



THE OFFICE OF EDUCATOR QUALITY

Educator Evaluation Training

Conference for School Administrators

July 29, 2013

Missouri Department of Elementary and Secondary Education

Improvement / Evaluation

*The greatest challenge that most students experience is the level of **competence of the teacher.***

~ John Hattie

But what we really need is a conception of teacher evaluation as part of a *teaching and learning system* that supports **continuous improvement**, both for individual teachers and for the profession as a whole. Such a system should **enhance teacher learning and skill**, while at the same time ensuring that teachers who are retained and tenured can effectively support student learning throughout their careers.

~Linda Darling Hammond



Improvement / Evaluation

*First, it helps to be clear about why we even have teacher evaluation. Laws, of course, require it. But why are there laws? The first and most fundamental reason is because public schools are public institutions; they take public money, and the public has a right to **expect high-quality teaching**.*

~Charlotte Danielson

The true promise of classroom observations is the potential to **identify strengths and address specific weaknesses** in teachers' practice."

*~ Gathering Feedback for Teaching
MET Project Report, 2012*



Improvement / Evaluation

*"The effects of 'increases in teacher quality' **swamps the impact** of any other educational investment, such as reductions in class size"*

~ Goldhaber

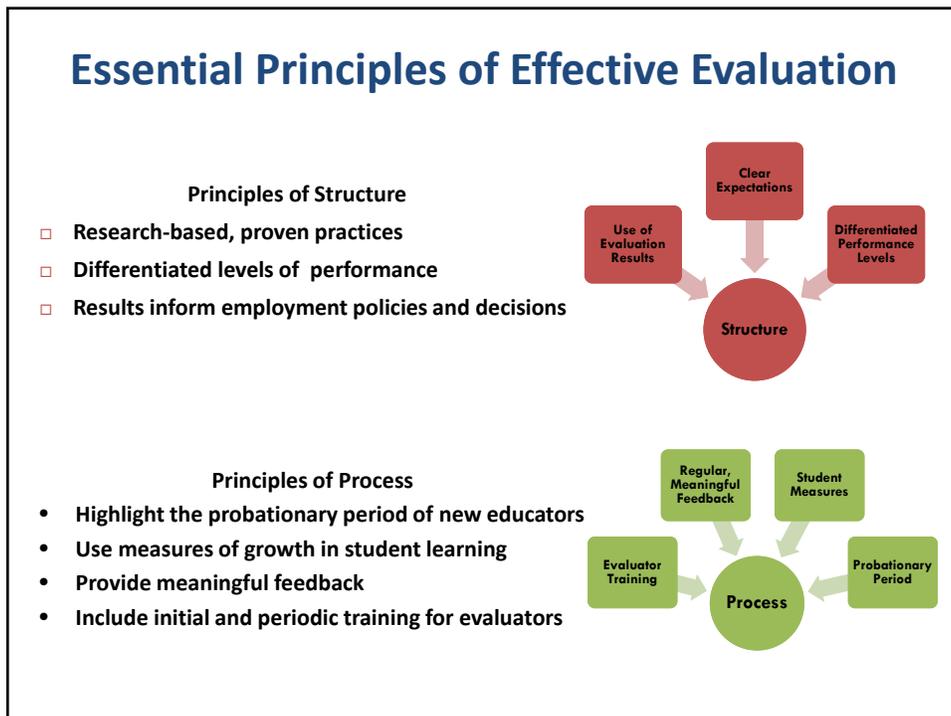
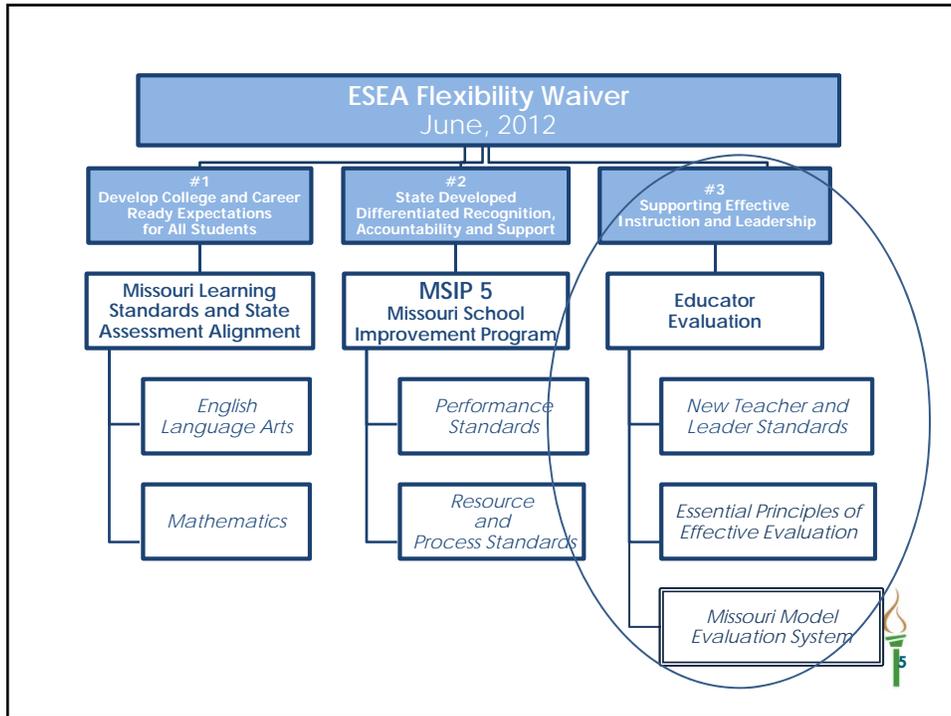
*"Having a high-quality teacher throughout elementary school **can substantially offset or even eliminate** the disadvantage of low socio-economic background"*

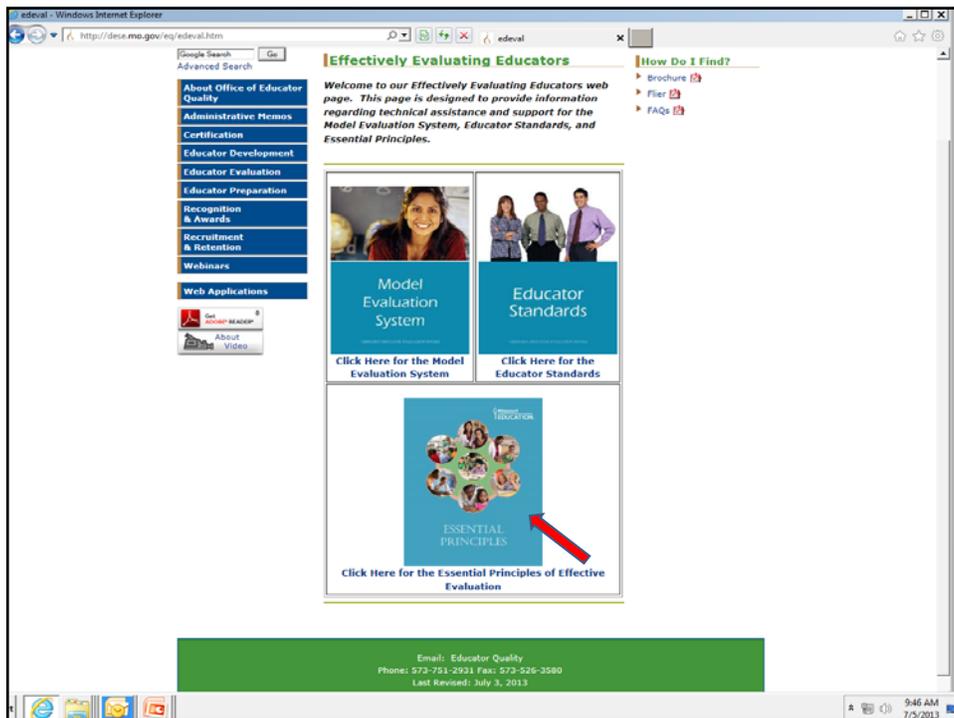
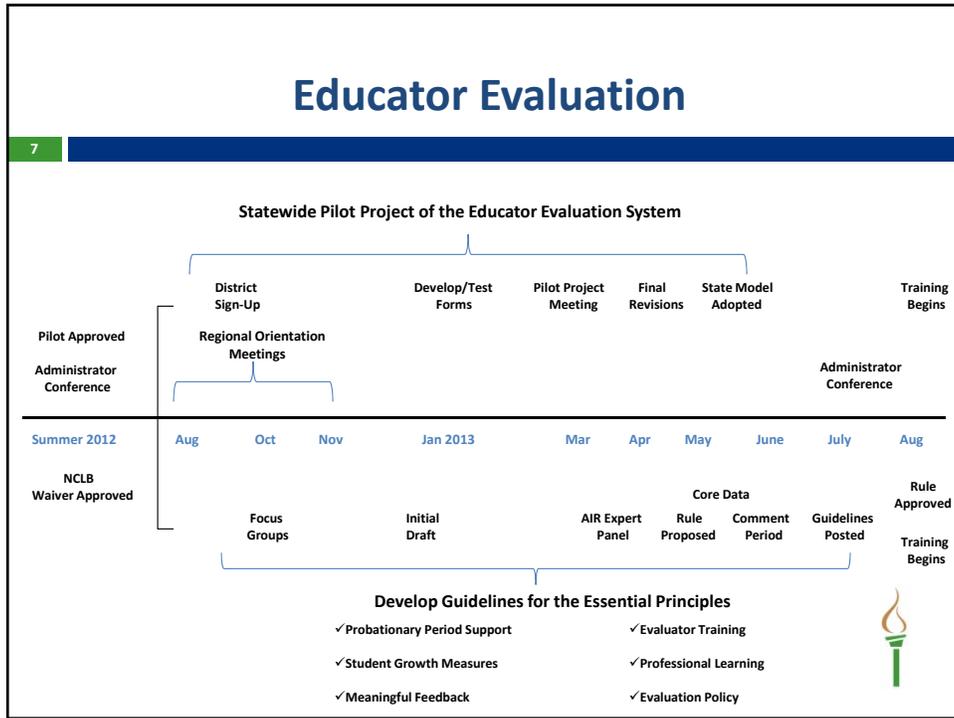
~ Rivkin, Hanushek, & Kain

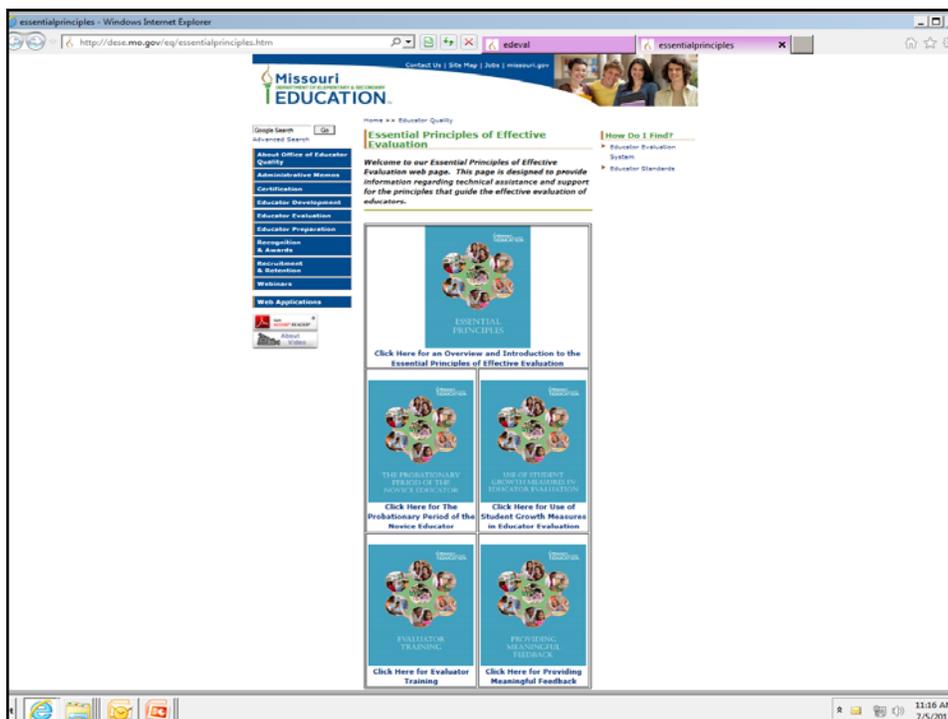
*The most valuable evaluation model will not only meet state legislative requirements, it must produce gains in student learning. The model must evaluate teachers and, just as importantly, **improve their classroom performance** over time.*

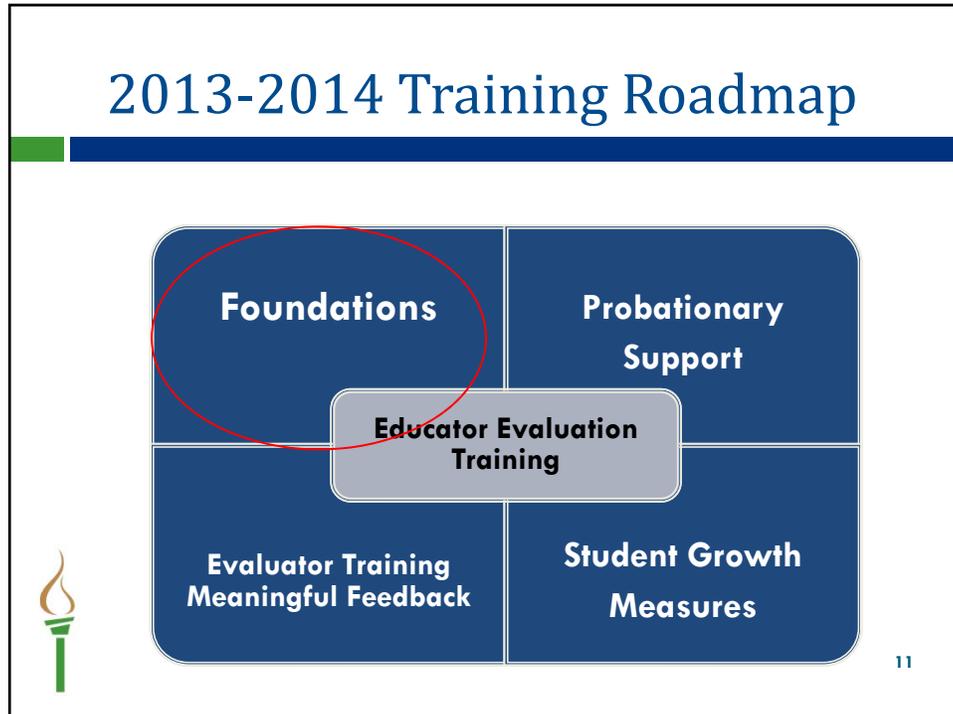
~ Robert Marzano











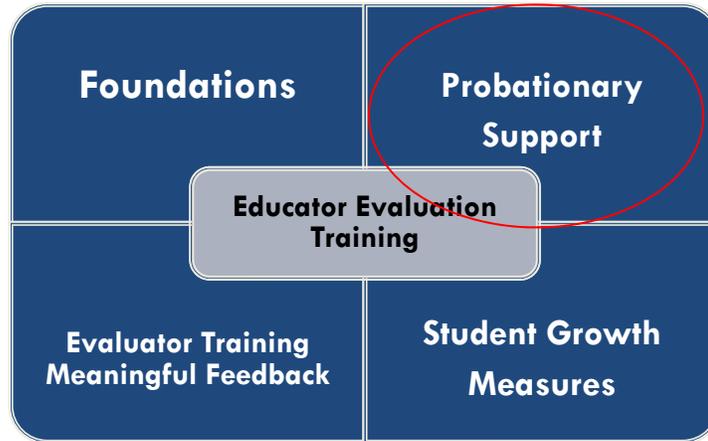
Foundations

- 1. Growth Mindset:**
Develop or expand a growth-mindset among staff, one which would be necessary for effective implementation of an educator evaluation system.
- 2. Understanding New Missouri Teacher Standards:**
Create a working plan for getting teachers involved more deeply in “understanding” the new Missouri teacher standards and indicators.
- 3. Manageability:**
Construct a manageability plan for how educator evaluation could be conducted effectively within the time constraints of a school year.



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2013-2014 Training Roadmap



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The Fiscal Hurt...

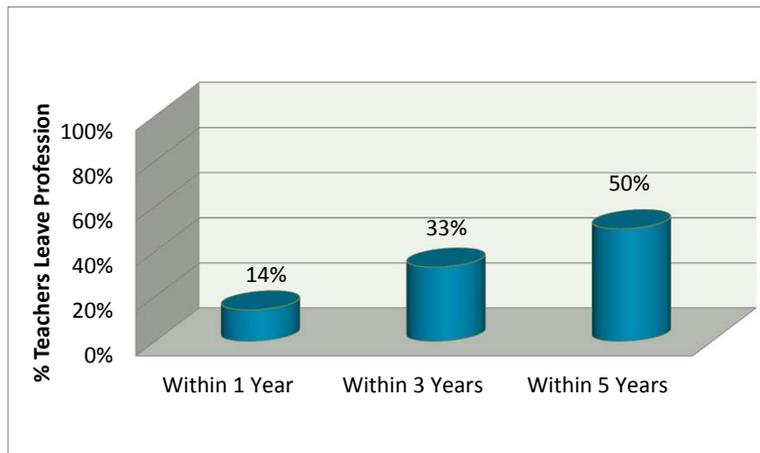
*It is estimated that teacher attrition has grown by 50 percent over the past 15 years—costing roughly **\$7 billion a year**, as districts and states recruit, hire, and try to retain new teachers.*

NEA Today Magazine, 2008



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Teacher Attrition Rates



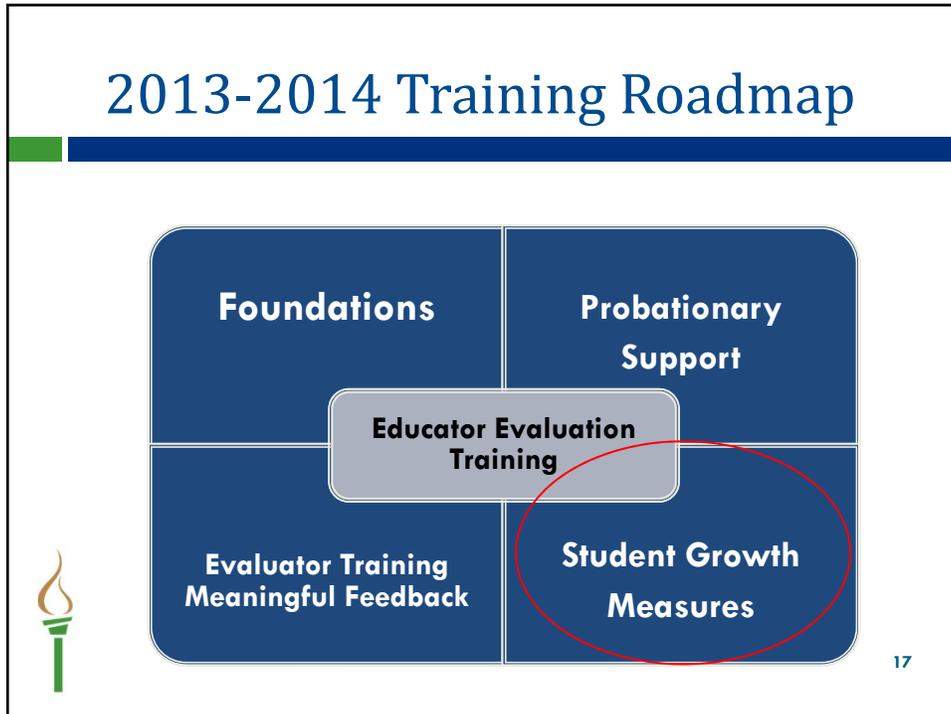
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Support in the Probationary Period

- 1) A part of a **district-wide professional development plan** (all teachers) that includes
 - **Comprehensive Induction** (1-5 yr teachers) that includes
 - **Mentoring** (1-2 yr teachers)
- 2) Understand the **needs** of the **1-2 year teacher**, and the **3-5 year teacher** and way in which to establish a support system to identify/address those needs.
- 3) Create a plan for the **supporting the probationary teacher's experience** (e.g. Educator Evaluation System)



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- ## Student Growth Measures
- 1) Determine **current reality** in the use of student growth data as a component of a comprehensive educator evaluation system
 - 2) Identify the **key components that can be used as student growth measures** within educator evaluation system.
 - 3) Develop a strategy for using **state assessment data** as a contributing factor in educator evaluation
 - 4) Develop a **sample Student Learning Objective (SLO)** using the educator growth plan
 - 5) Create a plan for educating/modeling to staff how to **create and use an SLO**
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Sample Data Report

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Student ID	Exam Year	Exam Grade	Previous year math score (NCE units)	Predicted current year math score (NCE units)	Observed current year math score (NCE units)	Residual (NCE units)	*	American Indian (-1)	Asian (-1)	Black (-1)	Hispanic (-1)	Multi-Race (-1)	FRL Eligible (-1)	Female (-1)	IEP (-1)	English as a Second Language (-1)	Student was in building where tested for less than the full school year (-1)	Super-subgroup (-1)
999487625	2011	05	72.5	65.8	72.5	56.7	0	0	0	0	0	0	0	0	0	0	0	0
999487625	2012	06	72.7	66.2	55.3	39.0	0	0	0	0	0	0	0	0	0	0	0	0
888487625	2010	05	39.5	35.5	47.5	62.0	0	0	0	0	0	0	1	0	0	0	0	1
888487625	2011	06	47.3	41.2	46.6	55.5	0	0	0	0	0	0	1	0	0	0	0	1
888487625	2012	07	46.6	40.3	42.8	52.5	0	0	0	0	0	0	1	0	0	0	0	1
777487625	2010	06	53.8	48.3	59.3	61.0	0	0	0	0	0	0	1	0	1	0	1	1
777487625	2011	07	59.1	55.5	43.7	38.2	0	0	0	0	0	0	1	0	1	0	0	1
777487625	2012	08	43.5	45.2	44.5	49.4	0	0	0	0	0	0	1	0	1	0	0	1

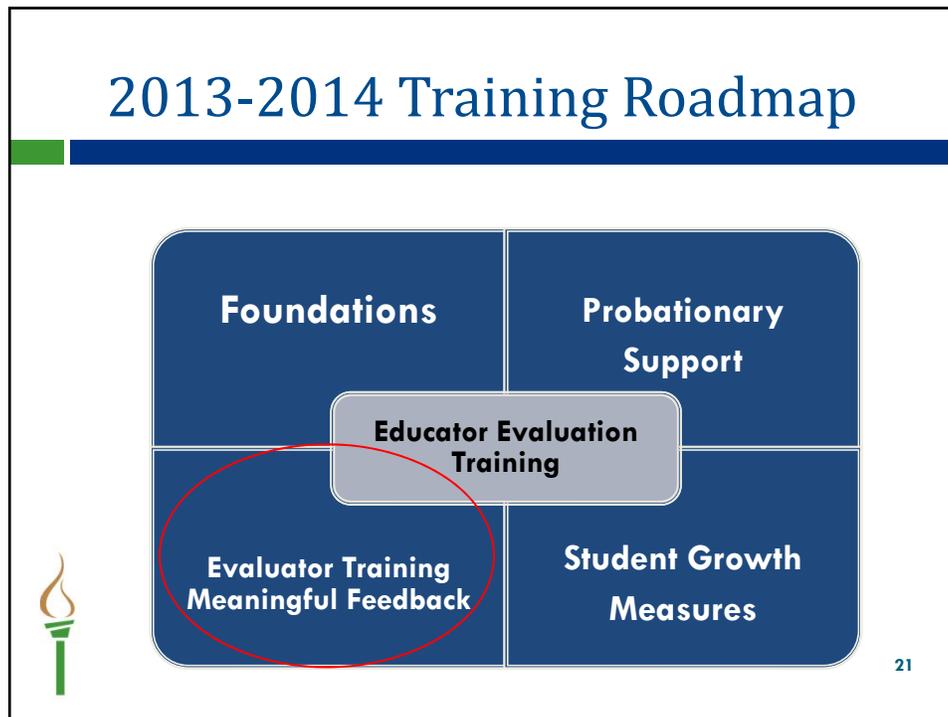
*Note: Achievement data in this report will be in "NCE" units, which resemble percentiles, but can be meaningfully averaged while periduals—

- NCE of 50 indicates performance that met expectation or prediction;
- NCE above 50 indicates performance exceeded prediction or over-performing; and
- NCE below 50 indicates performance fell below prediction or under-performing



Student Learning Objectives (SLO)

Key Component	Description	Example
Population	-Identifies the specific population -Includes a majority of the students -Specifies any agreed upon exceptions	-32 third grade students -All 9 students in Algebra II
Learning Context	-Identifies the essential content area -States the academic concept or skills to be taught -Aligns with curriculum standards	-Causes of the Civil War -Notes of the music scale
Time Interval	-Clearly states the time students have to reach goal -Appropriate to content complexity -Realistic and attainable	-Semester (12 weeks) -Formative assess. cycle 2 to 4 week unit
Growth Target	-Includes baseline data -Predicts expectation or gain anticipated -Rigorous/realistic for at least % of identified population	-At least 80% of students will score 75 or higher -90% demonstrate mastery
Rationale	-How objective is connected to student needs -States how and why it is appropriate and rigorous -Tied to district and/or state curriculum standards -Connects to educator standard & quality indicator -Aligns to and supports goals of improvement plan	-Address low reading scores -Supports CSIP goal #... -Based on student proficiency, students will...
Instructional Strategies	-Method of instruction or key strategies -Includes specific interventions where needed -Specific approach to be used in the classroom	-Small group instruction -Peer to peer teaching -Progress monitoring
Assessment	-Measures growth, gain, or change expected -Connects teacher, student, & expectations -Is fair, credible, reliable and comparable	-End-of-course exam -District-developed test -End of unit project



- ## Evaluator Training / Feedback
- 1) Deeper understanding of the components for **effectively delivering meaningful feedback**
 - 2) Deeper understanding of the **components of evaluator training**
 - 3) **Practice and reflect** upon own skill set to achieve inter-rater reliability to drive the delivery of meaningful feedback
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Meaningful Feedback

1. Keep the ***event and the feedback tightly connected***, it should occur as immediate as possible
2. Although documentation is important, feedback is not about forms; ***it's a conversation***
3. Feedback is ***actionable information that motivates***; it leads to something next
4. Feedback should be given in ***digestible doses***; it's ineffective to drink from a fireman's hose



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Evaluator Training

- Establish a **level of competence** at assessing an educator's performance
 - one-to-one coaching
 - paired observations
 - group collaboration
 - use of videos
- District determined **acceptable rating**
 - deep understanding of the **rationale for the tool** and the appropriate use
 - fully understand the **different points on the scale** and learn to differentiate between them



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ESSENTIAL PRINCIPLES OF EFFECTIVE EVALUATION

2013 – 2014 Training Roadmap

Foundations	Probationary Support
Educator Evaluation Training	
Evaluator Training Meaningful Feedback	Student Growth Measures

Scheduled Regional Trainings
Go to www.dese.mo.gov/eq/essentialprinciples.htm for specific locations

<p>Module 1: Foundations 40+ trainings August 7, 2013 through July 1, 2014</p>	<p>Module 2: Probationary Period Support 40+ trainings August 9, 2013 through July 2, 2014</p>
<p>Module 3: Student Growth Measures 40+ trainings September 26, 2013 through July 16, 2014</p>	<p>Module 4: Evaluator Training/Feedback 40+ trainings October 7, 2013 through July 17, 2014</p>

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Missouri RPDCs

- 1 Southeast - Cape Girardeau
- 2 Heart of Missouri - Columbia
- 3 Kansas City
- 4 Northeast - Kirksville
- 5 Northwest - Maryville
- 6 South Central - Fayette
- 7 Southwest - Springfield
- 8 St. Louis
- 9 Central - Warrensburg

Registration links for various RPDCs:

- Northwest RPDC Meetings: <http://www.nwmissouri.edu/rpdc/>
- Northeast RPDC Meetings: <http://rpdc.truman.edu/>
- Kansas City RPDC Meetings: <http://education.umkc.edu/kcrpdc/>
- Kansas City PDN Meetings: <http://www.kcpdn.com>
- Central RPDC Meetings: <http://www.ucmo.edu/rpdc>
- Southwest Center Meetings: <http://www.southwestcenter.org/>
- Southwest RPDC Meetings: <http://education.missouristate.edu/rpdc/>
- South Central RPDC Meetings: <http://rpdc.mst.edu/>
- St. Louis RPDC Meetings: <http://www.csd.org/>
- Heart of Missouri RPDC Meetings: <http://www.heartofmissourirpdc.org/>
- Southeast RPDC Meetings: <http://www4.semo.edu/rpdc/>

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

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Educator Evaluation Training Locations

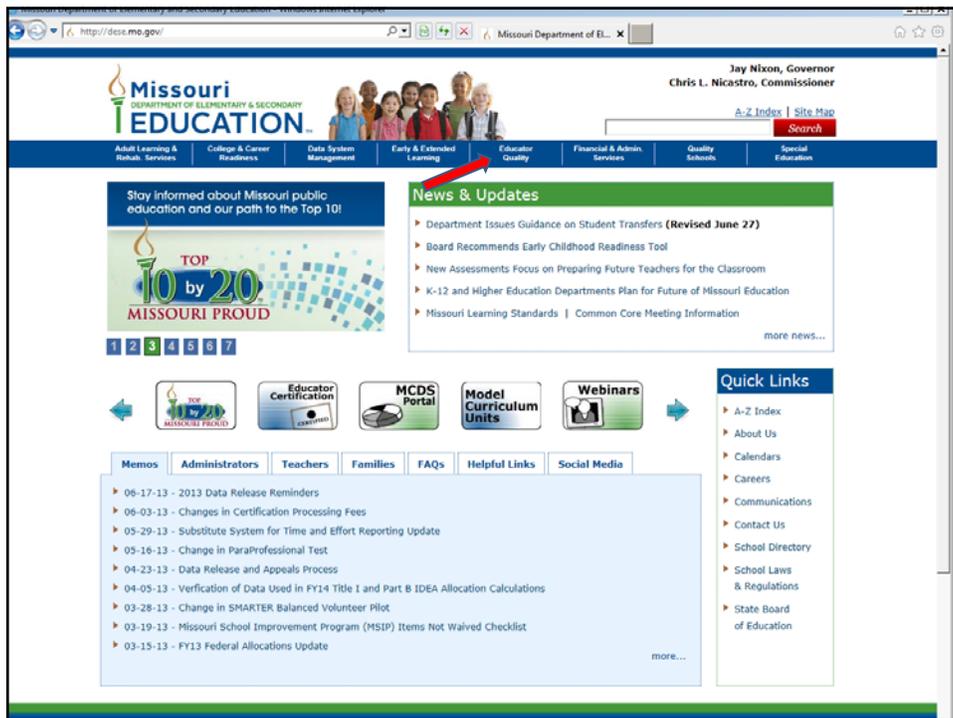
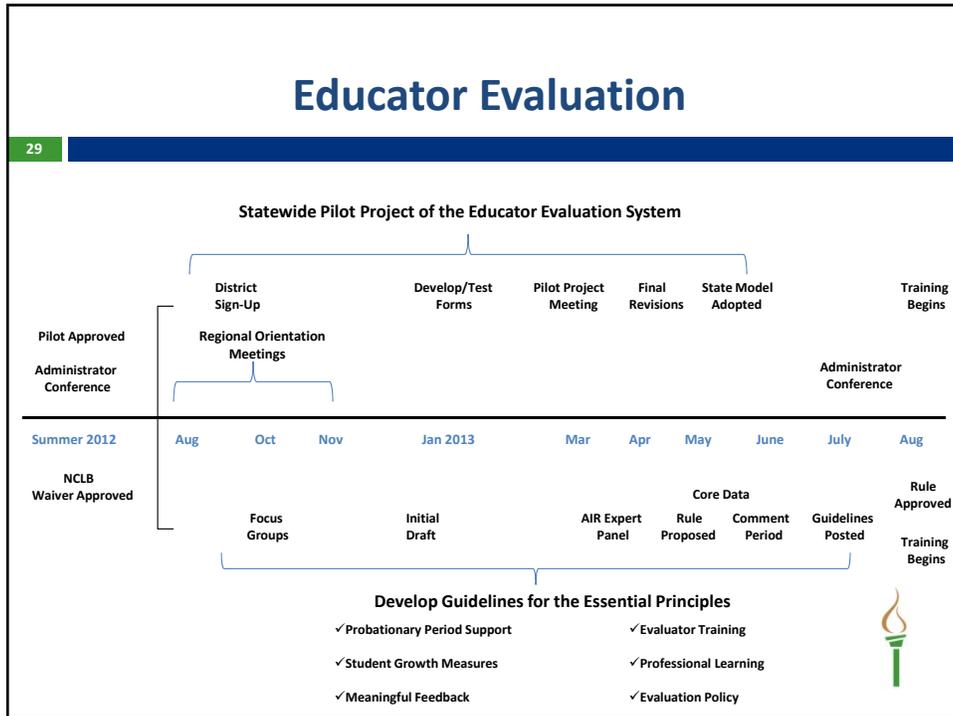
Central RPDC
<http://www.ucmo.edu/rpdc/>
CSD of St. Louis
<http://www.csd.org/>
Heart of MO RPDC
<http://www.heartofmissourirpdc.org/>
Kansas City Professional Development Network
<http://www.gkcpdn.com>
Kansas City RPDC
<http://education.umkc.edu/kcrpdc/>
Northeast RPDC
<http://rpdc.truman.edu/>
Northwest RPDC
<http://www.nwmissouri.edu/rpdc/>
South Central RPDC
<http://rpdc.mst.edu/>
Southeast RPDC
<http://www4.semo.edu/rpdc/>
Southwest Center
<http://www.southwestcenter.org/>
Southwest RPDC
<http://education.missouristate.edu/rpdc/>

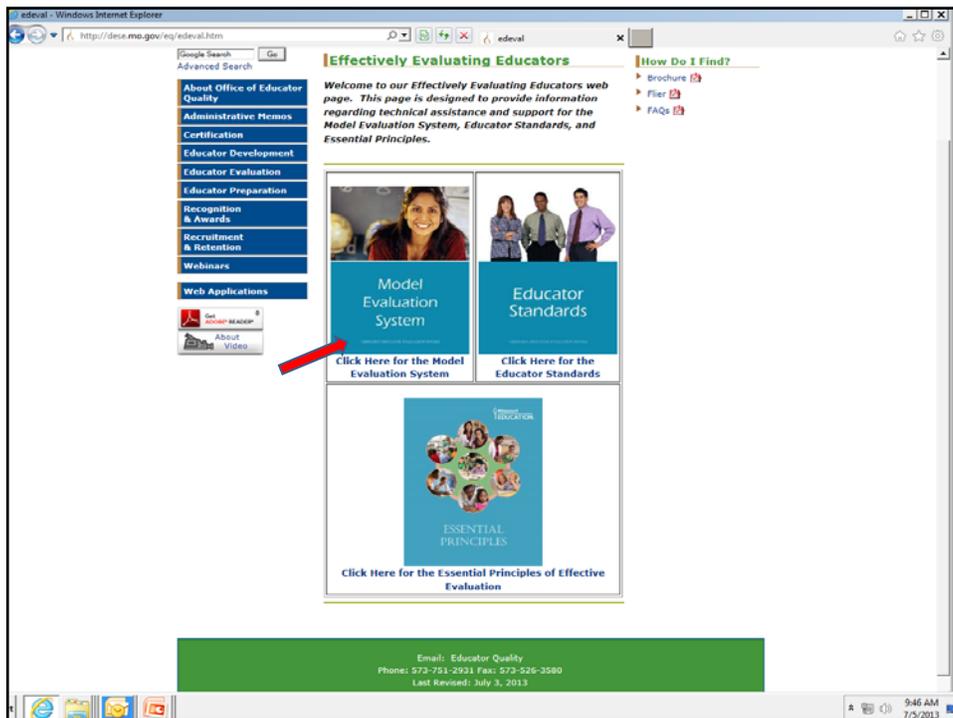
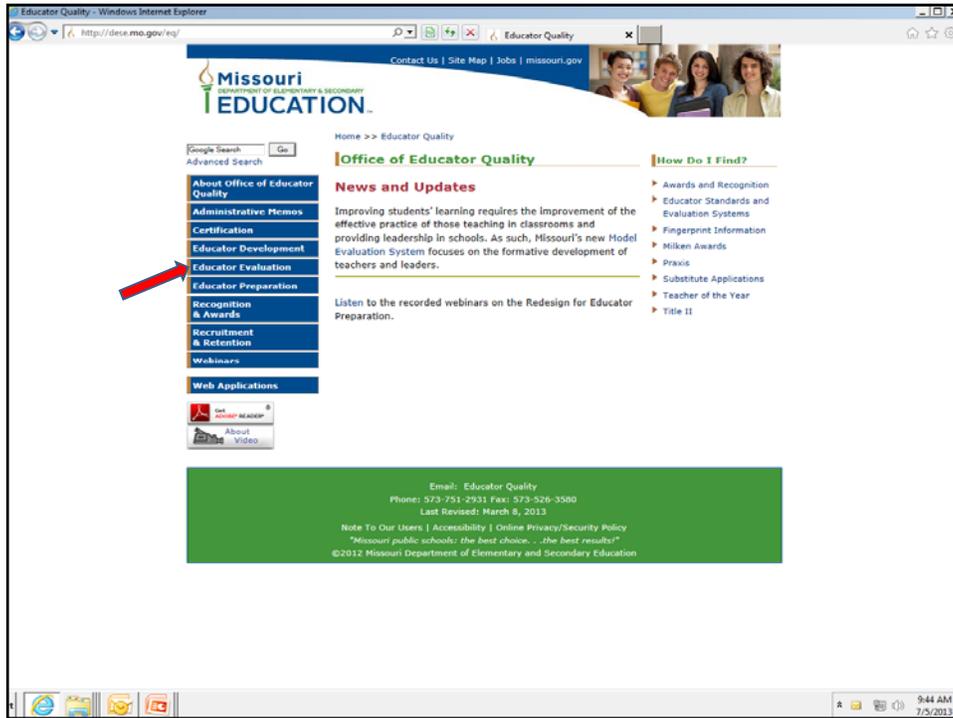
The map displays various RPDC meeting locations across Missouri, including: Northwest RPDC Meetings, Northeast RPDC Meetings, Kansas City RPDC Meetings, Kansas City PDN Meetings, Kansas City RPDC Meetings, Central RPDC Meetings, Southwest Center Meetings, Southeast RPDC Meetings, Southwest Center Meetings, South Central RPDC Meetings, Southeast RPDC Meetings, St. Louis RPDC Meetings, Heart of Missouri RPDC Meetings, and Missouri RPDCs (listing sub-regions like Northwest - Cape Girardeau, Heart of Missouri - Columbia, Kansas City, Northwest - Kirksville, Southwest - Warrenton, South Central - Holt, Southwest - Springfield, St. Louis, and Central - Hannibal).

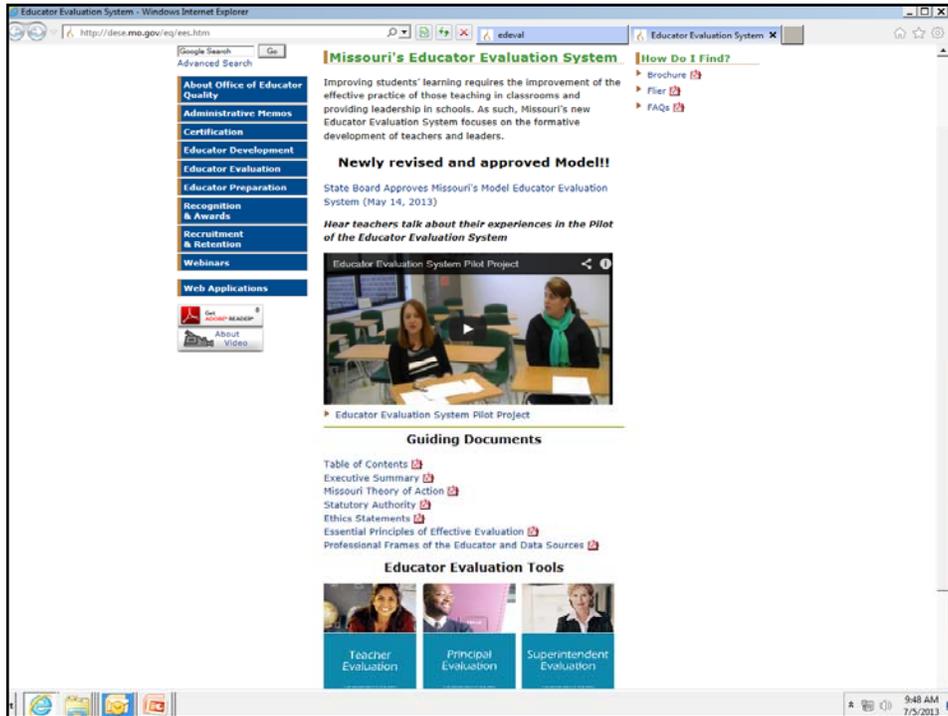
What does your district need?

The diagram illustrates the components of a district's needs for educator evaluation training. It features a central box labeled "Educator Evaluation Training" surrounded by four quadrants: "Foundations" (top-left), "Probationary Support" (top-right), "Evaluator Training Meaningful Feedback" (bottom-left), and "Student Growth Measures" (bottom-right). A small torch icon is located in the bottom-left corner of the slide.

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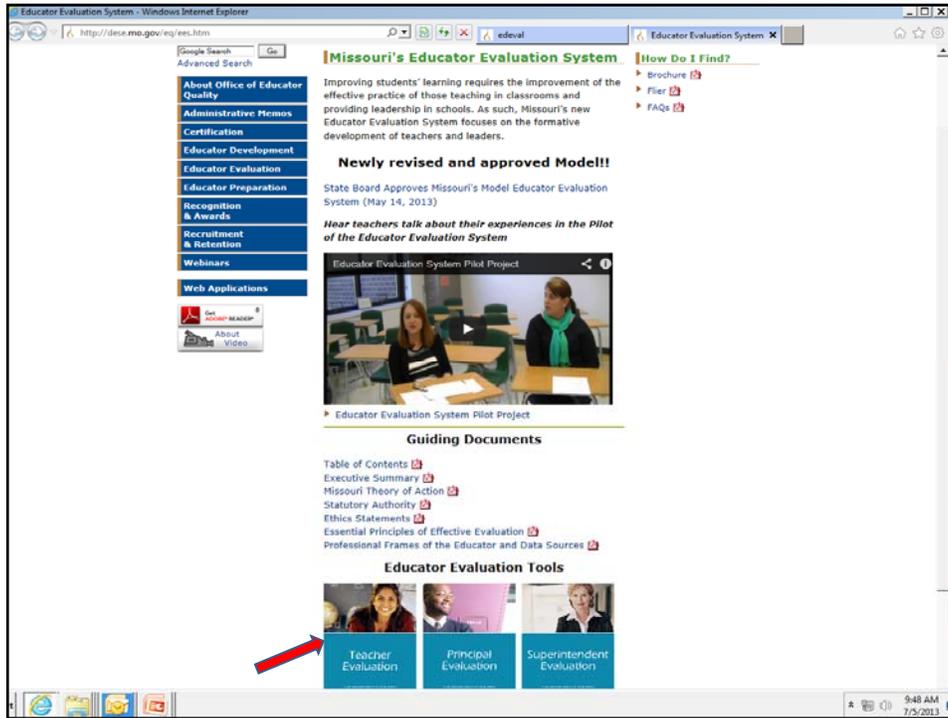






Important Revisions to the State Model

June 2012 through May 2013	
Discrete, Differentiated Levels of Performance	Emerging – Developing – Proficient – Distinguished consistent with the Dreyfus Growth Model
Revised language of Quality Indicators	36 for Teacher 13 for Principal 16 for Superintendent
Revised Protocols	Detailed Growth Process and Improvement Process
Expanded Examples of Evidence	Increased examples of evidence based on district's pilot experiences
Increased Research-Base	Additional research aligned to indicators and focused on effect size and best practices to improve student achievement
Particular focus on Novice educators	Development of a process for focusing on particular, significant practices in the mentee's first two years
Development and testing of forms	Forms support providing meaningful feedback, accurate determinations of overall performance and legal defensibility
Electronic Platform	Provided by Tyler Technologies (SISK12) and Netchemica



Missouri Educator Evaluation Timeline

Step 1	Step 2	Step 3	Step 4
Identify Quality Indicators and determine baseline score	Develop Educator Growth Plan	Regularly assess progress of growth	Determine a follow-up score and reflect on future goals
<ul style="list-style-type: none"> •Select quality indicator •Focus growth based on student data and aligned to building & district improvement plans •Conduct an initial assessment of identified quality indicators •Identify areas of strength and opportunities for growth. 	<ul style="list-style-type: none"> •Based on opportunities for growth and baseline scores, select appropriate improvement strategies •Document improvement strategies on the Educator Growth Plan 	<ul style="list-style-type: none"> •Conduct follow-up assessments of identified quality indicators to determine progress. •Use the appropriate growth guides and repeated opportunities for practice. •Provide targeted feedback on areas of strength and opportunities for growth. 	<ul style="list-style-type: none"> •Conduct a follow-up assessment of identified indicators. •Determine overall progress on the Educator Growth Plan •Identify potential opportunities for growth •Quality indicators can be carried into the following year for continuation of growth
Summer-August	August-September	October-February	March 15 thru Summer

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Teacher Growth Guide 4.1							
Standard 4: Critical Thinking							
The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including technological resources.							
Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking							
New	Developing	Proficient	Distinguished				
4N1) The new teacher... Selects various types of instructional strategies and appropriate resources to achieve instructional goals and teach students critical thinking skills.	4D1) The developing teacher also... Assures student growth with frequent instructional opportunities for students to use critical thinking and problem solving skills.	4P1) The proficient teacher also... Effectively applies a range of instructional techniques that require students to think critically and problem-solve.	4S1) The distinguished teacher also... Fluently uses a range of instructional techniques that require critical thinking; serves as a leader by offering constructive assistance and modeling the use of strategies, materials and technology to maximize learning.				
Professional Frames							
<i>Evidence of Commitment</i> N/A	<i>Evidence of Commitment</i> N/A	<i>Evidence of Commitment</i> N/A	<i>Evidence of Commitment</i> N/A				
Evidence of Practice Demonstrates use of various types of instructional strategies and appropriate resources for critical thinking	Evidence of Practice Assesses student growth to determine student use of critical thinking and problem solving skills	Evidence of Practice Effectively demonstrates a range of instructional techniques that require students to think critically and problem-solve	Evidence of Practice Serves as a leader in the use of instructional strategies, materials and technology that maximize student learning				
Evidence of Impact Students are engaged in active learning that promotes the development of critical thinking and problem solving skills	Evidence of Impact There is growth in student learning and use of critical thinking and problem-solving skills	Evidence of Impact Students ability to think critically and problem-solve is evident in students' communications and work	Evidence of Impact Students pose and answer their own questions pursuant to the learning objectives assuming responsibility for their own learning				
Score = 0	1	2	3	4	5	6	7

Important Numbers		Important Outcomes
Over 560		Teacher data samples submitted reflecting growth on different indicators during the piloting of the state model
90.1		The percent of teachers (over 500) that experienced growth on a specific educational practice using the state model
1 . 99		The average amount of growth a teacher experienced on the 0 – 7 rating scale (movement from level to level)
25 . 7		The percent of teachers that experienced growth in practice specifically in the area of student assessment and data analysis (Standard 7)
Over 170		Principal data samples submitted reflecting growth on different indicators during the piloting of the state model
92 . 9		The percent of principals (nearly 160) experienced growth on a specific educational practices using the state model
1 . 36		The average amount of growth a principal experienced on the 0 – 7 rating scale
39 . 1		The percent of principals experiencing growth in practice specifically in the area of teaching and learning (Standard 2)

Trainings for ...
Missouri Educator Evaluation System



August Learning
on the Missouri Educator Evaluation System

Four Wednesday Webinars

<p>Selecting Indicators and Establishing Baseline Data Date: Wednesday, August 7 Time: 3:00 - 4:00 p.m. This webinar provides training on how districts select indicators and establish baseline data.</p>	<p>Performance Data and Feedback Date: Wednesday, August 21 Time: 3:00 - 4:00 p.m. This webinar will provide training on how districts do follow-up observations and offer feedback on progress and growth.</p>
<p>Improvement Strategies and Growth Plans Date: Wednesday, August 14 Time: 3:00 - 4:00 p.m. This webinar provides training on how districts select improvement strategies and document this in their growth plans.</p>	<p>Follow-up Ratings and Determinations Date: Wednesday, August 28 Time: Pre-recorded This webinar provides training on how districts conduct a final rating to determine growth and provide a summative determination on performance.</p>

For more information and to register, go to dese.mo.gov/webinar

Contact Us:

Office of Educator Quality
573-751-2931
paul.katnik@dese.mo.gov
573-751-2990

