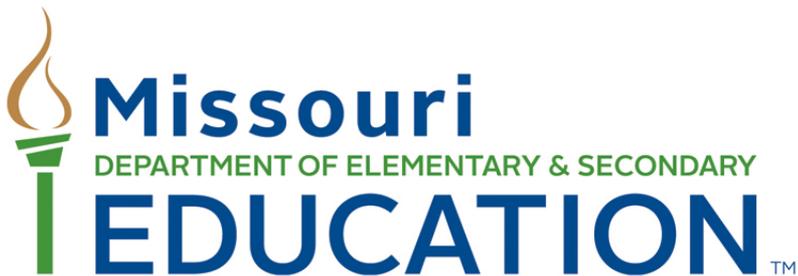


PROBATIONARY

Office of Educator Quality

2013-2014



Norms

- Be Present and Professionally Courteous
- Be Open Minded
- Be Willing to Engage in Conversation, Share Ideas, and Ask Questions
- Look through the Lens of “How Might I Transfer...”

At your table, please share:

1. Name
2. District
3. Role
4. The one thing that allowed your own “probationary” experience to be successful...



Introductions

Why is *Educator Evaluation* Important?

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

Charlotte Danielson

Why is *Educator Evaluation* Important?

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

John Hattie

Refresher

Senate Bill 291

June, 2010

Directing school districts to adopt teaching standards which were to include the following elements:

- students actively engaged in learning process*
- various forms of assessment*
- teacher is prepared and knowledgeable of content*
- uses professional communication and interaction in school community*
- keeps current on instructional knowledge*
- responsible professional in overall mission of school*

Teacher Standards (2011)*

Standard #1 (5 Quality Indicators)

Content Knowledge Aligned with Appropriate Instruction

Standard #2 (6 Quality Indicators)

Student Learning, Growth and Development

Standard #3 (3 Quality Indicators)

Curriculum Implementation

Standard #4 (3 Quality Indicators)

Critical Thinking

Teacher Standards

Standard #5 (3 Quality Indicators)

Positive Classroom Environment

Standard #6 (4 Quality Indicators)

Effective Communication

Standard #7 (6 Quality Indicators)

Student Assessment and Data Analysis

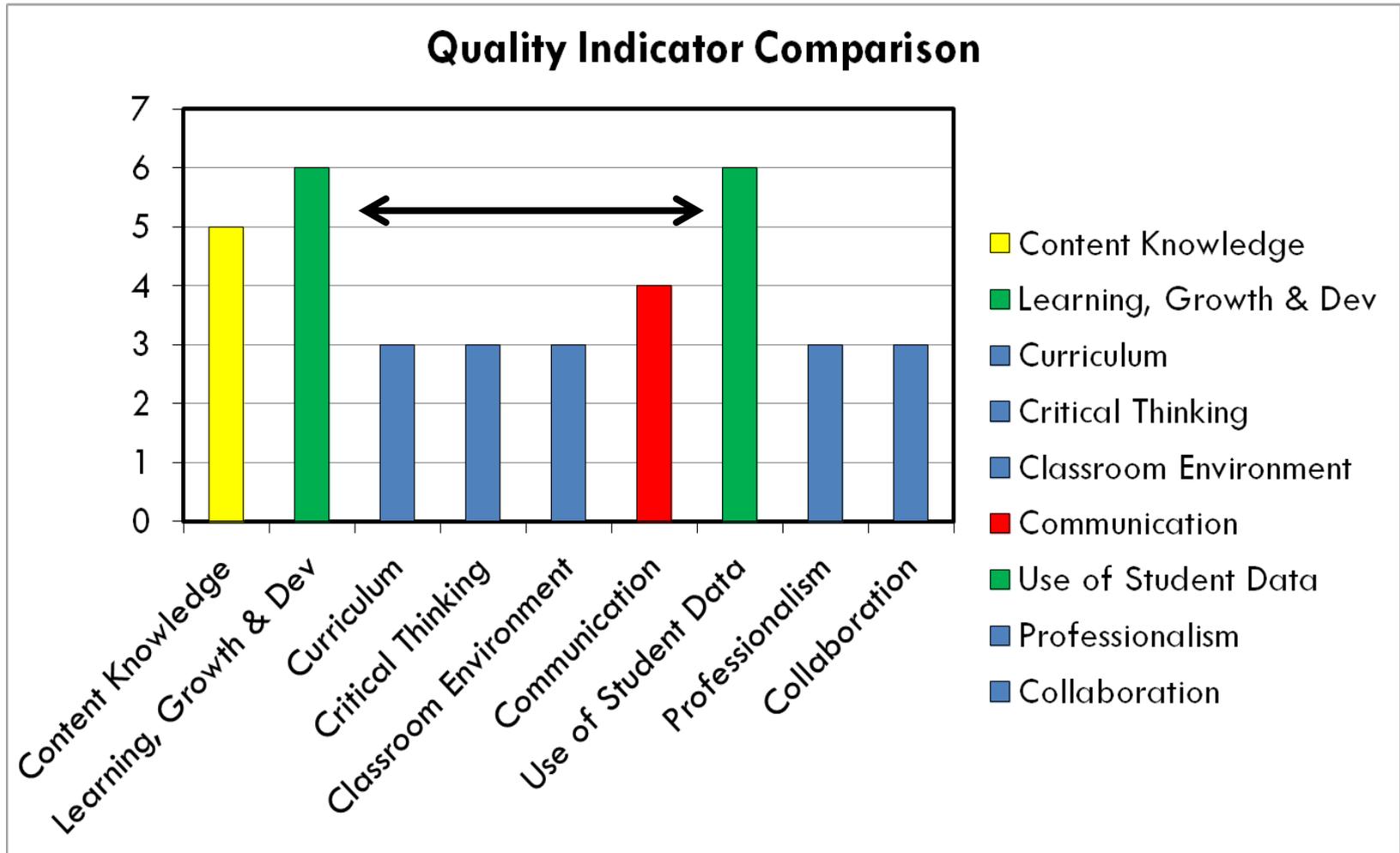
Standard #8 (3 Quality Indicators)

Professionalism

Standard #9 (3 Quality Indicators)

Professional Collaboration

36 Quality Indicators



ESEA Flexibility Waiver

June, 2012

#1
Develop College and Career Ready Expectations for All Students

Missouri Learning Standards and State Assessment Alignment

English Language Arts

Mathematics

#2
State Developed Differentiated Recognition, Accountability and Support

MSIP 5
Missouri School Improvement Program

Performance Standards

Resource and Process Standards

#3
Supporting Effective Instruction and Leadership

Missouri's Educator Evaluation System

New Teacher and Leader Standards

Essential Principles of Effective Evaluation

Missouri Model Evaluation System

7 Essential Principles

Per NCLB Waiver (June, 2012)

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

Missouri Model (Growth Guide)

Teacher Growth Guide 1.1

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 students.

Quality Indicator 1: Content knowledge and academic language

Emerging		Developing		Proficient		Distinguished	
1E1) The emerging teacher...		1D1) The developing teacher also...		1P1) The proficient teacher also...		1S1) The distinguished teacher also...	
Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.		Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.		Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.		Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.	
Professional Frames							
Evidence of Commitment <i>Is well prepared to guide students to a deeper understanding of content</i>		Evidence of Commitment <i>Stays current on new content and incorporates it into lessons</i>		Evidence of Commitment <i>Use of supplemental primary sources that are aligned to local standards</i>		Evidence of Commitment <i>Continually expands knowledge base on content and infuses into content</i>	
Evidence of Practice <i>Instruction reflects accuracy of content knowledge</i>		Evidence of Practice <i>Instruction indicates an appreciation of the complexity and ever evolving nature of the content</i>		Evidence of Practice <i>Instructional focus is on the most important concepts of the content and new content as appropriate</i>		Evidence of Practice <i>Continually seeks out new information and applies it to learning in their classroom</i>	
Evidence of Impact <i>Students are generally familiar with academic language</i>		Evidence of Impact <i>Students are able to use academic language</i>		Evidence of Impact <i>Students accurately use academic language related to their discipline</i>		Evidence of Impact <i>Students communicate effectively using academic language from a variety of sources</i>	
Score = 0	1	2	3	4	5	6	7

Missouri's Educator Evaluation System (Webpage)

<http://dese.mo.gov/eq/ees.htm>

The screenshot shows a web browser window titled "Educator Evaluation System - Windows Internet Explorer". The address bar displays "http://dese.mo.gov/eq/ees.htm". The page content includes a navigation menu on the left with links such as "About Office of Educator Quality", "Administrative Memos", "Certification", "Educator Development", "Educator Evaluation", "Educator Preparation", "Recognition & Awards", "Recruitment & Retention", "Webinars", and "Web Applications". The main content area features a heading "Missouri's Educator Evaluation System" followed by a paragraph: "Improving students' learning requires the improvement of the effective practice of those teaching in classrooms and providing leadership in schools. As such, Missouri's new Educator Evaluation System focuses on the formative development of teachers and leaders." Below this is a section titled "Newly revised and approved Model!!" with the sub-heading "State Board Approves Missouri's Model Educator Evaluation System (May 14, 2013)". A video player is embedded with the title "Educator Evaluation System Pilot Project" and a video thumbnail showing two women in a classroom setting. Below the video is a section titled "Guiding Documents" with a list of links: "Table of Contents", "Executive Summary", "Missouri Theory of Action", "Statutory Authority", "Ethics Statements", "Essential Principles of Effective Evaluation", and "Professional Frames of the Educator and Data Sources". At the bottom, there is a section titled "Educator Evaluation Tools" with three sub-sections: "Teacher Evaluation", "Principal Evaluation", and "Superintendent Evaluation", each accompanied by a small image of a person. The browser's taskbar at the bottom shows the system clock as 9:48 AM on 7/5/2013.

Module 1: *Let's Recap!*

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.

Understanding Missouri Teacher Standards:

Create a working plan for getting teachers involved more deeply in “understanding” the Missouri teacher standards and indicators.

Manageability:

Begin to construct a manageability plan for how educator evaluation could be conducted effectively within the time constraints of a school year.

Take a moment to share the following:

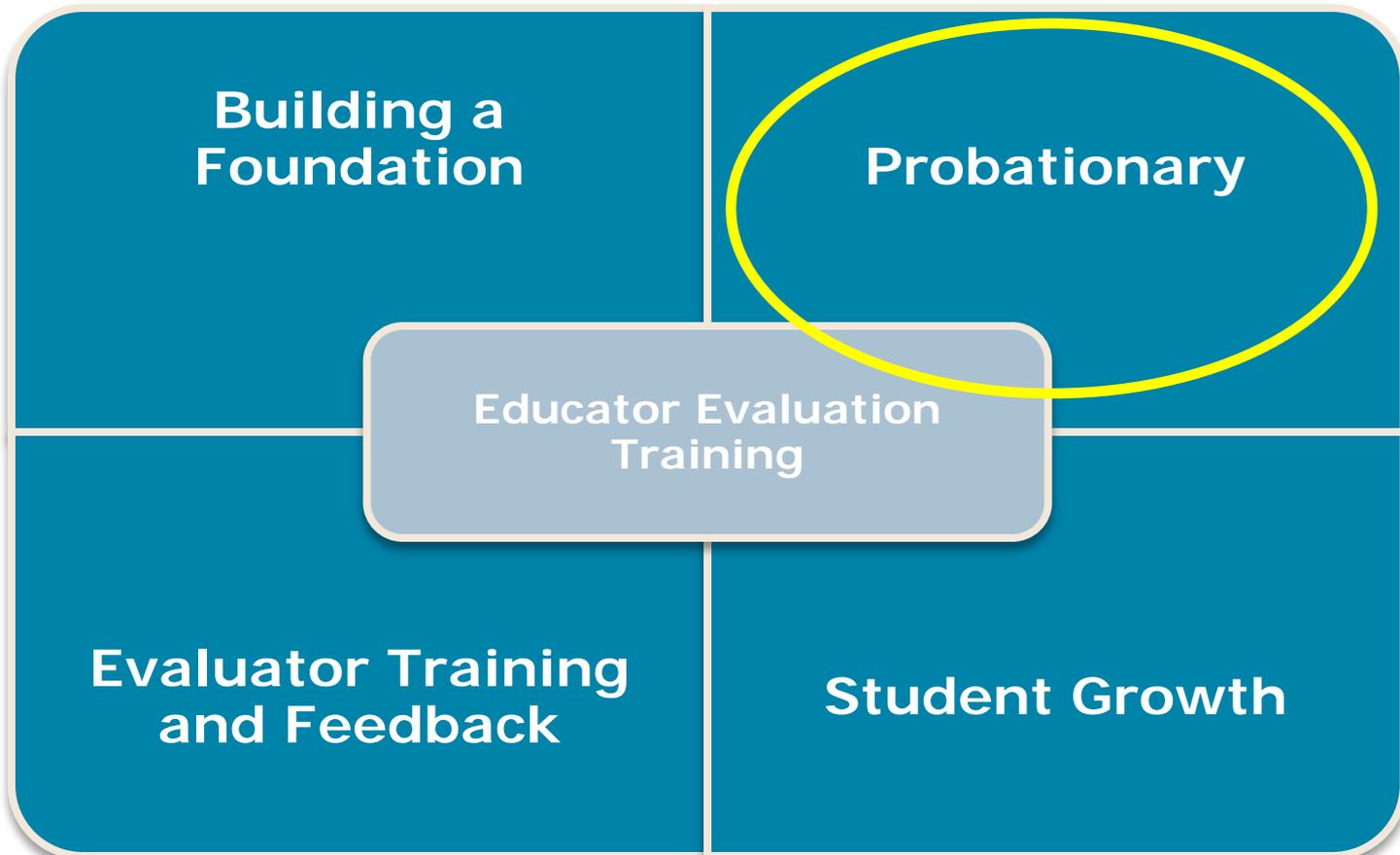
- Steps your school has taken to **build a foundation** for the changes involved with educator evaluation
- *Successes?*
- *Lessons Learned?*



At Your Table...

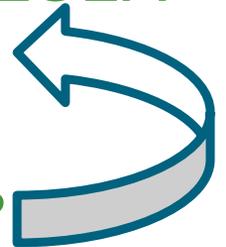
Today's Roadmap

2013-2014 Training Roadmap*



To Clarify Once More...

- All training shared today is *model neutral*, as each school district has local control over what model is developed or adopted.
- The intent of each Educator Evaluation System training module is to support schools in their efforts to *align their chosen model to the 7 Essential Principles* (as outlined in the ESEA Waiver of June 2012).
- What are school districts accountable for?



Essential Principles

Per NCLB Waiver (June, 2012)

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

Principle #3

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

Probationary Period

- Complies with the Missouri statute indicating the *first five years are probationary*
- Includes *two years of required mentoring*
- Mentoring support aligns to the state *mentor standards*
- Includes *confidential, non-evaluative* support
- Focuses on *important practices particularly significant for new practitioners*, with appropriate pacing

Balcony View

Growth Model Year 3+	Probationary (Over 2 Year Period)	Performance Improvement
<p>Focusing on high leverage indicators which allow for system-wide growth:</p> <ul style="list-style-type: none"> -<i>build capacity in critical mass</i> -<i>common language</i> -<i>common practice</i> -<i>focused feedback</i> 	<p>Providing the opportunity for new teachers to grow and develop across all indicators through the use of a comprehensive induction system:</p> <ul style="list-style-type: none"> -<i>administrator support</i> -<i>professional development support</i> -<i>mentor support</i> 	<p>Ensuring a process for teachers identified as needing to improve performance as job security may be in question...</p>



5 Minute University



The beginning years of teaching prove to be most challenging as teachers are usually **discouraged and endure difficulty with transitioning** into the teaching profession. We currently know that the **early years in the teaching profession are most critical** because they contribute to the future teaching practices .
(Bartell, 2004)

PROBATIONARY

Developing the **Probationary Teacher...**

As you watch the following video clip where teachers involved in the 2012-2013 Missouri Model Pilot Project share their experiences, be thinking of the following:

- *Do we currently provide the conditions for probationary teachers to **reflect and think deeply about their own professional practice**, in alignment to teacher standards?*
- *To what **extent** do we use our teaching standards to collaboratively develop the Year 1-5 teacher?*



Developing the **Probationary Teacher...**

In your school teams, take 3-5 minutes to reflect on the following questions:

- *Do we currently provide the conditions for probationary teachers to **reflect and think deeply about their own professional practice**, in alignment to teacher standards?*
- *To what **extent** do we use our teaching standards to collaboratively develop the Year 1-5 teacher?*

Intended Outcomes

- 1) Understand the **needs of the year 1, 2, and 3-5 educator** and determine ways to establish a support system which meets those needs.
- 2) Recognize the components of a **comprehensive induction system**.
- 3) Recognize the components found within **Missouri's Mentoring Program Standards** and assess the extent to which the school system is in alignment.
- 4) Begin the development of a plan for the **probationary teacher's experience with the Educator Evaluation System**.

Preservice

Probationary

Novice

Mentor

Mentee

Induction

Orientation

1st Year Practices

2nd Year Practices

Retention

Highly Qualified Teacher

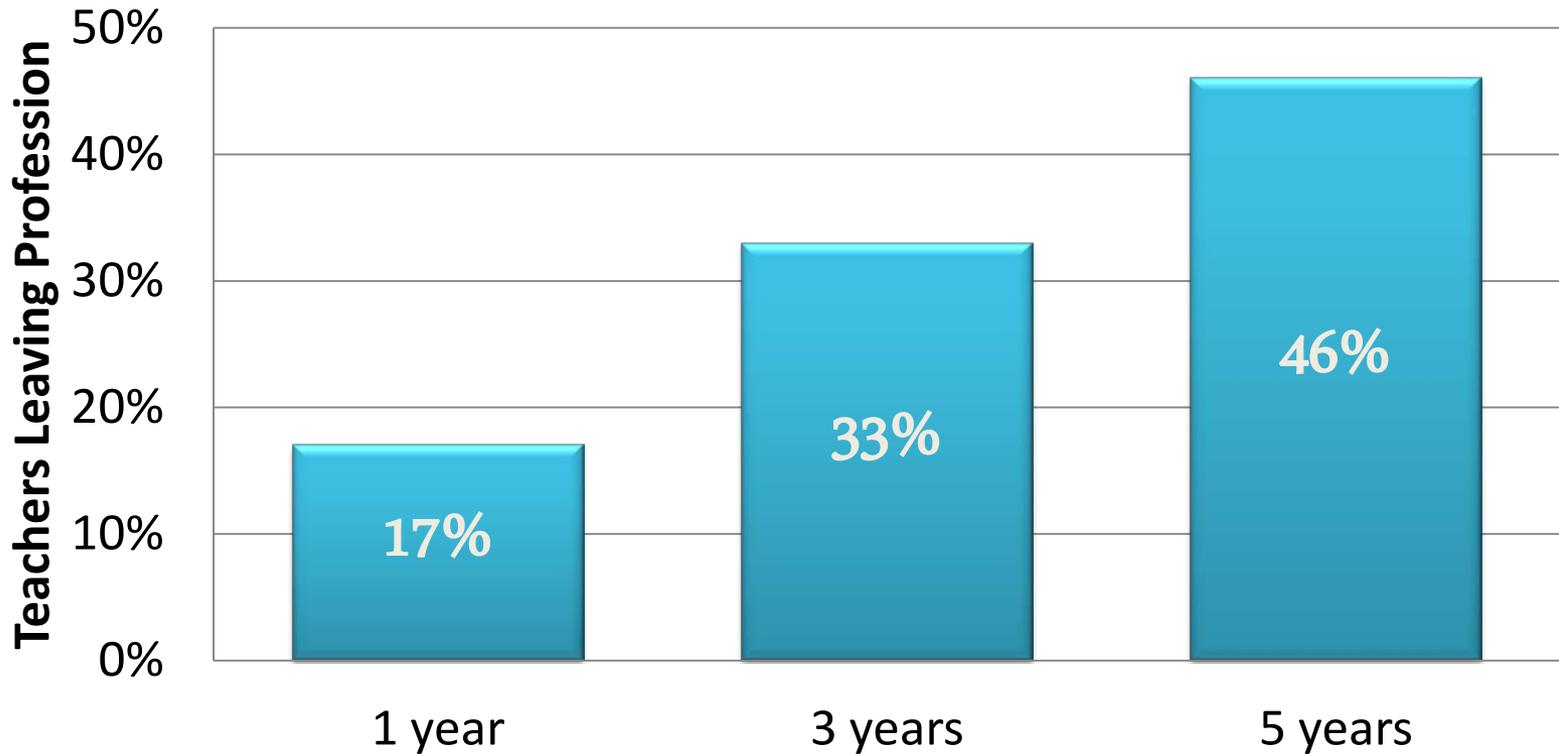
Professional Development

Study Group

Terminology*

Cannot Afford *Not To*...

Teacher Attrition Rates



Why They Leave
Cynthia Kopkowski
NEA Today (April 2008)

The Fiscal Hurt

*It is estimated that teacher attrition has grown by 50 percent over the past 15 years—costs roughly **\$7 billion a year**, as districts and states recruit, hire, and try to retain new teachers.*

NEA Today Magazine, 2008

The Costly Cycle

This attrition is detrimental to student achievement, as relatively experienced teachers will be replaced by new teachers *beginning again at the bottom of a steep learning curve.*

New Teachers Need Support

They have a broader range of needs than just curriculum and instruction.

Eamonn O'Donovan

District Administration, Nov 2010

Teaching and Learning Gap

Teacher attrition also causes many schools to be staffed with a *large number of less qualified teachers* at the beginning of each new school year, and this trend is more pronounced in lower-performing schools.

In addition, those who stay in the profession tend to move from lower-performing schools to higher-performing schools. This *perpetuates the learning gap* between rich and poor students.

New Teachers Need Support

They have a broader range of needs than just curriculum and instruction.

Eamonn O'Donovan

District Administration, Nov 2010

A Proactive Approach...

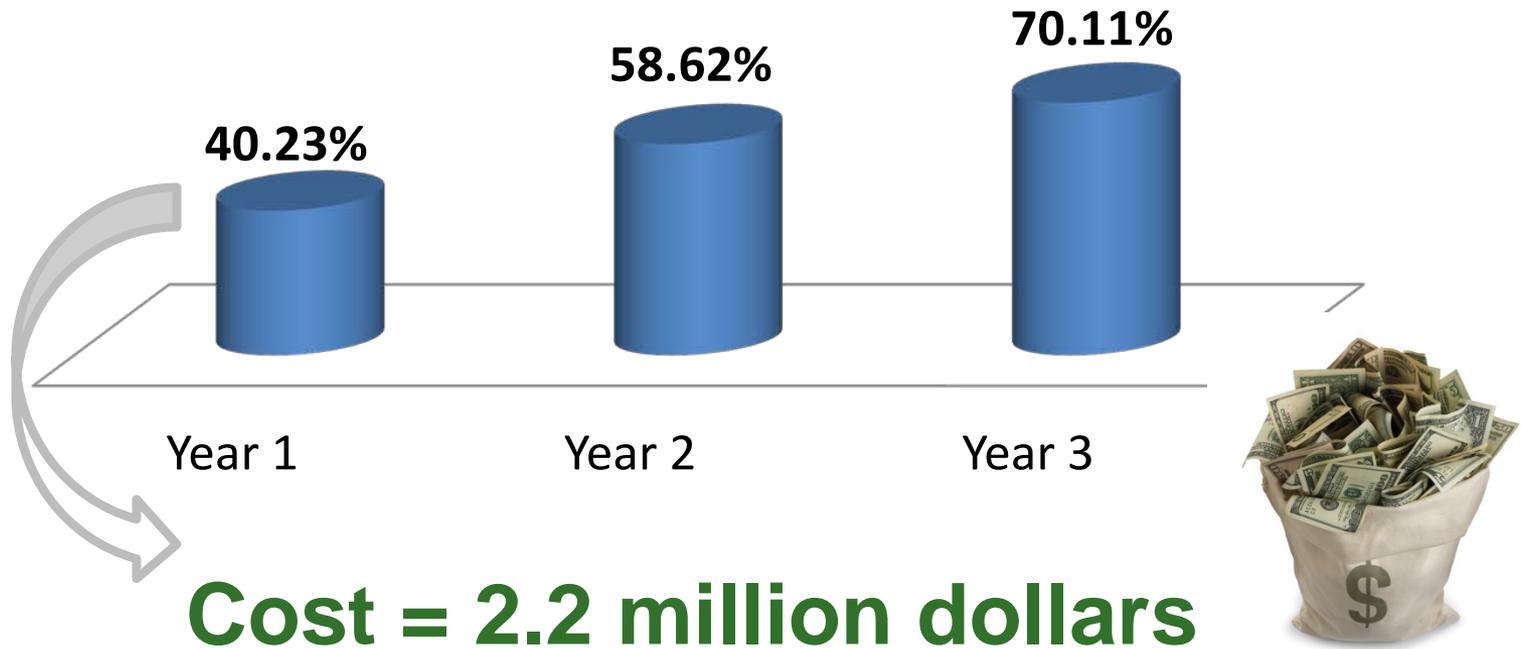




Springfield R-XII

ATTRITION

Year 1 Teachers Employed
in 2001 Leaving the District





Cost Configuration

Research studies estimate direct costs average 20-50% of the teacher's salary.

**Direct + Indirect Costs
=
150% of the Teacher's Salary!**

Source: Benner, A. D. (2000). The cost of teacher turnover. Austin, TX.: Texas Center for Educational Research.

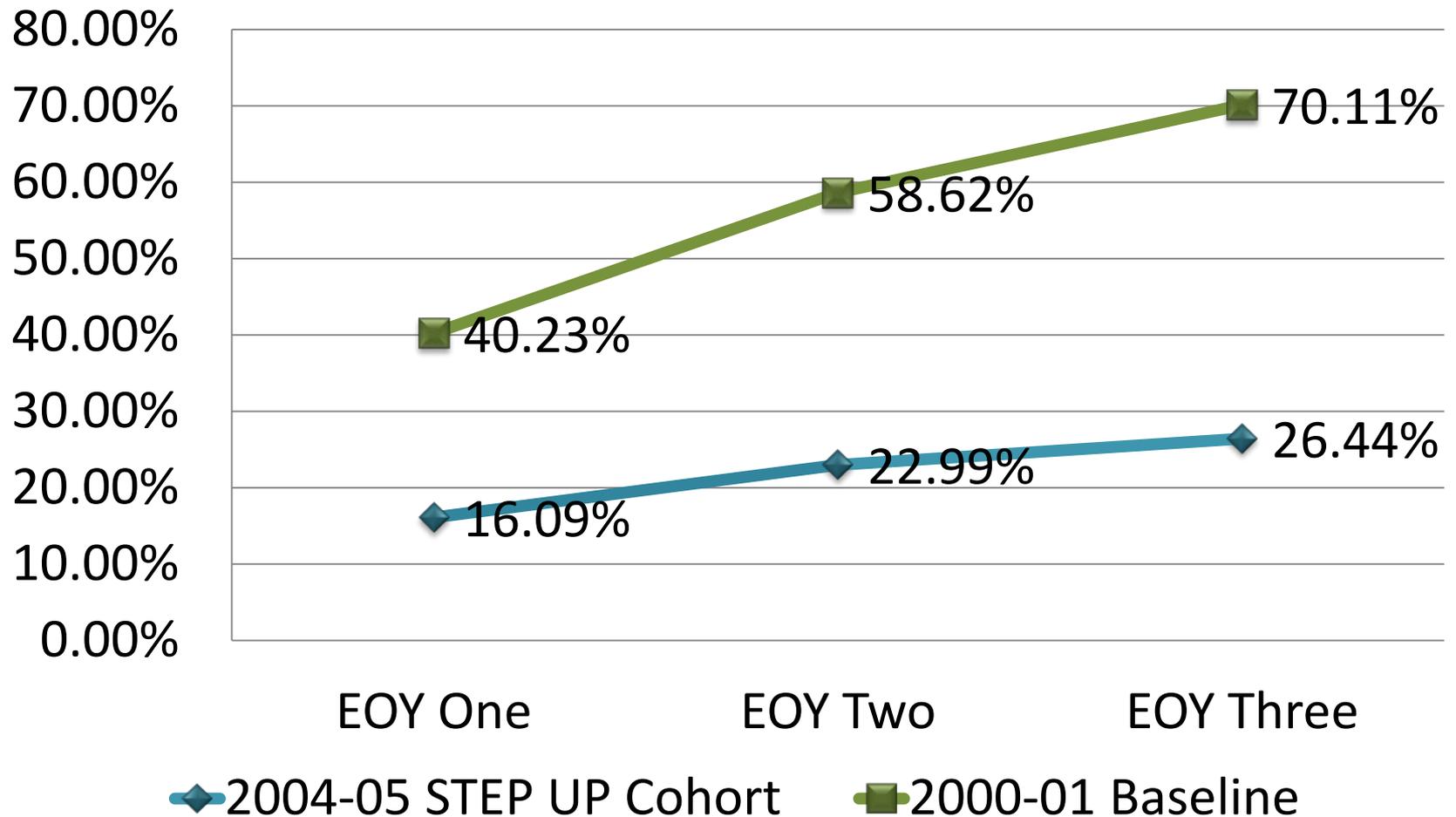


Springfield R-XII

Prior to our induction process, we were pursuing random acts of improvement throughout instructors' career timeline. So we developed a more ***systematic approach to support our teachers***. With a limited number of resources, we knew if we aligned our resources early in their career, we could reduce the number of those exiting the district.



Cohort Teacher Attrition: Baseline vs. STEP UP





6 Years of Implementation

Savings: \$914,954 per year



STEP UP Program



Springfield R-XII Reflections

*We use research to **isolate those key practices that make the most difference** in student achievement.*

*Just as important as the attrition rate, is the **effectiveness of** the new teachers the district retains. Teachers establish their professional norms in the first three years of practice.*

*The district focused its limited resources to affect the professional practice of its **least experienced teachers.***



What does teacher attrition cost your school district?

Cost often goes beyond money...

In Your School Setting...

Differentiated Needs of
Probationary Staff

Current New Teacher Induction Support



At your table:

1. Solo a list of the strategies in which you are ***currently using to support*** the development of new teachers.
2. As a table, share strategies and develop a ***master list***.

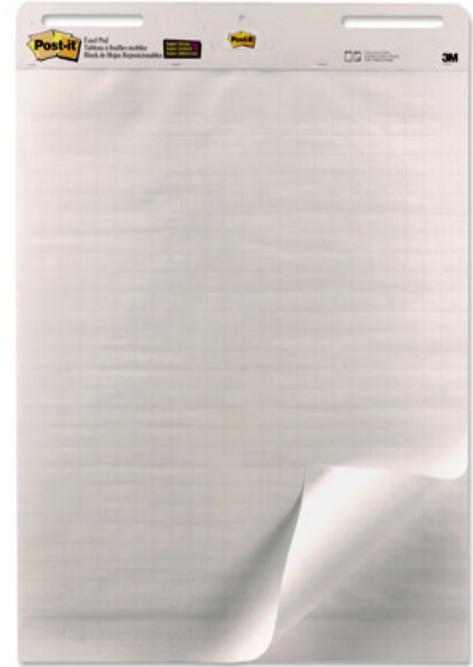
A Probationary Teacher's Needs...



**Year 1
Teacher**



**Year 2
Teacher**



**Years 3-5
Teacher**



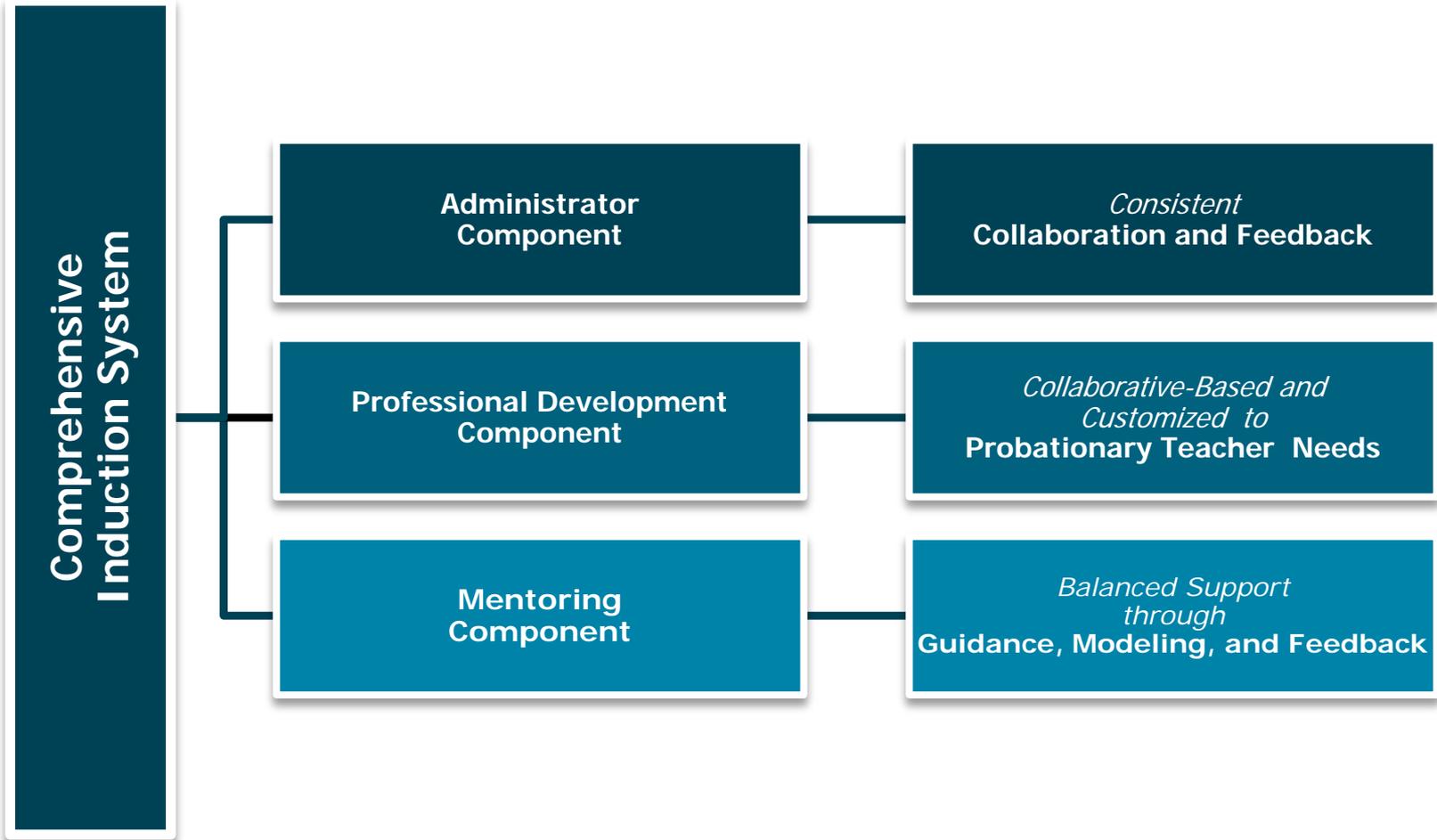
- Solo article
- How do Monica's needs ***compare*** to the new teachers in your setting?
- How do you currently ***seek out*** the needs of your new teachers?
- What ***strategies*** brainstormed earlier meet needs similar to Monica's?

What New Teachers Really Need (Mandel, 2006)

Teacher Standards
as part of
New Teacher Development



In this transition with educator evaluation, we must stop and reflect upon *the degree in which our induction systems* for new teachers *grows and develops them into “high quality” teachers...* where the support focus is on high leverage teaching practices.



3 Types of Support

*MO Educator Evaluation: Probationary Support (Year 1)

YEAR 1

First Month of the School Year

Academic Year

-

Teacher:

Subject/Grade Level:

Standard 1.2 Engaging in Content

Description: The mentee Identifies and uses engagement strategies to keep students interested and engaged in the content

Reflection:

Standard 2.1 Student Development (see also 2.6)

Description: The mentee assesses student personalities and abilities in order to design and make instructional decisions based on developmental factors

Reflection:

Standard 5.1 Classroom Management

Description: The mentee uses basic classroom management techniques to address misbehavior and avoid disruptions in instruction to keep students generally interested and engaged in their learning

Reflection:

*MO Educator Evaluation: Probationary Support (Year 2)

YEAR 2

First Month of the School Year

Academic Year

-

Teacher:

Subject/Grade Level:

Standard 1.2 Engaging in Content

Description: The mentee Identifies and uses engagement strategies to keep students interested and engaged in the content

Reflection:

Standard 1.4 Interdisciplinary Instruction

Description: The mentee makes connections between various content areas which are logical and add to overall learning resulting in students understand the meaning of inter-disciplinary content connections

Reflection:

Standard 2.6 Language, Culture, Family, Community Values

Description: The mentee collects and reviews demographic and biographical data of students and modifies instructions and learning activities based on particular student characteristics

Reflection:

Probationary and Missouri's EES

By targeting this to a *small number of performances at particular times of the year*, it's possible to accomplish the following:

- The novice teacher has a *clear sense of expectations* connected to certain times/events.
- The *induction process and mentor can offer very targeted support* aligned to particular school events the novice teacher is experiencing.

Probationary and Missouri's EES

- The *administrator has a very clear goal of providing support and feedback* multiple times throughout the year to the novice teacher.
- By the conclusion of the second year, the novice educator has received *support, guidance, collaboration and feedback across a broad set of expectations.*

Reflection Tool *(Aligned to Standards)*

At your table, have conversation about the following:

- *Would a tool, such as the example shared from the Missouri Educator Evaluation System, benefit your current approach to developing new teachers? If so, how?*

3 Types of Support

As a team, brainstorm how each of the 3 roles could effectively support new teacher development using the Missouri Model Year 1 and 2 continuum?

**brainstorm 1-2 ways within each category*

Administrator	Professional Development Team	Mentor

“Comprehensive”
Induction System

Comprehensive Induction*

(EES Probationary Guideline)

Induction is a *comprehensive, multi-year process* designed to *train and acculturate* new teachers in the academic standards and vision of the district.

All effective induction programs have three basic parts:

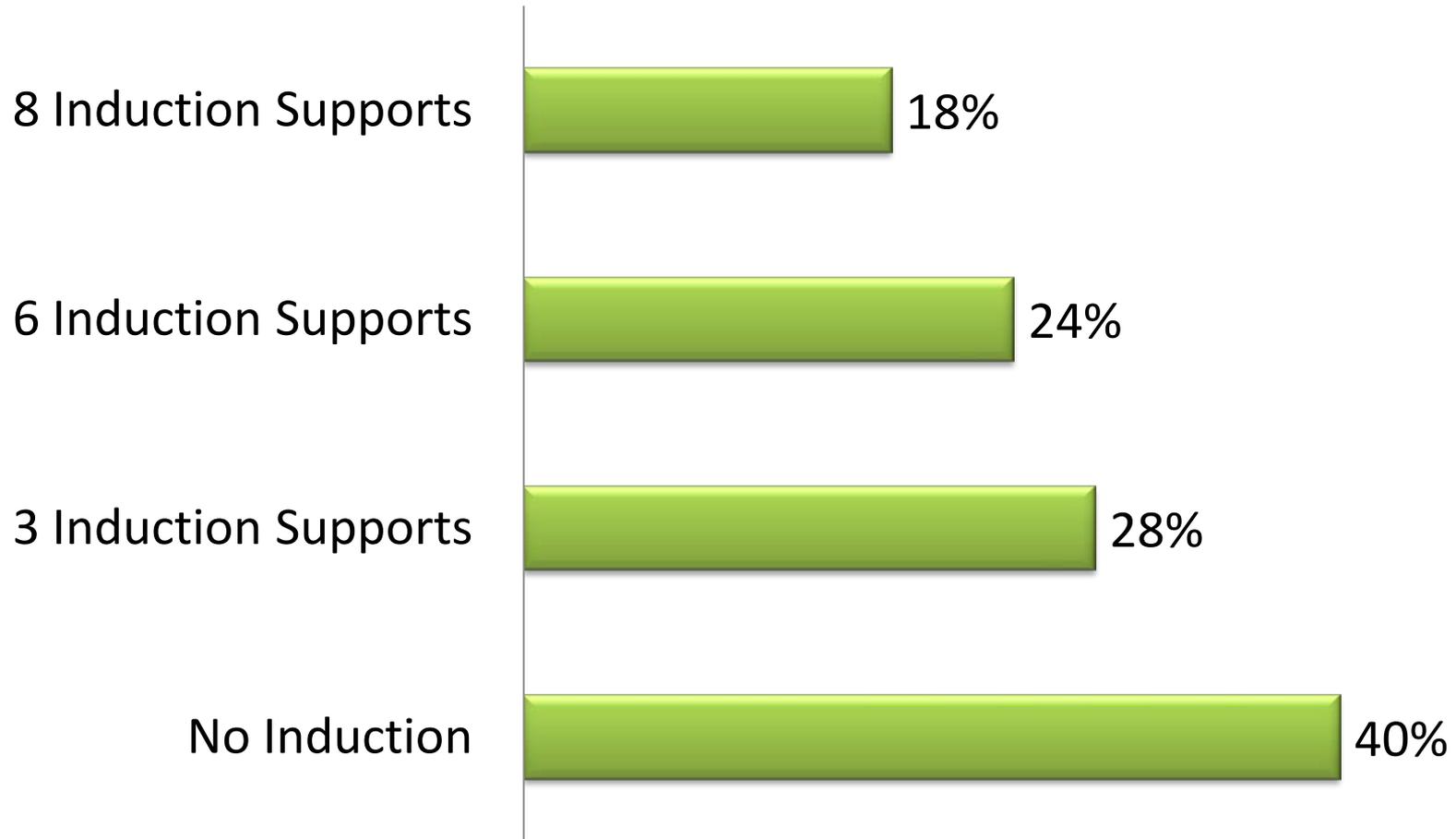
- 1. Comprehensive:** There is an organization or structure the program consisting of many activities and many people who are involved. There is a group that oversees the program and rigorously monitors it to be sure that it stays the course towards student learning.

Comprehensive Induction (EES Probationary Guideline)

- 2. Coherent:** The various activities and people are logically connected to each other.
- 3. Sustained:** The comprehensive and coherent program continues for many years.

Wong, Harry K. "New Teacher Induction: The Foundation for Comprehensive, Coherent, and Sustained Professional Development," in *New Teacher Induction and Mentoring: The State of the Art and Beyond*, ed. Hal Portner (Thousand Oaks, Calif: Corwin Press, 2005).

Teacher Turnover After First Year (2000-2001) Ingerson & Smith



Comprehensive Induction (EES Probationary Guideline)

A comprehensive induction process that is successful in *orientating, socializing and developing* the novice educator includes these components:

- A. Process *builds on the preservice experience* of the teacher candidate
- B. Offers support and guidance **prior to** the actual beginning of the school year
- C. Part of a **continuum of professional development** with systematic training throughout the five year period

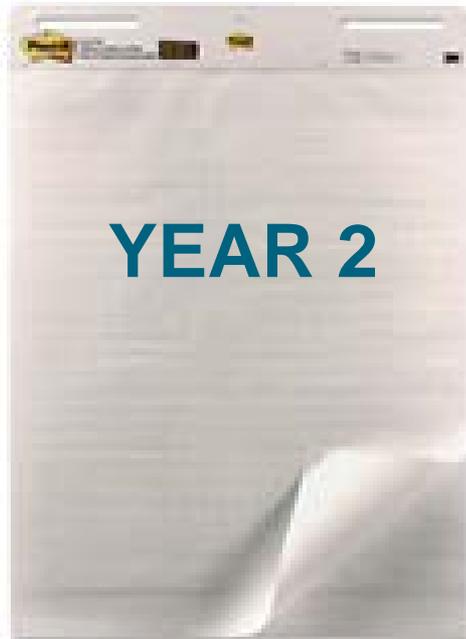
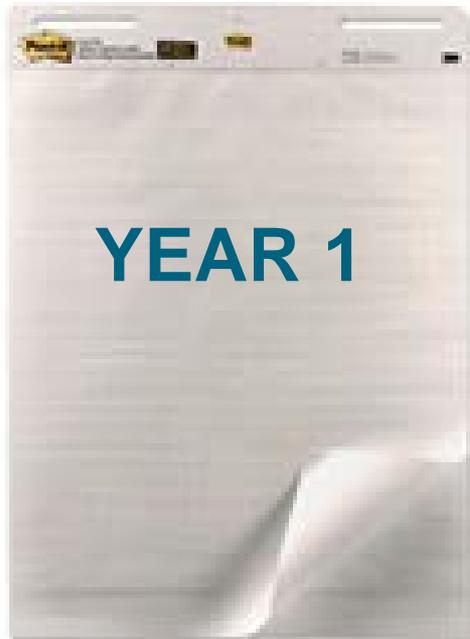
Comprehensive Induction (EES Probationary Guideline)

- D. Includes **study groups** where new teachers can network and build support, commitment, and leadership
- E. Incorporates a strong and significant **administrative presence**
- F. Integrates a **mentoring component**
- G. Presents a **structure for modeling effective teaching** during in-services, classroom visits, and mentoring
- H. Includes the **collection of baseline performance data** and the identification of *initial strengths and opportunities for growth*

Comprehensive Induction (EES Probationary Guideline)

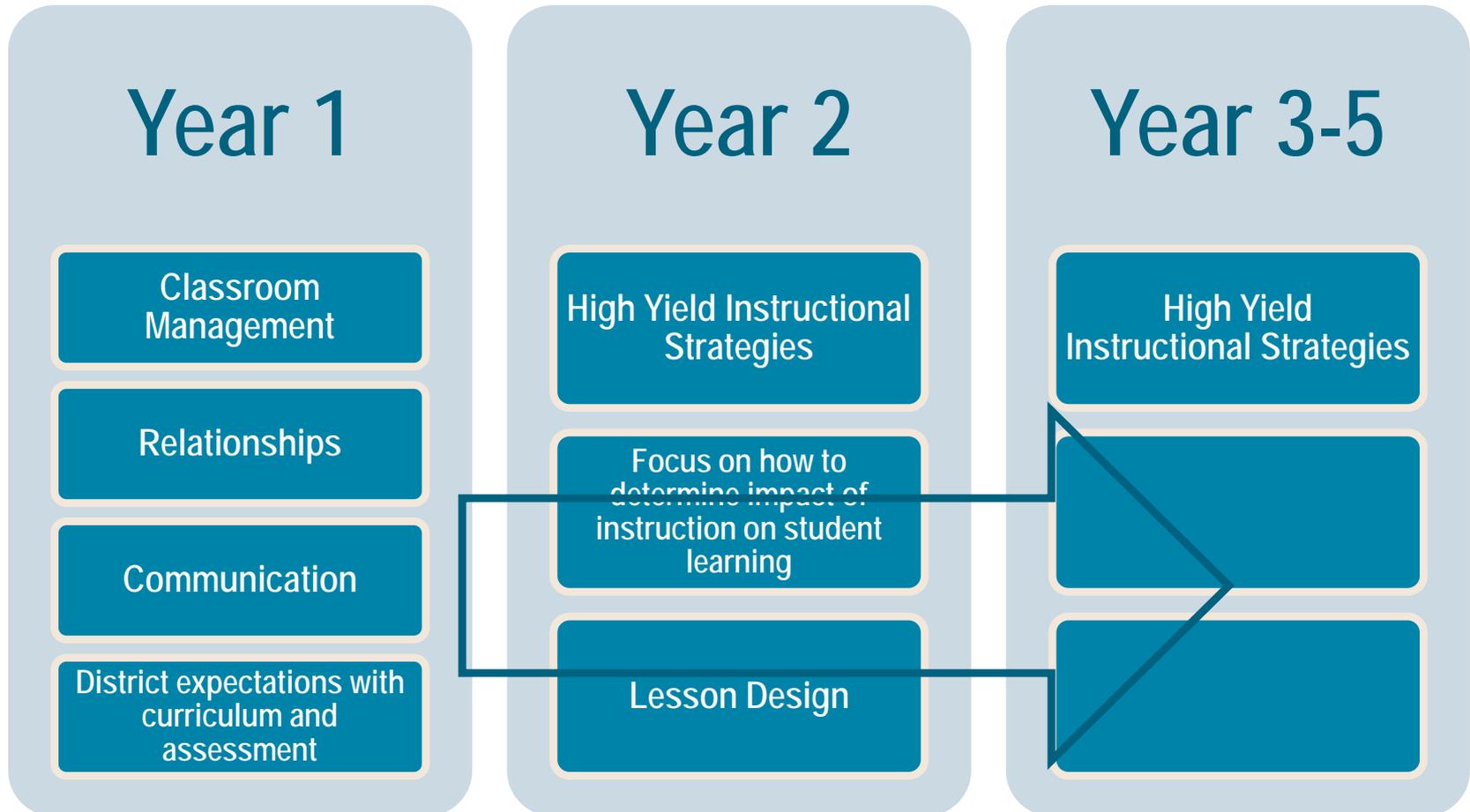
For today, we will focus on the following:

- c. Part of a **continuum of professional development** with systematic training throughout the five year period
- F. Integrates a **mentoring component**
- G. Presents a **structure for modeling effective teaching** during in-services, classroom visits, and mentoring
- H. Includes the **collection of baseline performance data** and the identification of initial strengths and opportunities for growth



C. Part of a continuum of professional development

Through extensive research, SPS found the following “themes” regarding the needs of the Year 1, 2, and 3-5 teacher:



Association for Middle Level Education

New Teacher Induction
(May 2012)

Educational Leadership

What New Teachers Need to Learn (2003)

National Forum of Educational Administration and Supervision Journal

Orientation and Induction of Beginning Teachers (2011)

Florida Journal of Educational Administration & Policy

Promoting Self-Efficacy in Early Career Teachers: A Principal's Guide for Differentiated Mentoring and Supervision (2010)

What does the research reveal?

According to SPS...

By focusing new teacher development efforts on foundational needs, and those teaching and learning practices proven to be high-yield...

It won't matter much if the curriculum, district goals, professional development, technology, etc. change in the future...

These teachers will be ready!

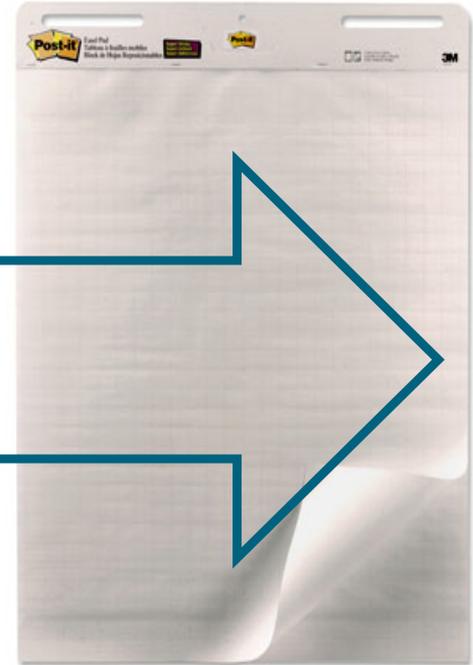
Did you see an opportunity for a focused continuum of support?



**Year 1
Teacher**



**Year 2
Teacher**



**Years 3-5
Teacher**

Step 1:

At this time, have conversation at your table on the following:

Does your current induction system adequately support and develop effective practices of Year 1, Year 2, and Years 3-5? *Yes or No?*

What is working?

What is missing (and would strengthen both “support” and “development” of probationary teachers)?

Action Plan*

Upon accepting a position in a school, new teachers are sometimes *left to succeed or fail on their own* within the confines of their classrooms—often likened to a “lost at sea” or “sink or swim” experience.



F. Integrates a mentoring component

Mentoring: *The Variance*

Mentoring programs can vary:

- from a ***single meeting*** between mentor and protégés at the beginning of a school year, to a ***highly structured program*** involving frequent meetings over a couple of years between mentors and protégés who are provided with time away from their normal teaching schedules

Mentoring: *The Variance*

Mentoring programs can vary:

- as some are primarily ***developmental and designed to foster growth*** on the part of newcomers. Others are also designed to assess, and perhaps ***weed out, those deemed ill-suited*** for the job.

Mentoring: *The Variance*

Mentoring programs can vary:

- as to whether they *include training for the mentors* and how much attention they devote to the *match between mentor and mentee*.

Conducted a series of statistical analyses of the prevalence of school mentoring programs, the extent of effective assistance provided to new teachers and the effects on job satisfaction and teacher turnover.

Ingersoll (1997, 2000, 2001)
Ingersoll and Smith (2003)

- 60% offered some kind of formal mentoring program for new teachers
- One-fifth of teachers believed that the program was “effective”...

Mentoring: Effective Practice

Mentoring: *Effective Practice*

Neither participating in a general induction program nor participation specifically in seminars or classes for beginning teachers reduced the risk of leaving teaching at the end of the first year at a statistically significant level. What did make a significant difference:

-common planning time with other teachers in their subject area

-regularly scheduled collaboration with other teachers on issues of instruction

-external network of teachers (e.g., one organized by an outside agency or over the Internet)

**TITLE 5 - DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION 80 - OFFICE OF EDUCATOR QUALITY
CHAPTER 850 - PROFESSIONAL DEVELOPMENT**

5 CSR 80-850.045 Mentoring Program Standards

PURPOSE: *This rule establishes standards for successful mentoring programs.*

(1) A successful mentoring program will include, but may not be limited to the standards listed below:

(A) An introduction to the cultural environment of the community, school district, school building and classroom that:	(B) A systemic and ongoing program review/evaluation by all stakeholders:	(C) An individualized plan for beginning educators that aligns with the district's goals and needs that:	(D) Appropriate criteria for selecting mentors that:	(E) Comprehensive mentor training that:	(F) A complete list of responsibilities for the mentor, beginning teacher and administrator(s) is addressed in Appendix A.	(G) Sufficient time for mentors to observe beginning educators and for the beginning educators to observe master educators are structured to provide multiple opportunities over time to minimize the need to require substitute teachers to facilitate observations by:
1. Provides awareness of school and district policies, procedures, and mission (teacher and student handbooks, Comprehensive School Improvement Plan (CSIP), goals, etc.)	1. Identifies all stakeholders;	1. Is aligned with the department's Model Teacher/Educator Evaluation Standards;	1. Have a minimum of three (3) years of experience;	1. Recognizes mentoring is NOT evaluation; confidentiality is required between mentor and protégé (except in situations of child endangerment);		1. Aligning class schedules and planning periods to complement mentoring duties;
2. Expresses community norms/local expectations (community tour, housing, medical facilities, faith community, etc.);	2. Identifies mentoring outcomes, how they will be measured, and timelines;	2. Is a systematic and concise mentoring and professional development plan that prioritizes the immediate and future needs of the new educator;	2. Have traits such as enthusiasm and job commitment;	2. Includes cognitive coaching skills along with collaborative training;		2. Utilizing state and local professional development funds, Career Ladder or stipends to support mentors' additional duties;
3. Complements professional organizations at district and state/national levels;	3. Gathers regular and systematic feedback from mentor, protégé and administrators to determine if mentoring is working (might include pre/post surveys for mentors and protégés and may include	3. Aligns with district's CSIP and certification requirements;	3. Are committed to self-growth as well as mentoring;	3. Includes observation and feedback training/skills;		3. Providing release time for observation and meeting (minimum of three (3) each year); and



Jay Nixon, Governor
Chris L. Nicastro, Commissioner

[A-Z Index](#) | [Site Map](#)

- Adult Learning & Rehab. Services
- College & Career Readiness
- Data System Management
- Early & Extended Learning
- Educator Quality
- Financial & Admin. Services
- Quality Schools
- Special Education

- About Educator Quality
- Educator Certificate Search
- FAQs
- Fingerprinting/Background Check
- Helpful Links
- Professional Development
- Reactivate Certificate
- Renew Certificate
- Replace Certificate
- Routes to Certification
- Subject Area Requirements
- Update Personal/Education Info.

Web Applications

Email: Educator Certification
Phone: 573-751-0051

PO Box 480
Jefferson City, MO 65102
Street Address:

Home >> Educator Quality >> Educator Certification

About Educator Quality



Office of Educator Quality is serves teachers through:

- ▶ Teacher certification
- ▶ Model teacher standards and evaluation
- ▶ Teacher of the Year Program
- ▶ National Board Certification
- ▶ Required professional development hours
- ▶ Model teacher mentoring standards
- ▶ Subject specific competencies for certification
- ▶ Alternative teacher programs in Missouri



Looking for? [Administrators](#) | [Student Services](#) | [Substitute Teachers](#)

Mentoring Program Standards*

The mentor standards require the following key components of effective mentoring:

- An introduction to the **cultural environment** of the school/district and community
- A process for determining the **overall effectiveness** of the mentor program
- An **individualized plan of support**, specifically aligned to standards of practice, that highlights particular strengths and focuses support on areas for development

Mentoring Program Standards

- Criteria for **selecting mentors** and outlines key components for **comprehensive training** to equip them with appropriate skills/knowledge
- **Expectations for mentoring support** (aligning class schedules and planning periods, release time for mentors to coach/observe, sufficient time for beginning educators to observe master teachers, etc.)
- A summary of **particular responsibilities** (e.g. mentor selection and training, initial contact, communication, confidentiality, PD documentation, PD plan, mentor program support, and mentor program evaluation).

Step 2:

What adjustments, if any, will your school need to consider when it comes to assuring that your mentoring program is *in alignment with* the current Mentoring Program Standards?

Action Plan*

To what degree, do we provide our beginning teachers *training or modeling of those foundational instructional practices* that create a high performing classroom?



F. Structure for modeling effective teaching during in-services, classroom visits, and mentoring

Supporting

Teachers

Examining

Practices

Uncovering

Potential



Springfield Public Schools
STEP UP **Induction Program**



Essential Question

*What do our students need
our beginning teachers to
know and be able to do?*

Springfield Public Schools



National-level training

Literature review

Review of successful programs

Federal and state requirements

Stakeholder Input/Advisory Group

RESEARCH



Identified common themes in the research

Developed a vision for an exemplary early career teacher

Identified key gaps in the district

ANALYZE



Springfield Public Schools *STEP UP* Induction Program



Supporting Teachers



Successful induction programs provide:

- Use a tiered model
- Provide support during years one through three
- Are differentiated to address student needs and teacher needs

Springfield Public Schools *STEP UP* Induction Program



Examining Practices



Systematically supporting each beginning teacher in researched, high yield strategies in...

- Classroom Management
- Instructional Strategies
- Continuous Classroom Improvement
- Reflective Practice and Student Input

Springfield Public Schools
STEP UP **Induction Program**

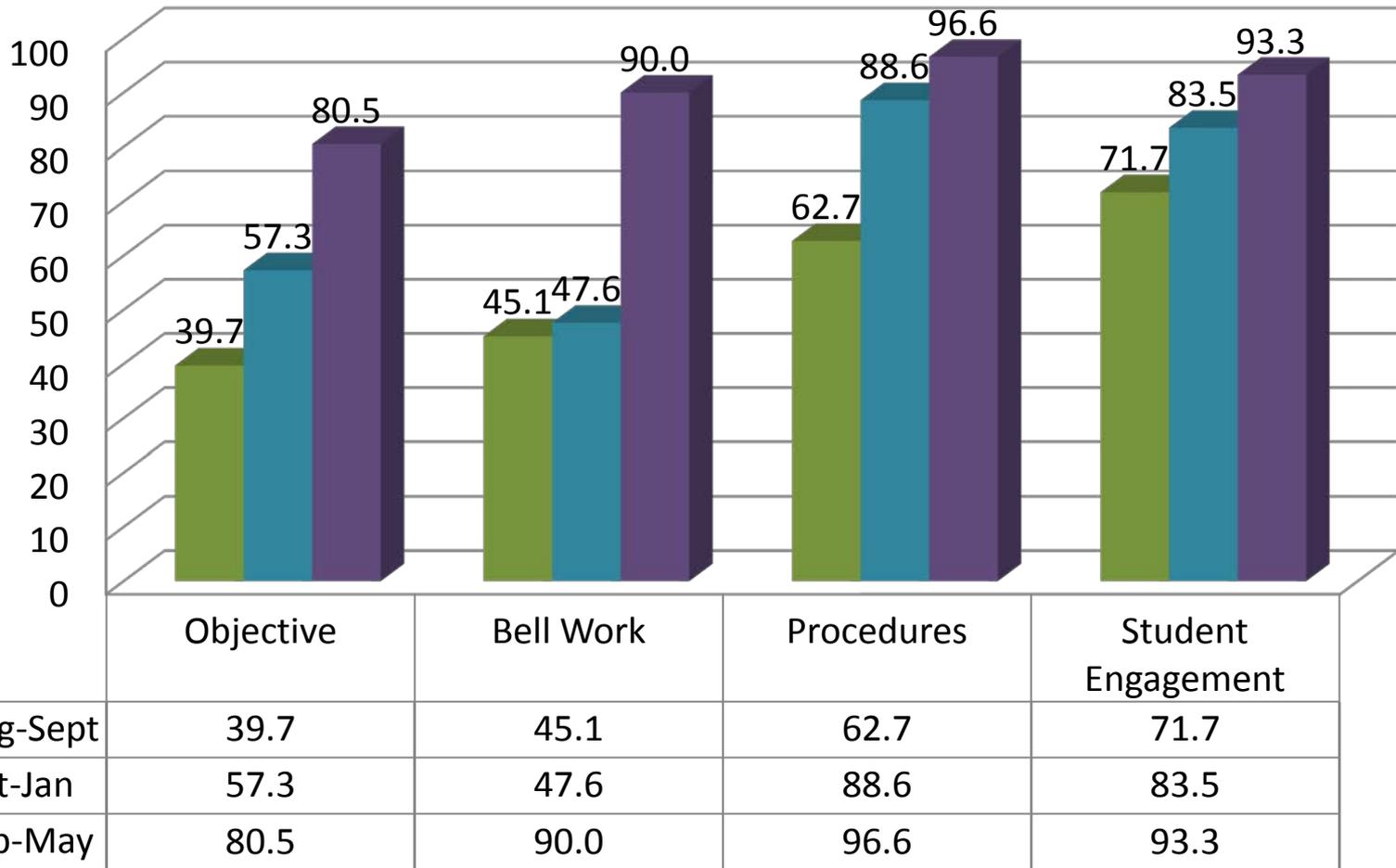


STEP UP Teacher Induction Program



2004-2005 STEP UP Induction Program: Classroom Implementation of Critical Tier I Components

% of teachers observed whose implementation was either "acceptable" or "on target"



Step 3:

What *“Tier 1” high-yield practices* would you want to ensure teachers receive training on during the early years of teaching in your school system?

Can you find *alignment in the Year 1 and 2 standards/quality indicators* outlined within the Missouri Model Educator Evaluation System?

Action Plan*

Springfield School District

Contact Information

Professional Learning Department

Phone: 417.523.5571

Take a look at how the Missouri Model takes a *scaffold approach* by focusing on specific standards at specific times of year?

Would this process provide the leader with good *information about strengths and opportunities for growth*?



F. Includes the collection of baseline performance data-initial strengths and opportunities for growth

*MO Educator Evaluation: Probationary Support (Year 1)

YEAR 1

First Month of the School Year

Academic Year

-

Teacher:

Subject/Grade Level:

Standard 1.2 Engaging in Content

Description: The mentee Identifies and uses engagement strategies to keep students interested and engaged in the content

Reflection:

Standard 2.1 Student Development (see also 2.6)

Description: The mentee assesses student personalities and abilities in order to design and make instructional decisions based on developmental factors

Reflection:

Standard 5.1 Classroom Management

Description: The mentee uses basic classroom management techniques to address misbehavior and avoid disruptions in instruction to keep students generally interested and engaged in their learning

Reflection:

*MO Educator Evaluation: Probationary Support (Year 2)

YEAR 2

First Month of the School Year

Academic Year

-

Teacher:

Subject/Grade Level:

Standard 1.2 Engaging in Content

Description: The mentee identifies and uses engagement strategies to keep students interested and engaged in the content

Reflection:

Standard 1.4 Interdisciplinary Instruction

Description: The mentee makes connections between various content areas which are logical and add to overall learning resulting in students understand the meaning of inter-disciplinary content connections

Reflection:

Standard 2.6 Language, Culture, Family, Community Values

Description: The mentee collects and reviews demographic and biographical data of students and modifies instructions and learning activities based on particular student characteristics

Reflection:

Missouri Model (Growth Guide)

Teacher Growth Guide 1.1

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 students.

Quality Indicator 1: Content knowledge and academic language

Emerging		Developing		Proficient		Distinguished	
1E1) The emerging teacher...		1D1) The developing teacher also...		1P1) The proficient teacher also...		1S1) The distinguished teacher also...	
Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.		Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.		Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.		Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.	
Professional Frames							
Evidence of Commitment <i>Is well prepared to guide students to a deeper understanding of content</i>		Evidence of Commitment <i>Stays current on new content and incorporates it into lessons</i>		Evidence of Commitment <i>Use of supplemental primary sources that are aligned to local standards</i>		Evidence of Commitment <i>Continually expands knowledge base on content and infuses into content</i>	
Evidence of Practice <i>Instruction reflects accuracy of content knowledge</i>		Evidence of Practice <i>Instruction indicates an appreciation of the complexity and ever evolving nature of the content</i>		Evidence of Practice <i>Instructional focus is on the most important concepts of the content and new content as appropriate</i>		Evidence of Practice <i>Continually seeks out new information and applies it to learning in their classroom</i>	
Evidence of Impact <i>Students are generally familiar with academic language</i>		Evidence of Impact <i>Students are able to use academic language</i>		Evidence of Impact <i>Students accurately use academic language related to their discipline</i>		Evidence of Impact <i>Students communicate effectively using academic language from a variety of sources</i>	
Score = 0	1	2	3	4	5	6	7

Balcony View

Growth Model Year 3+	Probationary (Over 2 Year Period)	Performance Improvement
<p>Focusing on high leverage indicators which allow for system-wide growth:</p> <ul style="list-style-type: none"> <i>-build capacity in critical mass</i> <i>-common language</i> <i>-common practice</i> <i>-focused feedback</i> 	<p>Providing the opportunity for new teachers to grow and development across all indicators through the use of a comprehensive induction system:</p> <ul style="list-style-type: none"> <i>-administrator support</i> <i>-prof. dev. support</i> <i>-mentor support</i> 	<p>Ensuring a process for teachers identified as needing to improve performance as job security may be in question...</p>

Step 4:

Choose 1-2 items from the Comprehensive Induction Self-Monitoring Checklist and determine *“what’s next”* in order to enhance your current induction system for Year 1, 2, 3-5 teachers.

How might you involve the 3 types of support:
Administrator, Mentor, Professional Development

How might you begin to *incorporate the Missouri Teacher Standards* into your induction system for probationary teachers? As a means to provide direction and focus?

Action Plan*

EES Guideline: Probationary

<http://dese.mo.gov/eq/eeval.htm>

The screenshot shows the Missouri Department of Elementary & Secondary Education website. The header includes the state logo and navigation links. The main content area features a search bar, a navigation menu on the left, and a central section titled 'Effectively Evaluating Educators'. This section contains a welcome message and three clickable boxes: 'Model Evaluation System', 'Educator Standards', and 'Essential Principles of Effective Evaluation'. A large arrow points to the 'Essential Principles' box.

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

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Home >> Educator Quality

Google Search Go
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Effectively Evaluating Educators

How Do I Find?

- ▶ Brochure
- ▶ Flier
- ▶ FAQs

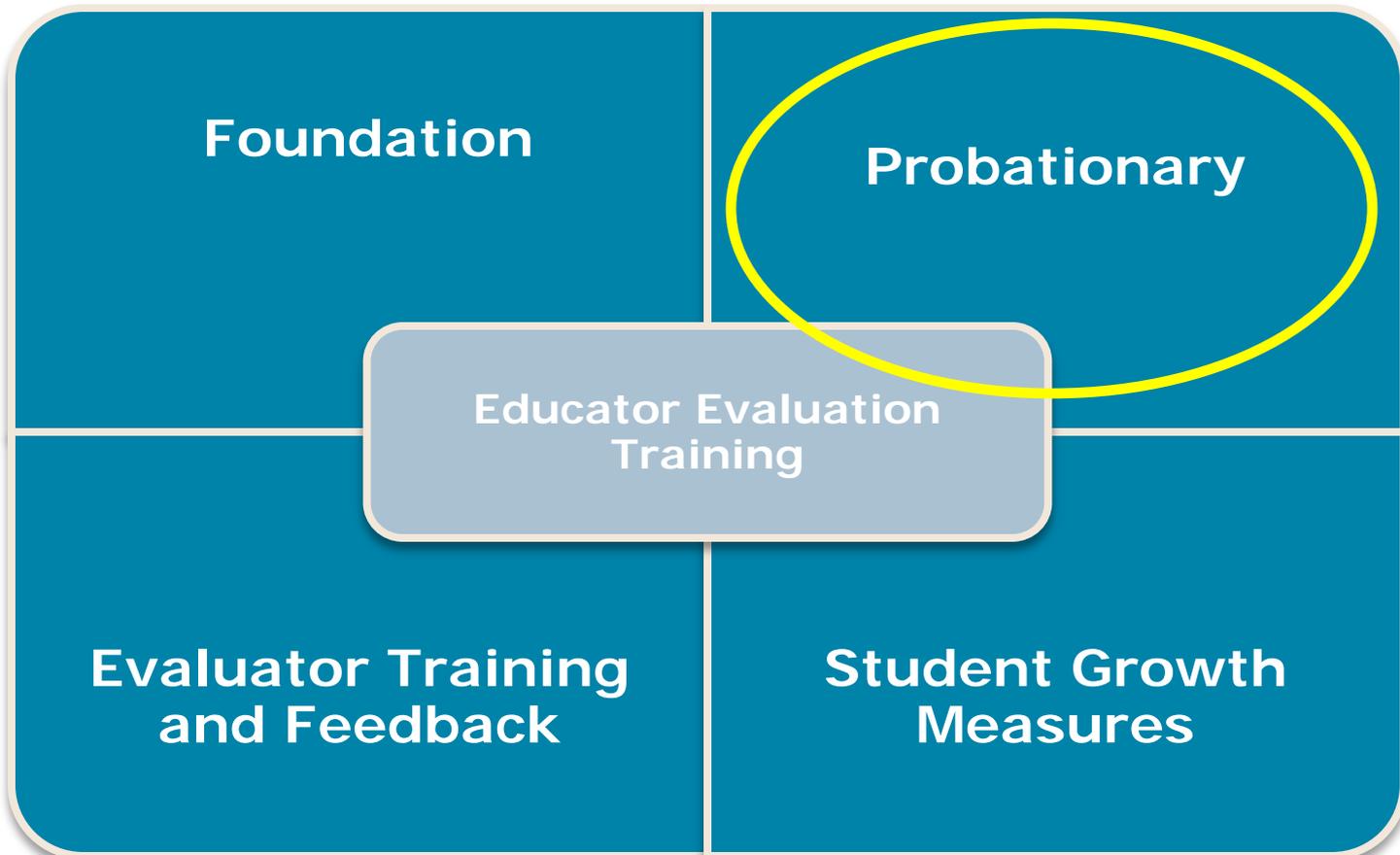
>Welcome to our Effectively Evaluating Educators web page. This page is designed to provide information regarding technical assistance and support for the Model Evaluation System, Educator Standards, and Essential Principles.

Model Evaluation System
Click Here for the Model Evaluation System

Educator Standards
Click Here for the Educator Standards

ESSENTIAL PRINCIPLES
Click Here for the Essential Principles of Effective Evaluation

2013-2014 Training Roadmap*



Intended Outcomes

- 1) Understand the **needs of the year 1, 2, and 3-5 educator** and determine ways to establish a support system which meets those needs.
- 2) Recognize the components of a **comprehensive induction system**.
- 3) Recognize the components found within **Missouri's Mentoring Program Standards** and assess the extent to which the school system is in alignment.
- 4) Begin the development of a plan for the **probationary teacher's experience with the Educator Evaluation System**.

Contact Us

www.dese.mo.gov

Email: educatorquality@dese.mo.gov

Phone: 573-751-2931



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