

THE OFFICE OF EDUCATOR QUALITY



***EDUCATOR GROWTH
TOOLBOX***

July 28, 2014

Missouri Department
of Elementary and Secondary Education

Continuous Improvement



Thinking about evaluation differently

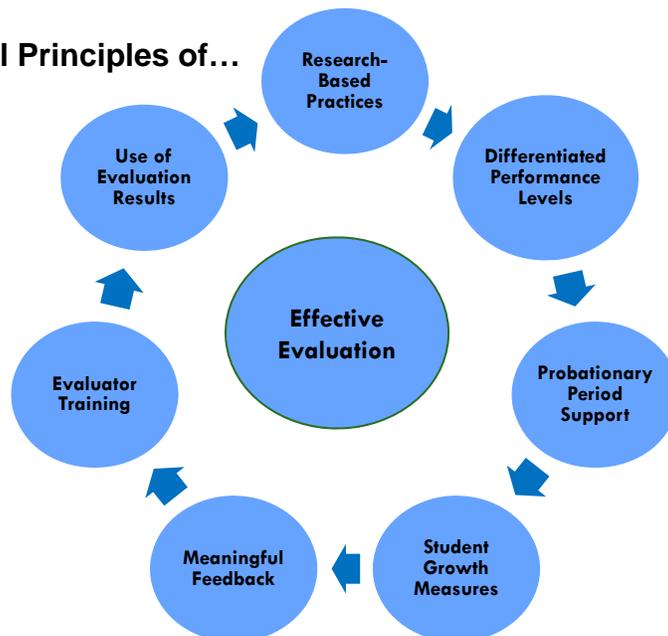
A new mindset:

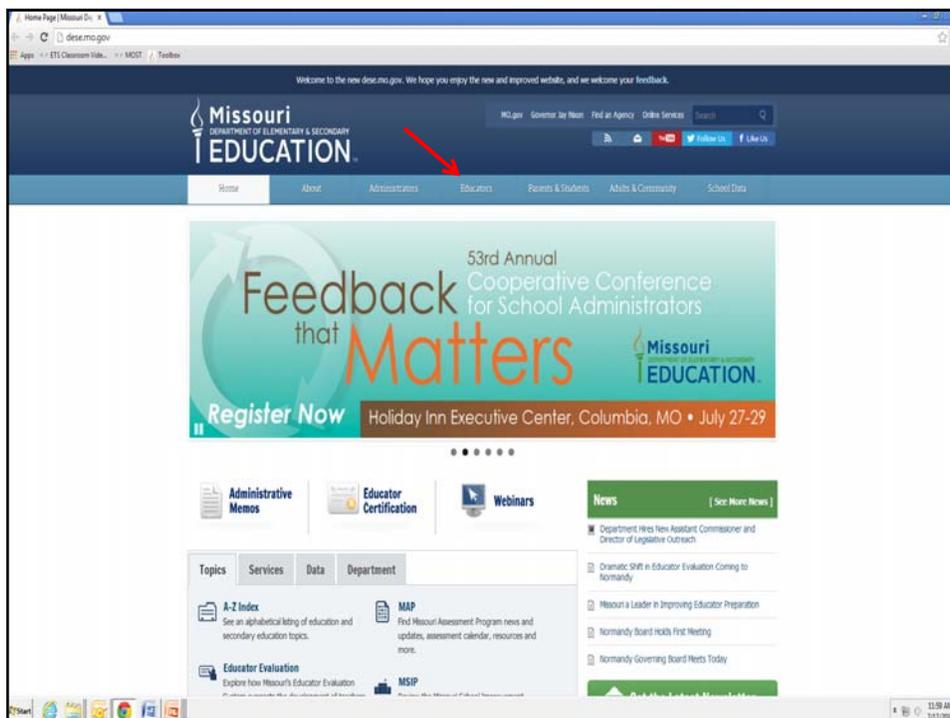
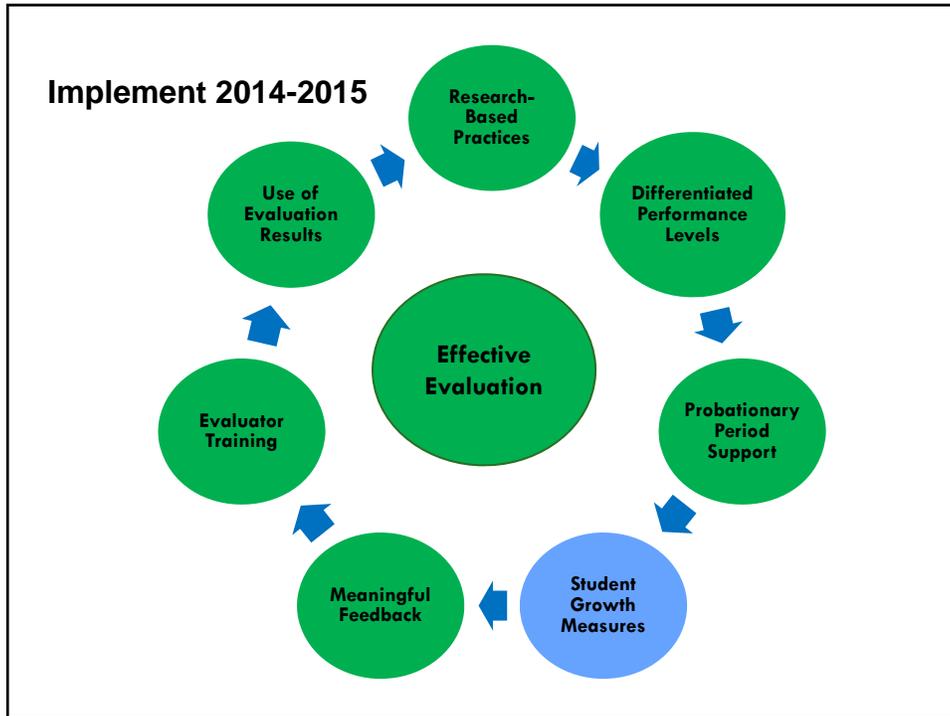
*Based on **CONTINUOUS IMPROVEMENT ...***

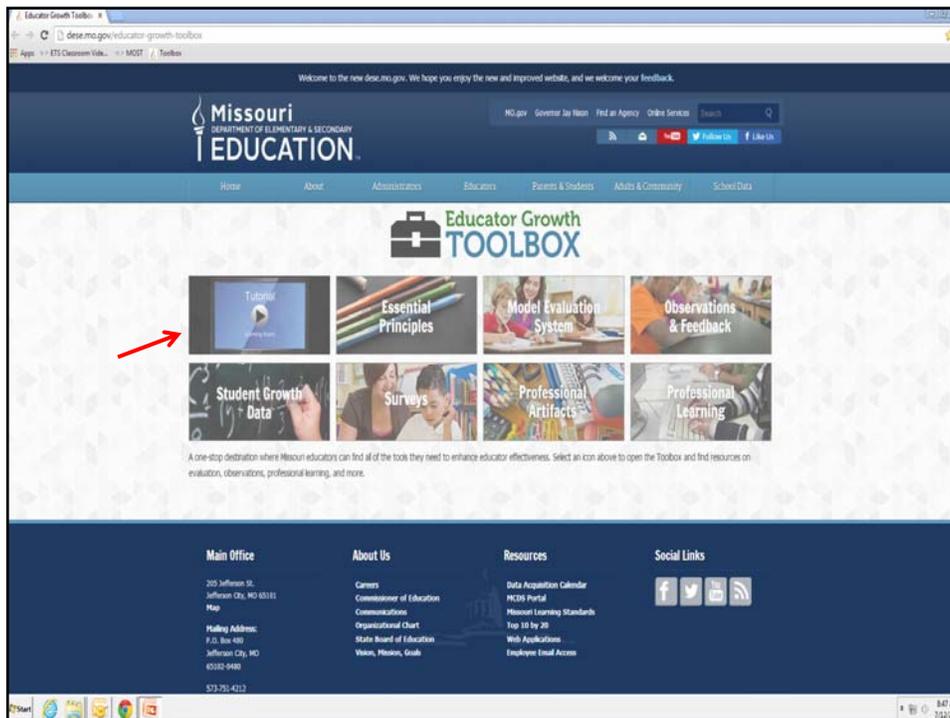
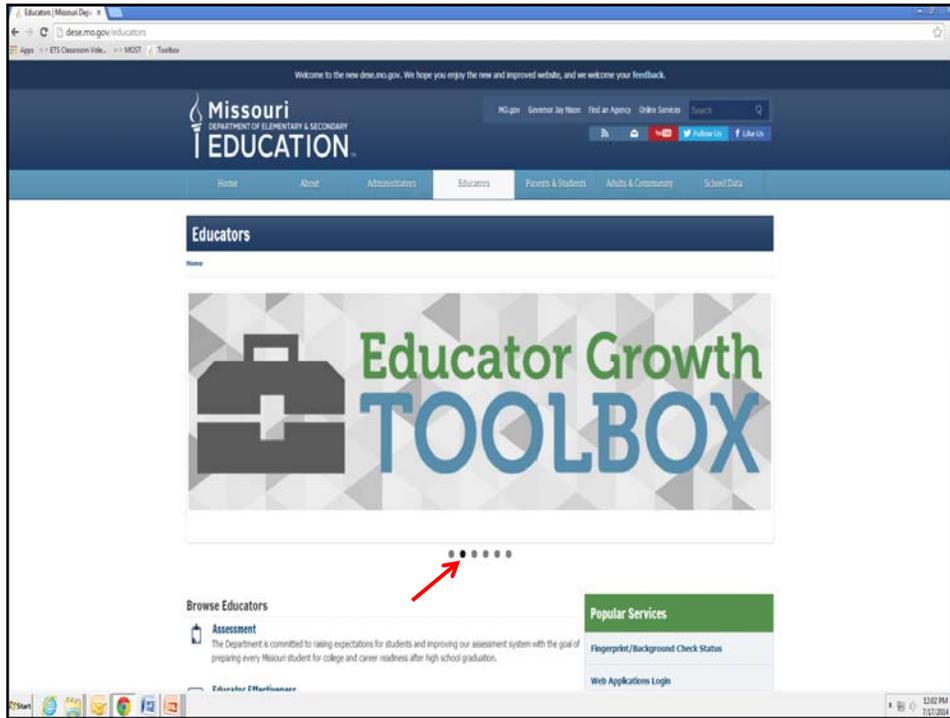
*Focused on **IMPACT...***

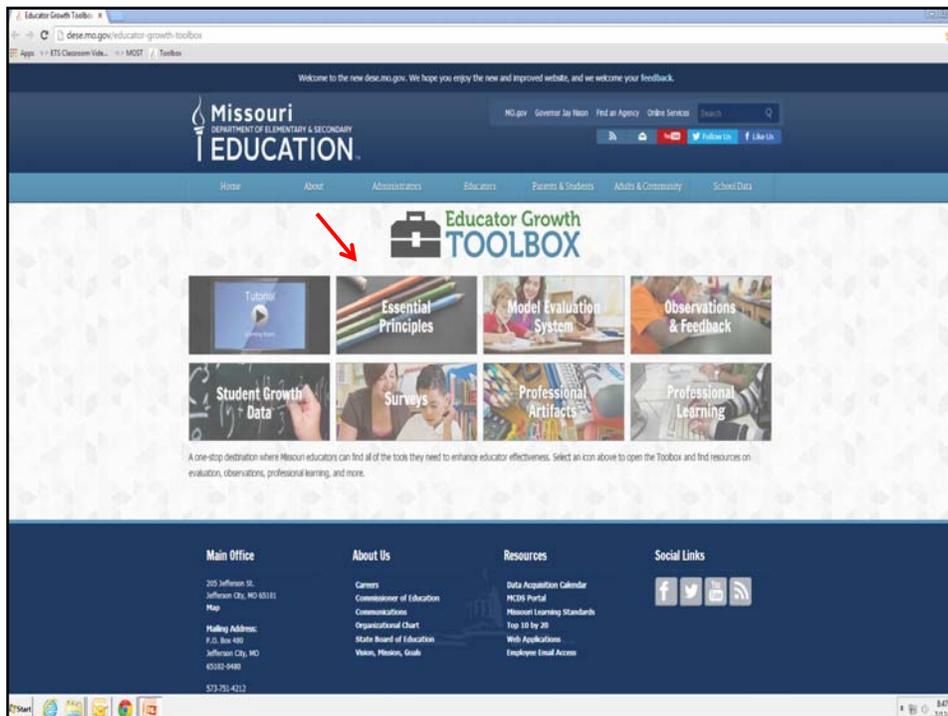
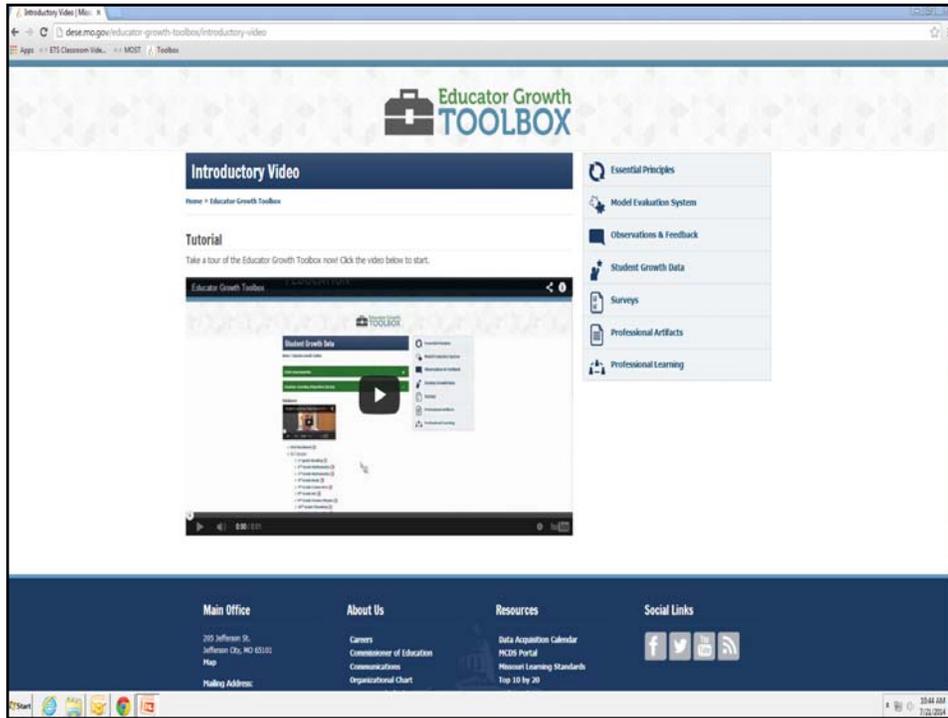
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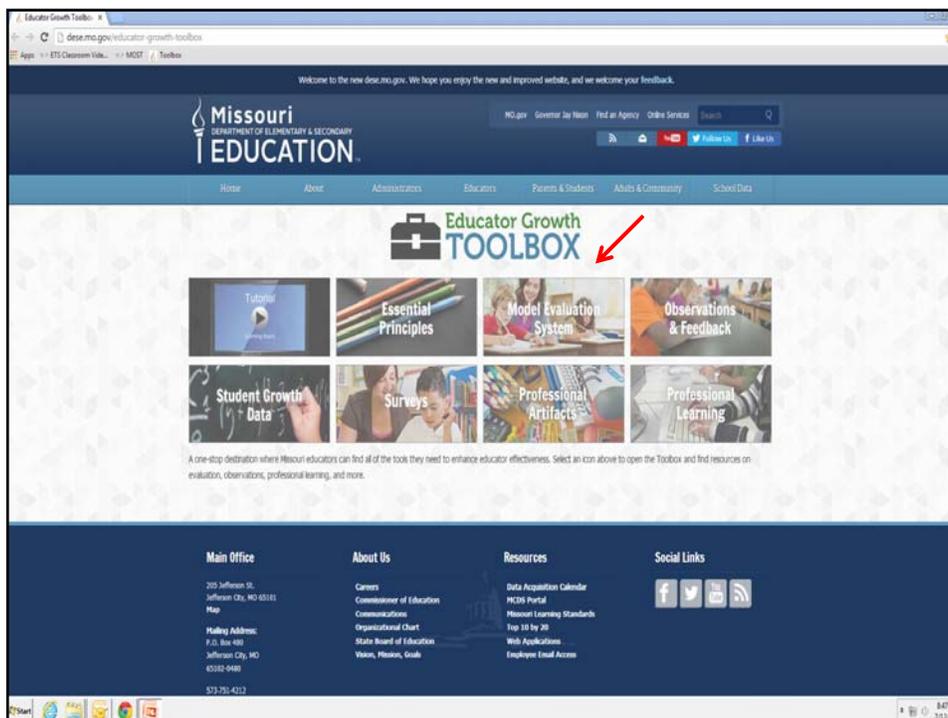
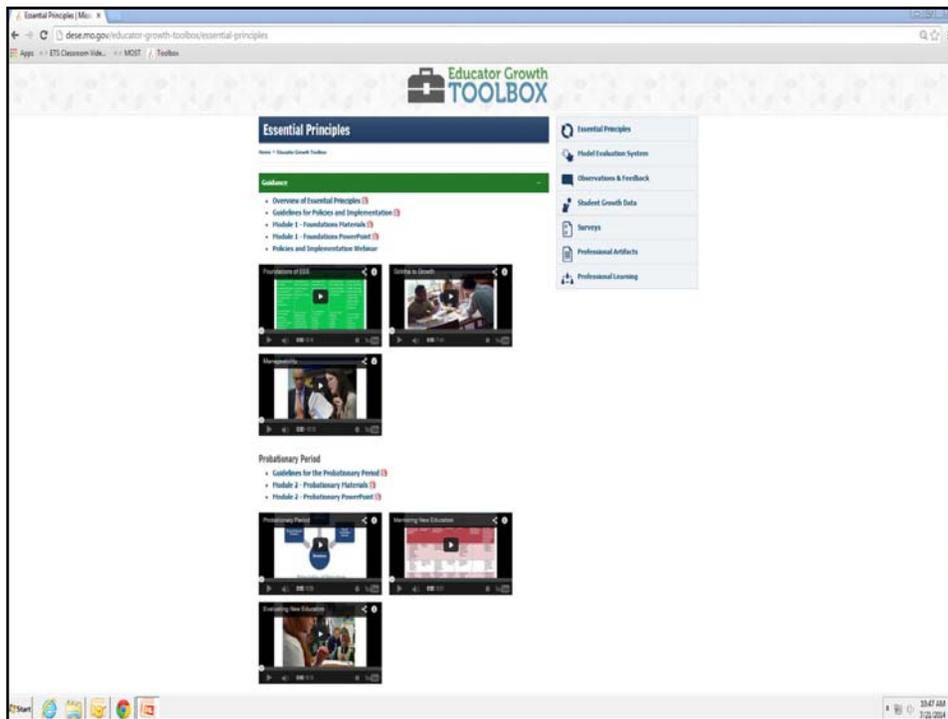
Essential Principles of...

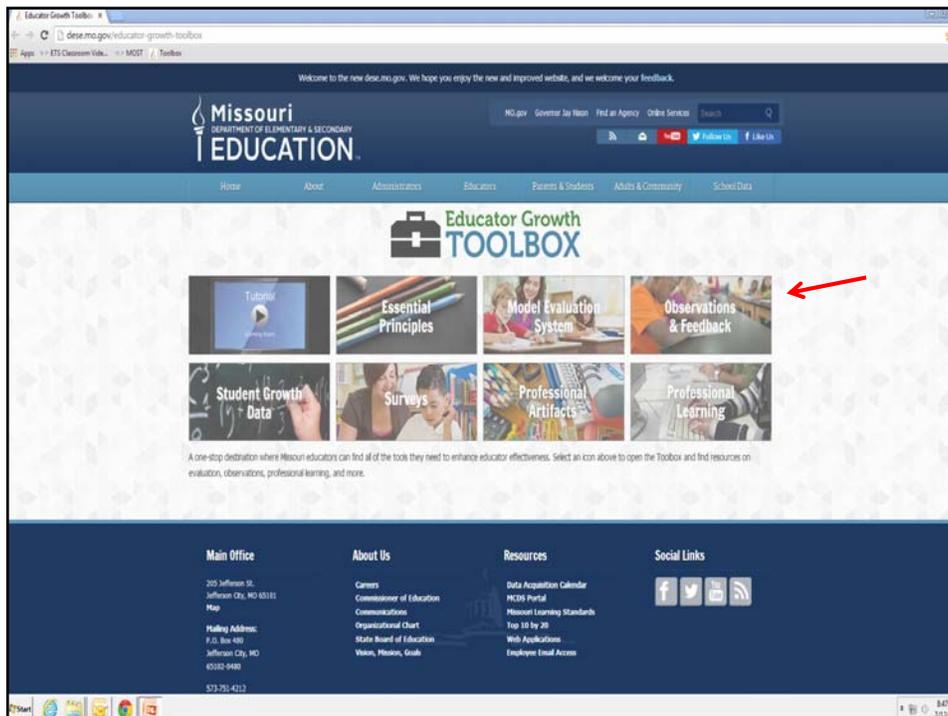
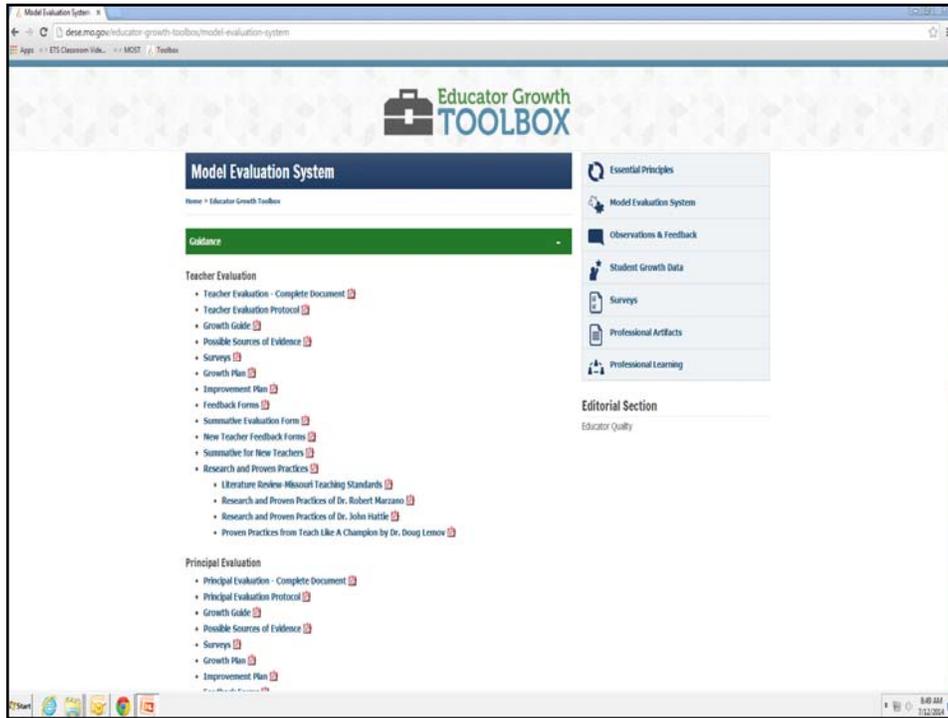


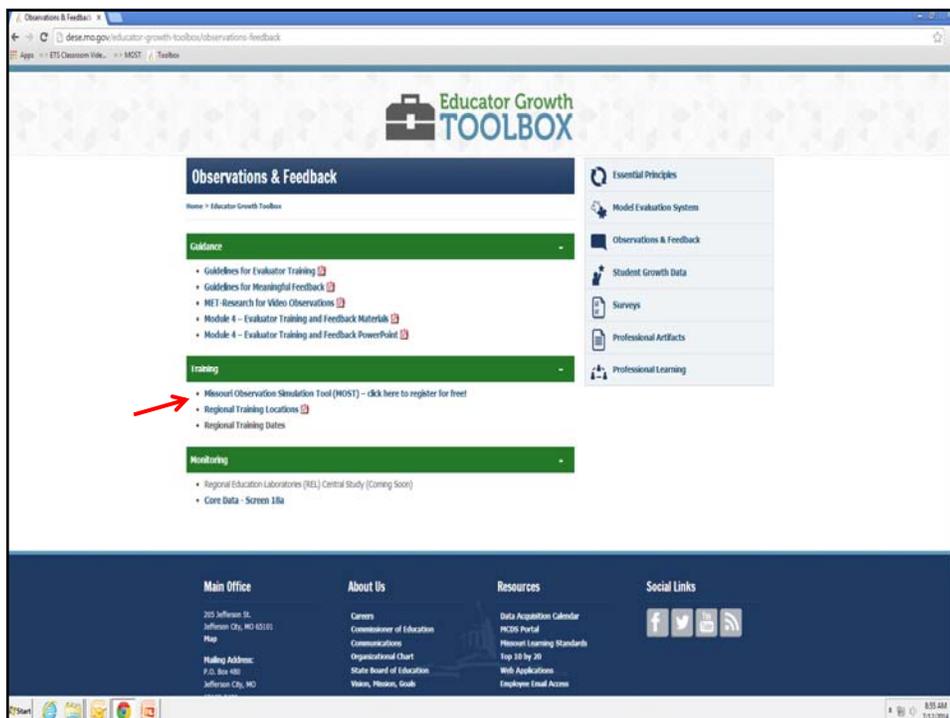
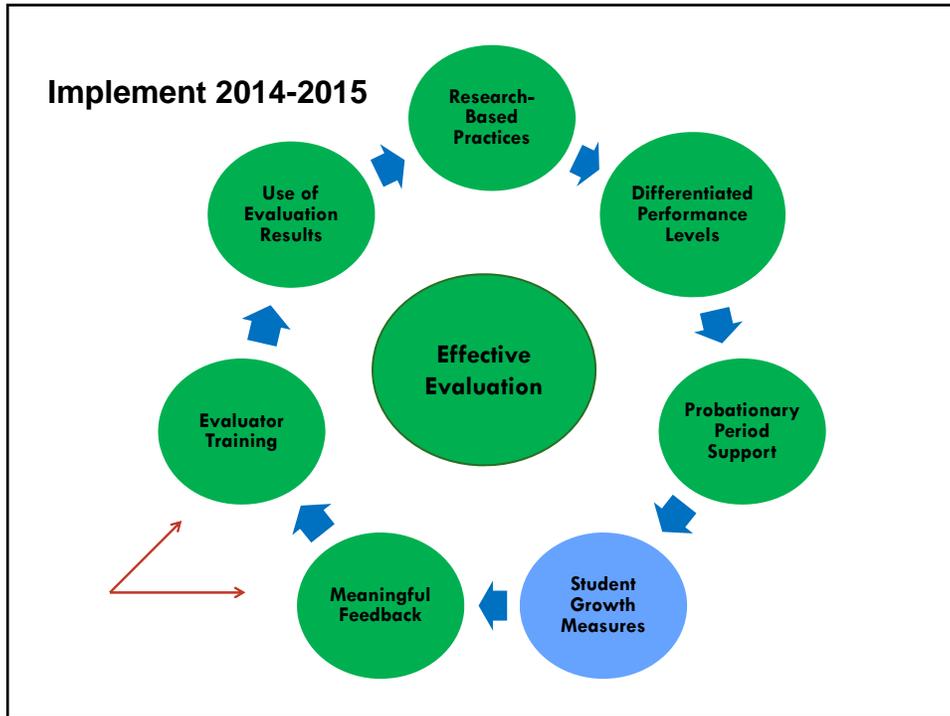


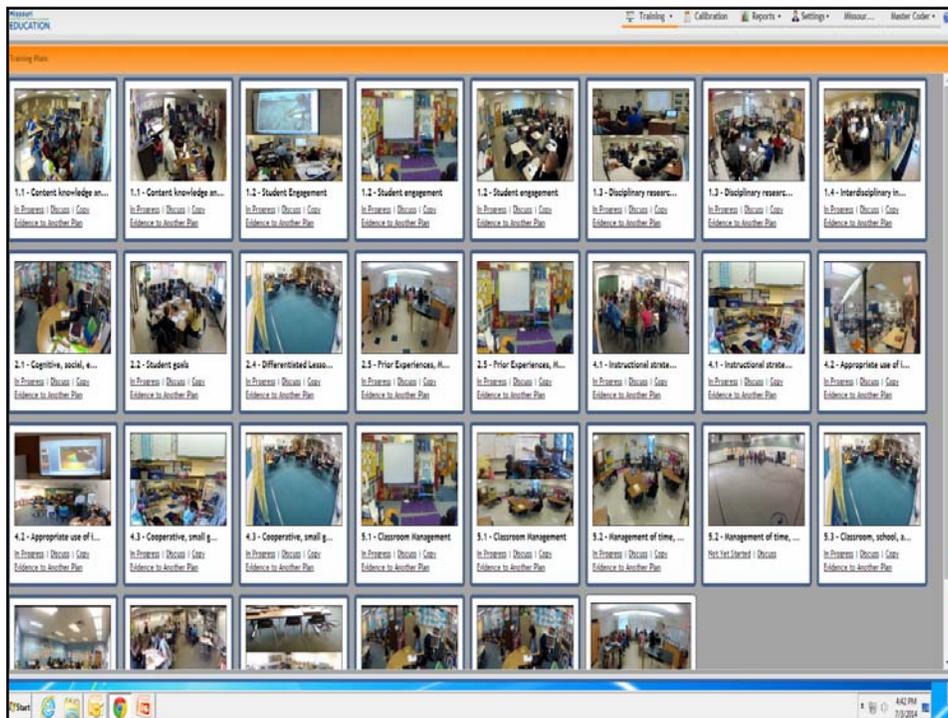
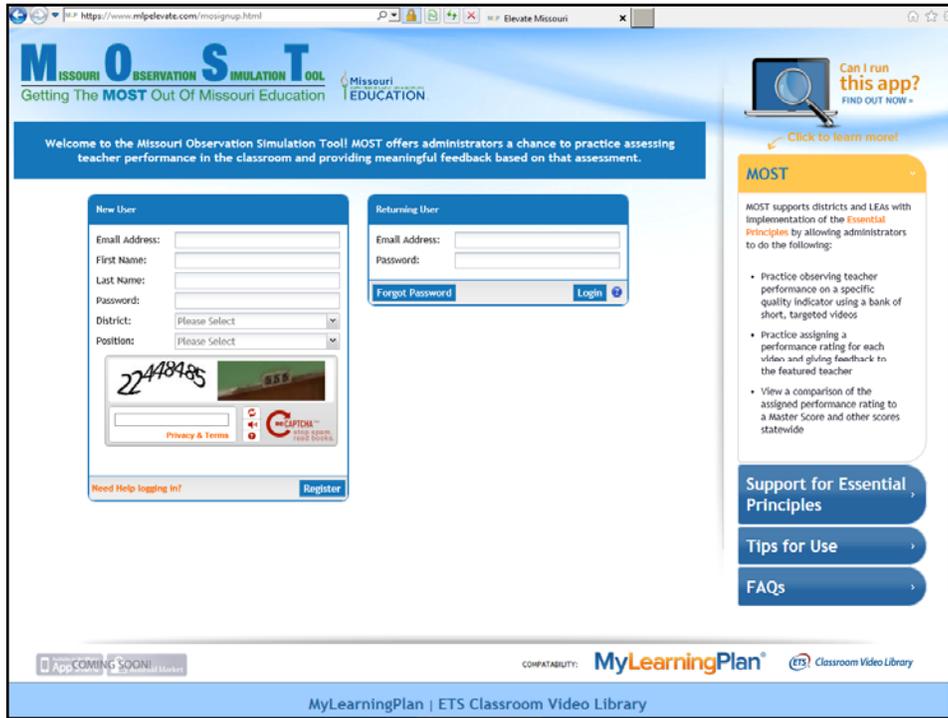












MyLearningPlan® ELEVATE

Training Calibration Reports Settings Missouri... Tyler Barnett

Observation 1 Artifacts Unaligned Evidence Evidence / Score

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

MyLearningPlan® ELEVATE

Training Calibration Reports Settings Missouri... Tyler Barnett

Observation 1 Artifacts Unaligned Evidence Evidence / Score Results Explorer Evidence Comparison

Mean Score : User: 2.00
Master Code: 2.33 | User Mean Absolute Deviation : 0.33

Item	Ineffective	Developing	Effective	Highly Effective
1.1a: Describes developmental characteristics of students	0 of 2 (0%)	0 of 2 (0%)	2 of 2 (100.0%)	0 of 2 (0%)
1.1b: Creates developmentally appropriate lessons	0 of 0 (0%)			
1.2a: Uses strategies to support learning and language acquisition	0 of 0 (0%)			
1.2b: Uses current research	0 of 0 (0%)			
1.3a: Meets diverse learning needs of each student	0 of 0 (0%)			
1.3b: Plans for student strengths, interests, and experiences	0 of 0 (0%)			
1.4a: Communicates with parents, guardians, and/or caregivers.	1 of 1 (100.0%)	0 of 1 (0%)	0 of 1 (0%)	0 of 1 (0%)
1.5a: Incorporates the knowledge of school community and environmental factors	0 of 0 (0%)			
1.5b: Incorporates multiple perspectives	0 of 1 (0%)	1 of 1 (100.0%)	0 of 1 (0%)	0 of 1 (0%)

Results Explorer

Missouri EDUCATION

Training • Calibration • Reports • Settings • Missouri... • Master Coder •

New Observation | Unaligned Evidence | Artifacts | Evidence / Score | **Results Explorer** | Evidence Comparison | Feedback

Standard	Emerging (0)	Emerging (1)	Emerging (2)	Developing (3)	Developing (4)	Proficient (5)	Distanced (6)
1.2: Student engagement in subject matter	0 of 22 (0%)	2 of 22 (9.1%)	2 of 22 (9.1%)	20 of 22 (45.5%)	3 of 22 (13.6%)	8 of 22 (36.2%)	0 of 22 (0%)

Go Back to Training List | Tutorial | View Rubric

Training Plan: 1.2 - Student engagement

Evidence Comparison

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New Observation | Unaligned Evidence | Artifacts | Evidence / Score | **Evidence Comparison** | Feedback

Standard 1:1

1: Content knowledge aligned with appropriate instruction

1.2 Student engagement in subject matter

Score	Score
Your Score [Developing (4)]	Master Coder's Score [Developing (4)]

Your Rationale
Based on strong teacher practices and limited data, this teacher was given a score of 4. The teacher used kinesthetic strategies, gestures, and choral response to engage her students, and she used student questions to prompt the lesson. However, by referencing the prior lesson, the teacher tapped prior knowledge and helped students make connections. Though her instructional strategies did prompt higher levels of engagement, no evidence existed as to whether her students could articulate why the learning activities caused them to learn. Also, the teacher missed some opportunities to see a more positive response from students on prior knowledge questions.

Master Coder's Rationale
Based on strong teacher practices and limited data, this teacher was given a score of 4. The teacher used kinesthetic strategies, gestures, and choral response to engage her students, and she used student questions to prompt the lesson. However, by referencing the prior lesson, the teacher tapped prior knowledge and helped students make connections. Though her instructional strategies did prompt higher levels of engagement, no evidence existed as to whether her students could articulate why the learning activities caused them to learn. Also, the teacher missed some opportunities to see a more positive response from students on prior knowledge questions.

Your Evidence				Master Coder's Evidence			
Type	Time	Evidence	Component	Type	Time	Evidence	Component
Observation	00:39	References prior lesson to enhance student engagement	New	Observation	00:39	References prior lesson to enhance student engagement	New
Observation	01:20	Teacher uses kinesthetic strategies, gestures, and choral response to engage students in subject matter	New	Observation	01:22	Uses kinesthetic strategies, gestures, and choral response to engage students	New
Observation	01:22	Uses kinesthetic strategies, gestures, and choral response to engage students	New	Observation	01:53	Using kinesthetic strategies, gestures, and choral response to engage students	New
Observation	01:44	Teacher references prior lesson to engage students in subject matter	New	Observation	03:59	Using student questions to prompt lesson activities	New
Observation	01:53	Using kinesthetic strategies, gestures, and choral response to engage students	New				
Observation	02:26	Teacher uses stagecraft to engage students in material	New				
Observation	03:21	Teacher uses student questions to prompt lesson	New				
Observation	03:59	Using student questions to prompt lesson activities	New				

Export to PDF | Orientation: Portrait | Landscape

Go Back to Training List | Tutorial | View Rubric

Training Plan: 1.2 - Student engagement

Feedback Tab

REGISTRATION FORM

First Name _____
 Last Name _____
 Email _____
 School Name _____
 School District _____
 School Address _____
 City _____
 State _____ Zip Code _____
 School Phone _____
 Fax _____

Method of Payment:
 Check
 Purchase Order # _____
 Credit Card

Card Number _____
 Expiration Date _____ CVV _____

To register for Elementary or Middle Level Communities:
 return to MAESP, 3550 Amazonas Drive, Jefferson City, MO
 65101 or maesp@maesp.com.
 Fax: 573-566-6270

To register for Junior High or High School Communities:
 return to MASSP, 2409 West Ash St., Columbia, MO 65203 or
 massp@moaesp.org.
 Fax: 573-445-6416

Cancellation Policy: Cancellations will be accepted ONLY if received 72 hours (3 business days) or more prior to the initial training and will be subject to a \$50 administrative charge. Any cancellations not received within 72 hours (3 business days) will be charged the entire fee.

About Mike Rutherford

After more than 20 years using workshops, institutes, television, and online technology, Mike Rutherford is at the forefront of educator development across the United States. Formerly a high school chemistry teacher, coach, and middle school principal, Mike received his BA in Education from Indiana State University and his MA in Educational Leadership from the University of North Carolina.

Mike served as Executive Director at the noted Mayerson Academy in Cincinnati, OH, which specializes in a broad range of educator development programs. He co-designed, with colleague Dr. Larry Rowedder, the "Requisites of a Leader" program to teach school principals essential leadership skills required of their position. For teachers, he developed "Creating the Learning Centered School" (LCS). LCS presents 18 essential capacities that teachers must know so their work will mesh with the psychological and physical realities of how humans learn. These programs and more unite under the umbrella of Rutherford Learning Group (RLG). RLG designs and leads "best of class" development experiences for educators.

Mike has consulted in the state of Missouri, most recently with the Ft. Zumwalt and Branson School Districts. Missouri is proud to welcome Mike back to Missouri to support building the capacity of our principal leaders with a specific focus on providing effective feedback to teachers.

Missouri Supporting Educator Evaluation

A Teacher Observation and Feedback Initiative

Sponsored By:

- Missouri Department of Elementary and Secondary Education (DESE)
- Missouri Association of Elementary School Principals (MAESP)
- Missouri Association of Secondary School Principals (MASSP)
- Missouri Professors of Educational Administration (MPEA)

The screenshot shows a presentation slide with three main columns: Overview, Profile, and Eligibility. The Overview column describes the collaboration between DESE, MAESP, MASSP, and MPEA to train principals using the MOST tool. The Profile column details the initiative's focus on classroom observations and training. The Eligibility column lists requirements for participation, including roles and geographical areas. A central box titled 'Schedule' lists dates and locations for training sessions in 2014 and 2015. The bottom left features the Missouri Department of Elementary & Secondary Education logo, and the bottom right includes logos for MAESP, MASSP, and MPEA.

Overview

The Missouri Department of Elementary and Secondary Education (DESE), Missouri Association of Elementary School Principals (MAESP), Missouri Association of Secondary School Principals (MASSP), and the Missouri Professors of Educational Administration (MPEA) are collaborating to train principals to conduct accurate teacher observations and provide effective evidence-based feedback. DESE will provide the newly developed Missouri Observation Simulation Tool (MOST) at no cost to the initiative. The main components of MOST include:

- Videos tagged to specific indicators in the state's model educator evaluation system.
- A process for scoring each video aligned to Missouri's growth guides.
- Instant individual rating comparison to state benchmark ratings and rationale.
- Sample feedback information to promote reflection and improvement.

This initiative is open to any school leader and will be coordinated by MAESP and MASSP. MPEA members are invited to participate as a strategy for aligning effective practice and educator preparation.

Profile

The Teacher Observation and Feedback Initiative is designed to improve educator evaluation. The collaborative effort:

- Focuses on improving classroom observations.
- Supports Missouri's Essential Principles 5 and 6 on feedback and standardized training.
- Includes two full days of expert training for all participants with Mike Rutherford.
- Includes three days of guided practice for small cohorts of participating school leaders organized into twenty Communities of Practice and facilitated by trained principal leaders.

Schedule

September 5, 2014 - Columbia, MO
All participants with Mike Rutherford

October 20, 2014 - Location TBD
Facilitators only with Mike Rutherford

February 17, 2015 - Columbia, MO
All participants with Mike Rutherford

September - February
3 Community of Practice sessions to be scheduled by facilitators - locations TBD

Eligibility

- Available for any building principal, assistant principal or other school leader with responsibility for observing and providing feedback to classroom teachers.
- The multiple Communities of Practice will serve different geographical areas to ease travel for participants.
- MAESP will coordinate 12 Communities of Practice to serve elementary and middle level leaders.
- MASSP will coordinate 8 Communities of Practice to serve junior high and high school leaders.

Fees and Registration

Registration fee - \$229
MAESP/MASSP/MPEA members - \$179

Fee includes all materials, training, and supports the coordination of the Communities of Practice.

To register for **Elementary or Middle Level Communities** email maesp@maesp.com or call (573) 638-2460.

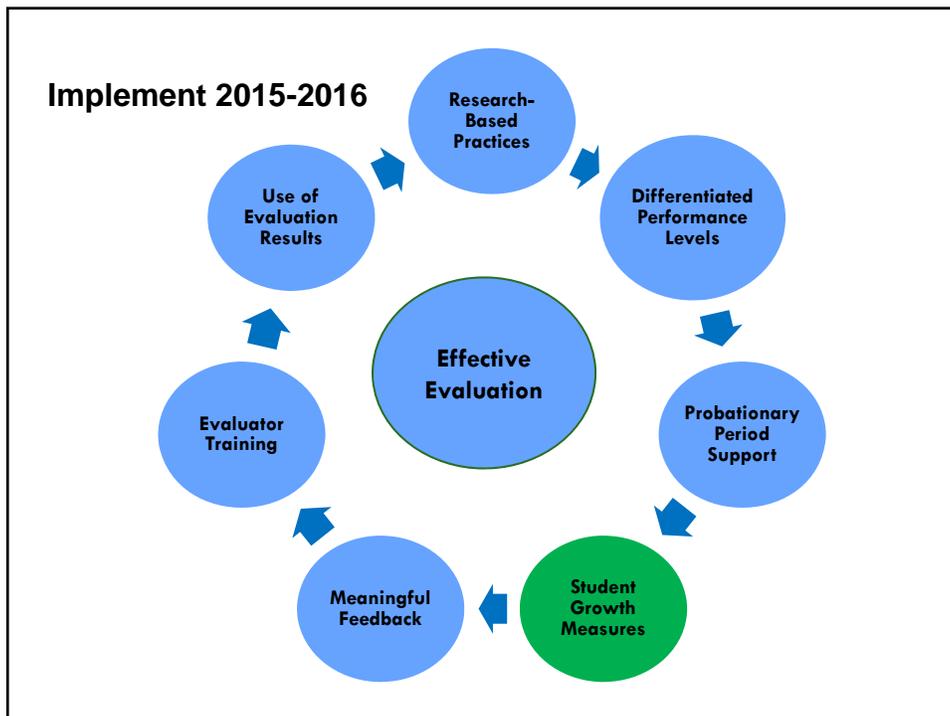
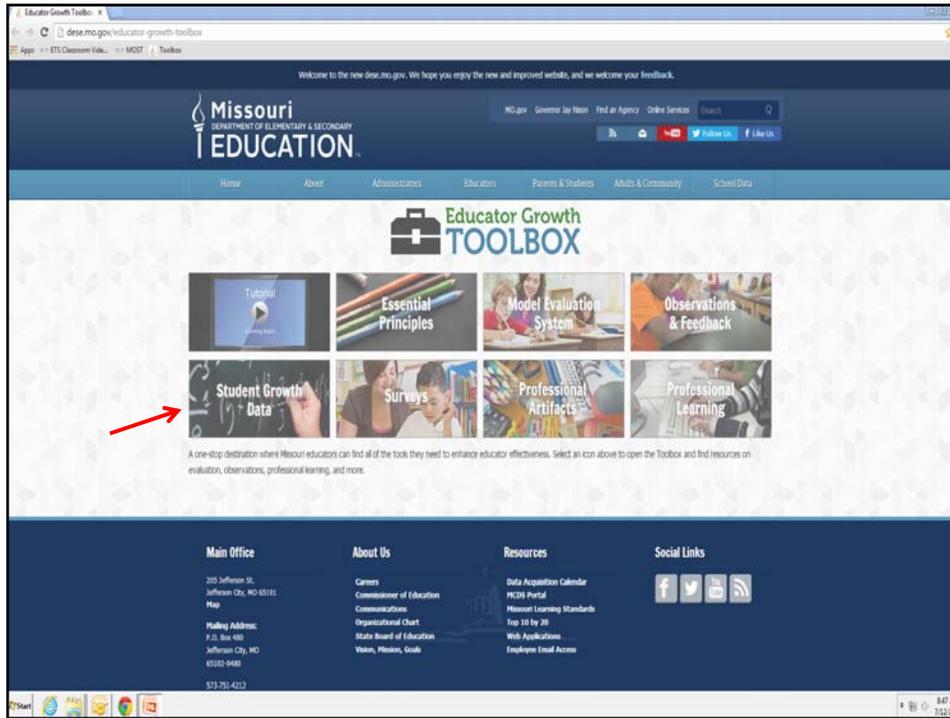
To register for **Junior High or High School Communities** email massp@moassp.org or call (573) 445-5071.

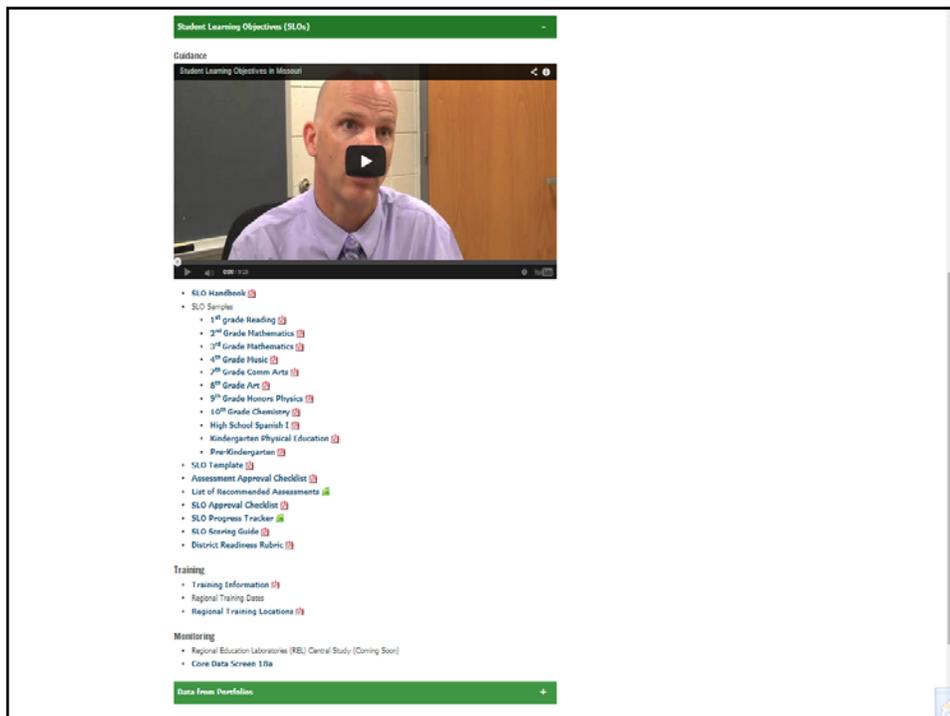
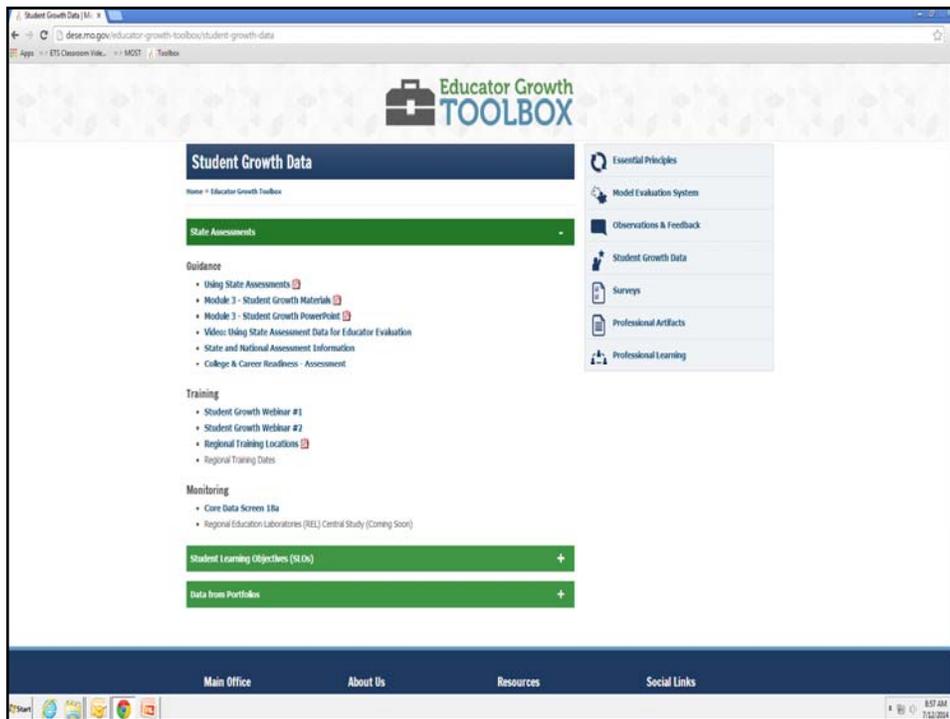
Questions to consider

In what ways might you envision using MOST to help build inter-rater reliability among principals in your district?

How might the principals' Community of Practice be used to enhance observation and feedback skills?

What further questions do you have?





OVERVIEW

What is a Student Learning Objective?

A Student Learning Objective (SLO) is a measurable, long-term goal of academic growth that represents a portion of a teacher's impact on student learning. While the term "SLO" may seem new, the concept is actually a very familiar one in Missouri. Essentially, SLOs represent the process of gathering and analyzing student data, using that data to set student growth goals, and then assessing whether students have met those goals at the end of instruction. What is new about SLOs is that they offer a formalized, collaborative process for using student growth data in evaluations, especially for non-tested grades and subjects.



Why are SLOs Important?

Teaching Practice

The heart of SLOs—setting goals for students and measuring progress towards those goals—is all about good teaching practice. Moreover, using SLOs gives administrators an opportunity to let evaluation results drive professional learning opportunities for teachers.

Faculty Collaboration

Just as importantly, SLOs promote collaboration between teacher and administrator, which brings a sense of ownership to teachers in the overall evaluation process. Moreover, SLOs are non-competitive, which enables greater collaboration among teachers within and across grades and subjects.

Educator Evaluation

Missouri's Essential Principles of Effective Evaluation require that all districts use student growth data as a significant contributing factor in educator evaluations. SLOs provide an opportunity to examine student growth data by gathering baseline scores, setting measurable goals for improvement, and ultimately assessing growth with a summative test.

What are the Challenges?

Administrators should be prepared to answer questions about the fairness of evaluations using SLOs and consider the following points when developing their responses:

- It is less important for student growth to be measured in exactly the same way for all teachers than it is to apply consistent rules about how growth measures should factor into evaluations.
- Rigorous goals for student growth should be a feature of SLOs, but it may take more than one



What is a Student Learning Objective?

A Student Learning Objective (SLO) is a measurable, long-term **goal of academic growth** that represents a portion of a **teacher's impact** on student learning.

Why are SLOs important?

SLOs Improve Practice

The heart of SLOs—setting goals for students and measuring progress towards those goals—is all about **good teaching practice**.

Also, using SLOs gives administrators an opportunity to let **evaluation results drive professional learning opportunities** for teachers.

SLOs Promote Collaboration

SLOs promote collaboration and professional dialogue between **teacher and administrator**.

Also, SLOs are non-competitive, which enables greater collaboration and professional dialogue **among teachers** within and across grades and subjects.

SLOs Improve Evaluations

SLOs provide an opportunity to examine student growth data by gathering baseline scores, setting measurable goals for improvement, and ultimately assessing growth with a summative test.

SLOs provide an opportunity to **assess teacher impact.**



Checklist for Selecting Assessments for SLOs

This checklist provides a set of criteria with which to select appropriate assessments for Student Learning Objectives (SLOs). This checklist should be completed prior to SLO approval to ensure that the assessment chosen meets the basic requirements. All boxes should be checked "yes" before an assessment is approved.

Educator Name: _____
Assessment Name: _____

ALIGNMENT TO STANDARDS				
Yes	Somewhat	No	N/A	
				All items in the assessment align to the standard(s) addressed in the SLO
				The assessment measure addresses the full range of topics and skills included in the SLO
				The focus of the assessment mirrors the focus of the curriculum and standards
				The assessment requires students to engage in higher order thinking where appropriate
STRETCH				
Yes	Somewhat	No	N/A	
				The assessment includes items that cover prerequisite knowledge and skills from prior years where possible, and includes content-relevant items for appropriate student populations
				The assessment items cover knowledge and skills that will be of value beyond the school year
VALIDITY AND RELIABILITY				
Yes	Somewhat	No	N/A	
				The assessment includes only grade-level appropriate language or vocabulary
				Items or tasks are written clearly and concisely
				Clear scoring rubrics exist for open-ended questions or performance-based assessments
				A plan for administering baseline, formative, and summative assessments has been developed

Approved by: _____ Date: _____
Approval Authority Signature



Student Learning Objective Approval Checklist

This checklist provides a set of criteria with which to assess the quality of a proposed Student Learning Objective, or SLO. If the SLO adequately addresses all of the listed criteria, it is likely to be a useful form of evidence in the educator's evaluation and a tool for professional growth. It is recommended that all areas in need of revision be addressed prior to approving the SLO.

Educator Name: _____
Approval Authority: _____

Component	Criterion	Approved	Needs Revision
Assessment	Measures growth, gain, or change expected	<input type="checkbox"/>	<input type="checkbox"/>
	Provides the data needed to decide whether the objective is met	<input type="checkbox"/>	<input type="checkbox"/>
	Is reliable, valid, rigorous, and credible	<input type="checkbox"/>	<input type="checkbox"/>
	Is a common assessment if possible (approve if not possible)	<input type="checkbox"/>	<input type="checkbox"/>
Learning Content	Identifies the essential content area	<input type="checkbox"/>	<input type="checkbox"/>
	States the academic concept or skill to be taught	<input type="checkbox"/>	<input type="checkbox"/>
	Aligns with curriculum standards	<input type="checkbox"/>	<input type="checkbox"/>
Interval of Instruction	Clearly states the time students have to reach the goal	<input type="checkbox"/>	<input type="checkbox"/>
	Is appropriate to content complexity	<input type="checkbox"/>	<input type="checkbox"/>
	Is realistic and attainable	<input type="checkbox"/>	<input type="checkbox"/>
Population	Represents a long enough period to demonstrate desired growth	<input type="checkbox"/>	<input type="checkbox"/>
	Identifies the specific population(s)	<input type="checkbox"/>	<input type="checkbox"/>
	Includes a majority of the students	<input type="checkbox"/>	<input type="checkbox"/>
	Conveys an understanding of the population	<input type="checkbox"/>	<input type="checkbox"/>
Growth Target	Specifies any agreed-upon exceptions	<input type="checkbox"/>	<input type="checkbox"/>
	Draws upon baseline data, where available	<input type="checkbox"/>	<input type="checkbox"/>
	Predicts expectation or gain anticipated	<input type="checkbox"/>	<input type="checkbox"/>
	Allows all students to demonstrate growth	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Strategies	Is rigorous yet realistic for all students in the identified population	<input type="checkbox"/>	<input type="checkbox"/>
	Identifies method of instruction or key strategies	<input type="checkbox"/>	<input type="checkbox"/>
	Includes specific interventions where needed	<input type="checkbox"/>	<input type="checkbox"/>
	Are observable or documentable	<input type="checkbox"/>	<input type="checkbox"/>
Rationale	Includes how the objective is connected to student needs	<input type="checkbox"/>	<input type="checkbox"/>
	States how and why the instructional strategies and growth targets are appropriate and rigorous	<input type="checkbox"/>	<input type="checkbox"/>

SLO Approved By: _____ Approval Authority Signature **Date:** _____

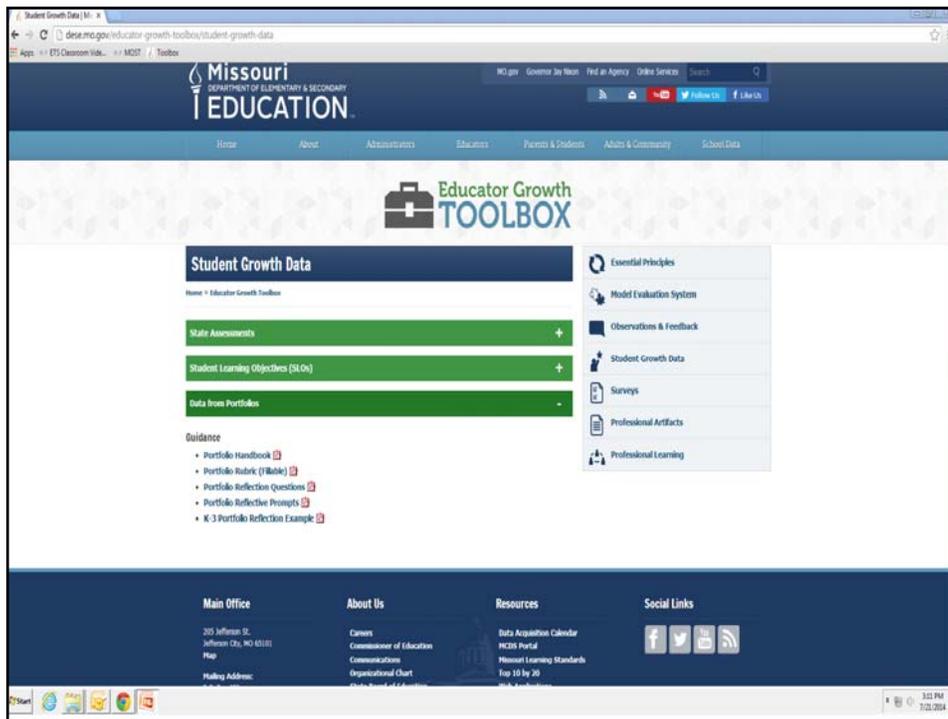


Student Learning Objective Progress Tracker

Sort Data by Name

Anticipated # Formative Assessments: 4

Student Name	Status	Pre-test	Custom Growth Target	Growth Target	Formative 1	Formative 2	Formative 3	Formative 4	Formative 5	Formative 6	Formative 7	Formative 8	Formative 9	Formative 10	Post-Test
Amanda Roemmer	On Course	0	60	15	24	17	47								
Barry Sizemore	On Course	10	60	19	33	40	52								
Finneus Clark	On Course	90	95	91	90	91	92								
Haillie Baron	Off Course	21	60	63	52	56	32								
Hilde Giesel	Exceeds Expected Progress	5	60	22	25	51	65								
Iko Takahashi	On Course	23	60	80	51	59	52								
Jillian Mitchell	Exceeds Expected Progress	22	60	70	22	50	59								
Jorge Bustamante	Exceeds Expected Progress	15	60	55	18	43	58								
Karter Fleischmann	On Course	73	90	84	86	88	90								
Kim Cardstock	On Course	33	60	51	41	33	55								
Leslie Poulitice	Exceeds Expected Progress	81	90	82	84	87	99								
Liz Brockschmidt	On Course	90	95	100	92	91	90								
Lonnie Fitch	On Course	88	95	95	93	89	94								
Markus Samuelson	Off Course	44	70	29	46	58	59								
Mason Millsworth	Exceeds Expected Progress	13	60	41	27	54	78								
Michael Maddox	On Course	99	95	88	91	75	97								
Nolan Parks	Off Course	63	80	60	64	75	65								
Norte Delgado	Off Course	40	60	45	45	54	44								
Rajesh Singh	On Course	31	60	37	42	41	59								
Sandy McMillian	Off Course	18	60	12	39	54	38								
Scott Flanders	Off Course	43	70	40	45	70	46								
Sommer Westerfield	Off Course	20	60	28	33	31	43								
Tabitha Jones	Off Course	78	90	78	86	81	81								
Tricia Stevens	On Course	75	90	78	76	86	83								
Tristan Smith	On Course	82	90	90	86	86	87								
Valerie Hasser	On Course	40	60	41	42	43	55								





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

Using Student Growth Measures in Educator Evaluation

Training for Districts and Charter Schools

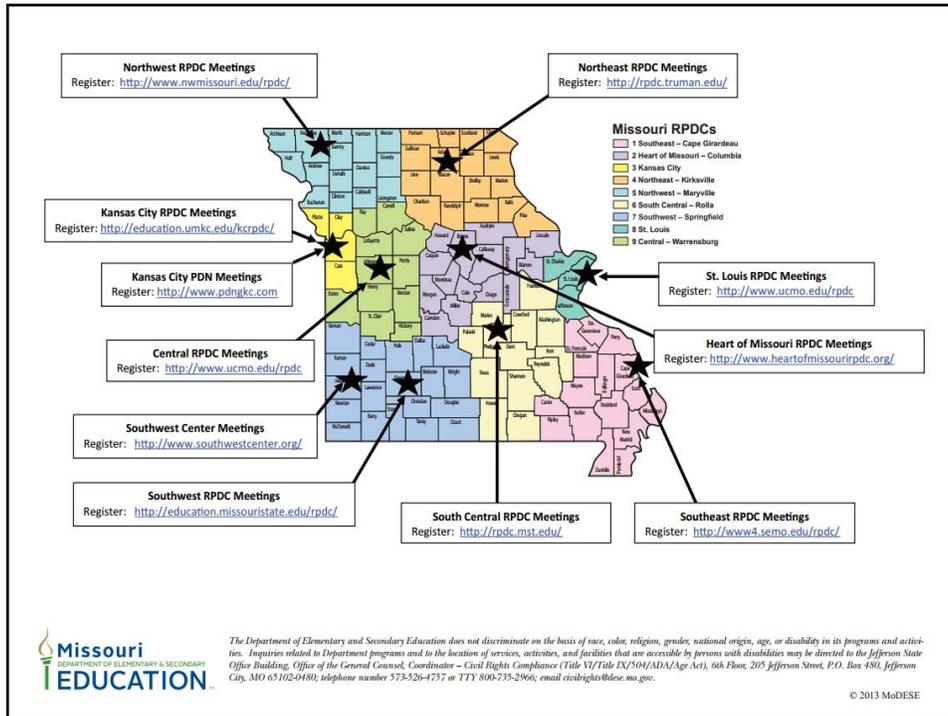



2014 – 15 Regional Trainings

What to Expect

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

Visit www.dese.mo.gov/educator-growth-toolbox for specific locations

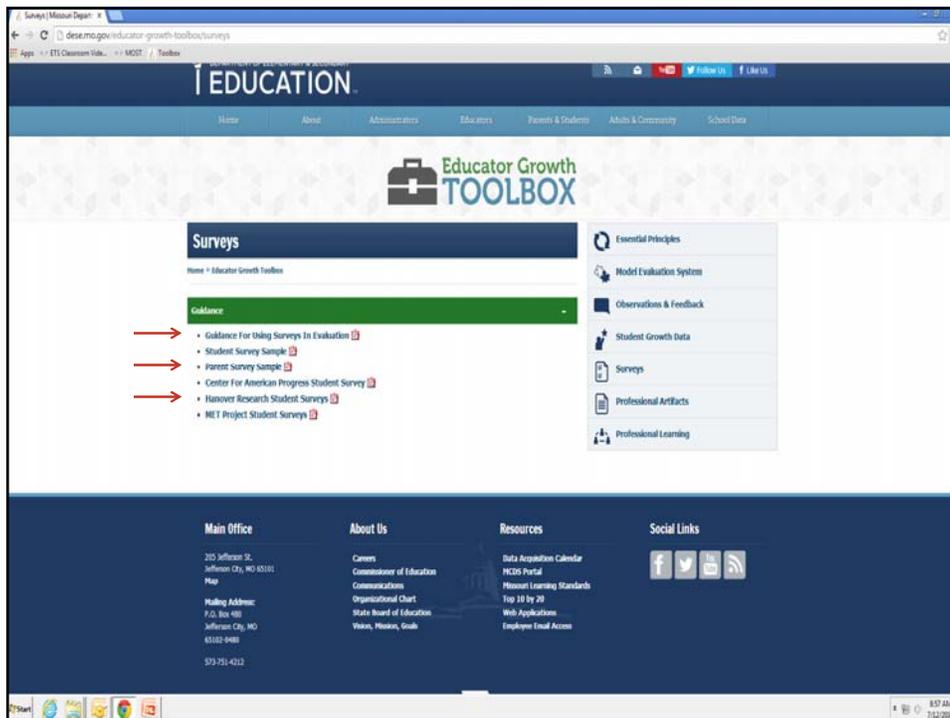
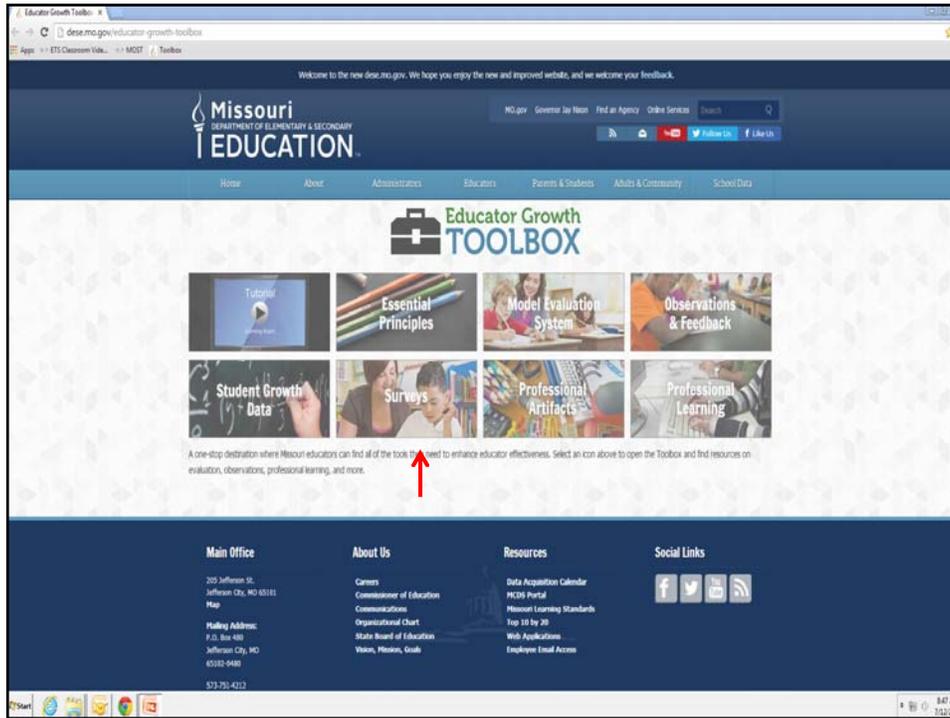


Questions to consider

How might you use this year to prepare for incorporating student growth into your evaluation system next year?

How might the state-wide trainings help those in your district?

What final questions do you have?



MOST Toolbox

WHY USE SURVEYS FOR EVALUATIONS?

In Missouri, educator evaluation is perceived as the best way to cultivate meaningful improvement in the effectiveness of our educators. It is a process that involves using **multiple measures** of performance to identify strengths and weaknesses, and then providing targeted support around a few carefully selected opportunities for growth.



While **classroom observations** and **student growth data** are two commonly used measures in evaluation, **student surveys** can also be a useful means of gauging teacher effectiveness. But why should we use surveys for evaluations if we already have classroom observations and student growth data? The simple answer is that student feedback rounds out the picture of the educator: it provides a unique perspective on the areas in which a teacher excels and the areas in which he or she needs more support.

Perhaps more precisely, recent studies have shown that surveys about students' perceptions of instructional practices can provide reliable and meaningful insight on what students experience in the classroom on a daily basis. Such information can be highly valuable when making professional development and coaching decisions.



Ultimately, there are three advantages to using the combination of classroom observations, student surveys, and student growth data: (1) it increases the ability to predict if a teacher will have positive student outcomes in the future, (2) it improves reliability, and (3) it provides diagnostic feedback that a teacher can use to improve.

Standing alone, these measures are not highly reliable, and they are only modestly reflective of educator effectiveness—hence, the idea behind Missouri's multiple measures approach. The addition of student surveys to the evaluation equation gives a more holistic perspective of teacher practices and provides unique information for feedback and reflection.

I teach more than one class of students. How many classes should I survey?

Although the MET Project has established that survey results from a single classroom are reliable and valid measures of teacher effectiveness, survey data from multiple classes provide a much more complete picture of student perceptions of that teacher.

Sample Student Survey Questions (for teachers)

Students in the classroom feel cared for

- My teacher makes me feel that he/she cares about me.
 - Not at all
 - Sometimes
 - Usually
 - Always
- My teacher encourages me to do my best.
 - Not at all
 - Sometimes
 - Usually
 - Always
- My teacher is helpful when I ask questions.
 - Not at all
 - Sometimes
 - Usually
 - Always

Student behavior is managed to enable learning

- Our class stays busy and does not waste time.
 - Not at all
 - Sometimes
 - Usually
 - Always
- My teacher's classroom rules and ways of doing things are fair.
 - Not at all
 - Sometimes
 - Usually
 - Always
- My classmates' misbehavior slows down the learning process.
 - Not at all
 - Sometimes
 - Usually
 - Always
- My classmates and I know what we should be doing and learning.
 - Not at all
 - Sometimes
 - Usually
 - Always

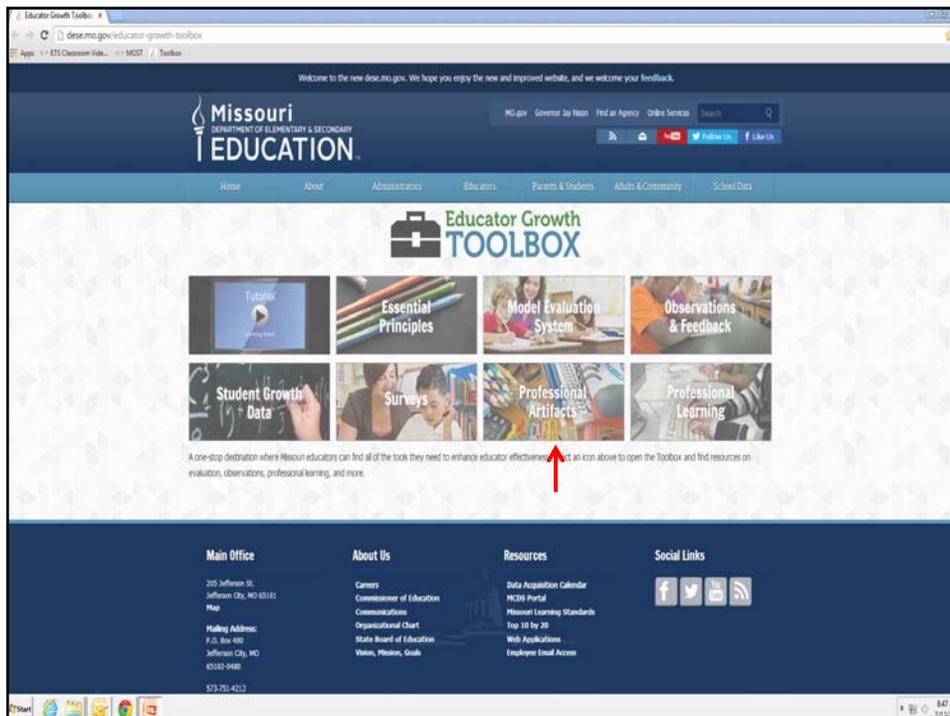


Do Schools Challenge Our Students?
What Student Surveys Tell Us About the State of Education in the United States
March 2012

Student Perception Surveys and Teacher Assessments
Prepared for XT2
February 2013

Asking Students about Teaching
Student Perception Surveys and Their Implementation
BILL & MELINDA GATES FOUNDATION

Research on the reason and use of student surveys



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Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

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Educator Growth TOOLBOX

Toolkit
Essential Principles
Model Evaluation System
Observations & Feedback
Student Growth Data
Surveys
Professional Artifacts
Professional Learning

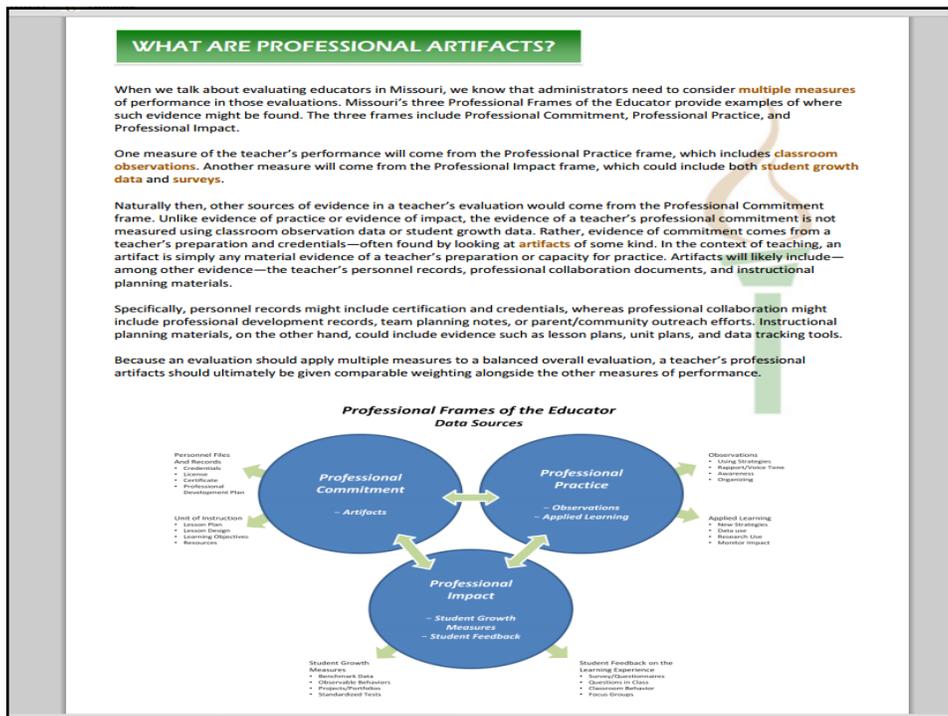
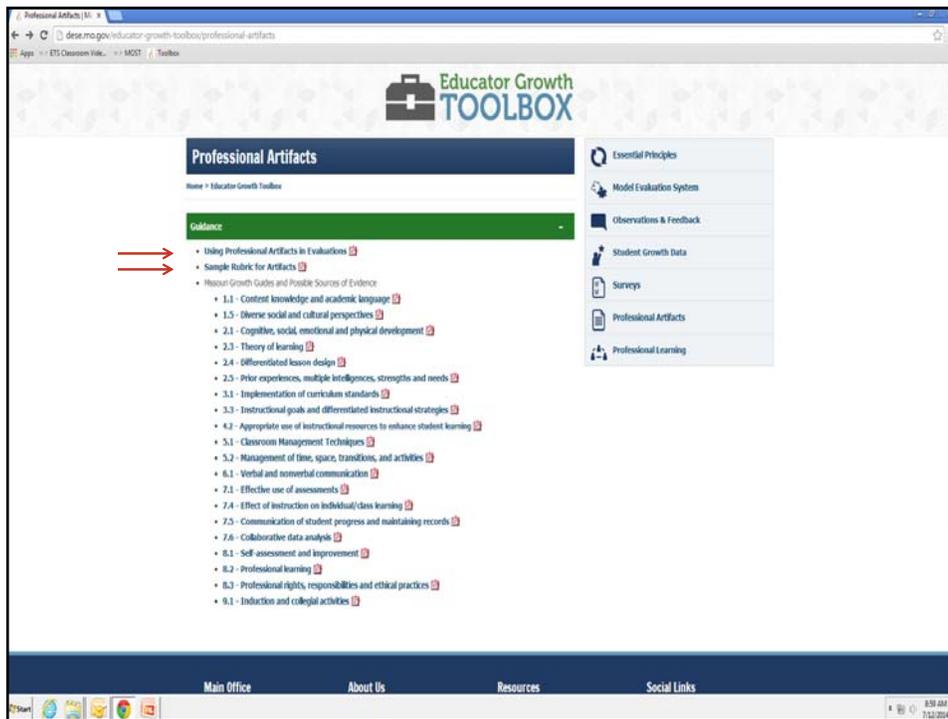
A one-stop destination where Missouri educators can find all of the tools they need to enhance educator effectiveness.  Click an icon above to open the Toolbox and find resources on evaluation, observations, professional learning, and more.

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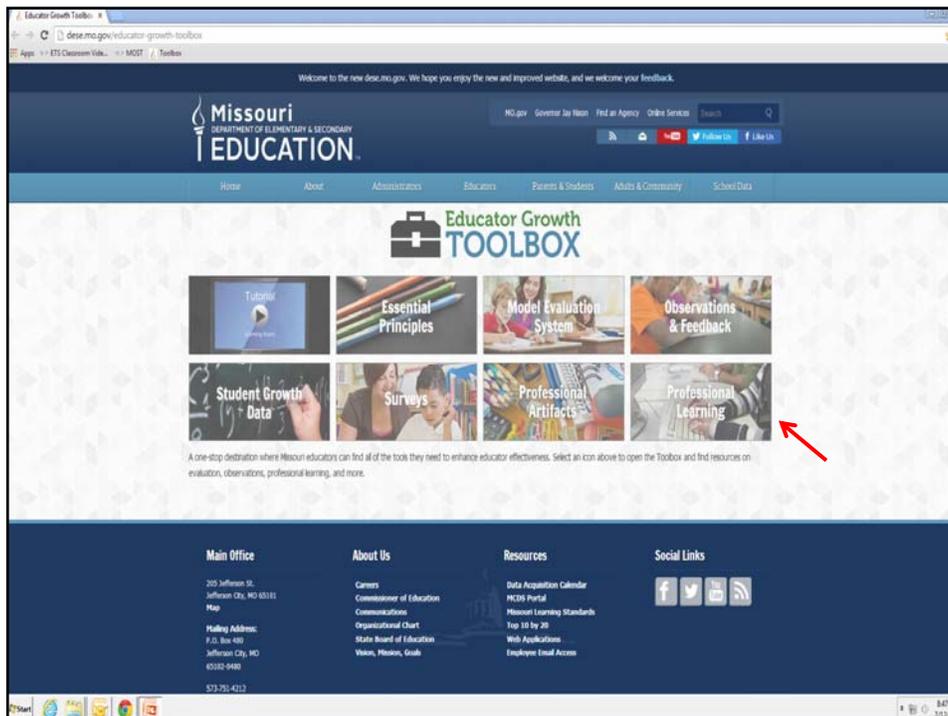


Rubric.pdf



PREPARATION & CREDENTIALS RUBRIC

PERSONNEL RECORDS	Instructional Strategies	Instructional strategies are often selected ad hoc and frequently are ineffective strategies for the chosen learning activities	Instructional strategies are not always research-based or proven, but often align to learning activities	Instructional strategies are thoughtfully selected, research-based, and proven, and they typically align to learning activities	Instructional strategies are thoughtfully selected, research-based, and proven, and they are tightly aligned to curriculum objectives and learning activities
	Instructional Resources	Instructional resources are not purposefully selected and may not enhance academic performance	Instructional resources are purposefully selected to enhance the teaching and learning process but may not enhance academic performance	Instructional resources are purposefully selected to enhance academic performance and are developmentally appropriate	Instructional resources are developmentally appropriate, are research-based, promote complex thinking skills, and enhance academic performance
	Differentiation	Instructional plans contain no evidence of differentiated content, strategies, or assessment	Instructional plans typically contain limited evidence of differentiation, but differentiation is not linked to individual student data and needs.	Instructional plans typically contain some research-based differentiated strategies, or assessment based on individual student data and needs	Instructional plans always contain research-based differentiated strategies, and assessment, and clearly state how student data and needs are used to highlight the skills of all students
	Assessment	Assessments are designed at the end of instruction and do not represent the essential learning concepts tied to state or district standards. Teacher rarely if ever uses diagnostic or formative assessments for instructional planning purposes	Assessments are somewhat representative of state or district standards, but may not represent the most essential learning concepts. Sometimes diagnostic, formative, and summative assessments are used, but not consistently. Growth targets are inappropriate for students population	Assessments are closely aligned to learning concepts articulated in state or district standards, and include diagnostic, formative, and summative assessments. Growth targets are achievable but not ambitious enough	Differentiated assessments accurately measure attainment of essential learning concepts or skills, and include diagnostic, formative, and summative assessments to monitor student progress towards ambitious but achievable targets and measure growth
	PD Plan Goals	There is no clear PD Goal—PD opportunities are selected based on factors irrelevant to teacher and/or district needs	PD Goals are not specific, measurable, attainable, and timely. However, they are purposefully chosen based on district or building needs	PD Goals are included in the PD Plan and are specific, measurable, attainable, and timely. However, they may not be based on teacher performance data or district or building goals	PD Goals are specific, measurable, attainable, and timely. They are directly aligned with district and building goals, and they are selected based on teacher performance data
	PD Plan Strategies/Activities	Strategies/activities are not identified at the outset of	Strategies/activities are not chosen based on specific	Strategies/activities are typically chosen based on	Strategies/activities are chosen based on district and



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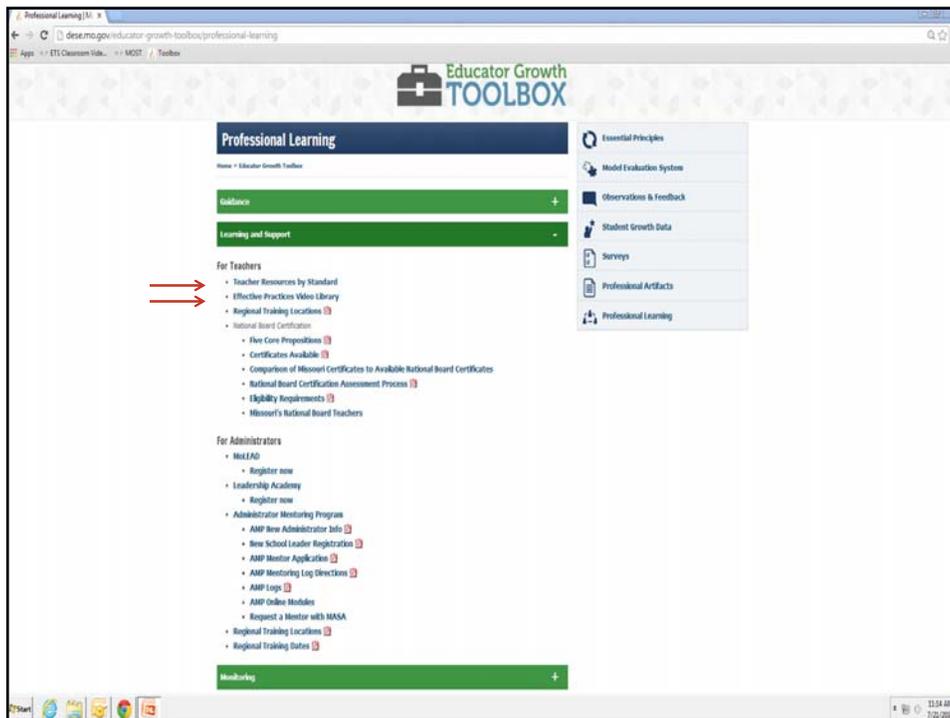
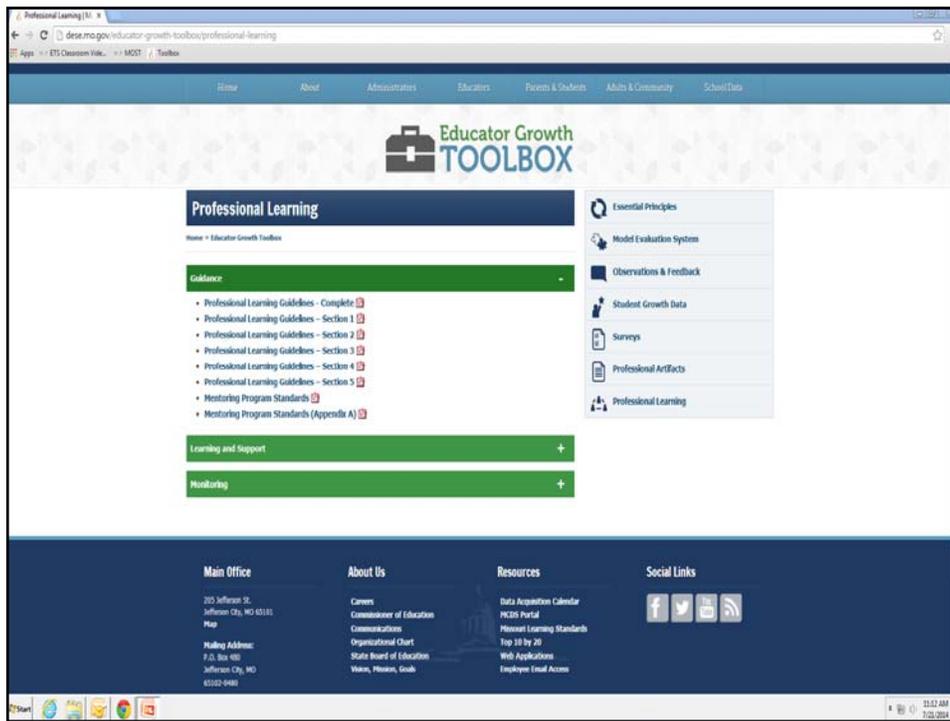
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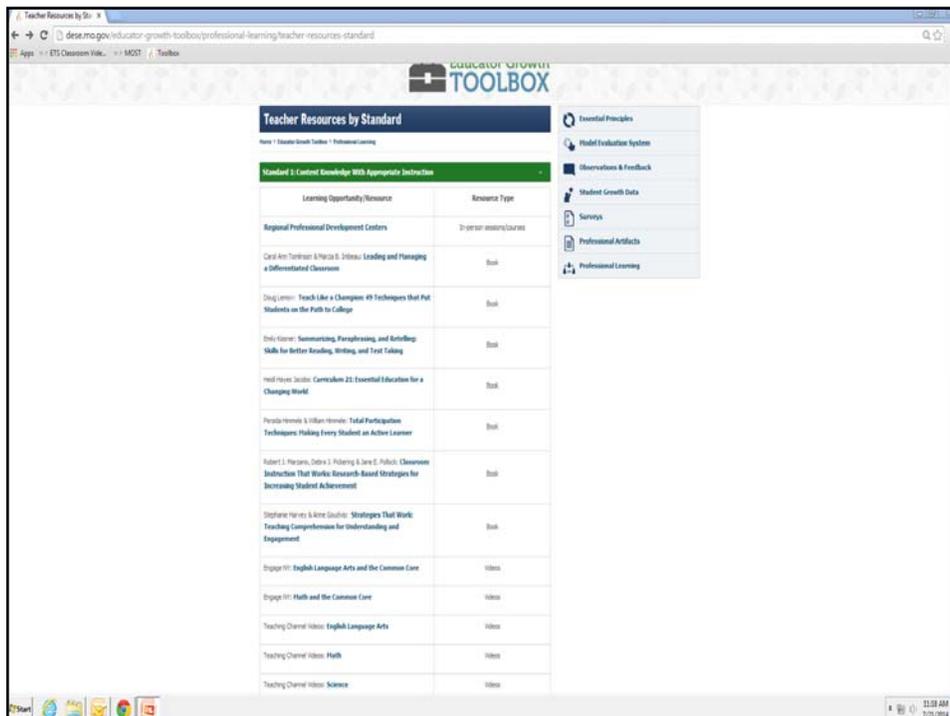
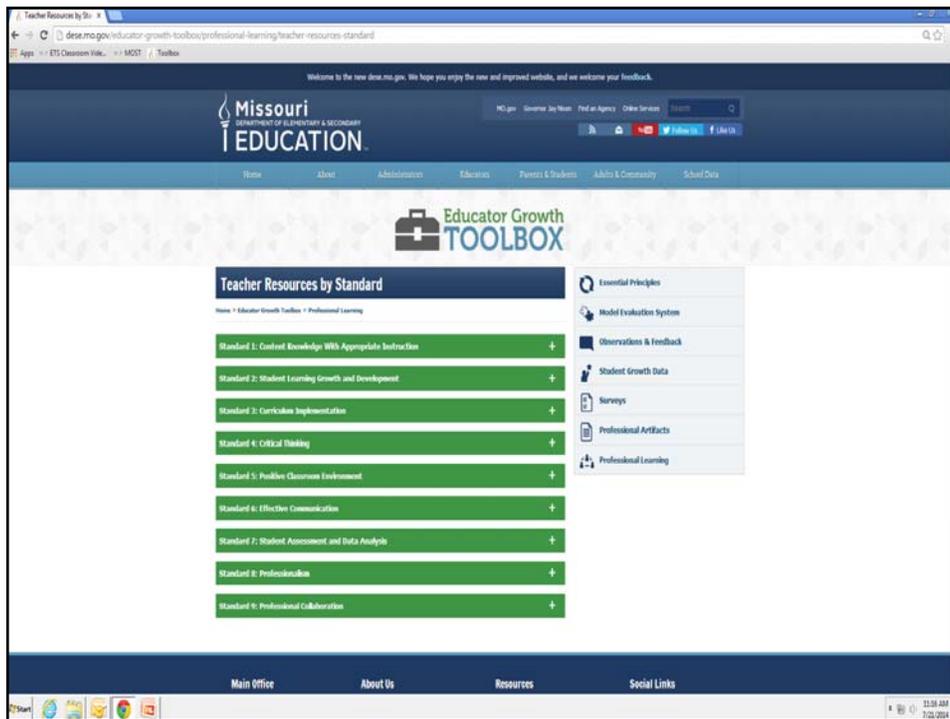
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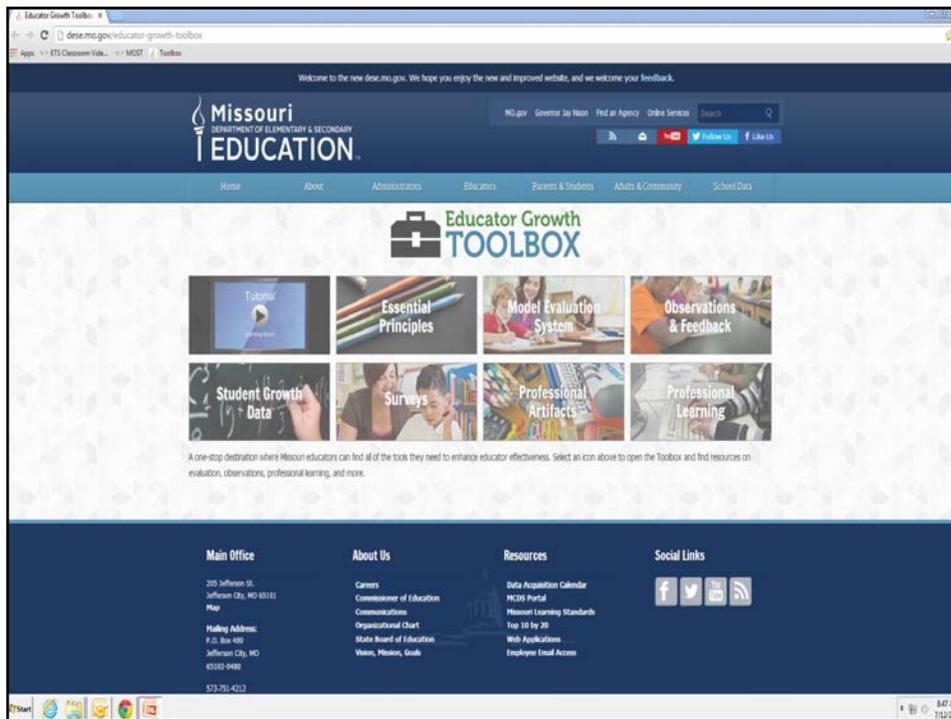
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The screenshot shows the 'Educator Growth TOOLBOX' website. The main heading is 'Effective Practices Videos'. Below this, there is a paragraph about the department's commitment to attracting, developing, and retaining a world-class corps of educators. A sidebar on the right lists various tools: Essential Principles, Model Evaluation System, Observations & Feedback, Student Growth Data, Surveys, Professional Artifacts, and Professional Learning. The main content area is titled 'Standard 1: Content Knowledge Aligned With Appropriate Instruction' and includes a sub-section '1.1 - Content knowledge and academic language'. It lists two teachers: Laura Grayson, a 3rd Grade Teacher at George R. Robinson Elementary, and Beth Vernon, an 8th Grade Earth & Space Science Teacher at Brittany Hill Middle School. A video player is embedded, showing Laura Grayson in a classroom setting with a 'Predict' and 'Quest' board.

The screenshot shows the 'Professional Learning' section of the website. It features a 'Learning and Support' header. Under 'For Teachers', there are links for Teacher Resources by Standard, Effective Practices Video Library, Regional Training Locations, National Board Certification, and Missouri's National Board Teachers. Under 'For Administrators', there are links for MLEAD, Leadership Academy, and Administrator Mentoring Program. A 'Monitoring' section at the bottom lists Core Data Screen 19, Professional Development Self Audit, and Professional Development Self Audit Scoring Guide.



Questions to consider

How might the resources in the Educator Growth Toolbox assist you promoting educator growth in your teachers and leaders?

How might it assist you in aligning your local evaluation process to the Essential Principles of Effective Evaluation?

What further questions do you have?

Contact Us

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