West Plains Schools

Evaluation Program for Certified Staff

Network for Educator Effectiveness

Our District Mission:

"Excellence in Education, Service, Life"

Board Approved
September 15, 2016

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Network for Educator Effectiveness (NEE)

Teacher Growth and Evaluation

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, professional development plans, and student surveys. This data is compiled and stored in an online database.

There are several advantages to the NEE system:

 For administrators they are:

•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 teachers they are:

•observations are frequent, and relevant feedback is provided,

•effective teaching is recognized,

•improvement is recognized,

•professional development is targeted to specific, personal needs, and

•evaluation information is timely, aligned, and easy to interpret.

For students they are:

•effective teachers in every classroom, and

•optimal learning environments to improve students' performance

~~West Plains School District will begin using NEE during the 2014-2015 school year. The classroom observations, professional development plans, unit of instruction and student surveys will be implemented during the 2014-2015 school year.~~

The NEE should connect the MSIP standards and the CSIP plan, as well as the district and building mission and vision statements. Supports for Effective Educator Development will be developed and implemented for teachers not meeting the district's expectations in improving a documented deficiency of one or more criteria. While the Supports for Effective Educator Development should represent a consensus between the teacher and evaluator, in matters in which a significant disagreement arises, the decision of the administrator is final.

Tenured and non-tenured teachers have an opportunity to dispute information on the evaluation report. Written comments may be provided by either party and included with the report. Written comments must be shared within and appended to the original copy of the report. Specifics of the review process should be determined by BOE policy.

The NEE system will include:

1. Classroom observations- Every non-tenure teacher will receive a minimum of 8 observations of varying lengths. Teachers who are tenured in the West Plains School District will receive a minimum of 4 observations of varying lengths.
2. Units of instruction- Provided by each teacher.
3. Professional development plan provided by each teacher. Teacher will meet with administration 3 times each year to discuss plan.
4. Student surveys will be done for each teacher of grades 4-12.

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.

Evaluation Timeline

	Non-tenured					Tenured		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 1	Year 2	Year 3 Full Review
Summative Evaluation	Yes	Yes	Yes	Yes	Yes	*	*	Yes
Classroom Observations	8	8	8	8	8	4	4	4
Unit of Instruction	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	Yes	Yes	Yes

*The tenured teacher participates in the evaluation phase on a three-year cycle unless the administrator/supervisor determines a more frequent schedule is appropriate.

Most observations are short 10 minute unannounced observations with full period observations as needed.

Unit of Instruction submitted electronically and scored on 10 elements.

Professional Development Plan will be used to gather data related to specific indicators and scored on 10 elements.

Student Surveys will be administered in Grades 4-12.

Classroom Observation

Classroom observation/evaluations will be focused on the following indicators using a 7-point scale. A 7-point scale is more precise, reveals more information and better captures the complexity of teaching. "Look-fors" are provided for guidance in scoring each indicator. Not every "look-for" will be in every lesson. Scores will be based on what is observed not on prior knowledge. Note that "no opportunity to observe" is different from an absence of a particular behavior. Missed opportunities are important to consider in awarding a score. A "lost" opportunity to implement a particular practice will earn a score of "0"on the indicator.

Classroom Evaluation Criteria for all Certified Staff

Teachers will be evaluated on a **minimum of <u>THREE (3) indicators</u> annually**. There will be at least one district and one building indicator each certified staff will be evaluated on. Teachers will work with their building administrator to select an individual indicator to be evaluated on as well. The individual indicators will begin being evaluated during the 2015-2016 school year.

All certified staff will be aware of which indicators are being evaluated by the first day of school. Revisions to individual teacher indicators can be adjusted if the need arises throughout the year with building administrator approval.

A complete list of Standards and Indicators as well as the scoring rubric can be found in in Appendix A beginning on page 28.

Additional Classroom Evaluation Criteria for Staff New to the District

Certified staff who are in their first two years of employment within the West Plains School District will be evaluated on indicators 4.2 "Appropriately uses instructional resources to enhance student learning" and 5.2 "Manages time, space, transitions, and activities" in addition to the other district, building, and individual indicators that are selected annually. This will help assure new staff to the district have the tools necessary to be successful. Below is an outline of what each score would look like as well as what the administrator would be looking for during an evaluation.

Indicator 4.2: Appropriately uses instructional resources to enhance student learning

0 - The teacher does not appropriately use instructional resources to enhance learning.

1 - The teacher seldom uses instructional resources to enhance learning.

3 - The teacher uses some developmentally appropriate instructional resources to enhance learning less than half of the time or, for less than half of the students.

5 - The teacher uses developmentally appropriate instructional resources to enhance learning more than half of the time or for more than half of the students.

7 - The teacher almost always effectively uses developmentally appropriate instructional resources to enhance learning for almost all students.

What to look for…

0 - No use of appropriate instructional resources * Uses inadequate text or materials

1 - Inappropriately follows the standard text or materials * Does not use available resources, technological tools, or strategies,+ * or uses them in perfunctory or developmentally inappropriate ways

3 - Uses limited resources or technological tools successfully or uses multiple resources, but not successfully.+ * Uses some developmentally appropriate resources

5 - Uses a variety of instructional resources.+ * Uses available resources or technological tools appropriate for most students

7 - Uses a variety of instructional resources effectively+ * Selects instructional resources that afford student engagement in strong learning activities * Promotes technology literacy through use of instructional resources * Students are required to become critical users of quality information from multiple resources * Facilitates students' evaluation of instructional resources that will benefit their learning.

+ - Resources may include online resources, primary source documents, manipulatives, supplementary readings, etc.

Indicator 5.2: Manages time, space, transitions, and activities

0 - The teacher does not manage time, space, or transitions well. Almost all students are on task less than 10% of the time.

1 - The teacher seldom manages time, space or transitions well. Most students are on task less than 25% of the time.

3 - The teacher manages time, space and transitions well less than half of the time. Most students are on task 25-40% of the time.

5 - The teacher manages time, space and transitions well more than half of the time. Almost all students are on task 50%-75% of the time

7 - The teacher almost always organizes, allocates, and manages time, space, and transitions well. Almost all students are on task more than 75% of the time.

What to look for…

0 - Has no procedures for transitioning or managing time efficiently

1 - Time is not used efficiently * Space is not efficiently organized for students to access resources, move about the room, or participate in activities * Does not re-direct students who are off-task, or has to stop frequently to re-direct because students are unsure of directions * Back frequently turned to students, missing behavior * Students have to wait for teacher * Directions unclear * Transitions are too long or not relevant * Talks about transition, but then does not make transition

3 - Teacher manages time rather than students * Uses strategies for managing time, space, and transitions some of the time such as effective seating structures, sufficient material in the room, communicating procedures for students entering or finishing work, communicating clear expectations for student behavior * Does not fully minimize distractions or interruptions * Changes directions too often

5 - Manages time, space, and transitions well most of the time * Students know what to do when the bell rings * Students are on-task most of the time and appear to know classroom routines * Only minor re-directs are needed * Transitions between instruction, demonstration, guided practice, and independent practice are fairly smooth

7 - Manages class so fluidly that management is invisible * Strong evidence that students already know classroom routines and transitions * Students appear to be self-directed * Students collaborate on the effective management of time, space, and transitions

Unit of Instruction

To encourage growth in other facets of teaching effectiveness, NEE includes scoring one Unit of Instruction (UOI) per year. A UOI Planning Organizer is available on the NEE website and a completed UOI will need to be uploaded to the website. *It is acceptable for PLCs to collaborate on a UOI.*

NEE
Network for Educator Effectiveness
College of Education
University of Missouri

Unit of Instruction Organizer

Teacher: _____   **Grade:** _____

Subject: _____   **Unit of Study:** _____

1. List the Board of Education-approved curriculum content addressed in this Unit of Instruction (write out the standard(s) your instruction will support).
Core Standard/GLE:
Write out the specific unit objectives that will address the Board of Education-approved curriculum content.
Unit Objectives:

2. Provide essential question(s) and guiding questions that are aligned with unit objectives (i.e., questions that focus students' attention on meaningful activities leading to desired outcomes). **3. Indicate whether essential question(s) and guiding questions require higher-order thinking according to Depth of Knowledge (DOK) level or Bloom's Taxonomy.**	
Essential Question(s): (See note at the end of the Unit of Instruction Organizer.)	*DOK or Bloom's Taxonomy:*

Guiding Questions: (See note at end of the Unit of Instruction Organizer.)	*DOK or Bloom's Taxonomy:*

NOTE: To add another table row, select "Layout" in Table Tools and then "Insert Above" or "Insert Below."

4. Indicate how the Unit of Instruction elements link directly to the learning objectives.

What will students be asked to do? (e.g., learner activities, student work samples, and assessments):	*Which unit objective does this support?*

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

NOTE: To add another table row, select "Layout" in Table Tools and then "Insert Above" or "Insert Below."

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) will you use?

Describe how formative assessment(s) results will inform changes in instruction to meet student needs.

What summative assessments will you use?

Describe how summative assessments results will be used to evaluate student learning.

⚠ **NOTE: Place documentation in Appendix D.**

6.   Identify effective research-based instructional strategies to be used in unit-level plans.

Provide a description of instructional strategies with evidence of effectiveness. Cited evidence should be from credible sources, such as publications or presentations that have been reviewed by peers. Other examples include credible textbooks, trade books, journals, the What Works Clearinghouse review, and publications and papers produced by nationally-recognized research or higher-education institutions.

7.   Identify the instructional strategies you will use to target diverse learners present in the classroom. Mark diverse learner categories that do not apply as "N/A."

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

8.   Describe how you lead students to self-reflect about their personal goals in regards to the unit objectives.

Description (Provide evidence.):

⚠️ *NOTE: Place documentation in Appendix C.*

9. Provide supporting resources used in the Unit of Instruction to guide both teacher and students.

Description of supporting resources (Provide samples, e.g., student work samples/anchor papers, schedules/pacing guides, task outlines, scoring guides/rubrics, assessments, or other appropriate materials.):

⚠️ *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 unit objective(s).

Describe how each use of technology promotes engagement and/or deepens understanding.

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 – This section should contain a range of student work from an accelerated student to a struggling student.

Appendix E: Resources & Materials
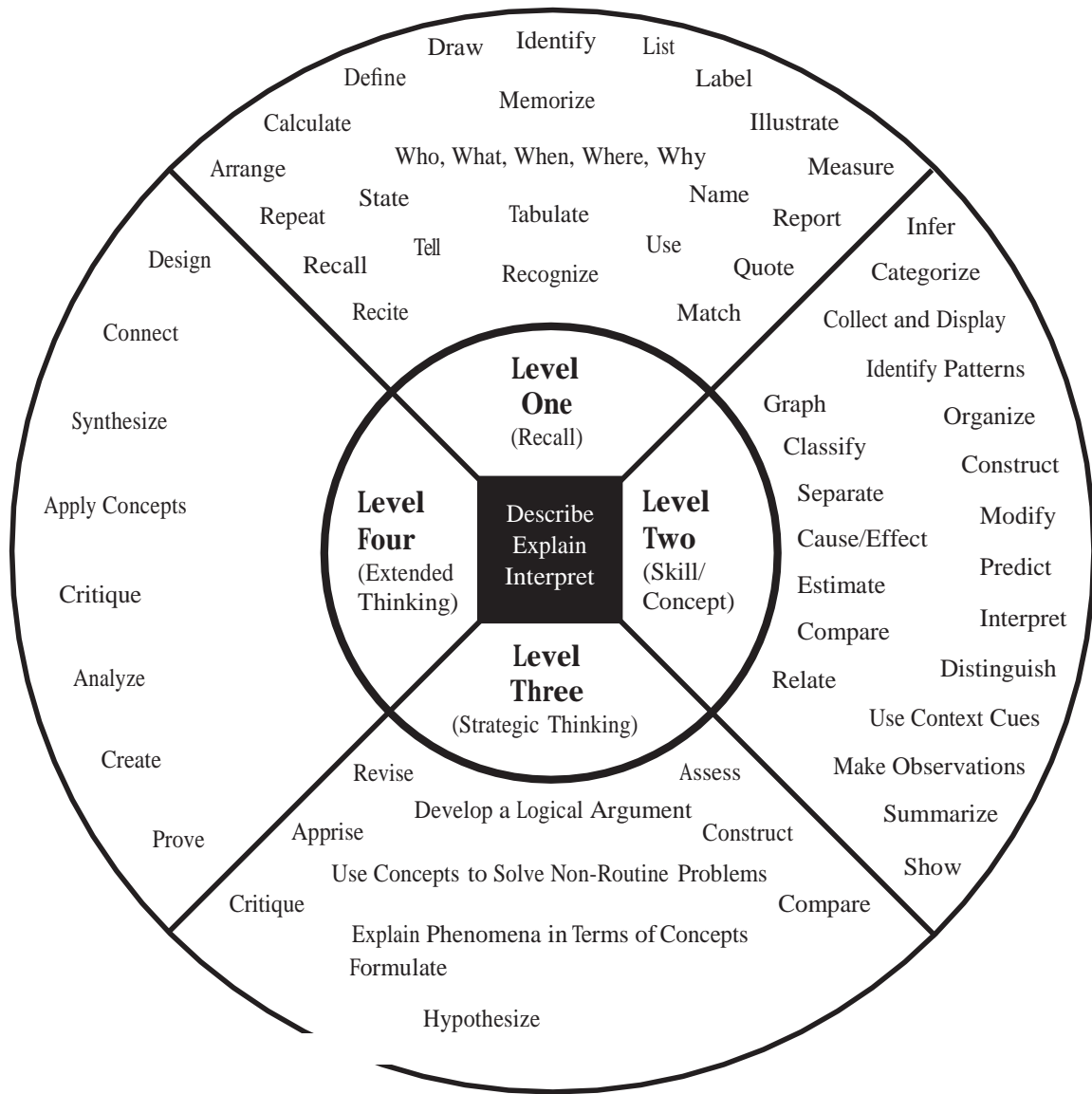
REFERENCE NOTE FOR #4:
Essential question(s) target the learning objective and frame the UOI learning goal. These questions promote higher level thinking and deep, enduring understanding. They cannot be answered in one sentence, and set the stage for further questions. They are open-ended, arguable, complex, meaningful to students' real lives, and relate to real problems in the classroom. They form the basis of inquiry-based learning. They serve as an umbrella for other guiding questions and are complex enough to be broken down into smaller, guiding questions. *The following are examples of essential questions:*
- What is identity?
- What is self-concept?
- What is conflict?
- What is a team?
- What is revolution?
- What is freedom?
- What is effective listening?

Guiding question(s) are more detailed questions that support the essential question. These questions assist the learner in answering the essential question(s). They cannot be answered in one sentence, promote quality discussions, and may lead to new questions. *The following are examples of guiding questions:*
- What caused this?
- Who is involved?
- Why did this happen?

Depth of Knowledge (DOK) Levels

Draw Identify List
Define Label
Memorize
Calculate Illustrate
Arrange Who, What, When, Where, Why Measure
State Name
Repeat Tabulate Report Infer
Design Tell Use Categorize
Recall Recognize Quote
Recite Match Collect and Display
Connect Identify Patterns
Synthesize Graph Organize
Classify Construct
Apply Concepts **Level One** (Recall) Separate Modify
Level Four (Extended Thinking) Describe Explain Interpret **Level Two** (Skill/Concept) Cause/Effect Predict
Critique Estimate Interpret
Compare Distinguish
Analyze **Level Three** (Strategic Thinking) Relate Use Context Cues
Create Make Observations
Revise Assess
Prove Develop a Logical Argument Summarize
Apprise Construct Show
Critique Use Concepts to Solve Non-Routine Problems Compare
Explain Phenomena in Terms of Concepts
Formulate
Hypothesize

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.	
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.	Analyze and synthesize information from multiple sources.
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.	Describe and illustrate how common themes are found across texts from different cultures.
Describe the features of a place or people.	Formulate a routine problem given data and conditions. Organize, represent and interpret data.	Apply a concept in other contexts.	Design a mathematical model to inform and solve a practical or abstract situation.

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The following are the elements evaluated as a part of the UOI:

Element 1: Lesson-level objectives are aligned with board of education (BOE)-approved content standards & curriculum

0 - The objectives are not aligned with the BOE-approved curriculum or no objectives are stated.

2 - The objectives are clearly aligned with the BOE-approved content standards and curriculum in at least half of the cases.

4 - The objectives are all clearly aligned with the BOE-approved content standards and curriculum.

Element 2: Objectives are evident through essential and guiding questions which focus students' attention on meaningful activities leading to desired learning

0 - The unit of instruction does not include essential and guiding questions.

2 - The unit of instruction includes minimal essential and guiding questions, or questions which do not fully capture the unit objectives.

4 - The unit of instruction includes clear and complete essential or guiding questions which fully capture the unit objectives.

Element 3: Essential and guiding questions promote high-level thinking

0 - The unit of instruction does not include essential or guiding questions which promote high-level thinking, or no essential or guiding questions are present.

2 - The unit of instruction includes essential or guiding questions with at least half clearly promoting depth-of-knowledge levels 3 and 4 (strategic thinking or extended thinking) or the higher levels in Bloom's Taxonomy (applying, analyzing, evaluating, synthesizing, creating).

4 - The unit of instruction includes essential or guiding questions which all clearly promote depth-of-knowledge levels 3 and 4 or the higher levels in Bloom's Taxonomy.

Element 4: Unit of instruction elements directly link to the learning objectives

0 - The elements* are not directly linked to the learning objectives, or no objectives are stated.

2 - The elements* directly link to the learning objectives in at least half the cases, or the elements directly link to the learning objectives but are so few in number that the linkage is not clear.

4 - The elements* all directly link to the learning objectives, and the number of elements is sufficient to robustly determine linkage.

*e.g., learner activities, student work samples, assessments

Element 5: Unit of instruction includes a process of formative and summative assessment to inform needed changes in instruction and to evaluate learning

0 - The unit of instruction contains no data collection elements for either formative or summative assessment.

2 - The unit of instruction contains appropriate data collection for either, but not both, formative or summative assessment. Data is unclear or is not systematically collected and used.

4 - The unit of instruction contains clear, systematic data collection for both formative and summative purposes which is well-integrated into the unit. Evidence is provided.

Element 6: Includes research-based instructional strategies in lesson-level plans*

0 - The lesson-level plans do not include research-based instructional strategies.

2 - The lesson-level plans include research-based instructional strategies in at least half the lessons.

4 - The lesson-level plans all include research-based instructional strategies. Evidence is cited.

*Research-based instructional strategies may include: testing, feedback, goals and sub-goals, vocabulary building, concept mapping (similarities & differences), capturing attention, spaced practice, summarizing and reviewing, reinforcing effort, using cognitively complex tasks, graphic organizers, academic play or games, note taking, clickers for voting, direct instruction, advanced organizers (activating prior knowledge), cooperative learning, and computer assisted instruction.

Element 7: Describes differentiated instruction appropriate for diverse learners present in this classroom

0 - Differentiated instruction for diverse learners is not included.

2 - Differentiated instruction for diverse learners is included in at least half of the lessons.

4 - Differentiated instruction for diverse learners is included in all of the lessons.

Element 8: Includes a process leading students to self-reflect about their personal goals involving the objectives of the unit of instruction

0 - The unit of instruction contains no process for leading students in self-reflection about their personal goals involving the objectives.

2 - The unit of instruction contains a vague or minimal process in which the teacher leads students in self-reflection about their personal goals involving the objectives.

4 - The unit of instruction contains a strong, clear process in which the teacher leads students in effective self-reflection about their personal goals involving the objectives. Evidence is provided.

Element 9: Includes supporting resources to guide both teacher and students

0 - The unit of instruction contains no supporting materials.

2 - The unit of instruction contains a minimal number, about half, of appropriate supporting materials such as comparative student work samples/anchor papers, schedules/pacing guides, task outlines, scoring guides/rubrics, or other resources for instruction.

4 - The unit of instruction contains all of the supporting materials listed above, or a full array of appropriate materials to support the lesson.

Element 10: Uses available and appropriate technology to promote student engagement and learning

0 - The unit of instruction contains no use of technology.

2 - The unit of instruction contains minimal use of available and appropriate technology to promote student engagement and learning aligned with the objectives.

4 - The unit of instruction contains repeated and optimal use of available technology to promote student engagement and learning aligned with the objectives.

Professional Development Plan (PD Plan)

The NEE includes scoring one PD Plan for each teacher once per year. A PD Plan organizer is provided for teachers to use to complete this plan. This is available on the NEE website and is to be uploaded into the NEE database. This should be considered a "work in progress" and will be formally scored at the final conference.

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
Goals			
	Individual Teacher PD Goal(s)		

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/Tenured**   ☐ **Monitored/Probationary**   ☐ **Directed(Professional Development Plan)**

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	YES	**Goal 2 was successfully completed**	YES	
	NO		NO		
	Goal 3 was successfully completed	YES	**Goal 4 was successfully completed**	YES	
	NO		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:

Professional Development Plan Scoring Indicators

Element 1: Aligns with district or building goals/priorities

0 - The professional development plan makes no explicit connection to building or district goals/priorities. Goals/priorities are not named.

2 - The professional development plan partially aligns with building or district goals/priorities.

4 - The professional development plan explicitly focuses on and fully aligns with building or district goals/priorities.

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

0 - The professional development plan includes only one type of activity that is at most remotely related to the PD goal(s).

2 - The professional development plan 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 goal(s).

4 - The professional development plan includes at least three substantial activities from multiple sources that are strongly related to the PD goal(s).

Element 3: Uses data to determine PD needs

0 - The professional development plan does not refer to data and its use to identify professional development needs.

2 - The professional development plan presents minimal data (e.g., principal evaluations, student test scores) and its use to identify professional development needs.

4 - The professional development plan clearly provides strong evidence of multiple sources of data used to identify professional development needs.

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

0 - The professional development plan does not refer to the use of research to select PD content, activities, or process.

2 - The professional development plan minimally refers to the use of prior research to select PD content, activities, or process.

4 - The professional development plan explicitly cites research to inform and justify PD content, activities, or process.

Element 5: Builds upon prior PD

0 - The professional development plan does not refer to the individual's participation in prior PD activities to make PD decisions.

2 - The professional development plan vaguely or minimally refers to prior PD to make PD decisions.

4 - The professional development plan explicitly builds upon prior PD to make PD decisions.

Element 6: Includes opportunities for collaboration with other educators

0 - The professional development plan does not include opportunities for collaboration.

2 - The professional development plan includes some opportunities for collaboration (e.g., occasional participation in a learning team).

4 - The professional development plan includes ongoing opportunities for collaboration in a learning community for a specified educational outcome, adjusted for accessibility.

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

0 - The professional development plan fails to include data collection.

2 - The professional development plan includes some limited data-based evidence of change in practice and its effects on student learning.

4 - The professional development plan clearly documents data-based evidence of change in practice and its effects on student learning. The plan specifies a performance metric.

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

0 - The professional development plan fails to address engagement of students in learning.

2 - The professional development plan includes a limited discussion of methods to improve student engagement.

4 - The professional development plan explicitly discusses how change in practice is expected to improve student engagement in learning.

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

0 - The professional development plan fails to address ability to meet the varied needs of diverse learners.

2 - The professional development plan includes a limited discussion of improving the ability to meet the varied needs of diverse learners.

4 - The professional development plan explicitly, fully discusses methods to improve ability to use instructional practices 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

0 - The professional development plan fails to address involvement of families or community in the learning process.

2 - The professional development plan includes a limited discussion of the involvement of families or communities in the learning process.

4 - The professional development plan explicitly, fully discusses how changes in practice will improve involvement of families or communities in the learning process.

Student Surveys

As part of the NEE, students in grades 4-12 will be asked to report on their teacher's practices using a standard survey. By fourth grade, students are capable of accurately reporting on their experiences in classrooms. The survey is administered online. It is given by someone other than the classroom teacher. All answers are confidential. The teacher and principal will not see responses. Researchers at the University of Missouri will report the group responses as a whole to the principal and teacher. Final reports will include data on all indicators.

Sample Student Survey Items

1. This teacher explains difficult things clearly

2. This class is academically rigorous and challenging.

3. This teacher makes clear what I'm supposed to learn.

4. This teacher gives helpful comments to let me know what I did wrong on assignments.

5. In this class, we learn to correct our mistakes.

6. Differences among students and their families are respected in this class.

7. This teacher has several good ways to explain each topic that we cover in this class.

8. This teacher makes us think first, before he/she answers our questions.

9. This teacher makes lessons interesting.

10. Our class stays busy and does not waste time.

11. Discipline is handled fairly in this class.

12. This teacher treats me with respect.

13. This teacher checks to make sure we understand what s/he is teaching us.

Appendix A

Classroom Observation Scoring Rubric (all indicators)

<u>Standard 1: Uses content knowledge and perspectives aligned with appropriate instruction</u>

Indicator 1.1: Displays and communicates content knowledge and academic language

0 - The teacher does not communicate the key concepts of the discipline(s), nor use academic language.

1 - The teacher demonstrates limited depth and/or breadth of key content knowledge and rarely communicates the meaning of academic language.

3 - The teacher demonstrates some depth and breadth of key content knowledge and communicates the meaning of academic language less than half the time.

5 - The teacher demonstrates solid depth and breadth of key content knowledge and communicates the meaning of academic language more than half the time.

7 - The teacher demonstrates excellent depth and breadth of key content knowledge and communicates the meaning of academic language almost all the time.

Indicator 1.2: Cognitively engaging students in subject

0 - The teacher does not cognitively engage students in the content.

1 - The teacher seldom cognitively engages students in the content.

3 - The teacher occasionally cognitively engages students in the content, less than half of the time, or less than half of the students.

5 - The teacher occasionally cognitively engages students in the content, more than half of the time, or more than half of the students.

7-The teacher almost always cognitively engages students in the content, or engages almost all the students.

Indicator 1.3: Uses disciplinary research and inquiry methodologies, and teaches the tools of inquiry used in the content area

0 - The teacher does not communicate or engage students in the processes of inquiry and research pertinent to the discipline being taught.

1 - The teacher seldom communicates the methods of inquiry used in the discipline; and seldom requires students to employ the methods appropriate to content/grade level.

3 - The teacher occasionally communicates the methods of inquiry, research methodologies, disciplinary standards of evidence, and/or requires students to employ these methods to acquire and critically evaluate appropriate content and grade level information less than half of the time, or with half of the students.

5 - The teacher occasionally communicates the methods of inquiry, research methodologies, disciplinary standards of evidence, and/or requires students to employ these methods to acquire and critically evaluate appropriate content and grade level information more than half of the time, or with more than half of the students.

7 - The teacher strongly communicates the methods of inquiry, research methodologies, disciplinary standards of evidence, and/or requires students to employ these methods to acquire and critically evaluate appropriate content and grade level information during almost all of the session.

Indicator 1.4: Uses interdisciplinary instruction

0 - The teacher does not make interdisciplinary content connections during instruction.

1 - The teacher seldom makes interdisciplinary content connections during instruction.

3 - The teacher occasionally makes somewhat integrated interdisciplinary content connections during instruction, misses more than half of potntial connections.

5 - The teacher occasionally makes appropriately integrated interdisciplinary content connections during instruction, misses less than half of the potential connections.

7 - The teacher frequently makes well-integrated interdisciplinary content connections during instruction.

Indicator 1.5: Incorporates diverse social and cultural perspectives on content

0 - The teacher does not facilitate students' ability to develop diverse social and cultural perspectives.

1 - The teacher seldom examines diverse social and cultural perspectives.

3 - The teacher occasionally and/or weakly examines social and cultural diversity, potential for bias in the discipline, and global perspectives of the discipline.

5 - The teacher occasionally and/or clearly examines social and cultural diversity, potential for bias in the discipline, and global perspectives of the discipline.

7 - The teacher frequently and strongly examines national/regional/ethnic contributions to the discipline, social and cultural diversity within the discipline, potential for bias in the discipline, and global perspectives of the discipline.

Standard 2: Understands and Encourages Student Learning, Growth and Development

Indicator 2.1: Supports cognitive development of all students

0 - The teacher delivers instruction inappropriate to the development level of students

1 - The teacher seldom delivers instruction appropriate to the cognitive development level of the class, or delivers instruction appropriate to only a few students.

3 - The teacher delivers instruction appropriate to the cognitive development level of less than half of the students or less than half the time.

5 - The teacher delivers instruction appropriate to the cognitive development level of more than half the students or more than half the time.

7 - The teacher delivers instruction appropriate to the cognitive development level of almost all students almost all the time.

Indicator 2.2: Sets and monitors student goals

0 - The teacher does not communicate clear goals for the learning activity.

1 - The teacher communicates goals for the lesson, but seldom supports or requires student goal-setting.

3 - The teacher has clear goals and encourages some student responsibility by occasionally helping them set goals. Students have clearly articulated goals in less than half of the learning activities or less than half of the students have clear goals.

5 - The teacher has clear goals and provides support in student goal-setting. Students have clearly articulated goals in more than half of the learning activities, or more than half of the students have clear goals.

7 - The teacher has clear goals and students have clearly-articulated short- and long-term goals in almost all learning activities, or almost all students have clear goals. The teacher strongly leads students in effective goal-setting and self-reflection regarding goal attainment.

Indicator 2.3: Incorporates theories of learning

0 - The teacher does not apply research-based theories of learning.

1 - The teacher seldom effectively applies research-based theories of learning.

3 - The teacher effectively applies research-based theories of learning less than half of the time or with less than half of the students.

5 - The teacher effectively applies research-based theories of learning more than half of the time or with more than half of the students.

7 - The teacher almost always effectively applies research-based theories of learning or with almost all the students.

Indicator 2.4: Promotes the emotional competence of students

0 - The teacher does not apply research-based methods of promoting students' emotional competence.

1 - The teacher seldom applies research-based strategies to promote students' emotional well-being. The teacher and students seldom appear to be in an upbeat mood.

3 - The teachers occasionally applies research-based strategies to promote students' emotional well-being. An upbeat mood is displayed by the teacher less than half of the time, and by the students less than half of the time or by less than half of the students.

5 - The teachers occasionally applies research-based strategies to promote students' emotional well-being. An upbeat mood is displayed by the teacher more than half of the time, and by the students more than half of the time or by more than half of the students.

7 - The teachers frequently applies research-based strategies to promote students' emotional well-being and displays sensitivity to students' emotions. An upbeat mood is displayed by the teacher almost all of the time, and by students almost all of the time or almost all of the students.

Indicator 2.5: Builds on students' prior experiences, learning strengths, and needs

0 - The teacher has not taken into consideration the prior learning experience of students when presenting a lesson or activity.

1 - The teacher communicates vague awareness of students' prior knowledge. The teacher seldom begins learning activities by activating prior knowledge and seldom makes connections among information for students.

3 - The teacher communicates some awareness of students' prior knowledge. The teacher begins learning activities by activating prior knowledge less than half of the time or considers the prior knowledge of less than half of the students. The teacher occasionally builds on prior knowledge to create a web of knowledge with a few connections.

5 - The teacher communicates awareness of students' prior knowledge. The teacher begins learning activities by activating prior knowledge more than half of the time or considers the prior knowledge of more than half of the students. The teacher occasionally builds on prior knowledge to create a web of knowledge with a moderate number of connections.

7 - The teacher communicates awareness of students' prior knowledge and almost always begins learning activities by activating prior knowledge (or considers the prior knowledge of almost all the students). The teacher clearly builds on prior knowledge to create a strong web of knowledge with many connections.

Indicator 2.6: Incorporates students' language, culture, family, and community

0 - The teacher does not modify instruction to reflect an understanding of how student learning is influenced by language, culture, family and community values.

1 - The teacher seldom uses multicultural strategies or conveys sensitivity to students' and the community's cultures.

3 - The teacher uses approaches that incorporate and demonstrate sensitivity to the students' family, language, culture, and community less than half of the time, or for less than half of the students.

5 - The teacher uses multicultural strategies and conveys sensitivity to students' family, language, culture, and community more than half of the time, or for more than half of the students.

7 - The teacher employs high-quality multicultural strategies, conveying sensitivity to almost all students.

Standard 3: Implements the Curriculum

 Indicator 3.1: Implements curriculum standards

0 - The teacher does not implement instruction that aligns with the district curriculum or state standards.

1 - The teacher seldom implements instruction that aligns with district curriculum map or pacing guides or with state curriculum guidelines.

3 - The teacher implements instruction that aligns with district curriculum map or pacing guides or with state curriculum guidelines during less than half of the learning experiences.

5 - The teacher implements instruction that aligns with district curriculum map or pacing guides or with state curriculum guidelines during more than half of the learning experiences.

7 - The teacher implements instruction that strongly aligns with district curriculum map or pacing guides or with state curriculum guidelines almost all of the learning experience.

Indicator 3.2: Develop lessons for diverse learners

1-The teacher seldom presents learning activities to accommodate individual needs of diverse learners, or does not implement varied activities successfully

3-The teacher presents learning activities to accommodate individual needs of diverse learners less than half the time (or accommodates less than half the students).

5-The teacher presents learning activities to accommodate individual needs of diverse learners more than half the time (or accommodates less than half the students).

7-The teacher almost always presents a variety of learning activities to accommodate individual needs of diverse learners (or accommodates almost all the students) in a fluid way

Standard 4: Teaches for Critical Thinking

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

0 - The teacher does not promote student problem-solving or critical thinking skills.

1 - The teacher seldom requires students to problem-solve and think critically.

3 - 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.

5 - The teacher uses strategies that require students to problem-solve and think critically more than half of the time or, more than half of the students.

7 - The teacher engages almost all students in learning activities that promote problem-solving and critical thinking skills continuously through almost all the lesson.

Indicator 4.2: Appropriate uses instructional resources to enhance student learning

0 - The teacher does not appropriately use instructional resources to enhance learning.

1 - The teacher seldom uses instructional resources to enhance learning.

3 - The teacher uses some developmentally appropriate instructional resources to enhance learning less than half of the time or, for less than half of the students.

5 - The teacher uses developmentally appropriate instructional resources to enhance learning more than half of the time or for more than half of the students.

7 - The teachers almost always effectively uses developmentally appropriate instructional resources to enhance learning for almost all students.

Indicator 4.3: Employs cooperative learning

0 - The teacher does not employ cooperative learning activities.

1 - The teacher seldom employs cooperative learning activities. When employed, cooperative learning is organized inadequately.

3 - The teacher employs cooperative learning less than half of the time, when it would be appropriate. When CL is employed, it is organized weakly.

5 - The teacher effectively combines flexible, independent, cooperative, and whole-class learning situations to maximize student learning more than half of the time. When employed, cooperative learning is organized adequately.

7 - The teacher almost always effectively combines flexible, independent, cooperative, and whole-class learning situations to maximize student learning. When cooperative learning is employed, it is exceptionally well-organized.

Standard 5: Creates a Positive Classroom Learning Environment

Indicator 5.1: Motivates and affectively engages students

0 - The teacher does not use research-based motivation strategies.

1 - The teacher seldom uses research-based motivation strategies.

3 - The teacher uses research-based motivation strategies effectively less than half of the time, or with less than half of the students.

5 - The teacher uses research-based motivation strategies effectively more than half of the time or with more than half of the students.

7 - The teacher almost always uses research-based motivation strategies effectively with almost all the students.

Indicator 5.2: Managing time, space, transitions, and activities

0 - The teacher does not manage time, space, or transitions well. Almost all students are on task less than 10% of the time.

1 - The teacher seldom manages time, space or transitions well. Most students are on task less than 25% of the time.

3 - The teacher manages time, space and transitions well less than half of the time. Most students are on task 25-40% of the time.

5 - The teacher manages time, space and transitions well more than half of the time. Almost all students are on task 60-75% of the time.

7 - The teacher almost always organizes, allocates, and manages time, space, and transitions well. Almost all students are on task more than 75% of the time.

Indicator 5.2b: Uses effective discipline that promotes self-control

0-The teacher does not use effective discipline that promotes self-control.

1 - The teacher seldom uses effective discipline that promotes self-control.

3 - The teacher effectively uses discipline that promotes self-control less than half of the time, or with less than half of the students.

5 - The teacher effectively uses discipline that promotes self-control more than half of the time or with more than half of the students.

7 - The teacher almost always effectively uses discipline that promotes self-control with almost all students.

Indicator 5.3: Uses strategies that promote social competence in the classroom, school, and community and between students

0 - The teacher does not apply research-based strategies to promote students' social competence and to build a classroom community.

1 - The teacher seldom applies research-based strategies to promote students' social competence and to build a classroom community.

3 - The teacher occasionally applies research-based strategies to promote students' social competence and to build a classroom less than half of the time or for less than half of the students

5 - The teacher occasionally applies research-based strategies to promote students' positive social interaction and to build a classroom community more than half of the time or for more than half of the students.

7 - The teacher is highly sensitive to students' social needs and frequently applies research-based strategies to promote students' positive social interaction, almost all the time or for almost all of the students. Strong positive relationships exist among the students.

Indicator 5.3b: Establishes secure teacher-child relationships

0 - The teacher has a neutral to negative relationship with students.

1 - The teacher seldom has positive interactions, or has a positive relationship with only a few students.

3 - The teacher has positive interactions less than half of the time, or has a positive relationship with less than half of the students.

5 - The teacher has positive interactions more than half of the time, or has positive relationships with more than half of the students.

7 - The teacher almost always interacts very positively with students, and conveys a strong, positive relationship with almost all students encouraging risk-taking and enjoyment of learning.

Standard 6: Uses Effective Communication

Indicator 6.1: Uses effective verbal and nonverbal communication

0 - The teacher does not use correct, effective verbal and nonverbal communication with students.

1 - The teacher seldom uses correct, effective verbal and nonverbal communication in the classroom.

3 - The teacher uses correct, effective verbal and nonverbal communication less than half of the time.

5 - The teacher uses correct, effective verbal and nonverbal communication more than half of the time.

7 - The teacher almost always uses precise, correct, and effective verbal and nonverbal communication.

Indicator 6.2: Communications with students are sensitive to cultural, gender, intellectual, and physical differences

0 - The teacher does not communicate with students with sensitivity to differences in culture, gender, and intellectual and physical abilities.

1 - The teacher seldom communicates with students with sensitivity to differences in culture, gender, and intellectual and physical abilities

3 - The teacher communicates some with students with sensitivity to differences in culture, gender, and intellectual and physical abilities less than half of the time or with less than half of the students.

5 - The teacher communicates with many students with sensitivity to differences in culture, gender, and intellectual and physical abilities more than half of the time or with more than half of the students.

7 - The teacher communicates with most students with sensitivity to differences in culture, gender, and intellectual and physical abilities.

Indicator 6.3: Supports effective student expression and communication in speaking, writing and other media

0 - The teacher does not support and expand learner expression in speaking, writing, or other media.

1 - The teacher seldom supports and expands learner expression in speaking, writing, or other media.

3 - The teacher supports and expands learner expression in speaking, writing, or other media less than half of the time or for less than half of the students.

5 - The teacher supports and expands learner expression in speaking, writing, or other media more than half of the time, or for more than half of the students.

7 - The teacher almost always supports and expands learner expression in speaking, writing, or other media.

Indicator 6.4: Uses technology and media tools, when available and appropriate, for communications with students and parents

0 - The teacher does not use technology and media communication tools effectively.

1 - The teacher seldom uses technology and media communication tools effectively.

3 - The teacher uses technology and media communication tools effectively less than half of the time.

5 - The teacher uses technology and media communication tools effectively more than half of the time.

7 - The teacher almost always uses technology and media communication tools effectively.

Standard 7: Uses Student Assessment Data to Analyze and Modify Instruction

Indicator 7.1: Uses effective, valid and reliable assessments

1-The teacher seldom creates and uses valid/reliable formal and informal assessments to address specific learning goals of students

3-The teacher creates and uses valid/reliable formal and informal assessments to address specific learning goals of students less than half the time (or, for less than half the students)

5-The teacher creates and uses valid/reliable formal and informal assessments to address specific learning goals of students more than half the time (or, for more than half the students)

7- The teacher almost always creates and uses a variety of valid/reliable formal and informal student assessments to address specific learning goals, including modifications for students with special needs.

Indicator 7.2: Uses assessment data to improve learning

1-The teacher seldom uses assessment data to improve learning activities.

3-The teacher uses assessment data to improve learning activities less than half the time (or, for less than half the students).

5-The teacher uses assessment data to improve learning activities more than half the time (or, for more than half the students).

7- The teacher almost always uses assessment data to improve learning activities for almost all students.

Indicator 7.3: Promotes student-led assessment strategies

0 - The teacher does not use any form of student self-assessment.

1 - The teacher seldom involves students in self-assessment.

3 - The teacher involves students in self-assessment during less than half of the assessment activities or involves less than half of the students.

5 - The teacher involves students in self-assessment during more than half of the assessment activities or involves more than half of the students.

7 - The teacher almost always involves almost all students in self-assessment.

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

0 - The teacher does not check the effect of instruction on whole class or individual learning.

1 - 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.

3 - 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.

5 - 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.

7 - The teacher almost always conducts formative, on-the-spot assessment of learning for both the whole class and almost all individual students and takes corrective action as needed.

Formative Report of Educator Effectiveness

Sample

Teacher Name: Sally Smith

School: Ridgeview Elementary

Supervisor: Jan Brown

Report Date: March 10, 2013

Indicator 1.2 Cognitively engaging students in subject matter - deep thinking		
Date	Rating	Comments
9/14/12 12:31:25 pm	2	Most students were not following the activity to the level of using higher order thinking skills.
10/27/12 3:03:12 pm	3	Student grouping strategy did improve deeper thinking of all students
12/14/12 8:55:11 am	4	During the observation period two different strategies were used that engaged most of the students to a high cognitive level.
1/4/13 9:45:15 am	4.25	Unit of Instruction Analysis, Element 8
2/18/13 9:45:22	5.04	The data in this event was generated by the online student survey.

Indicator 5.1 Motivating and Engaging Students		
Date	Rating	Comments
9/14/12 10:12:34 am	3	The motivation strategy used in class kept less than half of the students actively involved in the activity.
10/27/12 2:17:45 pm	4	Student grouping strategy did improve student involvement.

1/14/13 1:17:12 pm	5	During the observation period two different strategies were used that engaged most of the students to a high cognitive level.
2/4/13 9:45:15 am	4.25	Unit of Instruction Analysis, Element 8
2/18/13 9:45:22 am	4.58	The data in this event was generated by the online student survey.

Summative Report of Educator Effectiveness

[Guide to interpreting results]

Report from (inclusive)	8/10/2012
Report to (exclusive)	6/6/2013
Teacher	Adams, Abigail
Comparative Group	District peer group 1, secondary buildings

Indicator	Classroom Observation				Student Survey			UOI	PDP
	Mean Scale:0-7	#Obs	#Teachers	0 1 2 3 4 5 6 7	Mean Scale:1-5	#Resp	#Teachers	Mean Scale:0-4	Mean Scale:0-4
1.2	4.3	3	1		-	-	-	-	-
	5.2	4	376		4.0	163	191	-	-
4.1	4.0	3	1		-	-	-	-	-
	4.5	4	464		3.9	203	191	2.5	-
4.2	5.7	3	1		-	-	-	-	-
	4.3	5	100		-	-	-	3.3	-
5.1	5.7	3	1		-	-	-	-	-
	4.9	3	225		3.8	203	191	-	4.0
7.4	3.7	3	1		-	-	-	-	-
	4.7	3	464		4.2	163	191	-	4.0

Generated on 6/6/2013 9:38:10 AM.

Add comment

5/8/2013: Ms. Adams has shown improvement this year in her Classroom management, motivation, and engagement (5.1) and with her use of instructional strategies leading to student critical thinking and problem solving (4.2). Her efforts each month to improve those two areas is evident in her performance being above most of her peer group.

The area of monitoring student performance to impact instruction (7.4) should be Ms. Adams' area of focus next year for improvement. Her individual PD plan should be focused on this area. This is an area of focus for a number of others in the building and will be the topic of a group book study in the fall semester in the building.

Effective date

[SAVE COMMENT]

[Print this page]

When printed, this page will include signature lines and a recommendation box.

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.

If a NEE student survey were 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).

If a unit of instruction and/or professional development plan were 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, are 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.

Summative Report of Educator Effectiveness

Report from (inclusive)	3/18/2012
Report to (exclusive)	5/14/2013
Teacher	Adams, JohnQ
Comparative Group	District peer group 0, secondary buildings

| Indicator | Classroom Observation | | | 0 1 2 3 4 5 6 7 | Student Survey | | | UOI | PDP |
	Mean Scale 0-7	#Obs	#Teachers		Mean Scale 1-5	#Resp	#Teachers	Mean Scale 0-4	Mean Scale 0-4
1.1	4.8	16	1		2.0	4	1	-	-
	4.8	3	67		-	-	-	-	-
1.2	3.9	29	1		2.8	4	1	-	-
	4.8	3	86		-	-	-	-	-
1.3	4.7	14	1		-	-	-	-	-
	4.6	8	34		-	-	-	-	-
1.4	4.1	7	1		-	-	-	-	-
	4.5	4	7		-	-	-	-	-
1.5	3.6	8	1		-	-	-	-	-
	4.8	6	6		-	-	-	-	-
2.1	4.4	9	1		-	-	-	-	-
	-	-	-		-	-	-	-	-

A Shows the Missouri Educator Standard Indicator number i.e., 1.2. See the formative report for the full standard indicator descriptor.
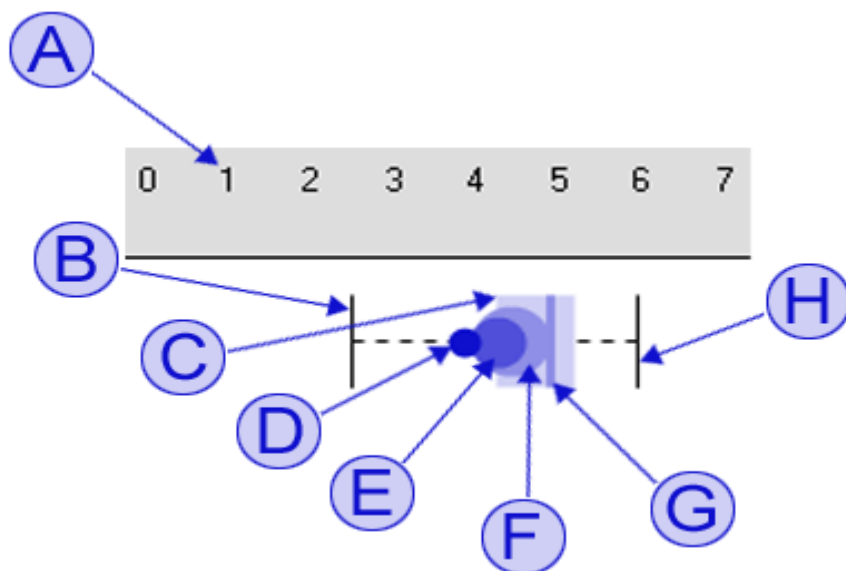
B Provides the average of all the rating scores for that specific standard indicator from the teacher's formative report, compared with the average of all other teacher-level means in the comparative group.

C Describes the comparative group used for the shaded rows and box plot graphics.

D The boxplot compares the teacher average to the characteristics of the comparative group, as described below.

Comparative Group Graphic Data Display

The illustration below provides a detailed explanation of each element of the data display. The intended use of this type of graphic is to provide a broad view of data from the individual, school, district, and defined comparative group from the network of NEE schools. This form of data display gives each educator a better perspective of the current status in relation to other educators to more accurately determine specific areas to focus future development efforts.

A The 0-7 number line represents the NEE numeric ratings system.

B The lower end of the whisker represents the 1st percentile of the comparison group.

C The light blue box represent the 25th through the 75th percentile of the comparative group, which is equivalent to the middle two quartiles of the group.

D The small dark blue dot represents the average rating for that standard indicator for the educator being displayed

E The medium blue dot represents the building average of all teacher-level means for the chosen indicator.

F The large light blue dot represents the district average of all teacher-level means for the chosen indicator.

G The light blue vertical bar represents the median teacher-level mean for the chosen indicator in the comparison group.

H The upper end of the whisker represents the 99th percentile of the comparison group.

Sample Improvement Plan

IMPROVEMENT PLAN

SMART Goal:

_____ will increase student engagement in the content

from _____ to _____ by _____ as measured by classroom observation.

Activities and steps to complete:

At least 3 activities and/or steps to complete (Use previous page as a resource of possible activities)	Date	Initials

Artifacts and/or data to be collected

At least 3 artifacts and/or pieces of data to be collected	Date to be Collected	Initials

Date	Observer	Observation Score	Feedback Conference Date

TEACHER SELF REFLECTION TO COMPLETE BEFORE FINAL REVIEW

DESCRIPTION OF HOW I WILL INCORPORATE LEARNING/INSTRUCTIONAL STRATEGIES TO ENCOURAGE DEEP THINKING:

DESCRIPTION OF HOW I WILL ASSESS MY STUDENTS' UNDERSTANDING OF THE CONTENT COVERED IN CLASS:

DESCRIPTION OF HOW I WILL ASSESS MY STUDENTS' DEPTH OF KNOWLEDGE ON CONTENT COVERED IN CLASS:

MY UNDERSTANDING OF COGNITIVE ENGAGEMENT AND ACTIVELY INVOLVING STUDENTS IN LEARNING:

FINAL REVIEW CONFERENCE	
Teacher Comments:	**Administrator Comments:**
Teacher:	**Date:**	**Administrator:**	**Date:**

Sample Improvement Plan

PROFESSIONAL LEARNING ASSIGNED OR COMMITTED TO:	
Resources for Knowledge:	Learning Activities:

Deliverables: Other:

Comments:

Teacher: Date: Administrator: Date: