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classroom. You're going to look at the feasibility of those kinds of activities and try to assess whether or not that leads to an improved classroom result. So there would be a study, if you will, or a pilot of assessment in that regard, and if I ruled that out I was probably incorrect.

SENATOR CHAMBERS: So we are going to be assessing these teachers, how well they do what they are being paid to do. No matter by what name we call it, if we don't do that, we can't conclude anything because there is no way to determine whether what is being done is beneficial or not. In other words, you cannot exclude assessing the teacher from this equation if what you're trying to determine is whether an adequate and appropriate rate of pay is being provided. If you don't know whether the teacher is achieving anything or not, you can't determine an appropriate level of compensation. The way to determine that is to make an assessment of the teacher, and maybe people don't like that terminology. Maybe the teachers don't want to be assessed. But for this program to do what you say the intention is, you cannot get away from teacher assessment. Do you agree with that?

SENATOR RAIKES: I would agree that certainly one of the objectives of this sort of a program is to look at activities, training and otherwise, that would lead teachers to...to...or "incent" teachers to...to come...to come to a result that is...leads to better teaching, better performance in the classroom and/or...

SENATOR CUDABACK: One minute.

SENATOR RAIKES: ...not necessarily different than what they now do but more nearly rewards those activities that...and those...those characteristics, activities, elements of training that tend to lead to the best teaching. Certainly it is the...the...or the best results. Certainly it is the intent to focus on performance in the classroom and to try to lead the system toward a result that enhances that performance.

SENATOR CHAMBERS: And I think my time is up. Is that...was that my third time on this one?