

THE OFFICE OF EDUCATOR QUALITY



Using
STUDENT GROWTH DATA
In Evaluations

July 27-28, 2014

Missouri Department
of Elementary and Secondary Education

Continuous Improvement



Thinking about evaluation differently

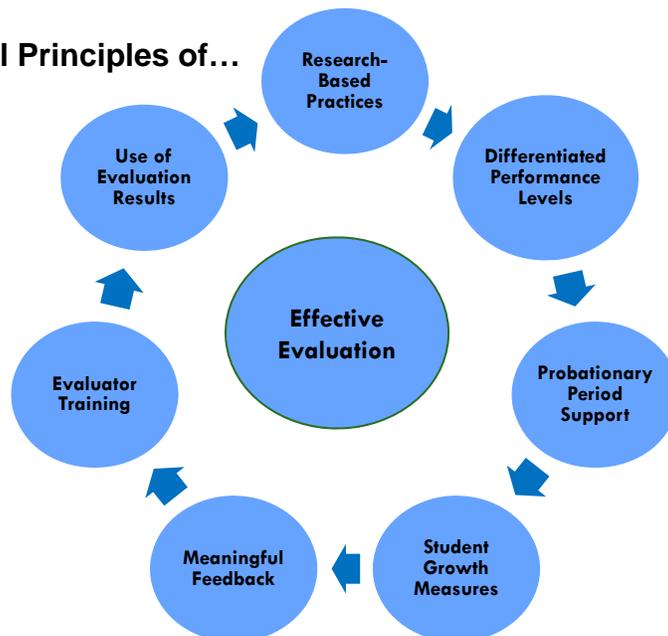
A new mindset:

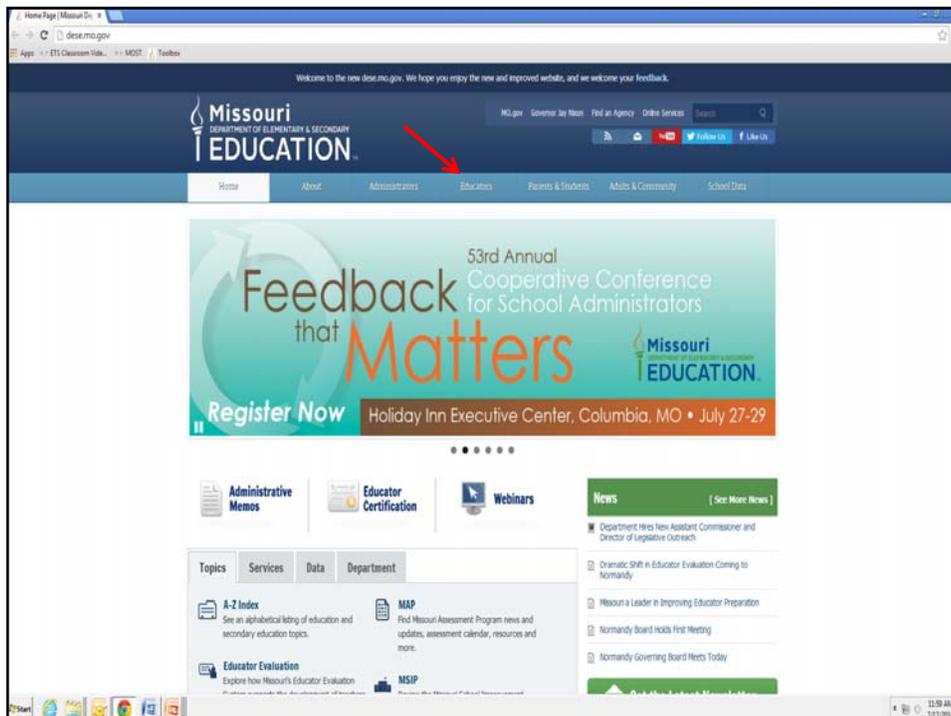
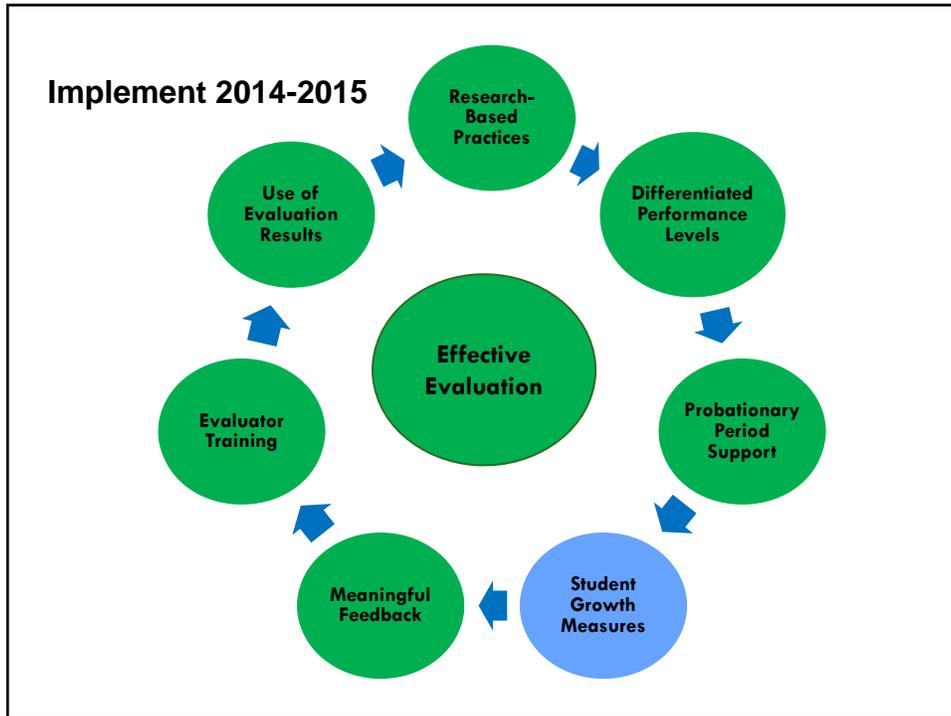
*Based on **CONTINUOUS IMPROVEMENT ...***

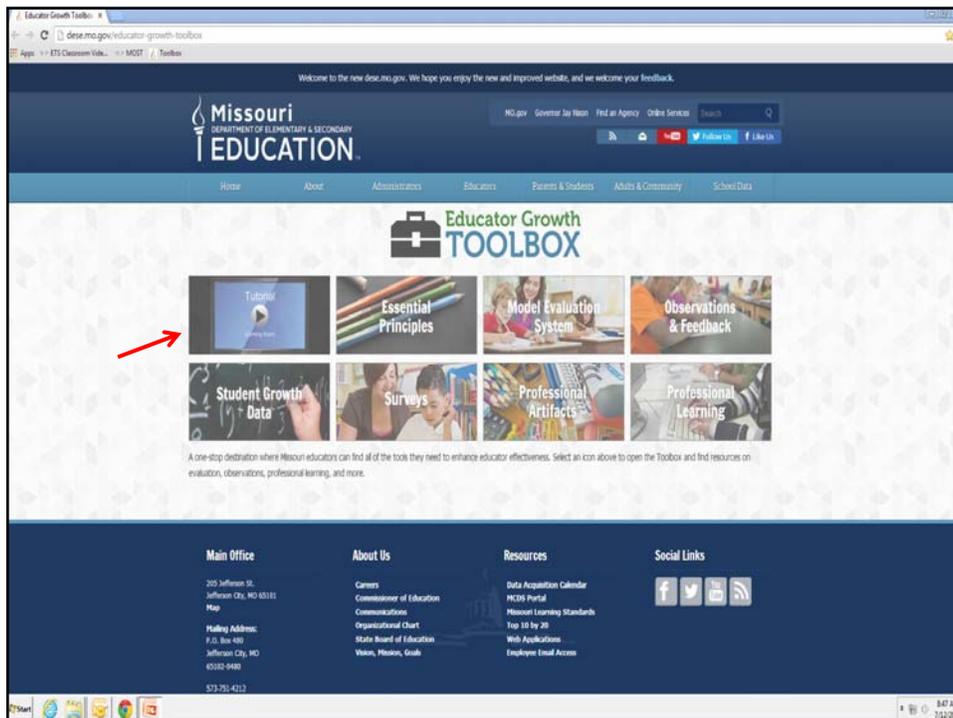
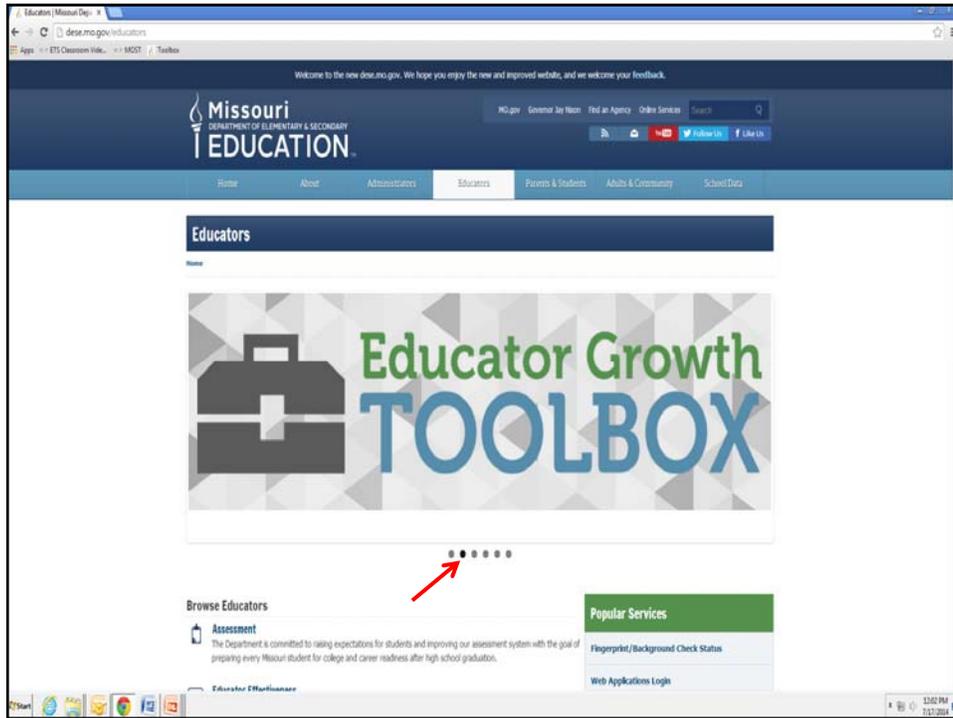
*Focused on **IMPACT...***

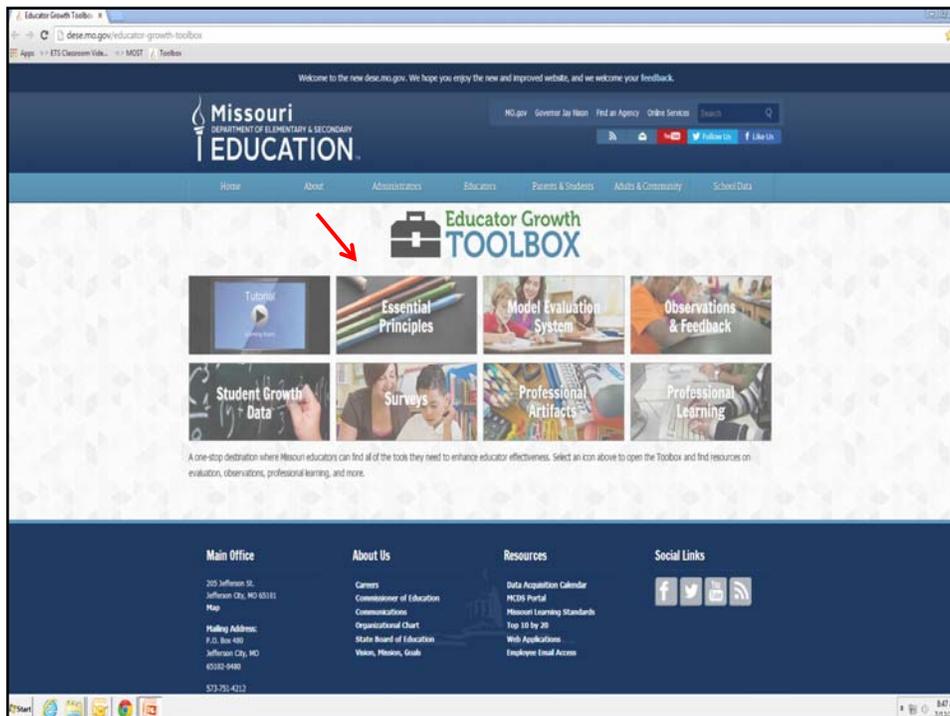
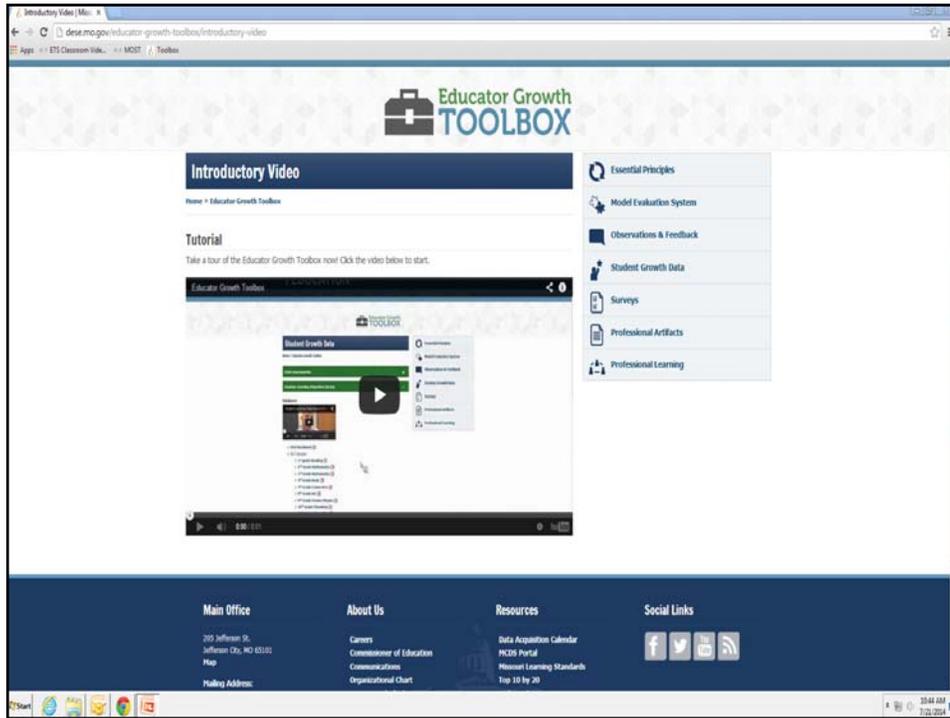
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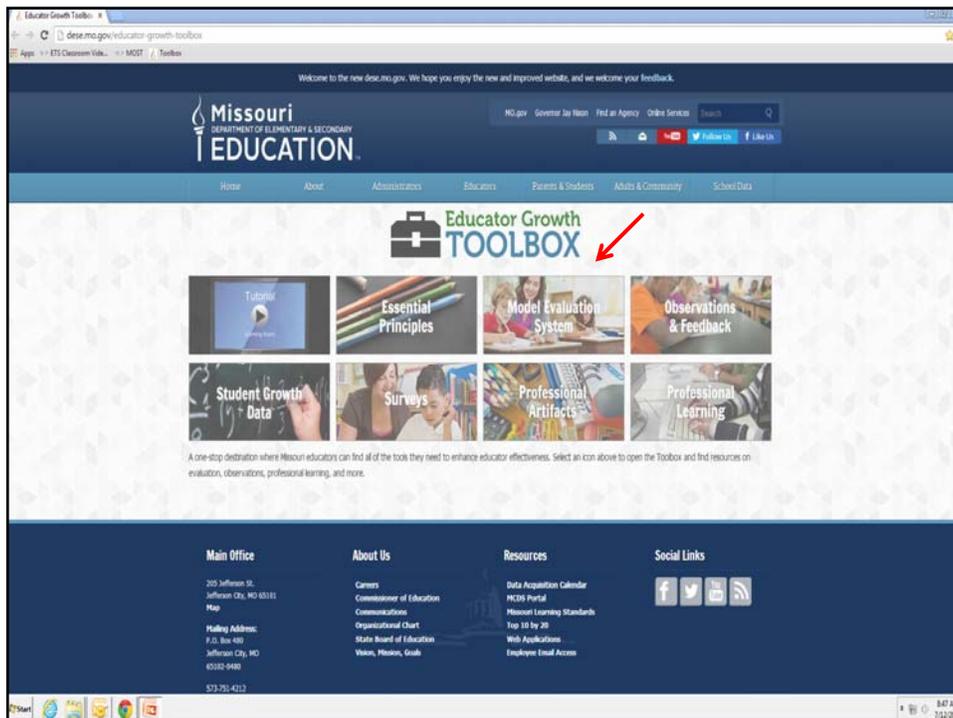
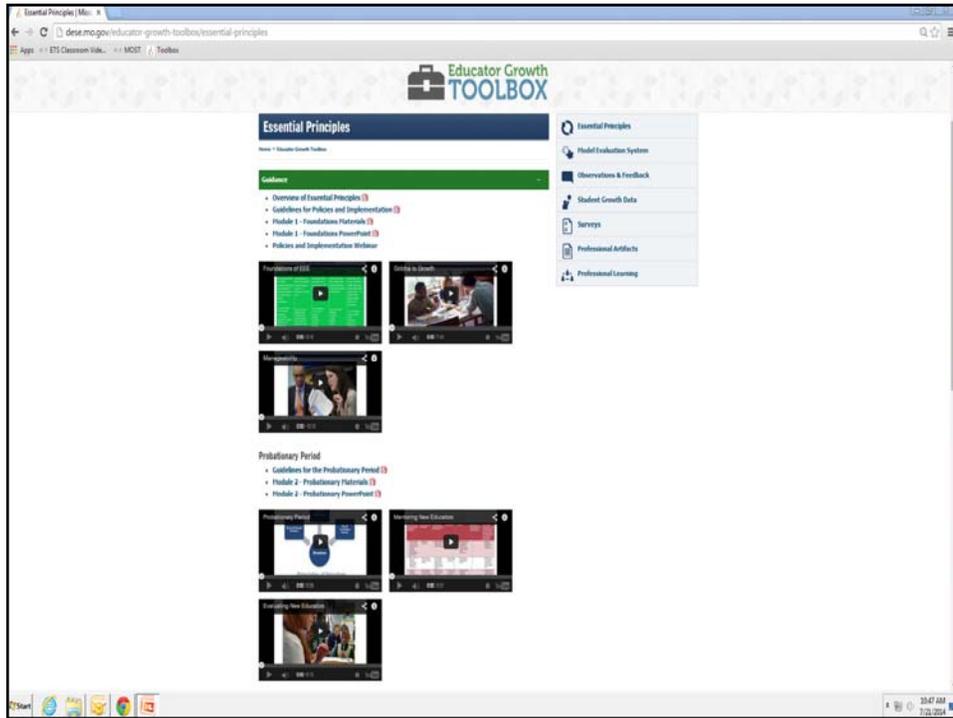
Essential Principles of...

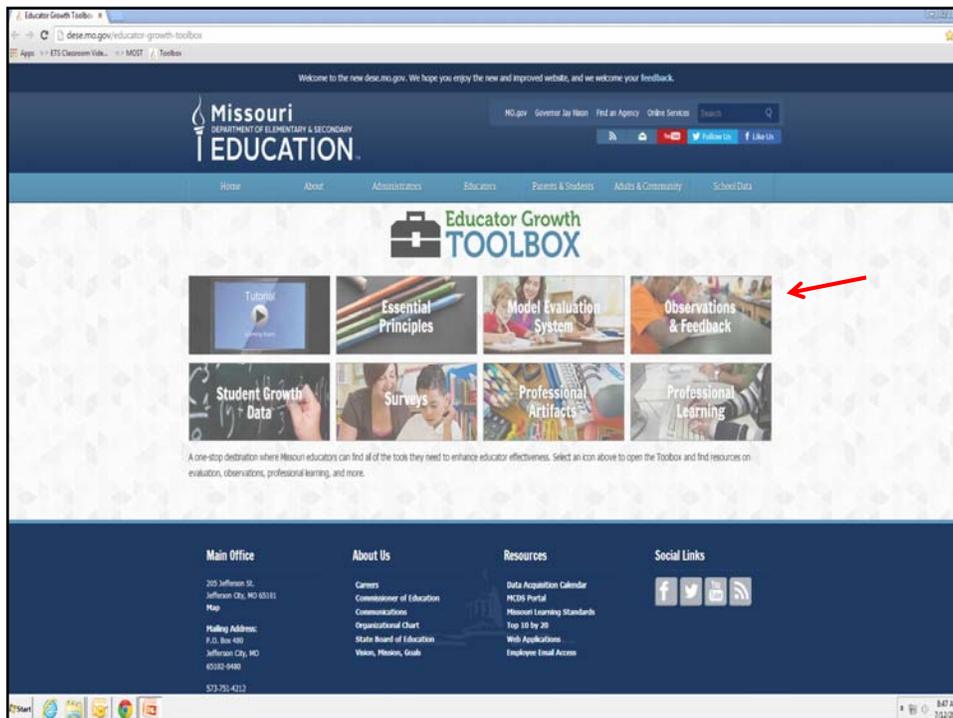
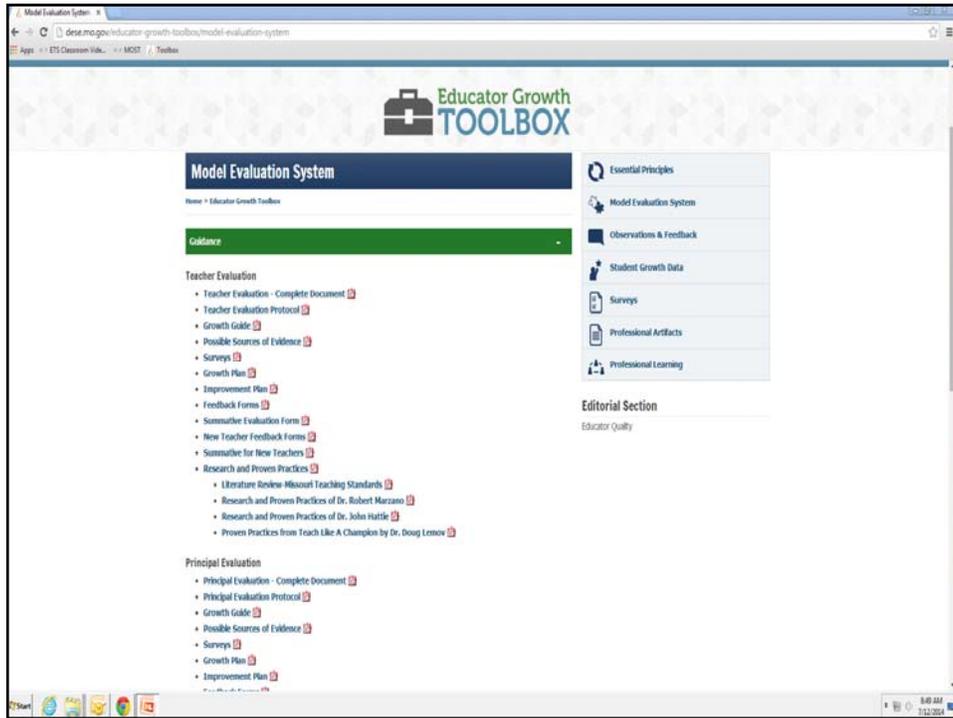


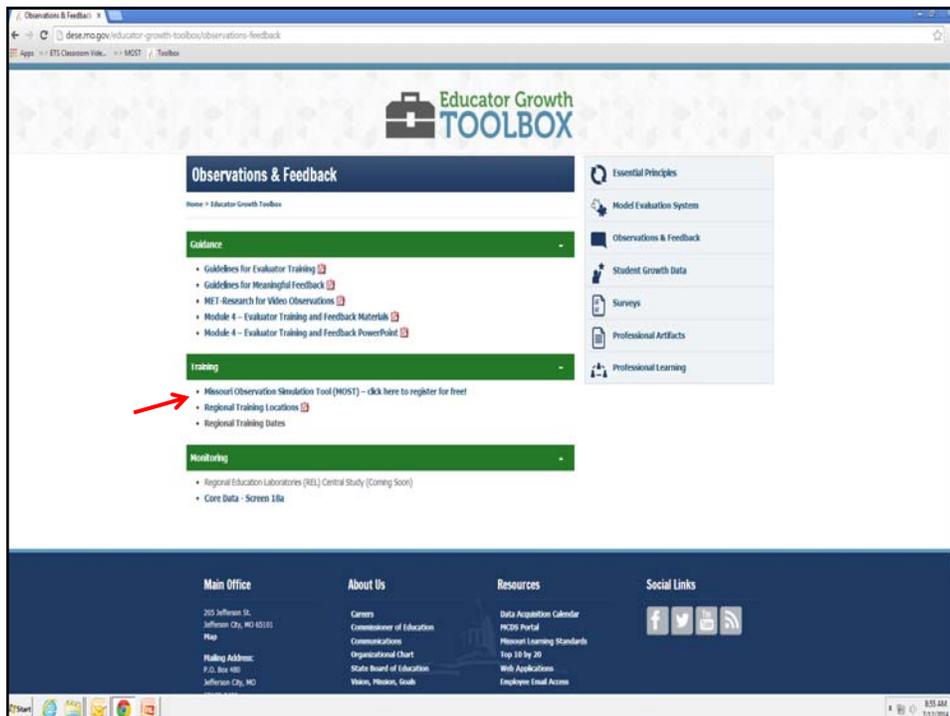
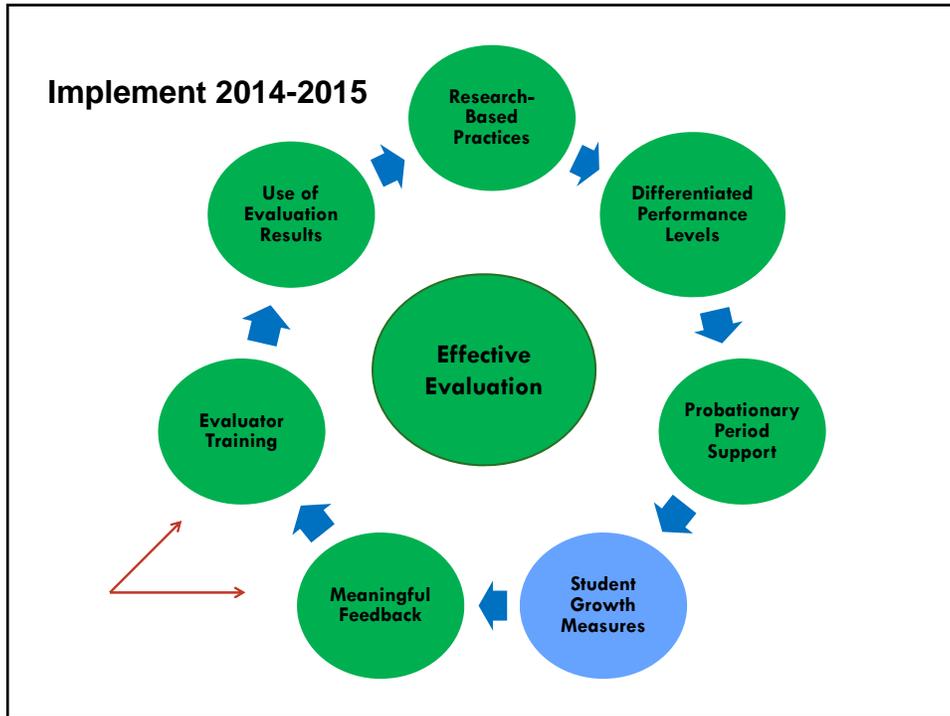


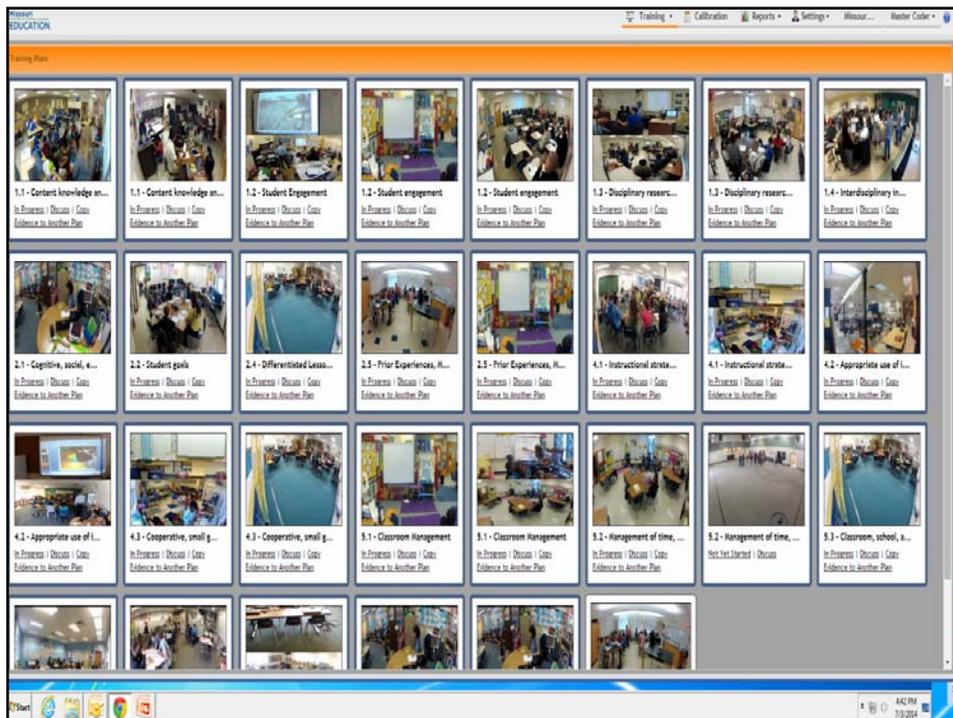
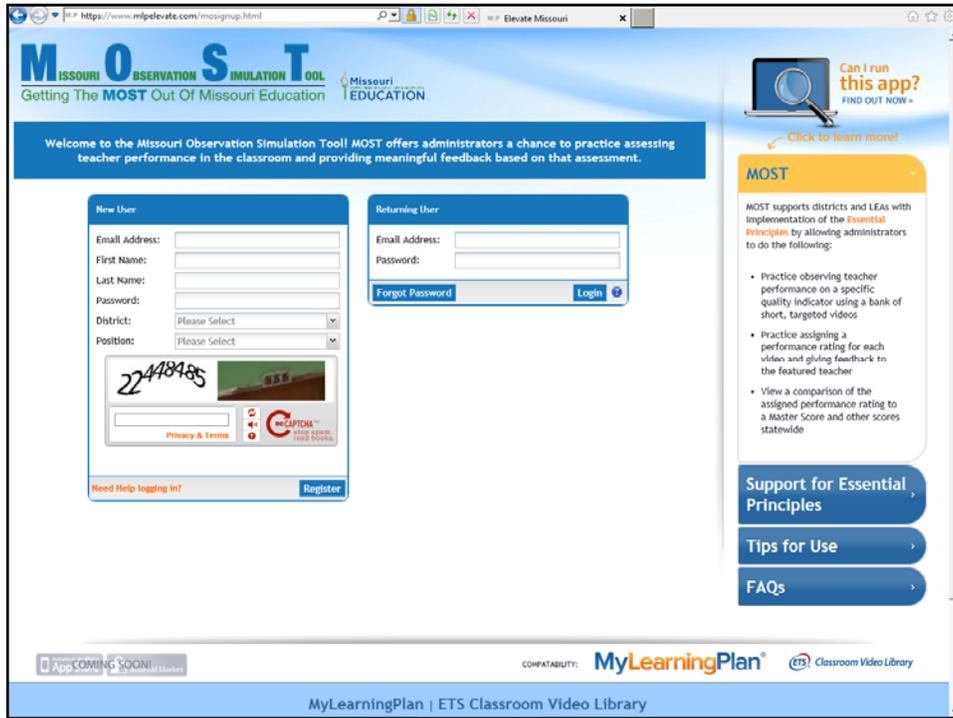












MyLearningPlan® ELEVATE

Training Calibration Reports Settings Missouri... Tyler Barnett

Observation 1 Artifacts Unaligned Evidence Evidence / Score

Evidence Collection

Observable Rubrics

- 1 Knowledge of Student...
- 2 Knowledge of Content...
- 3 Instructional Practice
- 4 Learning Environment
- 5 Assessment for Stude...
- 6 Professional Respons...
- 7 Professional Growth

Evidence:

Keyboard Shortcuts:

s t d e g q r s

MyLearningPlan® ELEVATE

Training Calibration Reports Settings Missouri... Tyler Barnett

Observation 1 Artifacts Unaligned Evidence Evidence / Score Results Explorer Evidence Comparison

Mean Score : User: 2.00
Master Code: 2.33 | User Mean Absolute Deviation : 0.33

Item	Ineffective	Developing	Effective	Highly Effective
1.1a: Describes developmental characteristics of students	0 of 2 (0%)	0 of 2 (0%)	2 of 2 (100.0%)	0 of 2 (0%)
1.1b: Creates developmentally appropriate lessons	0 of 0 (0%)			
1.2a: Uses strategies to support learning and language acquisition	0 of 0 (0%)			
1.2b: Uses current research	0 of 0 (0%)			
1.3a: Meets diverse learning needs of each student	0 of 0 (0%)			
1.3b: Plans for student strengths, interests, and experiences	0 of 0 (0%)			
1.4a: Communicates with parents, guardians, and/or caregivers.	1 of 1 (100.0%)	0 of 1 (0%)	0 of 1 (0%)	0 of 1 (0%)
1.5a: Incorporates the knowledge of school community and environmental factors	0 of 0 (0%)			
1.5b: Incorporates multiple perspectives	0 of 1 (0%)	1 of 1 (100.0%)	0 of 1 (0%)	0 of 1 (0%)

Results Explorer

Missouri EDUCATION

Training • Calibration • Reports • Settings • Missouri... • Master Coder •

New Observation | Unaligned Evidence | Artifacts | Evidence / Score | **Results Explorer** | Evidence Comparison | Feedback

1.2: Student engagement in subject matter	Emerging (0) 0 of 22 (0%)	Developing (1) 3 of 22 (13.6%)	Proficient (2) 8 of 22 (36.4%)	Outstanding (3) 9 of 22 (41.0%)
		3 of 22 (13.6%)		

Go Back to Training List | Tutorial | View Rubric

Training Plan: 1.2 - Student engagement

Evidence Comparison

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New Observation | Unaligned Evidence | Artifacts | Evidence / Score | **Evidence Comparison** | Feedback

Standard 1.1

1: Content knowledge aligned with appropriate instruction

1.2 Student engagement in subject matter

Your Score	Master Coder's Score
Developing (1)	Developing (1)

Your Rationale
Based on strong teacher practices and limited data, this teacher was given a score of 4. The teacher used kinesthetic strategies, gestures, and choral response to engage her students, and she used student questions to prompt the lesson. However, by referencing the prior lesson, the teacher tapped prior knowledge and helped students make connections. Though her instructional strategies did prompt higher levels of engagement, no evidence existed as to whether her students could articulate why the learning activities caused them to learn. Also, the teacher missed some opportunities to see a more positive response from students on prior knowledge questions.

Master Coder's Rationale
Based on strong teacher practices and limited data, this teacher was given a score of 4. The teacher used kinesthetic strategies, gestures, and choral response to engage her students, and she used student questions to prompt the lesson. However, by referencing the prior lesson, the teacher tapped prior knowledge and helped students make connections. Though her instructional strategies did prompt higher levels of engagement, no evidence existed as to whether her students could articulate why the learning activities caused them to learn. Also, the teacher missed some opportunities to see a more positive response from students on prior knowledge questions.

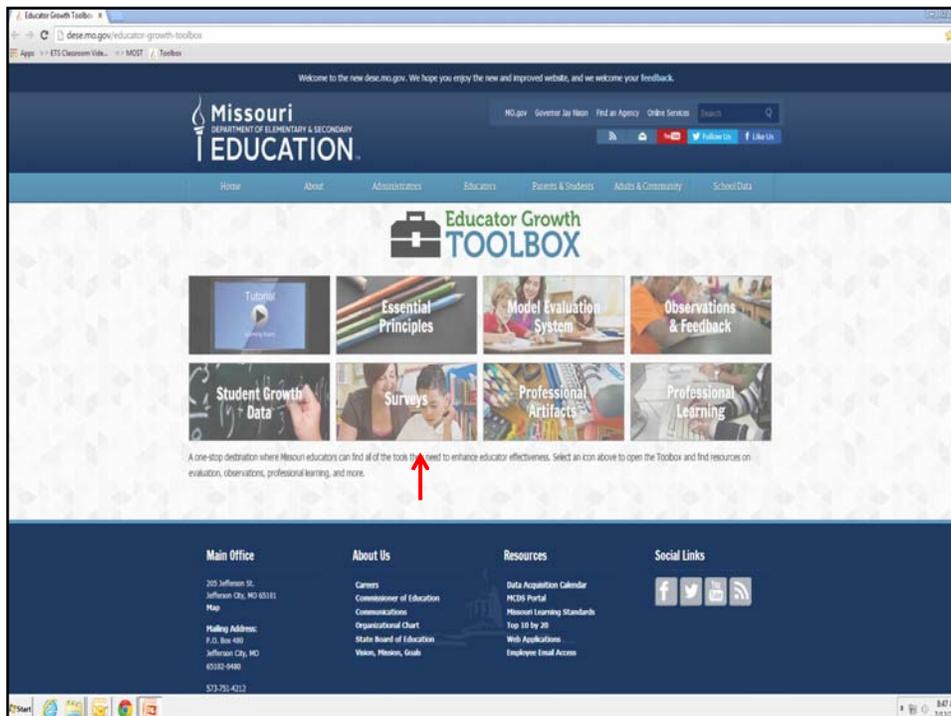
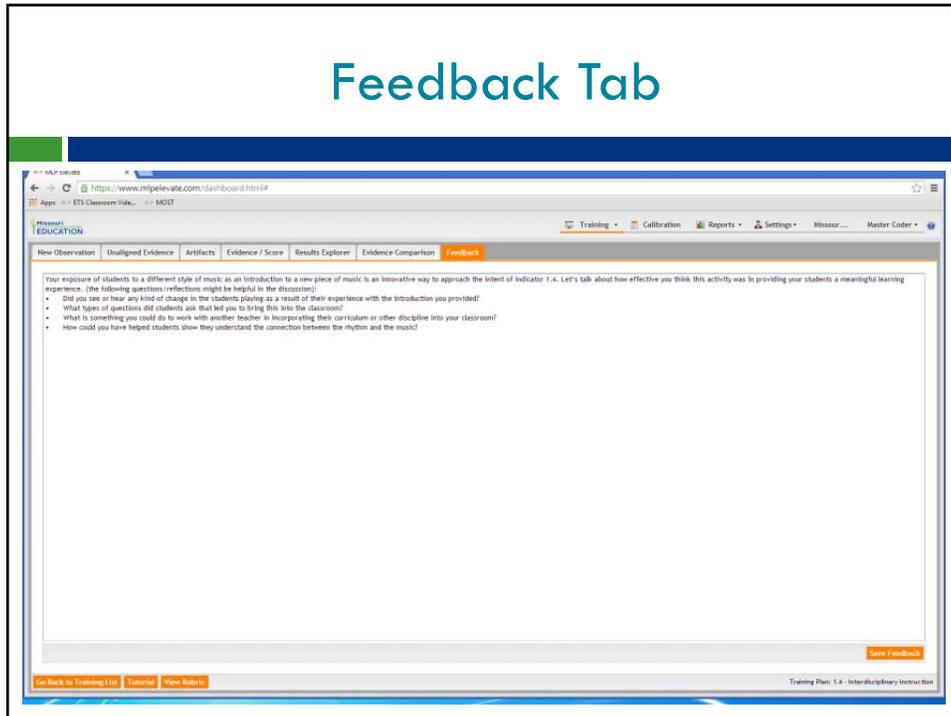
Your Evidence			Master Coder's Evidence		
Type	Time	Evidence	Type	Time	Evidence
Observation	00:39	References prior lesson to enhance student engagement.	Observation	00:39	References prior lesson to enhance student engagement.
Observation	01:20	Teacher uses kinesthetic strategies, gestures, and choral response to engage students in subject matter.	Observation	01:22	Uses kinesthetic strategies, gestures, and choral response to engage students.
Observation	01:22	Uses kinesthetic strategies, gestures, and choral response to engage students.	Observation	01:53	Using kinesthetic strategies, gestures, and choral response to engage students.
Observation	01:44	Teacher references prior lesson to engage students in subject matter.	Observation	03:59	Using student questions to prompt lesson activities.
Observation	01:53	Using kinesthetic strategies, gestures, and choral response to engage students.			
Observation	02:26	Teacher uses stagecraft to engage students in material.			
Observation	03:21	Teacher uses student questions to prompt lesson.			
Observation	03:59	Using student questions to prompt lesson activities.			

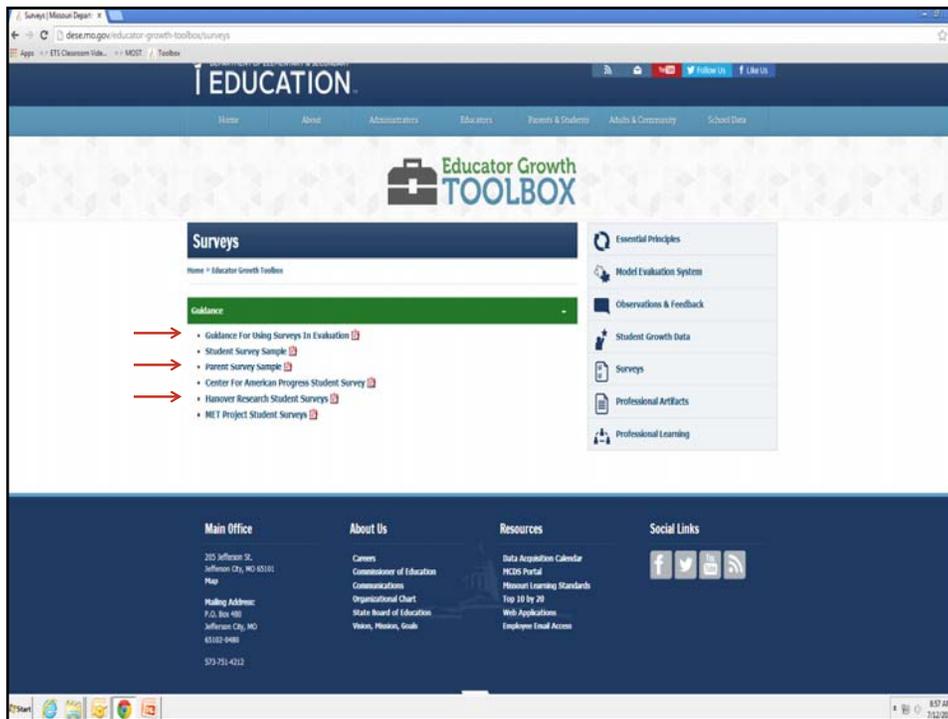
Export to PDF | Orientation: Portrait | Landscape

Go Back to Training List | Tutorial | View Rubric

Training Plan: 1.2 - Student engagement

Feedback Tab





WHY USE SURVEYS FOR EVALUATIONS?

In Missouri, educator evaluation is perceived as the best way to cultivate meaningful improvement in the effectiveness of our educators. It is a process that involves using **multiple measures** of performance to identify strengths and weaknesses, and then providing targeted support around a few carefully selected opportunities for growth.

While **classroom observations** and **student growth data** are two commonly used measures in evaluation, **student surveys** can also be a useful means of gauging teacher effectiveness. But why should we use surveys for evaluations if we already have classroom observations and student growth data? The simple answer is that student feedback rounds out the picture of the educator: it provides a unique perspective on the areas in which a teacher excels and the areas in which he or she needs more support.

Perhaps more precisely, recent studies have shown that surveys about students' perceptions of instructional practices can provide reliable and meaningful insight on what students experience in the classroom on a daily basis. Such information can be highly valuable when making professional development and coaching decisions.

Ultimately, there are three advantages to using the combination of classroom observations, student surveys, and student growth data: (1) it increases the ability to predict if a teacher will have positive student outcomes in the future, (2) it improves reliability, and (3) it provides diagnostic feedback that a teacher can use to improve.

Standing alone, these measures are not highly reliable, and they are only modestly reflective of educator effectiveness—hence, the idea behind Missouri's multiple measures approach. The addition of student surveys to the evaluation equation gives a more holistic perspective of teacher practices and provides unique information for feedback and reflection.

I teach more than one class of students. How many classes should I survey?

Although the MET Project has established that survey results from a single classroom are reliable and valid measures of teacher effectiveness, survey data from multiple classes provide a much more complete picture of student perceptions of that teacher.

Sample Student Survey Questions (for teachers)

Students in the classroom feel cared for

1. My teacher makes me feel that he/she cares about me.
 Not at all
 Sometimes
 Usually
 Always
2. My teacher encourages me to do my best.
 Not at all
 Sometimes
 Usually
 Always
3. My teacher is helpful when I ask questions.
 Not at all
 Sometimes
 Usually
 Always

Student behavior is managed to enable learning

4. Our class stays busy and does not waste time.
 Not at all
 Sometimes
 Usually
 Always
5. My teacher's classroom rules and ways of doing things are fair.
 Not at all
 Sometimes
 Usually
 Always
6. My classmates' misbehavior slows down the learning process.
 Not at all
 Sometimes
 Usually
 Always
7. My classmates and I know what we should be doing and learning.
 Not at all
 Sometimes
 Usually
 Always

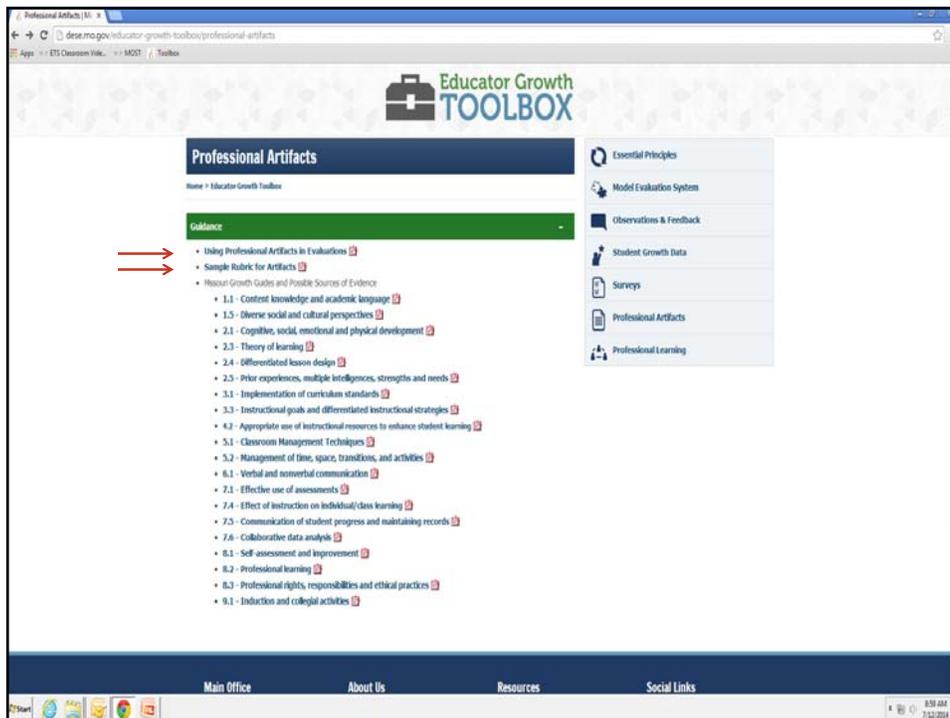
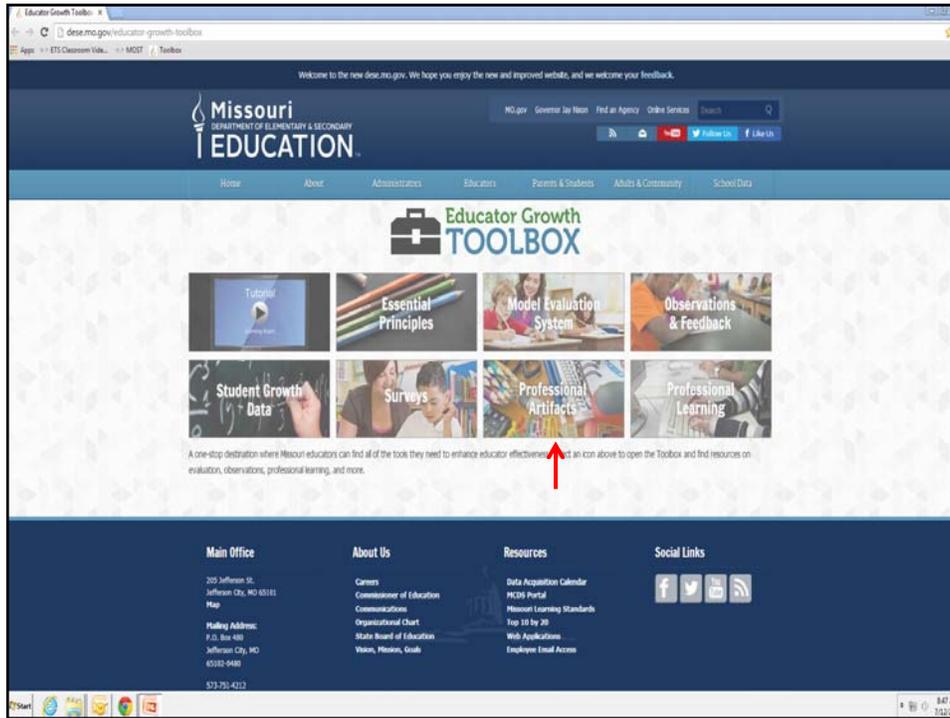


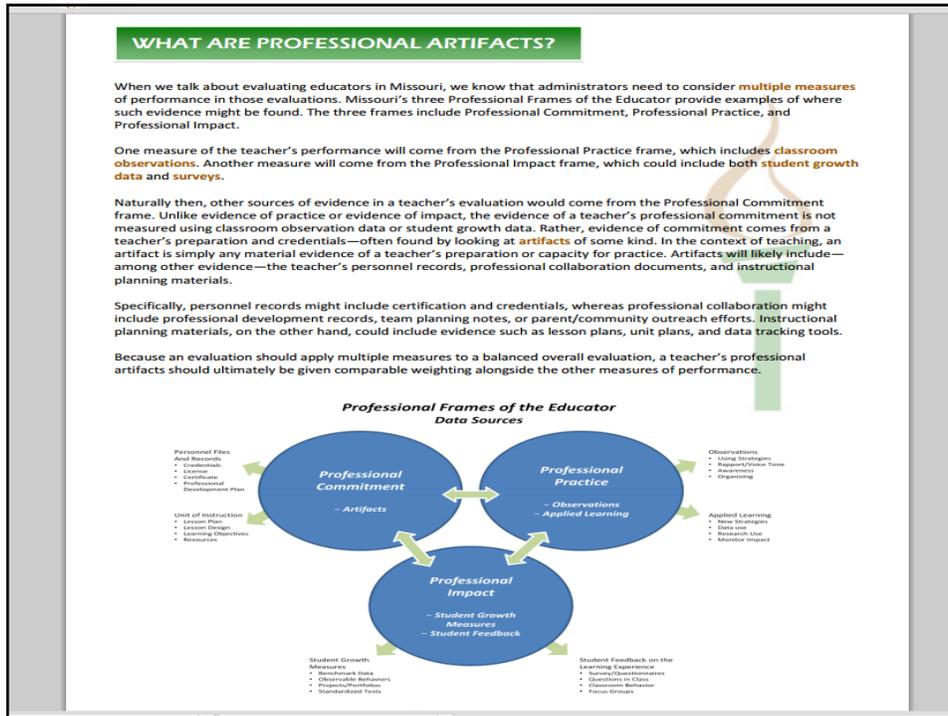
Do Schools Challenge Our Students?
What Student Surveys Tell Us About the State of Education in the United States
Wendy Kopp and Lindsay Rosewood July 16, 2012

Student Perception Surveys and Teacher Assessments
Prepared for XTE
February 2013

Asking Students about Teaching
Student Perception Surveys and Their Implementation
BILL & MELINDA GATES FOUNDATION

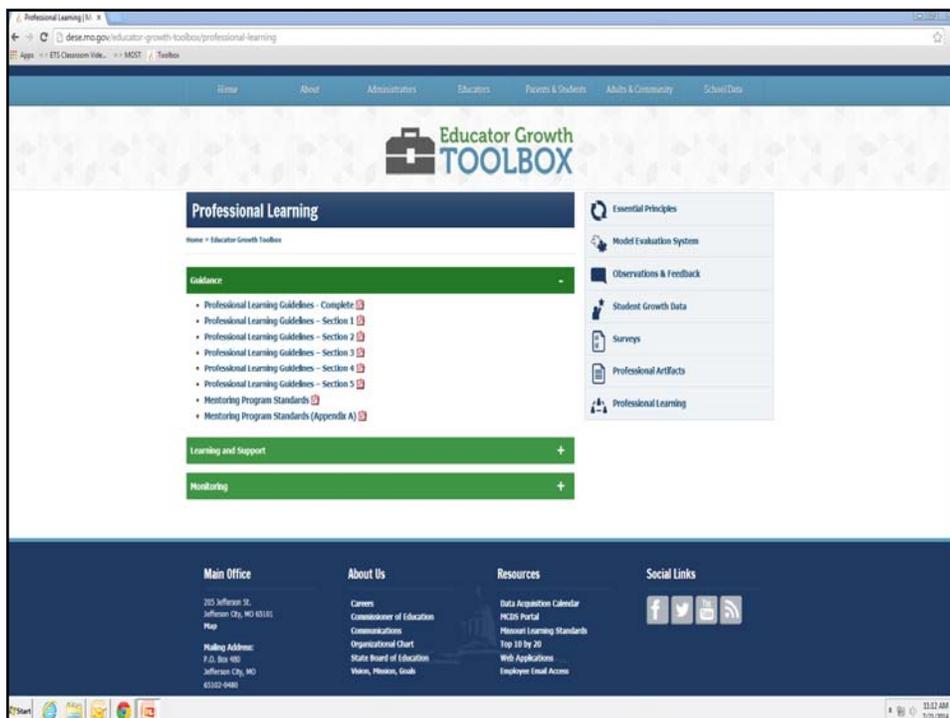
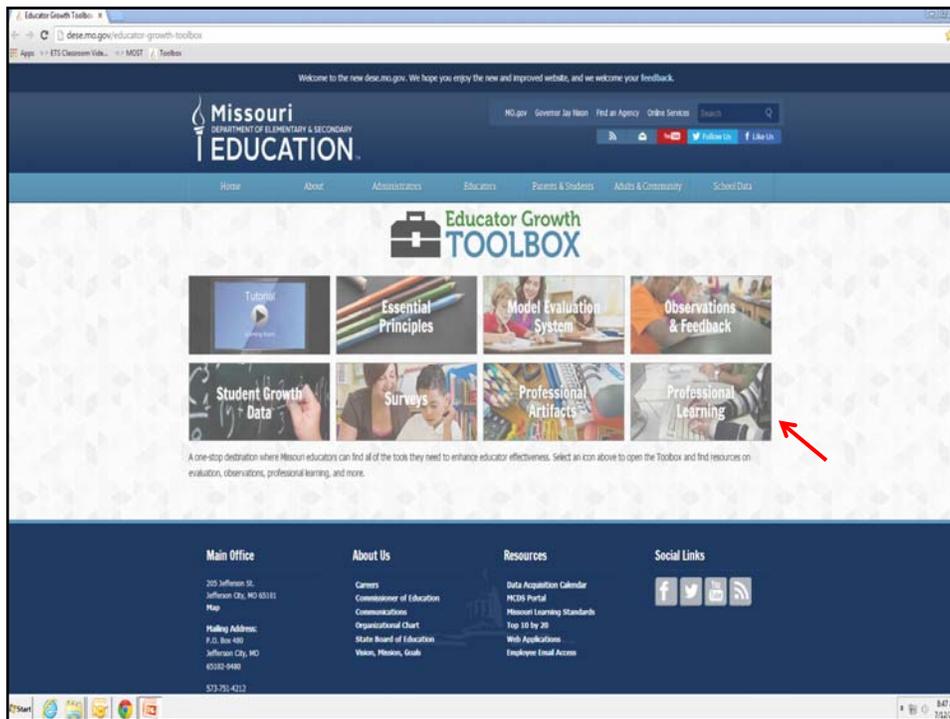
Research on the reason and use of student surveys

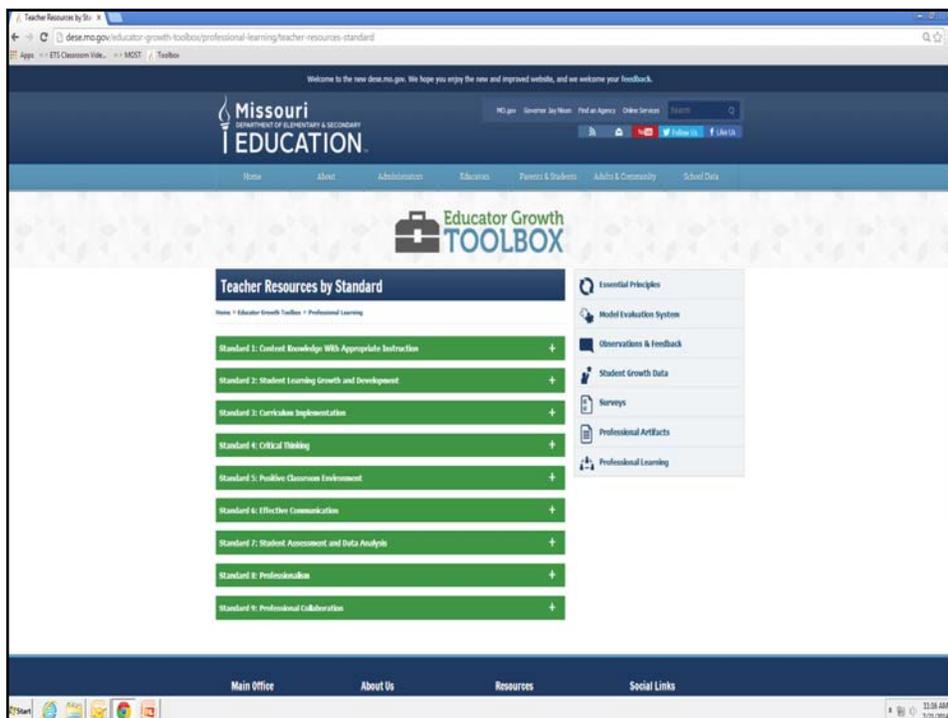
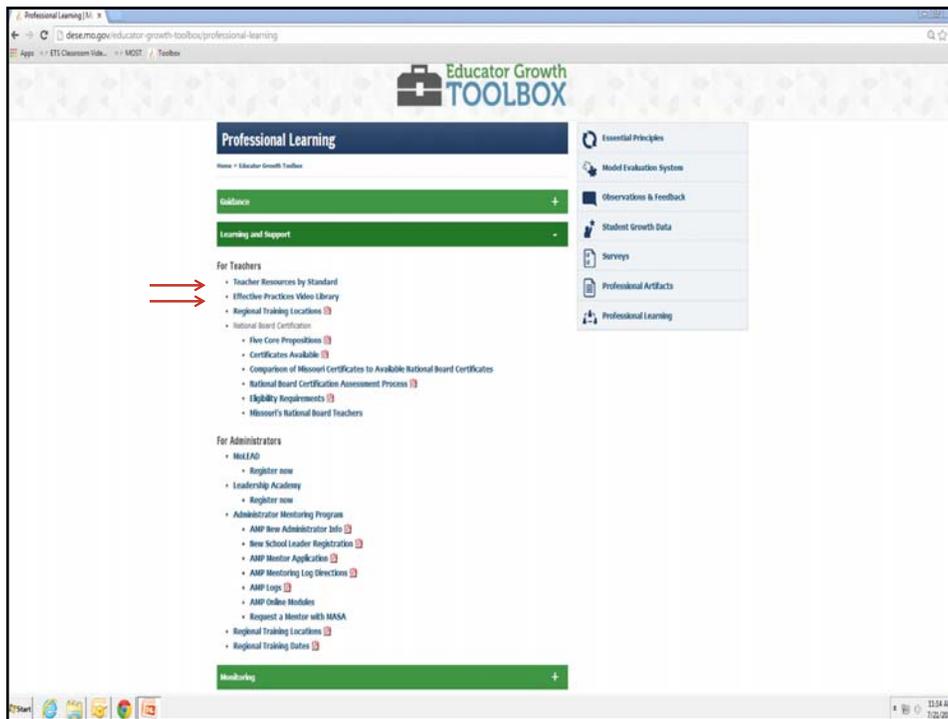


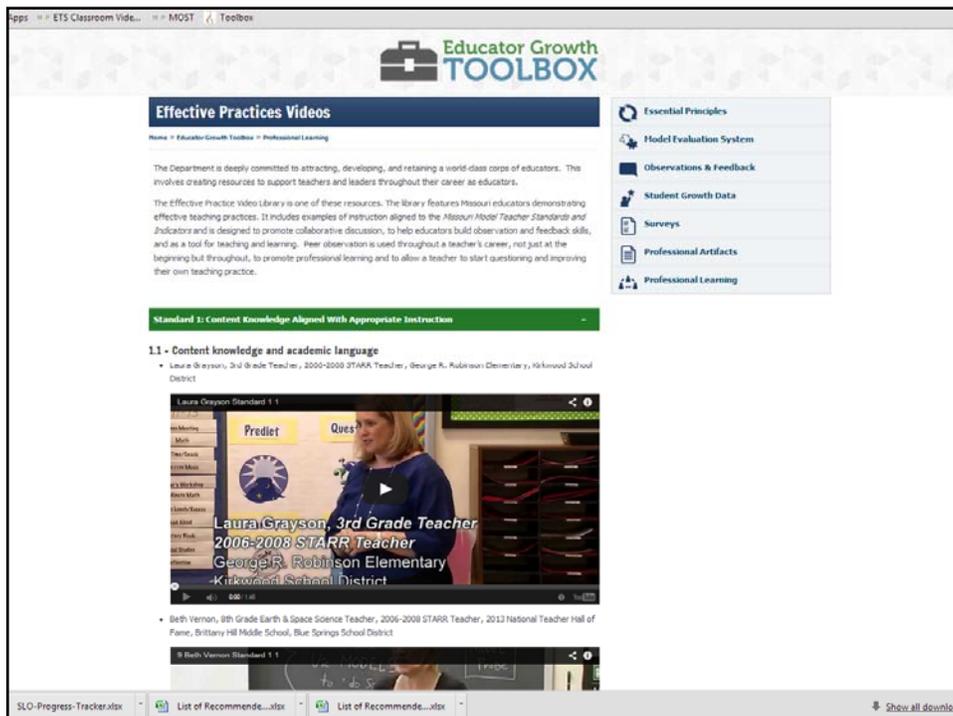
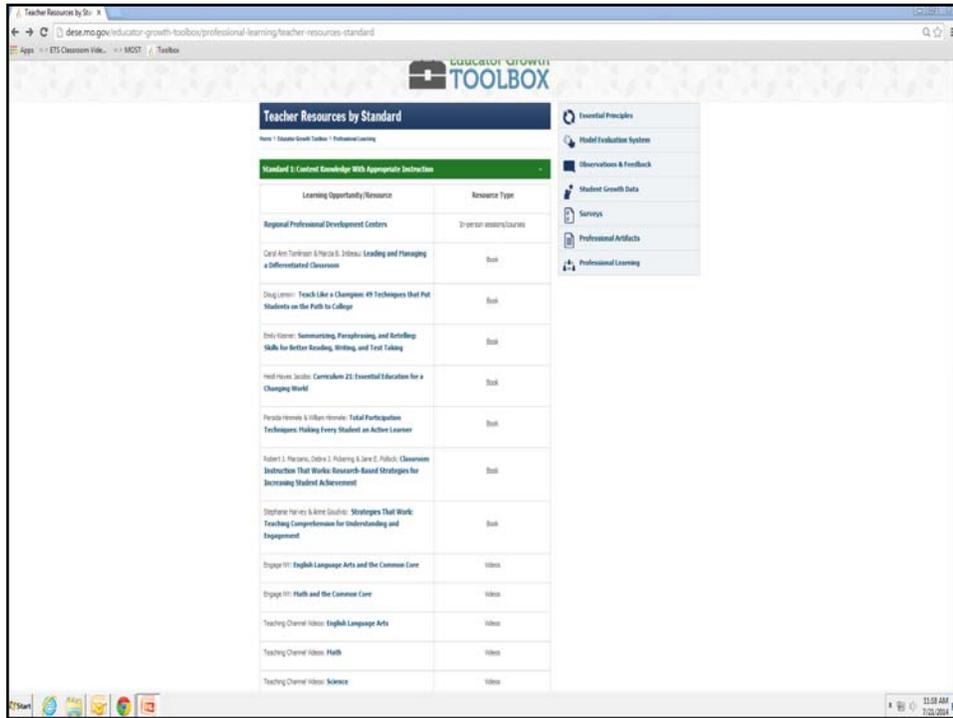


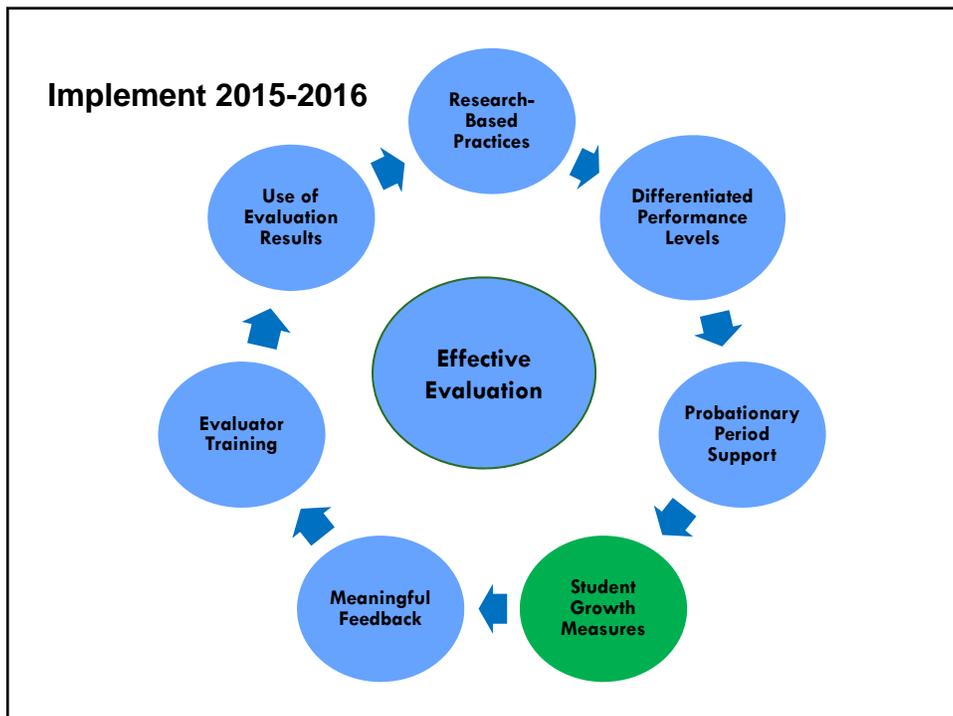
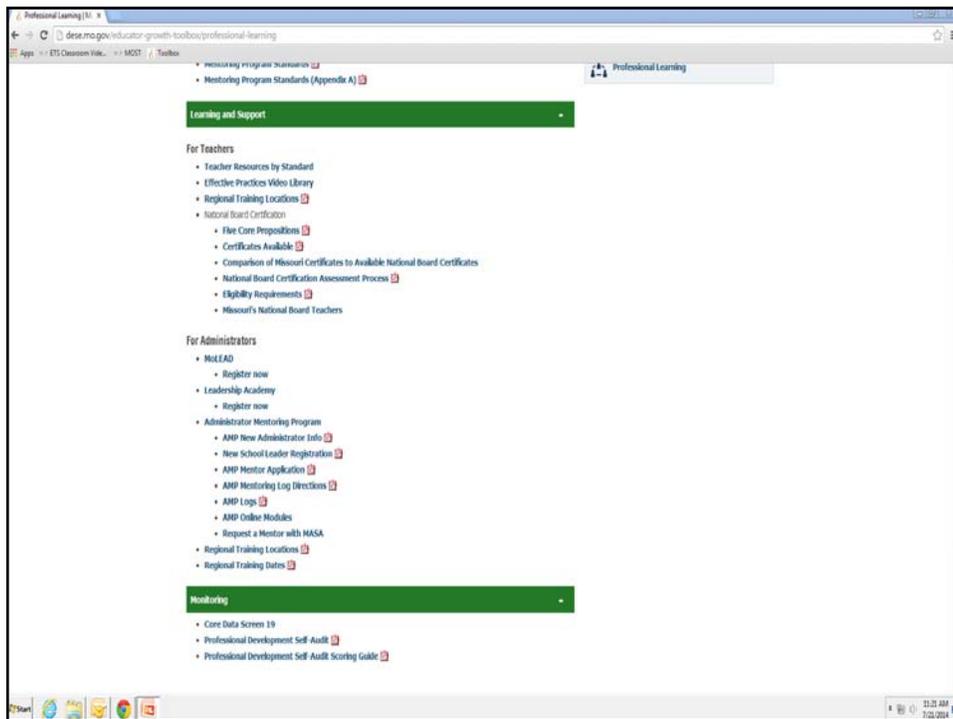
Rubric.pdf

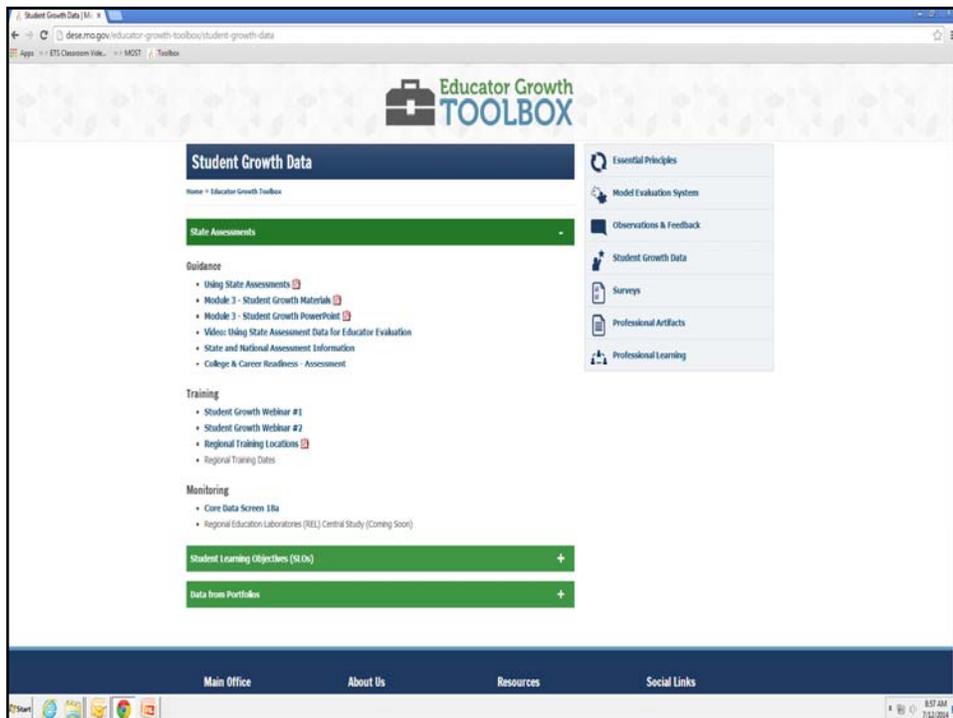
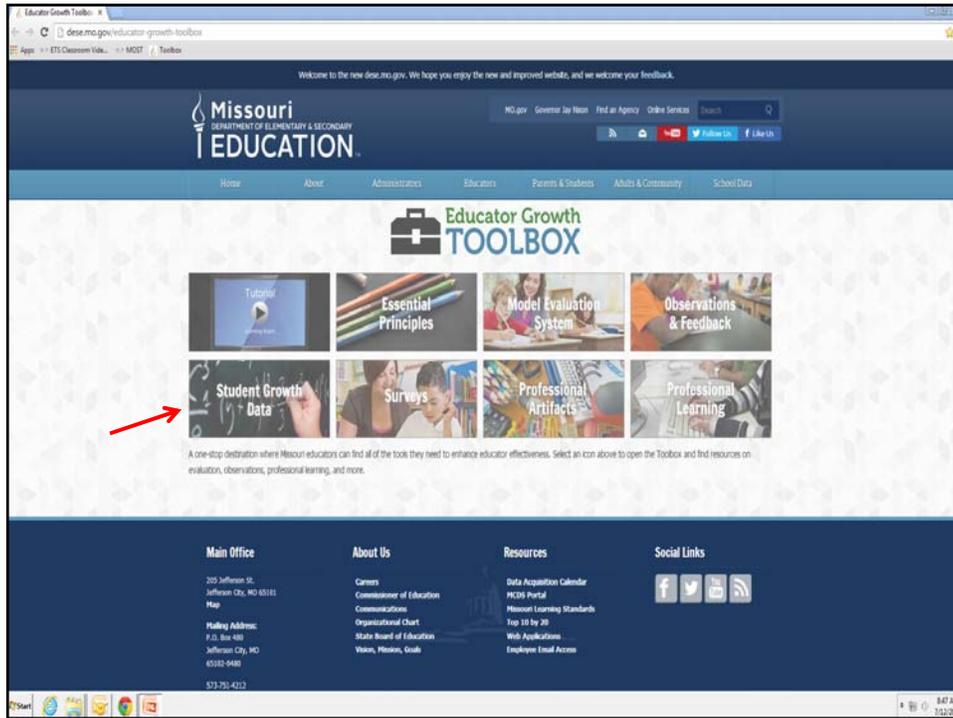
Missouri EDUCATION		PREPARATION & CREDENTIALS RUBRIC			
PERSONNEL RECORDS	Instructional Strategies	Instructional strategies are often selected ad hoc and frequently are ineffective strategies for the chosen learning activities	Instructional strategies are not always research-based or proven, but often align to learning activities	Instructional strategies are thoughtfully selected, research-based, and proven, and they typically align to learning activities	Instructional strategies are thoughtfully selected, research-based, and proven, and they are tightly aligned to curriculum objectives and learning activities
	Instructional Resources	Instructional resources are not purposefully selected and may not enhance academic performance	Instructional resources are purposefully selected to enhance the teaching and learning process but may not enhance academic performance	Instructional resources are purposefully selected to enhance academic performance and are developmentally appropriate	Instructional resources are developmentally appropriate, are research-based, promote complex thinking skills, and enhance academic performance
	Differentiation	Instructional plans contain no evidence of differentiated content, strategies, or assessment	Instructional plans typically contain limited evidence of differentiation, but differentiation is not linked to individual student data and needs	Instructional plans typically contain some research-based differentiated strategies, or assessment based on individual student data and needs	Instructional plans always contain research-based differentiated strategies, and assessment, and clearly state how student data and needs are used to highlight the skills of all students
	Assessment	Assessments are designed at the end of instruction and do not represent the essential learning concepts tied to state or district standards. Teacher rarely if ever uses diagnostic or formative assessments for instructional planning purposes	Assessments are somewhat representative of state or district standards, but may not represent the most essential learning concepts. Sometimes diagnostic, formative, and summative assessments are used, but not consistently. Growth targets are inappropriate for student population	Assessments are closely aligned to learning concepts articulated in state or district standards, and include diagnostic, formative, and summative assessments. Growth targets are ambitious but perhaps not achievable, or growth targets are achievable but not ambitious enough	Differentiated assessments accurately measure attainment of essential learning concepts or skills, and include diagnostic, formative, and summative assessments to monitor student progress towards ambitious but achievable targets and measure growth
	PD Plan Goals	There is no clear PD Goal—PD opportunities are selected based on factors irrelevant to teacher and/or district needs	PD Goals are not specific, measurable, attainable, and timely; however, they are purposefully chosen based on district or building needs	PD Goals are included in the PD Plan and are specific, measurable, attainable, and timely. However, they may not be based on teacher performance data or district or building goals	PD Goals are specific, measurable, attainable, and timely. They are directly aligned with district and building goals, and they are selected based on teacher performance data
	PD Plan Strategies/Activities	Strategies/activities are not identified at the outset of	Strategies/activities are not chosen based on specific	Strategies/activities are typically chosen based on	Strategies/activities are chosen based on district and











The screenshot shows a video player interface. The video title is "Student Learning Objectives (SLOs)". The video content shows a man in a light blue shirt speaking. Below the video is a sidebar menu with the following items:

- SLO Handbook
- SLO Samples
 - 1st Grade Reading
 - 2nd Grade Mathematics
 - 3rd Grade Mathematics
 - 4th Grade Music
 - 2nd Grade Social Studies
 - 8th Grade Art
 - 9th Grade Honors Physics
 - 10th Grade Chemistry
 - High School Spanish I
 - Kindergarten Physical Education
 - Pre-Kindergarten
- SLO Templates
- Assessment Approval Checklist
- List of Recommended Assessments
- SLO Approval Checklist
- SLO Progress Tracker
- SLO Scoring Guide
- District Readiness Rubric

Below the menu are sections for "Training" and "Monitoring":

- Training**
 - Training Information
 - Regional Training Dates
 - Regional Training Locations
- Monitoring**
 - Regional Education Laboratories (REL) Central Study (Coming Soon)
 - Core Data Screen 1.0a

OVERVIEW

What is a Student Learning Objective?

A Student Learning Objective (SLO) is a measurable, long-term goal of academic growth that represents a portion of a teacher's impact on student learning. While the term "SLO" may seem new, the concept is actually a very familiar one in Missouri. Essentially, SLOs represent the process of gathering and analyzing student data, using that data to set student growth goals, and then assessing whether students have met those goals at the end of instruction. What is new about SLOs is that they offer a formalized, collaborative process for using student growth data in evaluations, especially for non-tested grades and subjects.

Why are SLOs Important?

Teaching Practice

The heart of SLOs—setting goals for students and measuring progress towards those goals—is all about good teaching practice. Moreover, using SLOs gives administrators an opportunity to let evaluation results drive professional learning opportunities for teachers.

Faculty Collaboration

Just as importantly, SLOs promote collaboration between teacher and administrator, which brings a sense of ownership to teachers in the overall evaluation process. Moreover, SLOs are non-competitive, which enables greater collaboration among teachers within and across grades and subjects.

Educator Evaluation

Missouri's Essential Principles of Effective Evaluation require that all districts use student growth data as a significant contributing factor in educator evaluations. SLOs provide an opportunity to examine student growth data by gathering baseline scores, setting measurable goals for improvement, and ultimately assessing growth with a summative test.

What are the Challenges?

Administrators should be prepared to answer questions about the fairness of evaluations using SLOs and consider the following points when developing their responses:

- It is less important for student growth to be measured in exactly the same way for all teachers than it is to apply consistent rules about how growth measures should factor into evaluations.
- Rigorous goals for student growth should be a feature of SLOs, but it may take more than one



Checklist for Selecting Assessments for SLOs

This checklist provides a set of criteria with which to select appropriate assessments for Student Learning Objectives (SLOs). This checklist should be completed prior to SLO approval to ensure that the assessment chosen meets the basic requirements. All boxes should be checked "yes" before an assessment is approved.

Educator Name: _____
Assessment Name: _____

ALIGNMENT TO STANDARDS				
Yes	Somewhat	No	N/A	
				All items in the assessment align to the standard(s) addressed in the SLO
				The assessment measure addresses the full range of topics and skills included in the SLO
				The focus of the assessment mirrors the focus of the curriculum and standards
				The assessment requires students to engage in higher order thinking where appropriate
STRETCH				
Yes	Somewhat	No	N/A	
				The assessment includes items that cover prerequisite knowledge and skills from prior years where possible, and includes content-relevant items for appropriate student populations
				The assessment items cover knowledge and skills that will be of value beyond the school year
VALIDITY AND RELIABILITY				
Yes	Somewhat	No	N/A	
				The assessment includes only grade-level appropriate language or vocabulary
				Items or tasks are written clearly and concisely
				Clear scoring rubrics exist for open-ended questions or performance-based assessments
				A plan for administering baseline, formative, and summative assessments has been developed

Approved by: _____ Date: _____
Approval Authority Signature



Student Learning Objective Approval Checklist

This checklist provides a set of criteria with which to assess the quality of a proposed Student Learning Objective, or SLO. If the SLO adequately addresses all of the listed criteria, it is likely to be a useful form of evidence in the educator's evaluation and a tool for professional growth. It is recommended that all areas in need of revision be addressed prior to approving the SLO.

Educator Name: _____
Approval Authority: _____

Component	Criterion	Approved	Needs Revision
Assessment	Measures growth, gain, or change expected	<input type="checkbox"/>	<input type="checkbox"/>
	Provides the data needed to decide whether the objective is met	<input type="checkbox"/>	<input type="checkbox"/>
	Is reliable, valid, rigorous, and credible	<input type="checkbox"/>	<input type="checkbox"/>
	Is a common assessment if possible (approve if not possible)	<input type="checkbox"/>	<input type="checkbox"/>
Learning Content	Identifies the essential content area	<input type="checkbox"/>	<input type="checkbox"/>
	States the academic concept or skill to be taught	<input type="checkbox"/>	<input type="checkbox"/>
	Aligns with curriculum standards	<input type="checkbox"/>	<input type="checkbox"/>
Interval of Instruction	Clearly states the time students have to reach the goal	<input type="checkbox"/>	<input type="checkbox"/>
	Is appropriate to content complexity	<input type="checkbox"/>	<input type="checkbox"/>
	Is realistic and attainable	<input type="checkbox"/>	<input type="checkbox"/>
	Represents a long enough period to demonstrate desired growth	<input type="checkbox"/>	<input type="checkbox"/>
Population	Identifies the specific population(s)	<input type="checkbox"/>	<input type="checkbox"/>
	Includes a majority of the students	<input type="checkbox"/>	<input type="checkbox"/>
	Conveys an understanding of the population	<input type="checkbox"/>	<input type="checkbox"/>
	Specifies any agreed-upon exceptions	<input type="checkbox"/>	<input type="checkbox"/>
Growth Target	Draws upon baseline data, where available	<input type="checkbox"/>	<input type="checkbox"/>
	Predicts expectation or gain anticipated	<input type="checkbox"/>	<input type="checkbox"/>
	Allows all students to demonstrate growth	<input type="checkbox"/>	<input type="checkbox"/>
	Is rigorous yet realistic for all students in the identified population	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Strategies	Identifies method of instruction or key strategies	<input type="checkbox"/>	<input type="checkbox"/>
	Includes specific interventions where needed	<input type="checkbox"/>	<input type="checkbox"/>
	Are observable or documentable	<input type="checkbox"/>	<input type="checkbox"/>
Rationale	Includes how the objective is connected to student needs	<input type="checkbox"/>	<input type="checkbox"/>
	States how and why the instructional strategies and growth targets are appropriate and rigorous	<input type="checkbox"/>	<input type="checkbox"/>

SLO Approved By: _____ Date: _____
Approval Authority Signature

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

Sort Data by Name

Student Learning Objective Progress Tracker

Anticipated # Formative Assessments 4

Student Name	Status	Pre-test	Custom Growth Target	Growth Target	Formative 1	Formative 2	Formative 3	Formative 4	Formative 5	Formative 6	Formative 7	Formative 8	Formative 9	Formative 10	Post-Test
Amanda Roemmer	On Course	0		60	15	24	17	47							
Barry Sizemore	On Course	10		60	19	33	40	52							
Finneus Clark	On Course	90		95	91	90	91	92							
Hallie Baron	Off Course	21		60	63	52	56	32							
Hilde Giesel	Exceeds Expected Progress	5		60	22	25	51	65							
Iko Takahashi	On Course	23		60	80	51	59	52							
Jillian Mitchell	Exceeds Expected Progress	22		60	70	22	50	59							
Jorge Bustamante	Exceeds Expected Progress	15		60	55	18	43	58							
Karter Fleischmann	On Course	73		90	84	86	88	90							
Kim Cardstock	On Course	33		60	51	41	33	55							
Leslie Poulitice	Exceeds Expected Progress	81		90	82	84	87	99							
Liz Brockschmidt	On Course	90		95	100	92	91	90							
Lonnie Fitch	On Course	88		95	95	93	89	94							
Markus Samuelson	Off Course	44		70	29	46	58	59							
Mason Millsworth	Exceeds Expected Progress	13		60	41	27	54	78							
Michael Maddox	On Course	99		95	88	81	75	97							
Nolan Parks	Off Course	63		80	60	64	75	65							
Norte Delgado	Off Course	40		60	45	45	54	44							
Rajesh Singh	On Course	31		60	37	42	41	59							
Sandy McMillian	Off Course	18		60	12	39	54	38							
Scott Flanders	Off Course	43		70	40	45	70	46							
Sommer Westerfield	Off Course	20		60	28	33	31	43							
Tabitha Jones	Off Course	78		90	78	86	81	81							
Tricia Stevens	On Course	75		90	78	76	86	83							
Tristan Smith	On Course	82		90	90	86	86	87							
Valerie Hasser	On Course	40		60	41	42	43	55							

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

Home About Administrators Educators Parents & Students Adults & Community School Data

Educator Growth TOOLBOX

Student Growth Data

Home » Educator Growth Toolbox

- State Assessments +
- Student Learning Objectives (SLOs) +
- Data from Portfolios -

Guidance

- Portfolio Handbook
- Portfolio Rubric (FILE)
- Portfolio Reflection Questions
- Portfolio Reflective Prompts
- K-3 Portfolio Reflection Example

- Essential Principles
- Model Evaluation System
- Observations & Feedback
- Student Growth Data
- Surveys
- Professional Artifacts
- Professional Learning

Main Office: 205 Jefferson St., Jefferson City, MO 65103

About Us: Careers, Commissioner of Education, Communications, Organizational Chart

Resources: Data Acquisition Calendar, FCIS Portal, Missouri Learning Standards, Top 10 by 30

Social Links: Facebook, Twitter, YouTube, RSS

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The Training

- Prepares districts to use student growth measures in their evaluation systems in accordance with the 7 Essential Principles of Effective Evaluation
- Provides a framework to examine student growth data from all subject areas and grade levels
- Promotes good teaching practice by giving teachers a structure to set goals, measure progress along the way, and reflect on growth
- Encourages collaboration from teacher-teacher, teacher-administrator, and administrator-administrator

Using Student Growth Measures in Educator Evaluation

Training for Districts and Charter Schools

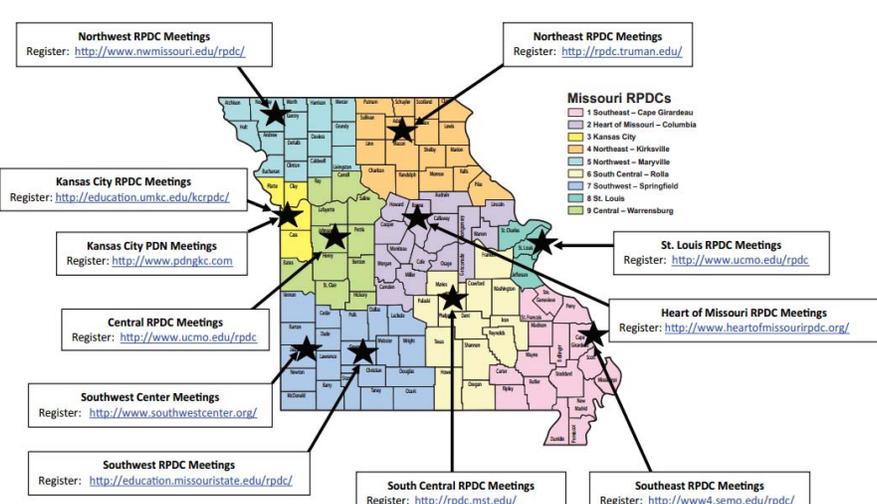


2014 – 15 Regional Trainings

What to Expect

- In-depth orientation to the Student Learning Objectives (SLO) process
- Step-by-step assistance implementing SLOs into the evaluation process
- Extensive practice using SLO materials and resources developed by the Department and various state and national partners
- Hands-on practice for administrators and teachers with writing and approving SLOs and analyzing summative scores

Visit www.dese.mo.gov/educator-growth-toolbox for specific locations



Northwest RPDC Meetings
Register: <http://www.nwmissouri.edu/rpdc/>

Kansas City RPDC Meetings
Register: <http://education.umkc.edu/kcrpdc/>

Kansas City PDN Meetings
Register: <http://www.pdnkc.com>

Central RPDC Meetings
Register: <http://www.ucmo.edu/rpdc>

Southwest Center Meetings
Register: <http://www.southwestcenter.org/>

Southwest RPDC Meetings
Register: <http://education.missouristate.edu/rpdc/>

Northeast RPDC Meetings
Register: <http://rpdc.truman.edu/>

St. Louis RPDC Meetings
Register: <http://www.ucmo.edu/rpdc>

Heart of Missouri RPDC Meetings
Register: <http://www.heartofmissourirpdc.org/>

South Central RPDC Meetings
Register: <http://rpdc.mst.edu/>

Southeast RPDC Meetings
Register: <http://www4.semo.edu/rpdc/>



Missouri RPDCs

- 1 Southeast – Cape Girardeau
- 2 Heart of Missouri – Columbia
- 3 Kansas City
- 4 Northeast – Kirksville
- 5 Northwest – Maryville
- 6 South Central – Rolla
- 7 Southwest – Springfield
- 8 St. Louis
- 9 Central – Warrensburg



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Contact Us

Paul Katnik
Email: paul.katnik@dese.mo.gov
Phone: 573-751-2931 or 573-751-2990



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The Hazelwood Story

Introducing:

Dr. Gary Jansen

Paula Brown