



GUIDANCE FOR THE USE OF THE EFFECTIVE EVALUATION IMPLEMENTATION RUBRIC

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OVERVIEW



What are the Essential Principles of Effective Evaluation?

An effective evaluation system promotes the improvement of teacher and leader performance. The seven Essential Principles summarize the research regarding what an effective evaluation system includes and how it should be used. The Essential Principles include:

- Performance of educators measured against **research-based, proven expectations** and performance targets consistent with the improvement of student achievement.
- Multiple ratings used to **differentiate levels** of educator performance.
- A probationary period of adequate duration provided to ensure sufficient induction and socialization through **developmental support for new teachers and leaders**.
- Measures of **growth in student learning** across two points in time included as a significant contributing factor in the evaluation of professional teacher and leader practice at all levels.
- Ongoing, timely, deliberate and **meaningful feedback** provided on teacher and leader performance relative to research-based targets.
- Standardized, periodic training provided for evaluators to ensure **reliability and accuracy**.
- Evaluation results and data used to **inform decisions** regarding personnel, employment determinations and human resource policies such as promotion, retention, dismissal, tenure, compensation, etc.

When must school districts/LEAs align to the seven Essential Principles?

School Year 2014-2015

Public school districts/LEAs must align their local evaluation process to six of the seven Essential Principles in the 2014-2015 school year. This includes all of the principles with the exception of using student growth measures as a significant contributing factor in the evaluation of teachers and leaders. The tool described in this guidance document will assist districts as they align their local evaluation process to the Essential Principles.

School Year 2015-2016

Public school districts/LEAs must also align their local evaluation process to the remaining Essential Principle in the 2015-2016 school year. This requires that the evaluation of teachers and leaders in spring 2016 must include the use of student growth measures as a significant contributing factor. Support and training will be provided this year to assist districts/LEAs in their preparation.

Preparing to use student growth measures in educator evaluation

Although school districts/LEAs are not required to use student growth measures until the 2015-2016 school year, it is highly recommended that they begin to train school staff on the process this year. [Multiple trainings](#) will be offered during the 2014-2015 school year at 11 [locations](#) across the state to assist districts/LEAs in learning the process of gathering student growth data as well as strategies for incorporating this data into an educator evaluation process.

Aligning to the Essential Principles

Rubric

1. The Effective Evaluation Implementation Rubric

The Missouri Department of Elementary and Secondary Education, in partnership with the Regional Educational Laboratory at Marzano Research Laboratory, developed the Effective Evaluation Implementation Rubric. This tool is designed to assist public school districts/LEAs in determining the extent to which their local evaluation process aligns to the Essential Principles of Effective Evaluation. Alignment is determined by collecting and analyzing two bodies of data: policy data and practice data. The rubric generates a rating based on the evidence found in policy and another rating based on evidence found in actual practice. Combining the policy data rating and the practice data rating generates an overall alignment rating for each of the seven principles.

Policy Data

2. Policy Data

Practice Data

Policy data include information taken from policy documents, manuals, regulatory guidelines or other documents that describe a district/LEA's evaluation system. The information provided in these documents describes the process used to evaluate teachers and leaders in the district/LEA. Using the criteria provided in the rubric, policy documents are reviewed to determine the extent to which the local evaluation system aligns to each of the seven Essential Principles. The rubric generates one of the following policy data ratings based on criteria listed for each of the seven principles:

Overall Rating

Fully Met: description indicates that all of the policy criteria are present

Partially Met: description indicates that a majority of the policy criteria are present

Action Steps

Not Met: description indicates that less than a majority of the policy criteria are present

How do I review the policy data of our local evaluation system to determine if it aligns to the Essential Principles of Effective Evaluation?

Begin by reviewing all local policy documents, manuals, regulations, etc. related to the process for evaluating educators. Match the wording found in your local documents against the criteria listed for each of the Essential Principles. All criteria listed in the rubric should appear in your district/LEA's evaluation documents.

Select the appropriate policy rating based on how closely a principle's criteria match the wording in your local documents. If all of the criteria appear somewhere in your documents, rate the principle alignment as "fully met." If a majority but not all of the criteria appear, rate the principle alignment as "partially met." If less than a majority, or none of the criteria appear, rate the principle alignment as "not met."

Rubric

Policy Data

Practice Data

Overall Rating

Action Steps

3. Practice Data

Practice data captures information on the effective implementation of district/LEA policies. The purpose of the practice data is to determine if the evaluation system is being implemented as intended. Practice data are collected through the use of survey instruments that ask various district/LEA personnel (i.e. teachers, principals, district administrators and mentors) to respond to questions about their personal experiences with the evaluation system. Using the criteria provided in the rubric, responses to the survey items of various district/LEA personnel documents are reviewed to determine the extent to which the local evaluation system aligns to each of the seven Essential Principles. The rubric generates one of the following practice data ratings based on criteria listed for each of the seven principles:

Fully Met: responses indicate that all of the practice criteria are present

Partially Met: responses indicate that a majority of the practice criteria are present

Not Met: responses indicate that less than a majority of the practice criteria are present

How do I review the practice data of our local evaluation system to see if it aligns to the Essential Principles of Effective Evaluation?

Reviewing practice data requires that you survey four different groups of personnel in your district. These will include your teachers, principals, district administrators and those selected to mentor teachers and principals. It is recommended that you survey as many individuals in these groups as possible. It is also recommended that you administer the surveys sometime in the spring. Individuals respond to each survey item based on their role and experiences with the evaluation system throughout the year.

The responses to the survey items are used to gauge alignment to the practice criteria for each principle. The specific question (i.e. Teacher [Question 1A] or Principal [Question 13c]) is referenced in the criteria for each principle. Responses of "agree" or "strongly agree" indicate the particular practice is taking place.

After reviewing and compiling the survey responses referenced in the criteria for each principle, select the appropriate practice rating based on how closely a principle's criteria match the responses of those who completed your surveys. If all of the criteria are met, rate the principle alignment "fully met". If a majority, but not all, of the criteria are met, rate the principle alignment "partially met". If less than a majority or none of the criteria are met, rate the principle alignment "not met".

4. Overall Alignment Rating

The individual rating based on evidence from policy data and the individual rating based on evidence from practice data combine to create an overall rating for the district/LEA's alignment to each Essential Principle. The following rating scale is applied:

- **Fully Met** – meets both policy and practice criteria.
- **Partially Met** – meets or partially meets either policy or practice criteria.
- **Does Not Meet** – does not meet policy or practice criteria. Or you could say meets neither policy nor practice criteria.

The figure below shows the rubric for Essential Principle 1 on the use of research-based proven expectations and performance targets consistent with the improvement of student achievement.



You will note the top half of the rubric focuses on policy data, while the bottom half focuses on practice data. The criteria listed in the center support the indicators of alignment for Principle 1, offered along the left side of the rubric.

MO DESE Effective Evaluation Implementation Rubric

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?	
Educator performance targets are research-based and proven. Performance targets align to appropriate state and national standards. Performance targets articulate essential practices.	Policy Documents 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 If district is using a district developed model, or another model, the district: <ul style="list-style-type: none"> - cites research and theory used in developing performance targets in their evaluation documents. - has a crosswalk or alignment study that shows alignment between district standards and national or state teacher or leader standards. - has 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 	Fully Met – using listed model or district model that meets all criteria Partially met – using district model that meets the majority of criteria Not met – district model that does not meet the majority of criteria	
Performance targets are clearly articulated. Performance targets of the educator link to improvements in student learning.	Practice Data from Surveys The majority of survey respondents on each survey agree or strongly agree with the following statements: <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] and Principal [Question 1a] surveys) - The teacher/principal evaluation rubrics/growth guides are appropriate for my position. (Teacher [Question 1c] and Principal [Question 1c] surveys) - The teacher evaluation system is fair to teachers in all classrooms, content and grade levels. (Teacher survey [Question 1e]) I have improved my practice as a result of the teacher/principal evaluation system (Teacher [Question 2g] and Principal [Question 2f] surveys) - The teacher evaluation rubrics/growth guides available to me are appropriate to all of the positions that I evaluate. (Principal survey [Question 7b]) 	Fully Met – meets all practice criteria Partially met – meets the majority of practice criteria Not met – does not meet the majority of practice criteria	
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

The findings for each of the Essential Principles are captured on an Educator Evaluation Implementation Summary Report. This report provides an overview of the extent of district/LEA alignment to all seven principles.



Educator Evaluation Implementation Summary Report

Overall Rating by Principle							
Rating	Principle 1	Principle 2	Principle 3	Principle 4	Principle 5	Principle 6	Principle 7
Fully Met	<input type="radio"/>						
Partially Met	<input type="radio"/>						
Not Met	<input type="radio"/>						

Rating by Policy and Practice with Action Steps								
Principle	Policy			Action Steps	Practice			Action Steps
	Not Met	Partially Met	Fully Met		Not Met	Partially Met	Fully Met	
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

8/19/2014

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5. Action Steps

The Educator Evaluation Implementation Summary Report includes a section to summarize “Action Steps” for each principle. Action steps are specific strategies for increasing the alignment of the local evaluation process to the Essential Principles. Action steps provide a specific plan for meeting any of the criteria that were either partially met or not met.

