

District: [REDACTED]

Select a District

Year: 2015-2016

Status: OPEN-Cycle is available for data entry.

Number Name

School: 1000 CENTRAL OFFICE

Location: Data Collection Menu - June Cycle - 18a Educator

Save

Edits

Evaluation Model Used by District: (check only one)

- Missouri Model Evaluation System
- Revised version of Missouri Model
- NEE Model (University of Missouri)
- Marzano Model
- Danielson 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:

USED FOR :	YES	NO
Teacher Development	<input type="radio"/>	<input type="radio"/>
Compensation	<input type="radio"/>	<input type="radio"/>
Promotion	<input type="radio"/>	<input type="radio"/>
Retention	<input type="radio"/>	<input type="radio"/>
Removal	<input type="radio"/>	<input type="radio"/>

STUDENT DATA INCLUDED :	YES	NO
Student Achievement	<input type="radio"/>	<input type="radio"/>
Student Growth Data	<input type="radio"/>	<input type="radio"/>

	YES	NO
Student growth data used for state tested content and grade levels	<input type="radio"/>	<input type="radio"/>
Teachers of state tested content and grade levels have access to student growth data from the Missouri Growth Model	<input type="radio"/>	<input type="radio"/>
Student growth data used for non-state tested content and grade levels	<input type="radio"/>	<input type="radio"/>

Does your district evaluation system have multiple differentiated performance levels for teachers? YES NO

NUMBER OF TEACHERS BY RATING/LEVEL : (Number of Teachers reported in MOSIS = 0)

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.

TEACHERS			Rating 1	Rating 2	Rating 3	Rating 4	Rating 5	Rating 6	Rating 7
Description	Not Evaluated	Evaluated but Not Ranked							
Number									

Publically Reported YES NO

PRINCIPAL EVALUATION SYSTEM:

USED FOR : **YES** **NO**

Principal Development

Compensation

Promotion

Retention

Removal

STUDENT DATA INCLUDED : **YES** **NO**

Student Achievement

Student Growth Data

YES **NO**

Student growth data used for state tested content and grade levels

Student growth data used for non-state tested content and grade levels

YES **NO**

Does your district evaluation system have multiple differentiated performance levels for principals?

NUMBER OF PRINCIPALS BY RATING/LEVEL : (Number of Principals reported in MOSIS = 0)

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.

PRINCIPALS			Rating 1	Rating 2	Rating 3	Rating 4	Rating 5	Rating 6	Rating 7
Description	Not Evaluated	Evaluated but Not Ranked							
Number									

EDUCATOR EVALUATION PRINCIPLES:

Instructions:

Indicate how the LEA determined the extent to which its evaluation system is aligned to each of the Seven Principles of Effective Evaluation. The "Department" method refers to the [Effective Evaluation Implementation Rubric](#). If the Rubric was used, please indicate the degree to which the local evaluation system meets policy criteria and practice criteria needed for alignment.

If an LEA-created method was used, please describe that method in the space provided under "LEA Comment." Note that any such methods must be independently verifiable, and may be subject to audit by Department officials.

Principles	Method Used*	LEA Comment	Effective Evaluation Implementation Rubric	
			Policy Criteria^	Practice Criteria®
1. Performance of educators is measured against research-based, proven expectations and performance targets consistent with the improvement of student achievement	<input type="radio"/> Department <input type="radio"/> LEA Created		<input type="radio"/> Fully Met <input type="radio"/> Partially Met <input type="radio"/> Not Met	<input type="radio"/> Fully Met <input type="radio"/> Partially Met <input type="radio"/> Not Met
2. Multiple ratings are used to differentiate levels of educator performance	<input type="radio"/> Department <input type="radio"/> LEA Created		<input type="radio"/> Fully Met <input type="radio"/> Partially Met <input type="radio"/> Not Met	<input type="radio"/> Fully Met <input type="radio"/> Partially Met <input type="radio"/> Not Met
3. A probationary period of adequate duration is provided to ensure sufficient induction and socialization through developmental support for new teachers and leaders	<input type="radio"/> Department <input type="radio"/> LEA Created		<input type="radio"/> Fully Met <input type="radio"/> Partially Met <input type="radio"/> Not Met	<input type="radio"/> Fully Met <input type="radio"/> Partially Met <input type="radio"/> Not Met
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	<input type="radio"/> Department <input type="radio"/> LEA Created		<input type="radio"/> Fully Met <input type="radio"/> Partially Met <input type="radio"/> Not Met	<input type="radio"/> Fully Met <input type="radio"/> Partially Met <input type="radio"/> Not Met
5. Ongoing, timely, deliberate and meaningful feedback is provided on performance relative to research-based targets	<input type="radio"/> Department <input type="radio"/> LEA Created		<input type="radio"/> Fully Met <input type="radio"/> Partially Met <input type="radio"/> Not Met	<input type="radio"/> Fully Met <input type="radio"/> Partially Met <input type="radio"/> Not Met
6. Standardized, periodic training is provided for evaluators to ensure reliability and accuracy	<input type="radio"/> Department <input type="radio"/> LEA Created		<input type="radio"/> Fully Met <input type="radio"/> Partially Met <input type="radio"/> Not Met	<input type="radio"/> Fully Met <input type="radio"/> Partially Met <input type="radio"/> Not Met
7. Evaluation results and data are used to inform decisions regarding personnel, employment determinations and human resource policies such as promotion, retention, dismissal, induction, tenure, compensation, etc	<input type="radio"/> Department <input type="radio"/> LEA Created		<input type="radio"/> Fully Met <input type="radio"/> Partially Met <input type="radio"/> Not Met	<input type="radio"/> Fully Met <input type="radio"/> Partially Met <input type="radio"/> Not Met

* -Method used to determine alignment to the Principle

^ -If the Effective Evaluation Implementation Rubric provided by the Department was used, indicate the degree of alignment to this Principle based on **policy criteria**

® -If the Effective Evaluation Implementation Rubric provided by the Department was used, indicate the degree of alignment to this Principle based on **practice criteria**

EFFECTIVE EVALUATION INDICATORS:

T= Teacher P= Principal

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 3 differentiated levels
- Includes clear statements of performance at each level
- Each level allows for discrete, independent, measurable performance targets
- Each level reliably 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
- Complies with Missouri statute regarding the probationary period
- Is informed by the state's mentor standards
- Includes confidential, non-evaluative support linked 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 level

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 state 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 to increase student learning
- Is offered at least once annually to everyone either formally, informally or both
- Is offered 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 state
- 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 promotion, 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 extent of student learning
- Empowers the district to recognize and utilize highly effective educators
- Informs district strategies for providing targeted interventions and support

Save

Edits

Email: coredata-mosis@dese.mo.gov

Current User: [REDACTED] Last Modified User: [REDACTED] Last Modified Date: [REDACTED]

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