



**EDUCATOR EVALUATION IN  
MISSOURI – REPORTING ON  
SCREEN 18A**

**Office of Educator Quality  
Office of Data System Management**

April 30, 2014

Missouri Department  
of Elementary and Secondary Education

## Agenda

2

- Educator Evaluation Background
- Screen 18a Data Collection Background
- Seven Principles and what we can learn from them
- Current Evaluation Process
- Using Screen 18a to report data
- Questions and Answers



## Current Influences

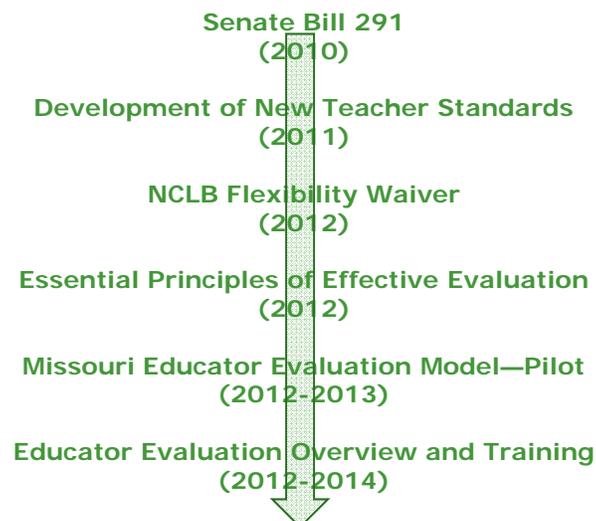
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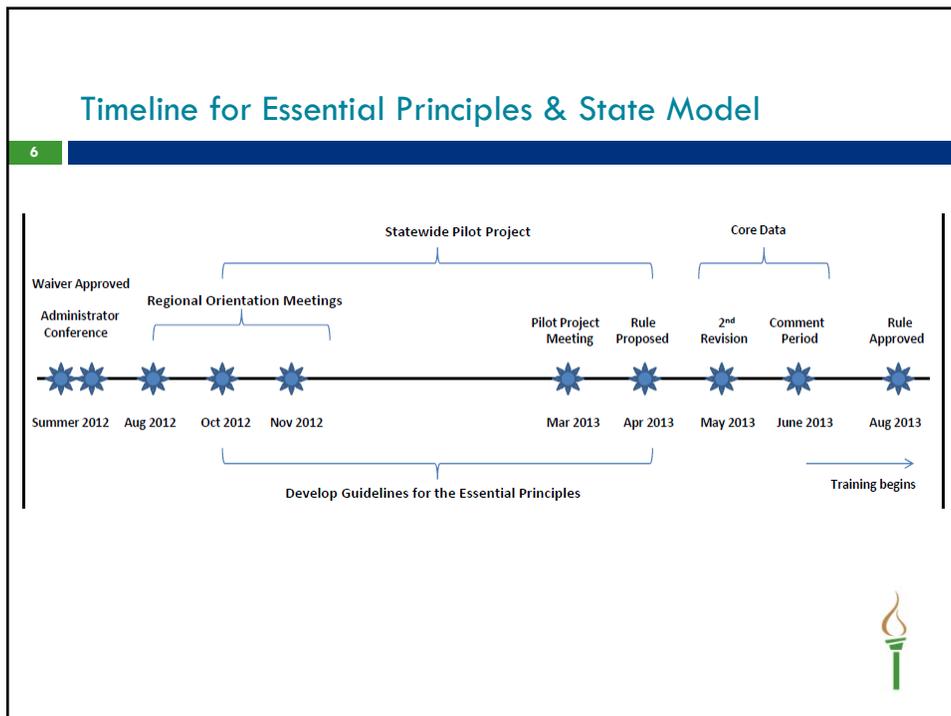
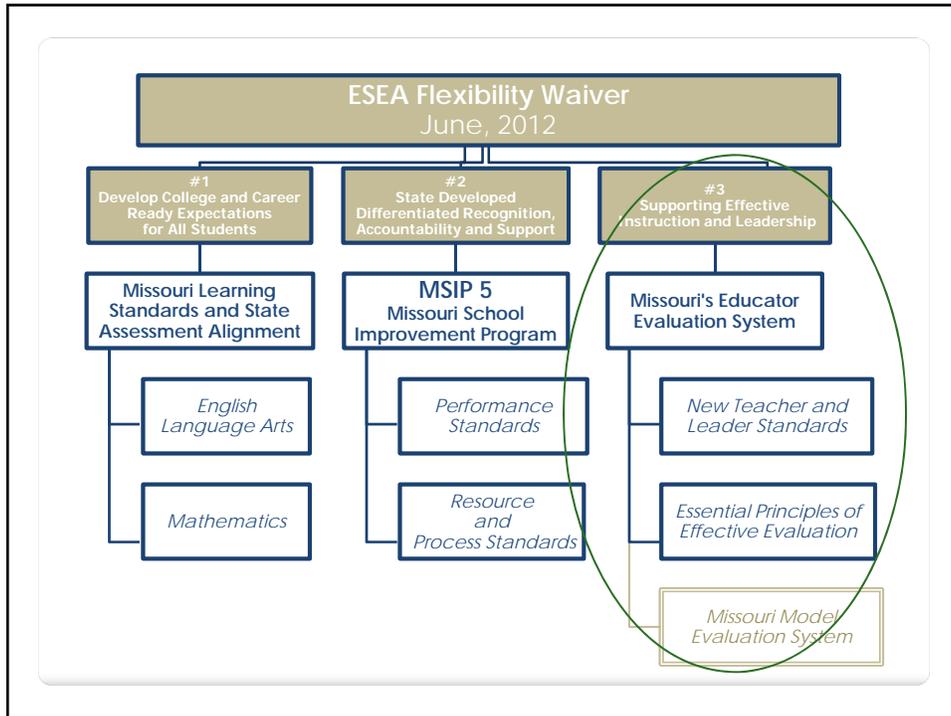
- In June 2010, Senate Bill 291 was passed, directing public school districts in Missouri to adopt teaching standards. While the districts are responsible for actually adopting standards, the Department of Elementary and Secondary Education was given the task of offering model standards for districts to use
- Factors such as SFSF, EDEN, and the NCLB waiver require the collection of educator evaluation data



## History

4





## Essential Principles of Effective Evaluation

7

•Measures educator performance against **research-based, proven practices** associated with the improvement of student performance

•Uses multiple ratings to **differentiate levels of performance**

•Highlights a **probationary period** of adequate duration to ensure sufficient induction and socialization support for new teachers and leaders

•Includes **measures of growth in student learning** as a significant part of the evaluation of professional practice at all levels

•Provides ongoing, timely, deliberate and **meaningful feedback** on performance relative to research-based targets

•Requires standardized, periodic **training for evaluators** to ensure reliability and accuracy

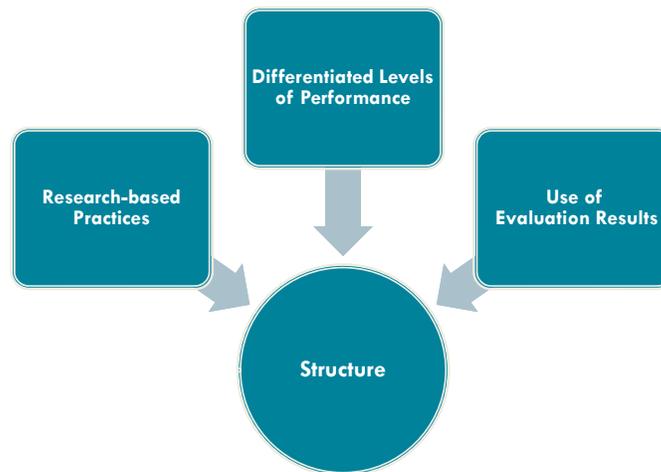
•Utilizes the **results and data to inform decisions** regarding personnel, employment determinations and policy regarding employment

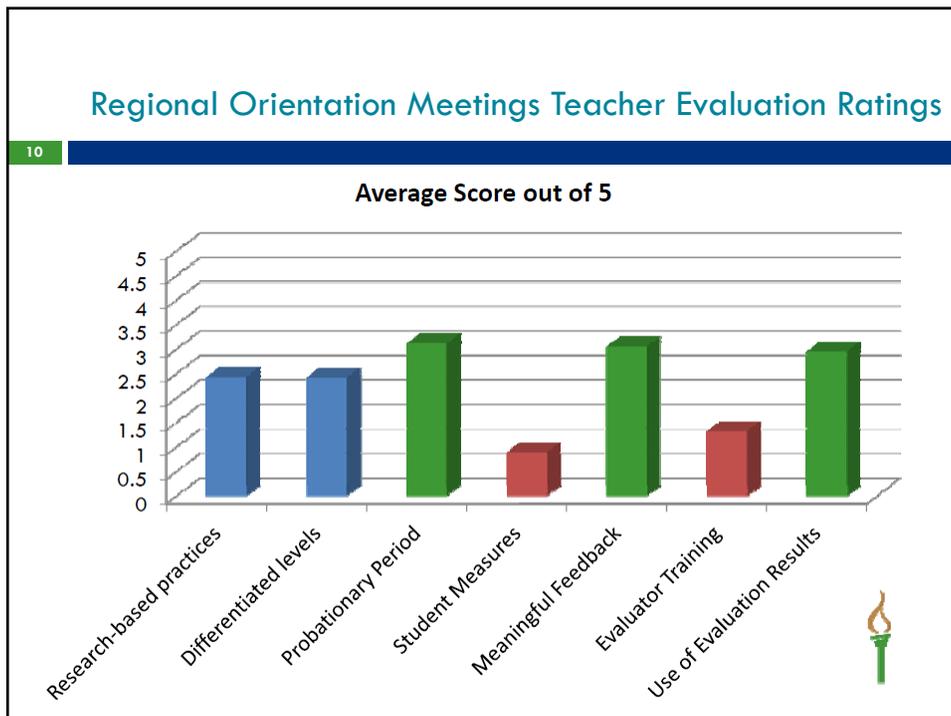
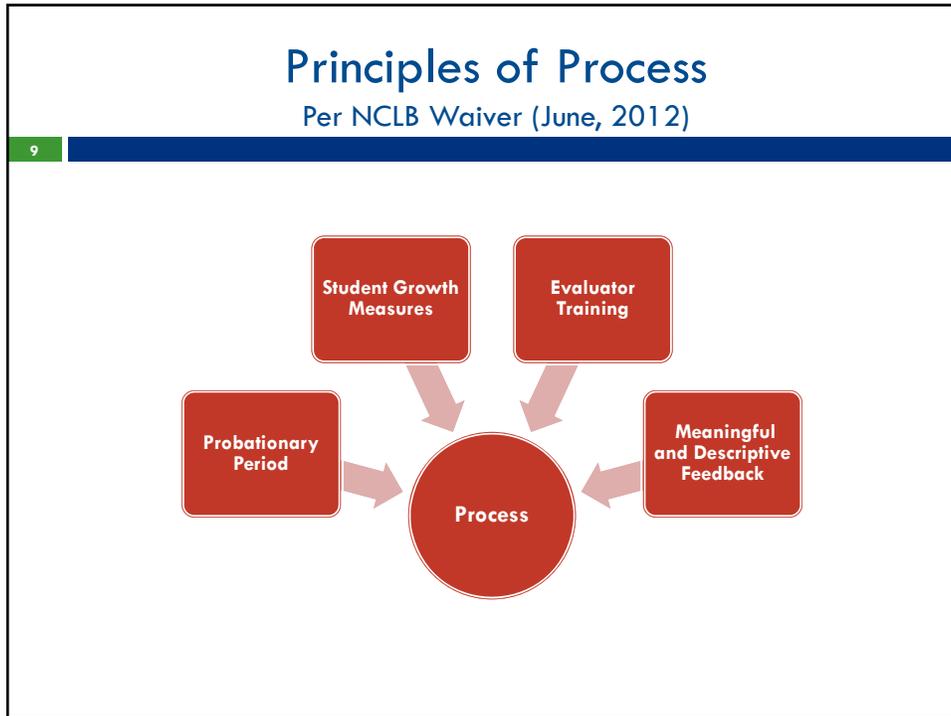


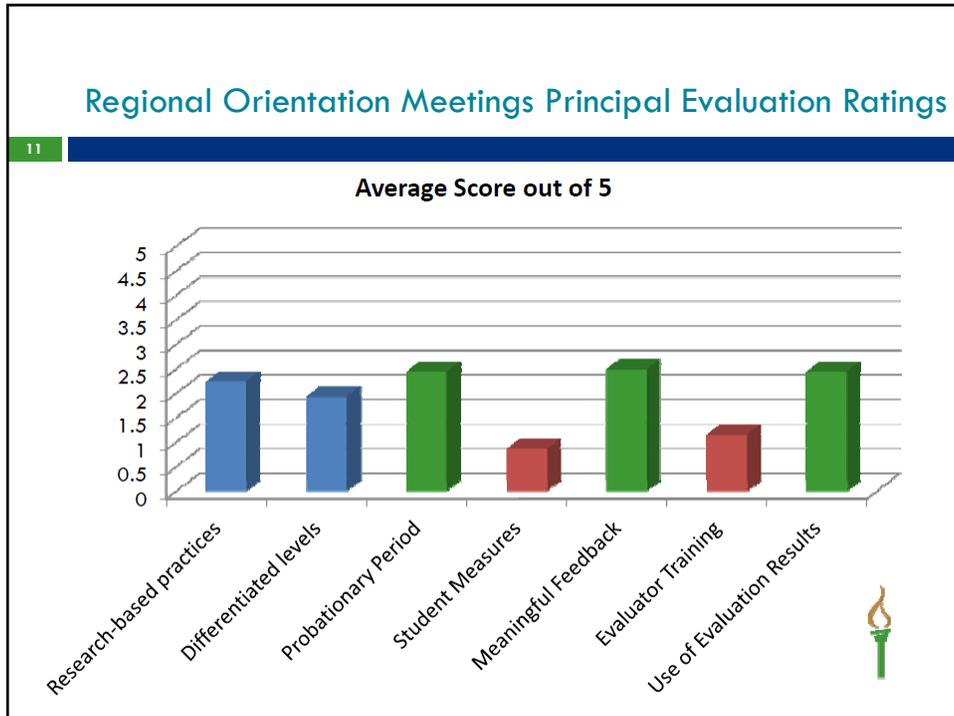
## Principles of Structure

Per NCLB Waiver (June, 2012)

8







## Reporting Educator Evaluation



## Reporting Educator Evaluation Data

13

- Collects information in aggregate about educator evaluation systems.
- Manually entered onto Core Data Screen 18A.
- Reported at the building level.
- Due June 30<sup>th</sup> each year.
- New questions for the 2013-14 school year.



## Screen 18a Screen Shots 1 of 5

Changes highlighted with a red box

Location: Data Collection Menu - June Cycle - 18a Educator

Save Edit

### Evaluation Model Used by District: (check only one)

- Missouri Model Evaluation System
- Revised version of Missouri Model
- NEE Model (University of Missouri)
- Marzano Model
- Danielson Model
- District-created model based on Missouri Teacher and Leader Standards
- District-created model based on district standards
- Other
- No Evaluation System Implemented



## Screen 18a Screen Shots 2 of 5

Changes highlighted with a red box

**TEACHER EVALUATION SYSTEM:**

**USED FOR :**

Teacher Development	<input type="radio"/> YES	<input type="radio"/> NO
Compensation	<input type="radio"/>	<input type="radio"/>
Promotion	<input type="radio"/>	<input type="radio"/>
Retention	<input type="radio"/>	<input type="radio"/>
Removal	<input type="radio"/>	<input type="radio"/>

**STUDENT DATA INCLUDED :**

Student Achievement	<input type="radio"/> YES	<input type="radio"/> NO
Student Growth Data	<input type="radio"/>	<input type="radio"/>

NOTE: Make sure to include the names of the performance levels used in the evaluation system, in the description boxes.

Student growth data used for state tested content and grade levels	<input type="radio"/> YES	<input type="radio"/> NO
Student growth data used for non-state tested content and grade levels	<input type="radio"/>	<input type="radio"/>
Does your district evaluation system have multiple differentiated performance levels for teachers?	<input type="radio"/> YES	<input type="radio"/> NO

**NUMBER OF TEACHERS BY RATING/LEVEL :** (Number of Teachers reported in MOSIS = 12)  
List the names of the performance levels used in your district evaluation system in the description and identify the number of teachers rated at each performance level. Teacher Rating 1 is the lowest rating level.

TEACHERS		Rating 1	Rating 2	Rating 3	Rating 4
Description	Not Evaluated    Evaluated but Not Ranked				
Number					

Publically Reported     YES     NO

## Screen 18a Screen Shots 3 of 5

Changes highlighted with a red box

**PRINCIPAL EVALUATION SYSTEM:**

**USED FOR :**

Principal Development	<input type="radio"/> YES	<input type="radio"/> NO
Compensation	<input type="radio"/>	<input type="radio"/>
Promotion	<input type="radio"/>	<input type="radio"/>
Retention	<input type="radio"/>	<input type="radio"/>
Removal	<input type="radio"/>	<input type="radio"/>

**STUDENT DATA INCLUDED :**

Student Achievement	<input type="radio"/> YES	<input type="radio"/> NO
Student Growth Data	<input type="radio"/>	<input type="radio"/>

NOTE: Make sure to include the names of the performance levels used in the evaluation system, in the description boxes.

Student growth data used for state tested content and grade levels	<input type="radio"/> YES	<input type="radio"/> NO
Student growth data used for non-state tested content and grade levels	<input type="radio"/>	<input type="radio"/>
Does your district evaluation system have multiple differentiated performance levels for principals?	<input type="radio"/> YES	<input type="radio"/> NO

**NUMBER OF PRINCIPALS BY RATING/LEVEL :** (Number of Principals reported in MOSIS = 1)  
List the names of the performance levels used in your district evaluation system in the description and identify the number of teachers rated at each performance level. Teacher Rating 1 is the lowest rating level.

PRINCIPALS		Rating 1	Rating 2	Rating 3	Rating 4
Description	Not Evaluated    Evaluated but Not Ranked				
Number					

## Screen 18a Screen Shots 4 of 5

### EDUCATOR EVALUATION PRINCIPLES

T= Teacher P= Principal

#### 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, measurable 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 development
- Focuses on essential practices of particular significance for novice practitioners educators



## Screen 18a Screen Shots 5 of 5

#### 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
- Is offered at least once annually to everyone either formally, informally or both
- Is offered in close proximity to the data gathering process (i.e. observation, survey, artifact review, etc.)
- Occurs within the context of a professional, collaborative culture

#### 6. Standardized, periodic training is provided for evaluators to ensure reliability and accuracy

T P

- Evaluators demonstrate skills aligned to minimum quality assurance standards established by districts and/or state
- Training includes conducting observations focused on the quality of instruction
- Includes assessing student data, analyzing artifacts and interpreting survey information
- Provides for the effective delivery of meaningful feedback
- Is offered both initially and periodically to those who evaluate educator performance

#### 7. Evaluation results and data are used to inform decisions regarding personnel, employment determinations and human resource policies such as promotion, retention, dismissal, induction, tenure, compensation, etc.

T P

- Guides district employment policies and procedures
- Guides district decisions regarding employment determinations
- Informs in particular those policies that impact the extent of student learning
- Empowers the district to recognize and utilize highly effective educators
- Informs district strategies for providing targeted interventions and support

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19

## Reports Published



## Reports Published

20

- Missouri Comprehensive Data System (MCDS)  
<http://mcds.dese.mo.gov>
- Guided Inquiry
  - Education Staff
    - *“Building Educator Evaluation”*



21

## Questions



22

## Contact Us – Evaluation System

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23

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