



# **M**ISSOURI **O**BSERVATION **S**IMULATION **T**OOL

Getting The **MOST** Out Of Missouri Education

# Agenda

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- Welcome
- Foundation for MOST
  - What is it?
  - Why now?
- Live orientation
  - Registration
  - Site tour
- Next steps
- Contacts



# What is MOST?

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- Missouri Observation Simulation Tool (MOST)
  - Online platform
  - >200 video clips of teacher practice tied to performance indicators
  - Evaluators can practice observing and rating teachers on specific indicators
  - Compare rating to Master Score and other scores statewide
  - View rationale for Master Score
  - Receive tips on how to give feedback



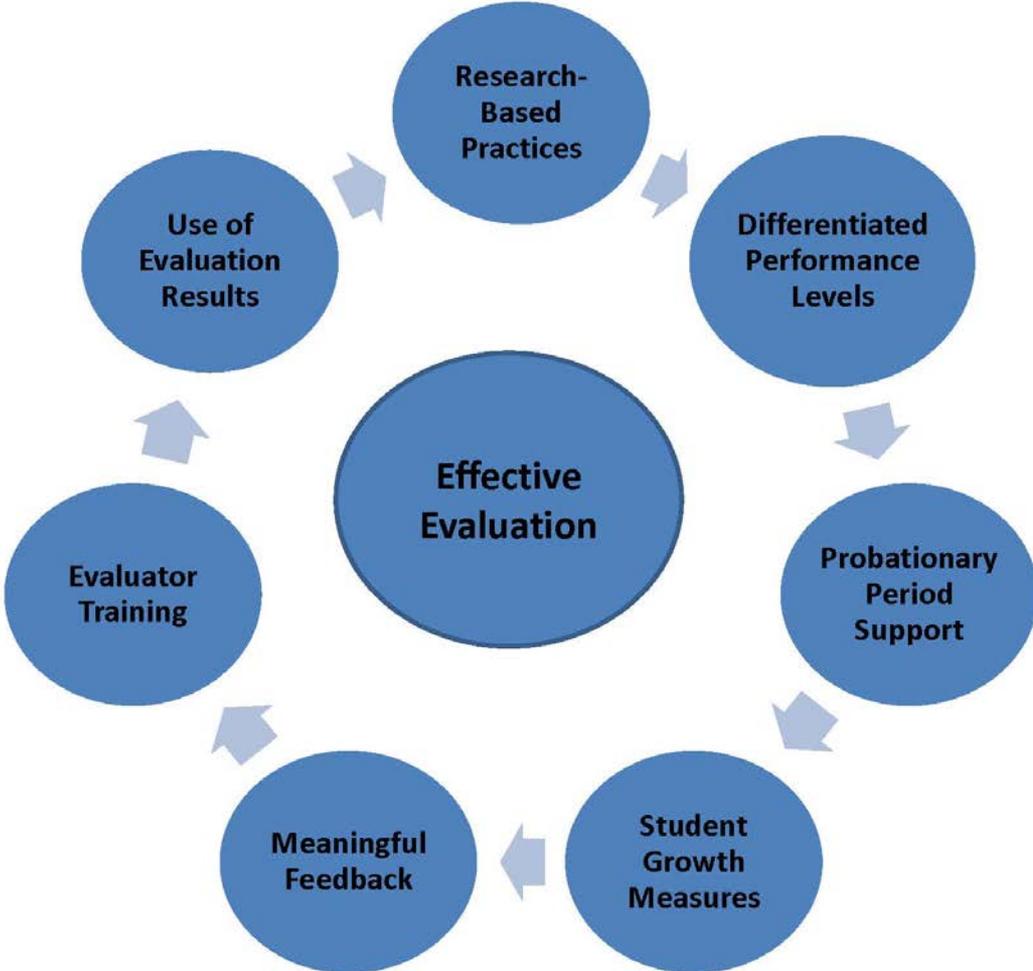
# Why now?

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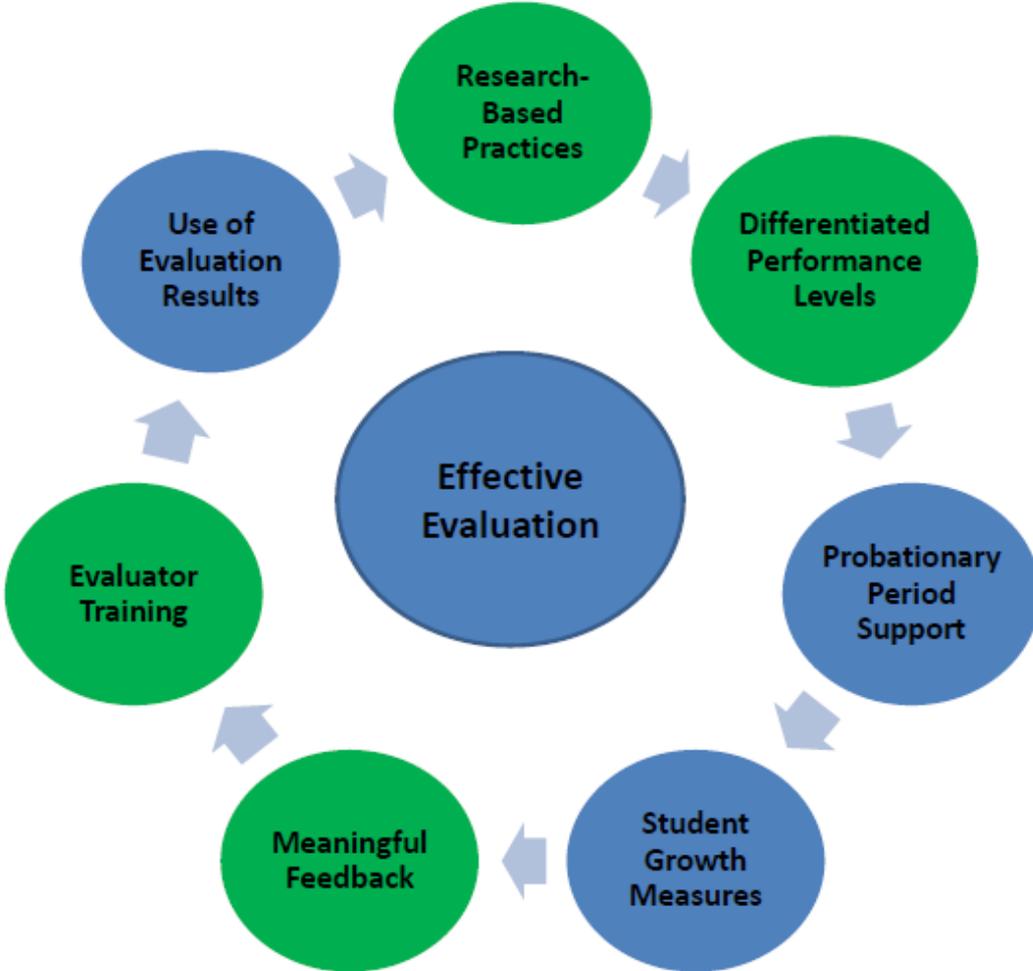
- Essential Principles must be in place by 2014-15
  - 2015-16 for Student Growth principle
  
- Need for additional support
  
- High-impact opportunity to provide free assistance



# Essential Principles of Effective Educator Evaluation



# Essential Principles of Effective Educator Evaluation



# Principle #1

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- Educator performance is measured against research-based, proven expectations and performance targets
  - Performance targets must:
    - be research-based and proven
    - align to appropriate standards
    - clearly articulate essential principles
    - link to improvements in student learning



## 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...  Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.	1D1) The developing teacher also...  Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.	1P1) The proficient teacher also...  Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.	1S1) The distinguished teacher also...  Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.				
Professional Frames							
<p><b>Evidence of Commitment</b> <i>Is well prepared to guide students to a deeper understanding of content</i></p> <p><b>Evidence of Practice</b> <i>Instruction reflects accuracy of content knowledge</i></p> <p><b>Evidence of Impact</b> <i>Students are generally familiar with academic language</i></p>	<p><b>Evidence of Commitment</b> <i>Stays current on new content and incorporates it into lessons</i></p> <p><b>Evidence of Practice</b> <i>Instruction indicates an appreciation of the complexity and ever evolving nature of the content</i></p> <p><b>Evidence of Impact</b> <i>Students are able to use academic language</i></p>	<p><b>Evidence of Commitment</b> <i>Use of supplemental primary sources that are aligned to local standards</i></p> <p><b>Evidence of Practice</b> <i>Instructional focus is on the most important concepts of the content and includes new content as appropriate</i></p> <p><b>Evidence of Impact</b> <i>Students accurately use academic language related to their discipline</i></p>	<p><b>Evidence of Commitment</b> <i>Continually expands knowledge base on content and infuses into content</i></p> <p><b>Evidence of Practice</b> <i>Continually seeks out new information and applies it to learning in their classroom</i></p> <p><b>Evidence of Impact</b> <i>Students communicate effectively using academic language from a variety of sources</i></p>				
Score = 0	1	2	3	4	5	6	7

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# Principle #2

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- Multiple ratings are used to differentiate levels of performance
  - Includes at least 3 differentiated levels
  - Includes clear statements of performance at each level
  - Each level allows for discrete, independent, measurable elements
  - Each level reliably describes current practice
  - Levels provide clear direction for growth



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# Principle #5

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- Provides ongoing, timely, deliberate and meaningful feedback on performance

So, what does this mean?



# Must be meaningful

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- **Specific:** meaningful feedback targets a specific teacher action—typically a performance indicator
- **Conversational:** although documentation is important, feedback is not about forms; it's a *conversation*
- **Actionable:** feedback is *actionable information that motivates*; it leads to something next



# Must be delivered effectively

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- **Timely**: keep the *event and the feedback tightly connected*; it should occur as immediate as possible
- **Focused**: feedback should be given in *digestible doses*; it's ineffective to drink from a fireman's hose



# Principle #6

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- Standardized, periodic training is provided for evaluators to ensure reliability and accuracy

So, what does this mean?



# Elements of evaluator training

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- Develop **competence** at assessing teacher performance
  - 1-to-1 coaching
  - Paired observations
  - Group collaboration
  - **Use of videos**



# Elements of evaluator training

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- Develop **consistency** within the district
  - Have consensus around what constitutes an acceptable performance rating
  - Understand the different points on the rubric or scale and learn to differentiate between them
  - Overall goal: inter-rater reliability



# Elements of evaluator training

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- Offer ongoing, periodic training
  - Include **multiple opportunities** at authentic scoring
  - Score lessons, practice providing feedback, and practice giving rationales for given scores
  - Overall goal: replicate correct ratings



# 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](#)



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:

[Empty text area for evidence collection]

Keyboard Shortcuts:

S T d e g q r s

t



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

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

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

### 1: Knowledge of Students and Student Learning

1.1a Describes developmental characteristics of students ✔

**Your Score**

Effective

**Master Coder's Score**

Effective

1.1b Creates developmentally appropriate lessons

**Your Score**

**Master Coder's Score**

Developing

**Your Evidence**

**Master Coder's Evidence**

Type	Time	Evidence	Component
		Activity includes discussion of food types (including junk food)	Lesson Plan Final - Nutrition

1.2a Uses strategies to support learning and language acquisition

**Your Score**

**Master Coder's Score**

Developing

1.2b Uses current research

**Your Score**

**Master Coder's Score**

Highly Effective

**Your Evidence**

**Master Coder's Evidence**

Type	Time	Evidence	Component
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# Next steps

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- What you can do:
  - Register and familiarize yourself
  - Practice
  - Strategize how best to use MOST in your district
  
- What the Department and MLP will do:
  - Upload more videos and training plans soon
  - Offer additional support resources
  - Host ongoing, periodic webinars



## Contact Us

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