



Executive Summary



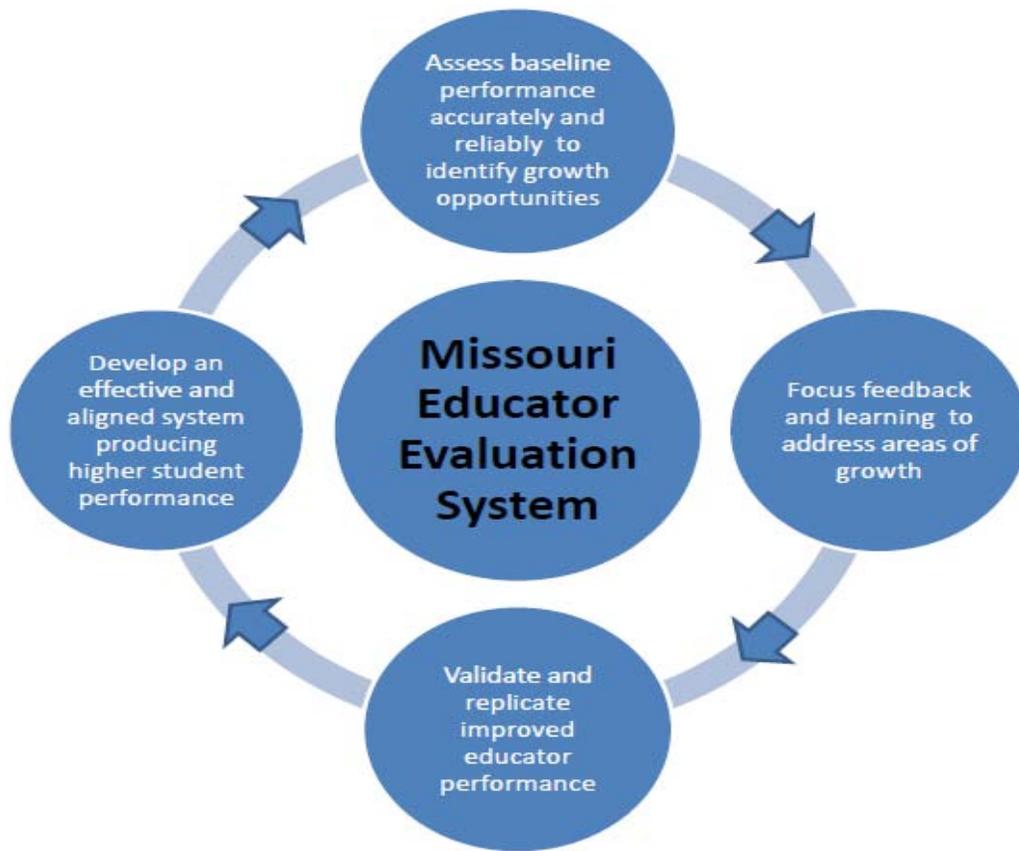
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Executive Summary

A substantial body of research establishes the teacher as the most significant factor in a student's learning, followed next by effective leadership. Improving the learning of students requires the improvement of effective practice of those teaching in classrooms and providing leadership in schools. As such, Missouri's Educator Evaluation System focuses on the formative development of teachers and leaders.

Theory of Action: Increase Student Performance



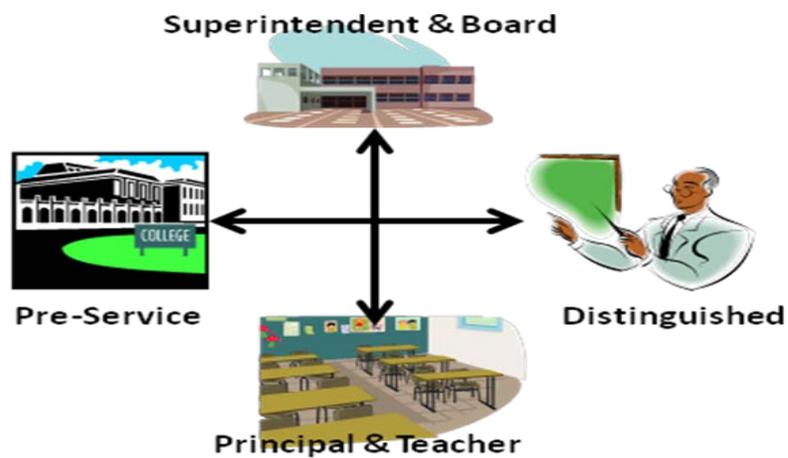
- The evaluation system provides ***accurate, reliable data identifying growth opportunities*** in educator performance allowing new learning and focused feedback to be applied to generate growth in practice.
- ***New learning and focused feedback*** address specific growth opportunities and ***improved educator performance is validated and replicated***.
- Improved educator performance is validated and replicated resulting in an aligned and ***effective system that produces improved student performance***.

Getting it Right: Two Key Outcomes

Accomplishing Missouri’s Theory of Action requires two important outcomes. First, effective evaluation must address improvement throughout the career of all educators at all levels of the system. Second, it must offer a level of precision capable of guiding improvement and yet still remain manageable:

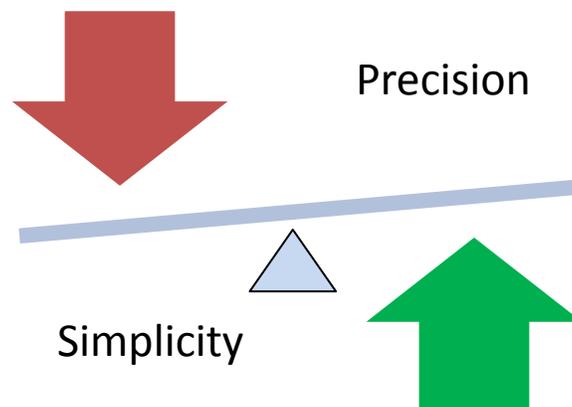
Outcome 1

- **Systemic** – addresses the improvement of effective practice of all educators from preparation through retirement and from the boardroom to the classroom



Outcome 2

- **Precise** – ensures the accurate identification of areas of strength and opportunities to improve and yet is *manageable*



The Professional Continuum

The Professional Continuum of the Missouri Teacher

Candidate:	Emerging Teacher:	Developing Teacher:	Proficient Teacher:	Distinguished Teacher:
<p>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>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>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>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>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>

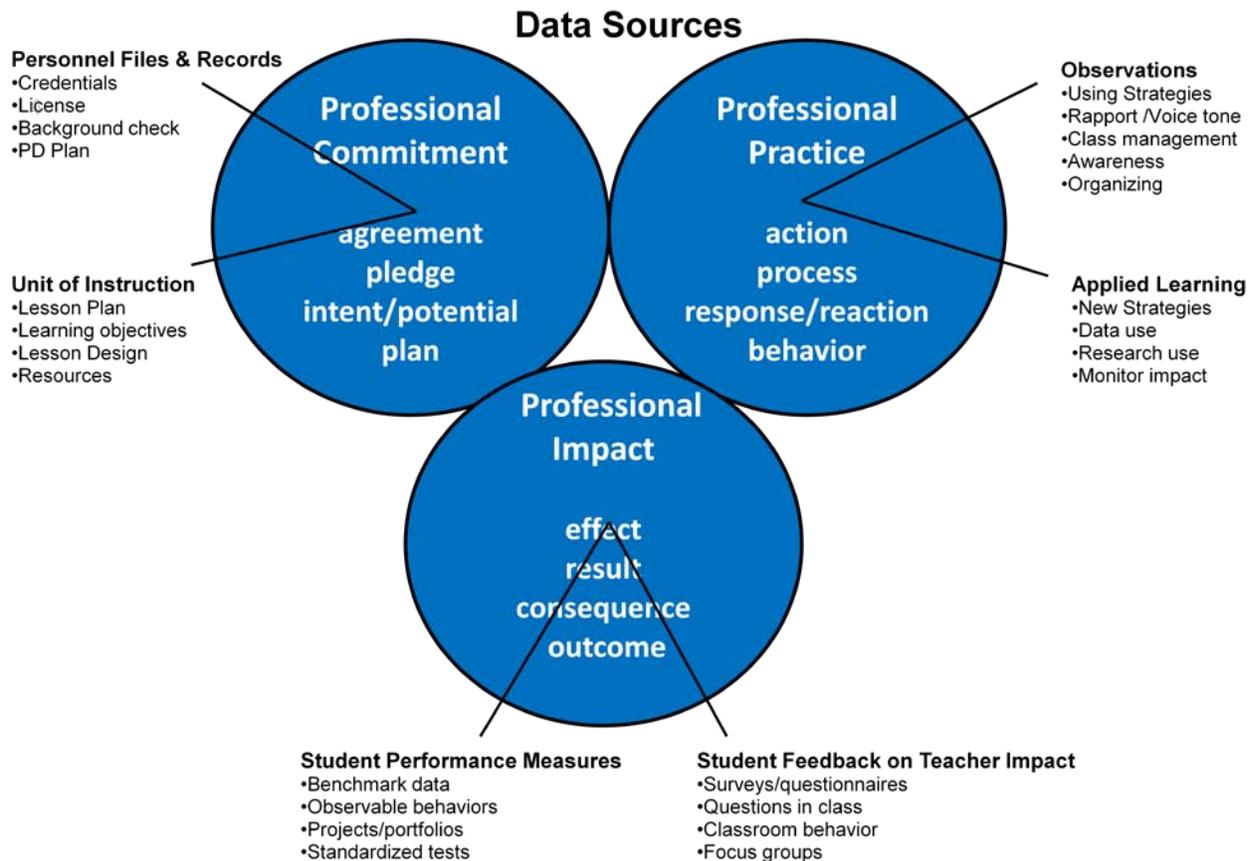
As a systemic process, the Educator Evaluation System employs a developmental sequence defining a professional continuum which articulates how knowledge and skills of educators mature and strengthen. The professional continuum identifies expectations of performance at the candidate level (pre-service) and at four levels of performance for the teacher, leader and superintendent.

Professional Frames

The Teacher, Leader and Superintendent Standards and quality indicators draw evidence from three **professional frames** at each level of the Professional Continuum. This reflects the research based on educator development, as well as feedback from Missouri educators on how to make the standards meaningful to teachers and leaders. The three frames are **professional commitment, professional practice and professional impact**. These frames, which together constitute a determination of educator effect, organize data sources to facilitate the improvement of effective practice of teachers and leaders.

Establishing a reliable determination of educator effect, requires the use of multiple criteria. Research from the Measures of Effective Teaching (MET) Project confirms that a combination of measures has the greatest potential for a reliable assessment of performance. Data sources specific to each of the three professional frames provides a reliable process to establish current levels of practice, accurately promote and document growth, and determine overall educator effect.

Professional Frames of the Educator



Growth Guides

The Educator Evaluation System uses Growth Guides to inform improvement in practice. Each Quality Indicator for teacher, leader and superintendent is articulated across a Growth Guide and evidenced by data sources from the three professional frames. This provides a valid assessment of status and clear direction for growth.

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

Emerging		Developing		Proficient		Distinguished	
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.	
Professional Frames							
Evidence of Commitment <i>Is well prepared to guide students to a deeper understanding of content</i>		Evidence of Commitment <i>Stays current on new content and incorporates it into lessons</i>		Evidence of Commitment <i>Use of supplemental primary sources that are aligned to local standards</i>		Evidence of Commitment <i>Continually expands knowledge base on content and infuses into content</i>	
Evidence of Practice <i>Instruction reflects accuracy of content knowledge</i>		Evidence of Practice <i>Instruction indicates an appreciation of the complexity and ever evolving nature of the content</i>		Evidence of Practice <i>Instructional focus is on the most important concepts of the content and includes new content as appropriate</i>		Evidence of Practice <i>Continually seeks out new information and applies it to learning in their classroom</i>	
Evidence of Impact <i>Students are generally familiar with academic language</i>		Evidence of Impact <i>Students are able to use academic language</i>		Evidence of Impact <i>Students accurately use academic language related to their discipline</i>		Evidence of Impact <i>Students communicate effectively using academic language from a variety of sources</i>	
Score = 0	1	2	3	4	5	6	7

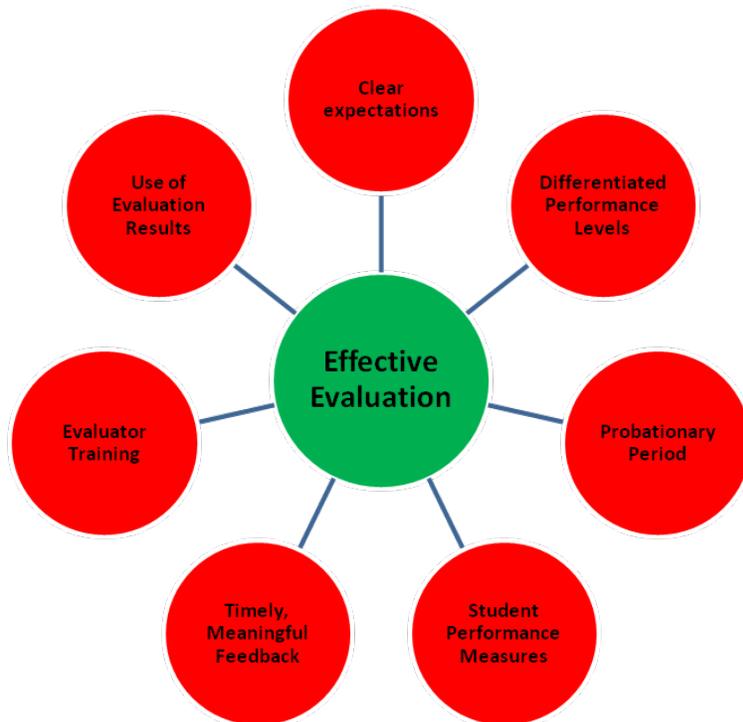
Growth Guides articulate discrete, independent measurable elements of performance across the professional continuum for the nine Teacher Standards, six Leader Standards, and the seven Superintendent Standards. These measurable elements are described within 36 Quality Indicators for the teacher, 13 Quality Indicators for the leader, and 16 for superintendent.

As a part of the evaluation process, specific indicators are chosen to be assessed based on the priorities articulated in district and building improvement plans. The Growth Guides for those selected indicators provide a numerical rating that serves as both a baseline assessment and a follow-up assessment. Targeted professional learning and regular feedback on performance, between the two assessments, impacts the change that occurs in practice. The numerical ratings provide a measure of both status of performance and growth in performance.

Essential Principles of Effective Evaluation

Contemporary research suggests seven essential principles when creating an effective evaluation system. These essential principles are the foundation on which Missouri’s Educator Evaluation System has been created.

7 Essential Principles



The system establishes clear expectations of performance based on the research of national standards and aligned to Missouri legislation SB 291 directing districts to set teaching standards; measures performance across differentiated levels from pre-service through four levels at the practitioner level; highlights the probationary period as a time when particular support for improvement is required; includes student performance measures to ensure the impact of student learning; identifies

feedback as a critical component for improving effective practice; acknowledges evaluator training as a highly significant factor for reliably evaluating performance; and maintains that evaluation results drive employment decisions and policy.

Feedback from the Field

The national research and experts guided the efforts of a large group of Missouri stakeholders responsible for the creation of the teacher, leader and superintendent standards, quality indicators, professional continuum, growth guides and evaluation protocols. This initial group included twenty-seven organization partners, thirty-two school districts and twenty-five educator preparation programs, in addition to 174 partner districts who participated in field-testing the original language in the professional continuum. During the 2012-2013 school year, 105 public school districts including 2 charter schools signed up to participate in a state-wide pilot of the Educator Evaluation System.

These pilot districts represented a wide variety of learning situations and students. This was important to ensure that the revised model and the guidelines that accompany it would be applicable for every student in every classroom in the state. The pilot districts came from all regions of the state and included the largest district in the state (24,897 students), as well as one of the smallest PK-8 districts (35 students).

In addition to the diversity in enrollment and geography, there was also wide diversity in student demographic information and performance. One pilot district has 0% minority enrollment, while another has over 99%. Another district has 16% free and reduced enrollment to one with over 96%. Based on preliminary data from the 5th Cycle of the Missouri School Improvement Process (MSIP), one district earned 42.90% of possible points earning an unaccredited status, while another earned 100% of possible points earning an accredited status.

There was similar diversity among those teachers participating in the pilot. The cumulative years of experience numbered over 4,000 with one teacher having only 3 months experience, while another had 36 years of experience. On average, the participating teacher had 9.55 years of experience. Participating teachers represented every level Pre-K through 12th grade and

2012-2013 Pilot Project Districts
Model Educator Evaluation System



Adair Co. R-II	Ferguson-Florissant R-II	Leeton R-X	Shawnee R-III
Advance R-IV	Festus R-VI	Lexington R-V	Southwest Livingston Co. R-I
Allen Village	Fox C-6	Lift for Life Academy	Southwest R-V
Alton R-IV	Francis Howell R-III	Linn Co. R-I	Springfield
Arcadia Valley R-II	Ft. Zumwalt R-II	Lonedell R-XIV	St. James R-I
Ash Grove R-IV	Gasconade County R-II	Malta Bend R-V	St. Joseph
Atlanta C-3	Gorin R-III	Mexico 59	Ste. Genevieve Co. R-II
B. Banneker Academy	Green City R-I	Milan C-2	Stoutland R-II
Belton 124	Greenville R-II	Moberly	Sturgeon R-V
Bevier C-4	Hazelwood	Morgan County R-I	Sullivan
Blair Oaks R-II	Henry County R-I	Morgan County R-II	Summersville R-II
Braymer C-4	Hickman Mills C-1	Mountain Grove R-III	Swedeborg R-III
Brookfield R-III	Higbee R-VIII	Mountain View-Birch Tree R-III	Valley Park
Brunswick R-II	Holden R-III	North Wood R-IV	Valley R-VI
Campbell R-II	Howell Valley R-I	Oak Grove R-VI	Van-Far R-I
Carrollton R-VII	Hume R-VIII	Palmyra R-I	Warrensburg R-VI
Chilhowee R-IV	Junction Hill C-12	Paris R-II	Webb City R-VII
Clarksburg C-2	Kearney R-I	Pattonville R-III	Wellsville Middletown R-I
Clearwater R-I	Kelso C-7	Pike County R-III	Wentzville R-IV
Clinton Co. R-III	Keytesville R-III	Rails Co. R-II	West Plains R-IV
Community R-VI	Kingston 42	Renick R-V	Willow Springs R-IV
Crawford Co. R-I	Kirkville R-III	Richland R-IV	Winona R-III
Crocker R-II	Laclede County C-5	Richwoods R-VII	Worth County R-III
Drexel R-IV	Lakeland R-III	Riverview Gardens	Zalma R-V
Fairfax R-3	Laquey R-V	Scott City R-I	
Farminetion R-VI	Lebanon R-III	Sedalia 200	

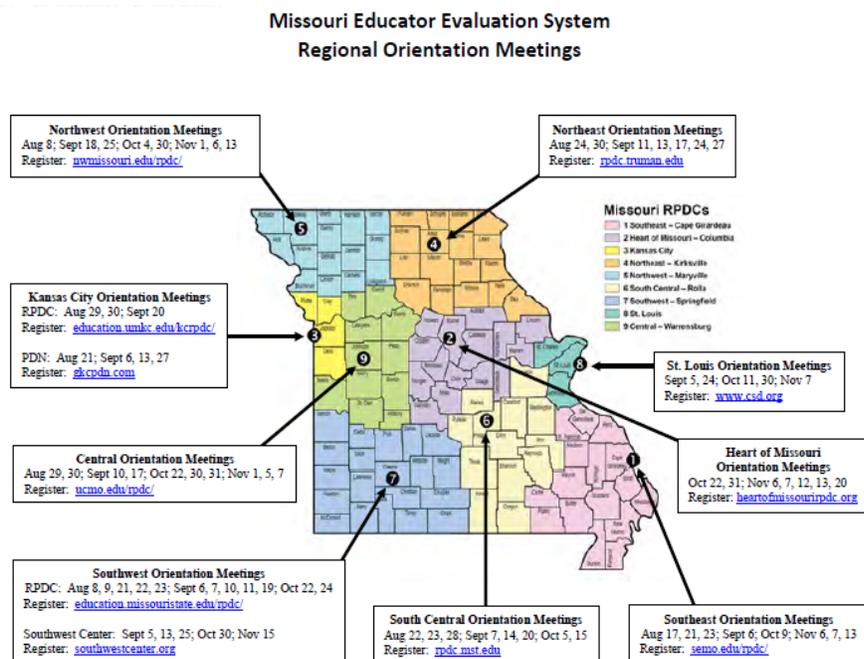
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every content area from those teaching core content, to those involved with students in gifted education, special education, music, Spanish, art, physical education and industrial arts.

Similar diversity existed among those principals who participated in the pilot. The cumulative years of experience numbered over 1,600 with one principal having just 1 year of experience, while another had 32 years of experience. On average, the participating principal had over 13 years of experience. Participating principals represented every level Pre-K through 12th grade and every configuration from elementary, junior high and high schools to alternative centers, special services and central office.

Timeline

The first version of the Educator Evaluation System was presented to the State Board of Education in June 2012 to seek approval for the formal pilot project. An initial rollout occurred at the Administrator Conference in July 2012. In the fall 2012, as a follow-up opportunity to learn more about the state’s model and to review the effectiveness of local evaluation system, districts participated in regional training sessions coordinated by regional service centers across the state.



There were seventy-seven training sessions hosted across the state. Districts learned about the state’s new model educator evaluation System and the Essential Principles of Effective Evaluation at these sessions. Participants also compared their local evaluation process to the Essential Principles to determine how closely their current process aligned to these

principles. Approximately 85% of the state’s public school districts, as well as charter schools and representatives from educator preparation programs, attended these meetings.



Based on the feedback received through the 2012-2013 pilot project, the Educator Evaluation System was refined and revised. This second version was presented and officially adopted by the State Board of Education in May 2013

Conclusion

Improving students' learning requires the improvement of effective practice of those teaching in classrooms and providing leadership in schools. Missouri's Educator Evaluation System has been designed and created by many of the state's finest educators with the goal of improving effective practice to create environments where students can accelerate learning and experience academic success. The Essential Principles of Effective Evaluation are the articulation of the research which directs how the evaluation process can be used to improve educator practice.