., survey, writing)	• Digital rubrics posted • Discussion boards or chat rooms • Breakout room transcripts • Recorded synchronous or asynchronous lessons • Posted teacher feedback or redirection • Teacher announcement posts • Communication log • Student conference log	
Indicator 2 Teacher structures opportunities for self-monitored learning for all students	• Direct evaluator observation • Lesson plan • Student work • Student classroom interviews • Teacher notes • Teacher pre/post conference • Student feedback (e.g., survey, writing)	• Time management schedules • Embedded digital self-assessments • Digital rubrics posted • Teacher announcement posts • Work product / submission options available	• D2 The online teacher engages learner agency.
Indicator 3 Teacher supports all students to take actions based on the students' own self-monitoring processes	• Direct evaluator observation • Student classroom interviews • Teacher notes • Student work • Teacher pre/post conference • Student feedback (e.g., survey, writing)	• Embedded digital self-assessments • Digital rubrics • Work product / submission options available	• F7 The online teacher supports and provides a forum for sharing the varied talents and skills that learners bring to the online environment. • G8 The online teacher creates opportunities for learner self-assessment within courses.

STANDARD 5: ASSESSMENT IS INTEGRATED INTO INSTRUCTION

What Teachers Need to Demonstrate	Traditional Evidence Sources	Blended or Digital Evidence Sources	Aligned NSQ Standards
Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status	• Teacher pre/post conference • Lesson plan • Prior student work/assessment informing planned learning opportunities • Teacher notes • Student classroom interviews	• Discussion boards or chat rooms • Breakout room transcripts • Recorded synchronous or asynchronous lessons • Alternate asynchronous resources available • Embedded digital assessments • Posted teacher feedback or redirection • Teacher announcement posts • Work product / submission options available	• F1 The online teacher and support staff, where applicable, monitor and interpret learner progress and provide reasonable additional supports to all learners, paying particular attention to learners with identified disabilities or who represent traditionally underserved groups. • G5 The online teacher evaluates learner readiness and progress using formative and summative assessments and learner feedback throughout the course.
Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria	• Direct evaluator observation • Teacher pre/post conference • Lesson plan • Student work • Student classroom interviews	• Discussion boards or chat rooms • Breakout room transcripts • Recorded synchronous or asynchronous lessons • Alternate asynchronous resources available • Embedded digital assessments • Posted teacher feedback or redirection • Teacher announcement posts • Work product / submission options available	• G1 The online teacher chooses appropriate assessment tools, which allow students the opportunity to demonstrate mastery of the content. • G2 The online teacher employs pedagogy and content knowledge to develop and/or effectively implement assessments in ways that ensure the validity and reliability of the instruments and procedures. • G6 The online teacher assures alignment between the assignments, assessments, and standards-based learning goals. • G7 The online teacher customizes instruction to

What Teachers Need to Demonstrate	Traditional Evidence Sources	Blended or Digital Evidence Sources	Aligned NSQ Standards
			personalize the learning experience based on performance and assessment data and learn • H5 The online teacher continuously reviews and aligns all course content with applicable course objectives and standards. • H6 The online teacher creates, selects, and organizes appropriate assignments and assessments to align curricular content with associated standards-based learning goals or need.
Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students	• Direct evaluator observation • Teacher pre/post conference • Lesson plan • Teacher notes • Student classroom interviews • Audio/visual/print artifact	• Discussion boards or chat rooms • Breakout room transcripts • Recorded synchronous or asynchronous lessons • Alternate asynchronous resources available • Embedded digital assessments • Posted teacher feedback or redirection • Teacher announcement posts • Work product / submission options available	• G3 The online teacher uses strategies to ensure learner academic integrity and the security of learner assessment data. • G4 The online teacher implements a variety of assessments that accurately measure learner proficiency.
Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students	• Direct evaluator observation • Teacher pre/post conference • Lesson plan • Teacher notes • Written feedback on student work	• Discussion boards or chat rooms • Breakout room transcripts • Recorded synchronous or asynchronous lessons • Alternate asynchronous resources available	• D5 The online teacher helps learners reach content mastery through instruction and quality feedback using various formats. • F3 The online teacher uses data (quantitative and qualitative) to

What Teachers Need to Demonstrate	Traditional Evidence Sources	Blended or Digital Evidence Sources	Aligned NSQ Standards
	• Student classroom interviews	• Embedded digital assessments • Posted teacher feedback or redirection • Teacher announcement posts • Work product / submission options available	identify learners who need additional support services.

PROFESSIONAL RESPONSIBILITIES STANDARDS

STANDARD 1: COMMITMENT TO THE SCHOOL COMMUNITY

What Teachers Need to Demonstrate	Traditional Evidence Sources	Blended or Digital Evidence Sources	Aligned NSQ Standards
Indicator 1 The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.	• Direct evaluator observation • Teacher notes • Teacher pre/post conference • Student data	• Transcript or meeting minutes from online PLC group • Communication logs	• F2 The online teacher communicates with appropriate school staff regarding specific accommodations, modifications, or needs and works in collaboration with others to address learner needs.
Indicator 2 The teacher takes an active role in building a professional culture that supports school and district initiatives.	• Direct evaluator observation • Teacher notes • Teacher pre/post conference • Student data	• Transcript or meeting minutes from online PLC group • Communication logs	
Indicator 3 The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.	• Direct evaluator observation • Teacher notes • Teacher pre/post conference • Student data	• Communication logs • Teacher feedback • Student access log • Digital surveys	• A5 The online teacher demonstrates knowledge of the role of online learning in preparing learners to participate as global citizens.

STANDARD 2: REFLECTION ON PROFESSIONAL PRACTICE AND GROWTH

What Teachers Need to Demonstrate	Traditional Evidence Sources	Blended or Digital Evidence Sources	Aligned NSQ Standards
Indicator 1 The teacher seeks out feedback from instructional leaders and colleagues, and uses a variety of data to self-reflect on his or her practice.	• Direct evaluator observation • Teacher notes • Teacher pre/post conference • Teacher Professional Growth Plan	• Transcript or meeting minutes from online PLC group • Communication logs	• A2 The online teacher is a reflective practitioner.
Indicator 2 The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.	• Direct evaluator observation • Teacher notes • Teacher pre/post conference • Teacher Professional Growth Plan	• Professional Learning Certificates or Transcripts	• A3 The online teacher continuously pursues knowledge and skills related to online learning and pedagogy.
Indicator 3 The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.	• Direct evaluator observation • Teacher notes • Teacher pre/post conference • Cooperative Teacher • Professional Growth Plan • Mentee/evaluator Dialogue	• Transcript or meeting minutes from online PLC group • Communication logs	• A4 The online teacher serves as an ambassador of knowledge to stakeholders.

STANDARD 3: PROFESSIONAL OBLIGATIONS

What Teachers Need to Demonstrate	Traditional Evidence Sources	Blended or Digital Evidence Sources	Aligned NSQ Standards
Indicator 1 The teacher models and advocates for fair, equitable and appropriate treatment of all students and families.	• Direct evaluator observation • Teacher notes • Teacher pre/post conference • Family/community feedback	• Communication logs	• A9 The online teacher can explain his or her responsibilities in carrying out local or national law or mandates related to accessibility.
Indicator 2 The teacher models integrity in all interactions with colleagues, students, families, and the community.	• Direct evaluator observation • Teacher notes • Teacher pre/post conference • Family/community feedback	• Teacher announcement posts • Communication logs	• A7 The online teacher models digital citizenship.
Indicator 3 The teacher follows policies, regulations, and procedures specific to role and responsibilities.	• Direct evaluator observation • Teacher notes • Teacher pre/post conference • Teacher files		• A8 The online teacher maintains accurate records of relevant information and communications in the appropriate format. • E3 The online teacher models and complies with intellectual property policies and fair-use standards and reinforces their use with learners. • E4 The online teacher implements policies, including federal, state, and program-level policies (where applicable), designed to protect learners in the classroom and follows program and classroom Acceptable Use Policies (AUP).

STANDARD 4: FAMILY ENGAGEMENT

What Teachers Need to Demonstrate	Traditional Evidence Sources	Blended or Digital Evidence Sources	Aligned NSQ Standards
Indicator 1 The teacher regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs, and includes parent/guardian requests and insights about the goals of instruction and student progress.	• Direct evaluator observation • Teacher notes • Teacher pre/post conference • Parent/Family/Student feedback	• Communication log • Teacher announcement posts	• D7 The online teacher communicates frequently with stakeholders regarding learner progress and strategies for supporting learner engagement.
Indicator 2 The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.	• Direct evaluator observation • Teacher notes • Teacher pre/post conference • Parent/Family/Student feedback	• Communication log • Teacher announcement posts	
Indicator 3 The teacher informs and connects families and students to opportunities and services according to student needs.	• Direct evaluator observation • Teacher notes • Teacher pre/post conference • Parent/Family/Student feedback	• Communication log • Teacher announcement posts	

STANDARD 5: STUDENT PERCEPTION

What Teachers Need to Demonstrate	Traditional Evidence Sources	Blended or Digital Evidence Sources	Aligned NSQ Standards
Indicator 1 The students report that the teacher helps them learn.	• Student Interview • Teacher Notes • Teacher pre/post conference • Direct observation • Student Interview/Survey	• Embedded digital assessments • Student access log • Communication log • LMS messages • Discussion boards or chat rooms • Breakout room transcripts • Recorded synchronous or asynchronous lessons	
Indicator 2 The students report that the teacher creates a safe and supportive learning environment.	• Student Interview • Teacher Notes • Teacher pre/post conference • Direct observation • Student Interview/Survey	• Embedded digital assessments • Student access log • Communication log • LMS messages • Discussion boards or chat rooms • Breakout room transcripts • Recorded synchronous or asynchronous lessons	• D4 The online teacher establishes relationships through timely and encouraging communication, using various formats.
Indicator 3 The students report that the teacher cares about them as individuals and their goals or interests.	• Student Interview • Teacher Notes • Teacher pre/post conference • Direct observation • Student Interview/Survey	• Embedded digital assessments • Student access log • Communication log • LMS messages • Discussion boards or chat rooms • Breakout room transcripts • Recorded synchronous or asynchronous lessons	