



Supporting **E**ducator **E**ffectiveness through **D**evelopment (S.E.E.D.) to Grow Systems



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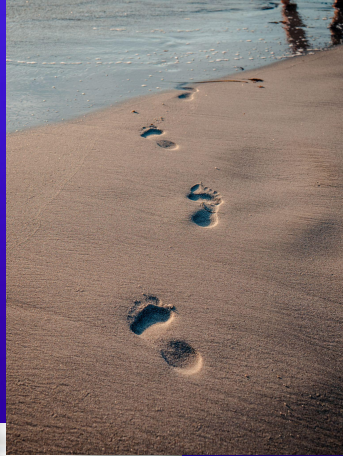
**Nebraska Department of Education
Office of Coordinated School and District
Support**



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



ECONOMY AUGUST 1, 2013

In U.S., Newer Teachers Most Likely to Be Engaged at Work

Engagement falls about four percentage points after one year at work

BY SHANE J. LOPEZ AND PREETY SIDHU

WASHINGTON, D.C. -- U.S. teachers for grades K-12 with less than one year of experience are the most engaged at work, at 35.1%. Engagement drops to 30.9% for teachers who have been on the job for one to three years and falls further to 27.9% for educators with three to five years of experience. Engagement picks back up slightly for those who have been teaching for more than five years.

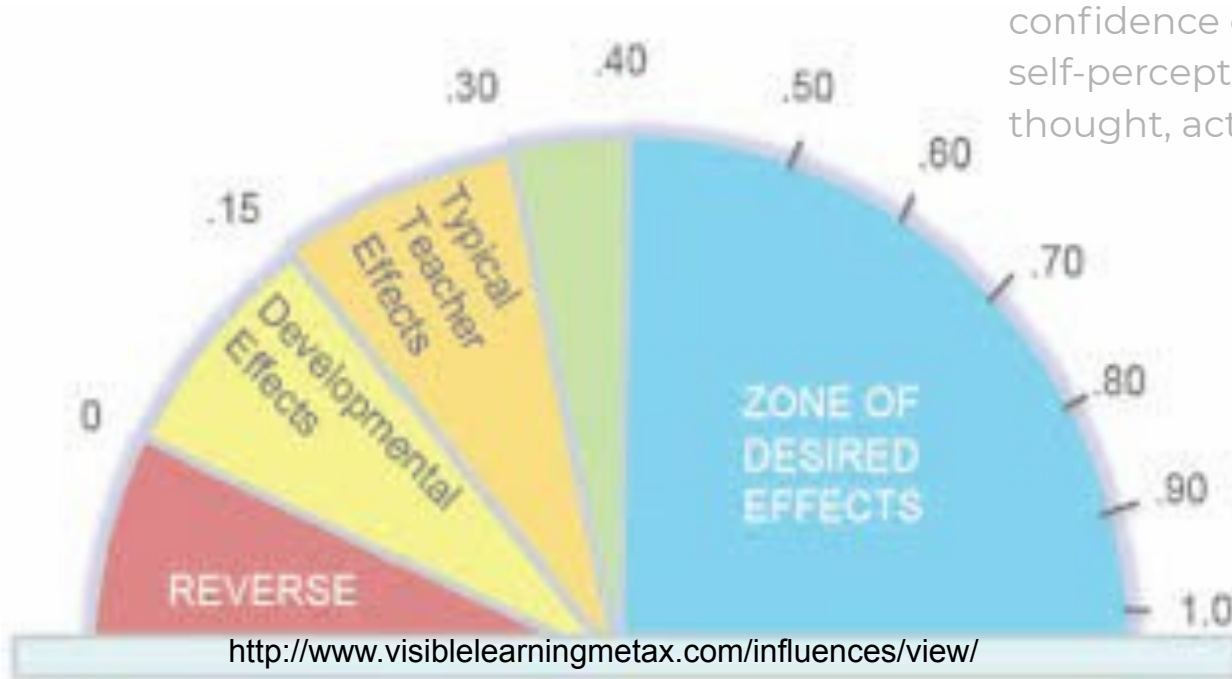
Workplace Engagement For K-12 Teachers in U.S.

Years of experience

% Engaged

Less than one year 35.1% One to three years 30.9% Three to five years 27.9% More than five years 29.1%

Hattie's Research Says...



Self-efficacy 0.71-

“self-efficacy” refers to a sense of confidence or the set of self-perceptions that influence thought, actions, and emotions

Collective teacher efficacy 1.39-

The shared belief by a group of teachers in a particular educational environment that they have the skills to positively impact student outcomes.

Russell Quaglia on student voice

student voice

The Instrument of Change



Russell J. Quaglia
Michael J. Corso

How does the mindset of an educator change working in a system that...



- 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.

What is 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.



S.E.E.D. Belief Statements

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What is S.E.E.D.?



The Role of S.E.E.D.?

Collaboration

Support

Development

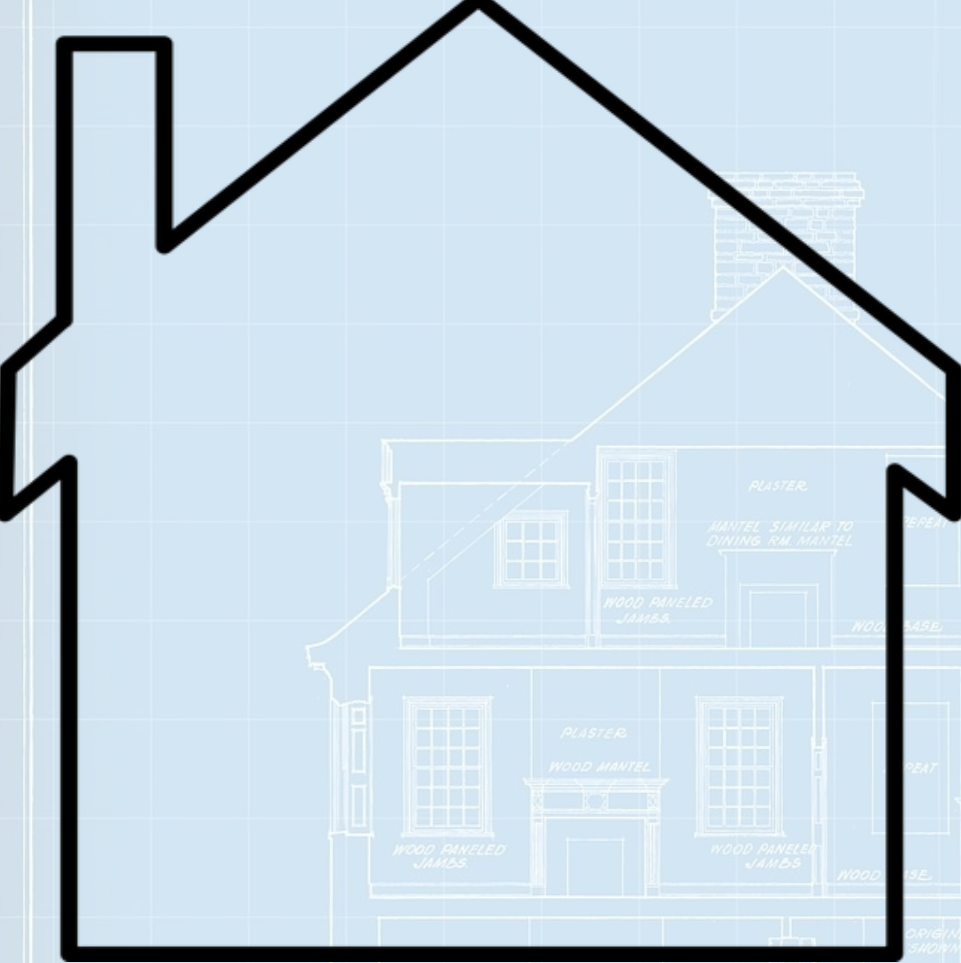
Your System



Building Upon the Foundation

“It isn’t how much you know that matters. What matters is how much access you have to what other people know. It isn’t how intelligent your team members are: it is how much of that intelligence you can draw out and put to use.” Liz Wiseman





Priority 1: From Evaluation to Support and Development: A collaborative inquiry-based examination of current policies and protocols, and systems) to determine a baseline of educator effectiveness and the necessary supports required.

Nebraska Teacher and Principal Performance Standards





Priority 2-From Compliance to Support: A collaborative inquiry-based examination of contextual data in relation to each school's/district's unique strengths and needs.





Priority 3: From Alignment to Integration: A collaborative inquiry-based integration of all processes, initiatives, programs, protocols, and systems to establish clear connections between educator effectiveness with organizational decision-making.



Phase 4: From Individuals to Organizational Systems: A collaborative inquiry-based statewide system to support schools/districts to utilize the school/district portrait data to build capacity and maximize educator effectiveness.

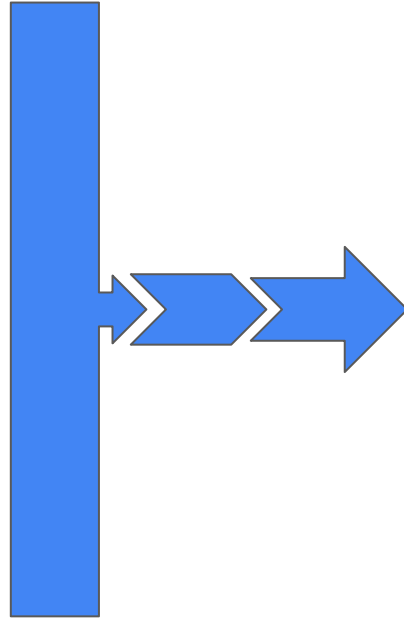
The S.E.E.D. System

Infrastructure

Culture

Integration

System



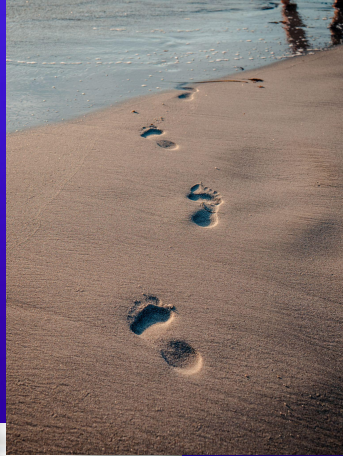
Educator Effectiveness



“What people need is a
good listening to.”

Marylou Casey

Educator Effectiveness



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Select Language

Educator Effectiveness



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](#)

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>



THANK YOU!



Citations

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Slide 6 Screen shot retrieved from <https://www.visiblelearningmetax.com/>

Slide 7 Image from US.Corwin.com **Student Voice** The Instrument of Change [Russell J. Quaglia](#), [Michael J. Corso](#) Published: August 2014

Slide 8, 9, 10, 18 <https://freesvg.org/clip-art-of-people-holding-hands-around-green-circle>

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<https://pixabay.com/illustrations/technology-blueprint-house-drawing-3216744/>

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