



NEBRASKA DEPARTMENT OF EDUCATION

TEACHER STANDARDS

MARCH 16, 2011

Nebraska Teacher Standards Stakeholders Group

Becky Schnabel, Coordinator of Student Services - University of Nebraska, Omaha, Representing the Nebraska Council on Teacher Education

Bob Uhing, Administrator - Educational Service Unit 1, Representing the Educational Service Unit Coordinating Council

Brian Hale, Director - Nebraska Association of School Boards

Brian Halstead, Assistant Commissioner - Nebraska Department of Education

Carla Noerlinger, Director of Research and Special Projects - Omaha Public Schools

Cindy Serfass, Freshman Study Center Director - Westside High School, Representing the Nebraska State Education Association

Dan Ernst, Associate Executive Director - Nebraska Council of School Administrators

Donlynn Rice, Curriculum and Instruction Administrator - Nebraska Department of Education

Fran Marymee, Speech Language Pathologist - Educational Service Unit 9, Representing the Nebraska State Education Association

Janice Garnett, Assistant Superintendent - Omaha Public Schools

Jay Sears, Representing Nebraska State Education Association Instructional Advocacy

Jim Havelka, Havelka Educational Services, LLC, Nebraska Department of Education Contractor

Joan Reznicek, Superintendent - Red Cloud Community Schools, Representing Nebraska Rural Community Schools Association

Jodi Kupper, Dean of the School of Education - Peru State College, Representing the Nebraska Professional Practices Commission

John Spatz, Assistant Executive Director - Nebraska Association of School Boards

Jon Fisher, Administrator - Educational Service Unit 4, Representing the Educational Service Unit Coordinating Council

Jon Habben, Executive Director - Nebraska Rural Community Schools Association

Kent Mann, Principal - Grand Island Senior High, Representing the Nebraska Council of School Administrators

Larry Dlugosh, Educational Administration Chairperson/Professor - University of Nebraska, Lincoln

Marilyn Peterson, Data and Federal Programs Administrator - Nebraska Department of Education

Matt Blomstedt, Executive Director - Educational Service Unit Coordinating Council

Mike Dulaney, Executive Director - Nebraska Council of School Administrators

Pat Madsen, Adult Program Services Specialist - Nebraska Department of Education

Pat Roschewski, Director of Statewide Assessment - Nebraska Department of Education

Renee Hyde, Assistant Superintendent - Papillion LaVista Public Schools, Representing the Nebraska Association of Personnel Administrators

Roger Breed, Commissioner - Nebraska Department of Education

Scott Swisher, Deputy Commissioner - Nebraska Department of Education

Sharon Katt, Adult Program Services Administrator - Nebraska Department of Education

Steve Sexton, Superintendent - Fremont Public Schools, Representing the Greater Nebraska Schools Association

Tiffany Heese, Principal - Winnebago Elementary School, Representing the Nebraska State Education Association

Tim Kwapnioski, Principal - Bel Air Elementary, Norfolk Public Schools, Representing the Nebraska Council of School Administrators Legislative Committee

Nebraska Teacher Standards Drafting Committee

Nancy Biggs, Associate Superintendent of Human Resources - Lincoln Public Schools, Representing the Nebraska Association of Personnel Administrators

Chad Boyer, Principal - Washington Elementary, Norfolk Public Schools, Representing the Nebraska Council of School Administrators

Brenda Brokenicky, Fremont Parent Teacher Association, Representing the Nebraska Parent-Teacher Association

Diana Casey, 3rd Grade Teacher - Ashland Park-Robbins Elementary, Omaha Public Schools, Representing the Nebraska State Education Association

Kathy Danek, President District 1 -Lincoln Public Schools Board of Education, Representing the Nebraska Association of School Boards

Larry Dlugosh, Educational Administration Chairperson/Professor - University of Nebraska, Lincoln

Kevin Eairleywine, Executive Director of Human Resources and Administrative Operations - Fremont Public Schools, Representing the Nebraska Council of School Administrators

David Engle, Representing the Greater Nebraska Schools Association

Rod Engle, Principal - Hamlow Elementary, Waverly Public Schools, Representing the Nebraska Council of School Administrators

Linda Freye, Kindergarten Teacher - Maxey Elementary, Lincoln Public Schools, Representing the Nebraska State Education Association

Deborah Frison, Principal - Omaha Burke High School, Representing Omaha Public Schools

Brian Hale, Director - Nebraska Association of School Boards

Brian Halstead, Assistant Commissioner - Nebraska Department of Education

Dave Ludwig, Administrator - Educational Service Unit 2, Representing the Educational Service Unit Coordinating Council

Carol McClain, Special Education Consultant - Nebraska Department of Education

Sharon Katt, Adult Program Services Administrator - Nebraska Department of Education

Amy Kelly, High Ability Learner Liaison - Raymond A. Watson Elementary, Hastings Public Schools, Representing the Nebraska State Education Association

Jodi Kupper, Dean of the School of Education - Peru State College, Representing the Nebraska Professional Practices Commission

Renee Hyde, Assistant Superintendent - Papillion LaVista Public Schools, Representing the Nebraska Association of Personnel Administrators

Charles Isom, Superintendent - Superior Public Schools, Representing the Nebraska Rural Community Schools Association

Jim Havelka, Havelka Educational Services, LLC, Nebraska Department of Education Contractor

Tiffany Heese, Principal - Winnebago Elementary School, Representing the Nebraska State Education Association

Matt Heibel, Principal - Lincoln Lutheran High School, Representing K-12 Non-Public Schools

Trish Guinan, Director of Member Rights - Nebraska State Education Association

Rhonda Jindra, Staff Development Educational Service Unit 1, Representing the Educational Service Unit Coordinating Council

Don Loseke, Accreditation and School Improvement Management Consultant - Nebraska Department of Education

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Nebraska Teacher Standards Drafting Committee (Continued)

Robert Michl, Principal - Freeman Public Schools, Representing the Nebraska Council of School Administrators

Jennifer Mitzelfelt, Fremont Parent-Teacher Association, Representing the Nebraska Parent-Teacher Association

Mark Murphy, Elementary Principal - Centennial Public Schools, Representing the Nebraska Council of School Administrators

Kevin Peters, Certification Director - Nebraska Department of Education

Carol Rempp, Multicultural/Diversity Education Coordinator - Nebraska Department of Education

Donlynn Rice, Curriculum and Instruction Administrator - Nebraska Department of Education

Keith Rohwer, Dean of Teacher Education - Midland Lutheran College, Representing the Nebraska Council on Teacher Education

Jay Sears, Representing the Nebraska State Education Association Instructional Advocacy

Ed Scantling, Dean - University of Nebraska - Kearney, Representing Colleges/Universities

Mary Schlieder, High School Teacher - Norris Public Schools, Representing the Nebraska State Education Association

Randy Schlueter, Principal - Beatrice Middle School, Representing the Nebraska Council of School Administrators

Becky Schnabel, Coordinator of Student Services - University of Nebraska - Omaha, Representing the Nebraska Council on Teacher Education

Neil Schnoor, Dean of the School of Education and Counseling - Wayne State College, Representing Colleges/Universities

Cindy Serfass, Freshman Study Center Director - Westside High School, Representing the Nebraska State Education Association

Rob Slauson, Principal - Southwest High School, Lincoln Public Schools, Representing the Nebraska Council of School Administrators

Dean Tickle, Principal - Lexington Middle School, Representing the Nebraska Council of School Administrators

Beth Zillig, Title 1 Consultant - Nebraska Department of Education

Nebraska Teacher Standards

Standard 1: Foundational Knowledge - The Teacher demonstrates knowledge of content, pedagogy, students and standards needed to provide all students with effective opportunities for learning.

Indicators: The Teacher-

- Knows content and related strategies in the discipline(s) they teach;
- Understands multiple research-based instructional approaches, strategies, assessments, and interventions;
- Understands the intellectual, social, emotional, and physical development of students, how they learn, and how they differ;
- Understands cultural and societal influences and their impact on teaching and learning;
- Understands how national, state, and local standards impact teaching;
- Understands the components of an effective curriculum; and
- Recognizes that the teacher is key to establishing and maintaining an effective learning environment.

Standard 2: Planning and Preparation - (InTASC 2, 7; Danielson 1c, 1d, 1e) The Teacher integrates foundational knowledge with established curriculum to develop data informed instruction that addresses the needs of all learners and engages them in rigorous and relevant learning experiences.

Indicators: The Teacher-

- Develops instruction that enables students to achieve standards, learning goals, and instructional objectives;
- Develops and organizes coherent and relevant units, lessons, and activities to appropriately pace instruction and meet the diverse needs of students;
- Designs and adapts lessons, based on student progress, assessment results, and interests;
- Uses a variety of appropriate research-based teaching strategies;
- Develops instruction that is culturally and socially relevant and responsive;
- Considers students' prior knowledge and abilities to ensure that instruction is differentiated and rigorous; and
- Accesses and integrates resources, including technology, to provide challenging, motivating, and engaging learning experiences.

Standard 3: The Learning Environment - (InTASC 3; Danielson 2a, 2b, 2c, 2d, 2e) The Teacher creates and maintains a learning environment that promotes active student engagement in learning, development and achievement.

Indicators: The Teacher-

- Ensures a safe and accessible environment that promotes learning;
- Establishes, communicates and maintains effective classroom routines and procedures that support academic achievement;
- Establishes and adheres to clear standards of conduct;
- Communicates and interacts in ways that demonstrate and promote respect for diversity;
- Encourages positive social development and interactions within a collaborative learning community built on trust and teamwork;
- Creates a positive learning climate of openness, mutual respect, support, and inquiry; and
- Establishes high expectations that cultivates learners' self-motivation and encourages pride in their work.

Standard 4: Instructional Strategies - (InTASC 8; Danielson 3a, 3b, 3c, 3e) The Teacher intentionally utilizes a variety of effective and relevant instructional strategies to ensure student achievement.

Indicators: The Teacher-

- Facilitates learning by using a range of developmentally, culturally, and linguistically appropriate instructional strategies and resources, targeted to meet learning goals;
- Modifies, adapts, and differentiates instruction based on data analysis, observation and students' needs;
- Interacts and communicates effectively with students to promote and support student learning;
- Motivates and engages students to participate in a shared learning process;
- Assumes various roles in the instructional process appropriate to the content, purposes of instruction, and the needs of students;
- Engages students by using varied activities, assignments, groupings, structure, pacing, and questioning and discussion techniques;
- Utilizes strategies that enable students to develop skills in critical thinking, creativity, and problem solving;
- Explores and uses existing and emerging technologies to support and promote student learning; and
- Collaborates with students to implement active learning experiences, drawing upon family and / community resources.

Standard 5: Assessment - (InTASC 6; Danielson 1f, 3d) The Teacher systematically uses multiple methods of assessment to measure student progress and to inform ongoing planning, instruction, and reporting.

Indicators: The Teacher-

- Develops and utilizes varied and appropriate assessments based on instructional objectives and learning styles;
- Uses assessment data to inform instruction and provide meaningful feedback to each student;
- Utilizes both formative and summative assessments to monitor student progress;
- Ensures assessment instruments and procedures are valid and address the cultural, societal, and linguistic diversity of students;
- Creates or selects appropriate assessments and reviews and interprets the resulting data, both individually and with colleagues;
- Develops and utilizes strategies that enable students to assess, monitor, and reflect on their own work; and
- Compiles and reports assessment data to accurately document student progress.

Standard 6: Professionalism and Collaboration - The Teacher actively participates as an ethical and responsible member of the professional community and collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student learning, development and achievement.

Indicators: The Teacher-

- Uses a variety of self assessment strategies to reflect upon professional practice;
- Establishes and maintains collegial relationships to enhance the teaching and learning process;
- Contributes to, and advocates for, the profession;
- Actively pursues purposeful professional development;
- Adheres to existing policies, procedures, and regulations;
- Models ethical behavior;
- Maintains accurate records, documentation, and data;
- Uses effective communication strategies, taking into account the cultural, societal, and linguistic needs and resources of students and families; and
- Initiates opportunities to collaborate with students, parents, families, and the community to engage them in the learning process.