



Educator Effectiveness

An Innovative Approach to Support
and Development of Quality
Educators



Introduction to the Revised Standards



Objectives:

- To understand the purpose for the revision of the standards
- To be aware of the major shifts within the revised standards (What they now look like compared to what they looked like before)
- To analyze the alignment of the major themes within the revised standards
- Discuss alignment of current instructional models to the revised standards

Brief Tour of the Standards

- History of *Nebraska Teacher and Principal Performance (Framework) Standards*
- One-page description of revisions
- 5 teacher standards
- 6 principal standards
- Definitions
- Contributors

Major Shifts



Framework → Performance Standards

Teachers

Principals

Removed

- Foundational Knowledge - *removed as stand alone standard*
- Vision and Collaboration - *removed as stand alone standard and integrated into Professionalism*

Removed

- Instructional Leadership and Developing Relationships - *removed as stand alone standards and integrated throughout standards*

Addition of a Foundational Knowledge Support Document to both teacher and principal standards

Foundational Knowledge

Learning Environment The teacher creates and maintains a learning environment that promotes student engagement and fosters positive relationships, inclusivity, social-emotional development, and academic growth and achievement (Danielson, 2013; InTASC, 2013)	
Indicators <i>An effective teacher:</i>	Foundational Knowledge <i>An effective teacher understands:</i>
a. Builds and sustains a relationship with each student that results in an accessible learning environment of trust, mutual respect, and support	<ul style="list-style-type: none">• The relationships between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning• How to help learners work productively and cooperatively with each other to achieve learning goals• How to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures• How learner diversity can affect communication and knows How to communicate effectively in differing environments• The intellectual, cultural, social, emotional, and physical development of each student, and how they learn (InTASC, 2013)• The need for physical and emotional safety for the students that promotes positive relationships and a sense of belonging (InTASC, 2013)
b. Promotes recognition of each student's diverse personal experiences and builds upon those experiences to increase academic success	
c. Creates and maintains a collaborative learning environment that supports each student's diverse academic, social-emotional, linguistic, and physical strengths and needs	
d. Establishes, communicates, and maintains high expectations, effective routines, procedures, and clear standards of conduct to create a safe, efficient, and effective learning environment for all students	
e. Maintains a learning environment that encourages students to reflect on and take ownership of their own learning behaviors and academic progress	

Purpose for the Revision

How were the standards revised?

- Through the efforts of MANY educators across the state

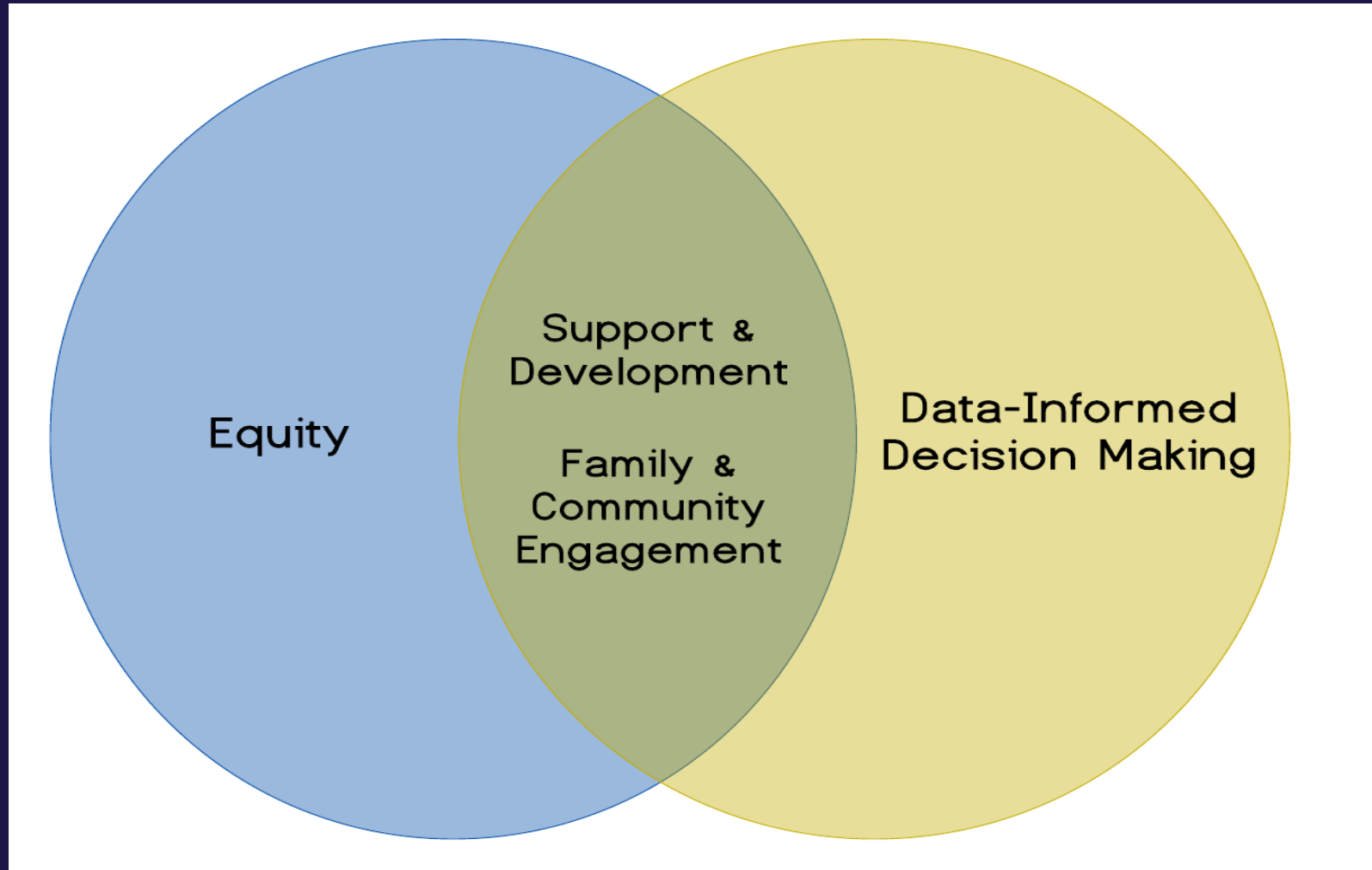


Purpose for the Revision

Reasons for revisions:

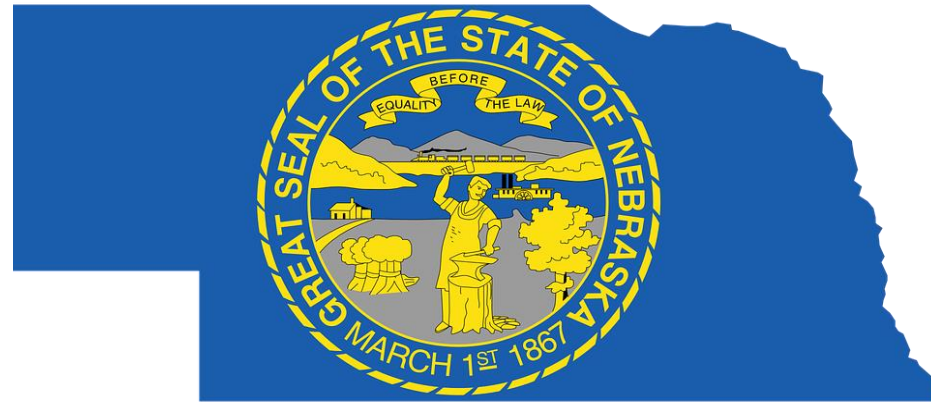
1. Common language statewide to support educators
2. Recruitment and retention of teachers and principals
3. Support and development
4. Equitable access for all students

Major Themes



Purpose for the Revision - Common Language

- Tailored to Nebraska
- Foundation to make decisions



Purpose for the Revision - Recruitment and Retention



Nebraska's retention rate: 85.9%

6.5% leave the school

50% stay in same
district

50% change
districts

60% of teachers that leave a district move to
an urban/suburban district

7.6% leave the profession

Purpose for the Revision - Support and Development

On average more than **\$20,000** is spent by urban districts on each new hire

Key factor in a teacher's decision to leave a school:
Quality of administrative support

- Common language district-wide
 - Feedback and growth opportunities
- Conversations between all members of the educational community

Purpose for the Revision - Shifting Away from Compliance

All students deserve access to effective teachers and principals. To gain access, it is imperative that there is a cohesive effort to prepare and continue to develop Nebraska's teachers and principals.

Major Theme: Equity

Educational equity is...

- Raising the achievement level of all students, while
- Narrowing the gaps between the highest and lowest performing students, and
- Eliminating the racial predictability and disproportionality of which students occupy the highest and lowest achievement categories.”

(Singleton, 2015, pg. 55)

Major Theme: Data-Informed Decision Making



“Our messaging around our visions--for what we want to create or change as we build new learning experiences--needs to be clearly understood by all our stakeholders, not riddled with poorly explained numbers and data points and bewildering jargon.”

Design Thinking for School Leaders (ASCD, 2018)

Knowledge and Skills



Supporting Educator Effectiveness through Development

Messaging



What Does It Sound Like?

- The investments made in work with instructional models is being valued in the statewide decisions that are being made.
- The NDE will be developing a way for districts to show how their work is equal to or more rigorous than the state model so the work districts have already done will not be lost.
- Any instructional model is going to take some work to honor equity and data-based decision making.

What Doesn't It Sound Like?

- The NDE is mandating a statewide instructional model.
- All districts will need to start completely over with their work around instructional models.
- The Danielson model is preferred by the state over the Marzano model.

What People Need to Hear

What Does It Sound Like?

- If districts are at a point where they are ready to start discussing a local evaluation instrument, they should start having those conversations.
- The most important thing for the state right now is that the NDE, ESUs, and IHEs have a chance to delve into the standards before districts start working with the standards.

What Doesn't It Sound Like?

- Districts should stop all conversations about teacher/principal evaluation until the NDE figures out what they are doing.
- Districts have to make changes and make them fast!

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