

CONSOLIDATED WORK

Core Elements	Teacher Standards	What We Have to Draw On	Possible Measures
MO Core Standards and model curriculum	<i>Std 1: Content knowledge aligned with appropriate instruction</i> <i>Std 3: Implementation of curriculum standards</i>	Core standards with model curriculum being developed	100 % of teachers align their work to the MO standards
School Culture	<i>Std2: Student learning, growth and development</i> <i>Std 5: Creating a positive classroom environment for learning</i>	<ul style="list-style-type: none"> • Schoolwide-Positive Behavioral Supports (SW-PBS) • Response to Intervention (RtI) • Professional Learning Communities (PLC) 	100% of teachers building positive learning relationships
Collaborative Teaching Teams (CTTs)	<i>Std 9: Professional collaboration</i>	<ul style="list-style-type: none"> • PLC • SW-PBS • RtI 	100% of teachers engaged in CTTs at least 2 times per month
Use of data to drive instruction	<i>Std 7: Student assessment and data analysis</i>	Statewide data training— Leadership and Learning Center	100% of CTTs use data each meeting to assess their success
Formative assessments	<i>Std 7: Student assessment and data analysis</i>	--must develop the skills, knowledge and technology for this	100% of CTTs use common formative assessments to guide instructional practice
Effective teaching practices	<i>Std 1: Content knowledge aligned with appropriate instruction</i> <i>Std2: Learning, growth and development</i> <i>Std 4: Teaching for critical thinking</i> <i>Std 7: Assessment and data analysis</i>	<ul style="list-style-type: none"> • Visible Learning/Teaching— John Hattie • METS videos 	100% of teachers demonstrate high levels of competency in the use of selected effective teaching strategies
High expectations for student learning			

Core Elements	Leader Standards	What we Have to Draw On	Possible Measures
Implementing the core work	Std 2: Teaching and learning Std 3: Management of organizational systems Std 6 (7): Professional Development (6 for Principal & Std 7 for Superintendent)	Mo model teacher / leader/supt evaluation Leadership Academy Administrator Mentor Program	100% of leaders provide (for) the necessary resources (time, personnel, funding) to implementing the core work
Evaluating implementation of the core work	Std 2: Teaching and learning Std 3: Management of organizational systems Std 6 (7): Professional Development (6 for Principal & Std 7 for Superintendent)	Mo model teacher/leader/supt evaluation Leadership Academy Administrator Mentor Program	100% of leaders evaluate the change in adult behaviors as part of the educator evaluation process

The Missouri Statewide System of Support

The Missouri Statewide System of Support is established to provide meaningful help to all districts. The system provides supports to all districts through guidance documents, webinars, technical assistance, access to focused research, access to state and local data, tools designed to help implement mandated and/or best practice activities (including successful strategies from Reward Schools), access to state and federal funding and other areas where data indicate support would be beneficial to help districts/schools improve student outcomes. In most cases, districts/schools can choose whether or not to use the state provided resources and whether to adopt or adapt/customize to meet their needs. In some cases technical assistance is available as part of the state system and is provided at no cost to districts/schools. The system also includes persons who have been trained by the state on state products--primarily products associated with curriculum and teacher/leader standards and services, those associated with the consolidated work--who then provide consultation, technical assistance, training and follow-up supports for a fee.

The following provides a high level description of various support levels:

Level I:

Includes support documents, tools, reviews, and technical assistance available to all districts/schools (including Rewards schools). Some district/school based assistance (such as compliance reviews and technical assistance) is scheduled as part of cohort monitoring or can be requested by districts. Other locally based assistance is often available through RPDCs and may require a fee depending on the regional structure and capacity.

Level II:

Includes additional supports often in the form of assistance provided directly by DESE or through contracts with the RPDCs to districts/schools (including Title I schools) that:

- Are identified due to low performance of all students or to low performance or gaps for certain subgroups within the district/school
 - Supports will be limited to those research based practices identified as highly effective on which field staff have been trained
 - Schools/districts must commit to implementing with high levels of integrity

- Choose to implement focused strategies in the areas of special education transition, drop-out prevention, Response to Intervention (RtI), School-wide Positive Behavior Supports (SWPBS), and/or Professional Learning Communities.
 - Funding and capacity may limit the numbers of schools/district receiving assistance at no cost
- Are identified with compliance questions or needs

Level III:

Includes additional supports available to provisionally accredited districts or focus schools. Funding often goes directly to districts/schools agreeing to implement a narrow set of evidence-based strategies identified as appropriate to their needs. Additional technical assistance/oversight is provided by regionally assigned Area Supervisors and Federal Instructional Improvement Supervisors.

Level IV:

Additional supports available to unaccredited districts or priority buildings. Funding goes directly to districts/schools agreeing to implement evidence-based strategies consistent with the turnaround principles or turnaround plans approved by DESE. Additional technical assistance/oversight is provided by Area Supervisors, Federal Instructional Improvement Supervisors and Federal Grants and Compliance personnel.

Services Provided Through the Contract

This contract is intended to support Level I and Level II activities and to provide additional training to field staff who might be involved in Level III and Level IV activities. Levels I and II activities are focused on improving student achievement by providing supports and resources allocated and aligned to the Missouri educator standards and evidence-research on transition, dropout prevention, and effective teaching strategies – especially for Students with Disabilities (SWDs).