

**MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM:****October 2014**

**REPORT ON LEA ALIGNMENT TO THE SEVEN ESSENTIAL  
PRINCIPLES OF EFFECTIVE EVALUATION**

**STATUTORY AUTHORITY:**

Section 161.380.22, RSMo; section 161.092,  
RSMo Supp. 2012 and section 168.128, RSMo  
2000

Consent  
Item

Action  
Item

Report  
Item

**DEPARTMENT GOAL NO. 3:**

Missouri will prepare, develop, and support effective educators.

**SUMMARY:**

The Seven Essential Principles of Effective Evaluation establish requirements for all public school districts and charter schools with respect to educator evaluation. This Board item provides an update regarding the extent to which local evaluation systems align to these principles. Contextual information is also provided.

**PRESENTER(S):**

Paul Katnik, Assistant Commissioner, Office of Educator Quality, will participate in the presentation and discussion of this item.



# Report on LEA Alignment to the Seven Essential Principles of Effective Evaluation

October 2014

Missouri Department  
of Elementary and Secondary Education

# Seven Essential Principles

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Principle 1: Research-Based Evaluation

Principle 2: Multiple Rating Levels

Principle 3: Probationary Period

Principle 4: Student Academic Growth\*

Principle 5: Meaningful Feedback

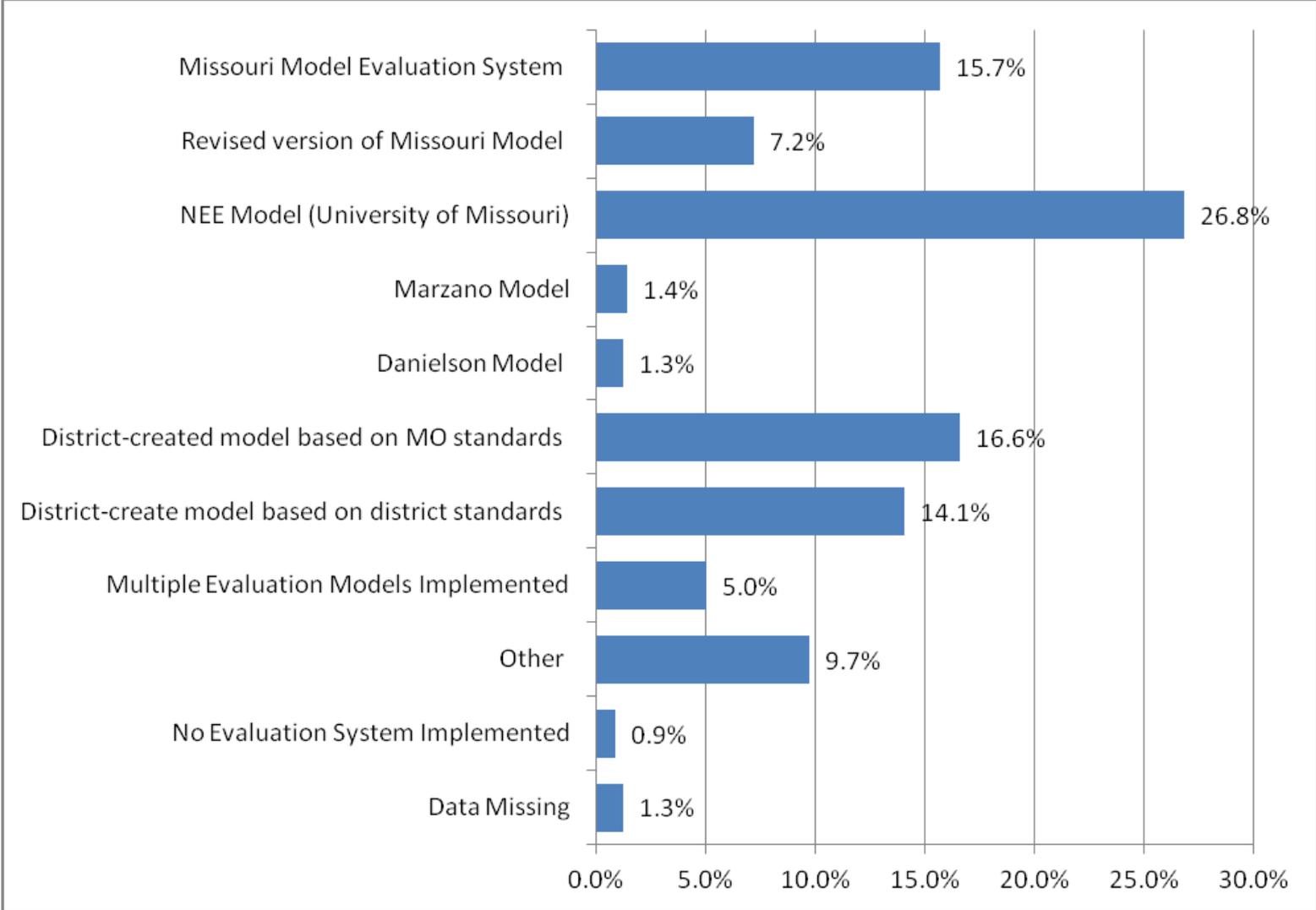
Principle 6: Evaluator Training

Principle 7: Data Inform Personnel Policies

*\*Alignment required by end of 2015-16*



# Evaluation Models



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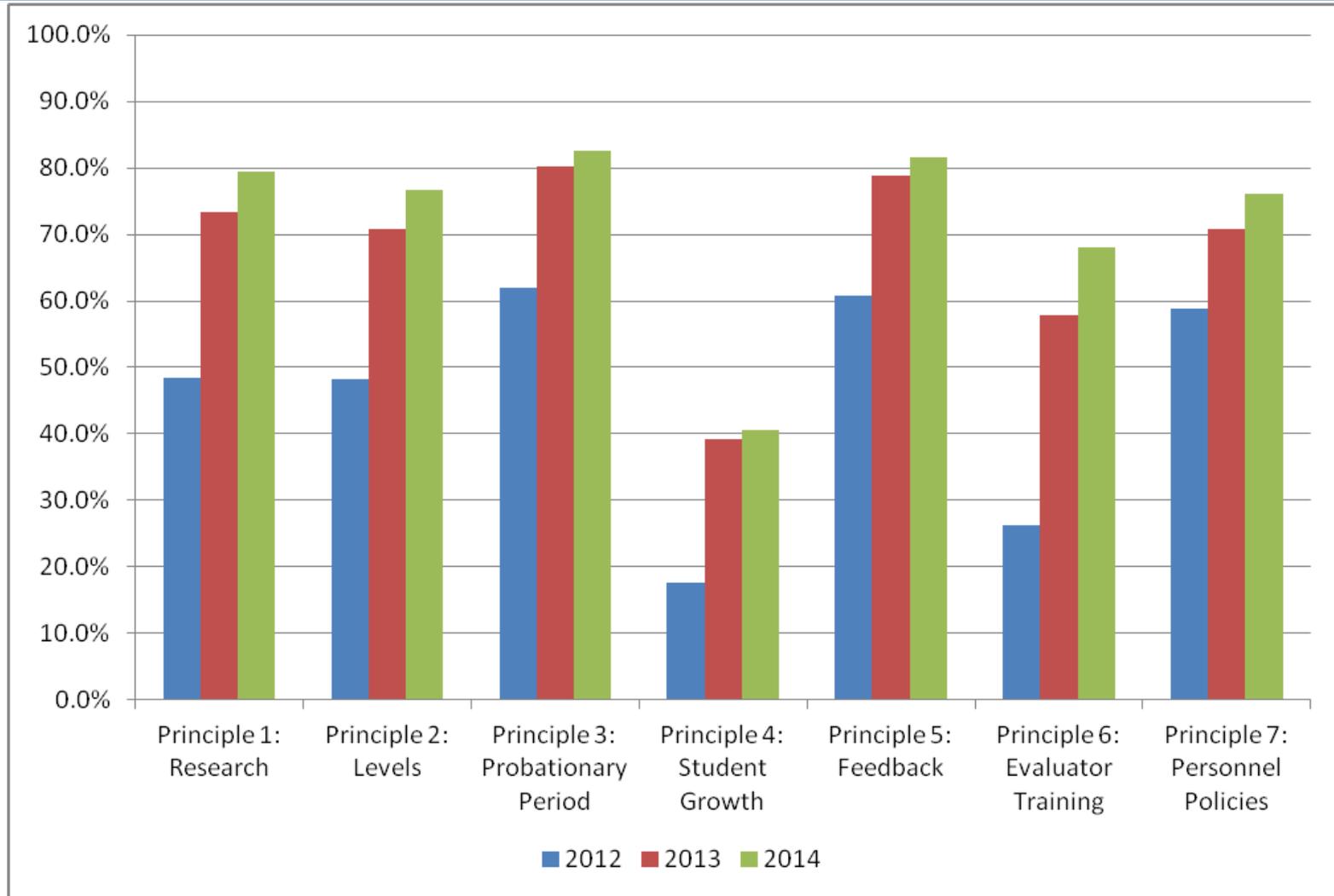
# Teacher Evaluation

- Data as of September 22, 2014



# Overall Alignment

5



# All Indicators

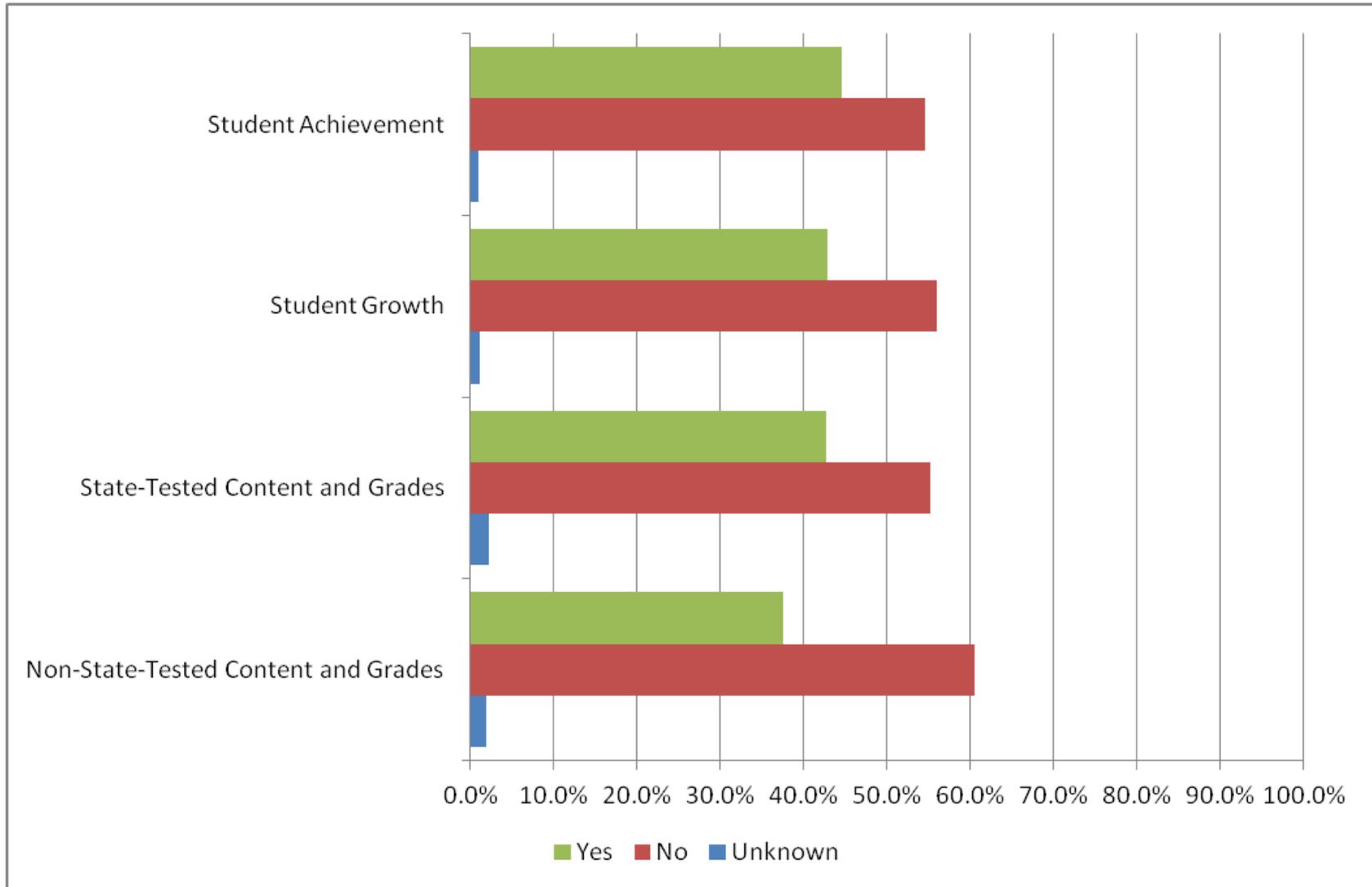
6

- High Points
  - Feedback is offered at least annually in 90 percent of districts and charter LEAs. (Principle 5)
  - Required mentoring is provided to teachers in 89 percent of districts and charter LEAs. (Principle 3)
- Low Points
  - Evaluations include multiple years of comparable student data in 48 percent of districts and charter LEAs (Principle 4)
  - Evaluator training includes assessing student data, analyzing artifacts, and interpreting survey information in 74 percent of districts and charter LEAs (Principle 6)

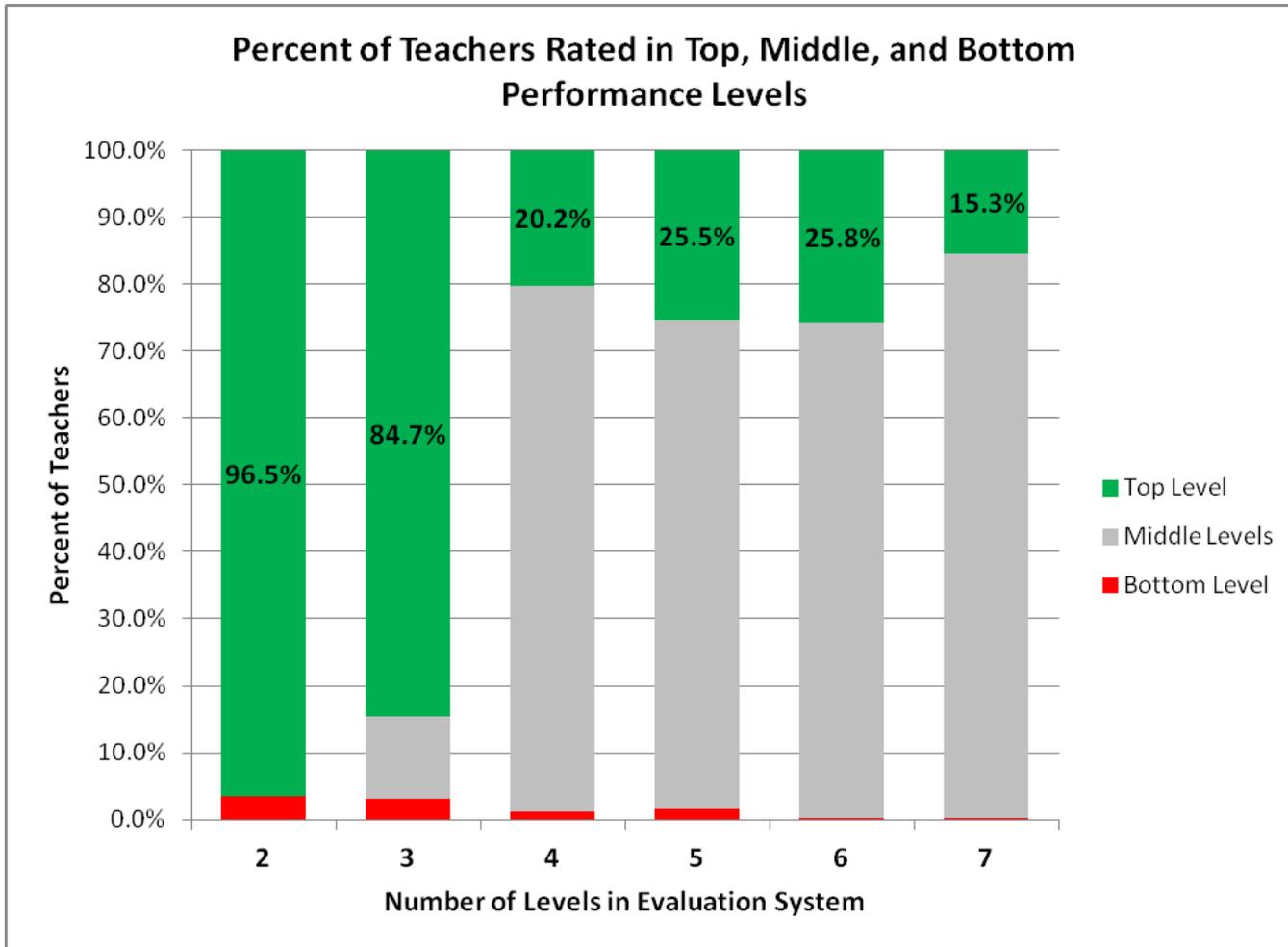


# Use of Student Data

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# Teacher Ratings



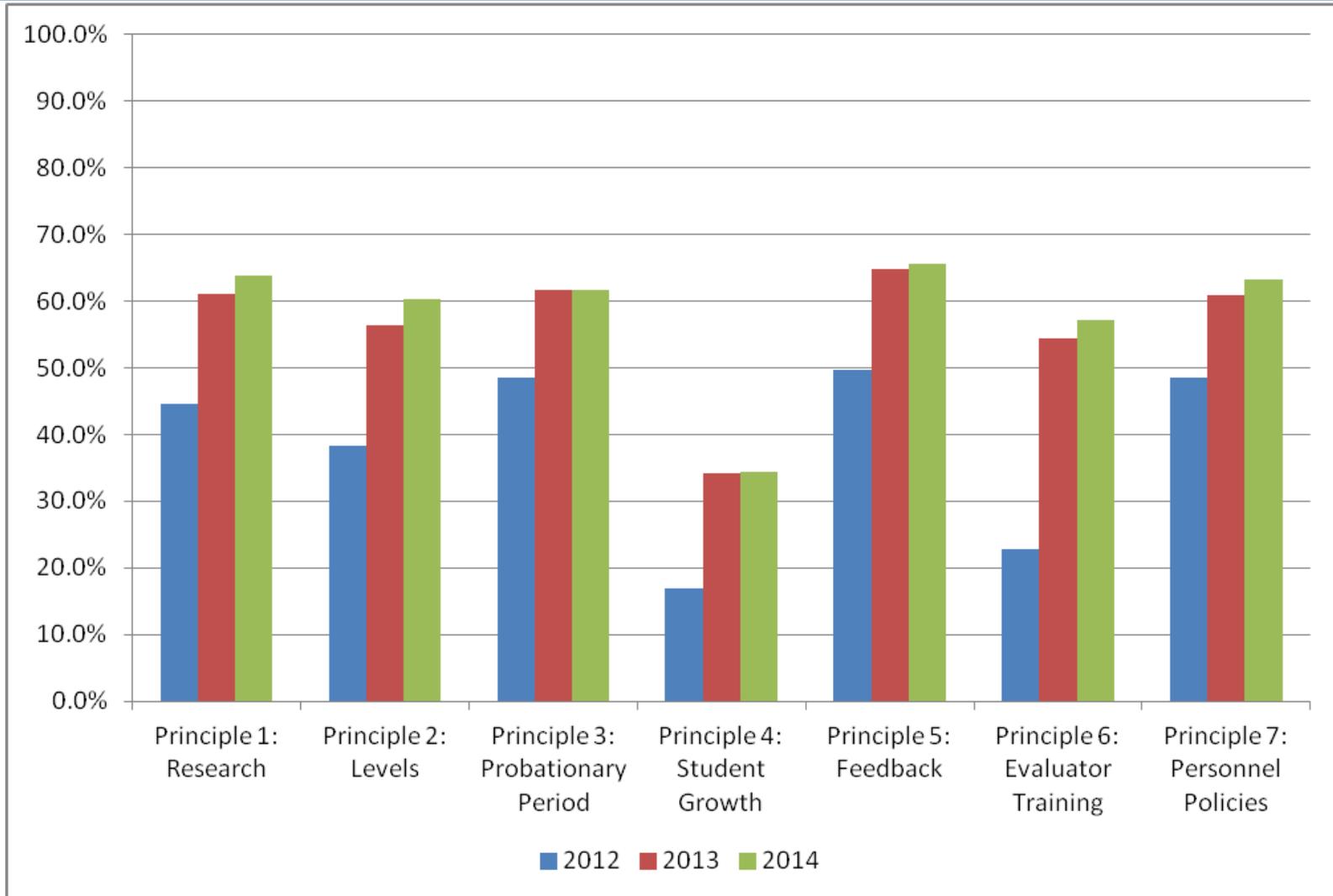
# Administrator Evaluation

- Data as of September 22, 2014



# Overall Alignment

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# All Indicators

## □ High Points

- Feedback is offered at least annually in 81 percent of districts and charter LEAs. (Principle 5)
- Evaluations guide district decisions regarding employment determinations in 80 percent of districts and charter LEAs. (Principle 7)

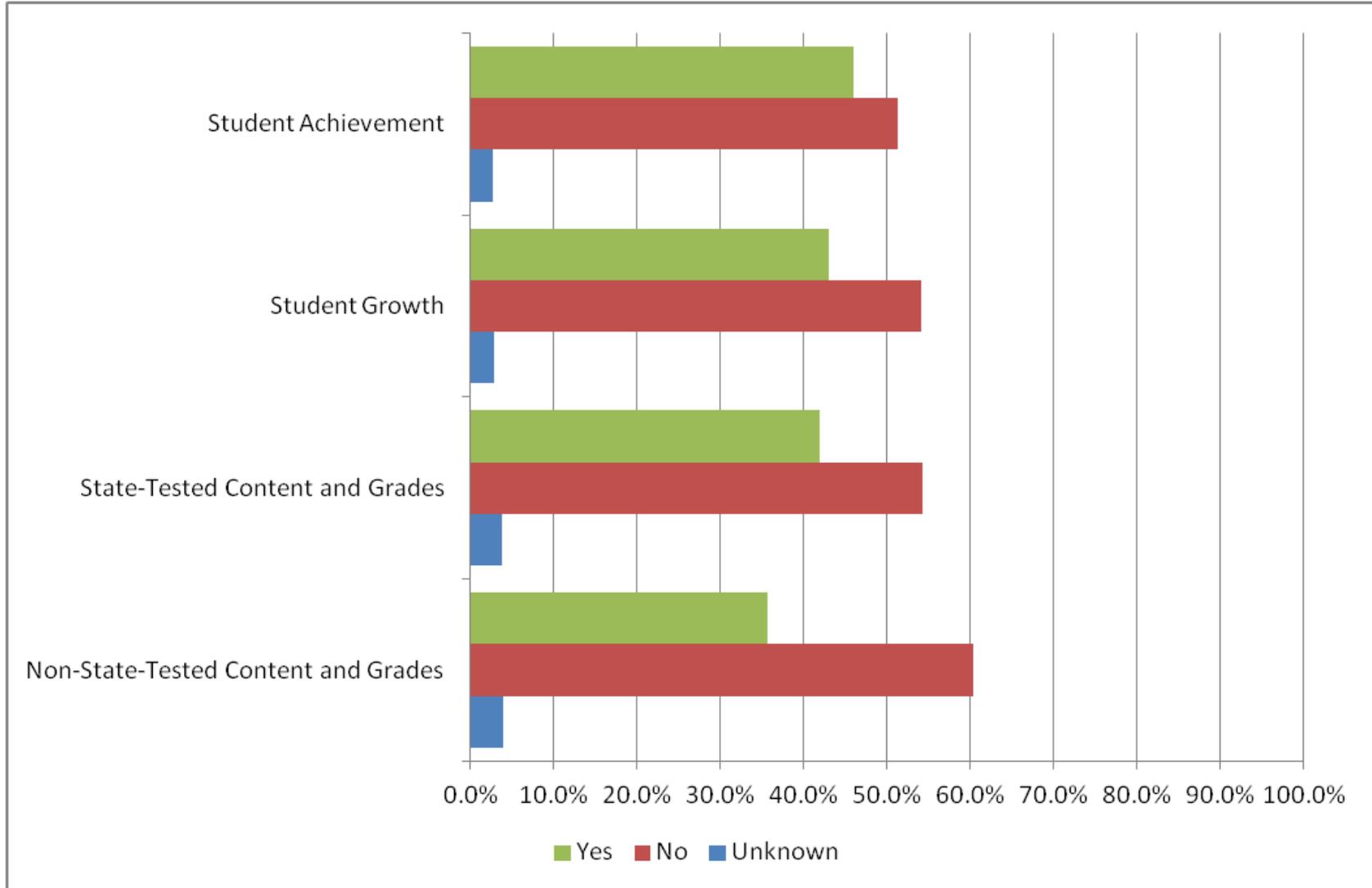
## □ Low Points

- Evaluations highlight growth in student learning across two points in time in 42 percent of districts and charter LEAs (Principle 4)
- Evaluation levels allow for discrete, independent, measurable elements in 66 percent of districts and charter LEAs (Principle 2)

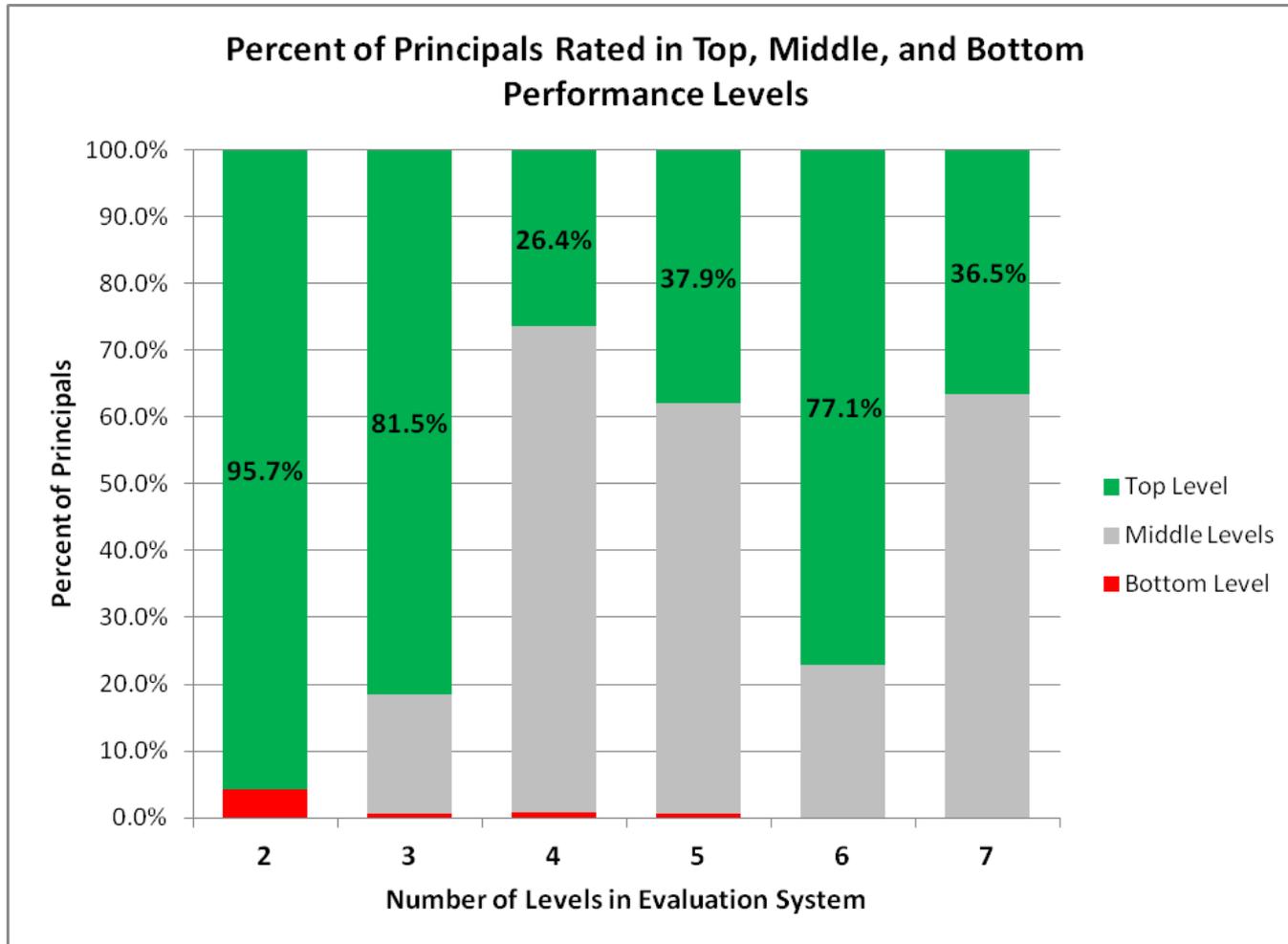


# Use of Student Data

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# Administrator Ratings



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# Support for Districts / LEAs



Welcome to the new dese.mo.gov. We hope you enjoy the new and improved website, and we welcome your feedback.



MO.gov Governor Jay Nixon Find an Agency Online Services Search



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# Educator Growth TOOLBOX



A one-stop destination where Missouri educators can find all of the tools they need to enhance educator effectiveness. Select an icon above to open the Toolbox and find resources on evaluation, observations, professional learning, and more.

### Main Office

205 Jefferson St.  
Jefferson City, MO 65101  
Map

**Mailing Address:**  
P.O. Box 480  
Jefferson City, MO  
65102-0480

573-751-4212

### About Us

- Careers
- Commissioner of Education
- Communications
- Organizational Chart
- State Board of Education
- Vision, Mission, Goals

### Resources

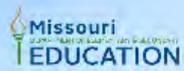
- Data Acquisition Calendar
- MCDS Portal
- Missouri Learning Standards
- Top 10 by 20
- Web Applications
- Employee Email Access

### Social Links



# MOST

MISSOURI OBSERVATION SIMULATION TOOL  
Getting The MOST Out Of Missouri Education



Click to learn more!

## MOST

MOST supports districts and LEAs with implementation of the **Essential Principles** by allowing administrators to do the following:

- Practice observing teacher performance on a specific quality indicator using a bank of short, targeted videos
- Practice assigning a performance rating for each video and giving feedback to the featured teacher
- View a comparison of the assigned performance rating to a Master Score and other scores statewide

Support for Essential Principles

Tips for Use

FAQs

Welcome to the Missouri Observation Simulation Tool! MOST offers administrators a chance to practice assessing teacher performance in the classroom and providing meaningful feedback based on that assessment.

### New User

Email Address:

First Name:

Last Name:

Password:

District:

Position:



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### Returning User

Email Address:

Password:

[Forgot Password](#)

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Evidence Collection

Observable Rubrics

- 1 Knowledge of Student... ▸
- 2 Knowledge of Content... ▸
- 3 Instructional Practice ▸
- 4 Learning Environment ▸
- 5 Assessment for Stude... ▸
- 6 Professional Respons... ▸
- 7 Professional Growth ▸

Evidence:

Keyboard Shortcuts:

S T d e g q r s

t



# Using Student Growth Measures in Educator Evaluation

Training for Districts and Charter Schools

## *The Training*

- Prepares districts to use student growth measures in their evaluation systems in accordance with the 7 Essential Principles of Effective Evaluation
- Provides a framework to examine student growth data from all subject areas and grade levels
- Promotes good teaching practice by giving teachers a structure to set goals, measure progress along the way, and reflect on growth
- Encourages collaboration from teacher-teacher, teacher-administrator, and administrator-administrator



## 2014 – 15 Regional Trainings

### What to Expect

- In-depth orientation to the Student Learning Objectives (SLO) process
- Step-by-step assistance implementing SLOs into the evaluation process
- Extensive practice using SLO materials and resources developed by the Department and various state and national partners
- Hands-on practice for administrators and teachers with writing and approving SLOs and analyzing summative scores

Visit [www.dese.mo.gov/educator-growth-toolbox](http://www.dese.mo.gov/educator-growth-toolbox) for specific locations

# Evaluation Implementation Rubric

## MO DESE Effective Evaluation Implementation Rubric

Principle 1: Performance of educators is measured against research-based, proven expectations and performance targets consistent with the improvement of student achievement.			
Indicators	Criteria		Criteria met?
Educator performance targets are research-based and proven.	Policy Documents	The district has adopted one of the following models or a model based on the state standards: the Missouri State Model, Danielson Model, Marzano Model, Network of Effective Educators (NEE/MU) Model	<b>Fully Met</b> – using listed model or district model that meets all criteria
		If district is using a district developed model, or another model, the district: <ul style="list-style-type: none"> <li>- cites research and theory used in developing performance targets in their evaluation documents.</li> <li>- has a crosswalk or alignment study that shows alignment between district standards and national or state teacher or leader standards.</li> <li>- has a crosswalk or alignment study that some of the performance targets have high effect sizes.</li> <li>- district documents demonstrate that a majority of the districts teacher and leader performance targets include links to student evidence</li> </ul>	<b>Partially met</b> – using district model that meets the majority of criteria  <b>Not met</b> – district model that does not meet the majority of criteria
Performance targets align to appropriate state and national standards.	Practice Data from Surveys	The majority of survey respondents on each survey agree or strongly agree with the following statements: <ul style="list-style-type: none"> <li>- The teacher/principal evaluation rubrics/growth guides clearly define what is expected of me as a teacher/principal. <i>(Teacher [Question 1a] and Principal [Question 1a] surveys)</i></li> <li>- The teacher/principal evaluation rubrics/growth guides are appropriate for my position. <i>(Teacher [Question 1c] and Principal [Question 1c] surveys)</i></li> <li>- The teacher evaluation system is fair to teachers in all classrooms, content and grade levels. <i>(Teacher survey [Question 1e])</i> I have improved my practice as a result of the teacher/principal evaluation system <i>(Teacher [Question 1g] and Principal [Question 1f] surveys)</i></li> <li>- The teacher evaluation rubrics/growth guides available to me are appropriate to all of the positions that I evaluate. <i>(Principal survey [Question 7b])</i></li> </ul>	<b>Fully Met</b> – meets all practice criteria
Performance targets articulate essential practices.			<b>Partially met</b> – meets the majority of practice criteria
Performance targets are clearly articulated.			<b>Not met</b> – does not meet the majority of practice criteria
Performance targets of the educator link to improvements in student learning.			
<b>Overall Principle 1 Rating</b>	<b>Fully Met</b> – meets policy and practice criteria		<b>Partially met</b> – meets or partially meets either policy or practice criteria  <b>Does not meet</b> – does not meet policy nor practice criteria



# Teacher Survey

## Teacher Evaluation System

1) Please rate your level of agreement with the following statements about your district's teacher evaluation system.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree
1a. The teacher evaluation rubrics/scoring guides clearly define what is expected of me as a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b. The teacher evaluation rubrics/scoring guides clearly describe what I need to know and do to earn each rating score.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c. The teacher evaluation rubrics/scoring guides are appropriate for my position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d. The teacher evaluation rubrics/scoring guides provide a clear path for improving my practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e. The teacher evaluation system is fair to teachers in all classrooms, content areas, and grade levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f. The results from the teacher evaluation system are used to recognize or reward effective teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1g. I have improved my practice as a result of the teacher evaluation system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Educator Evaluation Implementation Summary Report

## Overall Rating by Principle

Rating	Principle 1	Principle 2	Principle 3	Principle 4	Principle 5	Principle 6	Principle 7
Fully Met	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partially Met	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Not Met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Rating by Policy and Practice with Action Steps

Principle	Policy			Action Steps	Practice			Action Steps
	Not Met	Partially Met	Fully Met		Not Met	Partially Met	Fully Met	
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

## Contact Us

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