Supporting Educator Effectiveness through Development (S.E.E.D.) Rubrics as a Formative Assessment of Growth
For further information or questions please contact:

Dr. Kim Snyder  
Director of Statewide Teacher and Principal Support  
P: (402) 499-3922  
E: kim.snyder@nebraska.gov  
Twitter: @NDE_SEED

Ryan Ricenbaw  
Nebraska Leadership and Learning Network Specialist  
P: (531) 510-8514  
E: ryan.ricenbaw@nebraska.gov  
Twitter: @NDE_SEED

Dr. Julie Downing  
NDE Educator Effectiveness Specialist  
ESU#13 Professional Learning  
E: jdowning@esu13.org
Objectives:

- Understand how the S.E.E.D. system is designed to maximize your influence and your impact.

- Draw the connection between the S.E.E.D. System and the support process.
How would these statements affect your impact and influence as an educator?

- Feedback is collected with a clear purpose and leads to bigger conversations about our thoughts and ideas.
- Collaborative conversations acknowledge barriers, but aren’t derailed because of them.
- Support received throughout the year from peers and administration motivates growth and development for individuals.
- Data conversations are so much more than the numbers on a spreadsheet and lead more questions about what can be done to be more effective.
- New initiatives are connected to the conversations taking place it’s clear why it is being implemented.
- Higher education, ESU’s, the NDE, and district’s statewide are connected through intentional and coordinated support and development of educators.
S.E.E.D. Belief Statements

● The greatest impact is realized when authentic processes in schools are supported with systems.
● Removing compliance barriers creates genuine engagement.
● Both support and development are underpinned by teachers’ and principals’ sense of belonging, being seen, and being heard.
● Data exists to inform the system; stories compel the system to act.
● Effective learning is sustainable when each school/district understands how its educator effectiveness system connects to results.
● Collaborative inquiry with NDE/ESUs/higher education/schools/districts and other educational organizations is critical.
What is S.E.E.D.?
The Principal

“Anyone here who isn’t confused doesn’t really understand what is going on.” ~Malcolm Gladwell

“What you do makes a difference, and you have to decide what kind of difference you want to make.” ~ Jane Goodall
Shift from Compliance to Support
### Planning and Preparation

The teacher plans using district and state content standards, district-supported curriculum, instructional materials and strategies, evidence-based resources, data, and community context to address the needs of each student in achieving rigorous learning goals.

<table>
<thead>
<tr>
<th>Standard Alignment</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Standards Alignment</td>
<td>Does not prioritize district and state standards or appropriate pacing of the curriculum when planning, resulting in barriers to vertical alignment and appropriate pacing of curriculum</td>
<td>Recognizes the importance of district and state standards, engages in purposeful collaboration, and seeks necessary resources to build on experiences to ensure vertical alignment and appropriate pacing of curriculum</td>
<td>Through collaboration with colleagues, prioritizes district and state content standards to ensure vertical alignment and appropriate pacing of curriculum</td>
<td>Leads efforts to develop, test, model, or promote processes to evaluate, select, and implement evidence-based curriculum and collaborates with colleagues to strengthen the vertical alignment and pacing of the curriculum</td>
</tr>
<tr>
<td>b. Lessons</td>
<td>Does not plan lessons that align with the locally determined curriculum or access high quality instructional materials, resulting in barriers to setting and maintaining high expectations for student growth, development, and achievement</td>
<td>Recognizes the importance of setting and maintaining high expectations for student achievement, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in developing lessons that align with the high quality, locally determined curriculum and instructional materials</td>
<td>Utilizes high quality instructional materials within a locally determined curriculum to implement coherent units, lessons, and activities that reflect high expectations and enable each student to achieve district and state content standards, learning goals, and instructional objectives</td>
<td>Uses the locally determined curriculum and high quality instructional materials to create lessons that enable students to set high expectations for themselves and monitor their own achievement toward national, state, and local standards, learning goals, and instructional objectives</td>
</tr>
<tr>
<td>c. Instructional Materials</td>
<td>Does not implement district-supported high quality instructional materials, resulting in barriers to ensuring learning experiences are challenging and engaging</td>
<td>Recognizes the importance of implementing district-supported high quality instructional materials, engages in purposeful collaboration, and seeks necessary resources to evaluate and selecting resources to support specific student needs, while maintaining alignment with the curriculum</td>
<td>Supplements locally determined curriculum and district-supported high quality instructional materials by evaluating and selecting resources to support specific student needs, while maintaining alignment with the curriculum</td>
<td>Leads efforts to develop, test, model, or promote processes to evaluate and select high quality curriculum and instructional materials connected to challenging and engaging learning experiences</td>
</tr>
</tbody>
</table>

### Bookmark links:

- Planning and Preparation
- Learning Environment
- Instructional Strategies
- Assessment
- Professionalism

Nebraska Teacher and Principal Performance Standards (NTPPS)

Office of Coordinated School and District Support

May 2021
## Culture of Learning

The principal, as an instructional leader, cultivates and nurtures an inclusive, caring, and supportive learning environment that promotes the academic success and well-being of each member of the educational community.

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>e. Culture of High Expectations</strong></td>
<td>Does not monitor the climate and culture of the educational community, resulting in barrier to a positive learning environment</td>
<td>Recognizes the importance of utilizing data to monitor climate and culture of the educational community, engages in purposeful networking, and seeks necessary resources to build on systems leadership experiences to set high expectations and promote mutual accountability</td>
<td>Promotes high expectations and mutual accountability, recognizes successes of students and staff, and uses multiple sources of relevant data to monitor the climate and culture of the educational community</td>
</tr>
</tbody>
</table>
As you begin a new year...
“What people need is a good listening to.”

Marylou Casey
Objectives:

- Understand how the S.E.E.D. system is designed to maximize your influence and your impact.

- Draw the connection between the S.E.E.D. System and the support process.
THANK YOU!
Citations

Slide 3, 4, 7, 14  www.unsplash.com
Slide 5, 7, 8  https://freesvg.org/clip-art-of-people-holding-hands-around-green-circle

NDE Graphics rubric images and website used throughout with permission of Nebraska Department of Education