



OFFICE OF EDUCATOR QUALITY UPDATES

NEW SUPERINTENDENTS

Contact Us

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Setting the Context

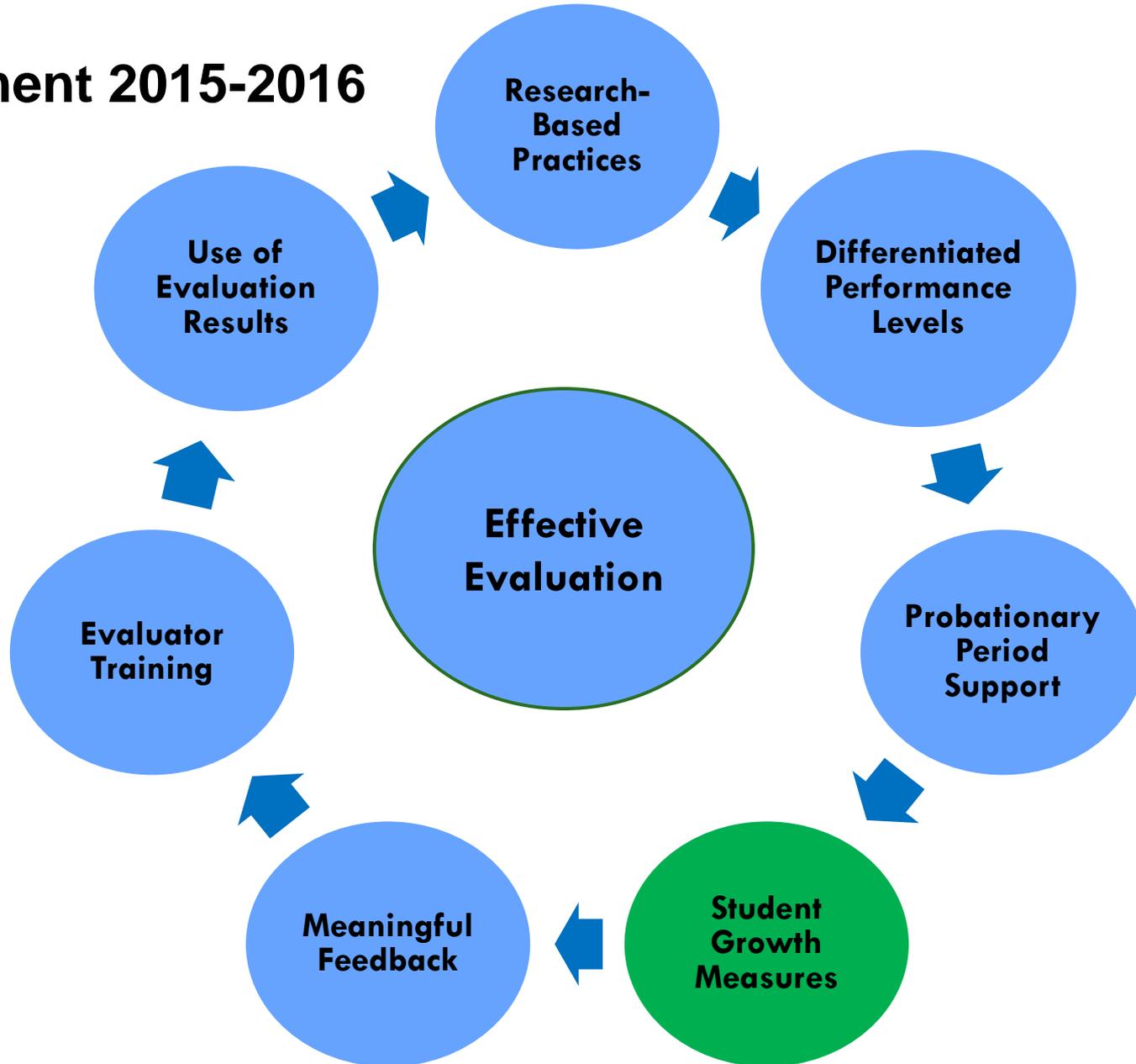
Federal Law

- *Elementary and Secondary Education Act (ESEA)*
 - *Commonly know as: No Child Left Behind (NCLB)*
 - *ESEA Flexibility Waivers*
 - *Reauthorization of ESEA*

State Law

- *Essential Principles of Effective Evaluation (5 CSR 20-400.375)*

Implement 2015-2016



District: 114-116 MANES R-V

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 Edit

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"/>

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"/>

	YES	NO
Does your district evaluation system have multiple differentiated performance levels for teachers?	<input type="radio"/>	<input type="radio"/>

NUMBER OF TEACHERS BY RATING/LEVEL : (Number of Teachers reported in MOSIS = 9)

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									

	YES	NO
Publicly Reported	<input type="radio"/>	<input type="radio"/>

**CORE DATA
SCREEN 18A**

Due June 30

PRINCIPAL EVALUATION SYSTEM:

USED FOR :	YES	NO
Principal 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"/>

Student growth data used for state tested content and grade levels	YES	NO
	<input type="radio"/>	<input type="radio"/>
Student growth data used for non-state tested content and grade levels	YES	NO
	<input type="radio"/>	<input type="radio"/>
Does your district evaluation system have multiple differentiated performance levels for principals?	YES	NO
	<input type="radio"/>	<input type="radio"/>

NUMBER OF PRINCIPALS BY RATING/LEVEL : (Number of Principals reported in MDSS = 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 ^a	LEA Comment	Effective Evaluation Implementation Rubric	
			Policy Criteria ^b	Practice Criteria ^c
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

^a -Method used to determine alignment to the Principle

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

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

CORE DATA SCREEN 18A

Due June 30

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 measure 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

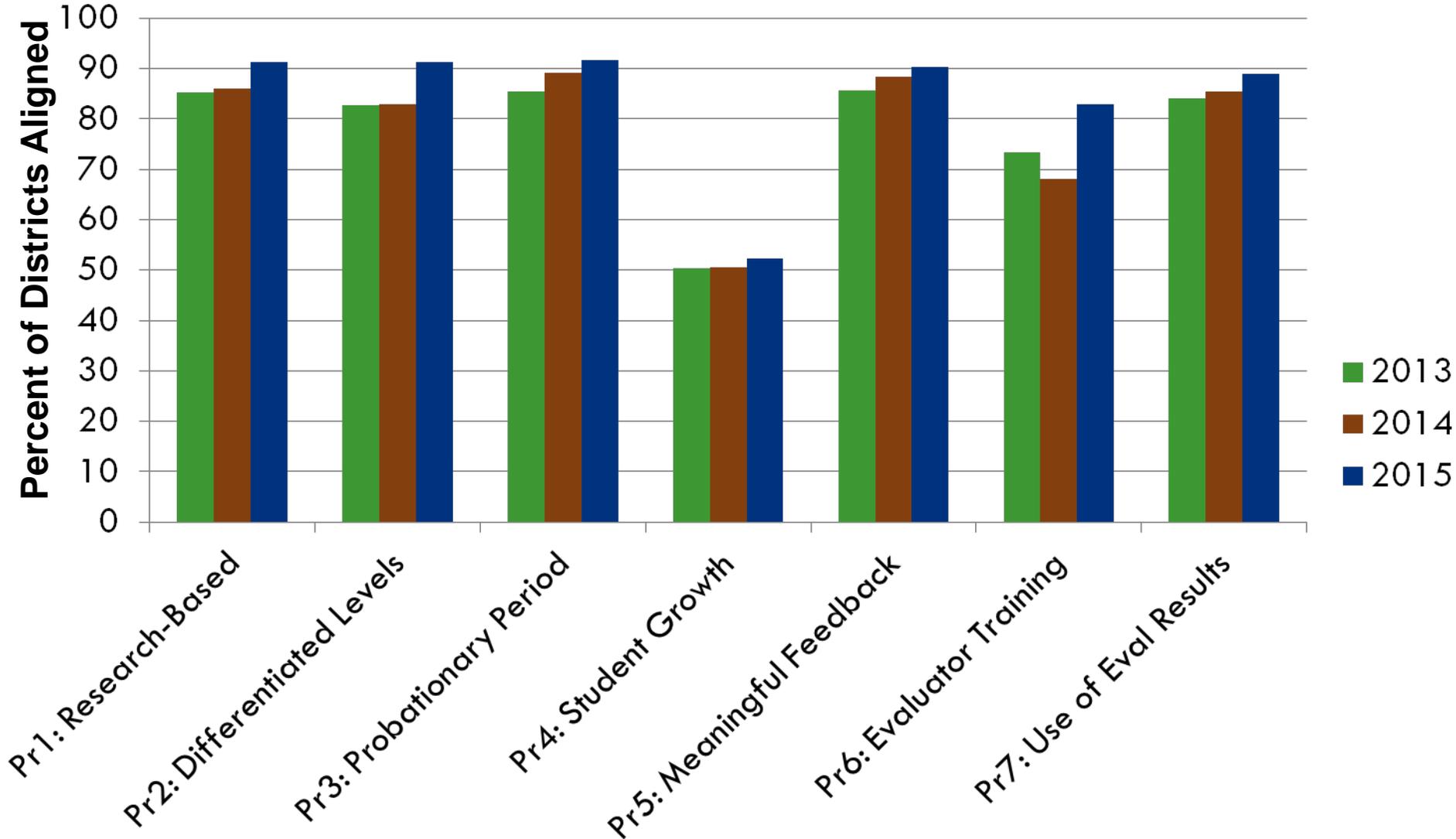
- Guides district employment policies and procedures
- Guides district decisions regarding employment determinations
- Informs in particular those policies that impact the extent of student learning
- Empowers the district to recognize and utilize highly effective educators
- Informs district strategies for providing targeted interventions and support

CORE DATA**SCREEN 18A****Due June 30**

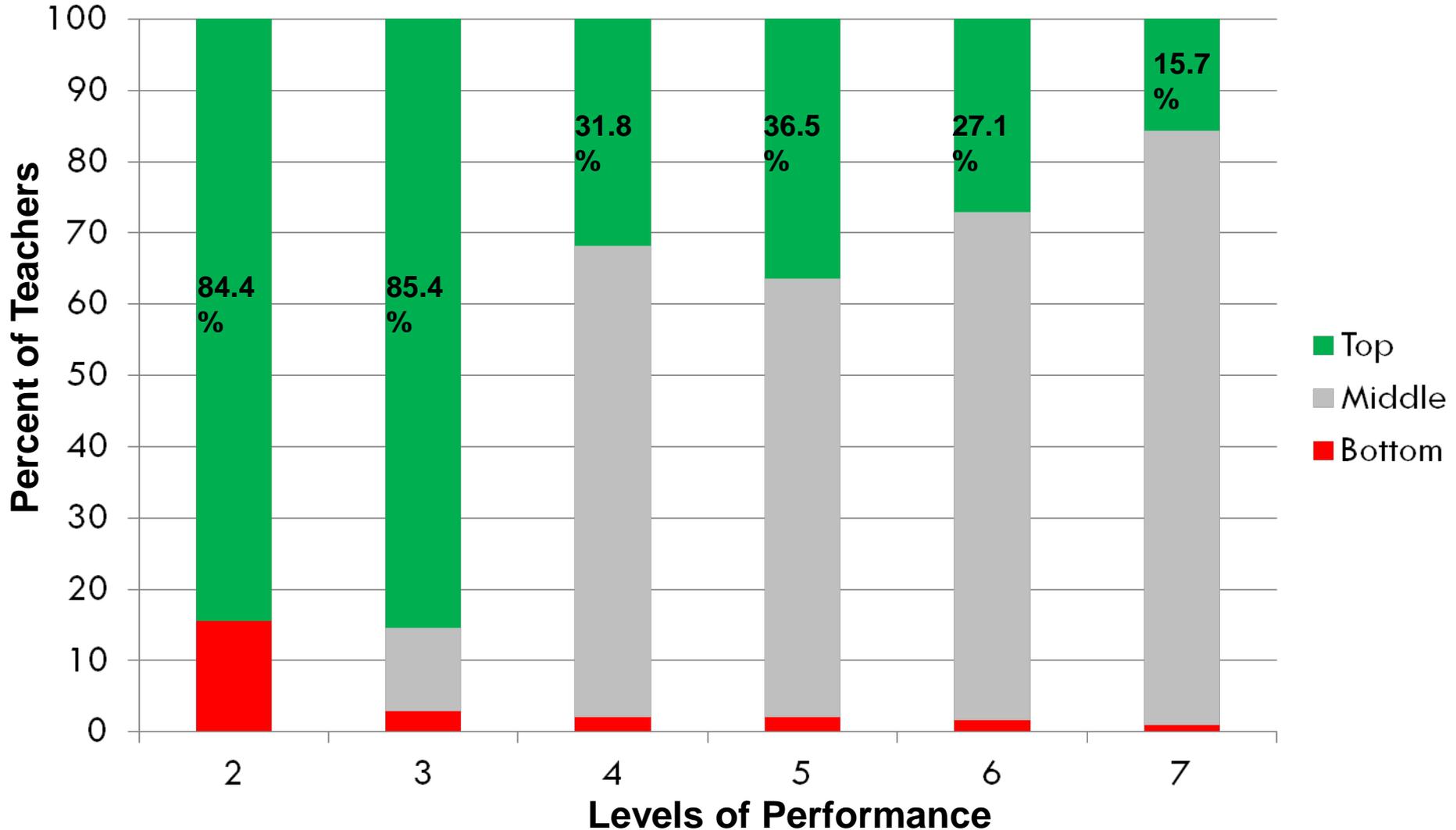
Evaluation Models in Use

Evaluation Model	2014	2015	Change
MISSOURI MODEL EVALUATION	16.4	24.5	+ 8.1
REVISED MISSOURI MODEL	7.9	12.9	+ 5.0
NEE MODEL (MU)	28.2	41.3	+ 13.1
MARZANO MODEL	1.6	1.5	- 0.1
DANIELSON MODEL	1.8	1.4	- 0.4
DISTRICT MODEL USING MO STANDARDS	19	12.7	- 6.3
DISTRICT MODEL USING DISTRICT STANDARDS	16.6	4.2	- 12.4
OTHER	10.5	1.5	- 9.0
NO EVALUATION SYSTEM	0.4	0.2	- 0.2

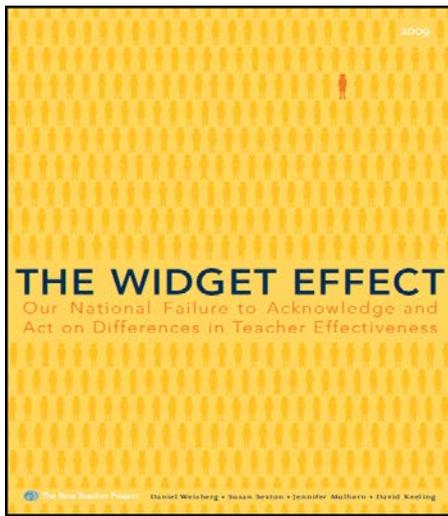
Teacher Evaluation Alignment



Teachers Ratings by Level



**A Compelling Reason:
Student Growth in the
Educator Evaluation Process**



5 Years Later

- **Implementation matters more than design**
 - ✓ *Upfront training is only the first step*
 - ✓ *Changing mindset and implementing with fidelity matter more*
- **Multiple measures are the way to go**
 - ✓ *Observations are still too often the predominant single measure*
 - ✓ *Include student growth or impact data, surveys, artifacts, multiple eyes*
- **Observers must rate performance accurately**
 - ✓ *Reflects the largest gap between design and implementation*
 - ✓ *Focus on a small number of factors related to student learning*
- **Evaluations really can help adults improve and students learn better**
 - ✓ *Improving evaluation is a means to an end: improving quality of learning*
 - ✓ *Stay the course; it won't happen overnight*

Fundamental Purpose



***Instructional Reform** is the overall purpose of the SLO process, or any process that uses student growth data as a factor of determining teacher effect on learning.*

The evaluation process is the appropriate mechanism for driving and ensuring this reform

Fundamental Purpose

The evaluation process, and the data it is based on, has been more about providing cover...

...then improving performance.

SLOs can provide valuable data to improve teacher and leader performance...

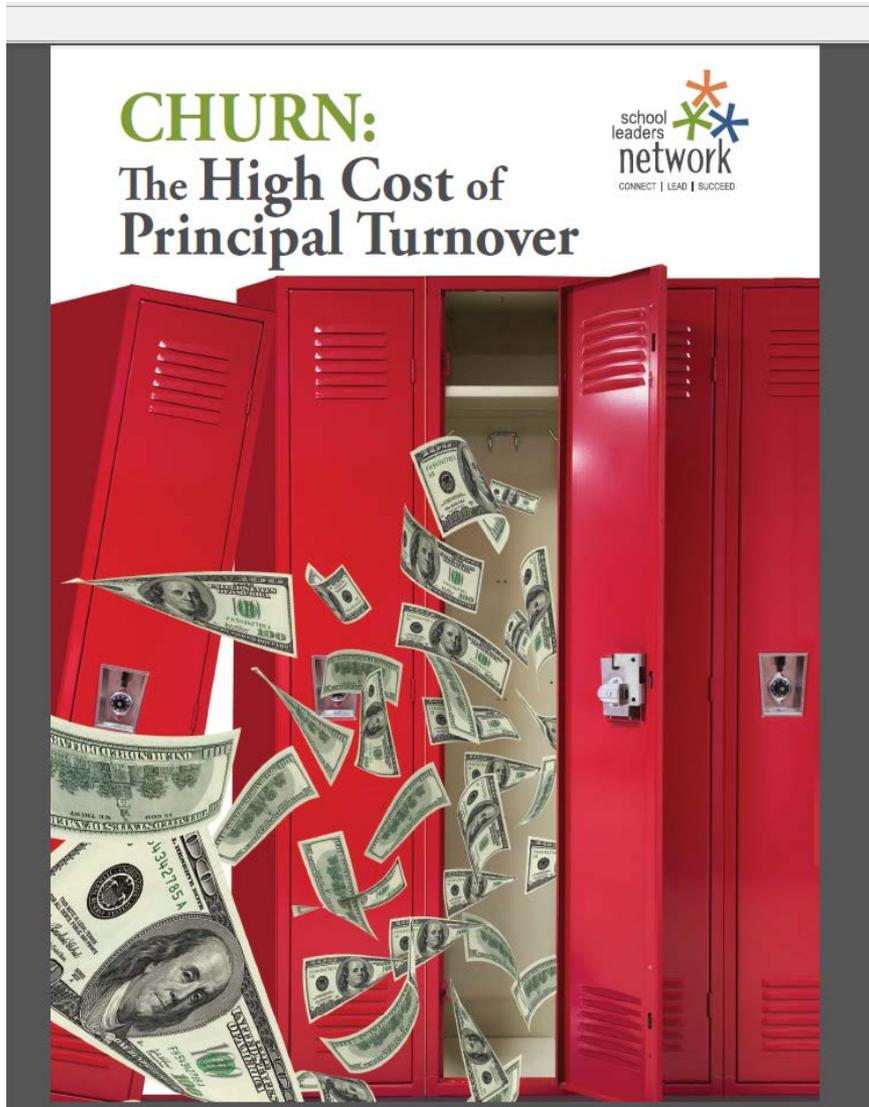
...and your students are the winners

More Teachers -- More Effective -- with More Students

WHY

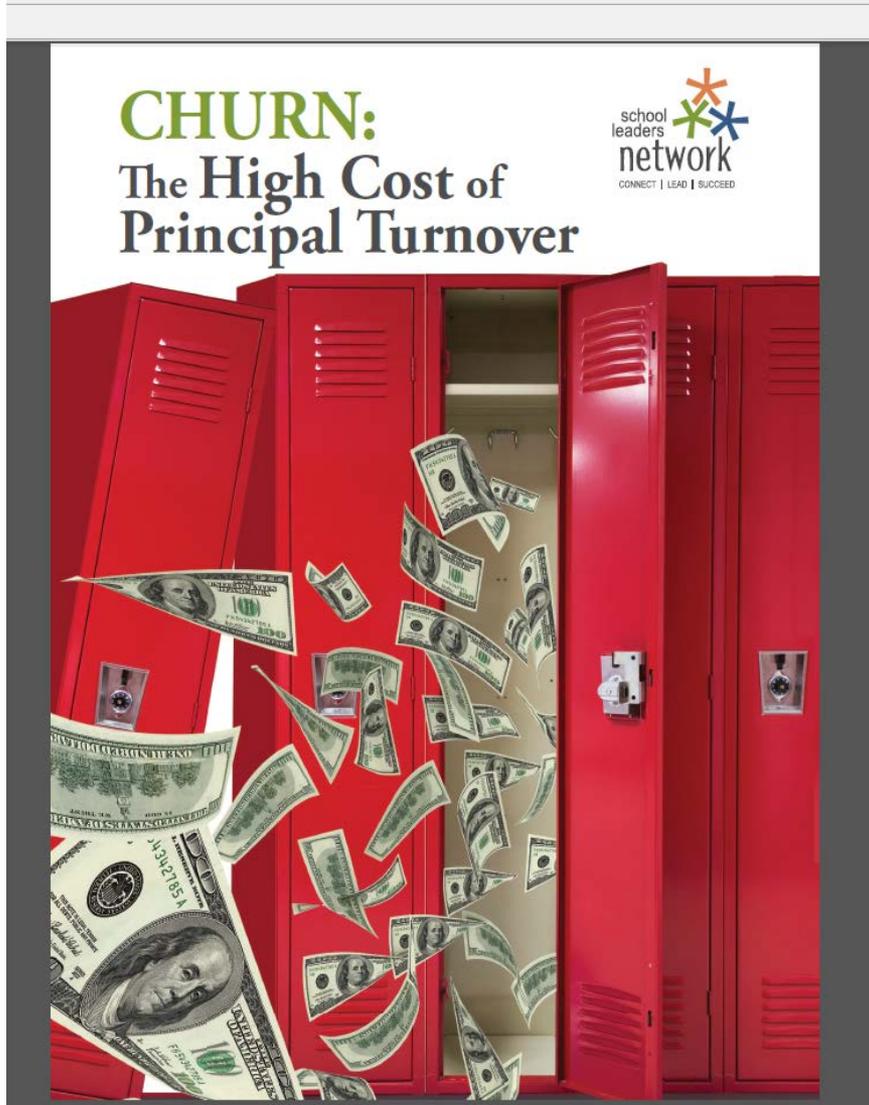
**is Principal Evaluation
important?**

Effective Principals have Impact



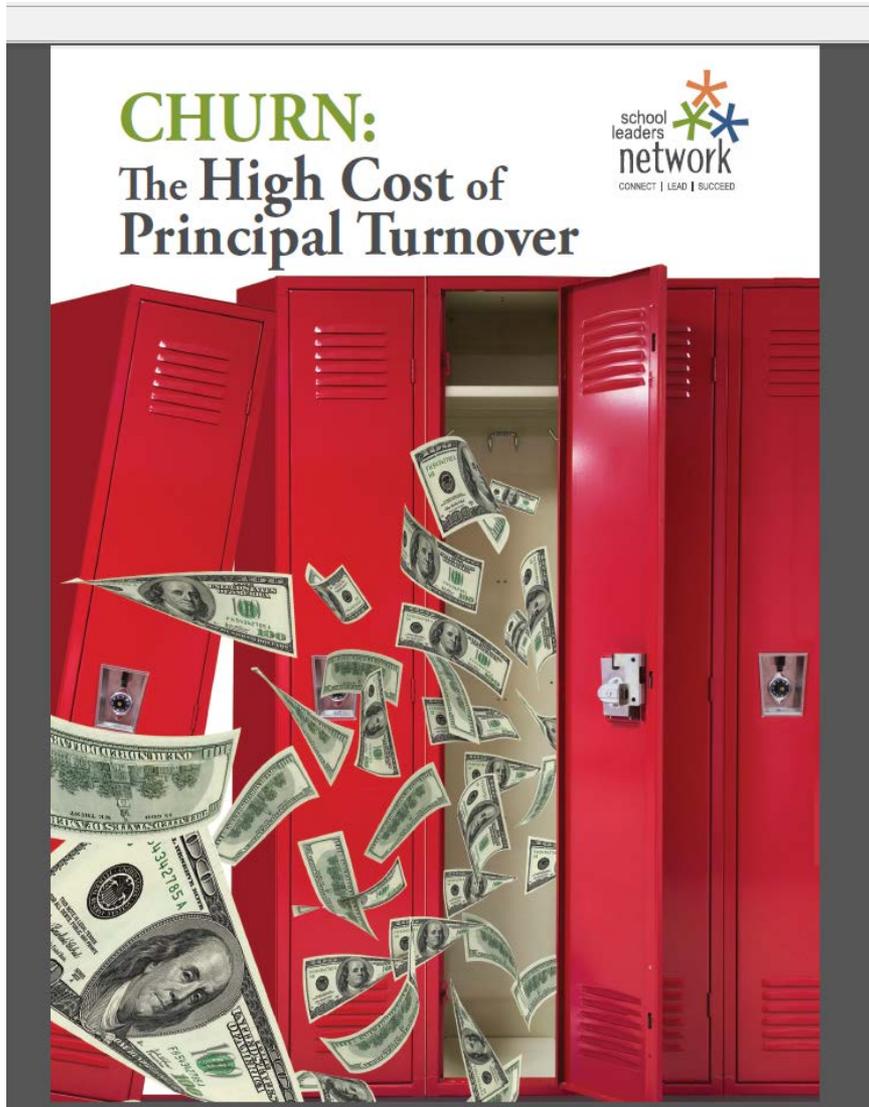
- Leaders' effect is 25% of the total school influences on a students' academic performance
- Top 16% of principals realized 2-7 month gains in student learning above less effective ones
- Tenacious instructional leaders build trust with new faculty, set vision for improvement and engage whole staffs in change efforts that are held over-time

Principal Turnover has Consequences



- 25,000 (25%) of the nation's principals leave their schools each year
- 50% of new principals quit during their third year in the role
- For a typical school district, retaining 80% of its principals would save 330K annually
- Increasing principal retention rates to that of affluent schools (80%) can save U.S. districts 1.63 billion annually

Ways to Slow Principal Turnover



Focusing on the pipeline won't solve it.

Ways to retain and grow principals include:

- Invest in leadership development for practicing principals
- Engage principals in authentic peer networks
- Provide on-to-one coaching support beyond the first two years
- Revise the structure and purpose of the roles of principal supervisors

Requirements:

**Student Growth in the
Educator Evaluation Process**

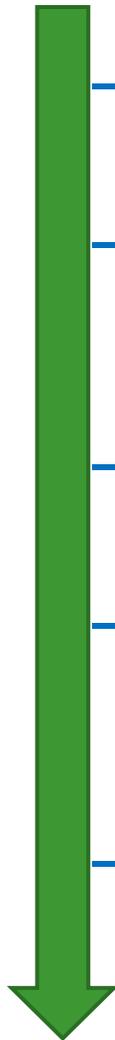
Reminder: What's required

- *Student growth data be a significant contributing component of the evaluation process*
- *The use of multiple measures that includes both formative and summative assessments*
- *Includes multiple years of comparable student data*
- *Highlights growth in a student's academic learning across two points in time*
- *Includes the state assessment where available but also other district and school determined assessments*

Reminder: What's NOT required

- *Including a student growth attainment level on the summative form at the end of the 2015-2016 year*
- *Teaching specific content areas; setting particular growth targets; using particular assessments; establishing specific intervals of instruction*
- *Using the “state suggested” attainment levels*
- *Using only state assessments and no other assessments*
- *Using SLOs*

The Timeline



- **2015-2016** *Growth data on the students of all teachers is collected (1st year)*
- **Spring 2016** *Share plan for how performance ratings will be based on student growth*
- **2016-2017** *Growth data on the students of all teachers is collected (2nd year)*
- **Spring 2017** *Growth data rating is included on the summative*
- **2017-2018** *Employment determinations are based on the previous year's evaluation data, including student growth measures*

2015-2016 SLO Trainings

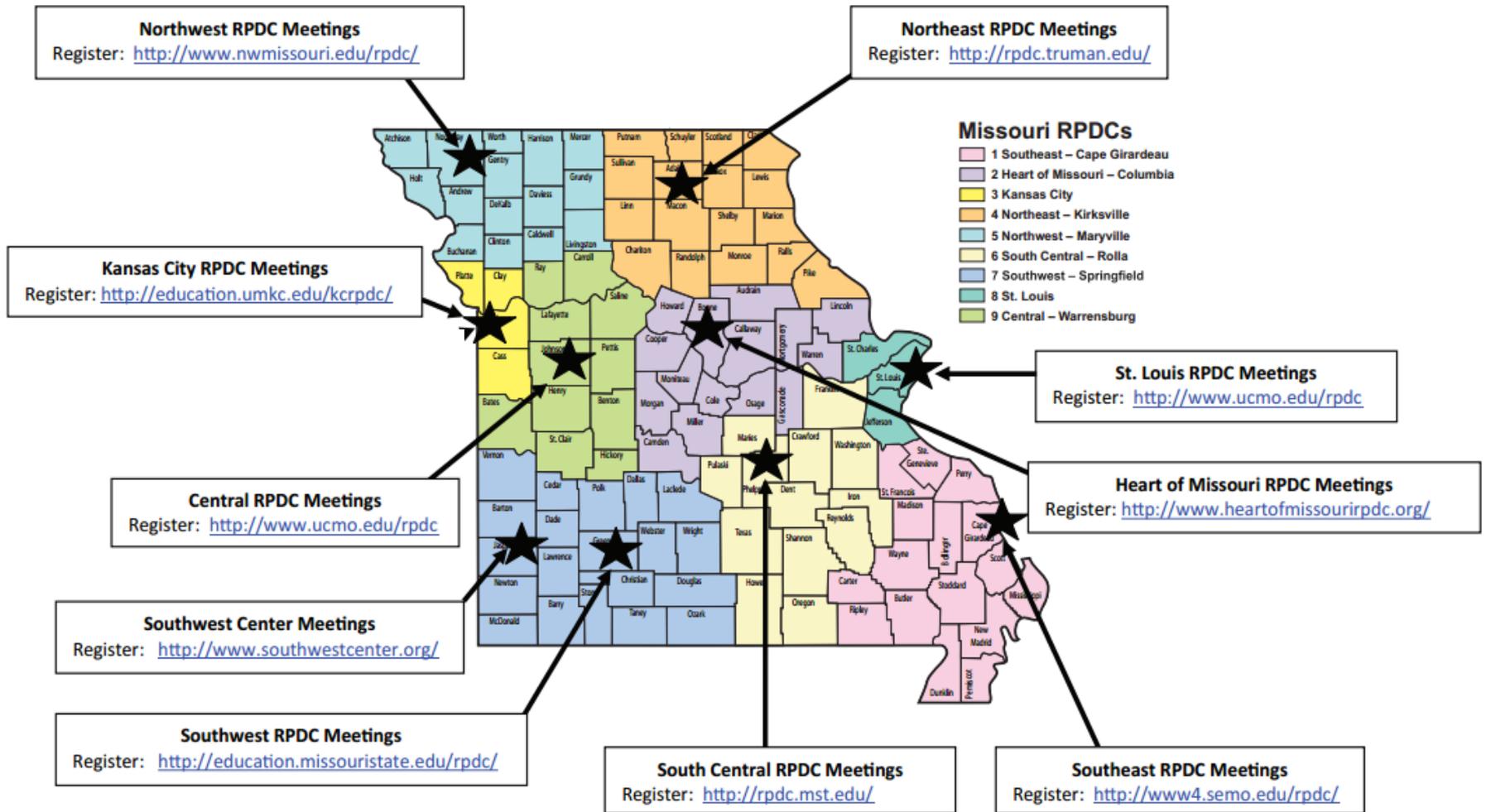
2015-2016 SLO Training Sessions



LEADING & SUPPORTING SLO IMPLEMENTATION

SLOs: THE BASICS

SLOs: DEEP DIVE



2015-2016
SLO Materials and Resources

Home

About

Administrators

Educators

Parents & Students

Adults & Community

School Data

Registration is open • Follow the conversation at #MoEd15



54th Annual

Cooperative Conference
for School Administrators

July 26-28, 2015

Holiday Inn Executive Center • Columbia, MO



**Administrative
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News

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 New Assistant Commissioner for the Office of Quality Schools Begins Work

 Notice of Periodic Rule Review

 Surveys Show Missouri Educators Strongly Support Top

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Educator Growth TOOLBOX



A one-stop destination where Missouri educators can find all of the tools they need to enhance educator effectiveness. Select an icon above to open the Toolbox and find resources on evaluation, observations, professional learning, and more.

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About Us

- Careers
- Commissioner of Education
- Communications
- Organizational Chart
- State Board of Education
- Vision, Mission, Goals

Resources

- Data Acquisition Calendar
- MCDS Portal
- Missouri Learning Standards
- Top 10 by 20
- Web Applications
- Employee Email Access

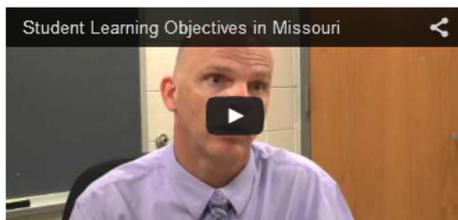
Social Links



- Regional Education Laboratories (REL) Central Study (Coming Soon)

Student Learning Objectives (SLOs)

- **Guidance**



- **SLO Handbook** 
- **Setting Growth Targets for SLOs: Methods and Considerations** 
- SLO Samples
 - **Grade 3 Math-Exemplar** 
 - **Grade 4 ELA** 
 - **Grade 4 ELA-Special Education** 
 - **Grade 5 Science** 
 - **Grade 8-Physical Education** 
- **SLO Template** 
- **Assessment Approval Checklist** 
- **SLO Approval Checklist** 
- **SLO Progress Tracker** 
- **SLO Scoring Guide** 
- **District Readiness Rubric** 

Training

- SLO Module-I

Educator Name: _____ Grade/Subject: _____

SLO Goal Statement: _____

Rationale for why you have this goal:
(Explain why you have this goal) _____

Baseline & Trend Data

(Identify what information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the interval of instruction.)

Student Population(s)

(Identify the students included in this SLO. Include course, grade level, number of students and sub-groups.)

#IEP

#ELL

Interval of Instruction

(Identify how much time students will have to reach their goals? A unit? A semester? The full year? Be as specific as possible.)

Learning Content

(What should students know and be able to do after the interval of instruction? Identify the supporting academic concepts or skills to be taught. Include specific state or district content standards this SLO addresses.)

Assessment

(Identify the assessment. How does the assessment provide "stretch" so that all students may demonstrate learning? Was the assessment vetted for validity and reliability? Is the assessment aligned to standards, content and skills addressed in SLO?)

Instructional Strategies

(Aligns strategies to the selected standards.)

Growth Targets

(Indicate the target post-test score for students at different levels of performance on the pre-test).

Feedback

Feedback offered by:

Scoring

Insufficient Attainment	Partial Attainment	Acceptable Attainment	Exceptional Attainment
Less than 65% of students meet or exceed differentiated growth target	65 – 79% of students meet or exceed differentiated growth target	80 – 93% of students meet or exceed differentiated growth target	At least 94% of students meet or exceed differentiated growth target

BASELINE AND TREND DATA			
Either provides data which indicate students have learned the learning content or does not provide data which indicate student need for the learning content.	Provides baseline evidence which indicate student need for the learning content.	Meets criteria of preceding level and provides a description of data from an additional source indicating student need for the learning content.	Meets criteria of preceding level and provides a description of data from a third data source indicating student need for the learning content.
STUDENT POPULATION(S)			
Lists student names and/or identification numbers and includes all students in a Class SLO, or a majority of students with a common need for a Targeted Group SLO.	Meets criteria of preceding level and describes general characteristics of the student population.	Meets criteria of preceding level and describes specific, relevant characteristics of the student population including abilities and needs.	Meets criteria of preceding level and describes specific, relevant characteristics of the student population including experiences and interests.
INTERVAL OF INSTRUCTION			
Selects a start and stop date.	Meets criteria of preceding level and quantifies average daily/weekly instructional time.	Meets criteria of preceding level and allows for depth and complexity of the learning content.	Meets criteria of preceding level and articulates a learning progression for the learning content.
LEARNING CONTENT			
Names the course(s) and cites content at the most specific level of applicable standards.	Meets criteria of preceding level and selects focused content by including multiple items but not a majority of course content items.	Meets criteria of preceding level and selects coherent content by including content that has a common theme or connection.	Meets criteria of preceding level and selects pivotal content by including content most essential to the course for the student population.
ASSESSMENT			
Provides all students the opportunity to demonstrate learning of the content and includes a scoring methodology and scoring materials that are clear and accurate.	Meets criteria of preceding level and aligns all aspects of the pre- and post-assessments to the learning content, using a common assessment if possible.	Meets criteria of preceding level and challenges students using higher-order and/or performance items (e.g., visual, oral, written, physical tasks) for a majority of the pre- and post-assessments.	Meets criteria of preceding level and measures most of the learning content with multiple measures.
INSTRUCTIONAL STRATEGIES			
Identifies two or three key strategies to be used that are aligned to the learning content.	Meets criteria of preceding level and describes how the strategies will be used in the classroom.	Meets criteria of preceding level and demonstrates evidence of effectiveness for the strategies.	Meets criteria of preceding level and articulates an ongoing plan for using data to inform instruction.
GROWTH TARGET			
Sets individual growth targets of unacceptable rigor based on baseline scores and the justification of targets.	Sets individual growth targets of low rigor based on baseline scores and the justification of targets.	Sets individual growth targets of sufficient rigor based on baseline scores and the justification of targets.	Sets individual growth targets of high rigor based on baseline scores and the justification of targets.
RATIONALE			
Describes the thinking behind the SLO development.	Meets criteria of preceding level and cites baseline data as evidence for the direction of the SLO.	Meets criteria of preceding level and states how the SLO aligns to the direction of the overall school goals.	Meets criteria of preceding level and articulates the importance of this SLO for the student population, including college and career readiness.

Teacher SLOs: Applying a Quality Continuum

*Increasing Student Achievement,
Advancing Teacher Practice*



About this document: This document provides guidance in using a quality continuum for Teacher SLOs. It is intended to support teachers, school administrators, and district and state leaders in the use of an instrument to measure SLO quality.

About the Community Training and Assistance Center (CTAC): CTAC is a national nonprofit organization with a demonstrated 36-year record of success in the fields of education and community development. Working at local, state, and national levels, CTAC achieves significant, long-term improvements in areas such as student achievement, teacher and principal effectiveness, school and district turnaround, and organizational capacity. CTAC introduced Student Learning Objectives (SLOs) nationally through a groundbreaking partnership with the Denver Public Schools and Denver Classroom Teachers Association. SLOs are now being implemented in more than 30 states across thousands of school districts in the United States. CTAC has more than 16 years of national leadership experience providing technical assistance, informing practice and policy, and evaluating SLOs.

ctac COMMUNITY TRAINING AND ASSISTANCE CENTER
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Principal Prompts for Evidence-Based Evaluations

Leveraging the power of SLOs and observations of practice



About this document: This document provides principals and other school administrators with prompts and guidance to locate, collect, and discuss evidence of practice with teachers.

About the Community Training and Assistance Center (CTAC): CTAC is a national nonprofit organization with a demonstrated 36-year record of success in the fields of education and community development. Working at local, state, and national levels, CTAC achieves significant, long-term improvements in areas such as student achievement, teacher and principal effectiveness, school and district turnaround, and organizational capacity. CTAC introduced Student Learning Objectives (SLOs) nationally through a groundbreaking partnership with the Denver Public Schools and Denver Classroom Teachers Association. SLOs are now being implemented in more than 30 states across thousands of school districts in the United States. CTAC has more than 16 years of national leadership experience providing technical assistance, informing practice and policy, and evaluating SLOs.

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Planning Instructional Strategies

*Increasing Student Achievement
Advancing Teacher Practice*



About this document: This resource guides the developer of an SLO through the important thinking processes associated with teacher growth strategies. Research on SLOs has shown the important role teacher growth strategies play in a SLO, and this resource supports an educator to develop this element at a high level of quality.

About the Community Training and Assistance Center (CTAC): CTAC is a national nonprofit organization with a demonstrated 36-year record of success in the fields of education and community development. Working at local, state, and national levels, CTAC achieves significant, long-term improvements in areas such as student achievement, teacher and principal effectiveness, school and district turnaround, and organizational capacity. CTAC introduced Student Learning Objectives (SLOs) nationally through a groundbreaking partnership with the Denver Public Schools and Denver Classroom Teachers Association. SLOs are now being implemented in more than 30 states across thousands of school districts in the United States. CTAC has more than 16 years of national leadership experience providing technical assistance, informing practice and policy, and evaluating SLOs.

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STUDENT LEARNING OBJECTIVES SLO Tool for School Leaders

The purpose of the SLO Tool for School Leaders is to provide school administrators and their evaluators a way to systematically and consistently interpret the actions school administrators take as they relate to the SLO process. This tool provides a focused SLO lens for the connection points with the Missouri Leader Standards. SLOs unfold in four phases, with necessary actions embedded into ongoing practices within the school. This tool assists school administrators and their evaluators in determining appropriate timelines for actions during each phase of the process.

Preparation (Start of the year)		
Topic(s)	Principal Actions	Connection to Leader Standards
Establishing Effective Structures	Establishes thorough SLO structures which streamline SLO processes for teachers including explicit plans for all of the following: <ul style="list-style-type: none"> Initial training Submissions Administrative reviews and conferences Modifications Approvals Completion and results analysis Communication and updates Progress monitoring Ongoing support 	1.1, 3.3
Scheduling Strategically	Adjusts the master schedule: <ul style="list-style-type: none"> Considers SLO implications when revising the master schedule 	3.3, 6.1
Alignment and Tone-Setting	Collaborates with teachers to ensure that teacher SLOs reflect the following: <ul style="list-style-type: none"> Alignment of school goals to district priorities and goals Alignment across school vision, mission, and beliefs Alignment with the School Improvement Plan High expectations for teachers and students Percent of students expected to achieve targets 	1.1, 1.2, 2.1
Training of Staff	Trains staff in the district- and school-established SLO processes ensuring the following: <ul style="list-style-type: none"> All affected teachers are trained District decisions are conveyed Time is appropriate Content delivered is accurate Understanding of participants is strong School-specific structures are communicated Expectations are set for high quality SLOs Communication is clear Next steps are clear Support needs are assessed Questions are answered or directed to district 	2.3

Deciding on Learning Content

*Increasing Student Achievement
Advancing Teacher Practice*



About this document: This document is designed to guide a teacher's SLO development specifically with regard to the element of learning content. It contains a four-step protocol thinking through this important element and an example for how a teacher might engage in this protocol.

About the Community Training and Assistance Center (CTAC): CTAC is a national nonprofit organization with a demonstrated 36-year record of success in the fields of education and community development. Working at local, state, and national levels, CTAC achieves significant, long-term improvements in areas such as student achievement, teacher and principal effectiveness, school and district turnaround, and organizational capacity. CTAC introduced Student Learning Objectives (SLOs) nationally through a groundbreaking partnership with the Denver Public Schools and Denver Classroom Teachers Association. SLOs are now being implemented in more than 30 states across thousands of school districts in the United States. CTAC has more than 16 years of national leadership experience providing technical assistance, informing practice and policy, and evaluating SLOs.

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T: 617.423.1444 • E: ctac@ctacusa.com • www.ctacusa.com

Setting Growth Targets: Field-tested Practical Guidance

*Increasing Student Achievement,
Advancing Teacher Practice*



About this document: This document is intended to assist practitioners in the setting and reviewing of student growth targets in an SLO model. It lays out a suggested three-step pathway and provides an example for applying these steps.

About the Community Training and Assistance Center (CTAC): CTAC is a national nonprofit organization with a demonstrated 36-year record of success in the fields of education and community development. Working at local, state, and national levels, CTAC achieves significant, long-term improvements in areas such as student achievement, teacher and principal effectiveness, school and district turnaround, and organizational capacity. CTAC introduced Student Learning Objectives nationally through a groundbreaking partnership with the Denver Public Schools and Denver Classroom Teachers Association. SLOs are now being implemented in more than 30 states across thousands of school districts in the United States. CTAC has more than 16 years of national leadership experience providing technical assistance, informing practice and policy, and evaluating SLOs.

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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 Geisel	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	91	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							

Using the % of attainment

In the Missouri Model . . .

Step 1: Score the SLO

John Smith teaches an Agricultural Science course for high school students. At the end of the course, he receives a score based on the percentage of his students that meet their SLO growth targets. Here is a summary of his results using the Model Educator Evaluation System’s scoring guide:

Baseline	Target	# Students Meeting Target	# Students	% Meeting Target	Overall Results	
0 to 40	60	13	out of 14	92.9%	# Students Meeting Target	% Students Meeting Target
41 to 50	70	2	out of 2	100.0%		
51 to 70	80	1	out of 1	100.0%		
71 to 85	90	4	out of 5	80.0%		
86 to 100	95	2	out of 4	50.0%		
					22	84.6%
Scoring					Score Attained	
Insufficient Attainment	Less than 65% of students meet or exceed differentiated growth target				Acceptable Attainment	
Partial Attainment	65 - 79% of students meet or exceed differentiated growth target					
Acceptable Attainment	80 - 93% of students meet or exceed differentiated growth target					
Exceptional Attainment	At least 94% of students meet or exceed differentiated growth target					

- ✓ Attainment levels are a percentage of students who met their target
- ✓ The attainment level is used as a factor in determining overall effectiveness
- ✓ In this example, 84.6% of students achieved their target – this is “Acceptable Attainment”

*Baseline ranges are presented for illustrative purposes and may not be appropriate for your SLO

Student Growth in the Educator Evaluation Process

**On the Summative Form
Spring 2017**

Using the % of attainment

In the Missouri Model . . .

Step 1: Score the SLO

John Smith teaches an Agricultural Science course for high school students. At the end of the course, he receives a score based on the percentage of his students that meet their SLO growth targets. Here is a summary of his results using the Model Educator Evaluation System’s scoring guide:

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- ✓ The attainment level is used as a factor in determining overall effectiveness
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*Baseline ranges are presented for illustrative purposes and may not be appropriate for your SLO

Determine the teacher's overall rating

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Determination Chart to establish the Overall Teacher Rating

Years in Position	Ineffective	Minimally Effective	Effective	Highly Effective
0-2	Multiple Areas of Concern Or Avg. Indicator Rating 0 Or Student Growth Measure Insufficient Attainment	1 Area of Concern Or Avg. Indicator Rating 1 Or Student Growth Measure Partial Attainment	No Areas of Concern And Avg. Indicator Rating 2+ And Student Growth Measure Acceptable Attainment	No Areas of Concern And Avg. Indicator Rating 4+ And Student Growth Measure Exceptional Attainment
3-5	Multiple Areas of Concern Or Avg. Indicator Rating 0-2 Or Student Growth Measure Insufficient Attainment	1 Area of Concern Or Avg. Indicator Rating 3 Or Student Growth Measure Partial Attainment	<u>No Areas of Concern</u> And Avg. Indicator Rating 4+ And Student Growth Measure Acceptable Attainment	<u>No Areas of Concern</u> And <u>Avg. Indicator Rating 6+</u> And Student Growth Measure Exceptional Attainment
6-10	Multiple Areas of Concern Or Avg. Indicator Rating 0-3 Or Student Growth Measure Insufficient Attainment	1 Area of Concern Or Avg. Indicator Rating 4 Or Student Growth Measure Partial Attainment	No Areas of Concern And Avg. Indicator Rating 5+ And Student Growth Measure Acceptable Attainment	No Areas of Concern And Avg. Indicator Rating 7 And Student Growth Measure Exceptional Attainment
Over 10	Multiple Areas of Concern Or Avg. Indicator Rating 0-4 Or Student Growth Measure Insufficient Attainment	1 Area of Concern Or Avg. Indicator Rating 5 Or Student Growth Measure Partial Attainment	No Areas of Concern And Avg. Indicator Rating 6+ And Student Growth Measure Acceptable Attainment	No Areas of Concern And Avg. Indicator Rating 7 And Student Growth Measure Exceptional Attainment

- ✓ A teacher in their 4th year
- ✓ This teacher has no areas of concern
- ✓ The average indicator rating is a 6
- ✓ Their growth measure was partial attainment

Observe that in the "Ineffective" and "Minimally Effective" columns, if even one of the three components is present, the word "Or" prohibits the teacher from moving up to the next performance level.

Missouri Observation Simulation Tool MOST

Welcome to the new dese.mo.gov. We hope you enjoy the new and improved website, and we welcome your feedback.



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- Adults & Community
- School Data

Educator Growth TOOLBOX

A one-stop destination where Missouri educators can find all of the tools they need to enhance educator effectiveness. Select an icon above to open the Toolbox and find resources on evaluation, observations, professional learning, and more.

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- Careers
- Commissioner of Education
- Communications
- Organizational Chart
- State Board of Education
- Vision, Mission, Goals

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- Data Acquisition Calendar
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**Educator Growth
TOOLBOX**

Observations & Feedback

Home » Educator Growth Toolbox

Guidance

- [Guidelines for Evaluator Training](#)
- [Guidelines for Meaningful Feedback](#)
- [MET-Research for Video Observations](#)
- [Module 4 – Evaluator Training and Feedback Materials](#)
- [Module 4 – Evaluator Training and Feedback PowerPoint](#)

Training

- [Missouri Observation Simulation Tool \(MOST\) – click here to register for free!](#)
- [Regional Training Locations](#)
- [Regional Training Dates](#)
- [SLO - Frequently Asked Questions](#)

Monitoring

-  [Essential Principles](#)
-  [Model Evaluation System](#)
-  [Observations & Feedback](#)
-  [Student Growth Data](#)
-  [Surveys](#)
-  [Professional Artifacts](#)
-  [Professional Learning](#)

MOST

MISSOURI OBSERVATION SIMULATION TOOL
Getting The MOST Out Of Missouri Education



Welcome to the Missouri Observation Simulation Tool! MOST offers administrators a chance to practice assessing teacher performance in the classroom and providing meaningful feedback based on that assessment.

New User

Email Address:

First Name:

Last Name:

Password:

District:

Position:



[Privacy & Terms](#)

[Need Help logging in?](#)

Returning User

Email Address:

Password:



Can I run this app?
FIND OUT NOW »

Click to learn more!

MOST

MOST supports districts and LEAs with implementation of the **Essential Principles** by allowing administrators to do the following:

- Practice observing teacher performance on a specific quality indicator using a bank of short, targeted videos
- Practice assigning a performance rating for each video and giving feedback to the featured teacher
- View a comparison of the assigned performance rating to a Master Score and other scores statewide

- [Support for Essential Principles](#)
- [Tips for Use](#)
- [FAQs](#)



Training Plans

Click here to access training plans

Plan Name	Status	Last Accessed	Type
Family and Consumer Science Grade 6-8	In Progress	Jun/01/2015	Training
Math Grade K-5.4	In Progress	Jun/01/2015	Training
Special Education Grade K-5.2	In Progress	Jul/06/2015	Training
Special Education Grade K-5.3	In Progress	Jul/06/2015	Training
English Language Arts Grade 6-8	In Progress	Jun/01/2015	Training
Science Grade K-5.3	In Progress	Jun/01/2015	Training
Science Grade K-5.1	In Progress	Jul/06/2015	Training
Physical Education Grade K-5	In Progress	Mar/10/2015	Training
Social Studies Grade 11-12	In Progress	Mar/10/2015	Training
Music Grade 6-8	In Progress	Mar/10/2015	Training
Writing Grade 3	In Progress	Mar/10/2015	Training
Social Studies Grade 9-12	In Progress	Mar/10/2015	Training
Science Grade K-5.2	In Progress	Jul/06/2015	Training
Special Education Grade K-5.1	In Progress	Jul/06/2015	Training
Reading Grade 6	In Progress	Mar/10/2015	Training
English Language Arts Grade 5	In Progress	Jul/06/2015	Training
Math Grade K-5.2	In Progress	Jun/25/2015	Training
Social Studies Grade 6-8	In Progress	Jun/01/2015	Training
Math Grade K-5.1	In Progress	Mar/10/2015	Training
English Language Arts Grade 11-12	In Progress	Jun/01/2015	Training
Science Grade MS	In Progress	Jul/06/2015	Training

Important Messages for you!

See these important notes

MOST has gone through continuous improvement!

Check out the new site with more videos, each video now has its own observation form, and growth guide to assist you in improving your observation and feedback skills.

Important Resources

Good resources for you!

Training and Calibration
Description for Educators

 Instructions for using the MOST (Missouri Observation Simulation Tool)

Observation Form-Reference
Sheet

 Descriptions of Strategies and Delivery Methods, Student Engagement and Depth of Knowledge

Observation Form

 Observation Form to Evaluate Educators

Participant Created Plans

Click here to create your own

Plan Name	Date Created	Status	Last Accessed	Type		
No Active Plans Available						
Create New Plan						

MOST (Missouri Observation Simulation Tool)

Training and Calibration Description for Educators

Background

The Missouri Observation Simulation Tool (MOST) is intended to give administrators and teachers assistance in **calibrating observations** for the purpose of **inter-rater reliability** regarding **classroom observations**. Not all of the selected videos are exemplary examples, but rather give a realistic practice session to educators for calibrating purposes.

Two of the Department of Elementary and Secondary Education's seven principles from the Missouri Educator Evaluation System state that all Missouri districts will incorporate an evaluation system that:

- Provides ongoing, timely, deliberate and meaningful feedback on performance relative to research-based targets and
- Requires standardized, initial and periodic training for evaluators to ensure reliability and accuracy

MOST assists districts with these two principles. This document provides information about how videos were selected, scored and viewed by a group of Missouri Educators. It also provides strategies to use for calibration activities. In MOST, you will see sample scores and observation forms to be used as a guideline and point of discussion. Finally, this document gives educators specific support by providing examples of feedback that could be used with teachers following classroom observations.

Purpose

The overall purpose of observing and giving feedback is to affirm best practices used and help improve teaching quality. The purpose of MOST is to give evaluators practice in articulating strategies being used and the effectiveness of those strategies. It is also gives evaluators practice in providing meaningful feedback to help teachers improve their practice. MOST gives administrators common language and consistency in teacher observations in a particular district.

Process of Preparing MOST for Missouri Educators

Missouri educators, including teachers, administrators, consultants, association representatives and retired educators gathered to view and score videos in an exercise to increase inter-rater reliability. This group is referred to as the "master coder". Scores from the "master coder" and observation forms were completed to provide a common baseline for discussion and calibration purposes. While those using MOST may vary in their ratings from the "master coder", they should consider the justification, comments and feedback provided by this group. It should be noted that MOST is a training tool, and its main purpose is to provide some structure for educators to have common discussion about classroom observations and research-based strategies. The final outcome of the completed observation form, the score and the feedback

to teachers may not necessarily be the same, depending upon the conversation had in various districts among different educators.

Strategies for Calibration Activities – MOST Observation Form

A variety of inter-rater reliability activities can be used with a group of educators, to come to consensus on articulating what is observed and providing feedback relative to research-based targets. Depending on the size and make-up of the group, educators may use any of the following strategies or others to facilitate discussion which will lead to calibration.

- Hand out MOST Observation Form Reference Sheet and discuss definitions of Strategies and Delivery Methods. Reflective questions to facilitate discussion about the definitions could include:
 - What are some of the strategies and delivery methods that might look similar to an observer? What are some key differences in those (i.e. group work and cooperative learning)?
 - What is an example of something that could be going on in a lesson which would involve more than one strategy and/or delivery method?
- Point out that the intent is not to find all of the strategies or delivery methods you can, rather to **indicate the most prevailing ones observed** in that lesson. If a delivery method is being used for only one minute of a twenty-minute lesson, you would not indicate that on the observation form, as that is not a prevailing strategy being used by the teacher.
- For each strategy or delivery method selected, first discuss Level of Engagement definitions and what that means. Discuss what it would look like in an observation if there was "high" engagement, "moderate," "low," and "disengaged."
- After selecting a level of engagement then discuss Depth of Knowledge. Educators may want to have more training on DOK levels at this time or at another time. The more observers and teachers understand different levels, and how to move students to higher levels, the more impactful lessons will be.
- Show MOST video in its entirety. (No video is more than 15 minutes in length and videos are numbered to help with organization.)
- At the end of the video, participants should indicate which strategies **they saw**. If there is disagreement, conversation should continue about which are most prevalent.
- Participants then should indicate the level of engagement for each strategy. This could be done using clickers, post-it notes or other methods, but participants should have the opportunity to share why they chose the level of engagement they did. After discussing it, the group may want to "re-vote" for their level of engagement. The benefit is in the discussion and conversation, as this is where calibration and inter-rater reliability occur.
- The same process (clickers, etc.) should be used to determine DOK level. Again, conversation should occur so that participants can hear other points of view, and eventually inter-rater reliability occurs.
- Finally, discussion should be held about what comments will be made in the observations section of the form and the feedback section of the form. Observers

Observation Form – Reference Sheet

Strategies and Delivery Methods

Indicate which strategies and delivery methods are most prevalent in this lesson. It is not necessary to select all that were evident, just the prevailing ones.

Advanced/Graphic Organizers:

- Advanced - An instructional unit that is used before direct instruction or before a new topic; allows the learner to recall and transfer prior knowledge to the new information being presented in the lesson
- Graphic - a visual communication tool using symbols to convey meaning, express ideas, or depict relationships between facts, terms, and/or ideas within a learning task
 - May be referred to as knowledge maps, concept maps, story maps, cognitive organizers, or concept diagrams.

Class Discussion: Dialogue among students and teacher

- Open-ended questions are used and students are encouraged to ask questions of each other

Cooperative Learning: Students with assigned roles working together as partners or in structured small teams on clearly defined learning tasks

- Students may be responsible for each other's learning and are held individually accountable for the group's success. Examples include think-pair-share, round robin, jigsaw, inside/outside circle, etc.

Group Work: Students working together in partners or small groups

- Groups of students sitting together doing their own work who are free to talk with each other as they work
- Groups of students completing a project together without clear identification of roles

Guided Practice: Teacher-led short activities with students attempting the task at hand

- The teacher must closely monitor what the students are doing to see that the instruction has "taken."
Mistakes need to be corrected if seen by the teacher

Hands-On/Active Learning: Instructional activities that include both content and process promoting student discussion

Independent Student Work:

- Individual work – worksheets, activities, or textbook reading assigned for individual practice or study
- Distance Learning – Usually involves a situation in which the teacher and students are separated by time, location, or both
 - It can be used to supplement or enhance curriculum and assessment through real-time electronic field trips or videoconferencing, to deliver and/or receive courses in real time from remote sites, or to take online courses.

Learning Centers: Designated classroom areas where students partake in specific learning activities

Lecture: Delivery of information to a group by the teacher

- teacher-controlled

Nonlinguistic Representations: Students acquire and retain knowledge through visual imagery, kinesthetic activity, auditory experiences, and so forth. Students may create concept maps, idea webs, dramatizations, or computer simulations to represent their thinking.

Peer Evaluation: Instructional activities, such as peer review, peer assessment, peer tutoring, and peer editing, designed to give students real responsibility to assess and provide feedback

Project Based Learning: A teaching method that requires students to use knowledge and skills they have acquired or need to develop to solve a real-world problem through an extended inquiry process.

Question/Answer: An expression of inquiry that calls for a reply

Similarities/Differences: Students identify similarities and differences using or creating comparisons, classifications, metaphors, or analogies.

Student Presentations: Students present projects, experiences, or discoveries to their classmates in a formal setting

Summarizing/Note Taking: Students learn to identify the most important aspects of what they are learning by taking notes or summarizing material

Student Engagement

Student Engagement High: This means that there is evidence that 75-100% of the students were physically and/or cognitively participating in the content.

Student Engagement Moderate: This means that there is evidence that 50-75% of the students were physically and/or cognitively participating in the content.

Student Engagement Low: This means that there is evidence that 25-50% of the students were physically and/or cognitively participating in the content.

Student Engagement Disengaged: This means that there is evidence that 0-25% of the students were physically and/or cognitively participating in the content.

Depth of Knowledge

Depth of Knowledge Recall: Generally requires students to identify, list, or define facts, terms, concepts, trends, generalizations and theories. If the knowledge necessary to answer an item automatically provides the answer to the item, then the item is Level 1. **Simple; one-step**

Depth of Knowledge Skill Concept: Generally requires students to USE information or conceptual knowledge. For example, students may contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, cause and effect, significance or impact, relationships, points of view or processes. More complex; more than one step

Depth of Knowledge Strategic Thinking: Generally requires students to use reasoning and to develop a plan or a sequence of steps. Students go beyond explaining or describing "how and why" to justifying the "how and why" through application and evidence. Items at Level 3 include drawing conclusions; citing evidence; applying concepts to new situations; using concepts to solve problems; analyzing similarities and differences in issues and problems; proposing and evaluating solutions to problems; recognizing and explaining misconceptions or making connections across time and place to explain a concept or big idea. Complex and abstract; more demanding reasoning; more than one possible answer

Depth of Knowledge Extended Thinking: Generally requires the complex reasoning of Level 3 with the addition of planning, investigating, or developing that will most likely require an extended period of time. The extended time period is NOT a distinguishing factor if the required work is only repetitive and does not require significant conceptual understanding and higher-order thinking. A Level 4 performance will require students to make several connections from multiple sources, relate ideas within the content area or among content areas, and select or devise one approach among many alternatives on how the situation can be solved. Extended activity with extended time provided

Observation Form

Teacher: _____ Date: _____

School: _____ Subject: _____ Academic Year: _____

Part of the Lesson: Beginning Middle End Time of Day: _____

Strategies and Delivery Methods <small>Select those that apply</small>	<u>Student Engagement</u> High (75-100%) Moderate (50-75%) Low (25-50%) Disengaged (0-25%)	<u>Depth of Knowledge</u> Not Observed (0) Recall (1) Skill Concept (2) Strategic Thinking (3) Extended Thinking (4)	
Advanced/Graphic Organizers			<u>Classroom Structure</u> Evidence of Student Work Displayed in Classroom <input type="checkbox"/> Yes <input type="checkbox"/> No Room Organized <input type="checkbox"/> Yes <input type="checkbox"/> No <u>Curriculum/Instruction/Observed</u> <input type="checkbox"/> Taught curriculum matches written curriculum <input type="checkbox"/> Objectives & DOK Align <input type="checkbox"/> Accessible Materials <input type="checkbox"/> Clear Learning Targets <input type="checkbox"/> Technology Integrated <input type="checkbox"/> Knowledgeable about the content <u>Learning Assessments Observed</u> <input type="checkbox"/> Provides Specific and Timely Feedback <input type="checkbox"/> Question/Answer <input type="checkbox"/> Quiz or Test <input type="checkbox"/> Group Response <input type="checkbox"/> Individual Response <input type="checkbox"/> Conferencing <input type="checkbox"/> Observation <input type="checkbox"/> None <u>Learning Environment</u> <input type="checkbox"/> Conducive to Learning <input type="checkbox"/> Somewhat Conducive <input type="checkbox"/> Not Conducive <div style="margin-left: 20px;"> <input type="checkbox"/> Disruptive Behavior <input type="checkbox"/> Off Task Behavior <input type="checkbox"/> Lack of Organization </div>
Classroom Discussion			
Cooperative Learning			
Group Work			
Guided Practice			
Hands On/Active Learning			
Independent Student Work			
Inquiry Based Learning			
Learning Centers			
Lecture			
Nonlinguistic Representations			
Peer Evaluation			
Project Based Learning			
Question/Answer			
Similarities/Differences			
Student Presentations			
Summarizing/Note Taking			
Observations			

Feedback



Demo Training Plan for Dis...

[Not Yet Started](#) | [Discuss](#)



English Language Arts Grade 1

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)



English Language Arts Grad...

[Not Yet Started](#) | [Discuss](#)



English Language Arts Grad...

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)



English Language Arts Grad...

[Not Yet Started](#) | [Discuss](#)



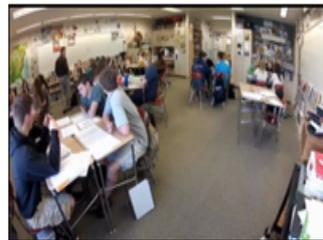
English Language Arts Grade 6

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)



English Language Arts Grad...

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)



English Language Arts Grad...

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)



English Language Arts Grad...

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)



English Lanugage Arts Grade 5

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)



Family and Consumer Scienc...

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)



Math Grade 1

[Not Yet Started](#) | [Discuss](#)



Math Grade 10

[Not Yet Started](#) | [Discuss](#)



Math Grade 3

[Not Yet Started](#) | [Discuss](#)



Math Grade 6.1

[Not Yet Started](#) | [Discuss](#)

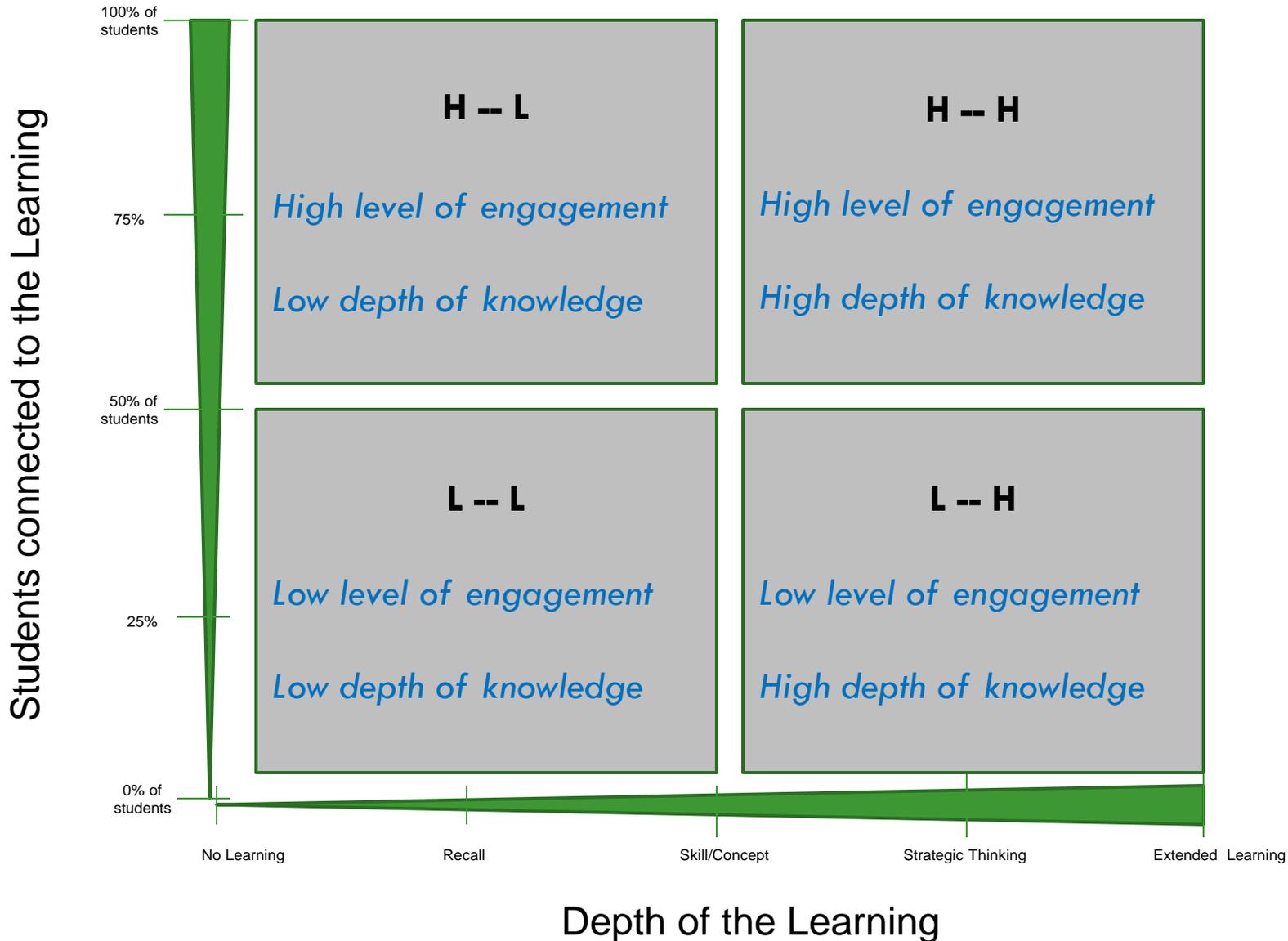
MOST (Missouri Observation Simulation Tool) Observation Form

Teacher: _____ Date: _____
 School: _____ Subject: _____ Academic Year: _____
 Part of the Lesson: Beginning Middle End Time of Day: _____

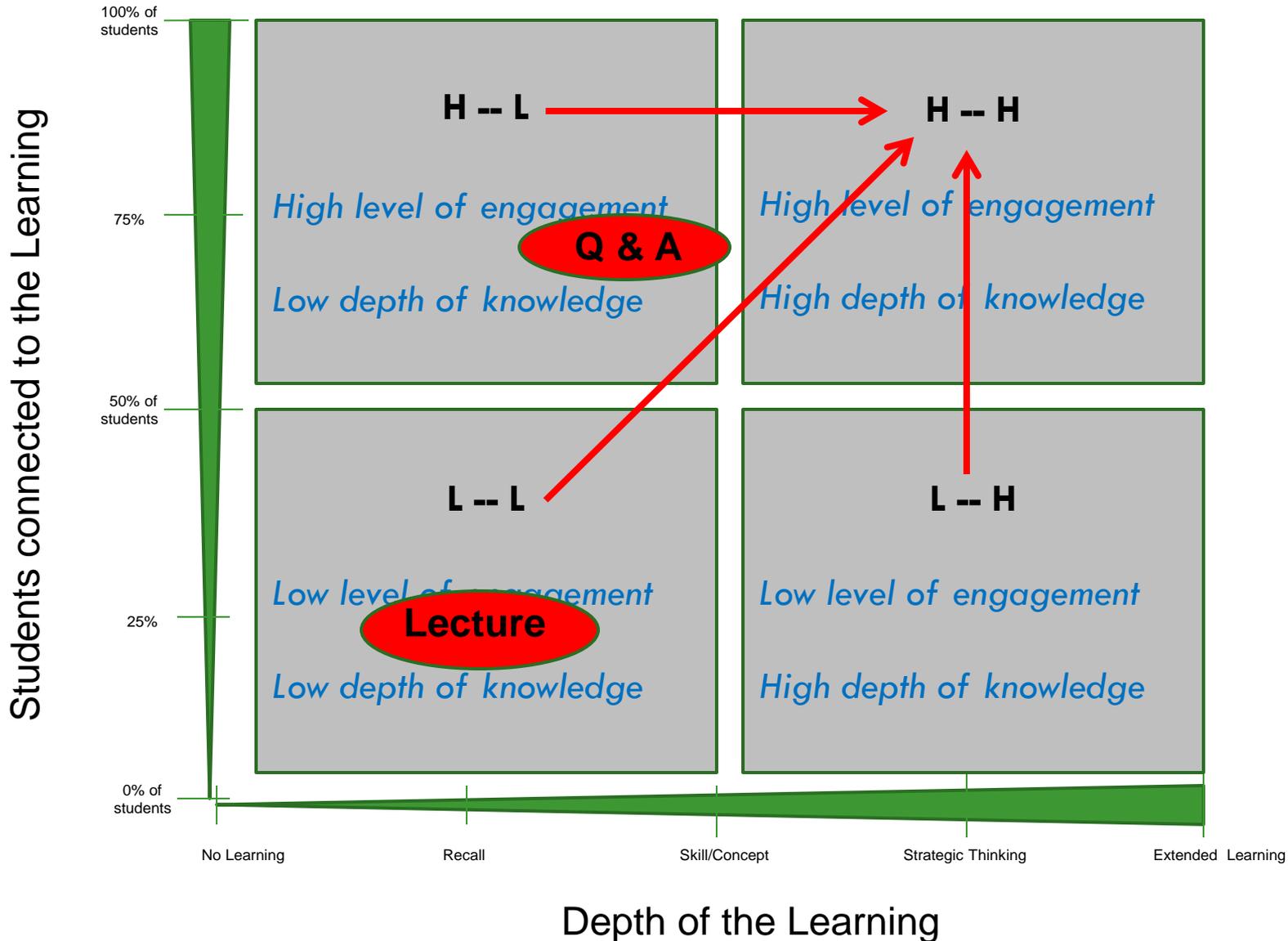
Video # _____ matches to the following indicators:

Strategies and Delivery Methods <small>Select those that apply</small>	<u>Student Engagement</u> High (75-100%) Moderate (50-75%) Low (25-50%) Disengaged (0-25%)	<u>Depth of Knowledge</u> Not Observed (0) Recall (1) Skill Concept (2) Strategic Thinking (3) Extended Thinking (4)	<u>Classroom Structure</u> Evidence of Student Work Displayed in Classroom <input type="checkbox"/> Yes <input type="checkbox"/> No Room Organized <input type="checkbox"/> Yes <input type="checkbox"/> No <u>Curriculum/Instruction/Observed</u> <input type="checkbox"/> Taught curriculum matches written curriculum <input type="checkbox"/> Objectives & DOK Align <input type="checkbox"/> Accessible Materials <input type="checkbox"/> Clear Learning Targets <input type="checkbox"/> Technology Integrated <input type="checkbox"/> Knowledgeable about the content <u>Learning Assessments Observed</u> <input type="checkbox"/> Provides Specific and Timely Feedback <input type="checkbox"/> Question/Answer <input type="checkbox"/> Quiz or Test <input type="checkbox"/> Group Response <input type="checkbox"/> Individual Response <input type="checkbox"/> Conferencing <input type="checkbox"/> Observation <input type="checkbox"/> None <u>Learning Environment</u> <input type="checkbox"/> Conducive to Learning <input type="checkbox"/> Somewhat Conducive <input type="checkbox"/> Not Conducive <input type="checkbox"/> Disruptive Behavior <input type="checkbox"/> Off Task Behavior <input type="checkbox"/> Lack of Organization
Advanced/Graphic Organizers			
Classroom Discussion			
Cooperative Learning			
Group Work			
Guided Practice			
Hands On/Active Learning			
Independent Student Work			
Inquiry Based Learning			
Learning Centers			
Lecture	Low	Recall	
Nonlinguistic Representations			
Peer Evaluation			
Project Based Learning			
Question/Answer	Moderate	Skill Concept	
Similarities/Differences			
Student Presentations			
Summarizing/Note Taking			
Observations			
Feedback			

BREAKING DOWN STUDENT ENGAGEMENT



BREAKING DOWN STUDENT ENGAGEMENT



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