MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM:	**October 2016**
REPORT ON EDUCATOR EVALUATION	

STATUTORY AUTHORITY: Section 161.092. 161.380.22, and 168.128, RSMo	☐ Consent Item ☐ Action Item ☒ Report Item

DEPARTMENT GOAL NO. 3:

Missouri will prepare, develop, and support effective educators.

SUMMARY:

The seven Essential Principles of Effective Evaluation, based on research for how to grow the performance of teachers and leaders, establish requirements for the evaluation of educators for all public school districts and charter schools. This year marks the final year for school districts and charters schools to align their local evaluation process to these principles.

One hundred percent of Missouri's school districts and charter schools provided data to the Department about their local evaluation process and its alignment to the Essential Principles of Effective Evaluation. This presentation provides an overview of the data submitted in June 2016.

PRESENTERS:

Paul Katnik, Assistant Commissioner, Office of Educator Quality; Terri Parks, Assistant Superintendent, Meramec Valley R-III; Steve Griggs, Managing Director, Network for Educator Effectiveness (NEE), and Bill Redinger, Assistant Superintendent for Human Resources, Park Hill will participate in the presentation and discussion of this item.

Report on Educator Evaluation

October 2016

Missouri Department
of Elementary and Secondary Education

Seven Essential Principles

Principle 1: Research-Based Evaluation

Principle 2: Differentiated Rating Levels

Principle 3: Probationary Period

Principle 4: Student Academic Growth*

Principle 5: Meaningful Feedback

Principle 6: Evaluator Training

Principle 7: Use of Evaluation Results

*Full alignment required spring 2017
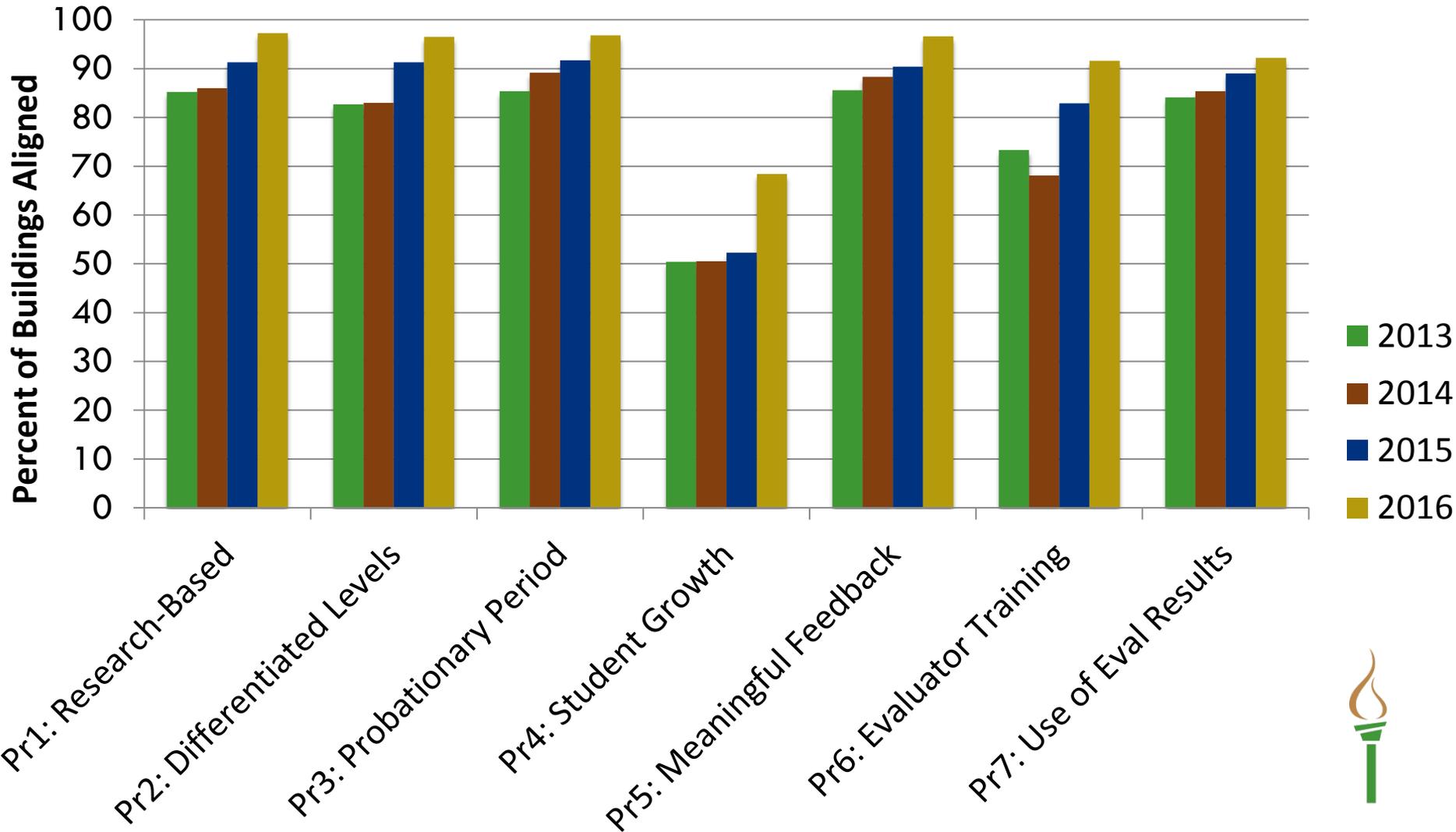
Evaluation Models in Use
100% of schools reporting

Evaluation Model	2014	2015	2016	2016 # Buildings	Change '15 to '16
MISSOURI MODEL	16.4	24.5	15.6	398	-8.9
ADAPTED MISSOURI MODEL	7.9	12.9	26.3	672	13.4
NEE MODEL (MU)	28.2	41.3	34.3	877	-7.0
MARZANO MODEL	1.6	1.5	2.1	55	0.6
DANIELSON MODEL	1.4	1.8	3.5	90	1.5
DISTRICT MODEL USING MO STANDARDS	19	12.7	12.0	307	-0.7
DISTRICT MODEL USING DISTRICT STANDARDS	16.6	4.2	4.5	115	0.3
OTHER	10.5	1.5	1.3	41	0.1
NO EVALUATION SYSTEM	0.4	0.2	0.1	2	-0.1

Educator Evaluation System Tools

Missouri Educator Evaluation System

Teacher

Principal

Superintendent

Counselor

Librarian

NEW

PILOT
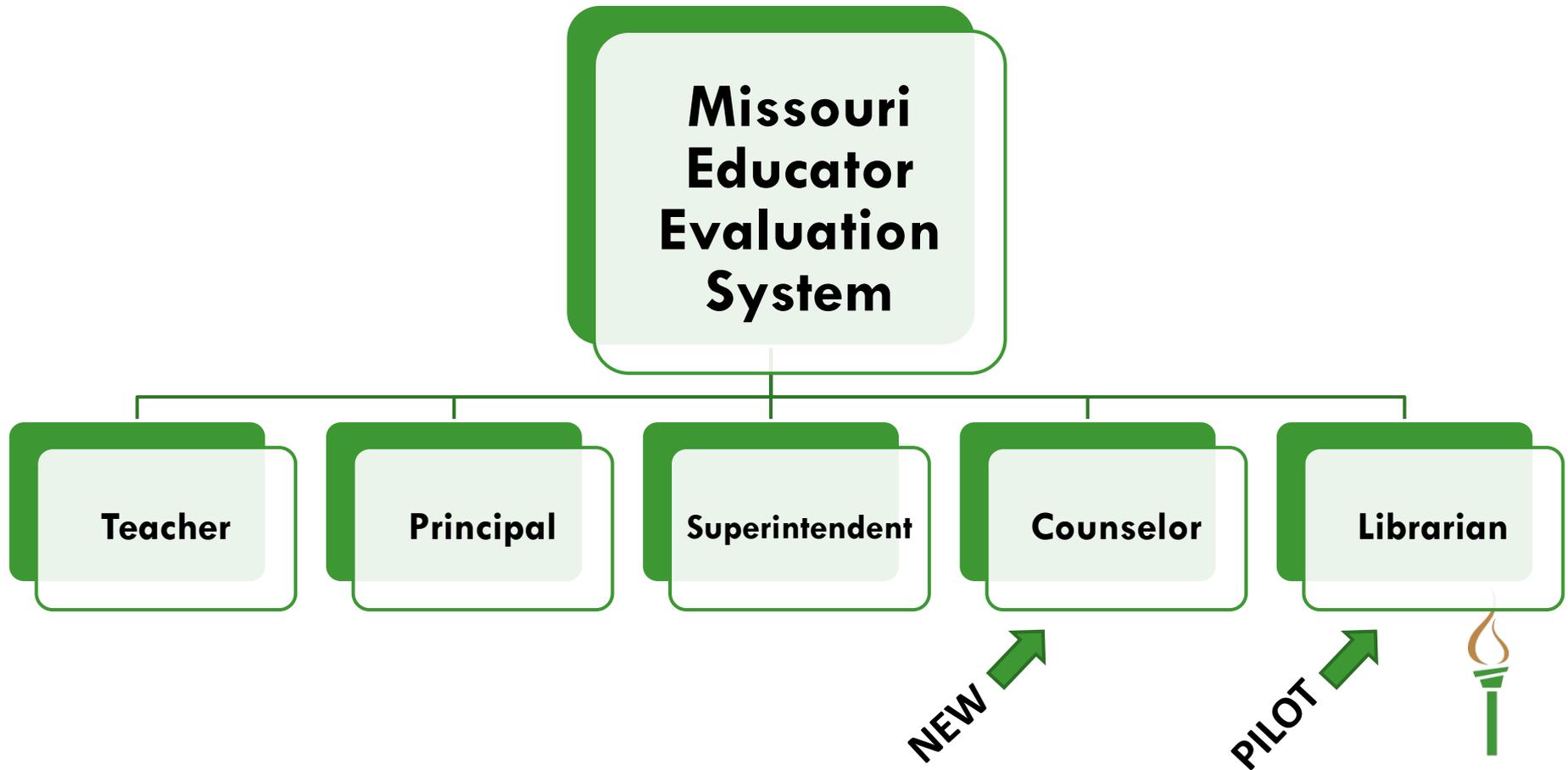
Teacher Evaluation Alignment
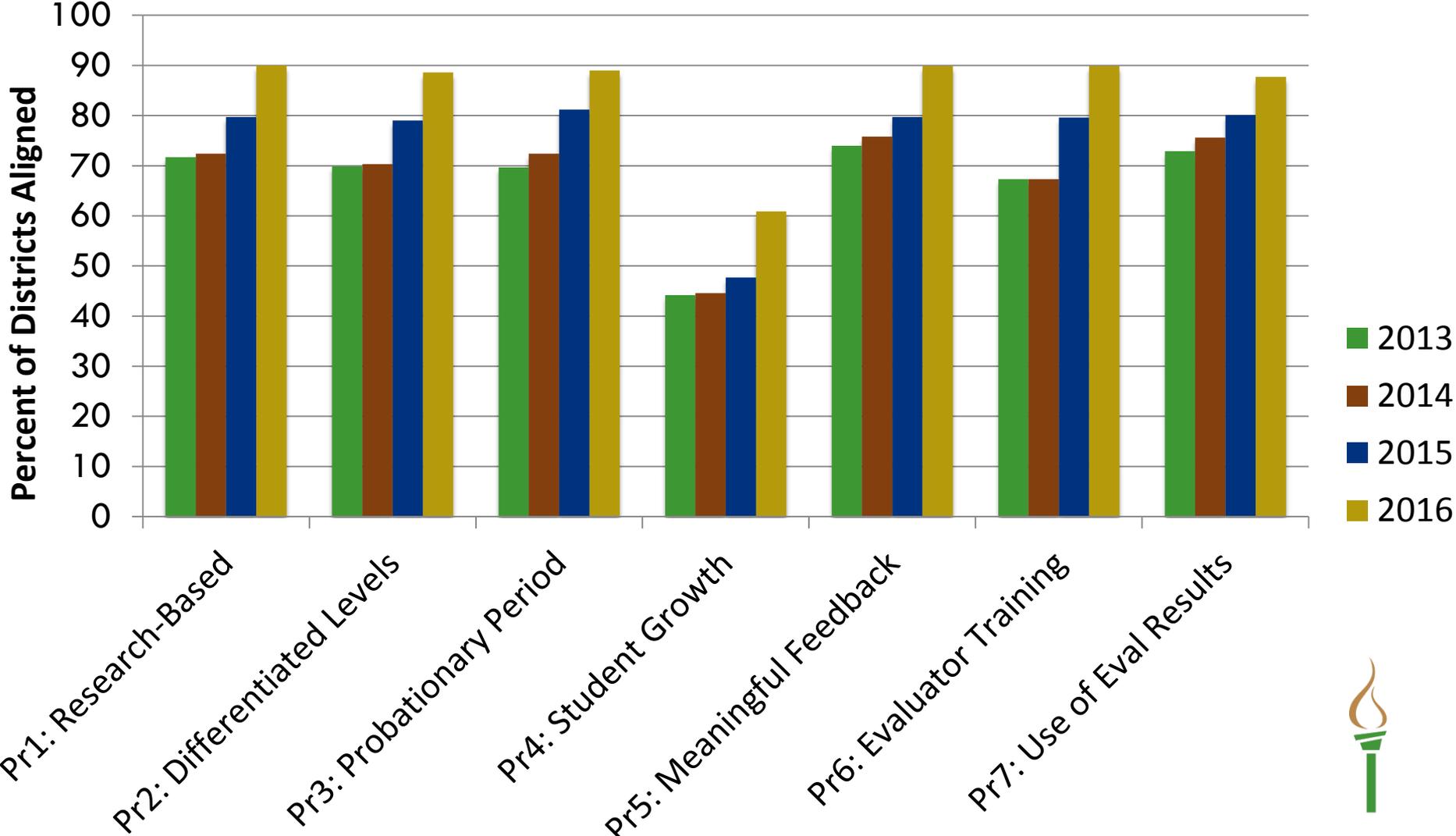
Criteria with lowest alignment
Teacher Evaluation Process

- **Principle 1, Criteria 5:** Performance targets are linked to improvements in student learning.

- **Principle 2, Criteria 3 :** Each performance level has discrete, independent, measureable targets.

- **Principle 3, Criteria 5 :** There is a focus on essential practice of particular significance for novice practitioners.

- **Principle 4, Criteria 3 :** Multiple years of comparable student data are used.

- **Principle 5, Criteria 4 :** Feedback is offered in close proximity to the data gathering process (i.e. observation, survey, artifact or student growth review, etc.).

- **Principle 6, Criteria 2 :** Training includes conducting observations focused on the quality of instruction.

- **Principle 7, Criteria 3 :** Evaluation data informs policies that impact the extent of student learning.

Principal Evaluation Alignment

Criteria with lowest alignment
Principal Evaluation Process

- **Principle 1, Criteria 5:** Performance targets are linked to improvements in student learning.

- **Principle 2, Criteria 3 :** Each performance level has discrete, independent, measureable targets.

- **Principle 3, Criteria 5 :** There is a focus on essential practice of particular significance for novice practitioners.

- **Principle 4, Criteria 3 :** Multiple years of comparable student data are used.

- **Principle 5, Criteria 4 :** Feedback is offered in close proximity to the data gathering process (i.e. observation, survey, artifact or student growth review, etc.).

- **Principle 6, Criteria 3 :** Training includes assessing student data, analyzing artifacts and interpreting survey information.

- **Principle 7, Criteria 3 :** Evaluation data informs policies that impact the extent of student learning.

Lowest areas of alignment ranked overall

- ☐ Teacher Evaluation Process
  - ◘ Principal 6: Training includes conducting observations focused on the quality of instruction.
  - ◘ Principal 6: Training occurs initially and periodically for those who evaluate educators.
  - ◘ Principal 6: Evaluators demonstrate skills aligned to minimum quality assurance standards established by districts and/or the state.

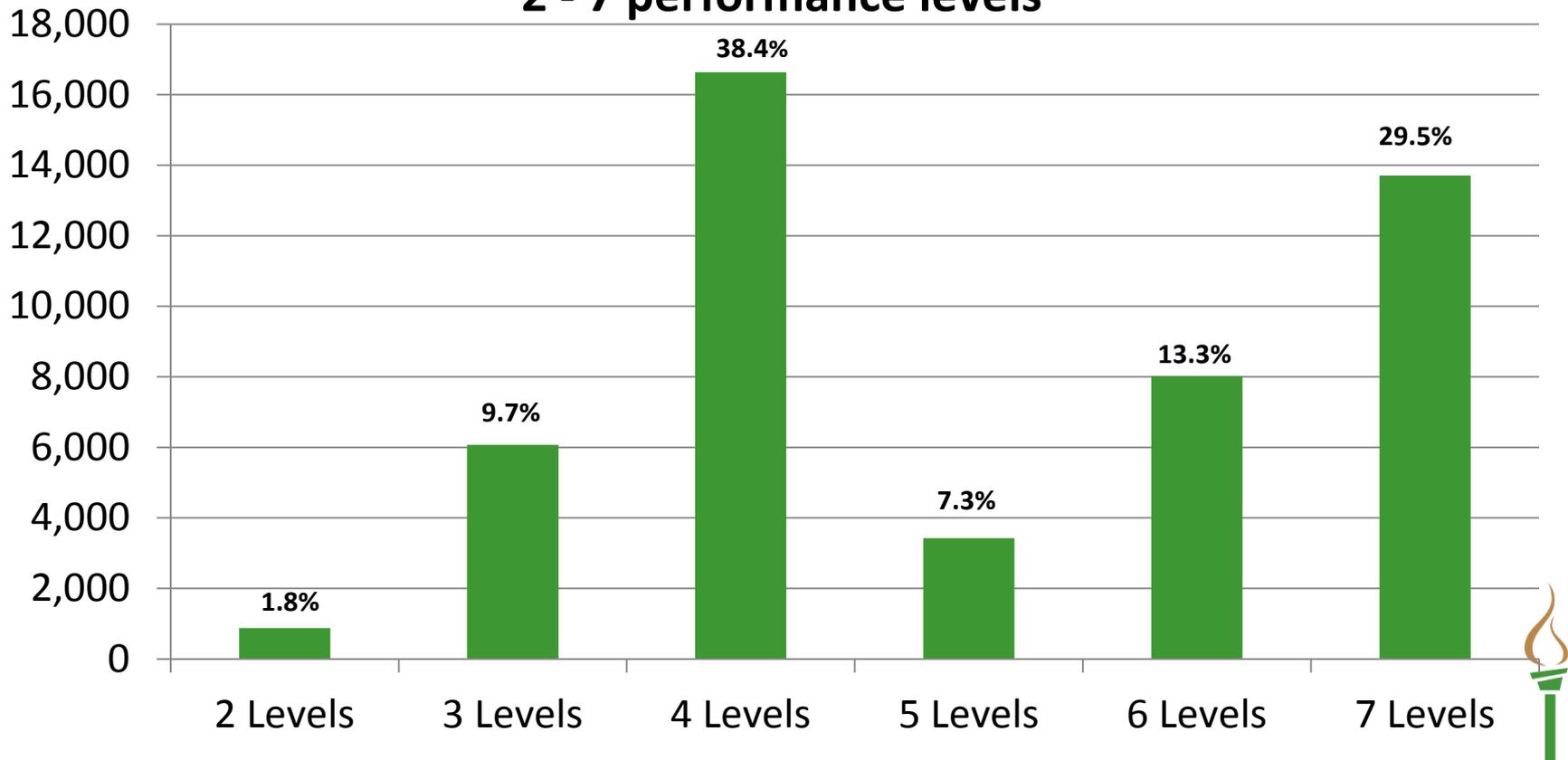- ☐ Principal Evaluation Process
  - ◘ Principle 2: Each performance level has discrete, independent, measureable targets.
  - ◘ Principle 7: Evaluation data informs policies that impact the extent of student learning.
  - ◘ Principle 1: Performance targets linked to improvements in student learning
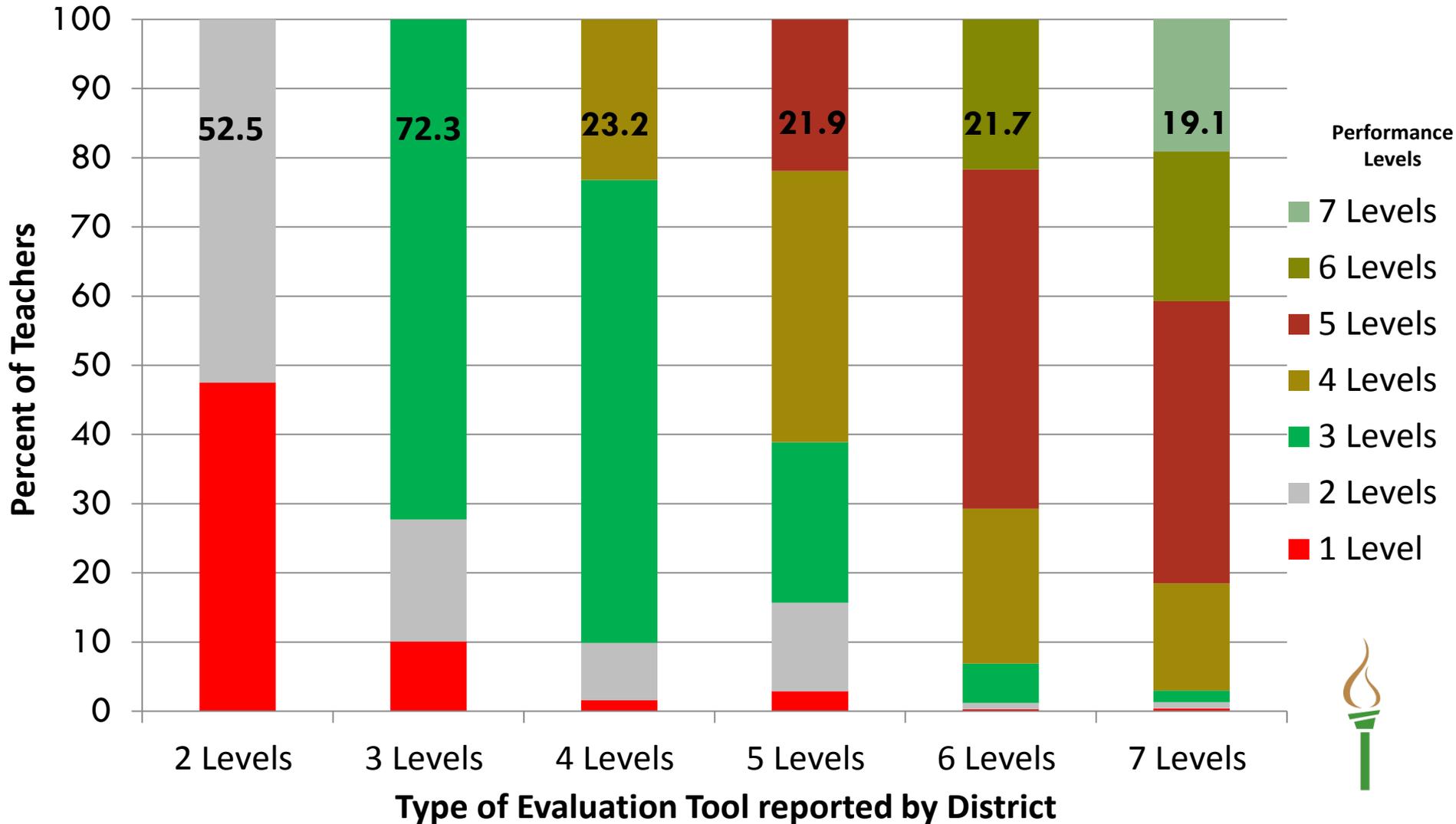
Types of Teacher Evaluation Models

Number/percent of teachers evaluated with models using
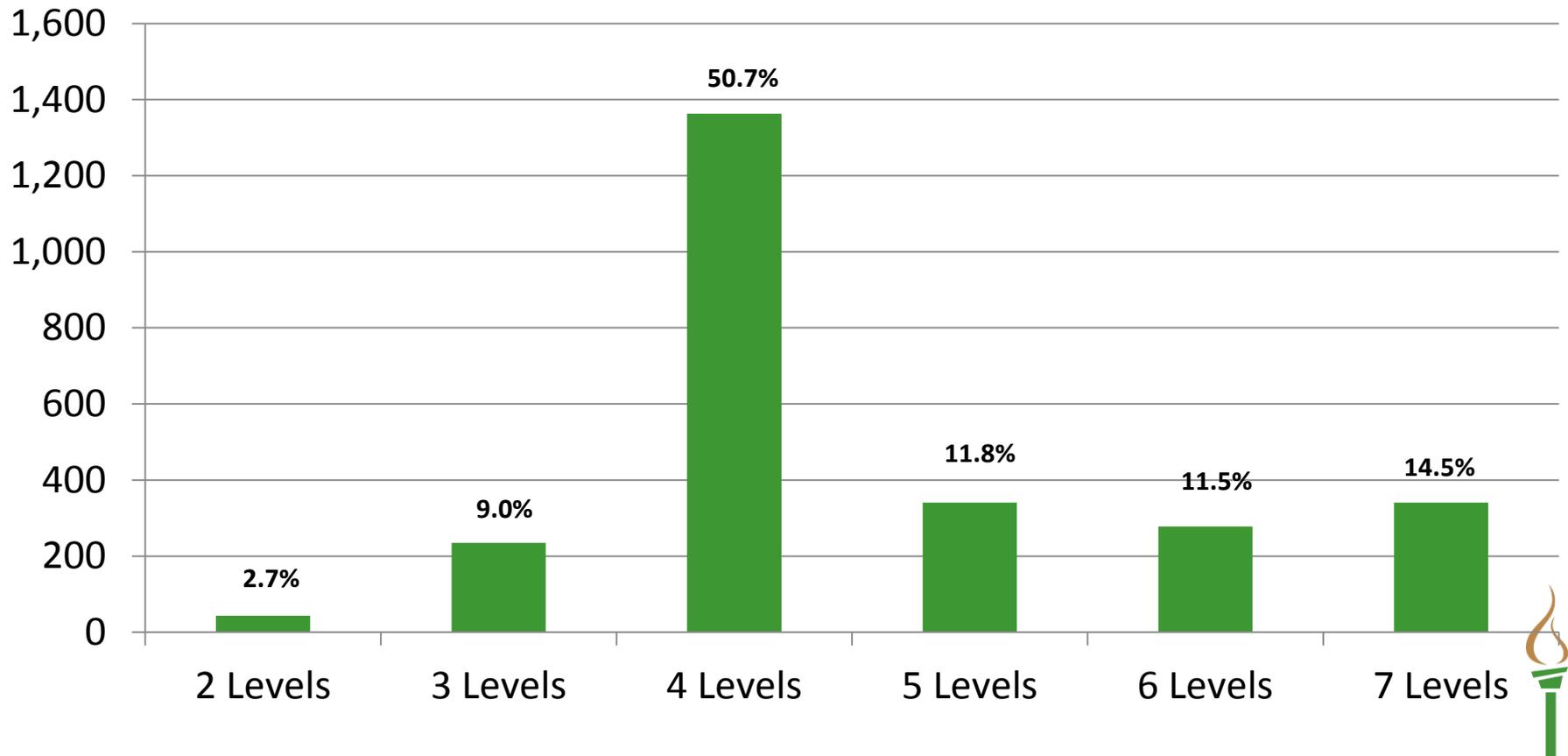**2 - 7 performance levels**

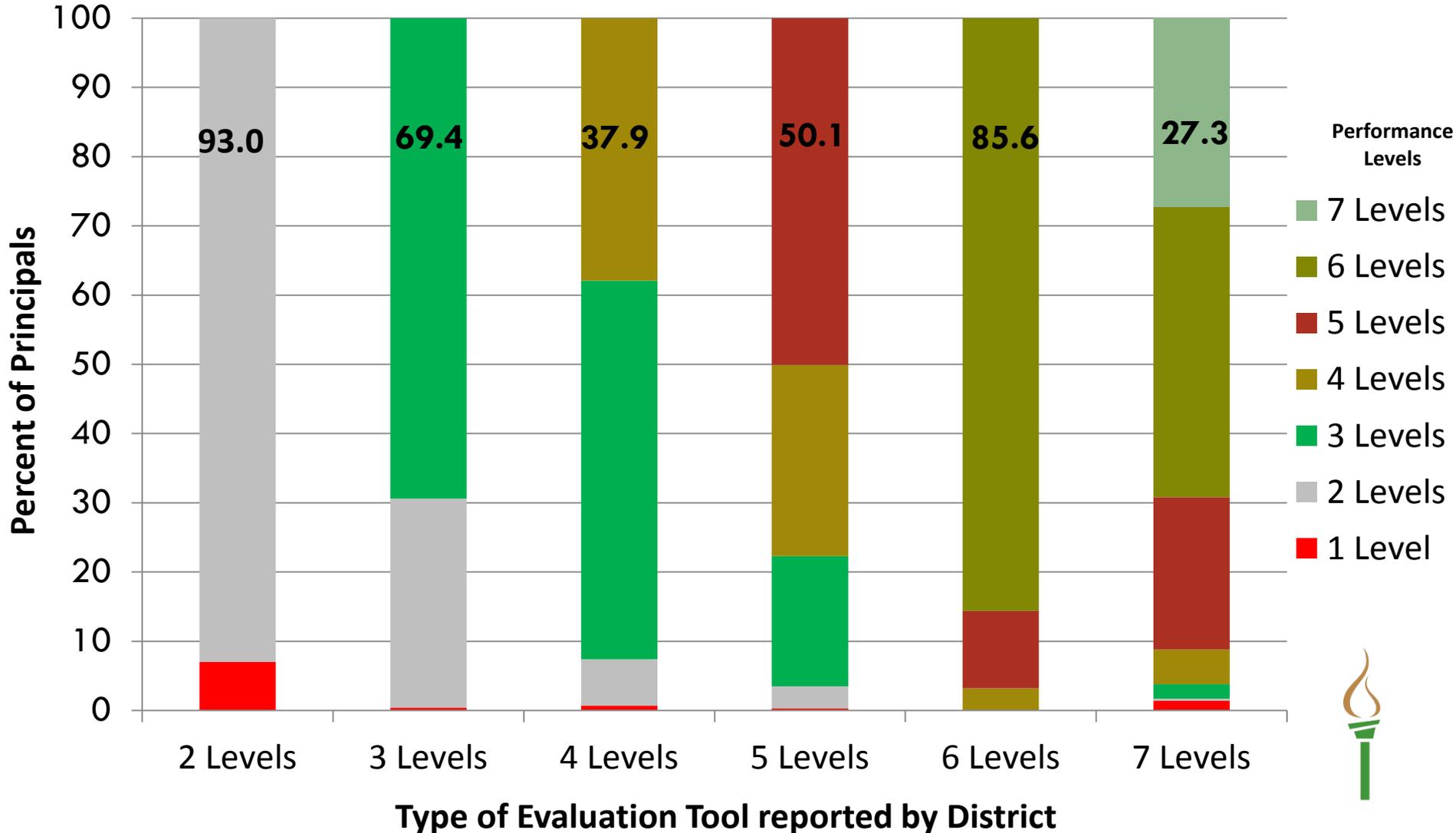# Teacher Ratings by Level

Types of Principal Evaluation Models

**Number/percent of Principals evaluated with models using
2 - 7 performance levels**

Principal Ratings by Level

What do we know

- Over three-fourths of Missouri schools use the state model, an adapted version of the state model or the MU model (NEE).
  - Same standards and indicators
  - Regular observations
  - Meaningful feedback
  - Student growth component

Available support

- ☐ Technical assistance on the principles

- ☐ Missouri Observation Simulation Tool

- ☐ Training on student growth measures

- ☐ Feedback clinics

- ☐ Educator Growth Toolbox

- ☐ Regional evaluation trainers

- ☐ Effective Evaluation Implementation Rubric

Dr. Terri Parks

Assistant Superintendent

Meramec Valley R-III

The Power of a Teacher

- Research shows that effective teachers are the most important factor contributing to student achievement.

  ~"Hiring the Best Teachers," Educational Leadership, Volume 60, Number 8, May 2003, pp. 48-52.

Student Learning…

- ☐ Our passion

- ☐ Our commitment

- ☐ Based on the quality of the teacher

2016-2017 "What's the same…but better"

- Evaluations

- Collaborative Grant – PreK-8

- PD Opportunities each month – Cycles of PD

- Vocational Enhancement Grant

- STEM Expansion at Meramec Valley Middle School, Riverbend, & Pacific High School

Evaluation Growth

- ☐ District growth goal

- ☐ Resources to support lesson design

- ☐ Summatives placed on three year rotation

- ☐ Feedback...better, more, targeted for growth

Dr. Steve Griggs

Managing Director

Network for Educator Effectiveness (NEE)

Network for Educator Effectiveness
University of Missouri

Overview

- Aligns to state standards

- Aligns to Seven Principles of Effective Evaluation

- Annual training

- 267 users (districts, charter, or parochial schools) in 2016-17

- 361,616 classroom observations in 2015-16 (duplicated count)

- Follow up conversations after every observation

- Other elements: Unit of Instruction, Professional Development Plan, and Student Survey

- Research-based rubrics provided for classroom observations and other elements

Questions ???