

What's Happening in Missouri

*Adult
performances*

linked to

student outcomes

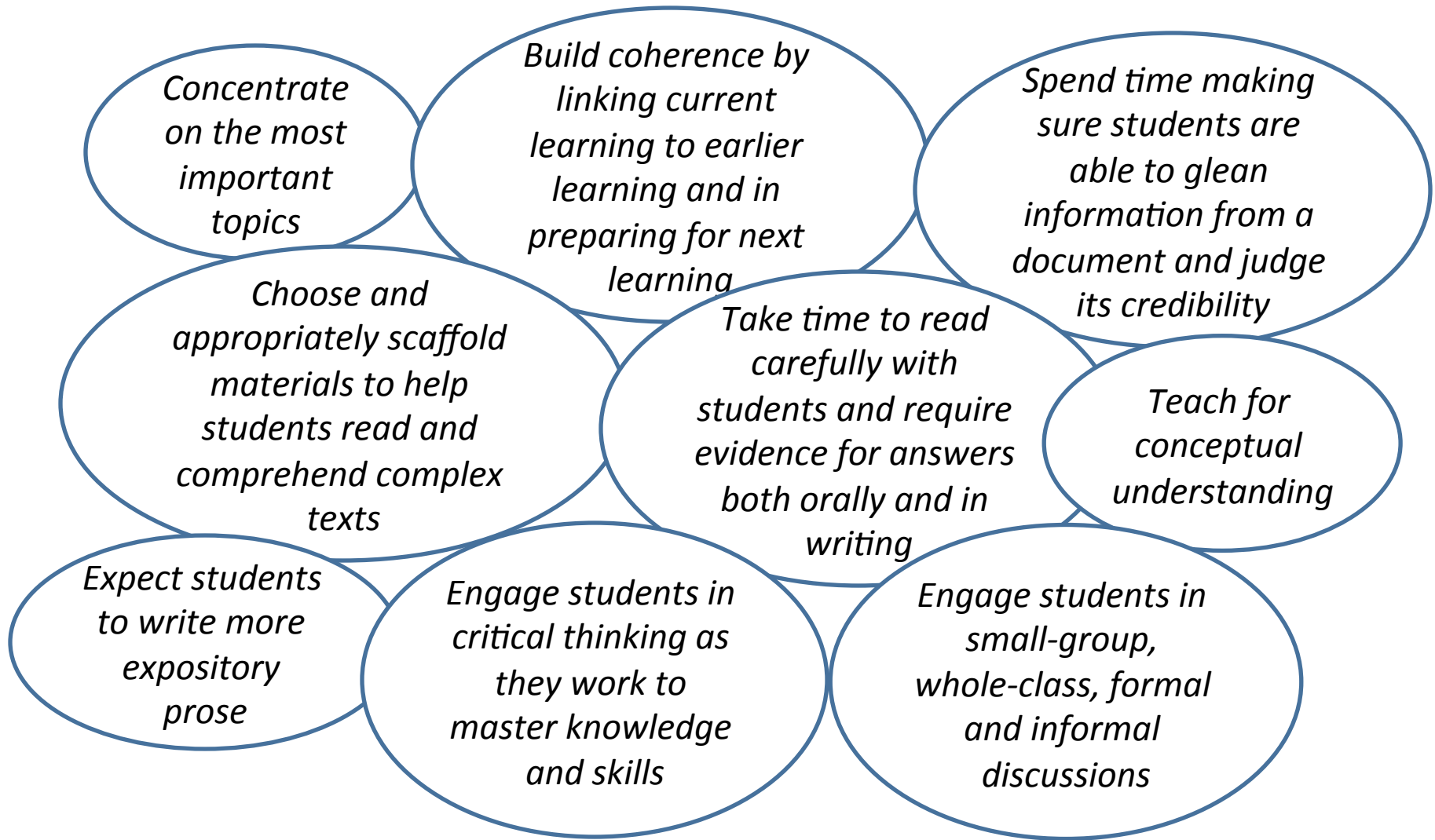


Myths and Truths about CCSS

- **Myth:** *English teachers have to stop teaching narrative and shift to solely nonfiction*
- **Myth:** *Content-area teachers must stop teaching content*
- **Myth:** *CCSS defines how teachers are supposed to teach*

- **Truth:** *CCSS defines what students are expected to know and be able to do, not how teachers should teach*
- **Truth:** *A great deal is left to the discretion of teachers and curriculum developers*
- **Truth:** *CCSS does not define the intervention methods or materials necessary to support students*

CCSS doesn't define how to teach, and yet teachers would...





MISSOURI'S EDUCATOR EVALUATION SYSTEM

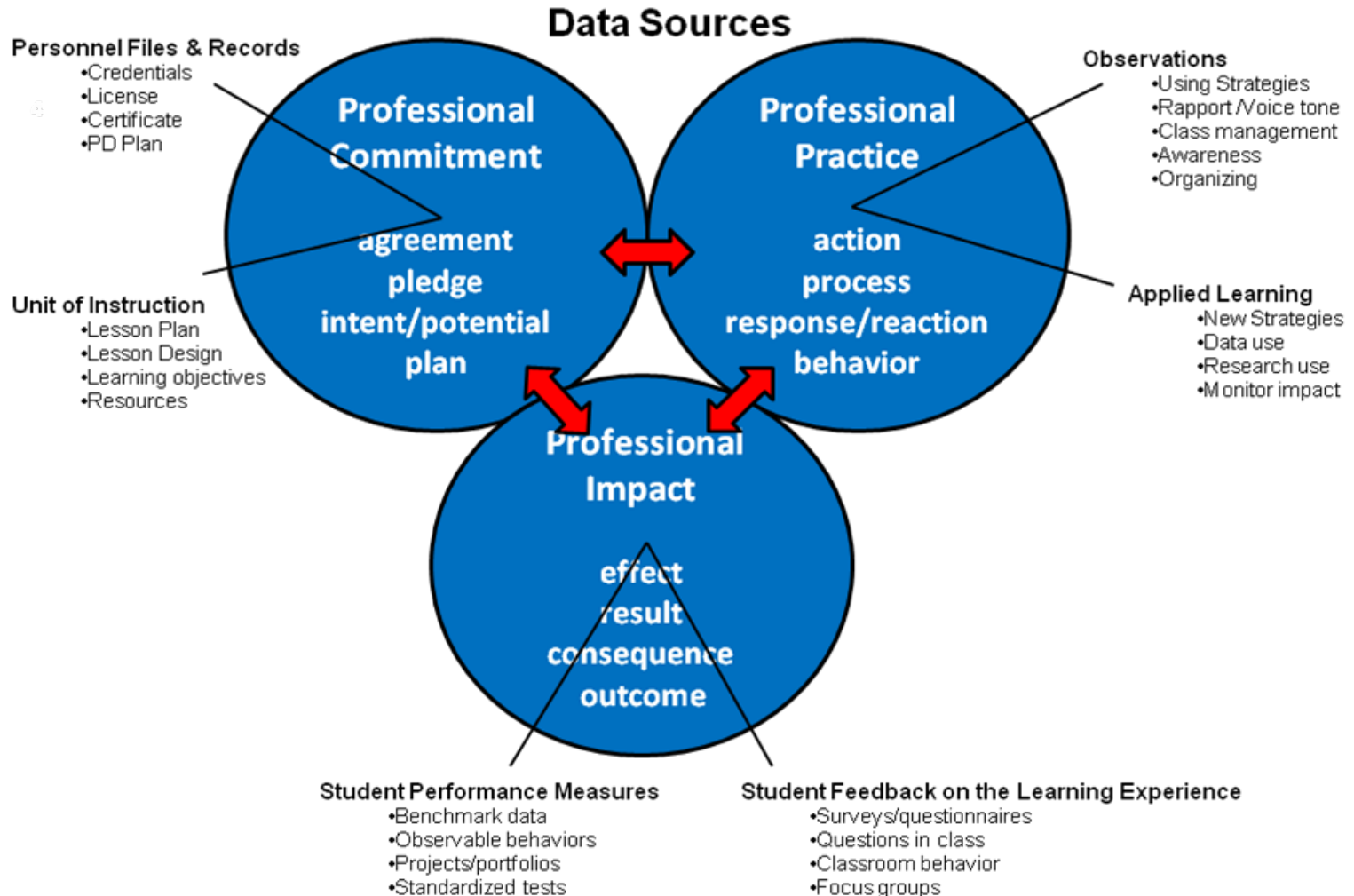
- ✓ Theory of Action
- ✓ Statutory Authority
- ✓ Executive Summary
- ✓ Essential Principles
- ✓ Professional Frames and Data Sources
- ✓ Teacher Evaluation
- ✓ Principal Evaluation
- ✓ Superintendent Evaluation
- ✓ Companion Documents
- ✓ Research and Proven Practices

The Professional Continuum of the Teacher

<p>Candidate: #C#) This level describes the performance expected of a potential teacher preparing to enter the profession and is enrolled in an approved educator preparation program at a college, university, or state-approved alternate pathway. Content knowledge and teaching skills are being developed through a progression of planned classroom and supervised clinical experiences.</p>	<p>New Teacher: #N#) This level describes the performance expected of a new teacher as they enter the profession in a new assignment. The base knowledge and skills are applied as they begin to teach and advance student growth and achievement in a classroom of their own.</p>	<p>Developing Teacher: #D#) This level describes the performance expected of a teacher early in their assignment as the teaching, content, knowledge, and skills that he/she possesses continue to develop as they encounter new experiences and expectations in the classroom, school, district, and community while they continue to advance student growth and achievement.</p>	<p>Proficient Teacher: #P#) This level describes the performance expected of a career, professional teacher who continues to advance his/her knowledge and skills while consistently advancing student growth and achievement.</p>	<p>Distinguished Teacher: #S#) This level describes the career, professional teacher whose performance exceeds proficiency and who contributes to the profession and larger community while consistently advancing student growth and achievement. The Distinguished Teacher serves as a leader in the school, district, and the profession.</p>
<p>Indicator Terminology:</p> <ul style="list-style-type: none"> • Demonstrate knowledge • Can create/implement • Understand/reflect • Aware of/recognize • Observe/identify • Develop ability to • Describe/ explain 	<p>Indicator Terminology:</p> <ul style="list-style-type: none"> • Demonstrate • Communicate • Identify/select • Use/implement • Develop/create • Facilitate • Explore/learn • Apply 	<p>Indicator Terminology:</p> <ul style="list-style-type: none"> • Incorporate • Apply • Engage • Develop/design • Actively participate • Realize • Implement • Advance 	<p>Indicator Terminology:</p> <ul style="list-style-type: none"> • Expand/engage • Analyze/Assess • Adjust • Display/Present • Enable/assist • Build • Anticipate • Establish/select 	<p>Indicator Terminology:</p> <ul style="list-style-type: none"> • Mentor/Model • Lead/share • Connect/promote • Employ • Contribute • Has Mastery of • Cultivate/Foster • Research

Missouri Educator Evaluation System

Professional Frames of the Educator



Superintendent Growth Guide 3.2

Standard 3: Management of the Organizational Systems

Education leaders have the knowledge and ability to ensure the success of all students by managing the organizational structure, personnel, and resources in a way that promotes a safe, efficient, and effective learning environment.

Quality Indicator 2: Lead Personnel

New	Developing	Proficient	Distinguished
<p>3N2) The new superintendent ... Identifies and establishes trust with district leadership and staff in order to support the district's vision, mission and goals.</p>	<p>3D2) The developing superintendent also... Evaluates and develops district leaders and staff in their collective commitment to the district's priorities and educational equity.</p>	<p>3P2) The proficient superintendent also... Collaboratively builds consensus with district leadership and staff to set district priorities and promote educational equity.</p>	<p>3S2) The distinguished superintendent also... Conducts ongoing evaluation and development of district leadership and staff (including succession planning) in order to increase their collective commitment to district priorities and educational equity.</p>

Professional Frames

<p>Evidence of Commitment <i>Reviews appropriate personnel paperwork including certifications, salary schedules, handbooks, code of conduct, etc.</i></p>	<p>Evidence of Commitment <i>Promotes an effective evaluation process to confirm appropriate credentials, improve practice and build collective commitment</i></p>	<p>Evidence of Commitment <i>Ensures a collaborative process is in place that builds consensus around district priorities</i></p>	<p>Evidence of Commitment <i>Ensures an effective evaluation process to continuously improve performance and build collective commitment</i></p>
<p>Evidence of Practice <i>Demonstrates ability to listen carefully, respond accurately, and provide constructive feedback</i></p>	<p>Evidence of Practice <i>Accurately collects data on performance and provides construct feedback that builds collective commitment around improvement of student learning</i></p>	<p>Evidence of Practice <i>Collaboratively engages with district leadership and staff in setting priorities based on student learning needs and uses constructive feedback to promote educational equity</i></p>	<p>Evidence of Practice <i>Engages in intentional strategies to formatively develop leadership in staff, using leadership teams and other distributive leadership structures</i></p>
<p>Evidence of Impact <i>Leadership and staff support the district's vision, mission and goals</i></p>	<p>Evidence of Impact <i>Leadership and staff participate in the evaluation process and are collectively committed to priorities and educational equity</i></p>	<p>Evidence of Impact <i>Leadership and staff collaborate to set priorities and promote educational equity</i></p>	<p>Evidence of Impact <i>Leadership and staff improve practice and increase their shared leadership and collective commitment to priorities and educational equity</i></p>

Leader Growth Guide 2.2

Standard 2: Teaching and Learning

Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Quality Indicator 2: Provide Effective Instructional Program

New	Developing	Proficient	Distinguished
<p>2N2) The new leader... Is aware of existing instructional and assessment practices and the use of curricular materials at each level in the school building.</p>	<p>2D2) The developing leader also... Monitors and promotes the collective implementation of effective instructional and assessment practices.</p>	<p>2P2) The proficient leader also... Evaluates and institutes changes necessary to ensure effective instructional and assessment practices.</p>	<p>2S2) The distinguished leader also... Continuously monitors and evaluates for sustained improvement and growth of all students.</p>

Professional Frames

<p><i>Evidence of Commitment</i> <i>Ensures documentation of existing instructional and assessment practices and curricular materials at each level in the school building</i></p> <p><i>Evidence of Practice</i> <i>Conducts review of curricular materials and reviews how materials and practices are used to meet diverse needs</i></p> <p><i>Evidence of Impact</i> <i>Diverse needs of all students are effectively accommodated by existing instructional and assessment practices and the use of curricular materials at each level in the school building</i></p>	<p><i>Evidence of Commitment</i> <i>Has a documented plan for monitoring and promoting the collective implementation of effective instructional and assessment practices</i></p> <p><i>Evidence of Practice</i> <i>Participates in teacher planning sessions on instruction and assessment</i></p> <p><i>Evidence of Impact</i> <i>Instructional and assessment practices are effective at accommodating diverse needs of all students</i></p>	<p><i>Evidence of Commitment</i> <i>Has a process to evaluate and institute changes necessary to ensure effective instructional and assessment practices</i></p> <p><i>Evidence of Practice</i> <i>Uses student data to determine if instruction and assessment practices are effective and acts on ineffective instruction and assessment practices</i></p> <p><i>Evidence of Impact</i> <i>Revisions and modifications to effective instructional and assessment practices are effective</i></p>	<p><i>Evidence of Commitment</i> <i>A process is in place to continuously monitor and evaluates instructional and assessment practices</i></p> <p><i>Evidence of Practice</i> <i>Uses a systems to regular assess effectiveness of practice and documents sustained improvement and growth of staff and students</i></p> <p><i>Evidence of Impact</i> <i>All Students experience sustained improvement and growth</i></p>				
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 1.1

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

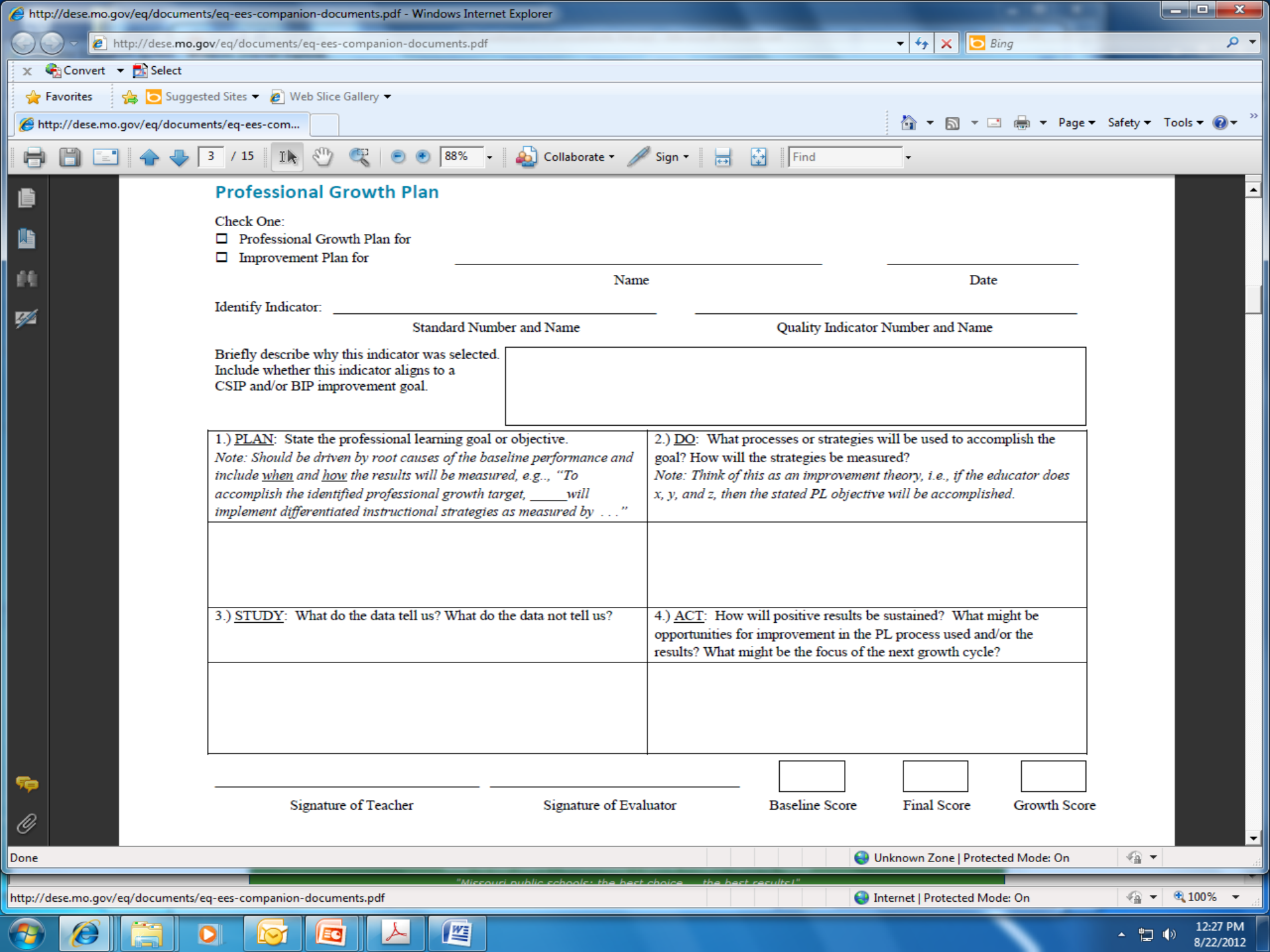
The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Quality Indicator 1: Content knowledge and academic language

New	Developing	Proficient	Distinguished
<p>1N1) The new teacher...</p> <p>Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.</p>	<p>1D1) The developing teacher also...</p> <p>Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.</p>	<p>1P1) The proficient teacher also...</p> <p>Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.</p>	<p>1S1) The distinguished teacher also...</p> <p>Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.</p>

Professional Frames

<p>Evidence of Commitment <i>Is well prepared to guide students to a deeper understanding of content</i></p> <p>Evidence of Practice <i>Instruction reflects accuracy of content knowledge</i></p> <p>Evidence of Impact <i>Students are generally familiar with academic language</i></p>	<p>Evidence of Commitment <i>Stays current on new content and incorporates it into lessons</i></p> <p>Evidence of Practice <i>Instruction indicates an appreciation of the complexity and ever evolving nature of the content</i></p> <p>Evidence of Impact <i>Students are able to use academic language</i></p>	<p>Evidence of Commitment <i>Use of supplemental primary sources that are aligned to local standards</i></p> <p>Evidence of Practice <i>Instructional focus is on the most important concepts of the content and includes new content as appropriate</i></p> <p>Evidence of Impact <i>Students accurately use academic language related to their discipline</i></p>	<p>Evidence of Commitment <i>Continually expands knowledge base on content and infuses into content</i></p> <p>Evidence of Practice <i>Continually seeks out new information and applies it to learning in their classroom</i></p> <p>Evidence of Impact <i>Students communicate effectively using academic language from a variety of sources</i></p>				
Score = 0	1	2	3	4	5	6	7



Professional Growth Plan

Check One:

- Professional Growth Plan for _____
- Improvement 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.) **PLAN:** State the professional learning goal or objective.
Note: Should be driven by root causes of the baseline performance and include when and how the results will be measured, e.g., "To accomplish the identified professional growth target, _____ will implement differentiated instructional strategies as measured by ..."

2.) **DO:** What processes or strategies will be used to accomplish the goal? How will the strategies be measured?
Note: Think of this as an improvement theory, i.e., if the educator does x, y, and z, then the stated PL objective will be accomplished.

3.) **STUDY:** What do the data tell us? What do the data not tell us?

4.) **ACT:** How will positive results be sustained? What might be opportunities for improvement in the PL process used and/or the results? What might be the focus of the next growth cycle?

Signature of Teacher

Signature of Evaluator

Baseline Score

Final Score

Growth Score

Done

Unknown Zone | Protected Mode: On

http://dese.mo.gov/eq/documents/eq-ees-companion-documents.pdf

Internet | Protected Mode: On

12:27 PM
8/22/2012