

|| DOCUMENT TITLE **Nebraska Performance Framework for Teachers**

Approved by the State Board of Education 11/9/11

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.

- 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.

- 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.

- 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.

- 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.

- 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.

- 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.

- 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.