Evaluation Program for Certified Staff

(NEE)
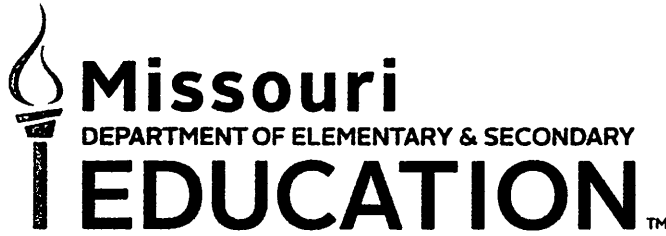
Hillsboro R-3 School District

#5 Ridgewood Drive
Hillsboro, Missouri 63050

TABLE OF CONTENTS

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™

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

Essential Principles of Effective Evaluation
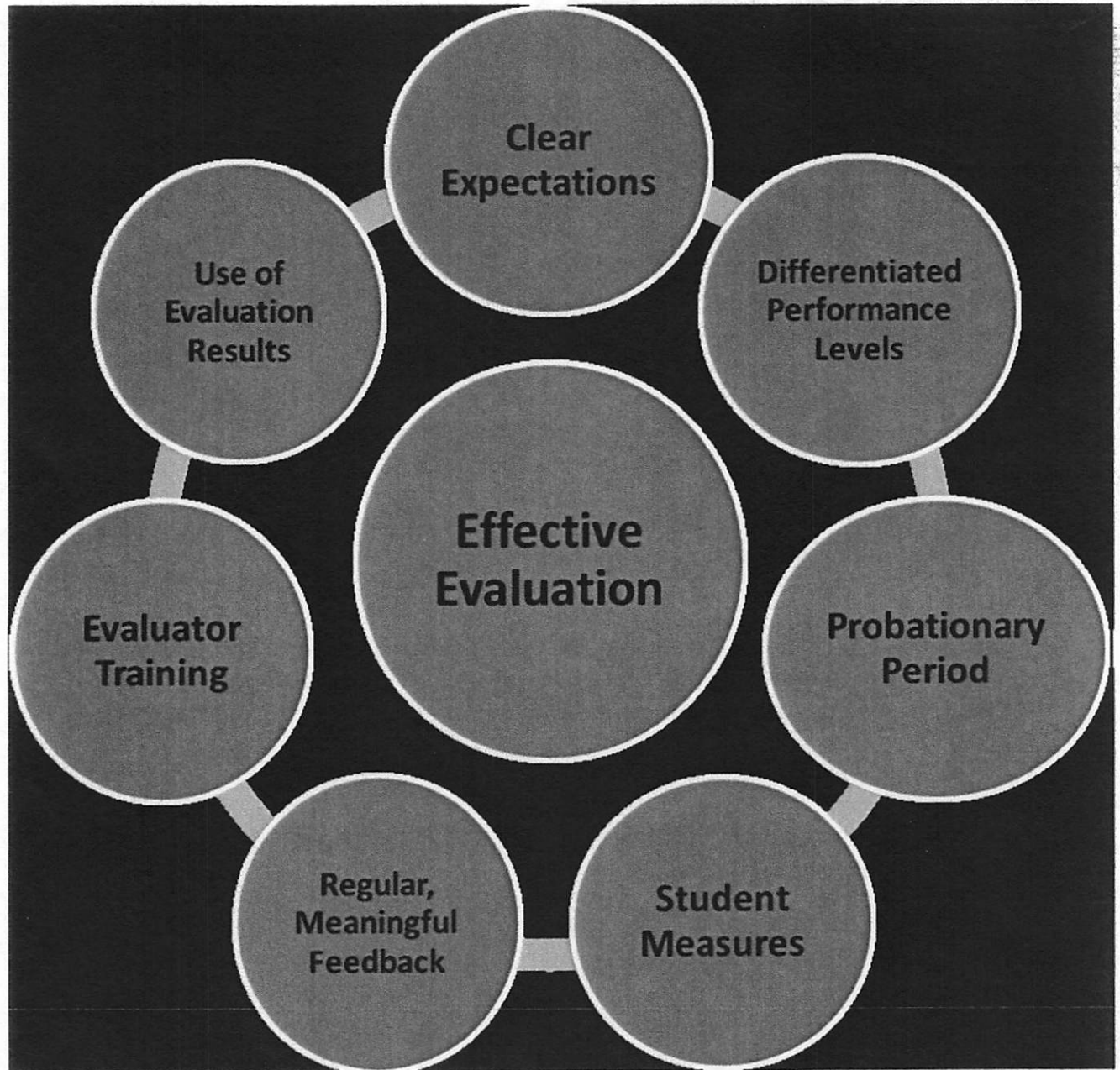
Provided by DESE, June 2013

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. **Please see the District Webpage for the complete policy.**

Statutory Authority for Evaluation

Following is the text of the statute that requires Missouri school districts to implement a teacher evaluation program. Adopted by the Missouri Legislature in 1983, the law also requires the Missouri Department of Elementary and Secondary Education to "provide suggested procedures for such an evaluation:

168.128. The board of education of each school district shall maintain records showing periods of service, dates of appointment, and other necessary information for the enforcement of sections 168.102 to 168.130. In addition, the board of education of each school district shall cause a comprehensive, performance-based evaluation for each teacher employed by the district. Such evaluations shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability. All evaluations shall be maintained in the teacher's personnel file at the office of the board of education. A copy of each evaluation shall be provided to the teacher and appropriate administrator. The state department of elementary and secondary education shall provide suggested procedures for such an evaluation.

(L. 1969 p. 275 § 168.114, A.L. 1983 H.B. 38 & 783)

Hillsboro R-3 Evaluation Timeline

	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	Per Policy	Per Policy	Per Policy
Classroom Observations Mini	7	7	8	8	8	8	8	7
Classroom Observations Full	1	1	0	0	0	0	0	1
Unit of Instruction								
Data from Student Learning Outcomes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Professional Development Plan	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Student Survey	Yes	Yes	Yes	Yes	Yes	No	Yes ***	Yes

**The tenured teacher participates in the evaluation phase per policy unless the administrator/supervisor determines a more frequent schedule is appropriate.

Mini-observations are short 8-15 minute unannounced observations. Full observations are full period observations, at least 40-50 minutes per period.

Unit of Instruction submitted electronically and scored on 10 elements. **Evaluative piece is postponed until the 2015-16 school year, although the expectation is to use it as an instructional piece in the 2015-2016 school year.**

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.

***Student Surveys will be administered in Grades 4-12. They are required for non-tenured and full review tenured teachers. **Data must be collected 2 years in a row for validity**- tenured teachers will participate in Student Survey in year two and year three of their tenure cycle in order to validate the survey.

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. Likewise, a teacher can request to have a full period observation at any time during the evaluation timeline.
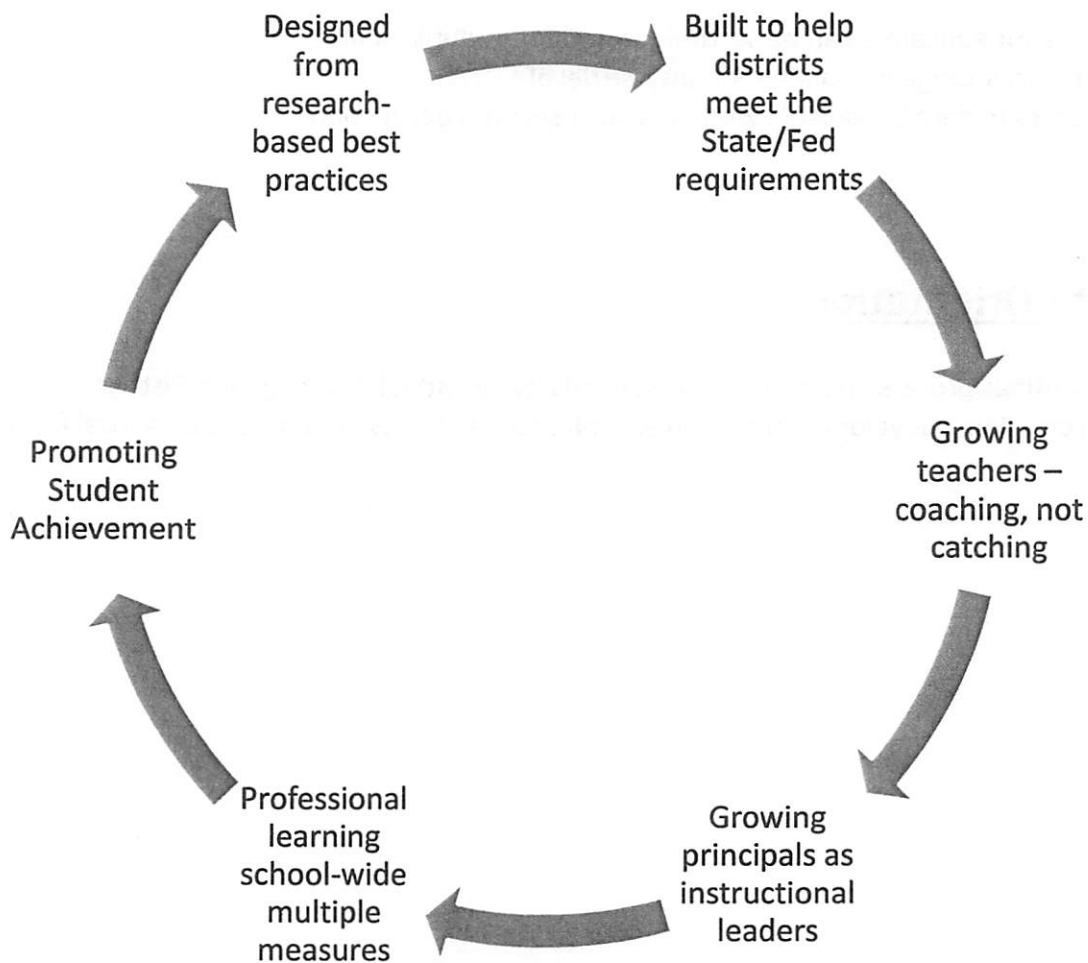
RATIONALE FOR CHANGE

Why Change? This is a Research Based system that meets the new State and Federal Requirements.

The Purpose

1. Provide a realistic picture of classroom instruction through more frequent, systematic, classroom observation, not one or two "dog and pony show" observations

2. Ensure every student has an effective teacher by promoting teacher growth through the Network for Educator Effectiveness – developed by the University of Missouri

The Network for Educator Effectiveness - NEE

Designed from research-based best practices → Built to help districts meet the State/Fed requirements → Growing teachers – coaching, not catching → Growing principals as instructional leaders → Professional learning school-wide multiple measures → Promoting Student Achievement → (back to Designed from research-based best practices)

COMPONENTS OF THE
NETWORK FOR EDUCATOR EFFECTIVENESS – NEE

Website for NEE References: http://nee.missouri.edu/resources.aspx

Elementary and Secondary Education Act (ESEA) Waiver/State Model Compliant

- Meets the requirements for the approved Missouri ESEA waiver
- Exceeds the seven requirements for the Missouri evaluation model

Web-Based Accessibility

- Data for educators can be securely stored for multiple years
- Artifact storage is included for easy retrieval
- Access to data is available with password-secured permission

Growth Orientation

- Identifies professional development needs by individual, building, and District
- Professional development resources embedded in the system for use on a local level

Measures of Educator Effectiveness

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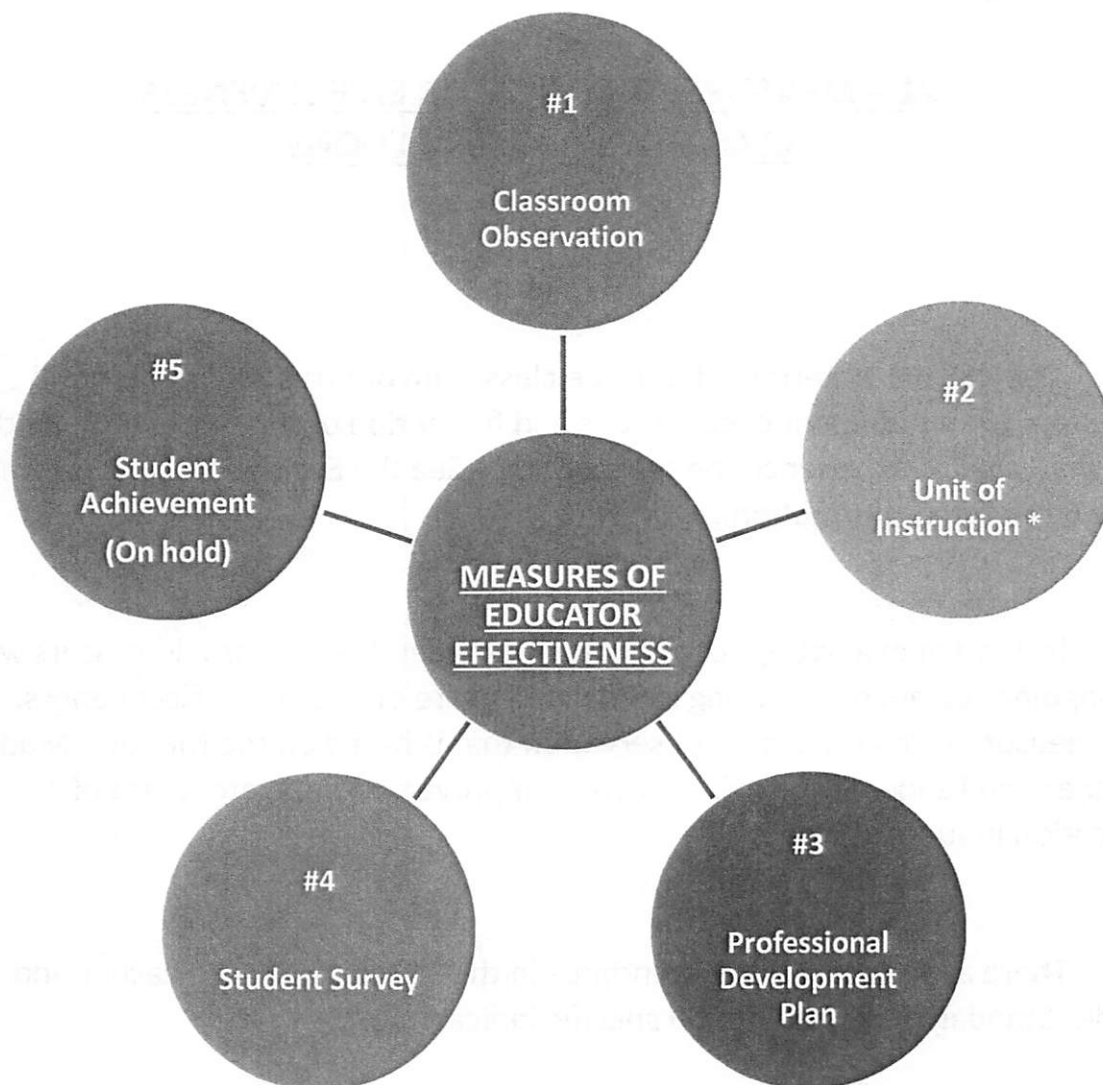
Detailed explanations of the Measures of Educator Effectiveness are provided on the following pages.

*Unit of Instruction will be used instructionally for 2015-2016 School Year and for evaluative purposes for 2015-2016 and beyond.

#1 – MEASURE OF EDUCATOR EFFECTIVENESS
CLASSROOM OBSERVATIONS

The NEE has determined that the classroom observation module will include: 10-minute mini-observations and full-period observations – depending on what level of experience the teacher has. (See the Evaluation Timeline on Page 6 for more information).

Instead of evaluating teachers once per year, the NEE provides users with an ongoing system of recording multiple measure 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.

The **District has picked <u>FOUR (4) indicators</u> to evaluate**. They are listed in the Appendix on page 26 and are described on pages 27-30 in full. They are highlighted in blue/black on the following complete list of Missouri Model Teaching Standards.

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 is 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; 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.

11

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 and Modify Instruction

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, & ethical practices.

Standard 9: Professional Collaboration

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

#2 - MEASURE OF EDUCATOR EFFECTIVENESS
UNIT OF INSTRUCTION (UOI)
(Full Implementation 2015-2016)

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/Kindergarten%20Math%20Unit%20of%20Instruction.pdf

http://nee.missouri.edu/documents/Eighth%20Grade%20Integrated%20Science%20Unit%20of%20Instruction.pdf

During the 2015-2016 school year, all teachers will be expected to write a Unit of Instruction for instructional purposes. During the 2015-2016 school year, teachers on evaluation cycle are expected to write a Unit of Instruction for evaluative purposes.

NEE
Network for Educator Effectiveness
College of Education
University of Missouri

Unit of Instruction Planning Organizer

Teacher: _____   Grade: _____

Subject: _____   Unit of Study: _____

1. Provide lesson-level objectives, and their alignment with Board of Education-approved content standards and curriculum.
Core Standard/GLE (write out):
Lesson Objectives:

2. Provide essential and guiding questions that are aligned with lesson-level objectives (i.e., questions that focus students' attention on meaningful activities leading to desired outcomes).   3. Indicate whether essential and guiding questions require higher-order thinking according to DOK Level or Bloom's taxonomy.
Essential/Guiding questions:

4. Indicate how Unit of Instruction (UOI) elements directly link to the learning objectives.
Description (e.g., learner activities, student work samples, and assessments):

NOTE: Place documentation in Appendices A, B & C.

5. **Describe the process of formative assessment to inform change in instruction to meet student needs and summative assessment to evaluate learning.**

What formative assessment(s) are you using, and how do they guide your instruction? Provide evidence (e.g., student work sample, narrative).

What summative assessments are you using? Provide evidence.

NOTE: Place documentation in Appendix D.

6. **Include effective research-based instructional strategies in lesson level plans.**

Description of instructional strategies (if possible, cite evidence that the strategies are effective):

7. **Describe instructional strategies targeted for diverse learners present in this classroom.**

Enrichment for accelerated learners:	Remediation for struggling learners (Tier 2/Tier 3):
ELL:	Other:

8. **Indicate how you lead students in self-reflection about their personal goals regarding UOI objectives.**

Description (provide evidence):

9. Provide supporting resources used in the UOI to guide both teacher and students (e.g., student work samples/anchor papers, schedules/pacing guides, task outlines, scoring guides/rubrics, assessments, or other appropriate materials).

Description (provide samples):

NOTE: Place documentation in Appendix E.

10. Indicate how you will use available and appropriate technology to promote student engagement and deep understanding of the objective(s).

Description/examples:

Attach the following appendices A through E.

Appendix A: Lesson Sequence – This section should contain an overview or outline of unit lessons (scope and sequence)
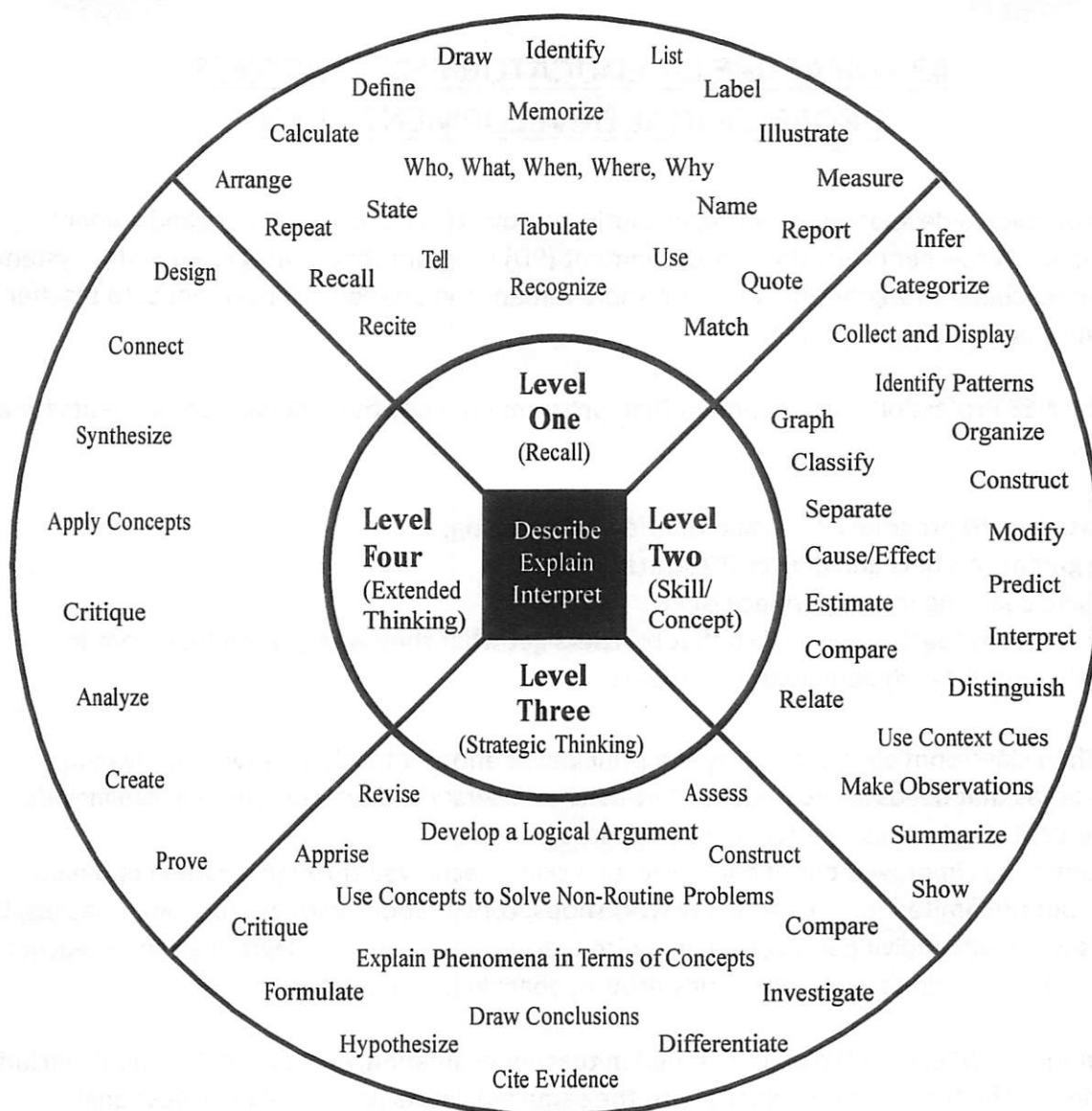
Appendix B: Sample Lesson Plans – This section should contain a sample of at least three class periods of lesson plans, including lesson objectives, student activities, and differentiated instructional strategies

Appendix C: Sample Formative & Summative Assessments

Appendix D: Sample Student Work

Appendix E: Resources & Materials

Depth of Knowledge (DOK) Levels

The central wheel contains the following terms organized by level:

Center: Describe, Explain, Interpret

Level One (Recall): Draw, Identify, List, Define, Memorize, Label, Calculate, Illustrate, Arrange, Who, What, When, Where, Why, Measure, Repeat, State, Tabulate, Name, Report, Recall, Tell, Use, Recognize, Quote, Recite, Match

Level Two (Skill/Concept): Infer, Categorize, Collect and Display, Identify Patterns, Graph, Organize, Classify, Construct, Separate, Modify, Cause/Effect, Predict, Estimate, Interpret, Compare, Distinguish, Relate, Use Context Cues, Make Observations, Summarize, Show, Compare, Investigate, Differentiate

Level Three (Strategic Thinking): Revise, Assess, Develop a Logical Argument, Construct, Apprise, Use Concepts to Solve Non-Routine Problems, Critique, Explain Phenomena in Terms of Concepts, Formulate, Draw Conclusions, Hypothesize, Cite Evidence

Level Four (Extended Thinking): Design, Connect, Synthesize, Apply Concepts, Critique, Analyze, Create, Prove

Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

17

Measures of
Educator
Effectiveness

#3
Professional
Development
Plan

#3 - MEASURE OF EDUCATOR EFFECTIVENESS PROFESSIONAL DEVELOPMENT PLAN

Professional development can significantly improve teacher effectiveness and student achievement.   A teacher professional development (PD) program that is integrated with a system for evaluating teachers' 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 program 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 or another teacher show an individual teacher's areas that needs 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 through collegial learning—teacher to teacher (including peer observations, study groups, coaching, and mentoring).

Under the NEE, the PD plan 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 whole.

For a completed example of the Professional Development Plan, please reference the link below:

http://nee.missouri.edu/documents/PDP%20Plan%207.4%20Comm%20Arts%207th%20grade.pdf

On the following pages, you can read the Professional Development Plan template. This PD Plan will be completed and uploaded on the NEE web-based evaluation system.

Hillsboro R-3 School District

MU NEE
Network for Educator Effectiveness
College of Education
University of Missouri

Professional Development Plan

School Year: _____   **Years of Experience:** _____

Professional Status (Probationary, Tenured, Tenured Under Evaluation):

☐ P   ☐ T   ☐ TE

Name: _____   **Position/Subject Area:** _____   **School:** _____

Mentor: _____   **Position/Subject Area:** _____   **School:** _____

A.	District Goals (CSIP Goals)	Building Goals (BSIP Goals)	Indicator(s) to be Addressed
	Individual Teacher PD Goal(s)		
Goals			

B.	Sequence of PD Activities (at least 3) that are Aligned to PD Goals
	Include timeline. Describe (a) collaboration (who, where, when)? Describe how this plan will help you improve (b) student engagement, (c) differentiation, and (d) family or community involvement in the learning process.
Teacher's Strategies	

Data Used to Determine Need
For example, previous year Summative Report; observation data; student survey; self-assessment.

Research Base Justifying PD Activities
Provide justification that these PD activities have a research base suggesting they will affect student performance.

Prior Related PD
Provide a brief description regarding how these PD activities build upon prior PD or whether they are a new venture.

Pre-Implementation Approval:

Teacher's Signature: _____

Mentor's Signature: _____

Administrator's Signature: _____

Date: _____

Date: _____

Date: _____

Plan: ☐ **Individual**   ☐ **Monitored**   ☐ **Directed**

Professional Development Plan – Mid-Year Review to be completed by (date) _____

Teacher: _____   Academic Year: _____

C.	**Evidence of Progress Toward Specific Goals** *Provide explicit evidence of how the PD activities completed impacted your teaching practice (observation data) or student performance (assessment data).*
Evidence of Progress	

D.	Teacher's Comments	Mentor's Comments	Administrator's Comments
Narrative	Teacher's Signature: _____ Date: _____	Mentor's Signature: _____ Date: _____	Administrator's Signature: _____ Date: _____

Professional Development Plan – End-of-Year Review to be completed by (date) _____

Teacher: _____ Academic Year: _____

E.	Evidence of Progress Toward Specific Goals to be Addressed/Enhanced
	Provide explicit evidence of how the PD activities completed impacted your teaching practice (observation data) or student performance (assessment data).
Evidence of Progress	

F.	Goal 1 was successfully completed	Goal 2 was successfully completed
	YES NO	YES NO
	Goal 3 was successfully completed	Goal 4 was successfully completed
	YES NO	YES NO

G.	Teacher's Comments	Mentor's Comments	Administrator's Comments
Narrative			
	Teacher's Signature: _____ Date: _____	Mentor's Signature: _____ Date: _____	Administrator's Signature: _____ Date: _____

Additional Comments if Needed:

#4 - MEASUREMENT OF EDUCATOR EFFECTIVENESS
STUDENT SURVEY

The NEE Student Survey only focuses on student perceptions of specific indicators. The indicators that will be surveyed will be the five indicators that the Hillsboro R-3 School District has picked – the same ones that are in the evaluation rubric.

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

The survey will be administered online. It will be administered after the mid-point of the year/semester. It should be administered to at least 25 students to ensure reliability.

The administration of the Student Survey will be discussed at the building level. The expectation is that a teacher will not administer his/her own survey for his/her own class.

Here is an example of the Student Survey:

Standard 1 – Indicator 1.2 – Cognitively 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 scale:
(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.

If you ask kids the right questions, they can identify, with uncanny accuracy, their most—and least—effective teachers.

#5- MEASUREMENT OF EDUCATOR EFFECTIVENESS
STUDENT ACHIEVEMENT

Embedded within the Unit of Instruction

APPENDIX

CLASSROOM OBSERVATION TEACHER EVALUATION NEE RUBRIC

The Classroom Observation Teacher Evaluation NEE Rubric will only evaluate the 4 indicators that the Hillsboro R-3 District Teachers and Administrators chose to evaluate this year.

- **1.2 Cognitively engaging students in subject**

- **4.1 Uses instructional strategies leading to student problem-solving and critical thinking**

- **5.3b Establishes secure teacher-child relationships**

- **7.4 Monitors effect of instruction on individual and class learning**

Hillsboro R-3 School District
2015-2016 TEACHER EVALUATION NEE RUBRIC

Standard 1: Uses content knowledge and perspectives aligned with appropriate instruction

1.2)   Indicator 1.2: Cognitively engaging students in subject

	7	5	3	2	0
Observation Statement	The teacher almost always cognitively engages students in the content, or engages almost all the students	The teacher occasionally cognitively engages students in the content, more than half of the time, or more than half of the students	The teacher occasionally cognitively engages students in the content, less than half of the time, or less than half of the students	The teacher seldom cognitively engages students in the content	The teacher does not cognitively engage students in the content.
Look-fors	Almost all students spend most of the time cognitively engaged with the content * Effectively uses strategies to promote thinking about the content * Supports students in monitoring their own levels of cognitive engagement and in employing personal strategies to increase their engagement	Most students are cognitively engaged much of the time * Recognizes if some are not cognitively engaged, and tries alternate strategies to increase or maintain students' thinking about content * Uses specific processing structures with students	Uses cognitive engagement strategies (e.g., advanced organizers, K-W-L charts, share-out, shoulder-partner), but not very effectively * Missed opportunities for thinking about the content * Some students are cognitively engaged minimally	Ineffectively uses at least one potentially weak instructional strategy to promote thinking about the content * Only cognitively engages one student at a time	Does not use instructional strategies to promote thinking about the content * Students are not cognitively engaged in the subject matter

2015-2016 TEACHER EVALUATION NEE RUBRIC

Standard 4: Teaches for Critical Thinking

4.1) Indicator 4.1: Uses instructional strategies leading to student problem-solving and critical thinking

	7	5	3	1	0
Observation Statement	The teacher engages almost all students in learning activities that promote problem-solving and critical thinking skills continuously through almost all the lesson	The teacher uses strategies that require students to problem-solve and think critically less than half of the time or less than half of the students	The teacher uses strategies that require students to problem-solve and think critically less than half of the time or less than half of the students	The teacher seldom requires students to problem-solve and think critically	The teacher does not promote student problem-solving or critical thinking skills
Look-fors	If time allows, progresses fluently through multiple instructional techniques that require almost all students to think critically and problem-solve * Consistently requires students to explain or justify their thinking, problem solve, formulate questions, be creative, or make informed decisions * Almost all students consistently engage in individual or collaborative critical thinking and problem-solving, analysis, synthesis, interpretation, and creation of original products * Strongly models critical thinking	Occasionally uses instructional strategies that require most students to reason, think critically and problem-solve * Models critical thinking and steps necessary to problem-solve for students, but misses some golden opportunities * May allow students to problem-solve independently, rather than provide step-by-step instructions * Implements meaningful learning experiences that require most students to apply disciplinary knowledge to real world problems	Occasionally uses instructional strategies that require some students to reason, think critically and problem-solve (e.g., to assess or develop an informed argument, weigh credibility of evidence, justify or evaluate their thinking, use cause-and-effect charts) * Uses some higher-order questions with skill, but not consistently (e.g., "how do you know?" or "why do others come to a different conclusion?") * May provide opportunities for higher-order thinking (e.g., compare, analyze, infer, evaluate, explain, justify), without follow-through with student engagement * Mostly uses routine applications of known procedures. Wobbles on the thin line between too much and too little scaffolding for problem solving	Seldom uses questions that demand more than basic recall or mere opinion * Responds to own questions without wait time for student response * Exclusively uses routine applications of known procedures, or highly-guided or constrained tasks	Students are not involved in problem-solving or critical thinking

Standard 5: Creates a Positive Classroom Learning Environment

2.2)   Indicator 2.2: The teacher sets and monitors student goals

	7	5	3	1	0
Observation Statement	The teacher has clear goals and encourages student goal setting. Systematic approach to student goal setting and reflection. Almost all students have clearly articulated goals for understanding. Student learning is self-directed.	The teacher has clear goals and encourages student goal setting. Systematic approach to student goal setting. More than half of the students have clear goals.	The teacher has clear goals and encourages some student responsibility for setting goals. No systematic approach to student goal setting. Fewer than half of the students have clear goals.	The teacher communicates goals for the lesson, but no student goals are evident.	The teacher does not communicate clear goals for the learning activity.
Look-fors	All students use the learning target and performance of understanding to readjust or set clear goals • Strong emphasis on self-direction and ownership of learning • Goals set by students are evident in materials or in the room (e.g., posted on wall). • Student goals refer to understanding rather than just grades or scores • Goals are both short-term and long-term (e.g., unit, quarter, semester) • Students engage in self-reflection regarding goal attainment • May instruct students on successful goal setting (e.g., goals are specific, challenging, reasonable, and further defined by sub-goals)	Frequently refers to learning target • All students are aware of the learning target (or performance of understanding) • Some activities involve goals set by students • Clear reference is made to learning goals set by students • Student goals are clearly present, but refer to grades or scores rather than understandings	• Clear lesson objectives are presented in student-friendly language • Some students seem aware of the learning target (or performance of understanding) • Encourages some student responsibility, self-direction, or ownership of learning • Minimal reference is made to goals set by students	Communicates goals or target for the learning activity, but does not encourage student responsibility • Daily learning target present with no assessment (performance of understanding) • Teacher has goals, but it is not clear that students do • Few students seem aware of the learning target	Instructional goals and expectations for student learning are not clear or are inappropriate • Activity agenda may be provided but no evidence of learning target or performance of understanding

Hillsboro R-3 School District

2015-2016 TEACHER EVALUATION NEE RUBRIC

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

7.4)   Indicator 7.4: Monitors effect of instruction on individual and class learning

	7	5	3	1	0
Observation Statement	The teacher almost always conducts formative, on-the-sport assessment of learning for both the whole class and almost all individual students and takes corrective action as needed.	The teacher conducts formative, on-the-spot assessment of learning more than half of the time or for more than half of the students and takes corrective action as needed.,	The teacher conducts formative, on-the-spot assessment of learning less than half of the time or for less than half of the students and takes corrective action as needed.	The teacher seldom conducts formative, on-the-spot assessment of learning for either the whole class or individual students or does not take needed corrective action.	The teacher does not check the effect of instruction on whole class or individual learning.
Look-fors	Systematically monitors learning progress * Continuously monitors progress of attaining instructional objectives of the whole class and of each student * On-the-spot assessment is seamless throughout instruction *Strong appropriate corrective action is taken to ensure learning of almost all of the students	Occasionally monitors learning progress of most students * Monitors the whole class and many individuals * May use multiple checks for understanding *often adjusts instruction using students' responses to questions and discussions, correcting misconceptions, or monitoring, other feedback * if needed, corrective action appropriate to most students is taken	Occasionally quickly assesses understanding of some students before moving on to the next learning activity * Occasionally uses techniques to monitor learning progress such as observing classroom interactions or student work, questioning, thumbs up, fist-to five, white boarding, exit slips * May monitor progress of the class as a whole * If needed, some corrective action is taken * Must take corrective action to score above a "2"	Seldom monitors learning progress * May superficially use question and answer as assessment * Minimal follow-up or checking for understanding * Monitors learning somewhat, but does not take corrective action	Does not assess whether students have achieved lesson objective *Does not engage on-the-spot assessment

30

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TEACHER UNIT OF INSTRUCTION (UOI) SCORING GUIDE

These are the elements that the educator will be evaluated on regarding the Unit of Instruction:

BLOOM'S TAXONOMY

KNOWLEDGE / REMEMBERING
"The recall of specifics and universals, involving little more than bringing to mind the appropriate material"

COMPREHENSION / UNDERSTANDING
"Ability to process knowledge on a low level such that the knowledge can be reproduced or communicated without a verbatim repetition."

APPLICATION / APPLYING
"Using information in another familiar situation."

ANALYSIS / ANALYSING
"Breaking information into parts to explore understandings and relationships."

SYNTHESIS and EVALUATION / EVALUATING and CREATING
"Putting together elements & parts to form a whole, then making value judgments about the method."

WEBB'S DOK

RECALL
Recall of a fact, information, or procedure (e.g., What are 3 critical skill cues for the overhand throw?)

SKILL/CONCEPT
Use of information, conceptual knowledge, procedures, two or more steps, etc.

STRATEGIC THINKING
Requires reasoning, developing a plan or sequence of steps; has some complexity; more than one possible answer

EXTENDED THINKING
Requires an investigation; time to think and process multiple conditions of the problem or task.

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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**

Hillsboro R-3 School District

2015-2016 TEACHER PROFESSIONAL DEVELOPMENT PLAN SCORING GUIDE

Element 1: Aligns with District or building goals/priorities

The professional development plan...

	4	2	0
Observation Statement	Explicitly focuses on and fully aligns with building or District goals/priorities	Partially aligns with building or District goals/priorities	Makes no explicit connections to building or District goals/priorities. Goals/priorities are not named

Element 2: Articulates a sequence of activities to achieve PD goals(s)

The professional development plan...

	4	2	0
Observation Statement	Includes at least three substantial activities from multiple sources that are strongly related to the PD goals	Includes more than one substantial activity (more than 4 clock-hours each). Activities draw upon at least two sources and are at least moderately related to the PD goals	Includes only one type of activity that is at most remotely related to the PD goals

36

2015-2016 TEACHER PROFESSIONAL DEVELOPMENT PLAN SCORING GUIDE

Element 3: Uses data to determine PD needs

The professional development plan...

	4	2	0
Observation Statement	Clearly provides strong evidence of multiple sources of data used to identify professional development needs	Presents minimal data (e.g. principal evaluations, student test scores) and its use to identify professional development needs	Does not refer to data and its use to identify professional development needs

Element 4: Explicitly cites research to inform and justify PD activities

The professional development plan...

	4	2	0
Observation Statement	Explicitly cites research to inform and justify PD content, activities, or process	Minimally refers to the use of prior research to select PD content, activities, or process	Does not refer to the use of research to select PD content, activities, or process

2015-2016 TEACHER PROFESSIONAL DEVELOPMENT PLAN SCORING GUIDE

Element 5: Builds upon prior PD

The professional development plan...

	4	2	0
Observation Statement	Explicitly builds upon prior PD to make PD decisions	Vaguely or minimally refers to prior PD to make PD decisions	Does not refer to the individuals participation in prior PD activities to make PD decisions

Element 6: Includes opportunities for collaboration with other educators

The professional development plan...

	4	2	0
Observation Statement	Includes ongoing opportunities for collaboration in a learning community for a specified educational outcome, adjusted for accessibility	Includes some opportunities for collaboration (e.g., occasional participation in a learning team)	Does not include opportunities for collaboration

2015-2016 TEACHER PROFESSIONAL DEVELOPMENT PLAN SCORING GUIDE

Element 7: Includes data collection on change in practice and its effects on student learning

The professional development plan...

	4	2	0
Observation Statement	Clearly documents data-based evidence of change in practice and its effects on student learning. The plan specifies a performance metric	Includes some limited data-based evidence of change in practice and its effects on student learning	Fails to include data collection

Element 8: Explicitly discusses how PD plan will help improve the engagement of students in learning

The professional development plan...

	4	2	0
Observation Statement	Explicitly discusses how change in practice is expected to improve student engagement in learning	Includes a limited discussion of methods to improve student engagement	Fails to address engagement of student in learning

Element 9: Includes a method to improve ability to meet the varied needs of diverse learners

The professional development plan...

	4	2	0
Observation Statement	Explicitly, fully discusses methods to improve ability to use instructional practices to meet the varied needs of diverse learners	Includes a limited discussion of improving the ability to meet the varied needs of diverse learners	Fails to address 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

The professional development plan...

	4	2	0
Observation Statement	Explicitly, fully discusses how changes in practice will improve involvement of families or communities in the learning process	Includes a limited discussion of the involvement of families or communities in the learning process	Fails to address involvement of families or community in the learning process

Hillsboro R-3 School District

Summative Report

Guide to Interpreting Results

The Summative Report provides information about teacher performance on evaluated indicators over a period of time. It consolidates the information that evaluators have recorded over time (and may have viewed in Formative Reports) into a single report for a specified educator. The Summative Report allows reporting of indicator-by-indicator evaluation data from four sources: classroom observations, the NEE student survey, the unit of instruction, and the professional development plan. Indicators may be aligned with one or more data sources.

In the NEE program, classroom observations are scored on District- or evaluator-selected indicators linked to the Missouri Teacher Professional Continuum. Each observation is assigned a score of 0 through 7. Mean scores for each indicator evaluated in a classroom observation are included in this report.

When a NEE student survey is administered for the educator, this report will include a mean score for each indicator evaluated in the student survey. Responses to items in the NEE student survey are scored 1 through 5 (Strongly Disagree through Strongly Agree).

When a unit of instruction and/or professional development plan is submitted and scored for the educator, mean scores will be included in this report. The unit of instruction and the professional development plan are each assigned scores of 0 through 4 on ten different indicator-aligned elements.

Comparison group data, if available, is provided for all indicators summarized in this educator's report:

- For classroom observation data, the comparison group includes the median # of observations and the total # of teachers in comparison group with data related to this indicator.
- For the student survey data, the comparison group includes the median # of responses and the total # of teachers in comparison group data related to this indicator.
- For the unit of instruction and the professional development plan, mean scores for each indicator are provided.