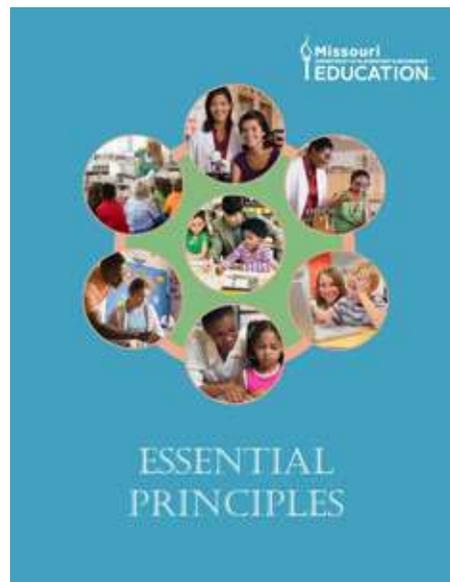


Overview of Essential Principles of Effective Evaluation





A look into the future . . .

The year is 2020. Student performance in the state—in every district and in every school—is among the top 10 states in the nation.

Fully three quarters of our children are proficient on state standards for what we agreed they should know and be able to do.

The number of high school graduates is approaching 100%, and the number of these going on to post-secondary education has doubled in the past decade.

Businesses throughout the country and world are seeking out locations in Missouri because of our reputation for a world-class work force.

Missouri is proud—of its children and of its schools.

Everyone agrees that Missouri public schools are the best choice, and that they produce the best results!

A fundamental and enduring truth is that the quality of life in any community is dependent upon the performance of its public schools. When it comes to building and maintaining quality communities, schools come first. Everyone agrees. That is why parents and grandparents, senior citizens and business leaders, elected officials and educators all demand results.

The pressure for public education—K-12 and higher education—to produce better prepared citizens has never been greater. Significant investments in education continue to be made—or at least protected to the extent possible—at the national, state, and local levels.

Average isn't good enough!

Over the past several years, our districts and schools have made tremendous strides improving student academic performance. Student performance on state assessments has increased each year over the past two decades. Graduation rates continue to climb. The number of students leaving high school and going on for post-secondary training or education is higher than ever. Still, far too many of our students are being left behind. And not enough are performing at levels necessary to compete nationally or internationally.

Increasingly, all of us have come to understand the consequences of an inadequate education. The political and moral imperative for world-class performance has never been more clear. The kids from Salisbury and St. Joseph and Chesterfield and Ava won't be competing against each other... they will be competing against kids from all over the country and all over the world.

In Missouri, our performance today matches our geography: in the middle. Average is not good enough to drive the progress Missouri citizens expect and deserve. If Missouri's students are not among top performers nationally and internationally, they simply will not compete. If our workforce is not top performing, Missouri won't compete either. If trends continue, only 15% of today's freshmen in Missouri high schools will have a four-year college diploma by their mid-20s. This statistic means that the vast majority of our high school graduates will not be employable in high skills/high knowledge jobs that pay decent wages. It means fewer good employers will want to locate in Missouri. It means our young adults will not be job-ready or life-ready.

We've been a leader before.... We can be again!

Missouri has been aware of and committed to the need for excellence, for greater accountability, and to better performance as a state for decades. The Show-Me Standards were adopted by the Missouri State Board of Education in 1996. In the introduction, it states that "the success of Missouri students depends on both a solid foundation of skills and the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate." That language is as pertinent today as in 1996.

By any measure, the adoption of the Show-Me Standards placed Missouri in the forefront of education in the United States. In *Education Week's* 1997 nationwide study of elementary and secondary education entitled *Quality Counts*, the effort was praised. Not only did the Show-Me Standards define clear and objective goals for all Missouri students, the effort also marshaled in a new era of accountability and transparency for parents and others to see results.

The Show-Me Standards is one of many examples of Missouri being a national leader in public education. Missouri established the first public school kindergarten in America. In 1984, the Parents as Teachers Program was created in Missouri – a model that has been duplicated around the world. Ten years ago Missouri took leadership with the establishment of the eMINTS program that is also being emulated in other countries as it has been recognized as one of the most effective technology-focused instructional models available.

While past success can provide a foundation for future achievement, it is not a guarantee. Standing pat on past achievements, being satisfied with average, and giving in to complacency will mean that our schools and our children will soon fall further and further behind nationally and internationally. The challenge to excel is ongoing. The demand to change and improve never abates.

The work we need to do is transformational, not incremental. The fact is that our kids can't wait another 20 years for us to be the best. The key to our success in transforming education in Missouri will reside in our ability to *focus* on a *few* goals with a *few strategies* that are done with *precision* and *fidelity*. These few goals will focus on the vision of every child proficient and prepared for success. This vision will be measured by indicators of proficiency, growth and closing gaps among student groups. While visions are great, they have no meaning unless you have *measures of progress* and *accountability for results*. It is this work—and the commitment of everyone—that will get Missouri to the Top 10.

This goal is bold but essential. Our children deserve no less. Communities across Missouri and our state as a whole will not thrive unless we are successful. If our students leave high school unable to perform in high knowledge/high skills jobs, if they are unable to perform and excel in higher education, if they are unable to think, live and succeed in a world that is continually reinvented, Missouri will fall even further behind.

That is why it is critically important for Missouri to have a solid, actionable plan for improving the education that is provided to all students. The plan provides a roadmap for raising the bar in Missouri, for our state to become one of the top ten performing states, and for us to reach Top 10 performance. It's a plan that will make Missouri proud.

Make a Plan, Work a Plan

Missouri will only be successful if we unite around a common purpose and vision for improving each of our schools. The mission to guarantee the superior preparation and performance of every child in school and in life will take all of us, working together.

Progress will be tested against measurable goals. Specifically, superior preparation and performance will require:

- higher, clearer and fewer standards;
- a rigorous, internationally-benchmarked assessment system;
- a longitudinal data system that improves instruction;
- expanded opportunities for quality early childhood education;
- a comprehensive system for the recruitment, preparation, selection, support and evaluation of effective educators.

In addition, the Department of Elementary and Secondary Education must operate more efficiently and effectively than ever. The Department must develop its capacity to provide leadership and support in addition to its traditional roles of distributing funds and monitoring compliance. The Department of Education seeks to build the institutional structure needed to ensure long-term school improvement and attainment of Top 10 performance throughout the state. The Department must provide models and strategies for school districts and charter schools to use in improving instruction and ensuring high performance. Most of these strategies do not require additional resources but a

different approach in the classroom, the school building, the district office or the state department of education; some strategies require additional resources. There is much we can do...even before we get more money.

The Missouri Education Reform Plan

Unlike traditional strategic plans, this one is intended to be a dynamic, working document. Objectives will be monitored and adjusted regularly. As we improve, we will continue to raise the bar. Strategies and actions that do not produce results will be abandoned. New strategies and actions will be determined based on need and on careful analysis of data. The work, and the results, will be reported regularly to all constituents. Everyone is accountable.

The Missouri Education Reform Plan includes the following components:

Goals: Strategic goals provide direction. The Missouri Department of Elementary and Secondary Education has four Strategic Goals:

1. All Missouri students will graduate college and career ready.
2. All Missouri children will enter kindergarten prepared to be successful in school.
3. Missouri will prepare, develop, and support effective educators.
4. The Missouri Department of Elementary and Secondary Education will improve departmental efficiency and operational effectiveness.

Objectives: The strategic goals are supported by specific and measurable objectives that are milestones toward the achievement of goals. We know we are on track to achieve goals based on our achievement of intermediate objectives. Progress toward objectives is public —accomplished objectives are celebrated; missed objectives result in mid-course corrections.

Strategies: Strategies represent *collective and coordinated action* by different groups within the organization and help us achieve our objectives. While not included in this document, individual offices within the Department have developed strategies and actions and will be held accountable for their design and implementation.

**Missouri Department of Elementary and Secondary Education
Top 10 by 20 Goals and Objectives**

GOAL 1: All Missouri students will graduate college and career ready.

OBJECTIVE 1: The percentage of students:

- A. Scoring at or above proficient level on National Assessment of Educational Progress (NAEP) will increase by 1 percentage point at each test administration.
- B. Scoring at or above proficient level on state assessments will increase each year to exceed 75% of students in all subgroups by 2020.
- C. Scoring at or above the mean of the top 10 states on college and career ready assessments (e.g. ACT, SAT, COMPASS, ASVAB, TSA) will increase annually.

OBJECTIVE 2: By 2020, all students will qualify for entrance into postsecondary education/training.

GOAL 2: All Missouri children will enter kindergarten prepared to be successful in school.

OBJECTIVE 1:

- A. The percentage of young children (birth to kindergarten entry) who receive developmental and health screenings will increase by 2% annually.
- B. The number of parent education visits to families with young children will increase by 2% annually.
- C. The number of parent education visits to high needs families of young children will increase by 2% annually.

OBJECTIVE 2: The percentage of early childhood programs for Missouri's infants, toddlers and preschoolers that meet established quality standards will increase by 2% annually.

GOAL 3: Missouri will prepare, develop, and support effective educators.

OBJECTIVE 1: By 2020, all candidates completing preparation programs will be highly effective as defined by a uniform set of performance data points.

OBJECTIVE 2: By 2020, all educators will meet the definition of highly effective.

GOAL 4: The Missouri Department of Elementary and Secondary Education will improve departmental efficiency and operational effectiveness.

OBJECTIVE 1: Annually 90% of plan related activities entered into a project management system will meet or exceed their process and progress measures.

OBJECTIVE 2: By 2020, 100% of Missouri's school districts will use the Missouri Comprehensive Data System to inform major decisions and improve efficiency.

OBJECTIVE 3: By 2020, 70% of responding targeted audiences will report being adequately informed about the implementation of the Plan.

Highly Effective Educators (Goal 3, Objective 2)

The approval of the Teacher and Leaders Standards and quality indicators in June 2011 and approval of the counselor, librarian and superintendent standards and indicators by the State Board of Education in December 2011 resulted in collective agreement regarding educator performance targets at all levels and serve as the foundation of Missouri’s Educator Evaluation System. The process of creating these standards and indicators engaged stakeholders in discussions about the types of measures and evidence necessary to ensure improvement in professional practice for the purpose of improving student performance.

The Missouri Model Teacher and Leader Standards employ a developmental sequence defining a professional continuum that articulates how knowledge and skills of educators mature and strengthen.

The Professional Continuum of the Missouri Teacher

<p>Candidate: #C#) This level describes the performance expected of a potential teacher preparing to enter the profession and is enrolled in an approved educator preparation program at a college, university, or state-approved alternate pathway. Content knowledge and teaching skills are being developed through a progression of planned classroom and supervised clinical experiences.</p>	<p>Emerging Teacher: #E#) This level describes the performance expected of a new teacher as they enter the profession or a practicing teacher in a new assignment. The base knowledge and skills are applied as they begin to teach and advance student growth and achievement in their classroom.</p>	<p>Developing Teacher: #D#) This level describes the performance expected of a teacher early in their assignment with the teaching, content, knowledge, and skills that he/she possesses continually developing as they encounter new experiences and expectations in the classroom, school, district, and community while they continue to advance student growth and achievement.</p>	<p>Proficient Teacher: #P#) This level describes the performance expected of a career, professional teacher who continues to advance his/her knowledge and skills while consistently advancing student growth and achievement.</p>	<p>Distinguished Teacher: #S#) This level describes the career, professional teacher whose performance exceeds proficiency and who contributes to the profession and larger community while consistently advancing student growth and achievement. The Distinguished Teacher serves as an educational leader in the school, district, and the profession.</p>
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The professional continuum and quality indicators serve as the primary metrics that will be used to evaluate teachers and leaders as part of the proposed Missouri’s Educator Evaluation System. Measures of evidence have been identified at each level of the continuum and are used to determine current status of professional performance and a blueprint for growth to achieve improved practice. The measures of evidence and artifacts of teacher and leader performance at each level along the continuum come from a wide variety of sources and include measures of student performance.

Missouri’s model Educator Evaluation System focuses on growth at all levels of an LEA—from the superintendent to the principal to the teacher—in order to impact the quality of instruction provided to students. The system is informed by research-based and stakeholder developed teacher and leaders standards; it includes valid measurement tools and protocols framed by the three professional frames, the quality indicators, and assessed through a professional continuum; and it measures growth in teacher and leader practice and growth in student learning. The essential principles of effective evaluation are the foundation for the state’s model. Local evaluation models align to these principles to create consistency in assessing educator performance across the state.

- Measures performance against **research-based practices** aligned to those articulated in the state’s model teacher and leader standards

- Uses of multiple ratings to **differentiate levels of performance**
- Highlights a **probationary period** of adequate duration which results in sufficient induction and socialization support for new teachers and leaders
- Uses **measures of student growth in learning** as a significant part of the evaluation of professional practice at all levels and ensures that a proficient or distinguished rating cannot be received in educator performance if student growth is low
- Provides ongoing, regular, timely and meaningful **feedback on performance**
- Includes standardized and ongoing **training for evaluators**
- **Uses evaluation results to inform** decisions, determinations and policy regarding personnel

These essential principles are the overall framework of Missouri’s model Educator Evaluation System. LEAs not adopting the state model should align their local evaluation process to these same principles creating statewide consistency in the approach to evaluating educator performance and ensuring growth in student learning.

There are 5 criteria provided for each of the seven principles. As directed by 5 CSR 20-400.375 (to be approved by the State Board of Education in August 2013), public school districts and charter schools provide evidence of their district alignment to the seven Essential Principles of Effective Evaluation through the 5 criteria provided for each. This evidence is provided annually through the Department’s Core Data system. The following reflects the template completed by public school districts and charter schools:

Educator Evaluation Principles

The criteria listed below for each of the seven principles represents key components of alignment. Public school districts and charter schools indicate whether their local evaluation process includes each criterion as a part of their local evaluation process for teacher (T) and for principal (P).

1. Performance of educators is measured against research-based, proven expectations and performance targets consistent with the improvement of student achievement

T	P	
<input type="checkbox"/>	<input type="checkbox"/>	Educator performance targets are research-based and proven
<input type="checkbox"/>	<input type="checkbox"/>	Performance targets align to appropriate state and national standards
<input type="checkbox"/>	<input type="checkbox"/>	Performance targets articulate essential practices
<input type="checkbox"/>	<input type="checkbox"/>	Performance targets are clearly articulated
<input type="checkbox"/>	<input type="checkbox"/>	Performance targets of the educator link to improvements in student learning

2. Multiple ratings are used to differentiate levels of educator performance

T	P	
<input type="checkbox"/>	<input type="checkbox"/>	Includes a minimum of 3 differentiated levels
<input type="checkbox"/>	<input type="checkbox"/>	Includes clear statements of performance at each level
<input type="checkbox"/>	<input type="checkbox"/>	Each level allows for discrete, independent, measureable elements
<input type="checkbox"/>	<input type="checkbox"/>	Each level reliably describes current practice
<input type="checkbox"/>	<input type="checkbox"/>	Levels provide clear direction for growth and improvement in practice

3. A probationary period of adequate duration is provided to ensure sufficient induction and socialization through developmental support for new teachers and leaders

T P

- Includes required mentoring as a component of a comprehensive induction process
- Complies with Missouri statute regarding the probationary period
- Is informed by the state's mentor standards
- Includes confidential, non-evaluative support linked to the district's overall plan for professional development
- Focuses on essential practices of particular significance for novice practitioners educators

4. Measures of growth in student learning across two points in time are included as a significant contributing factor in the evaluation of professional practice at all level

T P

- Is a significant contributing component of the overall evaluation process
- Uses multiple measures of student performance including both formative and summative assessments
- Includes multiple years of comparable student data
- Highlights growth in student learning across two points in time as opposed to simple measures of status
- Includes the state assessment where available and additional district and school determined Assessments

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

T P

- Is delivered effectively and is meaningful to the improvement of practice
- Focuses on the impact of professional practice to increase student learning
- Is offered at least once annually to everyone either formally, informally or both
- Is offered in close proximity to the data gathering process (i.e. observation, survey, artifact review, etc.)
- Occurs within the context of a professional, collaborative culture

6. Standardized, periodic training is provided for evaluators to ensure reliability and accuracy

T P

- Evaluators demonstrate skills aligned to minimum quality assurance standards established by districts and/or state
- Training includes conducting observations focused on the quality of instruction
- Includes assessing student data, analyzing artifacts and interpreting survey information
- Provides for the effective delivery of meaningful feedback
- Is offered both initially and periodically to those who evaluate educator performance

7. Evaluation results and data are used to inform decisions regarding personnel, employment determinations and human resource policies such as promotion, retention, dismissal, induction, tenure, compensation, etc.

T	P	
<input type="checkbox"/>	<input type="checkbox"/>	Guides district employment policies and procedures
<input type="checkbox"/>	<input type="checkbox"/>	Guides district decisions regarding employment determinations
<input type="checkbox"/>	<input type="checkbox"/>	Informs in particular those policies that impact the extent of student learning
<input type="checkbox"/>	<input type="checkbox"/>	Empowers the district to recognize and utilize highly effective educators
<input type="checkbox"/>	<input type="checkbox"/>	Informs district strategies for providing targeted interventions and support

Additional description and information is provided for each of the essential principles. In addition to the documentation providing detailed descriptions and information, technical assistance and support is being made available to every public school district, charter school and educator preparation program in the state through the 2013-2014 year.

Regional trainings provided throughout the state categorize the seven essential principles into principles of structure and principles of process. Intensive support is provided for the four principles of process due to their direct influence on successful implementation.

Essential Principles of Effective Evaluation

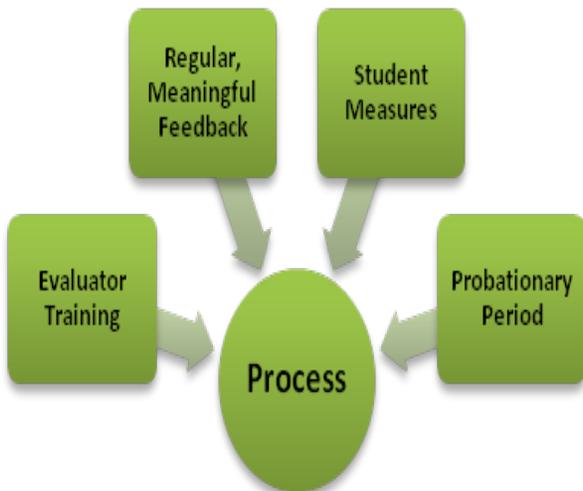
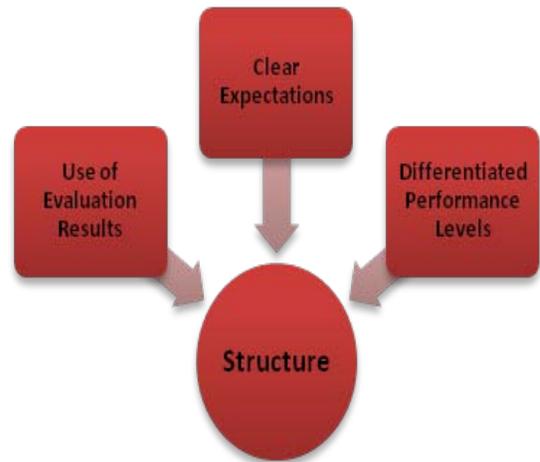
The growth and learning of children is the primary responsibility of those who teach in our classrooms and lead our schools. Student growth and learning can be observed and measured. Educators, in partnership with students, parents and community, are accountable for ensuring the improvement of student achievement. Effective educator evaluation systems promote the improvement of professional practice resulting in the improvement of student performance.

An effective evaluation system includes the following research-based essential principles:

- Measures educator performance against research-based, proven performance targets associated with the improvement of student performance
- Uses multiple ratings to differentiate levels of performance
- Highlights a probationary period of adequate duration to ensure sufficient induction and socialization support for new teachers and leaders
- Uses measures of growth in student learning as a significant contributing factor in the evaluation of professional practice at all levels and ensures that a proficient or a distinguished rating cannot be received in educator performance if student growth is low
- Provides ongoing, timely, deliberate and meaningful feedback on performance relative to research-based targets
- Requires standardized, initial and periodic training for evaluators to ensure reliability and accuracy
- Utilizes the results and data to inform decisions regarding personnel, employment determinations and policy regarding employment



Three of the seven principles primarily address the structure of the evaluation process while the other four of the seven address its implementation, or the process used in the evaluation process. The use of research-based expectations and targets, differentiated development levels and creating policy and basing employment decisions on evaluation results focuses on components of the structure of the evaluation system.



The other four principles reflect the research about how the process of educator evaluation is implemented. This includes support for novice educators during the probationary period, how measures of growth in student learning are incorporated into the evaluation of educators as a significant, contributing factor, the inclusion of regular and meaningful feedback to all educators for the improvement of practice, and the systematic initial and periodic training of those doing the evaluation as well as for those being evaluated.



Essential Principle 1: Research-Based and Proven Performance Targets

To ensure that student performance continually improves through the work of excellent teachers and leaders, an evaluation system must use measurement of clearly articulated, research-based and proven performance targets. These targets align to appropriate state and/or national standards and include evidence linked to the impact of student performance. Clear language reduces subjectivity and provides direction for improvement. Practices must be aligned to Senate Bill 291 passed by the Missouri Legislature in June 2010 which directs districts to adopt local teaching standards which include:

- *students actively participate and are successful in the learning process;*
- *various forms of assessment are used to monitor and manage student learning;*
- *the teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior;*
- *the teacher uses professional communication and interaction with the school community;*
- *the teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance; and*
- *the teacher acts as a responsible professional in the overall mission of the school.*

**Differentiated
Performance
Levels**

Essential Principle 2: Differentiated Levels of Performance

Increasing effective practice requires opportunities for growth. Achieving growth, given the complexity of educator practice, will require clear statements of differentiated levels of performance across a professional continuum capable of determining growth and improvement. Effective differentiation includes a minimum of three levels and each is precise enough to allow for discrete, independent, measureable elements which reliably describe current practice as well as a clear direction for growth. Levels must be characterized by performance as opposed to years of service and should move beyond sorting and classifying to ensuring opportunities for the improvement of effective practice.

**Probationary
Period**

Essential Principle 3: Probationary Period for New Educators

Missouri statute indicates that the first five years of teaching is a probationary period for new teachers. This time period provides for the accurate and appropriate accumulation of performance data on the practice of the novice educator. Mentoring for teachers is required within the first two years. Principals, special education directors and career education directors also receive two years of mentoring and superintendents one year of mentoring. During the probationary period, intensive induction and socialization support, aligned to the state's teacher mentor standards and a component of an overall, comprehensive induction process, must be provided. This confidential and non-evaluative support is focused on essential principles of particular significance for the novice practitioner at a critical time of growth and development.

**Student
Measures**

Essential Principle 4: Use of Measures of Student Growth in Learning

Missouri educators have as their ultimate goal the improvement of student performance. As such, they are held accountable for this improvement. Multiple measures of growth in student learning, a positive change in student achievement between two or more points in time, should be included as a significant contributing factor in the evaluation process. Measures of growth in student learning that provide multiple years of comparable student data may include, but are not limited, to: common, benchmark and formative and summative district-generated assessments; peer reviewed performance assessments; mutually developed student learning objectives by evaluator and teacher; student work samples such as presentations, papers, projects, portfolios; individualized student growth objectives defined by the teacher; valid, reliable, timely and meaningful information from standardized testing; as well as state assessments where available.

Essential Principle 5: Ongoing, Deliberate, Meaningful and Timely Feedback

A collaborative culture enabling professional conversations about educator practice supports and promotes growth. Deliberate and timely feedback that is delivered effectively as a part of those professional conversations and is meaningful encourages formative development. Feedback is valuable for any teacher or leader at any stage of their career and should be provided formally, informally or both each year. It is provided using multiple sources of evidence from a variety of different measures, including the use and analysis of student data, in close proximity to the data gathering process. Information and data that is provided through meaningful feedback may include but is not limited to:

- *observations focused on professional practice and the extent of student learning;*
- *analysis of the improvement of student performance;*
- *survey results from students, families, and community members;*
- *new learning and its application to improve the overall performance of students;*
- *self-reflection on practice;*
- *analysis of artifacts including lesson plans, professional development plans, supplemental resources, participation in coursework, improvement plans; and*
- *evidence of educators as responsible professionals supporting the overall mission, vision and goals of the school and district.*

Essential Principle 6: Standardized and Periodic Training for Evaluators

Reliable and valid measures of performance are an essential factor in ensuring that annual growth for teachers and leaders results in growth for students. Evaluators who collect these measures of evidence and provide feedback must be highly trained to ensure that ratings are fair, accurate and reliable. To ensure ongoing reliability, evaluators should be trained both initially and periodically. Evaluators demonstrating skills aligned to minimum quality assurance standards established by districts and/or the state may include master teachers and peers as well as other external, trained third party people from within or outside the district that assist in the overall responsibility of moving staff to increased levels of effective practice. Evaluator training may include topics such as:

- *conducting effective classroom observations and walk-throughs focused on the quality of instruction;*
- *assessing student data and the analysis of artifacts;*
- *interpreting survey information; and*
- *effectively providing clear, constructive, timely and meaningful feedback.*

Essential Principle 7: Evaluation Results to inform Personnel Employment Determinations, Decisions, and Policy

Ratings of educator effectiveness should guide district decisions regarding determinations, recognition, development, interventions and policies that impact the extent of student learning in the system. As a result of the evaluation system, districts are empowered to recognize and utilize highly effective educators to improve student learning. Highly effective educators may serve their system in ways such as:

- *mentors, peer observers, coaches and as a resource for less effective educators;*
- *contributing through key leadership roles;*
- *assisting with the challenges of high need students in high need locations; and*
- *assuming other critical additional duties that contribute to a school system's overall success.*

Ineffective educators are those demonstrating sustained periods lacking desired growth as documented by unsatisfactory evaluations. These educators receive targeted interventions and support to encourage ongoing formative development. Established timelines should be articulated through local policy and provide further clarification in terms of duration of interventions and the nature of additional support. If sustained demonstration of unacceptable performance occurs, a local dismissal protocol should be enacted.