Evaluation Program for Certified Staff

Network for Educator Effectiveness (NEE)

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An effective evaluation system includes the following research-based essential principles:

- Measures educator performance against research-based, proven performance targets associated with the improvement of student performance.
- Uses multiple ratings to differentiate levels of performance.
- Highlights a probationary period of adequate duration to ensure sufficient induction and socialization support for new teachers and leaders.
- Uses measures of growth in student learning as a significant contributing factor in the evaluation of professional practice at all levels and ensures that a proficient or a distinguished rating cannot be received in educator performance if student growth is low.
- Provides ongoing, timely, deliberate and meaningful feedback on performance relative to research-based targets.
- Requires standardized, initial and periodic training for evaluators to ensure reliability and accuracy.
- Utilizes the results and data to inform decisions regarding personnel, employment determinations and policy regarding employment.

Policy   **Descriptor Code: GCN**

EVALUATION OF PROFESSIONAL STAFF

The Board requires a program of comprehensive, performance-based evaluations for each professional staff member it employs in order to ensure high-quality staff performance that improves student achievement and enhances the instructional programs of the district. The evaluation shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability.

The primary purpose of a performance-based evaluation is to facilitate and improve employee performance and instruction to enhance student learning. An effective evaluation system should identify areas of teaching/administrative strength and weakness and provide direction for maintaining and improving teacher/administrator skills through professional staff development activities. The secondary purpose is to determine whether performance meets the degree of competency required for continued employment.

Probationary teachers are minimally expected to perform at the expectation level on all criteria on the district's performance-based evaluation instrument. Failure to maintain this level of performance is a ground for nonrenewal.

The procedures and instruments for professional staff evaluation will be developed by the administration, in consultation with the district's professional staff, and will be approved by the Board. Teacher evaluation instruments must minimally reflect the standards listed in this policy. One (1) copy of the completed evaluation form shall be given to the staff member concerned, one (1) copy filed in the employee's personnel file at the office of the Board of Education and one (1) copy retained by the appropriate administrator/evaluator.

Teaching Standards

All teachers in the Oak Grove R-VI School District shall:

1.   Be knowledgeable of the content and prepared for instruction.

2.   Keep current on instructional knowledge and explore changes in teaching behaviors that will improve student performance.

3.   Promote active student participation in the learning process and ensure that all students have success.

4.   Use various forms of assessment to monitor and manage student learning.

5.   Communicate and interact with the community in a professional manner.

6.   Effectively maintain student time on task.

7.   Act as a responsible professional in carrying out the mission of the district.

Network for Educator Effectiveness (NEE) Teacher Growth and Evaluation

The Oak Grove R-6 School District began using The Network for Educator Effectiveness (NEE) in August, 2015.

NEE is a comprehensive system that helps educators improve student learning. It is made up of different components. The components include classroom observations, units of instruction, and professional development plans. This data is compiled and stored in an online database.

There are several advantages to the NEE system:

For administrators:

- Training is provided to evaluate teachers reliably and with a high degree of validity.
- The meanings of scores assigned to teachers are clear and transparent.
- The system is fair, trustworthy, and applied equally for all teachers.
- A sense of teamwork is instilled, ensuring that all parties are working together to improve classroom practice.
- Coaching is emphasized leading to growth.
- The system is web-based for accessibility and genuinely useful information is provided.

For teacher:

- Observations are frequent, and relevant feedback is provided.
- Effective teaching is recognized.
- Improvement is recognized.
- Professional development is targeted to specific, personal needs.
- Evaluation information is timely, aligned, and easy to interpret.

For students:

- Effective teachers in every classroom.
- Optimal learning environments to improve students' performance.

System Login and Navigation

The website for the NEE database is http://nee.missouri.edu. More information about this program is available on this website.

Oak Grove R-6 Evaluation System								
	Non-tenured					Tenured		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 1	Year 2	Year 3
Summative Evaluation	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Classroom Observations	4-8	4-8	4-8	4-8	4-8	4-8	4-8	4-8
Unit of Instruction	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Data from Student Learning Outcomes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Professional Development Plan	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Observations are short, 8-15 minute unannounced observations.								
Unit of Instruction submitted electronically and scored on 10 elements.								
Multiple student data sources will be utilized ranging from local benchmark/common assessments, state standardized assessments, and commercial assessments.								
Professional Development Plan will be used to gather data related to specific indicators of professional practice and commitment.								

The above number of observations is a **minimum standard** and may be increased at the request of the teacher or as determined by the administration.

At the discretion of administration, a teacher can have a full-period observation at any time during the evaluation timeline.

Measures of Educator Effectiveness

These are the Measures of Educator Effectiveness that the District will use in the evaluation process.
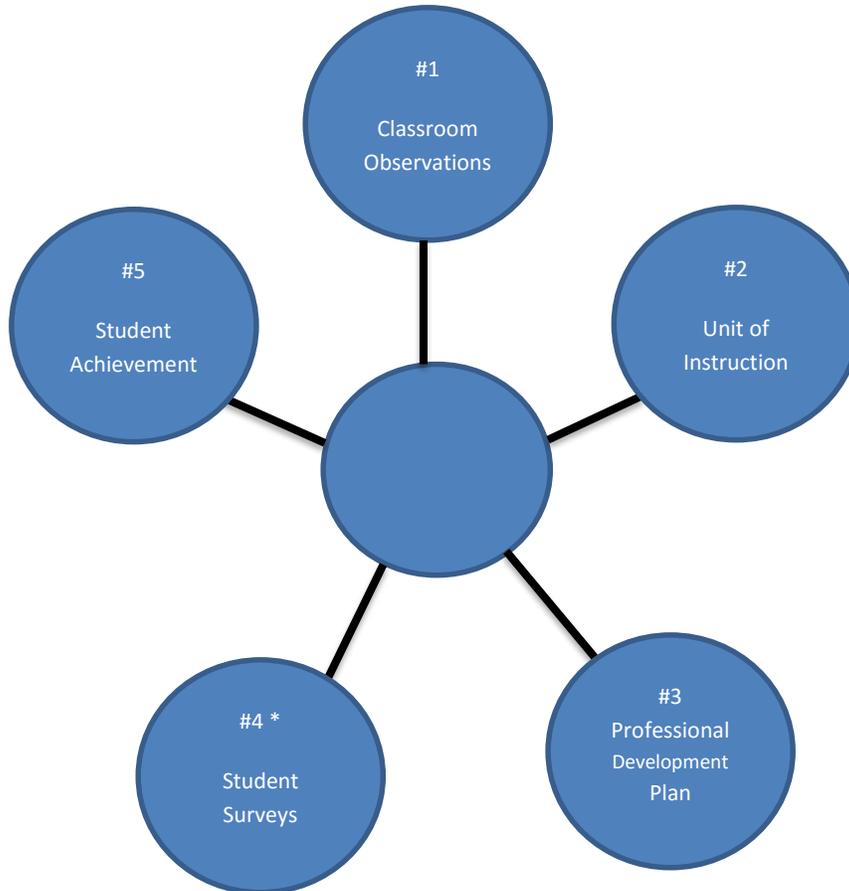
Detailed explanations of the Measures of Educator Effectiveness are provided on the following pages.

#1-MEASURE OF EDUCATOR EFFECTIVENESS

CLASSROOM OBSERVATIONS

The NEE has determined that the classroom observation module will include: at least 8-10-minute mini-observations.

Instead of evaluating teachers once per year, the NEE provides users with an ongoing system of recording multiple measures of educator effectiveness. The first measure is the classroom observation that is based on the Missouri Model Teacher and Leader Standards that were approved by the State Board of Education in June 2011.

There are a total of nine standards in the Missouri Model Teacher and Leader Standards divided into 36 specific indicators.

Annually, the district will select a minimum of 2 indicators for building-level focus and 1 indicator for district-wide focus.

Additional indicators may be assessed based on administration decision regarding individual circumstances.

MISSOURI MODEL TEACHING STANDARDS

Standard 1: Content Knowledge and Perspectives Aligned with Appropriate Instruction

1.1	The teacher communicates the key concepts of the discipline(s), and uses academic language. (Law: the teacher in knowledgeable of the content).
1.2	The teacher cognitively engages the student.
1.3	The teacher communicates the methods of inquiry, research methodologies, or standards of evidence used in the discipline; and/or requires students to employ these methods to acquire and critically evaluate information/knowledge.
1.4	The teacher makes integrated interdisciplinary content connections during instruction.
1.5	The teacher examines social and cultural diversity, and potential for bias in his/her representations of the discipline or discusses global perspectives of the discipline.

Standard 2: Understanding and Encouraging Student Learning, Growth and Development

2.1	The teacher delivers instruction appropriate to the cognitive development level of the students.
2.2	The teacher has clear goals and also encourages students to be responsible by occasionally helping them set goals. Students have clearly articulated goals in learning activities.
2.3	The teacher applies research-based theories of learning. Planned instruction is aligned with delivered instruction. (Note: Includes feedback, spaced practice, mastery goal orientation, summarizing, miscellaneous).
2.4	The teacher applies research-based strategies to promote students' emotional well-being. The teacher and students are in an upbeat mood.
2.5	The teacher communicates awareness of students' prior knowledge and begins learning activities by activating prior knowledge. The teacher builds on prior knowledge to create a web of knowledge with connections.
2.6	The teacher uses approaches that incorporate and are sensitive to the student's family, language, culture, and community.

Standard 3: Implementing the Curriculum

3.1	The teacher bases instructional objectives and plans on state curriculum and district curriculum guides and selects and creates learning experiences that are appropriate for district curriculum.
3.2	The teacher presents learning activities to accommodate individual needs of diverse learners.
3.3	The teacher analyzes instructional goals and differentiated instructional strategies.

Standard 4: Teaching for Critical Thinking

4.1	The teacher requires students to problem solve and think critically.
4.2	The teacher uses a variety of developmentally appropriate instructional resources to enhance learning.
4.3	The teacher employs cooperative learning when appropriate. When cooperative learning is employed, it is organized adequately.

MISSOURI MODEL TEACHING STANDARDS

Standard 5: Creating a Positive classroom Learning Environment

5.1	The teacher uses motivation strategies effectively (Law: students actively participate in the learning process) (Note: Cognitive engagement is discussed in 1.2. Goals are discussed in 2.2. Emotional well-being is discussed in 2.4).
5.2	The teacher manages time, space, and transitions well. Most students are on task (Law: the teacher effectively maintains students' on-task behavior, the teacher is prepared).
5.2b	The teacher effectively uses discipline that promotes self-control.
5.3	The teacher applies research-based strategies to promote students' social competence to build a classroom community. (Note: Emotional well-being is discussed in 2.4 Multiculturalism is 2.6).
5.3b	The teacher has positive interactions or has a positive relationship with students..

Standard 6: Using Effective Communication

6.1	The teacher uses correct, effective verbal and written communication.
6.2	The teacher's communication and responses to student communication demonstrate sensitivity to differences.
6.3	The teacher supports and expands learner expression in speaking, writing, or other media.
6.4	The teacher uses technology and media communication tools effectively.

Standard 7: Use of Student Assessment Data to Analyze & Modify Instruction

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7.1	The teacher creates and uses valid/reliable formal and informal assessments to address specific learning goals.
7.2	The teacher uses assessment data to improve learning activities.
7.3	The teacher involves students in self-assessment during assessment activities.
7.4	The teacher conducts formative, on-going assessment of learner progress.
7.5	The teacher communicates student progress and maintains records.
7.6	The teacher participates in collaborative data analysis.

Standard 8: Professional Practice

8.1	Self-assessment and improvement
8.2	Professional Learning
8.3	Professional rights, responsibilities, and ethical practices

Standard 9: Implementing the Curriculum

9.1	Roles, responsibilities, and collegial activities
9.2	Collaborating with context to meet needs
9.3	Cooperative partnerships

Measures of
Educator
Effectiveness

#2

Unit of
Instruction
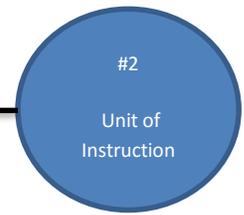
#2- UNIT OF INSTRUCTION (UOI)

The second measure of educator effectiveness used by NEE is the Unit of Instruction.

The teacher will define a unit of instruction and outline the standards and target objectives (typically grade level) addressed in the unit of instruction. The teacher will ensure that the lesson-level objectives align with the BOE-approved content standards and curriculum. A unit of instruction is typically about three-four weeks of work within a subject area.

On the following pages, you can read the Unit of Instruction planning organizer that you will be using. This planning organizer will be completed and uploaded on the NEE Web-Based Evaluation System.

The Unit of Instruction is unique to the educator, and it is expected that the individual educator will develop and submit the UOI based on their own knowledge, lesson objectives, instructional strategies, formative assessments, differentiated instruction strategies, resources used to develop the UOI, and the technology that will be used.

For completed examples of Unit of Instruction Planning Organizers, please reference the links below:

http://nee.missouri.edu/documents/2015-2016SampleUOI-CarrieGoverns.pdf

http://nee.missouri.edu/documents/2015-2016SampleUOI-MattMuscles.pdf

<u>Teacher Unit of Instruction (UOI) Scoring Guide</u>

These are the elements that will be used to evaluate the Unit of Instruction.

- **Element 1: Lesson-level objectives are aligned with Board of Education (BOE)-approved content standards and curriculum.**
- **Element 2: Objectives are evident through essential and guiding questions that focus students' attention on meaningful activities leading to desired learning.**
- **Element 3: Essential and guiding questions promote high-level thinking.**
- **Element 4: Unit of instruction elements directly link to the learning objectives.**
- **Element 5: Unit of instruction includes a process of formative and summative assessment to inform needed changes in instruction and to evaluate leaning.**
- **Element 6: Unit of instruction includes research-based instructional strategies in lesson-level plans.**
- **Element 7: Unit of instruction describes differentiated instruction appropriate for diverse learners present in this classroom.**
- **Element 8: Unit of instruction included process leading students to self-reflect about their personal goals involving the objectives of the unit of instruction**
- **Element 9: Unit of instruction includes supporting resources to guide both teacher and students.**
- **Element 10: Unit of instruction uses available and appropriate technology to promote student engagement and learning.**

The following link is to a blank <u>Unit of Instruction Organizer</u>:

https://nee.missouri.edu/resources.aspx

Located under Evaluation Examples and Data Organizers

#3-PROFESSIONAL DEVELOPMENT PLAN

Professional development can significantly improve teacher effectiveness and student achievement. A teacher professional development plan (PDP) that is integrated with a system for evaluating strengths and areas for improvement can provide a serious boost to teacher performance and student outcomes.

The NEE Professional Development Plan program provides the following components for all educators:

- ✓ Base the PD plan on a vision of effective teaching
- ✓ Segment teachers and deliver PD strategically
- ✓ Make coaching the centerpiece of PD
- ✓ Move from "push" to "pull" so that teachers get what they want, when they want it
- ✓ Only offer PD with demonstrated impact

When classroom observations by the principal show an individual teacher's areas that need improvement, that teacher's personal development plan can include training or coaching to assist the teacher in the area of need.

Continuous improvement of each teacher's skills is achieved through a variety of means including, but not limited to, whole-faculty workshops, consultations with instructional coaches, the principal's work with individual teachers and with teams, and collegial learning- teacher to teacher (including peer observations, study groups, coaching, and mentoring).

Under the NEE, the PDP is included in teacher evaluation, and evaluation should include examination of the teacher's proficiency with the same indicators used to plan professional development for each individual teacher and for the faculty as a whole.

An example of the PDP is on the following Link:

http://nee.missouri.edu/documents/Language%20Arts%20Professional%20Development%20Plan.pdf

The following is a link to the Professional Development Plan Organizer:

https://nee.missouri.edu/resources.aspx   **Located under Professional Development Plans**

Teacher Professional Development Plan Scoring Guide

These are the elements that the educator will be evaluated on regarding the Professional Development Plan:

- **Element 1: Aligns with District or building goals/priorities**
- **Element 2: Articulates a sequence of activities to achieve PD goals**
- **Element 3: Uses data to determine PD needs**
- **Element 4: Explicitly cites research to inform and justify PD activities**
- **Element 5: Builds upon prior PD**
- **Element 6: Includes opportunities for collaboration with other educators**
- **Element 7: Includes data collection on change in practice and its effects on student learning**
- **Element 8: Explicitly discusses how PD plan will help improve the engagement of students in learning**
- **Element 9: Includes a method to improve ability to meet the varied needs of diverse learners.**
- **Element 10: Includes a method to improve the involvement of family or community in the learning process**

#4- Student Survey

The NEE student survey focuses only on student perceptions of specific indicators. The indicators that will be surveyed will be **the 5 indicators that the Oak Grove R-6 School District has** selected.

The items do not focus on the popularity of the teacher or how much the students like the course topic.

The administration of the student survey will be discussed at the building level, and the expectation is that a teacher will no administer his/her own survey for his/her own class.

Here is an example of the Student Survey:

Standard 1-Indicator 1.2-Cognitiviely engaging students in subject matter:

1. This teacher's lessons make me think deeply.
2. This teacher expects me to think deeply, mentally work hard and concentrate in this class.
3. This teacher expects me to compare things I am learning with things that I already know.
4. This teacher expects me to judge the quality of my ideas or work during class activities.

Students will be asked to indicate the strength of their agreement with each statement using a 5-point scales :

(1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree)

The survey is confidential, and there will be no specific indication of student information on the survey.

Measures of Educator Effectiveness

#5 Student Achievement

#5- Student Achievement

Embedded within the Unit of Instruction

and

Professional Development Plan