



TO: Roger Breed, Ed.D.
Commissioner of Education

FROM: Donlynn Rice, Administrator, Curriculum, Instruction, and Innovation
Jim Havelka, Havelka Educational Services

SUBJECT: Draft Nebraska Teacher and Principal Standards for Public Comment

Proposed Board Action:

Approve the Draft Nebraska Teacher and Principal Standards for Public Comment

Background Information:

The Nebraska State Board of Education approved the development of teacher and principal performance standards in January 2011. Since that time the following groups have met to study the topic, review models from other states, and to prepare, review, edit, and revise the attached drafts and introductory statement.

- Stakeholder Group - 26 participants representing 10 different Nebraska organizations and NDE
March 29
- Standards Drafting Committee - 41 participants nominated by the Stakeholders Group
February 14+15
March 14
- Standards Editing Committee - 12 Individuals nominated from the Standards Drafting Committee
February 28
March 15
April 12
- State Board Accountability Subcommittee
April 4
April 11

State Board approval of the draft standards and introductory statement will allow for expanded public input over the next several months. Plans are to host several focus groups, present at conferences and conduct an electronic survey to gain input on the drafts to share with the State Board in the fall of 2011.

Estimated Cost:

No additional cost - continues to be a part of the \$25,000 from Federal ESEA Statewide Funds that have supported the process to date.

Supporting Documentation Included:

See Attached Drafts

05.04.11 State Board of Education Work Session	2.6-1
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05.05.11 State Board of Education	7.5-1

For Additional Information on this item:

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**INTRODUCTION TO THE TEACHER AND PRINCIPAL STANDARDS:
STATE BOARD DRAFT #1**

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 standards that define effective practice for teacher and principals.

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 standards for consideration by the State Board.

The committee determined that the purpose of the Nebraska Standards is to define effective practice in order to improve teaching and learning. Therefore the draft standards 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 standards for educational specialists not covered by the teacher and principal standards.

Following the structure of Nebraska's curriculum standards, the draft teacher and Principal standards are organized into two elements: a broad standards statement followed by several example indicators. The indicators are designed to be examples of effective practice that clarify and develop the standards; they are not an exhaustive list and can be enhanced by local districts as they use the standards.

The committee's development of Standards and 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 standards are designed to encompass a broad range of effective practice that characterizes our state's best teachers and principals. Three vital themes recur throughout both sets of standards rather than being contained in single statements. These include the appropriate use of technology for students living in an online world, cultural competence and a respect for diversity in our increasingly multicultural state, and a commitment to teacher and principal accountability for the growth and maintenance of high levels of student achievement.

STANDARDS INTRODUCTION (Continued)

The draft Standards are being considered by the State Board of Education with the intent that they be viewed **not as a state mandate, but rather** as a useful resource which provides a framework 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.



April 20, 2011

TEACHER STANDARDS STATE BOARD DRAFT #1

Standard 1: Foundational Knowledge.

The Teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide all students 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 multiple 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 cultural and societal influences and their impact on teaching and learning.
- 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.

Standard 2: Planning and Preparation.

The Teacher integrates knowledge of content, pedagogy, students, and standards with established curriculum to develop rigorous and meaningful instruction for all students that supports the growth of student learning, development, and achievement.

Example Indicators: The Teacher:

- a) Develops coherent and relevant units, lessons, and activities that enable students 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) Develops instruction that is culturally and socially relevant and responsive.
- e) Considers students' prior knowledge, abilities and individual needs to ensure that instruction is differentiated and rigorous.
- f) Integrates a variety of resources, including technology, to provide challenging, motivating, and engaging learning experiences.

Standard 3: The Learning Environment.

The Teacher develops and maintains a learning environment that promotes active student engagement in learning, development, and achievement.

Example Indicators: The Teacher:

- a) Ensures a safe and accessible environment.
- b) Establishes, communicates, and maintains effective routines, procedures, and clear standards of conduct, and interacts in ways that demonstrate and promote respect for diversity.
- c) Creates a positive learning climate of openness, mutual respect, support, and inquiry.
- d) Establishes a collaborative learning community built on trust and teamwork that is consistent with the full development of students as individuals.
- e) Establishes high expectations that cultivate learners' self-motivation and encourage pride in their genuine accomplishments.

Standard 4: Instructional Strategies.

The Teacher intentionally uses a variety of effective instructional strategies to ensure growth in student achievement.

Example Indicators: The Teacher:

- a) Uses a range of developmentally and culturally, appropriate instructional strategies and resources, 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 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, and pacing, as well as a variety of instructional techniques such as direct instruction, inquiry, questioning, and discussion.
- f) Uses strategies that enable students to develop skills in critical thinking, creativity, and problem solving.
- g) Uses existing and emerging technologies to support and promote student learning.
- h) Collaborates with students to implement active learning experiences, drawing upon family and community resources.

Standard 5: Assessment.

The Teacher systematically uses multiple methods of 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) Ensures that assessment instruments and procedures are valid and address the cultural, societal and linguistic diversity 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 assess, monitor, and reflect on their own work.
- f) Compiles and reports assessment data to accurately document student progress over time.

Standard 6: Professionalism.

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

Example Indicators: The Teacher:

- a) Uses a variety of self assessment strategies to reflect upon professional practice.
- 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.

Standard 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, including technology, taking into account the cultural, societal, and linguistic needs and resources of students and families.
- e) Collaborates with students, parents, families, and the community to create meaningful partnerships in the learning process.



APRIL 20, 2011

PRINCIPAL STANDARDS STATE BOARD DRAFT #1

Standard 1: Vision for Learning.

The Principal establishes and communicates a vision for teaching and learning that results in improved student performance.

Example Indicators: The Principal

- a) Uses varied sources of information and analyzes data about current practices and outcomes to shape the vision, mission, and goals of the school.
- b) Engages constituent groups within the school community to develop commitment to the vision, mission, and goals of the school.
- c) Aligns the school's vision, mission, and goals to district, state, and federal policies.
- d) Communicates the vision in order to establish high expectations for student performance.
- e) Reviews the vision, mission, and goals systematically and revises as appropriate.

Standard 2: Continuous School Improvement.

The Principal leads a continuous school improvement process that results in improved student performance and school effectiveness.

Example Indicators: The Principal:

- a) Develops and implements, in collaboration with the school community, a strategic school improvement plan that is aligned with district, state and federal guidelines and goals.
- b) Maintains comprehensive and current information about students, academic achievement, school effectiveness, and the school community.
- c) Makes informed decisions based on student achievement data, research, and best practices to improve teaching and learning.
- d) Uses technology to increase school efficiency and effectiveness.
- e) Revises the school improvement plan based on a systematic review of progress toward its goals.
- f) Uses the continuous improvement plan to guide professional development within the school community.

Standard 3: Instructional Leadership.

The Principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for results.

Example Indicators: The Principal:

- a) Promotes teaching practices based on sound pedagogy, professional collaboration, and instructional interventions designed to meet the learning needs of all students.
- b) Ensures that the instructional program is aligned with content standards,, includes effective instructional and assessment practices, and protects instructional time to maximize learning.
- c) Supports instructional content that reflects the perspectives of a diverse society.
- d) Uses data from multiple assessments of student performance to evaluate the curriculum and instructional program.
- e) Assumes responsibility for the continued improvement of student learning within the school and holds staff accountable for the growth of student achievement within their assigned areas.

Standard 4: Culture for Learning.

The Principal creates a school culture that enhances the academic, social, physical, and emotional development of all students.

Example Indicators: The Principal:

- a) Provides full and equitable access to educational programs, curricular, and extra-curricular opportunities that address the needs, interests, and abilities of all students.
- b) Develops a culture of high expectations for self, students, and staff.
- c) Fosters an environment of respect and rapport based on clear guidelines for appropriate behavior.
- d) Uses multiple indicators of student success to encourage the development of the whole child.
- e) Identifies barriers to student learning and development, and devises strategies to reduce or eliminate them.
- f) Engages in the activities of the school, recognizes the accomplishments of students and staff, and maintains a high level of visibility within the school community.
- g) Leads the assessment and continuous improvement of the school climate and culture.

Standard 5: 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:

- a) Allocates financial, material, and human resources to support the educational program.
- b) Monitors the school's site, facilities, services, and equipment to provide a safe and orderly environment.
- c) Identifies and resolves problems, manages conflict, and builds consensus to achieve the efficient operation of the school.
- d) Communicates with community agencies to provide a safe school environment.
- e) Develops procedures for the effective use of technology among staff, students, and the school community.
- f) Understands school law and its impact on staff, students, and families, and complies with local, state, and federal mandates.
- g) Guides and influences policymakers as they develop regulations, policies, and laws that impact the school.

Standard 6: Staff Leadership

The Principal uses effective practices to select, develop, support, and lead high quality teachers and other staff.

Example Indicators: The Principal:

- a) Recruits, hires, develops, and retains high quality professional and support staff to realize the school's vision.
- b) Develops a culture of collaboration, collegiality, distributed leadership, and equity among staff.
- c) Mentors emerging staff leaders in order to build leadership capacity within the school community.
- d) Supervises the school's staff members and holds them accountable for results based on high expectations and professional standards.
- e) Implements a performance evaluation system and a professional development program for teachers and instructional support staff based on a common instructional language and effective teaching practices.
- f) Models continuous learning and provides professional development opportunities for all staff.

Standard 7: Developing Relationships.

The Principal promotes and supports productive relationships with students, staff, families, and the community.

Example Indicators: The Principal:

- a) Builds professional relationships that support the school and its vision.
- b) Uses the community's diverse cultural, social and intellectual resources to strengthen the school community.
- c) Encourages active family and community participation in the learning process in order to enhance student achievement.
- d) Solicits information from families and community members to strengthen the educational program.
- e) Uses effective public information strategies.
- f) Creates strategic partnerships with business, religious, political, and other community leaders in order to carry out the school's mission.
- g) Develops an understanding of diversity among staff and students to create an appreciation of a global society.

Standard 8: Professional Ethics and Advocacy.

The Principal advocates for policies of equity and excellence in support of the vision of the school, and acts with fairness, integrity, and a high level of professional ethics.

Example Indicators: The Principal:

- a) Responds to the political, social, economic, legal and cultural influences affecting the school.
- b) Advocates for public policies that ensure appropriate and equitable resources for the education system.
- c) Protects the established rights and confidentiality of students and staff;
- d) Models and articulates reflective practice, transparency, and ethical behavior in accordance with established standards.
- e) Holds others in the school community accountable for demonstrating integrity and ethical behavior.
- f) Treats others with dignity and respect.
- g) Seeks to make decisions that are just, fair, and equitable.