



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

**Nebraska Department of Education
Office of Coordinated School and District
Support**



Educator Effectiveness



Educator Effectiveness



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.



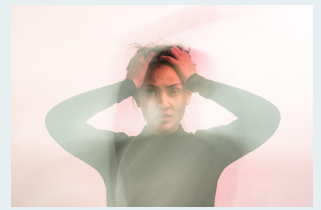
S.E.E.D. Belief Statements

- 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



Summative
Evaluations





Teacher Rubrics

May 2021



Bookmark links:

[Planning and Preparation](#) [Learning Environment](#) [Instructional Strategies](#) [Assessment](#) [Professionalism](#)

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	Recognizes the importance of implementing district-supported high quality instructional materials, engages in purposeful collaboration, and seeks necessary resources to	Supplements locally determined curriculum and district-supported high quality instructional materials by evaluating and selecting resources to support specific student needs, while	Leads efforts to develop, test, model, or promote processes to evaluate and select high quality curriculum and instructional materials, connected to challenging

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.					
Ineffective		Developing		Effective	Highly Effective
e. Culture of High Expectations	Does not monitor the climate and culture of the educational community, resulting in barriers to a positive learning environment	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	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	Leads efforts, regionally, statewide, or nationally, to advocate for processes that promote and sustain high expectations and mutual accountability to impact the climate and culture of the educational community	




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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.			
a. Standards Alignment	Describe the relationship of			Effective develop, test, and implement curriculum and collaborate with colleagues to ensure curricular alignment to a curriculum
b. Lessons	Describe 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	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	materials with 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	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

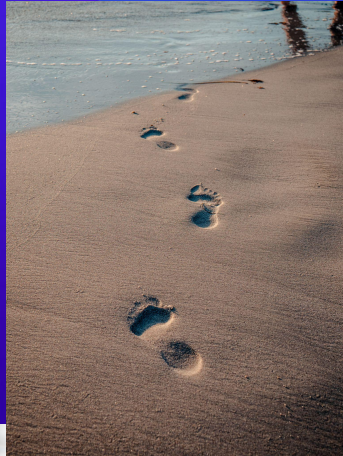
As you begin a new year...



“What people need is a
good listening to.”

Marylou Casey

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<https://www.education.ne.gov/educatoreffectiveness/>



A screenshot of a web browser displaying the Nebraska Department of Education's Educator Effectiveness page. The browser's address bar shows the URL https://www.education.ne.gov/educatoreffectiveness/. The page features a blue header with the Nebraska Department of Education logo, a search icon, and a 'Select Language' dropdown. Below the header is a large banner with the title 'Educator Effectiveness' and an illustration of various educational items like a soccer ball, paint palette, books, and a microscope. The main content area is divided into two columns. The left column contains links for 'Educator Effectiveness Home', 'Guidance Document Index', 'Nebraska Leadership and Learning Network (NLLN)', and 'Questions, Comments, or Corrections? Let us know!'. The right column features a section titled 'Nebraska Teacher and Principal Performance Standards' with a paragraph explaining their approval in April 2020. Below this is a link to the 'Nebraska Teacher and Principal Performance Standards' page, followed by two bullet points: 'Teacher Rubric: Google "Copy" Version' and 'Teacher Rubric: PDF Version'. At the bottom of the right column, there is a section for the 'Nebraska Principal Performance Rubric' with a bullet point for 'Google "Copy" Version'. A large green arrow points from the right edge of the image towards the 'Nebraska Teacher and Principal Performance Standards' section.

Educator Effectiveness Home

[Guidance Document Index](#)

[Nebraska Leadership and Learning Network \(NLLN\)](#)

Questions, Comments, or Corrections? Let us know!

Nebraska Teacher and Principal Performance Standards

The Nebraska Teacher and Principal Performance Standards were approved by the Nebraska State Board of Education in April 2020. The standards are linked below:

[Nebraska Teacher and Principal Performance Standards](#)

Nebraska Teacher Performance Rubric aligned with the NTPPS, this rubric is designed to provide general performance guidance for teachers

- [Teacher Rubric: Google "Copy" Version](#)
- [Teacher Rubric: PDF Version](#)

Nebraska Principal Performance Rubric – aligned with the NTPPS, this rubric is designed to provide general performance guidance for principals

- [Google "Copy" Version](#)

OPPORTUNITY
OF A LIFETIME



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