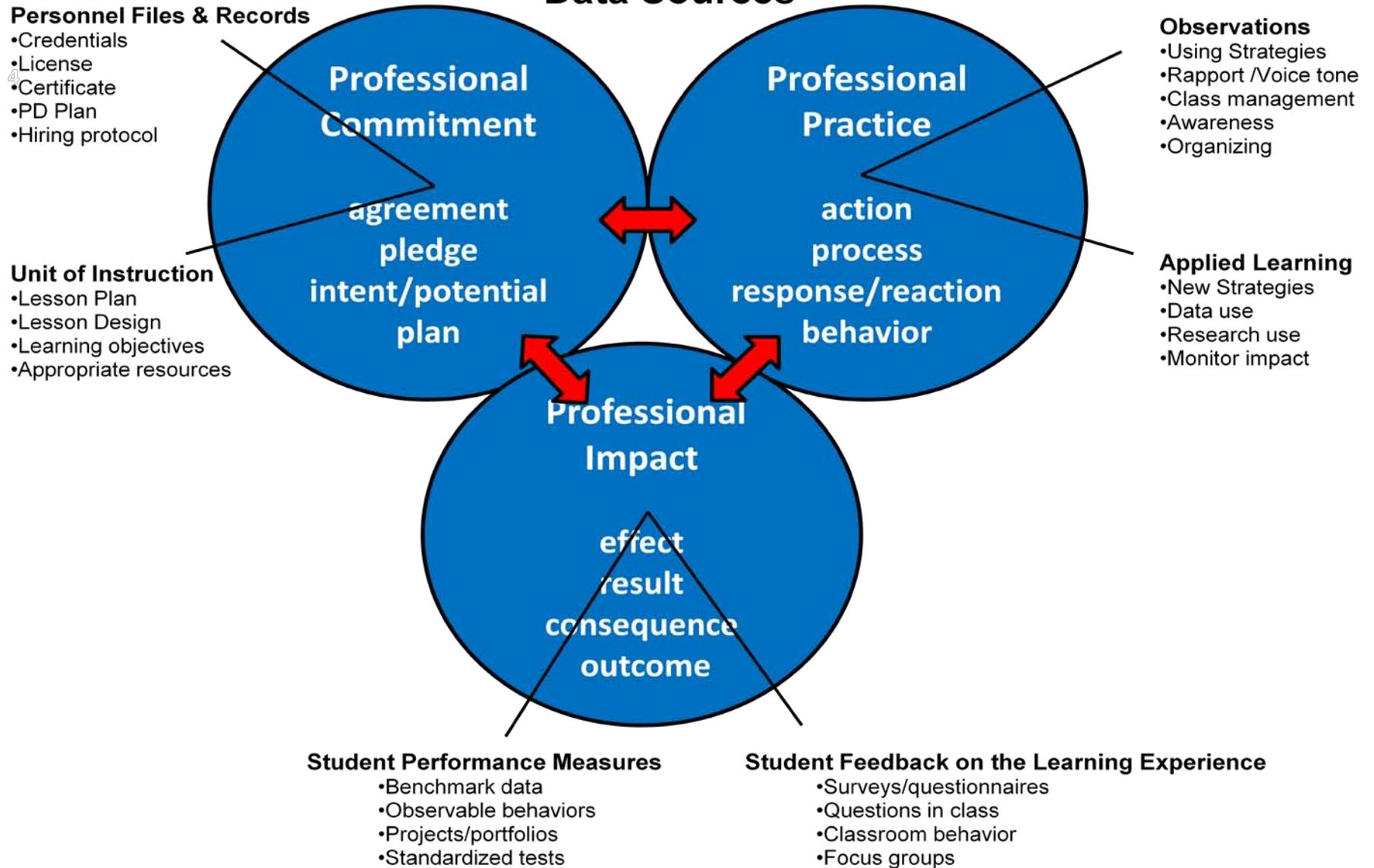


Professional Frames of the Teacher

Data Sources



Possible Sources of Evidence

Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Professional Commitment		
<ul style="list-style-type: none"> • Lesson/unit plan • Learning activities plan • Student learning expectations • Student learning objectives • Lesson design 	<ul style="list-style-type: none"> • Tiered/differentiated lessons/units • Homework assignments and guiding instructions • Flexible grouping plans • Parent/guardian outreach • Bulletin boards 	<ul style="list-style-type: none"> • Research integration plan • Praxis scores • Agenda/meeting notes from grade level/content area team • IEP Conferences/reports
Professional Practice		
<ul style="list-style-type: none"> • Builds student background knowledge utilizing a variety of global perspectives • Uses and facilitates academic language acquisition • Incorporates new research-based content information into instruction • Uses instructional and engagement strategies 	<ul style="list-style-type: none"> • Facilitates student enrichment activities • Uses tiered differentiated learning opportunities • Uses flexible grouping • Draws from multiple content sources • Encourages student responsibility and articulates clear student expectations 	<ul style="list-style-type: none"> • Facilitates student directed learning activities • Engages students in inquiry/research experiences • Implements interdisciplinary learning experiences • Facilitates student action to address relevant real-world issues from a global perspective
Professional Impact		
<ul style="list-style-type: none"> • Observation verification of student mastery • Student work samples • Student portfolios • Student feedback/comments • Student assessment data • Student reflection/journals • IEP Performance/growth reports 	<ul style="list-style-type: none"> • Student discussions/questions • Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.) • Academic records of individual student progress • Student completion data on homework/projects • Performance assessments 	<ul style="list-style-type: none"> • Data on academic vocabulary use • Structured interviews with students • Student engagement and participation • Student and/or parent survey results • Student products/projects • Parent/community attendance at school functions

Possible Sources of Evidence

Standard 2: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Professional Commitment			
<ul style="list-style-type: none"> • Student assessment data • Lesson/unit plans • Substitute teacher plan • Bulletin board(s) • Posted behavioral norms/class procedures • Student work/rubric displays 	<ul style="list-style-type: none"> • Structured teacher interviews • Student/parent survey • Research documentation log • Instructional records • Professional growth plans • Personnel file • Flexible grouping plans 	<ul style="list-style-type: none"> • Rubrics/scoring guides • Self reflection • Student inventories - interest, learning style, multiple intelligence, developmental • Observation • Tiered/differentiated lessons/units 	<ul style="list-style-type: none"> • Communications • Educational environment • Agenda - collaborative meeting • IEP conferences/reports • Counselor reports • Professional learning
Professional Practice			
<ul style="list-style-type: none"> • Maintains individual student records and assessment data • Monitors individual student growth • Uses assessment data to make informed instructional and/or assessment decisions • Demonstrates knowledge and understanding of individual student backgrounds'/ demographics/academic growth/learning profiles • Designs and implements student need-based instruction 	<ul style="list-style-type: none"> • Applies learning theories to the design of instruction • Plans and implements culturally responsive lessons • Connects instruction to students' background knowledge and experiences • Facilitates student long- and short-term goal setting • Provides differentiated learning activities • Modifies instruction based on a determined need (i.e. student learning, research, etc.) 	<ul style="list-style-type: none"> • Promotes student cooperative learning and collaboration • Implements research-based instruction • Makes "in the moment" instructional decisions/changes • Provides focused, objective, relevant, valid, specific, and purposeful feedback to students • Creates a safe risk-free learning environment • Demonstrates a respectful regard for each student 	<ul style="list-style-type: none"> • Models and/or shares with colleagues • Assists/Coaches colleagues • Mentors new teachers • Reflects on practice • Uses student/parent surveys to inform educator practice • Communicates respectfully with students, parents, guardians, community members, colleagues, and other school staff • Engages in community activities
Professional Impact			
<ul style="list-style-type: none"> • Observation verification of student mastery • Student work samples • Student planners • Student assessment data 	<ul style="list-style-type: none"> • Student reflection/journals • Student inventories • Student /parent feedback/comments • Student and/or parent survey results 	<ul style="list-style-type: none"> • Structured interviews with students • Student products/projects • Performance assessments 	<ul style="list-style-type: none"> • IEP Performance/growth reports • Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.) • Academic records of individual student progress

Possible Sources of Evidence

Standard 3: Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

Professional Commitment			
<ul style="list-style-type: none"> • Lesson plans/unit plans • Adjusted lesson/unit plans • Lesson design • Classroom activities 	<ul style="list-style-type: none"> • Planned learning experiences • Curriculum maps • Goals/Expectations/Essential learning outcomes 	<ul style="list-style-type: none"> • Teacher reflections • Professional learning presentations • Homework assignments 	<ul style="list-style-type: none"> • Presentations to colleagues • Peer conversations, discussions, comments, reflections, etc.
Professional Practice			
<ul style="list-style-type: none"> • Makes informed curriculum decisions • Incorporates state and district curriculum into learning activities • Develops curriculum-aligned instructional strategies and interventions • Uses differentiated instructional strategies • Evaluates the effectiveness of instructional strategies 	<ul style="list-style-type: none"> • Adjusts goals, instruction and time based on identified learning gaps • Modifies instructional strategies and content based on learner needs • Implements learning activities focused on the needs of diverse learners • Collects data on diverse learning needs to provide direction for future lessons 	<ul style="list-style-type: none"> • Delivers effective instruction aligned to state and district curriculum standards • Utilizes specific learning activities to address curriculum objectives • Integrates resources that enhance instruction and support diverse learners 	<ul style="list-style-type: none"> • Uses data to evaluate the effectiveness of instructional strategies • Models and shares with colleagues (formally and informally) • Serves on curricular review committees • Assists/Coaches colleagues
Professional Impact			
<ul style="list-style-type: none"> • Student/Parent feedback • Student/Parent survey perceptual data results 	<ul style="list-style-type: none"> • Student journals/reflections • Student structured interviews 	<ul style="list-style-type: none"> • Student- lead parent conferences • Student tracked record of individual progress 	<ul style="list-style-type: none"> • Observation/examples of student learning needs being met

Possible Sources of Evidence

Standard 4: Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including technological resources.

Professional Commitment			
<ul style="list-style-type: none"> • Lesson plans/unit plans • Lesson design 	<ul style="list-style-type: none"> • Planned resource list including technology resources • Instructional strategies list 	<ul style="list-style-type: none"> • Planned Cooperative learning strategies (list) • Plans for projects and activities 	<ul style="list-style-type: none"> • Student learning expectations • Flexible grouping plans • Professional reading/research documentation
Professional Practice			
<ul style="list-style-type: none"> • Selects and utilizes developmentally appropriate instructional resources including technology • Adapts instructional resources to promote complex thinking and technology skills attainment • Selects instructional strategies that promote critical thinking skills and are aligned to instructional goals. 	<ul style="list-style-type: none"> • Implements learning activities focused on higher order thinking and problem-solving skills • Utilizes cooperative learning strategies that promote collaborative learning • Utilizes class debates and other methods requiring students to defend their thinking and solutions • Uses independent, collaborative and whole-class learning situations 	<ul style="list-style-type: none"> • Uses effective questioning techniques to expand student critical thinking skills, to consider multiple solutions, and defend their own thinking. • Designs open-ended projects/activities promoting complex thinking and technology skills including multiple solutions and innovations 	<ul style="list-style-type: none"> • Provides frequent opportunities for students to use critical thinking and problem solving • Uses advanced instructional techniques to create a high level of student achievement • Overall effectiveness is enhanced through the use of instructional resources and technology • Serves as a resource providing collegial support and modeling
Professional Impact			
<ul style="list-style-type: none"> • Student work/projects • Observation of student participation in collaborative learning activities • Observation/examples of student directed inquiry and problem • Performance assessments data 	<ul style="list-style-type: none"> • Technology literacy inventories • Student assessment data • Student questions/discussions (higher level questions) • Student presentations/research/reports • Student application/use of technology tools - demonstrations, projects, products, etc. 	<ul style="list-style-type: none"> • Student feedback/comments • Student reflection/journals • Student structured interviews • Anecdotal data and formative evaluations • Students products/projects showing application of learning documenting the ability to in analyze, synthesize, interpret and create original products 	<ul style="list-style-type: none"> • Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.) • Demonstration/examples that students are able to explain their reasoning • Observations or examples of students ability to pose and answer own questions pursuant to learning objectives

Possible Sources of Evidence

Standard 5: Positive Classroom Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Professional Commitment			
<ul style="list-style-type: none"> • Posted classroom procedures/routines <ul style="list-style-type: none"> • Classroom norms • Parent/community outreach 			
Professional Practice			
<ul style="list-style-type: none"> • Designs classroom routines and procedures • Communicates classroom routines, procedures, and expectations for behavior to parents/guardians • Uses motivation and engagement strategies in the classroom • Organizes classroom and routines with regard to management of time, space, transitions and activities 	<ul style="list-style-type: none"> • Maintains student engagement by managing time, space, transitions and activities • Self-reflects on the effectiveness of motivation and engagement strategies • Uses effective classroom management techniques preserving instructional time • Engages in practices to learn the culture of the school and community 	<ul style="list-style-type: none"> • Work with students and parents to build a positive, supportive classroom culture • Engages in ongoing assessment of how the classroom environment is impacted by the culture of the school and community • Adapts strategies to address unique student behaviors • Attends community and school events 	<ul style="list-style-type: none"> • Gathers and implements new research-based strategies for positively managing student behavior • Engages students in strategies to think about and provide input into building positive relationships and culture • Models, coaches, or shares with colleagues strategies to address student behavior
Professional Impact			
<ul style="list-style-type: none"> • Observation/examples of Student feedback/comments • Students respond to teacher prompts (observable) • Student to student and student to teacher interactions are positive (observable verbal and non-verbal cues) • Classroom discipline/incident report analysis trend data 	<ul style="list-style-type: none"> • Parent/community outreach and engagement summary • Completed homework/projects trend data • Student reflections/journal data • Students/parents survey summary data • Students quickly respond to the teacher's cues and prompts 	<ul style="list-style-type: none"> • Students maintain high levels of engagement • Students understand expectations and automatically follow the procedures, routines, and norms--self directed • Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.) 	<ul style="list-style-type: none"> • Students participate in forming the classroom environment • Staff survey • Attendance data • IEP reports

Standard 6: Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

Professional Commitment			
<ul style="list-style-type: none"> • Posted communications - bulletin boards, norms, routines, procedures, etc. • Parent/community outreach materials • Lesson plans/activities 	<ul style="list-style-type: none"> • Email, newsletters, memos, websites, announcements, reports, etc. • Student assignments/Instructions 	<ul style="list-style-type: none"> • Strategies for ELL Students • Samples of effective communication 	<ul style="list-style-type: none"> • Grade level/content area team meeting notes and agendas • Professional development presentations and materials
Professional Practice			
<ul style="list-style-type: none"> • Uses correct grammar in classroom communication and materials • Promotes sensitivity to cultural, gender, intellectual, physical and emotional differences in communication • Uses technology and media communication tools to engage students • Facilitates positive and correct student communication 	<ul style="list-style-type: none"> • Uses a variety of different strategies to enhance student literacy skills • Provides many opportunities for students to practice effective communication • Extends communication opportunities for students outside of the classroom • Provides focused, objective, relevant, specific and purposeful feedback to students 	<ul style="list-style-type: none"> • Uses strategies to assess the impact of their communication • Communicates effectively with students, families, colleagues and others • Enhances student literacy skills with impact beyond the classroom • Facilitates student use of technology and media communication tools 	<ul style="list-style-type: none"> • Assists other colleagues with effective, correct communication • Models and shares technology and media communication tools to enhance student learning • Serves as a resource for building student literacy skills
Professional Impact			
<ul style="list-style-type: none"> • Student activities • Performance assessments • Student feedback/comments • Student reflection/journals • Formative assessment data 	<ul style="list-style-type: none"> • Student work samples, portfolios, writing, etc. show correct communication • Student expression (observation) • Student self-assessment (observation or student work) 	<ul style="list-style-type: none"> • Student data • Student discussions • Students selection and use of technology and media (observation, demonstration, or work sample) 	<ul style="list-style-type: none"> • Non-instructional records of individual student progress • Peer assistance data • Antidotal data of student expression • Staff survey

Possible Sources of Evidence

Standard 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner’s progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.

Professional Commitment			
<ul style="list-style-type: none"> • Unit instructional plan including assessment • Tiered/differentiated lesson designs • Tiered/differentiated assessments • Lessons/units amended based on data analysis (examples of both) 	<ul style="list-style-type: none"> • Example of analysis of student learning needs • Formal/information assessments • Instructional/assessment record management system • Scoring guides/rubrics • Student progress reports 	<ul style="list-style-type: none"> • Examples of communication/feedback to students about their work/progress • Communication logs to parents/guardians • Sample parent response sheets • Parent/guardian communication examples 	<ul style="list-style-type: none"> • Presentation materials • Professional development attendance record/sign-in sheet • Mentor log • Grade level/content area meeting notes and agenda • Building/district professional learning community log/agenda
Professional Practice			
<ul style="list-style-type: none"> • Uses a variety of formal/informal methods of assessment • Utilizes individual student assessment data to plan differentiated learning activities • Maintains a comprehensive instructional/assessment system charting individual student growth and performance 	<ul style="list-style-type: none"> • Designs, develops, and/or utilizes pre and post tests to identify prior knowledge and chart progress • Reviews student trend data • Communicates clearly to students the learning goals (rubrics/scoring guides) 	<ul style="list-style-type: none"> • Utilizes observation data to modify instruction and monitor impact • Communicates student progress to parents/guardians using performance and behavior data • Assists students in charting their own progress and goal setting 	<ul style="list-style-type: none"> • Adjusts instruction to maximize student learning • Shares knowledge and expertise with colleagues • Models effective assessment practices to enhance individual and class achievement • Participates in data team training or works with mentor on data analysis
Professional Impact			
<ul style="list-style-type: none"> • Samples of student directed goal statements • Samples of pre- and post assessments • Assessment data guides decisions about specific learning goals • Data information and assessment results 	<ul style="list-style-type: none"> • Samples of progress reports using concrete student data • Evidence of changed practice • Instructional records of individual student progress • Samples of students charting their own progress 	<ul style="list-style-type: none"> • Student work samples: projects, products, presentations, etc. • Running Records or Running Charts • Feedback from colleagues • Feedback from parents/guardians • Professional growth plan 	<ul style="list-style-type: none"> • Evidence of individual student growth/performance • Parent-teacher conference participation • Behavioral referral data • RTI, IEP, or 504 plan conference participation

Possible Sources of Evidence

Standard 8: Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Professional Commitment			
<ul style="list-style-type: none">• Lesson planning• Evaluation data• Professional development request list• Mentor log/agenda/notes• List of resources• Posted procedures/policies• Professional growth plan	<ul style="list-style-type: none">• New student activities• Behavior management plans and lesson plans• Attendance data, classroom rules, etc.• Coaching/Modeling log• Presentation artifacts – agenda, hand outs, video	<ul style="list-style-type: none">• Building/District committee Participation - preparation and documentation (professional development, PLC, etc.)• Professional Membership and /or committee leadership (documentation)• Professional development attendance log/artifacts	<ul style="list-style-type: none">• Regional or State Committee participation (documentation)• Meeting log, agenda, and notes supporting participation on data team, grade-level, vertical team or other• Reflective journal
Professional Practice			
<ul style="list-style-type: none">• Demonstrates the capacity to reflect on and improve their own practice• Uses new learning to positively benefit student learning• Shares new knowledge and expertise with colleagues• Actively pursues professional development and learning opportunities	<ul style="list-style-type: none">• Creates, evaluates, and procures resources for professional development• Builds expertise and experience to assume different instructional or leadership roles• Collaborates with colleagues on a wide range of tasks and committees	<ul style="list-style-type: none">• Participates in school-wide decision making• Serves as an active member on the school improvement planning committee• Participates or chairs the Professional Development Committee	<ul style="list-style-type: none">• Serves as a mentor, model or coach for colleagues• Maintains all required documentation• Follows school and district policies and procedures

Possible Sources of Evidence

Standard 9: Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues, and community members.

Professional Commitment			
<ul style="list-style-type: none"> • Mentor log • Vision, mission and goals posted or accessible • Professional Growth Plan • School services and needs • Professional learning log (PD, research, journal articles, etc.) • Newsletters • Parent/Community activities planned 	<ul style="list-style-type: none"> • Professional Development Committee member or Chair - documentation of participation • Participates in professional learning community structure and meetings (meeting/ attendance log; meeting notes; documented discussions/recommendations) • Student activity sponsor log • Parent/community contact log 	<ul style="list-style-type: none"> • Attendance at school-wide functions (concerts, plans, family reading nights, sports events, etc.) - log • Mentor training log • Reflective journal • Documented strategies for parent/community outreach • Example student, parent, colleague, and community surveys 	<ul style="list-style-type: none"> • Documentation of leadership roles • Various meetings - notes and agendas • Documented recommendations or changes • Participate in parent conferences, parent-teacher organizations, etc. (log or documentation)
Professional Practice			
<ul style="list-style-type: none"> • Builds relationships with colleagues • Participates as a member of the professional learning community within the school • Assists with assessing the progress or revising the mission, vision and goals • Advocates for changes that support student learning and well-being 	<ul style="list-style-type: none"> • Participates in school-wide activities and events (parent conferences, parent teacher org, etc.) • Serves as a mentor for colleagues • Implements and evaluates partnership strategies • Sponsors student activities • Creates school-community partnerships 	<ul style="list-style-type: none"> • Welcomes and encourages family/community classroom participation and support. • Collaborates with families to support student learning and development. • Engages in two-way culturally appropriate communication with families and communities • Serves as the point-of-contact or school-based resource in developing partnerships 	<ul style="list-style-type: none"> • Mentors and models strategies for outreach • Shares new information and learning with colleagues • Conducts meetings and learning sessions for parents /community • Provides opportunities for parents/community members to participate in classroom activities

Educator Evaluation System Training

Module: Foundation

Action Plan

"Growth" Mindset	
Begin to think about how you could either develop or expand a growth-mindset among staff, one which would be necessary for effective implementation of an educator evaluation system.	
Strategy #1	
Strategy #2	

Teacher Standards and Quality Indicators			
Create a working plan for getting teachers <u>involved</u> more deeply in reaching a “common understanding” of the Missouri Teacher Standards and Quality Indicators.			
What “process” will you consider using in having teachers develop a common understanding of teacher standards?	Who will be responsible for facilitating such a process?	When will teachers have the opportunity to develop this common understanding?	What materials will be needed for teachers to do this successfully?

Manageability Plan			
Develop a manageability plan for how educator evaluation <i>will be implemented</i> within the time constraints of a school year:			
Selection of Quality Indicators	Establishing baseline performance with teachers	Educator Growth Plan (development process)	Observation and Feedback (throughout school year)

Educator Growth Plan

(Based on the Data Team Process Model)

Professional Growth Plan for

Name

Date

Identify Indicator:

Standard Number and Name

Quality Indicator Number and Name

Briefly describe why this indicator was selected
(Include whether this indicator aligns to a CSIP
and/or BIP improvement goal)

<p>1. FOCUS <i>Based on evidence generated from the growth guide, determine strengths and a key opportunity for growth. This opportunity for growth then becomes the priority – the FOCUS – for your growth plan.</i></p>	<p>2. GOAL <i>Create a goal statement addressing the FOCUS. This goal statement should include these essential qualities: specific, measureable, achievable, relevant, and timely. What will be the result indicators?</i></p>
<p>3. STRATEGY <i>Describe the specific strategy(ies) to be implemented that will address the goal statement. This strategy should provide the best plan for effectively addressing the FOCUS and include clear action steps and timeline.</i></p>	<p>4. RESULTS <i>What was the outcome of the strategy? Based on progress monitoring, provide the data that supports that the outcome of the strategy has effectively addressed the FOCUS.</i></p>

Signature of Teacher

Signature of Evaluator

Baseline Score

Follow-Up Score

Growth Score

High Leverage Standards and Quality Indicators

Missouri Teacher Standards

The following standards and quality indicators are identified as having the greatest leverage and potential impact in terms of teaching practices leading to high levels of learning. This determination was based on correlation of Missouri indicators to the research of Dr. John Hattie and Dr. Robert Marzano as well as frequency of selection by participants in the Missouri Educator Evaluation System Pilot Project.

Standard 1: Content knowledge aligned with appropriate instruction

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students

Quality Indicator 1: Content knowledge and academic language

Quality Indicator 2: Student engagement in subject matter

Standard 2: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Quality Indicator 1: Cognitive, social, emotional and physical development

Quality Indicator 2: Student goals

Quality Indicator 4: Differentiated lesson design

Quality Indicator 5: Prior experiences, multiple intelligences, strengths and needs

Standard 3: Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

Quality Indicator 2: Lessons for diverse learners

Quality Indicator 3: Instructional goals and differentiated instructional strategies

Standard 4: Critical Thinking

The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking

Standard 5: Positive Classroom Environment

The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Quality Indicator 1: Classroom management techniques

Standard 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student, and devises instruction to enable students to grow and develop, making adequate academic progress.

Quality Indicator 2: Assessment data to improve learning

Educator Evaluation System

Manageability Consideration (Individualized)

Individual Needs Assessment

After reflecting on individual performance within the 36 quality indicators, what are 2 areas in which I could focus professional growth efforts?

Quality Indicator #1

#1 out of 2 focus areas for individual teacher to work towards growth

Quality Indicator #2

#2 out of 2 focus areas for individual teacher to work towards growth

"Common Understanding"

Observation Look For(s):

*Teacher Behaviors
Student Behaviors
Sources of Evidence*

Professional Development

What whole-staff professional development experiences will support collective knowledge and skill in these 2 areas?

Documentation of Growth

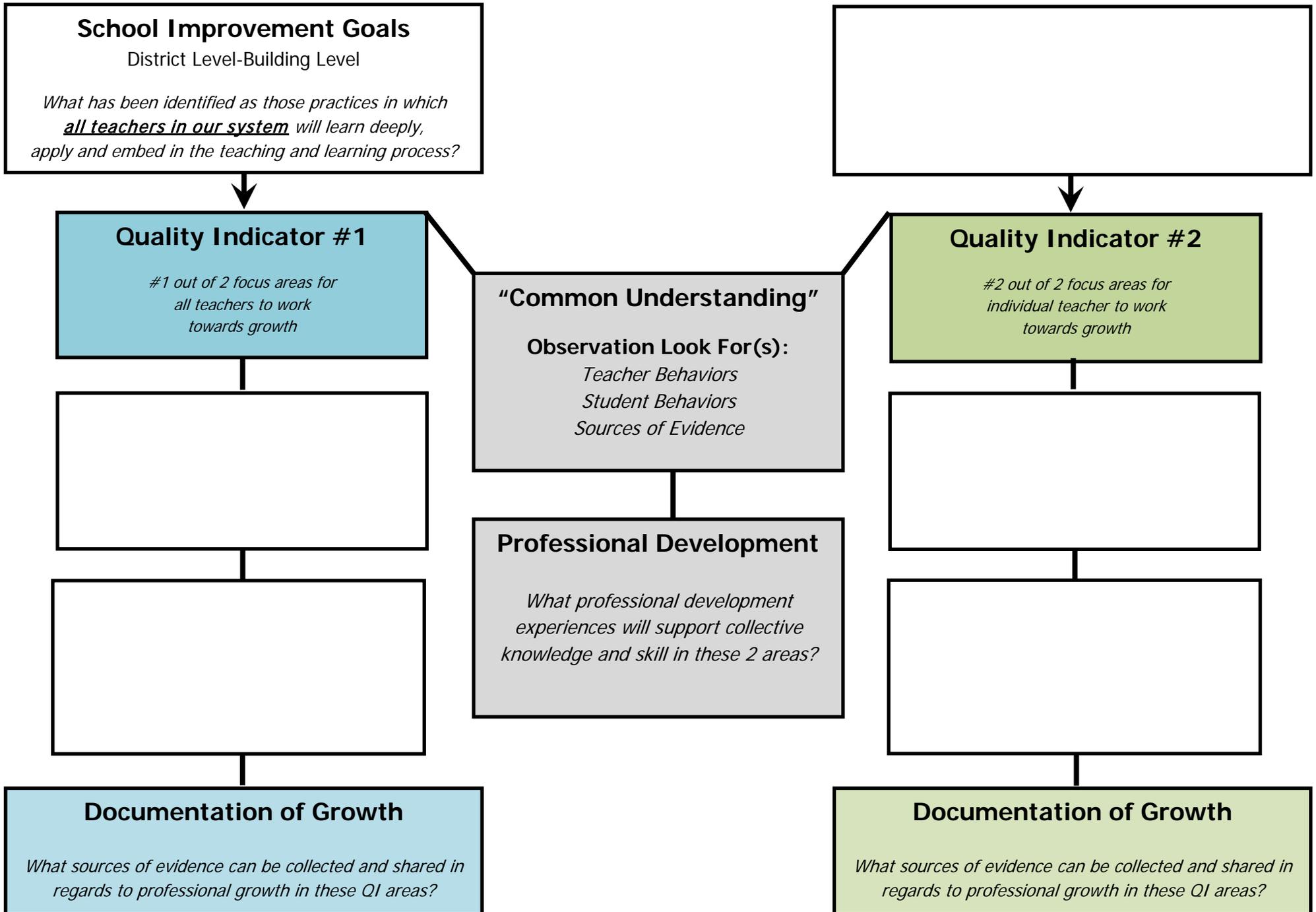
What sources of evidence can be collected and shared in regards to professional growth in these QI areas?

Documentation of Growth

What sources of evidence can be collected and shared in regards to professional growth in these QI areas?

Educator Evaluation System

Manageability Consideration (System-Wide and Individual)



Educator Evaluation System

Manageability Consideration (System-Wide)

School Improvement Goals

District Level-Building Level

What has been identified as those practices in which all teachers in our system will learn deeply, apply and embed in the teaching and learning process?

Quality Indicator #1

#1 out of 2 focus areas for all teachers to work towards growth

Quality Indicator #2

#2 out of 2 focus areas for all teachers to work towards growth

"Common Understanding"

Observation Look For(s):

*Teacher Behaviors
Student Behaviors
Sources of Evidence*

Professional Development

What whole-staff professional development experiences will support collective knowledge and skill in these 2 areas?

Documentation of Growth

What sources of evidence can be collected and shared in regards to professional growth in these QI areas?

Documentation of Growth

What sources of evidence can be collected and shared in regards to professional growth in these QI areas?

MO EES Terminology for use with Module 1-Foundation

Educator Evaluation System Comprehensive system designed to increase student achievement outcomes by accurately and reliably rating an educator's performance resulting in the promotion of growth and improvement in practice

Essential Principles Seven required research-based elements or guiding areas of an effective evaluation system that shift from an exercise of compliance to one that promotes growth in educator practice

Standards Broad statements addressing general expectations that identify what educators should know and be able to do

Quality Indicators Support statements for each Standard that provide clarity for what educators should know and be able to do

Growth Guide Supporting document for each Quality Indicator that includes articulation of performance across a professional continuum as measured by evidence in three Professional Frames: Commitment, Practice, and Impact

Professional Frames Three categories of evidence (Commitment, Practice, and Impact) which together constitute a determination of an educator's overall effectiveness with each Growth Guide

"High Leverage" Standards Those specific Standards, including Quality Indicators, that are supported by high effect size (measures of effectiveness) through the research of Robert Marzano and John Hattie which were most commonly selected by participants in the 2012-13 Pilot Project

Educator Growth Plan Documented articulation of Quality Indicators collaboratively identified for new learning and skills to achieve goals for professional growth

Educator Improvement Plan Documented articulation of Quality Indicators selected or assigned for new and/or renewed learning and skills to achieve expectations for professional improvement

Student Learning Objective (SLO) A specific learning outcome over a pre-determined period of time that uses a specific measure to track progress towards that outcome

Teacher Growth Guide 2.5

Standard 2: Student Learning, Growth and Development

Quality Indicator 5: Prior experiences, multiple intelligences, strengths and needs

Emerging	Developing	Proficient	Distinguished				
<p>2E5) The emerging teacher...</p> <p>Delivers a variety of lesson activities that address students' prior experiences, multiple intelligences, strengths and needs.</p>	<p>2D5) The developing teacher also...</p> <p>Creates and delivers lessons and instructional activities that address the individual needs of all learners and variation in prior knowledge and experiences, multiple intelligences, strengths, and needs.</p>	<p>2P5) The proficient teacher also...</p> <p>Adapts strategies to meet individual student needs based on student performance data and where the child is developmentally, cognitively, physically, and affectively to advance knowledge and skill development.</p>	<p>2S5) The distinguished teacher also...</p> <p>Acquires and shares authentic strategies for actively involving every student in advancing their own learning, building on their unique experience, intelligence, strengths and needs.</p>				
Professional Frames							
<p>Evidence of Commitment <i>Plans for various assessment strategies to determine individual experiences, intelligences, strengths and needs</i></p> <p>Evidence of Practice <i>Uses various assessment strategies to determine individual experiences, intelligences, strengths and needs</i></p> <p>Evidence of Impact <i>Students know the way they think and learn is considered and addressed</i></p>	<p>Evidence of Commitment <i>Lessons indicate an understanding of individual student traits and prior experiences</i></p> <p>Evidence of Practice <i>Learning activities highlight and build off students individual characteristics traits and prior experiences</i></p> <p>Evidence of Impact <i>Students can explain connections between their prior knowledge and current instruction</i></p>	<p>Evidence of Commitment <i>Plans instruction that will engage and advance each student in her/her learning and development</i></p> <p>Evidence of Practice <i>Assessment data is maintained to confirm that students are moving forward</i></p> <p>Evidence of Impact <i>Students use prior knowledge to predict new information and increase their knowledge and skill</i></p>	<p>Evidence of Commitment <i>Modifies lesson design and learning objectives as needed to help students become more successful learners</i></p> <p>Evidence of Practice <i>Learning activities involve every student in the advancement of his/her own learning</i></p> <p>Evidence of Impact <i>Students are excited about learning, use prior knowledge in concert with new information to raise questions, make inferences, and draw new conclusions</i></p>				
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 4.1

Standard 4: Critical Thinking

The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking

Emerging	Developing	Proficient	Distinguished				
<p>4E1) The emerging teacher...</p> <p>Selects various types of instructional strategies and appropriate resources to achieve instructional goals and teach students critical thinking skills.</p>	<p>4D1) The developing teacher also...</p> <p>Assures student growth with frequent instructional opportunities for students to use critical thinking and problem solving skills.</p>	<p>4P1) The proficient teacher also...</p> <p>Effectively applies a range of instructional techniques that require students to think critically and problem-solve.</p>	<p>4S1) The distinguished teacher also...</p> <p>Fluently uses a range of instructional techniques that require critical thinking; serves as a leader by offering constructive assistance and modeling the use of strategies, materials and technology to maximize learning.</p>				
Professional Frames							
<p><i>Evidence of Commitment</i> N/A</p> <p><i>Evidence of Practice</i> Demonstrates use of various types of instructional strategies and appropriate resources for critical thinking</p> <p><i>Evidence of Impact</i> Students are engaged in active learning that promotes the development of critical thinking and problem solving skills</p>	<p><i>Evidence of Commitment</i> N/A</p> <p><i>Evidence of Practice</i> Assesses student growth to determine student use of critical thinking and problem solving skills</p> <p><i>Evidence of Impact</i> There is growth in student learning and use of critical thinking and problem-solving skills</p>	<p><i>Evidence of Commitment</i> N/A</p> <p><i>Evidence of Practice</i> Effective demonstrates a range of instructional techniques that require students to think critically and problem-solve</p> <p><i>Evidence of Impact</i> Students ability to think critically and problem-solve is evident in students' communications and work</p>	<p><i>Evidence of Commitment</i> N/A</p> <p><i>Evidence of Practice</i> Serves as a leader in the use of instructional strategies, materials and technology that maximize student learning</p> <p><i>Evidence of Impact</i> Students pose and answer their own questions pursuant to the learning objectives assuming responsibility for their own learning</p>				
Score = 0	1	2	3	4	5	6	7

Introduction

The Missouri Teacher Standards convey the expectations of performance for professional teachers in Missouri. The standards are based on teaching theory indicating that effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students. **Thus these standards recognize that teachers continuously develop knowledge and skills.** Therefore the Missouri Teacher Standards employ a developmental sequence to define a professional continuum that illustrates how a teacher's knowledge and skills mature and strengthen throughout the career. Teaching professionals are expected to supply good professional judgment and to use these standards to inform and improve their own practice.

Standard #1 Content knowledge aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students. [SB 291 Section 160.045.2 (3) *The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.*]

- Quality Indicator 1: Content knowledge and academic language
- Quality Indicator 2: Student engagement in subject matter
- Quality Indicator 3: Disciplinary research and inquiry methodologies
- Quality Indicator 4: Interdisciplinary instruction
- Quality Indicator 5: Diverse social and cultural perspectives

Standard #2 Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students. [SB 291 Section 160.045.2 (1) *Students actively participate and are successful in the learning process;* (5) *The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.*]

- Quality Indicator 1: Cognitive, social, emotional and physical development
- Quality Indicator 2: Student goals
- Quality Indicator 3: Theory of learning
- Quality Indicator 4: Differentiated lesson design
- Quality Indicator 5: Prior experiences, multiple intelligences, strengths and needs
- Quality Indicator 6: Language, culture, family and knowledge of community values

Standard #3 Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data. *[SB 291 Section 160.045.2 (1) Students actively participate and are successful in the learning process; (2) Various forms of assessment are used to monitor and manage student learning; (3) The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior; (5) The teacher keeps current on instructional knowledge and seeks and explores teaching behaviors that will improve student performance.]*

Quality Indicator 1: Implementation of curriculum standards

Quality Indicator 2: Lessons for diverse learners

Quality Indicator 3: Instructional goals and differentiated instructional strategies

Standard #4 Critical Thinking

The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills. *[SB 291 Section 160.045.2 (1) Students actively participate and are successful in the learning process.]*

Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking

Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

Quality Indicator 3: Cooperative, small group and independent learning

Standard #5 Positive Classroom Environment

The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation. *[SB 291 Section 160.045.2 (3) The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.]*

Quality Indicator 1: Classroom management techniques

Quality Indicator 2: Management of time, space, transitions, and activities

Quality Indicator 3: Classroom, school and community culture

Standard #6 Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom. *[SB 291 Section 160.045.2 (4) The teacher uses professional communication and interaction with the school community; (6) The teacher acts as a responsible professional in the overall mission of the school.]*

Quality Indicator 1: Verbal and nonverbal communication

Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences

Quality Indicator 3: Learner expression in speaking, writing and other media

Quality Indicator 4: Technology and media communication tools

Standard #7 Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student, and devises instruction to enable students to grow and develop, making adequate academic progress. *[SB 291 Section 160.045.2 (2) Various forms of assessment are used to monitor and manage student learning; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.]*

Quality Indicator 1: Effective use of assessments

Quality Indicator 2: Assessment data to improve learning

Quality Indicator 3: Student-led assessment strategies

Quality Indicator 4: Effect of instruction on individual/class learning

Quality Indicator 5: Communication of student progress and maintaining records

Quality Indicator 6: Collaborative data analysis

Standard #8 Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students. *[SB 291 Section 160.045.2 (2) Various forms of assessment are used to monitor and manage student learning; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance; (6) The teacher acts as a responsible professional in the overall mission of the school.]*

Quality Indicator 1: Self-assessment and improvement

Quality Indicator 2: Professional learning

Quality Indicator 3: Professional rights, responsibilities and ethical practices

Standard #9 Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues, and community members. *[SB 291 Section 160.045.2 (4) The teacher uses professional communication and interaction with the school community; (6) The teacher acts as a responsible professional in the overall mission of the school.]*

Quality Indicator 1: Induction and collegial activities

Quality Indicator 2: Collaborating to meet student needs

Quality Indicator 3: Cooperative partnerships in support of student learning

The Professional Continuum of the Missouri Teacher: The following descriptions apply to all indicators found in the standards:

<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>
<p>Indicator Terminology:</p> <ul style="list-style-type: none"> • Demonstrate knowledge • Can create/implement • Understand/reflect • Aware of/recognize • Observe/identify • Develop ability to • Describe/ explain 	<p>Indicator Terminology:</p> <ul style="list-style-type: none"> • Demonstrate • Communicate • Identify/select • Use/implement • Develop/create • Facilitate • Explore/learn • Apply 	<p>Indicator Terminology:</p> <ul style="list-style-type: none"> • Incorporate • Apply • Engage • Develop/design • Actively participate • Realize • Implement • Advance 	<p>Indicator Terminology:</p> <ul style="list-style-type: none"> • Expand/engage • Analyze/Assess • Adjust • Display/Present • Enable/assist • Build • Anticipate • Establish/select 	<p>Indicator Terminology:</p> <ul style="list-style-type: none"> • Mentor/Model • Lead/share • Connect/promote • Employ • Contribute • Has Mastery of • Cultivate/Foster • Research
<p>Data Points established for each level of the Professional Continuum help define or give meaning to the Indicator Terminology</p>				

Coding of standards:

First Number= the # of the standard

Second letter = the developmental category of the teacher (C=Candidate; N=New; D=Developing; P=Proficient; S=Distinguished)

Third # = the sequential # of the quality indicator for that teaching category in that standard

[Example 1D4 = Standard #1; Developing Teacher; Quality Indicator 4]

Template for “Creating a Common Understanding” of Missouri Teacher Standards

Standard ____ Quality Indicator ____

Standard Defined:	
Quality Indicator Defined:	
Prompt	Look For
Specific Teacher Actions and Behaviors	
Specific Student Actions and Behaviors	
Possible Sources of Evidence <i>(Artifacts, etc.)</i>	

Educator Evaluation System Training

Module: FOUNDATION

Refresher	Trainer Notes
Senate Bill 291 Stakeholder Involvement Teacher Standards* Quality Indicators NCLB Waiver 7 Essential Principles Pilot Project EES Website Training Roadmap (All Modules)*	
Today's Roadmap	Trainer Notes
Shifting Our Practices Video: Ft. Zumwalt Intended Outcomes Terminology*	
Gotcha to Growth	Trainer Notes
Video: Did You Know Evaluation Before and Now Pilot Project "Growth" Data Growth vs. Fixed Mindset-Defined Video: Growth vs. Fixed-Mindset Activity: 4 Corners Action Plan*	

Teacher Understanding of MO Teacher Standards	Trainer Notes
"High Leverage" Standards* Growth Guide 2.5 and 4.1* Possible Sources of Evidence* Activity: Common Understanding* Action Plan*	
Manageability	Trainer Notes
System-Wide Approach* Individualized Approach* Blended Approach* <i>(laminare one copy of each of the above to have at each table)</i> MO Model EES Protocol/Timeline Kim Marshall Mini-Observation Making Time Video: Jenny Ulrich (Lonedell) Action Plan*	