

The NEPF/QPS Crosswalk:

Nevada Educator Performance Framework Standards (NEPF) and CTE Quality Program Standards (QPS)

Purpose: The purpose of this document is to help educators see the connection between the Nevada Educator Performance (NEPF) Standards used to evaluate educator performance and the Quality Program Standards for Career and Technical Education (CTE) used to evaluate career and technical education programs. It is intended to show how the evidence collected by educators for their NEPF can and should be used to demonstrate evidence of the QPS during both the annual program self-assessments as well as the Quality Program Reviews (QPR).

Black - indicates educator group primarily responsible for implementation as well as the collection of the data/evidence

Green - indicates educator group who is not primarily responsible, but who may/should serve in a supportive role

Blue - indicates educator group who is not primarily responsible, but who can/should collaborate with others to meet and/or measure standard

Quality Program Standards (QPS)		Nevada Educator Performance Framework Standards (NEPF)		
QPS	Descriptor	Administrator	Teacher	Counselor
1.0: Career Development				
1.1 Initiation of Career Development	Coordinate and sequence career development to promote and support career decision-making and planning of all students prior to entering a program of study.	ILS 1.1 - Administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.		PRS 1.1 - School counselor plans the implementation of a comprehensive school counseling program. PRS 1.2 - School counselor partners with stakeholders to ensure a comprehensive program is based on needs. PRS 2.2 - School counselor delivers developmentally appropriate services and activities to support college and career readiness for students.
	Initiate individual career self-assessments, interest profiles, college and career exploration and planning, and support services at the beginning of the 9th grade as part of the academic career planning for all students and reviewed annually thereafter.	ILS 1.1 - Administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.		PRS 2.1 - School counselor delivers developmentally appropriate services and activities to support the academic progress of students. PRS 4.2 - School counselor utilizes participation, mindsets and behaviors, and outcome data to identify achievement gaps, and develops appropriate action plans to enhance or improve student success.

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1.2 Academic and Career Planning	Provide each CTE student in a program of study a personalized academic and career plan that reflects exploration of the student’s interests, preferences, and aptitudes; and informs course selection, planning for further education and a career, and involvement in extended learning, such as work-based learning (WBL) experiences, industry certifications, work experience, and postsecondary credit.	ILS 2.1 - Administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.		PRS 2.2 - School counselor delivers developmentally appropriate services and activities to support college and career readiness for students.
1.3 Collaboration of Stakeholders	Collaborate with stakeholders (CTE teachers, academic teachers, special education teachers, transition specialists, counselors, administrators, and parents/guardians) to assist the student in making informed choices that align their high school academic and career plan with their career goals.	ILS 3.3 - Administrator structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.	<p>PRS 1.2 - Teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.</p> <p>PRS 4.2 - 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.</p> <p>PRS 5.3 - Students report that the teacher cares about them as individuals and their goals or interests.</p>	<p>PRS 2.1 - School counselor delivers developmentally appropriate services and activities to support the academic progress of students.</p> <p>PRS 2.2 - School counselor delivers developmentally appropriate services and activities to support college and career readiness for students.</p> <p>PRS 3.1 - School counselor provides relevant information and initiates collaboration with parents/guardians and school personnel for student success.</p>

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	Provide accurate and timely information on further education and training options, including application procedures, enrollment, financial aid and scholarships, and their projected educational, employment, and earnings outcomes to students in the program of study and their parents/guardians.	<p>ILS 3.4 - Administrator has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.</p> <p>PRS 4.3 - Administrator connects students and families to community health, human, and social services as appropriate.</p>	<p>PRS 4.1 - 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.</p> <p>PRS 4.3 - Teacher informs and connects families and students to opportunities and services according to student needs.</p>	<p>PRS 2.2 - School counselor delivers developmentally appropriate services and activities to support college and career readiness for students.</p> <p>PRS 3.1 - School counselor provides relevant information and initiates collaboration with parents/guardians and school personnel for student success.</p> <p>PRS 3.2 - School counselor coordinates with and influences the types of services provided by school and community partners to support and promote student success.</p> <p>PRS 3.3 - School counselor connects students in need to resources through the use of referrals.</p>
	Provide accurate and timely information on regional occupational trends and outlooks, high-demand and high-wage career opportunities, and the educational pathways that lead to current and projected career opportunities to students in the program of study and their parents/guardians.	<p>ILS 3.4 - Administrator has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.</p> <p>PRS 4.3 - Administrator connects students and families to community health, human, and social services as appropriate.</p>	<p>PRS 4.1 - 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.</p> <p>PRS 4.3 - Teacher informs and connects families and students to opportunities and services according to student needs.</p>	<p>PRS 2.2 - School counselor delivers developmentally appropriate services and activities to support college and career readiness for students.</p> <p>PRS 3.1 - School counselor provides relevant information and initiates collaboration with parents/guardians and school personnel for student success.</p>

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	Provide accurate and timely information on extended learning experiences available through the program of study, such as WBL, Career and Technical Student Organization (CTSO) participation, and articulated credit to students in the program of study and their parents/guardians.	<p>ILS 3.4 - Administrator has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.</p> <p>PRS 4.3 - Administrator connects students and families to community health, human, and social services as appropriate.</p>	<p>PRS 4.1 - 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.</p> <p>PRS 4.3 - Teacher informs and connects families and students to opportunities and services according to student needs.</p>	<p>PRS 2.1 - School counselor delivers developmentally appropriate services and activities to support the academic progress of students.</p> <p>PRS 2.2 - School counselor delivers developmentally appropriate services and activities to support college and career readiness for students.</p> <p>PRS 3.1 - School counselor provides relevant information and initiates collaboration with parents/guardians and school personnel for student success.</p>
1.4 Integration of Career Development	Integrate career planning, employability skills instruction, and postsecondary education and training options that provide students with information and opportunities relevant to their career goals, allowing for continuous career exploration opportunities into the program of study by the educators.	<p>ILS 4.1 - Administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.</p>	<p>IPS 1.3 - Teacher makes clear the purpose and relevance of new learning for all students.</p>	<p>PRS 1.2 - School counselor partners with stakeholders to ensure a comprehensive program is based on needs.</p> <p>PRS 2.2 - School counselor delivers developmentally appropriate services and activities to support college and career readiness for students.</p>
	Align career development activities with relevant national, State, and/or local standards.	<p>PRS 1.3 - Administrator supports the development of teacher leaders and provides leadership opportunities.</p> <p>PRS 3.4 - Administrator follows policies, regulations, and procedures specific to role and responsibilities.</p>	<p>IPS 5.2 - Teacher aligns assessment opportunities with learning goals and performance criteria.</p> <p>PRS 3.4 - Teacher follows policies, regulations, and procedures specific to role and responsibilities.</p>	<p>PRS 2.2 - School counselor delivers developmentally appropriate services and activities to support college and career readiness for students.</p>

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1.5 Career Center	Ensure that all students have access to a career center that includes current and relevant resources to support individualized college and career readiness planning for multiple career pathways and postsecondary options, and availability of current regional, State, and national labor market information.	ILS 4.3 - Administrator allocates resources effectively, including organizing time, to support learning goals.		PRS 3.2 - School counselor coordinates with and influences the types of services provided by school and community partners to support and promote student success.
	Ensure students in the program of study have access to job search information and placement services as they near completion of the program of study.	PRS 4.3 - Administrator connects students and families to community health, human, and social services as appropriate.		PRS 2.2 - School counselor delivers developmentally appropriate services and activities to support college and career readiness for students.

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2.0: Program and Instruction				
2.1 Program Accessibility	Ensure equitable access for all students in the CTE program.	<p>PRS 3.1 - Administrator models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families.</p>	<p>IPS 2.4 - Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability, and socioeconomic status.</p> <p>IPS 3.4 - Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.</p> <p>PRS 1.4 - Teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.</p> <p>PRS 3.1 - Teacher models and advocates for fair, equitable, and appropriate treatment of all students and families.</p>	<p>PRS 5.2 - School counselor identifies systemic factors impacting student success and advocates for creating an equitable and inclusive learning environment.</p>
2.2 CTE Program Course Sequence	Provide a fully sequenced CTE program of study and guide students to program completion.	<p>ILS 1.4 - Administrator systematically supports teachers' short-term and long-term planning for student learning through a variety of means.</p> <p>ILS 4.2 - Administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.</p>	<p>IPS 5.1 - Teacher plans ongoing learning opportunities based on evidence of all students' current learning status.</p> <p>PRS 1.2 - Teacher takes an active role in building a professional culture that supports school and district initiatives.</p>	<p>PRS 1.2 - School counselor partners with stakeholders to ensure a comprehensive program is based on needs.</p>

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2.3 Student Enrollment	Demonstrate effective instruction and safe learning and work conditions based on the current student-teacher ratio maintained in the classroom.	PRS 3.4 - Administrator follows policies, regulations, and procedures specific to role and responsibilities.	<p>IPS 3.4 - Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.</p> <p>PRS 3.3 - Teacher follows policies, regulations, and procedures specific to role and responsibilities.</p> <p>PRS 5.2 - Students report that the teacher creates a safe and supportive learning environment.</p>	PRS 5.3 - School counselor advocates for a safe and respectful learning environment for students.
2.4 CTE Course Curriculum	Demonstrate the CTE course curriculum is aligned with and based on the appropriate State standards.	<p>ILS 4.1 - Administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.</p> <p>PRS 3.4 - Administrator follows policies, regulations, and procedures specific to role and responsibilities.</p>	<p>IPS 1.3 - Teacher makes clear the purpose and relevance of new learning for all students.</p> <p>IPS 5.2 - Teacher aligns assessment opportunities with learning goals and performance criteria.</p> <p>PRS 3.3 - Teacher follows policies, regulations, and procedures specific to role and responsibilities.</p>	
	Provide course expectations/syllabi that include program description, program goals, and course objectives.	ILS 2.1 - Administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.	<p>IPS 1.3 - Teacher makes clear the purpose and relevance of new learning for all students.</p> <p>PRS 4.1 - 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.</p>	

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2.5 Instructional Methods	Use a variety of instructional methods, including learning outcomes, instructional methodologies/strategies, and student evaluation/feedback, to integrate academic knowledge, employability skills, technical skills, and leadership development.	<p>PRS 1.1 - Administrator collects high quality observation data and evidence of teacher practice in a fair and equitable manner and utilizes the results of evaluations to provide supports to improve performance.</p>	<p>IPS 2.1 - Tasks purposefully employ all students' cognitive abilities and skills.</p> <p>IPS 3.2 - Teacher provides opportunities for all students to create and interpret multiple representations.</p> <p>IPS 4.2 - Teacher structures opportunities for self-monitored learning for all students.</p> <p>IPS 5.1 - Teacher plans ongoing learning opportunities based on evidence of all students' current learning status.</p> <p>IPS 5.3 - Teacher structures opportunities to generate evidence of learning during the lesson of all students.</p> <p>PRS 5.1 - Students report that the teacher helps them learn.</p>	
2.6 Instructional Improvement	Use performance data to guide instruction consistent with student learning goals.	<p>ILS 1.2 - Administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data</p> <p>ILS 2.3 - Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.</p> <p>PRS 1.2 - Administrator uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers.</p>	<p>IPS 5.1 - Teacher plans ongoing learning opportunities based on evidence of all students' current learning status.</p> <p>IPS 5.4 - Teacher adapts actions based on evidence generated in the lesson for all students.</p> <p>PRS 2.1 - Teacher seeks out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice.</p>	

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2.7 Learning Environment	Demonstrate a learning environment that is positive, safe, and organized to accommodate all students.	<p>ILS 3.1 - Administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to create a positive affective experience for all members of the school community.</p> <p>PRS 3.1 - Administrator models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families.</p> <p>PRS 3.2 - Administrator models integrity in all interactions with colleagues, staff, students, families, and the community.</p> <p>PRS 3.3 - Administrator respects the rights of others with regard to confidentiality and dignity and engages in honest interactions.</p>	<p>IPS 3.4 - Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.</p> <p>PRS 5.2 - Students report that the teacher creates a safe and supportive learning environment.</p>	<p>PRS 5.3 - School counselor advocates for a safe and respectful learning environment for students.</p>
2.8 Availability of Technology	Demonstrate that current technology is available and appropriate to deliver instruction and simulate work-based learning activities.	<p>ILS 4.3 - Administrator allocates resources effectively, including organizing time, to support learning goals.</p>	<p>IPS 3.2 - Teacher provides opportunities for all students to create and interpret multiple representations.</p>	
2.9 Program Accreditation/ Certification	Provide evidence that the program is accredited or certified, if applicable, by a national or state-recognized organization or agency.	<p>PRS 3.4 - Administrator follows policies, regulations, and procedures specific to role and responsibilities.</p>	<p>PRS 3.3 - Teacher follows policies, regulations, and procedures specific to role and responsibilities.</p>	

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3.0: Postsecondary Readiness				
3.1 Work-based Learning	Ensure access to WBL activities aligned with the program content standards.	<p>ILS 4.1 - Administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.</p> <p>PRS 4.3 - Administrator connects students and families to community health, human, and social services as appropriate.</p>	<p>IPS 1.3 - Teacher makes clear the purpose and relevance of new learning for all students.</p> <p>PRS 4.3 - Teacher informs and connects families and students to opportunities and services according to student needs.</p>	<p>PRS 3.2 - School counselor coordinates with and influences the types of services provided by school and community partners to support and promote student success.</p>
3.2 Industry Certifications	Ensure students are prepared to earn industry-recognized credentials of value, if available, that demonstrate skills to meet accepted industry standards.	<p>ILS 2.1 - Administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.</p>	<p>ILS 1.3 - Teacher makes clear the purpose and relevance of new learning for all students.</p> <p>ILS 5.2 - Teacher aligns assessment opportunities with learning goals and performance criteria.</p>	<p>PRS 3.2 - School counselor coordinates with and influences the types of services provided by school and community partners to support and promote student success.</p>

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3.3 CTE Work Experience	Demonstrate CTE work experience opportunities are collaboratively planned, developed, and managed by students, educators, and employers.	<p>ILS 3.4 - Administrator has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.</p> <p>PRS 4.1 - Administrator involves families and the community in appropriate policy implementation, program planning, and assessment.</p> <p>PRS 4.2 - Administrator involves families and community members in the realization of vision and in related school improvement efforts.</p>	<p>PRS 1.1 - Teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.</p> <p>PRS 1.4 - Teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.</p> <p>PRS 4.2 - 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.</p> <p>PRS 4.3 - Teacher informs and connects families and students to opportunities and services according to student needs.</p>	<p>PRS 1.2 - School counselor partners with stakeholders to ensure a comprehensive program is based on needs.</p> <p>PRS 3.2 - School counselor coordinates with and influences the types of services provided by school and community partners to support and promote student success.</p>
3.4 Postsecondary Credit	Provide students with opportunities to earn postsecondary credit via dual/concurrent enrollment and/or articulated credit options.	<p>ILS 4.1 - Administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.</p> <p>PRS 4.3 - Administrator connects students and families to community health, human, and social services as appropriate.</p>	<p>PRS 4.3 - Teacher informs and connects families and students to opportunities and services according to student needs.</p>	<p>PRS 2.1 - School counselor delivers developmentally appropriate services and activities to support the academic progress of students.</p> <p>PRS 3.2 - School counselor coordinates with and influences the types of services provided by school and community partners to support and promote student success.</p>

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<p>3.5 Student Follow-up</p>	<p>Administer a student follow-up system to determine student placement and effectiveness of the CTE programs.</p>	<p>ILS 2.3 - Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.</p>	<p>PRS 2.1 - Teacher seeks out feedback from instructional leaders and colleagues and uses a variety of data to self reflect on his or her practice.</p> <p>PRS 5.1 - Students report that the teacher helps them learn.</p> <p>PRS 5.2 - Students report that the teacher creates a safe and supportive learning environment.</p>	<p>PRS 4.1 - School counselor uses data for program monitoring and implementation, assessing effectiveness, and collaborating to make improvements.</p> <p>PRS 4.2 - School counselor utilizes participation, mindsets and behaviors, and outcome data to identify achievement gaps, and develops appropriate action plans to enhance or improve student success.</p>
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4.0: Leadership Development				
4.1 CTSO Chapter Establishment	Establish an approved CTSO related to the program of study in which the student is enrolled where students have an opportunity to participate.	ILS 4.3 - Administrator allocates resources effectively, including organizing time, to support learning goals.	PRS 1.3 - Teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.	
4.2 CTSO Advisor Participation	Ensure the teacher is an active CTSO advisor or is affiliated with the respective state and national organization.	<p>ILS 2.1 - Administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.</p> <p>PRS 1.3 - Administrator supports the development of teacher leaders and provides leadership opportunities.</p>	<p>PRS 1.3 - Teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.</p> <p>PRS 2.2 - Teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.</p> <p>PRS 2.3 - Teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.</p>	
4.3 CTSO Student Membership	Provide opportunities for students enrolled in the CTE program to be members of or affiliated with a related CTSO.	ILS 4.3 - Administrator allocates resources effectively, including organizing time, to support learning goals.	<p>PRS 1.3 - The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.</p> <p>PRS 5.2 - The students report that the teacher creates a safe and supportive learning environment.</p>	

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4.4 CTSO Student Member Participation	Ensure student members of the related CTSO participate in CTSO activities. This includes classroom CTSO activities, participating in chapter meetings, school activities, and attending regional and state events as well as competitions.	<p style="color: green;">ILS 2.1 - Administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.</p>	<p>PRS 1.3 - Teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.</p> <p>PRS 4.3 - Teacher informs and connects families and students to opportunities and services according to student needs.</p> <p>PRS 5.2 - Students report that the teacher creates a safe and supportive learning environment.</p>	

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4.5 CTSO Integration	Integrate relevant CTSO curriculum standards into the classroom activities.	<p>ILS 4.1 - Administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.</p>	<p>IPS 2.1 - Tasks purposefully employ all students' cognitive abilities and skills.</p> <p>IPS 5.1 - Teacher plans ongoing learning opportunities based on evidence of all students' current learning status.</p> <p>IPS 5.2 - Teacher aligns assessment opportunities with learning goals and performance criteria.</p>	
5.0: Educational Personnel				
5.1 Teacher Licensing	Demonstrate the educator has the appropriate endorsement to teach the program they are assigned.	<p>PRS 3.4 - Administrator follows policies, regulations, and procedures specific to role and responsibilities.</p>	<p>PRS 2.2 - Teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.</p>	

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5.2 Professional Development Plan and Participation	Demonstrate educators have professional development goals and access to up-to-date information on extended learning experiences, education and training options, and regional occupational trends to aid students in education and career planning and decision-making.	<p>ILS 1.3 - Administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.</p> <p>ILS 2.2 - Administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.</p>	PRS 2.2 - Teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.	PRS 6.3 - School counselor engages in self-reflection of practice, sets individual goals for professional improvement, stays current on professional issues, and contributes to the advancement of the school counseling profession.
5.3 Professional Development	Establish goals and participate in professional development for educators based on needs in their program and/or related to the Comprehensive Local Needs Assessment (CLNA) priorities. Professional development should be specific to career and technical education, program areas, and/or strategies aligned with the district CLNA in support of these goals.	<p>ILS 2.2 - Administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.</p> <p>PRS 1.2 - Administrator uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers.</p> <p>PRS 2.1 - Administrator seeks out feedback from colleagues and staff and uses a variety of data to self-reflect on his or her practice.</p> <p>PRS 2.2 - Administrator seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.</p> <p>PRS 2.3 - Administrator pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community.</p>	PRS 2.2 - Teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.	<p>PRS 6.2 - School counselor coordinates, facilitates, educates, and/or provides leadership in professional meetings and/or organizations.</p> <p>PRS 6.3 - School counselor engages in self-reflection of practice, sets individual goals for professional improvement, stays current on professional issues, and contributes to the advancement of the school counseling profession.</p>

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5.4 Professional Memberships	Participate as a member of a professional or volunteer organization(s) related to career and technical education and/or their discipline.	<p>PRS 1.3 - Administrator supports the development of teacher leaders and provides leadership opportunities.</p> <p>PRS 2.3 - Administrator pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community.</p>	<p>PRS 1.2 - Teacher takes an active role in building a professional culture that supports school and district initiatives.</p> <p>PRS 1.3 - Teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.</p> <p>PRS 2.2 - Teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.</p> <p>PRS 2.3 - Teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.</p>	<p>PRS 5.1 - School counselor leads and advocates for systemic change through professional relationships with key stakeholders.</p> <p>PRS 6.2 - School counselor coordinates, facilitates, educates, and/or provides leadership in professional meetings and/or organizations.</p>

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6.0: Program Planning and Promotion				
6.1 Budgeting	Develop an annual program budget collaboratively with the teacher and school/district administration to provide adequate funding for professional development, CTSO activities, equipment, maintenance, supplies, and materials.	<p>ILS 4.3 - Administrator allocates resources effectively, including organizing time, to support learning goals.</p> <p>PRS 3.4 - Administrator follows policies, regulations, and procedures specific to role and responsibilities.</p>	<p>PRS 1.1 - The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.</p> <p>PRS 1.2 - The teacher takes an active role in building a professional culture that supports school and district initiatives.</p> <p>PRS 2.3 - The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.</p>	
6.2 Program and Equipment Enhancement	Provide a local plan, formal or informal, for program and equipment enhancement and/or expansion.	<p>ILS 4.3 - Administrator allocates resources effectively, including organizing time, to support learning goals.</p> <p>PRS 3.4 - Administrator follows policies, regulations, and procedures specific to role and responsibilities.</p>	<p>PRS 1.1 - Teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.</p> <p>PRS 1.2 - Teacher takes an active role in building a professional culture that supports school and district initiatives.</p>	

The NEPF/QPS Crosswalk:

Nevada Educator Performance Framework Standards (NEPF) and CTE Quality Program Standards (QPS)

Quality Program Standards (QPS)		Nevada Educator Performance Framework Standards (NEPF)		
QPS	Descriptor	Administrator	Teacher	Counselor
6.3 Use of Funds	Identify clearly funding sources for programs/courses and guidelines for use of these funds and provide to the instructional staff for program budget development specific to career and technical education, program areas, and/or strategies aligned with the district CLNA in support of these goals.	<p>ILS 4.3 - Administrator allocates resources effectively, including organizing time, to support learning goals.</p> <p>PRS 3.4 - Administrator follows policies, regulations, and procedures specific to role and responsibilities.</p>	PRS 3.3 - Teacher follows policies, regulations, and procedures specific to role and responsibilities.	
6.4 Student Recruitment and Sustainability	Develop, implement, and update a student recruitment and program sustainability/retention plan and update it annually for prospective and current students, including special populations, non-traditional students, and middle school students in collaboration with CTE teachers, counselors, and administrators.	<p>ILS 3.1 - Administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to create a positive affective experience for all members of the school community.</p> <p>PRS 4.1 - Administrator involves families and the community in appropriate policy implementation, program planning, and assessment.</p>	<p>PRS 1.2 - Teacher takes an active role in building a professional culture that supports school and district initiatives.</p> <p>PRS 4.2 - 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.</p> <p>PRS 4.3 - Teacher informs and connects families and students to opportunities and services according to student needs.</p>	<p>PRS 1.3 - School counselor establishes goals, plans, and strategies that align with the school's goals and mission.</p> <p>PRS 3.1 - School counselor provides relevant information and initiates collaboration with parents/guardians and school personnel for student success.</p> <p>PRS 4.1 - School counselor uses data for program monitoring and implementation, assessing effectiveness, and collaborating to make improvements.</p> <p>PRS 5.2 - School counselor identifies systemic factors impacting student success and advocates for creating an equitable and inclusive learning environment.</p>

The NEPF/QPS Crosswalk:

Nevada Educator Performance Framework Standards (NEPF) and CTE Quality Program Standards (QPS)

Quality Program Standards (QPS)		Nevada Educator Performance Framework Standards (NEPF)		
QPS	Descriptor	Administrator	Teacher	Counselor
6.5 Program Promotion	Plan and conduct program promotional activities in collaboration with CTE teachers during the year to inform students, families, and community members about the achievements of the CTE students and merits of the CTE program.	<p>ILS 3.4 - Administrator has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.</p> <p>PRS 4.2 - Administrator involves families and community members in the realization of vision and in related school improvement efforts.</p>	<p>PRS 1.3 - Teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.</p>	<p>PRS 2.3 - School counselor delivers developmentally appropriate services and activities to support the social/emotional development and well-being of students.</p> <p>PRS 3.1 - School counselor provides relevant information and initiates collaboration with parents/guardians and school personnel for student success.</p>

The NEPF/QPS Crosswalk:

Nevada Educator Performance Framework Standards (NEPF) and CTE Quality Program Standards (QPS)

Quality Program Standards (QPS)		Nevada Educator Performance Framework Standards (NEPF)		
QPS	Descriptor	Administrator	Teacher	Counselor
6.6 Promotional Strategies and Materials	Develop promotional strategies and materials to publicize the specific CTE program. Materials ensure equitable access for all students.	<p>ILS 4.3 - Administrator allocates resources effectively, including organizing time, to support learning goals.</p> <p>PRS 4.3 - Administrator connects students and families to community health, human, and social services as appropriate.</p>	<p>PRS 4.1 - 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.</p> <p>PRS 4.3 - Teacher informs and connects families and students to opportunities and services according to student needs.</p>	<p>PRS 1.3 - School counselor establishes goals, plans, and strategies that align with the school's goals and mission.</p> <p>PRS 3.1 - School counselor provides relevant information and initiates collaboration with parents/guardians and school personnel for student success.</p>

The NEPF/QPS Crosswalk:

Nevada Educator Performance Framework Standards (NEPF) and CTE Quality Program Standards (QPS)

Quality Program Standards (QPS)		Nevada Educator Performance Framework Standards (NEPF)		
QPS	Descriptor	Administrator	Teacher	Counselor
7.0: Facilities, Equipment, Instructional Materials, and Classroom Supplies				
7.1 Accessibility	Provide an accessible facility to meet the needs of all students.	<p>PRS 3.1 - Administrator models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families.</p> <p>PRS 3.4 - Administrator follows policies, regulations, and procedures specific to role and responsibilities.</p>	<p>PRS 3.1 - Teacher models and advocates for fair, equitable, and appropriate treatment of all students and families.</p> <p>PRS 3.3 - Teacher follows policies, regulations, and procedures specific to role and responsibilities.</p> <p>PRS 5.2 - Students report that the teacher creates a safe and supportive learning environment.</p>	<p>PRS 5.3 - School counselor advocates for a safe and respectful learning environment for students.</p>
7.2 Safety	Ensure effective delivery of program curriculum by having safe, organized, and clean classroom and lab areas.	<p>PRS 3.4 - Administrator follows policies, regulations, and procedures specific to role and responsibilities.</p>	<p>IPS 3.4 - Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.</p> <p>PRS 5.2 - Students report that the teacher creates a safe and supportive learning environment.</p>	<p>PRS 5.3 - School counselor advocates for a safe and respectful learning environment for students.</p>
7.3 Instructional Tools, Equipment, and Supplies	Meet the instructional needs of all students by providing instructional tools, equipment, and supplies in sufficient quantity.	<p>ILS 4.3 - Administrator allocates resources effectively, including organizing time, to support learning goals.</p> <p>PRS 3.1 - Administrator models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families.</p> <p>PRS 3.4 - Administrator follows policies, regulations, and procedures specific to role and responsibilities.</p>	<p>PRS 3.1 - Teacher models and advocates for fair, equitable, and appropriate treatment of all students and families.</p> <p>PRS 5.1 - Students report that the teacher helps them learn.</p> <p>PRS 5.2 - Students report that the teacher creates a safe and supportive learning environment.</p>	

The NEPF/QPS Crosswalk:

Nevada Educator Performance Framework Standards (NEPF) and CTE Quality Program Standards (QPS)

Quality Program Standards (QPS)		Nevada Educator Performance Framework Standards (NEPF)		
QPS	Descriptor	Administrator	Teacher	Counselor
7.4 Inspection and Maintenance	Inspect and maintain the facility, tools, technology, and equipment to provide a safe learning environment.	<p>ILS 4.3 - Administrator allocates resources effectively, including organizing time, to support learning goals.</p> <p>PRS 3.4 - Administrator follows policies, regulations, and procedures specific to role and responsibilities.</p>	<p>PRS 3.3 - Teacher follows policies, regulations, and procedures specific to role and responsibilities.</p>	
7.5 Storage Space	Provide adequate and secure storage space for materials, supplies, equipment, and essential files.	<p>ILS 4.3 - Administrator allocates resources effectively, including organizing time, to support learning goals.</p> <p>PRS 3.4 - Administrator follows policies, regulations, and procedures specific to role and responsibilities.</p>	<p>PRS 3.3 - Teacher follows policies, regulations, and procedures specific to role and responsibilities.</p>	
7.6 Inventory	Maintain an inventory of equipment and instructional tools on file and updated annually. Inventory should include location of equipment by date obtained, program of study, room location, and purchasing designation (state or federal funding).	<p>PRS 3.4 - Administrator follows policies, regulations, and procedures specific to role and responsibilities.</p>	<p>PRS 3.3 - Teacher follows policies, regulations, and procedures specific to role and responsibilities.</p>	
	Identify with the appropriate stickers, based on funding source, technology items valued at \$1,000 or more, as well as cameras, computers, and other items that are removable/walkable.	<p>PRS 3.4 - Administrator follows policies, regulations, and procedures specific to role and responsibilities.</p>	<p>PRS 3.3 - Teacher follows policies, regulations, and procedures specific to role and responsibilities.</p>	

The NEPF/QPS Crosswalk:

Nevada Educator Performance Framework Standards (NEPF) and CTE Quality Program Standards (QPS)

Quality Program Standards (QPS)		Nevada Educator Performance Framework Standards (NEPF)		
QPS	Descriptor	Administrator	Teacher	Counselor
8.0: Community and Business and Industry Partnerships				
8.1 Program Level Industry Committees	Receive input and support from a program-level industry committee.	<p>ILS 1.1 - Administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.</p> <p>PRS 4.1 - Administrator involves families and the community in appropriate policy implementation, program planning, and assessment.</p> <p>PRS 4.2 - Administrator involves families and community members in the realization of vision and in related school improvement efforts.</p>	<p>IPS 5.2 - Teacher aligns assessment opportunities with learning goals and performance criteria.</p> <p>PRS 1.3 - Teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.</p> <p>PRS 2.1 - Teacher seeks out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice.</p> <p>PRS 2.2 - Teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.</p> <p>PRS 3.2 - Teacher models integrity in all interactions with colleagues, students, families, and the community.</p>	<p>PRS 3.2 - School counselor coordinates with and influences the types of services provided by school and community partners to support and promote student success.</p> <p>PRS 5.1 - School counselor leads and advocates for systemic change through professional relationships with key stakeholders.</p>

The NEPF/QPS Crosswalk:

Nevada Educator Performance Framework Standards (NEPF) and CTE Quality Program Standards (QPS)

Quality Program Standards (QPS)		Nevada Educator Performance Framework Standards (NEPF)		
QPS	Descriptor	Administrator	Teacher	Counselor
8.2 Business and Industry Partnerships	Provide active engagement with business and industry partners in the program or school activities.	<p>ILS 1.1 - Administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.</p> <p>PRS 4.1 - Administrator involves families and the community in appropriate policy implementation, program planning, and assessment.</p> <p>PRS 4.2 - Administrator involves families and community members in the realization of vision and in related school improvement efforts.</p>	<p>PRS 1.3 - The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.</p> <p>PRS 3.2 - The teacher models integrity in all interactions with colleagues, students, families, and the community.</p> <p>PRS 4.2 - 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.</p>	<p>PRS 1.2 - School counselor partners with stakeholders to ensure a comprehensive program is based on needs.</p> <p>PRS 5.1 - School counselor leads and advocates for systemic change through professional relationships with key stakeholders.</p> <p>PRS 3.2 - School counselor coordinates with and influences the types of services provided by school and community partners to support and promote student success.</p> <p>PRS 5.1 - School counselor leads and advocates for systemic change through professional relationships with key stakeholders.</p>

The NEPF/QPS Crosswalk:

Nevada Educator Performance Framework Standards (NEPF) and CTE Quality Program Standards (QPS)

Quality Program Standards (QPS)		Nevada Educator Performance Framework Standards (NEPF)		
QPS	Descriptor	Administrator	Teacher	Counselor
9.0: Evaluation Systems and Accountability				
9.1 Program Evaluation	Use an annual program evaluation that includes input from key stakeholders and student performance reports to ensure the program's overall scope, design, instructional content, and organization meet the instructional objectives and goals.	<p>ILS 2.3 - Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.</p> <p>PRS 4.1 - Administrator involves families and the community in appropriate policy implementation, program planning, and assessment.</p> <p>PRS 4.2 - Administrator involves families and community members in the realization of vision and in related school improvement efforts.</p>	<p>PRS 1.3 - Teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.</p> <p>PRS 2.1 - Teacher seeks out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice.</p> <p>PRS 3.2 - Teacher models integrity in all interactions with colleagues, students, families, and the community.</p> <p>PRS 4.2 - 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.</p>	<p>PRS 4.1 - School counselor uses data for program monitoring and implementation, assessing effectiveness, and collaborating to make improvements.</p>

The NEPF/QPS Crosswalk:

Nevada Educator Performance Framework Standards (NEPF) and CTE Quality Program Standards (QPS)

Quality Program Standards (QPS)		Nevada Educator Performance Framework Standards (NEPF)		
QPS	Descriptor	Administrator	Teacher	Counselor
9.2 Student Feedback	Collect student feedback regarding the program scope, content, and student experience within the program of study. Use this information in CTE programs of study to guide planning, evaluation, and improvement.	<p>ILS 2.3 - Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.</p>	<p>ILS 5.4 - Teacher adapts actions based on evidence generated in the lesson for all students.</p> <p>PRS 2.1 - Teacher seeks out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice.</p> <p>PRS 4.2 - 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.</p> <p>PRS 5.2 - Students report that the teacher creates a safe and supportive learning environment.</p>	<p>PRS 4.2 - School counselor utilizes participation, mindsets and behaviors, and outcome data to identify achievement gaps, and develops appropriate action plans to enhance or improve student success.</p>
9.3 Retention and Completion	Ensure students complete a program of study in the appropriate sequence.	<p>ILS 4.2 - Administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.</p> <p>PRS 3.4 - Administrator follows policies, regulations, and procedures specific to role and responsibilities.</p>	<p>PRS 1.2 - Teacher takes an active role in building a professional culture that supports school and district initiatives.</p> <p>PRS 3.3 - Teacher follows policies, regulations, and procedures specific to role and responsibilities.</p>	<p>PRS 2.1 - School counselor delivers developmentally appropriate services and activities to support the academic progress of students.</p>

The NEPF/QPS Crosswalk:

Nevada Educator Performance Framework Standards (NEPF) and CTE Quality Program Standards (QPS)

Quality Program Standards (QPS)		Nevada Educator Performance Framework Standards (NEPF)		
QPS	Descriptor	Administrator	Teacher	Counselor
9.4 Workplace Readiness Assessment Participation Rate	Verify completion level students take the workplace readiness skills assessment to measure their proficiency in employability skills knowledge.	<p>ILS 1.2 - Administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.</p> <p>ILS 2.3 - Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.</p> <p>PRS 3.4 - Administrator follows policies, regulations, and procedures specific to role and responsibilities.</p>	<p>IPS 5.2 - Teacher aligns assessment opportunities with learning goals and performance criteria.</p> <p>IPS 5.3 - Teacher structures opportunities to generate evidence of learning during the lesson of all students.</p>	PRS 4.1 - School counselor uses data for program monitoring and implementation, assessing effectiveness, and collaborating to make improvements.
9.5 Workplace Readiness Assessment Pass Rate	Ensure completion level students pass the workplace readiness skills assessment.	<p>ILS 1.2 - Administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.</p> <p>ILS 2.3 - Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.</p> <p>PRS 3.4 - Administrator follows policies, regulations, and procedures specific to role and responsibilities.</p>	<p>IPS 5.2 - Teacher aligns assessment opportunities with learning goals and performance criteria.</p> <p>IPS 5.3 - Teacher structures opportunities to generate evidence of learning during the lesson of all students.</p>	PRS 4.1 - School counselor uses data for program monitoring and implementation, assessing effectiveness, and collaborating to make improvements.

The NEPF/QPS Crosswalk:

Nevada Educator Performance Framework Standards (NEPF) and CTE Quality Program Standards (QPS)

Quality Program Standards (QPS)		Nevada Educator Performance Framework Standards (NEPF)		
QPS	Descriptor	Administrator	Teacher	Counselor
9.6 Four-year Graduation Rates	Meet or exceed the Perkins V state determined level of performance for the percentage of CTE concentrators graduating from high school (measured by the four-year adjusted cohort graduation rate).	<p>ILS 1.2 - Administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.</p> <p>ILS 2.3 - Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.</p>	<p>PRS 1.2 - Teacher takes an active role in building a professional culture that supports school and district initiatives.</p> <p>PRS 1.3 - Teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.</p>	PRS 4.1 - School counselor uses data for program monitoring and implementation, assessing effectiveness, and collaborating to make improvements.
9.7 Academic Proficiency in Reading/ Language Arts	Meet or exceed the Perkins V state determined level of performance for academic proficiency for CTE concentrators in Reading/Language Arts.	<p>ILS 1.2 - Administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.</p> <p>ILS 2.3 - Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.</p>	<p>PRS 1.2 - Teacher takes an active role in building a professional culture that supports school and district initiatives.</p> <p>PRS 1.3 - Teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.</p>	PRS 4.1 - School counselor uses data for program monitoring and implementation, assessing effectiveness, and collaborating to make improvements.
9.8 Academic Proficiency in Mathematics	Meet or exceed the Perkins V state determined level of performance for academic proficiency for CTE concentrators in Mathematics.	<p>ILS 1.2 - Administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.</p> <p>ILS 2.3 - Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.</p>	<p>PRS 1.2 - Teacher takes an active role in building a professional culture that supports school and district initiatives.</p> <p>PRS 1.3 - Teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.</p>	PRS 4.1 - School counselor uses data for program monitoring and implementation, assessing effectiveness, and collaborating to make improvements.

The NEPF/QPS Crosswalk:

Nevada Educator Performance Framework Standards (NEPF) and CTE Quality Program Standards (QPS)

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QPS	Descriptor	Administrator	Teacher	Counselor
9.9 Non-traditional Program Enrollment of CTE Concentrators	Meet or exceed the Perkins V state determined level of performance for the percentage of CTE concentrators enrolled in programs that lead to non-traditional fields for their gender.	ILS 2.1 - Administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.	PRS 1.2 - Teacher takes an active role in building a professional culture that supports school and district initiatives. PRS 1.3 - Teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.	PRS 4.1 - School counselor uses data for program monitoring and implementation, assessing effectiveness, and collaborating to make improvements.
9.10 Attainment of Postsecondary Credits by CTE Concentrator Graduates	Meet or exceed the Perkins V state determined level of performance for the percentage of CTE concentrators graduating from high school (measured by the four-year adjusted cohort graduation rate) having earned postsecondary credit in a relevant CTE program area.	ILS 1.2 - Administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data. ILS 2.3 - Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.	PRS 1.2 - Teacher takes an active role in building a professional culture that supports school and district initiatives. PRS 1.3 - Teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.	PRS 4.1 - School counselor uses data for program monitoring and implementation, assessing effectiveness, and collaborating to make improvements.

[Quality Program Standards](#)

[NEPF Standards](#)

- Administrator: [Instructional Leadership Standards \(ILS\)](#), [Professional Responsibilities Standards \(PRS\)](#)
- Counselor: [Professional Responsibilities Standards \(PRS\)](#)
- Teacher: [Instructional Practice Standards \(IPS\)](#), [Professional Responsibilities Standards \(PRS\)](#)