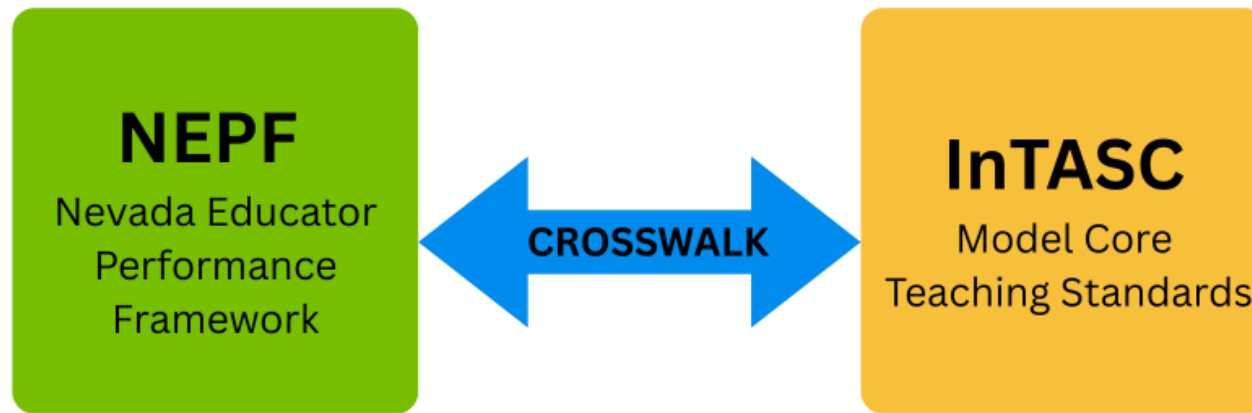


NEPF–InTASC Crosswalk



Purpose of the NEPF–InTASC Crosswalk

This document serves as a guidance tool to help educators, evaluators, and professional learning providers:

- Understand how Nevada’s educator expectations reflect nationally recognized professional standards;
- Connect instructional and professional responsibilities within the NEPF to the corresponding knowledge, skills, and dispositions identified in the InTASC standards;
- Strengthen coherence between teacher preparation, induction, evaluation, and professional development systems; and
- Promote a shared vision of effective, student-centered teaching practices that support equitable learning opportunities for all students.

By clarifying where NEPF standards and indicators align—meaning they directly match the intent of an InTASC standard—and where they connect—meaning they relate in a supportive or complementary way—this crosswalk provides a clear foundation for consistent professional growth, informed evaluation, and instructional excellence across Nevada’s educational system.

Overall, the crosswalk illustrates the relationship between the Nevada Educator Performance Framework (NEPF) and the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, both of which define effective teaching practices grounded in research, reflection, collaboration, and continuous professional growth.

NEPF Instructional Practice Standards – InTASC Alignment Table

This table shows how each of the five Nevada Educator Performance Framework (NEPF) Instructional Practice Standards corresponds to the 2013 InTASC Model Core Teaching Standards. For every NEPF descriptor, the table identifies the InTASC standards that are directly aligned, as well as those that are connected in a supportive way, and provides brief explanations of how each standard relates to effective instructional practice.

Standard 1 – New Learning is Connected to Prior Learning and Experience	
NEPF Instructional Practice Descriptors	Aligned/Connected InTASC Standard(s)
<ul style="list-style-type: none"> • Teacher activates all students’ initial understandings of new concepts and skills. • Teacher makes connections explicit between previous learning and new concepts and skills for all students. • Teacher makes clear the purpose and relevance of new learning for all students. • Teacher provides all students opportunities to build on or challenge initial understandings. 	<p>Aligned:</p> <ul style="list-style-type: none"> • InTASC 4 prompts learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experience. • InTASC 8 aligns NEPF with strategies to bridge understanding from initial conceptions to targeted learning. <p>Connected:</p> <ul style="list-style-type: none"> • InTASC 1 emphasizes the NEPFs activation of initial understandings and learner development. • InTASC 2 emphasizes that teacher instructional design builds on learners’ prior knowledge and experiences, allowing learners to grow as they demonstrate understanding. • InTASC 7 ensures that the connection to prior learning is integrated during the planning stage.

Standard 2 – Learning Tasks Have High Cognitive Demand for Diverse Learners

NEPF Instructional Practice Descriptors	Aligned/Connected InTASC Standard(s)
<ul style="list-style-type: none"> • Tasks purposefully employ all students’ cognitive abilities and skills. • Tasks place appropriate demands on each student. • Tasks progressively develop all students’ cognitive abilities and skills. • Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability, and socioeconomic status. 	<p>Aligned:</p> <ul style="list-style-type: none"> • InTASC 2 requires teachers to understand and respond to each student’s diverse learning needs, adapting instruction as needed, and promotes belief that all learners can achieve. • InTASC 4 describes learning experiences that make subject area accessible and meaningful for learners to assure mastery of the content. • InTASC 5 calls for learner engagement in questioning and challenging assumptions and developing skills. • InTASC 8 requires the teacher to know when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks. <p>Connected:</p> <ul style="list-style-type: none"> • InTASC 1 emphasizes the design of developmentally appropriate and challenging learning experiences for all learners. • InTASC 7 connects to NEPF through planning requirements for rigorous and appropriate goals/strategies.

Standard 3 – Student Engage in Meaning-Making Through Discourse and Other Strategies

NEPF Instructional Practice Descriptors	Aligned/Connected InTASC Standard(s)
<ul style="list-style-type: none"> • Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students. • Teacher provides opportunities for all students to create and interpret multiple representations. • Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships. • Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students. 	<p>Aligned:</p> <ul style="list-style-type: none"> • InTASC 3 requires the teacher to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. • InTASC 8 highlights structured discourse and collaboration that promotes shared understanding, provides multiple models and representations of concepts and skills, and calls for multiple forms of communication (oral, written, nonverbal, digital, visual) to convey ideas, foster self-expression, and build relationships. <p>Connected:</p> <ul style="list-style-type: none"> • InTASC 4 encourages using multiple representations to support comprehension and skill mastery. • InTASC 5 calls for learners to engage in collaborative problem solving.

**Standard 4 – Students Engage in Metacognitive Activity
to Increase Understanding and Responsibility for Their Own Learning**

NEPF Instructional Practice Descriptors	Aligned/Connected InTASC Standard(s)
<ul style="list-style-type: none"> • Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it. • Teacher structures opportunities for self-monitored learning for all students. • Teacher supports all students to take actions based on the students' own self-monitoring processes. 	<p>Aligned:</p> <ul style="list-style-type: none"> • InTASC 1 encourages teachers to promote learners' acceptance of responsibility for their own learning. • InTASC 6 encourages teachers to model and structure processes that guide learners in examining their own thinking and learning as well as the performance of others. • InTASC 7 encourages teachers to plan ways to support learners in taking responsibility for identifying learning challenges and using resources to support their progress. • InTASC 8 requires teachers to engage all learners in developing metacognitive processes such as goal setting and achievement through self-regulation. <p>Connected:</p> <ul style="list-style-type: none"> • InTASC 3 specifies that the learning environment must build learner self-direction and ownership of learning, • InTASC 5 requires engaging learners in processes like critical thinking, helping learners develop high level questioning skills to promote independent learning.

Standard 5 – Assessment is Integrated into Instruction

NEPF Instructional Practice Descriptors	Aligned/Connected InTASC Standard(s)
<ul style="list-style-type: none"> Teacher plans ongoing learning opportunities based on evidence of all students' current learning status. Teacher aligns assessment opportunities with learning goals and performance criteria. Teacher structures opportunities to generate evidence of learning during the lesson of all students. Teacher adapts actions based on evidence generated in the lesson for all students. 	<p>Aligned:</p> <ul style="list-style-type: none"> InTASC 6 ensures teachers understand and use multiple methods (formative and summative) of assessment to monitor learner progress, gather evidence, and guide instruction adjustments. InTASC 7 ensures assessments are aligned to learning objectives and performance criteria, and data is used to guide instructional planning. InTASC 8 ensures teachers continuously monitor student learning and adjust instruction in response to student learning needs. <p>Connected:</p> <ul style="list-style-type: none"> InTASC 9 highlights responsive instructional adjustments informed by evidence and ethical reflection. InTASC 10 requires teachers to participate actively in the instructional team by examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making.

NEPF Professional Responsibilities Standards – InTASC Alignment Table

This table illustrates how each of the five Nevada Educator Performance Framework (NEPF) Professional Responsibilities Standards corresponds to the 2013 InTASC Model Core Teaching Standards. For every NEPF descriptor, the table identifies the InTASC standards that are directly aligned, as well as those that are connected in a supportive way, and provides concise explanations of how each standard relates to professional practice, ethics, collaboration, and reflective growth.

Standard 1 – Commitment to the School Community	
NEPF Professional Responsibilities Descriptors	Aligned/Connected InTASC Standard(s)
<ul style="list-style-type: none"> • The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students. • The teacher takes an active role in building a professional culture that supports school and district initiatives. • The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students. 	<p>Aligned:</p> <ul style="list-style-type: none"> • InTASC 3 requires the teacher to collaborate with learners and colleagues to build a positive learning climate of openness, mutual respect, and support. • InTASC 10 requires teachers to contribute to a common culture that supports high expectations for student learning. <p>Connected:</p> <ul style="list-style-type: none"> • InTASC 7 specifies the teacher plan collaboratively with professionals to design and jointly deliver effective learning experiences. • InTASC 9 requires the teacher to collaborate with colleagues to evaluate the outcomes of teaching and learning.

Standard 2 – Reflection on Professional Growth and Practice

NEPF Professional Responsibilities Descriptors	Aligned/Connected InTASC Standard(s)
<ul style="list-style-type: none"> • The teacher seeks out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice. • The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community. • The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities. 	<p>Aligned:</p> <ul style="list-style-type: none"> • InTASC 9 promotes reflection and use of feedback to improve professional practice, engaging in continuous professional learning aligned with instructional goals. • InTASC 10 encourages teacher leadership and mentorship to strengthen the profession. Teachers are encouraged to seek appropriate opportunities to model effective practice for colleagues, and to lead professional learning activities.

Standard 3 – Professional Obligations

NEPF Professional Responsibilities Descriptors	Aligned/Connected InTASC Standard(s)
<ul style="list-style-type: none"> • The teacher models and advocates for fair, equitable, and appropriate treatment of all students and families. • The teacher models integrity in all interactions with colleagues, students, families, and the community. • The teacher follows policies, regulations, and procedures specific to role and responsibilities. 	<p>Aligned:</p> <ul style="list-style-type: none"> • InTASC 9 reinforces compliance with professional, legal, and ethical standards including codes of ethics, professional standards of practice, and relevant law and policy. • InTASC 10 suggests teachers take on leadership roles, advocating for learners, the school, community, and the profession, while modeling ethical behavior. <p>Connected:</p> <ul style="list-style-type: none"> • InTASC 2 requires the teacher to use understanding of differences to ensure inclusive learning environments and believes that all learners can achieve at high levels.

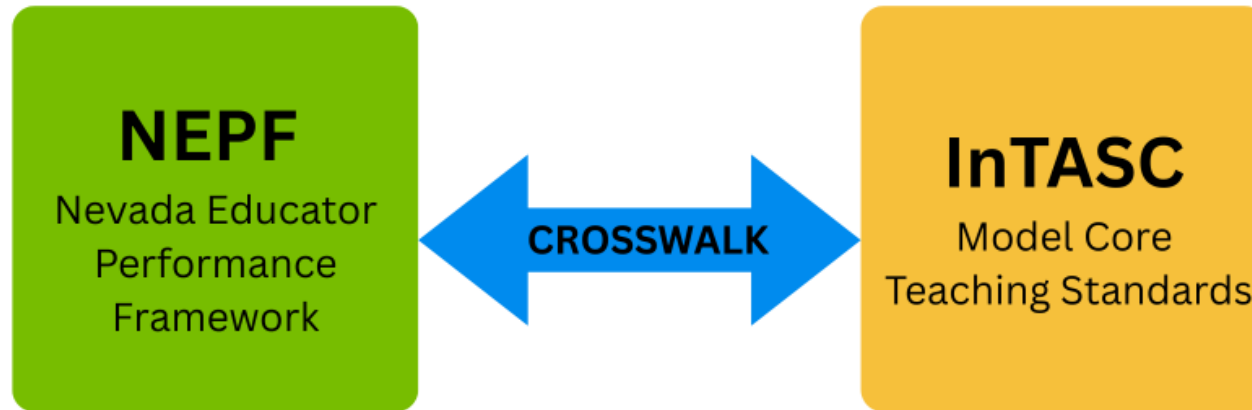
Standard 4 – Family Engagement

NEPF Professional Responsibilities Descriptors	Aligned/Connected InTASC Standard(s)
<ul style="list-style-type: none"> • The teacher regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs. • The teacher values, respects, welcomes, and encourages students and families of all diverse cultural backgrounds to become active members of the school. • The teacher informs and connects families and students to opportunities and services according to student needs. 	<p>Aligned:</p> <ul style="list-style-type: none"> • InTASC 2 provides the pedagogical foundation for treating families as valuable assets for student learning. • InTASC 10 encourages effective communication and collaboration with families, inclusive of culturally responsive engagement. <p>Connected:</p> <ul style="list-style-type: none"> • InTASC 1 states that the teacher should collaborate with families to promote learner growth and development, valuing the input and contributions of families, in understanding and supporting each learner’s development. • InTASC 9 encourages teachers to actively seek professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

Standard 5 – Student Perception

NEPF Professional Responsibilities Descriptors	Aligned/Connected InTASC Standard(s)
<ul style="list-style-type: none"> • The students report that the teacher helps them learn. • The students report that the teacher creates a safe and supportive learning environment. • The students report that the teacher cares about them as individuals and their goals or interests. 	<p>Aligned:</p> <ul style="list-style-type: none"> • InTASC 1 encourages teachers to create instruction that considers individual learners’ strengths, interests, and needs. • InTASC 3 suggests that teachers collaborate to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. <p>Connected:</p> <ul style="list-style-type: none"> • InTASC 2 encourages teachers to make learners feel valued and to help them learn to value each other. The teacher respects learners as individuals with differing personal and family backgrounds, interests, and talent.

NEPF–InTASC Crosswalk



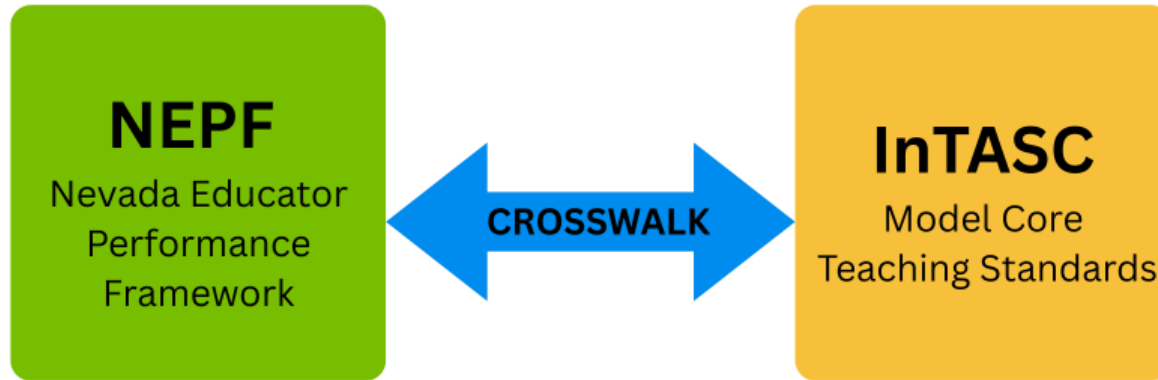
NEPF Rubric/InTASC Standards Quick Reference Guide

The NEPF Rubrics for Teacher Instructional Practice Standards (**IP**) and Professional Responsibilities Standards (**PR**) on the following pages show their aligned and connected InTASC standards for quick reference. **Green Highlight** indicates **Alignment**, **Yellow Highlight** indicates **Connection**.

NEPF IPS 1	NEPF IPS 2	NEPF IPS 3	NEPF IPS 4	NEPF IPS 5
New Learning is Connected to Prior Learning and Experience	Learning Tasks Have High Cognitive Demand for Diverse Learners	Students Engage in Meaning-Making Through Discourse and Other Strategies	Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning	Assessment Is Integrated into Instruction
<p>INDICATOR 1 Teacher activates all students’ initial understandings of new concepts and skills.</p> <p>INDICATOR 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students.</p> <p>INDICATOR 3 Teacher makes clear the purpose and relevance of new learning for all students.</p> <p>INDICATOR 4 Teacher provides all students opportunities to build on or challenge initial understandings.</p>	<p>INDICATOR 1 Tasks purposefully employ all students’ cognitive abilities and skills.</p> <p>INDICATOR 2 Tasks place appropriate demands on each student.</p> <p>INDICATOR 3 Tasks progressively develop all students’ cognitive abilities and skills.</p> <p>INDICATOR 4 Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability, and socioeconomic status.</p>	<p>INDICATOR 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students.</p> <p>INDICATOR 2 Teacher provides opportunities for all students to create and interpret multiple representations.</p> <p>INDICATOR 3 Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships.</p> <p>INDICATOR 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.</p>	<p>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.</p> <p>INDICATOR 2 Teacher structures opportunities for self-monitored learning for all students.</p> <p>INDICATOR 3 Teacher supports all students to take actions based on the students’ own self-monitoring processes.</p>	<p>INDICATOR 1 Teacher plans on going learning opportunities based on evidence of all students’ current learning status.</p> <p>INDICATOR 2 Teacher aligns assessment opportunities with learning goals and performance criteria.</p> <p>INDICATOR 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students.</p> <p>INDICATOR 4 Teacher adapts actions based on evidence generated in the lesson for all students.</p>
InTASC	InTASC	InTASC	InTASC	InTASC
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NEPF PRS 1	NEPF PRS 2	NEPF PRS 3	NEPF PRS 4	NEPF PRS 5
Commitment to the School Community	Reflection on Professional Growth and Practice	Professional Obligations	Family Engagement	Student Perception
<p>INDICATOR 1 The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.</p> <p>INDICATOR 2 The teacher takes an active role in building a professional culture that supports school and district initiatives.</p> <p>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.</p>	<p>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.</p> <p>INDICATOR 2 The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.</p> <p>INDICATOR 3 The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.</p>	<p>INDICATOR 1 The teacher models and advocates for fair, equitable, and appropriate treatment of all students and families.</p> <p>INDICATOR 2 The teacher models integrity in all interactions with colleagues, students, families, and the community.</p> <p>INDICATOR 3 The teacher follows policies, regulations, and procedures specific to role and responsibilities.</p>	<p>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.</p> <p>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.</p> <p>INDICATOR 3 The teacher informs and connects families and students to opportunities and services according to student needs.</p>	<p>INDICATOR 1 The students report that the teacher helps them learn.</p> <p>INDICATOR 2 The students report that the teacher creates a safe and supportive learning environment.</p> <p>INDICATOR 3 The students report that the teacher cares about them as individuals and their goals or interests.</p>
InTASC	InTASC	InTASC	InTASC	InTASC
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10

NEPF–InTASC Crosswalk



NEPF–InTASC Crosswalk Sources:

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