Evaluation Model Used by District: (check only 1)

- Missouri Model Evaluation System
- Revised version of Missouri Model
- NEE Model (University of Missouri)
- Marzano Model
- Corps Model
- District-created model based on Missouri Teacher and Leader Standards
- District-created model based on district standards
- Other
- No Evaluation System Implemented

TEACHER EVALUATION SYSTEM:

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<tr>
<th>USED FOR</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Teacher Development</td>
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<tr>
<td>Compensation</td>
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<tr>
<td>Promotion</td>
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<tr>
<td>Retention</td>
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<tr>
<td>Removal</td>
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NUMBER OF TEACHERS BY RATING/LEVEL:

List the names of the performance levels used in your district evaluation system in the description and identify the number of teachers rated at each performance level.

Teacher Rating 1 is the lowest rating level.

<table>
<thead>
<tr>
<th>NAME OF RATING</th>
<th>Number</th>
<th>Rating 1</th>
<th>Rating 2</th>
<th>Rating 3</th>
<th>Rating 4</th>
<th>Rating 5</th>
<th>Rating 6</th>
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PRINCIPAL EVALUATION SYSTEM:

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</thead>
<tbody>
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<tr>
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<td>Promotion</td>
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<tr>
<td>Removal</td>
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</table>

NUMBER OF PRINCIPALS BY RATING/LEVEL:

List the names of the performance levels used in your district evaluation system in the description and identify the number of principals rated at each performance level.

Principals Rating 1 is the lowest rating level.

<table>
<thead>
<tr>
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<th>Number</th>
<th>Rating 1</th>
<th>Rating 2</th>
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<th>Rating 4</th>
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<tbody>
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<tr>
<td>Evaluated but not ranked</td>
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EFFECTIVE EVALUATION INDICATORS:

Directions: Indicate which criteria applies to the district’s Teacher and Principal Evaluation Process.

T = Teacher Evaluation Process  P = Principal Evaluation Process

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

   T  P
   □ Educator performance targets are research-based and proven
   □ Performance targets align to appropriate state and national standards
   □ Performance targets articulate essential practices
   □ Performance targets are clearly articulated
   □ Performance targets of the educator link to improvements in student learning

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

   T  P
   □ Includes a minimum of 2 differentiated levels
   □ Includes clear statements of performance at each level
   □ Each level allows for discrete, independent, measurable performance targets
   □ Each level clearly describes practice
   □ Levels provide clear direction for growth and development in practice

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

   T  P
   □ Includes required mentoring as a component of a comprehensive induction process
   □ Complete with Missouri statute regarding the probationary period
   □ Informed by the state’s mentor standards
   □ Includes confidential, non-evaluative support tied to the district’s overall plan for professional development
   □ Focuses on essential practices of particular significance for novice practitioners

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

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

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

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

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

   T  P
   □ Evaluators demonstrate skills aligned to minimum quality assurance standards established by districts and/or states
   □ Training includes conducting observations focused on the quality of instruction
   □ Assessing student data, analyzing artifacts, and interpreting survey information occurs
   □ Time for the effective delivery of meaningful feedback is incorporated
   □ Training is offered both initially and periodically to those who evaluate educator performance

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

   T  P
   □ Guides district employment policies and procedures
   □ Guides district decisions regarding employment determinations
   □ Informs in particular those policies that impact the career of student learning
   □ Helps the district to recognize and utilize highly effective educators
   □ Informs district strategies for providing targeted interventions and support

Submit  List