TEACHER GROWTH PROCESS
Procedural Guidelines

Updated August 2018
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Overview

Purpose
The School District of University City’s Educator Growth Process is aligned philosophically and structurally to the Theory of Action and Seven Essential Principles that are the foundation of the state’s model Educator Evaluation System. The Growth Process is focused on increasing meaningful strength based feedback. This manual draws liberally from the Missouri Department of Education’s model, though some modifications have been made to meet local processes and procedures.

Missouri Essential Principles of Effective Education Evaluation
Contemporary research suggests seven essential principles when creating an effective evaluation system. These are the foundation on which Missouri’s Educator Evaluation System have been created.

The System:
1. Establishes clear expectations of practice based on the research of national standards and aligned to legislation (Missouri Senate bill 291) directing districts to set teaching standards
2. Measures practice across differentiated levels from pre-service on through four levels at the practitioner level
3. Highlights the probationary period as a time of intensive support
4. Includes student performance measures to ensure the impact of student learning
5. Identifies feedback as a critical component for improving effective practice
6. Acknowledges evaluator training as a highly significant factor for reliably when evaluating practice
7. Maintains that evaluation results drive employment decisions and policy
Missouri Educator Evaluation Philosophy
Missouri’s Educator Evaluation System was created and refined by hundreds of educators across the state and is founded on the following beliefs:

- The evaluation process exists primarily for the improvement of effective instructional practice in order to increase student growth and improve practice
- Evaluation processes are formative in nature and lead to continuous improvement
- Evaluation tools are aligned to standards that reflect excellence, build a culture of informing practice and promote learning
- Evaluations should be based on multiple measurements
- Education Evaluation Systems are fair and ethical

Guiding Statements
The following statements guide the developmental growth of teachers in a collaborative process of reflection:

1. The Teacher Evaluation process addresses professional growth and teacher evaluation. Professional growth supports the teacher in improving practice on an ongoing basis while the teacher evaluation serves organizational decision-making needs.
2. Meeting Expectation and/or Showing Growth is the practice standard expected of teachers. It is important to remember the Meeting Expectation and/or Showing Growth rating is the expected level of practice for The School District of University City teachers, and it is an excellent rating. Individuals who are working below the Meeting Expectation and/or Showing Growth level on any criterion descriptor as determined by his/her administrator supervisor should give immediate attention to improving practice to the proficient level.
3. Administrative comments are required on the Summative Evaluation under Overall Evaluation Comments.
4. Evaluation criteria descriptors address both students and teachers. These criteria descriptors have been established to reflect professional standards, current research, student performance and assessment. The central purpose in developing an evaluation system is to promote student success.
5. The process of teacher evaluation and professional growth provides opportunities for reflection, collaboration and professional contributions to the learning community.
6. An effective mentoring program with adequate funding and training is essential for the support and feedback for first and second year teachers and for experienced teachers new to the school community.
7. Reliable evaluators are essential to the evaluation process. Evaluators will be provided the necessary training to analyze effective teaching, engage in reflective conversations, manage documentation and facilitate teacher professional growth.
8. The evaluation system should connect the Missouri School Improvement Plan (MSIP) Standards and the District Strategic Plan.
9. Sufficient orientation will be provided to train teachers in the district’s evaluation and professional growth process.
10. All teachers will develop a Professional Growth Plan (PGP). The Professional Growth Plan can be developed individually or with the assistance of a colleague, mentor or administrator. This plan should include specific criteria from the teacher evaluation process that will be assessed during the year.

11. As teachers develop the Professional Growth Plan, close attention must be paid to the requirements for teacher certification through the Missouri Department of Elementary and Secondary Education.

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

The italicized standards and quality indicators are identified as having the greatest leverage and potential impact in terms of teaching practices leading to high levels of learning. This determination was based on correlation of Missouri indicators to the research of Dr. John Hattie and Dr. Robert Marzano as well as frequency of selection by participation in the Missouri Educator Evaluation System Pilot Project.

**Standard #1  Content knowledge aligned with appropriate instruction**

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

*Quality Indicator 1.1: Content knowledge and academic language*
Quality Indicator 1.2: Student engagement in subject matter
Quality Indicator 1.3: Disciplinary research and inquiry methodologies
Quality Indicator 1.4: Interdisciplinary instruction
Quality Indicator 1.5: Diverse social and cultural perspectives
**Standard #2  Student Learning, Growth and Development**
The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social and personal development of all students.

*Quality Indicator 2.1: Cognitive, social, emotional and physical development*
*Quality Indicator 2.2: Student goals*
*Quality Indicator 2.3: Theory of learning*
*Quality Indicator 2.4: Differentiated lesson design*
*Quality Indicator 2.5: Prior experiences, multiple intelligences, strengths and needs*
*Quality Indicator 2.6: Language, culture, family and knowledge of community value*

**Standard #3  Curriculum Implementation**
The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements and evaluates curriculum based upon student, district and state standards data.

*Quality Indicator 3.1: Implementation of curriculum standards*
*Quality Indicator 3.2: Lessons for diverse learners*
*Quality Indicator 3.3: Instructional goals and differentiated instructional strategies*

**Standard #4  Critical Thinking**
The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving and performance skills.

*Quality Indicator 4.1: Instructional strategies leading to student engagement in problem-solving and critical thinking*
*Quality Indicator 4.2: Appropriate use of instructional resources to enhance student learning*
*Quality Indicator 4.3: Cooperative, small group and independent learning*

**Standard #5  Positive Classroom Environment**
The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.

*Quality Indicator 5.1: Classroom management techniques*
*Quality Indicator 5.2: Management of time, space, transitions and activities*
*Quality Indicator 5.3: Classroom, school and community culture*

**Standard #6  Effective Communication**
The teacher models effective verbal, nonverbal and media communication techniques with students, colleagues and families to foster active inquiry, collaboration and supportive interaction in the classroom.

*Quality Indicator 6.1: Verbal and nonverbal communication*
*Quality Indicator 6.2: Sensitivity to culture, gender, intellectual and physical differences*
*Quality Indicator 6.3: Learner expression in speaking, writing and other media*
*Quality Indicator 6.4: Technology and media communication tools*
Standard #7  Student Assessment and Data Analysis
The teacher understands and uses formative and summative assessment strategies to assess the learners progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student, and devises instruction to enable students to grow and develop, making adequate academic progress.

- Quality Indicator 7.1: Effective use of assessments
- Quality Indicator 7.2: Assessment data to improve learning
- Quality Indicator 7.3: Student-led assessment strategies
- Quality Indicator 7.4: Effect of instruction on individual/class learning
- Quality Indicator 7.5: Communication of student progress and maintaining records
- Quality Indicator 7.6: Collaborative data analysis

Standard #8  Professionalism
The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

- Quality Indicator 8.1: Self-assessment and improvement
- Quality Indicator 8.2: Professional learning
- Quality Indicator 8.3: Professional rights, responsibilities and ethical practices

Standard #9  Professional Collaboration
The teacher has effective working relationships with students, parents, school colleagues, and community members.

- Quality Indicator 9.1: Induction and collegial activities
- Quality Indicator 9.2: Collaborating to meet student needs
- Quality Indicator 9.3: Cooperative partnerships in support of student learning

Educator Growth Responsibilities
The Teacher Will:
- Work in partnership with the administrator to create, implement and review a Professional Growth Plan including:
  - ✓ Develop Action Steps which support the Professional Growth Plan based on the selected Indicator(s).
  - ✓ Additional Indicators may be selected at the discretion of the teacher or administrator.
- Provide data and artifacts requested by administrator demonstrating growth in related practice Standards and Quality Indicators.
  - ✓ If Quality Indicator is not observed in the classroom, teacher may offer data and artifacts to support growth to administrator.
- Complete appropriate forms associated with evaluation process.

The Administrator Will:
- Fully participate in training opportunities to enhance the ability to observe teachers and give meaningful feedback. Training will allow all University City administrators to calibrate
observations so that feedback is consistent and based on evidence and research regarding effective instruction.

- Complete Observation Forms and provide on-going Meaningful Feedback based on classroom observations and information interactions.
- Work in partnership with the educator to create, implement and review a Professional Growth Plan and select Quality Indicator.
  - Review data and artifacts offered by teacher demonstrating growth in related practice Standards and Quality Indicators. If quality indicator is not observed in the classroom, teacher may offer data and artifacts to support growth to administrator.
- Complete the Summative Evaluation Form and conference by assigned deadline.
- Collaborate with colleagues to evaluate teachers serving multiple buildings.
  - Ensure the responsibility of compiling the summative data is fairly rotated amongst all building leaders for each building being served.
  - Building leaders will share information with each other through the TalentEd Perform system regarding the teacher’s performance. This information will be used to compile the Summative.

The District Will:

- Provide on-going training for skillful observations, meaningful feedback, growth plan development and summative evaluation process.
- Support administrators in their on-going growth and development in helping support teachers and improve teaching quality, student growth and building instructional climate and culture.
- Offer support regarding consistent procedures across the district.
Evaluation Components

Standards Ratings--85%

Growth Plan Rating--15%

Effective 19/20

Overall Teacher Performance Rating--100%

Effective 19/20
Growth Plan

A Professional Growth Plan is completed each year of employment. Quality Indicator(s) for the Growth Plan are selected based on district direction, teacher and administrator input, and/or should be developed through a collaborative and professional conversation.

The Professional Growth Plan should:
- Correspond to the Possible Sources of Evidence provided in the Growth Guides (see below for example).
- Clearly address specific sources of new learning for teachers and students.
- Be focused on results and outcomes for teachers and students.
- Indicate timelines for measuring growth.

Administrators will meet with teachers three times throughout the school year to review the proposed growth plan and documented evidence about the progress of teacher and student growth. Meetings should occur according to the follow schedule:

<table>
<thead>
<tr>
<th>By September 15&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Growth Plan Review &amp; Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>By November 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Benchmark Data Review</td>
</tr>
<tr>
<td>By February 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Final Data Review</td>
</tr>
</tbody>
</table>

Teachers will write one growth goal for one skill or concept. Goal development does not need to be done in isolation. Teachers may write goals as a PLC, grade level cohort, or any other sensible team effort. The ultimate goal is to move students forward through deliberate and concentrated effort.

In the 2018-2019 school year, the Professional Growth Plan (PGP) will be adjusted to include expectations around student growth. PGP’s will be developed to address DESE Standard 7 (Student Assessment and Data Analysis) and Quality Indicator 7.2 (Assessment Data to Improve Learning).

“The focus on evaluating educators by measuring growth rather than attainment is fairer to teachers and principals whose students enter classrooms well below grade level,” according to the National Comprehensive Center for Teacher Quality (NCCTQ).
DEVELOPING THE GROWTH PLAN

The School District of University City recognizes teacher practice as the most important factor impacting student performance. One of the ways organizations determine effectiveness is by examining performance outcomes. In our district’s case, we will use student growth measures as a means of gauging teacher effectiveness, as per the guidelines of the Missouri Department of Elementary and Secondary Education (DESE).

WAIT! BUT WHY?

During the 2014-2015 school year, it was required that every school district develop and implement a teacher evaluation system guided by Missouri’s Essential Principles of Effective Evaluation. One of the seven essential principles is “using measures of growth in student learning as a significant contributing factor when determining an educator’s effectiveness”. The US Department of Education has defined student growth as “a change in academic achievement across two or more points in time”. We believe it is imperative that student achievement be planned for and measured by every teacher. To that end, we must be intentional about student performance which can only happen by deliberate support and purposeful review of teacher practice.

QUALITY INDICATOR 7.2 WILL BE USED FOR ALL STAFF FOR 2018-19. AN ADDITIONAL STANDARD MAY BE SELECTED FOR PERFORMANCE CONCERNS.

Step 1: Determine Learning Target (Content and Standard/ELO)

Essential Questions: What content will I use to gauge student growth? What learning target will be addressed? Why was it selected?

Collaborate with school administration and/or team to determine the learning target you will use to gauge student growth. The learning target should be a specific skill or concept students should master during the course. The skill or concept should be fundamental/essential to each student’s ongoing academic progress. Generally, the learning target will be a specific Missouri Learning Standard (MLS) or District-identified Essential Learning Objective (ELO). Examples are below.

Students will:

- Use sentence grammar to decipher new or unfamiliar words.
- Fluently divide multi-digit numbers using the standard algorithm.
- Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
- Analyze their community and the world based on their understandings of human and physical geography.
- Express ideas, moods and feelings through art work.
Teachers will use the Student Growth Worksheet to document STEP 1.

Step 2: Determine the Appropriate Assessment(s)

Essential Question: What assessment(s) will measure student growth?

Teachers and administration will collaborate to determine the appropriate assessment(s) to be used to measure growth. Assessment options include the following:

- Performance-based assessments, such as presentations, projects, and tasks graded with a rubric
- Galileo benchmark assessments
- Common formative assessments
- Running records
- Fountas and Pinnell assessment
- Any other assessment deemed acceptable by administration.

Questions to Consider

1. What assessment data will best allow me to measure student progress, given the objective?
2. Does the assessment allow all students to demonstrate developmentally appropriate growth?
3. If you are planning to use multiple assessments to measure student growth, how will the measures be combined?
4. How do you accommodate for student exceptionalities?
5. Will multiple teachers use the same assessments to ensure accountability?

Teachers will use the Student Growth Worksheet to document STEP 2.

Step 3: Determine Interval of Instruction

Essential Question(s): When will I collect benchmark data, and when will I collect the final data set? When will assessment data be analyzed?

In collaboration with school administration and/or team, determine timeline in which growth is to occur. Pre-test data will be reviewed by November 15th. Teachers will need to submit evidence of student growth by February 15th of the school year for which they are being evaluated.
Questions to Consider
1. When will I gather benchmark (initial) data?
2. When will I gather formative data?
3. When will I collect the final data set?

Teachers will use the Student Growth Worksheet to document STEP 3.

Step 4: Capture Student Data

Essential Question(s): How will student performance data and other relevant data be tracked?
Are there students whose data may not be included in the final evaluation data?

Although, we fully expect 100% of students to show growth over the course of the year. We also understand there may be reasonable extenuating circumstances; therefore, the following exclusions will be permissible for the 18-19 school year:

The following items may be considered when determining student inclusion in the SLO:
- Any student with an average daily attendance of 80% or less during the SLO data collection period.
- Any student who moves into the district after the SLO instruction and data collection has begun.
- Any English Language Learner (ELL) student who has been in USA less than one year.
- Any student with an Individual Education Plan (IEP) that is receiving an alternative curriculum. (IE-Center Based Students).

The District is not prescribing how much growth is to be expected during the 2018-2019 SY. It is a requirement, however, that EVERY student demonstrate growth.

Teachers will attach student data to the Growth Plan for discussion during the November Benchmark Data Review meeting and the March 15th Final Data Review meeting. See appendix for format to be followed.

Step 5: Determine the Focus

Essential Question: On what must I FOCUS my attention to cause student growth?

The identified indicator(s) provide a focus area for ongoing learning and growth. These determine the focus and rationale for improving effective practice and are based on what is needed most to improve student learning. When the indicators are not District prescribed, consideration should be given to the power indicators. Research has shown they have the greatest impact on student achievement.
Other indicators may be identified at any time based on issues and needs that arise. In some instances, where particular growth or change in practice must be addressed, a Teacher Professional Improvement Plan may be instituted.

Teachers should consider the following questions when developing a focus:
- What foundational skill(s) do my students need to learn to be successful in my class?
- What skill(s) might I further develop in to better support my student’s learning in this area?
- Besides student growth, how will I know I have grown in this area?

*Teachers will use the Growth Plan Form to document STEP 5.*

**Step 6: Prescribe a Strategy**

*Essential Question: What strategy must I employ to improve my ability to cause student growth in the area of focus?*

The *strategy* provides a prescription for teacher development. It will clearly state all actions the teacher will take to grow specifically for the purpose of addressing the *focus*.

Teachers should consider the following questions when developing their strategy:
- What professional development activities might I participate in to improve in the focus area?
- What literature exists that may improve my understanding and or delivery of the concept my students need to be successful?
- Who might I observe to gain a broader perspective of delivering this concept?
- What can I do to better understand, and thereby utilize, student data?

When considering different strategies to address growth opportunities, the state model offers several different sources of research including the work of Dr. Robert Marzano, Dr. John Hattie, Mike Rutherford 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.

This research offers specific strategies that can be included in the Teacher Growth Plan as a demonstration of progression on the specific indicator being addressed and are identified in the Growth Guides and Possible Sources of Evidence documents. Each Quality Indicator is articulated across a Growth Guide and evidenced by data sources from the three professional frames. This provides a valid assessment of status and clear direction for growth. There is also a single page document provided for each quality indicator. These documents provide a list of “possible” sources of evidence that a teacher might include as a component of the Teacher 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 Growth Guides and Possible Sources of Evidence for all 9 Standards and 34 Quality Indicators can be found online at: http://dese.mo.gov/sites/default/files/02-GrowthGuide.pdf

**Teachers will use the Growth Plan Form to document STEP 6.**

**Step 7: Initial Completion of the Growth Plan**
The Growth Plan form will be completed by September 15th and submitted through TalentEd for administrator approval. If revision is required, the administrator will deny approval and enter notes regarding the reason and suggestions for revision. All Growth Plans must be finalized with administrator approval by October 1st.

**Teachers will use the Growth Plan Form to complete STEP 7.**

**Step 8: Studying the data**

*Essential Question: What percentage of students will show academic growth over time, and how will that impact my evaluation?*

Teachers and administrators will meet at minimum once in November to study/review the data for the purpose determining if additional strategies must be employed for teacher growth. Additionally, the data should shed light on our expectations for students.

**Teachers will use the Growth Plan Form to complete STEP 8.**

**Step 9: Follow-up Actions**

*Essential Question: How will I act as a result of the data?*

Following a thorough review of the data, it may be necessary to identify additional strategies to better support student growth. It should also be determined what will be done to ensure student regression does not occur. Teachers should prepare this section in advance of the meeting with their administrator. During the November check-in and February evaluation meeting, both the teacher and administrator must be open the suggestions brought to the table.

Administrators will review the data and associated actions to determine effectiveness. Feedback regarding suggested improvement and or praise will be documented, as well.
Remember, growth nor support can occur if buy-in does not exist.

*Teachers will use the Growth Plan Form to complete STEP 9.*

**Step 10: Results**

*Essential Question: How did we do?*

Teachers will reflect on their experience, in November and February, as it relates to this growth plan, while answering the following questions:

- Did every student grow?
- Was there an identifiable pattern associated with the growth? (ex. students performed better when in groups, students grasped the concept better when the classroom was flipped)
- If every student failed to demonstrate overall growth, what skills might be further developed for teacher growth?

The following chart, should be used to determine your score as it relates to student growth/Growth Plan success for 2018-2019:

<table>
<thead>
<tr>
<th>% of Students Showing Growth</th>
<th>Teacher Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>75 - 100%</td>
<td>3 (Proficient)</td>
</tr>
<tr>
<td>50 - 74%</td>
<td>2 (Developing)</td>
</tr>
<tr>
<td>0 - 49%</td>
<td>1 (Emerging/Concerning)</td>
</tr>
</tbody>
</table>

Administrators will review the data and associated results to assess teacher performance. Feedback regarding suggested improvement and or praise will be documented, as well.

*Teachers will use the Growth Plan Form to document STEP 10.*

Student growth will not impact teacher evaluation ratings until the 2019/2020 school year. The 2018/2019 school year will be a pilot year for student growth and therefore teachers will not be adversely impacted by student growth scores.
**Touchpoints**

Evidence shows us that on-going, meaningful and specific feedback to teachers provides a greater opportunity for teachers to improve their practice. When feedback is based on the teachers’ strengths, the likelihood is that teachers will grow faster and more significantly than if teachers are constantly being shown their deficiencies. On-going, meaningful and specific feedback based on talents, also builds confidence in teachers. Confidence and trust between teachers and administrators supports an instructional culture where teaching quality and student achievement is valued.

In addition to meaningful feedback, administrators should be sure that feedback is based on research-based teaching strategies that are shown to improve student growth. Training and calibration among administrators is critical to teacher growth in a school district. When the process of evaluation and feedback is logical and safe, the teachers are more likely to talk about their successes, repeat what’s working and seek more and better strategies for student achievement. On-going training resulting in constant meaningful feedback to teachers pays huge dividends when it comes to the instructional climate and overall culture in a school.

Administrators and teachers in the School District of University City will be engaged in on-going training in calibrating feedback. They will be engaged in meaningful practice sessions about what to look for in classrooms and how to effectively provide meaningful feedback to teachers. These sessions will provide consistency and relevance to the evaluation process, which is focused on teaching quality and student growth.

**Observations**

As building leaders are trained in the formal observation process (DESE Model), they will in turn, train their teachers in the process so that teachers learn expectations during the observation process. At the same time, administrators and teachers will learn other valuable tools in providing meaningful feedback. As outlined in the Evaluation Cycle, teachers will receive a certain number of formal observations each year to provide feedback on Level of Engagement and Depth of Knowledge, two critical components of effective instruction. The number of observations required is a minimum number and there may be opportunities for administrators to conduct more formal observations.

**Feedback**

Feedback Touchpoints are opportunities for administrators to provide positive feedback on the teacher’s strengths and talents, through 30 Second Feedback, 5 Minute Feedback, coaching sessions, growth plan meetings, learning walks or other brief exchanges that follow observations. The purpose of the feedback touchpoints is to increase the dialogue and conversation between administrators and teachers, and teachers and teachers about “what works” in the classroom. Administrators will focus on “cause and effect” and on teacher strengths. All administrators and some teachers (as many as possible) will be engaged in imbedded professional development called Skillful Observation and Coaching Lab. Administrators will keep track of feedback given to teachers.
Summative & Overall Standards Ratings

The Summative Evaluation is used as a tool to document teacher progress on the nine teacher standards. It is completed on a yearly basis for probationary teachers and quadrennial period for tenured teachers. The overall standards rating for teachers is determined by using the following chart:

<table>
<thead>
<tr>
<th>Emerging/Concerning</th>
<th>Developing</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Areas Do Not Meet Expectations or Not Making Adequate Progress (Average 1)</td>
<td>Multiple Areas Rated Making Adequate Progress (Average 2)</td>
<td>Multiple Areas Meet Expectations (Average 3)</td>
</tr>
</tbody>
</table>

If a teacher is marked on a standard as “Not Meeting Expectations and/or is Not Showing Adequate Growth” or is demonstrating such performance during the year, a Professional Improvement Plan will be implemented to provide more intense support for the teacher.
Evaluation Cycle

Probationary Teachers Years 1-5

- 6 (minimum) Touchpoints per year
  - 2 Observation Feedback Forms
  - 4 Additional Touchpoints
- Teacher Evaluation
  - Due by March 15th

Tenured Teachers 4 Year Cycle

- 2 (minimum) Touchpoints per year
  - during Off-Cycle Years
- Teacher Evaluation
  - Due by May 1st during Off-Cycle Years
  - Due by March 15th during Year 3

Probationary Teacher Years 1-3—Evaluation Timeline (by the date indicated)

- September 15: Growth Plan
- October 15: Scheduled Observation
- November 15: Benchmark Data Review and Teacher Quality Meetings
- December 15: 1 Touchpoint
- February 15: Unscheduled Observation, Final Data Review
- March 15: 1 Touchpoint and Summative

Probationary Teacher Years 4-5—Evaluation Timeline (by the date indicated)

- September 15: Growth Plan
- October 15: Scheduled/Unscheduled Observation*
- November 15: Benchmark Data Review and Teacher Quality Meetings
- February 15: Scheduled/Unscheduled Observation* and Final Data Review
- March 15: 1 Touchpoint and Summative
- May 15: 1 Touchpoint

*To be determined by the Principal in conjunction with the teacher.

Tenured Teacher—Evaluation Timeline (by the date indicated)

**Year 1-3**

- September 15th: Growth Plan
- November 15th: Benchmark Data Review and Teacher Quality Meetings
- March 15th: 1 Touchpoint and Final Data Review

**Year 4**

- September 15th: Growth Plan
- November 15th: Benchmark Data Review and Teacher Quality Meetings
- March 15: 1 Touchpoint and Final Data Review
- April 15: Unscheduled Observation
- May 1: Summative
Appendix

Common Definitions

- **Feedback Touchpoints**
  Feedback Touchpoints are snippets of meaningful and specific feedback meant to provide teachers with “cause and effect” evidence of occurrences in the classroom. These are based on observations that can be brief or long.

- **Teacher Quality Meetings**
  The HR Teacher Quality Meeting is an administrator meeting with Human Resources to discuss teachers of concern and to determine a path forward.

- **Observation Form**
  The Formal Observation Form is used throughout the school year to provide deeper feedback on Level of Engagement, Depth of Knowledge and other aspects of teaching and learning. The formal observation form will be based on an observation of at least 15 minutes. Guidelines for formal observations are set as a minimum and administrators may use formal observations more often if it is helpful to support the teacher.

- **Overall Teacher Effectiveness Score**
  The Overall Teacher Effectiveness Score is based on teacher growth in the Growth Plan and is submitted on the Summative Evaluation. **Effective 2019/2020**

- **Professional Improvement Plan**
  The Professional Improvement Plan is implemented when a particular growth area needs intense support. It can be initiated at any time during the school year and must be implemented following any “Not Met” marking on the Summative Evaluation.

- **Growth Plan**
  A Growth Plan is based on a yearly selection of a quality indicator(s) on which to focus. The teacher is responsible for completing the growth plan with the help of the administrator. Meetings will occur throughout the school year to review the evidence and assess progress on the growth plan.

- **Student Growth Measure**
  Student Growth Measures will be incorporated in the overall score of the summative evaluation during the 2019/2020 school year.

- **Summative Evaluation**
  The Summative Evaluation is completed annually for probationary teachers and quadrennial period for tenure teachers. It provides accountability to the nine teacher standards and teacher and student growth.
Observation Reference Sheet

Strategies and Delivery Methods
Indicate which strategies and delivery methods are most prevalent in this lesson. It is not necessary to select all that were evident, just the prevailing ones.

Advanced/Graphic Organizers:
- Advanced – An instructional unit that is used before direct instruction or before a new topic; allows the learner to recall and transfer prior knowledge to the new information being presented in the lesson
- Graphic – a visual communication tool using symbols to convey meaning, express ideas, or depict relationships between facts, terms, and/or ideas within a learning task
  o May be referred to as knowledge maps, concept maps, story maps, cognitive organizers, or concept diagrams

Class Discussion: Dialogue among students and teacher
- Open-ended questions are used and students are encouraged to ask questions of each other

Cooperative Learning: Students with assigned roles working together as partners or in structured small teams on clearly defined learning tasks
- Students may be responsible for each other’s learning and are held individually accountable for the group’s success. Examples include: think-pair-share, round robin, jigsaw, inside/outside circle, etc.

Group Work: Students working together in partners or small groups
- Groups of students sitting together doing their own work who are free to talk with each other as they work
- Groups of students completing a project together without clear identification of roles

Guided Practice: Teacher-led short activities with students attempting the task at hand
- The teacher must closely monitor what the students are doing to see that the instruction has “taken.” Mistakes need to be corrected if seen by the teacher

Hands-On/Active Learning: Instructional activities that include both content and process promoting student discussion

Independent Student Work:
- Individual work – worksheets, activities, or textbook reading assigned for individual practice or study
- Distance Learning: Usually involves a situation in which the teacher and students are separated by time, location, or both
  o It can be used to supplement or enhance curriculum and assessment through real-time electronic field trips or videoconferencing, to deliver and/or receive courses in real time from remote sites, or to take online courses.
Inquiry Based Learning: Students explore problems or scenarios; could include small scale investigations or projects; helps develop content knowledge, problem solving, and/or reasoning. Students are not given established facts, focuses on student discovery; teacher is facilitator.

Learning Centers: Designated classroom areas where students partake in specific learning activities

Lecture: Delivery of information to a group by the teacher-teacher-controlled

Nonlinguistic Representations: Students acquire and retain knowledge through visual imagery, kinesthetic activity, auditory experiences, and so forth. Students may create concept maps, idea webs, dramatizations, or computer simulations to represent their thinking.

Peer Evaluation: Instructional activities, such as peer review, peer assessment, peer tutoring, and peer editing, designed to give students real responsibility to assess and provide feedback

Project Based Learning: A teaching method that requires students to use knowledge and skills they have acquired or need to develop to solve a real-world problem through an extended inquiry process

Question/Answer: An expression of inquiry that calls for a reply

Similarities/Differences: Students identify similarities and differences using or creating comparisons, classifications, metaphors, or analogies

Student Presentations: Students present projects, experiences, or discoveries to their classmates in a formal setting

Summarizing/Note Taking: Students learn to identify the most important aspects of what they are learning by taking notes or summarizing material

Engagement

Student Active Engaged Learning (6): Students are engaged in higher order learning. Examples include: authentic project work, cooperative learning, hands-on learning, problem-based learning, demonstrations, and research.

Student Learning Conversations (5): Students are engaged in active conversations that construct knowledge and develop further understanding. Conversations may have been teacher stimulated but are not teacher dominated.

Teacher-Led Instruction (4): Students are attentive to teacher-led and/or student-led learning experiences such as lecture, question and answer, teacher giving directions, video instruction with teacher interaction, and student presentations (ONLY if ALL students are providing feedback to the presenters in some format.) Discussion may occur, but instruction and ideas come primarily from the teacher.

Student Work with Teacher Engaged (3): Teacher assistance and/or support is evident. Students are doing independent seatwork. Examples include: working on worksheets, book work, tests, videos, etc. with teacher support.
**Student Work with Teacher Not Engaged (2):** Teacher assistance and/or support is not evident. Students are doing independent seatwork. Examples include: working on worksheets, book work, tests, videos, etc. without teacher support.

**Complete Disengagement (1):** Students are not engaged in learning directly related to the curriculum. Teacher is not working with students. Opportunities for learning are not provided by the teacher. Teacher is engaged in conversations not related to the curriculum.

![Diagram]

**Student Active Engaged Learning (8):** Students are engaged in higher-order learning. Examples include: authentic project work, cooperative learning, hands-on learning, problem-based learning, demonstrations and research.

**Student Learning Conversations (5):** Students are engaged in active conversations that construct knowledge and develop further understanding. Conversations may have been teacher stimulated but are not teacher dominated.

**Teacher-Led Instruction (4):** Students are attentive to teacher-led and/or student-led learning experiences such as lecture, question and answer, teacher giving directions, video instruction with teacher interaction, and student presentations (ONLY if ALL students are providing feedback to the presenters). Discussion may occur, but instruction and ideas come primarily from the teacher.

**Student Work with Teacher Engaged (9):** Teacher assistance and/or support **is evident.** Students are doing independent seatwork. Examples include: working on worksheets, book work, tests, videos, etc. **with teacher support.**

**Student Work with Teacher Not Engaged (2):** Teacher assistance and/or support **is not evident.** Students are doing independent seatwork. Examples include: working on worksheets, book work, tests, videos, etc. **without teacher support.**

**Complete Disengagement (1):** Students are not engaged in learning directly related to the curriculum. Teacher is not working with students. Opportunities for learning are not provided by the teacher. Teacher is engaged in conversation not related to the curriculum.
**Depth of Knowledge**

**Depth of Knowledge Recall:** Generally requires students to identify, list, or define facts, terms, concepts, trends, generalizations and theories. If the knowledge necessary to answer an item automatically provides the answer to the item, then the item is Level 1. **Simple; one-step**

**Depth of Knowledge Skill Concept:** Generally requires students to USE information or conceptual knowledge. For example, students may contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, cause and effect, significance or impact, relationships, points of view or processes. More complex; more than one step

**Depth of Knowledge Strategic Thinking:** Generally requires students to use reasoning and to develop a plan or a sequence of steps. Students go beyond explaining or describing “how and why” to justifying the “how and why” through application and evidence. Items at Level 3 include drawing conclusions; citing evidence; applying concepts to new situations; using concepts to solve problems; analyzing similarities and differences in issues and problems; proposing and evaluating solutions to problems; recognizing and explaining misconceptions or making connections across time and place to explain a concept or big idea. Complex and abstract; more demanding reasoning; more than one possible answer

**Depth of Knowledge Extended Thinking:** Generally requires the complex reasoning of Level 3 with the addition of planning, investigating, or developing that will most likely require an extended period of time. The extended time period is NOT a distinguishing factor if the required work is only repetitive and does not require significant conceptual understanding and higher-order thinking. A Level 4 performance will require students to make several connections from multiple sources, relate ideas within the content area or among content areas, and select or devise one approach among many alternatives on how the situation can be solved. Extended activity with extended time provided
Reference Works Cited

Missouri’s Standards were informed by and aligned to the following national standards references.


The following references some of the articles and research which informed the development of Missouri’s Teacher and Leader Standards and the Educator Evaluation System.


# Observation Form

<table>
<thead>
<tr>
<th>Name:</th>
<th>School:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade:</td>
<td>Subject:</td>
<td>Time:</td>
</tr>
<tr>
<td>Part of the Lesson:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>Beginning</td>
<td>☐</td>
</tr>
</tbody>
</table>

### Strategies and Delivery Methods
Select those that apply

<table>
<thead>
<tr>
<th>Advanced/Graphic Organizers</th>
<th>Student Engagement</th>
<th>Depth of Knowledge</th>
<th>Curriculum/Instruction/Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Discussion</td>
<td>Student Active Engaged Learning (6)</td>
<td>Extended Thinking (4)</td>
<td>☐ Taught curriculum matches written curriculum</td>
</tr>
<tr>
<td>Cooperative Learning</td>
<td>Student Learning Conversations (5)</td>
<td>Strategic Thinking (3)</td>
<td>☐ Objectives &amp; DOK Align</td>
</tr>
<tr>
<td>Group Work</td>
<td>Teacher-Led Instruction (4)</td>
<td>Skill Concept (2) Recall</td>
<td>☐ Accessible Materials</td>
</tr>
<tr>
<td>Guided Practice</td>
<td>Student Work with the Teacher Engaged (3)</td>
<td>(1) Not Observed (0)</td>
<td>☐ Clear Learning Targets</td>
</tr>
<tr>
<td>Hands On/Active</td>
<td>Student Work with the Teacher NOT Engaged (2)</td>
<td></td>
<td>☐ Technology Integrated</td>
</tr>
<tr>
<td>Independent Student Work</td>
<td>Complete Disengagement (1)</td>
<td></td>
<td>☐ Knowledgeable about the content</td>
</tr>
<tr>
<td>Inquiry Based Learning</td>
<td></td>
<td></td>
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<tr>
<td>Learning Centers</td>
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<tr>
<td>Lecture</td>
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<tr>
<td>Nonlinguistic</td>
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<tr>
<td>Peer Evaluation</td>
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<tr>
<td>Project Based Learning</td>
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<tr>
<td>Question/Answer</td>
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<tr>
<td>Similarities/Differences</td>
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<td></td>
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<tr>
<td>Student Presentations</td>
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<tr>
<td>Summarizing/Note Taking</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Observations:

### Feedback:

---

Teacher’s Signature/Date  Observer’s Signature/Date

*Signatures indicate the document has been reviewed and discussed.*
**Feedback Form**  
*Use to document 30 second and 5 minute feedback only.*

<table>
<thead>
<tr>
<th>Name:</th>
<th>School:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade:</td>
<td>Subject:</td>
<td>Time:</td>
</tr>
<tr>
<td>Part of the Lesson:</td>
<td>□ Beginning</td>
<td>□ Middle</td>
</tr>
</tbody>
</table>

**Observed Quality Indicator (OPTIONAL):**

**Observations:**

**Feedback:**

---

**Teacher’s Signature/Date**  
**Observer’s Signature/Date**

*Signatures indicate the document has been reviewed and discussed.*
STUDENT GROWTH WORKSHEET--INITIAL

Educator Name:

Grade and Content Area or Course:

Provide learning target and rationale for selecting learning target. What learning target will you address? Why did you select that learning target?

Describe assessment(s) to be used to measure growth. What assessment(s) will measure student growth? What resource(s) will you use?

When will pre-test/assessment be given?

When will pre-test/assessment data be analyzed (in time for November check-in)?

What standards will the pre-test address?

What DOK is associated to the standard(s) being assessed?
**Plan for Educator & Student Growth**

<table>
<thead>
<tr>
<th>Educator Name:</th>
<th>Grade/Subject/PLC:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers will focus on the same Standard &amp; Indicator for their Educator &amp; Student Growth Plan During the 2018-2019 school year. An additional FOCUS may be added at the discretion of the Principal and in collaboration with the impacted teacher.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard Name &amp; Number</th>
<th>Quality Indicator Number &amp; Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 7: Student Assessment and Data Analysis</td>
<td>Quality Indicator 7.2: Assessment data to improve learning</td>
</tr>
</tbody>
</table>

**FOCUS:** Determine a key opportunity for growth based on evidence generated from the growth guide and the identified skills required for student success in one area of your course. State the professional learning goal or objective and include *when* and *how* the results will be measured. The opportunity for professional growth towards impacting student growth then becomes the priority—the FOCUS—for your growth plan. *The PLAN must be completed by September 15th.*

**STRATEGY:** Describe the specific strategy(ies) to be implemented that will address the FOCUS statement. This strategy should provide the best plan for effectively addressing the FOCUS and include clear action steps and timeline.

- [ ] Plan for Educator and Student Growth Plan is Approved
- [ ] Plan for Educator and Student Growth Plan Needs Revisions

**STUDY:** What do the data tell us? What do the data not tell us? Evaluate the effectiveness of the educator plan by looking at student work, achievement data, and student/parent feedback. *This section needs to be completed by the teacher in November & February before the follow up meeting with the building administrator.*

<table>
<thead>
<tr>
<th>November</th>
<th>February</th>
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</table>

**ACT:** How will positive results be sustained? How might the growth that has been achieved be sustained? What impact has occurred as a result of this growth? What impact has occurred as a result of this plan? How might the strategy be modified to better address and or support the FOCUS. *This section needs to be completed by the teacher in November & February before the follow up meeting with the building administrator.*

<table>
<thead>
<tr>
<th>November</th>
<th>February</th>
</tr>
</thead>
</table>

**RESULTS:** Growth Plan feedback. *These meetings need to take place in November and February with each teacher.*

<table>
<thead>
<tr>
<th>NOVEMBER Checkpoint-Performance Rating</th>
<th>Emerging</th>
<th>Developing</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal’s Feedback</td>
<td>Teacher’s Feedback</td>
<td>Date</td>
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<table>
<thead>
<tr>
<th>FEBRUARY Checkpoint-Performance Rating</th>
<th>Emerging</th>
<th>Developing</th>
<th>Proficient</th>
<th>Distinguished</th>
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<tbody>
<tr>
<td>Principal’s Feedback</td>
<td>Teacher’s Feedback</td>
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</tbody>
</table>
Plan for Educator & Student Growth

Teacher Growth Guide 7.2

**Standard 7: Student Assessment and Data Analysis**

**Quality Indicator 2: Assessment data to improve learning**

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Developing</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>702) The emerging teacher...</td>
<td>702) The developing teacher also...</td>
<td>702) The proficient teacher also...</td>
<td>702) The distinguished teacher also...</td>
</tr>
</tbody>
</table>

- **Emerging**
  - Demonstrates basic strategies for accessing, analyzing and appropriately using information and assessment results to improve learning activities.

- **Developing**
  - Reviews student trend data and growth in learning through a comparison of student work (i.e. pre-/post- test results or similar mechanisms) to inform instructional decisions.

- **Proficient**
  - Uses tools such as rubrics, scoring guides, performance analyses, etc. that clearly identify the knowledge and skills intended for students to acquire in well-defined learning goals.

- **Distinguished**
  - Is able to model and/or share information and expertise with others on the use of a wide variety of assessments and evidence that they improved the effectiveness of instruction.

**Professional Frames**

<table>
<thead>
<tr>
<th>Evidence of Commitment</th>
<th>Evidence of Practice</th>
<th>Evidence of Commitment</th>
<th>Evidence of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emerging</strong></td>
<td>N/A</td>
<td><strong>Emerging</strong></td>
<td>N/A</td>
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<tr>
<td>Evidence of Practice</td>
<td>Collects data information and assessment results for instructional planning and decision-making</td>
<td>Evidence of Practice</td>
<td>Uses pre and post results or other comparison data to confirm growth in learning and impact future instructional decisions</td>
</tr>
<tr>
<td>Evidence of Impact</td>
<td>Students engage in learning goals that advance mastery of content</td>
<td>Evidence of Impact</td>
<td>Individual students and the whole class advance in their learning</td>
</tr>
<tr>
<td>Evidence of Impact</td>
<td>Students understand the learning objectives and set personal goals for learning</td>
<td>Evidence of Impact</td>
<td>Colleagues improve their use of assessment data to positively impact learning</td>
</tr>
</tbody>
</table>

Score = 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7
## Student Growth Data Worksheet

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Pre-test Data</th>
<th>Final Data</th>
<th>Growth Target Met?</th>
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<tbody>
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#### Exclusions

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Reason</th>
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</table>
## Educator Improvement Plan

Initial Conference

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>School</th>
<th>Subject</th>
<th>Academic Year</th>
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</thead>
<tbody>
<tr>
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</table>

**Improvement Plan for:**

<table>
<thead>
<tr>
<th>Standard number and name</th>
<th>Quality Indicator number and name</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Identify Indicator:**

**Rationale:** Describe why improvement on this performance indicator is required

<table>
<thead>
<tr>
<th>1. IMPROVEMENT TARGET</th>
<th>2. SPECIFIC STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>State specifically the improvement required based on the performance indicator referenced above.</td>
<td>Create a goal statement addressing the IMPROVEMENT TARGET. This goal statement should include essential, measureable qualities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. BENCHMARKS AND TIMELINES</th>
<th>4. MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the specific benchmarks and/or relevant timelines that will demonstrate growth or completion of the improvement target.</td>
<td>Describe the measures providing evidence that the improvement target has been accomplished or adequately addressed</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Signature of Teacher/Leader</th>
<th>Date</th>
<th>Signature of Evaluator</th>
<th>Date</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

***All Improvement Plans will be completed in conjunction with the Asst. Supt. of Human Resources.***
# Educator Improvement Plan
Follow-up Observation & Meeting

Date: ____________________________

<table>
<thead>
<tr>
<th>NOTES ON PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Using the timeline set during the Initial Evaluation, determine progress to date towards achieving each benchmark and accomplishing improvement targets.</em></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Signature of Teacher/Leader</th>
<th>Date</th>
<th>Signature of Evaluator</th>
<th>Date</th>
</tr>
</thead>
</table>

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***All Improvement Plans will be completed in conjunction with the Asst. Supt. of Human Resources.***
DESE - TEACHER SUMMATIVE EVALUATION

Clickable DESE Indicator Rubrics

Educator Name:

Subject/Grade Level:

Standard 1: Content Knowledge Aligned with Appropriate Instruction

1.1 Teacher effectively plans for the delivery of the essential content of the discipline
1.2 Subject matter learning activities are meaningful and engaging for students
1.3 Students demonstrate mastery and application of content
1.4 Interdisciplinary instruction
1.5 Diverse social and cultural perspectives

<table>
<thead>
<tr>
<th></th>
<th>Proficient</th>
<th>Developing</th>
<th>Emerging/Concerning</th>
</tr>
</thead>
</table>

Standard 2: Student Learning Growth and Development

2.1 Teacher uses theories and student information to design meaningful lessons
2.2 Teacher’s instructional strategies use current theories of growth and development
2.3 Students’ level of growth and development is the foundation for new learning
2.4 Differentiated lesson design
2.5 Prior experiences, multiple intelligences, strengths and needs
2.6 Language, culture, family and knowledge of community values

<table>
<thead>
<tr>
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</table>

Standard 3: Curriculum Implementation

3.1 Teacher designs lessons aligned with state (Common Core) and district standards
3.2 Teacher facilitates student learning based on state and district standards
3.3 Students master essential learning objectives based on state and district standards

<table>
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</table>

Standard 4: Critical Thinking

4.1 Teacher lesson design and use of instructional resources promotes critical thinking
4.2 Teacher’s instructional strategies promote critical thinking and problem-solving
4.3 Students demonstrate their ability to think critically and problem-solve

<table>
<thead>
<tr>
<th></th>
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</thead>
</table>

Standard 5: Positive Classroom Environment

5.1 The rules, routines and structures create an environment conducive to learning
5.2 Teacher’s strategies create a positive classroom environment conducive to learning
5.3 Students are self-directed, exhibit positive relationships and are engaged in learning

<table>
<thead>
<tr>
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<th>Emerging/Concerning</th>
</tr>
</thead>
</table>

Standard 6: Effective Communication

6.1 Non-verbal communication (written/electronic) is effective, correct and appropriate
6.2 Teacher demonstrates correct and appropriate communication
6.3 Students exhibit correct and appropriate communication
6.4 Technology and media communication tools

<table>
<thead>
<tr>
<th></th>
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<th>Developing</th>
<th>Emerging/Concerning</th>
</tr>
</thead>
</table>
Standard 7: Student Assessment and Data Analysis

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<thead>
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<th>Developing</th>
<th>Emerging/Concerning</th>
</tr>
</thead>
</table>

7.1 Maintains accurate data on each student’s progress based on multiple data points  
7.2 Teacher effectively collects and uses student data to inform and improve instruction  
7.3 Students are knowledgeable of their own progress and plan personal learning goals  
7.4 Effect of instruction on individual/class learning  
7.5 Communication of student progress and maintaining records  
7.6 Collaborative data analysis

Standard 8: Self-Assessment and Improvement

<table>
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<tr>
<th>Proficient</th>
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</tr>
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</table>

8.1 Maintains a professional growth to document the application of new knowledge and skills  
8.2 Teacher engages in professional learning to improve practice and increase student learning  
8.3 Teacher follows district policies and procedures regarding ethical practices & responsibilities  
8.4 Teacher maintains positive relationships with students, staff, parents, patrons, administrators, and supervisors.

Standard 9: Professional Collaboration

<table>
<thead>
<tr>
<th>Proficient</th>
<th>Developing</th>
<th>Emerging/Concerning</th>
</tr>
</thead>
</table>

9.1 Teacher engages with colleagues to promote the district/school vision, mission and goals  
9.2 Teacher works collaboratively regarding improvements in student learning and well-being  
9.3 Cooperative partnerships in support of student learning

**A "Emerging/Concerning" rating on a standard, results in an Improvement Plan for that area.**

Growth Plan

Goal #1 Final Rating:

Goal #2 Final Rating:

OVERALL RATING

Does not include the Growth Plan Rating

Overall Comments:

Employment

Recommendation:

If Recommended for Re-Employment:

- Develop a new or revised growth plan based on new indicators or a continuation of the same indicators.
- Develop an improvement plan linked to indicators. This must include specific target dates and timelines that must be met in order for re-employment to continue.