



NEW SUPERINTENDENTS' MEETING

July 8, 2015

Missouri Department
of Elementary and Secondary Education

Contact Us

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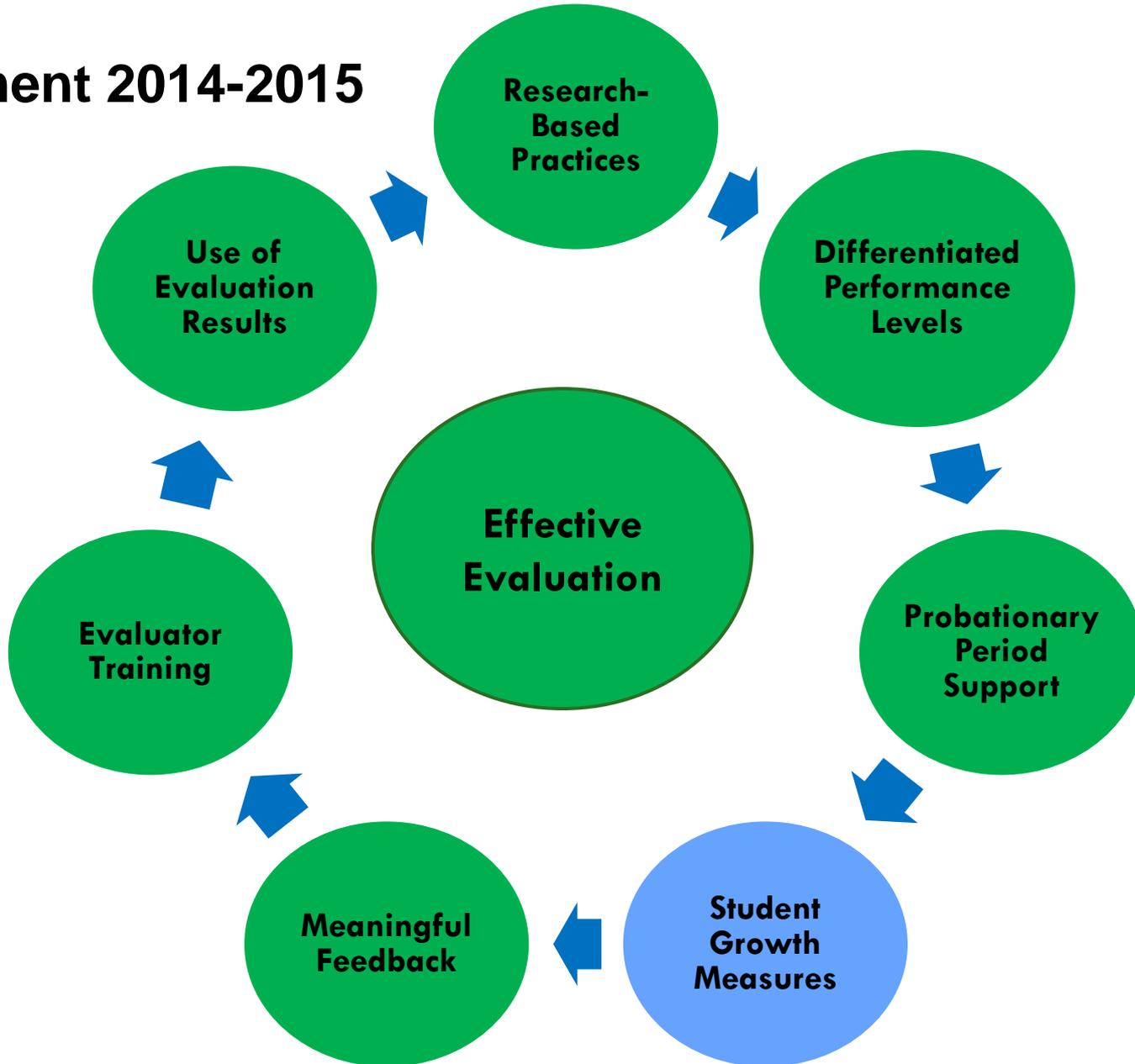
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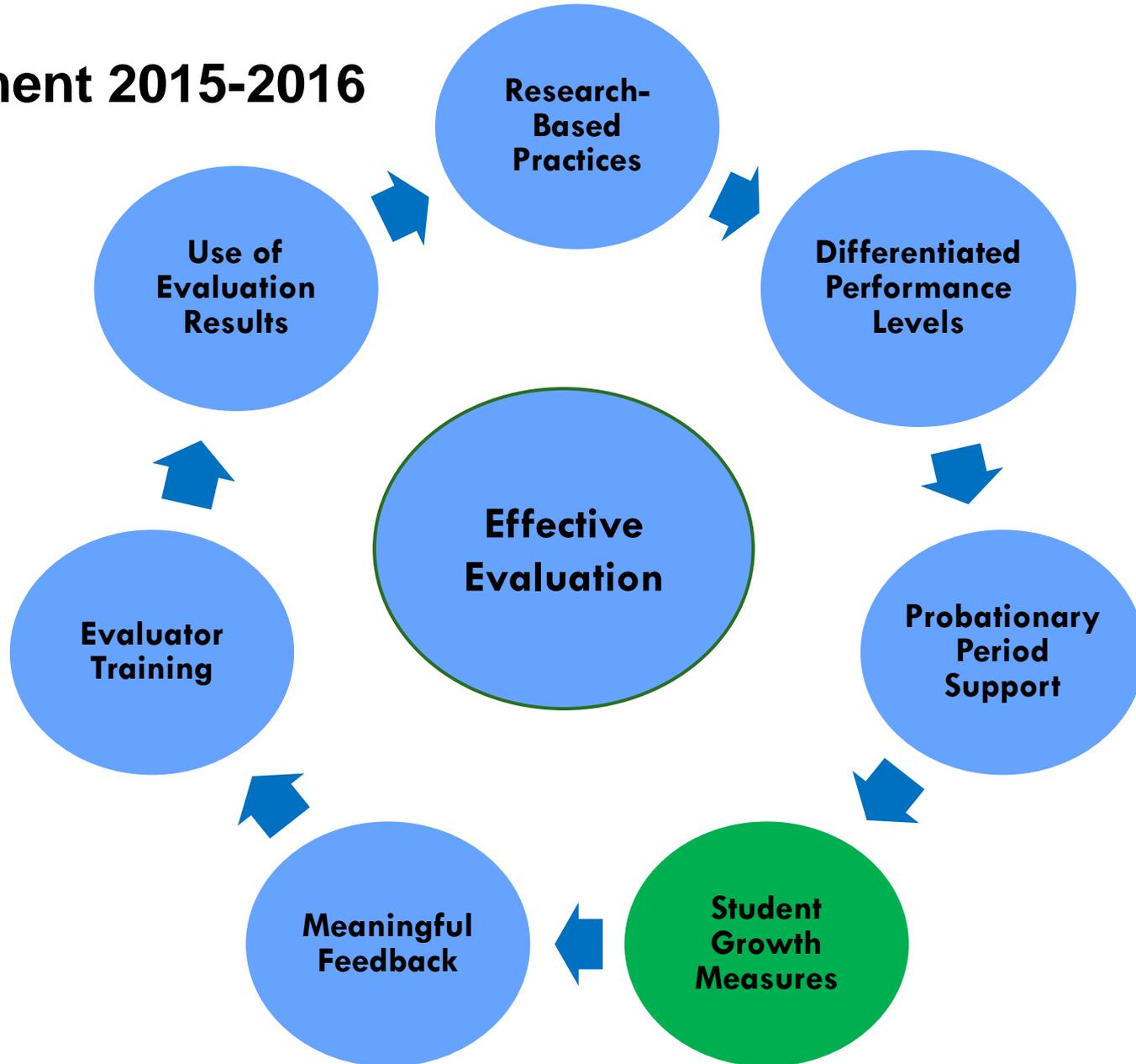


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Implement 2015-2016





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for School Administrators**

July 26-28, 2015

Holiday Inn Executive Center • Columbia, MO



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Memos**



**Educator
Certification**



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 **Notice of Periodic Rule Review**

 **Surveys Show Missouri Educators Strongly Support Top**

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- School Data

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

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573-751-4212

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Observations & Feedback

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Guidance

- [Guidelines for Evaluator Training](#)
- [Guidelines for Meaningful Feedback](#)
- [MET-Research for Video Observations](#)
- [Module 4 – Evaluator Training and Feedback Materials](#)
- [Module 4 – Evaluator Training and Feedback PowerPoint](#)

Training

- [Missouri Observation Simulation Tool \(MOST\) – click here to register for free!](#)
- [Regional Training Locations](#)
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- [SLO - Frequently Asked Questions](#)

Monitoring



Essential Principles



Model Evaluation System



Observations & Feedback



Student Growth Data



Surveys



Professional Artifacts



Professional Learning

M O S T

MISSOURI OBSERVATION SIMULATION TOOL
Getting The MOST Out Of Missouri Education



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:

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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](#)



Training Plans

Click here to access training plans

Plan Name	Status	Last Accessed	Type
2.1 - Cognitive, social, emotional, and physical development	In Progress	Jul/06/2015	Training
5.3 - Classroom, school, and community culture	In Progress	Jun/01/2015	Training
1.2 - Student engagement	In Progress	Jul/06/2015	Training
7.3 - Student-led Assessment Strategies	In Progress	Jul/06/2015	Training
7.5 - Communication of student progress and maintaining records	In Progress	Jul/06/2015	Training
6.1 - Effective verbal and nonverbal communication	In Progress	Jun/01/2015	Training
6.4 - Students use technology and media communication tools to learn	In Progress	Jun/01/2015	Training
5.1 - Classroom Management	In Progress	Jul/06/2015	Training
5.2 - Management of time, space, transitions, and activities	In Progress	Mar/10/2015	Training
1.2 - Student engagement	In Progress	Mar/10/2015	Training
2.5 - Prior Experiences, Multiple Intelligences, Strengths and Needs 2	In Progress	Jul/06/2015	Training
1.4 - Interdisciplinary instruction	In Progress	Mar/10/2015	Training
1.3 - Disciplinary research and inquiry methodologies	In Progress	Mar/10/2015	Training
1.3 - Disciplinary research and inquiry methodologies	In Progress	Mar/10/2015	Training
4.3 - Cooperative, small group, and independent learning	In Progress	Jun/25/2015	Training
6.2 - Sensitivity to Gender, Culture, Intellectual, and Physical Differences	In Progress	Jun/01/2015	Training
2.2 - Student goals	In Progress	Mar/10/2015	Training
1.1 - Content knowledge and academic language	In Progress	Jun/01/2015	Training
1.2 - Student Engagement	In Progress	Jun/01/2015	Training
2.4 - Differentiated Lesson Design	In Progress	Mar/10/2015	Training

Important Messages for you!

See these important notes

MOST has gone through continuous improvement!

Check out the new site with more videos, each video now has its own observation form, and growth guide to assist you in improving your observation and feedback skills.

Important Resources

Good resources for you!

MOST Training and Calibration Description for Educators

MOST Observation Form-Reference Sheet

MOST Observation Form

Participant Created Plans

Click here to create your own

Plan Name	Date Created	Status	Last Accessed	Type		
No Active Plans Available						
Create New Plan						

MOST (Missouri Observation Simulation Tool)

Training and Calibration Description for Educators

Background

The Missouri Observation Simulation Tool (MOST) is intended to give administrators and teachers assistance in **calibrating observations** for the purpose of **inter-rater reliability** regarding **classroom observations**. Not all of the selected videos are exemplary examples, but rather give a realistic practice session to educators for calibrating purposes.

Two of the Department of Elementary and Secondary Education's seven principles from the Missouri Educator Evaluation System state that all Missouri districts will incorporate an evaluation system that:

- Provides ongoing, timely, deliberate and meaningful feedback on performance relative to research-based targets and
- Requires standardized, initial and periodic training for evaluators to ensure reliability and accuracy

MOST assists districts with these two principles. This document provides information about how videos were selected, scored and viewed by a group of Missouri Educators. It also provides strategies to use for calibration activities. In MOST, you will see sample scores and observation forms to be used as a guideline and point of discussion. Finally, this document gives educators specific support by providing examples of feedback that could be used with teachers following classroom observations.

Purpose

The overall purpose of observing and giving feedback is to affirm best practices used and help improve teaching quality. The purpose of MOST is to give evaluators practice in articulating strategies being used and the effectiveness of those strategies. It also gives evaluators practice in providing meaningful feedback to help teachers improve their practice. MOST gives administrators common language and consistency in teacher observations in a particular district.

Process of Preparing MOST for Missouri Educators

Missouri educators, including teachers, administrators, consultants, association representatives and retired educators gathered to view and score videos in an exercise to increase inter-rater reliability. This group is referred to as the "master coder". Scores from the "master coder" and observation forms were completed to provide a common baseline for discussion and calibration purposes. While those using MOST may vary in their ratings from the "master coder", they should consider the justification, comments and feedback provided by this group. It should be noted that MOST is a training tool, and its main purpose is to provide some structure for educators to have common discussion about classroom observations and research-based strategies. The final outcome of the completed observation form, the score and the feedback

to teachers may not necessarily be the same, depending upon the conversation had in various districts among different educators.

Strategies for Calibration Activities – MOST Observation Form

A variety of inter-rater reliability activities can be used with a group of educators, to come to consensus on articulating what is observed and providing feedback relative to research-based targets. Depending on the size and make-up of the group, educators may use any of the following strategies or others to facilitate discussion which will lead to calibration.

- Hand out MOST Observation Form Reference Sheet and discuss definitions of Strategies and Delivery Methods. Reflective questions to facilitate discussion about the definitions could include:
 - What are some of the strategies and delivery methods that might look similar to an observer? What are some key differences in those (i.e. group work and cooperative learning)?
 - What is an example of something that could be going on in a lesson which would involve more than one strategy and/or delivery method?
- Point out that the intent is not to find all of the strategies or delivery methods you can, rather to **indicate the most prevailing ones observed** in that lesson. If a delivery method is being used for only one minute of a twenty-minute lesson, you would not indicate that on the observation form, as that is not a prevailing strategy being used by the teacher.
- For each strategy or delivery method selected, first discuss Level of Engagement definitions and what that means. Discuss what it would look like in an observation if there was "high" engagement, "moderate," "low," and "disengaged."
- After selecting a level of engagement then discuss Depth of Knowledge. Educators may want to have more training on DOK levels at this time or at another time. The more observers and teachers understand different levels, and how to move students to higher levels, the more impactful lessons will be.
- Show MOST video in its entirety. (No video is more than 15 minutes in length and videos are numbered to help with organization.)
- At the end of the video, participants should indicate which strategies **they saw**. If there is disagreement, conversation should continue about which are most prevalent.
- Participants then should indicate the level of engagement for each strategy. This could be done using clickers, post-it notes or other methods, but participants should have the opportunity to share why they chose the level of engagement they did. After discussing it, the group may want to "re-vote" for their level of engagement. The benefit is in the discussion and conversation, as this is where calibration and inter-rater reliability occur.
- The same process (clickers, etc.) should be used to determine DOK level. Again, conversation should occur so that participants can hear other points of view, and eventually inter-rater reliability occurs.
- Finally, discussion should be held about what comments will be made in the observations section of the form and the feedback section of the form. Observers

MOST (Missouri Observation Simulation Tool) Observation Form – Reference Sheet

Strategies and Delivery Methods

Indicate which strategies and delivery methods are most prevalent in this lesson. It is not necessary to select all that were evident, just the prevailing ones and/or particularly significant. If an observer wants to address a particular strategy because it was very effective or significant for example, it should also be identified, even if it wasn't prevalent.

Advanced/Graphic Organizers:

- ✓ Advanced - An instructional strategy that is used before direct instruction or before a new topic; allows the learner to recall and transfer prior knowledge to the new information being presented in the lesson
- ✓ Graphic - a visual communication tool using symbols to convey meaning, express ideas, or depict relationships between facts, terms, and/or ideas within a learning task
 - May be referred to as knowledge maps, concept maps, story maps, cognitive organizers, or concept diagrams.

Class Discussion: Dialogue among students and teacher

- Open-ended questions are used and students are encouraged to ask questions of each other

Cooperative Learning: Students with assigned roles working together as partners or in structured small teams on clearly defined learning tasks

- Students may be responsible for each other's learning and are held individually accountable for the group's success. Examples include think-pair-share, round robin, jigsaw, inside/outside circle, etc.

Group Work: Students working together in partners or small groups

- Groups of students sitting together doing their own work who are free to talk with each other as they work
- Groups of students completing a project together without clear identification of roles

Guided Practice: Teacher-led short activities with students attempting the task at hand

- The teacher must closely monitor what the students are doing to see that the instruction has "taken."
Mistakes need to be corrected if seen by the teacher

Hands-On/Active Learning: Instructional activities that include both content and process promoting student discussion

Independent Student Work:

- Individual work – worksheets, activities, or textbook reading assigned for individual practice or study
- Distance Learning – Usually involves a situation in which the teacher and students are separated by time, location, or both
 - It can be used to supplement or enhance curriculum and assessment through real-time electronic field trips or videoconferencing, to deliver and/or receive courses in real time from remote sites, or to take online courses.

Inquiry Based Learning: Students explore problems or scenarios; could include small scale investigations or projects; helps develop content knowledge, problem solving, and/or reasoning. Students are not given established facts, focuses on student discovery; teacher is facilitator.

Nonlinguistic Representations: Students acquire and retain knowledge through visual imagery, kinesthetic activity, auditory experiences, and so forth. Students may create concept maps, idea webs, dramatizations, or computer simulations to represent their thinking.

Peer Evaluation: Instructional activities, such as peer review, peer assessment, peer tutoring, and peer editing, designed to give students real responsibility to assess and provide feedback

Project Based Learning: A teaching method that requires students to use knowledge and skills they have acquired or need to develop to solve a real-world problem through an extended inquiry process.

Question/Answer: An expression of inquiry that calls for a reply

Similarities/Differences: Students identify similarities and differences using or creating comparisons, classifications, metaphors, or analogies.

Student Presentations: Students present projects, experiences, or discoveries to their classmates in a formal setting

Summarizing/Note Taking: Students learn to identify the most important aspects of what they are learning by summarizing material and/or taking notes

Student Engagement

Student Engagement High: This means that there is evidence that 75-100% of the students were physically and/or cognitively participating in the content.

Student Engagement Moderate: This means that there is evidence that 50-75% of the students were physically and/or cognitively participating in the content.

Student Engagement Low: This means that there is evidence that 25-50% of the students were physically and/or cognitively participating in the content.

Student Engagement Disengaged: This means that there is evidence that 0-25% of the students were physically and/or cognitively participating in the content.

Depth of Knowledge

Depth of Knowledge Recall: Generally requires students to identify, list, or define facts, terms, concepts, trends, generalizations and theories. If the knowledge necessary to answer an item automatically provides the answer to the item, then the item is Level 1.

Depth of Knowledge Skill Concept: Generally requires students to USE information or conceptual knowledge. For example, students may contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, cause and effect, significance or impact, relationships, points of view or processes. Level 2 is more complex; more than one step.

MOST (Missouri Observation Simulation Tool) Observation Form

Teacher: _____ Date: _____
 School: _____ Subject: _____ Academic Year: _____
 Part of the Lesson: Beginning Middle End Time of Day: _____

Video # _____ matches to the following indicators:

Strategies and Delivery Methods select those that apply	<u>Student Engagement</u> High (75-100%) Moderate (50-75%) Low (25-50%) Disengaged (0-25%)	<u>Depth of Knowledge</u> Not Observed (0) Recall (1) Skill Concept (2) Strategic Thinking (3) Extended Thinking (4)	<u>Classroom Structure</u> Evidence of Student Work Displayed in Classroom <input type="checkbox"/> Yes <input type="checkbox"/> No Room Organized <input type="checkbox"/> Yes <input type="checkbox"/> No <u>Curriculum/Instruction/Observed</u> <input type="checkbox"/> Taught curriculum matches written curriculum <input type="checkbox"/> Objectives & DOK Align <input type="checkbox"/> Accessible Materials <input type="checkbox"/> Clear Learning Targets <input type="checkbox"/> Technology Integrated <input type="checkbox"/> Knowledgeable about the content <u>Learning Assessments Observed</u> <input type="checkbox"/> Provides Specific and Timely Feedback <input type="checkbox"/> Question/Answer <input type="checkbox"/> Quiz or Test <input type="checkbox"/> Group Response <input type="checkbox"/> Individual Response <input type="checkbox"/> Conferencing <input type="checkbox"/> Observation <input type="checkbox"/> None <u>Learning Environment</u> <input type="checkbox"/> Conducive to Learning <input type="checkbox"/> Somewhat Conducive <input type="checkbox"/> Not Conducive <input type="checkbox"/> Disruptive Behavior <input type="checkbox"/> Off Task Behavior <input type="checkbox"/> Lack of Organization
Advanced/Graphic Organizers			
Classroom Discussion			
Cooperative Learning			
Group Work			
Guided Practice			
Hands On/Active Learning			
Independent Student Work			
Inquiry Based Learning			
Learning Centers			
Lecture			
Nonlinguistic Representations			
Peer Evaluation			
Project Based Learning			
Question/Answer			
Similarities/Differences			
Student Presentations			
Summarizing/Note Taking			
Observations			
Feedback			

External Links

Click here to visit important site

MO DESE

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Educator Growth ToolBox

Tutorial - Introductory Video

Educator Growth Toolbox

Essential Principals

Educator Growth Toolbox

Model Evaluation System

Educator Growth Toolbox

Observations & Feedback

Educator Growth Toolbox

Student Growth Data

Educator Growth Toolbox

Surveys

Educator Growth Toolbox

Professional Artifacts

Educator Growth Toolbox

Professional Learning

Educator Preparation

Educator Preparation Information

Training Plans

**1.1 - Content knowledge an...**

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)

**1.1 - Content knowledge an...**

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)

**1.2 - Student Engagement**

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)

**1.2 - Student engagement**

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)

**1.2 - Student engagement**

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)

**1.3 - Disciplinary researc...**

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)

**1.3 - Disciplinary researc...**

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)

**1.4 - Interdisciplinary in...**

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)

**2.1 - Cognitive, social, e...**

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)

**2.2 - Student goals**

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)

**2.4 - Differentiated Lesso...**

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)

**2.5 - Prior Experiences, M...**

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)

**2.5 - Prior Experiences, M...**

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)

**4.1 - Instructional strate...**

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)

**4.1 - Instructional strate...**

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)

**4.2 - Appropriate use of i...**

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)

**4.2 - Appropriate use of i...**

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)

**4.3 - Cooperative, small g...**

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)

**4.3 - Cooperative, small g...**

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)

**5.1 - Classroom Management**

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)

**5.1 - Classroom Management**

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)

**5.2 - Management of time, ...**

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)

**5.2 - Management of time, ...**

[Not Yet Started](#) | [Discuss](#)

**5.3 - Classroom, school, a...**

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)



New Observation Unaligned Evidence Evidence / Score Results Explorer Evidence Comparison Feedback Comparison Feedback

Evidence Collection

Rubrics

4 Critical Thinking

Evidence:

Keyboard Shortcuts:

S T d e g q r s

t

Auto Pause: Save

Navigation icons: Previous, Play, Next, Full Screen, 240p





MOST (Missouri Observation Simulation Tool) Observation Form

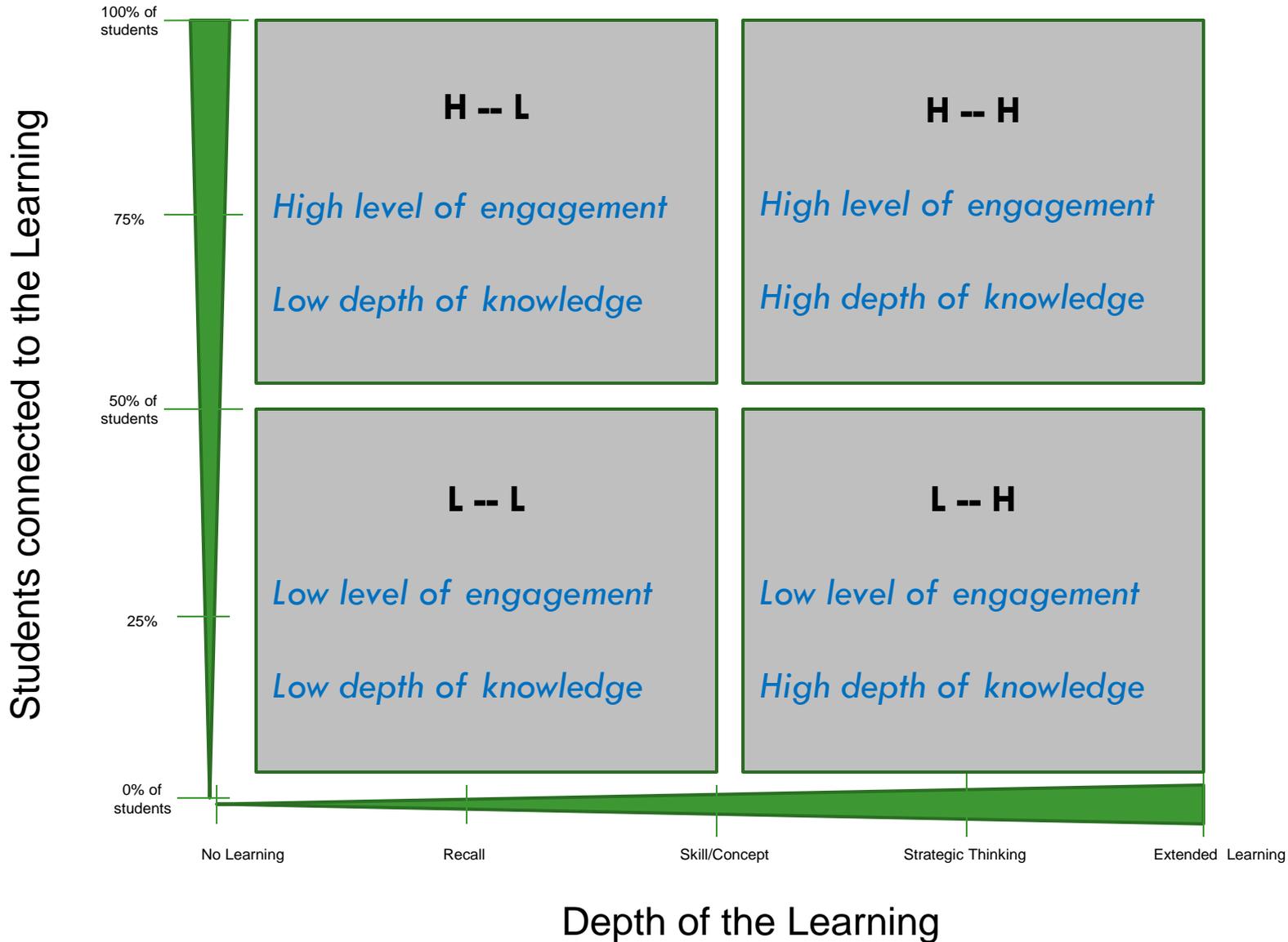
Teacher: _____ Date: _____
 School: _____ Subject: _____ Academic Year: _____
 Part of the Lesson: Beginning Middle End Time of Day: _____

Video # _____ matches to the following indicators:

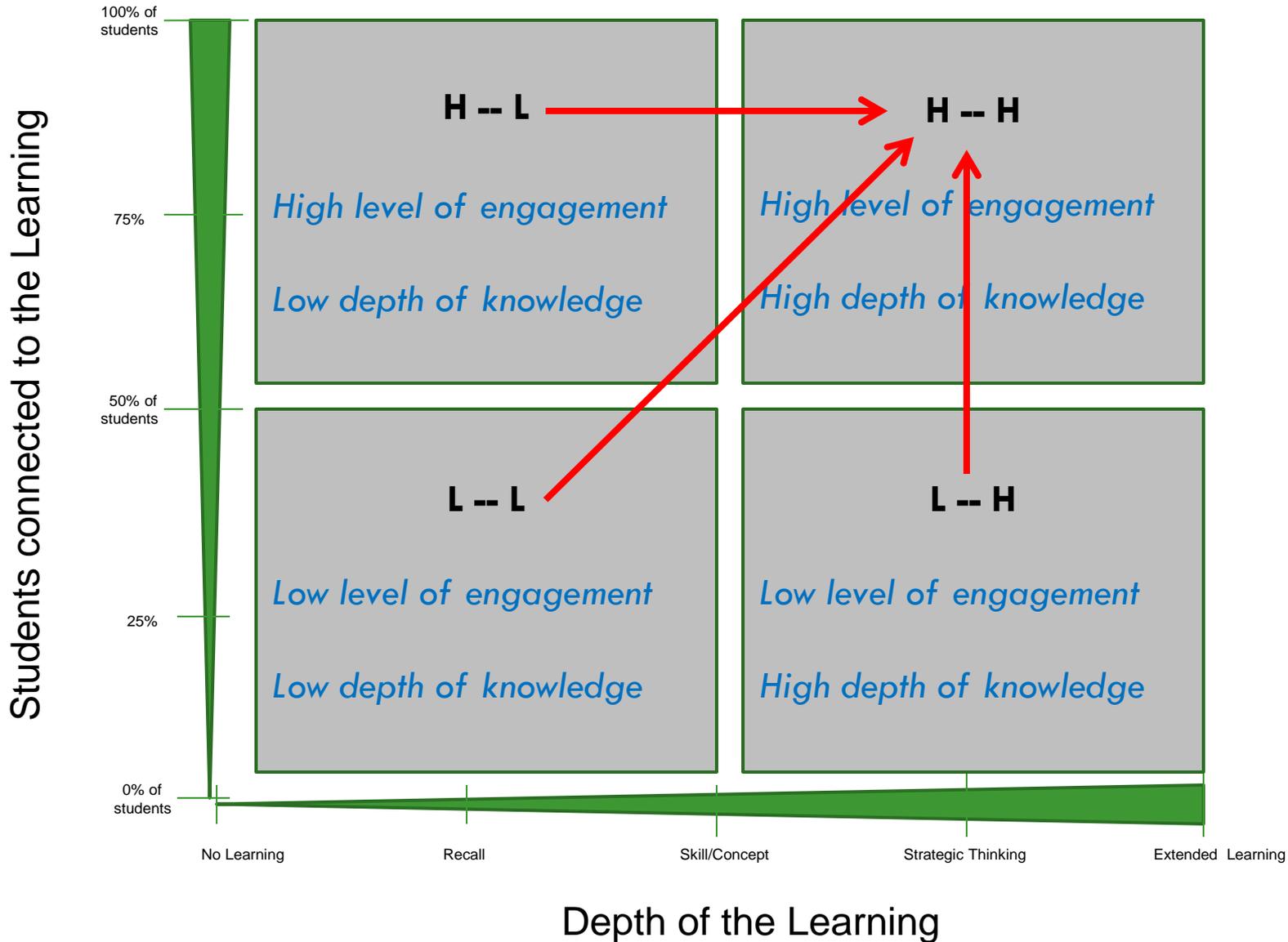
Strategies and Delivery Methods <small>Select those that apply</small>	<u>Student Engagement</u> High (75-100%) Moderate (50-75%) Low (25-50%) Disengaged (0-25%)	<u>Depth of Knowledge</u> Not Observed (0) Recall (1) Skill Concept (2) Strategic Thinking (3) Extended Thinking (4)	<u>Classroom Structure</u> Evidence of Student Work Displayed in Classroom <input type="checkbox"/> Yes <input type="checkbox"/> No Room Organized <input type="checkbox"/> Yes <input type="checkbox"/> No
Advanced/Graphic Organizers			<u>Curriculum/Instruction/Observed</u> <input type="checkbox"/> Taught curriculum matches written curriculum <input type="checkbox"/> Objectives & DOK Align <input type="checkbox"/> Accessible Materials <input type="checkbox"/> Clear Learning Targets <input type="checkbox"/> Technology Integrated <input type="checkbox"/> Knowledgeable about the content
Classroom Discussion			<u>Learning Assessments Observed</u> <input type="checkbox"/> Provides Specific and Timely Feedback <input type="checkbox"/> Question/Answer <input type="checkbox"/> Quiz or Test <input type="checkbox"/> Group Response <input type="checkbox"/> Individual Response <input type="checkbox"/> Conferencing <input type="checkbox"/> Observation <input type="checkbox"/> None
Cooperative Learning			<u>Learning Environment</u> <input type="checkbox"/> Conducive to Learning <input type="checkbox"/> Somewhat Conducive <input type="checkbox"/> Not Conducive <input type="checkbox"/> Disruptive Behavior <input type="checkbox"/> Off Task Behavior <input type="checkbox"/> Lack of Organization
Group Work			
Guided Practice			
Hands On/Active Learning			
Independent Student Work			
Inquiry Based Learning			
Learning Centers			
Lecture	Low	Recall	
Nonlinguistic Representations			
Peer Evaluation			
Project Based Learning			
Question/Answer	Moderate	Skill Concept	
Similarities/Differences			
Student Presentations			
Summarizing/Note Taking			
Observations			

Feedback

BREAKING DOWN STUDENT ENGAGEMENT



BREAKING DOWN STUDENT ENGAGEMENT



MOST (Missouri Observation Simulation Tool) Observation Form

Teacher:		Date:	
School:	Urban	Subject:	Grade 7/8 FACS
Academic Year:		Time of Day:	
Part of the Lesson:	<input type="checkbox"/> Beginning	<input type="checkbox"/> Middle	<input type="checkbox"/> End

Video # 106 matches to the following indicators: 4.2

Strategies and Delivery Methods <small>Select those that apply</small>	Student Engagement	Depth of Knowledge	Classroom Structure
	High (75-100%) Moderate (50-75%) Low (25-50%) Disengaged (0-25%)	Not Observed (0) Recall (1) Skill Concept (2) Strategic Thinking (3) Extended Thinking (4)	Evidence of Student Work Displayed in Classroom <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Room Organized <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Advanced/Graphic Organizers			Curriculum/Instruction/Observed <input type="checkbox"/> Taught curriculum matches written curriculum <input type="checkbox"/> Objectives & DOK Align <input type="checkbox"/> Accessible Materials <input checked="" type="checkbox"/> Clear Learning Targets <input type="checkbox"/> Technology Integrated <input type="checkbox"/> Knowledgeable about the content Learning Assessments Observed <input type="checkbox"/> Provides Specific and Timely Feedback <input type="checkbox"/> Question/Answer <input type="checkbox"/> Quiz or Test <input type="checkbox"/> Group Response <input type="checkbox"/> Individual Response <input type="checkbox"/> Conferencing <input type="checkbox"/> Observation <input checked="" type="checkbox"/> None Learning Environment <input type="checkbox"/> Conducive to Learning <input type="checkbox"/> Somewhat Conducive <input checked="" type="checkbox"/> Not Conducive <input checked="" type="checkbox"/> Disruptive Behavior <input type="checkbox"/> Off Task Behavior <input checked="" type="checkbox"/> Lack of Organization
Classroom Discussion			
Cooperative Learning			
Group Work			
Guided Practice			
Hands On/Active Learning			
Independent Student Work			
Learning Centers			
Lecture	Moderate	Not Observed	
Nonlinguistic Representations			
Peer Evaluation			
Project Based Learning			
Question/Answer			
Similarities/Differences			
Student Presentations	Low	Recall	
Summarizing/Note Taking			
Observations			
<ul style="list-style-type: none"> Students entered the classroom in a disruptive manner (yelling, hands on each other). There appeared to be no routine or expectation set for the beginning of class. It appears that most students were looking at the tx during the video, however it cannot be determined how much students were really following along cognitively. Student presentation involved two students. 			
Feedback			
<ul style="list-style-type: none"> What type of behavior management system have you tried? Let's establish some clear expectations for students. Talk to me about the learning outcome of the video you showed? How do you know if students learned what you were trying to get to them to learn? 			

Teacher's Signature/Date	Observer's Signature/Date
---------------------------------	----------------------------------

Signatures indicate the document has been reviewed and discussed.

Teacher Growth Guide 1.1

Standard 1: Content knowledge aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Quality Indicator 1: Content knowledge and academic language

Emerging	Developing	Proficient	Distinguished				
<p>1E1) The emerging teacher...</p> <p>Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.</p>	<p>1D1) The developing teacher also...</p> <p>Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.</p>	<p>1P1) The proficient teacher also...</p> <p>Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.</p>	<p>1S1) The distinguished teacher also...</p> <p>Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.</p>				
Professional Frames							
<p>Evidence of Commitment <i>Is well prepared to guide students to a deeper understanding of content</i></p> <p>Evidence of Practice <i>Instruction reflects accuracy of content knowledge</i></p> <p>Evidence of Impact <i>Students are generally familiar with academic language</i></p>	<p>Evidence of Commitment <i>Stays current on new content and incorporates it into lessons</i></p> <p>Evidence of Practice <i>Instruction indicates an appreciation of the complexity and ever evolving nature of the content</i></p> <p>Evidence of Impact <i>Students are able to use academic language</i></p>	<p>Evidence of Commitment <i>Use of supplemental primary sources that are aligned to local standards</i></p> <p>Evidence of Practice <i>Instructional focus is on the most important concepts of the content and includes new content as appropriate</i></p> <p>Evidence of Impact <i>Students accurately use academic language related to their discipline</i></p>	<p>Evidence of Commitment <i>Continually expands knowledge base on content and infuses into content</i></p> <p>Evidence of Practice <i>Continually seeks out new information and applies it to learning in their classroom</i></p> <p>Evidence of Impact <i>Students communicate effectively using academic language from a variety of sources</i></p>				
Score = 0	1	2	3	4	5	6	7

[Observation 1](#) |
 [Artifacts](#) |
 [Unaligned Evidence](#) |
 [Evidence / Score](#) |
 Results Explorer |
 [Evidence Comparison](#)

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

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

Evidence Comparison

← → ↻ <https://www.mjpelevate.com/dashboard.html#> ☆ ☰

Apps M.P. ETS Classroom Vide... M.P. MOST

Missouri EDUCATION Training Calibration Reports Settings Missour... Master Coder

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

Standard 1

1: Content knowledge aligned with appropriate instruction

1.2 Student engagement in subject matter ✓

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

Your Rationale	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. Moreover, 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.	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. Moreover, 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
📄	00:39	References prior lesson to enhance student engagement	New Observation	📄	00:39	References prior lesson to enhance student engagement	New Observation
📄	01:20	[1.2] Teacher uses kinesthetic strategies, gestures, 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	[1.2] 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	[1.2] Teacher uses stagecraft to engage students in material	New Observation				
📄	03:21	[1.2] Teacher uses student questions to prompt lesson	New Observation				
📄	03:59	Using student questions to prompt lesson activities	New Observation				

Export to PDF Orientation: Portrait Landscape

Go Back to Training List Tutorial View Rubric

Training Plan: 1.2 - Student engagement

Feedback Tab

The screenshot shows a web browser window with the URL <https://www.mlpelevate.com/dashboard.html#>. The page header includes the Missouri Education logo and navigation links for Training, Calibration, Reports, Settings, Missour..., and Master Coder. A horizontal menu below the header contains tabs for New Observation, Unaligned Evidence, Artifacts, Evidence / Score, Results Explorer, Evidence Comparison, and Feedback (which is highlighted in orange). The main content area contains a text prompt: "Your exposure of students to a different style of music as an introduction to a new piece of music is an innovative way to approach the intent of indicator 1.4. Let's talk about how effective you think this activity was in providing your students a meaningful learning experience. (the following questions/reflections might be helpful in the discussion):" followed by a bulleted list of four questions. At the bottom right of the content area is a "Save Feedback" button. The footer of the page includes links for "Go Back to Training List", "Tutorial", and "View Rubric", along with the text "Training Plan: 1.4 - Interdisciplinary Instruction".

Missouri EDUCATION

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

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

Your exposure of students to a different style of music as an introduction to a new piece of music is an innovative way to approach the intent of indicator 1.4. Let's talk about how effective you think this activity was in providing your students a meaningful learning experience. (the following questions/reflections might be helpful in the discussion):

- Did you see or hear any kind of change in the students playing as a result of their experience with the introduction you provided?
- What types of questions did students ask that led you to bring this into the classroom?
- What is something you could do to work with another teacher in incorporating their curriculum or other discipline into your classroom?
- How could you have helped students show they understand the connection between the rhythm and the music?

Save Feedback

Go Back to Training List Tutorial View Rubric

Training Plan: 1.4 - Interdisciplinary Instruction

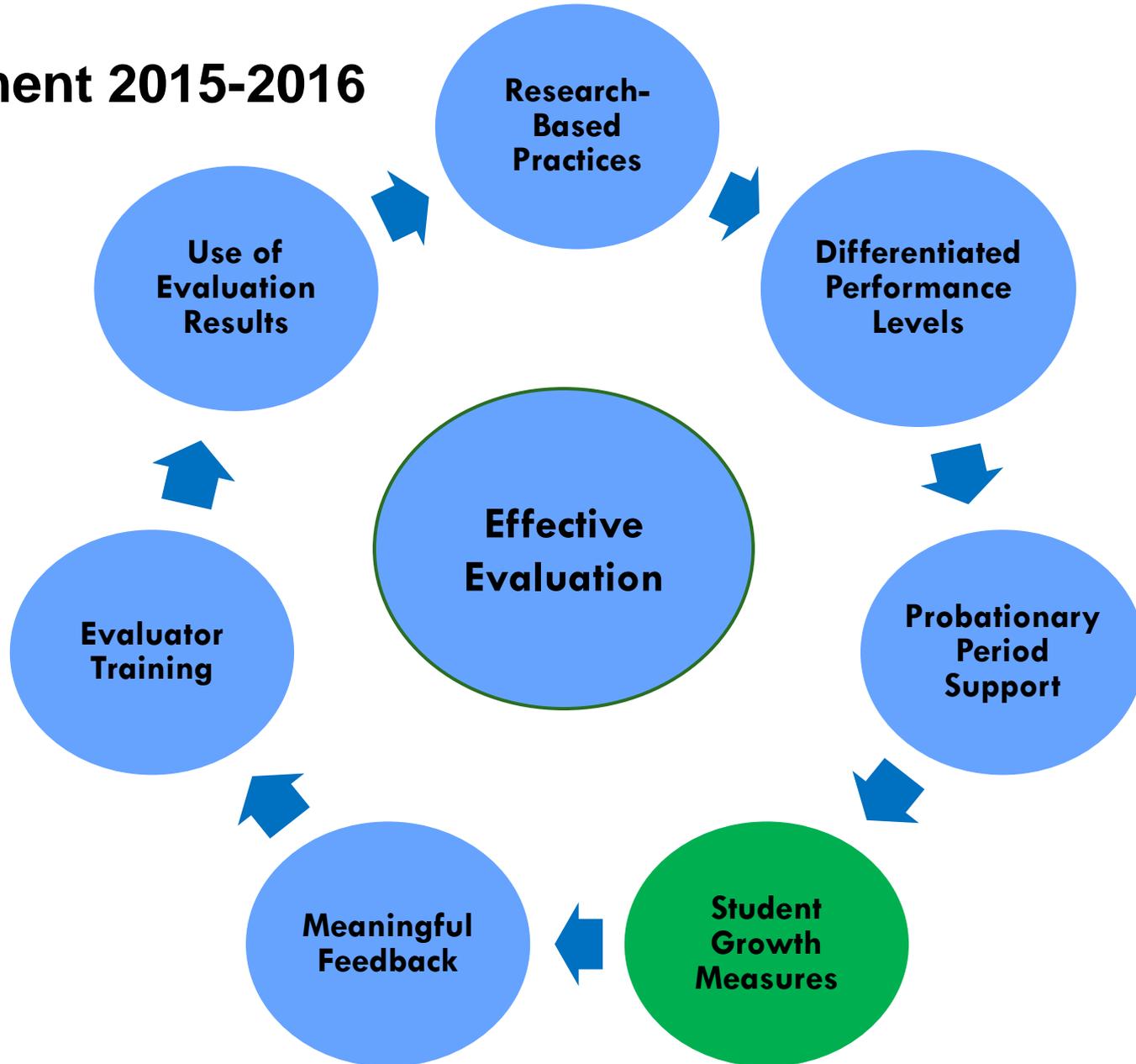
Questions to consider

Why is it important to agree on Engagement and Depth of Knowledge?

In what ways can MOST help create agreement between teachers and administrators?

What further questions do you have?

Implement 2015-2016



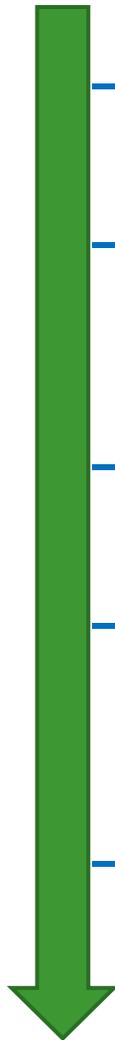
Reminder: What's required

- *Student growth data be a significant contributing component of the evaluation process*
- *The use of multiple measures that includes both formative and summative assessments*
- *Includes multiple years of comparable student data*
- *Highlights growth in a student's academic learning across two points in time*
- *Includes the state assessment where available but also other district and school determined assessments*

Reminder: What's NOT required

- *Including a student growth attainment level on the summative form at the end of the 2015-2016 year*
- *Teaching specific content areas; setting particular growth targets; using particular assessments; establishing specific intervals of instruction*
- *Using the “state suggested” attainment levels*
- *Using only state assessments and no other assessments*
- *Using SLOs*

The Timeline



- **2015-2016** *Growth data on the students of all teachers is collected (1st year)*
- **Spring 2016** *Share plan for how performance ratings will be based on student growth*
- **2016-2017** *Growth data on the students of all teachers is collected (2nd year)*
- **Spring 2017** *Growth data rating is included on the summative*
- **2017-2018** *Employment determinations are based on the previous year's evaluation data, including student growth measures*

2015-2016 SLO Trainings

2015-2016 SLO Training Sessions



LEADING & SUPPORTING SLO IMPLEMENTATION

SLOs: THE BASICS

SLOs: A DEEP DIVE

LEADING & SUPPORTING SLO IMPLEMENTATION

Outcomes

- Training on leadership skills necessary for **providing support and leading implementation**
- Guidelines on the **approval process** for ensuring quality SLOs
- Information on SLO **timelines and development**
- Process for **monitoring and assessing results**
- Suggestions for how to **integrate growth data** into the evaluation process

Audience

- Building-level leaders
- Teacher leaders
- Central office
- Leadership teams

LEADING & SUPPORTING SLO IMPLEMENTATION

You might need this training if...

- *You are not sure how to implement SLOs at scale*
- *You are confused about your role in the process*
- *You need help in how to approve SLOs*
- *You have questions about how growth data from SLOs informs educator evaluation*
- *You don't have room for even one more thing on your plate*

SLOs: THE BASICS

Outcomes

- Clarification on the requirements for **using student growth data** in the evaluation process
- Understanding of the **essential components and process** for writing SLOs
- Timelines for how to **develop SLOs**
- Guidelines on how to **analyze SLO data**
- Suggestions for **incorporating SLO data** into evaluations

Audience

- School leaders
- Teachers
- School teams

SLOs: THE BASICS

You might need this training if...

- *A majority/all of your teachers are unfamiliar with SLOs*
- *Your teachers need guidance and support in the basics of writing an SLO*
- *There are questions on what is required and when it is required*
- *You have no idea where or how to get started*
- *No one or few attended any trainings last year*

SLOs: A DEEP DIVE

Outcomes

- *Leveraging the power of SLOs to advance practice*
- *Leveraging the power of SLOs to increase student learning*
- *Improving SLO quality through*
 - *Better decisions on choice of content*
 - *Use of more appropriate instructional strategies*
 - *Verifying learning through quality assessments*

Audience

- *Building-level leaders*
- *Teacher leaders*
- *Central office*
- *Leadership teams*
- *School teams*

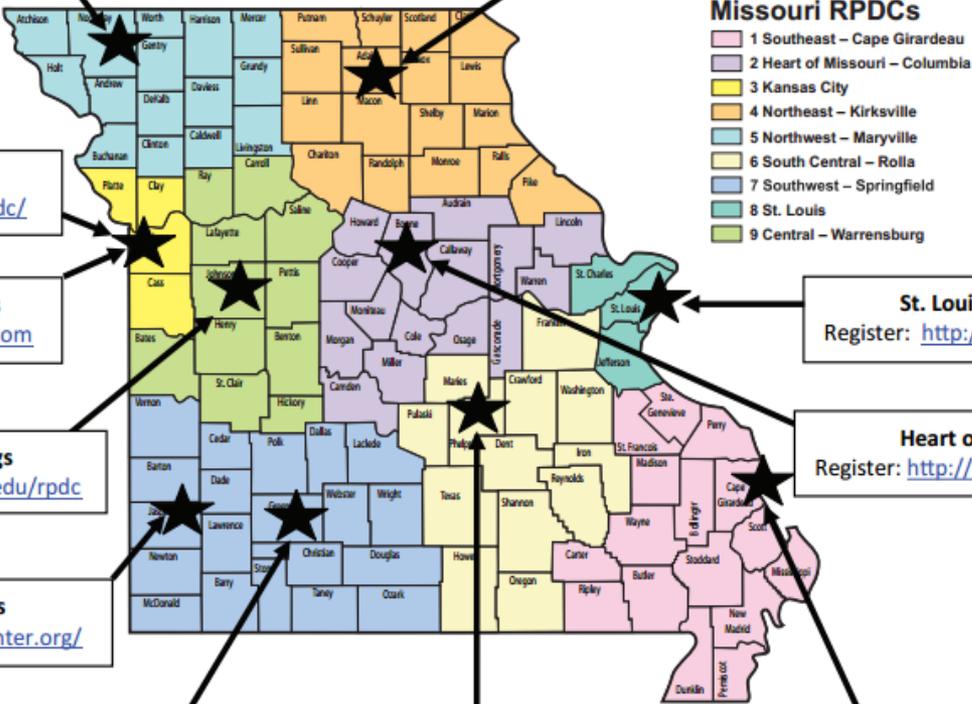
SLOs: A DEEP DIVE

You might need this training if...

- *Teachers and leaders understand the basics of SLOs but are ready to leverage them for greater improvement*
- *Teachers have already attempted to write and implement an SLO*
- *Teachers are ready to enhance the SLO quality by*
 - *Selecting more appropriate content*
 - *Ensuring better alignment to standards*
 - *Using more relevant assessments*
 - *Selecting more appropriate instructional strategies*
 - *Setting more relevant growth targets*

Northwest RPDC Meetings
 Register: <http://www.nwmissouri.edu/rpdc/>

Northeast RPDC Meetings
 Register: <http://rpdc.truman.edu/>



Kansas City RPDC Meetings
 Register: <http://education.umkc.edu/kcrpdc/>

Kansas City PDN Meetings
 Register: <http://www.pdngkc.com>

Central RPDC Meetings
 Register: <http://www.ucmo.edu/rpdc>

Southwest Center Meetings
 Register: <http://www.southwestcenter.org/>

Southwest RPDC Meetings
 Register: <http://education.missouristate.edu/rpdc/>

South Central RPDC Meetings
 Register: <http://rpdc.mst.edu/>

St. Louis RPDC Meetings
 Register: <http://www.ucmo.edu/rpdc>

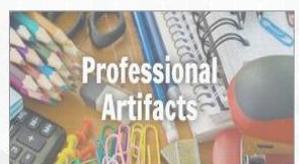
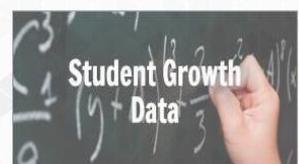
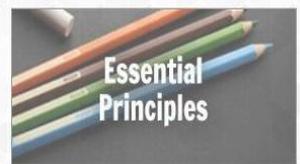
Heart of Missouri RPDC Meetings
 Register: <http://www.heartofmissourirpdc.org/>

Southeast RPDC Meetings
 Register: <http://www4.semo.edu/rpdc/>

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



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.

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65102-0480

573-751-4212

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- 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



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

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: _____
Approval Authority Signature

Date: _____

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"/>
	Represents a long enough period to demonstrate desired growth	<input type="checkbox"/>	<input type="checkbox"/>
Population	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"/>
	Specifies any agreed-upon exceptions	<input type="checkbox"/>	<input type="checkbox"/>
Growth Target	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"/>
	Is rigorous yet realistic for all students in the identified population	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Strategies	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: _____

Sort Data by Name

Student Learning Objective Progress Tracker

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							
Hallie Baron	Off Course	21		60	63	52	56	32							
Hilde Geisel	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							

Questions to consider

What is your district plan for collecting student growth data on all teachers?

How can we support and help you?

What final questions do you have?

Other Updates

- ✓ Enhanced Background Checks
- ✓ Training for Cooperating Teachers
- ✓ Teacher Academy
- ✓ AMP, MoLEAD & Leadership Academy

Background Checks

The Missouri State Highway Patrol recently implemented enhancements to its Missouri automated Criminal History Site (MACHS) fingerprint portal. System benefits include the following:

- ✓ Criminal record check results will be returned electronically through a secure web account, thus decreasing turnaround time;

Background Checks

- ✓ Authorized districts and applicants will be able track the status of their background checks; and
- ✓ District results will be available in a PDF format for up to 90 days. The results may be viewed, printed or saved according to agency policy. Districts will be able to sort and search for results.

Security Awareness Training

- All districts are required to have two designated staff members complete a 3-hour *Security Awareness and MACHS II System training* webinar, hosted by the Missouri State Highway Patrol, before they will be granted access to the system.
- 5 webinars were offered in June. The Highway Patrol will offer additional webinars in August. (Dates TBD).

Security Awareness Training

- It is crucial that all districts complete the required training to obtain access to the Highway Patrol site.
- Once this system has been adopted, DESE will no longer provide background check information to districts.

Registration Information

- Additional information may be viewed at http://dese.mo.gov/sites/default/files/Checklist_for_MACHS_II_Activation.pdf
- If your district has not yet completed the required security awareness training, please contact Eric Avant, Office of Educator Quality, at 573/522-8315 or eric.avant@dese.mo.gov

Other Updates

- ✓ Enhanced Background Checks
- ✓ Training for Cooperating Teachers
- ✓ Teacher Academy
- ✓ AMP, MoLEAD & Leadership Academy

Contact Us

Paul Katnik

Email: paul.katnik@dese.mo.gov

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