Teacher Evaluation

MISSOURI'S EDUCATOR EVALUATION SYSTEM

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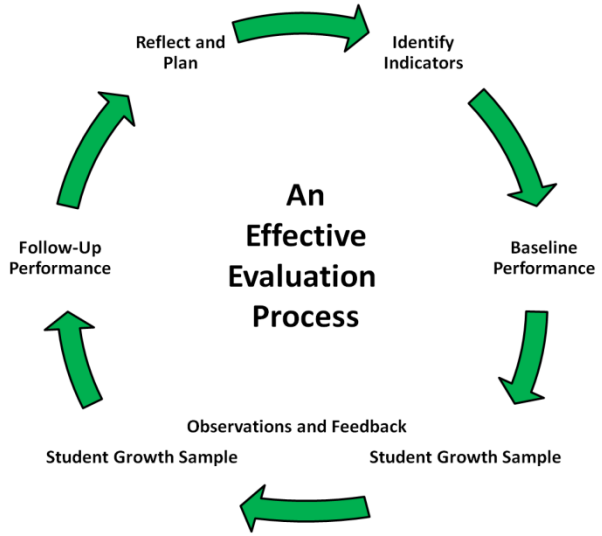
Contents

Teacher Evaluation Protocol

Introduction

Missouri's Educator Evaluation System was created, field-tested and piloted, and refined by hundreds of educators across the state. The system is founded on general beliefs about the purpose of the evaluation process. Central to these beliefs is a theory of action which maintains that improving student performance is predicated on the improvement of educator practice. These beliefs include that evaluation processes are formative in nature and lead to continuous improvement; are aligned to standards that reflect excellence; build a culture of informing practice and promoting learning; and use multiple, balanced measurements that are fair and ethical. Districts are encouraged to collectively establish basic beliefs that serve as the foundation of their local evaluation process. Based on the theory of action and beliefs that are the foundation to the state's model Educator Evaluation System, the primary purpose of the Teacher Evaluation Protocol is to promote growth in effective instructional practice that ultimately increases student performance. This growth in practice occurs based on the following sequence:



Growth requires focus. The identification of indicators is essential to establishing a particular focus based on performances articulated in the indicators. The baseline data serves as a starting point by establishing a current level of performance. Strategies for improvement are identified and practiced. Meaningful feedback is provided regarding the extent to which the new strategies are addressing the area of focus. Samples of student growth provide evidence that the instructional strategies used for the delivery of content are effective for increasing student learning. A follow-up rating provides indication of the amount of growth in teacher performance that occurred. Reflection on the process and the amount of growth that occurred or didn't occur informs whether this particular indicator remains an area of focus or whether there is a new area of focus. This sequence is

an important component to the growth and continuous improvement of instructional practice that occurs in the teacher evaluation process described in the following steps:

Step 1: Identify the indicators to be assessed

Rationale

Appropriate indicators are selected that most support increasing student learning through a focus on potential growth opportunities for the teacher. The indicators identified create an alignment between district and school improvement plans and the efforts and primary responsibilities of the teacher in the classroom.

Description

The selection of indicators is very important to the process. These determine the focus and rationale for improving effective practice and are based on what is needed most to improve learning for all students.

The identified indicators provide a focus area for ongoing learning and growth. Typically these are identified at the end of the year for returning teachers. The determination of which and how many indicators to identify is determined with the following criteria in mind:

1. Driven by student learning needs
2. Derived from the Building and District Improvement Plans (BIP-building level / CSIP-district level)
3. A maximum of three indicators per teacher per year are recommended which are:
    - Based on student needs
    - Representative of the priorities of the building/district leadership for that teacher
    - Based on a potential growth opportunity for the teacher and are determined in collaboration between the teacher(s) and principal
4. At a minimum two of the indicators must address impact on student learning
5. Other indicators may be identified at any time based on issues and needs that arise. In extreme instances where particular growth or change in practice must be addressed, an Educator Improvement Plan (see Step 3) may be instituted.

Example

Mrs. Johnson is a third year teacher. Based on student data, the third graders in Mrs. Johnson's class struggle with reading comprehension. This is an area of concentration for her class for this year. The principal, who is focusing on the implementation of the revised Missouri Learning Standards, is directing all teachers in the school to work on Indicator 1.1 "Content knowledge and academic language". In addition, Mrs. Johnson, in consultation with her principal, has identified Indicator 7.3 "Student-led assessment strategies" in order to better meet the challenging needs of her third grade class. The principal also felt that 8.1 "Self-assessment and improvement" would be helpful to Mrs. Johnson in documenting her

efforts to meet the specific needs of her third graders regarding reading comprehension. For this year, Mrs. Johnson's overall area of focus will be on performances articulated in the following three indicators:

1. Content knowledge and academic language 1.1
2. Student-led assessment strategies 7.3
3. Self assessment and improvement 8.1

Indicator 1.1 includes evidence for commitment, practice and impact; indicator 7.3 has evidence for practice and impact; and indicator 8.1 has commitment and practice evidence.

Step 2: Determine a baseline score for each identified indicator

Rationale

In order to determine growth on an indicator, it is necessary to establish a baseline score and compare it to a follow-up score. This represents a type of pre- and post-test format where growth in practice occurs between two points in time. A numerical rating provides an assessment of both pre- and post-status to determine accurately the growth that occurred in between.

Description

The 0 – 7 scale found on each growth guide provides a numerical rating for each indicator. This numerical rating establishes a baseline score. The baseline score for returning teachers working on the same indicator as the previous year is the follow-up rating they received the previous year. This generates continuity of improvement on a particular indicator.

The baseline rating is determined by considering the evidence at each level of the appropriate growth guide. Evidence falls into one of three different categories: commitment, practice and impact. Evidence in the commitment frame focuses on the quality of the teacher and includes data and information like preparation, lesson design and credentialing. Evidence in the practice frames focuses on observable behaviors, or the quality of the teaching demonstrated by the teacher. Evidence in the impact frames focuses on outcomes or knowledge and behaviors deomnstrated by the students.

It is important when thinking about a teacher's rating to consider these separate categories of evidence. After all, if a teacher designs what they think is a well-prepared lesson and delivers it with a strategy that feel appropriate to the intended learning and yet students do not grasp the content, then there is the possibility of making this lesson more effective. Identifying where that growth opportunity exists that limits the learning experience from being effective is the type of focus that leads to continuous improvement of instructional practice.

First, it is necessary to determine the appropriate descriptive rating for the teacher's performance. This descriptive rating will be either Emerging, Developing, Proficient or Distinguished. To determine the descriptive rating, it is necessary to establish the highest level for which there is consistent evidence of performance.

For example, in Growth Guide 1.1, a determination about the teacher's performance might be as illustrated below. There is Commitment evidence that the teacher is well prepared, that their lesson design includes current content and there is use of supplementary sources. There is also observable Practice evidence reflecting the accuracy and complexity of content knowledge in instruction as indicated. While evidence at the Impact level reveals that students are generally familiar with academic language, student data does not support that a majority of students are able to use academic language. Although evidence can be gathered by observing student performance and various student products, an additional way to gather evidence at the impact level could be through the use of student surveys. Although this is perceptual in nature, research maintains that it does offer useful data.

Teacher Growth Guide 1.1

Standard 1: Content knowledge aligned with appropriate instruction.

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

Quality Indicator 1: Content knowledge and academic language

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

In this illustration, the highlighted areas reflect the evidence of the teacher's performance. In this illustration, as noted by the highlighted text, there are examples of evidence in three different columns, Emerging, Developing and Proficient. However, it is only in the Emerging column where there is consistencey, or evidence in all three professional frames. This consistency in evidence supports that the teacher is fully rated at the

Emerging level. In this particular example, student's ability to use academic language as noted in the Evidence of Impact at the Developing Level, would be the teacher's growth opportunity.

It is next necessary to establish a baseline score within the Emerging level. This would be calculated and communicated as follows:

1. Using the appropriate growth guide and rating scale (see below), determine a baseline score. A score of 0 indicates there is no evidence present in at least one of the three frames. A score of 1 indicates there is evidence in all frames, but that it is inconsistently present or demonstrated. A score of 2 would indicate it is present and routinely demonstrated. Ideally, this score determination would occur as a collaborative, professional conversation between the teacher and administrator.

RATING SCALE

Not Present	Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present Consistent Routine
0	**1**	**2**		**3**	**4**		**5**	**6**		**7**
Emerging				**Developing**			**Proficient**			**Distinguished**

2. Once a score has been determined, the administrator provides specific feedback that includes an explanation and rationale for the given score. Again, this would ideally occur within a collaborative, professional conversation.
3. In the example illustrated above, students' ability to use academic language is the specific area where growth is needed to move performance from the "Emerging" level to the "Developing" level.

Example

Mrs. Johnson received the following ratings on her baseline assessment:

- A score of "2 Emerging" on Quality Indicator 1.1: Content knowledge and academic language
    - The evidence, as presented in the example in the Description section above, indicates that Mrs. Johnson routinely and consistently is well prepared and uses current and new content as well as supplementary sources where appropriate and her instruction reflects accuracy and complexity of content; and her students are familiar with academic language but do not consistently use it. This consistent use of academic language by students represents a growth opportunity for Mrs. Johnson.
- A score of "4 Developing" on Quality Indicator 7.3: Student-led assessment strategies

- The evidence indicates that Mrs. Johnson routinely and consistently orientates students on various formats of assessments and instructs them on how to reflect on their own learning based on data. She also instructs them on setting personal learning goals. Students routinely and consistently are prepared for the demands of different assessments and successfully set personal learning goals based on their own reflection of their learning. An appropriate growth opportunity would include Mrs. Johnson facilitating student learning on how to report on their own progress.

- A score of "2 Emerging" on Indicator 8.1: Self assessment and improvement
  - This indicates that Mrs. Johnson's professional development or growth plan includes information from self-assessment and reflection strategies and that she also uses this information to improve the overall learning of her students. An appropriate growth opportunity in this area would involve Mrs. Johnson specifically reflecting on the impact of her teaching and using that to guide adjustments to her practices.

Step 3: Develop an Educator Growth Plan (i.e. professional learning/development plan or improvement plan)

Rationale

The primary purpose of the Teacher Evaluation Protocol is to promote growth and improvement in a teacher's instructional practice. Therefore, the acquisition and application of new learning and skills is essential for turning opportunities for growth into outcomes and results.

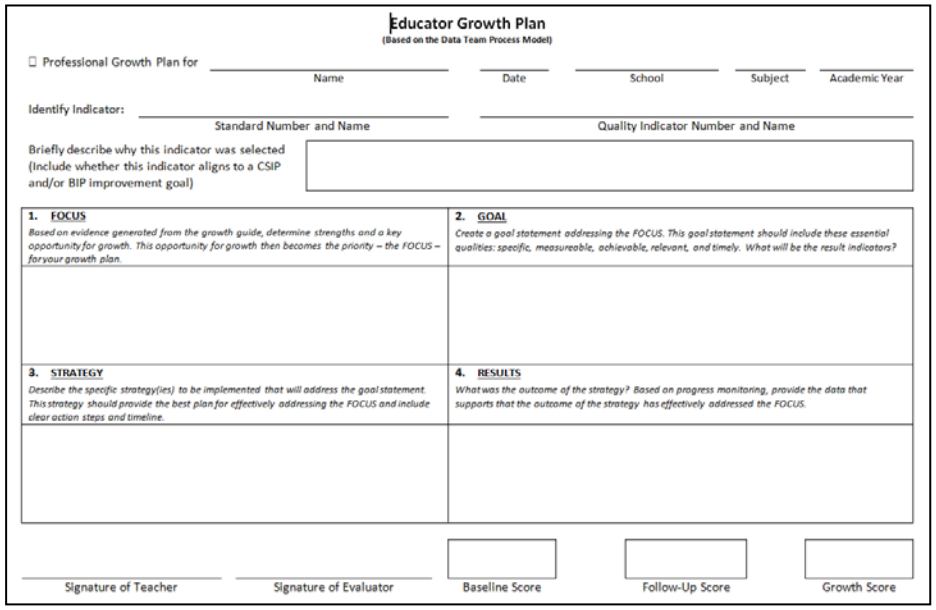
Description

The description of performance in each indicator and the baseline rating identifies an opportunity for growth. It is important when addressing this opportunity for growth that a very clear plan be developed. The Educator Growth Plan is the document used to articulate the various necessary components of this plan. For instances where very specific growth is required, or where particular areas of concern must be addressed, the Educator Improvement Plan is used to ensure that this growth occurs to the extent necessary and in a timely fashion. For more on the Educator Improvement Protocol, see page 34 of this Teacher Evaluation Protocol.

The Educator Growth Plan addresses specific sources of new learning, the practice of skills related to new learning and timelines for completion. The state model offers two different formats for the Educator Growth Plan. One option uses language from the Data Team Process while the other uses language from the Plan/Do/Study Act process. Regardless of which option is used, the Educator Growth Plan includes the following key general components:

1. It corresponds to the examples of evidence provided in the appropriate growth guide
2. It is a clear articulation of a plan or goal statement to address growth opportunities

3. It includes specific strategies and timelines for application of new learning and skills
4. It is focused on results and outcomes



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

☐ Professional Growth Plan for _____ (Name) _____ (Date) _____ (School) _____ (Subject) _____ (Academic Year)

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

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

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

Signature of Teacher | Signature of Evaluator | Baseline Score | Follow-Up Score | Growth Score

FOCUS – an area that represents an opportunity for growth and is generated from evidence on the growth guide

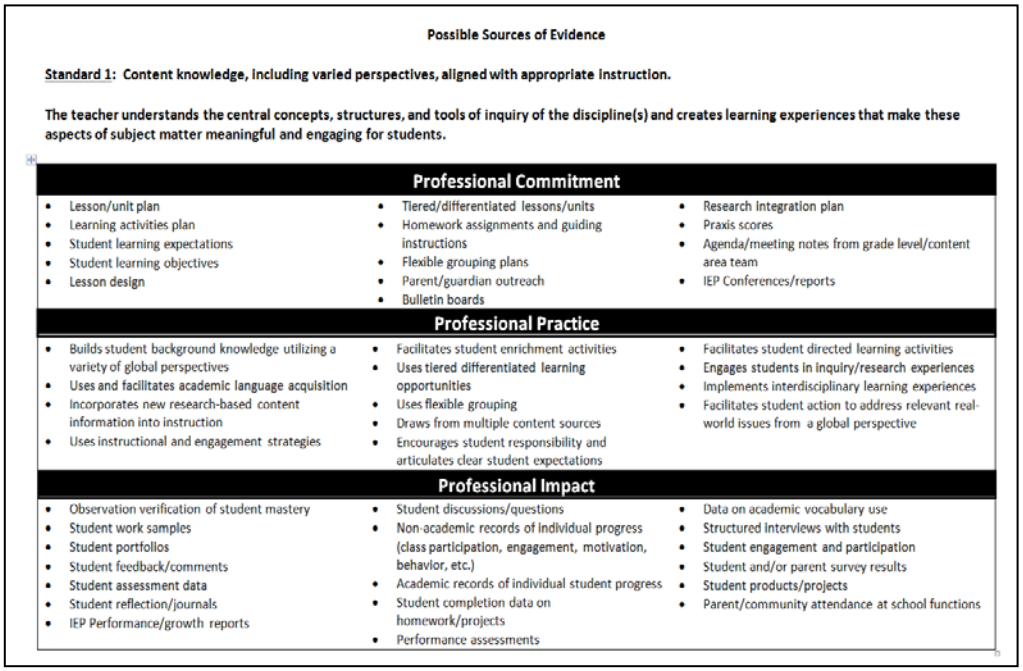
GOAL – a statement that addresses the focus and is specific, measureable, achievable, relevant and timely

STRATEGY – description of the skill(s) to be demonstrated that will effectively address the focus and include clear action steps and timelines

RESULTS – data and evidence that supports that the outcome of the strategy has effectively addressed the focus

When considering different strategies to address growth opportunities, the state model offers several different sources of research. Research sources are inlcuded in the "Research and Proven Practices" section of this document.

The research provided in this section includes the work of Dr. Robert Marzano, Dr. John Hattie, and Mr. Doug Lemov. These bodies of research were included because of the effect size information provided and their proven record of having impact on student learning. Crosswalks are provided to align each body of research with teacher indicators. This research offers specific strategies that can be included in the teacher's Educator Growth Plan as a demonstration of growth and improvement on the specific indicator being addressed.



Possible Sources of Evidence

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

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

Professional Commitment

- Lesson/unit plan
- Learning activities plan
- Student learning expectations
- Student learning objectives
- Lesson design
- Tiered/differentiated lessons/units
- Homework assignments and guiding instructions
- Flexible grouping plans
- Parent/guardian outreach
- Bulletin boards
- Research integration plan
- Praxis scores
- Agenda/meeting notes from grade level/content area team
- IEP Conferences/reports

Professional Practice

- Builds student background knowledge utilizing a variety of global perspectives
- Uses and facilitates academic language acquisition
- Incorporates new research-based content information into instruction
- Uses instructional and engagement strategies
- Facilitates student enrichment activities
- Uses tiered differentiated learning opportunities
- Uses flexible grouping
- Draws from multiple content sources
- Encourages student responsibility and articulates clear student expectations
- Facilitates student directed learning activities
- Engages students in inquiry/research experiences
- Implements interdisciplinary learning experiences
- Facilitates student action to address relevant real-world issues from a global perspective

Professional Impact

- Observation verification of student mastery
- Student work samples
- Student portfolios
- Student feedback/comments
- Student assessment data
- Student reflection/journals
- IEP Performance/growth reports
- Student discussions/questions
- Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.)
- Academic records of individual student progress
- Student completion data on homework/projects
- Performance assessments
- Data on academic vocabulary use
- Structured interviews with students
- Student engagement and participation
- Student and/or parent survey results
- Student products/projects
- Parent/community attendance at school functions

Also provided is a document called the Possible Sources of Evidence. There is a single page document provided for each standard. This document provides a list of "possible" sources of evidence that a teacher might include as a component of the Educator Growth Plan.

It is important to note that this is not a comprehensive list of all evidence sources nor is it a checklist of things to do and/or provide. It simply offers some possible examples that might be included.

The evidence provided is categorized by the three professional frames found on each of the teacher's growth guides. In this way, teachers and administrators can use this to clarify exactly what kind of evidence will indicate that growth in performance has occurred.

Example

Mrs. Johnson, in consultation with her administrator and perhaps also peers and/or a mentor, reviews the Possible Sources of Evidence documents and the Research and Proven Practices section of the Educator Evaluation System webpage to determine which new skills and strategies would be most appropriate given the particular growth opportunities of her selected indicators. Mrs. Johnson considers the following information as she works to complete her Educator Growth Plan:

- Quality Indicator 1.1: Content knowledge and academic language
  - Using the Research and Proven Practices section of the Educator Evaluation webpage, Mrs. Johnson observes that there are 23 different Marzano instructional strategies that align to Quality Indicator 1.1. In reviewing these strategies, she and her administrator agree that strategy MDQ 2.12: "The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represents the content in nonlinguistic ways" would be helpful for increasing a students' use of academic language. From the Professional Impact section of the Possible Sources of Evidence for Standard 1 document, they further determine that student work samples might possibly be appopriate for demonstrating an increased use of academic language.
  - In the Educator Growth Plan, Mrs. Johnson documents the following:

        - FOCUS – Mrs. Johnson describes the focus for increasing the use of academic language
        - GOAL – Mrs. Johnson describes how much she wants student use of academic language to increase by and when
        - STRATEGY – Mrs. Johnson describes how she will use a Marzano strategy (MDQ 2.12) and student work samples to demonstrate an increase in academic language
        - RESULTS – (to be completed later in Step 5)

- Quality Indicator 7.3: Student-led assessment strategies
    - Using the Research and Proven Practices section of the Educator Evaluation webpage, Mrs. Johnson observes that there are 9 different strategies taken from the research of John Hattie that align to Quality Indicator 7.3. In reviewing these strategies, she and her administrator agree that "Self-reported Grades" would assist students in learning to report their own progress in learning. From the Professional Impact section of the Possible Sources of Evidence for Standard 7 document, they further determine that individual student growth/performance could appropriately provide evidence specific to this opportunity for growth.
    - In the Educator Growth Plan, Mrs. Johnson documents the following:
        - FOCUS – Mrs. Johnson describes the focus for assisting students in reporting their progress in learning
        - GOAL – Mrs. Johnson describes how she wants students to report their progress and a timeframe for this to occur
        - STRATEGY – Mrs. Johnson describes how she will use the research of John Hattie and individual student growth/performance to demonstrate students' ability to report their progress in learning
        - RESULTS – (to be completed later in Step 5)

- Quality Indicator 8.1: Self-assessment and improvement
    - Using the Research and Proven Practices section of the Educator Evaluation webpage, Mrs. Johnson observes that there are 10 different techniques taken from the work of Doug Lemov in his book "Teach Like a Champion". In reviewing these 10 techniques, she and her administrator agree that "Technique 10: Double Plan" would be helpful in Mrs. Johnson being more intentional on reflecting on the impact of her teaching. From the Professional Commitment section of the Possible Sources of Evidence for Standard 8 document, they further determine that a reflective journal could appropriately provide evidence specific to this opportunity for growth.
    - In the Educator Growth Plan, Mrs. Johnson documents the following:
        - FOCUS – Mrs. Johnson describes the focus of using reflection to improve instruction
        - GOAL – Mrs. Johnson describes her goal of using reflection and timelines for meeting that goal
        - STRATEGY – Mrs. Johnson describes how she will use "Technique 10: Double Plan" to organize her reflections and her planning for improved instruction
        - RESULTS – (to be completed later in Step 5)

Mrs. Johnson can further support these opportunities for growth with appropriate articles and research. Her local Professional Development Committe (PDC), district coaches, the regional professional development center and professional associations can be of assistance as well as other effective teachers in her building and district.

Step 4: Regularly assess progress, provide feedback and gather student growth data

Rationale

In keeping with the research on formative development, the essential role of practice and feedback will ensure that the acquisition and application of new learning, skills and strategies will lead to the improvement of effective teacher practice. Gathering and analyzing student growth data will provide evidence on changes in student learning.

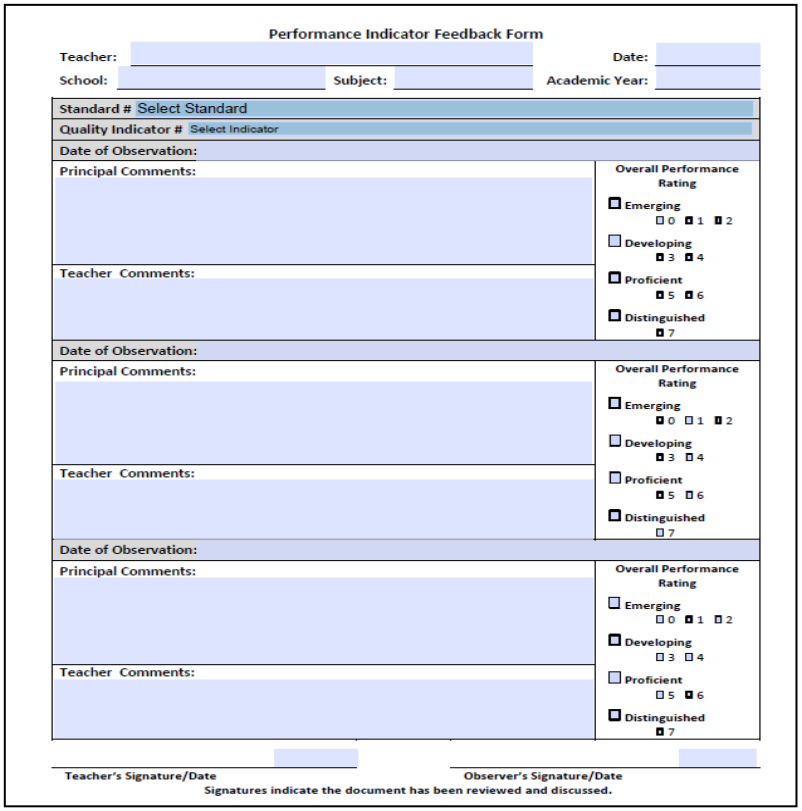
Description

Determine progress made on new skill acquistion and application using a variety of formal and informal strategies. In addition to building and district administrators, the use of peers, mentors, coaches, regional centers, associations and other building and district resources assist with this part of the process.

Feedback on the growth opportunities from the identified indicator is critical. It ensures that there has been new learning for the teacher, but more importantly that new skills and strategies are applied and practiced and growth documented. The following guidelines assist in this process of regular assessment of progress and feedback:

1. A minimum of three to five opportunities for formal and informal feedback should occur focused on identified indicators
2. Informal feedback may be provided by mentors, coaches, peers, external consultants, etc.
3. A formal follow-up assessment should be completed by the administrator
4. Numerical scoring on the appropriate growth guide for each indicator included as a part of the feedback is optional, but is often helpful to accurately determine progress

The use of feedback forms included as a part of the state Educator Evaluation System allows for documentation of feedback and progress. There are several different forms available for use in providing and documenting feedback.



Performance Indicator Feedback Form

Teacher: Date:

School: Subject: Academic Year:

Standard # Select Standard

Quality Indicator # Select Indicator

Date of Observation:

Principal Comments:

Teacher Comments:

Overall Performance Rating

Emerging 0 1 2

Developing 3 4

Proficient 5 6

Distinguished 7

Date of Observation:

Principal Comments:

Teacher Comments:

Overall Performance Rating

Emerging 0 1 2

Developing 3 4

Proficient 5 6

Distinguished 7

Date of Observation:

Principal Comments:

Teacher Comments:

Overall Performance Rating

Emerging 0 1 2

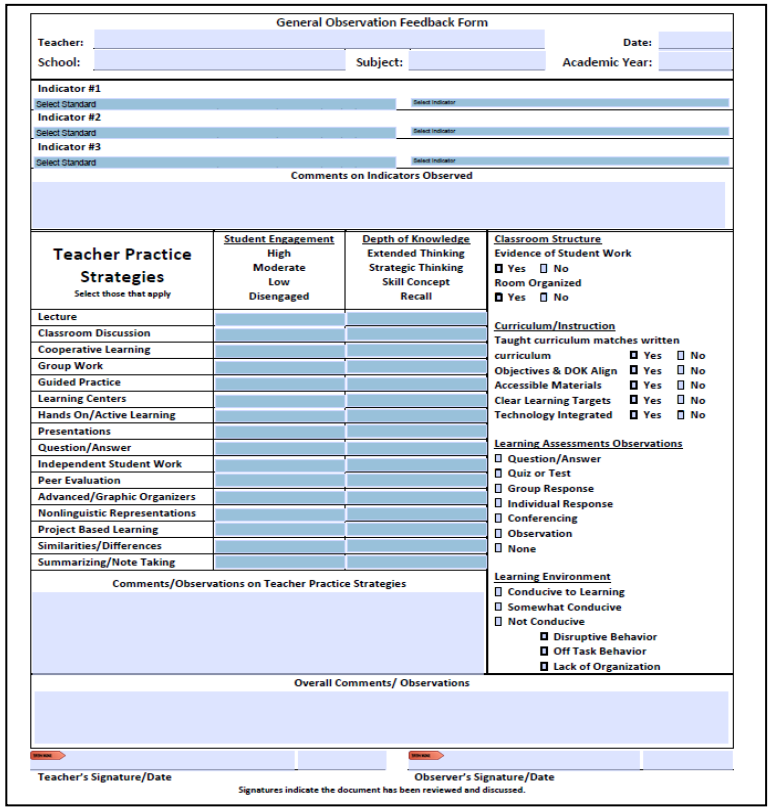
Developing 3 4

Proficient 5 6

Distinguished 7

Teacher's Signature/Date Observer's Signature/Date

Signatures indicate the document has been reviewed and discussed.



General Observation Feedback Form

Teacher: Date:

School: Subject: Academic Year:

Indicator #1

Select Standard Select Indicator

Indicator #2

Select Standard Select Indicator

Indicator #3

Select Standard Select Indicator

Comments on Indicators Observed

Teacher Practice Strategies (Select those that apply)	Student Engagement: High, Moderate, Low, Disengaged	Depth of Knowledge: Extended Thinking, Strategic Thinking, Skill Concept, Recall
Lecture		
Classroom Discussion		
Cooperative Learning		
Group Work		
Guided Practice		
Learning Centers		
Hands On/Active Learning		
Presentations		
Question/Answer		
Independent Student Work		
Peer Evaluation		
Advanced/Graphic Organizers		
Nonlinguistic Representations		
Project Based Learning		
Similarities/Differences		
Summarizing/Note Taking		

Comments/Observations on Teacher Practice Strategies

Classroom Structure

Evidence of Student Work Yes No

Room Organized Yes No

Curriculum/Instruction

Taught curriculum matches written curriculum Yes No

Objectives & DOK Align Yes No

Accessible Materials Yes No

Clear Learning Targets Yes No

Technology Integrated Yes No

Learning Assessments Observations

Question/Answer

Quiz or Test

Group Response

Individual Response

Conferencing

Observation

None

Learning Environment

Conducive to Learning

Somewhat Conducive

Not Conducive

Disruptive Behavior

Off Task Behavior

Lack of Organization

Overall Comments/ Observations

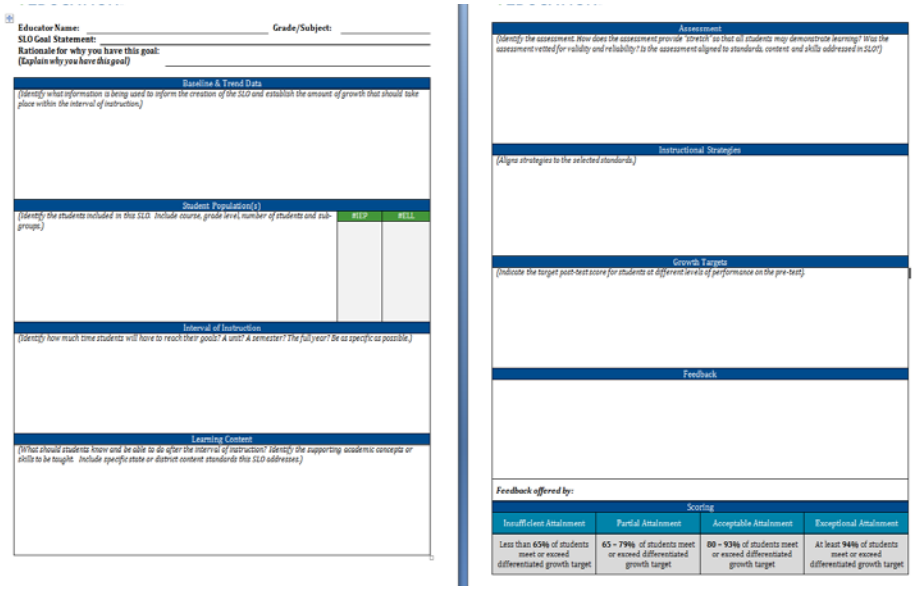
Teacher's Signature/Date Observer's Signature/Date

Signatures indicate the document has been reviewed and discussed.

The Performance Indicator Feedback Form (shown on left) provides documentation of the progression of feedback offered on a particular indicator. This single page form can be used to document up to three instances of feedback for a single indicator. Additional forms may be used as needed. There is opportunity for both teacher and observer comments.

The General Observation Feedback Form (shown on right) provides documentation of general information and data gathered from a classroom observation. In addition to the option of providing feedback on specific indicators offered in the top section, the form also allows for a very general overview of other relevant information including particular practice strategies being used by the teacher, student engagement levels, the depth of knowledge observed, structure of the classroom, alignment between curriculum and instruction, type of assessment being used and an overall assessment of the learning environment.

In order to determine the effectiveness of new strategies used by the teacher as a part of their instructional process, it is important to gather student growth data to gain some measure of student learning. Because of its research-base and correlation with improved student learning, it is suggested that a Student Learning Objective (SLO) be used to gather student growth data. Essentially, SLOs represent the process for gathering and analyzing student growth data, using this data to set specific goals, and then assessing whether or not students have met those goals at the end of instruction. The use of the Student Learning Objective (SLO) template provides a formalized, collaborative process for gathering student growth data to be used in the educator evaluation process. Capturing student growth data is particularly important to be used as a contributing factor in determining evidence at the impact level. The SLO template gathers the following information:


Educator Name: Grade/Subject:
SLO Goal Statement:
Rationale for why you have this goal:
(Explain why you have this goal)
Baseline & Trend Data
(Identify what information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the interval of instruction.)
Student Population(s)
(Identify the students included in this SLO. Include course, grade level, number of students and sub-groups.)
IEP
ELL
Interval of Instruction
(Identify how much time students will have to reach their goals? A unit? A semester? The full year? Be as specific as possible.)
Learning Content
(What should students know and be able to do after the interval of instruction? Identify the supporting academic concepts or skills to be taught. Include specific state or district content standards this SLO addresses.)
Assessment
(Identify the assessment. How does the assessment provide "stretch" so that all students may demonstrate learning? Was the assessment vetted for validity and reliability? Is the assessment aligned to standards, content and skills addressed in SLO?)
Instructional Strategies
(Aligns strategies to the selected standards.)
Growth Targets
(Indicate the target post-test score for students at different levels of performance on the pre-test).
Feedback
Feedback offered by:
Scoring
Insufficient Attainment
Partial Attainment
Acceptable Attainment
Exceptional Attainment
Less than 65% of students meet or exceed differentiated growth target
65 - 79% of students meet or exceed differentiated growth target
80 - 93% of students meet or exceed differentiated growth target
At least 94% of students meet or exceed differentiated growth target

Rationale – states why this particular goal has been selected

Baseline and Trend Data – information used to create the SLO

Student Population – particular students included in the SLO

Interval of Instruction – time students have to meet their goal

Learning Content – academic concepts or skills to be taught

Assessment – what will be used to determine student learning

Instructional strategies – how concepts/ skills will be delivered

Growth targets – anticipated mastery level for each student

Ideally, two separate samples of student growth data are collected each year. This ensures that multiple measures are used in the process for making determinations about a teacher's performance. Student growth data is added into a teacher's summative evaluation as one of a balanced set of meaures that would also include observation data and information collected through the educator growth plan.

Example

Over the course of the next several months, Mrs. Johnson receives a Performance Indicator Feedback Form from the district's instructional coach on her use of linguistic and nonlinguistic demonstrations of student understanding of content in support of Quality Indicator 1.1. She also receives a Performance Indicator Feedback Form on how well she is facilitating students' efforts to self-report their progress in learning.

Mrs. Johnson completes the first of her two SLOs. She bases this SLO on reading comprehension because she knows this is a need for her students and because the SLO will provide valuable information about her selected indicators. In completing the SLO template, Mrs. Johnson focuses on students being able to infer, analyze and draw conclusions as her learning outcome. She identifies specific instructional strategies that will help students do the following

- summarize and sequence events in a plot
- describe different personality traits of characters based on their thoughts, words and actions
- describe different interactions between characters
- paraphase big ideas and themes and supporting details
- compare and contrast key elements
- explain cause and effect relationships
- distinguish their point of view from that of the narrator or those of characters

Based on data from a pre-assessment, Mrs. Johnson sets specific learning targets for each of her students. After her instruction is complete, she has her students complete a post assessment to determine the extent of learning of her students. Her data showed that 19 of her 24 students (81%) had met their learning target resulting in an overall “Acceptable Attainment”on her first SLO.

Mrs. Johnson also receives a couple of General Observation Feedback Forms from her administrator and in their discussions they review her reflective journal and discuss how well the strategy for making a double plan is working. This discussion includes looking at evidence of the changes she has made in instruction and how well she feels these have impacted her students’ learning. Mrs. Johnson and her administrator also review her progress on her SLOs.

These forms and feedback provide Mrs. Johnson with documented evidence on the progress she is making on her selected indicators. She has opportunity to continue emphasizing those particular strategies that appear to be working as well as make adjustments in any areas where she feels she could be making more progress.

Mrs. Johnson completes her second of two SLOs. She also bases this SLO on reading comprehension because this continues to be a need for her students and for the data it will provide about her selected indicators. In completing the second SLO template, Mrs. Johnson focuses on students being able to comprehend and analyze words, images, graphics and sounds in various media and digital forms as her learning outcome. She identifies specific instructional strategies that will help students do the following

- understand how communication changes when moving from one genre of media to another
- explain how various design techniques used in media influence the message
- compare various written conventions used for digital media

- identify text structures and graphics features of a web page

Based on data from a pre-assessment, Mrs. Johnson again sets specific learning targets for each of her students. After her instruction is complete, she has her students complete a post assessment to determine the extent of learning of her students. Her data showed that 21 of her 24 students (88%) had met their learning target resulting in an overall "Acceptable Attainment"on her second SLO.

Step 5: Determine a follow-up score for each identified indicator

Rationale

To determine growth on an indicator, it is necessary to compare the follow-up score to the baseline score. The comparison provides a measure of growth that has occurred on the performance articulated in each quality indicator.

Description

Using the same process to determine the baseline rating, the follow-up rating is determined by considering the evidence at the appropriate level of the growth guide. When making a determination about the follow-up rating, it is necessary to consider the particular professional frame of the teacher's opportunity for growth.

As a reminder, evidence falls into one of three different categories: commitment, practice and impact. Evidence in the commitment frame focuses on the qualtiy of the teacher and includes data and information like preparation, lesson design and credentialing. Evidence in the practice frames focuses on observable behaviors, or the quality of the teaching that the teacher is doing. Evidence in the impact frames focuses on outcomes or what students in the teacher's class are doing and learning. Data from a teacher's SLO can be used when looking at evidence for the impact frame. The follow-up score is determined as follows:

1. Using the appropriate growth guide and rating scale (see below), determine a follow-up score. A score of 0 indicates there is no evidence present in at least one of the three frames. Ideally, this follow-up score is collaboratively determined through a professional conversation between the teacher and administrator.

RATING SCALE

Not Present	Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present Consistent Routine
0	**1**	**2**		**3**	**4**		**5**	**6**		**7**
Emerging				**Developing**			**Proficient**			**Distinguished**

2. Once the follow-up score has been determined, provide specific feedback that includes an explanation and rationale for the given score.

The purpose of a follow-up rating is to determine the extent to which the goal articulated in the Educator Growth Plan was addressed. In particular, it is used to determine the extent to which the strategies outlined in the plan addressed the goal. If the strategies did address the goal, then the opportunity for growth will have been addressed and satisfied. This is documented in the RESULTS box of the Educator Growth Plan. In addition, the follow-up score and growth score are captured on the Educator Growth Plan as well.

Example

Mrs. Johnson's follow-up ratings included:

- A follow-up score of "4 Developing" on Quality Indicator 1.1: Content knowledge and academic language
  - Based on the feedback Mrs. Johnson received on the use of the Marzano strategy she was practicing (MDQ 2.12) and monitoring student work samples including data from her SLOs, the evidence now suggests that students are using academic language more consistently than they were at the time of the baseline assessment.
  - In the Educator Growth Plan, Mrs. Johnson adds the additional documentation:
    - FOCUS – Mrs. Johnson describes the focus for increasing the use of academic language
    - GOAL – Mrs. Johnson describes how much she wants student use of academic language to increase by and when
    - STRATEGY – Mrs. Johnson describes how she will use a Marzano strategy (MDQ 2.12) and student works samples to demonstrate an increase in academic language
    - RESULTS – Mrs. Johnson describes the specific data from student work samples that demonstrates an increase in her students' ability to use academic language
    - Baseline Score – 2
    - Follow-up Score – 4
    - Growth Score – 2

- A follow-up score of "5 Proficient" on Quality Indicator 7.3: Student-led assessment strategies
  - Observation of Mrs. Johnson's classroom provides evidence that students are using their data about their own learning. A review of different ways that students have communicated this progress to their parents also provides additional evidence.
  - In the Educator Growth Plan, Mrs. Johnson adds the additional documentation:
    - FOCUS – Mrs. Johnson describes the focus for assisting students in reporting their progress in learning
    - GOAL – Mrs. Johnson describes how she wants students to report their progress and a timeframe for this to occur

        - STRATEGY – Mrs. Johnson describes how she will use the research of John Hattie and individual student growth/performance to demonstrate students' ability to report their progress in learning
        - RESULTS – Mrs. Johnson describes examples of students communicating data about their own learning and the impact it appears to have had throughout the year
        - Baseline Score – 4
        - Follow-up Score – 5
        - Growth Score – 1

- A follow-up score of "3 Developing" on Quality Indicator 8.1 Self-assessment and improvement
    - Through discussions and review of Mrs. Johnson's lesson plans and reflective journal, there is evidence to suggest that she is more intentional in using reflection to modify instruction. In addition, the T-Chart she developed using "Technique 10: Double Plan" provides further evidence of the impact this has had on learning in her classroom.
    - In the Educator Growth Plan, Mrs. Johnson adds the additional documentation:
        - FOCUS – Mrs. Johnson describes the focus of using reflection to improve instruction
        - GOAL – Mrs. Johnson describes her goal of using reflection and timelines for meeting that goal
        - STRATEGY – Mrs. Johnson describes how she will use "Technique 10: Double Plan" to organize her reflections and her planning for improved instruction
        - RESULTS – Mrs. Johnson describes the evidence gathered in her reflective journal, from her T-Chart, and from changes and adaptations made in her lesson plans
        - Baseline Score – 2
        - Follow-up Score – 3
        - Growth Score – 1

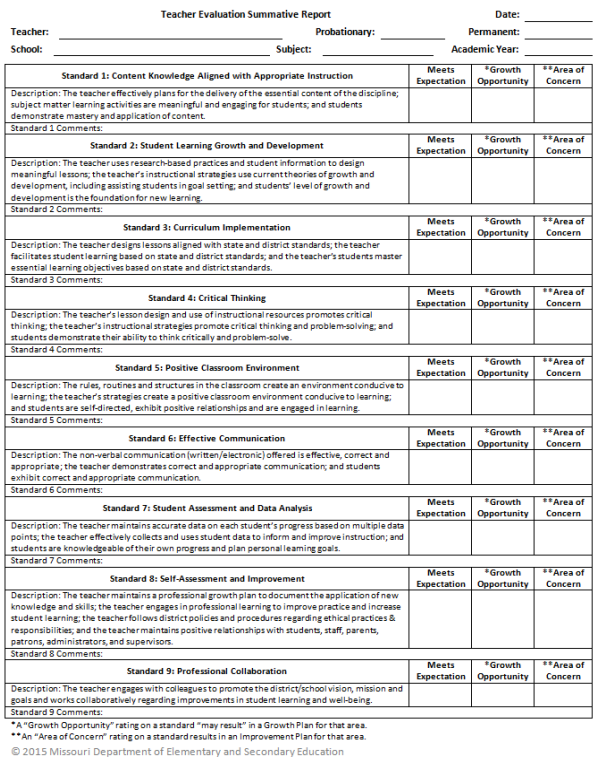
Step 6: Complete the final summative evaluation

Rationale

The evaluation process exists for the continuous improvement of teacher performance resulting in increased student learning. The summative evaluation pulls together the data that has been collected and provides a final overall statement of the teacher's effectiveness.

Description

An overall determination on performance uses baseline and follow-up scores, feedback generated throughout the year on selected indicators, student growth measures and general feedback collected through classroom observations and any other data or information relevanat to the teacher's performance observed or gathered throughout the year. This information is captured on feedback forms, the SLO template and the Educator Growth Plan or, if applicable, the Educator Improvement Plan. This information and data is used to complete Summative Evaluation Form.



Teacher Evaluation Summative Report Date: _____

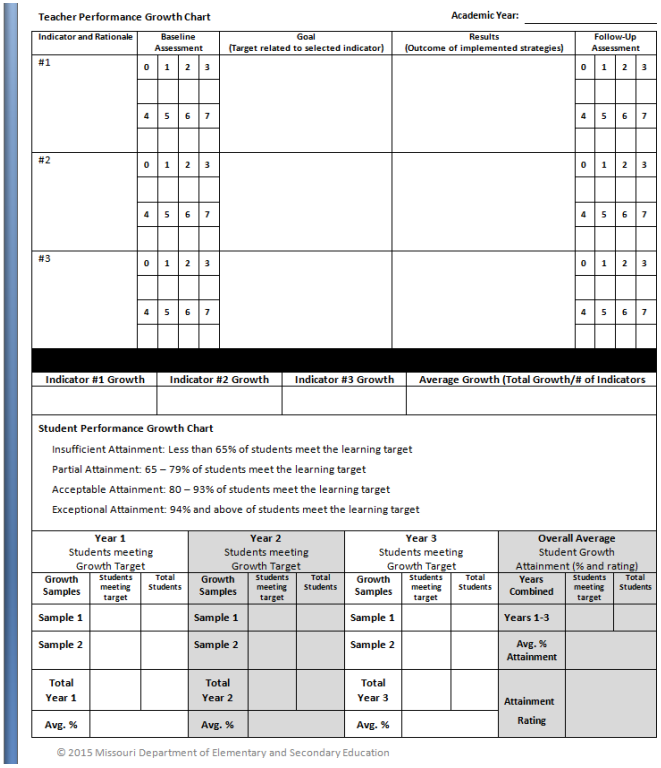
Teacher: _____ Probationary: _____ Permanent: _____

School: _____ Subject: _____ Academic Year: _____

Standard 1: Content Knowledge Aligned with Appropriate Instruction	Meets Expectation	*Growth Opportunity	**Area of Concern
Description: The teacher effectively plans for the delivery of the essential content of the discipline; subject matter learning activities are meaningful and engaging for students; and students demonstrate mastery and application of content.			
Standard 1 Comments:			
Standard 2: Student Learning Growth and Development	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The teacher uses research-based practices and student information to design meaningful lessons; the teacher's instructional strategies use current theories of growth and development, including assisting students in goal setting; and students' level of growth and development is the foundation for new learning.			
Standard 2 Comments:			
Standard 3: Curriculum Implementation	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The teacher designs lessons aligned with state and district standards; the teacher facilitates student learning based on state and district standards; and the teacher's students master essential learning objectives based on state and district standards.			
Standard 3 Comments:			
Standard 4: Critical Thinking	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The teacher's lesson design and use of instructional resources promotes critical thinking; the teacher's instructional strategies promote critical thinking and problem-solving; and students demonstrate their ability to think critically and problem-solve.			
Standard 4 Comments:			
Standard 5: Positive Classroom Environment	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The rules, routines and structures in the classroom create an environment conducive to learning; the teacher's strategies create a positive classroom environment conducive to learning; and students are self-directed, exhibit positive relationships and are engaged in learning.			
Standard 5 Comments:			
Standard 6: Effective Communication	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The non-verbal communication (written/electronic) offered is effective, correct and appropriate; the teacher demonstrates correct and appropriate communication; and students exhibit correct and appropriate communication.			
Standard 6 Comments:			
Standard 7: Student Assessment and Data Analysis	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The teacher maintains accurate data on each student's progress based on multiple data points; the teacher effectively collects and uses student data to inform and improve instruction; and students are knowledgeable of their own progress and plan personal learning goals.			
Standard 7 Comments:			
Standard 8: Self-Assessment and Improvement	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The teacher maintains a professional growth plan to document the application of new knowledge and skills; the teacher engages in professional learning to improve practice and increase student learning; the teacher follows district policies and procedures regarding ethical practices & responsibilities; and the teacher maintains positive relationships with students, staff, parents, patrons, administrators, and supervisors.			
Standard 8 Comments:			
Standard 9: Professional Collaboration	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The teacher engages with colleagues to promote the district/school vision, mission and goals and works collaboratively regarding improvements in student learning and well-being.			
Standard 9 Comments:			

*A "Growth Opportunity" rating on a standard "may result" in a Growth Plan for that area.

**An "Area of Concern" rating on a standard results in an Improvement Plan for that area.



Teacher Performance Growth Chart Academic Year: _____

Indicator and Rationale	Baseline Assessment	Goal (Target related to selected indicator)	Results (Outcome of implemented strategies)	Follow-Up Assessment
#1	0 1 2 3 / 4 5 6 7			0 1 2 3 / 4 5 6 7
#2	0 1 2 3 / 4 5 6 7			0 1 2 3 / 4 5 6 7
#3	0 1 2 3 / 4 5 6 7			0 1 2 3 / 4 5 6 7

Indicator #1 Growth	Indicator #2 Growth	Indicator #3 Growth	Average Growth (Total Growth/# of Indicators

Student Performance Growth Chart

Insufficient Attainment: Less than 65% of students meet the learning target

Partial Attainment: 65 – 79% of students meet the learning target

Acceptable Attainment: 80 – 93% of students meet the learning target

Exceptional Attainment: 94% and above of students meet the learning target

Year 1 Students meeting Growth Target			Year 2 Students meeting Growth Target			Year 3 Students meeting Growth Target			Overall Average Student Growth Attainment (% and rating)		
Growth Samples	Students meeting target	Total Students	Growth Samples	Students meeting target	Total Students	Growth Samples	Students meeting target	Total Students	Years Combined	Students meeting target	Total Students
Sample 1			Sample 1			Sample 1			Years 1-3		
Sample 2			Sample 2			Sample 2			Avg. % Attainment		
Total Year 1			Total Year 2			Total Year 3			Attainment Rating		
Avg. %			Avg. %			Avg. %					

The first page and a half of the summative evaluation form provides both an overview of the effectiveness of the teacher looking across all nine standards as well as a focused view in regards to the specific indicators the teacher has worked on throughout the year.

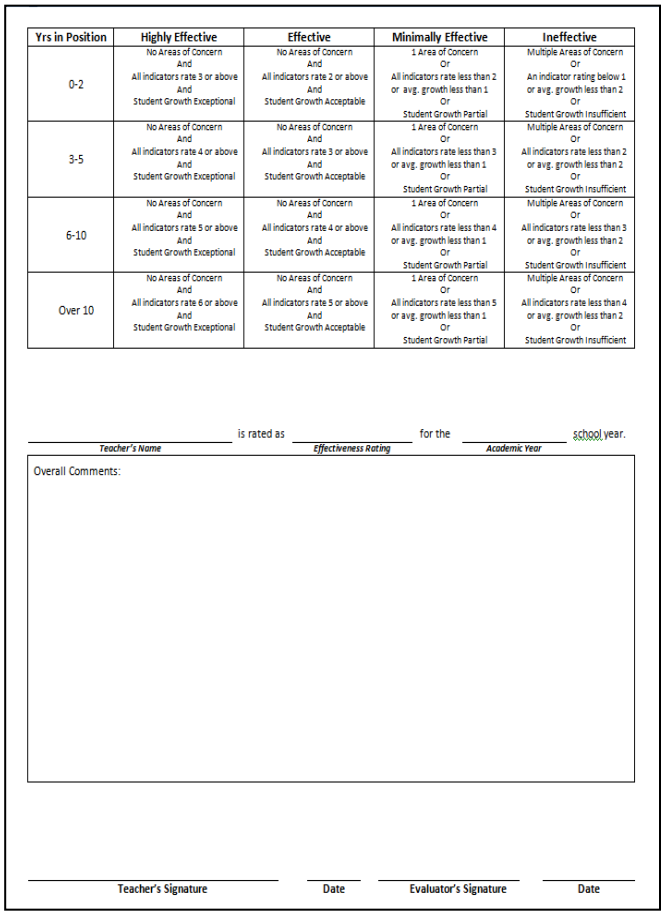
- Assessing the teacher's performance across all teaching standards
    - Each standard is listed with a general description. The statement is a basic summary drawn from the categories of commitment, practice and impact. For each standard, three options are provided:

        - Meets Expectation – checking this box for this standard indicates that performance in this area meets the expecation of the administrator/district at the present time. Provide statements in the comment box along with this option to note exemplary performance in this area.
        - Growth Opportunity – checking this box for a standard might result in an indicator from this standard being selected in the following year as an opportunity for growth and documented in the next year's Educator Growth Plan
        - Area of Concern – checking this box for a standard likely results in an improvement plan for this standard meaning that growth in this area is both necessary and required for continued employment
    - Note: the comment box provided below each standard provides opportunity to offer the rationale for the rating and, where applicable, to note exemplary performance in this particular area.

- Assessing the teacher's performance on selected indicators
    - This section of the summative evaluation form summarizes the growth that occurred in particular indicators. Summative information is provided in the following areas:
        - Indicator and Rationale – document the specific indicator(s) that were selected and the reason this was a growth opportunity for the teacher
        - Baseline Assessment – indicate the initial rating achieved for each selected indicator
        - Goal – summarize the goal that was created to address the growth opportunity
        - Results – describe the outcomes of implementing the strategy and determine whether the focus was adequately addressed
        - Follow-Up Assessment – indicate the follow-up rating achieved for each selected indicator
    - Note: The information provided in this section is transferred from the Educator Growth Plan

- Assessing the teacher's performance based on student growth data
    - The bottom half of the second page of the summative evaluation form captures the student growth data obtained from the teacher's SLOs. Data from the two SLOs are put into the spaces titled Sample 1 and Sample 2. For each sample, the number of students meeting their target and the total number of students is listed. These numbers are totaled together and then an overall attainment is calculated.
    - This is repeated in the follow-up year as Year 2 and the year after that in Year 3. In the fourth year, data from Year 1 is dropped resulting in a three year average for each summative rating. The final column is the overall average and is calculated by adding together all data from the years provided.

The final page of the Summative Evaluation Form provides an overall rating for the teacher. This section is completed as follows:



Yrs in Position	Highly Effective	Effective	Minimally Effective	Ineffective
0-2	No Areas of Concern And All indicators rate 3 or above And Student Growth Exceptional	No Areas of Concern And All indicators rate 2 or above And Student Growth Acceptable	1 Area of Concern Or All indicators rate less than 2 or avg. growth less than 1 Or Student Growth Partial	Multiple Areas of Concern Or An indicator rating below 1 or avg. growth less than 2 Or Student Growth Insufficient
3-5	No Areas of Concern And All indicators rate 4 or above And Student Growth Exceptional	No Areas of Concern And All indicators rate 3 or above And Student Growth Acceptable	1 Area of Concern Or All indicators rate less than 3 or avg. growth less than 1 Or Student Growth Partial	Multiple Areas of Concern Or All indicators rate less than 2 or avg. growth less than 2 Or Student Growth Insufficient
6-10	No Areas of Concern And All indicators rate 5 or above And Student Growth Exceptional	No Areas of Concern And All indicators rate 4 or above And Student Growth Acceptable	1 Area of Concern Or All indicators rate less than 4 or avg. growth less than 1 Or Student Growth Partial	Multiple Areas of Concern Or All indicators rate less than 3 or avg. growth less than 2 Or Student Growth Insufficient
Over 10	No Areas of Concern And All indicators rate 6 or above And Student Growth Exceptional	No Areas of Concern And All indicators rate 5 or above And Student Growth Acceptable	1 Area of Concern Or All indicators rate less than 5 or avg. growth less than 1 Or Student Growth Partial	Multiple Areas of Concern Or All indicators rate less than 4 or avg. growth less than 2 Or Student Growth Insufficient

1. Years in Position – determine the number of years the teacher has been in the current evaluated position (Note: the purpose for "in position" is to allow for reassignment of teachers to different grade levels/positions without adversly affecting performance ratings)
2. Select one of the effectiveness ratings based on the following criteria:
   a. Highly Effective Rating
      i. No areas of concern across the 9 standards, AND
      ii. Exceeds the minimum indicator score, AND
      iii. Evidence of Exceptional Attainment of student growth
   b. Effective Rating
      i. No areas of concern across the 9 standards, AND
      ii. Exceeds the minimum indicator score, AND
      iii. Evidence of Acceptable Attainment of student growth
   c. Minimally Effective Rating
      i. 1 area of concern across the 9 standards, OR
      ii. Doesn't meet the expected indator rating or growth score, OR
      iii. Evidence of only Partial Attainment of student growth
   d. Ineffective Rating
      i. Multiple areas of concern across the 9 standards, OR
      ii. Doesn't meet the expected indator rating or growth score, OR
      iii. Evidence of Insufficient Attainment of student growth

The Summative Evaluation form is completed and dated with appropriate signatures. The comment box provides an opportunity to recognize exemplary performance and particular strengths. It is also used to summarize overall performance by the teacher and provide a rationale for the rating the teacher received. Finally, using the data from this summative evaluation form, it can provide an opportunity to identify a particular area of focus for the teacher for next year.

Example

Mrs. Johnson's administrator completed her summative evaluation form using information that has been gathered throughout the year. This data came from obsrvations, her Educator Growth Plan and her SLO template. Her administrator summarized the following information:

Assessing Mrs. Johnson's performance across all 9 teaching standards

St 1: Content Knowledge w/ Appropriate Instruction	Meets Expectation	St 6: Effective Communication	Growth Opportunity
St 2: Student Learning Growth and Development	Growth Opportunity	St 7: Student Assessment and Data Analysis	Meets Expectation
St 3: Curriculum Implementation	Meets Expectation	St 8: Self-Assessment and Improvement	Meets Expectation
St 4: Critical Thinking	Meets Expectation	St 9: Professional Collaboration	Meets Expectation
St 5: Positive Classroom Environment	Meets Expectation		

Mrs. Johnson had no areas of concern. She had two areas, Student Learning, Growth and Development and Effective Communication, that were marked by her administrator as growth opportunities. Her selected indicators for next year could possibly come from these two standards. In the comments section under Standard 9 Professional Collaboration, her administrator noted that he felt Mrs.Johnson was particularly strong in her collaboration skills and in working with other colleagues.

Assessing Mrs. Johnson's performance on selected indicators

Mrs. Johnson's follow-up ratings on her identified indicators show improved effective practice on specific research-based targets intended to improve the learning of her 3rd grade students. Her ratings on her practice moved from a rating of:

- Emerging (2) to Developing (4) on Quality Indicator 1.1: Content knowledge and academic language.
- Developing (4) to Proficient (5) on Quality Indicator 7.3: Student-led assessment strategies.
- Emerging (2) to Developing (3) on Quality Indicator 8.1 Self-assessment and improvement.

Assessing Mrs. Johnson using student growth data

Mrs. Johnson completed two SLOs. These focused on improving the reading comprehension of her third grade students. From her SLO templates, she had the following information

- First SLO – 19 of 24 students (81%) met their learning target which is Acceptable Attainment
- Second SLO – 21 of 24 students (88%) met their learning target which is Acceptable Attainment
- Overall, 40 of 48 students (83%) met their learning target which is Acceptable Attainment

Mrs. Johnson is in her third year of teaching third grade. Since she has been in her current, evaluated position for three years, the second row of the Overall Teacher Rating chart is used. Mrs. Johnson had no areas of concern AND all of her indicator scores were above a 3 AND she had Acceptable Attainment for student growth.

Yrs in Position	Highly Effective	Effective	Minimally Effective	Ineffective
0-2	No Areas of Concern And All indicators rate 3 or above And Student Growth Exceptional	No Areas of Concern And All indicators rate 2 or above And Student Growth Acceptable	1 Area of Concern Or All indicators rate less than 2 or avg. growth less than 1 Or Student Growth Partial	Multiple Areas of Concern Or An indicator rating below 1 or avg. growth less than 2 Or Student Growth Insufficient
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Based on the information collected throughout the year and compiled on the Summative Evaluation Form, Mrs.Johnson would receive the following overall rating:

Mrs. Johnson *Teacher's Name* is rated as Effective *Effectiveness Rating* for the 2016 - 2017 school year.

Step 7: Reflect and Plan

Rationale

The evaluation process exists primarily for the improvement of effective practice in order to improve student performance. Ongoing reflection and planning are used to ensure that student learning needs are continually met.

Description

The improvement of effective practice is a means to an end. The ongoing and continual process of improving professional practice is essential for ensuring that student learning needs remain the focus of the evaluation process. The ultimate result is the improvement of student learning. Monitoring student learning growth caused by a teacher's improved practice satisfies the primary purpose of the evaluation process.

Reflection on personal growth is an important part of feedback. It provides personal insight to areas of strength and potential growth opportunities for future focus. As a part of this reflection, consider the following:

1. Assess whether the particular areas of improvement of effective practice impacted student learning
2. Explore the data generated from the SLOs and consider what it tells you about actual student learning
3. Reflect on personal growth and possible future opportunities for continued growth
4. Plan ahead for future opportunities for growth. In collaboration with the administrator and perhaps teams of teachers and/or colleagues, select indicators for next year (applies to returning teachers).
5. Continue to acquire new knowledge and practice new strategies and skills

Example

Through the end of the year, Mrs. Johnson continues to monitor the learning of her 3rd grade students. She particularly reflects on how new learning, skills and strategies from the evaluation process have contributed to her students improved performance. She considers the data from her SLOs and how those provide evidence that her students are learning.

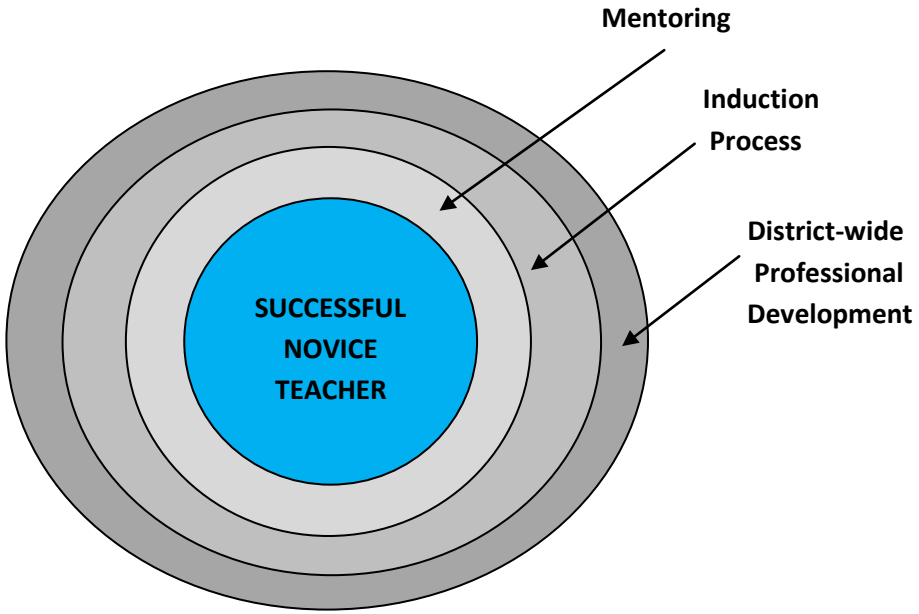
In consultation with her principal, she begins to plan which particular indicators would be most appropriate for her to focus on next year. In particular, based on her Summative Evaluation Form, they consider and discuss selecting indicators from Standard 2: Student Learning, Growth and Development and Standard 6: Effective Communication. Their professional conversation includes consideration of working on some of the same indicators next year. They also discuss the needs of her incoming students for next year and how this will inform the content areas of next year's SLOs. Mrs. Johnson will use her summer months to continue her learning in ways that will improve her performance on the indicators she will work on next year.

Timeline for completion of the Teacher Evaluation Protocol

Step #	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Title and Description Of Step	Identify the indicators to be assessed	Determine a baseline score for each identified indicator	Develop an Educator Growth Plan	Reguarly assess progress and provide feedback Develop two Student Learning Objectives	Determine a follow-up score for each identified indicator	Complete the final summative evaluation	Reflect and Plan
	Select indicators to be assessed based on student data and aligned to building & district improvement plans.	Conduct an initial assessment of identified indicators and set a baseline score for each identified indicator.	Based on the opportunities for growth and the baseline scores, complete the Educator Growth Plan that includes the practice and application of new knowledge and skills.	Conduct observations on performances in the identified indicators. Provide targeted feedback on areas of strength and opportunities for growth. Note: observations may be conducted by coaches, peers, teacher team members as well as principals and assistant principals. Develop two SLOs to provide two samples of student growth data	Conduct a follow-up assessment of identified indicators. Determine overall progress on the Educator Growth Plan.	Complete the Summative Evaluation Form to determine the overall rating on performance by the 15th of March.	Continue to monitor student growth and reflect on the impact of improved effective practice. Reflect on progress of growth opportunities. Indicators for next year may be selected based on local student data and the results of the evaluation process.
Timeline Returning Teacher	April –Summer	August – October	November – February		By March 15		April – May – Summer

New Teacher Protocol

The entry into the teaching profession is too often characterized as times of isolation, stress and fear of failure on the part of the new teacher. Effective districts work to ensure this is not the case. The first two years of teaching should be supported by intentional mechanisms and support structures to ensure the success of the novice educator.



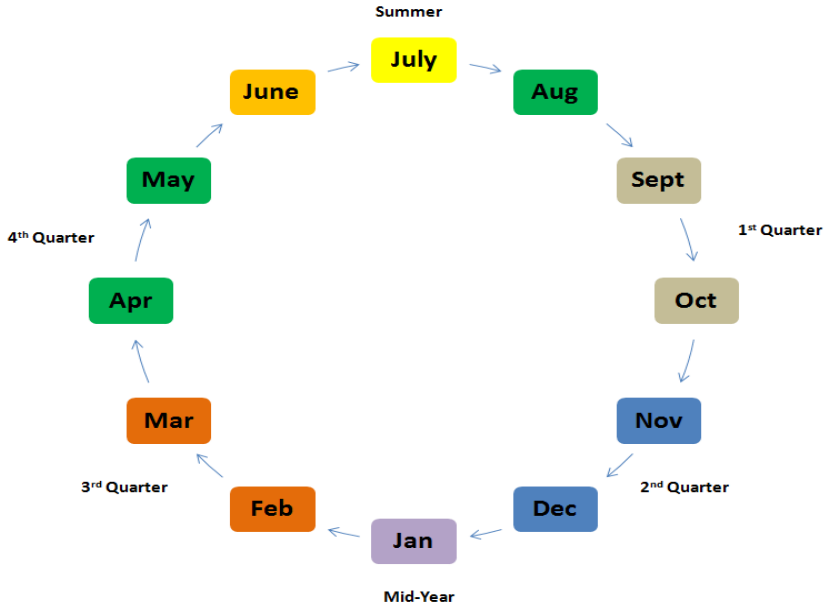
- The overall structure is the district's plan for **professional development** of all teachers. This plan ensures that teachers receive what they need to be successful.
- Within the district's plan for professional development is the **induction process** which ensures that teachers new to the district, including new teachers, are successfully introduced and brought into the expectations, priorities and culture of the system.
- Within the district's induction process is the **mentoring program** where the novice teacher receives two years of one-to-one support.

**For a more comprehensive description, see Missouri's Mentor Standards and Guidelines for Beginning Teacher Assistance provided by the Department of Elementary and Secondary Education*

A district's successful induction process, which includes an effective mentoring program, focuses on particular performance targets for the new teacher. Improving the effectiveness of the teacher and the achievement of their students occurs through a focus on evidence of the teacher's knowledge and skills. Typical areas of focus include classroom management procedures and routines, effective instructional practices, understanding the school community, engaging in ongoing professional learning, and participating in teamwork among administrators, teachers, support staff and community members. Building on these proven practices, the induction process continues the ongoing development of the educator in ways that promote successful teaching which demonstrates effectiveness. The initial years are particularly important as a time to assess initial baseline performance data and identify personal strengths and opportunities for growth.

Timeline for New Teacher Evaluation

The first and second year of teaching can be particularly overwhelming for the new teacher. It is simply not realistic to expect a new teacher to demonstrate performance across 36 separate indicators. As such, doing an in-depth assessment of the novice educator's performance on all 36 indicators would not only be overwhelming but likely inaccurate as well. However, events at certain times of the year do allow opportunity to collect baseline data on performance and provide specific meaningful feedback to new teachers on particularly relevant knowledge and skills. This specific feedback should be provided to the mentee by the mentor. The administrator should also regularly interact with the new teacher, providing specific feedback on performance. By maintaining a focus on specific performances at particular times of the year, it's possible to accomplish the following:



- The mentee has a clear sense of expectations connected to certain times/events
- The induction process and mentor can offer very targeted support aligned to particular school events the mentee is experiencing
- The administrator has a very clear goal of providing support and feedback multiple times throughout the year to the novice teacher
- By the conclusion of the second year, the mentee has received support, guidance, collaboration and feedback across a broad set of expectations

Baseline data, observed and gathered across the initial two years, provides a general overview of the mentee's strengths as well as opportunities for growth. These areas, in particular the opportunities for growth, will inform areas of concentration in the mentee's continued development as a part of the overall system's professional development plan.

1st Year Teacher Practices		
Timeframe	***MO Indicator***	***Evidence of Knowledge and Skills***
Preparation	*All 36 Teacher Quality Indicators*	*Developed/Assessed in coursework & clinical experience*
Prior to the Beginning of School	*1.1 Content Knowledge* *2.3 Theory of Learning* *3.1 Implementing the Curriculum* *4.2 Instructional Resources* *5.1 Verbal and Non-Verbal Communication* *8.3 Professional Responsibilities* *9.1 Induction & Collegial Activities*	*Plans for essential learning outcomes of content* *Uses theories of learning to plan for instruction* *Aligns lesson design and assessments to curriculum* *Begins student/family communication* *Understands District Policy and Code of Conduct* *Engages in the induction process with a mentor*
First Month	*1.2 Engaging in Content* *2.1 Student Development (see also 2.5)* *5.1 Classroom Management* *5.2 Time, Space, Transitions, and Activities* *6.2 Sensitivity to student differences (see also 2.6)* *7.1 Use of Assessments* *9.1 Induction & Collegial Activities*	*Delivers lessons that engage students in content* *Assesses student personalities and abilities* *Effective use of basic classroom management techniques* *Manages time, space, transitions, and activities effectively* *Demonstrates sensitivity to students' differences* *Uses a variety of different assessment formats* *Engages in the induction process with a mentor*
2nd-3rd Month Quarter 1	*2.2 Student Goals* *4.1 Critical Thinking Strategies* *4.3 Cooperative, small group and independent learning* *5.2 Time, Space, Transitions, and Activities* *7.3 Student-led Assessments* *7.5 Communicates Student Progress*	*Helps students establish goals and monitor own progress* *Teaches students to think critically and problem-solve* *Uses different learning configurations effectively* *Adjusts procedures/routines to reinforce expectations* *Helps students assess their own progress to learning goals* *Communicates student progress and maintains records*
4th-5th Month Quarter 2	*1.5 Diverse Social and Cultural Perspectives* *2.4 Differentiated Lesson Design (see also 3.3)* *3.2 Lessons for Diverse Learners* *6.1 Verbal and Non-Verbal Communication* *7.2 Assessment Data to Improve Learning* *7.5 Communicating Student Progress*	*Helps students develop balanced cultural perspectives* *Differentiates instruction to meet student needs* *Addresses variations in learner styles and performances* *Communicate student progress effectively* *Use student data to plan future instruction*
6th Month Mid-Year	*2.5 Use of Student's Prior Experience* *5.2 Time, Space, Transitions, and Activities* *7.4 Effects of Instruction* *7.6 Collaborative Data Analysis* *8.1 Self-assessment and Improvement* *9.2 Collaborating to Meet Student Needs*	*Adjust learning activities based on data from 1st semester* *Adjusts procedures/routines to reinforce expectations* *Uses relevant information to plan future instruction* *Collaborate with peers on student data* *Self-reflect on progress to determine impact of instruction* *Seeks/Provides services to meet needs of learners*
7th-8th Month Quarter 3	*1.2 Engaging in Content* *2.2 Student Goals* *4.3 Cooperative, Small Group, and Independent Learning* *7.2 Assessment Data to Improve Learning* *7.5 Communicating Student Progress*	*Connecting content to classroom design* *Helps students establish goals and monitor own progress* *Uses different learning configurations effectively* *Communicate progress effectively to students/parents* *Use student data to plan future instruction*
9th-10th Month Quarter 4	*2.5 Use of Student's Prior Experience* *7.4 Effects of Instruction* *7.5 Collaborative Data Analysis* *8.1 Self-Assessment and Improvement* *9.1 Induction & Collegial Activities*	*Review data of student progression throughout the year* *Collaborate and reflect with colleagues on student data* *Reflects on impact of instruction* *Reflects with mentor on strengths & growth opportunities*
End of the School Year	*8.1 Self-Assessment and Improvement* *8.2 Professional Learning*	*Reflect on impact on student learning* *Uses resources available to advance professional learning*

Certain teacher performances or skills are of particular importance at certain times of the school year. While the student population and context of the community will have influence over the timing and the types of knowledge and skills the new teacher will need to possess and demonstrate; there are some generalizations that can be reasonably concluded, regardless of context.

For example, knowledge and skills associated with curriculum and lesson planning are especially relevant in the days just prior to beginning the school year when the teacher is planning for the first few weeks of school. Likewise, skills involving classroom management, procedures and routines are of particular significance in the first few weeks of the school year.

A general summary of indicators of teacher performance and a time of significance is provided for the first and second year of teaching. The timeframes on this table begin with the end of the clinical experience which occurs in the preparation process. The timeframes extend through the summer prior to the first day of school and conclude with the summer following initial year of teaching.

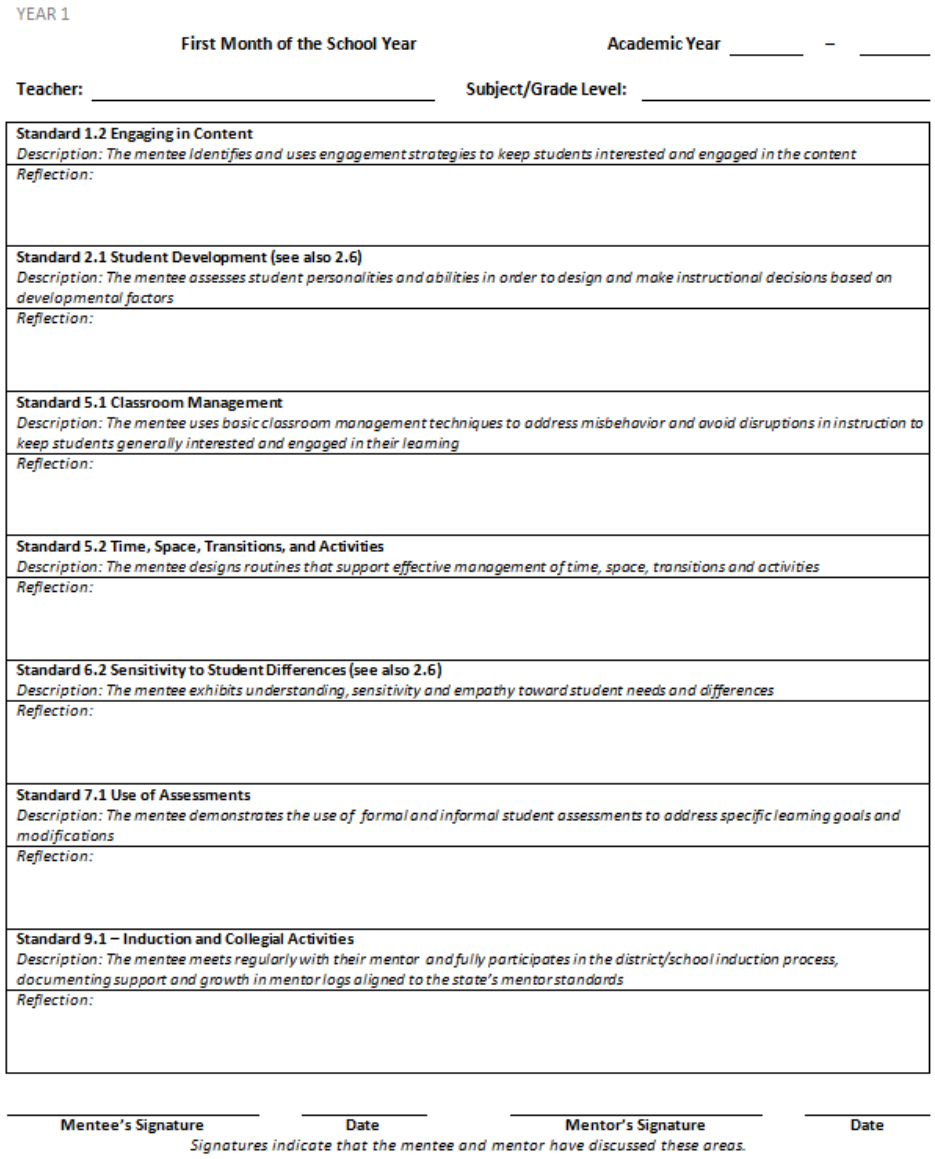
The second year of teaching is organized in similar fashion. The timeframes on this table begin with the summer prior to the second year of teaching and extend through to the summer following the second year of teaching. This encompasses all of the required two years of mentoring that is to be provided to all new teachers.

Each table contains 8 separate timeframes. Each timeframe contains anywhere between 2 to 7 Quality Indicators as the particular focus during the indicated timeframe. In this way, mentees are focusing on a defined set up performances within each specified timeframe. The selected indicators are suggested based on ordinary events that occur in a typical school year. There is flexibility to substitute indicators based on the unique characteristics of a particular district and/or school.

What is most important is ensuring that baseline data on performance is collected on the mentee; that the mentee receives specific feedback on their performance from the mentor on those specific performances and knowledge; that the administrator regularly interacts with the new teacher providing support and specific feedback on performance; and that this occurs without overwhelming the new teacher, but instead provides real time support for the things the new teacher is experiencing.

2nd Year Teacher Practices		
Timeframe	***MO Indicator***	***Knowledge and Skills***
Prior to the Beginning of School	*1.1 Content Knowledge*	*Plans for essential learning outcomes of content*
	1.3 Disciplinary Research and Inquiry Methodologies	*Plans for teaching students about inquiry and research*
	3.1 Implementing the Curriculum	*Aligns lesson design and assessments to curriculum*
	4.2 Instructional Resources	*Uses available resources to support lesson activities*
	9.1 Induction & Collegial Activities	*Engages in the induction process with a mentor*
First Month	*1.2 Engaging in Content*	*Delivers lessons that engage students in content*
	1.4 Interdisciplinary Instruction	*Makes interdisciplinary content connections in instruction*
	2.6 Language, Culture, Family, Community Values	*Uses data to determine the variety of learning needs*
	5.1 Classroom Management	*Effective use of basic classroom management techniques*
	5.2 Time, Space, Transitions, and Activities	*Manages time, space, transitions, activities*
	6.4 Technology and Media Communication Tools	*Uses technology and media communication tools*
	7.1 Use of Assessments	*Uses a variety of different assessment formats*
2nd-3rd Month Quarter 1	*2.2 Student Goals*	*Helps students establish goals and monitor own progress*
	4.1 Critical Thinking Strategies	*Teaches students to think critically and problem-solve*
	4.3 Cooperative, Small Group, and Independent Learning	*Uses different learning configurations effectively*
	5.2 Time, Space, Transitions, and Activities	*Manages time, space, transitions, and activities*
	7.3 Student-led Assessments	*Helps students assess their own progress to learning goals*
	7.5 Communicates Student Progress	*Communicates student progress and maintains records*
4th-5th Month Quarter 2	*3.2 Lessons for Diverse Learners*	*Differentiates instruction to meet student needs*
	3.3 Instructional Goals and DI Strategies	*Uses differentiated instructional strategies effectively*
	5.3 Classroom, School, Community Culture	*Uses culture of school/community to impact relationships*
	7.2 Assessment Data to Improve Learning	*Addresses variations in learner styles and performances*
	7.5 Communicating Student Progress	*Use student data to plan future instruction*
6th Month Mid-Year	*2.5 Use of Student's Prior Experience*	*Adjust learning activities based on data from 1st semester*
	7.4 Effects of Instruction	*Uses relevant information to plan future instruction*
	7.6 Collaborative Data Analysis	*Collaborate with peers on student data*
	8.1 Self-Assessment and Improvement	*Reflects on progress to determine impact of instruction*
	9.3 Cooperative Partnerships Supporting Learning	*Builds partnerships to support student learning*
7th-8th Month Quarter 3	*1.2 Engaging in Content*	*Connects content to classroom design*
	6.3 Speaking, Writing and Other Media	*Supports learners in speaking, writing and other media*
	7.2 Assessment Data to Improve Learning	*Communicates progress effectively to students/parents*
	7.5 Communicating Student Progress	*Uses student data to plan future instruction*
9th-10th Month Quarter 4	*7.4 Effects of Instruction*	*Reviews data of student progression throughout the year*
	7.6 Collaborative Data Analysis	*Collaborates and reflects with colleagues on student data*
	8.1 Self-Assessment and Improvement	*Reflects on impact of instruction*
	9.1 Induction & Collegial Activities	*Reflects with mentor on strengths & growth opportunities*
End of the School Year	*8.1 Self-Assessment and Improvement*	*Reflects on impact on student learning*
	8.2 Professional Learning	*Uses resources available to advance professional learning*

New Teacher Feedback Forms



YEAR 1

First Month of the School Year **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 1.2 Engaging in Content *Description: The mentee identifies and uses engagement strategies to keep students interested and engaged in the content*
Reflection:
Standard 2.1 Student Development (see also 2.6) *Description: The mentee assesses student personalities and abilities in order to design and make instructional decisions based on developmental factors*
Reflection:
Standard 5.1 Classroom Management *Description: The mentee uses basic classroom management techniques to address misbehavior and avoid disruptions in instruction to keep students generally interested and engaged in their learning*
Reflection:
Standard 5.2 Time, Space, Transitions, and Activities *Description: The mentee designs routines that support effective management of time, space, transitions and activities*
Reflection:
Standard 6.2 Sensitivity to Student Differences (see also 2.6) *Description: The mentee exhibits understanding, sensitivity and empathy toward student needs and differences*
Reflection:
Standard 7.1 Use of Assessments *Description: The mentee demonstrates the use of formal and informal student assessments to address specific learning goals and modifications*
Reflection:
Standard 9.1 – Induction and Collegial Activities *Description: The mentee meets regularly with their mentor and fully participates in the district/school induction process, documenting support and growth in mentor logs aligned to the state's mentor standards*
Reflection:

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

There is a series of mentee feedback forms. These forms are aligned to the 8 timeframes that occur each year and collectively create the process for gathering baseline data and directing meaningful feedback between the mentee and mentor. Each form lists the quality indicators for the specified timeframe. Each indicator includes a general description referencing the particular knowledge and/or skill to be demonstrated.

There is opportunity provided for reflection on each of the listed indicators. As mentee and mentor talk through the specific indicator and its relevance for what is currently happening in the school year, this area is used to capture potential strengths and areas of confidence as well as potential opportunities for continued growth.

An overall determination on performance uses feedback generated throughout the year on selected indicators, general feedback generated periodically through classroom observations and any other data or information relevant to the new teacher's performance observed or gathered throughout the year.

This information and data is used by the administrator to complete the Summative Evaluation Form.

New Teacher Professional Growth Plan

As the new teacher works there way through their first year of teaching, a professional growth plan is helpful for making determinations about which particular areas are areas of strength and which areas are growth opportunities. The following growth plan template can be useful for capturing this information.

Professional Growth Plan for _____ _____
Name Date

_____ _____ _____
School Grade / Subject Academic Year

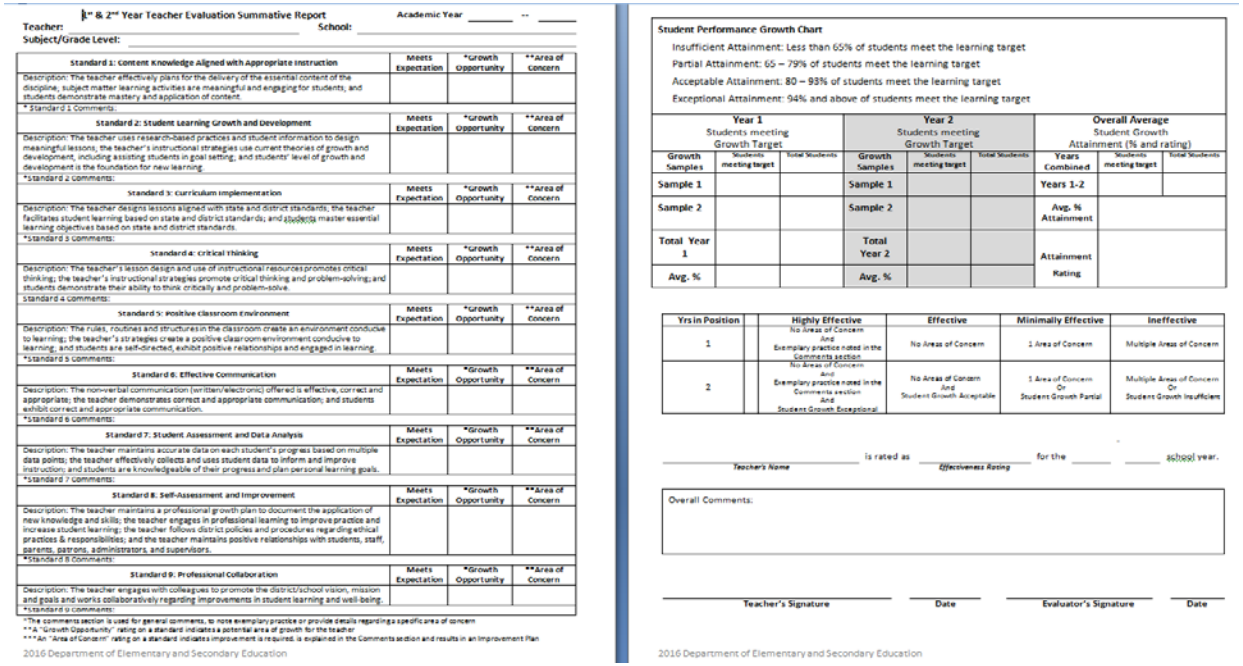
Select one per timeframe	YEAR 1		
Indicators (Prior to Year)	**Focus Area**	**Goal**	**Strategy(s)**
☐ Standard 1.1 – Content Knowledge			
☐ Standard 2.3 – Theory of Learning			
☐ Standard 3.1 – Implementing the Curriculum			
☐ Standard 4.2 – Instructional Resources			
☐ Standard 6.1 – Verbal and Non-Verbal Communication			
☐ Standard 8.3 – Professional Responsibilities			
☐ Standard 9.1 – Induction and Collegial Activities			
Indicators (First Month)	**Focus Area**	**Goal**	**Strategy(s)**
☐ Standard 1.2 Engaging in Content			
☐ Standard 2.1 Student Development (see also 2.6)			
☐ Standard 5.1 Classroom Management			
☐ Standard 5.2 Time, Space, Transitions, and Activities			
☐ Standard 6.2 Sensitivity to Student Differences			
☐ Standard 7.1 Use of Assessments			
☐ Standard 9.1 – Induction and Collegial Activities			
Indicators (2nd-3rd Months – 1st Quarter)	**Focus Area**	**Goal**	**Strategy(s)**
☐ Standard 2.2 Student Goals			
☐ Standard 4.1 Critical Thinking Strategies			
☐ Standard 4.3 Cooperative, Small Group and Independent Learning			
☐ Standard 5.2 Time, Space, Transitions, and Activities			
☐ Standard 7.3 Student-Led Assessments			
☐ Standard 7.5 Communicates Student Progress			
Indicators (4th-5th Months – 2nd Quarter)	**Focus Area**	**Goal**	**Strategy(s)**
☐ Standard 1.5 Diverse Social and Cultural Perspectives			
☐ Standard 2.4 Differentiated Lesson Design			
☐ Standard 3.2 Lessons for Diverse Learners			
☐ Standard 6.1 Verbal and Non-Verbal Communication			
☐ Standard 7.2 Assessment Data to Improve Learning			
☐ Standard 7.5 Communicates Student Progress			

* Focus, Goal and Strategies are developed based on feedback from the new teacher feedback forms

Select one per timeframe	YEAR 1		
Indicators (6th Month – Mid-Year)	**Focus Area**	**Goal**	**Strategy(s)**
☐ Standard 2.5 Use of Student's Prior Experience			
☐ Standard 5.2 Time, Space, Transitions, and Activities			
☐ Standard 7.4 Effects of Instruction			
☐ Standard 7.6 Collaborative Data Analysis			
☐ Standard 8.1 Self-Assessment and Improvement			
☐ Standard 9.2 Collaborating to Meet Student Needs			
Indicators (7th-8th Months – 3rd Quarter)	**Focus Area**	**Goal**	**Strategy(s)**
☐ Standard 1.2 Engaging in Content			
☐ Standard 2.2 Student Goals			
☐ Standard 4.3 Cooperative, Small Group and Independent Learning			
☐ Standard 7.2 Assessment Data to Improve Learning			
☐ Standard 7.5 Communicating Student Progress			
Indicators (9th-10th Months – 4th Quarter)	**Focus Area**	**Goal**	**Strategy(s)**
☐ Standard 2.5 Use of Student's Prior Experience			
☐ Standard 7.4 Effects of Instruction			
☐ Standard 7.6 Collaborative Data Analysis			
☐ Standard 8.1 Self-Assessment and Improvement			
☐ Standard 9.1 Induction & Collegial Activities			
Indicators (End of School)	**Focus Area**	**Goal**	**Strategy(s)**
☐ Standard 8.1 Self-Assessment and Improvement			
☐ Standard 8.2 Professional Learning			
Teacher Reflection:			
Comments:			

_____ _____ _____ _____
Teacher Signature Date Administrator Signature Date

New Teacher Summative Evaluation Form



1st & 2nd Year Teacher Evaluation Summative Report

Academic Year _____ -- _____

Teacher: School:

Subject/Grade Level:

Standard 1: Content Knowledge Aligned with Appropriate Instruction	Meets Expectation	*Growth Opportunity	**Area of Concern
Description: The teacher effectively plans for the delivery of the essential content of the discipline, subject matter learning activities are meaningful and engaging for students, and students demonstrate mastery and application of content.			
*Standard 1 Comments:			
Standard 2: Student Learning Growth and Development	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The teacher uses research-based practices and student information to design meaningful lessons; the teacher's instructional strategies use current theories of growth and development, including assisting students in goal setting; and students' level of growth and development is the foundation for new learning.			
*Standard 2 comments:			
Standard 3: Curriculum Implementation	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The teacher designs lessons aligned with state and district standards; the teacher facilitates student learning based on state and district standards; and students master essential learning objectives based on state and district standards.			
*Standard 3 comments:			
Standard 4: Critical Thinking	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The teacher's lesson design and use of instructional resources promotes critical thinking; the teacher's instructional strategies promote critical thinking and problem-solving; and students demonstrate their ability to think critically and problem-solve.			
Standard 4 comments:			
Standard 5: Positive Classroom Environment	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The rules, routines and structures in the classroom create an environment conducive to learning; the teacher's strategies create a positive classroom environment conducive to learning; and students are self-directed, exhibit positive relationships and engaged in learning.			
*Standard 5 comments:			
Standard 6: Effective Communication	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The non-verbal communication (written/electronic) offered is effective, correct and appropriate; the teacher demonstrates correct and appropriate communication; and students exhibit correct and appropriate communication.			
*Standard 6 comments:			
Standard 7: Student Assessment and Data Analysis	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The teacher maintains accurate data on each student's progress based on multiple data points; the teacher effectively collects and uses student data to inform and improve instruction; and students are knowledgeable of their progress and plan personal learning goals.			
*Standard 7 comments:			
Standard 8: Self-Assessment and Improvement	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The teacher maintains a professional growth plan to document the application of new knowledge and skills; the teacher engages in professional learning to improve practice and increase student learning; the teacher follows district policies and procedures regarding ethical practices & responsibilities; and the teacher maintains positive relationships with students, staff, parents, patrons, administrators, and supervisors.			
*Standard 8 Comments:			
Standard 9: Professional Collaboration	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The teacher engages with colleagues to promote the district/school vision, mission and goals and works collaboratively regarding improvements in student learning and well-being.			
*Standard 9 comments:			

*The comments section is used for general comments, to note exemplary practice or provide details regarding a specific area of concern

**A "Growth Opportunity" rating on a standard indicates a potential area of growth for the teacher

***An "Area of Concern" rating on a standard indicates improvement is required, is explained in the Comments section and results in an Improvement Plan

2016 Department of Elementary and Secondary Education

Student Performance Growth Chart

Insufficient Attainment: Less than 65% of students meet the learning target

Partial Attainment: 65 – 79% of students meet the learning target

Acceptable Attainment: 80 – 93% of students meet the learning target

Exceptional Attainment: 94% and above of students meet the learning target

Year 1 Students meeting Growth Target			Year 2 Students meeting Growth Target			Overall Average Student Growth Attainment (% and rating)		
Growth Samples	Students meeting target	Total Students	Growth Samples	Students meeting target	Total Students	Years Combined	Students meeting target	Total Students
Sample 1			Sample 1			Years 1-2		
Sample 2			Sample 2			Avg. % Attainment		
Total Year 1			Total Year 2			Attainment Rating		
Avg. %			Avg. %					

Yrs in Position		Highly Effective	Effective	Minimally Effective	Ineffective
1		No Areas of Concern And Exemplary practice noted in the Comments section	No Areas of Concern	1 Area of Concern	Multiple Areas of Concern
2		No Areas of Concern And Exemplary practice noted in the Comments section And Student Growth Exceptional	No Areas of Concern And Student Growth Acceptable	1 Area of Concern Or Student Growth Partial	Multiple Areas of Concern Or Student Growth Insufficient

_____ is rated as _____ for the _____ _____ school year.

Teacher's Name — Effectiveness Rating

Overall Comments:

Teacher's Signature | Date | Evaluator's Signature | Date

2016 Department of Elementary and Secondary Education

The first page of the summative evaluation form provides an overview of the effectiveness of the new teacher looking across all nine standards.

- Assessing the teacher's performance across all teaching standards
  - Each standard is listed with a general description. The statement is a basic summary drawn from the categories of commitment, practice and impact. For each standard, three options are provided:
    - Meets Expectation – checking this box for this standard indicates that performance in this area meets the expecation of the administrator/district at the present time. Provide statements in the comment box along with this option to note exemplary performance in this area.
    - Growth Opportunity – checking this box for a standard might result in an indicator from this standard being selected in the following year as an opportunity for growth and documented in the next year's Educator Growth Plan
    - Area of Concern – checking this box for a standard likely results in an improvement plan for this standard meaning that growth in this area is both necessary and required for continued employment
  - Note: the comment box provided below each standard provides opportunity to offer the rationale for the rating and, where applicable, to note exemplary performance in this particular area.

- Assessing the new teacher's performance based on student growth data
    - The top of the second page of the summative evaluation form captures the student growth data obtained from the teacher's SLOs. Data from the two SLOs are put into the spaces titled Sample 1 and Sample 2. For each sample, the number of students meeting their target and the total number of students is listed. These numbers are totaled together and then an overall attainment is calculated.
    - In a teacher's first year, student growth data is **collected only**. It is **not** a factor in the overall determination of performance of the first year teacher.
    - In a teacher's second year of practice, student growth data is again collected and listed in the second column titled Year 2. These are then totaled and averaged in the third column and used as a part of the second year teachers performance determnation.

The final section of the Summative Evaluation Form provides an overall rating for the new teacher. This section is completed as follows:

1. Years in Position – determine if this is the first or second year the teacher has been in the current evaluated position (Note: the purpose for "in position" is to allow for reassignment of teachers to different grade levels/positions without adversly affecting performance ratings)
2. Select one of the effectiveness ratings based on the following criteria:
    a. Highly Effective Rating
        i. No areas of concern across the 9 standards, AND
        ii. Exemplary practice is noted in at least one of the standards, AND
        iii. For 2nd year teacher only, there is evidence of Exceptional Attainment of student growth
    b. Effective Rating
        i. No areas of concern across the 9 standards, AND
        ii. For 2nd year teacher only, there is evidence of Acceptable Attainment of student growth
    c. Minimally Effective Rating
        i. 1 area of concern across the 9 standards, OR
        ii. For 2nd year teacher only, there is evidence of only Partial Attainment of student growth
    d. Ineffective Rating
        i. Multiple areas of concern across the 9 standards, OR
        ii. For 2nd year teacher only, there is evidence of Insufficient Attainment of student growth

The Summative Evaluation form is completed and dated with appropriate signatures. The comment box provides an opportunity to recognize exemplary performance and particular strengths. It is also used to summarize overall performance by the teacher and provide a rationale for the rating the teacher received. Finally, using the data from this summative evaluation form, it can provide an opportunity to identify a particular area of focus for the teacher for next year.

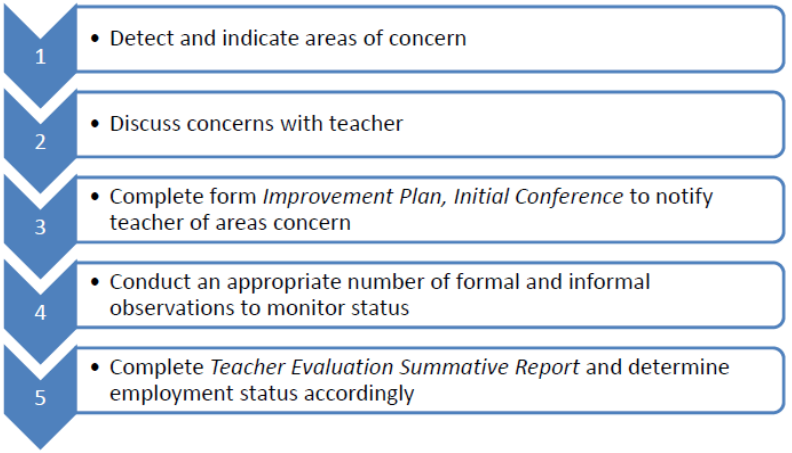
Timeline for completion of the New Teacher Evaluation Protocol

1st Year for the New Teacher									
Suggested Indicators of Focus For Each Timeframe	Suggested Indicators 1.1 2.3 3.1 4.2 6.1 8.3 9.1	Suggested Indicators 1.2 2.1 5.1 5.2 6.2 7.1 9.1	Suggested Indicators 2.2 4.1 4.3 5.2 7.3 7.5	Suggested Indicators 1.5 2.4 3.2 6.1 7.2 7.5	Suggested Indicators 2.5 5.2 7.4 7.6 8.1 9.2	Suggested Indicators 1.2 2.2 4.3 7.2 7.5	Complete New Teacher Summative Evaluation Form	Suggested Indicators 2.5 7.4 7.6 8.1 9.1	Suggested Indicators 8.1 8.2
Time Frame	Prior to School	First Month Year Begins	2nd-3rd Month Quarter 1	4th-5th Month Quarter 2	6th Month Mid-Year	7th-8th Month Quarter 3	By March 15	9th-10th Month Quarter 4	End of the Year

2nd Year for the New Teacher									
Suggested Indicators of Focus For Each Timeframe	Suggested Indicators 1.1 1.3 3.1 4.2 9.1	Suggested Indicators 1.2 1.4 2.6 5.1 5.2 6.4 7.1	Suggested Indicators 2.2 4.1 4.3 5.2 7.3 7.5	Suggested Indicators 3.2 3.3 5.3 7.2 7.5	Suggested Indicators 2.5 7.4 7.6 8.1 9.3	Suggested Indicators 1.2 6.3 7.2 7.5	Complete New Teacher Summative Evaluation Form	Suggested Indicators 7.4 7.6 8.1 9.1	Suggested Indicators 8.1 8.2
Time Frame	Prior to School	First Month Year Begins	2nd-3rd Month Quarter 1	4th-5th Month Quarter 2	6th Month Mid-Year	7th-8th Month Quarter 3	By March 15	9th-10th Month Quarter 4	End of the Year

Educator Improvement Protocol

While the primary purpose of the Educator Growth Plan is to identify and capitalize on growth opportunities, the focus of the Educator Improvement Protocol is on intervention for areas of concern that require immediate attention. Thus, the Educator Improvement Protocol targets very specific standards, indicators, and actions that must be improved within a specific timeline. Accordingly, the Educator Improvement Protocol is not only a collaborative process between teacher and evaluator; it is also one of direction and guidance from the evaluator requiring the achievement of certain outcomes in a timely fashion.



It is important to remember that the Educator Improvement Protocol is a single process within a larger process of evaluation and growth. Therefore, the Educator Improvement Protocol should ony be followed after an initial evaluation, either formal or informal, revealing one or more areas of concern. Consequently, the first step of the Educator Improvement Protocol is to detect and indicate any areas of concern. If the evaluator detects any such areas of concern, the next step in the protocol is to complete the form: Educator Improvement Plan, Initial Conference. This form allows the evaluator to note the indicator causing concern as well as the rationale for concern, the improvement target, and the corresponding benchmarks and timelines. The Educator Improvement Plan, Initial Conference form should be completed collaboratively with the teacher and copies should be subsequently shared as documentation of the overall plan and areas of concern.

After collaborative completion of the Educator Improvement Plan, Initial Conference form, the evaluator should conduct the appropriate number of necessary formal and informal observations to monitor the status of the teacher. The Educator Improvement Plan, Follow-up Observation & Conference form should be used to document every formal observation conducted.

Finally, after multiple follow-up observations and conferences, the evaluator should complete the Summative Evaluation Form to determine the respective teacher's employment status accordingly.

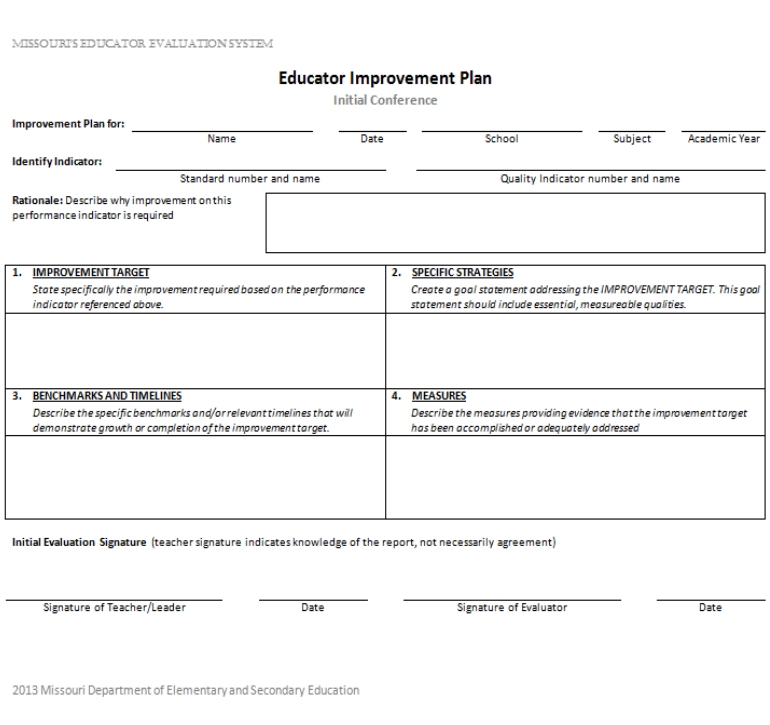
NOTE: For incidents involving blatant violations of board policy and state or federal law, immediate employment action may be taken as prescribed or permitted by law.

Timeline for completion of the Educator Improvement Protocol

Step #	Step 1	Step 2	Step 3	Step 4	Step 5
Action Title	Detect and indicate areas of concern upon evaluation	See page 38: *Improvement Plan, Initial Conference*	Hold Initial Conference to notify educator of status and plan	Conduct the appropriate number of formal and informal observations to monitor status	Complete Summative Evaluation Form to determine employment status accordingly
Action Description	Formal and/or informal observations should be held throughout the year. If one or more areas of concern are detected, teacher should be placed in the Improvement Protocol	Note standards and indicators causing concern, give rationale, set timeline and improvement target complete with benchmarks and strategies	Explain to teacher rationale for placement in Improvement Protocol, explain improvement target, timeline, benchmarks, and ramifications	Evaluate, observe, and confer with teacher either formally or informally multiple times throughout the Improvement Protocol timeline. Evaluator should document such meetings on the Follow-up Observation & Conference forms to note any improvements, shortcomings, or other general observational data	Use and apply in the same manner described in Step 6 of the general Teacher Evaluation Protocol
Timeline	Detection of areas of concern can occur at **any time** throughout the year or at any point in a teacher's career	The Initial Conferenece form should be completed **immediately after** detection of areas of concern	The Initial Conference should be held **immediately after** completion of the form	Formal and informal observations and/or conferences should be conducted **throughout the remainder of the established timeline** for achievement of the improvement target. Such observations and/or conferences should be held in gaps wide enough for the teacher to show improvement, but consistent to accurately monitor progress	TheSummative Evaluation Form should be completed at the **end of the timeline**

*Note: For incidents involving blatant violations of board policy and state or federal law, immediate employment action may be taken as permitted by law.

Educator Improvement Plan forms



MISSOURI'S EDUCATOR EVALUATION SYSTEM

Educator Improvement Plan

Initial Conference

Improvement Plan for: _____ (Name) _____ (Date) _____ (School) _____ (Subject) _____ (Academic Year)

Identify Indicator: _____ (Standard number and name) _____ (Quality Indicator number and name)

Rationale: Describe why improvement on this performance indicator is required

1. IMPROVEMENT TARGET *State specifically the improvement required based on the performance indicator referenced above.*	2. SPECIFIC STRATEGIES *Create a goal statement addressing the IMPROVEMENT TARGET. This goal statement should include essential, measureable qualities.*
3. BENCHMARKS AND TIMELINES *Describe the specific benchmarks and/or relevant timelines that will demonstrate growth or completion of the improvement target.*	4. MEASURES *Describe the measures providing evidence that the improvement target has been accomplished or adequately addressed*

Initial Evaluation Signature (teacher signature indicates knowledge of the report, not necessarily agreement)

_____ (Signature of Teacher/Leader) _____ (Date) _____ (Signature of Evaluator) _____ (Date)

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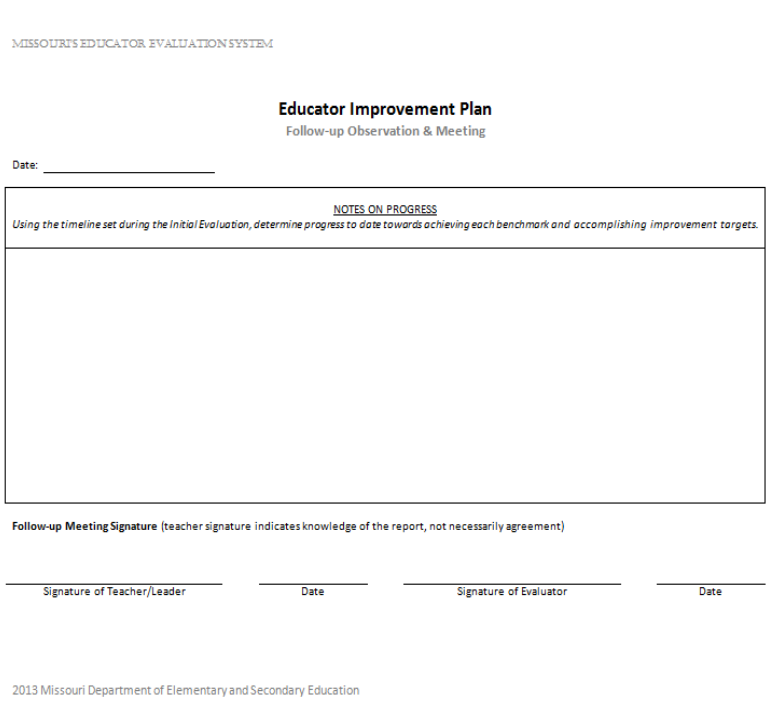

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Educator Improvement Plan

Follow-up Observation & Meeting

Date: _____

NOTES ON PROGRESS

Using the timeline set during the Initial Evaluation, determine progress to date towards achieving each benchmark and accomplishing improvement targets.

Follow-up Meeting Signature (teacher signature indicates knowledge of the report, not necessarily agreement)

_____ (Signature of Teacher/Leader) _____ (Date) _____ (Signature of Evaluator) _____ (Date)

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The Educator Improvement Plan, Initial Conference form (above left) is used to document specific standards and indicators creating areas of concern. After identifying the indicator to be improved upon, the evaluator then expresses a rationale for why improvement is required. Finally, the evaluator sets an improvement target complete with the necessary benchmarks and timeline for achievement of the required outcome.

The Educator Improvement Plan, Follow-up Observation & Conference form (above right) is used for any formal or informal observations or conferences that are conducted throughout the timeline established by the evaluator. At least one formal and one informal evaluation should be held. When using this form, the evaluator can document any meetings to note improvements, shortcomings, or other general observational data.

Collectively, the documents provide the essential framework for improvement, as well as the documentation and protocol necessary to make high-stakes employment decisions. Upon completion of the timeline, evaluators should use the Summative Evaluation Form to note final outcomes and make ultimate employment decisions.