

THE OFFICE OF EDUCATOR QUALITY



*Effective Evaluation Systems
that
Improve Educator Performance*

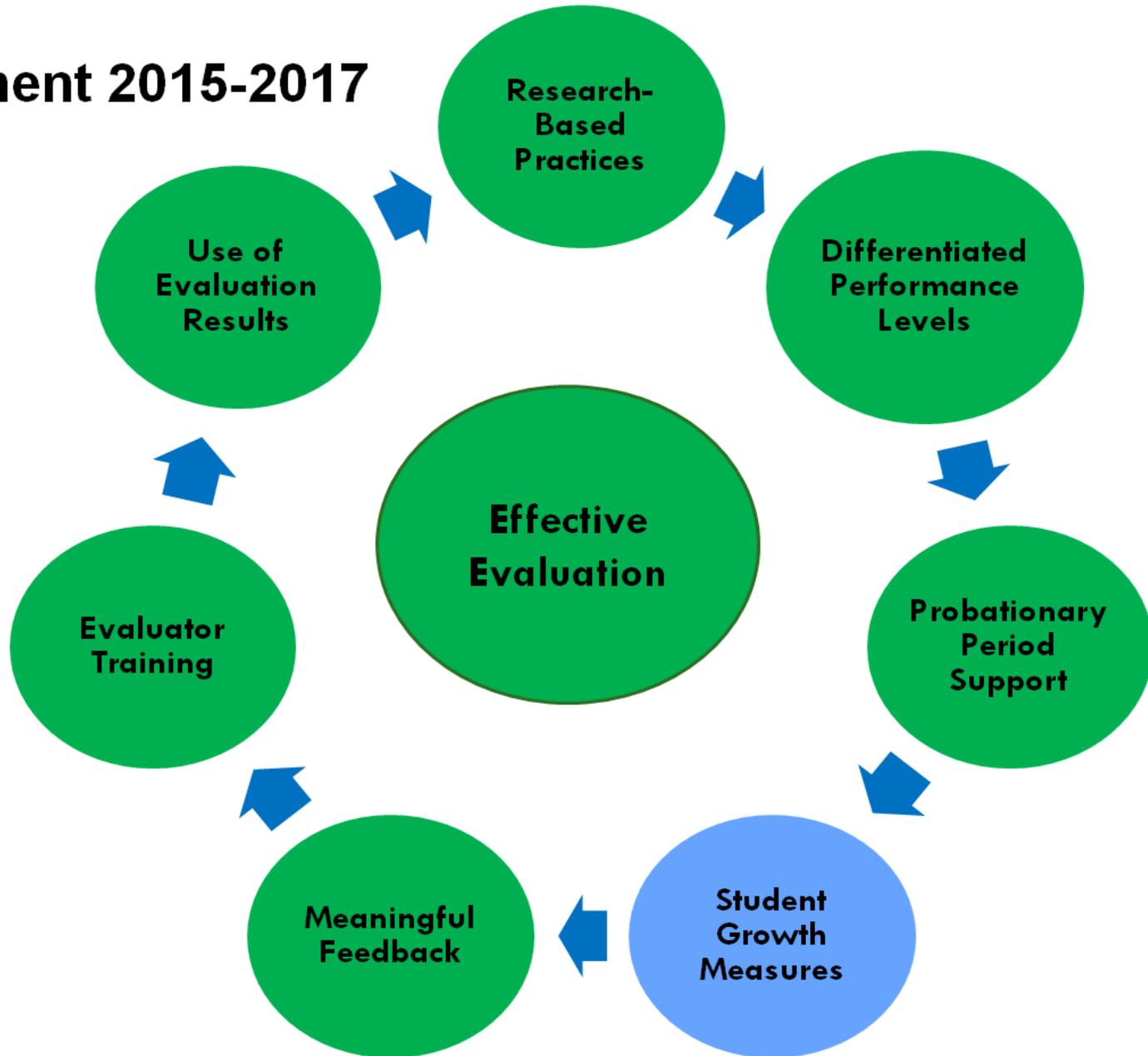
July 2016

Missouri Department
of Elementary and Secondary Education

ESSA Teacher Evaluation and Equity

- ⌘ ESSA does not require specific educator evaluation measures or methods;
- ⌘ Title I state plans must describe how the state will ensure that “low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field and inexperienced” educators;
- ⌘ Title II authorizes funds that may be used for state evaluation systems (see next slide);
- ⌘ Title II also separately authorizes the Teacher and School Leader Incentive Program, a competitive grant to support innovative educator evaluation systems.

Implement 2015-2017





So...

How do we know if we have an
effective evaluation system.....





Home

About

Administrators

Adults & Community

Educators

Parents & Students

School Data



Administrative Memos



Educator Certification



Web Applications

News

[See More News]

- Student Transfer Guidance Updated
- State Board of Education Takes Action to Update Personal Finance Learning Standards
- Riverview Gardens Accreditation Recommendation Postponed Until Fall
- Missouri Announces 2016 Gold Star Schools
- Ladue Teacher Named Missouri History Teacher of the Year

Topics

Services

Data

Department



A-Z Index

See an alphabetical listing of education and secondary education topics.



MSIP

Review the Missouri School Improvement Program - the state's accountability system for accrediting public schools.



Educator Evaluation

Explore how Missouri's Educator Evaluation System supports the development of teachers and education leaders.



Top 10 by 20

Track Missouri's progress to becoming a top 10 state for education by 2020.



Get the Latest Newsletter

Educators

Home



Browse Educators



Assessment

The Department is committed to raising expectations for students and improving our assessment system with the goal of preparing every Missouri student for college and career readiness after high school graduation.



Career & Technical Education

Missouri Career Education combines academics and skill training to better prepare students of all ages for the job market.

Popular Services

[Fingerprint/Background Check Status](#)

[Web Applications Login](#)

[Educator Assessments](#)

[Home](#)

[About](#)

[Administrators](#)

[Adults & Community](#)

[Educators](#)

[Parents & Students](#)

[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.

About Us

[Careers](#)
[Commissioner of Education](#)
[Communications](#)
[State Board of Education](#)
[Vision, Mission, Goals](#)

Main Office

205 Jefferson St.
Jefferson City, MO 65101
[Map](#)

Mailing Address:
P.O. Box 480
Jefferson City, MO
65102-0480

573-751-4212

Resources

[Data Acquisition Calendar](#)
[MCDS Portal](#)
[Missouri Learning Standards](#)
[Top 10 by 20](#)
[Web Applications](#)
[Employee Email Access](#)

Social Links



Evaluator Training and Feedback

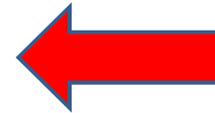
- [Guidelines for Evaluator Training](#) 
- [Guidelines for Meaningful Feedback](#) 
- [Module 4 - Evaluator Training and Feedback Materials](#) 
- [Module 4 - Evaluator Training and Feedback PowerPoint](#) 
- [Observations and Feedback](#)

Training

- [Regional Training Dates](#) 
- [Regional Training Locations](#)
- [SLO - Frequently Asked Questions](#) 

Monitoring

- [Guidance Document for Effective Evaluation Implementation Rubric](#) 
- [Effective Evaluation Implementation Rubric](#) 
- [Effective Evaluation Implementation Summary Report](#) 
- Surveys
 - [Teacher](#) 
 - [Principal](#) 
 - [District Administrator](#) 
 - [Mentor](#) 
- [Core Data Screen 18a](#)
- [Measuring Implementation of Effective Evaluations-January 28, 2015 Webinar](#)



About Us

[Careers](#)
[Commissioner of Education](#)
[Communications](#)
[State Board of Education](#)

Main Office

205 Jefferson St.
Jefferson City, MO 65101
[Map](#)

Resources

[Data Acquisition Calendar](#)
[MCDS Portal](#)
[Missouri Learning Standards](#)
[Top 10 by 20](#)

Social Links



Principle 5: Ongoing, timely, deliberate and meaningful feedback is provided on performance relative to research-based targets.

Indicator	Criteria	Criteria met?
<p>Is delivered effectively and is meaningful to the improvement of practice</p> <p>Focuses on the impact of professional practice to increase student learning</p>	<p>Policy Documents</p> <p>District documents (such as, feedback forms or observation forms) provide a framework to evaluators for providing effective feedback. Negotiated agreement indicates feedback will occur within 5 days of the observation</p> <p>District documents describe an observation feedback schedule in which feedback is offered at least once annually (either formally or informally). Reference to feedback but no documented verification that it is to occur for each teacher each year</p>	<p>Fully Met – District documents describe a system of feedback meeting all criteria (all green & yellow)</p> <p>Partially met – District documents describe a system of feedback, meeting only one criteria (majority green & yellow)</p> <p>Not met – District documents do not describe a system of feedback or no criteria were met (majority red)</p>
<p>Is offered at least once annually to everyone either formally, informally or both</p> <p>Is offered in close proximity to the data gathering process (i.e. observation, survey, artifact review, etc.)</p> <p>Occurs within the context of a professional, collaborative culture</p>	<p>Practice Data from Surveys</p> <p>The majority of survey respondents on each survey agree or strongly agree with the following statements:</p> <ul style="list-style-type: none"> - The feedback I received from my evaluator is given in the spirit of continuous improvement. (Teacher [Question 5b-83%] and Principal [Question 5d-65%] surveys) - The feedback I have received from my evaluator helped me to become a more effective teacher/principal. (Teacher [Question 5c-70%] and Principal [Question 5a-77%] surveys) - My evaluator’s feedback included specific strategies that I could use to improve my practice. (Teacher [Question 5d-66%] and Principal [Question 5b-85%] surveys) - I have used my evaluator’s feedback to improve my practice. (Teacher [Question 5e-71%] and Principal [Question 5c-85%] surveys) - The feedback I provide to teachers is linked to research based practices (Principal [Question 7k-100%] survey) - Our evaluators provide feedback in the spirit of continuous improvement (District Administrator [Question 1k-70%] survey) - I am evaluated on whether I provide feedback to teachers each year (Principal [Question 1e-100%] survey) - My district holds principals accountable for providing feedback to each teacher each year (District Administrator [Question 1j-84%] survey) - In general, my evaluator provides feedback within two working days (Teacher [Question 6-70%] and Principal [Question 6-84%] surveys) - The feedback I receive from my evaluator promotes a professional collaborative school culture. (Teacher [Question 5a-72%] survey) 	<p>Fully Met – meets all practice criteria (all green & yellow)</p> <p>Partially met – meets the majority of practice criteria (majority green & yellow)</p>

Principle 1: Performance of educators is measured against research-based, proven expectations and performance targets consistent with the improvement of student achievement.

Indicators	Criteria		Criteria met?
Educator performance targets are research-based and proven.	Policy Documents	The district has adopted one of the following models or a model based on the state standards: the Missouri State Model , Danielson Model, Marzano Model, Network of Effective Educators (NEE/MU) Model	Fully Met – using listed model or district model that meets all criteria (all green & yellow)
Performance targets align to appropriate state and national standards.		If district is using a district developed model, or another model, the district: <ul style="list-style-type: none"> - <u>cites</u> research and theory used in developing performance targets in their evaluation documents. - <u>has</u> a crosswalk or alignment study that shows alignment between district standards and national or state teacher or leader standards. - <u>has</u> a crosswalk or alignment study that some of the performance targets have high effect sizes. - district documents demonstrate that a majority of the districts' teacher and leader performance targets include links to student evidence 	Partially met – using district model that meets the majority of criteria (majority green & yellow)
Performance targets articulate essential practices.		The majority of survey respondents on each survey agree or strongly agree with the following statements: <ul style="list-style-type: none"> - The teacher/principal evaluation rubrics/growth guides clearly define what is expected of me as a teacher/principal. (Teacher [Question 1a-79%] and Principal [Question 1a-100%] surveys) - The teacher/principal evaluation rubrics/growth guides are appropriate for my position. (Teacher [Question 1c-73%] and Principal [Question 1c-100%] surveys) - The teacher evaluation system is fair to teachers in all classrooms, content and grade levels. (Teacher [Question 1e-58%]) I have improved my practice as a result of the teacher/principal evaluation system (Teacher [Question 1g-64%] and Principal [Question 1f-87%] surveys) - The teacher evaluation rubrics/growth guides available to me are appropriate to all of the positions that I evaluate. (Principal [Question 7b-100%]) 	Not met – district model that does not meet the majority of criteria (majority red)
Performance targets are clearly articulated.	Practice Data from Surveys	The majority of survey respondents on each survey agree or strongly agree with the following statements:	Fully Met – meets all practice criteria (all green & yellow)
Performance targets of the educator link to improvements in student learning.		The teacher/principal evaluation rubrics/growth guides clearly define what is expected of me as a teacher/principal. (Teacher [Question 1a-79%] and Principal [Question 1a-100%] surveys)	Partially met – meets the majority of practice criteria (majority green & yellow)
Performance targets are clearly articulated.		The teacher/principal evaluation rubrics/growth guides are appropriate for my position. (Teacher [Question 1c-73%] and Principal [Question 1c-100%] surveys)	Not met – does not meet the majority of practice criteria (majority red)
Overall Principle 1 Rating	Fully Met – meets policy and practice criteria	Partially met – meets or partially meets either policy or practice criteria	Does not meet – does not meet policy nor practice criteria

COMPLIANCE TO COMMITMENT

Using the seven principles of EES for building/district reform

Why is Educator Evaluation Important?

The single most important influence on student learning is the ***quality of the teacher.***

Charlotte Danielson



Why is Educator Evaluation Important?

The greatest challenge that most students experience is the ***level of competence*** of the teacher.

John Hattie



Questions?



Contact Us:

jim.masters@dese.mo.gov

paul.katnik@dese.mo.gov

573-751-8859

573-751-2931

573-751-2990

