



NEBRASKA DEPARTMENT OF EDUCATION

TEACHER & PRINCIPAL PERFORMANCE FRAMEWORK

Adopted by the Nebraska State Board of Education

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Introduction to the Nebraska Teacher & Principal Performance Framework

State educational policymakers across the nation are embracing educator effectiveness reforms as one of the keys to improving teaching and learning. These reforms should be predicated on clear criteria that define effective practice for teachers and principals.

Developing Nebraska's Performance Framework. In January 2011, the Nebraska State Board of Education authorized the drafting of possible performance standards for teachers and principals. This process began with the formation of a forty-member committee drawn from thirteen of the state's educational stakeholder groups representing teachers, principals, higher education representatives, school board members, and parents. The purpose of this committee was to prepare a set of draft performance practices for consideration by the State Board.

The committee's development of Effective Practices and Example Indicators was informed by the profession's national standards. For teachers, these include the 2010 Interstate Teacher Assessment and Support Consortium (InTASC) standards and the Framework for Teaching developed by Charlotte Danielson. For principals, these include the Interstate School Leaders Licensure Consortium (ISLLC) 2008 policy standards. In addition, standards developed by other states served as a valuable resource.

The purpose of the Nebraska Teacher and Principal Performance Framework is to define effective practices in order to improve teaching and learning. The Practices address the roles of teachers and principals, defined as those educators whose primary task is working directly with students in a school setting. Local districts may wish to create Effective Practices for educational specialists not covered by the Nebraska Teacher and Principal Performance Framework.

Structuring the Performance Framework. Following the structure of Nebraska's curriculum standards, the Teacher and Principal Performance Framework is organized into two elements: a broad Effective Practice statement followed by several Example Indicators. The Indicators are designed to be examples that clarify and develop the Effective Practices; they are not an exhaustive list and can be enhanced by local districts as they use the Framework.

The Framework is designed to encompass a broad range of effective practices that characterize our state's best teachers and principals. In addition, embedded throughout the Framework are four essential themes: high expectations for student learning, a commitment to teacher and principal accountability for results, awareness of the individual circumstances of each student in light of the increasing diversity of our state's population, and the integration of technology.

A Guiding Framework. The Nebraska Teacher and Principal Performance Framework is intended to be a useful resource that provides a definition of effective practice to voluntarily guide local districts, institutions of higher education, and state and local policymakers as we strive together to ensure Nebraska's continuing commitment to improve educational achievement for all of our children. The State Board reaffirms its fundamental view that curriculum and instruction are best left to individual districts, and that the Nebraska Department of Education should serve as a resource for districts in that regard.

Nebraska's Performance Framework for Teachers

The Effective Practices:

(1) Foundational Knowledge

The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.

Example Indicators

The Teacher:

- a) Possesses a strong command of the content and related instructional strategies in the discipline(s) he or she teaches.
- b) Understands research-based instructional approaches, strategies, assessments, and interventions.
- c) Understands the intellectual, social, emotional, and physical development of students, how they learn, and how they differ.
- d) Understands the effect of cultural and societal influences on learning for each student.
- e) Understands how national, state, and local standards impact teaching.
- f) Understands the components of an effective curriculum.
- g) Accepts responsibility for the growth of student learning, development, and achievement.

(2) Planning and Preparation

The teacher integrates knowledge of content, pedagogy, students, and standards with the established curriculum to set high expectations and develop rigorous instruction for each student that supports the growth of student learning, development, and achievement.

Example Indicators

The Teacher:

- a) Develops coherent units, lessons, and activities that reflect high expectations and enable each student to achieve standards, learning goals, and instructional objectives.
- b) Designs and adapts lessons based on student progress, assessment results, and interests.
- c) Uses a variety of appropriate, research-based teaching strategies.
- d) Considers students' prior knowledge, abilities, and individual circumstances to ensure that instruction is differentiated, relevant to students, and rigorous.
- e) Integrates a variety of resources, including technology, to provide challenging, motivating, and engaging learning experiences.

(3) The Learning Environment

The teacher creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.

Example Indicators

The Teacher:

- a) Establishes relationships that result in a positive learning climate of openness, mutual respect, support, and inquiry, and interacts with students in ways that demonstrate and promote recognition of diversity.
- b) Ensures a safe and accessible environment.
- c) Establishes, communicates, and maintains effective routines, procedures, and clear standards of conduct.
- d) Establishes a collaborative learning community built on trust and teamwork that is consistent with and supportive of the full development of students as individuals.
- e) Establishes high expectations that cultivate each learner's self-motivation and encourage pride in his/her genuine accomplishments.
- f) Values individual students, their families, neighborhoods, and communities; acknowledges their experiences and builds upon those experiences to increase academic success.

(4) Instructional Strategies

The teacher uses effective instructional strategies to ensure growth in student achievement.

Example Indicators

The Teacher:

- a) Uses a range of developmentally appropriate instructional strategies and resources that are targeted to meet learning goals.
- b) Modifies, adapts, and differentiates instruction and accommodations based on data analysis, observation, and student needs.
- c) Communicates effectively with students to promote and support high expectations for achievement.
- d) Assumes various roles in the instructional process appropriate to the content, purposes of instruction, and the needs of students.
- e) Engages students by using varied activities, assignments, groupings, structure, pacing, and a variety of instructional techniques such as direct instruction, inquiry, questioning, and discussion as appropriate for individual student achievement.
- f) Uses strategies that enable students to develop skills in critical thinking, creativity, and problem-solving.
- g) Uses existing and emerging technologies as needed to support and promote student learning.
- h) Implements engaging learning experiences that draw upon family and community resources.

(5) Assessment

The teacher systematically uses multiple methods of formative and summative assessment to measure student progress and to inform ongoing planning, instruction, and reporting.

Example Indicators

The Teacher:

- a) Develops and uses varied and appropriate assessments and accommodations based on instructional objectives and student needs.
- b) Uses both formative and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student.
- c) Seeks to assure that classroom-based assessment instruments and procedures are effective, free of bias, and appropriate to the developmental and linguistic capabilities of students.
- d) Develops or selects appropriate assessments and interprets the resulting data, both individually and with colleagues.
- e) Uses strategies that enable students to set high expectations for personal achievement, and to assess, monitor, and reflect on their own work.
- f) Compiles and reports assessment data to accurately document student progress over time.

(6) Professionalism

The teacher acts as an ethical and responsible member of the professional community.

Example Indicators

The Teacher:

- a) Systematically reflects on his/her own professional practice in order to bring about continuous improvement.
- b) Actively pursues meaningful professional development.
- c) Contributes to and advocates for the profession.
- d) Protects the established rights and confidentiality of students and families.
- e) Adheres to school policies, procedures, and regulations.
- f) Models ethical behavior in accordance with established standards.
- g) Maintains accurate records, documentation, and data.

(7) Vision and Collaboration

The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.

Example Indicators

The Teacher:

- a) Actively participates in the development and implementation of the school's vision, mission, and goals for teaching and learning.
- b) Contributes to the continuous school improvement process.
- c) Establishes and maintains collaborative professional relationships.
- d) Uses effective communication strategies and technological resources when appropriate, and takes into account various factors that impact communication with individual students, their families, and the community.
- e) Collaborates with students, parents, families, and the community to create meaningful relationships that enhance the learning process.

|| Nebraska Performance Framework for Principals (July, 2017)

EFFECTIVE PRACTICE (1) Vision for Learning: The principal uses multiple sources of information and engages key school community members to establish and communicate a shared vision and set of core values for teaching and learning that results in improved student achievement, reduction of achievement gaps, and enhanced student well-being.

Example Indicators

The Principal:

- Collaborates with and engages school staff and the community to build commitment to the vision and core values of the school.
- Widely communicates the vision and core values in order to establish high expectations for student performance and well-being.
- Effectively uses the vision and core values to develop rigorous and measurable goals for teaching and learning.
- Designs and implements instructional and organizational practices aligned to the vision and core values of the school.
- Models and pursues the school's vision and core values in all aspects of leadership, and uses them as a basis for decision-making.
- Ensures that the vision and core values are aligned to district, state, and federal policies.
- Systematically reviews the vision and core values and revises as appropriate.
 - Analyzes varied sources of information about the school's demographics, current practices, and outcomes to inform the vision and core values of the school.

EFFECTIVE PRACTICE (2) Developing Relationships: The principal develops and supports productive relationships with students, staff, families, and the community in an effort to support and enhance each student's academic success and well-being.

Example Indicators

The Principal:

- Engages in purposeful conversations and other activities throughout the school and community in order to develop positive and effective relationships and to advocate publicly for the importance of education, student needs, and educational priorities.
- Is approachable, accessible, and welcoming to families and members of the community.
- Employs effective communications strategies, both personal and public, to keep students, staff, families, and community members informed and to seek their perspectives on issues affecting the school.
 - Seeks a range of diverse perspectives on school issues.
- Works effectively with students, staff, families, and others to create an environment of respect and understanding within the school.
- Encourages active family and community participation in the learning process to support student academic success and well-being.
 - Promotes the school as a community center and resource for families and community members.
 - Maintains a strong presence in the community in order to understand its strengths and needs, and engage its resources for the school.
 - Is cognizant of the culture of the community and seeks further understanding of it in order to enhance student learning.
 - Makes use of the community's cultural, social, and intellectual resources to strengthen the school and promote student learning and school improvement.
 - Creates strategic partnerships with business, religious, political, and other community leaders to promote student learning and well-being.

EFFECTIVE PRACTICE (3) Continuous School Improvement: The principal leads a continuous school improvement process that results in improved student achievement, enhanced student well-being, and greater school effectiveness.

Example Indicators

The Principal:

- Systematically collects and routinely analyzes multiple sources of student achievement and behavioral data to identify targeted improvement efforts and inform decision making.
- Collaborates with the school community to set goals, develop, implement, and monitor action plans designed to improve student achievement and enhance student well-being.
 - Creates action plans that include research-based instructional practices to improve teaching and learning.
 - Ensures that team and individual teacher goals are systematically aligned with building improvement plans.
- Aligns professional development efforts with the school improvement plan.
 - Promotes leadership and builds capacity among teachers and staff.
- Frequently monitors and analyzes progress on the improvement plan and makes appropriate adjustments.
 - Engages the school community in an ongoing process of evidence-based inquiry, strategic goal-setting, planning, implementation, and evaluation for continuous school improvement.
 - Ensures alignment of building improvement plans with state and federal requirements.
- Uses technology to increase school efficiency and effectiveness.
- Effectively manages the process of change within the school.

EFFECTIVE PRACTICE (4) Instructional Leadership: The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for each student's academic success and well-being.

Example Indicators

The Principal:

- Works collaboratively with staff to analyze student performance data from multiple assessments and to evaluate the curriculum, instructional, and assessment programs.
 - Ensures that the curriculum is based on district and state content standards, provides multiple perspectives, is culturally responsive, and embodies high expectations for student learning.
 - Coordinates systems of curriculum, instruction, and assessment to promote academic achievement, effective learner behaviors, and a respect for learning among students.
- Monitors instructional practices through collection and reporting of data to ensure fidelity to content standards of district curriculum.
 - Provides actionable feedback about instruction and professional practice through systems of supervision and evaluation.
 - Promotes teaching practices based on sound instructional theory, research on child learning and development, effective pedagogy, and the needs of each student.
 - Supports that instructional practice is intellectually challenging, differentiated, and personalized.
 - Supports employment of assessments that are technically sound and consistent with best practices.
- Holds self and staff accountable for the growth of student achievement across the curriculum.
- Protects instructional time in order to maximize learning.

EFFECTIVE PRACTICE (5) Staff Leadership: The principal builds a professional community within the school and develops the professional capacity and practice of personnel by recruiting, selecting, developing, retaining, supporting, and leading teachers and staff in accord with the school's vision and core values.

Example Indicators

The Principal:

- Establishes clear expectations for all staff.
 - Empowers teachers and support staff with the responsibility for meeting the academic, physical, social and emotional needs of each student.
 - Consistently holds staff accountable for student success based on high expectations and professional standards.
- Uses effective personnel practices aligned with the school's vision and core values to recruit, select, develop, and retain high-quality professional and support staff.
 - Manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- Fosters workplace conditions that promote a professional community emphasizing professional development, sound instructional practices, and student learning.
 - Engages in continuous learning and professional growth opportunities.
 - Creates a collaborative team culture that encourages continuous individual growth and leadership development.
 - Develops staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth.
 - Provides effective mentoring opportunities to build staff leadership.
 - Implements an effective performance evaluation system, supervising and evaluating each staff member to consistently provide timely feedback and targeted support.

EFFECTIVE PRACTICE (6) Systems Management: The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

Example Indicators

The Principal:

- Manages and monitors operations and administrative systems that promote the vision and core values of the school.
- Effectively allocates financial, material, time, and human resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement.
 - Consistently acts as a responsible, ethical, and accountable steward of the schools monetary and non-monetary resources.
 - Engages in effective budgeting and accounting practices.
 - Manages staff resources competently assigning staff to roles that optimize their professional capacity to address student needs.
- Consistently and effectively monitors the school's site, facilities, services, and equipment.
 - Maintains a relatively extensive amount of data in order to deliver actionable information for classroom and school improvement.
- Effectively identifies and resolves problems and manages conflicts.
- Communicates at a proficient level with community agencies to provide a safe school environment.
- Develops school-wide procedures for the effective use of technology within the school.
- Communicates effectively with policymakers as they develop regulations, policies, and laws that impact the school.
- Ensures compliance with local, state, and federal mandates.
- Monitors at the proficient level the impact of school law and regulations on the school community.

EFFECTIVE PRACTICE (7) Culture for Learning: The principal creates a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.

Example Indicators

The Principal:

- Enhances the academic, physical, social and emotional growth of each student by creating a culture of high expectations for student success.
 - Works with staff to build and maintain a safe, caring, and healthy school environment that encourages student engagement and success.
 - Works with staff and community partners to identify barriers to student learning and development, and devises strategies to reduce or eliminate many of them.
 - Recognizes and respects diversity and sees students' and the community's culture as an asset for teaching and learning.
- Fosters a school environment in which each student is known, accepted, valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- Fosters an environment of respect and rapport based on clear guidelines for appropriate behavior and addresses student conduct in a positive, fair, and unbiased manner.
- Recognizes the accomplishments of students and staff.
- Maintains a high level of visibility in the school and community.
- Engages in ongoing assessment of the school climate and culture.
- Provides full and equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students.
 - Uses multiple indicators of student performance to assess the academic, physical, social and emotional development of each student.
 - Provides an effective system of academic and social supports and accommodations to meet student learning needs.

EFFECTIVE PRACTICE (8) Professional Ethics and Advocacy: The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the school.

Example Indicators

The Principal:

- Places children at the center of education and accepts appropriate responsibility for each student's academic success and well-being.
- Models reflective practice, transparency, and ethical behavior.
 - Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership.
 - Acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, and continuous improvement.
- Holds others in the school community accountable for adhering to established standards of integrity and ethical behavior.
- Treats others with dignity and respect.
- Protects the established rights, access to equitable resources, and confidentiality of students and staff.
- Strives to make decisions that are just, fair, and equitable.
- Responds professionally to the political, social, economic, legal, and cultural environment in which the school exists.
 - Advocates for public policies that ensure appropriate and equitable resources for the education system and that support the vision and core values of the school.

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