Nebraska

POLICY AREA	Is state connecting this policy area to teacher evaluation/ effectiveness?	Recommendation for State Action
Evaluation of Teacher Effectiveness	No	Require that evidence of student learning be the most significant criterion in any teacher evaluation system. A teacher should not be able to receive a satisfactory rating if found to be ineffective in the classroom.
Tenure	No	Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom.
Professional Development	No	Ensure that districts utilize teacher evaluation results in determining professional development needs and activities.
Improvement Plans	Yes	
Reporting of Aggregate Teacher Ratings	No	Make aggregate school-level data about teacher performance publicly available to shine a light on how equitably teachers are distributed across and within school districts.
Compensation	No	Develop compensation structures that recognize teachers for their effectiveness.
Dismissal	No	Specify that classroom ineffectiveness is grounds for dismissal so that districts do not feel they lack the legal basis for terminating consistently poor performers.
Layoffs	No	Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.
Licensure Advancement	No	Require evidence of teacher effectiveness to be a factor in determining whether teachers renew or advance their licenses.
Licensure Reciprocity	No	Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations.
Student Teaching Placements	No	Place student teachers with cooperating teachers with evidence that they are effective in terms if student learning.
Prep Program Accountability	No	Include data that connect student achievement gains to teacher preparation programs in the state's accountability system.