Teacher Evaluation Handbook

Network for Educator Effectiveness Evaluation Model

Your Professional Appraisal and Growth Tool

recommended by Columbia Public School PDC teachers in 2016

Columbia Public Schools
1818 West Worley Street
Columbia, MO 65203
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RATIONALE FOR CHANGE

In the 2017-2018 school year, CPS will begin the transition to the Network of Educator Effectiveness (NEE) model of evaluation. Why Change? This specific growth model provides feedback to teachers to help each individual teacher grow instructionally. This is a research-based system that meets state and federal requirements.

The Purpose of NEE

1. Provide a realistic picture of classroom instruction through more frequent, systematic, classroom observation, not one or two observations that may not be authentic.

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) MODEL

- Designed from research-based best practices
- Built to help districts meet the State/Fed requirements
- Promoting Student Achievement
- Growing teachers – coaching, not catching
- Professional learning school-wide multiple measures
- Growing principals as instructional leaders
2017-2018 TEACHER EVALUATION PROCESS AT A GLANCE

● Teachers trained by building principal about NEE by the end of September.

● Minimally observations will consist of four 10 minute observations for non-tenured teachers and two 10 minute evaluations for tenured teachers each year.

● A mini-conference will be held after each observation, preferably within 24 hours. The mini-conference must occur within three school days. Normally, conferences should be three to five minutes in duration.

● Non-Tenured and Tenured Teachers on a Summative Cycle—The Summative Report of Educator Effectiveness within NEE is used as the summative report. The form is online and is printed for the summative conference. The printed copy is signed by the administrator and teacher. Administrator comments are included in the report. Teacher comments may be attached and must be dated and signed.

● Tenured Teachers on a Non-Evaluated Year—Tenured teachers on a non-evaluated year will not have their summative reports printed and all observation data will be available online. No paperwork is generated or filed in non-evaluated years.

● Evaluations for probationary teachers are to be completed by March 15. Evaluations for tenured teachers are to be completed by May 15.

● Teachers can be taken off of a non-evaluation cycle year and be placed back on the summative evaluation cycle for that year by a building administrator with approval of Human Resources.
# Columbia Public Schools
## Network for Educator Effectiveness (NEE) Transition Plan

<table>
<thead>
<tr>
<th></th>
<th>2017-18 School Year</th>
<th>2018-19 School Year</th>
<th>2019-20 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Employee groups participating in NEE</strong></td>
<td>Teachers</td>
<td>Teachers Counselors Media Specialists Administrators</td>
<td>Teachers Counselors Media Specialists Administrators All other employee groups available</td>
</tr>
<tr>
<td><strong>Observation numbers</strong></td>
<td>Non-tenured: 4 by March 1 Tenured: 2 by May 1</td>
<td>Tentative plan subject to change: Non-tenured: 6 by March 1 Tenured: 3 by May 1</td>
<td>Non-tenured: 6-8 by March 1 Tenured: 3-4 by May 1</td>
</tr>
<tr>
<td><strong>Number of indicators</strong></td>
<td>2 indicators selected by district</td>
<td>2 indicators selected by district 1 indicator selected by building</td>
<td>1-2 indicator(s) selected by district 1 indicator(s) selected by building 1 indicator selected by teacher</td>
</tr>
<tr>
<td><strong>Components to be used</strong></td>
<td>Observations Student surveys Summative evaluation</td>
<td>Observations Student surveys Summative evaluation Professional Enrichment Plan (PEP)</td>
<td>Observations Student surveys Summative evaluation Professional Enrichment Plan (PEP) Unit of Instruction (UOI) Student Learning Outcomes (SLO)</td>
</tr>
<tr>
<td><strong>District indicators</strong></td>
<td>1.2 Cognitively engages students in subject 7.4 Monitors effect of instruction on individual and class learning</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Plan subject to updates as NEE is implemented based on feedback from administrators, Professional Development Committee, and other employee feedback.
<table>
<thead>
<tr>
<th><strong>2017-2018</strong></th>
<th><strong>2018-2019</strong></th>
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<tbody>
<tr>
<td><strong>Frequency</strong></td>
<td><strong>Frequency</strong></td>
</tr>
<tr>
<td>Four, 10 minute observations for non-tenured</td>
<td>Six, 10 minute observations for non-tenured</td>
</tr>
<tr>
<td>Two, 10 minute observations for tenured</td>
<td>Three, 10 minute observations for tenured</td>
</tr>
<tr>
<td>Summative every year for non-tenured</td>
<td>Summative every year for non-tenured</td>
</tr>
<tr>
<td>Summative ever fifth year for tenured</td>
<td>Summative ever fifth year for tenured</td>
</tr>
<tr>
<td><strong>Duration of Observations</strong></td>
<td><strong>Duration of Observations</strong></td>
</tr>
<tr>
<td>A minimum of 10 minutes</td>
<td>A minimum of 10 minutes</td>
</tr>
<tr>
<td><strong>Completion Date</strong></td>
<td><strong>Completion Date</strong></td>
</tr>
<tr>
<td>March 15 for non-tenured</td>
<td>March 15 for non-tenured</td>
</tr>
<tr>
<td>May 15 for tenured</td>
<td>May 15 for tenured</td>
</tr>
<tr>
<td><strong>Conferences/Feedback</strong></td>
<td><strong>Conferences/Feedback</strong></td>
</tr>
<tr>
<td>3-5 minute mini conference following 10 minute observations</td>
<td>3-5 minute mini conference following 10 minute observations</td>
</tr>
<tr>
<td>Feedback online through NEE system provided through e-mail notification to staff member</td>
<td>Feedback online through NEE system provided through e-mail notification to staff member</td>
</tr>
<tr>
<td>Summative conference longer and if a performance concern is noted, a longer conference subsequent to an observation may be required. In such cases, the teacher will be notified no later than the day prior to the conference.</td>
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</tr>
<tr>
<td><strong>Standards</strong></td>
<td><strong>Standards</strong></td>
</tr>
<tr>
<td>Two Indicators</td>
<td>To Be Determined</td>
</tr>
<tr>
<td>1. 1.2—Cognitively engages students in subject.</td>
<td></td>
</tr>
<tr>
<td>2. 7.4—Monitors effect of instruction on individual and class learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Responsibilities/Expectations (Standards/Indicators)</strong></td>
<td><strong>Teacher Responsibilities/Expectations (Standards/Indicators)</strong></td>
</tr>
<tr>
<td>The District will evaluate on two indicators the first year and is not limited to include any of the other indicators. Teachers are responsible for performing all duties that meet all performance expectations and indicators.</td>
<td>The District will evaluate on the number of indicators chosen for the second year and is not limited to include any of the indicators. Teachers are responsible for performing all duties that meet all performance expectations and indicators.</td>
</tr>
<tr>
<td>2017-2018</td>
<td>2018-2019</td>
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<tr>
<td><strong>Student Achievement</strong>&lt;br&gt;CPS is working on a formal system to include data at a future date. Principals should consider appropriate student performance data in the evaluation and will check the appropriate box for indicating they have considered student data. Types of data that may be analyzed by the principal and teacher could be from various formal or informal assessment data, PLC data, reading/math achievement data, grade analysis at the secondary and other data sources as relevant.</td>
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</tr>
<tr>
<td><strong>Evaluator Training</strong>&lt;br&gt;Administrators attended two days of training in the summer with follow up sessions for ongoing calibration training. Administrators will be required to renew training each year.</td>
<td><strong>Evaluator Training</strong>&lt;br&gt;Previously trained administrators will be required to renew training each year through NEE. New administrators will be required at beginning of year to attend the three-day new administrator training with follow up for ongoing calibration training.</td>
</tr>
<tr>
<td><strong>Teacher Training</strong>&lt;br&gt;Provided elementary and secondary training at the beginning of the year for general NEE overview. Buildings provide specific training during monthly meetings.</td>
<td><strong>Teacher Training</strong>&lt;br&gt;Provide new employees with training during new teacher orientation sessions and provide building level refresher at staff meetings.</td>
</tr>
<tr>
<td><strong>Summative Evaluation Where Concerns are Noted</strong>&lt;br&gt;At any point if concerns arise, with human resource authority, administrators may choose to place a tenured teacher back on an evaluation summative cycle. If administrators have concerns covered by an indicator not chosen for evaluation that indicator may be added by the administrator with human resource approval.</td>
<td><strong>Summative Evaluation Where Concerns are Noted</strong>&lt;br&gt;At any point if concerns arise, with human resource authority, administrators may choose to place a teacher back on an evaluation summative cycle. If administrators have concerns covered by an indicator not chosen for evaluation that indicator may be added by the administrator with human resource approval.</td>
</tr>
<tr>
<td><strong>PGP (also known as PIP)</strong>&lt;br&gt;Developed with human resources notification when a teacher has not met one or more responsibilities. Example of blank Professional Growth Plan is in the form section of this manual.</td>
<td><strong>PGP (also known as PIP)</strong>&lt;br&gt;Developed with human resources notification when a teacher has not met one or more responsibilities. For concerns in areas not observable during classroom observations, the concerns will be noted in the comments section of the summative evaluation.</td>
</tr>
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EXPECTED OUTCOMES FOR TEACHER EVALUATION INSTRUMENT

The Columbia Public School teacher evaluation will...

● foster reflective thinking and practice for continuous improvement of instruction
● use research to provide a common language
● support continuous professional growth through collaboration and dialogue in a climate of mutual respect and trust
● foster student engagement, learning, and growth
● assess teacher performance in an equitable, reliable, and objective manner utilizing multiple data sources
● respect teacher and administrator time
● provide differing deadlines for probationary vs. tenured; or teachers who have performance issues
● involve training for teachers and administrators

SEVEN ESSENTIAL PRINCIPALS OF EFFECTIVE EVALUATION

● Measures educator performance against research-based, proven practices 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
● Includes measures of growth in student learning as a significant part of the evaluation of professional practice at all levels
● Provides ongoing, timely, deliberate and meaningful feedback on performance relative to research-based targets
● Requires standardized, 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

Source: From Department of Elementary and Secondary Education
Essential Principles of Effective Evaluation

- Clear Expectations
- Use of Evaluation Results
- Differentiated Performance Levels
- Evaluator Training
- Probationary Period
- Regular, Meaningful Feedback
- Student Measures

Source: Missouri Department of Elementary and Secondary Education
To assure professional staff performance and to advance the District’s instructional programs, the Board shall require a comprehensive performance based evaluation procedure to be used for teacher evaluation.

The primary purpose of a performance based teacher evaluation system shall be to improve instruction by facilitating professional growth. Another purpose shall be to determine whether the teacher’s performance meets the teaching responsibilities, as defined in Board Policy GCN, for continued employment. The teacher performance evaluation shall be used in a reduction in force situation only if deemed necessary by the Board, per Board Policy GCPA.

Note: Please see Appendix and/or District website for complete Policy and Regulations relating to teacher evaluation.

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.

Source: Missouri Revised Statutes http://www.moga.mo.gov/statutes/C100-199/168000128.HTM
COLUMBIA PUBLIC SCHOOL DISTRICT
TEACHER EVALUATION CLASSROOM OBSERVATIONS
DEVELOPED FOR THE 2017-2018 SCHOOL YEAR

| Frequency | Every teacher has observations every year. Probationary teachers will have a summative evaluation every year. Tenured teachers will have a summative evaluation every fifth year, and formative evaluations every year. Tenured teacher’s formative evaluations will consist of classroom visits and other evaluative measures in non-summative years. Principals should utilize former evaluation data so the summative would be reflective of the five-year cycle, regardless of the evaluation instrument, in |

<table>
<thead>
<tr>
<th>Probationary (Non-Tenured) Teachers</th>
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<tr>
<td><strong>2017-2018</strong></td>
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<tr>
<td><strong>Summative</strong> Evaluation</td>
<td></td>
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<tr>
<td>To be completed by March 15</td>
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<tr>
<td>Four 10 Minute Mini-Observations</td>
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<tr>
<td><strong>2018-2019</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Summative</strong> Evaluation</td>
<td></td>
</tr>
<tr>
<td>To be completed by March 15</td>
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<tr>
<td>Six 10 Minute Mini-Observations</td>
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<thead>
<tr>
<th>Permanent (Tenured) Teachers</th>
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<tbody>
<tr>
<td><strong>2017-2018</strong></td>
<td></td>
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<tr>
<td>On <strong>Summative</strong> Cycle Year</td>
<td></td>
</tr>
<tr>
<td>To be completed by May 15</td>
<td></td>
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<tr>
<td>Two 10 Minute Mini-Observations</td>
<td></td>
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<tr>
<td>On <strong>Formative</strong> Cycle Year</td>
<td></td>
</tr>
<tr>
<td>To be completed by May 15</td>
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<tr>
<td>Two 10 Minute Mini-Observations</td>
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<td><strong>2018-2019</strong></td>
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<tr>
<td>On <strong>Summative</strong> Cycle Year</td>
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<tr>
<td>To be completed by May 15</td>
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<tr>
<td>Three 10 Minute Mini-Observations</td>
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<tr>
<td>On <strong>Formative</strong> Cycle Year</td>
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<tr>
<td>To be completed by May 15</td>
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<tr>
<td>Three 10 Minute Mini-Observations</td>
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</table>
determining summative performance. Formative evaluations will contribute to the summative evaluation. A teacher on a formative evaluation cycle may be changed to a summative if administrator determines that the teacher is not meeting responsibilities and in conjunction with human resources.

**Duration of Observations**
Observations of approximately 10 minutes in duration are the expectation. There may be circumstances that could cause the observation to end early (e.g.-evacuation, administrator called for an emergency, etc.). In such cases, the observation may be counted as long as it is over five minutes in length.

The above number and duration of observations is a **minimum standard** and may be increased as deemed necessary by the evaluator.

Administrators may observe in classrooms at any time.

All observations will be unannounced.

**Standards and Indicators**
There are a total of nine standards in the Missouri Model Teacher and Leader Standards divided into 36 specific indicators. These same standards and indicators are used in the NEE evaluation model. Please note that NEE subdivides indicator 5.2 into 5.2 and 5.2b and subdivides indicator 5.3 into 5.3 and 5.3b; therefore, NEE has 39 indicators, where DESE has 36.

The **District has selected TWO (2) indicators** to evaluate via classroom observations for the 2017 – 2018 school year. The indicators are listed below and are also in the NEE scoring rubrics in the Appendix.

Two indicators to be evaluated through classroom observations for 2017-2018*:

- 1.2 The teacher cognitively engages students in the subject
- 7.4 The teacher monitors effect of instruction on individual and class learning

*Additional indicators for teachers may be added or evaluated per Principal and discretion. Staff not working in the classroom setting (guidance counselors, library media specialists, etc.) may have different indicators; individuals will know those indicators are before being evaluated.
NEE PERFORMANCE INDICATOR LIST

**Standard 1: Uses Content Knowledge and Perspectives Aligned with Appropriate Instruction**
Indicator 1.1 – The teacher demonstrates content knowledge through the use of academic and disciplinary language and facilitates students’ accurate use of academic and disciplinary language.
Indicator 1.2 – The teacher cognitively engages students in the content.
Indicator 1.3 – The teacher uses disciplinary research and inquiry methodologies, and teaches the tools of inquiry used in the content area.
Indicator 1.4 – The teacher uses interdisciplinary instruction.
Indicator 1.5 – The teacher incorporates diverse social and cultural perspectives on content.

**Standard 2: Understands and Encourages Student Learning, Growth, and Development**
Indicator 2.1 – The teacher supports cognitive development of all students.
Indicator 2.2 – The teacher sets and monitors student goals.
Indicator 2.3 – The teacher uses theory- and research-based strategies.
Indicator 2.4 – The teacher promotes the emotional competence of students.
Indicator 2.5 – The teacher builds on students’ prior experiences, learning strengths, and needs.
Indicator 2.6 – The teacher incorporates students’ language, culture, family, and community.

**Standard 3: Implements the Curriculum**
Indicator 3.1 – The teacher implements curriculum standards.
Indicator 3.2 – The teacher develops lessons for diverse learners.
Indicator 3.3 – The teacher analyzes instructional goals and differentiated instructional strategies.

**Standard 4: Teaches for Critical Thinking**
Indicator 4.1 – The teacher uses instructional strategies that lead students to problem-solving and critical thinking.
Indicator 4.2 – The teacher effectively uses appropriate instructional resources to enhance student learning.
Indicator 4.2b – The teacher effectively uses appropriate technology to facilitate student learning.
Indicator 4.3 – The teacher employs cooperative learning.

**Standard 5: Creates a Positive Classroom Learning Environment**
Indicator 5.1 – The teacher uses motivation strategies that affectively engage students.
Indicator 5.2 – The teacher manages time, space, transitions, and activities.
Indicator 5.2b – The teacher uses effective discipline that promotes self-control.
Indicator 5.3 – The teacher uses strategies that promote kindness and social competence among students in the classroom community.
Indicator 5.3b – The teacher establishes secure teacher-student relationships.
Standard 6: Uses Effective Communication
Indicator 6.1 – The teacher uses effective verbal and nonverbal communication.
Indicator 6.2 – The teacher’s communications with students are sensitive to cultural, gender, intellectual, and physical differences.
Indicator 6.3 – The teacher supports effective student expression and communication in speaking, writing, and other media.
Indicator 6.4 – The teacher uses technology and media tools to communicate with students and parents when available and appropriate.

Standard 7: Uses Student Assessment Data to Analyze and Modify Instruction
Indicator 7.1 – The teacher uses effective, valid, and reliable assessments.
Indicator 7.2 – The teacher uses assessment data to improve learning.
Indicator 7.3 – The teacher promotes student-led assessment strategies.
Indicator 7.4 – The teacher monitors the effect of instruction on the whole class and individual learning.
Indicator 7.5 – The teacher communicates student progress and maintains records.
Indicator 7.6 – The teacher participates in the collaborative data analysis process.

Standard 8: Develops Professional Practices
Indicator 8.1 – The teacher engages in self-assessment and improvement.
Indicator 8.2 – The teacher seeks and creates professional learning opportunities.
Indicator 8.3 – The teacher observes, promotes, and supports professional rights, responsibilities, and ethical practices.

Standard 9: Participates in Professional Collaborations
Indicator 9.1 – The teacher participates in collegial activities to build relationships and encourage growth within the educational community.
Indicator 9.2 – The teacher collaborates within historical, cultural, political, and social contexts to meet the needs of students.
Indicator 9.3 – The teacher cooperates in partnerships to support student learning.
COLLECTIVE BARGAINING AGREEMENT SECTION 5.10

Section 5.10 of the CBA is very specific in language about representation for teachers. If a member is to request union representation they are perfectly within their right. If a teacher requests to choose union representation, meetings should be rescheduled to allow them to bring their union representation. Human Resource administrative staff may be available for meetings if requested. Prior notification of meetings may be given, but it not required, although supervisors should at some point make sure the nature of the meeting is clear to the employee. Principals do not forget to provide those in the bargaining unit the form from human resources outlining the staff members rights and ensure all signatures are accounted for.

SECTION 5.10 Rights of Representation. Members of the Bargaining Unit will have the right to the presence of a representative, if requested by the Member, when meeting with a building- and/or district-level administrator regarding an issue that:

   a) is disciplinary in nature that will result in documentation in the employee's personnel file;
   b) involves a grievance filed by the Member pursuant to Board Policy GBM;
   c) relates to the implementation of a Performance Improvement Plan (PIP); or
   d) involves discussion regarding the non-renewal of a probationary contract. 2017-04-19 Final Agreement

The administrator will inform the Member of the Bargaining Unit of the purpose/nature of any meeting listed under subparts a- d. above.

A representative for such meetings must be a recognized teachers' association employee or a trained teacher leader from a recognized teachers' association, of which the employee is a Member and who is present at the employee's request, to provide support, take notes and assist the Member of the Bargaining Unit in understanding the nature of the concern(s), as long as confidentiality is maintained, particularly under the Family Educational Rights and Privacy Act (FERPA). Nothing in Section 5.10 shall require CMNEA to train non-CMNEA association leaders or provide representation to non CMNEA members. Such meetings will be scheduled so as to allow a reasonable amount of time for the unit Member to obtain appropriate representation, but at least 24 hours in advance whenever practicable, unless both parties agree to an earlier meeting.

The representative requirement does not apply when immediate action is required by the administration to protect the health and safety of employees and/or students; or when the meeting is for investigatory purposes other than that which would be related to (a), (b), (c) or (d) above. At any time during a meeting related to (a), (b), (c) or (d) above, where a representative is not in attendance, if the Member of the Bargaining Unit feels he/she needs a representative, he/she has the right to suspend the meeting to seek representation within the guidelines stated above. Administrators or supervisors may exclude the representative if the representative fails to conduct themselves in an appropriate, professional manner.
DOCUMENTATION TYPES

Types of Documentation that could be included in the evaluation process may include but are not limited to the following:

- Letters of Directive
- Letters of Concern
- Performance Improvement Plan
- Notice of Deficiency
- Professional Growth Plan
- Board Policy Violation
- Formal write-up
- Memorandum of Understanding
- Investigatory Documentation
- Findings of Fact

All employees are afforded the opportunity of due process in accordance with contract law. District Flow chart for principals will be provided once complete and examples will be given to help Principals better understand a progressive process of documentation.
FORMS
PROFESSIONAL ENRICHMENT PLAN (PEP)

Teacher/Team: ________________________________________________________________

School: ____________________________________________________________

Annual Plan ☐ or Multi-Year Plan ☐

As you develop your Professional Enrichment Plan, the following are important concepts to keep in mind:

▪ Statement of goal or purpose (specific standard/criterion addressed)
▪ Intended positive impact on students
▪ Strategies for:
  ➢ Plans to expand knowledge and skills
  ➢ Plans for implementation
  ➢ Analysis of plan’s impact on teacher performance and student success
  ➢ Appraisal Method/Target Dates
  ➢ Sharing of knowledge with colleagues
▪ Appropriate support from the evaluator and/or supervisor

☐ Standard I ☐ Standard II ☐ Standard III ☐ Standard IV

Plan Developed: ____________________________ Teacher’s Signature/Date ____________________________ Evaluator’s Signature/Date

Plan Reviewed: ____________________________ Initial/Date ____________________________ Initial/Date

Plan Completed: ____________________________ Teacher’s Signature/Date ____________________________ Evaluator’s Signature/Date
What is NEE?

• Network for Educator Effectiveness, or NEE, is a rubric-driven evaluation instrument created by the University of Missouri. NEE was adopted by the Columbia Board of Education in the spring of 2017 based on the recommendation of the CPS Professional Development Committee.

What are the NEE Components?

2017-2018 Implementation
1. Classroom Observations
2. Teacher Surveys Completed by Students
   *Conducted yearly with all teachers teaching 4th through 12th grade
   CLICK HERE FOR SURVEY ITEMS

2018-2019 Implementation
3. Professional Enrichment Plan

2019-2020 Implementation
4. Units of Instruction
5. Student Learning Outcomes

NEE Key Elements for CPS in 2017-2018

Non-Tenured Teachers
• Minimum 4 observations, each a minimum of 10 minutes
• 3-5 minute mini-conference within 48 hours of each observation
• Summative Evaluation every year

Tenured Teachers
• Minimum 2 observations, each a minimum of 10 minutes
• 3-5 minute mini-conference within 48 hours of each observation
• Summative Evaluation every fifth year based on summative cycle

Out of 39 NEE indicators, two were chosen by CPS for targeted growth:
Indicator 1.2: Cognitively engages students in subject
Indicator 7.4: Monitors effect of instruction on individual and class learning
*Additional indicators can be added to observation by Supervisor, if needed, with HR approval.

Inside of the NEE Home Page Toolbar

1. My organizers
   CPS will not be accessing documents here in 2017-18 school year; portions of this section will be utilized in 2018-19

2. My reports
   Section where a teacher can access classroom observations, indicator trends and summative report

3. Teacher surveys
   The data will be available to the teacher once students complete the teacher survey

4. EdHub
   An online resource of professional development materials designed to support NEE indicators

5. Help and Resources
   A menu containing resources and documents for users to navigate the NEE system

For More Information About NEE:
Contact Human Resources
hr@cpsk12.org or (573) 214-3423

3 Different Ways to Log Into NEE

1. Go to Network Applications & use NEE icon or
2. Go through CPS Portal & use NEE icon or
3. Go to https://nee.missouri.edu
   • Click Data Tool in top toolbar
   • Login
   *If password is lost or unknown, click on the “Reset Password” link for assistance

http://theedhub.org/
Source of training materials for PD including videos, articles, lessons, etc.

Click Here for Short Video on Getting to Know NEE & EdHub

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ADMINISTRATION INSTRUCTIONS FOR THE PROCTOR

To encourage student participation, provide easy access to the Student Survey website. At the elementary school level where students most often take the Student Survey in a computer lab setting, consult with your Information Technology staff to place a desktop shortcut to the Student Survey website on the computers being used to administer the Student Survey. At the secondary level or in 1-to-1 settings, consult with your Information Technology staff to put the link in an easily accessible place on the school district or individual school website. Students can then be directed to the link to access the Student Survey using their individual device.

The Student Survey website is https://nee-onlinemanager.missouri.edu/Student.

When a Student Survey is created, a unique token is generated for each teacher. Students enter the unique token to begin a survey. Each school should assign a survey proctor that is someone OTHER than the teacher being evaluated. The survey proctor should read the script to students and provide the token for the survey.

Administration Instructions for the Student Survey Proctor

1. Have students click the shortcut to the Student Survey website or provide instructions on accessing the link.
2. Read the following script to students.

   
   **You are about to take a survey on the computer. The purpose of this survey is to help make your school better. This survey is very important to your school. Your teacher and principal will look carefully at the survey results to decide what aspects of teaching are good already and what aspects need to be improved. They value your opinion and ideas. Your responses will improve the quality of education for all the students who follow you. Please be careful and thoughtful when taking the survey.**

   The survey will ask about your experiences with your teacher [teacher’s name]. Before you begin, listen carefully to these instructions.

   - **This survey asks what YOU believe to be true, not what other students believe. You should select the answer for how you HONESTLY feel.**
   - **You must work alone. You shouldn’t talk during the survey, or look at another person’s answers.**
   - **There are no right or wrong answers; the survey is about your opinions and feelings.**
   - **You will not be graded on this survey.**
   - **Your answers will be anonymous to your teacher and principal.** This means that they will not know how you personally answered each question. Your teacher and principal will only see how all the students as a group answered the questions. Please be completely honest.
   - **Your participation in this survey is important, but it’s also voluntary. You are not required to take the survey and you can also skip questions on the survey that you don’t want to answer.**
   - **Please read the questions carefully. If you do not understand a word, raise your hand so I can define it for you.**

   NOTE TO SURVEY PROCTORS: If asked, define what a word means to students, but please do not provide your interpretation of the question as a whole because this can influence the answer given by students.

3. Give the unique token to students. NOTE: It can be helpful to display the token somewhere. Have students enter the survey token in the field. Click **Submit**.
4. The **Student Survey** screen will appear.

5. Read the below to the students.

   *Your teacher’s name should be at the top of the screen. Please use the dropdown boxes to select your grade level and the subject area of your teacher. There are several answers for each question – Not True, Sort of True, True, Very True, and I don’t know or this does not apply. Choose the response that best fits your opinion of this teacher. If you click on the wrong answer or change your mind, you can change your answer by clicking on a different one. Select the answer “I don’t know or this does not apply” if you don’t know the answer or the question does not apply to your teacher. The survey may take several minutes to complete, but there is no time limit. When you have finished answering all the questions, click the **Complete** button at the bottom of the page. Do you have any questions before we begin? If you have any questions at any time, please raise your hand.*

6. Answer any questions students may have and have them begin the student survey. While students are taking the survey, be available for questions. Make sure all students click the **Complete** button when finished.

7. After completing the survey, the **Thank You** screen will appear. **NOTE:** Instruct students **not** to use the browser’s back button as this will return them to the survey.
1. Teachers cannot administer or assist in their own student surveys.

2. For the survey to be valid, a minimum of six (6) students must complete the survey.

3. Students must have an Electronic Use Agreement on file at the school before completing the survey.

4. Media Specialists will proctor elementary student surveys for grades 4 and 5.

5. Below is the list of acceptable proctors whom principals may utilize per their discretion for secondary student surveys:
   a) Media Specialists
   b) Guidance Counselors
   c) Home School Communicators
   d) Teachers when the students completing the surveys are not providing feedback for the proctor teacher.

   NOTE: The use of this option will be reviewed for suitability before continuance in school years beyond 2017-18.

6. Secondary principals will name a campus liaison to manage the campus survey process including communications with Data Services.

7. Please ensure survey links and assigned tokens are visible at the survey location for all students to see.

8. If fourth (4th) grade students do not have access to 1:1 devices, the survey should be completed in the computer/mobile lab. Fifth (5th) grade students will be able to complete the survey on their I-Pad.

9. Sixth through twelfth (6th-12th) grade students can complete the survey on their 1:1 device. The CPS Office of Community Relations will be sending communication templates to campus leadership to use when informing parents and students to bring their devices. Only send reminders using the template provided by Community Relations.

10. The survey window will be from February 5-23, 2018, with campus site dates to be determined as follows:
    a) Secondary—NEE Student Survey Campus Administrators are highly recommended (and it is preferred) to schedule campus surveys within the same calendar week of the survey window.
    b) Elementary—Principals may schedule campus surveys for any date(s) during the survey window.

11. CPS Data Services will be providing a link and tokens to those administering the student survey.

12. Closing of student surveys for security purposes—When a campus has completed all student surveys, contact Jennifer Mancuso of Data Services to close the surveys for that campus. Any open surveys will be closed at 5 p.m. on February 23, 2018.
Teacher feedback is an important part of promoting a principal’s professional growth. As part of the Network for Educator Effectiveness (NEE), teachers are asked to report on their principal’s leadership practices using a standard survey. **NOTE:** To view a listing of the Teacher Survey questions, see *Teacher Survey Items by Leader Indicator* on the Help and Resources menu.

**Responses are completely anonymous. No one in the district can view individual responses from any teacher.**

**HOW TO TAKE A TEACHER SURVEY ON A PRINCIPAL**

1. Go to the NEE Data Tool website.
2. In the Sign In box, enter your school email address and password. Click **Sign In.**
3. On the Home screen, you will see a **Teacher Surveys** box. Click **Survey** next to your principal’s name. **NOTE:** You may only take the Teacher Survey one time per principal. Once you click **Complete** on the Teacher Survey, you may not take it again. It is important that you only take the Teacher Survey when you are ready to complete it.
4. The **Teacher Survey** screen will appear. There are 47 questions each with a scale of 0-3.
   - 0 – Strongly disagree
   - 1 – Disagree
   - 2 – Agree
   - 3 – Strongly agree
   - I don’t know or this does not apply.
5. Complete the survey by answering all questions. **NOTE:** Answers are completely anonymous. Your principal will not see your individual responses.
6. When you have answered all questions, click **Complete.**
7. The **Surveys** selection screen will appear. You should see the message, “Survey Completed [Month, Day, Year]” next to your principal’s name.
CPS Information for the Teacher Survey on Principals

1. The Teacher Survey link for certified instructional staff to use when providing feedback regarding campus administrators is located on the NEE dashboard once the teacher has logged into the system.

2. The window to complete the Teacher Survey will be January 15th-26th, 2018.

3. Teachers will only be able to complete one survey per administrator.

4. If there are multiple administrators in a building, the teacher will see a survey link for each administrator on their NEE dashboard.
Summative Report of Educator Effectiveness

Sandy Testeacher

8 years of Experience

Positions: Teacher

Subject Areas: Mathematics, Science, Social Studies, ELA / Comm Arts

Buildings: NEE 3-5 Elementary School

Indicator 1.2 - The teacher cognitively engages students in the content.

Classroom Observation

Observed 3 times with a mean of 4.7
NEE 3-5 Elementary School: Mean of 4.4
NEE School District: Mean of 4.1
Comparative: No comparative data found

Student Survey

20 Student Surveys with a mean of 2.5
Comparative Group:
0 teachers surveyed an average of 0.0 times with a mean of 0.0

Indicator 7.4 - The teacher monitors the effect of instruction on the whole class and individual learning.

Classroom Observation

Observed 3 times with a mean of 4.3
NEE 3-5 Elementary School: Mean of 4.0
NEE School District: Mean of 4.1
Comparative: No comparative data found

Student Survey

20 Student Surveys with a mean of 2.2
Comparative Group:
0 teachers surveyed an average of 0.0 times with a mean of 0.0

Summative

Teacher Comments

A summative meeting with my principal/supervisor was held and I verify we reviewed the contents of this Summative Report and it has been verified by the teacher.
Mr. Principal's feedback has been very valuable to me in continuing to improve as a teacher. I look forward to continue to grow as we at NEE 3-5 Elementary School endeavor to provide the absolute best education possible to our students.

Supervisor Comments

Is the teacher eligible for reemployment? Yes
Has met expectations for growth in student learning. Yes
Sandy is doing a good job of cognitively engaging students and using formative assessment to impact her instruction. Sandy is open to feedback given after each of her observations and continues to grow in both of these areas. In addition to the feedback that is provided, Sandy can use the NEE classroom observation scoring rubrics to determine how she can continue to grow. An additional resource for Sandy are the professional development materials found within EdHub.
Sandy has great professional relationships with her students and their parents, which is an important element for every successful teacher! NEE 3-5 Elementary is fortunate to have Sandy as part of the staff and it is a pleasure to observe how she is growing as a teacher.
By Principal, Percy on 11/3/2017 8:30:28 PM

Signatures

Evaluator: ___________________________ Date: __________________
Teacher: ___________________________ Date: __________________

The teacher's signature does not indicate agreement or disagreement with the summative evaluation. The teacher's signature signifies that she has received the summative evaluation document and has had an opportunity to review it.

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