

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 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

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