



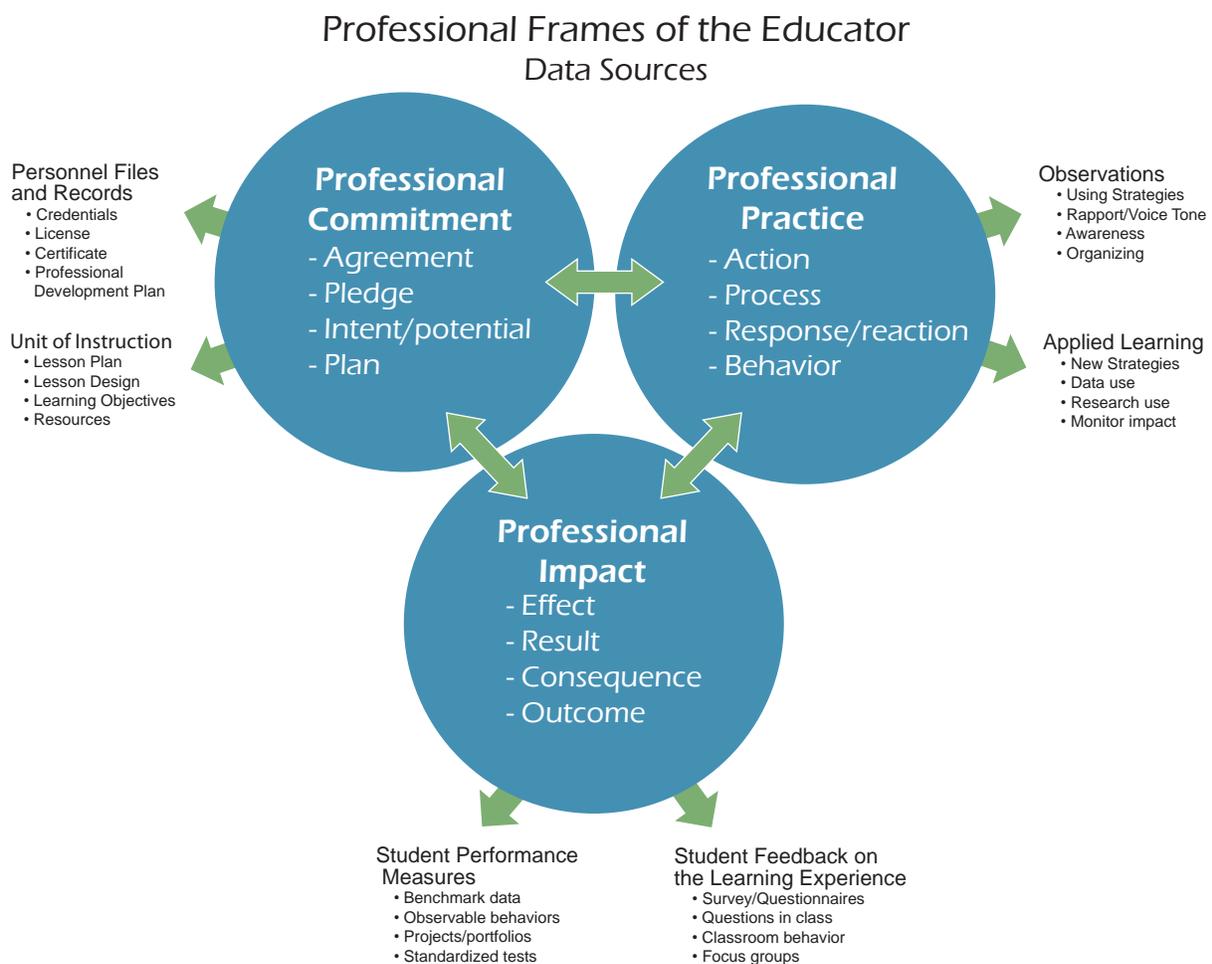
Professional Frames of the Educator

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Professional Frames of the Educator

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 base 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 the standards and indicators 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 Commitment

The professional commitment frame is a source of evidence related to the professional agreements a teacher and leader make as a result of their role as educator. This includes the planning and the intent behind their efforts as an educator, or their quality as teacher or leader. Measures of evidence articulated through Growth Guides for each indicator in this frame verify that the teacher or leader is fulfilling these essential agreements. The primary data sources for the professional commitment frame are personnel files and records and the quality of instruction and school/district improvement plans.

Professional Commitment Data Source: Personnel Files and Records

An effective educator maintains appropriate certification, licensing and credentials and the competence each represents. These files and records substantiate that the educator is qualified to perform the duties they are assigned. The educator's files and records also serve as documentation to growth and improvement. Evidence of appropriate personnel files and records should be combined with other data sources to determine overall educator effect.

Professional Commitment Data Source: Quality of Planning – Instruction and Building and District Improvement Plans

A teacher's quality of instruction directly impacts a student's ability to learn. Research-based, proven instructional strategies combined with content aligned to state standards guarantees that students are learning the right things in the most effective way.

The quality of building and district improvement plans indicates that priorities have been established by district and building leadership. A high quality improvement plan combined with research-based, proven strategies for implementation ensures the greatest needs confronting student learning will be addressed in the most effective way.

For teacher and leader, the alignment, clarity, focus and overall quality of planning as it relates to addressing student learning needs is essential. Evidence of the quality of instruction and improvement plans should be combined with other data sources to determine overall educator effect.

Professional Practice

The professional practice frame is a source of evidence related to specific effective actions or behaviors in which a teacher and leader engages, or the measure of their teaching and leading. This includes the reactions, responses, and processes to which the educator engages. Measures of evidence articulated through growth guides verifies the degree to which the teacher or leader can demonstrate these specific actions or behaviors. The primary data source for the professional practice frame comes from observations.

Professional Practice Data Source: Observations of Performance

Observations of performance are a significant part of the overall determination of educator effect. Observations should be based on clear expectations as articulated by discrete, independent and measureable elements across the professional continuum. Examples of evidence in the growth guides provide further clarification of the elements of performance. Multiple observations of a variety of teaching experiences (i.e. time of day, part of lesson, different subjects, etc.) contribute to reliable observation data. Initial training and periodic assessment of accuracy of evaluators must be included to ensure observation data is reliable. Observation data should be combined with other data sources to determine overall educator effect.

Professional Commitment Data Source: Applied Professional Learning

Accurate measures of performance provide focus for new learning. Without the introduction of new learning and skills, the evaluation process achieves little more than the classification and sorting of educators. Professional learning focuses on opportunities for growth. The application of new learning and skills results in a positive impact on student performance and a higher degree of educator effect. Professional growth plans document the alignment of new learning and skills to growth opportunities and observations verify their impact. Evidence of applied professional learning and its impact on student performance should be combined with other data sources to determine overall educator effect.

Professional Impact

The professional impact frame is a source of evidence related to the effect, consequence or result that occurs due to the behaviors and commitments of the teacher and leader. This includes the outcomes the educator intends as a result of the quality of the teacher and their teaching, or the leader and their leading. Measures of evidence articulated through growth guides for each indicator verifies the extent to which the teacher or leader has had an impact. Teachers fulfilling their professional commitment and engaging in proven practices create measurable impact. The primary data sources for the professional impact frame comes from student performance measures and student feedback.

Professional Impact Data Source: Student Performance Measures

The ultimate goal of schooling is the improvement of student performance. Measures of the performance of students are not only appropriate but essential to determining overall educator effect. Multiple measures are far more reliable than single measures. These multiple measures may include, among others: common, benchmark and formative district-generated assessments; peer reviewed performance assessments; mutually developed student learning objectives by evaluator and teacher; student work samples such as presentations, papers, projects, portfolios; individualized student growth objectives defined by the teacher; and valid, reliable, timely and meaningful information from standardized testing, which serves to verify the overall accuracy of the evaluation process. Student performance data should be combined with other sources to determine overall educator effect.

Professional Impact Data Source: Student Feedback on Performance

Feedback data introduces a variety of perspectives into the process of determining educator effect. Overall reliability increases as a result of the varied perspectives. These perspectives represent the voice of the recipient, whether it be that of a student, parent, community member or staff member. Feedback data can be collected in a wide variety of formal and informal ways including surveys, focus groups, meetings, interviews, questionnaires, general conversations, etc. Feedback on performance data should be combined with other data sources to determine the overall educator effect.