



SOWING THE SEEDS

Professional Development Materials to support educators' awareness and familiarity
with Nebraska Teacher and Principal Performance Standards
Principal Standards

Supporting Educator Effectiveness through Development

Participant Guide
and Note Taker



bit.ly/SEEDPrinc

Welcome from the S.E.E.D. Team!



Kim Snyder



Objectives:




Participant Guide Pg. 1



- Develop familiarity with the 2020 Nebraska Teacher and Principal Performance Standards (NTPPS)
- Understand foundational vocabulary and concepts found within the Nebraska Teacher and Principal Performance Standards (NTPPS)
- Consider “next steps”

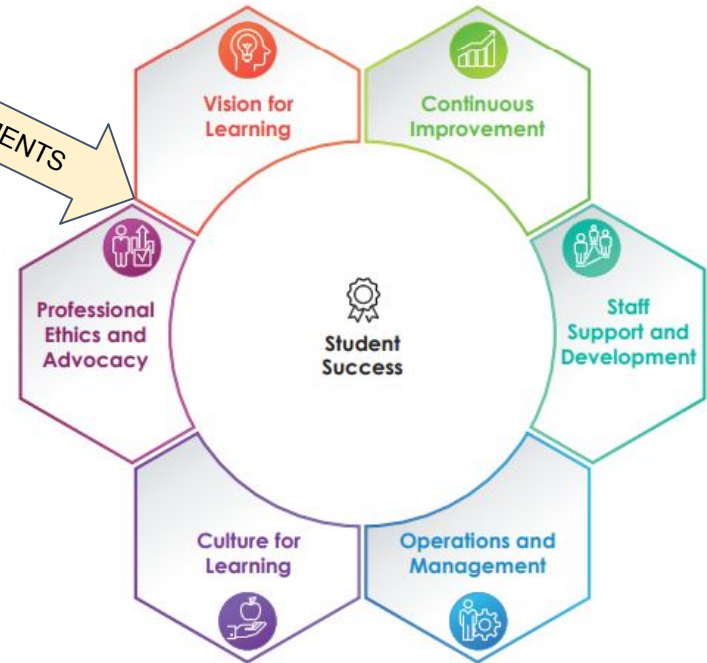
Nebraska Principal Performance Standards

OVERARCHING STANDARD

Vision for Learning 	<p>The principal, as an instructional leader, embodies and inspires all members of the educational community to collectively embrace and actualize the shared vision, mission, and goals of the school and district for high-quality teaching and learning that results in improved student growth and achievement, reduction of opportunity gaps, and enhanced student and staff well-being.</p>
Indicators:	<p>a. Leads all constituent groups within the school community in the analysis of multiple sources of relevant data to drive the creation of the vision, mission, and goals of the school, and ensures alignment with district, state, and federal policies</p> <p>b. Establishes high expectations for the well-being and performance of self, students, and staff and widely communicates how the vision, mission and goals of the school align with those expectations</p> <p>c. Leads all members of the educational community in a systematic review of the vision, mission, and goals of the school and adjusts based on the changing needs of the students and the learning community</p> <p>d. Promotes teaching practices based on sound instructional theory and pedagogy, research on student learning and development, alignment to the vision, mission and goals of the school, and the needs of each student and staff member</p> <p>e. Ensures each student's instructional experience is based on intentional and district-supported use of high quality instructional materials and aligned to innovative and impactful programming personalized to the interests and needs of individual students and groups of students</p> <p>f. Implements a systematic plan, using multiple sources of relevant data, to ensure alignment of curriculum, instruction, and assessment processes based on instructional priorities and student and staff development and support needs</p> <p>g. Models behavior that demonstrates the belief that all students and staff members can reach their full potential with meaningful access to educational resources they need at the right moment, at the right level, and with the right intensity</p>

INDICATORS

ELEMENTS

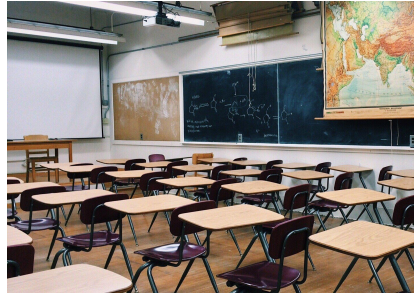


“The NTPPS are the foundation for what Nebraska students and educators deserve in support, development and achievement. Sometimes evaluation instruments are confused with instructional models. The instructional model makes visible the effective practices that should be evident (the NTPPS standards.) The evaluation instrument is the tool used to identify performance level.”

S.E.E.D. Team 2020



Participant Guide Pg. 1



Nebraska Department of Education

Educator Effectiveness

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:

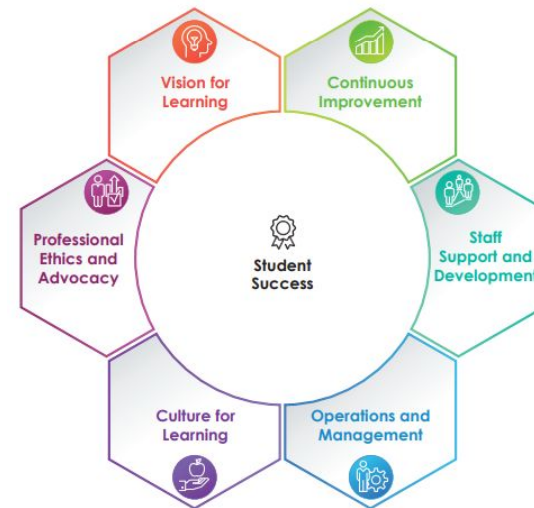
[Nebraska Teacher and Principal Performance Standards](#)

S.E.E.D. Publications

- [NSFA Voice-October 2020 Page 9](#)
- [NSFA Voice-November 2020 Page 15](#)
- [NSFA Voice-December 2020 Page 7](#)
- [NCSA Today-Fall Edition 2020 Pages 17-18](#)
- [NCSA Today-Winter Edition 2020 Pages 14-15](#)

S.E.E.D. Frequently Asked Questions

In April of 2020, the Nebraska State Board of Education (SBOE) made a commitment to a



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

bit.ly/NDEEdE





Vision for Learning

A white outline icon of a lightbulb inside a human head profile, set within a hexagonal border, centered on a red background.

The principal, as an instructional leader, embodies and inspires all members of the educational community to collectively embrace and actualize the shared vision, mission, and goals of the school and district for high-quality teaching and learning that results in improved student growth and achievement, reduction of opportunity gaps, and enhanced student and staff well-being.



- Embodies and inspires all members of the educational community
- Shared vision, mission, and goals of the school and district for high-quality teaching and learning

Results

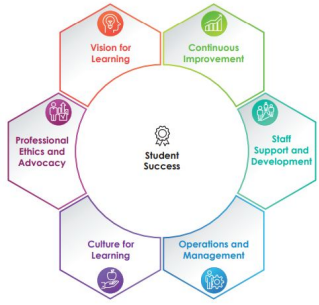
- improved student growth and achievement
- reduction of opportunity gaps
- enhanced student and staff well-being



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- a. Leads all constituent groups within the school community in the analysis of multiple sources of relevant data to drive the creation of the vision, mission, and goals of the school, and ensures alignment with district, state, and federal policies
- b. Establishes **high expectations for the well-being and performance of self, students, and staff** and widely communicates how the vision, mission and goals of the school align with those expectations
- c. Leads all members of the educational community in a systematic review of the vision, mission, and goals of the school and adjusts based on the changing needs of the students and the learning community
- d. Promotes teaching practices based on sound instructional theory and pedagogy, research on student learning and development, alignment to the vision, mission and goals of the school, and the needs of each student and staff member
- e. Ensures each **student's instructional experience is based on intentional and district-supported use of high quality instructional materials and aligned to innovative and impactful programming** personalized to the interests and needs of individual students and groups of students
- f. Implements a systematic plan, using multiple sources of relevant data, to ensure alignment of curriculum, instruction, and assessment processes based on instructional priorities and student and staff development and support needs
- g. Models behavior that demonstrates **the belief that all students and staff members can reach their full potential with meaningful access to educational resources** they need at the right moment, at the right level, and with the right intensity





The principal, as an instructional leader, leads a continuous improvement process that results in improved student growth and achievement, enhanced student and staff well-being, and greater school effectiveness.



- Leads continuous improvement

Results

- improved student growth and achievement
- enhanced student and staff well-being
- greater school effectiveness



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- a. In collaboration with the educational community, develops, implements, monitors, and revises a school improvement plan that is aligned with district, state, and federal guidelines and goals
- b. **Adopts a systems perspective and promotes coherence among improvement efforts in all aspects of school organization**, programs, and services to align with the school's vision, mission, and goals
- c. Implements a school-wide documented professional learning plan that is developed based on staff input, aligned to the school's continuous improvement processes, and evaluated and adjusted based on participant feedback and student outcome data
- d. **Manages the process of change** within the school, communicating the need and process for change so that it is fully understandable, consistent, and transparent, and utilizing the collective efforts of all members of the educational community
- e. In collaboration with the educational community, aligns the school's curriculum and high quality instructional materials to district and state content standards to **ensure cultural responsiveness and high expectations for student learning**
- f. Creates and sustains strategic partnerships with diverse groups of community leaders, keeping them informed and seeking their perspectives on issues affecting the school
- g. In collaboration with the educational community, monitors the achievement of each student group and other sources of data to make informed decisions about student learning, teacher effectiveness, and school improvement
- h. Coordinates 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
- i. Monitors the effectiveness of family and community engagement efforts and regularly uses results to inform school improvement efforts

Nebraska Teacher and Principal Performance Standards





Staff Support & Development

A large teal square containing the text 'Staff Support & Development' in white. Below the text is a white hexagonal icon containing three stylized human figures, representing staff support and development.

The principal, as an instructional leader, develops and supports the professional capacity and practice of personnel to maximize student learning opportunities and outcomes that align with district and state content standards and the school's vision, mission, and goals.



- Develops and supports professional capacity and practice of personnel

Results

- Maximize student learning opportunities
- Maximize aligned outcomes



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- a. Builds a climate of trust, responsiveness, and equity in decision making that is based on the needs and voices of each staff member
- b. Implements a performance evaluation system for teachers and instructional support staff **based on a common instructional language and effective teaching practices**
- c. Observes instructional staff formally and informally and provides specific, actionable, and timely feedback to improve instructional practice, and **take action to provide each instructional staff member with the supports and development needed**
- d. Leads efforts for the development and implementation of differentiated learning and growth opportunities in the areas of professional knowledge, skills, and practice for individual teachers and staff members
- e. Engages in ongoing professional dialogue with instructional staff to ensure **high quality instructional materials** and evidence-based, district-supported strategies are fully implemented as intended, resulting in increased student growth and achievement
- f. Develops and implements a systematic recruitment and retention plan that includes analysis of multiple sources of data to ensure equitable access to effective educators for each student
- g. Mentors emerging staff leaders to build leadership capacity within the school community





Time to Talk

How are you thinking differently about supporting principals with the revised Principal Performance Standards and what does that look like?

- Vision for Learning
- Continuous Improvement
- Staff Support and Development



See Participant Guide Pg. 11



The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.



- Manages the organization, operations, and resources

Results

- A safe, efficient, and effective learning environment for all



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- a. In collaboration with the educational community, establishes, implements, and communicates the school's policies, protocols, and daily operations to promote the vision, mission, and goals of the school
- b. Creates, implements, and sustains a system of conflict resolution among all members of the educational community that aligns with the vision, mission, and goals of the school
- c. Promotes the school as a community center and resource for families and community members
- d. Maintains an **organized data system and uses the system consistently to communicate** actionable information about classroom and school improvement with the educational community
- e. In collaboration with the educational community, uses multiple sources of relevant data to ensure academic and social interventions, accommodations, and curricular and extracurricular activities are available to meet the strengths and needs of each student
 - f. Informs the development of, complies with, and helps the educational community understand local, state, and federal regulations, policies, and laws that impact the learning environment
 - g. Engages in responsible, ethical, and accountable budgeting and accounting practices
 - h. Manages and monitors the school's site, facilities, services, and equipment to maintain a safe, clean, healthy learning environment
 - i. Manages staff resources, assigning staff members to roles that **optimize their professional capacity** to address each student's strengths and needs





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.



- Cultivates and nurtures an inclusive, caring, and supportive learning environment

Results

- Promotion of the academic success and well-being of each member of the educational community



- a. Is consistently visible in the school and community, leads efforts to create and sustain a safe and healthy learning environment of respect and rapport based on clear guidelines for appropriate behavior, and addresses student and staff conduct in a positive, fair, unbiased manner
- b. Articulates a vision that defines a **student-centered school culture**, and creates and sustains school conditions that ensure **equitable access to learning** and development opportunities for each student, staff member, and self
- c. Implements a systematic process, using multiple sources of relevant data, to provide a layered continuum of support to meet the academic, physical, social-emotional, and mental health needs of each student
- d. Supports protocols and practices that provide collaboration time among staff, cultivating mutual respect, collegiality, and collective responsibility for meeting student and staff goals
- e. 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
- f. Models **cultural competence and responsiveness** and collaborates with the educational community to **create, implement, and sustain systematic instructional protocols and practices that confront and eliminate institutional bias and student marginalization**
- g. Recognizes diversity as an asset, and creates and sustains a learning environment in which all students, staff, and community members are known, accepted, valued, trusted and respected, and encouraged to be active and responsible members of the school community
- h. Utilizes and promotes the cultural, social, and intellectual resources of the community





Professional Ethics & Advocacy

The icon is a white line-art graphic on a purple background. It consists of a stylized human figure on the left, a bar chart with three bars of increasing height in the middle, and a square box with a checkmark on the right. An upward-pointing arrow is positioned above the bar chart.

The principal, as an instructional leader, exhibits a high level of professional ethics and advocates for policies of equity and excellence in support of the vision, mission, and goals of the school.



- Exhibits a high level of professional ethics

Results

- Advocates for policies of equity and excellence in support of the vision, mission, and goals of the school



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- a. Places **students at the center of education and shares a collective responsibility for each student's academic success and well-being**
- b. Proactively navigates the political, social, economic, legal, and cultural environment in which the school exists in support of the school's vision, mission, and goals
- c. Protects the established rights and confidentiality of students and staff
- d. Models ethical behavior, acting according to and promoting the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, reflective practice, and personal continuous improvement
- e. Holds self and others in the educational community accountable for adhering to established standards of integrity and ethical behavior and handles conflict resolution with professionalism
- f. Engages in **purposeful, positive conversations** and activities throughout the educational community to advocate publicly for the importance of education, the needs of students, staff, and self, and educational priorities
- g. Builds and maintains sound relationships with the educational community, including staff and students, based upon **personal integrity, dignity, and mutual respect**
- h. **Assumes responsibility for professional growth and leadership development** both as an individual and as a member of a learning community



Time to Talk

How are you thinking differently about supporting principals with the revised Principal Performance Standards and what does that look like?

- Operations & Management
- Culture for Learning
- Professional Ethics & Advocacy

Nebraska Teacher and Principal Performance Standards



Objectives:



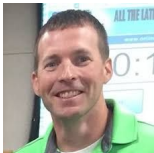
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- Understand foundational vocabulary and concepts found within the Nebraska Teacher and Principal Performance Standards (NTPPS)
- Consider “next steps”

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Many thanks to the team that shared their expertise and talents to develop the Sowing the Seeds Materials for Nebraska Educators!

Citations:

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Slide 32: Image Source: <https://pixabay.com/photos/classroom-school-education-learning-2093744/>





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



Educator Effectiveness





SOWING THE SEEDS

Professional Development Materials to support educators' awareness and familiarity
with Nebraska Teacher and Principal Performance Standards
Principal Standards

Supporting **E**ducator **E**ffectiveness through **D**evelopment