

**University of Missouri – Kansas City
School of Education**

Teacher Observation Data

(CAEP 4.2)

Description of Data:

NEE Teacher Standards and Indicators (Classroom observations of teachers). The Network for Educator Effectiveness (NEE) is an assessment system designed to provide school districts throughout Missouri with a way to evaluate and monitor the effectiveness of their teachers and other school personnel (<https://nee.missouri.edu/features.aspx>), with the ultimate goal of improved student achievement. Multiple measures of educator effectiveness are collected, including classroom observations of teachers by principals, professional development plans provided by teachers, and student surveys.

NEE researchers designed the NEE Classroom Observation Rubric instrument to assess the frequency of teachers' use of highly effective teaching practices by a trained observer (e.g., principal). Each of the 24 teaching practices are rated on a scale of 0 to 7 (scale anchors are 1= seldom, 3 = occasionally, 5=often, 7 = almost always). The NEE developers have not mandated a minimum cutoff for proficiency, but for UMKC purposes, ratings of 4 and above indicate a proficient rate of frequency. Principals are encouraged to observe and score teachers during 6-8 lessons throughout the school year; each observation may focus on the same or different teaching practices.

Through a data sharing and use agreement, UMKC is able to access data on our completers who teach in any of the NEE's 267 districts in Missouri. A total of 41 UMKC completers who graduated in spring of 2014 and spring of 2015*, and were employed in 16 school districts were included in the teacher observation data available for the 2015-2016 and 2016-2017 academic years. These data focus on the **11 most commonly used and highly effective** teaching practices (i.e., 1.1, 1.2, 2.3, 4.1, etc.). Because of the small cell sizes for some of the certification areas, the NEE staff disaggregated and reported the data into the broad categories of elementary and secondary teachers as reflected in the associated data tables. We can, however, report that the 41 UMKC teachers included in the dataset are from several certification areas: secondary social science, elementary, secondary science, English language arts, foreign language, art, and secondary math.

A description of the NEE Classroom Observation Rubric, along with information about its reliability and validity are provided by its developers. See Jones, E., & Bergin, C. (under review). Assessment of teacher effectiveness using classroom observations: A Rasch analysis of rater effects exhibited by principals (Submitted to *Educational Assessment*).

A strength of the NEE database is that it includes information about over 24,000 teachers who teach in over 260 school districts throughout Missouri. Data from these teachers across the state are available for comparison and benchmarking purposes. The diverse sampling of UMKC completers in the database represents multiple certification areas and serves as a purposive sample for us. A challenge for UMKC with relying on the NEE is that most of the districts included in the NEE database are rural and many of UMKC's completers work in urban areas. For example, we provided the NEE staff with a list of about 150 teachers who graduated in the last few years and who were working in Missouri. Of those 150, a little less than a third worked in school districts included in the NEE database. While this is challenging, these data are still very valuable in helping us to understand our completers' strengths and potential areas for growth in using highly effective teaching practices with their students.

**Only data from completers graduating in 2014 and 2015 are included. 2016 graduate placement data were not available at the time of the writing of this report.*

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Table 1: 2015-2016 Teacher Observation Rating

Rubric Item	Graduation year 2014 19 Observations			Graduation Year 2015 28 Observations			Elementary 14 Observations			Secondary 23 Observations		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
The teacher demonstrates content knowledge through the use of academic and disciplinary language and facilitates students' accurate use of academic and disciplinary language (1.1)	4	5.60	0.94	6	5.51	0.90	5	5.16	0.75	5	5.93	0.86
The teacher cognitively engages students in the content (1.2)	14	5.45	0.89	16	5.21	1.11	10	4.84	1.10	20	5.56	0.86
The teacher uses theory- and research-based strategies (2.3)	3	4.20	1.31	2	2.50	0.71	4	3.00	0.82	NA	NA	NA
The teacher builds on students' prior experiences, learning strengths, and needs (2.5)	NA	NA	NA	5	5.32	0.41	NA	NA	NA	6	5.50	0.57
The teacher uses instructional strategies that lead students to problem-solving and critical thinking (4.1).	13	5.30	0.96	14	4.62	1.17	9	5.12	1.46	18	4.87	0.93
The teacher uses motivation strategies that affectively engage students (5.1)	8	5.84	0.57	2	5.75	1.06	4	6.06	0.66	6	5.67	0.59
The teacher manages time, space, transitions, and activities (5.2)	7	5.68	0.84	11	5.74	0.49	5	5.72	.052	13	5.71	0.68
The teacher uses effective discipline that promotes self-control (5.2b)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
The teacher uses strategies that promote kindness and social competence among students in the classroom community (5.3)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
The teacher establishes secure teacher-student relationships (5.3b)	6	6.29	0.51	6	5.53	0.82	5	6.25	0.26	7	5.67	0.93
The teacher monitors the effect of instruction on the whole class and individual learning (7.4)	11	5.31	1.28	13	5.16	1.04	5	5.68	1.39	19	5.11	1.07

NA = Teaching practice was not used or only 1 teacher was rated on the practice

Table 2: 2016-2017 Teacher Observation Rating

Rubric Item	Graduation year 2014 15 Observations			Graduation Year 2015 18 Observations			Elementary 12 Observations			Secondary 21 Observations		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
The teacher demonstrates content knowledge through the use of academic and disciplinary language and facilitates students' accurate use of academic and disciplinary language (1.1)	3	5.50	0.95	7	4.80	1.07	4	4.64	1.46	6	5.25	0.69
The teacher cognitively engages students in the content (1.2)	12	5.22	1.01	16	5.07	0.84	10	4.69	1.10	18	5.38	0.68
The teacher uses theory- and research-based strategies (2.3)	3	5.25	1.52	2	4.42	0.12	4	4.58	1.04	NA	NA	NA
The teacher builds on students' prior experiences, learning strengths, and needs (2.5)	NA	NA	NA	4	5.22	0.31	NA	NA	NA	5	5.42	0.54
The teacher uses instructional strategies that lead students to problem-solving and critical thinking (4.1).	13	4.79	0.91	13	4.54	1.19	10	4.26	1.43	16	4.92	0.65
The teacher uses motivation strategies that affectively engage students (5.1)	2	6.15	0.92	3	5.57	1.33	NA	NA	NA	5	5.80	1.09
The teacher manages time, space, transitions, and activities (5.2)	6	6.05	0.64	10	5.70	0.59	5	5.73	0.63	11	5.88	0.63
The teacher uses effective discipline that promotes self-control (5.2b)	3	6.06	0.42	2	4.67	0.94	4	5.25	0.88	NA	NA	NA
The teacher uses strategies that promote kindness and social competence among students in the classroom community (5.3)	4	6.19	.024	2	5.25	1.06	5	5.75	0.71	NA	NA	NA
The teacher establishes secure teacher-student relationships (5.3b)	6	6.04	0.93	5	5.60	1.14	5	5.57	1.20	6	6.07	0.85
The teacher monitors the effect of instruction on the whole class and individual learning (7.4)	14	4.94	1.07	18	5.05	1.01	11	4.45	1.31	21	5.29	0.72

NA = Teaching practice was not used or only 1 teacher was rated on the practice

Table 3: NEE Benchmark Comparison Data for 2015-2017

Rubric Item	2015-2016 Academic Year N = 24,247				2016-2017 Academic Year N = 24,070			
	Elementary		Secondary		Elementary		Secondary	
	M	SD	M	SD	M	SD	M	SD
The teacher demonstrates content knowledge through the use of academic and disciplinary language and facilitates students' accurate use of academic and disciplinary language (1.1)	5.22	1.20	5.19	1.13	5.20	1.18	5.06	1.19
The teacher cognitively engages students in the content (1.2)	5.61	1.01	5.37	1.06	5.69	0.97	5.41	1.02
The teacher uses theory- and research-based strategies (2.3)	5.45	0.99	4.77	1.12	5.63	0.86	4.90	1.03
The teacher builds on students' prior experiences, learning strengths, and needs (2.5)	5.45	0.98	5.25	1.02	5.49	1.01	5.29	1.00
The teacher uses instructional strategies that lead students to problem-solving and critical thinking (4.1).	5.18	1.14	4.93	1.18	5.21	1.13	4.91	1.15
The teacher uses motivation strategies that affectively engage students (5.1)	5.68	0.99	5.35	1.06	5.75	0.97	5.29	1.04
The teacher manages time, space, transitions, and activities (5.2)	5.72	1.05	5.50	1.09	5.77	1.03	5.57	1.08
The teacher uses effective discipline that promotes self-control (5.2b)	5.65	1.00	5.60	1.16	5.65	1.20	5.59	1.06
The teacher uses strategies that promote kindness and social competence among students in the classroom community (5.3)	5.73	0.97	5.36	1.20	5.37	1.07	5.23	1.11
The teacher establishes secure teacher-student relationships (5.3b)	5.93	0.93	5.61	0.99	6.01	0.88	5.69	0.96
The teacher monitors the effect of instruction on the whole class and individual learning (7.4)	5.49	1.07	5.17	1.15	5.54	1.04	5.15	1.13

Table 4: Demographics for Observational Data for 41 UMKC completers

	N
Number of Teachers	41
Number of Districts	16
	N
Elementary	16
Secondary	25
Math	4
ELA	5
Science	7
Social Sciences/Foreign Language	4
Fine Arts	5