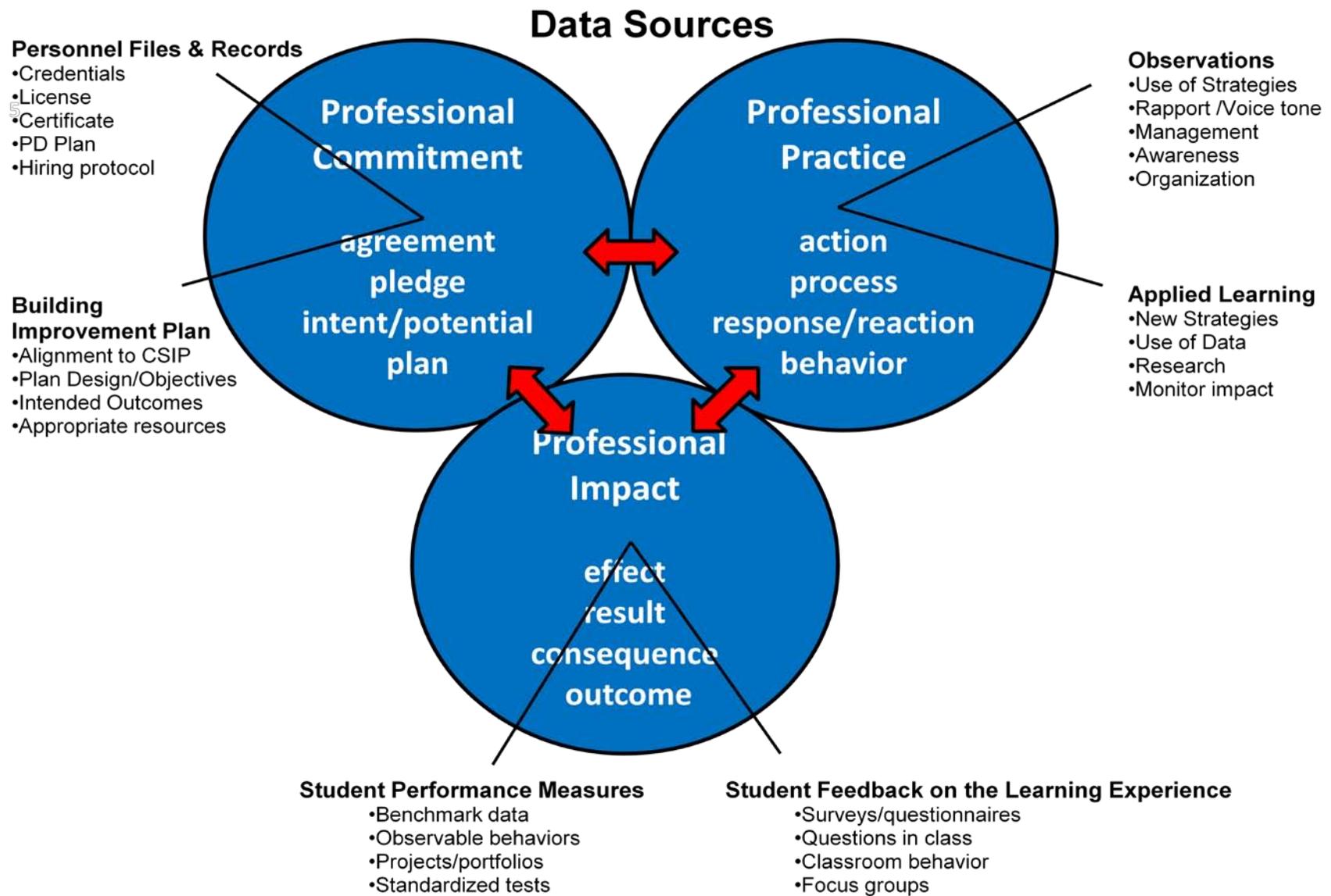




Possible Sources of Evidence

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Professional Frames of the Leader



Possible Sources of Evidence

Standard 1: Vision, Mission and Goals.

Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

| Professional Commitment | | |
|--|---|--|
| <ul style="list-style-type: none"> • School Improvement Plan • Documentation of collaborative structures and processes in place for stakeholder engagement • Historical data • Posted vision, mission, and goals • Stakeholder meeting agendas and notes • Stakeholder surveys | <ul style="list-style-type: none"> • Communication plan • Sample updates to stakeholders on progress made toward building goals • Outreach plan • Documentation on revisions made to mission, vision and goals • Impact data on revisions | <ul style="list-style-type: none"> • List of participating stakeholders • Sample newsletters, memos, articles, etc. • School website • Data used to make revisions, determine goals and priority areas • Improvement efforts toward vision, mission, and goals |
| Professional Practice | | |
| <ul style="list-style-type: none"> • Engages all stakeholders in the creation of a shared educational vision • Leads and implements a process for developing a shared vision and strategic goals in student achievement • Forges stakeholder consensus for school improvement • Create with stakeholders a vision for the school • Designs and implements a collaborative process to collect and analyze data about the school's progress • Creates and implements a protocol for the systematic review and revision of the vision and mission | <ul style="list-style-type: none"> • Implements a school-wide instructional vision with input from a broad representation of stakeholders • Develops, promotes, and secures staff commitment to core values that guide the development of a results-oriented mission statement and ongoing decision making. • Maintains a focus on the vision and strategic goals throughout the year • Initiates changes to vision and goals based on data and goals based on data to improve performance, school culture and school success | <ul style="list-style-type: none"> • Uses a variety of means to communicate goals to stakeholders • Ensures that the mission and vision is visible and known by students and staff • Uses feedback from stakeholders to improve school performance • Ensures that the school's identity (vision, mission, values and goals) drives decisions and informs the culture |
| Professional Impact | | |
| <ul style="list-style-type: none"> • Survey results • Revision of Vision and goal statements • Stakeholder list • Documentation of progress • Focus group interviews • Classroom observations • Building Professional Development Plan | <ul style="list-style-type: none"> • School improvement plan • Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.) • Academic records of individual student progress • Student completion data on homework/projects • Performance assessment results | <ul style="list-style-type: none"> • Structured interviews with students, staff, parents, guardians, and community stakeholders • Example of data-driven decisions to document progress and/or to determine school goals and priority areas • Student and/or parent survey results • Parent/community attendance at school functions |

Possible Sources of Evidence

Standard 2: Teaching and Learning

Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

| Professional Commitment | | | |
|---|---|--|--|
| <ul style="list-style-type: none"> • Examples of Student, staff, and parent culture/climate surveys • Focus group interview questions • Descriptive feedback on culture • Procedures for reporting, investigating, and resolving incidents of school bullying, harassment, etc. • Student, parent and staff handbooks | <ul style="list-style-type: none"> • Classroom observations • Structures and protocols to celebrate student/staff success (academic, behavioral, cultural, extra-curricular, etc.) • Newsletters • Internal/external communication structures (website, memos, social-media, etc.) • List of strategies and procedures related to professional growth plans | <ul style="list-style-type: none"> • Structures in place to promote collegiality, collaboration, and cultural awareness • Culture and profile data • Research on effective practices (journals, articles, etc.) • Inventory of curricular materials • Assessment of diverse needs of students • Posted student work, behavioral norms/class procedures | <ul style="list-style-type: none"> • Records/files of meetings and activities of the Professional Development Committee • Time management strategies and plan • Structures and processes to collaborate with the Professional Development committee to align learning opportunities to School Improvement Efforts • Academic guidelines • Technology plan |
| Professional Practice | | | |
| <ul style="list-style-type: none"> • Ensures that policies and practices respect a culturally diverse environment. • Ensures that all teachers design effective and rigorous standards-based units of instruction. • Ensures that professional growth plans focus on learning for staff that is focused on improving student performance • Leads celebrations for student, classroom, and school-wide successes | <ul style="list-style-type: none"> • Develops and nurtures a culture in which staff reflect on their practice, use student data, current research, best practices and theory to continuously adapt instruction • Fosters instructional practices that reflect high expectations, engages all students, and are personalized to accommodate diverse learners • Uses staff meetings as collaborative opportunities for teachers to share strategies and best-practices | <ul style="list-style-type: none"> • Ensures that all teachers use a variety of formal and informal methods of assessments to measure student learning, growth and understanding • Works in collaboration with the Professional Development Committee to evaluate professional learning and its impact on student performance • Reads and shares research | <ul style="list-style-type: none"> • Fosters on-going coaching and training that builds classroom proficiency • Provides time and opportunities for individual/team/and whole staff professional learning • Promotes the use of effective and appropriate technology to support student learning • Uses peer observations to monitor collective implementation of instructional strategies |
| Professional Impact | | | |
| <ul style="list-style-type: none"> • Examples of professional learning impacting student learning • Documented changes and improvement of instructional practice | <ul style="list-style-type: none"> • Classroom observation data/feedback • Data confirming technology use • Professional growth plans data | <ul style="list-style-type: none"> • Survey data; focus group data • PDC Plan evaluation • Student Performance Impact data | <ul style="list-style-type: none"> • Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.) |

Possible Sources of Evidence

Standard 3: Management of Organizational Systems

Education leaders have the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

| Professional Commitment | | | | Teacher Induction and Development | |
|--|--|--|---|--|--|
| <ul style="list-style-type: none"> • Educator profiles • Educator evaluation process documents • Inventory of available resources • Strategies to determine management effectiveness • Staff, student, parent surveys • Conflict resolution protocols | <ul style="list-style-type: none"> • Calendar of planned performance reviews for staff • Master school schedule documenting individual and collaborative planning times • Building staffing plans/ process and protocols • RTI plans and models | <ul style="list-style-type: none"> • Description of the structures in place to promote collegiality, collaboration, and cultural awareness. • Procedures for reporting, investigating, and resolving incidents of bullying, harassment, etc. | <ul style="list-style-type: none"> • Structures and procedures for formal/informal communications • Structures and procedures for collaborative planning and review (School Safety Plans, Crisis Plans, etc.) • Examples of consensus building activities | | Professional Commitment <ul style="list-style-type: none"> • Induction/mentoring support and training plan • Mentoring standards • Structures and procedures in place for effective coaching, mentoring and educator development • Resource allocation (time, materials, fiscal investment) |
| Professional Practice | | | | | |
| <ul style="list-style-type: none"> • Provides effective and timely staff supervision and evaluation • Makes frequent visits to classrooms and gives targeted constructive feedback • Uses multiple sources of student performance data to assess educator effectiveness • Develops /manages a budget that supports the district's vision, mission, and goals. • Practices distributive leadership | <ul style="list-style-type: none"> • Develops and executes effective plans, procedures, routines and operational systems to address a full range of safety, health, and emotional/social needs of students. • Recruits and develops a leadership team with a balance of skills • Orchestrates orderly student entry, dismissal, meals, class transitions, and recesses. | <ul style="list-style-type: none"> • Manages bureaucratic, contractual, and legal issues efficiently and effectively. • Promotes transparent communication between all stakeholders • Utilizes a time management system to deal with email, paperwork, and administrative chores • Implements policies and procedures for the equitable allocation of resources. | <ul style="list-style-type: none"> • Creates a schedule that provides meeting times for grade level/content area teams • Ensures that teachers have the resources and support necessary to grow professionally • Routinely schedules time and opportunities for individual/team/ and whole staff collaboration and learning | Professional Practice <ul style="list-style-type: none"> • Data on a cohesive approach to recruitment, hiring, induction, development, and career growth • Recruits and hires effective teachers | |
| Professional Impact | | | | | |
| <ul style="list-style-type: none"> • List of resource allocation • Documentation of school advisory, guidance, and health programs • Parent, student, staff handbooks | <ul style="list-style-type: none"> • Building budget/resource allocation • Survey results • Documentation of teacher-led meetings/committees • Feedback and follow-up with staff | <ul style="list-style-type: none"> • School crisis plan • Fire and disaster drill records • Data showing that tenure and retention decisions are based on clear assessments of effectiveness | <ul style="list-style-type: none"> • Documentation of collaborative planning time leading to improved professional practice and student learning • Educator performance results | Professional Impact <ul style="list-style-type: none"> • Teacher retention • New Teacher Survey • Teacher interviews • Teacher evaluation results • Student performance data • Student/Parent Surveys | |

Possible Sources of Evidence

Standard 4: Collaboration with Families and Stakeholders

Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

| Professional Commitment | | | |
|---|--|--|--|
| <ul style="list-style-type: none"> List of proposed school and community collaboration Inventory of resources available as potential solutions to school problems Examples of community resources addressing school issues | <ul style="list-style-type: none"> Structures and processes in place to evaluate community impact Strategies to strengthen and sustain positive relationships with key stakeholders and caregivers Family, community, and school partnership plan | <ul style="list-style-type: none"> Collaboration strategies Outline of process used to engage community input and buy-in Example presentations to stakeholders Outreach/communications plan | <ul style="list-style-type: none"> Documentation of on-going relationships with local businesses and community organizations Professional reading/research documentation Surveys |
| Professional Practice | | | |
| <ul style="list-style-type: none"> Ensures that families are welcome members of the classroom and school community and can contribute to the school's effectiveness. Collaborates with families to support student learning at home and school Engages in regular two-way culturally proficient communication with families about student learning | <ul style="list-style-type: none"> Addresses family concerns in an equitable, effective and efficient manner Consistently builds and maintains relationships with local businesses and community organizations Maintains visibility and involvement in school and community events | <ul style="list-style-type: none"> Reaches out to staff, students, parents, and external partners for feedback and help Actively involves families and community stakeholders in school celebrations Utilizes school's resources appropriately to support identified areas of need | <ul style="list-style-type: none"> Facilitate mutually beneficial partnerships between classes, grades, or whole school and local businesses and community organizations Monitors outreach strategies to determine effectiveness and impact |
| Professional Impact | | | |
| <ul style="list-style-type: none"> Student, parent/family, staff, and community survey data Family, business and organization partnership data School policies related to cultural proficiency Data on services provided by local businesses and community agencies | <ul style="list-style-type: none"> Data on improvements in student learning as impacted by community resources Examples of building positive relationships with key stakeholders Documentation of community interests and needs addressed through involvement and visibility Multi-lingual newsletters/memos | <ul style="list-style-type: none"> Data on family and community participation in school events Examples of family/community involvement in school celebrations Student, staff, family and stakeholder structured interviews Focus group meetings List of ways in which staff and students have been involved in community events. | <ul style="list-style-type: none"> Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.) New practices that have been implemented as a result of school/community partnerships Number and use of school volunteers |

Possible Sources of Evidence

Standard 5: Ethics and Integrity

Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity, responsibility and in an ethical manner.

| Professional Commitment | | | |
|--|--|--|---|
| <ul style="list-style-type: none"> • Sample policies and procedures that demonstrate fairness and respect • Documented process for evaluating school culture • Examples of clear, honest and respectful communications | <ul style="list-style-type: none"> • Confidentiality procedures • Strategies to ensure that student needs inform all aspects of schooling • Collaborative structures to revise handbooks and codes of conduct | <ul style="list-style-type: none"> • Surveys • Structured interview questions • Collaborative process to address school issues and problems • Feedback forms • Example communications to families | <ul style="list-style-type: none"> • Educator evaluation forms/process • Examples of education advocacy • Structures and procedures for evaluating moral and legal consequences of decisions • Handbook and Codes of Conduct |
| Professional Practice | | | |
| <ul style="list-style-type: none"> • Reflects on his/her own effectiveness in regards to ethical behavior • Maintains a school code of conduct promoting fairness and respect for all • Models ethical behavior that promotes a culture of professionalism • Serve as a respectful spokesperson for students and families within the school. | <ul style="list-style-type: none"> • Maintains confidentiality • Uses clear, honest, respectful language in verbal and written communication with staff, students, families and stakeholders • Promotes a learning environment that is focused on the well-being and growth of students • Develops, implements, and evaluates school policies and procedures that support democratic values, equity, and diversity issues. | <ul style="list-style-type: none"> • Protects the constitutional or civil rights of students, parents or guardians , and staff • Safeguards public funds and property • Makes unbiased decisions based on data and focused on what is best for students • Ensures that collaborative processes are honest, objective, and fair • Identifies emerging trends and issues likely to affect the school. | <ul style="list-style-type: none"> • Demonstrates the resilience to uphold core values and persist in the face of adversity. • Creates an infrastructure that helps to monitor and ensure equitable practices • Analyzes leadership decisions in terms of established ethical practices. • Advocates for school policies and programs that promote equitable learning opportunities for all students. |
| Professional Impact | | | |
| <ul style="list-style-type: none"> • Examples of ethical and honest behaviors in staff • Evaluation data on the moral/ethical/legal consequences of decisions • Revised Handbook and Codes of Conduct • Modeling examples of ethical behavior, reflective practice, transparency and honesty | <ul style="list-style-type: none"> • Parent/community outreach communication examples • Survey data • Examples of advocacy behaviors on behalf of children, families, and caregivers. • Focus group feedback results • Feedback form results | <ul style="list-style-type: none"> • Documented use of language demonstrating respect when addressing staff, students, and families • Reflection journals data • Discipline referral reports • School climate survey results • School policy evaluation results | <ul style="list-style-type: none"> • Documented antidotal information • School culture |

Possible Sources of Evidence

Standard 6: Professional Development

Education leaders remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.

| Professional Commitment | | | |
|---|---|--|---|
| <ul style="list-style-type: none"> • Examples and research relevant to student learning • Professional development budget and plan • Calendar of planned professional learning | <ul style="list-style-type: none"> • Summaries of professional development attended • Strategies for sharing new knowledge and skills • Student learning needs • Staff learning needs | <ul style="list-style-type: none"> • Strategies to use new knowledge and skills to increase teacher capacity • Structures to promote collegiality, collaboration and cultural awareness • School improvement goals/School Improvement Plan | <ul style="list-style-type: none"> • Professional development presentations and materials • Professional Growth Plans • Outreach/communication examples |
| Professional Practice | | | |
| <ul style="list-style-type: none"> • Recognizes and communicates internally and externally that for students to learn at higher levels, adults in the building must learn at higher levels • Modeling the application of new learning. • Evaluates the effectiveness of new knowledge/skills to address staff and student needs • Shares new learning and skills in a collaborative culture | <ul style="list-style-type: none"> • Ensures that the conditions necessary for professional learning are in place • Develop capacity for learning and leading • Align professional learning to classroom, school, and school system goals • Models and shares technology and media communication tools to enhance student learning • Advocates for professional learning for all | <ul style="list-style-type: none"> • Facilitates and/or coach those who facilitate professional learning • Cultivate a culture based on norms of high expectations, shared responsibility, mutual respect, and relational trust. • Uses data to monitor and measures the effect of professional learning on educator and student performance. • Encourages teachers to take risks • Cultivates shared leadership for learning | <ul style="list-style-type: none"> • Work collaboratively with staff to ensure that all educators engage in effective job-embedded or external professional learning to meet individual, team, school and system goals. • Holds themselves and others accountable for the quality and results of professional learning • Serves as a resource for building student literacy skills |
| Professional Impact | | | |
| <ul style="list-style-type: none"> • Educator evaluation results • Professional Growth Plan results • Examples of applied knowledge, skills and best practice • Student achievement/performance results • Walk-through data • Professional Development Plan evaluation | <ul style="list-style-type: none"> • Trend data • Impact data that demonstrates changes in practice • Observation data • Non-instructional records of individual student progress • Survey results | <ul style="list-style-type: none"> • Student improvement data tied to change in teacher practice • Documentation of change in teacher practice • Data tracking appropriate use of technology and media communication tools • Data showing increased parent and community support for PD | <ul style="list-style-type: none"> • Peer assistance/coaching data • Student progress reports • Staff survey • Teacher/student feedback data • New policies and procedures (showing greater support for professional learning) |