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A Study of Missouri's Educator Evaluation System and its Efforts to Increase Teacher and Leader Effectiveness

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**A STUDY OF MISSOURI'S EDUCATOR EVALUATION SYSTEM
AND ITS EFFORTS TO INCREASE TEACHER AND LEADER EFFECTIVENESS**

By

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DISSERTATION

**Submitted in partial fulfillment of the requirements
for the degree of Doctor of Education (Ed.D.)
In the Graduate School of the
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Abstract

This pilot project study explored the relationship between the newly created Educator Evaluation System by the Department of Elementary and Secondary Education in Missouri and a change in the professional performance of teachers and leaders. In particular, it addressed whether the process articulated in the state's new model resulted in a positive change in an educator's performance ultimately leading to improvements in student learning.

A detailed review of the state's model is provided along with the research that supports the need for each step in the process. The pilot project conducted is described and data are reviewed from the participating districts in the pilot. The pilot district data offered in this study demonstrates that a majority of those teachers and administrators who participated in the pilot and used the state's model showed some measure of growth in their professional performance. In fact, well over 90% of those teachers and administrators who participated in the pilot project experienced a positive change in their professional performance, regardless of the particular indicator on which they focused.

While traditionally educator evaluation based determinations and ratings of performance primarily from observation data, the Missouri Educator Evaluation System draws from multiple sources. These multiple sources are categorized into three professional frames: commitment, and impact. The commitment frame considers the quality of the teacher in terms of their credentialing, preparation and other similar artifacts indicative of a high quality teacher. The frame considers the quality of the teaching and is gathered through the traditional approach of observation. The impact frame looks at outcome data or the results that occur. All three frames work interdependently to establish a measure of effectiveness.

A positive change in an educator's professional performance, as demonstrated by an overwhelming number of teachers and administrators who participated in the pilot project study, requires support by evidence in all three frames. Specifically for teachers, and for some indicators for the administrator, the evidence from the impact frame includes student performance data. The results from this pilot project study demonstrated that a positive change in a teacher's professional performance is accompanied by a positive change in the learning of their students.

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Chapter 1: Introduction

Of all the variables available to educators in the ongoing challenge of increasing student performance, none is more relevant or holds greater promise than that of increasing the quality of the professional performance of the teacher. It is only through the elevation of a teacher's professional performance that students experience a greater educational experience. The issue of teacher effectiveness has been at the heart of heated debates for many decades. In fact, a 1936 New York Times editorial asked the question: "Why are incompetent teachers allowed to continue teaching"? In more recent times, this intense debate has taken center stage.

Over 70 years after the New York Times editorial, this debate attained a new level of intensity. In February 2009 President Barack Obama announced a competition for education reform by declaring "We will end what has become a race to the bottom in our schools and instead spur a race to the top by encouraging better standards and assessments...but let me be clear," the president continued. "if a teacher is given a chance or two chances or three chances but still does not improve, there is no excuse for that person to continue teaching" (Brill, 2011, p. 243). In response to the President's invitation, known officially as Race to the Top, and motivated by a need to address intense challenges in education budgets, states designed dramatic plans to reform education. An essential component included in these reform plans were strategies to evaluate the effectiveness of teachers and principals using multiple measures with student achievement growth as a significant factor (Marzano, Schooling, & Toth, pg. 5).

Later that year in June 2009, the New Teacher Project published a report titled *The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness*. This explosive report, which begins with the quote from the 1936 New York Times editorial, addressed this ongoing debate by examining how poorly or inadequately evaluation systems identify the

effectiveness of the teacher. In fact, the report declared that current evaluation systems are basically indifferent to whether teachers were effective at teaching. It presented overwhelming evidence that ratings assigned to teachers did little to reflect a teacher's actual effectiveness at helping students learn.

Two additional events grabbed national attention and maintained the intensity of this debate on teacher effectiveness and its link to student achievement. One was a documentary called "Waiting for Superman" which premiered in January 2010. This documentary emphasized that the education system worked better for the adults than it seemed to work for its students (Brill, 201, p. 283). Another related event that garnered national attention occurred just one month later in Rhode Island. In February 2010, all teachers of the Central Falls High School were fired as a result of continued low performance by its students. Even President Obama weighed in on the issue by pointing out that there had to be a sense of accountability for a system that shows no improvement year after year (Brill, 2011, p. 288). Both of these events continued to increase the intensity of the debate over holding teachers accountable for student learning and the consequence when this learning does not occur.

In September 2011, President Obama again increased the intensity on the issue of teacher effectiveness with these words: "We are going to let states, schools and teachers come up with innovative ways to give our children the skills they need to compete for the jobs of the future." These words were a part of the President's announcement inviting states to submit a flexibility waiver request to get relief from certain ESEA requirements, more commonly known as the No Child Left Behind legislation. States were to design education reform plans that included college- and career- ready expectations for all students; systems of differentiated recognition, accountability, and support for districts/schools; and strategies to support effective instruction and leadership. An

essential difference between this invitation and Race to the Top was that this invitation was not a competition to be won by a handful of chosen states. Instead, it was offered to all states with the promise that the U.S. Department of Education would do all it could to assist states in securing these ESEA Flexibility Waivers. By October 2013, forty two states, Puerto Rico and D.C., representing 84% of school systems nationwide, had applied and been approved for this flexibility. The guidance offered by the U.S. Department of Education for completing flexibility waiver requests prompted states to think about ways to ensure that teachers are both highly qualified as well as highly effective. It challenged states to develop systems that were no longer indifferent to the effectiveness of teachers in causing higher levels of student performance.

This continued intensity and focus and the high stakes attached to it did much to establish teacher effectiveness as a part of a socio-political agenda rather than a concept based in scholarly research. The issue remains front and center today, nearly 80 years after the initial publication of the New York Times editorial. Systems must be developed that accurately identify the effectiveness of a teacher and then provide a mechanism for increasing that effectiveness. Formative development designed to increase teacher effectiveness ensures an increase in student performance. Even while the debate continues on exactly how it is to occur, there is collective agreement that this must be the primary objective for educators.

Missouri's background

In 1983, legislation was passed in the state of Missouri directing the local board of education of each school district to cause a “*comprehensive performance-based evaluation for each teacher employed by the district.*” It further directed the Department of Elementary and Secondary Education (DESE) to “*provide suggested procedures for such an evaluation.*” (The Outstanding Schools Act, RSMo 168.128). DESE created model performance-based evaluation instruments and

made them available for district use. It was estimated at one time that approximately eighty percent of the state's districts adopted the state's model evaluation system for teachers. The performance targets measured as a part of this performance-based evaluation system represented, in effect, the state's teaching standards.

In June 2010, Senate Bill 291 was passed directing Missouri school districts to adopt more formal teaching standards. This legislation stated that the teaching standards were to include the following elements: *“students actively participate and are successful in the learning process; various forms of assessment are used to monitor and manage student learning; the teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior; the teacher uses professional communication and interaction with the school community; the teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance; and the teacher acts as a responsible professional in the overall mission of the school”* (RSMo 168.380.1).

In July 2010, DESE organized a working group of key stakeholders to complete work first started a couple of years earlier by the Missouri Advisory Council of Certification for Educators (MACCE) to develop model teacher and leader standards. These standards were then used to develop a new evaluation process and new guidelines for the preparation of teachers and administrators. This key stakeholder group included all major educational organizations in the state, nearly two-thirds of the educator preparation institutions, and representation from over thirty public school districts. The culmination of these efforts occurred a year later in June 2011 when the Missouri State Board of Education approved the Model Teacher and Leaders Standards, Quality Indicators and a Professional Continuum. The process of creating these standards, quality indicators and the professional continuum engaged stakeholders in discussions about the types of measures

and evidence necessary to ensure improvement in the professional performance of educators resulting in improved student performance. This created collective agreement regarding educator performance targets at all levels and served as the foundation for the development of Missouri's Educator Evaluation System.

Statement of the Problem

“More can be done to improve education by improving the effectiveness of teachers than by any other single factor” (Wright, Horn and Sanders, 1997, p. 63). Missouri's articulation of standards and quality indicators was necessary but insufficient for increasing educator effectiveness. A collective agreement on research-based performance targets is essential, but includes no guarantee of the improvement of the educator's performance and increased effectiveness. An evaluation system containing only statements of high expectations for performance without a mechanism for realizing those expectations runs the risk of being nothing more than a lofty statement-filled binder occupying space on an office shelf. Ensuring the implementation of improved professional performance is what will ultimately result in a positive change in the learning experience for students. A teacher's effectiveness is a reliable assessment at how well the teacher is able to manipulate and improve the learning experience for students resulting in positive changes in education.

A central problem was identified in the New York Times 1936 editorial and much later in the 2009 publication *The Widget Effect* and addressed in the current reform initiatives Race to the Top and the ESEA Flexibility Waiver Request. The issue is that educator evaluation systems were indifferent to teacher performance and did little, if anything, to increase teacher effectiveness. The

challenge is clear: in order for every child to learn from the most effective teacher possible, schools must be able to gauge their teachers' performance fairly and accurately (The New Teacher Project, 2010, p. 2). Systemic improvement of education requires the design and implementation of an evaluation process that can fairly and accurately measure performance and increase effectiveness.

Purpose of the Study

In July 2010, DESE began the foundational work of creating an evaluation system that would accurately measure performance and increase effectiveness by identifying standards at the teacher and leader level. Since then, standards have also been developed for the superintendent, counselor and librarian. The meaning of each standard was further delineated with Quality Indicators and then articulated across a Professional Continuum. Each indicator articulated across a continuum was the basis for a growth guide designed to accurately articulate performance on that particular indicator. Missouri's approach recognizes the developmental nature of the learning process for teachers and for administrators.

The purpose of this study was to determine if the protocol and instruments set for the in Missouri's Educator Evaluation System could create a positive change in teacher and leader performance. In particular, it explored the extent of the change in performance as demonstrated through evidence of commitment, practice and impact; it examined whether evidence used to determine this improvement in professional performance could suggest a change in the learning experience of students. Growth guides for both teacher and administrator, which articulate the overall impact of a teacher's effectiveness in relation to improved student learning, were used as the key mechanism for Missouri's Educator Evaluation System.

Limitations and Assumptions

School systems using the Missouri Educator Evaluation System do so by choice. Local boards of education, as directed by statute 168.128 RSMo adopted in 1983, are responsible for ensuring that school personnel participate in a comprehensive performance-based evaluation process. DESE is to provide suggested procedures for consideration. The state's model Educator Evaluation System contains suggested procedures. As such, this study was focused on those schools choosing to pilot the Missouri Educator Evaluation System. The generalization of this study's findings may be limited to other districts/schools using the state's system or to districts/schools implementing the research-based essential components specific to the state's model system.

One assumption made in this study was in regards to the degree to which evaluators use the growth guides as intended. While general directions and intended outcomes were communicated and training provided through webinars, limited regional trainings, and support through phone calls and e-mails, an effective educator evaluation system would require much more intensive training on the protocols and instruments to ensure the accurate assessment of performance. This is important as the reliability of scores across multiple evaluators is essential for comparability of ratings. While all raters participated in some type of training and received similar information, it is an assumption that the training accounted for all variables that can occur at the time of the performance assessment. Additionally, given the nature of the pilot project that was focus of this study, it was not possible to establish inter-rater reliability among the numerous evaluators who participated to some extent in the process.

Another important point to note regards how readily the findings of this pilot project could be uniformly applied to all educators across the state. As the scope of the pilot was very broad and included representation from the various school settings that are found in Missouri, it is therefore

reasonable to conclude that the findings would be applicable to most any type of school setting. However, it is important to note that fidelity of implementation is essential to an accurate and effective evaluation process. While trainings were provided through webinars and a protocol document as a part of the pilot project, the study had no firmly established mechanism for ensuring the fidelity of implementation across the different school settings. It would be necessary to implement a standardized training and a process for ensuring fidelity of implementation when attempting to duplicate results similar to these with all educators across the state.

A final consideration not only for the scope of this state pilot study but for the state model overall was the issue of bias. Bias refers to an inclination towards something or someone based on one's own preferences. This can be particularly problematic in the area of educator evaluation when accurate and reliable ratings are essential. Because ratings of educator performance are based on evidence from three different professional frames (commitment, practice and impact), there would be a tendency of a single evaluator rating the performance in one of those frames with bias based on the ratings from another frame. As training continues on this model system, this will need to remain an important consideration in order to ensure that performance ratings are reliable, accurate and free of all bias.

Chapter II: Literature Review and Development

Quality vs. Effectiveness

The overall goal is creating schools that are effective at educating students and “the single most influential component of an effective school is the individual teachers within that school” (Marzano, 2007, p. 1) In fact, research strongly confirms that the teacher has more impact than any other factor in a school system. (Rivkin, Hanushek, and Kain, 2005, p. 419).A teacher’s

effectiveness is the single most important determinant of the success of students in a classroom. Said another way, the quality of the teacher and effective teaching has a tremendous impact on student achievement (Sanders and Horn, 1994, reviewed in Marzano, 2003, p. 75). To put it simply; “students learn more from good teachers than from bad teachers under virtually any set of circumstances.” (Wenglinsky, 2000, p. 3). There is an intricate and interdependent link between the overall quality of the teacher and the overall quality of learning for students; improvement in the latter requires improvement of the former.

Research conducted at the University of Minnesota and the University of Toronto and commissioned by the Wallace Foundation suggested that the second most influential factor for student learning was school leadership. In fact, the research concluded the “leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school” (Leithwood, 2005, p. 5). The research went on further to maintain that “leadership effects are usually largest where and when they are needed most” (Leithwood, 2005, p. 5). In combination, effectiveness of educators both in the classroom delivering instruction and providing leadership throughout the school are the key factors for improving student learning.

Teacher impact on student learning is certainly not a recent area of focus and study. Researchers back in the 1970’s explored the connection between a teacher’s impact or effect and student achievement. One of the issues they explored was whether there was an empirical relationship between teacher behavior and student outcomes (Berliner, 1975, p. 7). Research then suggested that there were serious issues including instrumentation, methodology and statistics to be resolved before it will be possible to determine how teachers impact the achievement of students (Berliner, 1975, p. 3). There is still considerable debate on whether those issues have been resolved. This research, conducted nearly 40 years ago, concluded that perhaps “we must acknowledge that

teaching is, after all, a very complex set of events which cannot be easily understood (Berliner, 1975, p. 26).

The same appreciation for the complexity of teaching still exists. Yet, the search continues for ways to link a teacher's performance to that of the students. The No Child Left Behind (NCLB) Act in 2002 was yet another reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA). One key aspect of the Act was a requirement that all teachers hired to teach a core academic subject be highly qualified to teach that subject. As defined, this meant the teacher had full certification, a bachelor's degree and was able to demonstrate knowledge of the content area and the skills with which to teach it. If the teacher possessed this, they were, by federal law, considered "highly qualified".

Yet it is important to note that teacher effectiveness and teacher quality are not the same thing. Teacher quality refers to traits, characteristics, or established criteria often associated with a professional educator and most often represented or documented by a license or state issued certificate. Teacher effectiveness is about the impact or impression on the learning experience of students as a direct result of the teacher's words and actions. Quality tends to focus more on the process while effectiveness addresses outcomes. (Black & Howard-Jones, 2000; Fenstermacher & Richardson, 2005; Walls, Nardi, & Von Minden, 2002, p. 1-13). The ESEA Flexibility Waivers, first offered to all states by the Obama administration in fall 2011, provided relief from the requirements and restrictions of NCLB. In particular, a state granted a waiver was allowed to set its own annual measureable objectives (AMO) and was therefore released from the requirement that all students reach proficiency by the year 2014. As a part of the process for acquiring a waiver, states additionally had to identify strategies for supporting effective instruction and leadership, signaling a shift at the federal level from a focus on teacher quality to one of teacher effectiveness.

The distinction between teacher quality and teacher effectiveness is particularly critical when attempting to measure and improve the effectiveness of educators. Improving quality has tended to focus primarily on the addition of qualifications such as majors, degrees, credentials and licensing though unfortunately these are not strongly tied to positive gains in student learning (Shepard, 2012, p.9). However, research shows that a teacher's past success is a better predictor of effectiveness than their preparation, advanced degrees or even their level of experience (The New Teacher Project, 2010, p. 2). In other words, a teacher's previous record of performance is a better predictor of future performance than other types of measures. Therefore, a process that accurately identifies and measures performance is a critical link to effectiveness. While teachers are different from one another and have their own unique characteristics, those considered effective hold certain elements of the process in common (Lemov, 2010, p. 2) Even more critical is developing a process to isolate exactly what contributed to their past success. Said another way, if effective teaching is composed of various factors that produce positive changes in student learning, it is then imperative that those key influences to student learning and the extent of the influence be identified (Hattie, 2009, p. 6). It is only then can those influences can be replicated in any meaningful way to create systematic improvement. This challenge is foundational and pivotal when designing the operational framework of an educator evaluation system designed to enhance overall educator effectiveness.

Linda Darling Hammond, a Stanford University professor and nationally known scholar, is quoted as saying you "can't fire your way to Finland". Hammond has made this point when addressing the strategy of firing teachers as a means to improving student achievement. Said another way, simply firing all those who "don't appear to get the job done" is a dead-end strategy for helping American students perform better. Finland is often cited as an example of educational excellence and one the United States should emulate in terms of reforming its own educational

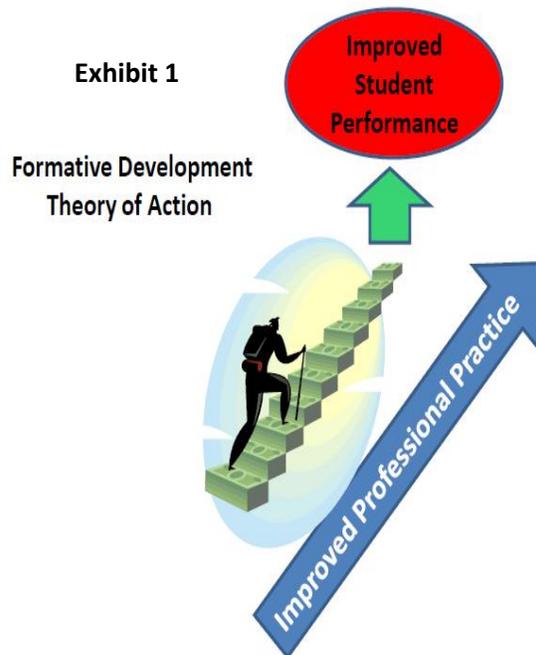
system. The obvious point is that the improvement of professional performance is absolutely essential to the systemic improvement of student achievement. This pilot project study attempted to determine if the process and tools found within Missouri’s Educator Evaluation System could cause an improvement in professional performance . The results generated from the project study confirmed that the state’s new Educator Evaluation System could cause improvements in an educator’s professional performance.

Missouri’s Theory of Action Creates a Focus on Effectiveness

The theory of action which guides the Missouri Educator Evaluation System is based on an assertion that improving student achievement requires improvement in professional performance.

When accomplished within a collaborative culture, this focus on the improvement of the professional performance of those teaching in the classrooms and providing leadership in the schools provides the best opportunity for an increase in student achievement. An evaluation process should not only support and promote this type of formative development, but should be its primary purpose.

“Good evaluations identify excellent teachers and help teachers of all skill levels understand how they can improve; they encourage a school culture that prizes excellence and continual growth” (The New Teacher Project, 2010, p. 02).



Broad improvement of professional performance can result in a wide range of positive consequences at a systemic level. “If enough teachers improved their effectiveness, then the accumulated gains would boost the average effectiveness of the workforce” (Jerald, 2012, p. 2). To develop a system that develops effectiveness, it must first identify what excellence is.

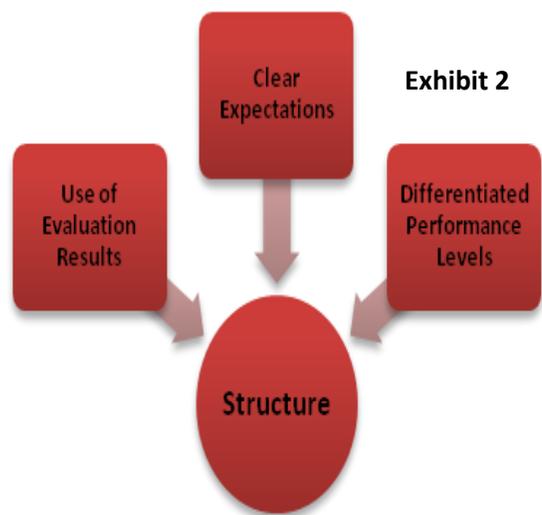
Current evaluation instrumentation and processes designed to identify and develop the effectiveness of teachers often do little more than catalogue and verify desirable traits and characteristics. Evaluation processes should verify and confirm quality but also identify and develop effectiveness. Essential to developing effectiveness is establishing performance targets. Accurate evaluation of teachers to increase overall effectiveness begins with clear and rigorous expectations of performance (The New Teacher Project, 2010, p. 04).

Essential Principles of an Effective Evaluation Process

“Teaching is complex and multi-faceted, and therefore an accurate measure of effective teaching must reflect this complexity.” (MET Project, 2010, p. 1). Clearly stated expectations and differentiated levels of performance are just the first two of seven essential principles which guide an evaluation system intended to improve professional performance.

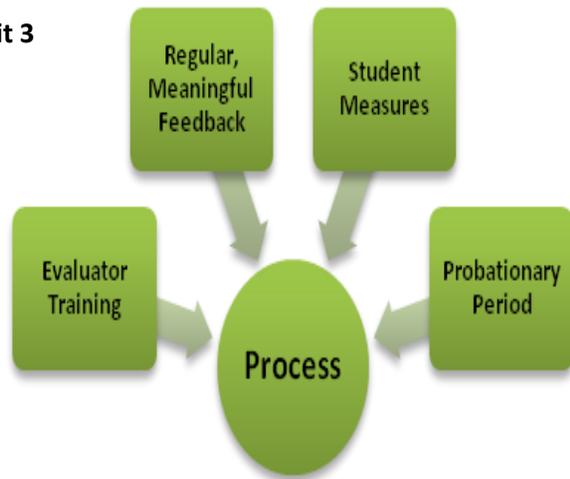
Other essential principles include the use of measures of growth in student learning as a significant criterion; deliberate and timely feedback on performance; training for evaluators to ensure adequate reliability; accurate identification of excellence and intense support for novices educators; and evaluation results that impact personnel policy.

Principles of Structure



Principles of Process

Exhibit 3



Three of the seven principles are referred to as principles of structure. These address the structure or particular model of the evaluation process. Four of the seven principles are referred to as principles of process. These principles focus on the implementation necessary for an evaluation process to be effective at improving teacher performance. Collectively, these seven principles

guide what all districts and charter schools will do to ensure that their evaluation of educators is an overall effective process as evidenced by growth in student learning.

“A teacher’s primary professional responsibility is to ensure that students learn. Therefore, measures of student learning should play a predominant role in teacher evaluations” (The New Teacher Project, 2010, p. 02). Educator evaluation systems aligned to these Essential Principles, particularly the Principles of Process, have as their ultimate goal the improvement of student performance so measures of evidence are designed to gauge student learning. “Teachers should be evaluated on their ability to fulfill their core responsibility as professionals – delivering instruction that helps students learn and succeed” (Weisberg, Sexton, Mulhern and Keeling, 2009, p. 05). Measures of student performance can and should include a wide variety of student performance measures in addition to standardized state testing.

Feedback is critical to improving performance. Just note the location of a coach is during a or game. Coaches are not in their offices taking care of paperwork, but rather on sidelines providing feedback and direction specific to performance. In fact, John Hattie concluded as a result of his research that it was the “most powerful single influence enhancing achievement” (Hattie, 2009, p.

12). Cognitive scientists who have studied expert performance in a variety of fields found that the type of high-quality feedback found in coaching is a key resource for prompting novice performers to become competent and those who are competent to become experts (Bryk, 2009, p. 598). Feedback should be targeted and include regular conversations to discuss overall classroom performance and the progress of students; developmental needs and professional goals; and how school leadership can support the meeting of those needs (The New Teacher Project, 2010, p. 08).

Training evaluators is critical to reliable data and feedback. “Teachers need to know that observers can apply an observation instrument accurately and fairly...” (MET Project, 2010, p. 3). Mutual understanding on both sides of rubrics and observation tools are important for ensuring that feedback is meaningful and relevant. The MET Project identified a phenomenon they called “rater drift,” referring to the tendency of a decrease in the accuracy of a rating from accurate to less accurate overtime. This prompted the MET Project to recommend that raters be recertified periodically (MET Project, 2010, p. 3). The Missouri Educator Evaluation System includes a process for initial and follow-up training for evaluators to address this phenomenon.

Effective evaluation systems differentiate, recognizing that all educators are not the same. In particular, effective systems recognize induction periods as a time for intense support and mentoring. New teachers deserve special attention when they are beginning their career and their potential for growth is greatest (The New Teacher Project, 2010, p. 04). Likewise, effective evaluation processes should contain the precision necessary to bring intense focus to particular areas of need when improvement of professional performance is necessary.

Effective evaluation systems matter; they go beyond an exercise in compliance. Accurate information that can inform important human capital decisions is a clear advantage (Weisberg, Sexton, Mulhern and Keeling, 2009, p. 06). For this to happen in meaningful ways, the system must

generate accurate, reliable data. “It should produce information that districts can easily factor into important decisions about teacher tenure, compensation, development, hiring, promotion and dismissal. This means that the results of evaluation must be accurate, clear and easy to interpret” (The New Teacher Project, 2010, p. 04).

“More can be done to improve education by improving the effectiveness of teachers than by any other single factor” (Wright, Horn and Sanders, 1997, p. 63). The essential principles of effective evaluation systems generate data to improve teacher performance and overall effectiveness. The Missouri Educator Evaluation System has as its foundation the essential principles of effective evaluation. This is consistent with current research maintaining that “systems are found to be more effective when they ensure that evaluators are well-trained, evaluation and feedback are frequent, mentoring and coaching are available, and processes such as peer assistance and review systems are in place to support due process and timely decision making by an appropriate body” (Darling-Hammond, Amrein-Beardsley, Haertel, and Rothstein, 2011, p. 2). The state’s system has been designed to achieve the outcome of improving educator performance and increasing effectiveness which ultimately results in improved student performance. The pilot project study explored the degree to which Missouri’s system could improve the performance of teachers and leaders.

Standards, Quality Indicators and the Professional Continuum

Standards are a criterion or a measure of comparison for qualitative or quantitative value. In education, they articulate the knowledge a teacher should possess and the skill set they should be able to demonstrate. By their nature, standards present broad concepts or statements of value.

Missouri's nine Teacher Standards and five Leader Standards were adopted by the State Board of Education in June 2011 and are informed by research on effective teaching and leadership.

The Missouri Teacher Standards are aligned to the Interstate New Teacher Assessment and Support Consortium (InTASC) Standards and the Educational Leadership Policy Standards: Interstate School Leaders Licensure Consortium (ISLLC) 2008, both created and distributed by the Council of Chief State School Officers (CCSSO). The InTASC Standards draw upon research and alignment to the Common Core State Standards for students in mathematics and English language arts, the National Board for Professional Teaching and Principal Standards (NBPTS), the National Council for Accreditation of Teacher Education (NCATE) accreditation standards, and the National Staff Development Council (NSDC; now called Learning Forward) professional development standards. A gap analysis which highlighted the essential differences in performance expectations between the InTASC Standards and Missouri's Teacher Standards was conducted by the Mid-continent Research for Education and Learning (McREL) regional laboratory in the fall 2010. The differences were addressed based on results of the gap analysis which further ensured the alignment between the two sets of standards, linking Missouri's new standards to major bodies of research.

In addition to the research used in the development of Missouri's Standards and Quality Indicators, expert consultation was provided by the Educational Testing Service (ETS), the National Comprehensive Center for Teacher Quality, the Education Development Council (EDC), and the University Council for Education Administration (UCEA). National experts with these organizations provided insights, feedback and technical assistance throughout the development process.

The Missouri Leader Standards underwent a similar process to ensure alignment to national bodies of research. Specifically, the foundation of the Missouri Leader Standards reside in the

Interstate School Leaders Licensure Consortium (ISLLC) Standards first developed in collaboration with the National Policy Board on Education Administration (NPBEA) in 1997, and then revised in 2008. The revised ISLLC Standards, foundational to the Missouri Leader Standards, are based on a decade of research about education leadership and the role that school leaders can and should play in raising student achievement” (CCSSO, 2008, pg. 3).

Through clear and rigorous expectations, the Quality Indicators provide detailed description and specific direction using clear and rigorous expectations. In order to ensure standardized interpretation, expectations should be precisely worded and leave little room for inference (The New Teacher Project, 2010, p. 04). The Quality Indicators further explain the broad concept articulated in each of the standards. Benchmarks established within each indicator provide expectations of performance at a candidate level (pre-service student) and at four levels of performance for the teacher and leader. The intent is the creation of a seamless partnership between the state’s thirty-nine educator preparation institutions and the state’s PK-12 schools.

The Professional Continuum of the Teacher

Chart 1

Candidate:	Emerging Teacher:	Developing Teacher:	Proficient Teacher:	Distinguished Teacher:
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.	This level describes the performance expected of an emerging 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.	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	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.	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.

The Professional Continuum of the Leader

Chart 2

<p>Candidate: This level describes the performance expected of a potential leader enrolled in an approved education administration program at a college, university, or state-approved alternate pathway. Content knowledge and leadership skills are being developed through a progression of planned and supervised clinical experiences.</p>	<p>Emerging Leader: This level describes the performance expected of a new leader as they assume an administrative position or new assignment. Base knowledge and skills are applied as they assume the leadership position and begin to advance student growth and achievement.</p>	<p>Developing Leader: This level describes the performance expected of a leader early in their assignment as the leadership content, knowledge and skills that he/she possesses continue to develop by encounters with new experiences and expectations in the classroom, school, district, and community and they continue to advance student growth and achievement.</p>	<p>Proficient Leader: This level describes the performance expected of a career, professional leader who continues to advance his/her knowledge and skills while consistently advancing student growth and achievement.</p>	<p>Distinguished Leader: This level describes the career, professional leader whose performance exceeds proficiency and contributes to the professional community while consistently advancing student growth and achievement. The distinguished leader is not only a leader in the school, but also the district and broader professional community.</p>
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The standards, indicators and professional continuum establish a shared focus on improving student achievement from preparation into and through practice . This is an important combination, providing clear and straightforward performance standards focused on outcomes in student achievement (Weisberg, Sexton, Mulhern and Keeling, 2009, p. 05).

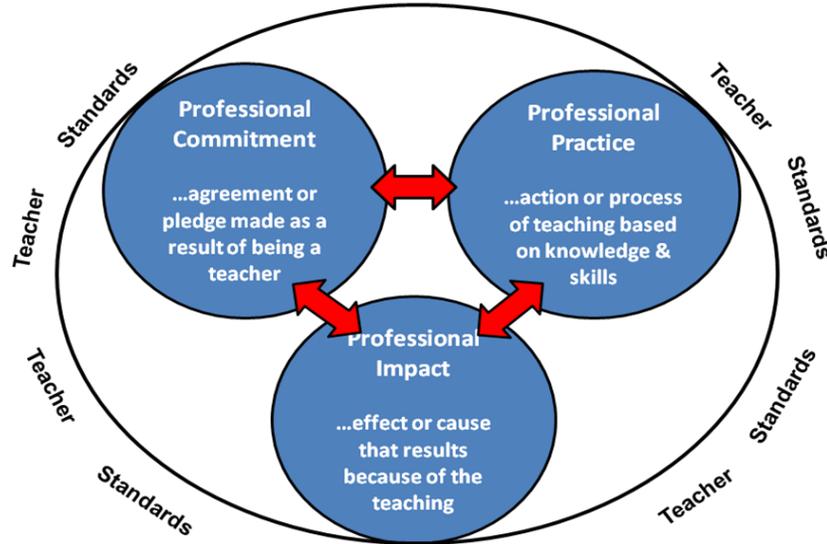
Professional Frames and Evidence

The Professional Frames of the Missouri Educator Evaluation System provide a differentiated assessment of a teacher’s effectiveness. “No single data point can paint a complete picture of a teacher’s performance, so evaluation systems should use multiple measures to determine whether teachers have met performance expectations.” (The New Teacher Project, 2010, p. 04). If standards, quality indicators, and a professional continuum express what excellence looks

like, evidence affirms and verifies it. Organization of evidence or data points results in three distinct frames and further clarifies expectations of performance.

Exhibit 4

Professional Frames of the Teacher



The first frame is commitment and includes evidence of credentials, planning and preparation relative to research-based theories on effective teaching. The second frame is and includes actions or processes in which teachers engage to create the learning experience for students. This frame includes evidence of the demonstration of research-based instructional strategies. The third frame is impact and focuses on what occurs, the effect or cause that comes about as a result of a teacher's and commitment. This frame includes evidence of the occurrence and sustaining of important education outcomes. The standards and quality indicators, supported by evidence from these three frames further clarify expectations of performance at each level and provide a definitive statement of effectiveness.

Chapter III: Project Design and Methodology

Introduction

Anthony Robbins is credited with saying “If you do what you’ve always done, you’ll get what you’ve always gotten”. When thinking about ways that teachers and leaders impact student achievement, this is appropriate to keep in mind. The extent to which a student learns depends on the skills of the teachers and leaders who guide this overall learning experience. The improvement of student learning without changing the skill set of those working with them is likely to be unrealized. In other words, if there is no change in the skill set of teachers and leaders, then it is fair to expect that student performance will remain unchanged. In order to accelerate learning, it is necessary to increase the effectiveness of those instructing in classrooms and leading schools. Improving effectiveness requires the design and implementation of processes capable of accurately assessing performance in order to guide improved performance.

Increasing educator performance is essential for increasing student achievement. An evaluation process which moves beyond classification and sorting to one that creates growth opportunities resulting in an increase in educator effectiveness is the primary objective of the Missouri Educator Evaluation System. In order to achieve this ongoing growth in educator effectiveness, the evaluation system must assess the current status of performance of the teacher and leader, provide clear targets for improved performance, and accurately identify the growth that occurred and the resulting impact on student learning. The pilot project study was designed to test this interdependent relationship.

Design of the Project

The design of the pilot project study involved a comparison between a baseline and follow-up rating of performance to determine if and how much growth occurred as a result of the teacher and administrator following the protocol identified in the Educator Evaluation System. The ratings used to determine growth are found within the growth guides created for each of the 36 Quality Indicators for teacher and the 13 Quality Indicators for the administrator. As the growth guides include a dimension of impact, the pilot project study further explored whether growth in professional performance were indicators of increased effectiveness.

Detailed information was provided in a protocol that summarized the steps included in the state's instrument. Information was also provided through webinars offered by the Office of Educator Quality. Beyond this general information, no other specific steps were required or forms that were to be completed. This was important as a secondary purpose for the pilot project was to gather input on needed revisions before the system's final release. Since there was no coordinated or standardized training beyond the webinars provided and the protocol document, it was not possible to ensure inter-rater reliability from evaluators in one participating district to evaluators in another.

Due to the sensitive nature of the topic of teacher evaluation, described previously in the Introduction, the pilot project study did not establish a set of parameters or protocols that were to be followed by all participating districts. In particular, the complexity of evaluating teachers including the use of student growth measures increased the concern of perspective participants. In order to generate as large and varied a pool of participants as possible, the pilot project study was presented as a totally voluntary and invitational experience. In addition to this benefitting the number of

districts that agreed to participate, this also allowed for district innovation in testing the system as opposed to running the risk of districts simply conforming to perceived requirements.

Pool of Educator Participants

An invitation was extended to all districts and charter schools in the state to participate in the 2012-2013 Pilot Project. Districts that agreed to partner with the Office of Educator Quality to pilot the Educator Evaluation System in the 2012-2013 school year completed an agreement form signed by the superintendent of schools for the district or principal of the charter school and the President of the local board of education (see Appendix C). The form also required identification of a person in the district or charter school who would serve as the main contact for their local pilot. The agreement form specified that participation in the pilot project could not replace the local evaluation process. This meant that participation in the pilot would not be used for high stakes employment determinations. Participating districts received in response a Pilot Project Information Sheet that detailed a timeline and specific identified outcomes (see Appendix D).

Participating districts in the pilot project represented approximately 240,000 students or about 27% of the total student population in Missouri. The participation of these partner districts created a potential pool of over 24,000 educators, or approximately 35% of Missouri's certified staff. Not all certified staff from this potential pool participated in the pilot project. The determination of which educators participated in the pilot project was strictly a local district or charter school decision. When districts identified which educators would participate, their names were submitted on a district planning sheet. The participant's grade level, content level and years of

experience were captured to further define the pool’s participants. This created a pool of educators from all levels and representing varied content which participated in this study.

Exhibit 5

2012-2013 Pilot Project Districts
Model Educator Evaluation System



Adair Co. R-II	Ferguson-Florissant R-II	Mexico 59	Ste. Genevieve Co. R-II
Advance R-IV	Fox C-6	Milan C-2	Stoutland R-II
Allen Village	Ft. Zumwalt R-II	Moberly	Sturgeon R-V
Alton R-IV	Gasconade County R-II	Morgan County R-I	Sullivan
Arcadia Valley R-II	Green City R-I	Morgan County R-II	Summersville R-II
Ash Grove R-IV	Greenville R-II	Mountain View-Birch Tree R-III	Valley Park
Bevier C-4	Henry County R-I	North Wood R-IV	Valley R-VI
Braymer C-4	Hickman Mills C-1	Oak Grove R-VI	Van-Far R-I
Brookfield R-III	Howell Valley R-I	Palmyra R-I	Warrensburg R-VI
Brunswick R-II	Hume R-VIII	Paris R-II	Webb City R-VII
Campbell R-II	Junction Hill C-12	Ralls Co. R-II	Wellsville Middletown R-I
Carrollton R-VII	Kearney R-I	Renick R-V	Wentzville R-IV
Central R-III	Kelso C-7	Richland R-IV	West Plains R-VII
Clarksburg C-2	Keytesville R-III	Richwoods R-VII	Willow Springs R-IV
Clearwater R-I	Kingston 42	Scott City R-I	Winona R-III
Clinton Co. R-III	Kirksville R-III	Sedalia 200	Worth County R-III
Community R-VI	Laclede County C-5	Shawnee R-III	Zalma R-V
Crawford Co. R-I	Lebanon R-III	Southwest R-V	
Crocker R-II	Leeton R-X	Springfield	
Drexel R-IV	Lift for Life Academy	St. James R-I	
Fairfax R-3	Linn Co. R-I	St. Joseph	

Updated 09/21/2012

Overall, 103 school districts and two charter schools submitted documentation to participate in the pilot project. This represented over 20% of Missouri’s school districts and .3% of the state’s charter schools. The pilot districts represented all regions of the state and included the largest district (student population of 24,897) and one of the smallest PK-8 districts (student population of 35). In addition to diversity in enrollment and geography, the districts that volunteered to participate in the pilot project also represented a wide diversity in student population and performance. One

of the pilot districts had a student population with 0% minority while another had over 99% minority. The student populations of these pilot districts also varied in terms of different indicators associated with poverty. In one pilot district, 16% of the students qualified for free and reduced lunch while another had over 96% of their students qualify for free and reduced lunch.

In terms of the performance of students in the participating districts, there was a wide degree of diversity as well. One participating district earned 100% of the possible points as determined by

the 5th cycle of the Missouri School Improvement Process (MSIP) while another earned only 42.9% of the total points. These points determine a district’s accreditation status. The participating districts’ accreditation status is summarized below in Chart 3.

Chart 3

Accreditation Status	% of districts in the pilot
Accredited (eligible for “distinction” status)	34%
Accredited	57%
Provisional	7%
Unaccredited	2%

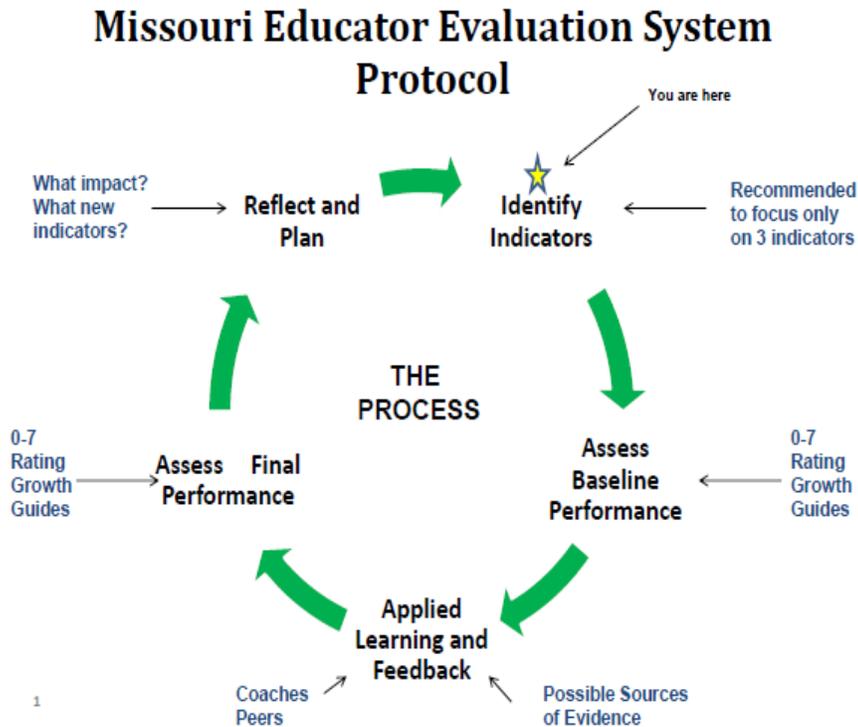
The main contact person for each district submitted the years of experience, grade level and subject or role for each person who participated in the pilot. The participating teachers in the pilot project had a range of 3 months to over 36 years of experience. The average participating teacher had 9.55 years of experience. Participating teachers represented every grade level from Pre-K through 12th grade. Subjects, or roles, included core content areas, special education, Title I, hearing impaired, drama, gifted, music, art, physical education, Spanish, industrial arts, counselor, instructional coach, industrial technology, and adult education.

Administrators who participated in the pilot had had a range of one year to over 32 years of experience. The average participating principal had 13.72 years of experience. Participating principals represented every grade level from Pre-K through 12th grade. The different roles or building configurations included elementary, pre-kindergarten, junior high, high school, alternative, special services, superintendent and assistant superintendent (complete tables of teacher and administrator participants are provided in Appendix F).

The Educator Evaluation System Protocol

The process followed in the Educator Evaluation System, as represented in Exhibit 6, begins with the selection of indicators. Each indicator has a corresponding growth guide.

Exhibit 6



The state's instrument and protocol recommends that each teacher and leader work on three selected indicators per year. This is important as growth requires focus. Traditional evaluations in the past tended to rate teachers and leaders on numerous indicators providing little direction for improvement. For the teacher, the protocol recommends no more than three quality indicators be selected from the 36 quality indicators overall (see Appendix A). For the leader, likewise the protocol recommends no more than three quality indicators be selected from the 13 quality indicators overall (see Appendix B). The 0-7 rating scale on the corresponding growth guide is used to establish a score relative to performance. Following this baseline assessment, feedback is

provided on the acquisition and application of new knowledge and skills related to the performance articulated in the growth guide. Improvement strategies are provided in a section entitled “Research and Proven s” located on the Educator Evaluation webpage <http://dese.mo.gov/eq/ees.htm>. This section provides research-based instruction and leadership strategies based on effect size relative to improving student achievement. Included here is the research of Robert Marzano, John Hattie and Doug Lemov. The teacher and leader use strategies from this research to improve their knowledge and skills in order to positively impact student achievement. Feedback from supervisors, coaches, mentors, colleagues, peers and even parents and students provides guidance for improvement.

The growth guides were then used to determine a follow-up score relative to performance. More importantly, this follow-up rating is used to determine the extent of growth that occurred on each selected indicator for the teacher and administrator. This extent of growth provides documentation that improvement has occurred in professional performance. Because ratings are determined using an alignment of evidence from the three professional frames, one of which is professional impact, it suggests that some type of progression of student data must occur as well. This is explained in greater detail below.

Growth Guides

Growth Guides are an essential part of the Educator Evaluation System. There is one unique guide for each of the 36 Quality Indicators. They articulate discrete elements of performance supported by evidence by providing a rating of performance using a 0-7 scale across four specific levels: Emerging, Developing, Proficient and Distinguished. Evidence provided at each level is categorized into professional frames. These frames include commitment, and impact. The frames, which together constitute a determination of educator effect, organize data sources to facilitate the process for improving performance. The commitment frame includes evidence specific to teacher

quality, the frame evidence of teacher instructional efficacy, and the impact frame evidence of outcomes or results.

The rating system establishes a score of 0, 1 or 2 at the Emerging Level, 3 or 4 at the Developing Level, 5 or 6 at the Proficient Level, and a 7 at the Distinguished Level. The score of 0 simply means that no evidence is present. The choice of a score of 1 or 2 represents the choice of present but inconsistent for a score of 1 and present, consistent and routine for a score of 2. This same representation occurs for scores of 3 and 4 and scores of 5 and 6. In each case the lower score represents that the performance is present but inconsistent for the lower score and present, consistent and routine for the higher score. This provides a numerical rating of performance at a very specific point along the professional continuum based on the evidence present. The rating generated by the indicator's growth guide establishes a status of performance. Using, at a minimum, an initial and follow-up rating provides a progression over time of a particular teacher or leader performance. The following Growth Guide for performance 1.1 demonstrates the progression of performance and the support of the evidence of the professional frames.

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

This process not only documents growth that has occurred but articulates possible opportunities for future growth. This is an essential component of a system that is designed to improve the professional performance of educators. The pilot project study was designed to determine if a change in the teacher’s or leader’s performance occurred along this continuum and, if so, to what extent.

Alignment of Evidence

As evident in the growth guide, each level of performance is supported by evidence from the three professional frames that support the performance articulated in the growth guide. These professional frames articulate the performance in terms of three separate categories of evidence as they apply to the demonstration of the overall performance.

Evidence on Growth Guide

Teacher Growth Guide 1.1

Exhibit 8

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

As illustrated in Exhibit 6, evidence for Growth Guide 1.1 is offered in a commitment frame that addresses the quality of the teacher. The evidence may confirm that the teacher is properly

qualified to present the content; they have appropriate credentials to teach the content they are teaching; they have done proper lesson design and planning to effectively teach the content; they utilize, where appropriate, supplementary resources to enhance lesson design.

There is evidence offered in a frame addressing the quality of the teaching. This evidence may include the types of strategies the teacher uses to provide the content; the classroom activities the teacher will utilize to emphasize key points; the questioning techniques the teacher uses to check for understanding; strategies the teacher uses to establish rapport with students and enhance content acquisition, and so on.

The impact frame includes evidence of results or outcomes. This evidence may include measures indicating a student comprehends the content. It may also include measures or products indicating a student can effectively use academic language or apply it specific to the content area. In general these measures or products could include student work samples, portfolios, projects, and presentations, data on a pre and posttest, or other such type assessments.

These three categories of evidence, organized into three professional frames, establish a level of effectiveness for the educator relevant to the particular element of performance articulated within the growth guide for each of the 36 quality indicators. As the evidence articulated in each frame is interdependent to the evidence of the other frames, the alignment of this evidence is necessary to the accurate designation of performance. In other words, a designation of performance as proficient requires evidence in all three categories at the proficient level or higher.

Missouri's model Educator Evaluation System maintains that a teacher's performance designation is the highest level of performance at which a convergence, or alignment, of evidence occurs. As illustrated in Exhibit 9, the highest point at which there is a convergence of evidence is

at the emerging level and therefore the teacher’s designation on this particular discrete element of performance would be rated as “emerging.” It is important to note that the performance and evidence levels identified in the professional continuum and represented in the growth guide below are cumulative, meaning that evidence exhibited at the proficient level includes evidence at the emerging and developing levels.

Alignment of Evidence

Exhibit 9

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

As illustrated in Exhibit 9, evidence in the commitment frame, in this case preparation and materials, has been exhibited at the emerging, developing and proficient levels. It might seem reasonable to provide an overall rating of a teacher exhibiting this evidence as proficient. However,

this would only be accurate in terms of evidence the teacher demonstrated in the area of commitment.

Evidence in the frame, in this case the effectiveness of instruction, has been exhibited at the emerging and developing levels. As before, it might seem reasonable to provide an overall rating of a teacher exhibiting this evidence as developing. Again, this would only be accurate in terms of evidence the teacher demonstrated in the area of commitment and .

Evidence of impact, in this case students' familiarity with academic language, has been exhibited at the emerging level. While the teacher has demonstrated evidence in some of the professional frames at an increased level, the teacher's overall performance would be emerging because the alignment reflects the interdependency and therefore the accuracy of the evidence within the professional frames at that level. A numerical expression of this teacher's overall performance would either be a "1" meaning this demonstration of evidence occurs but inconsistently or a "2" meaning it occurs on a consistent and routine basis. It would not be scored a "0" since that represents an absence of any evidence at all.

Increasing the teacher's performance on the element articulated in this indicator would require movement to the right as established by an alignment of evidence at higher levels on the professional continuum. As illustrated in Exhibit 10, the red arrows represent the type of growth required to demonstrate an overall improvement in performance.

Improvement of the teacher's performance to the "developing" level on this indicator would require a higher level of evidence from the impact frame. Specifically, it would require students to move from a general familiarity with academic language to an ability to use academic language.

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...		1D1) The developing teacher also...		1P1) The proficient teacher also...		1S1) The distinguished teacher also...	
Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.		Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.		Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.		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 Commitment Stays current on new content and incorporates it into lessons		Evidence of Commitment Use of supplemental primary sources that are aligned to local standards		Evidence of Commitment Continually expands knowledge base on content and infuses into content	
Evidence of Practice Instruction reflects accuracy of content knowledge		Evidence of Practice Instruction indicates an appreciation of the complexity and ever evolving nature of the content		Evidence of Practice Instructional focus is on the most important concepts of the content and includes new content as appropriate		Evidence of Practice Continually seeks out new information and applies it to learning in their classroom	
Evidence of Impact Students are generally familiar with academic language		Evidence of Impact Students are able to use academic language		Evidence of Impact Students accurately use academic language related to their discipline		Evidence of Impact Students communicate effectively using academic language from a variety of sources	
Score = 0	1	2	3	4	5	6	7

Some type of measure of growth in student learning would be required to show the student’s movement from “familiarity” to “use.” According to assurances made by the state of Missouri in its ESEA Flexibility Waiver, where applicable and available, state assessment data should be included as one of those measures. However, other appropriate measures that could be used to demonstrate this shift in student performance might include portfolios, presentations, pre- and post assessments, and formative assessments. The essential factor is that whatever assessment instrument that is used be capable of generating evidence which demonstrates students’ movement from a “familiarity with academic language” to “an ability to use academic language.” This shift in student performance would signal a change in the teacher’s rating from emerging to developing, since evidence already exists for commitment and at the developing level or higher.

It is important to note that the “extent” of familiarity and the “extent” of usage would need to be clarified as a part of establishing the growth target. Ideally, the teacher in collaboration with

the administrator would establish this desired target so both are clear on whether it was met or not. Nevertheless, regardless of the extent established by the teacher and administrator, a movement from familiarity to usage represents a growth in impact and reflects a growth in teacher performance.

Improvement of the teacher's performance to the "proficient" level on this indicator would require a higher level of evidence in both the and impact frames. Specifically, the teacher would need to begin to demonstrate an instructional focus on the most important concepts of the content and students would need to move from a familiarity with academic language to a use of academic language to an accurate use of academic language. As a part of the process for the Educator Evaluation System, observations and feedback provided on this indicator would focus specifically and exclusively on these growth areas. Numerically, this growth in performance might be represented by an increase from a "1" or "2" to a "3 or 4" or higher. The pilot project study was conducted to determine if the type of growth that has been described occurred. It attempted to determine if this growth occurred consistently across a wide variety of teachers and principals representing varied content and grade levels.

Assessing Performance

Once teachers and administrators were identified to participate in the pilot, they engaged in similar steps. These steps are summarized as follows:

- Indicators were selected and identified for each participant. These indicators were selected based on the priorities for student learning in the district, building and classroom. The state's model recommends no more than three indicators are selected as

a focus for the year. The state’s model also proposes the possibility that one might be a district-wide selection, one specific to the building, and perhaps one selected by the teacher. However, the determination of specifically how many indicators and which particular indicators were selected were made at the local level. In chart 4, the percent of teachers working on a specific number of indicators is summarized. The indicator selection for administrators is summarized in Chart 5.

Chart 4

Number of Selected Indicators	% of teachers
3 indicators selected during the 2012-2013 pilot project	61.5%
2 indicators selected during the 2012-2013 pilot project	22.9%
1 indicator selected during the 2012-2013 pilot project	15.4%

Chart 5

Number of Selected Indicators	% of administrators
3 indicators selected during the 2012-2013 pilot project	67.2%
2 indicators selected during the 2012-2013 pilot project	22.4%
1 indicator selected during the 2012-2013 pilot project	10.3%

- A growth guide for each selected indicator was used to establish a baseline score relative to performance using the 0 – 7 rating scale.
- Research-based strategies are available for each indicator to guide improvement in performance. Varied sources of research were presented as crosswalks or tables which demonstrated alignment between each indicator to specific research-based strategies. Exhibit 11 demonstrates how Missouri’s teacher standards, listed vertically on the table, align to Dr. Robert Marzano’s research-based instructional strategies, represented by the numbers listed horizontally across the top of the table. The “x” in the corresponding box

indicates that the performance articulated in the Quality Indicator align to performances articulated in Marzano’s Instructional Strategy (see the Department’s evaluation webpage for other research sources (<http://dese.mo.gov/eq/TeacherEvaluation.htm>)).

Crosswalk of Quality Indicators to Marzano Strategies

Exhibit 11

Alignment of Missouri Teaching Standards and Domain 1 AST Elements

Missouri Teaching Standards	Domain 1																																									
	Routine Events					Content																			Enacted on the Spot																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	
Standard 1																																										
QI 1 (23)	x					x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x																			
QI 2 (24)	x																																									
QI 3 (3)																																										
QI 4 (7)																																										
QI 5 (6)																																										
Standard 2																																										
QI 1 (17)	x	x				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x																			
QI 2 (5)	x	x	x																																							
QI 3 (3)	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x																			
QI 4 (16)				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x																			
QI 5 (34)	x					x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x																			
QI 6 (8)				x	x																																					
Standard 3																																										
QI 1 (1)						x																																				
QI 2 (12)			x	x																																						
QI 3 (8)	x					x																																				
Standard 4																																										
QI 1 (15)	x																																									
QI 2 (4)						x																																				
QI 3 (11)						x																																				
Standard 5																																										
QI 1 (22)			x	x	x	x																																				
QI 2 (17)	x																																									
QI 3 (7)				x	x	x																																				
Standard 6																																										
QI 1 (4)																																										
QI 2 (2)																																										
QI 3 (10)	x																																									
QI 4 (18)						x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x																			
Standard 7																																										
QI 1 (3)	x	x	x																																							
QI 2 (2)	x	x																																								
QI 3 (3)	x	x	x																																							
QI 4 (2)	x	x																																								
QI 5 (3)	x	x	x																																							
QI 6 (1)	x																																									
Standards 8 & 9 (See Domains 2-4)																																										

Marzano, R. (2007). The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: The Association for Supervision and Curriculum Development (ASCD).

Based on the particular indicator selected, research-based strategies would be used to support improvement in the particular performance articulated in that indicator. The

sources of research available for Missouri's Quality Indicators were taken from the following:

- *Visible Learning* by John Hattie
 - *The Art and Science of Teaching* by Robert Marzano
 - *Teach Like a Champion* by Doug Lemov.
- Baseline and follow-up scores were calculated by the administrators and participating teachers through consideration of the evidence articulated in each growth guide. The existence of evidence in the professional frames (commitment, practice and impact) establishes a point along the continuum which is represented numerically (0-7) and by level (Emerging, Developing, Proficient, Distinguished). The difference in these two scores was used to calculate the amount of growth that occurred on the indicators that were selected by the teachers and administrators in the pilot project.

Of the 36 indicators included in the state's model Educator Evaluation System instrument for teachers, 35 of the 36 indicators (97%) were selected by at least one teacher participating in the pilot project. Quality Indicator 7.1 *Effective Use of Assessments* was the most commonly selected indicator (nearly 14% of the time) followed by Quality Indicator 2.4 *Differentiated Lesson Design* (8% of time). Of the 13 indicators included in the state's model Educator Evaluation System instrument for principals, all 13 indicators (100%) were selected by at least one principal in the pilot project. Quality Indicator 2.2 *Provide Effective Instructional Program* was the most commonly selected indicator (34% of the time) followed by Quality Indicator 1.2 *Implement and Steward a Vision* (nearly 23% of the time). Charts 6 and 7 summarize the indicator selection by both teacher and administrator.

Indicator Selection by Teacher**Chart 6**

Indicator #	Teacher Indicator Name	Selected by
7.1	Effective Use of Assessments	14%
2.4	Differentiated Lesson Design	8%
35 of 36	All Indicators selected at least once (except 8.3)	97%

Indicator Selection by Administrator**Chart 7**

Indicator #	Principal Indicator Name	Selected by
2.2	Provide Effective Instructional Program	34%
1.2	Implement and Steward a Vision	23%
13 of 13	All Indicators selected at least once	100%

Question for the Study

As noted, the objective of the Educator Evaluation System is creating growth in professional performance that results in growth in student learning. This study addresses whether the process articulated in the Educator Evaluation System created growth in the performance of the participants. Specifically, does the process of performance evaluation articulated in the Educator Evaluation System result in improved performance as evidenced by a movement to the right, or greater alignment of evidence at higher levels on the professional continuum.

The selected indicators for teachers and administrators were submitted at the beginning of the pilot project. At the conclusion of the pilot in the spring, the main contact person for each district was asked to submit follow-up data on what movement, or lack of movement, occurred across the continuum for each participating teacher and administrator.

Chapter IV: A Review of the Findings from the Project

Teacher Performance Data

The main contact person from participating districts in the pilot project submitted data using the district Data Summary sheet (see Appendix G). Data were collected on each of the teachers and leaders participating in the district pilot. There were 566 data samples collected overall from teachers participating in the pilot project. A data sample represents the outcome of a teacher working on a particular indicator throughout the pilot. For example, a teacher might be working on student engagement in content from Quality Indicator 1.2 or they might be working on using various classroom management techniques and strategies from Quality Indicator 5.1. A data sample represents the amount of movement across the 0-7 scale of the growth guide for that particular indicator. Of the 566 samples from the pilot project analyzed, 90.1% of them showed a positive increase on the 0-7 scale. Based on the language of the growth guide, this increase along the scale represents an improvement in the performance of the teacher as reflected by a follow-up score of higher value than the baseline score. Because a teacher's rating involves Evidence of Impact (see Exhibit 12) in addition to that of Commitment and , this movement on the scale represents some type of positive change in the learning of students as well.

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

The extent of growth that occurred during the pilot project varied. As noted, an overwhelming majority of the data samples reflected a positive change in the teacher’s score. But some of those teachers also experienced a change in the rating of their level of performance. The scores 0, 1, and 2 are all at the Emerging Level. The scores 3 and 4 are at the Developing Level and the scores 5 and 6 are at the Proficient Level. In some cases, specifically if moving from 2 to 3, from 4 to 5, or from 5 to 6, there would not only be a change in score but would reflect an actual change in the rating of the teacher’s performance level as well.

There was an average amount of positive change of 1.99 across all 566 data samples. There were 367 of the 566 samples (64.8%) that reflected what might be described as modest growth or growth somewhere between .5 and 3 on the 0-7 scale. While this amount of growth still reflects a positive change in score, it does not necessarily mean a change in the rating of the teacher’s level of

performance. In other words, an Emerging Teacher may show a change in score of 1 to 2 or even a 0 to 2 but would still be rated at the Emerging Level.

There were 72 data samples (12.7%) that demonstrated growth of more than 3 on the 0-7 scale. This reflects a positive change in the teacher's score, but a change in their level of performance as well. In other words, the rating of a teacher experiencing a change in score from 1 to 4 would go from the Emerging level to the Developing level. As noted previously, this would reflect some type of significant change in the learning of the students as well. Finally, the data revealed that there were 56 data samples (9.9%) that indicated that no growth or movement occurred at all.

As noted previously, more teachers (14%) worked on Quality Indicator 7.1 Effective Use of Assessments than any other of the 36 indicators. This was followed by Quality Indicator 2.4 Differentiated Lesson Design as the second most (8%) selected indicator. Across the entire 566 data sample set, 25.7% of participants in the pilot project worked at improving their performance at some indicator in Standard 7 Student Assessment and Data Analysis than at any other standard.

All 36 indicators are important and therefore necessary when determining a teacher's overall effectiveness. Teachers improving in all 36 areas as represented by the Quality Indicators would to some degree either directly or indirectly likely impact the learning experience for students. But their relative importance varies. In other words, particular indicators and the performance they represent would have a more significant impact on improving learning for students than other indicators.

The alignment of Missouri's Quality Indicators to the research of John Hattie explores this point. Hattie maintains that 90% of all things that teachers do have a positive influence on the

achievement of students (Hattie, 2009, p. 15-16). In order to increase the impact on student achievement it is necessary to determine which things have more of a positive influence than other things. The following crosswalk correlated Missouri's Quality Indicators with John Hattie's Zone of Desired Effects. As demonstrated in Exhibit 13, there were more Quality Indicators in Standard 7 at the highest level of Hattie's Zone than was true of any other standard. It might be reasonable, therefore, to conclude that a fourth of the data samples (25.7%) representing teachers working on some indicator from Standard 7 would have a greater overall impact on student achievement than would be true had teachers been working on any other standard and Quality Indicator. This is particularly true given that over 90% of the data samples overall represented some degree of growth.

Crosswalk of Quality Indicators to Hattie Research

Exhibit 13

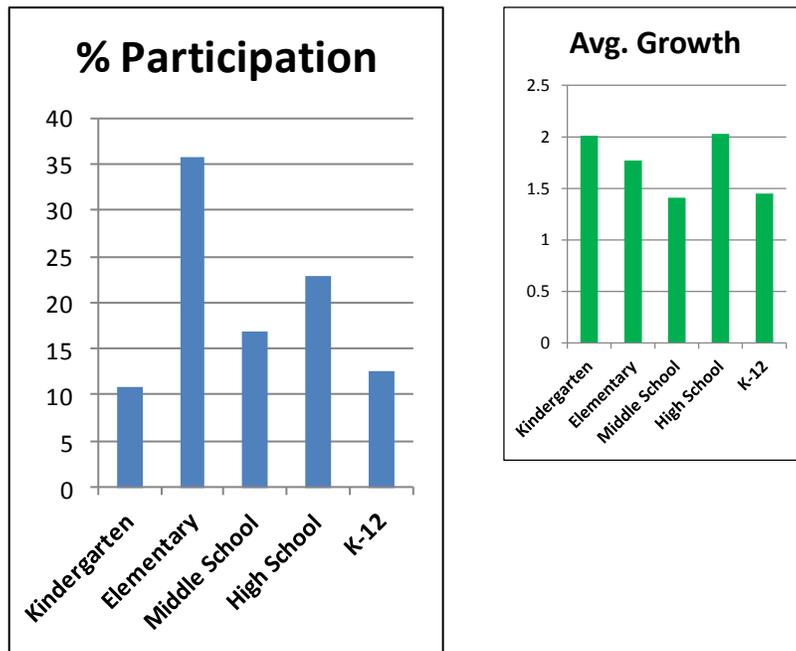
Hattie: Visible Learning			MO Standards/Indicators																																		
Rank/Effect Size	Impact	ST 1					ST 2					ST 3			ST 4			ST 5			ST 6				ST 7					ST 8			ST 9				
		1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5	6	1	2	3	1	2	3
# which rank 1 - 5	d = 0.88 - 1.44	1	1	1	1	3	4	2	1	4	1	1	2	2	1	1	1	1	1	2	2	4	4	2	2	2	3	1	1								
# which rank 6 - 10	d = 0.73 - 0.80	4	2	1	3	1	1	4	3	2	1	3	1	1	2	1	1	1	2	1	1	1	2	1	1	1											
# which rank 11 - 14	d = 0.67 - 0.72	2				1	1	2	2	2	2	1	1			1	1	1	2	1													2				
# which rank 15 - 25	d = 0.60 - 0.66	3		1		1	1	2	2												1	1	1	1													
		14/32 44%					34/61 56%					13/15 87%			3/9 33%			9/13 69%			9/19 47%				24/35 69%					4/6 67%			3/5 60%				
# which rank 26 - 33	d = 0.57 - 0.59	1				1	1	1	2	1					1																						
# which rank 34 - 45	d = 0.51 - 0.56	1		1				1	2	5		1	1	3	1	4				3	1		2		1	1	1					2					
# which rank 46 - 56	d = 0.44 - 0.50	1		1		1	1	1	2						1					1		1	1	1	1												
# which rank 57 - 61	d = 0.41 - 0.43	1		1										1						1																	
		7/32 22%					18/61 30%					2/15 13%			6/9 67%			6/13 46%			6/19 32%				8/35 23%					2/6 33%			3/5 60%				
# which rank 62 - 88	d = 0.20 - 0.40	1	3	1	1	2	1	4	1	1	1		3		3				1	1	1	3	1	1	1												
		6/32 19%					9/61 15%					1/15 7%			3/9 23%			3/13 23%			6/19 32%				3/35 9%					0/6 0%			0/5 0%				
Total Hattie Influences per Indicator		7	14	2	8	2	9	10	16	4	18	8	4	5	7	3	3	6	5	7	6	4	6	6	4	7	7	9	6	3	3	4	2	0	2	0	4
Total Hattie Influences per Standard/%		27/201 13%					61/201 30%					16/201 8%			12/201 4%			18/201 6%			21/201 10%				35/201 17%					6/201 3%			6/201 3%				

The findings generated from the pilot project were analyzed to determine the level of participation and the extent of growth by level of teacher. The categories were divided into Kindergarten, Elementary, Middle School, High School and K-12. The findings revealed that more elementary teachers participated in the pilot project than did any other level of teachers. Elementary teachers did not, on average, experience more growth. High school teachers experienced slightly more growth than did Kindergarten teachers.

It is important to note, however, that the difference separating the highest level of growth (high school teacher 2.03) and the lowest level of growth (middle school teacher 1.41) is just a difference of .62 on the 0-7 Scale of the Growth Guide.

Participation and Growth by Level of Teacher

Exhibit 14



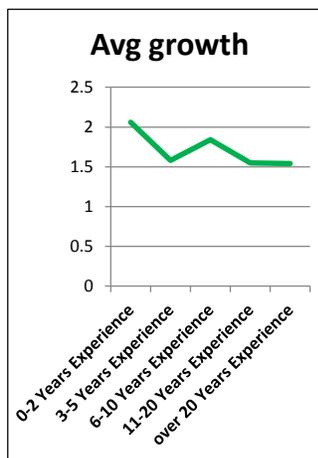
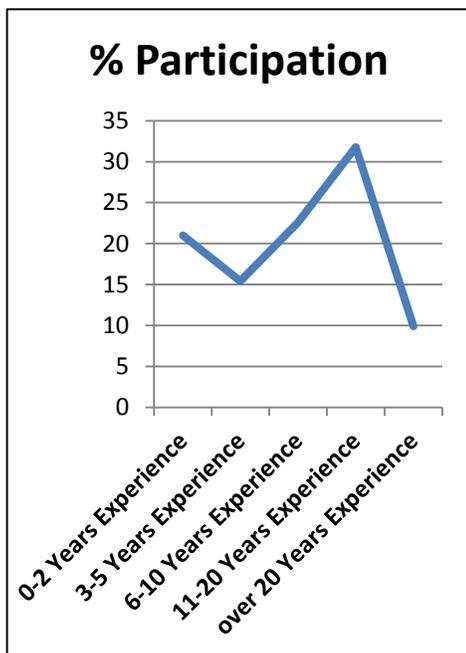
The findings from the pilot project were also analyzed to determine the extent of participation and the amount of growth by the level of experience of the teacher. Categories were established that divided the experience of teachers into ranges from 0 years experience to over 20

years of experience. The largest number of participants fell into the range of 11-20 years of experience. As participants in the pilot were selected at the local level, it is reasonable to conclude that districts tended toward including teachers with a greater degree of experience. The very low percentage of teachers with 20 years or more experience could be, among other things, an indication that districts do not have that many teachers on staff with that amount of experience.

The largest amount of growth experienced by a particular level occurred with those teachers who had between 0 and 2 years of experience. This is consistent with numerous studies showing that teacher productivity gains tends to be greatest in the first couple of years after which their performance tends to level off (Boyd et al. 2007). As was the case before, it is important to note that the difference between the highest level of growth by experience and the lowest level of growth by experience is just .52.

Participation and Growth by Years of Teacher Experience

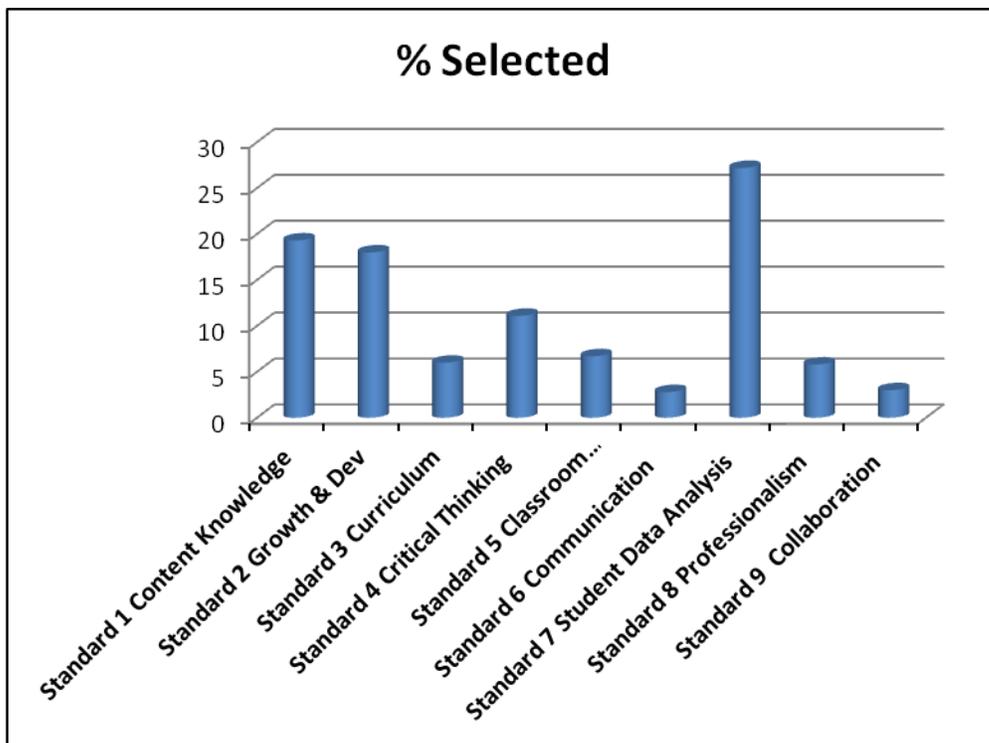
Exhibit 15



One additional area that was analyzed using the data from the pilot project study was in regards to the percentage of selection by each standard and the average amount of growth that occurred by standard. As noted previously (see page 41), more teachers in the pilot project worked on an indicator from Standard 7 than did any other standard. In fact, over a fourth of the data samples submitted came from teachers working on a performance from Student Data and Analysis in Standard 7 as illustrated in Exhibit 16. This was followed by Standard 1 and then Standard 2.

Participation by Teacher Standard

Exhibit 16



Standard 6 Communication involved the fewest number of participants with just 2.8% followed by Professional Collaboration with just 3% of the participants. The data from the pilot project findings are consistent with the focus many districts currently have on building their capacity for using student assessment data to inform and improve instruction.

Standard 7 Student Data Analysis was overwhelmingly the standard of choice by teacher participants in the study. There were areas of concentration among the different indicators within that standard. Quality Indicator 7.1 on the Effective Use of Assessments was by far the most commonly selected with approximately 58% of participants working on this indicator with an average growth of 1.81. The selection of Quality Indicator 7.2 Using Data to Improve Instruction was selected by 31% of the participants with average growth of 1.26. Only about 10% of the participants selected any of the other three indicators.

Quality Indicator 7.1 Effective Use of Assessments

Chart 8

Level of participants	% selected	Average growth	Years of Experience
Elem K-5	34%	2.38	3 months – 21 years
MS 6-8	15%	1.31	3 months – 19 years
HS 7-12	45%	1.53	3 months – 27 years
K-12	7%	3.8	2 years – 18 years

The performance in this indicator focuses on the teacher’s use of assessments to accurately track student progress before, during and after instruction. Research by John Hattie suggests strategies associated with this indicator to have an average effect size of about .70 and includes instructional quality, feedback and direct instruction. Marzano strategies aligned to this indicator include tracking student progress and using formative assessments (.61) and recognizing student progress and providing recognition and feedback (.8).

Quality Indicator 7.2 Use of Assessment Data to Improve Instruction**Chart 9**

Level of participants	% selected	Average growth	Years of Experience
Elem K-6	48%	1.31	1 year – 15 years
MS 7-8	4%	1.75	8 years – 14 years
HS 7-12	48%	2.83	2 years – 27 years

The performance in this indicator focuses on a teacher’s use of data to guide instructional decisions that ultimately improve student understanding and increased mastery of content.

Research by John Hattie suggests strategies associated with this indicator have an average effect size of about .83 and includes self-reported grades, connecting to a student’s prior cognitive ability, and instructional quality. Marzano strategies aligned to this indicator include setting objectives and providing feedback (.61).

Standard 1 Content Knowledge was the second most selected standard by teacher participants in the study. There were areas of concentration among the different indicators within that standard. Quality Indicator 1.1 Content Knowledge Academic Language was the most commonly selected with approximately 53% of participants working on this indicator with an average growth of 1.85. The selection of Quality Indicator 1.2 Student Engagement in Content was selected by 40% of the participants with average growth of 1.2. Only about 4% of the participants selected any of the other three indicators.

Quality Indicator 1.1 Content Knowledge and Academic Language**Chart 10**

Level of participants	% selected	Average growth	Years of Experience
Elem K-5	38%	2.54	3 months – 21 years
MS 6-8	20%	1.00	3 months – 20 years
HS 6-12	42%	1.69	3 months – 20 years

The performance in this indicator focuses on the teacher’s ability to support the complexity of content through their choice of instructional strategies, assisting students in their use of academic language. Research by John Hattie include strategies associated with this indicator have an average effect size of about .70 and includes instructional quality, teacher clarity and direct instruction. There are 23 different research-based Marzano strategies aligned to this indicator including clearly stated learning goals, identifying key parts of a lesson, and content chunking.

Quality Indicator 1.2 Student Engagement in Content

Chart 11

Level of participants	% selected	Average growth	Years of Experience
Elem K-6	51%	1.11	1 year – 23 years
MS 6-8	15%	1.10	1 year – 15 years
HS 7-12	33%	2.27	2 years – 21 years

The performance in this indicator focuses on the teacher’s use of techniques and strategies that increase student engagement in content leading to deeper levels of mastery. Research by John Hattie include strategies associated with this indicator have an average effect size of about .70 and includes instructional quality, direct instruction and spaced vs. mass practice. There are 24 different research-based Marzano strategies aligned to this indicator including clearly stated learning goals, engaging students in content, and summarizing, predicting and questioning.

Quality Indicator 2.4 Differentiated Lesson Design was the second most selected indicator in the pilot project study behind Quality Indicator 7.1 Effective Use of Assessments.

Quality Indicator 2.4 Differentiated Lesson Design

Chart 12

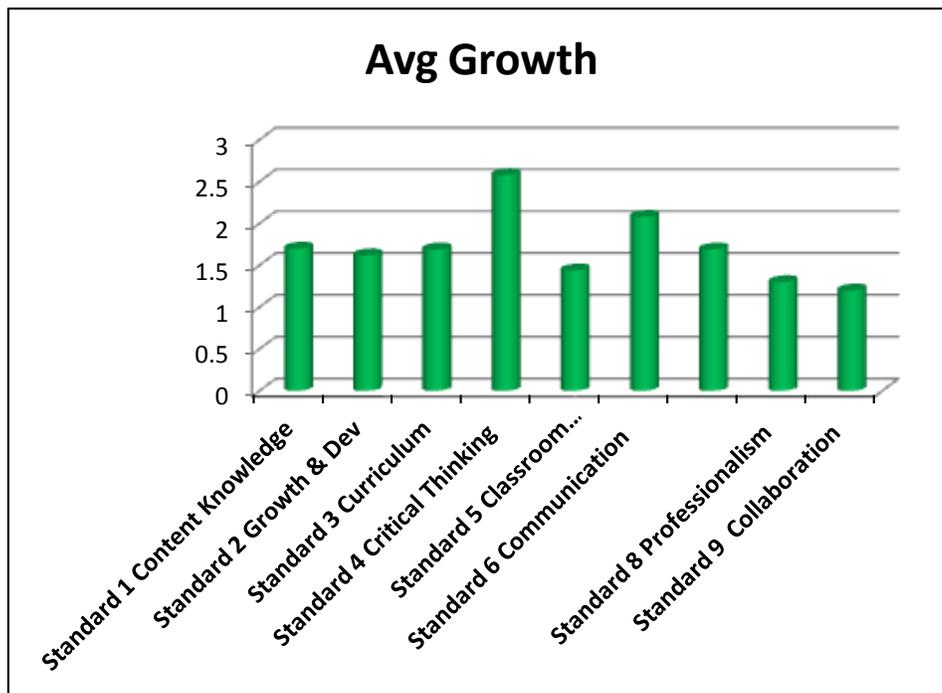
Level of participants	% selected	Average growth	Years of Experience
Elem K-5	58%	1.48	1 year – 24 years
MS 6-8	22%	1.42	1 year – 19 years
HS	19%	1.30	5 years – 30 years

The performance in this indicator focuses on the teacher’s ability to recognize the unique learning needs of students and uses strategies to address those needs. Impact evidence in this indicator focuses on students reacting positively to the teacher’s strategies and learning at increased levels. Research by John Hattie include strategies associated with this indicator have an average effect size of about .71 and includes micro teaching, teacher to student relationships and factors associated with class environment. There are 22 different research-based Marzano strategies aligned to this indicator including clear identification of the important concepts of content and organizing the physical layout.

The extent of growth that occurred by each standard was analyzed as well using the pilot project data. The following demonstrates how the amount of growth varied among different teacher standards.

Growth by Teacher Standard

Exhibit 17



While only 10% of teachers in the pilot worked in this particular area, more growth was demonstrated on Standard 4 Critical Thinking than on any other standard. The least amount of growth occurred in Standard 9 Professional Collaboration, averaging just 1.2.

In addition to the data gathered on participation and growth, general feedback was also collected from teachers who participated in the pilot project. These comments support the conclusion that growth in professional performance did occur throughout the pilot project. The purpose of collecting these comments was to determine whether or not teachers felt supported in their efforts to improve their performance and whether they felt they actually did experience growth in some meaningful way. The comments received about the state's new model and teachers' experience while piloting the new model included the following:

- *“I worked on what I could, when I could, and saw significant improvement”*
- *“This allows for as many outstanding areas as possible; you're never finished but always striving for even better”*
- *“This is more geared toward teacher growth...offers opportunities and tools to help with professional growth”*
- *“It is more sophisticated and specific to evaluate exactly how a teacher is growing”*
- *“It focuses solely on student achievement – which is the most important part”*
- *“Since maximizing student achievement is my primary job, there is no doubt this will assist me in making the most of my skills/abilities”*
- *“This shows how successful I am in getting through to kids – I can give the best lesson ever, but if kids aren't grasping it, it wasn't effective”*

Administrator Performance Data

The process for collecting data samples for administrators was conducted the same as that of teachers. The main contact person from participating districts in the pilot project submitted data using the district Data Summary sheet (see Appendix G). There were 171 data samples collected overall from administrators participating in the pilot project. As was the case with teachers, a data sample represents the outcome of an administrator working on a particular indicator throughout the pilot project. For example, an administrator might be working on promoting a positive school culture from Quality Indicator 2.1 or they might be working on strategies for leading personnel from Quality Indicator 3.2. A data sample represents the amount of movement across the 0-7 scale of the growth guide for the particular indicator the administrator's selected indicator. Of the 171 data samples from the pilot project analyzed, 92.9% of them showed a positive increase on the 0-7 scale. Based on the language of the Growth Guide, this increase along the scale represents an improvement in the performance of the administrator as reflected by a follow-up score of higher value than the baseline score. As is the case with the teacher growth guides, an administrator's rating involves Evidence of Impact in addition to that of Evidence of Commitment and . Therefore, this movement on the scale (see Exhibit 18) represents some type of positive change in the performance of teachers and the learning of student as well.

Evidence of Impact for Administrators

Exhibit 18

Leader Growth Guide 2.3

Standard 2: Teaching and Learning

Quality Indicator 3: Ensure Continuous Professional Learning

Emerging		Developing		Proficient		Distinguished		
2E3) The emerging leader...		2D3) The developing leader also...		2P3) The proficient leader also...		2S3) The distinguished leader also...		
Establishes a culture that values continuous learning for all staff and is focused on improving student performance.		Ensures the annual documentation of professional growth in a professional growth plan maintained by all staff.		Ensures that professional learning is focused on improving student learning and is directly related to the Building Improvement Plan.		Leads in the evaluation of the impact of professional learning based on student performance data to ensure the improvement of student achievement.		
Professional Frames								
Evidence of Commitment <i>Building procedures and protocols highlights continuous learning</i>		Evidence of Commitment <i>Professional growth plans document continuous learning</i>		Evidence of Commitment <i>Professional learning is aligned to student learning needs</i>		Evidence of Commitment <i>Applied professional learning is evaluated</i>		
Evidence of Practice <i>Establishes process and strategies for continuous learning for all staff, including novice teachers</i>		Evidence of Practice <i>Develops structures to ensure the documentation of continuous learning for all</i>		Evidence of Practice <i>Uses strategies to determine that professional learning meets the needs and priorities in the building improvement plan</i>		Evidence of Practice <i>Cultivates a system of evaluation to determine that professional learning impacts student performance</i>		
Evidence of Impact <i>Teachers and staff engage in continuous learning to better meet student needs</i>		Evidence of Impact <i>Teachers and staff develop and maintain annual professional growth plans</i>		Evidence of Impact <i>Teachers and staff align and apply all professional learning to specific learning needs</i>		Evidence of Impact <i>Teachers and staff conduct ongoing evaluation on the impact of professional learning on student performance data</i>		
Score =	0	1	2	3	4	5	6	7

The extent of growth that occurred during the pilot project varied. As noted, an overwhelming majority of the data samples reflected a positive change in the administrator's score. But in some cases, an administrator also experienced a change in the rating of their level of performance. In the exact same way as the teacher's growth guides, scores 0, 1, and 2 are all at the Emerging Level. The scores 3 and 4 are at the Developing Level and the scores 5 and 6 are at the Proficient Level. Moving from 2 to 3, from 4 to 5, and from 5 to 6, would reflect not only a change in score but an actual change in the rating of the administrator's performance level as well.

There was an average amount of positive change of 1.36 across all 171 data samples. There were 145 of the 171 data samples (84.7%) that reflected what might be described as modest growth or growth somewhere between .5 and 3 on the 0-7 scale. While this amount of growth still reflects a

positive change in score, it does not necessarily mean a change in the rating of the administrator's level of performance. In other words, an administrator may show a change in score of 1 to 2 or even a 0 to 2 but would still be rated at the Emerging Level.

There were just 2 data samples (1.1%) that demonstrated growth of more than 3 on the 0-7 scale. As was the case with the teacher data samples, this not only reflects a positive change in the administrator's score but a change in their level of performance rating as well. In other words, the rating of an administrator experiencing a change in score from 3 to 5 would go from the Developing level to the Proficient level. As noted previously, this would reflect some type of change in the performance of teachers and/or students as well. Finally, the data revealed there were 12 data samples (7.1%) that indicated that no growth or movement occurred at all.

As noted previously, more administrators (34%) worked on Quality Indicator 2.2 Provide Effective Instructional Programs than any other of the 13 indicators. This was followed by Quality Indicator 1.2 Implement and Steward a Vision as the second most (23%) selected indicator. Across the entire 171 data sample set for administrators, 39.1% of administrators participating in the pilot project worked at improving their performance at some indicator in Standard 2 Teaching and Learning than at any other standard.

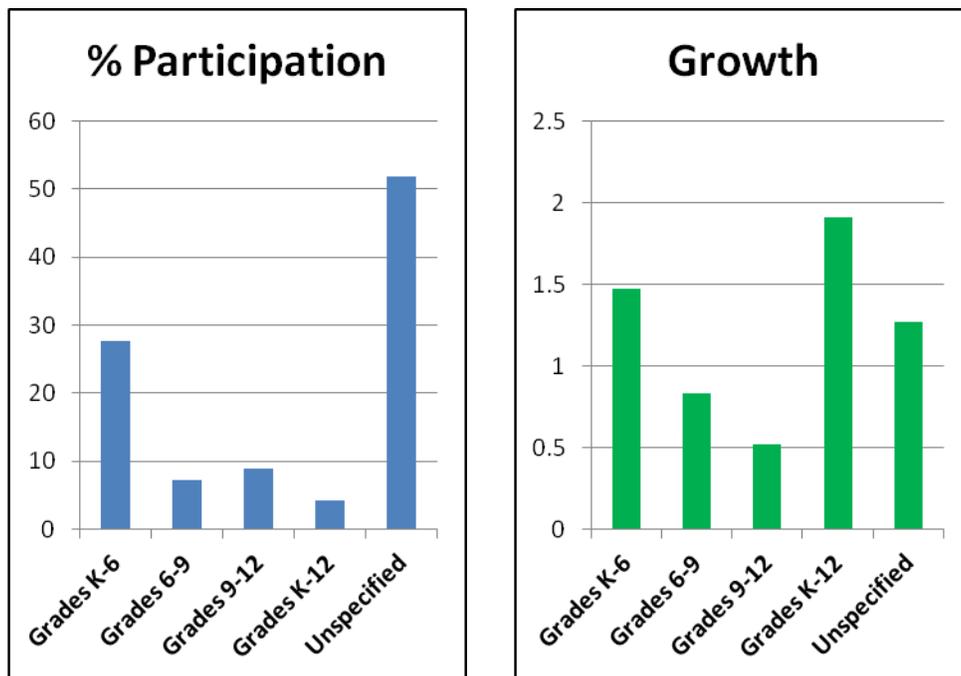
All 13 of the administrator indicators are important and therefore necessary when determining an administrator's overall effectiveness. Improvement in these 13 areas as represented by the Quality Indicators would to some degree either directly or indirectly impact the overall culture and learning experience occurring in the school. But obviously, the areas of focus from indicator to indicator vary. Standard 2 reflects those indicators that specifically focus on the learning experience, more so than that of other standards. In fact, all three indicators in Standard 2 include Evidence of Impact related to teacher as well as student performance data. This means that

well over a third of the data samples (39.1%) represented administrators working on some indicator from Standard 2 Teaching and Learning which would require some change in teacher and student performance data in order for the administrators score and/or performance level to change. Given that nearly 93% of the data samples overall represented some degree of growth, it is reasonable to conclude that this included some type of positive change in teacher and student performance as well.

The data from the pilot project were analyzed to determine the level of participation and the extent of growth by level of administrator. The categories were divided into grades K-6, 6-9, 9-12, K-12 and a category for Unspecified. The majority of administrators who participated in the pilot project did not specify the particular grade level of their building. In terms of growth, administrators in a K-12 building experienced more growth, followed by those in a K-6 building.

Participation and Growth by Level of Administrator

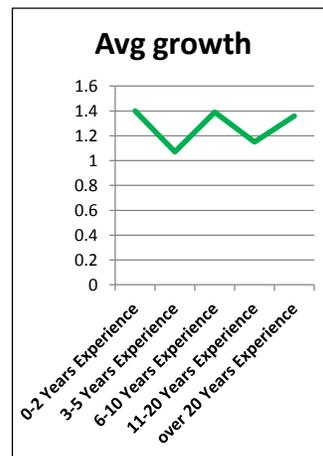
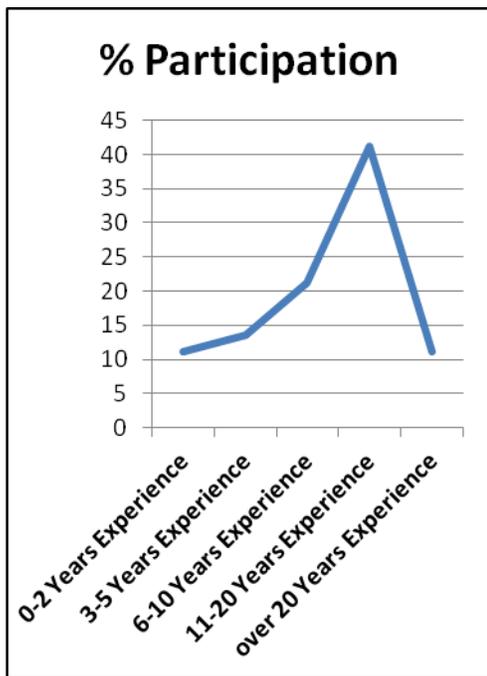
Exhibit 19



Data from the pilot project were also analyzed to determine the extent of participation and the amount of growth by the level of experience of the administrator. The categories were divided into ranges of experience from 0 years experience to over 20 years of experience. As was the case with the teacher participants, the largest number of participants fell into the 11-20 year experience range. Again, this might be an indication of districts choosing to involve administrators with experience in their local pilot. It might also be true that few districts have administrators with over 20 years of experience. While the 11-20 years experience category represented the largest number of participants, this category of administrators did not demonstrate the most overall growth. As was the case with the teachers participating in the pilot, administrators with between 0 and 2 years experience average more growth than the other groups, followed very closely by those with between 6 and 10 years of experience.

Participation and Growth by Years of Administrator Experience

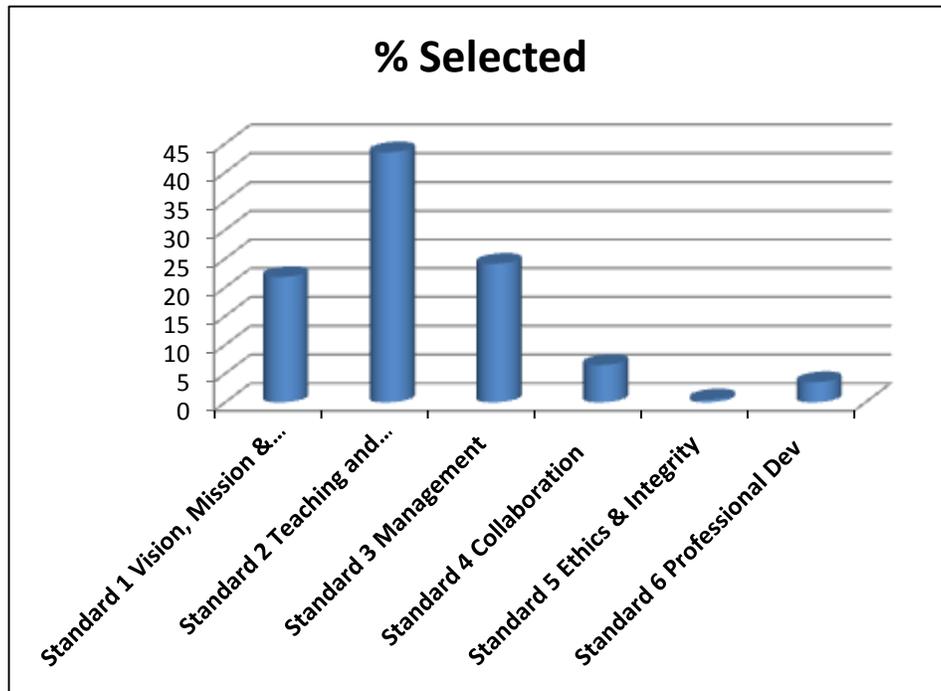
Exhibit 20



One final set of data were analyzed to determine which administrator standards were selected.

Participation by Administrator Standard

Exhibit 21



As noted previously, a majority of administrators worked on Standard 2 than on any other standard. Standard 5 Ethics and Integrity had the fewest number of participants with approximately .5% followed by Professional Development which had just 3.5% of the participants.

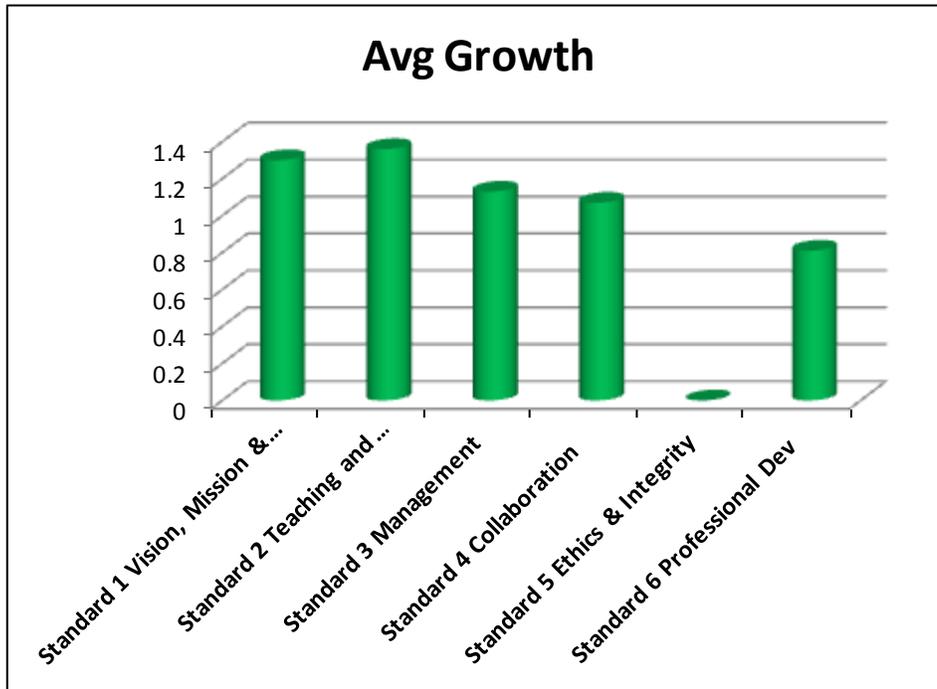
Standard 2 Teaching and Learning was overwhelmingly the standard of choice by administrator participants in the study. There were areas of concentration among the different indicators within that standard, but the vast majority of those administrators who worked on an indicator in Standard 2 were focused on Quality Indicator 2.2 Teaching and Learning. In fact, 82% of those administrators working on Standard 2 were focused on this indicator and experienced overall average growth of 1.26. Within this group, a third of the administrators were in an

elementary building and recorded growth of 1.39. The experience of those administrators ranged anywhere from 1 year to 15 years.

Growth by standard was analyzed in addition to participation.

Growth by Administrator Standard

Exhibit 22



More growth was demonstrated on Standard 2 Teaching and Learning than on any other standard.

The least amount of growth occurred in Standard 6 Professional Development. As only one administrator worked on Standard 5 Ethics and Integrity, there was no average amount of growth calculated. As school leaders continue to work towards becoming instructional leaders, it was encouraging to see Standard 2 Teaching and Learning as the highest area of participation as well as the area where more growth was demonstrated than in any other administrator standard.

Chapter V: Interpreting the Data and Moving Forward

The 2012-2013 pilot project completed foundational work by Missouri's Department of Elementary and Secondary Education in creating an evaluation system which could accurately measure growth in the performance of teachers and leaders. The purpose of this study was to examine the extent to which growth in professional performance could occur using the protocol detailed in Missouri's new Educator Evaluation System. In analyzing performance data of teachers and administrators, evidence demonstrated that an improvement in performance occurred in a very large majority of those who participated in the pilot project. Due to the design of the evaluation process, a teacher's movement on the growth guide requires a change in evidence at not only the commitment and practice levels, but the impact level as well. Since evidence at the impact level for teachers is comprised of student data, the findings of this study suggest that improving teacher performance could ultimately result in improvements in student learning.

The Diagnosis becomes the Treatment

The overwhelmingly strong evidence from the data samples, summarized in Exhibit 23, suggests that teachers and administrators participating in the pilot project did, to varying degrees, improve their performance. Overall, the findings from the pilot appear consistent with the statement "the diagnosis becomes the treatment." That is, the evaluation process in the state's new model prompts teachers and administrators towards a very thorough, detail-specific and honest assessment of their own performance which then leads to improvement.

Important Numbers	Important Outcomes
Over 560	Teacher data samples submitted reflecting growth on different indicators during the piloting of the state model
90.1	The percent of teachers (over 500) that experienced growth on a specific educational practice using the state model
1 . 99	The average amount of growth a teacher experienced on the 0 – 7 rating scale (movement from level to level)
25 . 7	The percent of teachers that experienced growth in practice specifically in the area of student assessment and data analysis (Standard 7)
Over 170	Principal data samples submitted reflecting growth on different indicators during the piloting of the state model
92 . 9	The percent of principals (nearly 160) experienced growth on a specific educational practices using the state model
1 . 36	The average amount of growth a principal experienced on the 0 – 7 rating scale
39 . 1	The percent of principals experiencing growth in practice specifically in the area of teaching and learning (Standard 2)

The standardized language articulated in the state’s standards and indicators provide a more precise identification of teachers’ and administrators’ current performance and an accurate description of what constitutes improvement. A clear sense of how to improve appears to have been a strong motivator for actual improvement. Through the process of gathering input from participants of the pilot project, it appeared this increase in awareness of performance and a focus on improvement led to gains as evidenced through the data samples.

A necessary prerequisite for this occurrence appears to be a process for building collective understanding across the professional continuum. Said in a different way, teachers and administrators must collectively agree on what a particular performance looks like, the evidence that would demonstrate it, and what would constitute improvement for that performance. The

growth guides provided common language for this discussion. Based on this, the adoption of an evaluation instrument with the belief that its use alone will lead to better performance might be somewhat shortsighted. The results of this study suggest that the process of building a collective understanding on performance and improvement is necessary if, in fact, the diagnosis is to become the treatment.

The Evaluated Individual as Participant, not Recipient

Throughout the process of gathering input from pilot project participants, it became apparent that the new Educator Evaluation System represented a significant departure from what might be considered the traditional approach to evaluating educators. The new system emphasized growth as opposed to status. In other words, the system was less about designating a label of a teacher's or administrator's effectiveness than it was about accurately documenting the growth of their effectiveness. This emphasis on improvement represented a new paradigm for educator evaluation.

A common theme in the input received was a shift in the role of the teacher and administrator in the evaluation process. It appeared, particularly noteworthy in districts with highly active engagement in the pilot, that the individual being evaluated played a significant role in the overall process. That is, teachers and administrators were far more a participant in their own evaluation than the traditional role of recipient. From reflecting on their own performance to completing growth plans to active discussions about improvement and evidence to support that growth, teachers and administrators were highly engaged and involved in the overall process. The feedback received in the pilot suggests that a shift towards the evaluated being an active participant in their own performance evaluation contributes to continued growth in their performance.

It's the Conversation, plus the Documentation

The importance of feedback in the improvement process is certainly not a new revelation. As noted before, John Hattie found it to be the “most powerful single influence enhancing achievement” (Hattie, 2009, p. 12). The findings from this study merely affirmed that essential connection. Input from participants in the study noted how important the professional conversation that occurred between administrator and teacher were to the improvement process. In addition to considerations about making the content of the feedback meaningful, the importance of having the skill set to deliver the feedback effectively and the importance of including documentation of the feedback, it was apparent that administrators providing targeted, verbal feedback in focus areas for the teacher was a significant factor to improvement. One teacher noted that participation in this pilot project led to a very different and focused kind of conversation with her principal directly related to her overall improvement. While documentation is necessary and even recommended, professional dialogue about improvement is essential. Conversations about specific strategies for improving performance are critical and represent another departure from the traditional process of evaluating educators.

The Leadership Investment

High dollar quarterbacks are not paid to carry water. Any football team that invests heavily in a quarterback is actually investing in a leader. The same can be said for the administrators in our schools. Checking fire extinguishers and locating pencil sharpeners in the supply closet are necessary tasks, but not what you pay a principal to do. Principals, like the quarterback, are paid to lead the team.

In talking with participants from districts in the pilot project, the importance of the principal to the effectiveness of the overall evaluation process was evident. The role of the principal in the process is just as significant as it always has been, but perhaps different than what it was in a more traditional approach to evaluating educators. Principals participating in this pilot engaged in shorter, but more numerous classroom observations. They spoke more often and for a longer duration with their teachers about improving their teaching. They found themselves needing to think about feedback differently and many arrived at the conclusion that they were not as well trained as they felt they needed to be to give the kind of feedback teachers would require. The findings from the pilot project suggest that the training and support of principals will be essential for implementing an evaluation system focused on the growth and improvement of teacher professional performance.

Revisions based on Participant Input

Finally, in addition to providing growth data on teacher and principal performance, feedback from participating districts informed the final revisions to the state's model Educator Evaluation System. The feedback provided fell into the following areas:

- Feedback on the appropriateness of the language in the indicators selected
- Feedback on the progression of the performance target across the Growth Guide
- Suggested revisions for how the evaluation at each level interacts with the each other
- Suggested revisions to the process to ensure that growth in performance occurs
- Field-testing of forms to be used as a part of the evaluation process
- Recommendations for clarifying the overall process of educator evaluation

This information from pilot districts provided input about the overall process. It offered specific areas that seemed to be particularly helpful as well as particular challenges (i.e. the amount of time

the new process required). Most importantly, participating districts in the pilot provided necessary information that led to revisions prior to the System's adoption by the State Board of Education in June 2013.

Sometimes there is a lack of clarity regarding the path and yet it's a necessity to reach the destination. While all the details of moving forward are not completely clear, progress beyond the pilot project continues to occur. The Educator Evaluation System created and piloted is now the approved state model for Missouri. Since its adoption in June 2013, districts across the state have either used the model to guide revisions to their own local evaluation system or simply adopted the state model and are now in the process of implementation.

Significant investments have been made in training throughout the 2013-2014 school year. This will be necessary for teachers and administrators in order to introduce them to a new paradigm of educator evaluation. This paradigm will have the teacher and administrator assuming a greater role and responsibility for their growth and development. It will require there to be a collective understanding about quality teaching and teacher effect. It will require a level of professional dialogue and collaboration not present in the area of educator evaluation before now. To address these areas, the Missouri Department of Elementary and Secondary Education is currently providing over 200 training opportunities and ongoing support services for teachers and administrators.

Further study, research and analysis will also be a necessary part of this continued development. A research project currently underway explores the significant factors required to achieve alignment and implementation of local evaluation processes to the Essential Principles of Effective Evaluation. As those principles are divided into Principles of Structure and Principles of Process (see pages 17-18), this research focuses on the process component which is truly the most essential part of this work. In addition, research is being conducted on the overall effects of

feedback in improving . In particular, this research explores the key skills administrators must possess in order to effectively deliver feedback that is meaningful to the teacher.

Building the skill set of administrators to accurately assess performance and provide feedback based on data is a high priority. The Department of Elementary and Secondary Education is providing feedback clinics in various locations across the state. The term clinic is used because these skill-building sessions occur in schools with administrators practicing on teachers in active classrooms. Using the Mike Rutherford model of feedback, administrators and teachers alike are experience first-hand the potential that effective feedback has for improving .

In February 2014, Missouri introduced an online resource to assist districts with the training of those who evaluate teachers. The Missouri Observation Simulation Tool (MOST) has been made available to all district and building level administrators at no cost. The tool contains video segments that are approximately, on average, 5-8 minutes in length and have been tagged to a particular quality indicator. The administrator views the video segment and rates the teacher's performance using the 0-7 scale on the growth guide for that indicator. The administrator then is provided a comparison of their score to the master score, which is a benchmark set by a group of master scorers. The administrator also receives a comparison of how their score compared to others who viewed the same video segment. A rationale is provided for the master score allowing the administrator to compare with the rationale for their own score. Finally, the tool offers scripted feedback that the administrator might use with this teacher if they had the opportunity to speak with them about the performance they just viewed. This tool assists in building inter-rater reliability from one evaluator to the next and coaching on how to provide meaningful feedback.

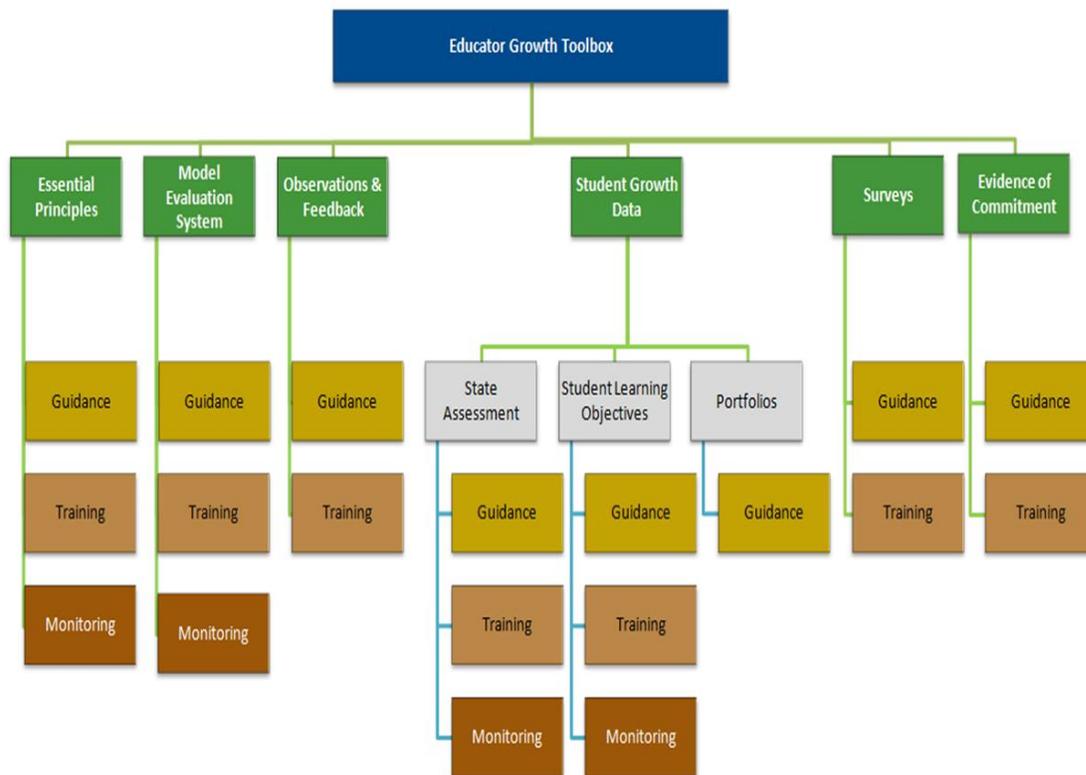
Further study will be conducted on the role of surveys in the evaluation process. This continued work will follow the research of Ronald Ferguson who maintains that "A really good

student survey can measure exactly what you want to measure. It can reveal exactly what’s happening inside classrooms. I’m not sure there’s a better way to calibrate the effectiveness of teachers”(LaFee, 2014, p. 16-25). While initially looking at student survey data and how it informs determinations on teacher effectiveness, it will also include parent and teacher survey data and how it informs administrator effectiveness.

One of the more significant challenges that will face Missouri educators in the next 2 years will involve accurately and reliably incorporating student growth measures into the educator evaluation process. The Educator Growth Toolbox, set for release by May 2014, is designed to assist districts with this challenge. It focuses on a number of areas related to improving educator growth. One significant area included in this toolbox focuses on student growth data.

Educator Growth Toolbox

Exhibit 24



This component of the toolbox contains various materials, information and tools within the categories of guidance, training and monitoring as demonstrated in Exhibit 24. This resource is designed to assist districts in analyzing student growth data and then including this data as a contributing factor in determinations about a teacher's overall effect on student learning. This applies to not only teachers of content and in grades with state assessment data, but all other teachers as well. The state of Missouri has submitted an official request to the U.S. Department of Education to delay the use of student growth measures in the evaluation process for one additional year. Based on this request, districts will be required to use student growth data as a part of the educator evaluation process to inform employment determinations impacting 2016-2017. The Educator Growth Toolbox will be a major component of building educator capacity in this area.

Missouri continues to move forward in its efforts to improve the of teachers and leaders as a strategy for improving the learning of students. While much has been accomplished there is still much yet to be done. Issues related to educator evaluation as a strategy for improving educator effectiveness will no doubt remain very political and sensitive. Yet if we remain committed to increasing future opportunities for Missouri's children and dedicated to belief that this occurs through education, then we can rest assure that it is the right work.

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Appendix A

The Missouri Teaching Standards

The Missouri Teacher Standards convey the expectations of performance for professional teachers in Missouri. The standards are based on teaching theory indicating that effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching to provide high academic achievement for all students. **Thus these standards recognize that teachers continuously develop knowledge and skills.** Therefore the Missouri Teacher Standards employ a developmental sequence to define a professional continuum that illustrates how a teacher's knowledge and skills mature and strengthen throughout the career. Teaching professionals are expected to supply good professional judgment and to use these standards to inform and improve their own .

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 all students. *[SB 291 Section 161.380.2 (3) The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.]*

- Quality Indicator 1: Content knowledge and academic language
- Quality Indicator 2: Student engagement in subject matter
- Quality Indicator 3: Disciplinary research and inquiry methodologies
- Quality Indicator 4: Interdisciplinary instruction
- Quality Indicator 5: Diverse social and cultural perspectives

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. *[SB 291 Section 161.380.2 (1) Students actively participate and are successful in the learning process; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.]*

- Quality Indicator 1: Cognitive, social, emotional and physical development
- Quality Indicator 2: Student goals
- Quality Indicator 3: Theory of learning
- Quality Indicator 4: Differentiated lesson design
- Quality Indicator 5: Prior experiences, multiple intelligences, strengths and needs
- Quality Indicator 6: Language, culture, family and knowledge of community values

Standard #3 Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data. *[SB 291 Section 161.380.2 (1) Students actively participate and are successful in the learning process; (2) Various forms of assessment are used to monitor and manage student learning; (3) The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior; (5) The teacher keeps current on instructional knowledge and seeks and explores teaching behaviors that will improve student performance.]*

Quality Indicator 1: Implementation of curriculum standards

Quality Indicator 2: Lessons for diverse learners

Quality Indicator 3: Instructional goals and differentiated instructional strategies

Standard #4 Critical Thinking

The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills. *[SB 291 Section 161.380.2 (1) Students actively participate and are successful in the learning process.]*

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

Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

Quality Indicator 3: Cooperative, small group and independent learning

Standard #5 Positive Classroom Environment

The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation. *[SB 291 Section 161.380.2 (3) The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.]*

Quality Indicator 1: Classroom management techniques

Quality Indicator 2: Management of time, space, transitions, and activities

Quality Indicator 3: Classroom, school and community culture

Standard #6 Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom. *[SB 291 Section 161.380.2 (4) The teacher uses professional communication and interaction with the school community; (6) The teacher acts as a responsible professional in the overall mission of the school.]*

Quality Indicator 1: Verbal and nonverbal communication

Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences

Quality Indicator 3: Learner expression in speaking, writing and other media

Quality Indicator 4: Technology and media communication tools

Standard #7 Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student, and devises instruction to enable students to grow and develop, making adequate academic progress. [SB 291 Section 161.380.2 (2) Various forms of assessment are used to monitor and manage student learning; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.]

Quality Indicator 1: Effective use of assessments

Quality Indicator 2: Assessment data to improve learning

Quality Indicator 3: Student-led assessment strategies

Quality Indicator 4: Effect of instruction on individual/class learning

Quality Indicator 5: Communication of student progress and maintaining records

Quality Indicator 6: Collaborative data analysis

Standard #8 Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students. [SB 291 Section 161.380.2 (2) Various forms of assessment are used to monitor and manage student learning; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance; (6) The teacher acts as a responsible professional in the overall mission of the school.]

Quality Indicator 1: Self-assessment and improvement

Quality Indicator 2: Professional learning

Quality Indicator 3: Professional rights, responsibilities and ethical s

Standard #9 Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues, and community members. [SB 291 Section 161.380.2 (4) The teacher uses professional communication and interaction with the school community; (6) The teacher acts as a responsible professional in the overall mission of the school.]

Quality Indicator 1: Induction and collegial activities

Quality Indicator 2: Collaborating to meet student needs

Quality Indicator 3: Cooperative partnerships in support of student learning

Appendix B

The Missouri Leader Standards

The Missouri Leader Standards convey the expectations of performance for professional leaders in Missouri. The standards are based on the national Interstate Leaders Licensure Consortium (ISLLC) Standards which emphasize the leader as a competent manager and instructional leader who continuously acquires new knowledge and skills and is constantly seeking to improve their leadership to provide for high academic achievement for all students. **Thus these standards recognize that leaders continuously develop knowledge and skills.** Therefore the Missouri Leader Standards employ a developmental sequence to define a professional continuum that illustrates how a leader's knowledge and skills mature and strengthen throughout their career. Professionals in school leadership positions are expected to exercise good professional judgment and to use these standards to inform and improve their own .

Standard #1 Vision, Mission, and Goals

Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Quality Indicator 1: Establish the Vision, Mission and Goals

Quality Indicator 2: Implement the Vision, Mission and Goals

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 that applies best to student learning, and designing comprehensive professional growth plans for staff.

Quality Indicator 1: Promote Positive School Culture

Quality Indicator 2: Provide an Effective Instructional Program

Quality Indicator 3: Ensure Continuous Professional Learning

Standard #3 Management of 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 1: Manage the Organizational Structure

Quality Indicator 2: Lead Personnel

Quality Indicator 3: Manage Resources

Standard #4 Collaboration with Families and Stakeholders

Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Quality Indicator 1: Collaborate with Families and Other Community Members

Quality Indicator 2: Respond to Community Interests and Needs

Quality Indicator 3: Mobilize Community Resources

Standard #5 Ethics and Integrity

Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.

Quality Indicator 1: Personal and Professional Responsibility

Standard #6 Professional Development

Education leaders have the knowledge and ability to ensure the success of all students by remaining current on best s in education administration and school-related areas as evidenced in his/her annual professional development plan.

Quality Indicator 1: Increase knowledge and skills based on best s

Appendix C

**Missouri Department of Elementary and Secondary Education
Model Educator Evaluation System
District Agreement**

As Superintendent of the _____ School District, I grant my approval for district staff members to participate in the 2012-2013 pilot project of the model Educator Evaluation System through the Office of Educator Quality at the Missouri Department of Elementary and Secondary Education.

I am aware the objective of this pilot project is to promote exploration and experimentation, expand awareness and enhance learning and understanding. The intended outcome is increasing validity and reliability of evaluation of performance relative to the model Educator Evaluation System. I consent to district staff members participating in surveys, focus groups and other means of feedback and data collection relative to this pilot project.

As this is a pilot project, I agree that high-stakes personnel decisions in regard to district employment (i.e. promotion, tenure, compensation, disciplinary action, termination, etc.) will not be determined using any portion of or data generated from this draft model or derived through experience with these documents. Current evaluation processes adopted and approved by the district's board of education should continue to be used for those decisions.

I designate the following staff member as my district's main contact and to serve as a liaison to the Office of Educator Quality at the Missouri Department of Elementary and Secondary Education regarding the pilot project for the model Educator Evaluation System.

Name _____

Position _____ Work Telephone _____

Work E-Mail _____

Superintendent's
Signature _____ Date _____

Board President's
Signature _____ Date _____

Please affix electronic signature and e-mail to paul.katnik@dese.mo.gov or sign and fax this document to the Office of Educator Quality at 573-526-3580

Appendix D

Missouri Educator Evaluation System 2012-2013 Pilot Project Information

Thank you for agreeing to participate in a pilot project of Missouri's model Educator Evaluation System. The following will provide you basic directions and information.

Scope of Missouri's Pilot Project for the Educator Evaluation System

The 2012-2013 pilot project of the Missouri Educator Evaluation System, approved by the State Board of Education at its June meeting, is intended to field-test Missouri's new model Educator Evaluation System. In gathering feedback on the basic functionality of the model system, the pilot will offer opportunity for input from practitioners in districts across the state to identify its strengths and offer suggestions, including input on specific focus areas, to be used for the 2013 summer revision.

Intended Outcomes of the Pilot Project

1. Feedback regarding the degree to which the educator evaluation system process effectively assesses educator performance and provides opportunity for continued growth.
2. Input regarding draft guidelines for particular focus areas of the evaluation process including
 - a. Guidelines reflecting best s for providing ongoing support, induction, mentoring and socialization during the probationary period for novice educators;
 - b. Guidelines reflecting best on the appropriate use of measures of growth in student learning as a significant part of the evaluation process;
 - c. Guidelines reflecting best s for providing timely and effective feedback promoting improvement of educator ; and
 - d. Guidelines reflecting best s for the initial and periodic training of evaluators to ensure the reliable assessment of educator performance.

District Responsibilities as a Pilot Project Participant

1. **Field-test a district-determined portion of the model Educator Evaluation System and provide affirmation of the system’s strengths and offer suggested revisions (feedback collection methods may include surveys, phone interviews, webinars, focus groups, etc.) ; and**
2. **As requested, provide input and feedback on draft guidelines for focus areas (a – d) listed above.**

Pilot Project Process

Target Dates	Pilot Project Action Steps
Summer 2012	General overview on the Educator Evaluation Process (Administrator Conf.; Aug. Webinars)
Summer-Fall	District submits agreement letter and general information is provided to the main contact person
Fall 2012	In-depth understanding of effective evaluation through Regional Orientation Meetings
Oct - Nov	The main contact person for each pilot project district participates in an informational pilot project webinar hosted by the Office of Educator Quality at DESE.
Oct - Nov	Districts identify portion of the Educator Evaluation System to Field-Test (this can be any combination of the superintendent, principal and/or teacher level(s); districts may include as few or as many district personnel as they think appropriate).
December - April	Field-Test portion of the Educator Evaluation System and provide feedback to the Office of Educator Quality on system strengths and suggested revisions. Provide feedback on the draft guidelines for one or all of the focus areas.

Appendix E

Missouri Educator Evaluation System

2012-2013 District Pilot Plan

The following information summarizes the pilot project plan for _____ .
(District / Charter Name)

PARTICIPATING TEACHERS

Grade Level	Years Experience	Standard(s) & Quality Indicator(s)

**Please do not include teacher names – add additional lines/sheets if needed*

PARTICIPATING ADMINISTRATORS

Grade Levels	Years Experience	Standard(s) & Quality Indicator(s)

**Please do not include administrator names – add additional lines/sheets if needed*

DISTRICT PILOT PROCESS *Please provide a brief description of how the district pilot process will be managed (e.g. communication, timelines, feedback mechanism, etc.)*

SUBMITTED BY

(Name of District Contact Person)

(Date)

Appendix F

Pilot Data Summary

District – Teacher Planning Sheets	
Total Number of Teachers Being Evaluated	476
Total Years of Teacher Experience	4600.57
Average Years of Teacher Experience	9.67
Most Years of Teacher Experience	37.00
Least Years of Teacher Experience	0.30
Number of Teachers Being Evaluated on Specific Standards/Indicators	
Standard 1 – Content Knowledge	
Indicator 1 - Content Knowledge/Academic Language	89
Indicator 2 - Engage in Subject Matter	68
Indicator 3 - Disciplinary Research & Inquiry Methodologies	4
Indicator 4 - Interdisciplinary Instruction	4
Indicator 5 – Diverse social and cultural perspectives	0
Standard 2 – Learning-Growth-Development	
Indicator 1 - Cognitive, Social, Emotional and Physical Dev	20
Indicator 2 – Student Goals	76
Indicator 3 - Theory of Learning	17
Indicator 4 - Differentiated Lesson Design	98
Indicator 5 - Prior Experiences, Learning Styles, Intelligence, Strengths, Needs	29
Indicator 6 – Language, culture, family, community values	6
Standard 3 – Curriculum	
Indicator 1 - Implementing Curriculum Standards	40
Indicator 2 - Lessons for Diverse Learners	13
Indicator 3 – Instructional Goals / Diff Instructional Strategies	49
Standard 4 – Critical Thinking	
Indicator 1 - Student Engage in Problem-Solve and Critical Thinking	68
Indicator 2 - Use of Instructional Resources to Enhance Learning	23
Indicator 3 - Cooperative, Small Group, Individual Learning	48
Standard 5 – Classroom Environment	
Indicator 1 - Management, Motivation, Engagement	54
Indicator 2 - Time, Space, Transitions, and Activities	29
Indicator 3 - Classroom, School & Community Culture	25
Standard 6 – Communication	
Indicator 1 - Verbal and Nonverbal Communication	12
Indicator 2 - Sensitivity to culture, gender, intellect and physical differences	2
Indicator 3 - Learner expression in speaking, writing, & other media	5
Indicator 4 - Technology and media communication tools	19
Standard 7 – Student Assessment – Data Analysis	
Indicator 1 - Effective use of Assessments	165
Indicator 2 - Assessment Data to Improve Learning	79
Indicator 3 - Student Led Assessment Strategies	16

Indicator 4 - Effect of instruction on individual/class learning	29
Indicator 5 - Communication of student progress & maintain records	4
Indicator 6 - Collaborative Data Analysis	2
Standard 8 – Professionalism	
Indicator 1 - Self Assessment and Improvement	41
Indicator 2 - Professional Learning	5
Indicator 3 – Professional Rights, responsibilities and ethical s	0
Standard 9 – Professional Collaboration	
Indicator 1 - Induction and Collegial Activities	7
Indicator 2 - Collaborating to Meet Student Needs	25
Indicator 3 - Cooperative partnerships in support of student learning	6

Teacher Grade Levels		
Elementary Art	3-4	9
Elem. Computer Lab/Title I Math	3-8	9-10
Elementary Library/At-Risk	4	9-12
Elementary Music	4-5	9-12 Art
Elementary PE/Health	4-6 Resource	9-12 Communication Arts
Elementary Reading	5	9-12 Counselor
Elementary Speech	5-6	9-12 Drama
Elementary Special Education	5-6 Communication Arts	9-12 English
Elementary Title I Comm. Arts	5-8	9-12 Hearing Impaired
Elementary Title I/Reading Coach	5-8 Communication Arts	9-12 Industrial Arts
Elementary Title I	5-8 Math	9-12 Industrial Technology
Pre-K Speech/Language	6	9-12 Math
PK-5 Physical Education	6 SS	9-12 Music
PK-12	6-11	9-12 Physical Education
K	6-12	9-12 Science
K-1	6-8	9-12 Social Studies
K-1 Music	6-8 Communication Arts	9-12 Spanish
K-1 Title	6-8 Computer	9-12 Special Education
K-2	6-8 Math	10
K-3	6-8 Physical Education	10-12
K-3 Reading	6-8 Science	11
K-3 Resource	Middle School	11 English
K-4	7	11-12
K-5 Art	7-8	12
K-5 Special Education	7-8 Communication Arts	High School
K-6	7-9	High School Art
K-8 Instructional Coach	7-12	High School Language

K-12	7-12 Communication Arts	High School Math
1	7-12 English	High School Reading
1-4	7-12 Math	High School Science
1-6 Gifted	8	High School Social Studies
1-6 Reading	8 Communication Arts	High School Spanish
1-6 Special Education	8 Math	Art
2	8 Science	Special Education
2-3	8 Social Studies	Title I
3	8-12	Adult Education
3-12	Junior High	

District - Administrator Planning Sheets	
Total Number of Administrators Being Evaluated	123
Total Years of Administrator Experience	1689.00
Average Years of Administrator Experience	13.73
Most Years of Administrator Experience	32.00
Least Years of Administrator Experience	1.00
Number of Administrators Being Evaluated on Specific Standards/Indicators	
Standard 1 – Vision	
Indicator 1 - Develop/Articulate Vision	13
Indicator 2 - Implement and Steward Vision	65
Standard 2 – Teaching/Learning	
Indicator 1 - Positive School Culture	14
Indicator 2 - Provide Effective Instructional Program	101
Indicator 3 - Ensure Comprehensive Growth Plans	4
Standard 3 – Management	
Indicator 1 - Manage the Organizational Structure	63
Indicator 2 - Lead Personnel	7
Indicator 3 – Manage Resources	1
Standard 4 – Collaboration	
Indicator 1 - Collaborate with families/community members	8
Indicator 2 - Respond to Community Interests and Needs	5
Indicator 3 - Mobilize Community Resources	4
Standard 5 – Ethics	
Indicator 1 - Ethics and Integrity	2
Standard 6 – Professional Development	
Indicator 1 - Knowledge, Skills, Best s	11

Administrator Grade Levels	
PK-5	5-8
PK-8	6-8
Special Services PK-12	7-8-9 Principal
K-2	7-8 Principal
K-4	Junior High
K-4 Principal	7-12
K-5	9-12
K-6 Principal	9-12 Principal
K-12	9-12 Administrator
Alternative Center K-12 Principal	10-11-12 Principal
3-5	High School
Elementary	Superintendent/Assistant Superintendent

Appendix G

Missouri Educator Evaluation System 2012-2013 District Pilot Growth Summary

The following data summarizes the outcomes of the Educator Evaluation System pilot project for

(District / Charter Name)

PARTICIPATING TEACHERS

Grade Level	Years Exp	Standard(s) & Quality Indicator(s)	Growth in	Comments

**Please do not include teacher names – add additional lines/sheets if needed*

PARTICIPATING ADMINISTRATORS

Grade Level	Years Exp	Standard(s) & Quality Indicator(s)	Growth in	Comments

**Please do not include administrator names – add additional lines/sheets if needed*

OVERALL COMMENTS ON THE DISTRICT PILOT PROCESS

SUBMITTED BY

(Name of District Contact Person)

(Date)

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