

THE OFFICE OF EDUCATOR QUALITY



*Effective Evaluation Systems
that
Improve Educator Performance*

July 2016

Missouri Department
of Elementary and Secondary Education

Building Educator Capacity

2

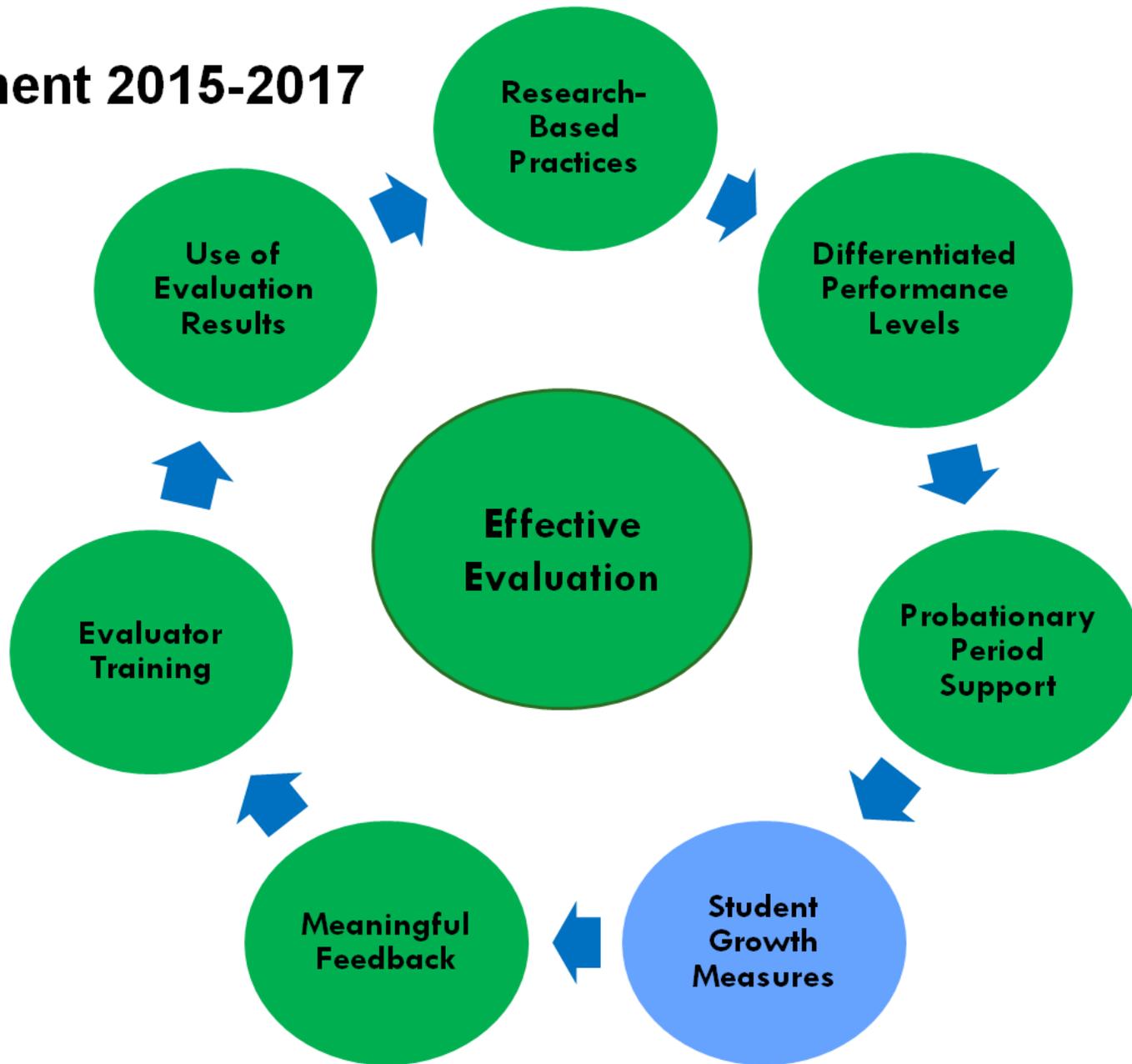
- ▣ *What the new law Every Student Succeeds Act (ESSA) say about educator evaluation*
- ▣ *Educator evaluation done effectively builds educator capacity*
- ▣ *Effective evaluation is based on the research that is the foundation of the Seven Essential Principles of Effective Evaluation*
- ▣ *How do we know if we are committed to these principles?*



ESSA Teacher Evaluation and Equity

- ⌘ ESSA does not require specific educator evaluation measures or methods;
- ⌘ Title I state plans must describe how the state will ensure that “low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field and inexperienced” educators;
- ⌘ Title II authorizes funds that may be used for state evaluation systems (see next slide);
- ⌘ Title II also separately authorizes the Teacher and School Leader Incentive Program, a competitive grant to support innovative educator evaluation systems.

Implement 2015-2017



Teacher Evaluation Summative Report

Date: _____

Teacher: _____ Probationary: _____ Permanent: _____

School: _____ Subject: _____ Academic Year: _____

Standard 1: Content Knowledge Aligned with Appropriate Instruction	Meets Expectation	*Growth Opportunity	**Area of Concern
Description: The teacher effectively plans for the delivery of the essential content of the discipline; subject matter learning activities are meaningful and engaging for students; and students demonstrate mastery and application of content.			
Standard 1 Comments:			
Standard 2: Student Learning Growth and Development	Meets Expectation	*Growth Opportunity	**Area of Concern
Description: The teacher uses research-based practices and student information to design meaningful lessons; the teacher's instructional strategies use current theories of growth and development, including assisting students in goal setting; and students' level of growth and development is the foundation for new learning.			
Standard 2 Comments:			
Standard 3: Curriculum Implementation	Meets Expectation	*Growth Opportunity	**Area of Concern
Description: The teacher designs lessons aligned with state and district standards; the teacher facilitates student learning based on state and district standards; and students master essential learning objectives based on state and district standards.			
Standard 3 Comments:			
Standard 4: Critical Thinking	Meets Expectation	*Growth Opportunity	**Area of Concern
Description: The teacher's lesson design and use of instructional resources promotes critical thinking; the teacher's instructional strategies promote critical thinking and problem-solving; and students demonstrate their ability to think critically and problem-solve.			
Standard 4 Comments:			
Standard 5: Positive Classroom Environment	Meets Expectation	*Growth Opportunity	**Area of Concern
Description: The rules, routines and structures in the classroom create an environment conducive to learning; the teacher's strategies create a positive classroom environment conducive to learning; and students are self-directed, exhibit positive relationships and are engaged in learning.			
Standard 5 Comments:			
Standard 6: Effective Communication	Meets Expectation	*Growth Opportunity	**Area of Concern
Description: The non-verbal communication (written/electronic) offered is effective, correct and appropriate; the teacher demonstrates correct and appropriate communication; and students exhibit correct and appropriate communication.			
Standard 6 Comments:			
Standard 7: Student Assessment and Data Analysis	Meets Expectation	*Growth Opportunity	**Area of Concern
Description: The teacher maintains accurate data on each student's progress based on multiple data points; the teacher effectively collects and uses student data to inform and improve instruction; and students are knowledgeable of their own progress and plan personal learning goals.			
Standard 7 Comments:			
Standard 8: Self-Assessment and Improvement	Meets Expectation	*Growth Opportunity	**Area of Concern
Description: The teacher maintains a professional growth plan to document the application of new knowledge and skills; the teacher engages in professional learning to improve practice and increase student learning; the teacher follows district policies and procedures regarding ethical practices & responsibilities; and the teacher maintains positive relationships with students, staff, parents, patrons, administrators, and supervisors.			
Standard 8 Comments:			
Standard 9: Professional Collaboration	Meets Expectation	*Growth Opportunity	**Area of Concern
Description: The teacher engages with colleagues to promote the district/school vision, mission and goals and works collaboratively regarding improvements in student learning and well-being.			
Standard 9 Comments:			

*A "Growth Opportunity" rating on a standard "may result" in a Growth Plan for that area.

**An "Area of Concern" rating on a standard results in an Improvement Plan for that area.

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Teacher Performance Growth Chart

Academic Year: _____

Indicator and Rationale	Baseline Assessment				Goal (Target related to selected indicator)	Results (Outcome of implemented strategies)	Follow-Up Assessment				
	0	1	2	3			0	1	2	3	
#1											
	4	5	6	7			4	5	6	7	
#2	0	1	2	3			0	1	2	3	
	4	5	6	7			4	5	6	7	
#3	0	1	2	3			0	1	2	3	
	4	5	6	7			4	5	6	7	



Indicator #1 Growth	Indicator #2 Growth	Indicator #3 Growth	Average Growth (Total Growth/# of Indicators)

Student Performance Growth Chart

- Insufficient Attainment: Less than 65% of students meet the learning target
- Partial Attainment: 65 – 79% of students meet the learning target
- Acceptable Attainment: 80 – 93% of students meet the learning target
- Exceptional Attainment: 94% and above of students meet the learning target

Year 1 Student Growth Attainment (%)		Year 2 Student Growth Attainment (%)		Year 3 Student Growth Attainment (%)		Overall Average Student Growth Attainment (%)	
Sample 1		Sample 1		Sample 1		Average Percent	
Sample 2		Sample 2		Sample 2			
Average		Average		Average		Attainment Rating	





Teacher Performance Growth Chart

Academic Year: _____

Indicator and Rationale	Baseline Assessment				Goal (Target related to selected indicator)	Results (Outcome of implemented strategies)	Follow-Up Assessment				
	0	1	2	3			0	1	2	3	
#1											
	4	5	6	7			4	5	6	7	
#2	0	1	2	3			0	1	2	3	
	4	5	6	7			4	5	6	7	
#3	0	1	2	3			0	1	2	3	
	4	5	6	7			4	5	6	7	
Indicator #1 Growth		Indicator #2 Growth		Indicator #3 Growth		Average Growth (Total Growth/# of Indicators)					

Student Performance Growth Chart

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- Exceptional Attainment: 94% and above of students meet the learning target

Year 1 Students meeting Growth Target			Year 2 Students meeting Growth Target			Year 3 Students meeting Growth Target			Overall Average Student Growth Attainment (% and rating)		
Growth Samples	Students meeting target	Total Students	Growth Samples	Students meeting target	Total Students	Growth Samples	Students meeting target	Total Students	Years Combined	Students meeting target	Total Students
Sample 1			Sample 1			Sample 1			Years 1-3		
Sample 2			Sample 2			Sample 2			Avg. % Attainment		
Total Year 1			Total Year 2			Total Year 3			Attainment Rating		
Avg. %			Avg. %			Avg. %					



Educator Name: _____ Grade/Subject: _____

SLO Goal Statement: _____

Rationale for why you have this goal:
(Explain why you have this goal) _____

Baseline & Trend Data

(Identify what information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the interval of instruction.)

Student Population(s)

(Identify the students included in this SLO. Include course, grade level, number of students and sub-groups.)

#IEP	#ELL

Interval of Instruction

(Identify how much time students will have to reach their goals? A unit? A semester? The full year? Be as specific as possible.)

Learning Content

(What should students know and be able to do after the interval of instruction? Identify the supporting academic concepts or skills to be taught. Include specific state or district content standards this SLO addresses.)

Assessment

(Identify the assessment. How does the assessment provide "stretch" so that all students may demonstrate learning? Was the assessment vetted for validity and reliability? Is the assessment aligned to standards, content and skills addressed in SLO?)

Instructional Strategies

(Aligns strategies to the selected standards.)

Growth Targets

(Indicate the target post-test score for students at different levels of performance on the pre-test.)

Feedback

Feedback offered by:

Scoring

Insufficient Attainment	Partial Attainment	Acceptable Attainment	Exceptional Attainment
Less than 65% of students meet or exceed differentiated growth target	65 – 79% of students meet or exceed differentiated growth target	80 – 93% of students meet or exceed differentiated growth target	At least 94% of students meet or exceed differentiated growth target

COMPLIANCE TO COMMITMENT

Using the seven principles of EES for building/district reform

Why is Educator Evaluation Important?

The single most important influence on student learning is the ***quality of the teacher.***

Charlotte Danielson



Why is Educator Evaluation Important?

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

John Hattie



Why is Educator Evaluation Important?

The effect of “increases in teacher quality” *swamps the impact* of any other educational investment, such as reductions in class size.

Goldhaber, 2009



Why is Educator Evaluation Important?

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

Rivkin, Hanushek and Kain, 2002



7 Essential Principles

1. Measures educator performance against research-based proven practices
2. Differentiated levels of performance
3. Probationary period
4. Measures of growth in student learning
5. Meaningful and descriptive feedback
6. Training for evaluators
7. Results and data informs decisions regarding personnel, employment,



Why?

What value do each of the seven principles have in ensuring learning for each and every student?

1. Measures educator performance against research-based proven practices
2. Differentiated levels of performance
3. Probationary period
4. Measures of growth in student learning
5. Meaningful and descriptive feedback
6. Training for evaluators
7. Results and data informs decisions regarding personnel, employment, and policy



A Focus on Growth...

The most valuable evaluation model will not only meet state legislative requirements, it must produce gains in student learning. Next-generation models *emphasize teacher growth and development.*

As teachers' classroom *instructional practice* improves, districts should see a corresponding improvement, measurable and consistent, in *student achievement.*

Robert Marzano





So...

How do we know if we have an
effective evaluation system.....



Teacher Evaluation System

1) Please rate your level of agreement with the following statements about your district's teacher evaluation system.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
1a. The teacher evaluation rubrics/scoring guides clearly define what is expected of me as a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b. The teacher evaluation rubrics/scoring guides clearly describe what I need to know and do to earn each rating score.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c. The teacher evaluation rubrics/scoring guides are appropriate for my position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d. The teacher evaluation rubrics/scoring guides provide a clear path for improving my practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e. The teacher evaluation system is fair to teachers in all classrooms, content areas, and grade levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f. The results from the teacher evaluation system are used to recognize or reward effective teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1g. I have improved my practice as a result of the teacher evaluation system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Growth in Teacher Evaluation

2) Please rate your level of agreement with the following statements about your district's plans for incorporating student growth in teacher evaluation.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
2a. I believe that the student growth measures that I will be evaluated on reflect my contribution to student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b. My impact on student growth is a significant part of my evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c. My district has defined what it means for student growth to be a significant contributing component in our teacher evaluation system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Principal Evaluation System

1) Please rate your level of agreement with the following statements about your district's principal evaluation system.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
1a. The principal evaluation rubrics/scoring guides clearly define what is expected of me as a principal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b. The principal evaluation rubrics/scoring guides clearly describe what I need to know and do to earn each rating score.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c. The principal evaluation rubrics/scoring guides are appropriate for my position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d. The principal evaluation rubrics/scoring guides provide a clear path for improving my practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e. I am evaluated on whether I provide feedback to teachers each year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f. I have improved my practice as a result of the principal evaluation system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Growth in Principal Evaluation

2) Please rate your level of agreement with the following statements about your district's plans for incorporating student growth in principal evaluation.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
2a. I believe that the student growth measures used in my evaluation reflect my contribution to student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b. My impact on student growth is a significant part of my evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c. My district has defined what it means for student growth to be a significant contributing component in our principal evaluation system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d. Our district approves student assessments that will be used in the principal evaluation system to measure student growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Teacher Evaluation System

1) Please rate your level of agreement with the following statements about your district's teacher evaluation system.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
1a. The teacher evaluation rubrics/rating guides clearly describe what all teachers need to know and do to earn each rating score.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b. The teacher evaluation rubrics/rating guides provide a clear path for improving teacher practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c. The teacher evaluation system provides evaluators with the information they need to make well informed personnel decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d. The teacher evaluation system provides evaluators with the information they need to offer professional development opportunities that are linked to faculty needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e. The results from the teacher evaluation system are used to inform comprehensive school improvement plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f. The results from the teacher evaluation system are used to inform decisions on how to utilize highly effective teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1g. The results from the teacher evaluation system are used to recognize or reward of effective teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1h. The results from the teacher evaluation system are used to inform decisions about providing targeted interventions and support (e.g. professional development, performance plans, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1i. My district provides standardized training on the teacher evaluation system for all evaluators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1j. My district holds principals accountable for providing feedback to teachers each year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1k. Our evaluators provide feedback in the spirit of continuous improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



District Mentoring Program

1) Please rate your level of agreement about your district's mentoring program.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
1a. I received the training needed to become an effective mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b. I had the resources needed to provide support to my mentee(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c. The support that I provided to my mentee(s) helped them to improve their practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2) On average, how often did you meet with your mentee(s) this school year?

- Never
- Once per year
- Twice per year
- Three to five times per year
- Six or more times per year

3) Which of the following experiences did you offer your mentee(s) as part of the mentoring experience? (Check all that apply.)

- Frequent, targeted feedback
- Opportunities to observe expert teachers
- Assistance with developing strategies
- A review of school and district expectations
- Collaborative development of lesson plans
- Collaborative look at student data
- The development of a growth plan based on needs
- Suggestion of resources
- Opportunities to self-reflect on practice
- Setting of goals aimed at improving instruction
- Modeling of effective teaching practices

Mentor Background

4) Please indicate the subject/content area in which you serve as a mentor. (Check all that apply.)

- Language Arts
- Math
- Science
- Social Studies
- Art
- Health
- Physical Education
- Music
- Technology
- World Languages



Principle 5: Ongoing, timely, deliberate and meaningful feedback is provided on performance relative to research-based targets.

Indicator	Criteria	Criteria met?
<p>Is delivered effectively and is meaningful to the improvement of practice</p> <p>Focuses on the impact of professional practice to increase student learning</p>	<p>Policy Documents</p> <p>District documents (such as, feedback forms or observation forms) provide a framework to evaluators for providing effective feedback. Negotiated agreement indicates feedback will occur within 5 days of the observation</p> <p>District documents describe an observation feedback schedule in which feedback is offered at least once annually (either formally or informally). Reference to feedback but no documented verification that it is to occur for each teacher each year</p>	<p>Fully Met – District documents describe a system of feedback meeting all criteria (all green & yellow)</p> <p>Partially met – District documents describe a system of feedback, meeting only one criteria (majority green & yellow)</p> <p>Not met – District documents do not describe a system of feedback or no criteria were met (majority red)</p>
<p>Is offered at least once annually to everyone either formally, informally or both</p> <p>Is offered in close proximity to the data gathering process (i.e. observation, survey, artifact review, etc.)</p> <p>Occurs within the context of a professional, collaborative culture</p>	<p>Practice Data from Surveys</p> <p>The majority of survey respondents on each survey agree or strongly agree with the following statements:</p> <ul style="list-style-type: none"> - The feedback I received from my evaluator is given in the spirit of continuous improvement. (Teacher [Question 5b-83%] and Principal [Question 5d-65%] surveys) - The feedback I have received from my evaluator helped me to become a more effective teacher/principal. (Teacher [Question 5c-70%] and Principal [Question 5a-77%] surveys) - My evaluator’s feedback included specific strategies that I could use to improve my practice. (Teacher [Question 5d-66%] and Principal [Question 5b-85%] surveys) - I have used my evaluator’s feedback to improve my practice. (Teacher [Question 5e-71%] and Principal [Question 5c-85%] surveys) - The feedback I provide to teachers is linked to research based practices (Principal [Question 7k-100%] survey) - Our evaluators provide feedback in the spirit of continuous improvement (District Administrator [Question 1k-70%] survey) - I am evaluated on whether I provide feedback to teachers each year (Principal [Question 1e-100%] survey) - My district holds principals accountable for providing feedback to each teacher each year (District Administrator [Question 1j-84%] survey) - In general, my evaluator provides feedback within two working days (Teacher [Question 6-70%] and Principal [Question 6-84%] surveys) - The feedback I receive from my evaluator promotes a professional collaborative school culture. (Teacher [Question 5a-72%] survey) 	<p>Fully Met – meets all practice criteria (all green & yellow)</p> <p>Partially met – meets the majority of practice criteria (majority green & yellow)</p>

XXX District Evaluation Data

Spring, 2016



Principle 1: Performance of educators is measured against research-based, proven expectations and performance targets consistent with the improvement of student achievement.			
Indicators	Criteria		Criteria met?
<p>Educator performance targets are research-based and proven.</p> <p>Performance targets align to appropriate state and national standards.</p> <p>Performance targets articulate essential practices.</p> <p>Performance targets are clearly articulated.</p> <p>Performance targets of the educator link to improvements in student learning.</p>	Policy Documents	<p>The district has adopted one of the following models or a model based on the state standards: the Missouri State Model, Danielson Model, Marzano Model, Network of Effective Educators (NEE/MU) Model</p>	<p>Fully Met – using listed model or district model that meets all criteria (all green & yellow)</p>
		<p>If district is using a district developed model, or another model, the district:</p> <ul style="list-style-type: none"> - <u>cites</u> research and theory used in developing performance targets in their evaluation documents. - <u>has</u> a crosswalk or alignment study that shows alignment between district standards and national or state teacher or leader standards. - <u>has</u> a crosswalk or alignment study that some of the performance targets have high effect sizes. - district documents demonstrate that a majority of the districts' teacher and leader performance targets include links to student evidence 	<p>Partially met – using district model that meets the majority of criteria (majority green & yellow)</p>
			<p>Not met – district model that does not meet the majority of criteria (majority red)</p>
	Practice Data from Surveys	<p>The majority of survey respondents on each survey agree or strongly agree with the following statements:</p> <ul style="list-style-type: none"> - The teacher/principal evaluation rubrics/growth guides clearly define what is expected of me as a teacher/principal. (Teacher [Question 1a-79%] and Principal [Question 1a-100%] surveys) - The teacher/principal evaluation rubrics/growth guides are appropriate for my position. (Teacher [Question 1c-73%] and Principal [Question 1c-100%] surveys) - The teacher evaluation system is fair to teachers in all classrooms, content and grade levels. (Teacher [Question 1e-58%]) I have improved my practice as a result of the teacher/principal evaluation system (Teacher [Question 1g-64%] and Principal [Question 1f-87%] surveys) - The teacher evaluation rubrics/growth guides available to me are appropriate to all of the positions that I evaluate. (Principal [Question 7b-100%]) 	<p>Fully Met – meets all practice criteria (all green & yellow)</p>
			<p>Partially met – meets the majority of practice criteria (majority green & yellow)</p>
			<p>Not met – does not meet the majority of practice criteria (majority red)</p>
Overall Principle 1 Rating	Fully Met – meets policy and practice criteria	Partially met – meets or partially meets either policy or practice criteria	Does not meet – does not meet policy nor practice criteria

A Moment to Consider...

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- ▣ *How might having access to this kind of data better inform you on the implementation of your system for building educator capacity?*



Let's examine the EES Rubric

- Global view
 1. Summary Report/Policy and Surveys
 2. Principles 1-7
 3. Indicators
 4. Color code
- Principle #2 guided in depth analysis
- Principle #4 analysis
- Principle #4 action plan...what do we need?



Reflection

- How has your learning today provided a plan for increasing student achievement in your building/district?
- What role can the EES rubric play in increased student learning and teacher growth in your building/district?
- What must you do to move from compliance to commitment?



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Topics

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A-Z Index

See an alphabetical listing of education and secondary education topics.

MSIP

Review the Missouri School Improvement Program - the state's accountability system for accrediting public schools.

Educator Evaluation

Explore how Missouri's Educator Evaluation System supports the development of teachers and education leaders.

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Track Missouri's progress to becoming a top 10 state for education by 2020.



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Assessment

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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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Evaluator Training and Feedback

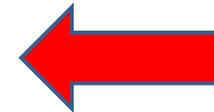
- [Guidelines for Evaluator Training](#) 
- [Guidelines for Meaningful Feedback](#) 
- [Module 4 - Evaluator Training and Feedback Materials](#) 
- [Module 4 - Evaluator Training and Feedback PowerPoint](#) 
- [Observations and Feedback](#)

Training

- [Regional Training Dates](#) 
- [Regional Training Locations](#)
- [SLO - Frequently Asked Questions](#) 

Monitoring

- [Guidance Document for Effective Evaluation Implementation Rubric](#) 
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- Surveys
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- [Core Data Screen 18a](#)
- [Measuring Implementation of Effective Evaluations-January 28, 2015 Webinar](#)



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Questions?



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