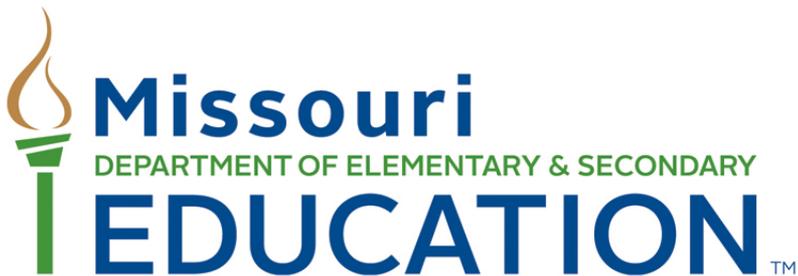


# EVALUATOR TRAINING & MEANINGFUL FEEDBACK

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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...”

# Why is Educator Evaluation Important?

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

Charlotte Danielson

# Why is Educator Evaluation Important?

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

John Hattie

# Why is Educator Evaluation Important?

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

Goldhaber, 2009

# Why is Educator Evaluation Important?

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

Rivkin, Hanushek and Kain, 2002

# Refresher

# Educator Evaluation

**Senate Bill 291**

(2010)

**Development of New Teacher Standards**

(2011)

**NCLB Flexibility Waiver**

(2012)

**Essential Principles of Effective Evaluation**

(2012)

**Missouri Educator Evaluation Model—Pilot**

(2012-2013)

**Educator Evaluation Overview and Training**

(2012-2014)

# 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*

# Involvement of Stakeholders

More than 3 years of work.

Partners involved with the creation/development:

## **27 organization partners including**

- American Federation of Teachers of Missouri (AFT)
- Missouri Association of Elementary School Principals (MAESP)
- Missouri Association of Rural Education(MARE)
- Missouri Association of School Administrators (MASA)
- Missouri Association of Secondary School Principals (MASSP)
- Missouri National Education Association (MNEA)
- Missouri School Boards' Association (MSBA)
- Missouri State Teachers Association (MSTA)

**32 school district partners**

**25 higher education partners**

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## **32 school district partners**

## **25 higher education partners**

# 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

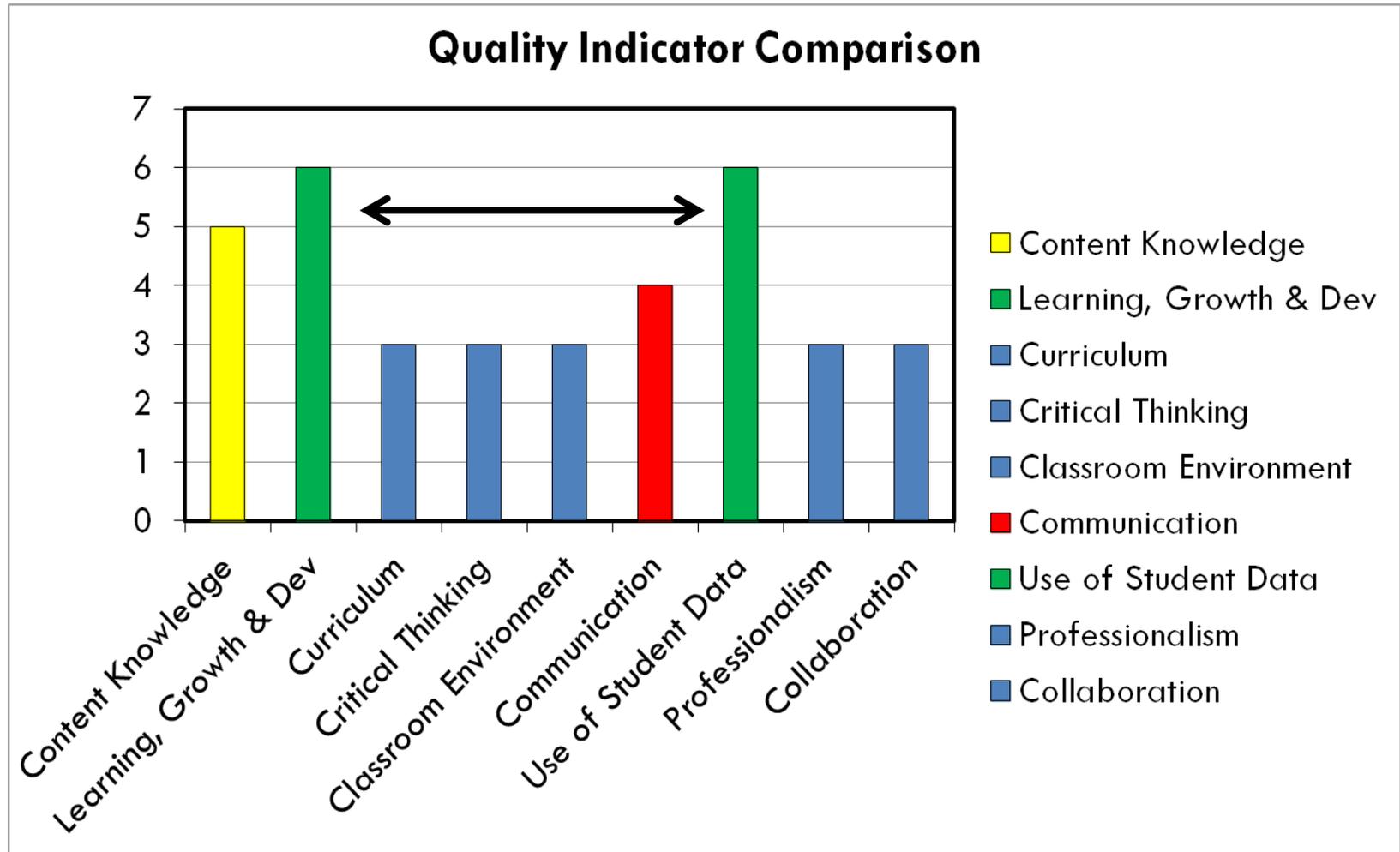
## **Standard #8 (3 Quality Indicators)**

Professionalism

## **Standard #9 (3 Quality Indicators)**

Professional Collaboration

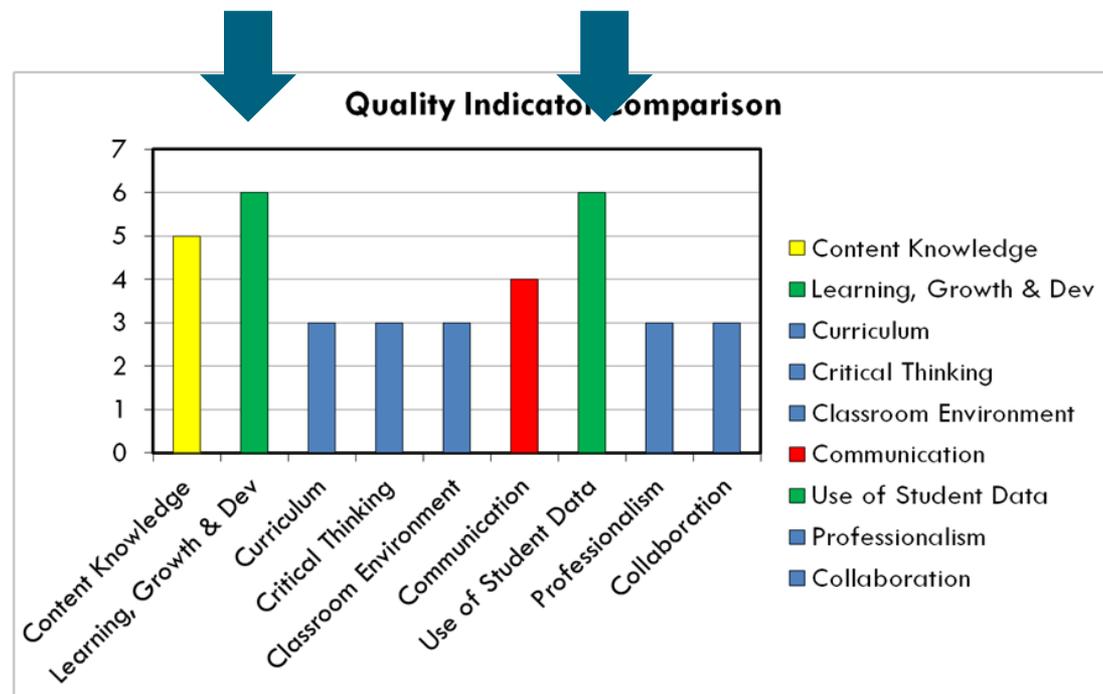
# 36 Quality Indicators



# What does this mean for...

If the following standards are most prevalent:

- what does this mean for the teacher?
- what does this mean for the instructional leader?
- what does this mean for school-wide professional development?



# 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*

## Missouri's NCLB Waiver says...

*"The essential principles of effective evaluation are the **foundation for the state's model**. Local evaluation models align to these principles to create **consistency in assessing educator performance across the state.**"*

# **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**

# MO Educator Evaluation System Pilot Project

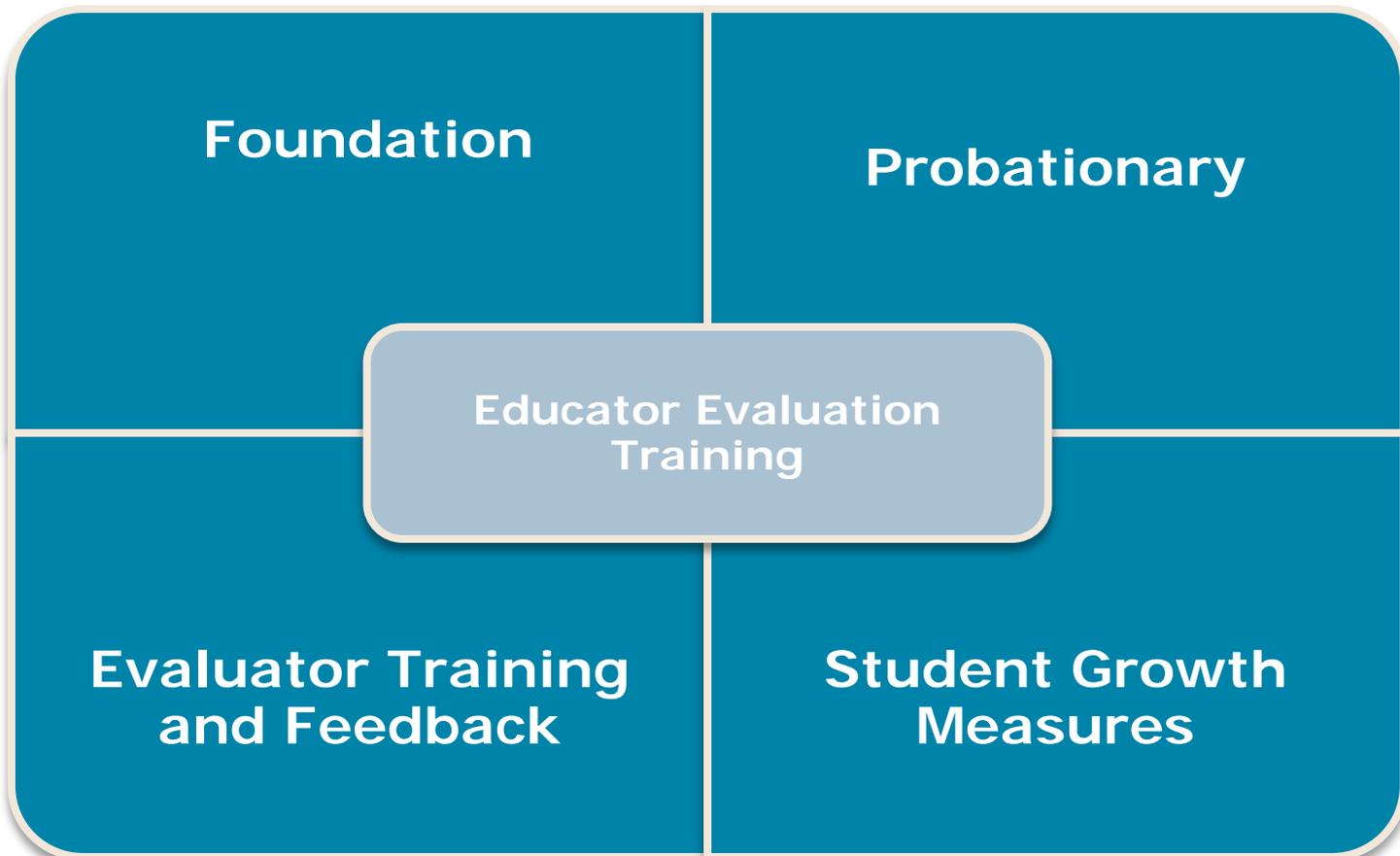
- Regional Overviews Conducted (Fall 2012)
- 2012-2013 School Year
- Focused on the improvement of effective educational practices and the professional development of teachers

# Missouri's Educator Evaluation System (Webpage)

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

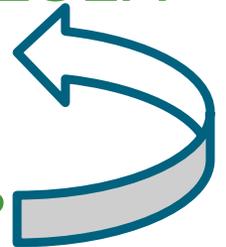
The screenshot shows a web browser window titled "Educator Evaluation System - Windows Internet Explorer". The address bar displays "http://dese.mo.gov/eq/ees.htm". The page content includes a navigation menu on the left with links such as "About Office of Educator Quality", "Administrative Memos", "Certification", "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.

# 2013-2014 Training Roadmap\*



# To Clarify...

- 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?



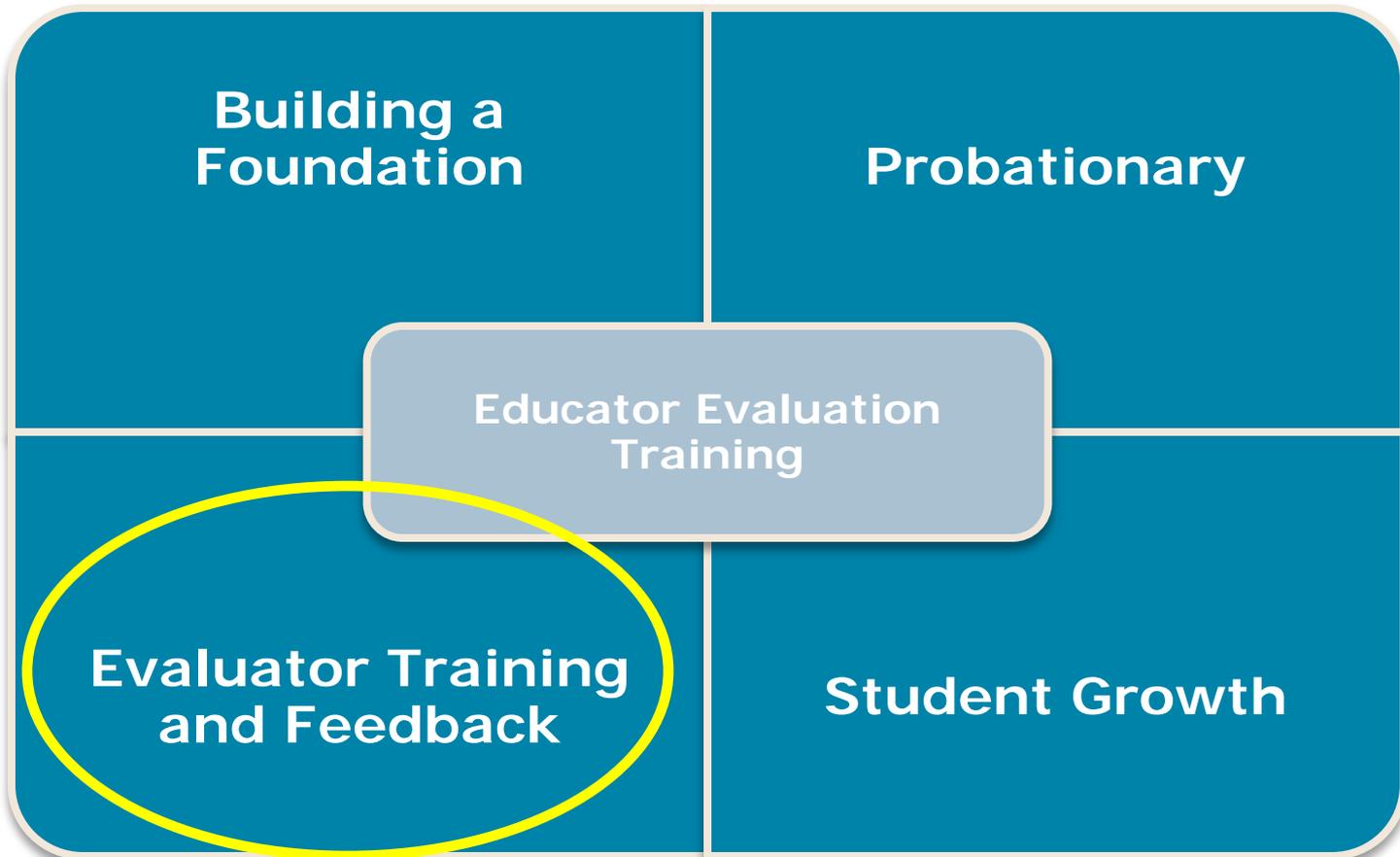
# **7 Essential Principles**

## **Per NCLB Waiver (June, 2012)**

- 1. Measures educator performance against research-based proven practices**
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- 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**

# Today's Roadmap

# 2013-2014 Training Roadmap\*



# 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 #5

Provides *ongoing, timely, deliberate and meaningful feedback* on performance relative to research-based targets.

# Principle #6

Requires *standardized, periodic training for evaluators* to ensure reliability and accuracy.

# Professional Frames of the Educator

## Data Sources

### Personnel Files & Records

- Credentials
- License
- Certificate
- PD Plan

### Unit of Instruction

- Lesson Plan
- Lesson Design
- Learning objectives
- Resources



### Observations

- Using Strategies
- Support/Voice tone
- Class management
- Awareness
- Organizing

### Student Learning

- New Strategies
- Data use
- Research use
- Monitor impact

### Student Performance Measures

- Benchmark data
- Observable behaviors
- Projects/portfolios
- Standardized tests

### Student Feedback on the Learning Experience

- Surveys/questionnaires
- Questions in class
- Classroom behavior
- Focus groups

# Intended Outcomes

- 1) Deeper understanding of the components which allow for **meaningful and descriptive** feedback
- 2) Deeper understanding of **components of evaluator training**
- 3) **Practice and reflect upon** own skillset of giving meaningful, descriptive feedback and inter-rater reliability.

**Meaningful Feedback**

**Descriptive Feedback**

**Inter-Rater Reliability**

**Rater Drift**

**Protocol**

**Terminology\***

# Current Reality



"Your evaluation will be based on what you do in the next thirty seconds. Go!"

Can you relate?

**Evaluation and Feedback...**



Can you relate?

**Evaluation and Feedback...**

1. On the provided handout, ***solo respond*** to each of the upcoming questions.
2. When you have finished responding to all items, please take your paper and ***form a snowball!***
3. Throw snowball ***in the air***, ultimately landing on the floor!
4. If you are a teacher representative, feel free to respond ***NA or through your lens as a "receiver"...***



## Snowball Activity\*

# Question #1

1. How would you rate your current experience in *understanding what to look for* in terms of effective teaching practices when observing teachers?

1	2	3	4
---	---	---	---

1 = Low level of understanding  
4 = High level of understanding

## Question #2

2. How would you describe the *frequency* in which you are able to provide feedback to individual teachers on teaching performance?

1	2	3	4
---	---	---	---

1 = Hardly any time  
4 = High level of frequency

## Question #3

1. How do you currently feel about the level of *reliability* you arrive at with your current educator evaluation model?

1	2	3	4
---	---	---	---

1 = Low level of reliability  
4 = High level of reliability

## Question #4

1. How would you gauge the level of quality in terms of your feedback being *meaningful and descriptive* for teachers?

1	2	3	4
---	---	---	---

1 = Low level of quality  
4 = High level of quality

## Question #5

1. How would you gauge the level of impact your educator evaluation process has on *developing and strengthening teacher practice* in your setting?

1	2	3	4
---	---	---	---

1 = Low level of impact  
4 = High level of impact

# Line Up!

*Select a random "snowball" and get ready to line up according to responses found on paper!*



If the ultimate goal of educator evaluation is to provide feedback which will enhance teacher practice...why is this not the norm?

## What is working?

At your table, take a moment to share what is working in terms of educator evaluation making a positive impact on teacher development and performance.



## What are the barriers?

At your table, take a moment to share the common barriers which hinder such an impact.



# Meaningful and Descriptive **Feedback**

# WHY?

“Feedback is effective when it offers information about progress *relative to* the intended learning goal and about what *action to take* to reach the intended learning goal.”

Hattie and Timperly (2005)

# WHY?

*"The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be "dollops of feedback"."*

Hattie and Timperly, (2007)

# WHY?

A Study of Feedback:

This research study conducted by Hattie and Anderman (1988) examined the effectiveness of different means of providing feedback to students about their work.

**Would it be the same for adults?**

The study found that students *learn more* and have *higher interest in the learning* when there is more descriptive feedback (specific comments for improvement) and less evaluative feedback (only grades or marks).

# Feedback Defined

Feedback is a critical piece of *timely and effective communication* within the educator evaluation process that is shared by the evaluator with the teacher after a classroom observation. This communication is *meaningful to the improvement of practice per Missouri Teacher Standards*.

# Feedback Purpose

The purpose of feedback is to *improve instruction, inform professional development needs, and enhance individual professional growth plans.*

**All:**

Introduction

**#1:**

The Importance of Feedback

**#2:**

Data versus Evidence

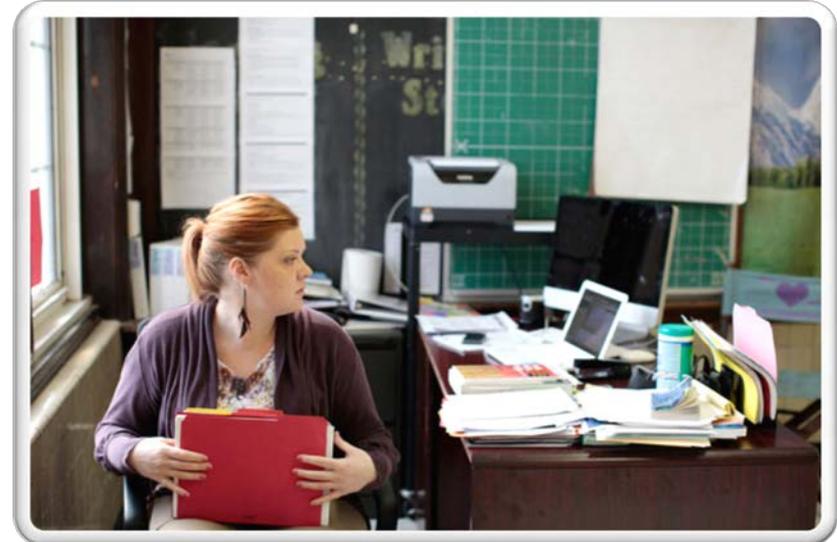
**#3:**

Using Data for Feedback

**#4:**

Effective Feedback

An Ongoing Conversation



## **Can Teacher Evaluation Improve Teaching?\***

Principal Leadership

Laura Goe

March 2013

# “Meaningful and descriptive” feedback comes from multiple sources...

## Components

Observation of teacher practice

Student learning growth

Student survey perception

Other:

A Balanced Model Approach...



# Why Student Perception Surveys?

“No one has a bigger stake in teaching effectiveness than students. Nor are there any better experts on how teaching is experienced by its intended beneficiaries. But only recently have many policymakers and practitioners come to recognize that—when asked the right questions, in the right ways—students can be an important source of information on the quality of teaching and the learning environment in individual classrooms.”

“Asking Students about Teaching: Student  
Perception Surveys and Their Implementation”  
MET Project  
Bill and Melinda Gates Foundation 2012

# Possible Sources of Evidence\*

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.

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

## Step 1:

Research indicates that one of the most effective methods in providing teachers meaningful and descriptive feedback is to *use multiple sources* of artifacts and evidence.

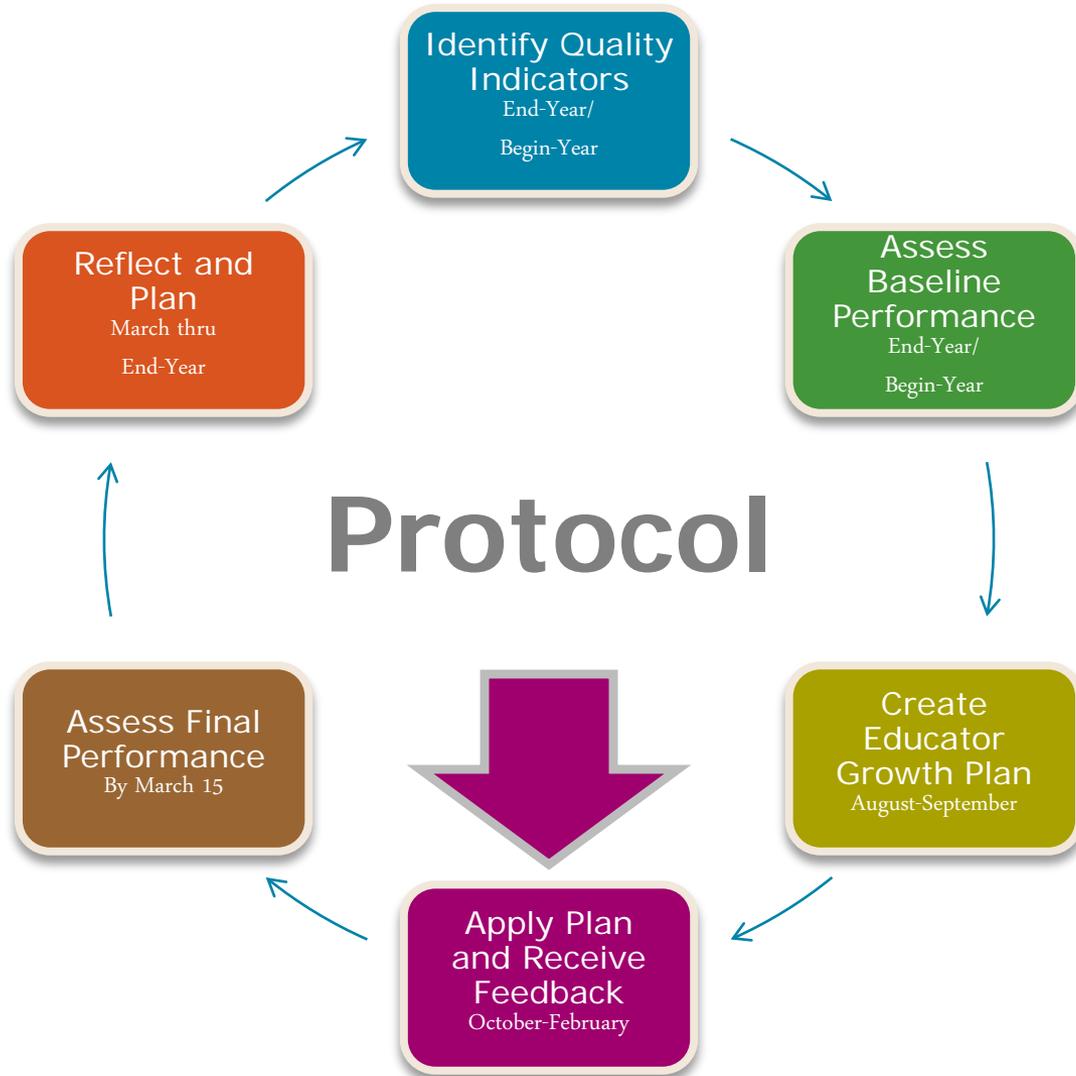
Reflecting on the five examples provided in the article you just read, what specific tools do you have *in place* at this time...*could have in place*?

# Action Plan\*

Connecting Back to  
**Missouri Model**

as an example...

# Missouri Educator Evaluation

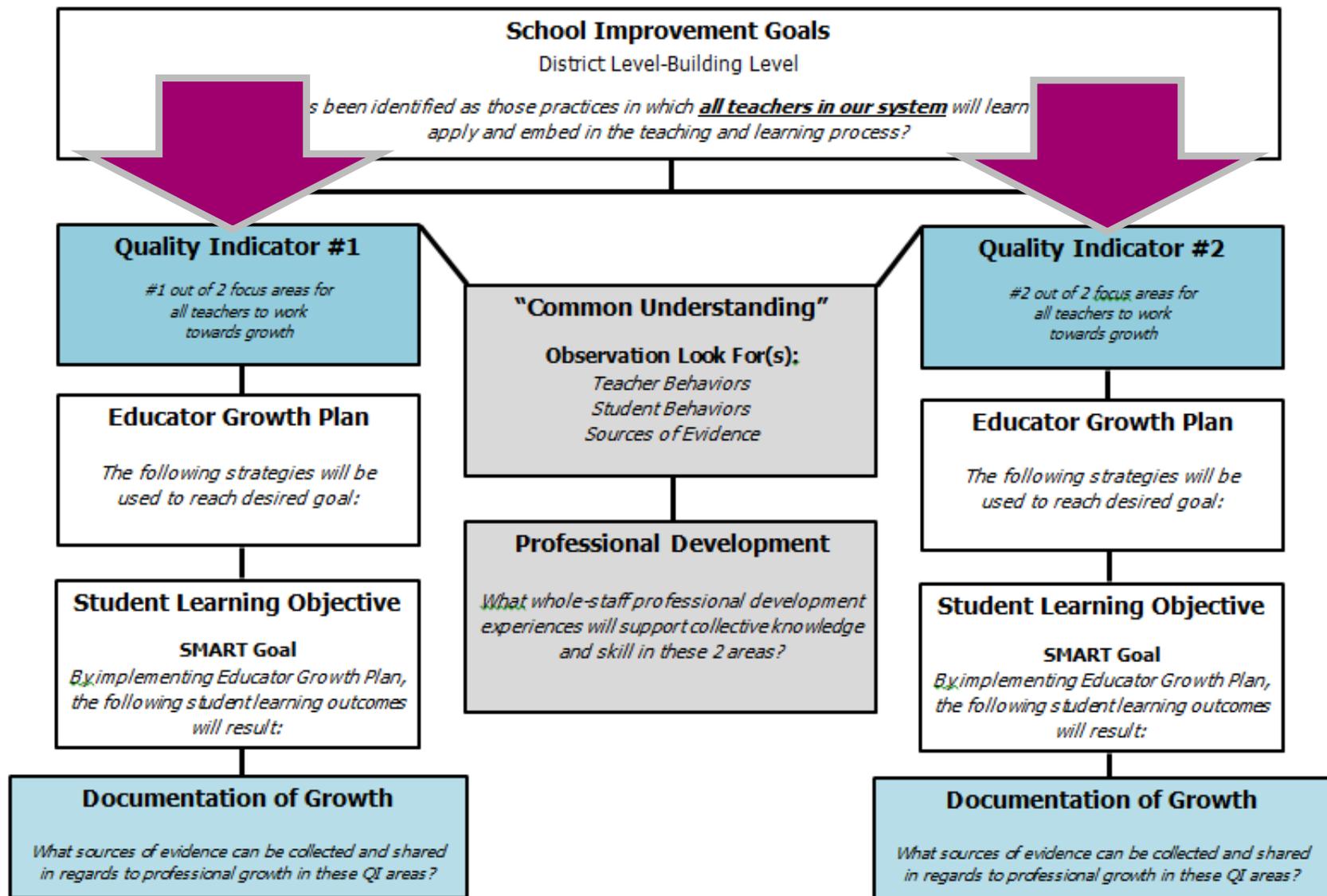


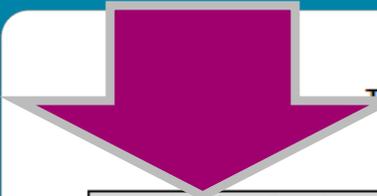
# Missouri Educator Evaluation Timeline

Step 1	Step 2	Step 3	Step 4
Identify Quality Indicators and determine baseline score	Develop Educator Growth Plan	Regularly assess progress of growth	Determine a follow-up score and reflect on future goals
<ul style="list-style-type: none"> <li>•Select quality indicator(s).</li> <li>•Focus growth areas on student data and aligned to building &amp; district improvement plans.</li> <li>•Conduct an initial assessment of identified quality indicators. Establish baseline.</li> <li>•Identify areas of strength and opportunities for growth.</li> </ul>	<ul style="list-style-type: none"> <li>•Based on opportunities for growth and baseline scores, select appropriate improvement strategies.</li> <li>•Document improvement strategies on the Educator Growth Plan.</li> </ul>	<ul style="list-style-type: none"> <li>•Conduct follow-up assessments of identified quality indicators to determine progress.</li> <li>•Use the Educator Growth Plan to guide opportunities for growth.</li> <li>•Provide targeted feedback on areas of strength and opportunities for growth.</li> </ul>	<ul style="list-style-type: none"> <li>•Conduct a follow-up assessment of identified quality indicators.</li> <li>•Determine overall progress on the Educator Growth Plan.</li> <li>•Identify potential opportunities for growth.</li> <li>•Quality indicators can be carried into the following year for continuation of growth.</li> </ul>
Summer-August	August-September	October-February	March 15 thru Summer

## Educator Evaluation System

Manageability Consideration (System-Wide)





Template for “Creating a Common Understanding” of Missouri Teacher Standards  
Standard \_\_\_ Quality Indicator \_\_\_

Standard Defined:  
Quality Indicator Defined:

Specific <b>Teacher</b> Actions and Behaviors	Specific <b>Student</b> Actions and Behaviors	Possible <b>Sources of Evidence</b> <i>(Artifacts, etc.)</i>

## 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.

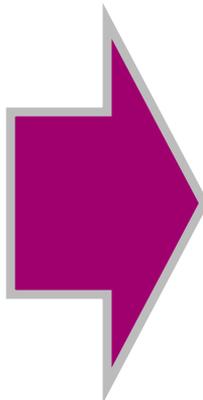
### **Quality Indicator 1: Content knowledge and academic language**

<b>Emerging</b>		<b>Developing</b>		<b>Proficient</b>		<b>Distinguished</b>	
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.	
<b>Professional Frames</b>							
<i><b>Evidence of Commitment</b> Is well prepared to guide students to a deeper understanding of content</i>		<i><b>Evidence of Commitment</b> Stays current on new content and incorporates it into lessons</i>		<i><b>Evidence of Commitment</b> Use of supplemental primary sources that are aligned to local standards</i>		<i><b>Evidence of Commitment</b> Continually expands knowledge base on content and infuses into content</i>	
<i><b>Evidence of Practice</b> Instruction reflects accuracy of content knowledge</i>		<i><b>Evidence of Practice</b> Instruction indicates an appreciation of the complexity and ever evolving nature of the content</i>		<i><b>Evidence of Practice</b> Instructional focus is on the most important concepts of the content and includes new content as appropriate</i>		<i><b>Evidence of Practice</b> Continually seeks out new information and applies it to learning in their classroom</i>	
<i><b>Evidence of Impact</b> Students are generally familiar with academic language</i>		<i><b>Evidence of Impact</b> Students are able to use academic language</i>		<i><b>Evidence of Impact</b> Students accurately use academic language related to their discipline</i>		<i><b>Evidence of Impact</b> 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

Performance Indicator Feedback Form

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_  
 School: \_\_\_\_\_ Subject: \_\_\_\_\_ Academic Year: \_\_\_\_\_



Standard # <input type="text" value="Select Standard"/>	
Quality Indicator # <input type="text" value="Select Indicator"/>	
Date of Observation: _____	
Principal Comments: _____ _____ _____	<b>Overall Performance Rating</b> <input type="checkbox"/> Emerging (0,1,2) <input type="checkbox"/> Developing (3,4) <input type="checkbox"/> Proficient (5,6) <input type="checkbox"/> Distinguished (7)
Teacher Comments: _____ _____ _____	
Date of Observation: _____	
Principal Comments: _____ _____ _____	<b>Overall Performance Rating</b> <input type="checkbox"/> Emerging (0,1,2) <input type="checkbox"/> Developing (3,4) <input type="checkbox"/> Proficient (5,6) <input type="checkbox"/> Distinguished (7)
Teacher Comments: _____ _____ _____	

Effectively Giving Feedback	
Strategy	Recommendation and/or Example
<b>Feedback Without Delay</b>	When scheduling, include the date/time of both the observation itself and when you'll provide feedback to ensure they occur as close together as possible
<b>Positive-1<sup>st</sup> Person</b>  <b>Challenges-3<sup>rd</sup> Person</b>	Use different types of language when providing feedback that supports or affirms and feedback that challenges and motivates: "I liked the flow of your English lesson, although I wondered if the students were clear on how to transition out of English and into Science. Once underway, I thought you pointed out the essential learning for the lesson very effectively"
<b>Second Person Positive</b>	Personalize positive feedback to the recipient: "YOU were successful in motivating your class to learn the content in today's lesson"
<b>Depersonalize Difficult Conversations</b>	Depersonalize challenging feedback to increase receptivity: "I thought I knew where you were going with the essential concepts of the lesson but half-way through I was no longer sure"
<b>On Their Turf</b>	Meet in their classroom or in their office when students are not present to reduce defensiveness and distractions; this also ensures that your feedback will be provided face-to-face and allows for some recipient control

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

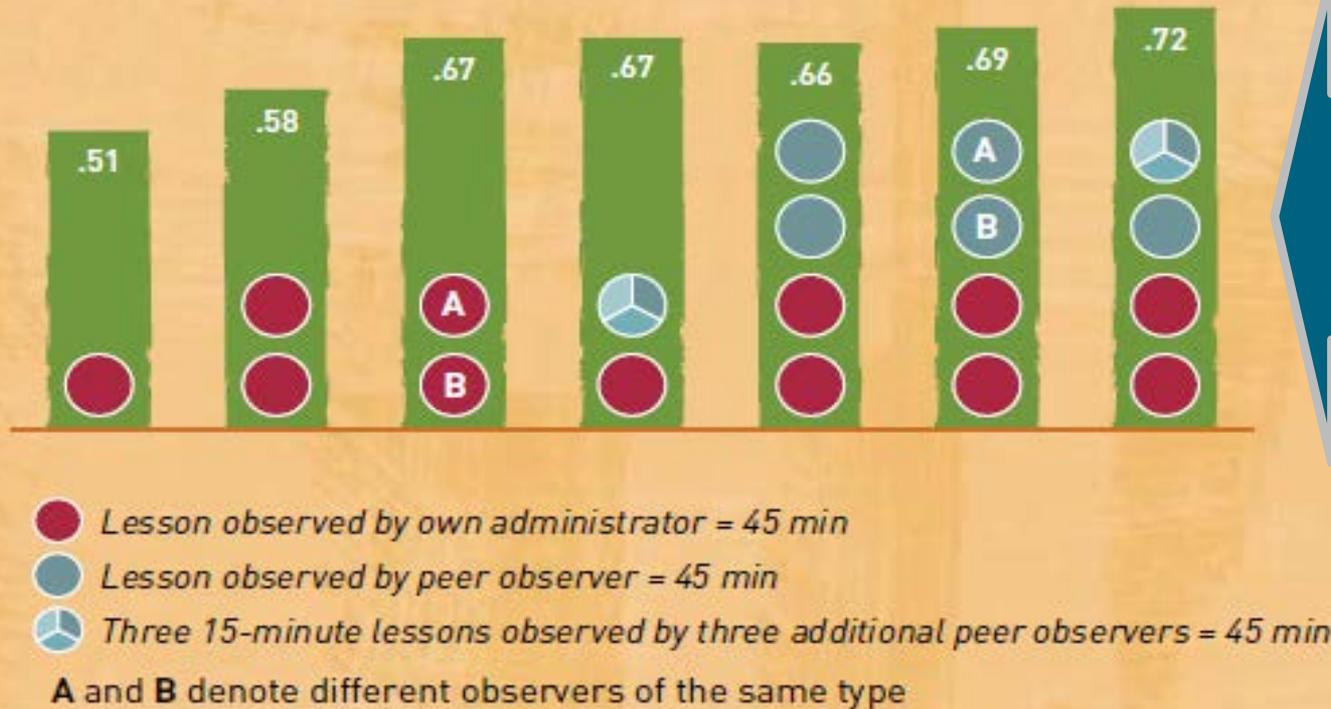
<p><b>Candidate: #C#)</b> This level describes the performance expected of a potential teacher preparing to enter the profession and is enrolled in an approved educator preparation program at a college, university, or state-approved alternate pathway. Content knowledge and teaching skills are being developed through a progression of planned classroom and supervised clinical experiences.</p>	<p><b>Emerging Teacher: #E#)</b> 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><b>Developing Teacher: #D#)</b> 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><b>Proficient Teacher: #P#)</b> 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><b>Distinguished Teacher: #S#)</b> 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><b>Indicator Terminology:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge</li> <li>• Can create/implement</li> <li>• Understand/reflect</li> <li>• Aware of/recognize</li> <li>• Observe/identify</li> <li>• Develop ability to</li> <li>• Describe/ explain</li> </ul>	<p><b>Indicator Terminology:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate</li> <li>• Communicate</li> <li>• Identify/select</li> <li>• Use/implement</li> <li>• Develop/create</li> <li>• Facilitate</li> <li>• Explore/learn</li> <li>• Apply</li> </ul>	<p><b>Indicator Terminology:</b></p> <ul style="list-style-type: none"> <li>• Incorporate</li> <li>• Apply</li> <li>• Engage</li> <li>• Develop/design</li> <li>• Actively participate</li> <li>• Realize</li> <li>• Implement</li> <li>• Advance</li> </ul>	<p><b>Indicator Terminology:</b></p> <ul style="list-style-type: none"> <li>• Expand/engage</li> <li>• Analyze/Assess</li> <li>• Adjust</li> <li>• Display/Present</li> <li>• Enable/assist</li> <li>• Build</li> <li>• Anticipate</li> <li>• Establish/select</li> </ul>	<p><b>Indicator Terminology:</b></p> <ul style="list-style-type: none"> <li>• Mentor/Model</li> <li>• Lead/share</li> <li>• Connect/promote</li> <li>• Employ</li> <li>• Contribute</li> <li>• Has Mastery of</li> <li>• Cultivate/Foster</li> <li>• Research</li> </ul>
<p>Data Points established for each level of the Professional Continuum help define or give meaning to the Indicator Terminology</p>				

# Consistency?

How do you ensure *high levels of validity and reliability* among all evaluators in your setting?

## There Are Many Roads to Reliability

### Reliability



Ensuring Fair and Reliable Measures of Effective Teaching Culminating Findings from the MET Project's Three-Year Study  
Policy and Practice Brief  
2013 Bill and Melinda Gates Foundation

Practice and Reflect

# **Inter-Rater Reliability**

# **Meaningful Feedback**

# Standard: 1.1 & Standard 7.2

Supplies Needed:

- ✓ Growth Guide 1.1 & 7.2
- ✓ Practice Templates
- ✓ Summary of Meaningful Feedback



## Let's Practice!\*

## Evaluator Training *Practice Worksheet*

Standard:      Quality Indicator:

<b>Standard Defined:</b>											
<b>Quality Indicator Defined:</b>											
<b>Prompt:</b>				<b>Response:</b>							
What did you see or hear related to this Quality Indicator?											
What meaningful feedback will you share with the teacher about the lesson as it relates to this Quality Indicator?											
On a scale of 0-7 found on the respective Growth Guide, what score or rating will you give this observation?				0	1	2	3	4	5	6	7
What suggestions for professional growth will you share with the teacher regarding this Quality Indicator?											

# Let's Practice! (Process)

1. First, view the video, looking through the lens of ***Standard 1/Quality Indicator 1***.
2. Take the time to first ***solo respond*** to the four questions found on your practice worksheet.
3. Share with **partner** and determine similarities and differences in responses.
4. Share as a ***table group*** to determine similarities and differences.
5. View video, once again, to ***determine if perspective has changed*** due to collaboration with colleagues.

# Meaningful Feedback\*

1. Keep the *event and the feedback tightly connected*, it should occur as immediate as possible
2. Although documentation is important, feedback is not about forms; it's a *conversation*
3. Feedback is *actionable information that motivates*; it leads to something next
4. Feedback should be given in *digestible doses*; it's ineffective to drink from a fireman's hose

Strategy	Summary of Meaningful Feedback <b>Recommendations and/or Example</b>
<b>Content of Feedback</b>	Data is accurate, specific and irrefutable: "I noted three students who did not respond to your directions when you began the learning activity"
<b>Focus of Feedback</b>	Focus specifically on one particular skill or goal: Skill: "You demonstrated wait time effectively as you prompted your students to brainstorm possible solutions to the problem" Goal: "Students actively responded to the discussion you had on the plot of the story"
<b>Use Descriptive Language</b>	Avoid evaluative language that provides a value judgment: "Your lesson seemed a bit boring since your students were not engaged" Avoid giving advice and calling it feedback: "I think you should use some essential questions when setting up your lesson activity to ensure students are clear on the important concepts" Descriptive language creates clarity: "You gave a slight nod and a smile when you received the response that seemed to most accurately address your question"
<b>Cognitive Dissonance</b>	Create a moderate gap between the actual behavior and the desired behavior to motivate change that is realistic and yet represents a stretch "I hear you saying you want all of your students to improve. What would you think about setting a starting point of 80% of your students scoring 5 points higher on the next quiz?"
<b>Reflection, Response and Interaction</b>	Encourage reflection and response through prompts: "So how do you feel about the response of your students in their presentations?" Encourage making the process a dialogue: "What might be some ways you can offer a little more encouragement to the four students in your red group?"



# Reflection

After participating in the practice activity:

*What must I know...what must I have in place, systemically, to ensure the success of this evaluation process?*

*the growth of teachers?*

*the improvement of student learning?*

# Let's Practice! (Process)

1. First, view the video, looking through the lens of **Standard 1/Quality Indicator 1** for first 5 minutes, then through the lens of **Standard 7/Quality Indicator 2**.
2. Take the time to first **solo respond** to the four questions found on your practice worksheet.
3. Share with **partner** and determine similarities and differences in responses.
4. Share as a **table group** to determine similarities and differences.



# Reflection

After participating in the practice activity:

*What must I know...what must I have in place, systemically, to ensure the success of this evaluation process?*

*the growth of teachers?*

*the improvement of student learning?*

# Let's Practice! (Process)

1. First, view the video, looking through the lens of ***Standard 1/Quality Indicator 1***.
2. Take the time to first ***solo respond*** to the four questions found on your practice worksheet.
3. Share with **partner** and determine similarities and differences in responses.
4. Share as a ***table group*** to determine similarities and differences.



# Reflection

After participating in the practice activity:

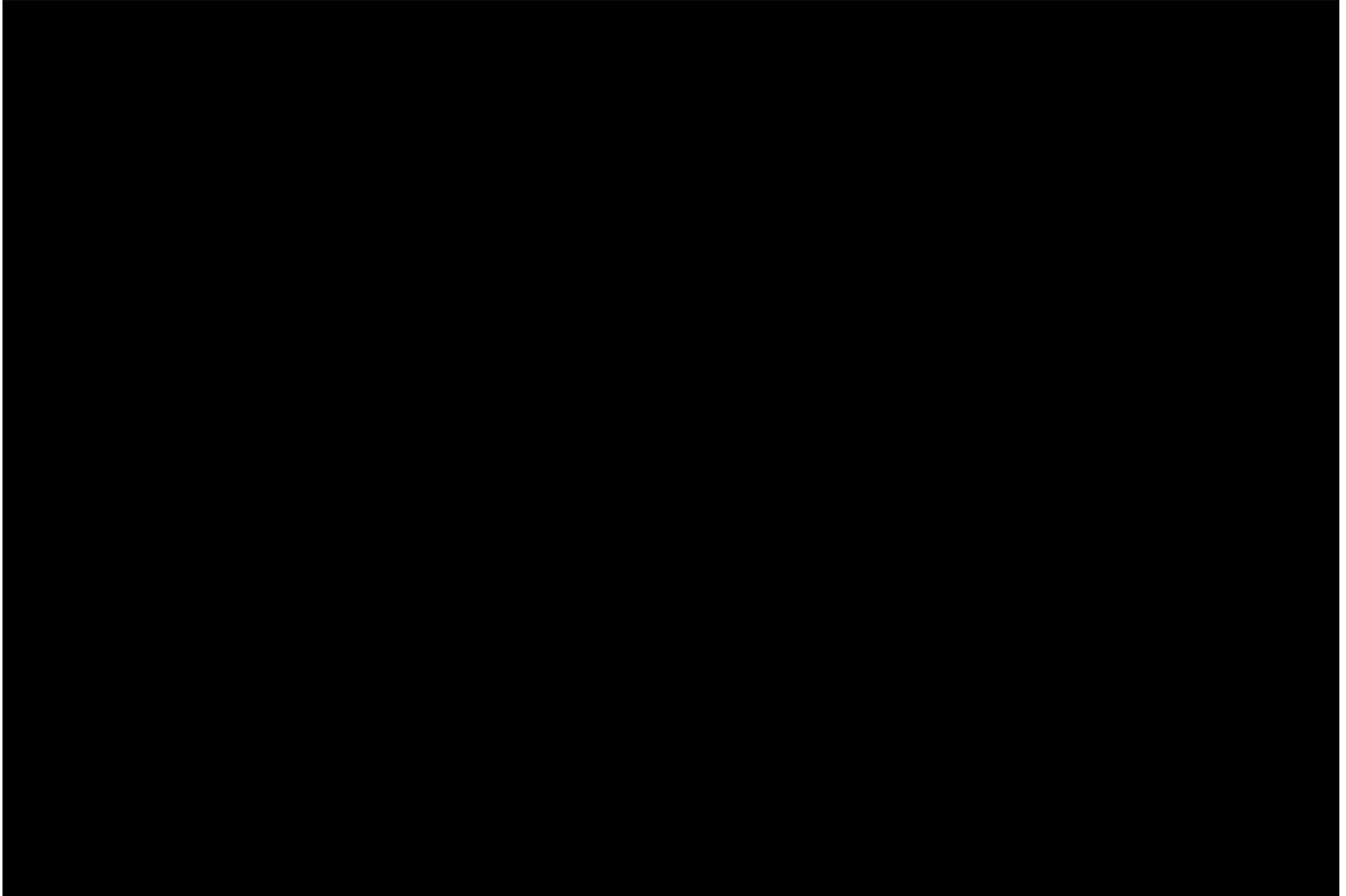
*What must I know...what must I have in place, systemically, to ensure the success of this evaluation process?*

*the growth of teachers?*

*the improvement of student learning?*

# Let's Practice! (Process)

1. First, view the video, looking through the lens of **BOTH** *Standard 1/Quality Indicator 1* and *Standard 7/Quality Indicator 2*.
2. Take the time to first *solo respond* to the four questions found on your practice worksheet.
3. Share with **partner** and determine similarities and differences in responses.
4. Share as a *table group* to determine similarities and differences.



# Reflection

After participating in the practice activity:

*What must I know...what must I have in place, systemically, to ensure the success of this evaluation process?*

*the growth of teachers?*

*the improvement of student learning?*

## Evaluator Training *Practice Worksheet*

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What suggestions for professional growth will you share with the teacher regarding this Quality Indicator?											

# Possible Sources of Evidence\*

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.

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

# Educator Growth Plan\*

## (Missouri Model)

### Educator Growth Plan (Based on the Data Team Process Model)

Professional Growth Plan for

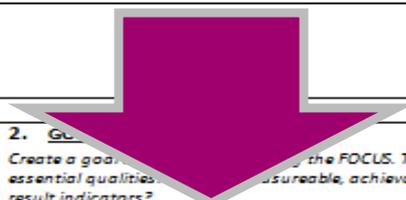
\_\_\_\_\_ Name \_\_\_\_\_

\_\_\_\_\_ 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><b>1. FOCUS</b> <i>Based on an 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><b>2. GOALS</b> <i>Create a goal statement for the FOCUS. This goal statement should include these essential qualities: measurable, achievable, relevant, and timely. What will be the result indicators?</i></p>
<p><b>3. STRATEGY</b> <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><b>4. RESULTS</b> <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

Important Elements **of Evaluator**  
**Training**

# #1: Build the Evaluator's Capacity

- **Establish a level of competence at assessing an educator's performance**
  - one-to-one coaching*
  - paired observations*
  - group collaboration*
  - use of videos*
- **District determined acceptable rating**
  - deep understanding of the rationale for the tool and the appropriate use*
  - fully understand the different points on the scale and learn to differentiate between them*

# #1: Build the Evaluator's Capacity

- **Recognize potential for bias**
  - evaluator's preference, prior experience
  - history between evaluator and teacher
- **Follow-Up Training**
  - includes multiple practice opportunities at authentic scoring
  - score lessons, provide feedback which includes explanations as to why scores differ
  - overall goal: replication of correct ratings

## #2: Creating Conducive Conditions

- **Positive, professional culture based on expectations of continuous improvement**
- **Principal as Instructional Leader**
- **Principal's Intentional Use of Time**
  - Avoid trying to do too many evaluations at one time*
  - Focus and specificity requires time*

## #3: Monitor and Ensure Quality

- Initial training, and then *follow-up, periodic training*
- Two independent observers *assign the same score or set of scores* to the same classroom session
- Over time, *“rater drift” occurs*, indicating a move away from accuracy
- Include a *mechanism for checking for patterns and inconsistencies* as part of the process

## Key Components for Training the Evaluator

<b>Initial and Periodic</b>	Intensive initial training: meet an established minimum expectation Periodic training: address a decrease in accuracy over time
<b>Address Bias</b>	Ignore personal preferences: hair length, teaching style, classroom management. Ignore prior relationship: long time colleague, previous conflicts, different context Avoid Interpretations: "I don't care for this" – instead, focus on evidence
<b>Know the Instrument and Process</b>	Philosophy and the rationale: fundamental belief about assessing performance Protocol: include and any templates, guides, rubrics, frameworks, etc. Differentiated levels: recognize differences in the middle as well as the extreme
<b>Practice, Practice, Practice</b>	Authentic Practice: as close to the real thing as possible Overall goal: consistency of correct ratings
<b>Conducive Conditions</b>	Address the time issue: allow enough time to accommodate the process Build positive culture: it's about growth, not about "GOTCH YA"
<b>Monitoring and Ensuring Quality</b>	Avoid rater drift: periodic training maintains high levels of accuracy Reliability audits: look for patterns and inconsistencies across the system
<b>Complies with MSIP</b>	Meets any standards for training evaluators as identified in the MSIP Process

Standardized, Periodic

# **Training for Evaluators**

## Step 2:

Using the recommendations or “elements of evaluator training” below, take some time to determine which recommendation is most aligned to your immediate needs.

- 1) *Building the evaluator’s capacity*
- 2) *Creating conducive conditions for effective evaluation practices*
- 3) *Monitoring and ensuring quality*

**Action Plan\***

# EES Guideline: Student Growth Measures

<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. A sidebar on the left contains a menu with items like '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 'Effectively Evaluating Educators' and a welcome message. Below this are three promotional boxes: 'Model Evaluation System', 'Educator Standards', and 'Essential Principles of Effective Evaluation'. A large black arrow points from the 'Essential Principles' box towards the right side of the slide.

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

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Home >> Educator Quality

**Effectively Evaluating Educators**

How Do I Find?

- Brochure
- Filter
- FAQs

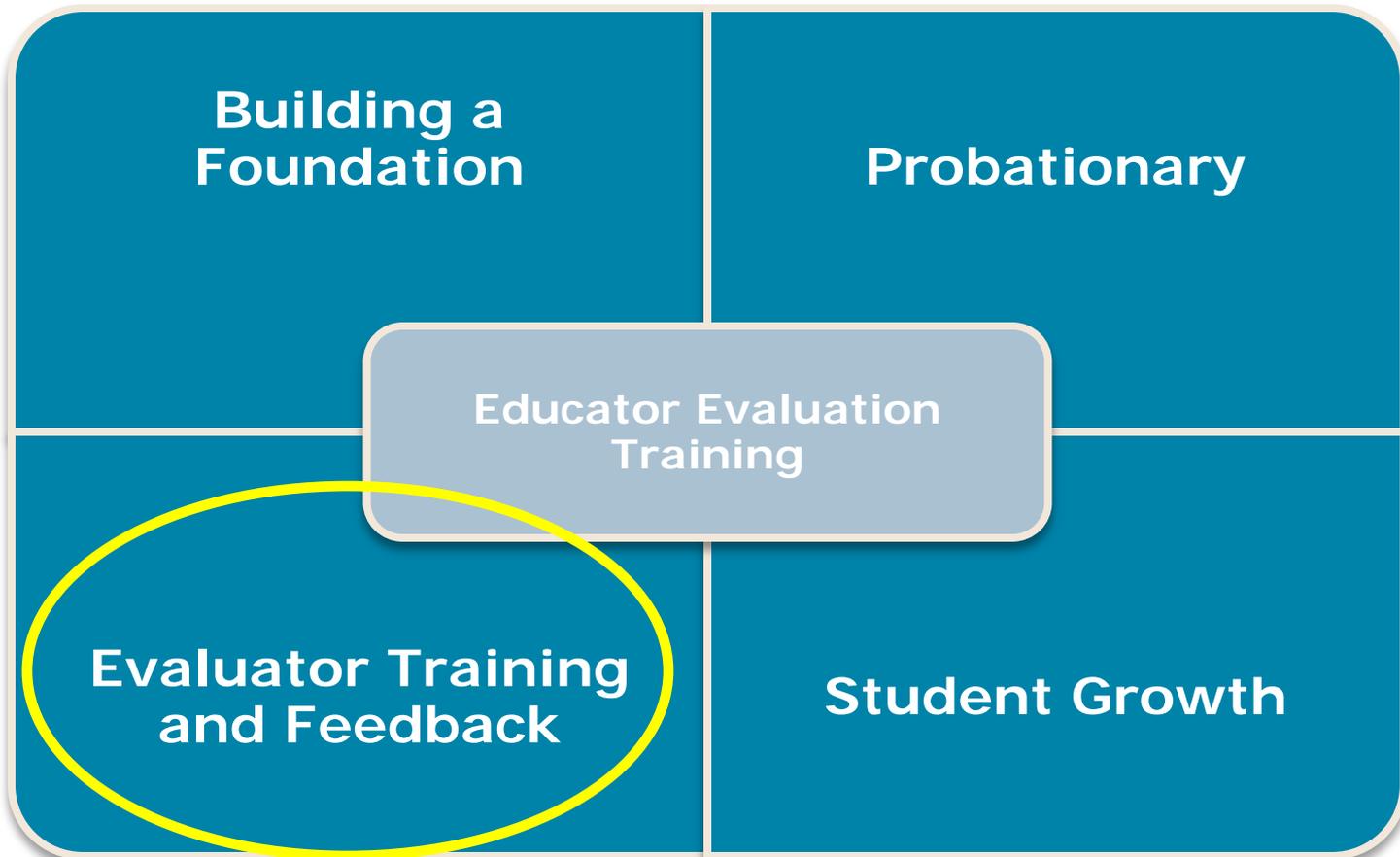
Welcome to our Effectively Evaluating Educators web page. This page is designed to provide information regarding technical assistance and support for the Model Evaluation System, Educator Standards, and Essential Principles.

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\*



# 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 #5

Provides *ongoing, timely, deliberate and meaningful feedback* on performance relative to research-based targets.

# Principle #6

Requires *standardized, periodic training for evaluators* to ensure reliability and accuracy.

# Intended Outcomes

- 1) Deeper understanding of the components which allow for **meaningful and descriptive** feedback
- 2) Deeper understanding of **components of evaluator training**
- 3) **Practice and reflect upon** own skillset of giving meaningful, descriptive feedback and inter-rater reliability.

# Contact Us

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