THE OFFICE OF EDUCATOR QUALITY

Educator Evaluation System

Charter Administrative Summit

September 26, 2013

Missouri Department
of Elementary and Secondary Education

5 CSR 20-400.375

August 2013

PURPOSE: The growth and learning of children is the primary responsibility of those who teach in our classrooms and lead our schools. Student growth and learning can be observed and measured. Educators, in partnership with students, parents, and community, are accountable for ensuring the improvement of student achievement. Effective educator evaluation systems promote the improvement of professional practice resulting in the improvement of student performance.

(1) Pursuant to section **168.128, RSMo**, the board of education of each school district shall **maintain a comprehensive, performance-based evaluation for each teacher** employed by the district. It is required that these evaluations shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability. With the primary goal of improving educator quality to promote high levels of student learning, the **Department of Elementary and Secondary Education (department) establishes the following principles of effective evaluation:**

ESEA Flexibility Waiver

June 2012

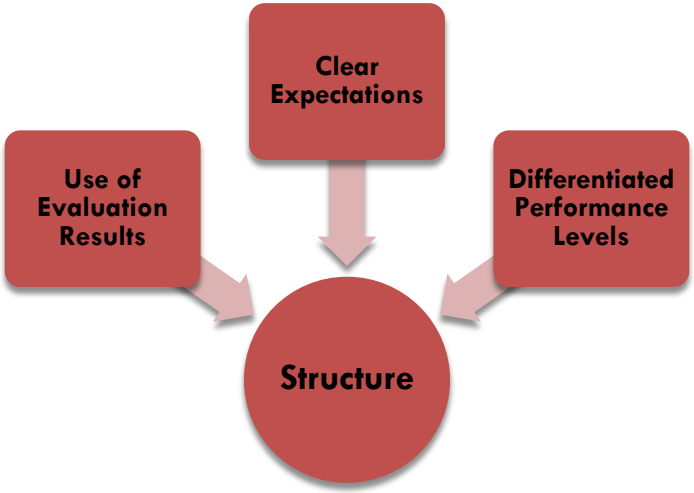
"Charter schools are considered public schools and are subject to the same guidelines as those outlined in Principle 3.

All guidelines referenced to LEAs include charter schools as well."

Essential Principles of Effective Evaluation

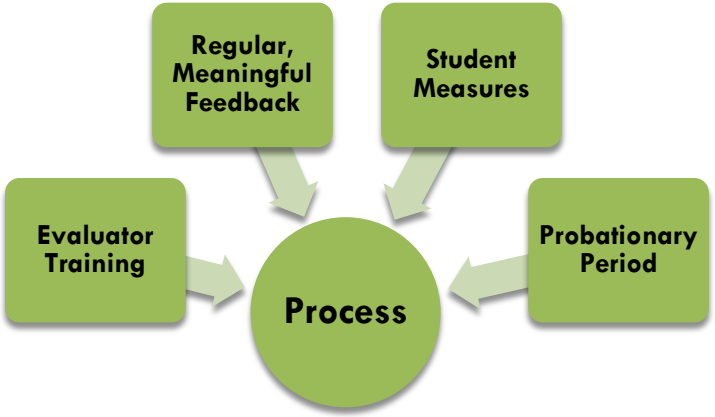
Principles of Structure

- Research-based, proven practices
- Differentiated levels of performance
- Results inform employment policies and decisions



Principles of Process

- Highlight the probationary period of new educators
- Use measures of growth in student learning
- Provide meaningful feedback
- Include initial and periodic training for evaluators



Improvement / Evaluation

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

~ John Hattie

But what we really need is a conception of teacher evaluation as part of a *teaching and learning system* that supports **continuous improvement**, both for individual teachers and for the profession as a whole. Such a system should **enhance teacher learning and skill**, while at the same time ensuring that teachers who are retained and tenured can effectively support student learning throughout their careers.

~Linda Darling Hammond

Improvement / Evaluation

First, it helps to be clear about why we even have teacher evaluation. Laws, of course, require it. But why are there laws? The first and most fundamental reason is because public schools are public institutions; they take public money, and the public has a right to ***expect high-quality teaching****.*

~Charlotte Danielson

The true promise of classroom observations is the potential to **identify strengths and address specific weaknesses** in teachers' practice."

~ *Gathering Feedback for Teaching*
MET Project Report, 2012

Improvement / Evaluation

"The effects of 'increases in teacher quality' ***swamps the impact*** *of any other educational investment, such as reductions in class size"*

~ Goldhaber

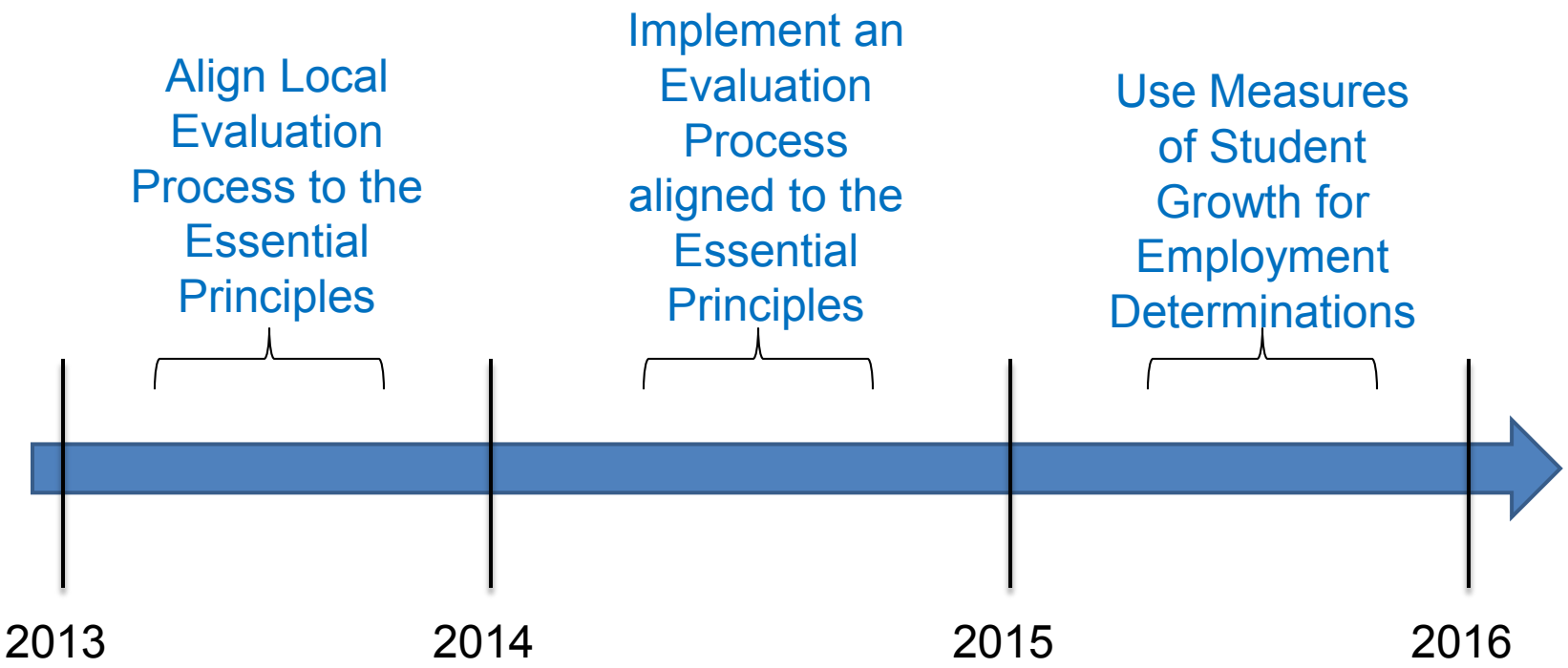
"Having a high-quality teacher throughout elementary school ***can substantially offset or even eliminate*** *the disadvantage of low socio-economic background"*

~ Rivkin, Hanushek, & Kain

The most valuable evaluation model will not only meet state legislative requirements, it must produce gains in student learning. The model must evaluate teachers and, just as importantly, ***improve their classroom performance*** *over time.*

~ Robert Marzano

Key Evaluation Benchmarks



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Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

Jay Nixon, Governor
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- New Assessments Focus on Preparing Future Teachers for the Classroom
- K-12 and Higher Education Departments Plan for Future of Missouri Education
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- 06-03-13 - Changes in Certification Processing Fees
- 05-29-13 - Substitute System for Time and Effort Reporting Update
- 05-16-13 - Change in ParaProfessional Test
- 04-23-13 - Data Release and Appeals Process
- 04-05-13 - Verfication of Data Used in FY14 Title I and Part B IDEA Allocation Calculations
- 03-28-13 - Change in SMARTER Balanced Volunteer Pilot
- 03-19-13 - Missouri School Improvement Program (MSIP) Items Not Waived Checklist
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more...

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Office of Educator Quality

News and Updates

Improving students' learning requires the improvement of the effective practice of those teaching in classrooms and providing leadership in schools. As such, Missouri's new Model Evaluation System focuses on the formative development of teachers and leaders.

Listen to the recorded webinars on the Redesign for Educator Preparation.

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- Awards and Recognition
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- Teacher of the Year
- Title II

Email: Educator Quality
Phone: 573-751-2931 Fax: 573-526-3580
Last Revised: March 8, 2013

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"Missouri public schools: the best choice. . .the best results!"

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Effectively Evaluating Educators

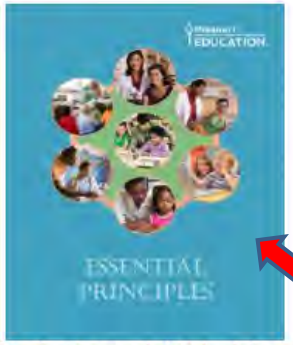
Welcome to our Effectively Evaluating Educators web page. This page is designed to provide information regarding technical assistance and support for the Model Evaluation System, Educator Standards, and Essential Principles.

Model Evaluation System

Click Here for the Model Evaluation System

Educator Standards

Click Here for the Educator Standards



Click Here for the Essential Principles of Effective Evaluation

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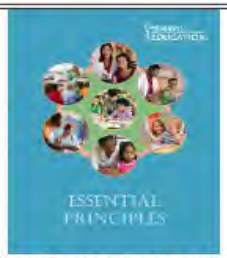
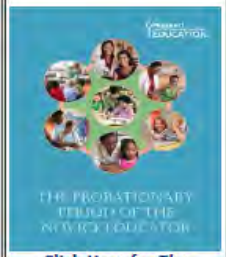


Click Here for an Overview and Introduction to the Essential Principles of Effective Evaluation



Click Here for The Probationary Period of the Novice Educator

Click Here for Use of Student Growth Measures in Educator Evaluation

Click Here for Evaluator Training

Click Here for Providing Meaningful Feedback

How Do I Find?

- Educator Evaluation System
- Educator Standards

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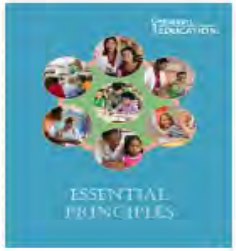
Overview and Introduction to the Essential Principles of Effective Evaluation

Welcome to our Essential Principles of Effective Evaluation web page. This page is designed to provide an overview and introduction to the Essential Principles of Effective Evaluation.

- Overview of Essential Principles of Effective Evaluation
- Guidance for Policies and Implementation
- Module 1 - Foundations PowerPoint



- Foundations of EEE

- Gotcha to Growth

How Do I Find?

- Educator Evaluation System
- Educator Standards
- August 7 Webinar-recorded
- August 14 Webinar-recorded
- August 21 Webinar-recorded
- August 28 Webinar-recorded
- September 4 Webinar-recorded
- September 11 Webinar

2013 – 2014 Training Roadmap

Module 1:
Foundations

- Growth-mindset
- Understanding standards and indicators
- Manageability

Module 2:
Probationary Period Support

- Needs of the year 1, 2, and 3-5 educator
- Comprehensive Induction Program
- Using the Mentor Standards

Educator Evaluation Training

Module 4:
Evaluator Training/Feedback

- Meaningful descriptive feedback
- Components of evaluator training
- Inter-rater reliability

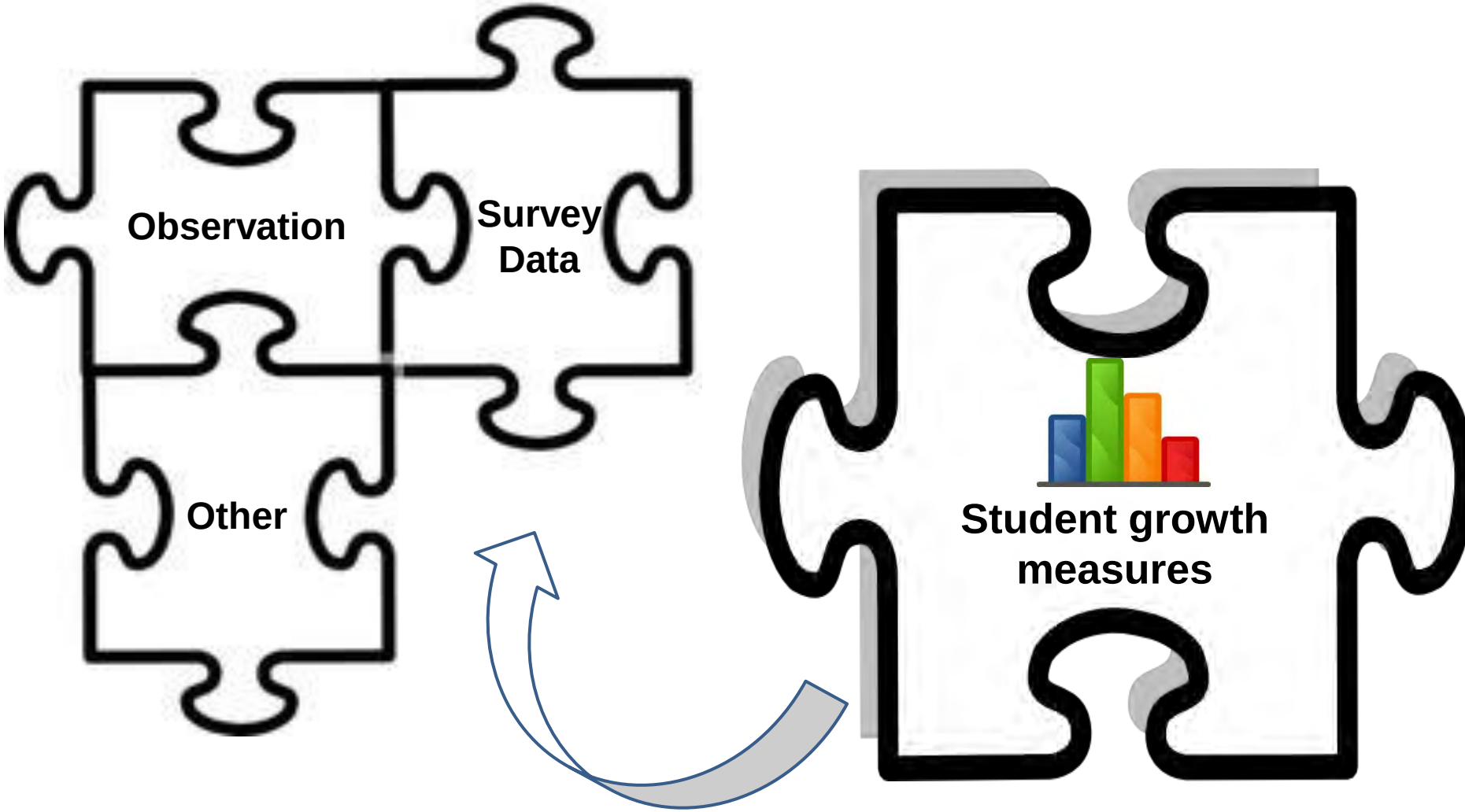
Module 3:
Student Growth Measures

- Student growth measures
- Using state assessment data
- Data in non-tested grades and subjects

August 2013 – July 2014

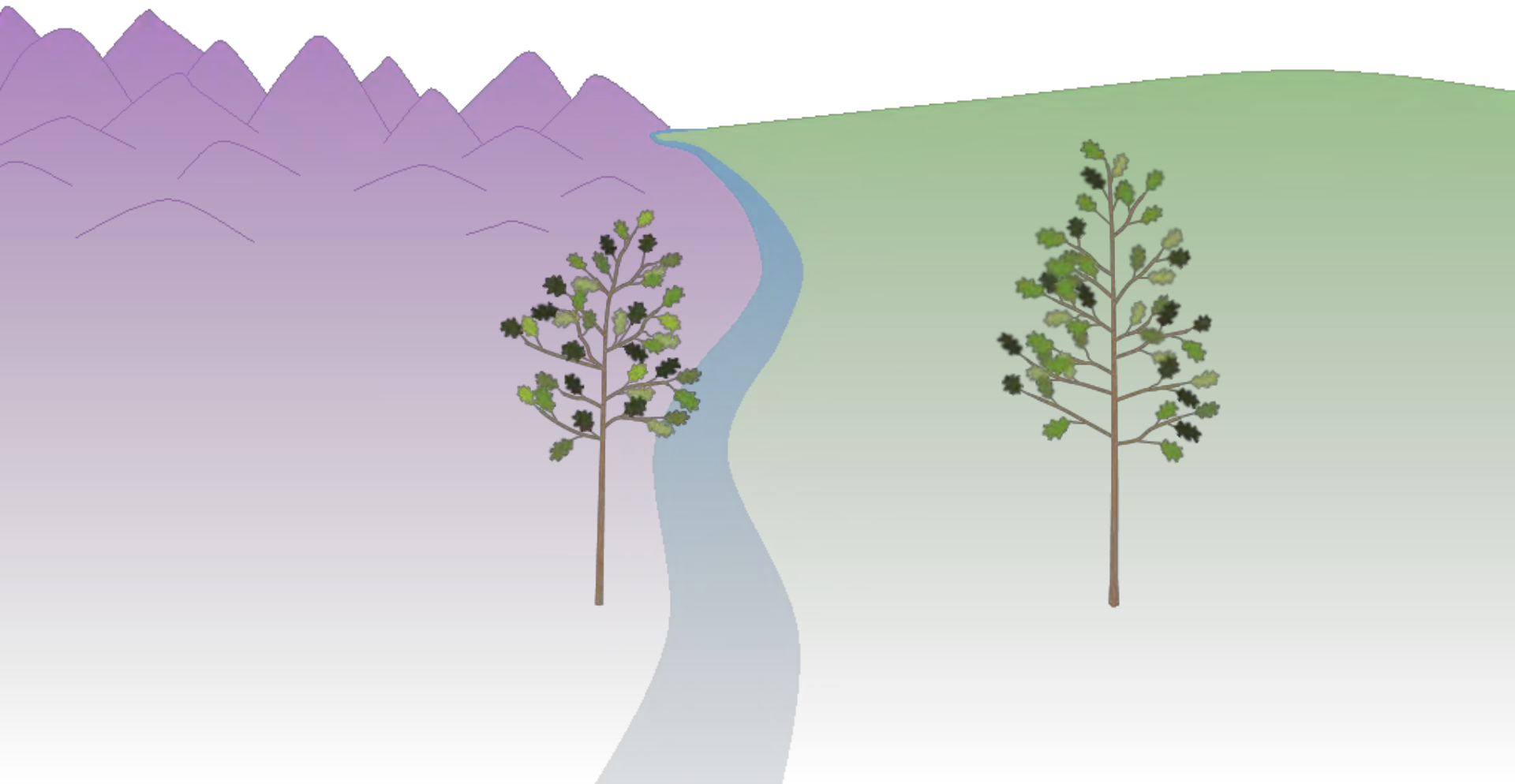
Scheduled Regional Trainings

Go to www.dese.mo.gov/eq/essentialprinciples.htm for specific locations



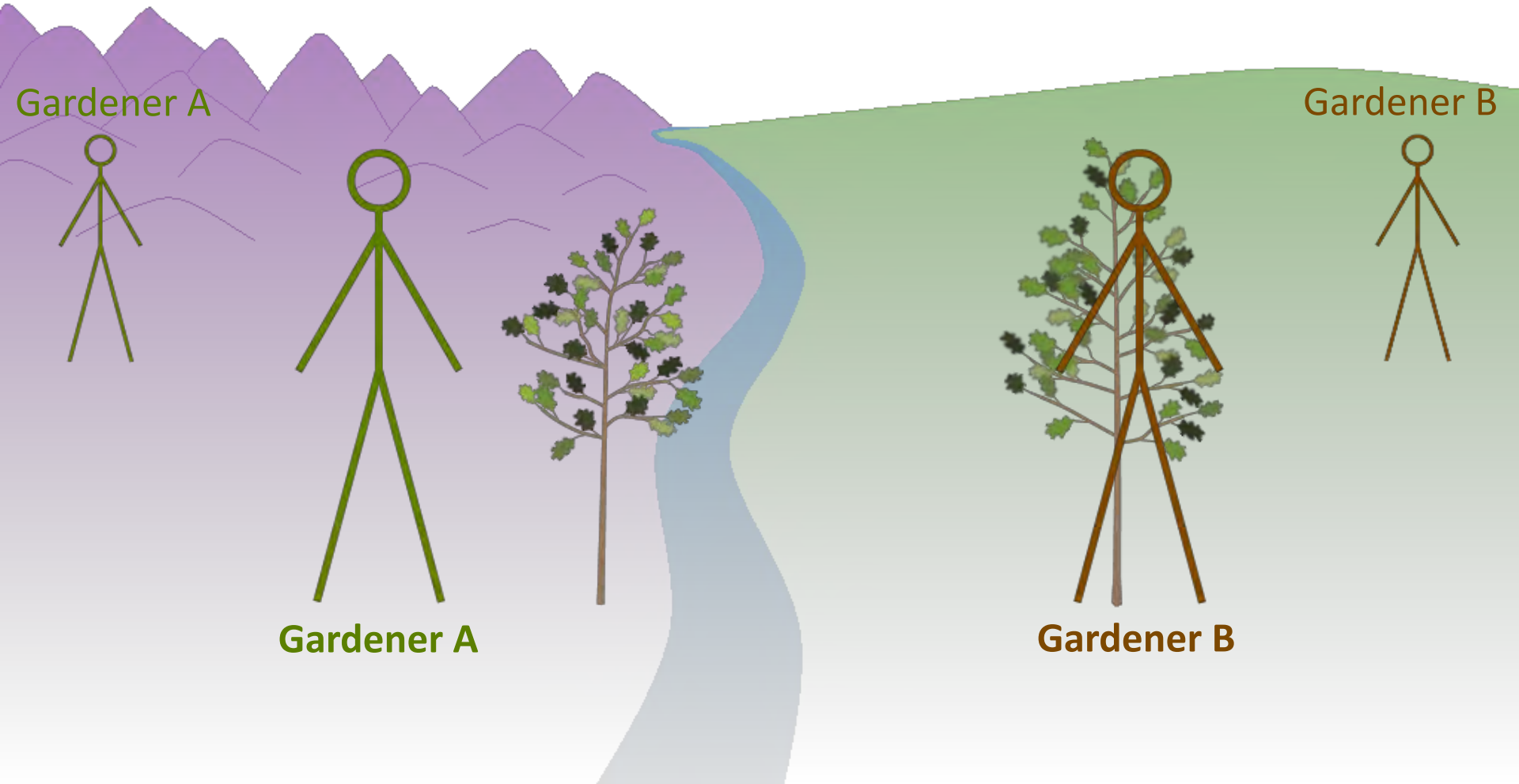
A Piece of the "Educator Effectiveness" Puzzle

The Oak Tree Analogy



Explaining the concept of value added by evaluating the performance of two gardeners

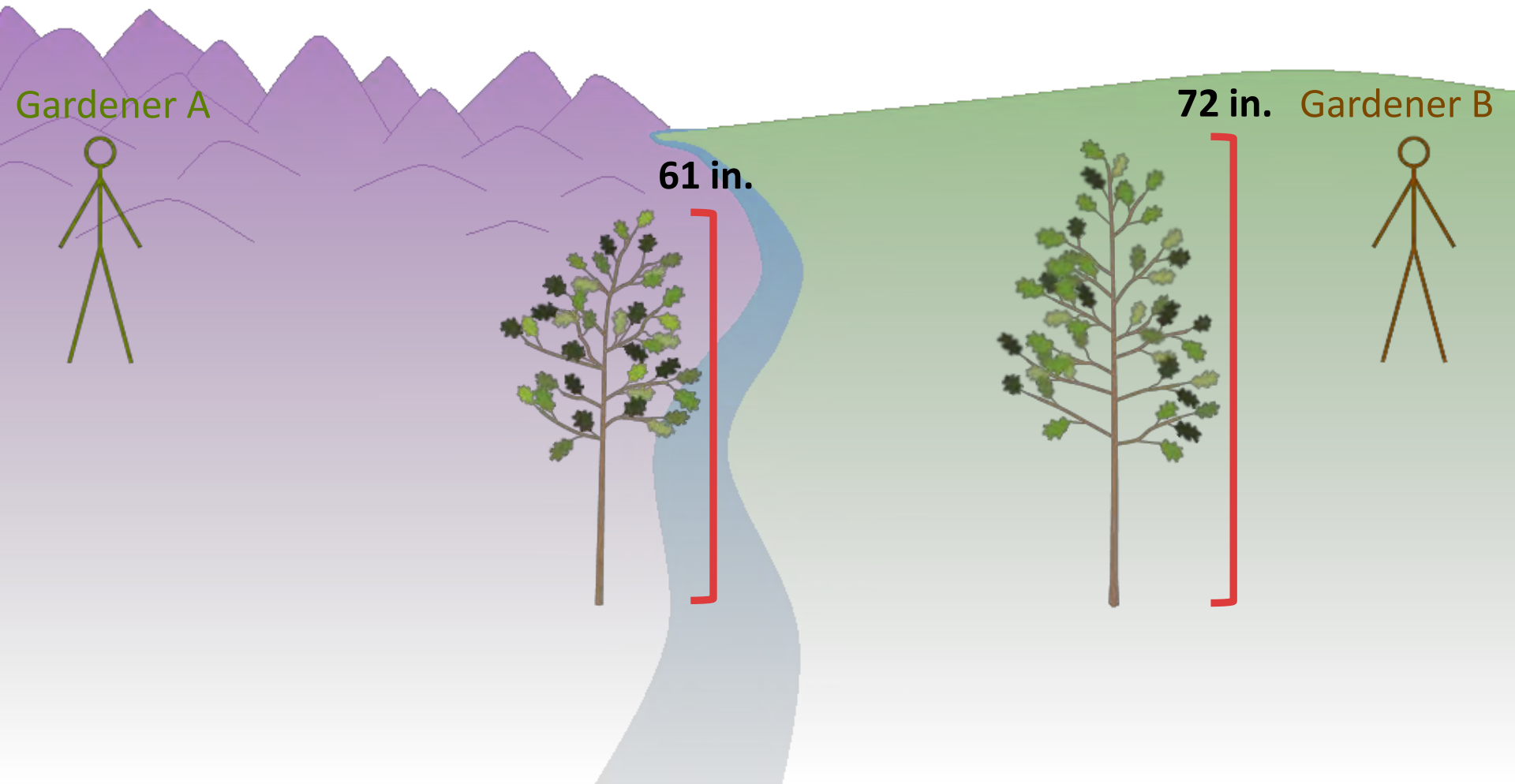
- For the past year, these gardeners have been tending to their oak trees trying to maximize the height of the trees.
- Each gardener used a variety of strategies to help their own tree grow… which of these two gardeners was more successful with their strategies?



To measure the performance of the gardeners, we will measure the height of the trees today (1 year after they began tending to the trees).

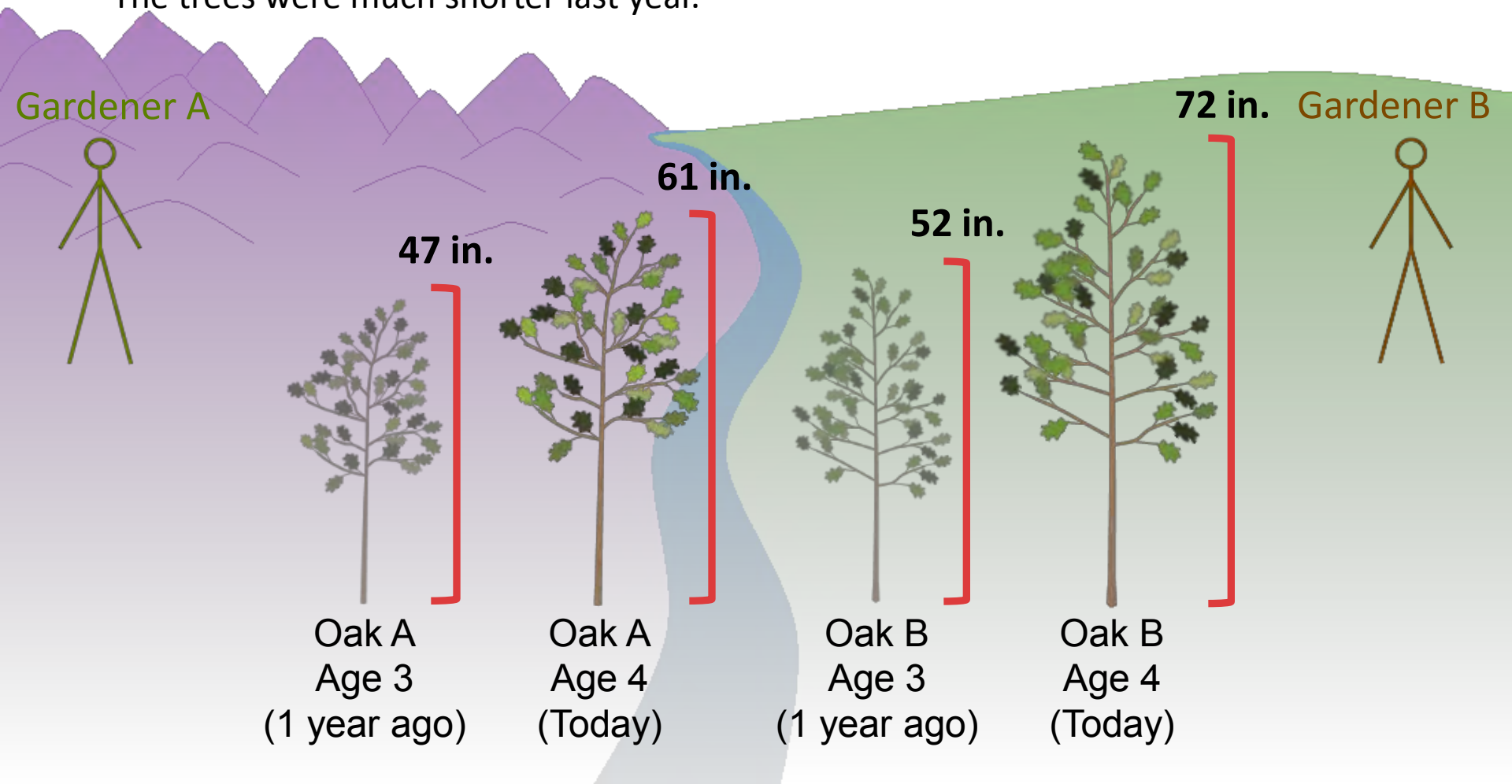
- Using this method, Gardener B is the better gardener.

This method is analogous to using an **Achievement Model**.



… but this achievement result does not tell the whole story.

- These trees are 4 years old.
- We need to find the starting height for each tree in order to more fairly evaluate each gardener's performance during the past year.
- The trees were much shorter last year.

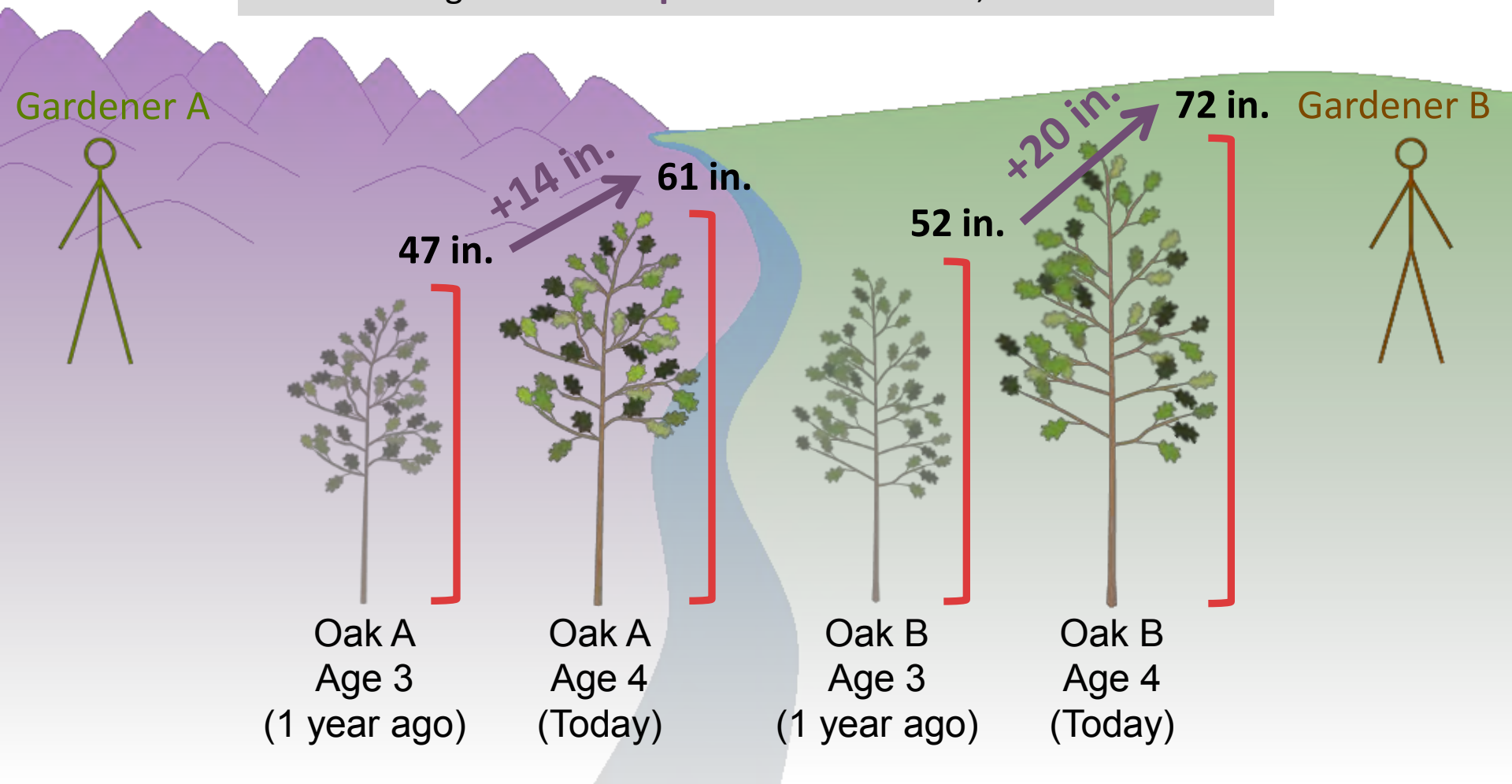


We can compare the height of the trees one year ago to the height today.

- By finding the difference between these heights, we can determine how many inches the trees grew during the year of gardener's care.

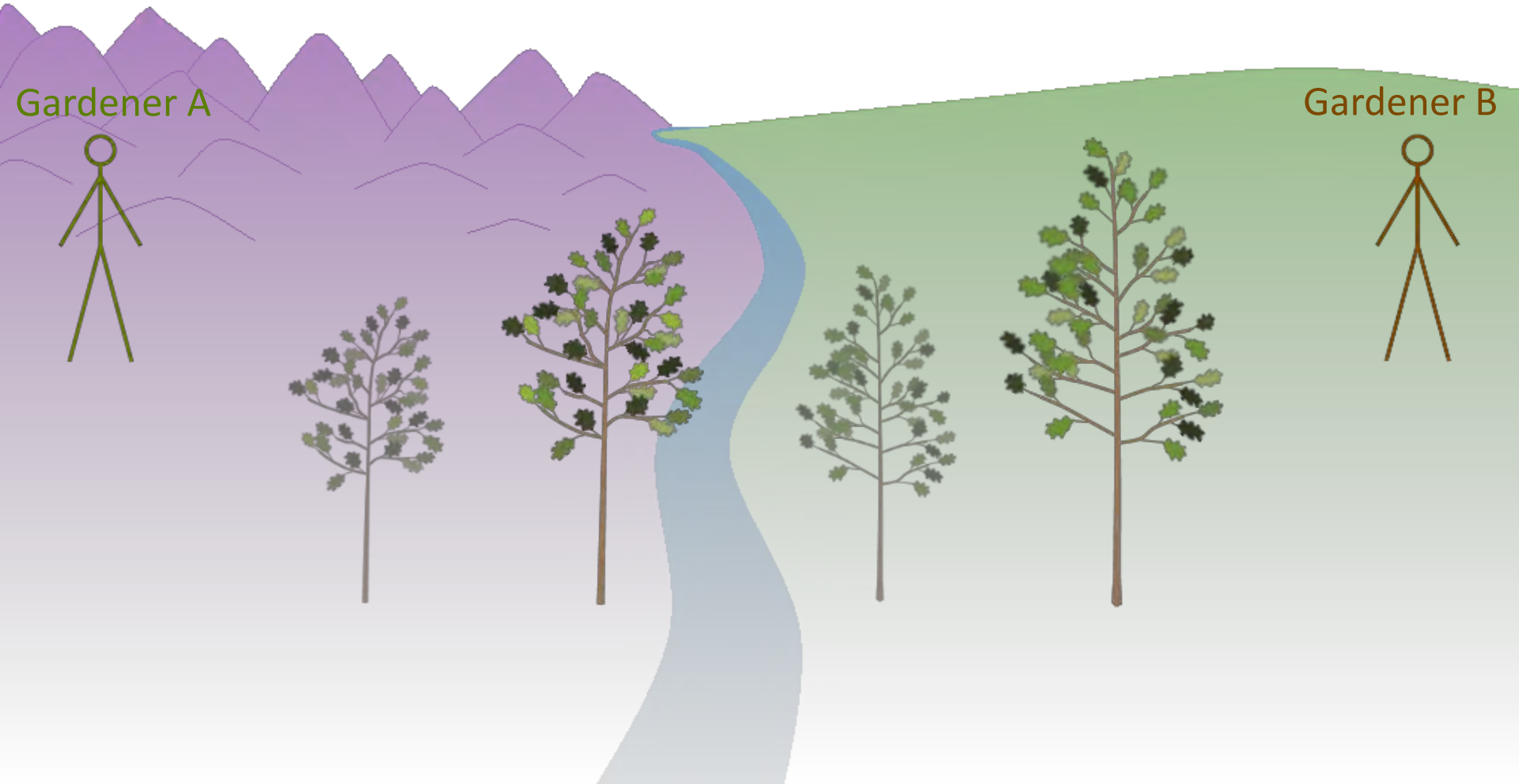
- Oak B had more growth this year, so Gardener B is the better gardener.

This is analogous to a **Simple Growth Model**, also called **Gain**.

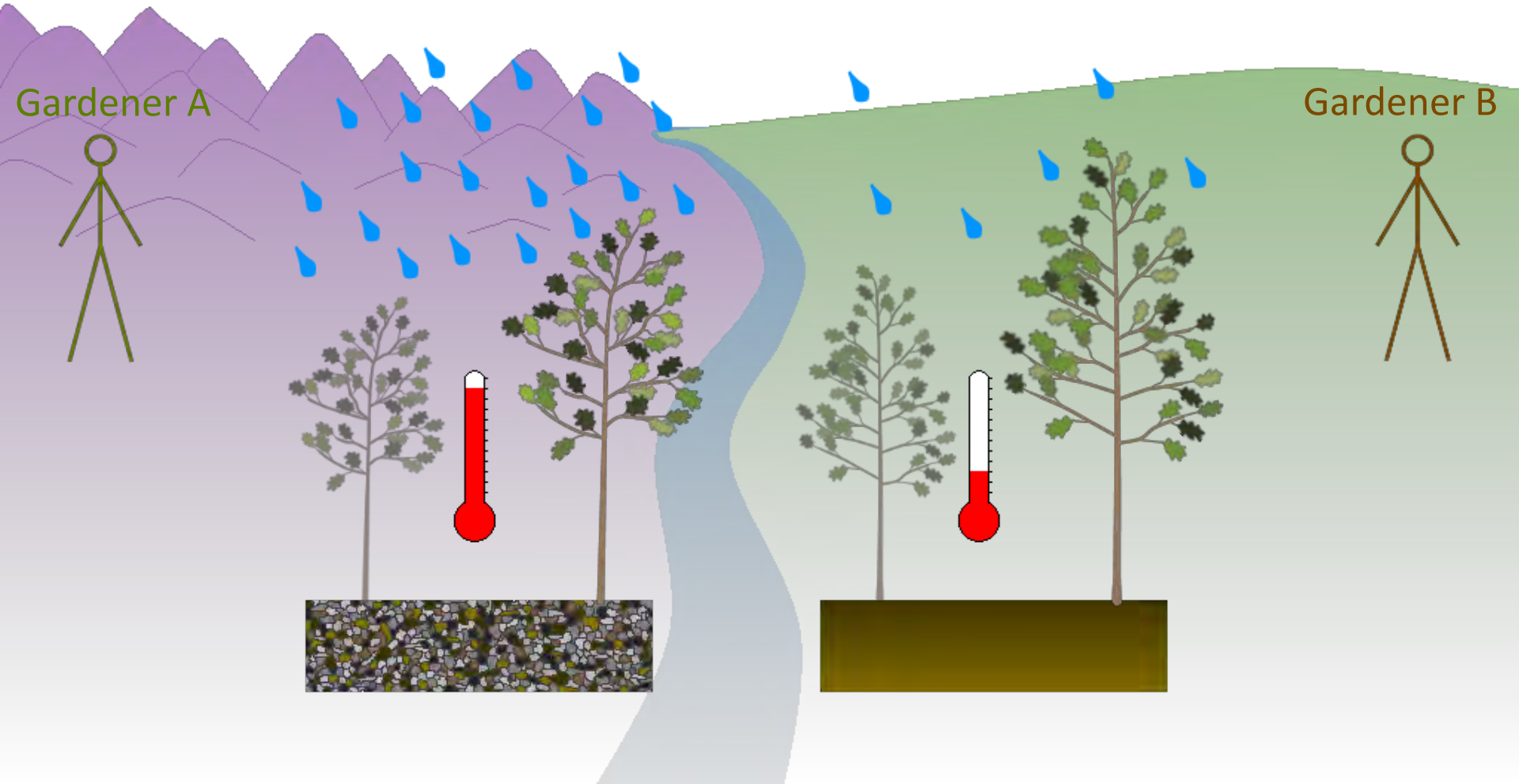


… but this simple growth result does not tell the whole story either.

- We do not yet know how much of this growth was due to the strategies used by the gardeners themselves.
- This is an “apples to oranges” comparison.
- For our oak tree example, three environmental factors we will examine are: **Rainfall**, **Soil Richness**, and **Temperature**.

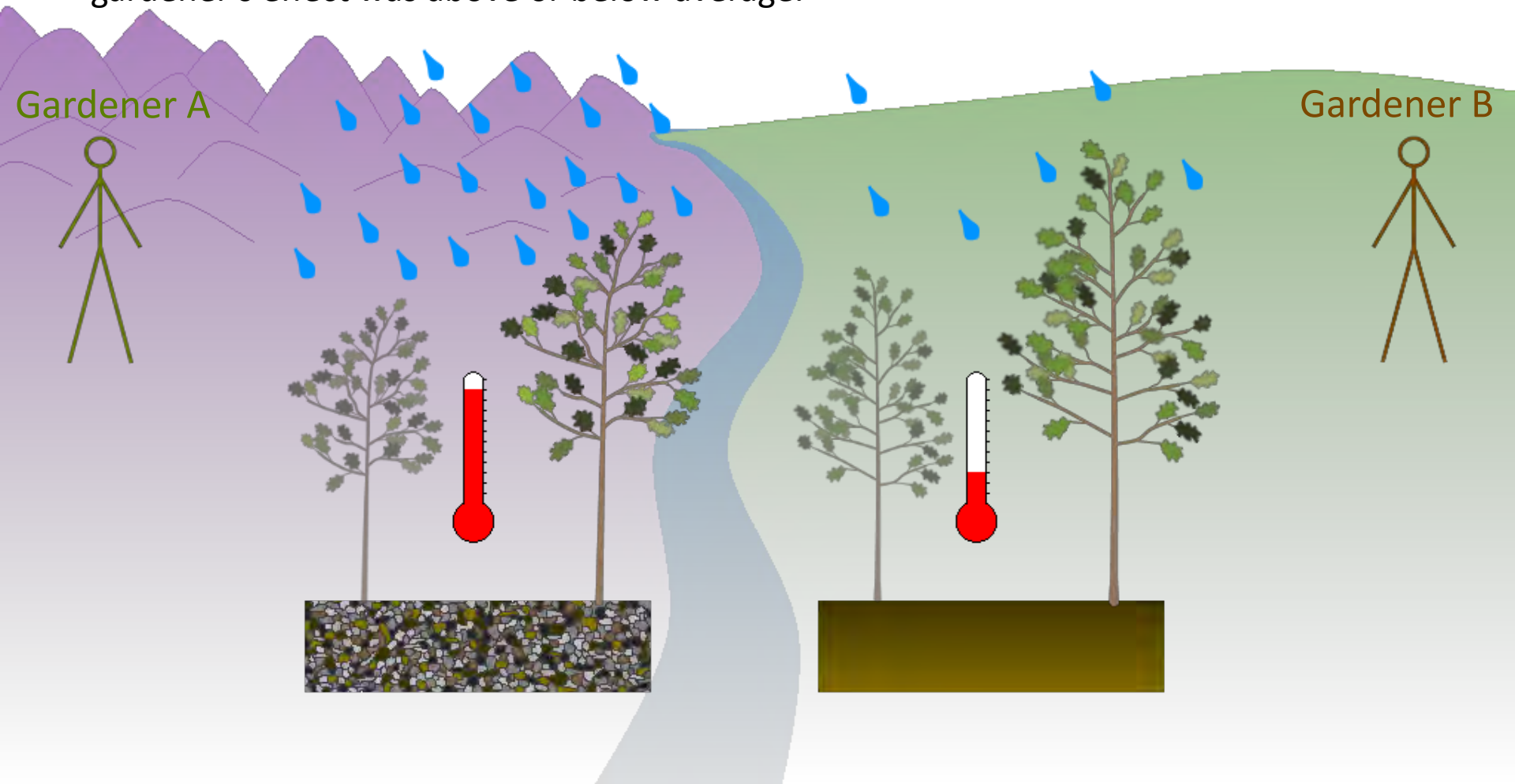


External condition	Oak Tree A	Oak Tree B
Rainfall amount	High	Low
Soil richness	Low	High
Temperature	High	Low

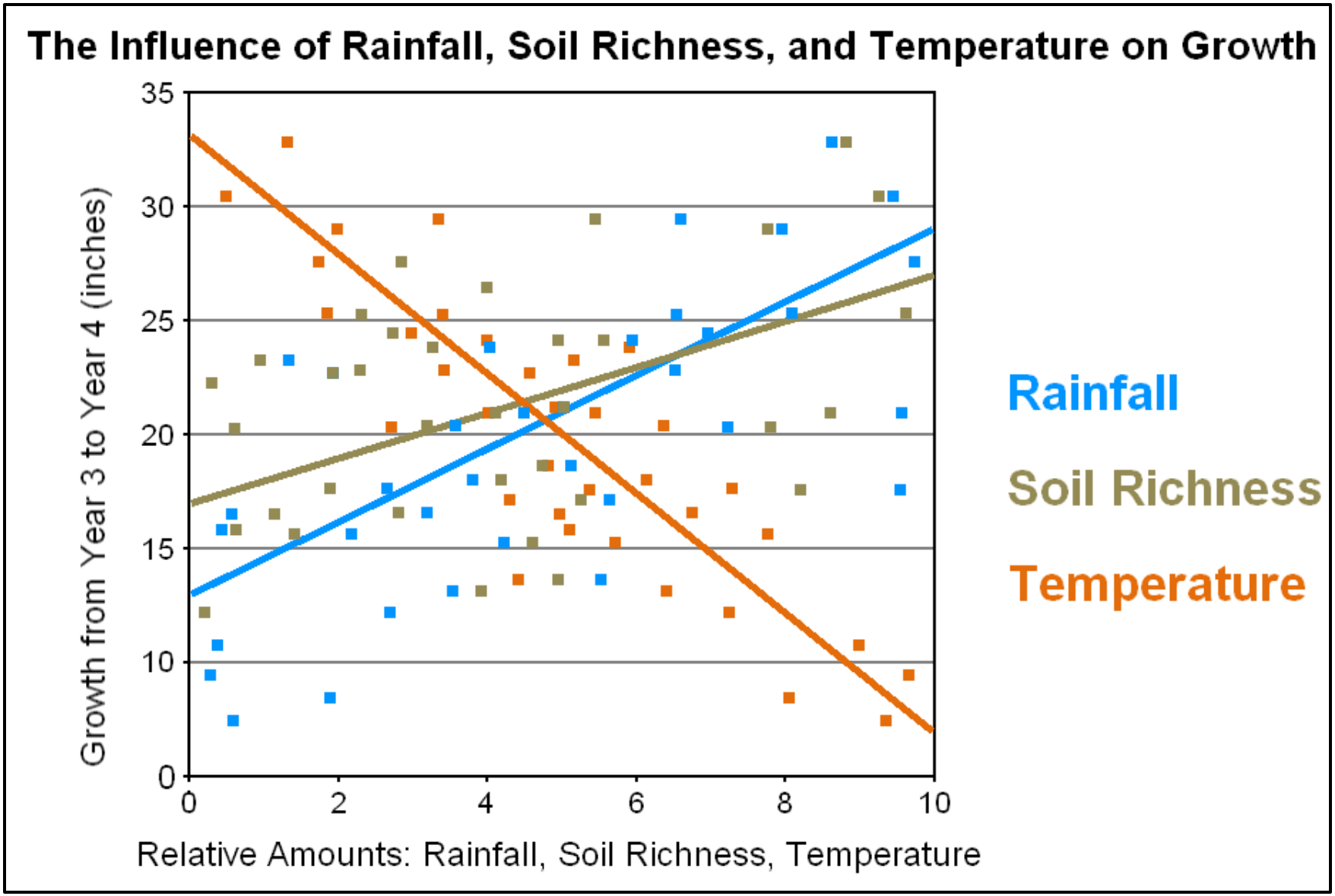


We can use this information to calculate a predicted height for each tree today if it was being cared for by an average gardener in the area…

- We examine all oaks in the region to find an average height improvement for trees.
- We adjust this prediction for the effect of each tree's environmental conditions.
- We compare the actual height of the trees to their predicted heights to determine if the gardener's effect was above or below average.



In order to find the impact of **rainfall**, **soil richness**, and **temperature**, we will plot the growth of each individual oak in the region compared to its environmental conditions.



Now that we have identified growth trends for each of these environmental factors, we need to convert them into a form usable for our predictions.

Rainfall	Low	Medium	High
Growth in inches relative to the average	-5	-2	+3

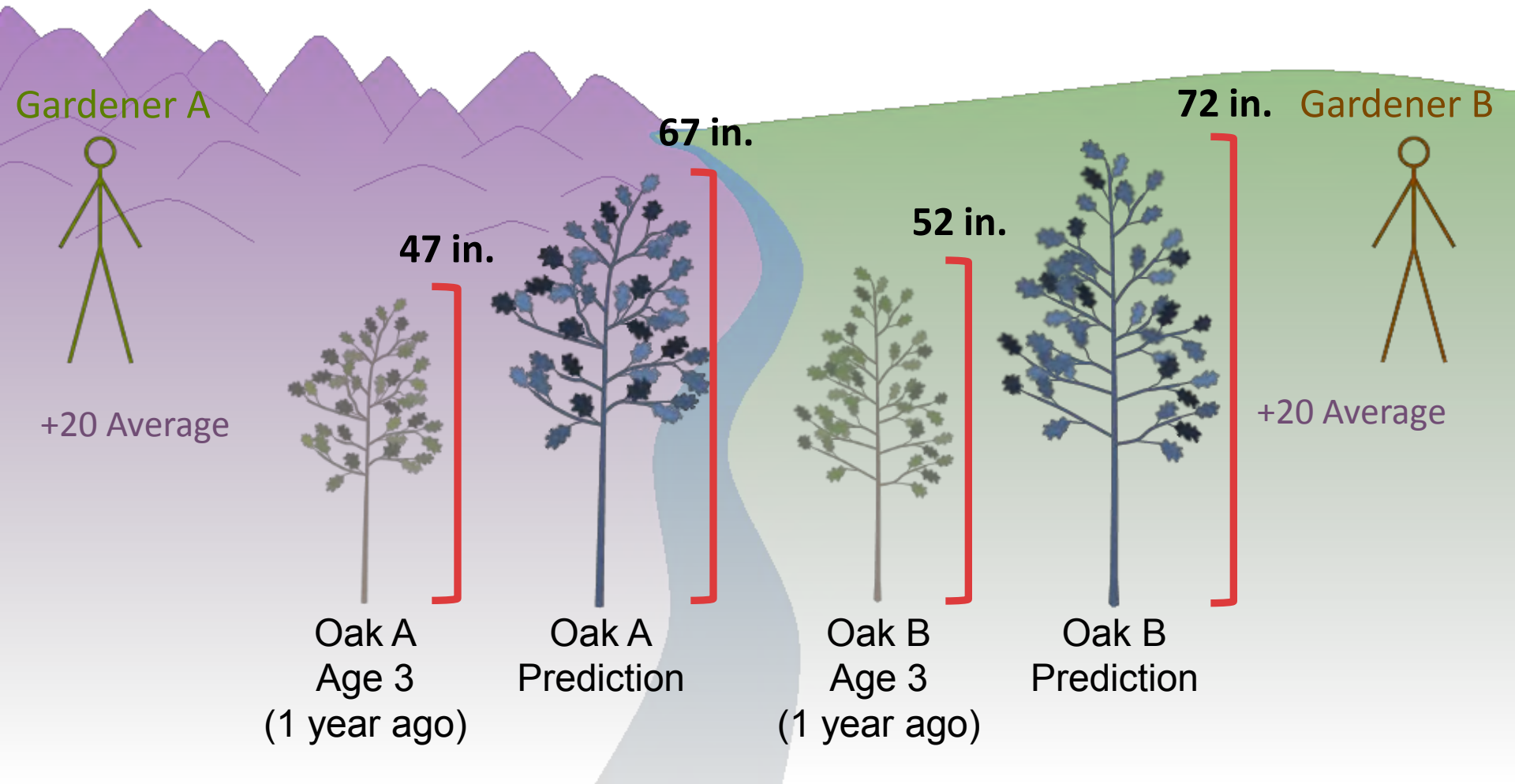
Soil Richness	Low	Medium	High
Growth in inches relative to the average	-3	-1	+2

Temperature	Low	Medium	High
Growth in inches relative to the average	+5	-3	-8

Now we can go back to **Oak A** and **Oak B** to **adjust for their growing conditions**.

To make our initial prediction, we use the average height improvement for all trees

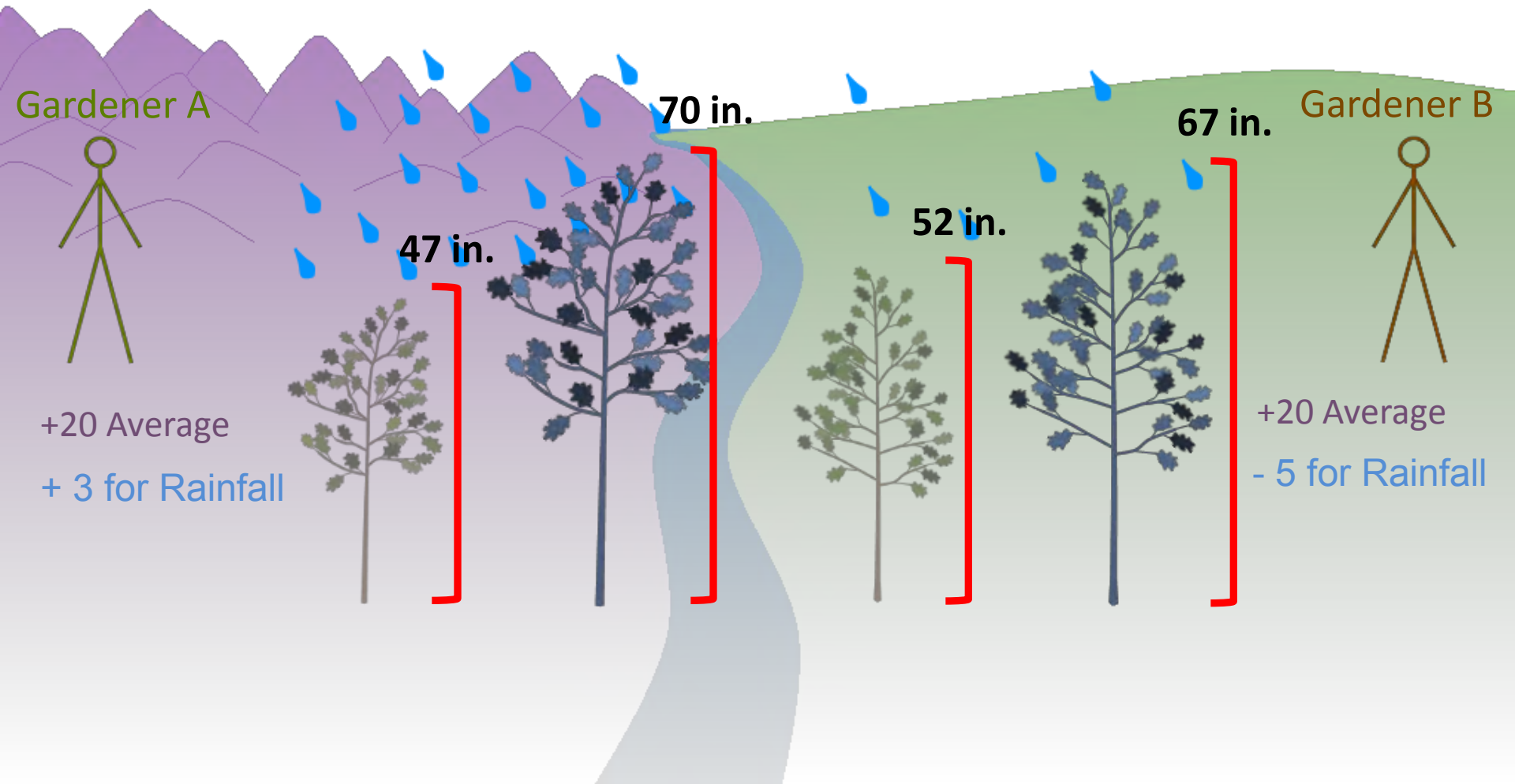
- Based on our data, the average improvement for oak trees in the region was 20 inches during the past year.
- We start with the trees' height at age 3 and add 20 inches for our initial prediction.
- Next, we will refine our prediction based on the growing conditions for each tree. When we are done, we will have an "apples to apples" comparison of the gardeners' effect.



Based on data for all oak trees in the region, we found that high rainfall resulted in 3 inches of extra growth on average.

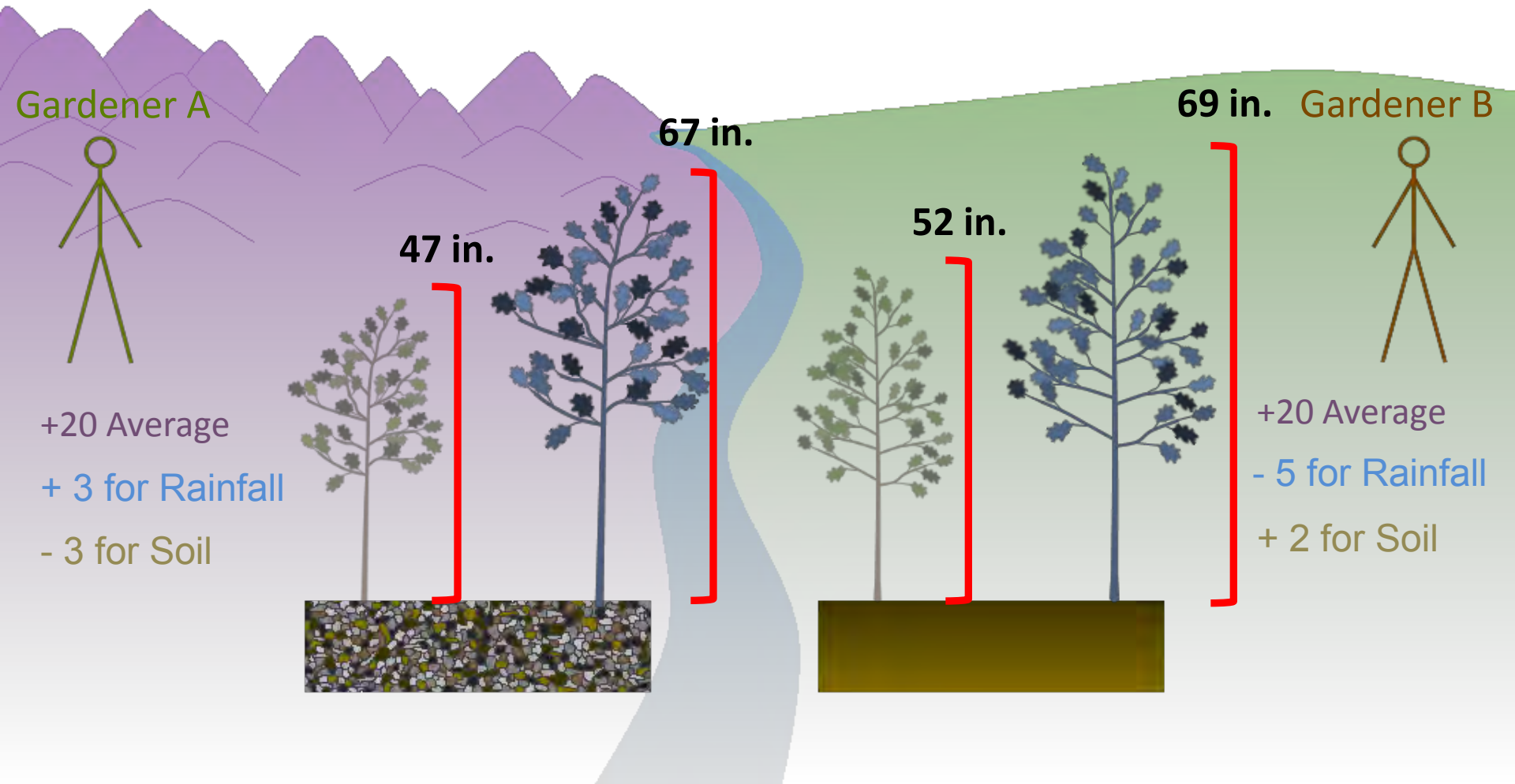
For having high rainfall, Oak A's prediction is adjusted by +3 to compensate.

Similarly, for having low rainfall, Oak B's prediction is adjusted by -5 to compensate.



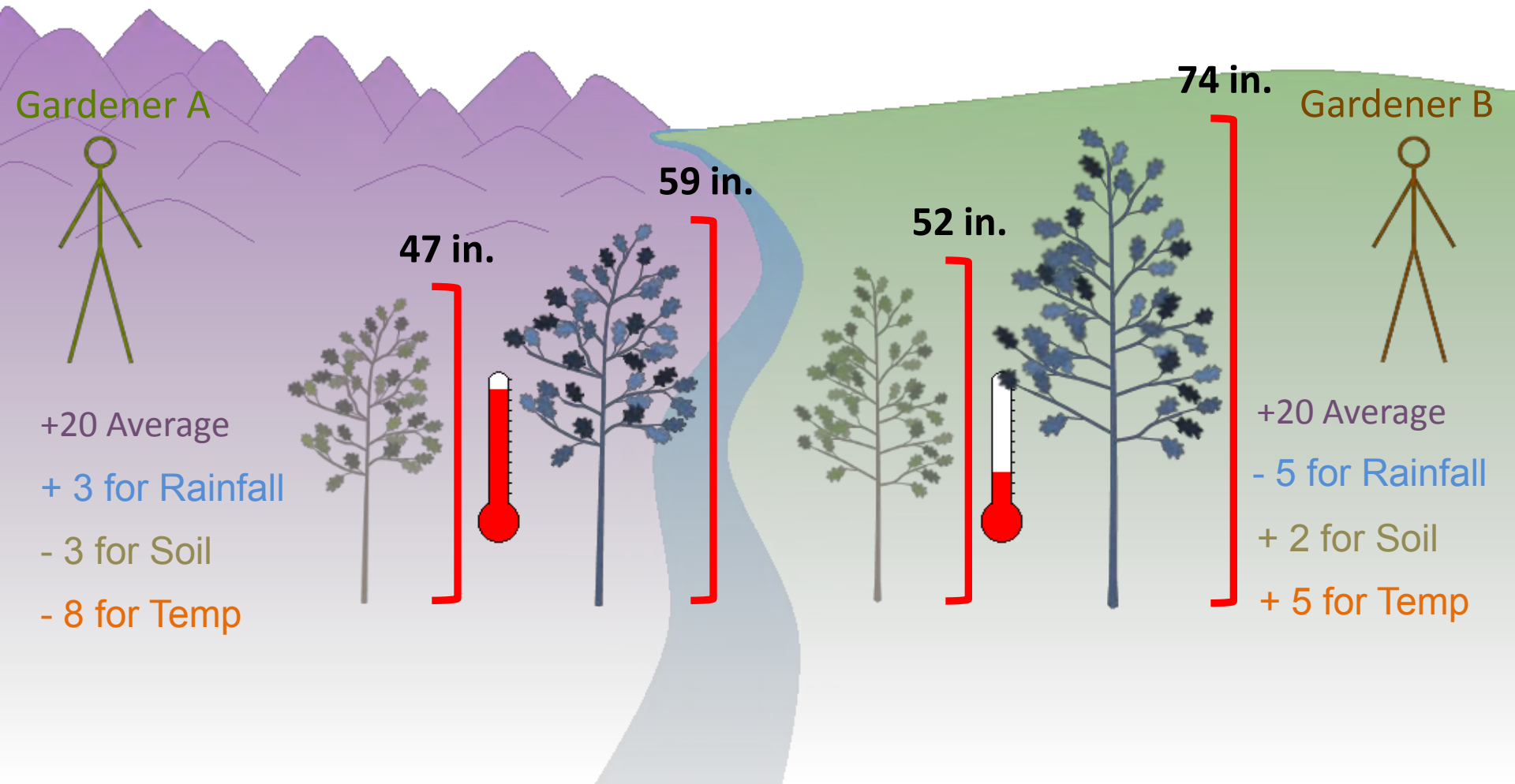
For having poor soil, Oak A's prediction is adjusted by -3.

For having rich soil, Oak B's prediction is adjusted by +2.



For having high temperature, Oak A's prediction is adjusted by -8.

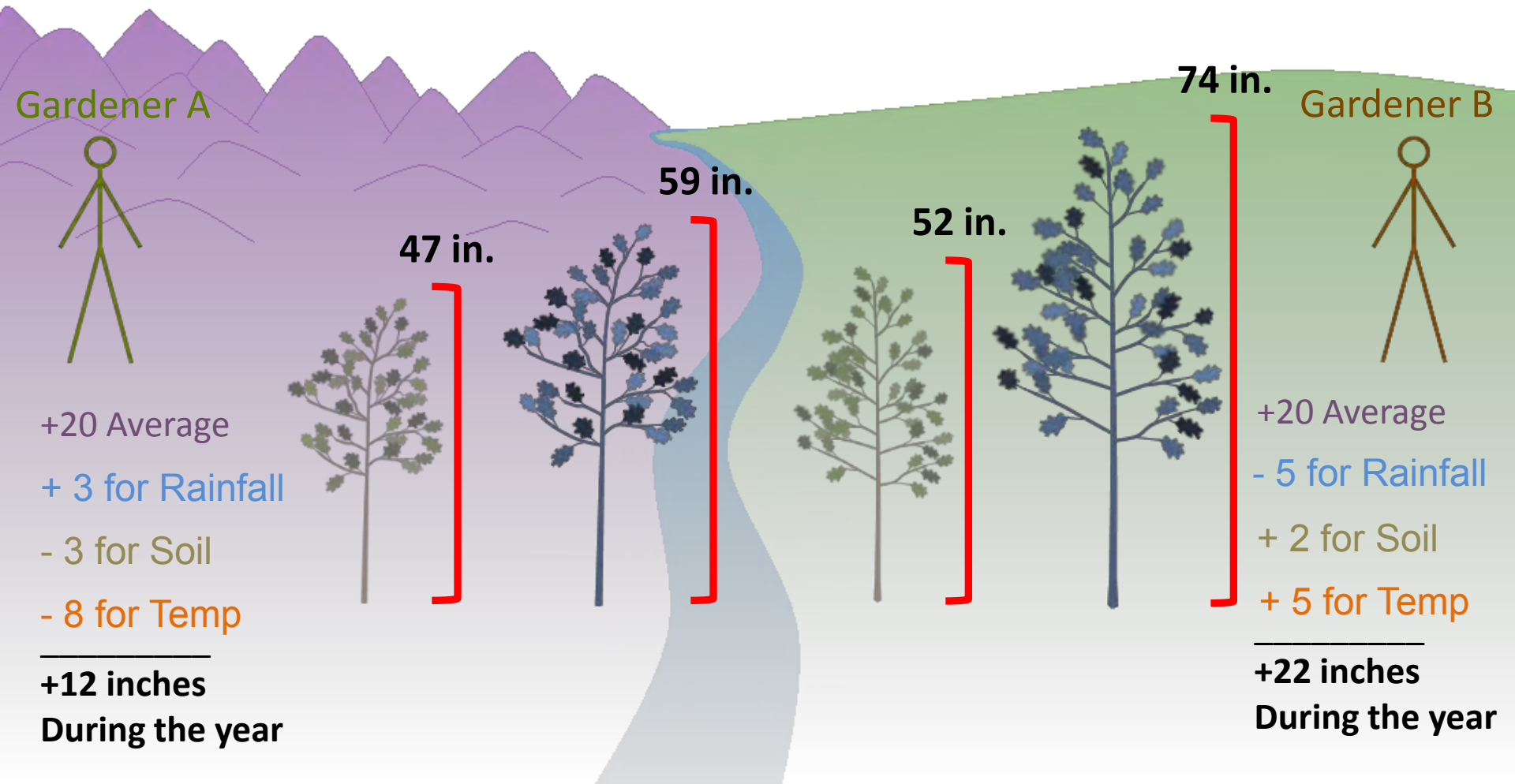
For having low temperature, Oak B's prediction is adjusted by +5.



Now that we have refined our predictions based on the effect of environmental conditions, our gardeners are on a level playing field.

The predicted height for trees in Oak A's conditions is 59 inches.

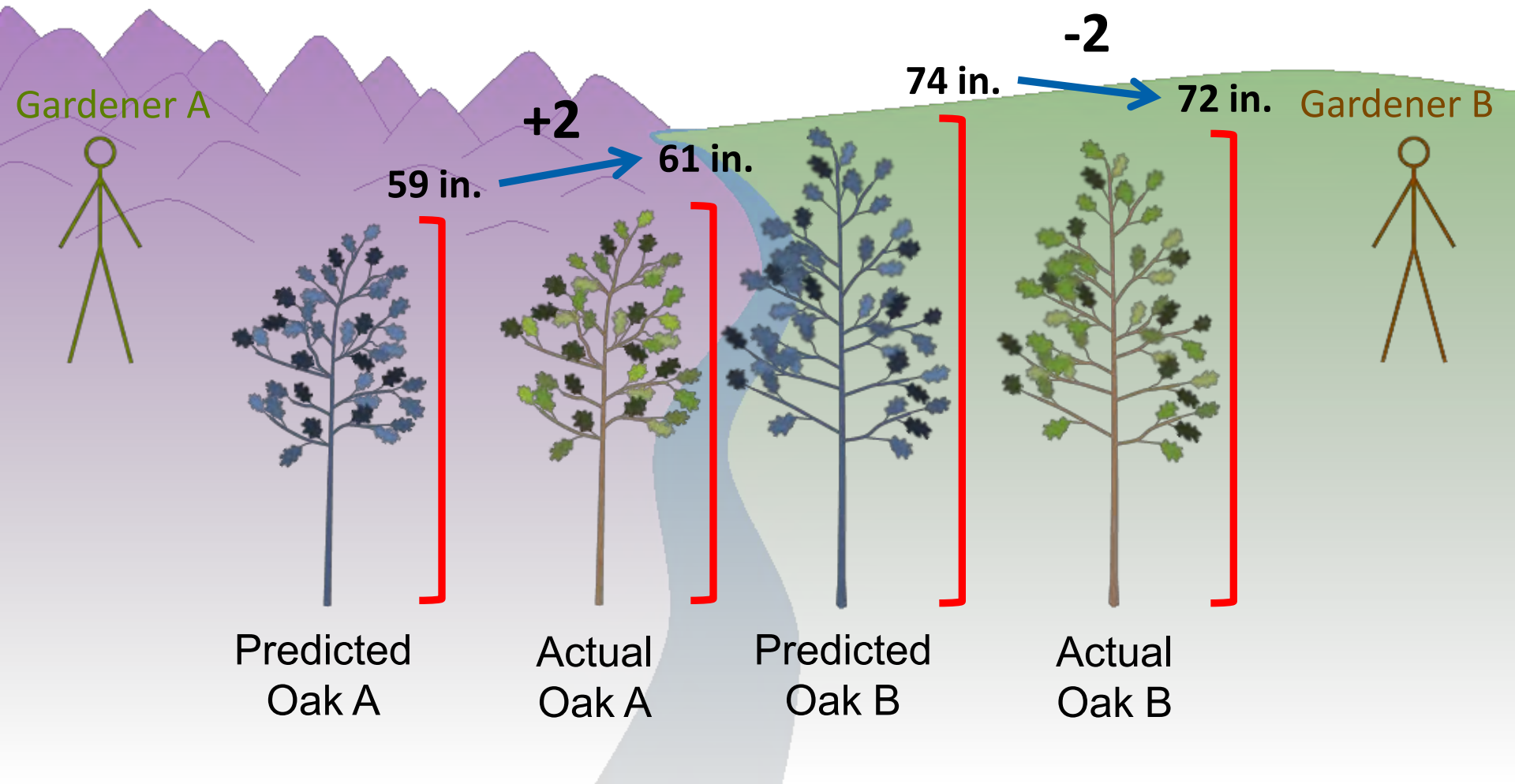
The predicted height for trees in Oak B's conditions is 74 inches.



Finally, we compare the actual height of the trees to our predictions.

Oak A's actual height of 61 inches is 2 inches **more** than we predicted.
We attribute this above-average result to the effect of Gardener A.

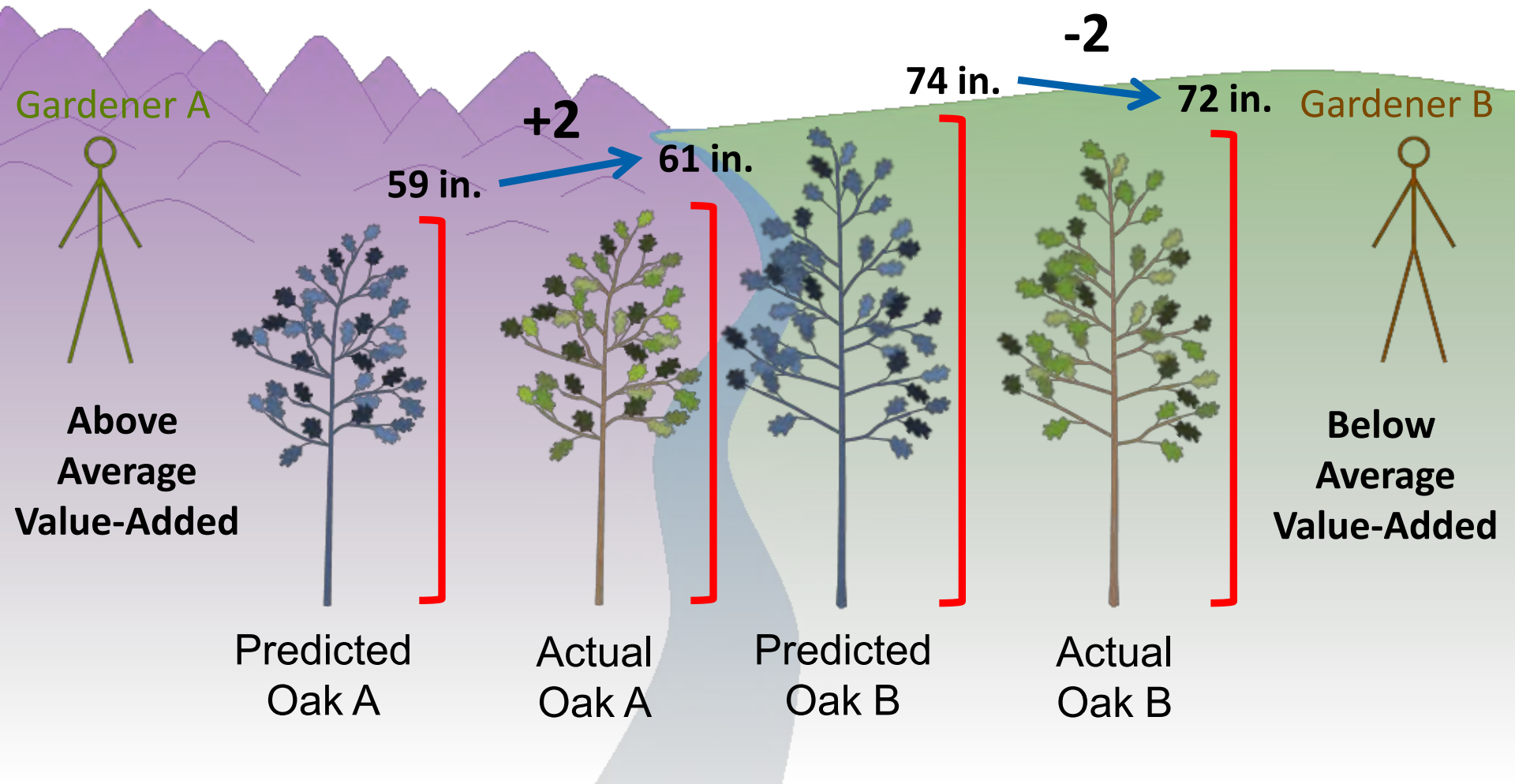
Oak B's actual height of 72 inches is 2 inches **less** than we predicted.
We attribute this below-average result to the effect of Gardener B.



Using this method, **Gardener A is the superior gardener.**

By accounting for last year's height and environmental conditions of the trees during this year, we found the "value" each gardener "added" to the growth of the tree.

This is analogous to **a Value-Added measure**



How does this analogy relate to value added in the education context?

	Oak Tree Analogy	Value-Added in Education
What are we evaluating?	• Gardeners	• Districts • Schools • Grades • Classrooms • Programs and Interventions
What are we using to measure success?	• Relative height improvement in inches	• Relative improvement on standardized test scores
Sample	• Single oak tree	• Groups of students

Control factors	• Rainfall
	• Soil richness
	• Temperature
		• Students' prior test performance (usually most significant predictor)
		
		• Other demographic characteristics such as:
		  • Grade level
		  • Gender
		  • Race / Ethnicity
		  • Low-Income Status
		  • ELL Status
		  • IEP Status
		  • Homelessness
		  • Mobility

Sample Data Report

1

Student ID	Exam Year	Exam Grade	Previous year math score (NCE units)	Predicted current year math score (NCE units)	Observed current year math score (NCE units)	* Residual (NCE units)	American Indian (=1)	Asian (=1)	Black (=1)	Hispanic (=1)	Multi-Race (=1)	FRL Eligible (=1)	Female (=1)	IEP Flagged (=1)	English as a Second Language (=1)	Student was in building where tested for less than the full school year (=1)	Super-subgroup (=1)
999487625	2010	04	56.1	55.3	72.5	67.3	0	0	0	0	0	0	0	0	0	0	0
999487625	2011	05	72.5	65.8	72.5	56.7	0	0	0	0	0	0	0	0	0	0	0
999487625	2012	06	72.7	66.2	55.3	39.0	0	0	0	0	0	0	0	0	0	0	0
888487625	2010	05	39.5	35.5	47.5	62.0	0	0	0	0	0	1	0	0	0	0	1
888487625	2011	06	47.3	41.2	46.6	55.5	0	0	0	0	0	1	0	0	0	0	1
888487625	2012	07	46.6	40.3	42.8	52.5	0	0	0	0	0	1	0	0	0	0	1
777487625	2010	06	53.8	48.3	59.3	61.0	0	0	0	0	0	1	0	1	0	1	1
777487625	2011	07	59.1	55.5	43.7	38.2	0	0	0	0	0	1	0	1	0	0	1
777487625	2012	08	43.5	45.2	44.5	49.4	0	0	0	0	0	1	0	1	0	0	1

*Note: Achievement data in this report will be in "NCE" units, which resemble percentiles, but can be meaningfully averaged while percentiles cannot. For the residuals—

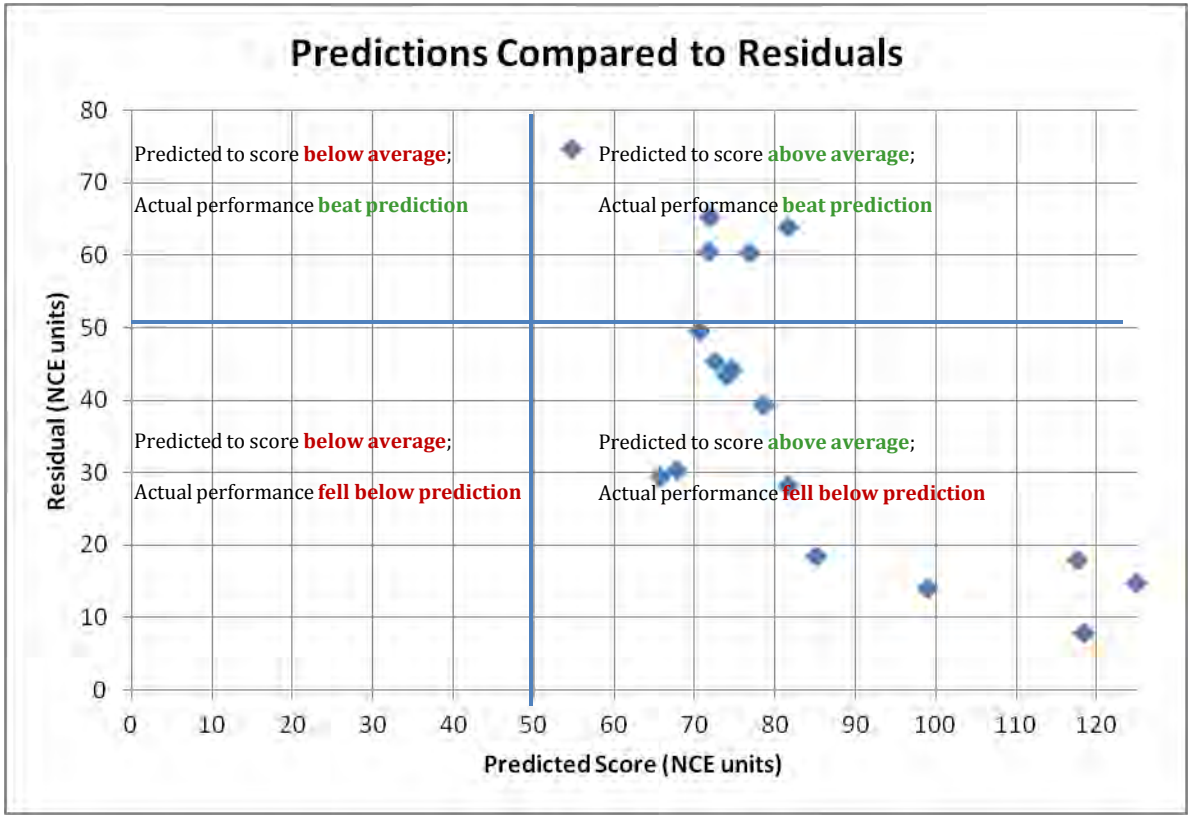
- NCE of 50 indicates performance that met expectation or prediction;
- NCE above 50 indicates performance exceeded prediction or over-performing; and
- NCE below 50 indicates performance fell below prediction or under-performing

Ex.) Mrs. Smith's 5th Grade Students

Student ID	Exam Year	Exam Grade	Previous year math score (NCE units)	Predicted current year math score (NCE units)	Observed current year math score (NCE units)	Residual (NCE units)	American Indian (=1)	Asian (=1)	Black (=1)	Hispanic (=1)	Multi-Race (=1)	FRL Eligible (=1)	Female (=1)	IEP Flagged (=1)	English as a Second Language (=1)	Student was in building where tested for less than the full school year (=1)	Super-subgroup (=1)
1201584660	2012	05	72.6	76.9	87.2	60.3	0	0	0	1	0	0	1	0	0	0	1
2264033293	2012	05	74.5	67.8	48.1	30.3	0	0	0	0	0	0	0	0	0	0	0
9616980865	2012	05	86.6	78.6	67.9	39.3	0	0	0	0	0	0	1	0	0	0	0
4384716091	2012	05	102.5	99.0	63.0	14.0	0	0	0	0	0	0	1	0	0	0	0
2850256300	2012	05	77.5	72.0	87.2	65.2	0	0	0	0	0	0	0	0	0	0	0
6734811894	2012	05	66.5	65.8	45.1	29.4	0	0	0	0	0	0	1	0	0	0	0
2856304259	2012	05	144.5	117.7	85.7	18.0	0	0	0	1	0	0	1	0	0	0	1
4614013981	2012	05	60.4	54.7	79.3	74.6	0	0	0	1	0	1	0	0	0	0	1
2212764205	2012	05	78.1	72.5	67.9	45.4	0	0	0	0	0	0	1	0	0	0	0
1134468727	2012	05	71.4	70.7	70.4	49.6	0	0	0	0	0	1	0	0	0	0	1
2435958350	2012	05	144.5	118.5	76.3	7.9	1	0	0	0	0	1	1	0	0	0	1
1465337416	2012	05	70.2	71.8	82.3	60.5	0	0	0	0	0	0	0	1	0	0	1
5856878993	2012	05	144.5	124.9	89.7	14.8	0	0	0	0	0	0	1	0	0	0	0
3675861126	2012	05	66.5	74.0	67.4	43.4	0	0	0	0	0	0	0	0	0	0	0
3764829920	2012	05	70.2	74.6	68.9	44.3	0	0	0	0	0	0	1	0	0	0	0
6984106711	2012	05	89.7	85.1	53.6	18.4	0	0	0	0	0	0	0	0	0	0	0
3306210873	2012	05	81.8	81.7	60.0	28.3	0	0	0	0	0	0	1	0	0	0	0
9266798379	2012	05	83.6	81.7	95.6	63.9	0	0	0	0	0	0	1	0	0	0	0

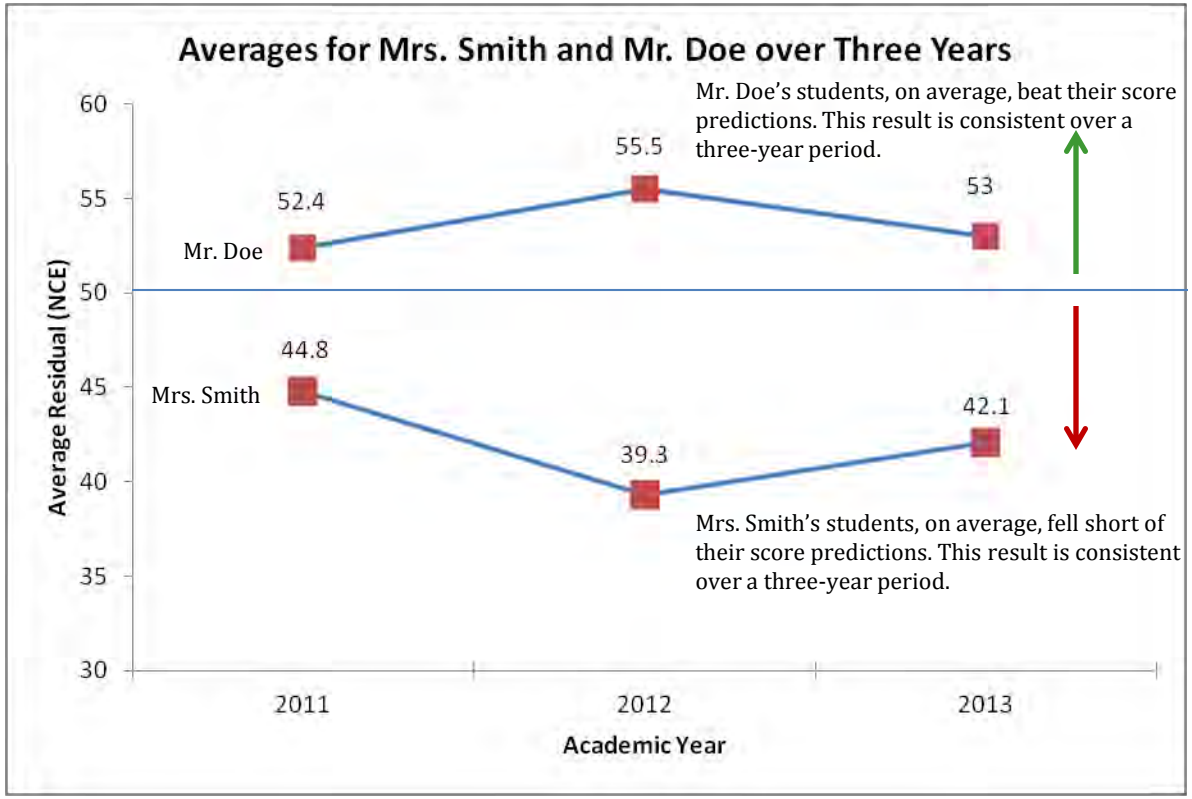
After receiving its 2012 math assessment data, Anytown R-V was able to find growth results for Mrs. Smith's 5th grade classroom of 18 students. The average NCE of these students' residuals was 39.3. However, the residuals making up this average are all spread out, ranging from a low of 7.9 to a high of 74.6.

Another Look at Mrs. Smith's 5th Graders

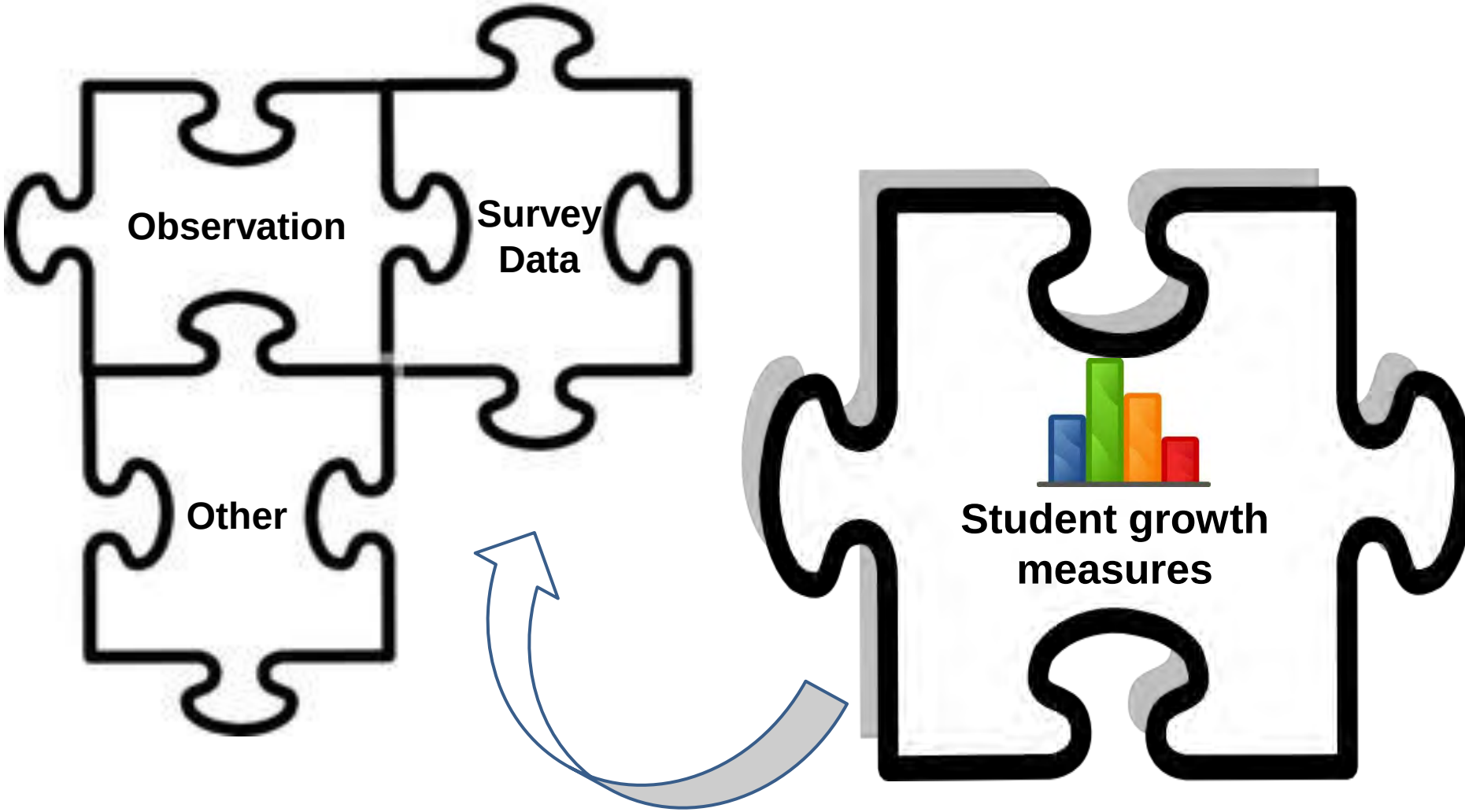


All of Mrs. Smith's students are predicted to score well, but a significant number of them fall short.

The Long View

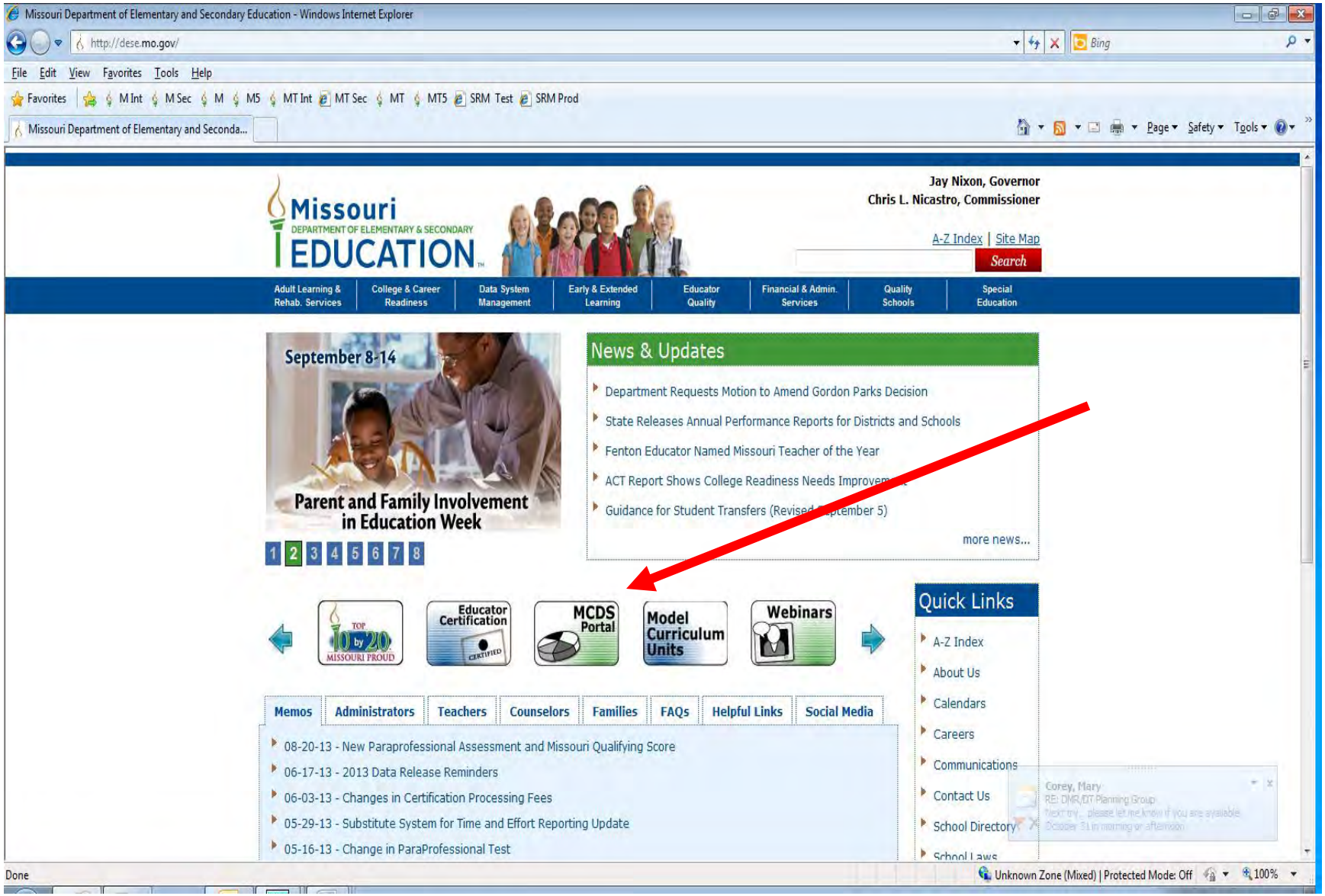


Mrs. Smith's 5th graders, on average, fell below prediction (average NCE less than 50) for three consecutive years. Growth data over multiple years can help reveal patterns. Can Mr. Doe help Mrs. Smith try new strategies to raise her students' academic achievement?

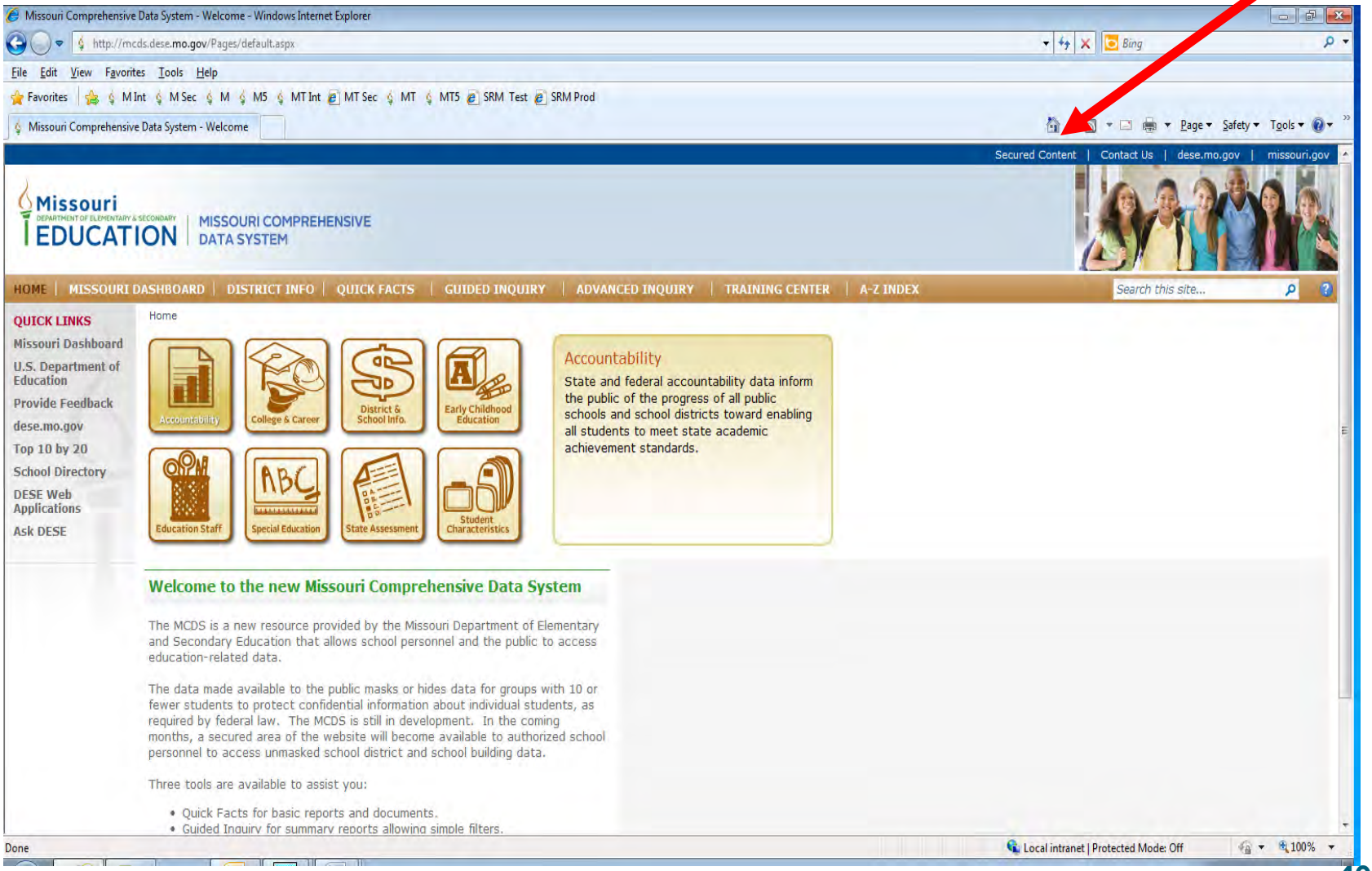


A Piece of the "Educator Effectiveness" Puzzle

To Access Student Growth Data



To Access Student Growth Data



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https://k12apps.dese.mo.gov/WebLogin/Login.aspx?ReturnUrl=%2fweblogin%2fauthorize.aspx%3fwa%3dwsignin1.0%26wtrealm%3dhttps%253a%252f%252fmcdssecured.dese.mo.gov%252f_trust%26wctx%3

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Inactive Account - Received an email concerning your inactive account? If so, please click HERE for more information.

If you already have a User Name, enter it below. Click [LogIn]

User Name:

Password :

LogIn

To view information available to the general public, Click [View Public Applications]

View Public Applications

If you do not have a user name and password, Click [Register]

Register

If you forgot your Username/Password, or to reset your password, Click [Forgot Username/Password?]

Forgot Username/Password?

To have your account unlocked or to reset your password, please send your first and last name, user id (if known) and phone number to webappsloginassistance@dese.mo.gov. Staff will respond to your email between the hours of 7:30 - 4:00 p.m. M-F not including holidays.

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https://mcdssecured.dese.mo.gov/Pages/default.aspx

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Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION | MISSOURI COMPREHENSIVE DATA SYSTEM

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Special Education
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Student Characteristics

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Early Childhood Education

This data includes information about Missouri early childhood programs and initiatives, including educator qualifications and Parents as Teachers participation.

Welcome to the new Missouri Comprehensive Data System

The MCDS is a new resource provided by the Missouri Department of Elementary and Secondary Education that allows school personnel and the public to access education-related data.

The data made available to the public masks or hides data for groups with 10 or fewer students to protect confidential information about individual students, as required by federal law. The MCDS is still in development. In the coming months, a secured area of the website will become available to authorized school personnel to access unmasked school district and school building data.

Three tools are available to assist you:

- Quick Facts for basic reports and documents.
- Guided Inquiry for summary reports allowing simple filters.

https://mcdssecured.dese.mo.gov/quickfacts/Pages/State-Assessment.aspx

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All Site Content

MAP Data Download supporting documentation is located here - http://dese.mo.gov/MOSIS/documents/MAPDataDocumentation2013.xls

State Assessment

Type	Name	Description	Assistance Info
	MAP_District_Disaggregate_Final	Raw Data: 2013 District Level MAP and EOC Disaggregate	
	MAP_District_Final	Raw Data: 2013 District Level MAP and End-of-Course (EOC)	
	MAP_School_Disaggregate_Final	Raw Data: 2013 School Level MAP and EOC Disaggregate	
	MAP_School_Final	Raw Data: 2013 School Level MAP and End-of-Course (EOC)	

MAP Data Downloads

District: 001090 Page: 1

Name	Type	Size	Date Modified
2013	Folder		8/14/2013 3:51:31 PM
001090	Folder		9/5/2013 11:25:02 AM
2013_MAP_Data_001090.zip	ZIP File	367079	9/3/2013 11:32:18 AM
2013_MAP_Data_001090_Achievement_Level.zip	ZIP File	61359	8/14/2013 9:47:06 AM
2013_MAP_Data_001090_Content_Standard_Report.zip	ZIP File	8373	7/26/2013 2:57:57 PM
2013_MAP_Data_001090_Content_Standard_Summary.zip	ZIP File	6296	7/26/2013 2:57:57 PM
2013_MAP_Data_001090_Item_Agg.zip	ZIP File	16107	7/26/2013 2:57:57 PM
2013_MAP_Data_001090_MAP_History_Indicators.zip	ZIP File	3801	7/19/2013 1:35:01 PM
2013_MAP_Data_001090_MAP_Score_Invalidation.zip	ZIP File	557	8/14/2013 9:47:06 AM
2013_MAP_Data_001090_Student_Test.zip	ZIP File	129699	8/14/2013 9:47:07 AM
2013_MAP_Data_001090_Student_Test_Item.zip	ZIP File	120852	7/26/2013 2:57:59 PM
2013_MAP_Data_001090_Student_Test_LEP.zip	ZIP File	773	7/28/2013 10:17:46 PM
2013_MAP_Data_001090_VAM_Comm_Arts_Student.zip	ZIP File	9744	9/3/2013 11:32:12 AM
2013_MAP_Data_001090_VAM_Math_Student.zip	ZIP File	9738	9/3/2013 11:32:12 AM
2012	Folder		7/13/2012 11:58:16 PM

Done

Local intranet | Protected Mode: Off

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Student Learning Objectives (SLO)

Key Component	Description	Example
Population	-Identifies the specific population -Includes a majority of the students -Specifies any agreed upon exceptions	-32 third grade students -All 9 students in Algebra II
Learning Context	-Identifies the essential content area -States the academic concept or skills to be taught -Aligns with curriculum standards	-Causes of the Civil War -Notes of the music scale
Time Interval	-Clearly states the time students have to reach goal -Appropriate to content complexity -Realistic and attainable	-Semester (12 weeks) -Formative assess. cycle 2 to 4 week unit
Growth Target	-Includes baseline data -Predicts expectation or gain anticipated -Rigorous/realistic for at least ¾ of identified population	-At least 80% of students will score 75 or higher -90% demonstrate mastery
Rationale	-How objective is connected to student needs -States how and why it is appropriate and rigorous -Tied to district and/or state curriculum standards -Connects to educator standard & quality indicator -Aligns to and supports goals of improvement plan	-Address low reading scores -Supports CSIP goal #… -Based on student proficiency, students will…
Instructional Strategies	-Method of instruction or key strategies -Includes specific interventions where needed -Specific approach to be used in the classroom	-Small group instruction -Peer to peer teaching -Progress monitoring
Assessment	-Measures growth, gain, or change expected -Connects teacher, student, & expectations -Is fair, credible, reliable and comparable	-End-of-course exam -District-developed test -End of unit project

2013 – 2014 Training Roadmap

Module 1:
Foundations

- Growth-mindset
- Understanding standards and indicators
- Manageability

Module 2:
Probationary Period Support

- Needs of the year 1, 2, and 3-5 educator
- Comprehensive Induction Program
- Using the Mentor Standards

Educator Evaluation Training

Module 4:
Evaluator Training/Feedback

- Meaningful descriptive feedback
- Components of evaluator training
- Inter-rater reliability

Module 3:
Student Growth Measures

- Student growth measures
- Using state assessment data
- Data in non-tested grades and subjects

August 2013 – July 2014

Scheduled Regional Trainings

Go to www.dese.mo.gov/eq/essentialprinciples.htm for specific locations

Northwest RPDC Meetings
Register: http://www.nwmissouri.edu/rpdc/

Northeast RPDC Meetings
Register: http://rpdc.truman.edu/

Kansas City RPDC Meetings
Register: http://education.umkc.edu/kcrpdc/

Kansas City PDN Meetings
Register: http://www.gkcpdn.com

Central RPDC Meetings
Register: http://www.ucmo.edu/rpdc

Southwest Center Meetings
Register: http://www.southwestcenter.org/

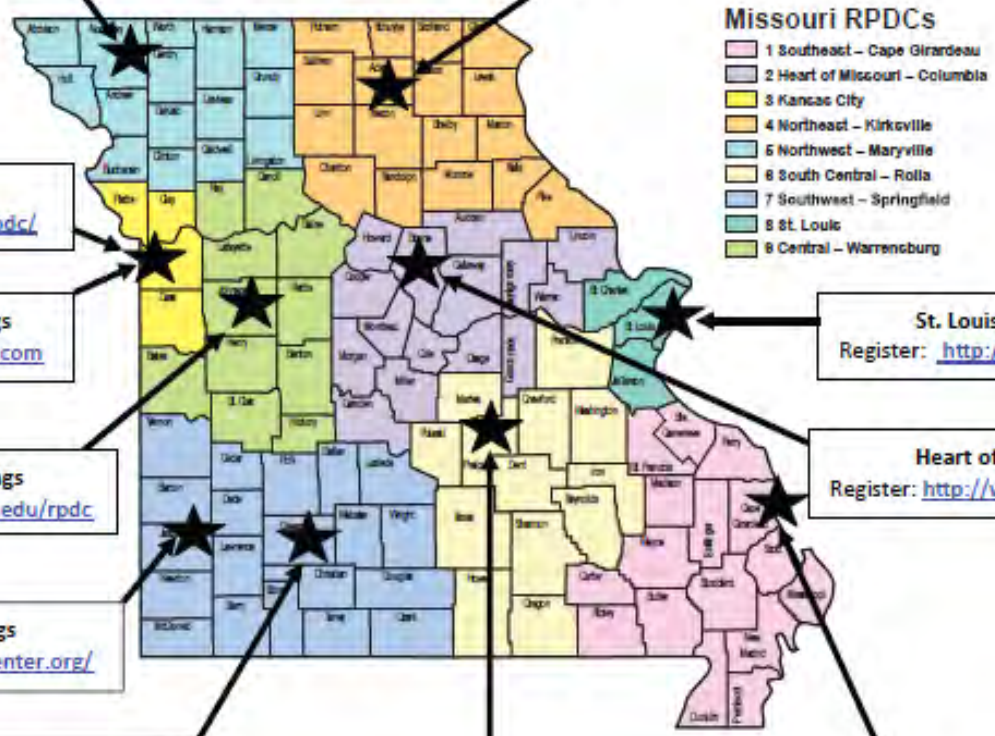
Southwest RPDC Meetings
Register: http://education.missouristate.edu/rpdc/

South Central RPDC Meetings
Register: http://rpdc.mst.edu/

Southeast RPDC Meetings
Register: http://www4.semo.edu/rpdc/

St. Louis RPDC Meetings
Register: http://www.csd.org/

Heart of Missouri RPDC Meetings
Register: http://www.heartofmissourirpdc.org/



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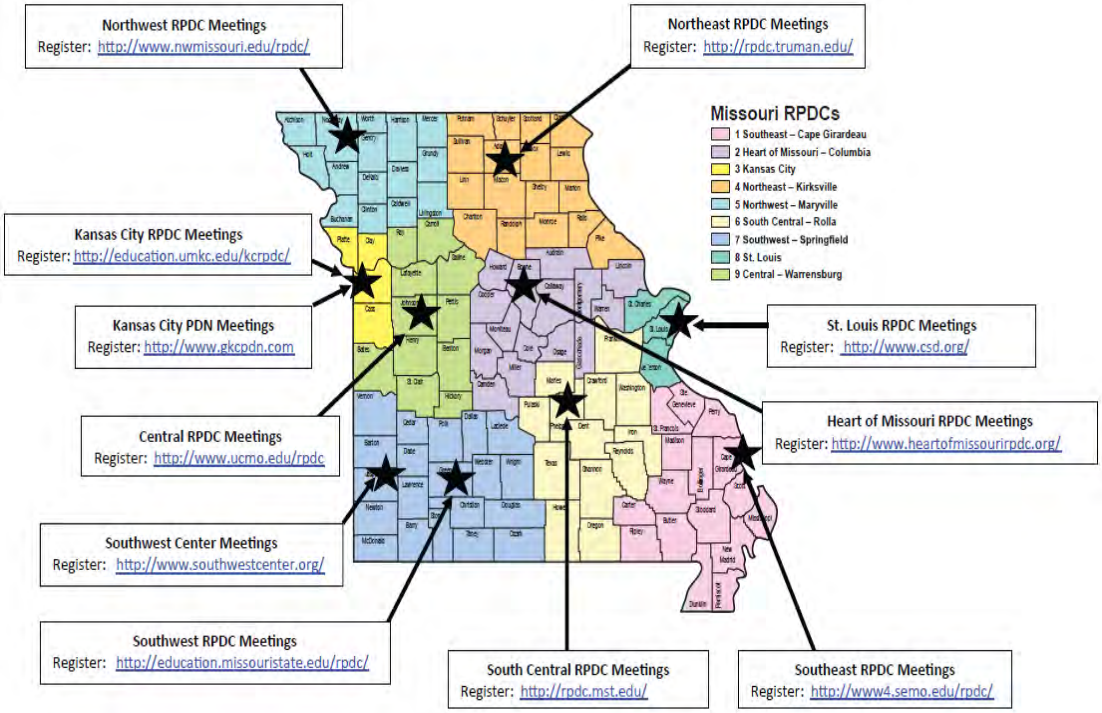
Educator Evaluation Training Locations

Central RPDC
http://www.ucmo.edu/rpdc/
CSD of St. Louis
http://www.csd.org/
Heart of MO RPDC
http://www.heartofmissourirpdc.org/
Kansas City Professional Development Network
http://www.gkcpdn.com
Kansas City RPDC
http://education.umkc.edu/kcrpdc/
Northeast RPDC
http://rpdc.truman.edu/
Northwest RPDC
http://www.nwmissouri.edu/rpdc/
South Central RPDC
http://rpdc.mst.edu/
Southeast RPDC
http://www4.semo.edu/rpdc/
Southwest Center
http://www.southwestcenter.org/
Southwest RPDC
http://education.missouristate.edu/rpdc/



Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

2013 Building Educator Evaluation Report

School: BARNWELL MIDDLE (3000)

Used for:	Teacher	Principal
Development	Y	Y
Compenstation	N	N
Promotion	N	Y
Retention	Y	Y
Removal	Y	Y

Used Student Data:	Teacher	Principal
Student Achievement Data:	N	Y
Student Growth Data:	N	Y
Evaluation data is publicly reported:		N

Teacher Evaluation Description: Both tenured and probationary teachers are evaluated annually using a Performance Based Teacher Evaluation tool. The tool has four main categories (knowledge of subject matter, instructional skills/competencies, classroom management, and professionalism). Each main category has a various number of sub-categories in which teachers are evaluated as "has met" or "has not met." The total number of these sub-categories is twenty one (21).

Principal Evaluation Description: All principals are evaluated annually based on each of six (6) Interstate School Leaders Licensure Consortium (ISLLC) Standards. Each of the six areas requires a self-evaluation by the principal and a rating by the supervisor on the following scale: not accomplished, marginally accomplished, mostly accomplished, or accomplished. Any Standard evaluated as not accomplished or marginally accomplished requires that the principal be placed on a performance improvement plan.

	Teacher	
	Non-Tenured	Tenured
Score 1 -	55	*
Score 2 -	0	*
Score 3 -	0	*
Score 4 -	0	*
Score 5 -	0	*
Score 6 -	0	*
Score 7 -	0	*
Not Evaluated	0	*
Total	55	*

	Principal
Score 1 - Imp. Plan Not Required	*
Score 2 - Imp. Plan Required	*
Score 3 -	*
Score 4 -	*
Score 5 -	*
Score 6 -	*
Score 7 -	*
Not Evaluated	*

EDUCATION™

2013 Building Educator Evaluation Report

[redacted]

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, measureable elements
	✓	Each level reliably describes current practice
		Levels provide clear direction for growth and improvement 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 developmen
✓	✓	Focuses on essential practices of particular significance for novice practitioners educators

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 measures of status
	✓	Includes the state assessment where available and additional district and school determined 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

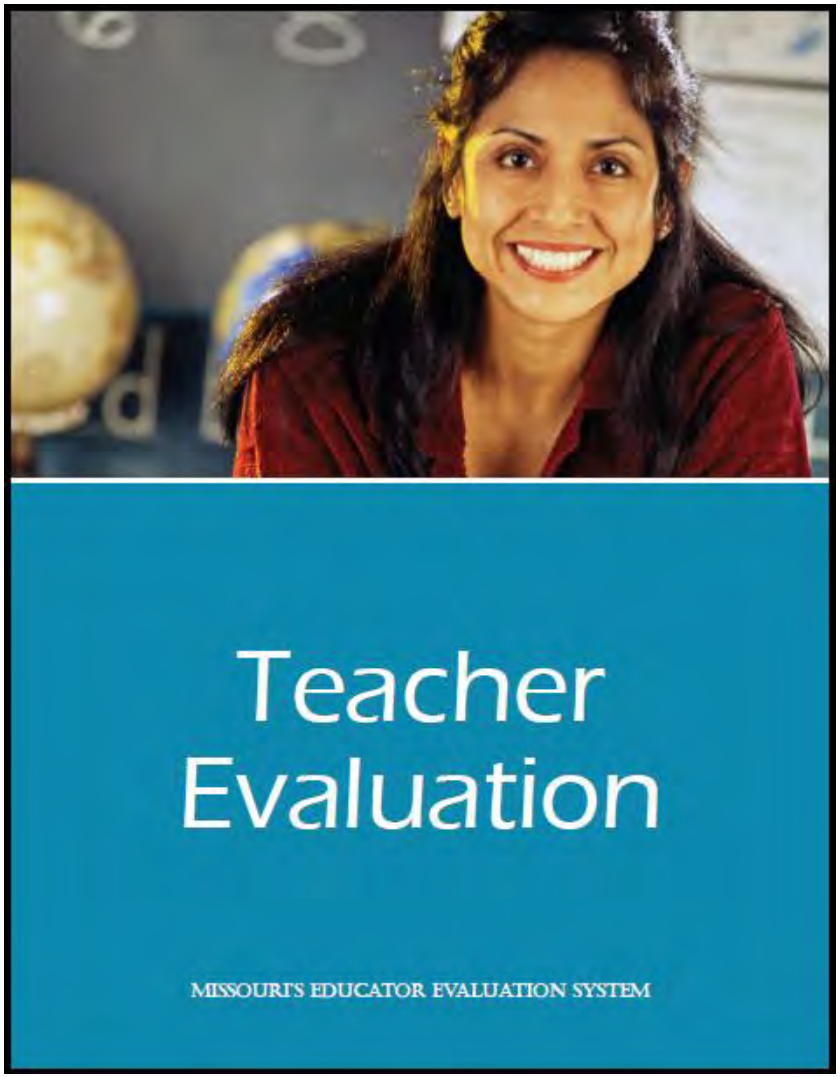
Missouri's Model Educator Evaluation System

Input

Research

Proven

Targets Growth



Evidence-Based

Focused

Field-Tested

Effective

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Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

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1 2 3 4 5 6 7

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- Department Issues Guidance on Student Transfers **(Revised June 27)**
- Board Recommends Early Childhood Readiness Tool
- New Assessments Focus on Preparing Future Teachers for the Classroom
- K-12 and Higher Education Departments Plan for Future of Missouri Education
- Missouri Learning Standards | Common Core Meeting Information

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Memos | Administrators | Teachers | Families | FAQs | Helpful Links | Social Media

- 06-17-13 - 2013 Data Release Reminders
- 06-03-13 - Changes in Certification Processing Fees
- 05-29-13 - Substitute System for Time and Effort Reporting Update
- 05-16-13 - Change in ParaProfessional Test
- 04-23-13 - Data Release and Appeals Process
- 04-05-13 - Verfication of Data Used in FY14 Title I and Part B IDEA Allocation Calculations
- 03-28-13 - Change in SMARTER Balanced Volunteer Pilot
- 03-19-13 - Missouri School Improvement Program (MSIP) Items Not Waived Checklist
- 03-15-13 - FY13 Federal Allocations Update

more...

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Office of Educator Quality

News and Updates

Improving students' learning requires the improvement of the effective practice of those teaching in classrooms and providing leadership in schools. As such, Missouri's new Model Evaluation System focuses on the formative development of teachers and leaders.

Listen to the recorded webinars on the Redesign for Educator Preparation.

How Do I Find?

- Awards and Recognition
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- Praxis
- Substitute Applications
- Teacher of the Year
- Title II

Email: Educator Quality
Phone: 573-751-2931 Fax: 573-526-3580
Last Revised: March 8, 2013

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Effectively Evaluating Educators

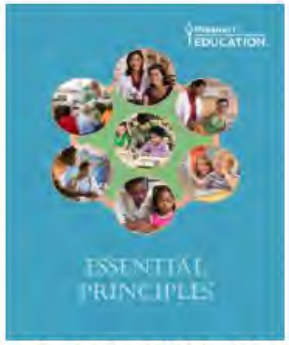
Welcome to our Effectively Evaluating Educators web page. This page is designed to provide information regarding technical assistance and support for the Model Evaluation System, Educator Standards, and Essential Principles.

Model Evaluation System

Click Here for the Model Evaluation System

Educator Standards

Click Here for the Educator Standards



Click Here for the Essential Principles of Effective Evaluation

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- Flier
- FAQs

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Phone: 573-751-2931 Fax: 573-526-3580
Last Revised: July 3, 2013

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Improving students' learning requires the improvement of the effective practice of those teaching in classrooms and providing leadership in schools. As such, Missouri's new Educator Evaluation System focuses on the formative development of teachers and leaders.

Newly revised and approved Model!!

State Board Approves Missouri's Model Educator Evaluation System (May 14, 2013)

Hear teachers talk about their experiences in the Pilot of the Educator Evaluation System

- Educator Evaluation System Pilot Project

Guiding Documents

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Executive Summary
Missouri Theory of Action
Statutory Authority
Ethics Statements
Essential Principles of Effective Evaluation
Professional Frames of the Educator and Data Sources

Educator Evaluation Tools

Click on the icon for each Evaluation Tool.

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- Brochure
- Flier
- FAQs
- August 7 Webinar-recorded
- August 14 Webinar-recorded
- August 21 Webinar-recorded
- August 28 Webinar-recorded
- September 4 Webinar-recorded
- September 11 Webinar-recorded

Start 7:41 AM 9/26/2013

Electronic Platforms

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Student Data Links

TEACHER EVALUATION FORMS

Name: **Paula Aaron** ID: **22461**
FTE: **1.000** Hire Date: **07/02/85** Termination Date:

Done | Edit | Cancel

Add New Form | - Select Form -

Year: 1213 – 2012-2013

Form	Status	Last Updated	User
Growth Plan	Final	11/23/12	KATCAH
Summative for New Teachers	Final	05/15/13	KATCAH
Summative Evaluation	Draft	05/14/13	SALHAY
1st Year Teacher Practices	Draft	03/17/13	PETTRI
Improvement Plan	Final	12/02/12	SALHAY

100%

- **Tyler Technologies (SISK-12)**
- **Netchemia (Talent Ed)**
- **Foliotek**
- **PD 360 (School Improvement Network)**

Contact Us:

Office of Educator Quality
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