



Supporting
Educator
Effectiveness through
Development

Nebraska Teacher and Principal Performance Standards
(NTPPS)

Teacher Rubrics

May 2021

Office of
Coordinated School
and District Support



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|  Planning and Preparation | 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. | | | |
| | Ineffective | Developing | Effective | Highly Effective |
| a. Standards Alignment | 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 | 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 | Through collaboration with colleagues, prioritizes district and state content standards to ensure vertical alignment and appropriate pacing of curriculum | 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 |
| b. Lessons | 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 | 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 | 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 | 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 |
| c. Instructional Materials | Does not implement district-supported high quality instructional materials, resulting in barriers to ensuring learning experiences are challenging and engaging | Recognizes the importance of implementing district-supported high quality instructional materials, engages in purposeful collaboration, and seeks necessary resources to access appropriate supports to ensure learning experiences are challenging and engaging | Supplements locally determined curriculum and district-supported high quality instructional materials by evaluating and selecting resources to support specific student needs, while maintaining challenging, yet engaging learning experiences | Leads efforts to develop, test, model, or promote processes to evaluate and select high quality curriculum and instructional materials, connected to challenging and engaging classroom learning experiences that align with the school's vision, mission, and goals |



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| d. Integration of Experiences | Does not recognize the importance of using each student's abilities, cultural norms, and personal, family, and community experiences when planning for instruction, resulting in barriers to differentiated, relevant, and rigorous instruction | Recognizes the importance of using each student's abilities, cultural norms, and personal, family, and community experiences when planning for instruction, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in differentiating instruction | Uses all students' abilities, cultural norms, and personal, family, and community experiences to prepare for differentiated, relevant, and rigorous instruction | Leads efforts to promote an understanding within the educational community that student growth and achievement are connected to differentiated instruction, base on students' abilities, cultural norms, and personal, family, and community experiences |
| e. Learning Communities | Does not recognize how data-centered collaboration with peers and professional learning informs planning and preparation, resulting in barriers to utilizing strategies that improve instruction and learning | Recognizes the knowledge to be gained from data-centered collaboration with peers and professional learning, and utilizes those connections for support in establishing student expectations | Engages in collaborative school-wide learning communities that meet to reflect on professional practice, examine student data, and identify strategies directly applicable to improving instruction and learning | Leads efforts to develop, test, model, or promote school-wide processes to strengthen data-centered peer collaboration and professional learning that aligns with the school's vision, mission, and goals |
| f. Culturally Responsive Data Use | Does not utilize data during planning and preparation, resulting in barriers to culturally responsive learning experiences that address students' academic, physical, social-emotional, and mental health needs | Recognizes the importance of utilizing relevant data to tailor learning experiences, engages in purposeful collaboration, and seeks necessary resources for support in addressing students' academic, physical, social-emotional, and mental health needs | Uses multiple sources of relevant data to tailor culturally responsive learning experiences that address students' academic, physical, social-emotional, and mental health needs, with specific attention toward equitable opportunities and outcomes for all student groups | Leads efforts to develop, test, model, or promote equitable opportunities and outcomes for all student groups and promotes understanding of how data can be used to address students' academic, physical, social-emotional, and mental health needs |



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| The Learning Environment  | The Learning Environment | | | |
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| | 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. | | | |
| | Ineffective | Developing | Effective | Highly Effective |
| a. Student Relationships | Engages in relationships with students that result in barriers to a learning environment built on trust, mutual respect, and support | Recognizes the importance of building relationships with students that foster trust, mutual respect, and support, engages in purposeful collaboration, and seeks necessary access to high quality resources to improve interactions with students | Builds and sustains a relationship with each student that results in an accessible learning environment of trust, mutual respect, and support | Leads efforts to develop, test, model, or promote inclusive learning environments that anticipate challenges and respond to each student's unique experiences, enhancing relationships of trust, mutual respect, and support |
| b. Student Experiences | Is not responsive to students' diverse personal experiences, resulting in barriers to academic success | Recognizes the importance of student academic growth and achievement, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in responding to each student's diverse personal experiences | Promotes recognition of each student's diverse personal experiences and builds upon those experiences to increase academic success | Increases student academic growth, development, and achievement by facilitating a classroom climate of trust, critical reflection, and inclusivity, where students value each others' diverse personal experiences |
| c. Collaborative Learning Environment | Does not utilize collaborative classroom practices, resulting in barriers to meeting the academic, social-emotional, linguistic, physical strengths and needs of students | Recognizes the importance of meeting students' academic, social-emotional, linguistic, and physical strengths and needs, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in using collaborative classroom practices | Creates and maintains a collaborative learning environment that supports each student's diverse academic, social-emotional, linguistic, and physical strengths and needs | Prioritizes positive relationships, inclusivity, and social-emotional development by analyzing student academic, social-emotional, and linguistic data, individually and with colleagues, to ensure responsiveness to each student's diverse strengths and needs |



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| <p>d. Routines, Procedures, and Conduct</p> | <p>Does not establish clear and consistent routines, procedures, and standards of conduct, resulting in barriers to meaningful learning that impacts student growth, development, and achievement</p> | <p>Recognizes the importance of establishing and communicating effective routines, procedures, and clear standards of conduct, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in being responsive to student needs</p> | <p>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</p> | <p>Establishes, communicates, and maintains high expectations, effective routines, procedures, and clear standards of conduct and involves students to engage parents and the educational community in a sustained collaborative communication process</p> |
| <p>e. Student Ownership</p> | <p>Does not create an environment of student ownership, resulting in barriers to setting and maintaining high expectations for student learning behaviors and academic progress</p> | <p>Recognizes the importance of setting and maintaining high expectations for students, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in cultivating an environment where students reflect on and take ownership of their own learning behaviors</p> | <p>Maintains a learning environment that encourages students to reflect on and take ownership of their own learning behaviors and academic progress</p> | <p>Leads efforts to develop, test, model, or promote learning environments in which students expect to be engaged in relevant content, to be reflective, and to take ownership of their own learning behaviors and academic progress</p> |



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|  Instructional Strategies | Instructional Strategies | | | |
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| | The teacher implements evidence-based, district-supported instructional strategies to ensure student growth and achievement. | | | |
| | Ineffective | Developing | Effective | Highly Effective |
| a. Evidenced- Based Strategies | Does not implement evidence-based, district-supported instructional strategies, resulting in barriers to meaningful learning that impacts student growth, development, and achievement | Recognizes the importance of using a range of evidence-based strategies, engages in purposeful collaboration, and seeks necessary access to high quality resources to ensure that each student meets district and state standards, learning goals, and instructional objectives | Implements a range of evidence-based, district-supported strategies to ensure each student achieves district and state content standards, learning goals, and instructional objectives | Leads efforts to develop, test, model, or promote processes that foster an understanding within the educational community that student academic growth and achievement are connected to the use of evidence-based strategies |
| b. Resources | Does not use evidence-based, district-supported resources or multimodal tools, resulting in barriers to creating rigorous learning experiences that impact student growth, development, and achievement | Recognizes the importance of using evidence-based, district-supported resources and multimodal instructional strategies, engages in purposeful collaboration, and seeks necessary access to high quality resources to create engaging learning experiences that challenge each student | Uses a variety of evidence-based, district-supported resources and multimodal instructional tools to engage students in rigorous learning experiences | Leads efforts to develop, test, model, or promote processes that foster an understanding within the educational community that student engagement is connected to the use of evidence-based, district-supported resources and multimodal instructional tools |
| c. Cultural Responsiveness | Does not provide instruction that is responsive to each student's abilities, cultural norms, and personal, family, and community experiences, resulting in barriers to implementation of evidence-based, district-supported instructional strategies | Recognizes the importance of responding to each student's abilities, cultural norms, and personal, family, and community experiences, engages in purposeful collaboration, and seeks necessary access to high quality resources to identify, implement, and evaluate evidence-based, district-supported instructional strategies | Identifies, implements, and evaluates evidence-based, district-supported instructional strategies that are responsive to each student's abilities, cultural norms, and personal, family, and community experiences | Leads efforts to develop, test, model, or promote evidence-based, district-supported instructional strategies that are responsive to each student's abilities, cultural norms, and personal, family, and community experiences |



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| <p>d. Differentiation</p> | <p>Does not use observation or assessment data to differentiate instruction, resulting in barriers to a learning environment that is responsive to each student's strengths and needs</p> | <p>Recognizes the importance of differentiating instruction, engages in purposeful collaboration, and seeks necessary access to high quality resources to support the use of observation and assessment data to respond to each student's strengths and needs</p> | <p>Reflects on classroom observations and assessment data and differentiates instruction by adjusting the pace of instruction, focus of instruction, and method of delivery to address each student's strengths and needs</p> | <p>Leads efforts to develop, test, model, or promote strategies that foster an understanding within the educational community that the analysis of classroom observations and assessment data impacts the pace and focus of instruction and method of delivery to address each student's strengths and needs</p> |
| <p>e. Meaningful Learning</p> | <p>Does not provide opportunities for student problem-solving, critical and creative thinking, purposeful discourse and inquiry, resulting in barriers to meaningful learning that impacts student growth, development, and achievement</p> | <p>Recognizes that locally determined curriculum and district-supported high quality instructional materials must connect to meaningful learning, engages in purposeful collaboration, and seeks necessary access to resources to support student problem-solving, critical and creative thinking, and purposeful discourse and inquiry</p> | <p>Engages students in constructing new and meaningful learning through problem-solving, critical and creative thinking, purposeful discourse, and inquiry aligned with locally determined curriculum and district-supported high quality instructional materials</p> | <p>Leads efforts to mentor colleagues in high quality, evidence-based instructional strategies that support the construction of new and meaningful learning that aligns and connects to the locally determined curriculum and district-supported high quality instructional materials</p> |
| <p>f. Cultural Competence</p> | <p>Does not demonstrate cultural responsiveness, resulting in barriers to implementation of strategies that confront and eliminate institutional bias and student marginalization</p> | <p>Recognizes the importance of cultural responsiveness, engages in purposeful collaboration, and seeks necessary access to high quality resources to support the use of evidence-based, district-supported curriculum, instructional materials, and strategies that confront and eliminate institutional bias and student marginalization</p> | <p>Models cultural competence and responsiveness by implementing and sustaining evidence-based, district-supported curriculum, instructional materials, and strategies that confront and eliminate institutional bias and student marginalization</p> | <p>Leads efforts to develop, test, or promote processes that foster an understanding within the educational community of cultural competence and responsiveness and models the implementation of evidence-based, district-supported curriculum, instructional materials, and strategies that confront and eliminate institutional bias and student marginalization</p> |



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| Assessment | Assessment | | | |
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| | The teacher systematically uses a balanced assessment system that includes formative, interim, and summative assessments to measure student progress and to inform ongoing planning, instruction, and reporting. | | | |
| | Ineffective | Developing | Effective | Highly Effective |
| a. Balanced Assessment | Does not utilize formative, interim, and summative assessment data to adjust instruction, resulting in barriers to informed instruction that impacts student growth, development, and achievement | Recognizes the importance of utilizing formative, interim, and summative assessments, engages in purposeful collaboration, and seeks necessary access to high quality resources to ensure that the assessment is aligned with district and state standards, learning goals, and instructional objectives | Utilizes formative, interim, and summative assessments that align to district and state content standards, learning goals, and instructional objectives. | Leads efforts to develop, test, model, or promote the use of a balanced assessment system aligned and connected to district and state standards, learning goals, and instructional objectives to measure student progress |
| b. Bias and Marginalization | Does not use a variety of district-supported, classroom-based assessments, resulting in barriers to an unbiased learning environment | Recognizes the importance of allowing students the opportunity to demonstrate understanding, engages in purposeful collaboration, and seeks necessary access to high quality resources to support the implementation of district-supported, classroom-based assessments that confront and eliminate institutional bias and student marginalization | Uses a variety of district-supported, classroom-based assessments that confront and eliminate institutional bias and student marginalization, meet all students' developmental needs, and ensure each student has the opportunity to demonstrate understanding | Leads efforts to develop, test, model, or promote reflection on how assessment practices and assessment bias impact institutional bias and student marginalization |
| c. Data Use | Does not use assessment data to monitor student growth and achievement, resulting in barriers to meeting each student's strengths and needs over time | Recognizes the importance of responding to students' strengths and needs, engages in purposeful collaboration, and seeks necessary access to support the use of assessment data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student | Uses formative, interim, and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student | Analyzes formative, interim, and summative data, individually and with colleagues, to ensure responsiveness to each student's strengths and needs and to monitor school-wide growth and achievement over time |



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| d. Data Analysis | Does not analyze assessment data, resulting in barriers to instruction that aligns with each student's strengths and needs | Recognizes the importance of analyzing assessment data individually and collaboratively, engages in purposeful collaboration, and seeks necessary access to high quality resources to support the alignment of instruction to each student's strengths and needs | Analyzes formative, interim, and summative assessment data, individually and with colleagues, to ensure alignment to instruction | Leads efforts to develop, test, model, or promote processes that integrate formative, interim, and summative assessment data and ensure school-wide instructional alignment |
| e. Student Feedback | Does not provide student feedback, resulting in barriers to providing opportunities for students to reflect on their progress toward learning goals | Recognizes the importance of enabling students to assess, monitor and reflect on their progress toward learning goals, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in providing students with constructive, specific, and frequent feedback | Provides students with constructive, specific, and frequent feedback during and after instruction to enable students to assess, adjust, monitor, and reflect on their own progress toward learning goals | Identifies opportunities when student voice will enhance learning and encourages students to choose how to assess their own progress toward learning goals |
| f. Communicating Student Progress | Does not accurately document or communicate student progress, resulting in barriers to stakeholder engagement | Recognizes the importance of clear performance expectations, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in documenting and communicating assessment data to students, parents, teachers, administrators, and other relevant stakeholders as appropriate about student progress over time | Accurately documents and clearly communicates assessment data about student progress over time to relevant stakeholders | Provides substantive, specific information about student progress over time in order to enhance students', parents', teachers', administrators', and other relevant stakeholders' understanding of student learning |



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|  Professionalism | | Professionalism | | | |
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| | | The teacher exhibits a commitment to professional ethics and the school's vision, mission and goals, participates in professional growth opportunities to support student and self learning, and contributes to the profession. | | | |
| | | Ineffective | Developing | Effective | Highly Effective |
| a. Policies, Procedures, & Regulations | Does not adhere to school policies, procedures, and regulations and engages in unethical behavior as established by the standards of the district | | | Adheres to school policies, procedures, and regulations and models ethical behavior and integrity in accordance with the established standards of the district | Leads efforts to develop, test, model, or promote processes to access and interpret school policies and procedures, and advocates for changes in policy as needed |
| b. Relationships | Does not develop productive and appropriate relationships with students, colleagues, administrators, families, and the larger community, resulting in barriers to supporting each student's academic success and well-being | Recognizes the importance of the development of relationships with students, colleagues, administrators, families, and the larger community, engages in purposeful collaboration, and seeks necessary access to high quality resources for support with the utilization of those relationships to enhance each student's academic success and well-being | | Develops and sustains productive and appropriate relationships through communication with students, colleagues, administrators, families and the larger community in an effort to support and enhance each student's academic success and well-being | Seeks feedback from students, colleagues, administrators, families, and the larger community to develop and sustain productive and appropriate relationships with a focus on supporting and enhancing each student's academic success and well-being |
| c. Professional Growth | Does not participate in individual or collaborative opportunities for professional growth or leadership development, resulting in barriers to developing an understanding of the changing needs of students | Recognizes the importance of individual and collaborative learning, engages in purposeful collaboration, and seeks necessary access to high quality resources to support professional growth and leadership development | | Actively pursues opportunities for professional growth and leadership development both as an individual and as a member of a learning community | Leads efforts to develop, test, model, or promote processes that support personal and professional growth and leadership development in members of the learning community |



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| d. Expectations | Does not reflect on professional practice or hold high expectations for self, resulting in barriers to quality instruction that impact student growth, development, and achievement | Recognizes the importance of maintaining high expectations of self in lesson preparedness, engages in purposeful collaboration, and seeks necessary access to high quality resources to support reflection of professional practice to improve student learning | Reflects on professional practices to support and improve student learning and maintains high expectations for self in lesson preparedness | Leads efforts to develop, test, model, or promote processes for reflection of professional practice and high expectations for lesson preparedness |
| e. Mission, Vision, & Continuous Improvement | Does not support the shared mission, vision, and goals of the school, resulting in barriers to the continuous improvement of the school and professional community | Recognizes the importance of the school's shared mission, vision, and continuous improvement, engages in purposeful collaboration, and seeks necessary access to high quality resources to contribute to the school and professional community | Advocates for and contributes to the shared mission, vision, and continuous improvement of the school and professional community | Leads efforts to develop, test, model, or promote processes to advocate for and contribute to the shared mission, vision, and continuous improvement of the school and professional community |
| f. Shared Responsibility | Does not collaborate with students, families, colleagues, and the larger community, resulting in barriers to culturally responsive interactions that impact student growth, development, and achievement | Recognizes the importance of a shared responsibility for the growth of student learning, development, achievement through culturally responsive interactions, engages in purposeful collaboration, and seeks necessary access to high quality resources to support collaboration with students, families, colleagues, and the larger community | Collaborates to enhance culturally responsive interactions with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement | Leads efforts to develop, test, model, or promote processes to enhance culturally responsive interactions with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement |
| g. Rights and Confidentiality | Does not communicate with or protect the confidentiality of students, families, colleagues, and the larger community, resulting in a possible violation of a person's established rights | Recognizes the importance of communication, engages in purposeful collaboration, and seeks necessary access to high quality resources to support the protection of the established rights and confidentiality of students, families, colleagues, and the larger community | Communicates with and protects the established rights and confidentiality of students, families, colleagues, and the larger community | Advocates for the established rights of students, families, colleagues, and the larger community and maintains communication of confidentiality of all parties |