

Nebraska Framework Levels of Performance Final Pilot Draft

EFFECTIVE PRACTICE: (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.

Performance Level	Performance Description	Example Behaviors: The teacher typically displays these or similar behaviors:	Sources of Evidence
Exemplary	The teacher demonstrates a current and comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.	<ul style="list-style-type: none"> • Demonstrates current and comprehensive knowledge of his/her discipline's content and the components of an effective curriculum. • Possesses a thorough understanding, and serves as a leader for development and/or implementation of local, state, and national standards. • May serve as a content leader at the district, state, and/or national levels. • Consistently demonstrates knowledge of research-based instructional approaches, strategies, assessments, and interventions, and serves as a teacher/leader for implementing best practices. • Uses his/her comprehensive understanding of the intellectual, social, emotional, and physical development of students and the effect of cultural and societal influences to positively impact student learning. • Consistently demonstrates responsibility for providing effective opportunities for each student's learning, development, and achievement. 	<p><i>Examples:</i> Sources of evidence are not limited to these examples:</p> <ul style="list-style-type: none"> • Classroom observations – including walk-through and formal observations • Lesson and unit plans • Beginning of year goal-setting forms • Response to Intervention (RTI) logs • Informal and formal conversations with staff • Professional development activities, such as courses taken outside of school to improve instruction
Proficient	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.	<ul style="list-style-type: none"> • Demonstrates a strong command of his/her discipline's content and the components of an effective curriculum. • Demonstrates understanding of local, state, and national standards. • Demonstrates knowledge of research-based instructional approaches, strategies, assessments, and interventions. • Has a strong understanding of the intellectual, social, emotional, and physical development of students. • Understands the effect of cultural and societal influences on student learning. • Regularly demonstrates responsibility for providing effective opportunities for student learning, development, and achievement. 	
Basic	The teacher demonstrates limited knowledge of content, pedagogy, students, or standards needed to provide each student with effective opportunities for learning, development, and achievement.	<ul style="list-style-type: none"> • Demonstrates a limited command of his/her discipline's content and the components of an effective curriculum. • Demonstrates a limited understanding of local, state, and national standards. • Has a limited knowledge of research-based instructional approaches, strategies, assessments, and interventions. • Is familiar with the intellectual, social, emotional, and physical development of students • Has a limited understanding of cultural and societal influences on learning. • Understands the importance of providing effective opportunities for student learning, development, and achievement, but has not consistently demonstrated the ability to do so. 	
Unsatisfactory	The teacher demonstrates a lack of knowledge of content, pedagogy, students, or standards needed to provide each student with effective opportunities for learning, development, and achievement.	<ul style="list-style-type: none"> • Demonstrates a lack of knowledge of his/her discipline's content, and the components of an effective curriculum. • Demonstrates a lack of knowledge of local, state, and national standards. • Demonstrates a lack of knowledge of research-based instructional approaches, strategies, assessments, and interventions. • Demonstrates unfamiliarity with the intellectual, social, emotional, and physical development of students. • Demonstrates a lack of knowledge of cultural and societal influences on learning. • Does not recognize the importance of, nor demonstrates responsibility for, providing effective opportunities for student learning, development, and achievement. 	

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EFFECTIVE PRACTICE: (2) <u>Planning and Preparation</u> 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.			
Performance Level	Performance Description	Example Behaviors: The teacher typically displays these or similar behaviors:	Sources of Evidence
Exemplary	The teacher purposefully and consistently integrates a comprehensive knowledge of content, pedagogy, students, and standards with the established curriculum to develop units, lessons, and other learning experiences that support the growth of individual student learning, development, and achievement.	<ul style="list-style-type: none"> • Consistently develops innovative and coherent units, lessons, and activities using a variety of appropriate research-based strategies and resources, including technology. • Designs and adapts instruction in an exceptional manner based on student progress, assessment results, and interests. • Consistently considers student’s prior knowledge, abilities, and individual circumstances to ensure differentiated, relevant, and rigorous instruction. • Consistently uses a variety of appropriate, research-based teaching strategies to engage, challenge, and meet the needs of individual students to optimize their development and achievement. • Serves as a planning partner or mentor to other teachers. 	<p><i>Examples:</i> Sources of evidence are not limited to these examples:</p> <ul style="list-style-type: none"> • Evidence that the learning objective – goal – target is posted • Differentiated lesson and unit plans • Evidence that a variety of supporting materials and resources are readily available • Choices for student – various opportunities for students to demonstrate success through formative and summative assessments • Progress monitoring evidence – evidence of current level of individual student performance
Proficient	The teacher consistently integrates knowledge of content, pedagogy, students, and standards with the established curriculum to develop coherent and rigorous units, lessons, and activities that support the growth of student learning, development, and achievement.	<ul style="list-style-type: none"> • Consistently develops coherent units, lessons and activities using a variety of appropriate research-based strategies and resources, including technology. • Consistently designs, and adapts instruction based on student progress, assessment results, and interests. • Considers student’s prior knowledge, abilities and individual circumstances to ensure differentiated, relevant, and rigorous instruction. • Uses a variety of appropriate, research-based teaching strategies to engage, challenge, and meet the needs of individual students to optimize their development and achievement. 	
Basic	The teacher demonstrates a basic knowledge of content, pedagogy, students, and curriculum standards, but fails to integrate them consistently to develop units, lessons, and learning activities.	<ul style="list-style-type: none"> • Attempts to develop rigorous and coherent units, lessons, and activities using a variety of appropriate research-based strategies and resources, including technology, but does not consistently do so. • Designs and adapts instruction based on student progress, assessment results, and interests, but with inconsistent results. • Attempts to consider student’s prior knowledge, abilities, and individual circumstances to ensure differentiated, relevant, and rigorous instruction, but is not always effective in doing so. • Does not consistently use appropriate, research-based teaching strategies to engage, challenge, and meet the needs of individual students to optimize their development and achievement, or may show inconsistent results. 	
Unsatisfactory	The teacher displays a very limited knowledge of content, pedagogy, students, or curriculum standards, and/or fails to develop coherent and rigorous units, lessons, and learning activities.	<ul style="list-style-type: none"> • Fails to develop units, lessons, and activities that are rigorous and coherent. • Rarely designs and adapts instruction based on student progress, assessment results, and interests. • Does not adequately consider student’s prior knowledge, abilities, and individual circumstances to ensure differentiated, relevant, and rigorous instruction. • Incorporates few, research-based teaching strategies to engage, challenge, and meet the needs of individual students to optimize their development and achievement. 	

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EFFECTIVE PRACTICE: (3) <u>The Learning Environment</u> The teacher creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.			
Performance Level	Performance Description	Example Behaviors: The teacher typically displays these or similar behaviors:	Sources of Evidence
Exemplary	The teacher creates and consistently maintains an exceptional learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.	<ul style="list-style-type: none"> • Establishes and consistently maintains highly effective routines, procedures, and clear standards of conduct ensuring an engaging learning environment for each student. • Serves as a school/district advocate for establishing high expectations for student learning, development, and achievement. • Purposefully interacts with students, families, and the community in ways that cultivate self-motivation and values diversity. • Establishes and continually promotes a strong and active collaborative learning community built on a climate of mutual respect, trust, openness, and support which extends to the larger school community. • Creates a learning environment in which students and colleagues understand and value student, family, neighborhood, and community experiences. 	<p><i>Examples:</i> Sources of evidence are not limited to these examples:</p> <ul style="list-style-type: none"> • Develop a log or list of potential observable behaviors • Walk-through observations • Disciplinary referral logs • Parent contact logs • Student perception survey data
Proficient	The teacher creates and maintains an effective learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.	<ul style="list-style-type: none"> • Establishes and consistently maintains effective routines, procedures, and clear standards of conduct. • Ensures a safe and accessible environment. • Ensures an engaging learning environment for each student. • Establishes high expectations for learning, development, and achievement • Purposefully interacts with students in ways that cultivate self-motivation and value diversity. • Establishes and consistently maintains a collaborative learning community built on a climate of mutual respect, trust, openness, and support. • Acknowledges the value of student, family, neighborhood, and community experiences, and builds upon them to encourage and positively impact academic success. 	
Basic	The teacher strives to create and maintain a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement; however, the results are not consistent.	<ul style="list-style-type: none"> • Attempts to establish routines, procedures, and standards of conduct; however, results do not ensure an engaging learning environment for each student. • Attempts to establish high expectations for learning, development, and achievement, but may not have consistent results. • Generally interacts with students in ways that cultivate self-motivation and value diversity, but does not consistently achieve the desired outcome. • Strives to develop a collaborative learning community built on a climate of mutual respect, trust, openness, and support, but with moderate success. 	
Unsatisfactory	The teacher fails to create and/or maintain an effective or engaging learning environment.	<ul style="list-style-type: none"> • Fails to establish routines, procedures, and standards of conduct, resulting in an ineffective learning environment for students. • Makes little or no attempt to establish high expectations for learning, development, and achievement. • Rarely interacts with students in ways that cultivate self-motivation and value diversity. • Has not attempted to develop a collaborative learning community built on a climate of mutual respect, trust, openness, and support. 	

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EFFECTIVE PRACTICE: (4) <u>Instructional Strategies</u> The teacher uses effective instructional strategies to ensure growth in student achievement.			
Performance Level	Performance Description	Example Behaviors: The teacher typically displays these or similar behaviors:	Sources of Evidence
Exemplary	The teacher consistently uses highly effective instructional strategies that result in continuous growth in learning for each student.	<ul style="list-style-type: none"> • Consistently exceeds learning goals by using and sharing highly effective and research-based instructional strategies and resources. • Strategically adapts, modifies, and reflects on the various roles of the teacher in the instructional process. • Continuously 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 and that consistently meets the goals of the school/district. • Modifies, adapts, and differentiates instructional strategies based on data analysis, observation, and student and school/district needs. • Ensures a high level of student growth and achievement. • Seeks and uses a variety of innovative methodologies, techniques, resources, and technologies. • Promotes individual students' skills in critical thinking, creativity, and problem-solving. • Effectively and continuously communicates with students and families to promote and support high expectations for achievement. • Regularly draws upon family and community resources to positively impact student achievement. • Serves as teacher/leader or trainer for the school/district. 	<p><i>Examples:</i> Sources of evidence are not limited to these examples:</p> <ul style="list-style-type: none"> • Multiple classroom observations • Sample lesson and/or unit plans • Interviews • Teacher log/reflection form • Evidence of communication • Professional development plans • Student perception survey • Student achievement data
Proficient	The teacher regularly uses effective instructional strategies to ensure growth in student achievement.	<ul style="list-style-type: none"> • Consistently uses developmentally appropriate instructional strategies and resources to meet learning goals. • Assumes various instructional roles in the teaching and learning processes appropriate to the content, purposes of instruction, and the needs of students. • Continuously 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. • Modifies, adapts, and differentiates instruction based on data analysis. • Ensures student growth and achievement. • Uses a variety of methodologies, techniques, resources, and technologies. • Develops students' skills in critical thinking, creativity, and problem-solving. • Effectively communicates with students and families to promote and support high expectations for achievement. • Draws upon family and community resources to positively impact student achievement. 	
Basic	The teacher strives to use effective instructional strategies to ensure growth in student achievement, but has inconsistent results.	<ul style="list-style-type: none"> • Inconsistently uses developmentally appropriate instructional strategies and resources to meet learning goals. • Attempts to assume various instructional roles in teaching and learning processes appropriate to content, purpose of instruction, and needs of students. • Engages students on a limited basis due to the inconsistent or incorrect use of 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. • Modifies, adapts, and differentiates instruction on an inconsistent basis. • Student growth and achievement is limited or inconsistent. • Uses a limited repertoire of methodologies, techniques, resources, and technologies. • Implements strategies to develop students' skills in critical thinking, creativity, and problem-solving, but with inconsistent results. • Has limited communication with students and families. 	
Unsatisfactory	The teacher fails to use effective instructional strategies and growth in student achievement is below expectations.	<ul style="list-style-type: none"> • Rarely uses developmentally appropriate instructional strategies and resources to meet learning goals • Fails to implement various instructional roles in teaching and learning processes appropriate to the content, purpose of instruction, and needs of students. • Minimally engages students due to limited or incorrect use of activities, assignments, groupings, structure, pacing, and a variety of instructional techniques. • Rarely modifies, adapts, or differentiates instruction. • Growth in student achievement is significantly below expectations. • Uses few methodologies, techniques, resources, and technologies. • Rarely uses strategies to develop students' skills in critical thinking, creativity, and problem solving. • Engages in little or no communication with students and families. • Does not recognize and/or acknowledge family and community resources. 	

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EFFECTIVE PRACTICE: (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.			
Performance Level	Performance Description	Example Behaviors: The teacher typically displays these or similar behaviors:	Sources of Evidence
Exemplary	The teacher is viewed as an assessment leader for the building/district. He/she consistently and systematically creates and uses multiple methods of formative and summative assessment to measure student progress. The teacher disaggregates data for use in planning, preparing for instruction, and reporting.	<ul style="list-style-type: none"> • Excels in the development and use of exemplary formative and summative assessments that are highly effective and free of bias. • Is viewed as an assessment leader for the school and/or district. • Uses comprehensive data analysis and interpretation to inform instruction, document and report student progress over time, provide meaningful feedback to each student, and/or inform school/district-wide decision-making. • Models highly effective strategies that enable students to set high expectations for personal achievement, and monitor and reflect on their own work. 	<p><i>Examples:</i> Sources of evidence are not limited to these examples:</p> <ul style="list-style-type: none"> • Meetings: Professional Learning Communities, collaborations, team meetings, Response to intervention, Student Assistance Team: (evidences of data analysis, goal-setting, common assessment development and use) • Student artifacts of self-reflection and goal setting • Teacher-developed assessments and rubrics • Common assessments • Evidence of alignment between assessment and instruction • Evidence of data analysis • Report cards, process checks, and Teacher/Student/Parent Conferences • Student perception survey data • Sample formative and summative assessments
Proficient	The teacher consistently and systematically develops and uses multiple methods of formative and summative assessment to measure student progress. The teacher uses assessment results when planning, preparing for instruction, and reporting.	<ul style="list-style-type: none"> • Consistently develops and uses a variety of appropriate formative and summative assessments and accommodations that are effective and free of bias. • Routinely analyzes and interprets the resulting data to inform instruction, document and report student progress over time, and provide meaningful feedback to each student. • Systematically uses strategies that enable students to set high expectations for personal achievement, and monitor and reflect on their own work. 	
Basic	The teacher has limited understanding of the various methods of assessment, and/or the teacher uses assessment results inconsistently.	<ul style="list-style-type: none"> • Possesses limited knowledge or makes limited efforts to develop and use appropriate formative and/or summative assessments. • Inconsistently interprets the resulting data, negatively impacting his/her ability to inform instruction, document and report student progress over time, and provide meaningful feedback to each student. • Makes limited use of strategies intended to enable students to set high expectations for personal achievement, and monitor, and reflect on their own work. 	
Unsatisfactory	The teacher has little or no understanding of assessment methods and uses them inconsistently or incorrectly. Assessment results are ignored or not used appropriately.	<ul style="list-style-type: none"> • Possesses minimal knowledge of or fails to develop and use appropriate formative and/or summative assessments. • Fails to analyze and/or interpret the resulting data, negatively impacting his/her ability to inform instruction, document and report student progress over time, and provide meaningful feedback to each student. • Rarely uses strategies intended to enable students to set high expectations for personal achievement, and monitor and reflect on their own work. 	

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EFFECTIVE PRACTICE: (6) Professionalism The teacher acts as an ethical and responsible member of the professional community.			
Performance Level	Performance Description	Example Behaviors: The teacher typically displays these or similar behaviors:	Sources of Evidence
Exemplary	The teacher serves as a role model for ethical and responsible behavior and serves as a leader in the professional community.	<ul style="list-style-type: none"> • Consistently models and promotes ethical and responsible behavior. • Adheres to and positively influences school policies, procedures, and regulations. • Advocates for the rights and confidentiality of students and families. • Maintains accurate records, documentation, and data and consistently uses them to inform instruction and meet individual student needs. • Actively pursues meaningful professional development and facilitates opportunities for others. • Systematically and thoughtfully reflects on professional practices in order to improve. • Provides leadership to and for the profession. 	<p><i>Examples:</i> Sources of evidence are not limited to these examples:</p> <ul style="list-style-type: none"> • Community Involvement • Service on educational leadership committees • Parent involvement in the classroom • Parent communication/interaction (using a log or list) • Evidence of engagement with the professional community and professional organizations (using a log or list) • Efforts to develop skills such as engaging in a virtual training or professional development activities
Proficient	The teacher consistently models ethical and responsible behavior as a member of the professional community.	<ul style="list-style-type: none"> • Consistently models ethical and responsible behavior. • Adheres to school policies, procedures, and regulations. • Protects the rights and confidentiality of students and families. • Maintains accurate records, documentation, and data and uses it to inform instruction. • Actively pursues meaningful professional development. • Systematically reflects on his/her own professional practices. • Contributes to and advocates for the profession. 	
Basic	The teacher understands ethical and responsible behavior, but is inconsistent in demonstrating a high level of professional practice.	<ul style="list-style-type: none"> • May understand, but inconsistently models ethical behavior. • Generally adheres to school policies, procedures, and regulations. • Seeks to protect the rights and confidentiality of students and families, but results may be inconsistent. • Maintains rudimentary records, documentation, and data. • Participates in required professional development and/or a limited amount of optional activities. • Periodically reflects on own professional practices, but does not systematically plan for improvement. • Makes limited contributions to the profession. 	
Unsatisfactory	The teacher fails to act in an ethical and/or professionally responsible manner.	<ul style="list-style-type: none"> • Periodically demonstrates unethical or questionable behavior. • Does not regularly follow school policies, procedures, and regulations. • Actions may compromise the rights and confidentiality of students and families. • Fails to maintain accurate records, documentation, and data. • Seldom participates in any professional development. • Demonstrates limited, if any, reflection on professional practices. • Makes very limited contributions to the profession. 	

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EFFECTIVE PRACTICE: (7) <u>Vision and Collaboration</u> 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.			
Performance Level	Performance Description	Example Behaviors: The teacher typically displays these or similar behaviors:	Sources of Evidence
Exemplary	The teacher takes a leadership role in contributing to and promoting the vision of the school and continuously collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.	<ul style="list-style-type: none"> • Provides leadership for the development and implementation of the district's and/or school's vision, mission, and goals for teaching and learning. • Takes a leadership role in the school improvement process. • Deliberately and consistently models effective communication strategies and technological resources to create and sustain meaningful and collaborative relationships with students, families, colleagues, and the community in order to advance the learning process. 	<p><i>Examples:</i> Sources of evidence are not limited to these examples:</p> <ul style="list-style-type: none"> • New teacher orientation materials • Involvement in mentor programs • Evidence of volunteerism such as committee work and taking on extra duties • Student perception data • Community participation
Proficient	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.	<ul style="list-style-type: none"> • Actively participates in the development and implementation of the school's vision, mission, and goals for teaching and learning. • Contributes to the school improvement process. • Deliberately and consistently uses effective communication strategies to create meaningful and collaborative relationships with students, families, colleagues, and the community in order to enhance the learning process. 	
Basic	The teacher strives to promote the vision of the school and to collaborate with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement, but with limited or inconsistent results.	<ul style="list-style-type: none"> • Participates to some extent in the development and/or implementation of the school's vision, mission, and goals for teaching and learning. • Makes limited contribution to the school improvement process. • Sporadically uses effective communication strategies while working with students, families, colleagues, and the community. 	
Unsatisfactory	The teacher fails to contribute to and promote the vision of the school. The teacher fails to recognize his/her responsibility to collaborate with students, families, colleagues, and the larger community, and to share responsibility for the growth of student learning, development, and achievement.	<ul style="list-style-type: none"> • Does not participate in the development and/or implementation of the school's vision, mission, and goals for teaching and learning. • Makes little or no contribution to the school improvement process. • Fails to use effective communication strategies while working with students, families, colleagues, and the community. 	