Foundation

Office of Educator Quality

2013-2014

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™

Norms

- Be Present and Professionally Courteous
- Be Open Minded
- Be Willing to Engage in Conversation, Share Ideas, and Ask Questions
- Look through the Lens of "How Might I Transfer…"

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

Why is Educator Evaluation Important?

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

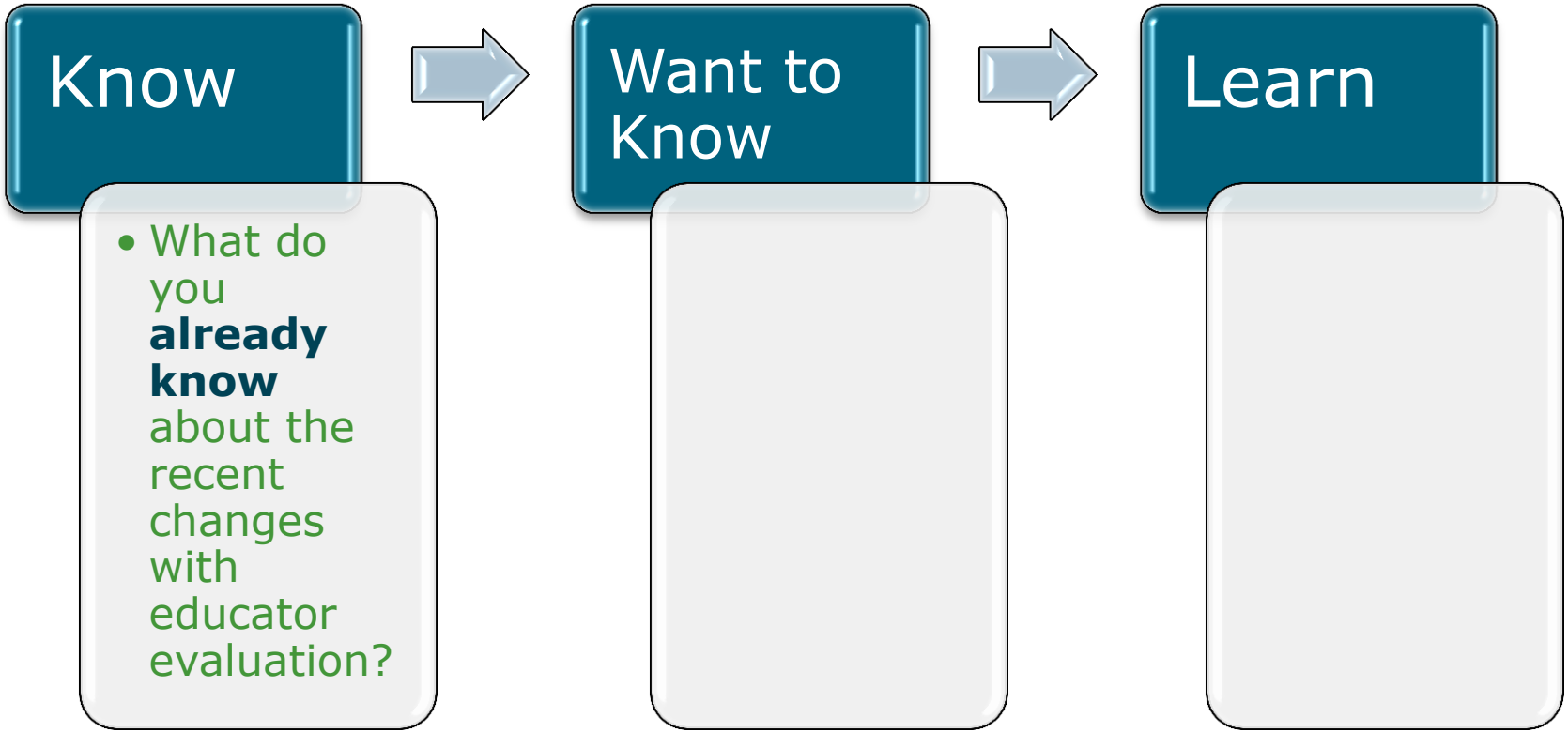
Goldhaber, 2009

Why is Educator Evaluation Important?

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

Rivkin, Hanushek and Kain, 2002

KNOW


Know
• What do you **already know** about the recent changes with educator evaluation?
Want to Know
Learn

Refresher

Educator Evaluation

Senate Bill 291
(2010)

Development of New Teacher Standards
(2011)

NCLB Flexibility Waiver
(2012)

Essential Principles of Effective Evaluation
(2012)

Missouri Educator Evaluation Model—Pilot
(2012-2013)

Educator Evaluation Overview and Training
(2012-2014)

Senate Bill 291

June, 2010

Directing school districts to adopt teaching standards which were to include the following elements:

--students actively engaged in learning process

--various forms of assessment

--teacher is prepared and knowledgeable of content

--uses professional communication and interaction in school community

--keeps current on instructional knowledge

--responsible professional in overall mission of school

Involvement of Stakeholders

More than 3 years of work.
Partners involved with the creation/development:

27 organization partners including

- American Federation of Teachers of Missouri (AFT)
- Missouri Association of Elementary School Principals (MAESP)
- Missouri Association of Rural Education(MARE)
- Missouri Association of School Administrators (MASA)
- Missouri Association of Secondary School Principals (MASSP)
- Missouri National Education Association (MNEA)
- Missouri School Boards' Association (MSBA)
- Missouri State Teachers Association (MSTA)

32 school district partners

25 higher education partners

Teacher Standards (2011)*

Standard #1 (5 Quality Indicators)
Content Knowledge Aligned with Appropriate Instruction

Standard #2 (6 Quality Indicators)
Student Learning, Growth and Development

Standard #3 (3 Quality Indicators)
Curriculum Implementation

Standard #4 (3 Quality Indicators)
Critical Thinking

#1, #2, #3, #4 – Training Manual

Teacher Standards

Standard #5 (3 Quality Indicators)
Positive Classroom Environment

Standard #6 (4 Quality Indicators)
Effective Communication

Standard #7 (6 Quality Indicators)
Student Assessment and Data Analysis

Standard #8 (3 Quality Indicators)
Professionalism

Standard #9 (3 Quality Indicators)
Professional Collaboration

#1, #2, #3, #4 – Training Manual

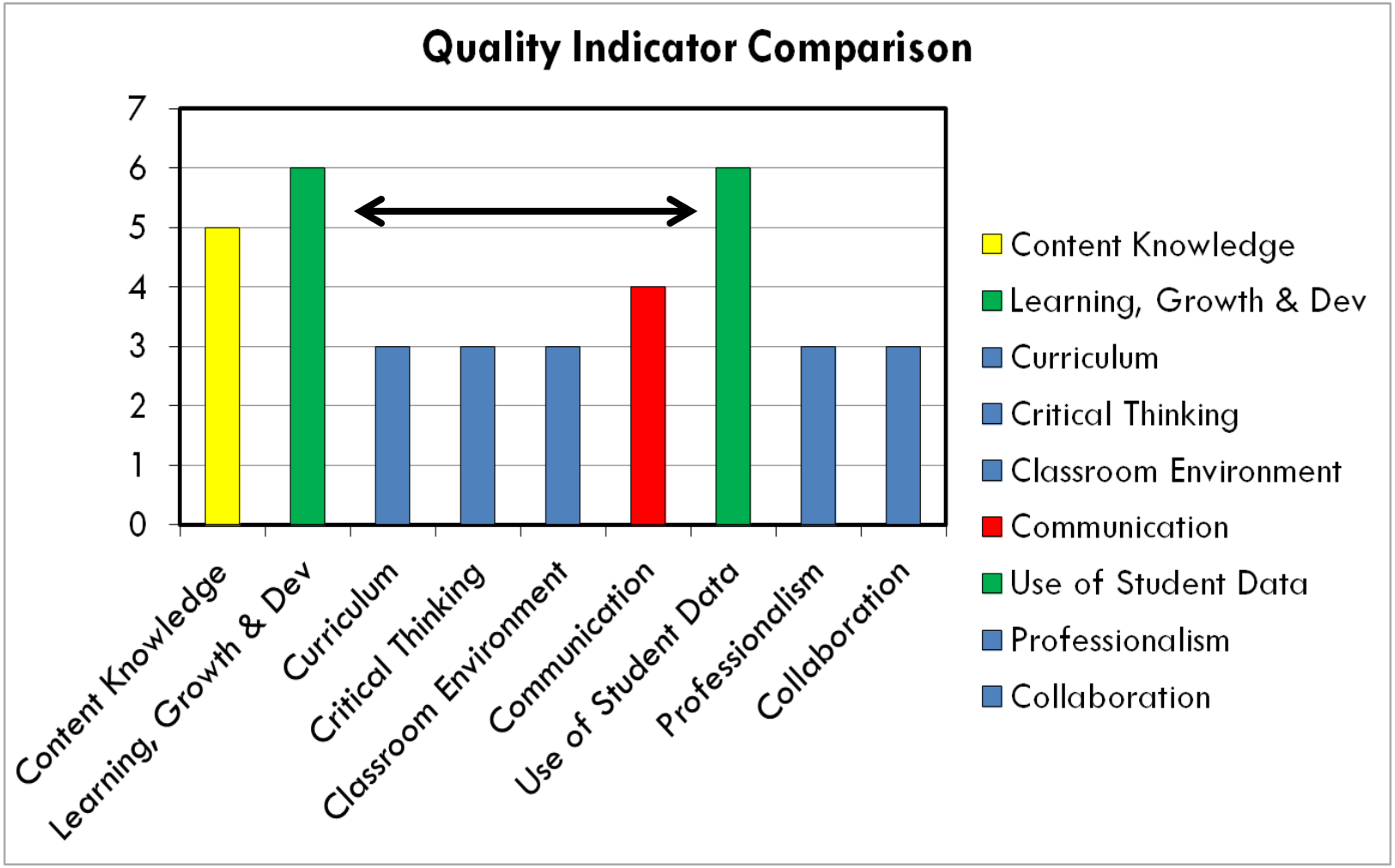
Similarities and Differences

With a partner, take a moment to determine the similarities and differences of these standards and those in which you have been using to:

evaluate teacher performance…
coach development of teacher performance…

Similarities	Differences

36 Quality Indicators



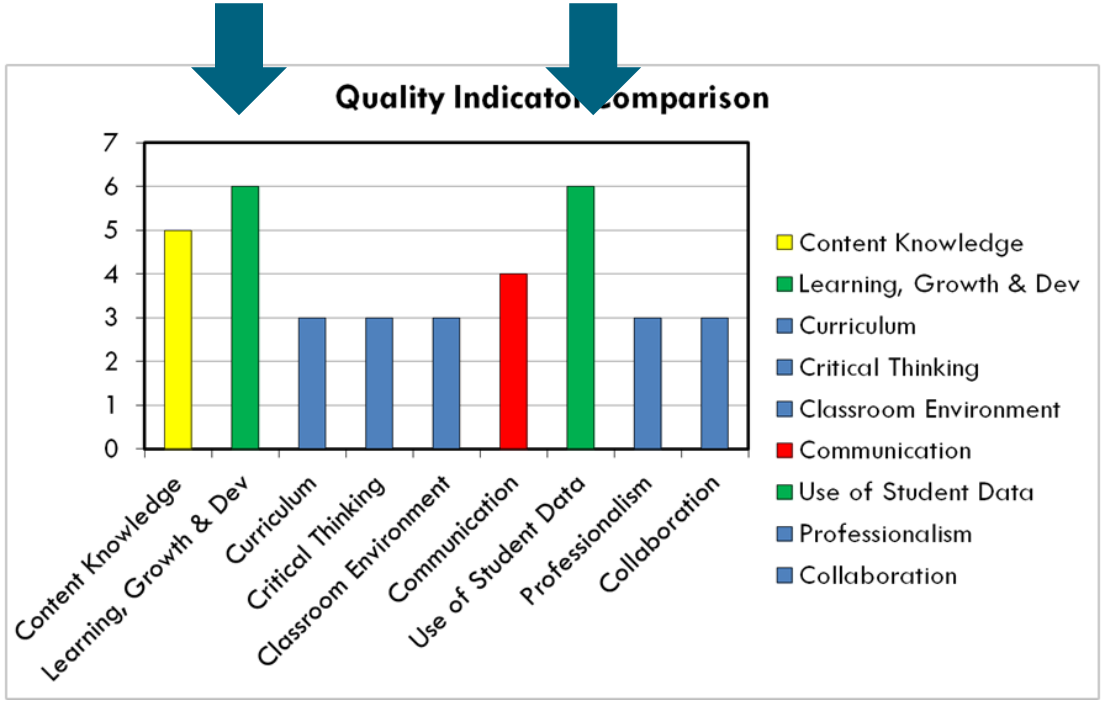
What does this mean for…

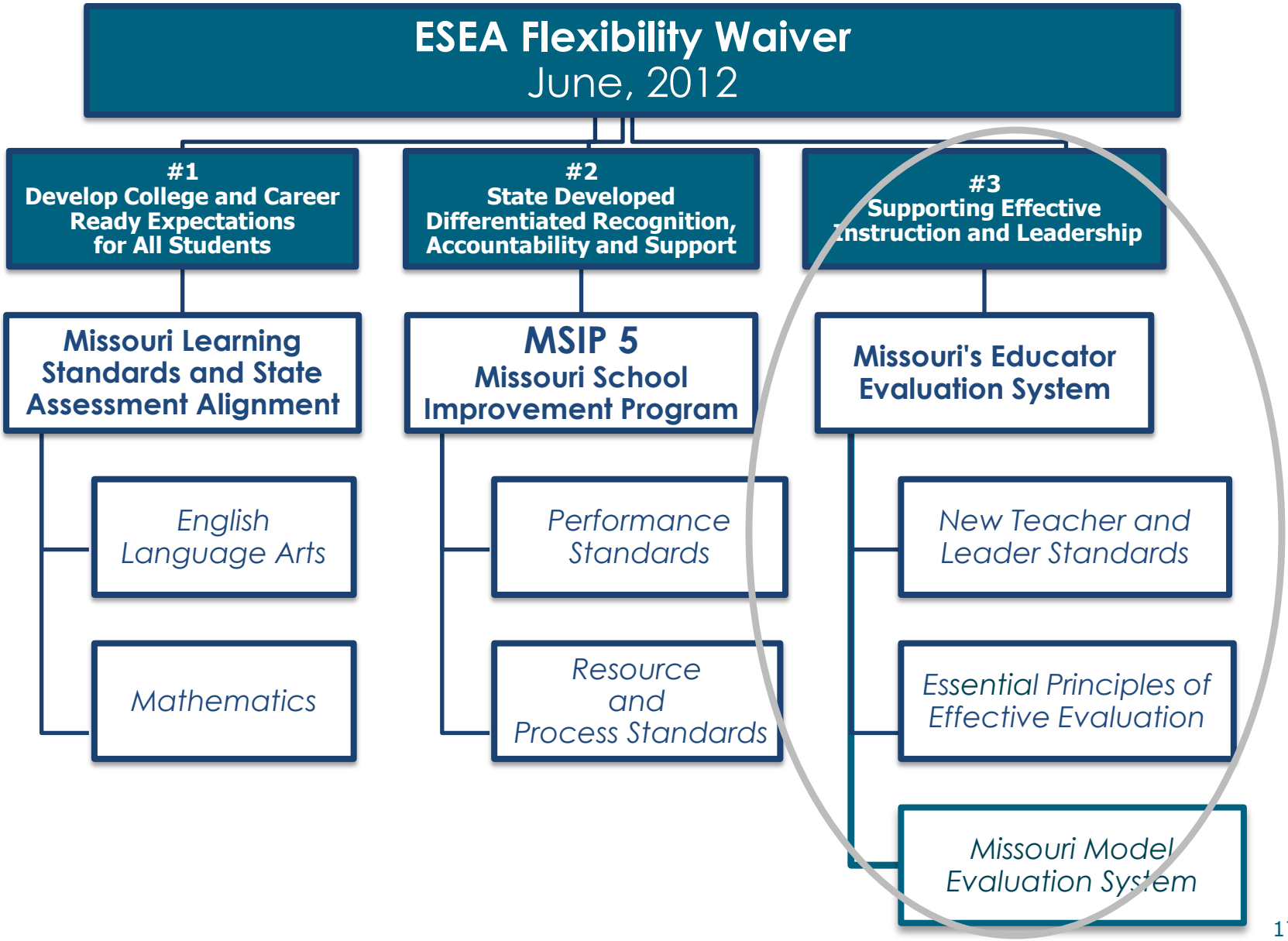
If the following standards are most prevalent:

-what does this mean for the teacher?

-what does this mean for the instructional leader?

-what does this mean for school-wide professional development?




ESEA Flexibility Waiver
June, 2012
#1
Develop College and Career Ready Expectations for All Students
#2
State Developed Differentiated Recognition, Accountability and Support
#3
Supporting Effective Instruction and Leadership
Missouri Learning Standards and State Assessment Alignment
MSIP 5
Missouri School Improvement Program
Missouri's Educator Evaluation System
English Language Arts
Mathematics
Performance Standards
Resource and Process Standards
New Teacher and Leader Standards
Essential Principles of Effective Evaluation
Missouri Model Evaluation System

Missouri's NCLB Waiver says…

"The essential principles of effective evaluation are the ***foundation for the state's model****. Local evaluation models align to these principles to create* ***consistency in assessing educator performance*** *across the state."*

7 Essential Principles
Per NCLB Waiver (June, 2012)

1. Measures educator performance against research-based proven practices
2. Differentiated levels of performance
3. Probationary period
4. Measures of growth in student learning
5. Meaningful and descriptive feedback
6. Training for evaluators
7. Results and data informs decisions regarding personnel, employment, and policy

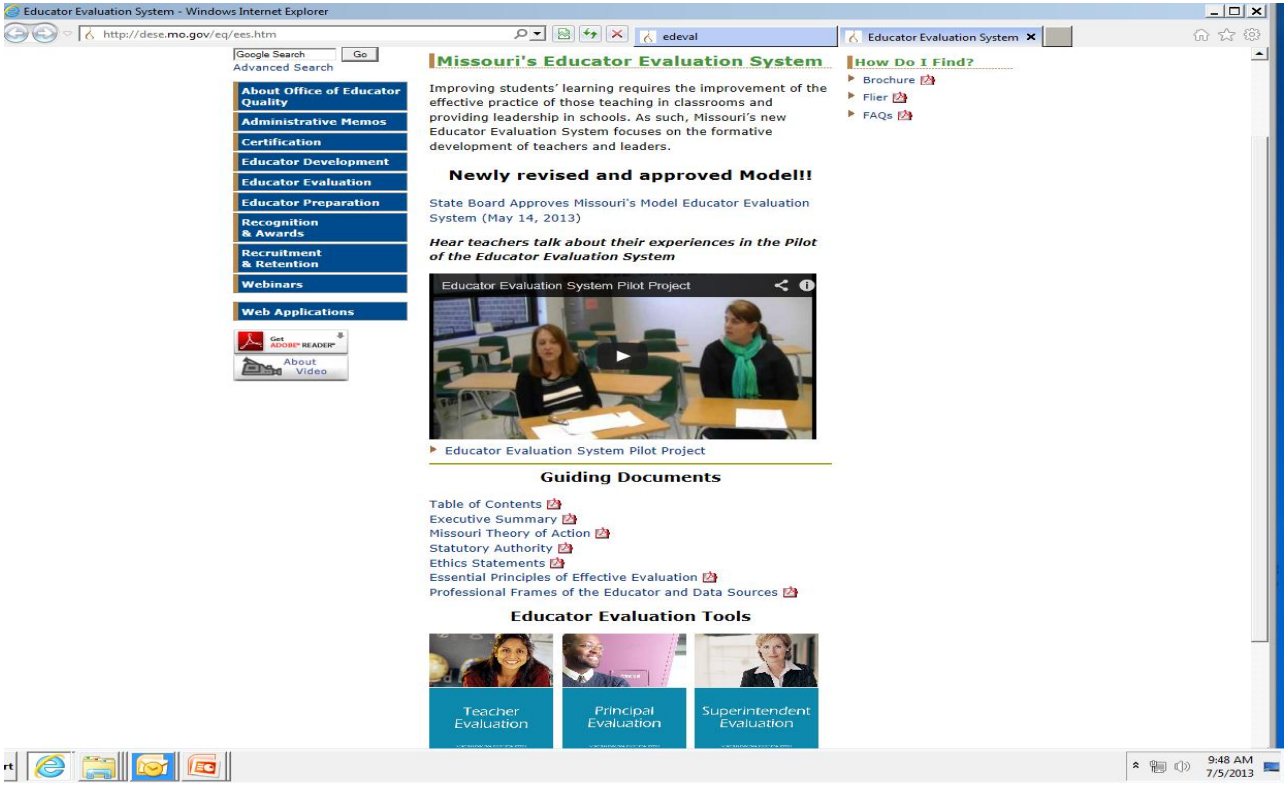
MO Educator Evaluation System

Pilot Project

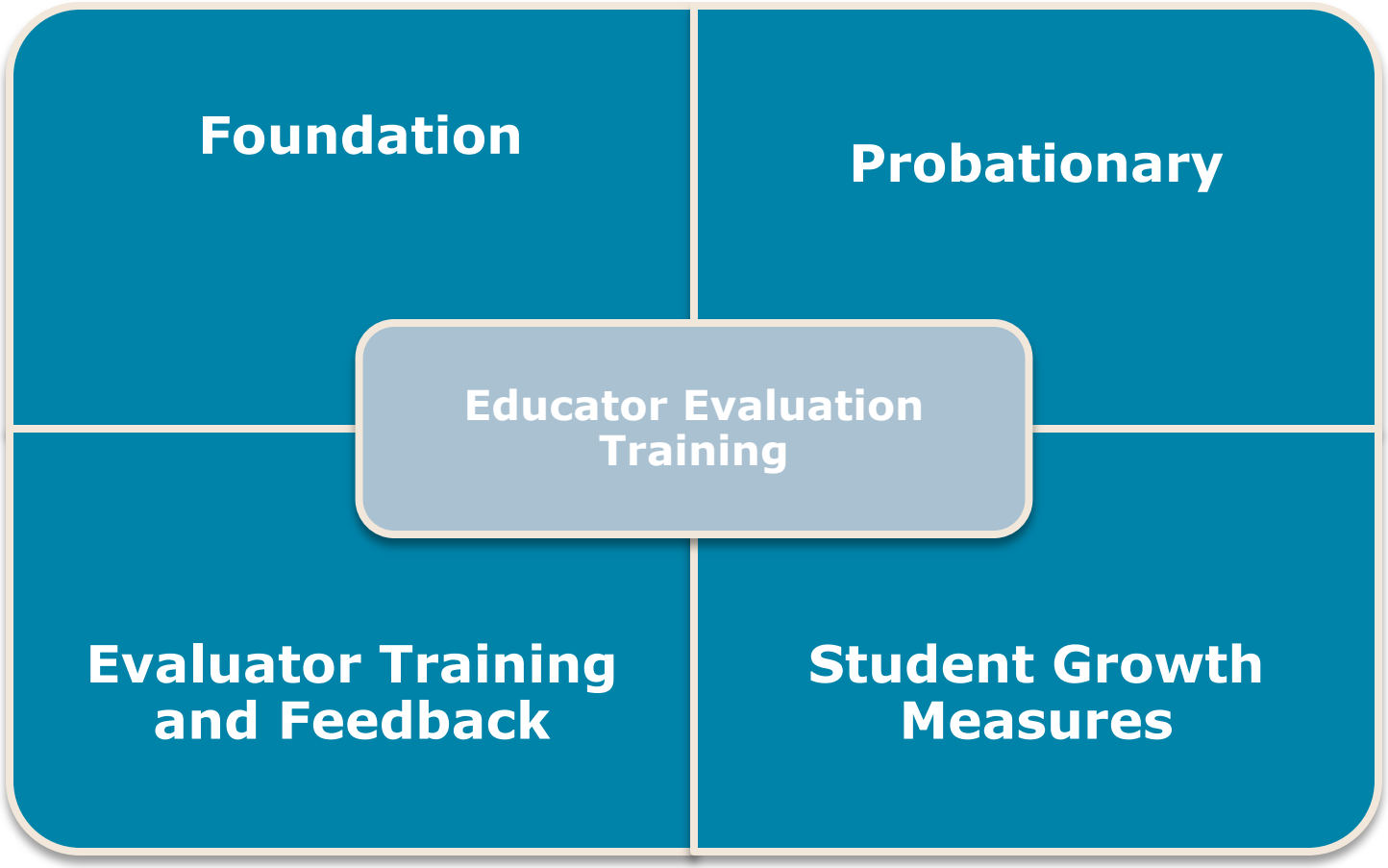
- Regional Overviews Conducted (Fall 2012)
- 2012-2013 School Year
- Focused on the improvement of effective educational practices and the professional development of teachers

Missouri's Educator Evaluation System (Webpage)

http://dese.mo.gov/eq/ees.htm

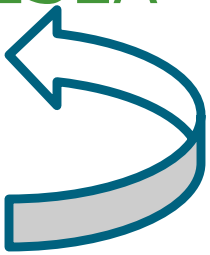


2013-2014 Training Roadmap*



To Clarify…

- All training shared today is ***model neutral***, as each school district has local control over what model is developed or adopted.
- The intent of each Educator Evaluation System training module is to support schools in their efforts to ***align their chosen model to the 7 Essential Principles*** (as outlined in the ESEA Waiver of June 2012).
- What are school districts accountable for?



7 Essential Principles
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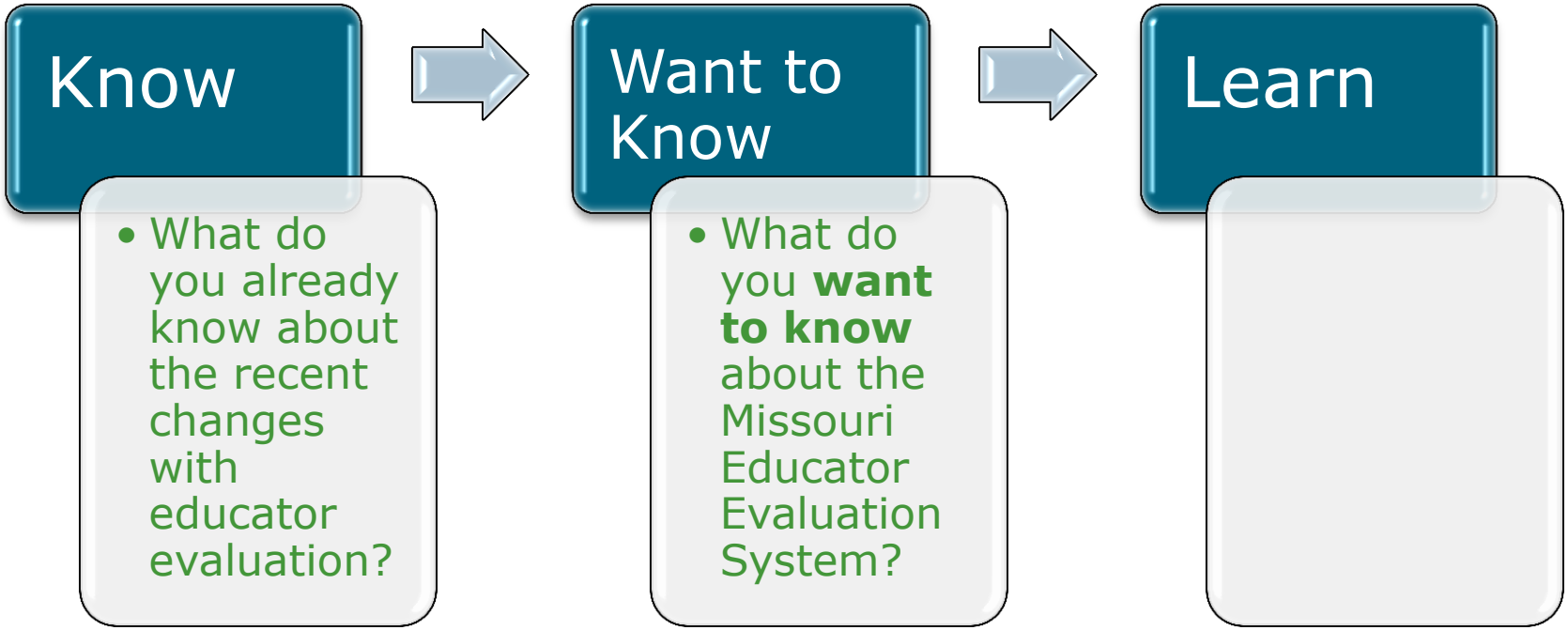
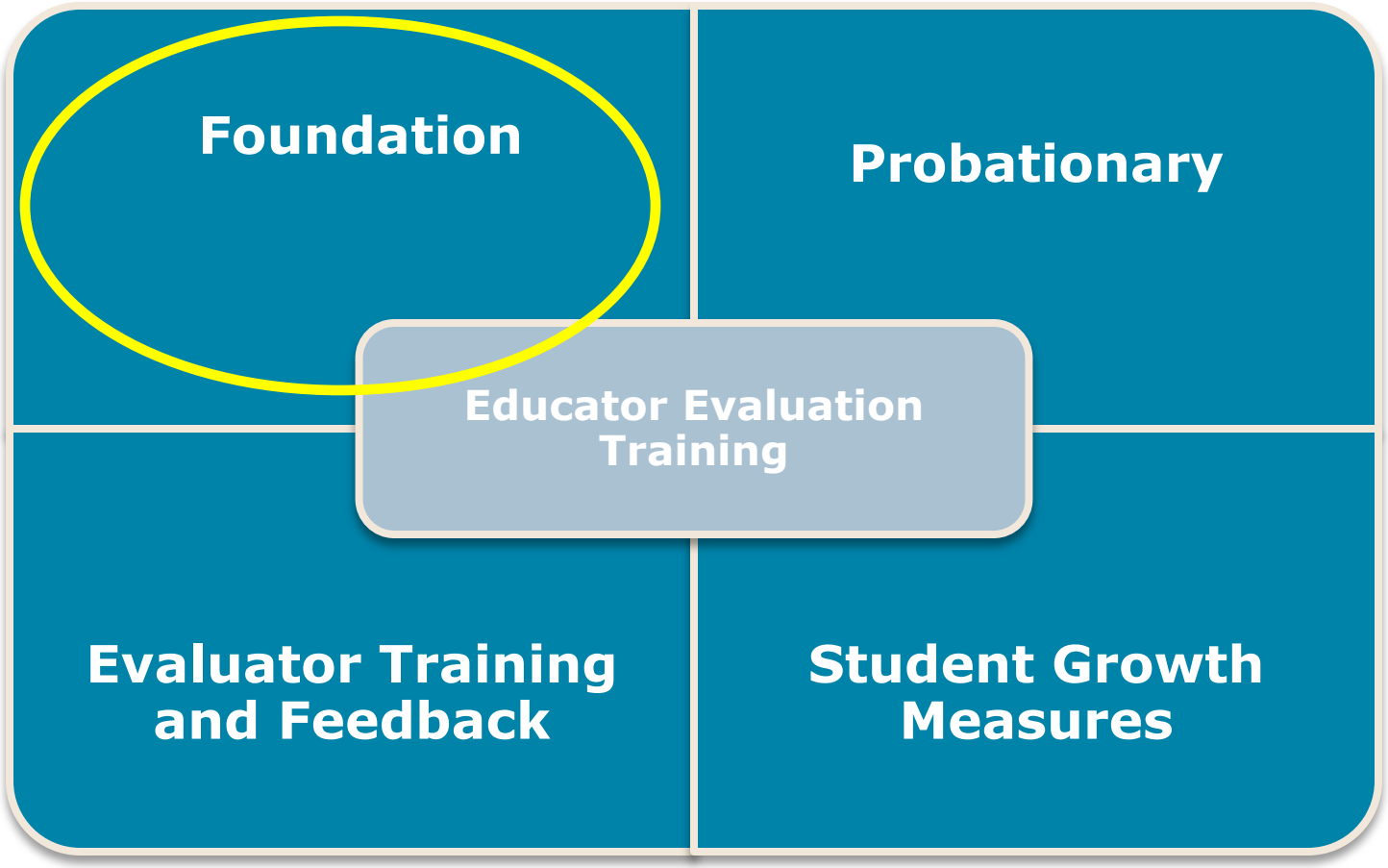
WANT TO KNOW


Know
• What do you already know about the recent changes with educator evaluation?
Want to Know
• What do you **want to know** about the Missouri Educator Evaluation System?
Learn

Today's Roadmap

2013-2014 Training Roadmap*



We know that with any change effort…if we are going to be successful, we must take the time to build a foundation conducive to effective implementation.

Why a FOUNDATION Module?

break

Shifting our Practices…

As
in
exp

1. Where are we going?
2. Where are we now?
3. How are we going to get there?

- *Do we have the necessary **foundation** to support these types of growth-minded conversations?*
- *Do our teachers have the opportunity to **understand and talk deeply about** performance standards and goals set to those standards?*
- *Do we have an evaluation system where **ongoing observation, feedback and reflection on student learning** is the norm?*

#5 – Training Manual

Shifting our Practices…

In your school teams, take 3-5 minutes to reflect on the following questions:

- *Do we have the necessary **foundation** to support these types of growth-minded conversations?*
- *Do our teachers have the opportunity to **understand and talk deeply about** performance standards and goals set to those standards?*
- *Do we have an evaluation system where **ongoing observation, feedback and reflection on student learning** is the norm?*

Intended Outcomes

Growth Mindset:
Begin to think about how you could either develop or expand a growth-mindset among staff, one which would be necessary for effective implementation of an educator evaluation system.

Understanding Missouri Teacher Standards:
Create a working plan for getting teachers involved more deeply in "understanding" the Missouri teacher standards and indicators.

Manageability:
Begin to construct a manageability plan for how educator evaluation could be conducted effectively within the time constraints of a school year.

1. Educator Evaluation System
2. Essential Principles
3. Standards
4. Quality Indicators
5. Growth Guide
6. Educator Growth Plan
7. Educator Improvement Plan
8. Professional Frames
9. "High Leverage" Standards
10. Student Learning Objective

Terminology*

#6 – Training Manual

“Gotcha” to “Growth”

DID YOU
KNOW

A Focus on Growth…

The most valuable evaluation model will not only meet state legislative requirements, it must produce gains in student learning. Next-generation models, grounded in sound research, will *emphasize teacher growth and development*.

As teachers' classroom *instructional practice* improves, districts should see a corresponding improvement, measurable and consistent, in *student achievement*.

Robert Marzano

SUMMATIVE EVALUATON REPORT FORM

Teacher:
Date:

Criteria	Exceeds	Meets	Prog.	Does Not Meet
1. The teacher causes students to acquire the knowledge and skills to gather, analyze, and apply information and ideas.				
2. The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.				
3. The teacher causes students to acquire the knowledge and skills to recognize and solve problems.				
4. The teacher causes students to acquire the knowledge and skills to make decisions and act as responsible members of society.				
5. The teacher uses various ongoing assessments to monitor the effectiveness of instruction.				
6. The teacher provides continuous feedback to students and family.				
7. The teacher assists students in the development of self-assessment skills.				
8. The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides.				
9. The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of the students.				

Of the Past

Growth Guide
(Missouri Model)

Teacher Growth Guide 1.1

Standard 1: Content knowledge aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

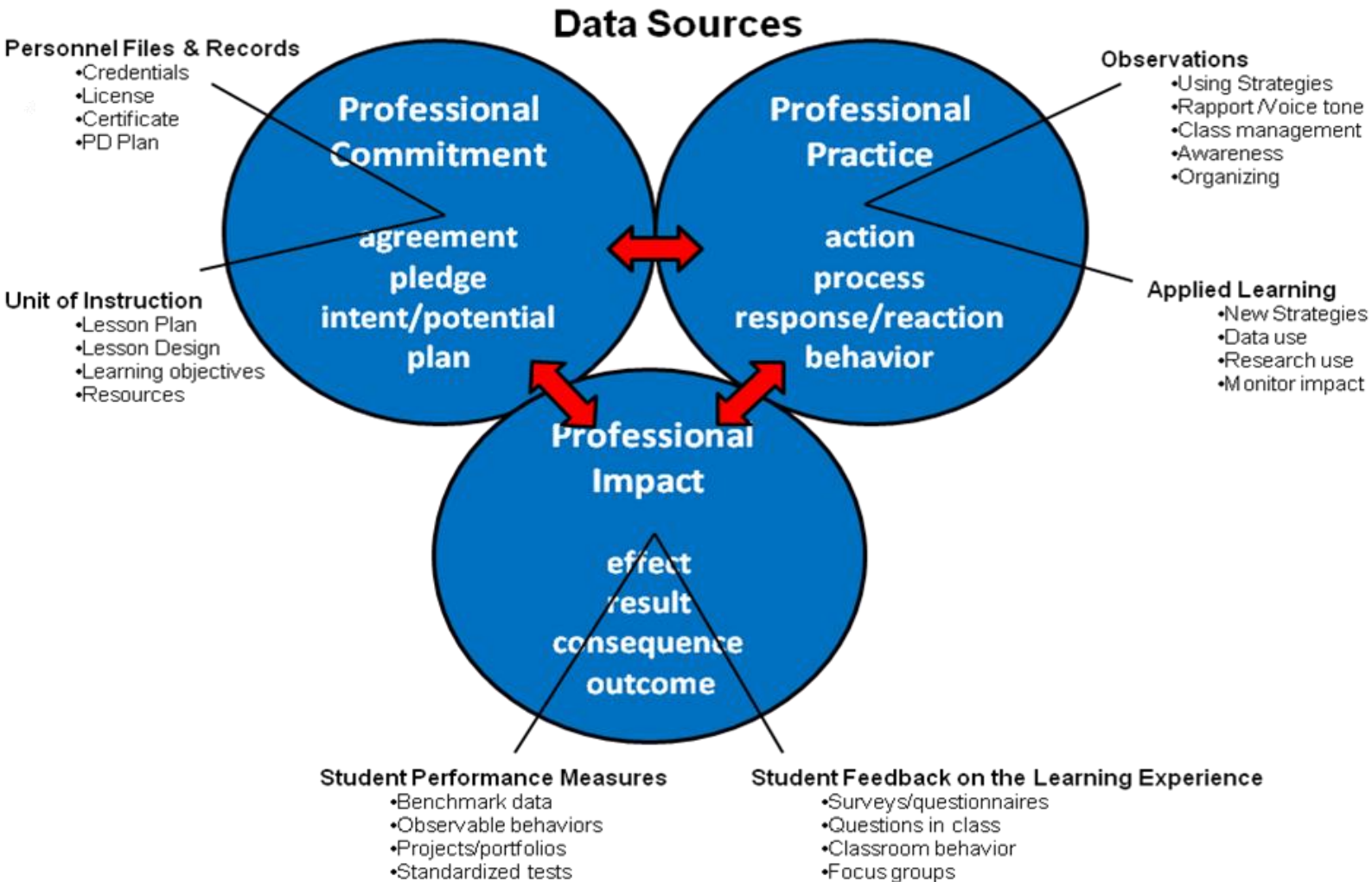
Quality Indicator 1: Content knowledge and academic language

Emerging			Developing		Proficient		Distinguished
1E1) The emerging teacher… Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.			1D1) The developing teacher also… Delivers accurate content learning experiences using supplemental resources and incorporates academic language into lesson activities.		1P1) The proficient teacher also… Infuses new information into instructional units and lessons displays solid knowledge of the important concepts of the discipline		1S1) The distinguished teacher also… Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.
Professional Frames							
Evidence of Commitment *Is well prepared to guide students to a deeper understanding of content* ***Evidence of Practice*** *Instruction reflects accuracy of content knowledge* ***Evidence of Impact*** *Students are generally familiar with academic language*			***Evidence of Commitment*** *Stays current on new content and incorporates it into lessons* ***Evidence of Practice*** *Instruction indicates an appreciation of the complexity and ever evolving nature of the content* ***Evidence of Impact*** *Students are able to use academic language*		***Evidence of Commitment*** *Use of supplemental primary sources that are aligned to local standards* ***Evidence of Practice*** *Instructional focus is on the most important concepts of the content and their relationship to content as appropriate* ***Evidence of Impact*** *Students accurately use academic language related to their discipline*		***Evidence of Commitment*** *Continually expands knowledge base on content and infuses into content* ***Evidence of Practice*** *Continually seeks out new information and applies it to learning in their classroom* ***Evidence of Impact*** *Students communicate effectively using academic language from a variety of sources*
Score =	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Today

*

Professional Frames of the Educator



Possible Sources of Evidence

Possible Sources of Evidence

Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Professional Commitment		
• Lesson/unit plan • Learning activities plan • Student learning expectations • Student learning objectives • Lesson design	• Tiered/differentiated lessons/units • Homework assignments and guiding instructions • Flexible grouping plans • Parent/guardian outreach • Bulletin boards	• Research integration plan • Praxis scores • Agenda/meeting notes from grade level/content area team • IEP Conferences/reports
Professional Practice		
• Builds student background knowledge utilizing a variety of global perspectives • Uses and facilitates academic language acquisition • Incorporates new research-based content information into instruction • Uses instructional and engagement strategies	• Facilitates student enrichment activities • Uses tiered differentiated learning opportunities • Uses flexible grouping • Draws from multiple content sources • Encourages student responsibility and articulates clear student expectations	• Facilitates student directed learning activities • Engages students in inquiry/research experiences • Implements interdisciplinary learning experiences • Facilitates student action to address relevant real-world issues from a global perspective
Professional Impact		
• Observation verification of student mastery • Student work samples • Student portfolios • Student feedback/comments • Student assessment data • Student reflection/journals • IEP Performance/growth reports	• Student discussions/questions • Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.) • Academic records of individual student progress • Student completion data on homework/projects • Performance assessments	• Data on academic vocabulary use • Structured interviews with students • Student engagement and participation • Student and/or parent survey results • Student products/projects • Parent/community attendance at school functions

Pilot Project Data
105 Pilot Districts

Important Numbers	Important Outcomes
Over 560	Teacher **data samples submitted**, so far, reflecting growth on different indicators during the piloting of the state model
90.1	The percent of **teachers experiencing growth** on a specific teacher practice using the state model
1.99	The **average amount of growth** a teacher experienced on the 0 – 7 rating scale
25.7	The percent of teachers experienced growth in practice specifically in the area of **student assessment and data analysis** (Standard 7)

Growth vs. Fixed Mindset

- Believing that your qualities are carved in stone—***the fixed mindset***—creates an urgency to prove yourself over and over.

- The ***growth mindset*** is based on the belief that your basic qualities are things that you can cultivate through your efforts. Although people may differ in every which way—in their initial talents and aptitudes, interests, or temperaments—*everyone can change and grow through application and experience*.

Mindset
The New Psychology of Success
How We Can Learn to Fulfill our Potential
Carol Dweck, 2006

Growth vs. Fixed Mindset

As you watch the upcoming video clip, be thinking about your **current school context**. Which mindset are teachers operating from…when it comes to educator evaluation practices?

Growth?

Fixed?

Growth Mindset

1

GOALS

2

RESPONSES

EFFORT

3

STRATEGIES

4

Growth vs. Fixed Mindset

Which mindset are your teachers operating from…when it comes to educator evaluation practices?

Growth?

Fixed?

#7 – Training Manual

4 Corners

1. What would be **specific observable behaviors** found within a growth-minded approach to educator evaluation?
2. What would be **potential challenges** in cultivating a growth-mindset in a staff characterized as having more of a fixed-mindset towards educator evaluation?
3. What **leader actions** would nurture a growth-mindset among staff?
4. What effective **strategies** have you observed or used in regards to developing a culture focused on increasing teacher performance and student learning?

SUMMATIVE EVALUATON REPORT FORM

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Date:

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4. The teacher causes students to acquire the knowledge and skills to make decisions and act as responsible members of society.				
5. The teacher uses various ongoing assessments to monitor the effectiveness of instruction.				
6. The teacher provides continuous feedback to students and family.				
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8. The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides.				
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Of the Past

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(Missouri Model)

Teacher Growth Guide 1.1

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Quality Indicator 1: Content knowledge and academic language

Emerging	Developing	Proficient	Distinguished
1E1) The emerging teacher… Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.	1D1) The developing teacher also… Delivers accurate content learning experiences using supplemental resources and incorporates academic language into le g activities.	1P1) The proficient teacher also… Infuse ew information into al units and lessons solid knowledge of the oncepts of the	1S1) The distinguished teacher also… Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.
Professional Frames			
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Score = 0 1 2	**3 4**	**5 6**	**7**

Today

Step 1:

Begin to think about how you could either develop or expand a growth-mindset among staff, one which would be necessary for effective implementation of an educator evaluation system.

Action Plan*

#8 – Training Manual

LUNCH

Teacher Understanding

of Missouri Teacher Standards

Teacher Understanding of Teacher Standards

Teachers identify "High Leverage" standards when working with curriculum. They break down those standards for clarity in their own teaching and learning practices.

It is just as important for teachers and leaders to break down and deeply understand "teacher performance" standards.

So…which indicators have the most leverage and endurance when it comes to effective teacher practice?

"High Leverage" Standards*

High Leverage Standards and Quality Indicators (QI) were identified by ***threading across the research findings*** of John Hattie, Robert Marzano, Doug Lemov and findings gleaned from the Missouri pilot process.

"High Leverage" Standards

Standard 1: Content Knowledge

Engagement in content resulting in use of academic language (1.1, 1.2)

Standard 2: Student Learning, Growth and Development

Consideration of developmental factors in meeting individual student learning needs based on prior learning and experiences resulting in increased student responsibility (2.1, 2.2, 2.4, 2.5)

#9 – Training Manual

"High Leverage" Standards

Standard 3: Curriculum Implementation

Using differentiated strategies to facilitate diverse learners meeting curriculum objectives (3.2, 3.3)

Standard 4: Critical Thinking

Instructional strategies leading to student engagement in problem-solving and critical thinking (4.1)

#9 – Training Manual

"High Leverage" Standards

Standard 5: Positive Classroom Environment

Classroom management techniques to increase motivation and engagement (5.1)

Standard 7: Student Assessment and Data Analysis

Use of data to improve student learning (7.2)

#9 – Training Manual

Template for "Creating a Common Understanding" of Missouri Teacher Standards

Standard ___ Quality Indicator ___

Standard Defined: Quality Indicator Defined:		
Specific **Teacher** Actions and Behaviors	Specific **Student** Actions and Behaviors	Possible **Sources of Evidence** *(Artifacts, etc.)*

#10 – Training Manual

Teacher Understanding of Teacher Standards*

At this time, we are going to model an activity teachers and leaders can use to create common understanding of a specific standard and quality indicator.

Standard 2 Quality Indicator 5
Prior experiences, multiple intelligences, strengths and needs

1. # tables 1-3 (1-teacher, 2-student, 3-sources of evidence)
2. Using your designated section, determine possible "look for" items one would see in a given classroom.
3. Assign a recorder to record team's ideas on the blank template provided.

#11 – Training Manual

Standard 2: Student Learning, Growth and Development

Quality Indicator 5: Prior experiences, multiple intelligences, strengths and needs

Emerging	Developing	Proficient	Distinguished
2E5) The emerging teacher… Delivers a variety of lesson activities that address students' prior experiences, multiple intelligences, strengths and needs.	2D5) The developing teacher also… Creates and delivers lessons and instructional activities that address the individual needs of all learners and variation in prior knowledge and experiences, multiple intelligences, strengths, and needs.	2P5) The proficient teacher also… Adapts strategies to meet individual student needs based on student performance data and where the child is developmentally, cognitively, physically, and affectively to advance knowledge and skill development.	2S5) The distinguished teacher also… Acquires and shares authentic strategies for actively involving every student in advancing their own learning, building on their unique experience, intelligence, strengths and needs.
Professional Frames			
Evidence of Commitment *Plans for various assessment strategies to determine individual experiences, intelligences, strengths and needs* ***Evidence of Practice*** *Uses various assessment strategies to determine individual experiences, intelligences, strengths and needs* ***Evidence of Impact*** *Students know the way they think and learn is considered and addressed*	***Evidence of Commitment*** *Lessons indicate an understanding of individual student traits and prior experiences* ***Evidence of Practice*** *Learning activities highlight and build off students individual characteristics traits and prior experiences* ***Evidence of Impact*** *Students can explain connections between their prior knowledge and current instruction*	***Evidence of Commitment*** *Plans instruction that will engage and advance each student in her/her learning and development* ***Evidence of Practice*** *Assessment data is maintained to confirm that students are moving forward* ***Evidence of Impact*** *Students use prior knowledge to predict new information and increase their knowledge and skill*	***Evidence of Commitment*** *Modifies lesson design and learning objectives as needed to help students become more successful learners* ***Evidence of Practice*** *Learning activities involve every student in the advancement of his/her own learning* ***Evidence of Impact*** *Students are excited about learning, use prior knowledge in concert with new information to raise questions, make inferences, and draw new conclusions*
Score = 0 | 1 | 2	3 | 4	5 | 6	7

#12 – Training Manual

Teacher Understanding of Teacher Standards*

At this time, we are going to model an activity teachers and leaders can use to create common understanding of a specific standard and quality indicator.

Standard 2 Quality Indicator 5
Prior experiences, multiple intelligences, strengths and needs

1. # tables 1-3 (1-teacher, 2-student, 3-sources of evidence)
2. Using your designated section, determine possible "look for" items one would see in a given classroom.
3. Assign a recorder to record team's ideas on the blank template provided.

Possible Sources of Evidence*

Possible Sources of Evidence

Standard 2: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Professional Commitment			
• Student assessment data • Lesson/unit plans • Substitute teacher plan • Bulletin board(s) • Posted behavioral norms/class procedures • Student work/rubric displays	• Structured teacher interviews • Student/parent survey • Research documentation log • Instructional records • Professional growth plans • Personnel file • Flexible grouping plans	• Rubrics/scoring guides • Self reflection • Student inventories - interest, learning style, multiple intelligence, developmental • Observation • Tiered/differentiated lessons/units	• Communications • Educational environment • Agenda - collaborative meeting • IEP conferences/reports • Counselor reports • Professional learning
Professional Practice			
• Maintains individual student records and assessment data • Monitors individual student growth • Uses assessment data to make informed instructional and/or assessment decisions • Demonstrates knowledge and understanding of individual student backgrounds'/ demographics/academic growth/learning profiles • Designs and implements student need-based instruction	• Applies learning theories to the design of instruction • Plans and implements culturally responsive lessons • Connects instruction to students' background knowledge and experiences • Facilitates student long- and short-term goal setting • Provides differentiated learning activities • Modifies instruction based on a determined need (i.e. student learning, research, etc.)	• Promotes student cooperative learning and collaboration • Implements research-based instruction • Makes "in the moment" instructional decisions/changes • Provides focused, objective, relevant, valid, specific, and purposeful feedback to students • Creates a safe risk-free learning environment • Demonstrates a respectful regard for each student	• Models and/or shares with colleagues • Assists/Coaches colleagues • Mentors new teachers • Reflects on practice • Uses student/parent surveys to inform educator practice • Communicates respectfully with students, parents, guardians, community members, colleagues, and other school staff • Engages in community activities
Professional Impact			
• Observation verification of student mastery • Student work samples • Student planners • Student assessment data	• Student reflection/journals • Student inventories • Student /parent feedback/comments • Student and/or parent survey results	• Structured interviews with students • Student products/projects • Performance assessments	• IEP Performance/growth reports • Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.) • Academic records of individual student progress

#13 through #21 – Training Manual

Teacher Understanding of Teacher Standards*

At this time, using the backside of template, break down the following standard/quality indicator in order to create a common understanding of what to "look for"…

Standard 4 Quality Indicator 1

Instructional strategies leading to student engagement in problem-solving and critical thinking

Teacher Growth Guide 4.1

Standard 4: Critical Thinking

The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking

Emerging	Developing	Proficient	Distinguished
4E1) The emerging teacher... Selects various types of instructional strategies and appropriate resources to achieve instructional goals and teach students critical thinking skills.	4D1) The developing teacher also... Assures student growth with frequent instructional opportunities for students to use critical thinking and problem solving skills.	4P1) The proficient teacher also... Effectively applies a range of instructional techniques that require students to think critically and problem-solve.	4[illegible]1) The distinguished teacher also... Fluently uses a range of instructional techniques that require critical thinking; serves as a leader by offering constructive assistance and modeling the use of strategies, materials and technology to maximize learning.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Demonstrates use of various types of instructional strategies and appropriate resources for critical thinking* ***Evidence of Impact*** *Students are engaged in active learning that promotes the development of critical thinking and problem solving skills*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Assesses student growth to determine student use of critical thinking and problem solving skills* ***Evidence of Impact*** *There is growth in student learning and use of critical thinking and problem-solving skills*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Effective demonstrates a range of instructional techniques that require students to think critically and problem-solve* ***Evidence of Impact*** *Students ability to think critically and problem-solve is evident in students' communications and work*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Serves as a leader in the use of instructional strategies, materials and technology that maximize student learning* ***Evidence of Impact*** *Students pose and answer their own questions pursuant to the learning objectives assuming responsibility for their own learning*
Score = 0 | 1 | 2	3 | 4	5 | 6	7

MISSOURI'S EDUCATOR EVALUATION SYSTEM MAY 2013

#22, #23 – Training Manual

Sample Scoring Guide **Quality Indicator 1.1**

0	1-2	3-4	5-6	7
The teacher does not communicate using discipline appropriate vocabulary for content. The teacher does not use research based practices to facilitate academic language acquisition. Students never use academic vocabulary in correct context. When asked, students do not know what they are learning, why they are learning the content, or how they will use the knowledge. Students cannot connect new learning with previous learning or describe the relevance.	The teacher communicates using discipline appropriate vocabulary for content less than 20% of the time. Instruction reflects accuracy of content knowledge. The teacher uses research based practices to facilitate academic language acquisition less than 20% of the time. The teacher connects the new learning with previous learning and explains relevance less than 20% of the time. Students use correct academic vocabulary in the correct context less than 20% of the time. When asked, less than 20% of students can explain what they are, why they are learning the content, and how they will use the knowledge. Less than 20% of students can connect new learning with previous learning or describe the relevance.	The teacher communicates using discipline appropriate vocabulary for content less than 50% of the time. Instruction indicates an appreciation of the complexity and ever evolving nature of the content. The teacher uses research based practices to facilitate academic language acquisition less than 50% of the time. The teacher connects the new learning with previous learning and explains relevance less than 50% of the time. Students use correct academic vocabulary in the correct context less than 50% of the time. When asked, less than 50% of students can explain what they are, why they are learning the content, and how they will use the knowledge. Less than 50% of students can connect new learning with previous learning and describe the relevance.	Instructional focus is on the most important concepts of the content and includes new content as appropriate. New research based content information is incorporated into the instruction. Student background knowledge is built using a variety of global perspectives. Multiple strategies are used for students to learn and apply academic language. The teacher communicates using discipline appropriate vocabulary for content 80% of the time. The teacher connects the new learning with previous learning and explains relevance 80% of the time. Students use correct academic vocabulary in the correct context 80% of the time. When asked, 80% of students can explain what they are learning, why they are learning the content, and how they will use the knowledge. 80% of students can connect new learning with previous learning and describe the relevance.	All criteria for 5/6 are evident with an expectation of use of academic language 100% of the time during teaching and learning. A distinguished teacher also serves as a mentor and exemplary model to Quality Indicator 1.1. Appropriate content vocabulary is used in all learning situations and discussions. 100% of students can connect new learning with previous learning and describe the relevance.

Step 2:

Create a working plan for getting teachers involved more deeply in reaching a "common understanding" of the Missouri Teacher Standards and Quality Indicators.

Action Plan*

break

Manageability

A Systemic Effort…

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

3 Key Considerations

1. How can we ***establish focus*** for teacher development through the selection of Quality Indicators?

2. How can we establish an ***effective process for evaluation*** within the time constraints I experience?

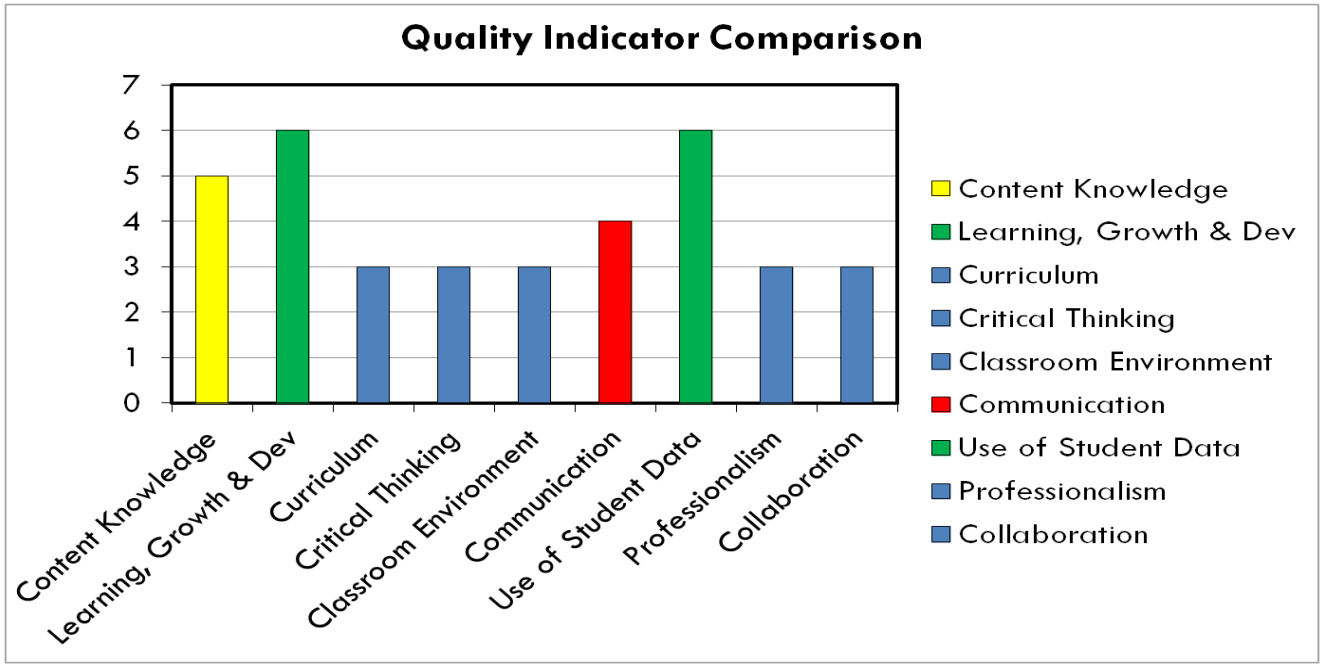
3. How can we ***make the time*** to effectively evaluate and develop teacher performance?

There is a direct relationship between the **extent to which I focus on the things I can influence** in the world around me, and the **extent to which I create real and lasting change.**

Seven Habits of Highly Effective People

FOCUS?

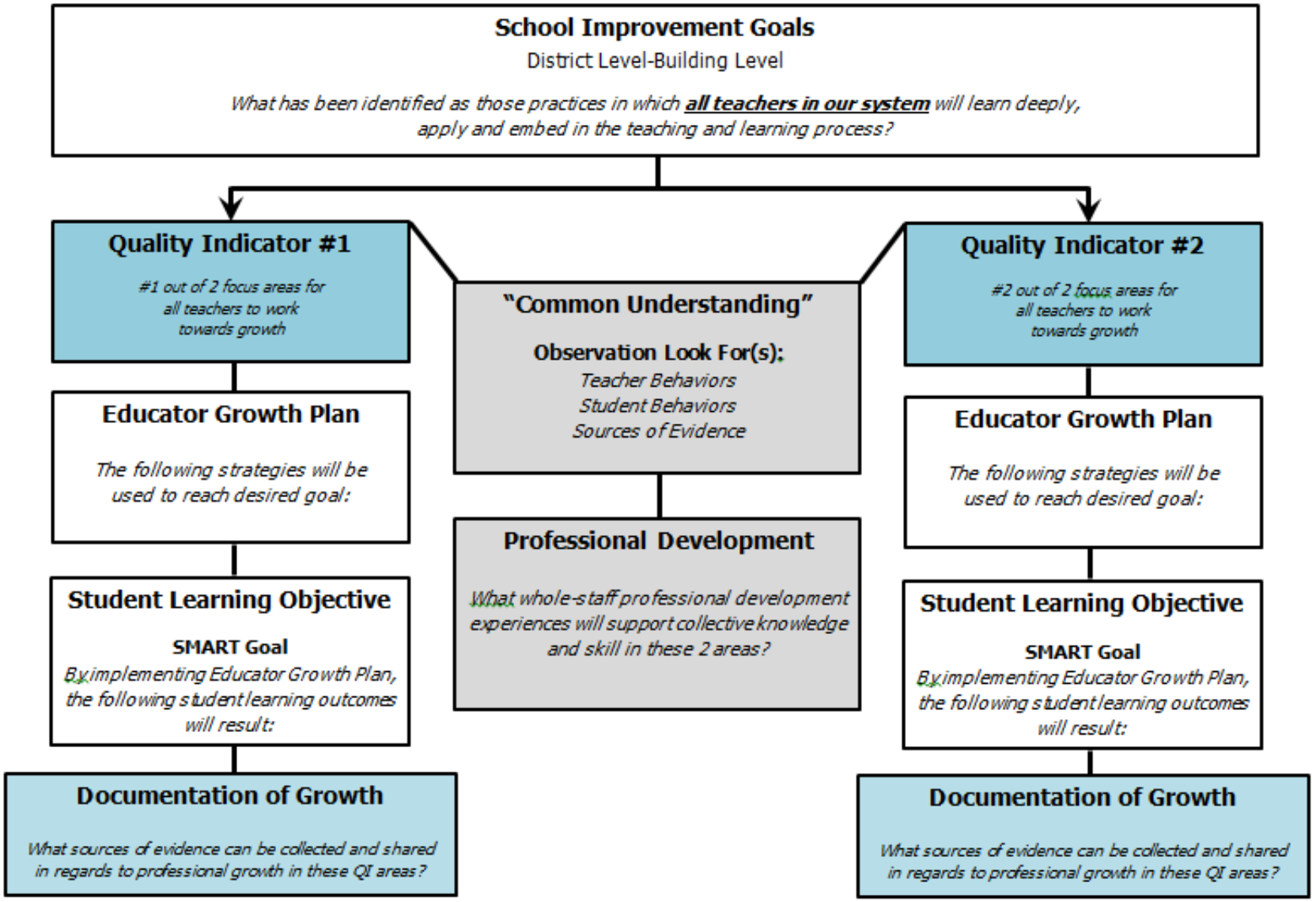
36 Quality Indicators



How do we establish focus to ensure a level of quality in feedback and support in every teacher's professional growth plan?

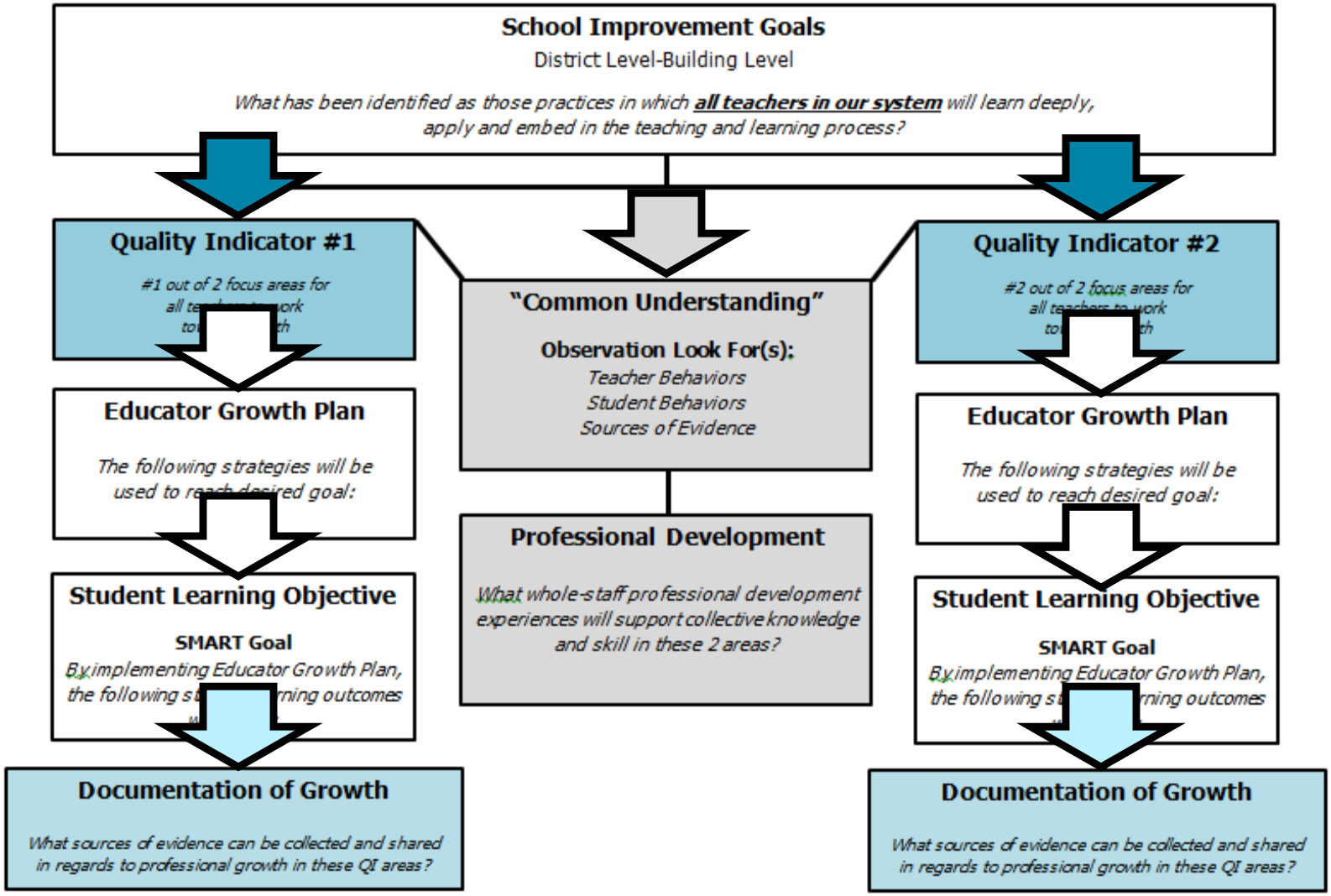
Educator Evaluation System

Manageability Consideration (System-Wide)



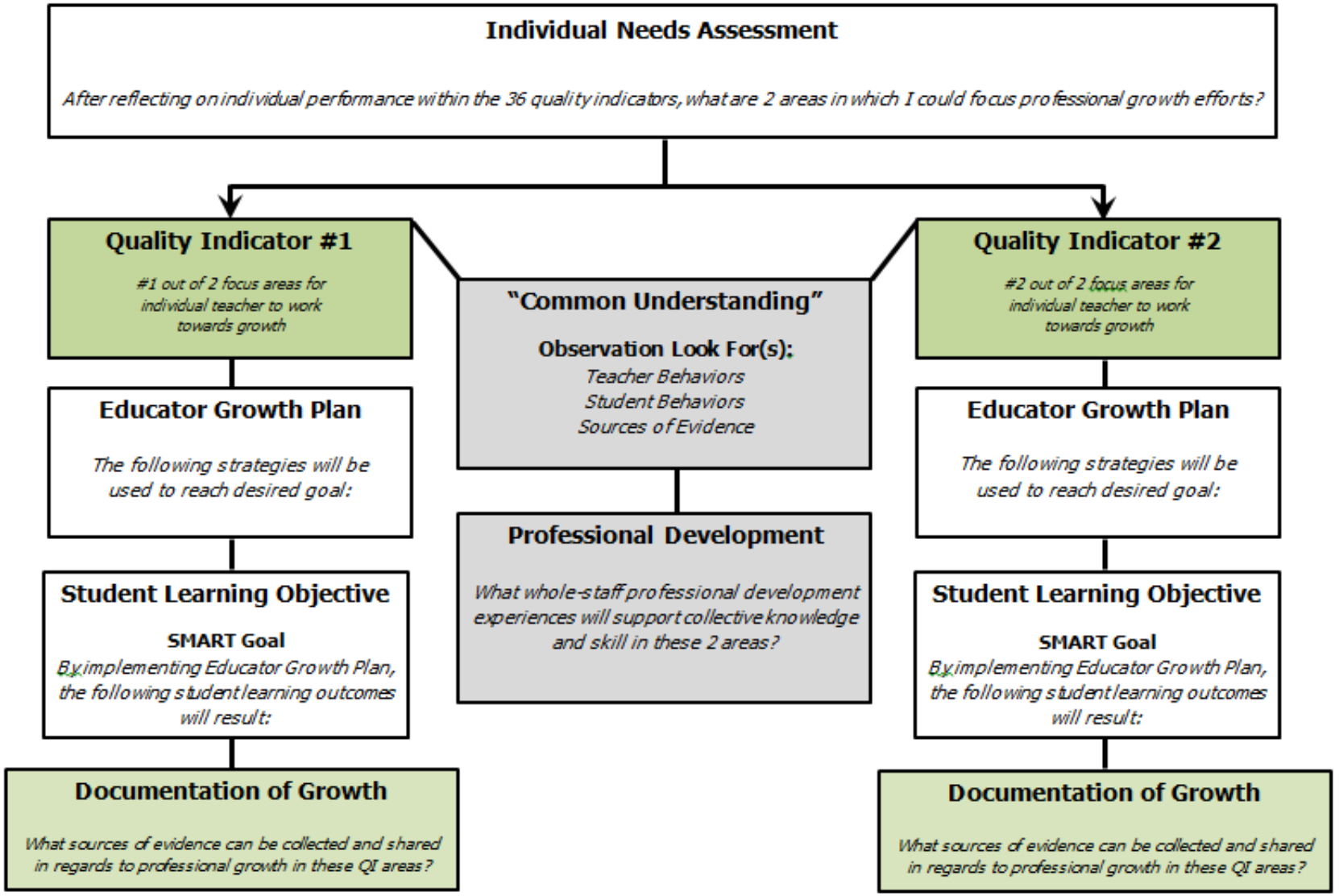
Educator Evaluation System

Manageability Consideration (System-Wide)



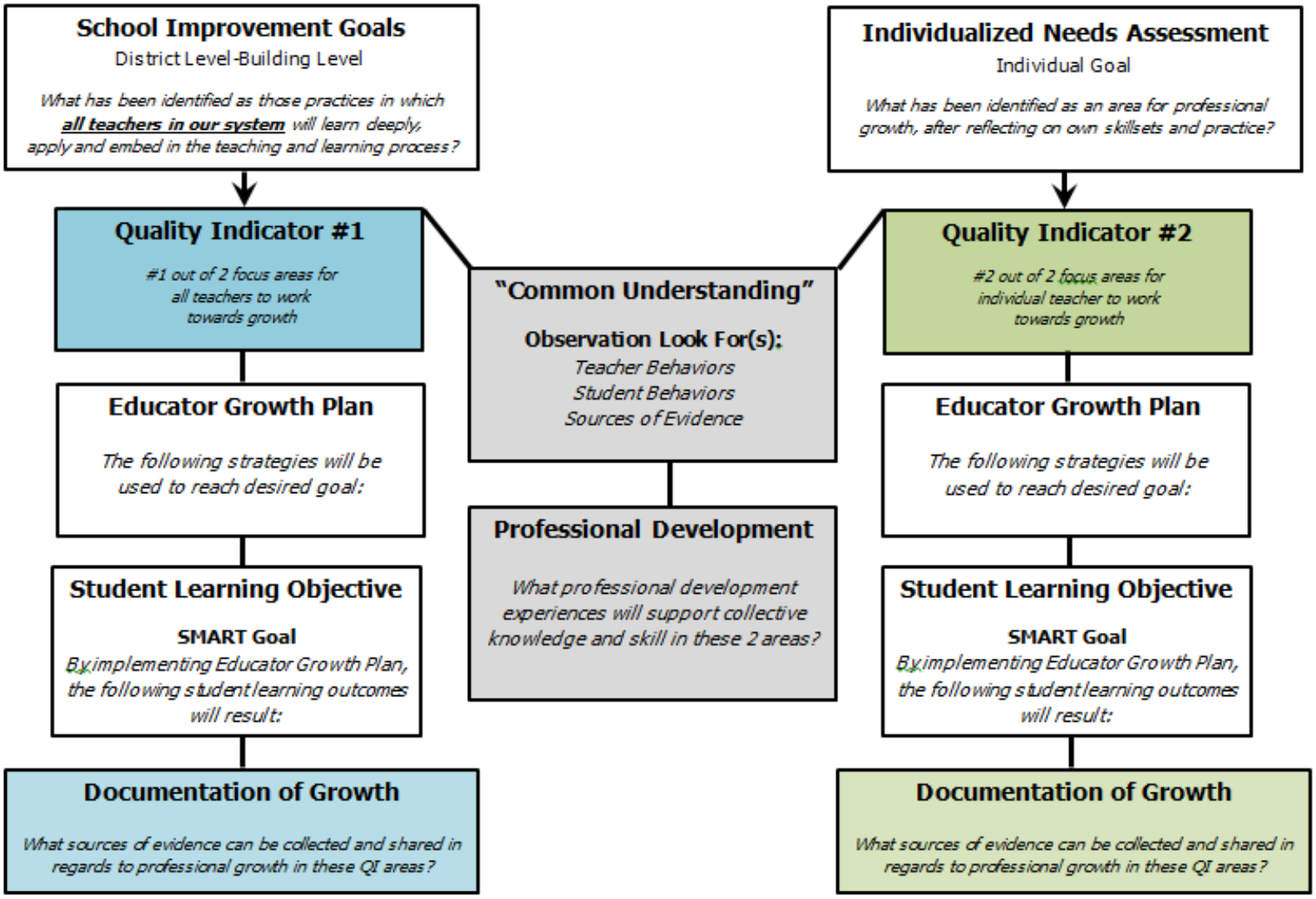
Educator Evaluation System

Manageability Consideration (Individualized)



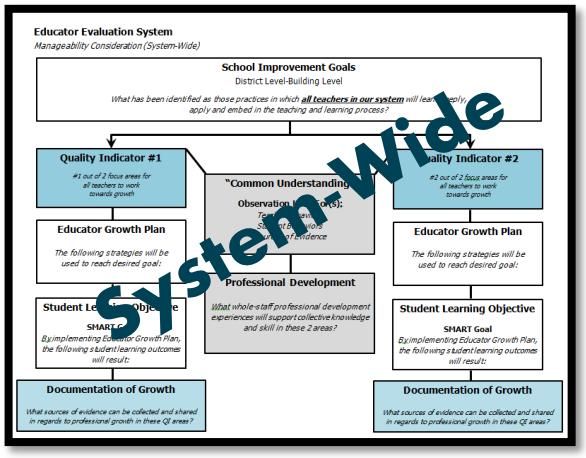
Educator Evaluation System

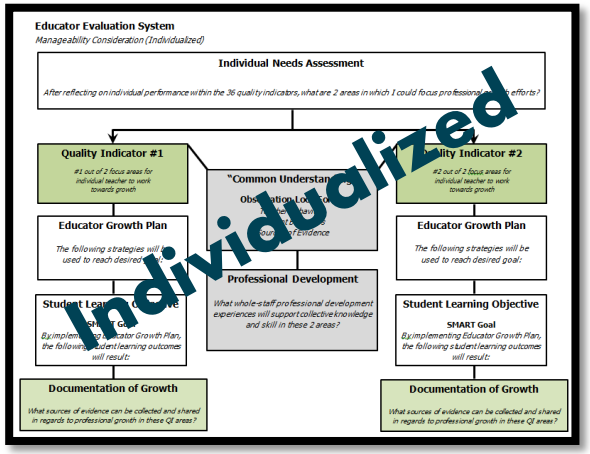
Manageability Consideration (System-Wide and Individual)

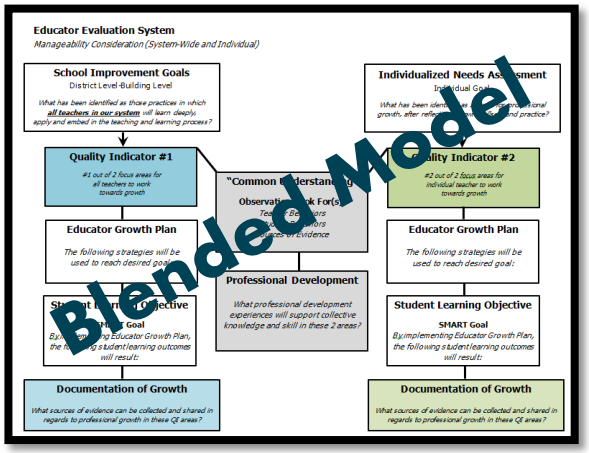


What design works for you…*

Using the examples shared, what design might your school ***use or customize*** in order to establish focus for teacher development?



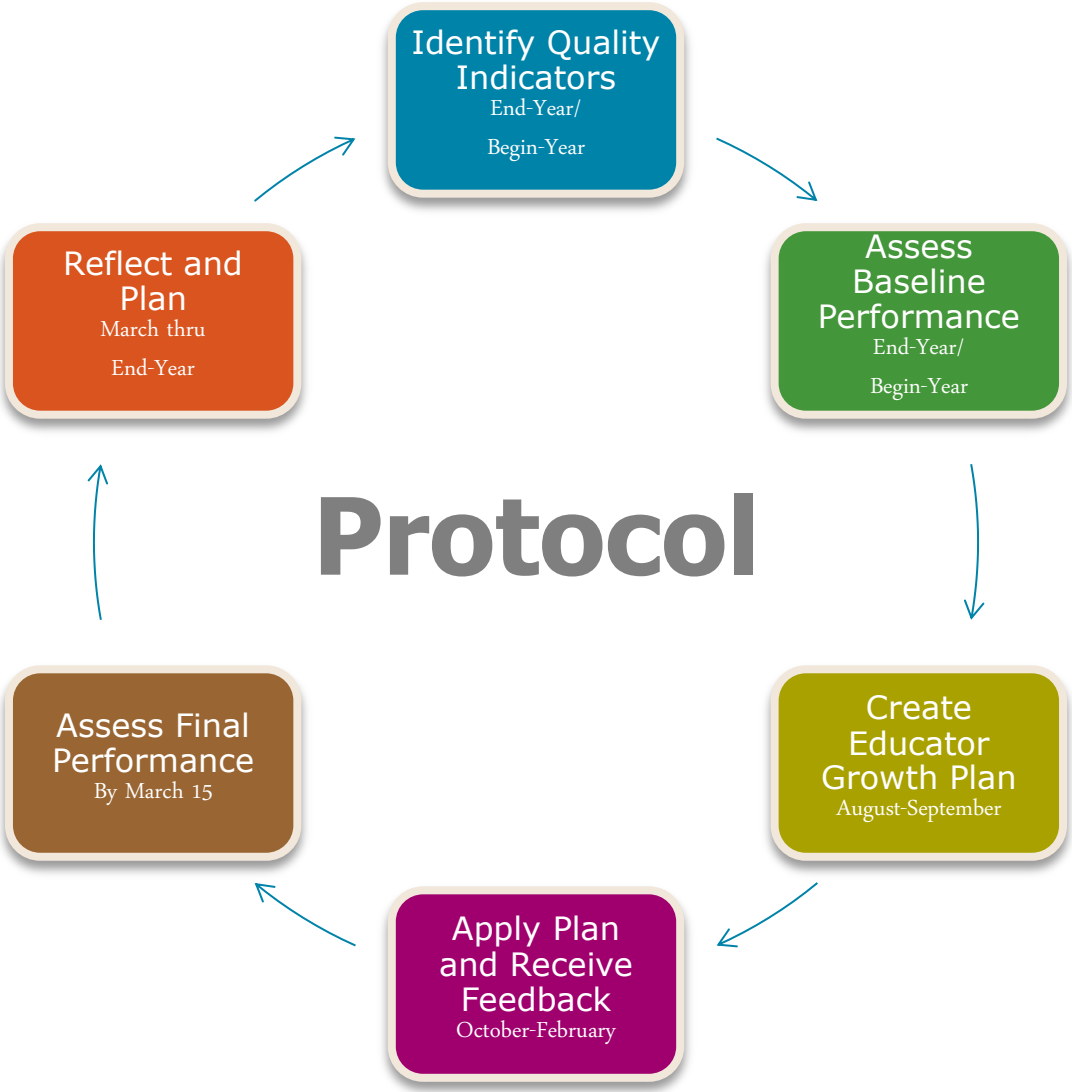




How does a school leader set up a process of observation and feedback which is both **manageable and effective** in maximizing teacher performance?

PROCESS?

Missouri Educator Evaluation



Missouri Educator Evaluation Timeline

Step 1	Step 2	Step 3	Step 4
Identify Quality Indicators and determine baseline score	Develop Educator Growth Plan	Regularly assess progress of growth	Determine a follow-up score and reflect on future goals
•Select quality indicator(s). •Focus growth areas on student data and aligned to building & district improvement plans. •Conduct an initial assessment of identified quality indicators. Establish baseline. •Identify areas of strength and opportunities for growth.	•Based on opportunities for growth and baseline scores, select appropriate improvement strategies. •Document improvement strategies on the Educator Growth Plan.	•Conduct follow-up assessments of identified quality indicators to determine progress. •Use the appropriate growth guides and repeated opportunities for practice. •Provide targeted feedback on areas of strength and opportunities for growth.	•Conduct a follow-up assessment of identified quality indicators. •Determine overall progress on the Educator Growth Plan. •Identify potential opportunities for growth. •Quality indicators can be carried into the following year for continuation of growth.
Summer-August	**August-September**	**October-February**	**March 15 thru Summer**

Growth Guide
(Missouri Model)

Teacher Growth Guide 1.1

Standard 1: Content knowledge aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Quality Indicator 1: Content knowledge and academic language

Emerging	Developing	Proficient	Distinguished
1E1) The emerging teacher… Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.	1D1) The developing teacher also… Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.	1P1) The proficient teacher also… Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.	1S1) The distinguished teacher also… Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.
Professional Frames			
Evidence of Commitment *Is well prepared to guide students to a deeper understanding of content* ***Evidence of Practice*** *Instruction reflects accuracy of content knowledge* ***Evidence of Impact*** *Students are generally familiar with academic language*	***Evidence of Commitment*** *Stays current on new content and incorporates it into lessons* ***Evidence of Practice*** *Instruction indicates an appreciation of the complexity and ever evolving nature of the co* ***Evidence of Impact*** *Students are able to use [illegible]emic language*	***Evidence of Commitment*** *Use of supplemental primary sources that are aligned to local standards* ***Evidence of Practice*** *Instructional focus is on the most [illegible]ncepts of the content and the[illegible] content as appropriate* ***Evidence of Impact*** *Students accurately use academic language related to their discipline*	***Evidence of Commitment*** *Continually expands knowledge base on content and infuses into content* ***Evidence of Practice*** *Continually seeks out new information and applies it to learning in their classroom* ***Evidence of Impact*** *Students communicate effectively using academic language from a variety of sources*
Score = 0 | **1** | **2**	**3** | **4**	**5** | **6**	**7**

Educator Growth Plan*
(Missouri Model)

Educator Growth Plan
(Based on the Data Team Process Model)

☐ Professional Growth Plan for

_____ Name _____ Date

Identify Indicator: _____ Standard Number and Name _____ Quality Indicator Number and Name

Briefly describe why this indicator was selected (Include whether this indicator aligns to a CSIP and/or BIP improvement goal)

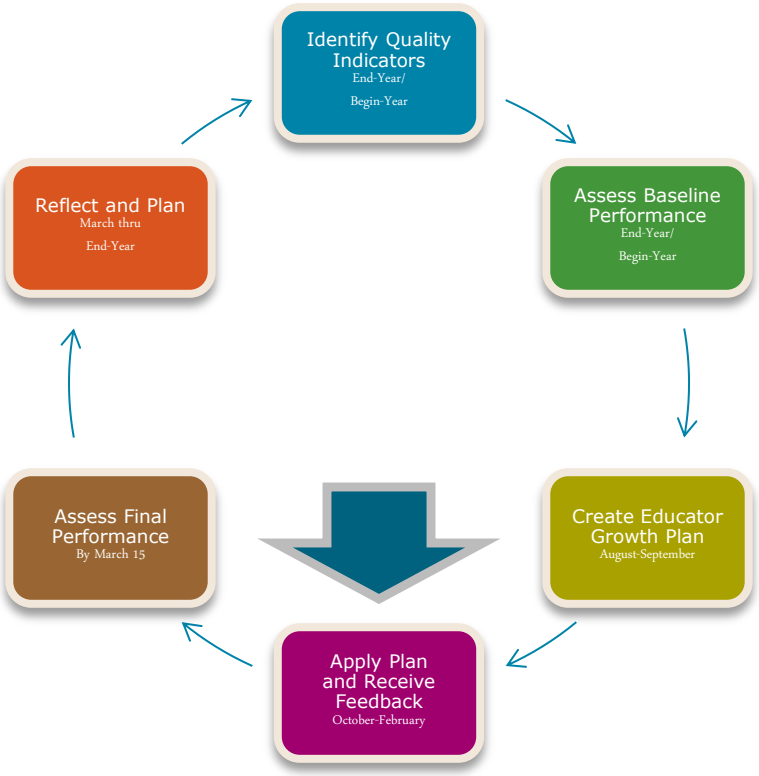
1. FOCUS	2. GOAL
Based on evidence generated from the growth guide, determine strengths and a key opportunity for growth. This opportunity for growth then becomes the priority – the FOCUS – for your growth plan.	*Create a goal statement addressing the FOCUS. This goal statement should include these essential qualities: specific, measureable, achievable, relevant, and timely. What will be the result indicators?*
3. STRATEGY	**4. RESULTS**
Describe the specific strategy(ies) to be implemented that will address the goal statement. This strategy should provide the best plan for effectively addressing the FOCUS and include clear action steps and timeline.	*What was the outcome of the strategy? Based on progress monitoring, provide the data that supports that the outcome of the strategy has effectively addressed the FOCUS.*

_____ Signature of Teacher _____ Signature of Evaluator

Baseline Score	Follow-Up Score	Growth Score

#24 – Training Manual

Throughout the School Year…



How does a school leader **effectively observe and provide meaningful feedback** concerning the application of the strategies found within Educator Growth Plans?

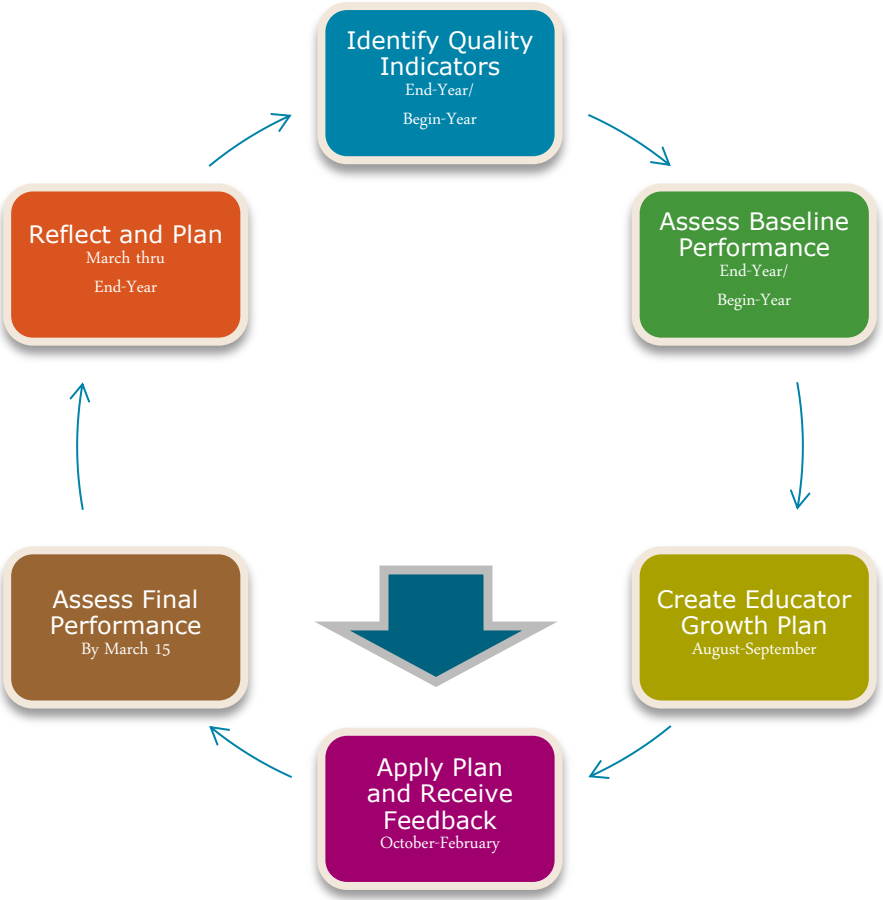
How do you currently manage?

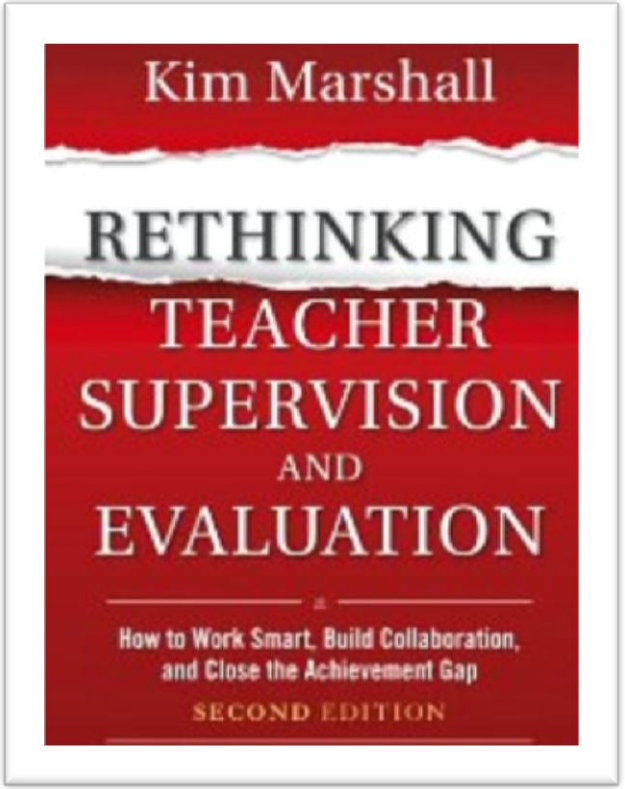
At your table, take 3-5 minutes to share the systems you have used in the past to allow for the necessary observation and feedback to support teacher development:

Structures or systems for observations?

Format for observations?

Resources?





Rethinking Teacher Supervision and Evaluation (Marshall, 2013)

Possible Methods

- **Mini-observations** to sample instruction through frequent classroom visits
- Monitor teachers' **curriculum unit plans**
- Monitor student learning through teachers' **interim assessments** and team value-added reports
- Incorporate the use of **student surveys**

Mini-Observations (Kim Marshall)

From announced, infrequent, full-lesson to:

1. Unannounced
2. Frequent
3. Short

Feedback to improve the adult learning:

1. Face-to-face
2. Perceptive

Organizational details so the system runs well:

1. Systematic
2. Documented
3. Linked to end-of-year teacher evaluation
4. Explained well

Unannounced

Accurate appraisal

Authentic, believable praise

Based on day-to-day practice

One more reason for teachers to bring their A game every day

But to be fair, unannounced visits must be frequent

Frequent

Sampling is only viable approach

A good annual target: **10 per tchr**

Builds dialogue, candor, and trust

Teachers realize: if I'm good, the principal will see it

Also spot problems early, fix them

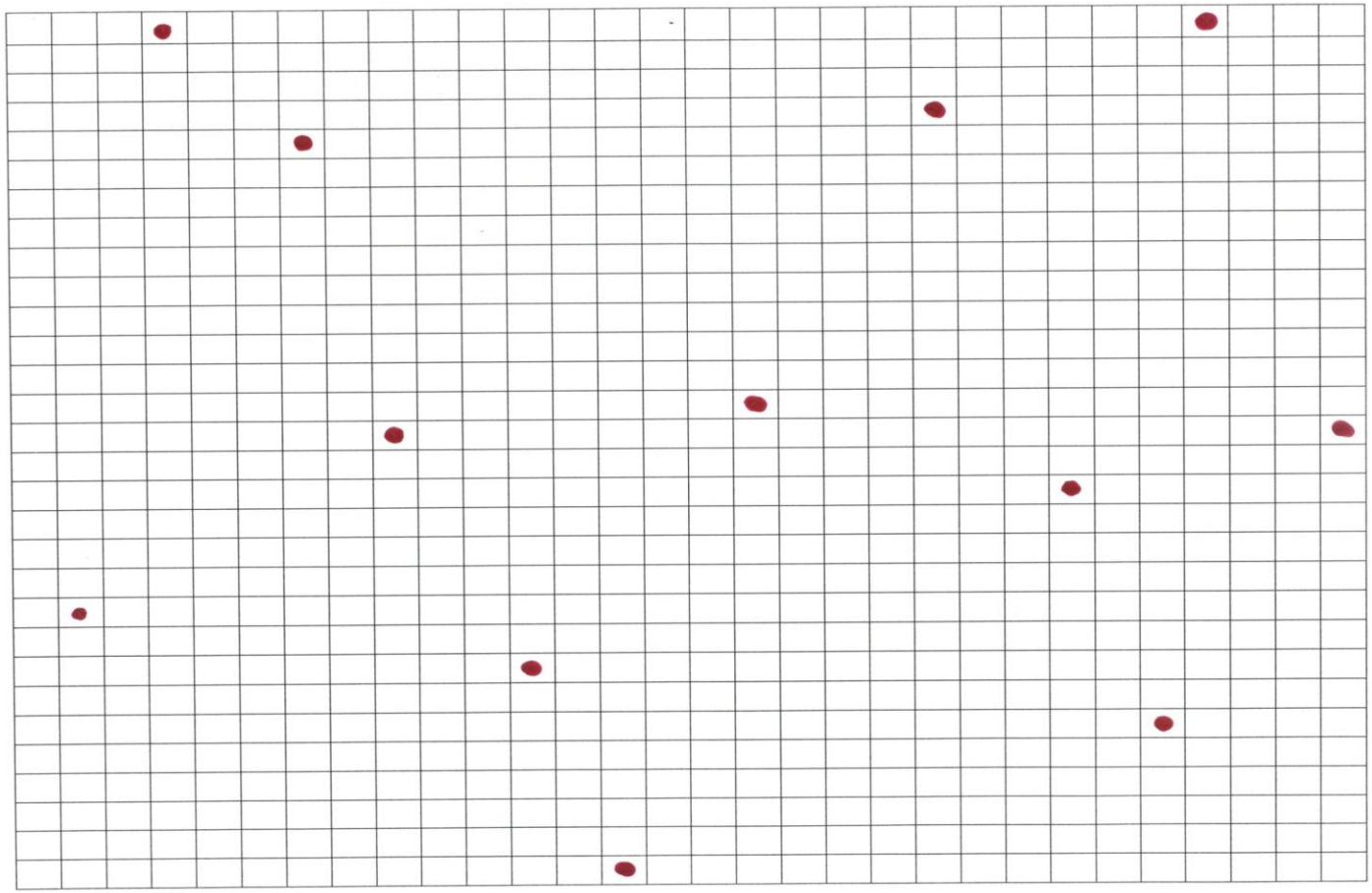
Mini-Observations (Kim Marshall)

Why 10 per year?
(Kim Marshall)

- To get an adequate sampling of day-to-day teaching
- To see the beginning, middle, and end of lessons
- To see different subjects and classes
- To deliver feedback nuggets one at a time, coach
- To gather the puzzle pieces for final evaluation
- To keep everyone on their A game

900 Lessons a Year

Sampling



Using Baseline Data to Focus Support
Scale: 0-7

Teacher	Quality Indicator 1	Quality Indicator 2
A	3	6
B	5	5
C	3	3
D	4	4
E	5	2
F	6	7
G	2	6

Kim Marshall (2013)

In terms of manageability, how might an instructional leader use this organizational system to ***inform*** support efforts?

Design ***professional development experiences*** to strengthen skillset in these areas?

Teacher	Quality Indicator 1	Quality Indicator 2
A	3	6
B	5	5
C	3	3
D	4	4
E	5	2
F	6	7
G	2	6

Data-Based Decisions

1. What do the teachers need to ***know and apply***?
2. How will ***I know*** if they know and can apply?
3. How will I ***support*** them if they ***do not*** know?
4. How will I ***extend*** their practice ***if they do***?

Professional Learning Communities Corollary Questions

How can I
make the time

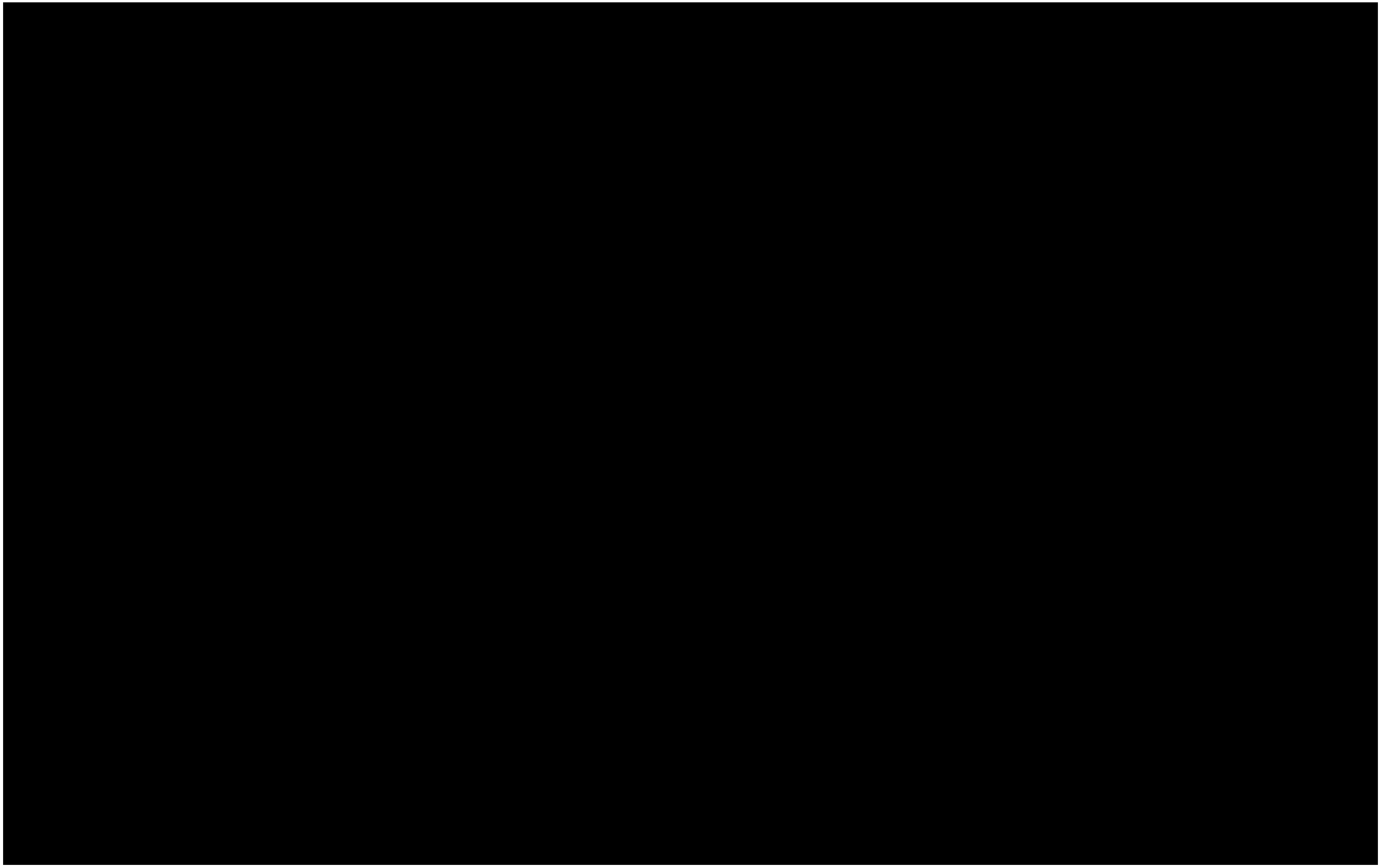
to focus on
what matters
most…maximizing
the level of teacher
quality in our school?

MAKING TIME?

Time…

As you watch the upcoming video clip about one principal's experience in making time for evaluating teacher performance, please **make note of key strategies shared**.

Missouri Model Evaluation System Pilot School
Jenny Ulrich, K-8 Principal
Lonedell X-IV
34 Certified Staff
300 Students



Making Time…

1. As a table group, generate a ***master list*** of the strategies shared by the principal in the video:

2. Which of these strategies are ***already being used*** by participants at your table? Was the experience effective?

3. Generate ***2 "additional" ideas*** that could assist with making time for high leverage practice such as developing growth in teacher performance.

+2

Identify "High Leverage" Activities

Meet Daily/Weekly with Secretary to Schedule (secretary protects schedule)

First Responders (report back to secretary)

Minimize Management Activities

Purposefully Block Off Time for Specific Activities (parent communication at 2pm daily)

Time Winners vs. Time Losers

Stand Up-Hand Up-Pair Up

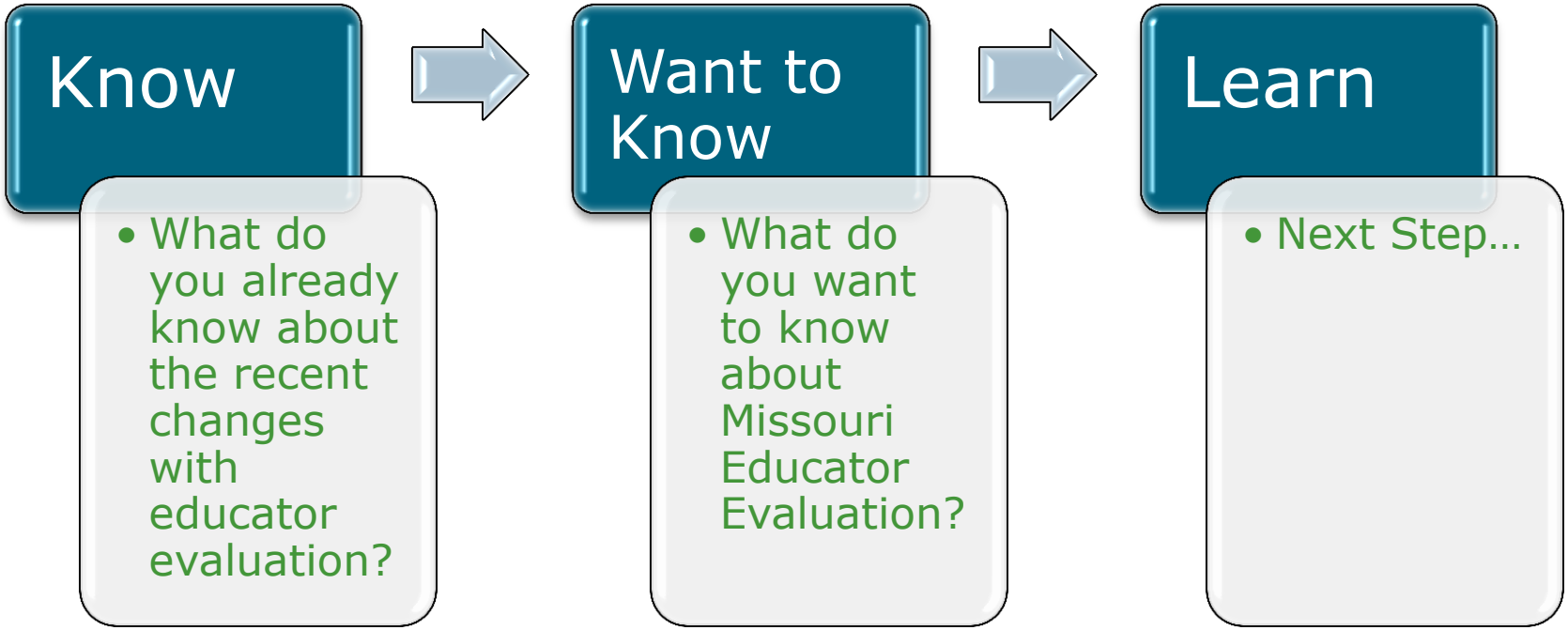
Step 3:

Develop a manageability plan for how educator evaluation will be conducted within the time constraints of a school year:

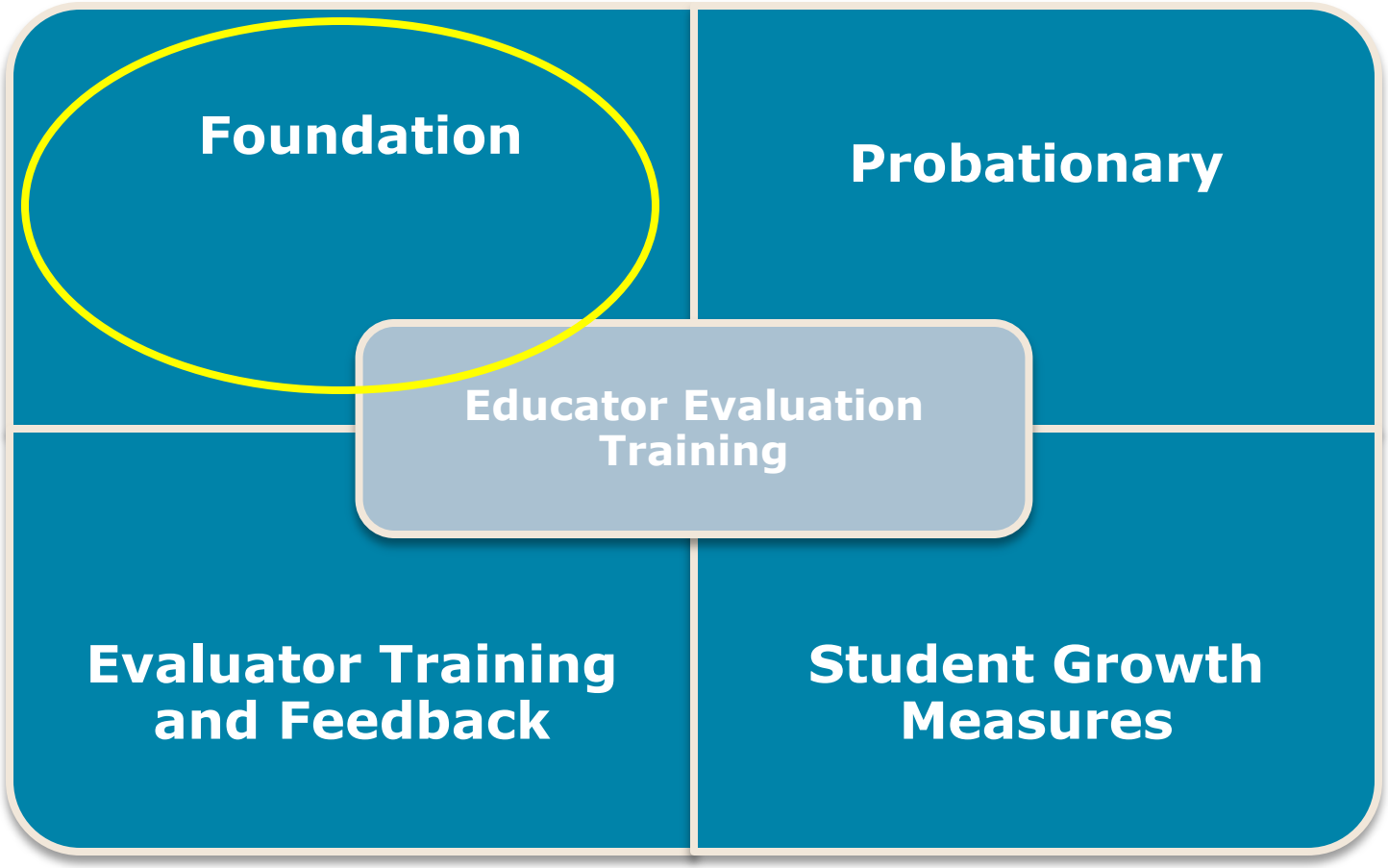
-Selection of Quality Indicators
-Establishing Baseline
-Educator Growth Plan
-Observation and Feedback

Action Plan*

LEARN


Know
What do you already know about the recent changes with educator evaluation?
Want to Know
What do you want to know about Missouri Educator Evaluation?
Learn
Next Step…

2013-2014 Training Roadmap*



Intended Outcomes

Growth Mindset:
Begin to think about how you could either develop or expand a growth-mindset among staff, one which would be necessary for effective implementation of an educator evaluation system.

Understanding Missouri Teacher Standards:
Create a working plan for getting teachers involved more deeply in "understanding" the Missouri teacher standards and indicators.

Manageability:
Begin to construct a manageability plan for how educator evaluation could be conducted effectively within the time constraints of a school year.

Now that you have experienced the Foundation training module…

what *questions* do you have?

***learning interests*?**

Still "Want to Know…"?

#25 – Notes + RELECTION

Contact Us

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Phone: 573-751-2931

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