



NEBRASKA'S DEFINITION OF "LEARNER-READY TEACHER"

A learner-ready teacher is one who is ready on day one of his or her career to model and develop in students the knowledge and skills they need to succeed today including the ability to think critically and creatively, to apply content to solving real world problems, to be literate across the curriculum, to collaborate and work in teams, and to take ownership of their own continuous learning.

More specifically, learner-ready teachers:

- Have deep knowledge of their content and how to teach it;
- Understand the differing needs of students, hold them to high expectations, and personalize learning to ensure each learner is challenged;
- Care about, motivate, and actively engage students in learning;
- Collect, interpret, and use student assessment data to monitor progress and adjust instruction;
- Systematically reflect, continuously improve, and collaboratively problem solve; and
- Demonstrate leadership and shared responsibility for the learning of all students.

THEORY OF ACTION

If Nebraska establishes a "Learner-Ready Teacher" definition, our shared understanding will inform more effective, efficient, and unified efforts around attracting, preparing, developing, supporting, and retaining teachers, positively impacting teacher effectiveness statewide.

QUESTIONS ABOUT NEBRASKA'S DEFINITION OF "LEARNER-READY TEACHER"

What is a learner-ready definition?

We have raised our expectations for PK-12 students and have committed to providing them with the education they need to be college- and career-ready and productive in their communities. Teachers are key to these efforts and have firsthand responsibility for student achievement and growth.

A learner-ready definition helps ensure that teachers are ready for this ultimate responsibility by establishing a concrete and shared vision of essential knowledge, skills, and dispositions that we consider to be essential for successful classroom practice on day one of a teaching career.

Why does Nebraska need a learner ready definition?

Establishing a definition is essential to guiding state work and an essential first step to bringing individuals together around a shared vision of what a beginning teacher should know and be able to do. This shared definition helps us organize our work with a clear goal in mind, proceeding with deliberate steps along a planned roadmap to success.

How might the learner ready definition impact the work that I do?

Are we doing everything we can to ensure that every student has access to a learner-ready teacher? Are we doing everything we can to ensure that all practicing teachers can access and participate in quality learning experiences to maximize continued professional growth? Our shared definition helps us to be clear about our effectiveness in preparing and supporting teachers. Establishing a public, banner message holds us accountable for doing what is necessary to attract, prepare, develop, support, and retain teachers who possess the knowledge, skills, and dispositions detailed in our shared learner-ready teacher definition.

School-Ready Principal



NEBRASKA'S DEFINITION OF "SCHOOL-READY PRINCIPAL"

A school-ready principal is ready on day one to blend their energy, knowledge, and professional skills to collaborate and motivate others to transform school learning environments in ways that ensure all students will graduate college and career ready. With other stakeholders, they craft the school's vision, mission, and strategic goals to focus on and support high levels of learning for all students and high expectations for all members of the school community.

More specifically, to help transform schools, school-ready principals:

- Lead others in using performance outcomes and other data to strategically align people, time, funding, and school processes to continually improve student achievement and growth, and to nurture and sustain a positive climate and safe school environment for all stakeholders.
- Work with others to develop, implement, and refine processes to select, induct, support, evaluate, and retain quality personnel to serve in instructional and support roles.
- Nurture and support professional growth in others and appropriately share leadership responsibilities.
- Recognizing that schools are an integral part of the community, they lead and support outreach to students' families and the wider community to respond to community needs and interests and to integrate community resources into the school.

THEORY OF ACTION

If Nebraska establishes a "School-Ready Principal" definition, our shared understanding will inform more effective, efficient, and unified efforts around attracting, preparing, developing, supporting, and retaining principals, positively impacting principal effectiveness statewide.

QUESTIONS ABOUT NEBRASKA'S DEFINITION OF "SCHOOL-READY PRINCIPAL"

What is a school-ready principal definition?

We have raised our expectations for PK-12 students and have committed to providing them with the education they need to be college- and career-ready and productive in their communities. Principals are key to these efforts and have firsthand responsibility for school learning climate and quality of teachers daily impacting our PK-12 learners.

A school-ready definition helps ensure that principals are ready for this ultimate responsibility by establishing a concrete and shared vision of essential knowledge, skills, and dispositions that we consider to be essential for successful school leadership.

Why does Nebraska need a school-ready principal definition?

Establishing a definition is essential to guiding state work and an essential first step to bringing individuals together around a shared vision of what a beginning principal should know and be able to do. This shared definition helps us organize our work with a clear goal in mind, proceeding with deliberate steps along a planned roadmap to success.

How might the school-ready principal definition impact the work that I do?

Are we doing everything we can to ensure that every student has access to a school-ready principal? Are we doing everything we can to ensure that all practicing principals can access and participate in quality learning experiences to maximize continued professional growth? Our shared definition helps us to be clear about our effectiveness in preparing and supporting principals. Establishing a public, banner message holds us accountable for doing what is necessary to attract, prepare, develop, support, and retain principals who possess the knowledge, skills, and dispositions detailed in our shared school-ready principal definition.