



## Missouri's No Child Left Behind (NCLB) Flexibility Waiver Approval Educator Evaluation System Frequently Asked Questions

### **1. In what way does the NCLB Waiver impact the Educator Evaluation System?**

The NCLB Waiver requires a state to address 3 principles: College and career-ready expectations for all students; state developed recognition, accountability, and support; and supporting effective instruction and leadership. The third principle is the articulation of the state's Educator Evaluation System. Districts would have the option of either adopting the state's model system or aligning their local system to the seven essential principles of effective evaluation. Now that Missouri's NCLB Flexibility Waiver is approved, every district will be required to have an effective evaluation process in place by the 2014-2015 school year.

### **2. Does the NCLB Flexibility Waiver give the Department of Elementary and Secondary Education the authority to determine the evaluation system that a school district will use; the compensation that employees receive; the determination of which employees receive tenure or are terminated; and the assignment of employees to specific buildings?**

No. The Department of Elementary and Secondary Education has developed a model system of evaluation that is articulated in Principle 3 of the NCLB Flexibility Waiver Request. The model system is designed based on the seven essential principles that are indicative of effective evaluation systems. School districts will have the option of adopting the state model system or developing/revising their own evaluation process to align to these essential principles.

### **3. What are the seven essential principles of effective evaluation and how do they relate to the NCLB waiver?**

The essential principles are those particular research-based practices and components associated with effective evaluative processes. An evaluation process is effective if it helps to improve educator practice. The seven principles include:

- Measuring performance based on research-based and proven practices
- Using differentiated levels of performance
- Highlighting the probationary period as a significant time of intensive support
- Including measures of growth in student learning as evidence of performance
- Providing regular, timely and meaningful feedback on performance
- Including standardized and ongoing training for evaluators
- Using evaluation results to inform employment decisions and policy

As part of Missouri's ESEA waiver, school districts must align their local evaluation to these seven principles if they choose not to adopt the state model.

### **4. How was the model educator evaluation system developed?**

The Missouri model educator evaluation system being rolled out during the summer of 2012 is the culmination of efforts first started in 2008 when MACCE (Missouri Advisory Council of

Certification for Educators) developed professional teaching standards for Missouri educators. The original standards defined teacher performance at sequentially increasing levels of professional development, illustrating the growth that was expected of a teacher throughout a career. DESE used these standards to convene many, purposeful meetings throughout the state to determine how professional standards could inform practice. Hundreds of Missouri's finest educators were involved in this work resulting in many proposals, including the model educator evaluation system. Well over 170 school districts piloted pieces of the emerging evaluation system as well as related areas of work (e.g. mentoring practices related to the standards and indicators) during the 2011-2012 academic year. This positive and productive work has resulted in this initial version of the educator evaluation system.

**5. Why is the state's new evaluation model called an "educator evaluation system"?**

The state's new model is a systemic approach to assessing and developing the effective practice of educators. The system includes three evaluation instruments: one for teacher, one for principal, and one for superintendent. The instruments are based on the same professional frames at all levels: commitment, practice and impact. In this way, it connects evaluation across the district instead of simply evaluating performance for one particular audience and at one particular level.

**6. What is the basic philosophy of the state's model?**

The basic philosophy of the state's model is articulated in Missouri's Theory of Action. This statement maintains that improving the effective practice of those teaching and leading in our schools will improve the learning of students in our schools. The state's model is designed to clearly articulate and measure elements of effective practice and provides developmental assistance.

**7. How does the state's new model evaluate performance?**

The state's model includes Growth Guides which articulate discrete elements of performance across a professional continuum. These guides are available for the teacher, principal and superintendent. The Growth Guides not only provide a measure of status in performance but also provide a measure of growth in educator practice over time. The model includes possible sources of evidence that serves as a type of blueprint for improvement.

**8. How will the educator evaluation system be presented to educators in the state?**

The Department of Elementary and Secondary Education has worked with educators throughout the state to create this model educator evaluation system. As the work progressed it was posted on the DESE website. There will be a webpage for the model educator evaluation system providing any educator full access. In June 2012, the State Board of Education approved a statewide pilot project for the 2012-2013 school year to gather feedback about the model system. Information and feedback gathered throughout the pilot will be incorporated into the version of the educator evaluation system that will be released in the summer 2013. The pilot model system will be presented at the Administrator Conference, July 29-31, 2012. Webinars will be offered throughout the month of August and regional trainings for every district in the fall 2012. Districts wanting information on how to participate in the pilot project and for the dates for regional fall trainings can find further information on the educator evaluation system webpage.