

**MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM:****January 2014****REPORT ON MISSOURI EDUCATOR EVALUATOR TRAINING TOOL****STATUTORY AUTHORITY:**

Sections 161.092, 161.097, 161.099, 168.011,  
168.015, 168.021 RSMo

Consent  
Item

Action  
Item

Report  
Item

**DEPARTMENT GOAL NO. 3:**

Missouri will prepare, develop, and support effective educators.

**SUMMARY:**

The Office of Educator Quality is working with My Learning Plan who has partnered with ETS to develop the Missouri Educator Evaluator Training Tool.

This tool supports an essential strategy of Goal 3 of the Department's Top 10 by 20 initiative—that all educators will be highly effective—by building educator capacity on the Essential Principles of Effective Evaluation. One of the essential principles requires that all evaluation systems must provide initial and periodic training of evaluators and that these systems include providing teachers meaningful feedback on their performance; this tool provides a critical piece of this training.

The Missouri Educator Evaluator Training Tool provides districts a free opportunity for initial and periodic evaluator training. The ability to accurately evaluate teacher practice is essential to providing teachers meaningful feedback, and research shows that meaningful feedback is the best way to improve teacher quality.

**PRESENTER(S):**

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



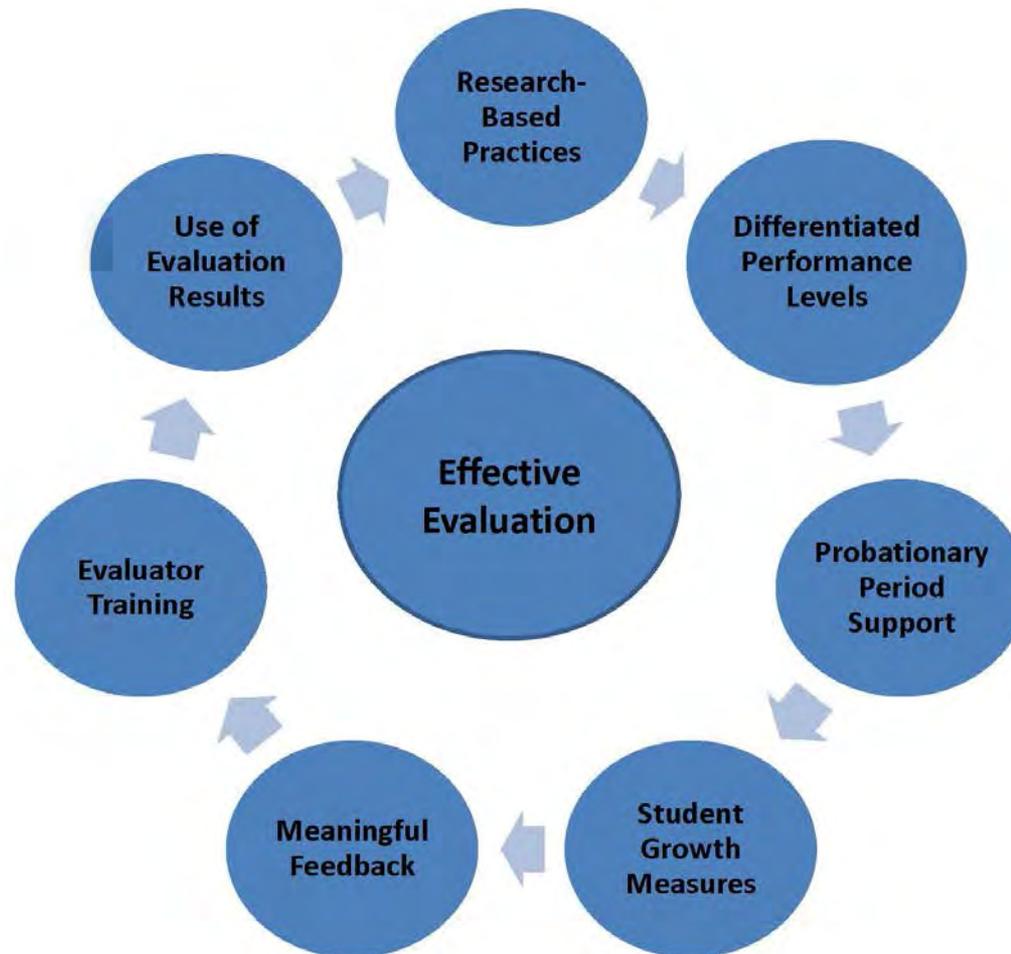
# OFFICE OF EDUCATOR QUALITY

## *Report on Missouri Educator Evaluator Training Tool*

January 2014

Missouri Department  
of Elementary and Secondary Education

# Essential Principles of Effective Educator Evaluation



## 2013 – 2014 Training Roadmap

### **Module 1: Foundations**

- Growth-mindset
- Understanding standards and indicators
- Manageability

### **Module 2: Probationary Period Support**

- Needs of the year 1, 2, and 3-5 educator
- Comprehensive Induction Program
- Using the Mentor Standards

### **Educator Evaluation Training**

### **Module 4: Evaluator Training/Feedback**

- Meaningful descriptive feedback
- Components of evaluator training
- Inter-rater reliability

### **Module 3: Student Growth Measures**

- Student growth measures
- Using state assessment data
- Data in non-tested grades and subjects

August 2013 – July 2014

## Scheduled Regional Trainings

Go to [www.dese.mo.gov/eq/essentialprinciples.htm](http://www.dese.mo.gov/eq/essentialprinciples.htm) for specific locations

# State Resources for Evaluator Training

- Module 4 of Essential Principles Training
  - 70 trainings across the state
  
- Mike Rutherford Coaching Lab
  - Technical assistance on offering feedback
  
- Educator Evaluator Training Tool
  - Online resource available to all administrators at no charge



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:

Empty text area for evidence collection.

Keyboard Shortcuts:

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

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%)

**1: Knowledge of Students and Student Learning**

1.1a Describes developmental characteristics of students ✔

Your Score	Master Coder's Score
Effective	Effective

1.1b Creates developmentally appropriate lessons

Your Score	Master Coder's Score
	Developing

Your Evidence	Master Coder's Evidence								
	<table border="1"> <thead> <tr> <th>Type</th> <th>Time</th> <th>Evidence</th> <th>Component</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>Activity includes discussion of food types (including junk food)</td> <td>Lesson Plan Final - Nutrition</td> </tr> </tbody> </table>	Type	Time	Evidence	Component			Activity includes discussion of food types (including junk food)	Lesson Plan Final - Nutrition
Type	Time	Evidence	Component						
		Activity includes discussion of food types (including junk food)	Lesson Plan Final - Nutrition						

1.2a Uses strategies to support learning and language acquisition

Your Score	Master Coder's Score
	Developing

1.2b Uses current research

Your Score	Master Coder's Score
	Highly Effective

Your Evidence	Master Coder's Evidence				
	<table border="1"> <thead> <tr> <th>Type</th> <th>Time</th> <th>Evidence</th> <th>Component</th> </tr> </thead> <tbody> </tbody> </table>	Type	Time	Evidence	Component
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## Educator Evaluator Training Tool

<b>Educator Evaluator Training Tool</b>																
<b>Standard:</b>	2 – Student Learning, Growth and Development															
<b>Indicator:</b>	5 – Prior experiences, multiple intelligences, strengths and needs															
<b>General Description:</b>	Video 1 - Middle school science teacher															
<b>Rating:</b>		0		1		2		3		4		5		6		7
<b>Rationale for rating:</b>	<p>This middle school science teacher in this video was rated a “2” Emerging based on the following evidence:</p> <ul style="list-style-type: none"> <li>• The use of a KWL chart (already know, want to know, what I learned) is an effective strategy for connecting students’ prior knowledge to current instruction</li> <li>• The KWL chart serves as a strategy for assessing what students already know and directing their efforts to gather additional information</li> <li>• A plan for assessing the learning for the students had been designed, although it had not yet occurred</li> <li>• Although many questions were offered from the teacher, many were leading questions that prompted students toward a particular response.</li> </ul> <p>Although this teacher has selected an effective strategy to use for establishing connections between prior knowledge and current instruction, there was no evidence of students offering explanations of those connections despite the teacher’s efforts to elicit those through different questioning strategies.</p>															
<b>Possible Feedback:</b>	<p>Effective feedback provided to this teacher would be a conversation (might include documentation as well) within a day or two of the observation providing opportunity for this teacher to reflect on their science lesson. Any one of the following questions might be used to prompt the teacher to think about the effectiveness of the strategies they used and possible ways to further their students’ learning:</p> <ul style="list-style-type: none"> <li>• How might you use the KWL chart to engage students in conversations that connect what they know to what they want to learn and how might you offer them opportunities to explain those connections?</li> <li>• How might you use a Socratic questioning technique to elicit more open-ended responses from your students at a greater depth of knowledge?</li> <li>• What strategy might you use to prompt them to explain their thinking in support of the response they gave?</li> <li>• Do you feel as if the wait time you used between questions provided adequate time for your students to think before responding?</li> </ul> <p>This feedback could lead the science teacher toward a selection of one of these new strategies to work on and develop more fully. Future observations by the administrator would provide opportunity to offer increasingly focused feedback on the progress the science teacher is making with this new strategy.</p>															

## Contact Us

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