Supporting Educator Effectiveness through Development (S.E.E.D.): Building Coherence through an Educator Effectiveness Lens

Supporting Educator Effectiveness through Development

Nebraska Department of Education
Office of Coordinated School and District Support

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S.E.E.D.

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NEBRASKA DEPARTMENT OF EDUCATION

S.E.E.D.

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S.E.E.D. Belief Statements

1. Authenticity matters
2. Compliance does not equal engagement
3. Belonging and being seen underpins everything
4. **Data informs…stories compel**
5. Learning will be sustained when we understand educator effectiveness
6. Collaboration is required
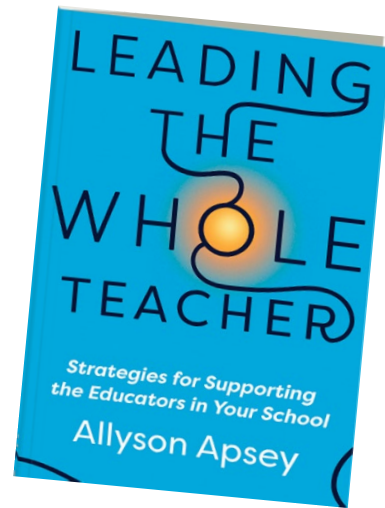
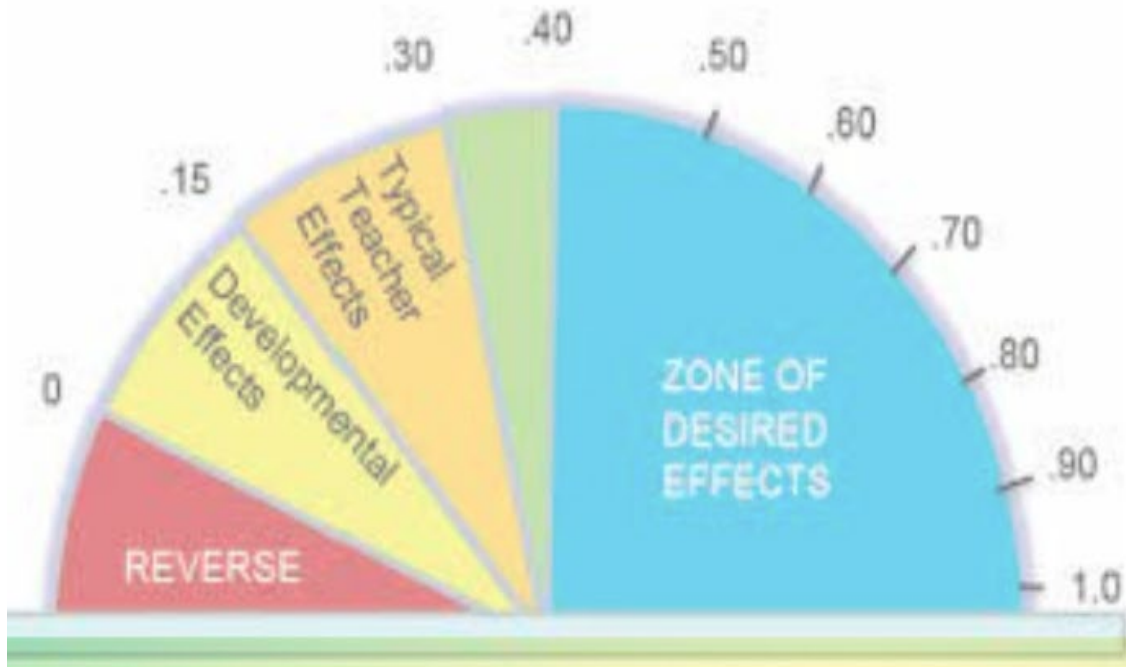# What do these look like in your organization?

Essential Elements to NeMTSS Success

1. Shared Leadership
2. Communication, Collaboration and Partnerships
3. Evidence-Based Practices: Curriculum, Instruction, Intervention and Assessment
4. Building Capacity and Infrastructure for Implementation
5. Layered Continuum of Supports
6. Data-Based Problem-Solving and Decision-Making

What

Teachers

Want

- **Treat time like a precious commodity**

- **Ask questions**

- **Show teachers are valued**

- **Ask questions**

- **REALLY listen**

- **Show love for kids and the work**

LEADING THE WHOLE TEACHER

Strategies for Supporting the Educators in Your School
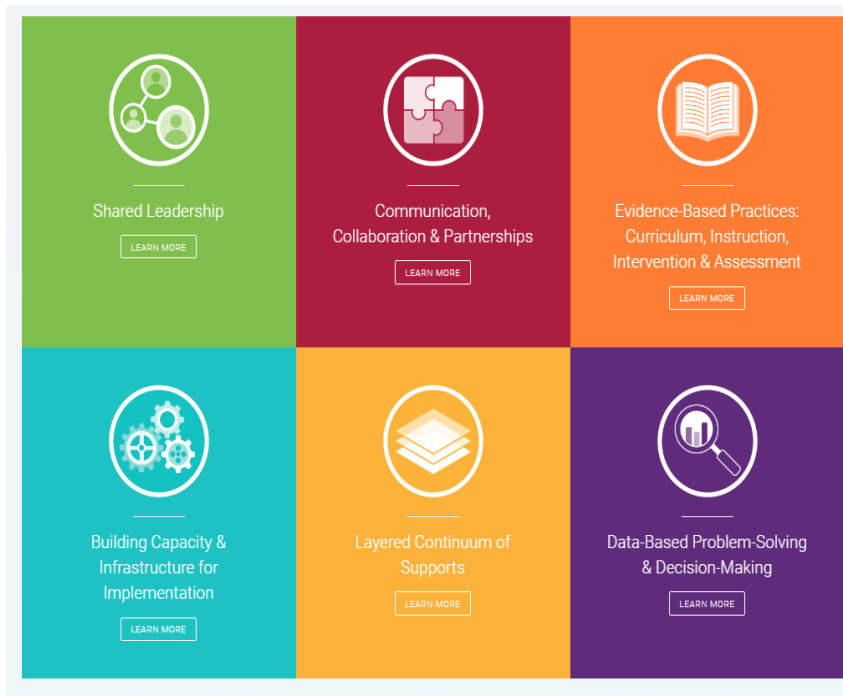
Allyson Apsey

Hattie's Research Says...

Self-efficacy (2022) 0.65-

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

Collective teacher efficacy (2022) 1.36-

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

S.E.E.D.

Shared Leadership
LEARN MORE

Communication, Collaboration & Partnerships
LEARN MORE

Evidence-Based Practices: Curriculum, Instruction, Intervention & Assessment
LEARN MORE

Building Capacity & Infrastructure for Implementation
LEARN MORE

Layered Continuum of Supports
LEARN MORE

Data-Based Problem-Solving & Decision-Making
LEARN MORE

Vision for Learning

Continuous Improvement

Planning and Preparation

The Learning Environment

Professional Ethics and Advocacy

Professionalism

Student Success

Instructional Strategies

Staff Support and Development

Assessment

Culture for Learning

Operations and Management

S.E.E.D.

Supporting
Educator
Effectiveness through
Development

Nebraska Teacher and Principal Performance Standards
(NTPPS)
Teacher Rubrics
May 2021

Office of
Coordinated School
and District Support

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		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		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		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		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		Recognizes the importance of implementing district-supported high quality instructional materials, engages in purposeful collaboration, and seeks necessary resources to		Leads efforts to develop, test, model, or promote processes to evaluate and select high quality curriculum and instructional materials, connected to challenging
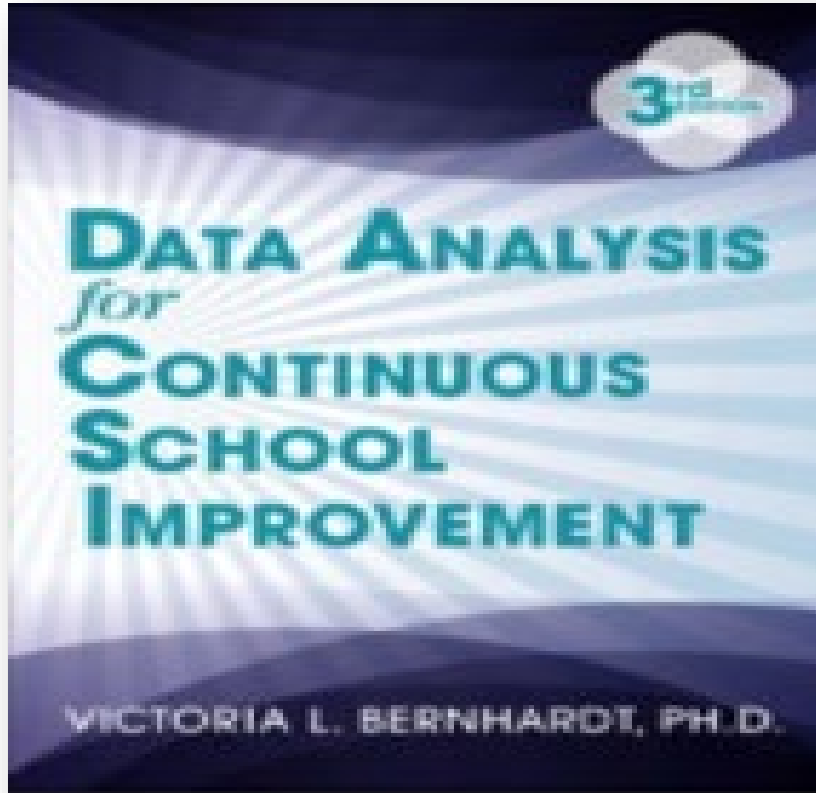
Multiple Measures

Where does Educator Effectiveness Data Live within the System?

DEMOGRAPHICS   PERCEPTIONS   STUDENT LEARNING   SCHOOL PROCESSES

D   P   S   S

"Who Are We?"   **"How Do We Do Business?"**   **"How Are Our Students Doing?"**   **"How Effective Are Our Processes?"**

Student Factors

- Membership (per grade)
- Free and Reduced Priced Meals
- English Learners
- Race/Ethnicity
- Attendance
- High Ability
- High Mobility
- Special Education

Educator Factors

- Race/Ethnicity
- Years of Service
- Highly Qualified
- Master's Degrees
- Salary

Perceptions Options

- AdvancED eProve Surveys
- EBA Evidence-based Analysis Survey
- School-developed Surveys
- **NDE Perceptual Surveys**
  - EFF Staff Survey sample
  - EFF Parent Survey sample
  - EFF Student Survey sample
  - Perceptual Survey Request Form

Student Learning Indicators

- ACT
- NSCAS Summative Assessment (state assessment)
- NSCAS Interim Assessment (NWEA MAP Growth)
- Other Criterion-based Assessment
- Nebraska Education Profile
- English Learners

School Process Examples

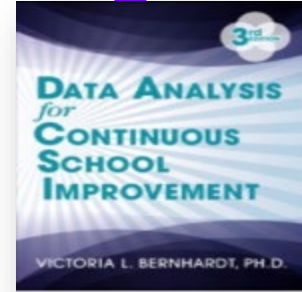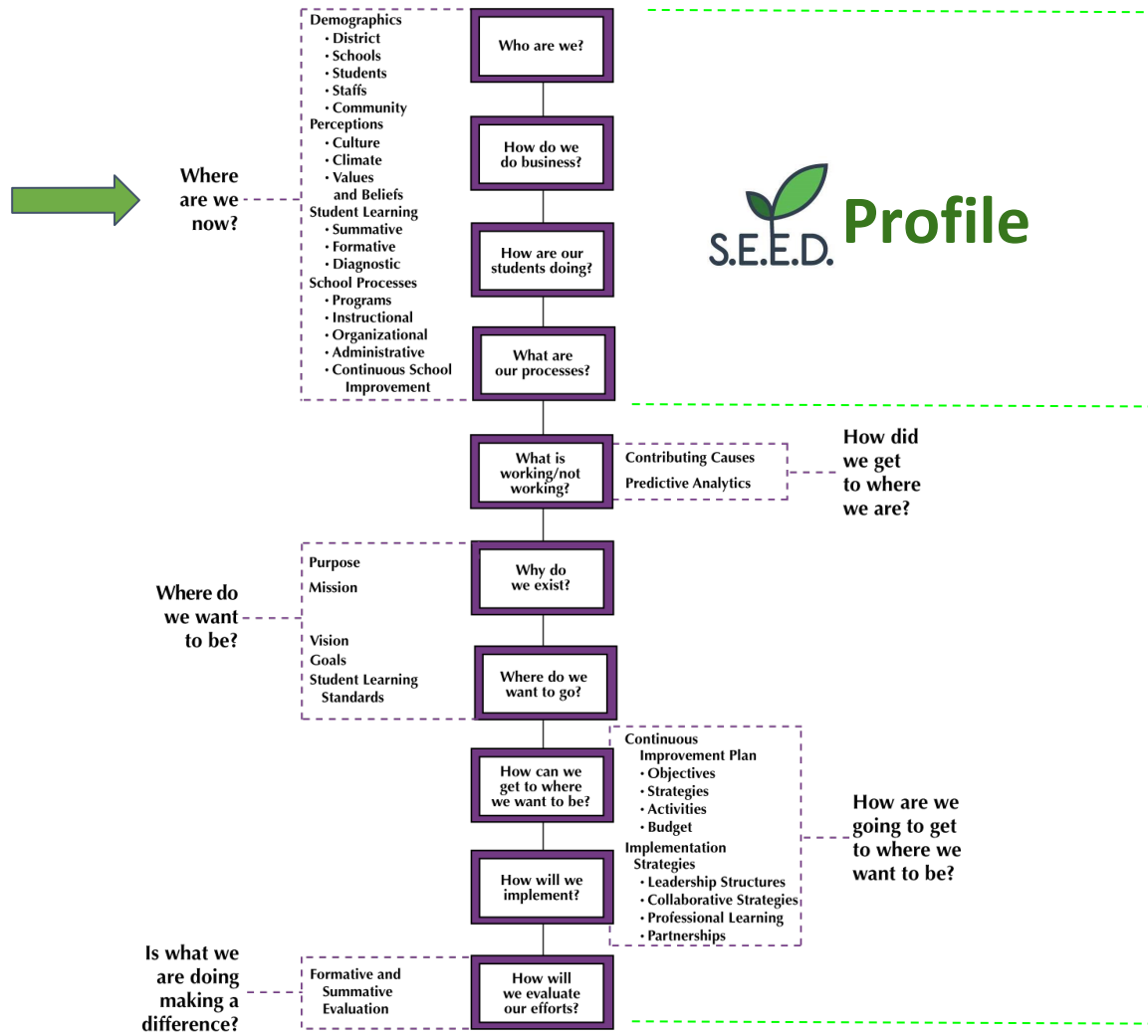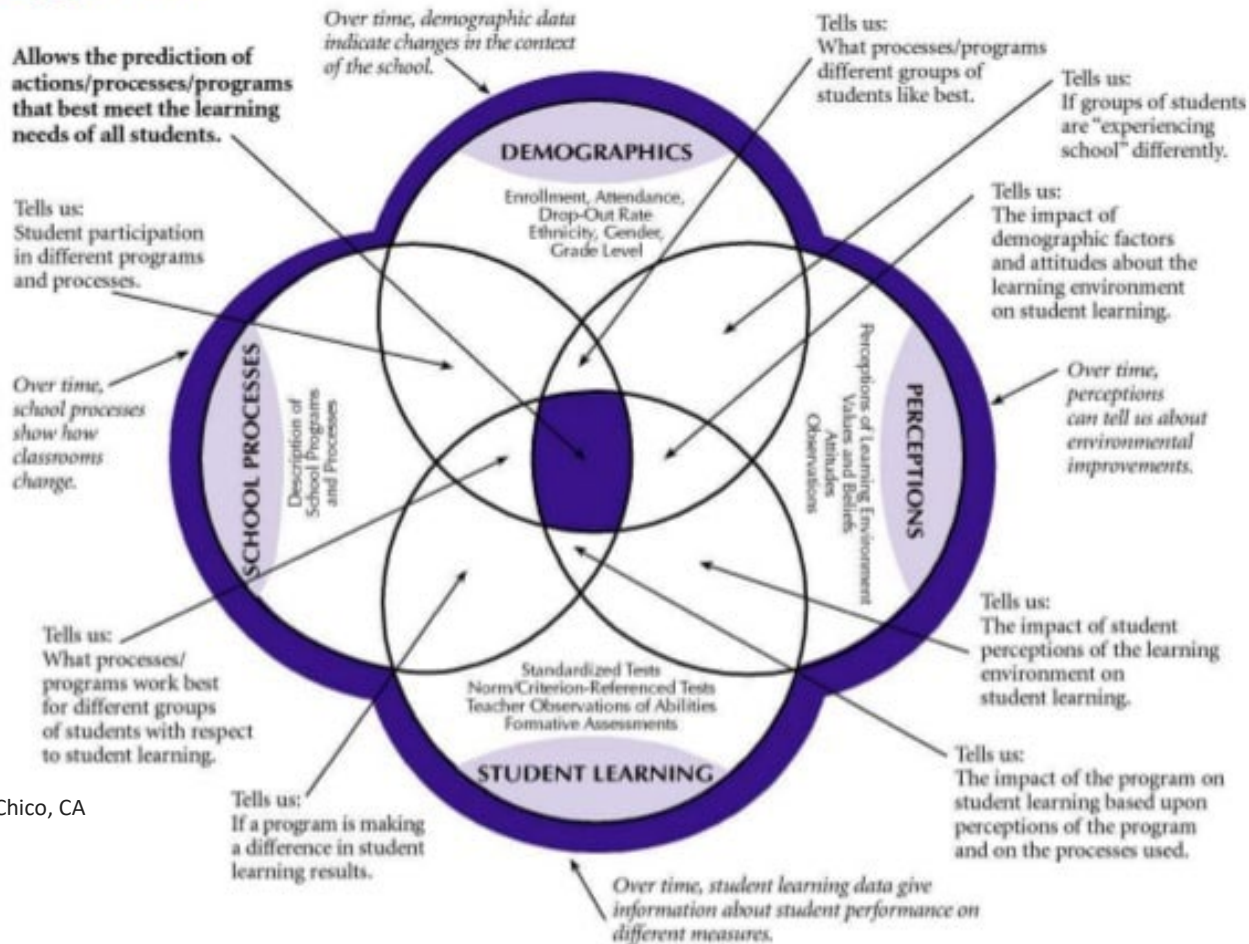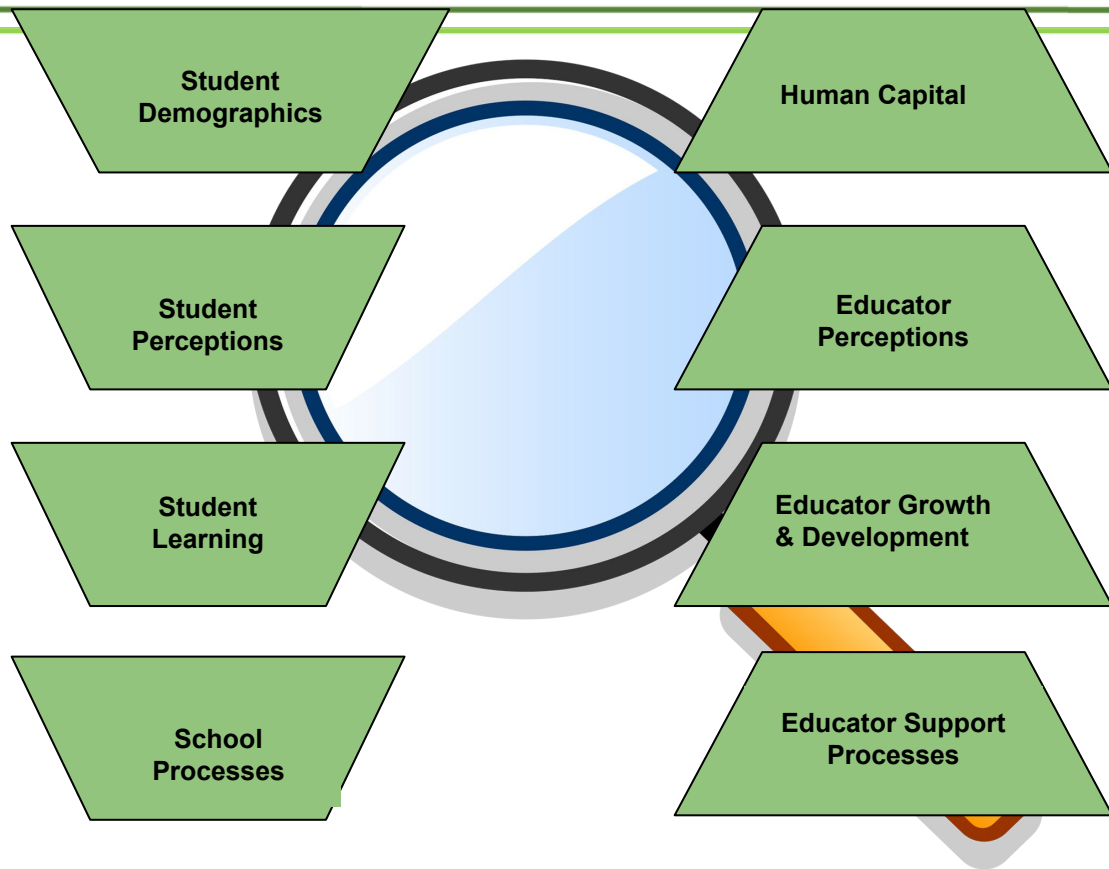- Activities Program
- After School Program
- Bell Schedule
- Communication Plan
- Curriculum
- Dual Credit
- Food Service
- High Ability Program
- Mentoring/TeamMates
- Safety/Security
- Special Education
- Technology
- Transition
- Transportation

S.E.

CONTINUOUS SCHOOL IMPROVEMENT FRAMEWORK

Demographics
- District
- Schools
- Students
- Staffs
- Community

Perceptions
- Culture
- Climate
- Values and Beliefs

Student Learning
- Summative
- Formative
- Diagnostic

School Processes
- Programs
- Instructional
- Organizational
- Administrative
- Continuous School Improvement

Where are we now?

Who are we?

How do we do business?

How are our students doing?

What are our processes?

S.E.E.D. **Profile**

What is working/not working?

Contributing Causes

Predictive Analytics

How did we get to where we are?

Purpose
Mission

Where do we want to be?

Vision
Goals
Student Learning Standards

Why do we exist?

Where do we want to go?

Continuous Improvement Plan
- Objectives
- Strategies
- Activities
- Budget

Implementation Strategies
- Leadership Structures
- Collaborative Strategies
- Professional Learning
- Partnerships

How can we get to where we want to be?

How will we implement?

How are we going to get to where we want to be?

Is what we are doing making a difference?

Formative and Summative Evaluation

How will we evaluate our efforts?

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DATA ANALYSIS for CONTINUOUS SCHOOL IMPROVEMENT

3rd

VICTORIA L. BERNHARDT, PH.D.

Multiple Measures of Data

Over time, demographic data indicate changes in the context of the school.

Allows the prediction of actions/processes/programs that best meet the learning needs of all students.

Tells us:
What processes/programs different groups of students like best.

Tells us:
If groups of students are "experiencing school" differently.

Tells us:
Student participation in different programs and processes.

Tells us:
The impact of demographic factors and attitudes about the learning environment on student learning.

Over time, school processes show how classrooms change.

Over time, perceptions can tell us about environmental improvements.

DEMOGRAPHICS
Enrollment, Attendance, Drop-Out Rate, Ethnicity, Gender, Grade Level

SCHOOL PROCESSES
Description of School Programs and Processes

PERCEPTIONS
Perceptions of Learning Environment, Values and Beliefs, Attitudes, Observations

Tells us:
What processes/programs work best for different groups of students with respect to student learning.

Tells us:
The impact of student perceptions of the learning environment on student learning.

STUDENT LEARNING
Standardized Tests, Norm/Criterion-Referenced Tests, Teacher Observations of Abilities, Formative Assessments

Tells us:
If a program is making a difference in student learning results.

Tells us:
The impact of the program on student learning based upon perceptions of the program and on the processes used.

Over time, student learning data give information about student performance on different measures.

Human Capital

Educator Perceptions

Educator Growth & Development

Educator Support Processes

How do different groups of educators experience the school environment and/or culture differently?

What is the impact of educator perception of school culture on professional growth and development?

Are the programs in this system making an impact on teacher growth and development?

5 Shifts to Address the National Educator Workforce Shortage

- Reduce barriers to careers in education while preserving standards of excellence
- Design comprehensive human capital management systems
- Establish transparent & equitable total rewards system
- Strengthen educators' sense of purpose, belonging & connection
- Deliver exceptional employment experiences

A system approach for long term success.

The S.E.E.D. Educator Effectiveness Connection

- Making data-informed decisions in all areas
- Building culture and engagement - *We're all in this together!*

How does engagement & culture affect CIP?

What leaders can do for teachers

- **Create emotional safety**
- **Value the educators**

+

- **Nurture positive relationships**
- **Protect healthy workloads**

→

- **Empower teacher decision-making**
- **Foster continuous growth**

Vision for Learning

Vision for Learning

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 achievement, reduction of opportunity gaps, and enhanced student and staff well being.

Indicator	Ineffective	Developing	Effective	Highly Effective
				Sustains an environment of collective responsibility and commitment to vision by framing critical questions, identifying issues, and investing in staff and self to maximize impact on the educational community

1. **What does GROWTH look like for a developing principal?**

1. **What actions would you see in this school?**

3. **What would you see in a school being led by a principal who is striving to become highly effective in this area of programming (NeMTSS)?**

S.E.E.D. Educator Effectiveness Resources

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

Next Steps:
- How can the S.E.E.D. Team support your work?
- What does this work mean to you in your role?
- What is the S.E.E.D. Team missing that would help us better support you in your role?
- What data do you wish you had?

Financial Assistance for Educators & Pre-Service Teachers

Enhancing Excellence in Teaching Program (EETP)
Current teachers

Focused on educator shortage areas, the EETP provides forgivable loans (up to $3,000/year for a maximum of five years) to Nebraska teachers enrolled in an eligible **graduate program** at an eligible Nebraska institution. Visit the NDE EETP page for more details

Attracting Excellence to Teaching Program (AETP)
Pre-service teachers

Focused on educator shortage areas, the AETP provides forgivable loans ($3,000/year for a maximum of five years) to Nebraska students enrolled at an eligible Nebraska institution **pursuing an initial teaching certificate**. Visit the NDE AETP page for more details.

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