



Teacher Standards & Indicators

Crosswalk Between NEE and Nebraska Standards (2020)

Nebraska Teacher Performance Indicators	Primary NEE Indicators	Related NEE Indicators
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.		
<i>This standard aligns most closely with the indicators from NEE Standard 3: Implements the Curriculum. It mainly addresses the teacher's purposeful instructional design and use of high-quality instructional materials. Related NEE indicators from other standards are listed and may be used if desired.</i>		
(a) Through collaboration with colleagues, prioritizes district and state content standards to ensure vertical alignment and appropriate pacing of curriculum	3.1: The teacher implements curriculum standards.	
(b) Utilizes high quality instructional materials within a locally determined curriculum to implement coherent units, lessons, and activities that reflect high expectations and enable each student to achieve district and state content standards, learning goals, and instructional objectives	3.2*: The teacher develops lessons for diverse learners.	4.2: The teacher effectively uses appropriate instructional resources to enhance student learning. 4.2b: The teacher effectively uses appropriate technology to facilitate student learning.
(c) Supplements locally determined curriculum and district-supported high quality instructional materials by evaluating and selecting resources to support specific student needs, while maintaining challenging, yet engaging learning experiences	3.1: The teacher implements curriculum standards.	4.2: The teacher effectively uses appropriate instructional resources to enhance student learning. 4.2b: The teacher effectively uses appropriate technology to facilitate student learning.
(d) Uses all students' abilities, cultural norms, and personal, family, and community experiences to prepare for differentiated, relevant, and rigorous instruction	3.2*: The teacher develops lessons for diverse learners.	2.1: The teacher supports cognitive development of all students. 2.6: The teacher incorporates students' language, culture, family and community.

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(e) Engages in collaborative school-wide learning communities that meet to reflect on professional practice, examine student data, and identify strategies directly applicable to improving instruction and learning	3.3* : The teacher analyses instructional goals and differentiated instructional strategies.	<p>7.6*: The teacher participates in the collaborative data analysis process.</p> <p>8.2*: The teacher seeks and creates professional learning opportunities.</p> <p>9.2*: The teacher collaborates within historical, cultural, political, and social contexts to meet the needs of students.</p> <p>9.3*: The teacher cooperates in partnerships to support student learning.</p>
(f) Uses multiple sources of relevant data to tailor culturally responsive learning experiences that address students' academic, physical, social-emotional, and mental health needs, with specific attention toward equitable opportunities and outcomes for all student groups	<p>3.2*: The teacher develops lessons for diverse learners.</p> <p>3.3*: The teacher analyses instructional goals and differentiated instructional strategies.</p>	<p>2.5: The teacher builds on students' prior experiences, learning strengths, and needs.</p> <p>2.6: The teacher incorporates students' language, culture, family and community.</p>
The Learning Environment: The teacher creates and maintains a learning environment that promotes student engagement and fosters positive relationships, inclusivity, social-emotional development, and academic growth and achievement.		
<i>This standard aligns most closely with the indicators from NEE Standard 5: Creates a Positive Classroom Learning Environment. It mainly addresses the teacher's ability to establish and maintain positive teacher/student relationships, establish a learning environment that engages all students and allows them to achieve. Related NEE indicators from other standards are listed and may be used if desired.</i>		
(a) Builds and sustains a relationship with each student that results in an accessible learning environment of trust, mutual respect, and support	5.3b : The teacher establishes secure teacher-student relationships.	
(b) Promotes recognition of each student's diverse personal experiences and builds upon those experiences to increase academic success	<p>2.5: The teacher builds on students' prior experiences, learning strengths, and needs.</p> <p>2.6: The teacher incorporates students' language, culture, family, and community.</p>	
(c) Creates and maintains a collaborative learning environment that supports each student's diverse academic, social-emotional, linguistic, and physical strengths and needs	<p>5.3: The teacher uses strategies that promote kindness and social competence among student in the classroom community.</p> <p>4.3: The teacher employs cooperative learning.</p>	
(d) Establishes, communicates, and maintains high expectations, effective routines, procedures, and clear standards of conduct to create a safe, efficient, and effective learning environment for all students	<p>5.2: The teacher manages time, space, transitions, and activities.</p> <p>5.2b: The teacher uses effective discipline that promotes self-control.</p>	5.1 : The teacher uses motivation strategies that affectively engage students.

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(e) Maintains a learning environment that encourages students to reflect on and take ownership of their own learning behaviors and academic progress	<p>2.2: The teacher sets and monitors student goals.</p> <p>7.3: The teacher promotes student-led assessment strategies.</p>	<p>5.1: The teacher uses motivation strategies that affectively engage students.</p> <p>5.2b: The teacher uses effective discipline that promotes self-control.</p>
Instructional Strategies: The teacher implements evidence-based, district-supported instructional strategies to ensure student growth and achievement.		
<i>This standard aligns most closely with indicators from NEE Standards 1: Uses Content Knowledge and Perspectives Aligned with Appropriate Instruction; 2: The Teacher Supports Cognitive Development of All Students; and 4: Teaches for Critical Thinking. It focuses on the teacher's ability to use an abundance of strategies that are based on proven methodology. Related NEE indicators from other standards are listed and may be used if desired.</i>		
(a) Implements a range of evidence-based, district-supported strategies to ensure each student achieves district and state content standards, learning goals, and instructional objectives	<p>1.1: The teacher demonstrates content knowledge through the use of academic and disciplinary language and facilitates students' accurate use of academic and disciplinary language.</p> <p>2.3: The teacher uses theory- and research-based strategies.</p>	
(b) Uses a variety of evidence-based, district-supported resources and multimodal instructional tools to engage students in rigorous learning experiences	<p>1.2: The teacher cognitively engages students in the content.</p> <p>4.2: The teacher effectively uses appropriate instructional resources to enhance student learning.</p> <p>4.2b: The teacher effectively uses appropriate technology to facilitate student learning.</p>	<p>1.3: The teacher uses disciplinary research and inquiry methodologies and teaches the tools of inquiry used in the content area.</p>
(c) Identifies, implements, and evaluates evidence-based, district-supported instructional strategies that are responsive to each student's abilities, cultural norms, and personal, family, and community experiences	<p>2.4: The teacher promotes the emotional competence of students.</p> <p>2.5: The teacher builds on students' prior experiences, learning strengths, and needs.</p> <p>2.6: The teacher incorporates students' language, culture, family, and community.</p>	
(d) Reflects on classroom observations and assessment data and differentiates instruction by adjusting the pace of instruction, focus of instruction, and method of delivery to address each student's strengths and needs	<p>2.2: The teacher sets and monitors student goals.</p> <p>7.2*: The teacher uses assessment data to improve learning.</p>	<p>7.4: The teacher monitors the effect of instruction on the whole class and individual learners.</p>
(e) Engages students in constructing new and meaningful learning through problem-solving, critical and creative thinking, purposeful discourse, and inquiry aligned with locally determined curriculum and district-supported high quality instructional materials	<p>4.1: The teacher uses instructional strategies that lead students to problem-solving and critical thinking.</p>	<p>1.3: The teacher uses disciplinary research and inquiry methodologies and teaches the tools of inquiry used in the content area.</p> <p>1.4: The teacher uses interdisciplinary instruction.</p> <p>4.3: The teacher employs cooperative learning.</p>

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(f) Models cultural competence and responsiveness by implementing and sustaining evidence-based, district-supported curriculum, instructional materials, and strategies that confront and eliminate institutional bias and student marginalization	<p>2.1: The teacher supports cognitive development of all students.</p> <p>2.6: The teacher incorporates students' language, culture, family and community.</p>	<p>1.5: The teacher incorporates diverse social and cultural perspectives on content.</p> <p>6.2: The teacher's communications with students are sensitive to cultural, gender, intellectual, and physical differences.</p>
<p>Assessment: The teacher systematically uses a balanced assessment system that includes formative, interim, and summative assessments to measure student progress and to inform ongoing planning, instruction, and reporting.</p>		
<p><i>This standard aligns with indicators from NEE Standard 7: Uses Student Assessment Data to Analyze and Modify Instruction. It focuses on the teacher's use of a variety of assessments to inform instruction and monitor student progress. An emphasis is placed on the importance of balance. Related NEE indicators from other standards are listed and may be used if desired.</i></p>		
(a) Utilizes formative, interim, and summative assessments that align to district and state content standards, learning goals, and instructional objectives	<p>7.1*: The teacher uses effective, valid, reliable assessments.</p>	
(b) Uses a variety of district-supported classroom-based assessments that confront and eliminate institutional bias and student marginalization, meet all students' developmental needs, and ensure each student has the opportunity to demonstrate understanding	<p>7.1*: The teacher uses effective, valid, reliable assessments.</p>	<p>6.2: The teacher's communications with students are sensitive to cultural, gender, intellectual and physical differences.</p>
(c) Uses formative, interim, and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student	<p>7.2*: The teacher uses assessment data to improve learning.</p> <p>7.4: The teacher monitors the effect of instruction on the whole class and individual learners.</p>	
(d) Analyzes formative, interim, and summative assessment data, individually and with colleagues, to ensure alignment to instruction	<p>7.2*: The teacher uses assessment data to improve learning.</p> <p>7.4: The teacher monitors the effect of instruction on the whole class and individual learners.</p> <p>7.6*: The teacher participates in the collaborative data analysis process.</p>	
(e) Provides students with constructive, specific, and frequent feedback during and after instruction to enable students to assess, adjust, monitor, and reflect on their own progress toward learning goals	<p>7.3: The teacher promotes student-led assessment strategies.</p>	
(f) Accurately documents and clearly communicates assessment data about student progress over time to relevant stakeholders	<p>7.5*: The teacher communicates student progress and maintains records.</p>	

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Professionalism: The teacher exhibits a commitment to professional ethics and the school’s vision, mission and goals, participates in professional growth opportunities to support student and self learning, and contributes to the profession.		
<i>This standard aligns with NEE Standards 8: Develops Professional Practices and 9: Participates in Professional Collaborations. It focuses on the teacher as a positive role model for the learning community and the continual seeking of professional growth. Related NEE indicators from other standards are listed and may be used if desired.</i>		
(a) Adheres to school policies, procedures, and regulations and models ethical behavior and integrity in accordance with the established standards of the district	8.3*: The teacher observes, promotes and supports professional rights, responsibilities and ethical practices.	
(b) Develops and sustains productive and appropriate relationships through communication with students, colleagues, administrators, families, and the larger community in an effort to support and enhance each student’s academic success and well-being	9.1*: The teacher participates in collegial activities to build relationships and encourage growth within the educational community. 9.3*: The teacher cooperates in partnerships to support student learning.	
(c) Actively pursues opportunities for professional growth and leadership development both as an individual and as a member of a learning community	8.2*: The teacher seeks and creates professional learning opportunities.	9.3*: The teacher cooperates in partnerships to support student learning.
(d) Reflects on professional practices to support and improve student learning and maintains high expectations for self in lesson preparedness	8.1*: The teacher engages in self-assessment and improvement.	
(e) Advocates for and contributes to the shared mission, vision, and continuous improvement of the school and professional community	9.1*: The teacher participates in collegial activities to build relationships and encourage growth within the educational community.	
(f) Collaborates to enhance culturally responsive interactions with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement	9.2*: The teacher collaborates within historical, cultural, political, and social contexts to meet the needs of students.	
(g) Communicates with and protects the established rights and confidentiality of students, families, colleagues, and the larger community	6.1: The teacher uses effective verbal and nonverbal communication. 6.4: The teacher uses technology and media tools to communicate with students and parents when available and appropriate.	

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