

Missouri Association of School Administrators
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"Best Education Law Firm in Missouri"

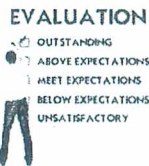


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Developing and Implementing a
Teacher Evaluation that
Prioritizes Student Learning



What Are You Trying to Achieve When
Evaluating Your Instructional Staff?

- Improve Teacher's Performance?
- Assess the Effectiveness of your Curriculum?
- Identify Poor Performing Teachers?

Is there a common thread among these options?



Do We Know Which of Our Teacher's Instructional Performance is Harming Students?

How?



Types of Teacher Evaluation Systems

- Growth-Professional Development
- Teacher Behavior
- Student Outcomes



Underpinning of Most Growth/Professional Development Models for Performance Evaluation

- Training today may positively affect future student learning.
- Focus in on teaching teachers skills that are believed to improve instruction.
- Students will ultimately benefit from these models.
- Professional development is an invaluable process for improving teacher skills.
- Aware of any other employment setting that measures employee based on process rather than outcome?



Underpinning of Most Teacher Behavior Models

- Similar to Growth Models in Process Focus
- Assumes that If Teacher does A,B, & C, then students will learn
- Think Madeline Hunter steps in the Learning Process



Underpinning of Student Outcome Models

- Student will tell us if they are learning and
- Conversely whether their teachers are instructing them in a manner that interferes with student learning.
- We must listen to what students are telling us.
- Requires a system that allows us to record information gained from students.



Most Would Agree that the Primary Purpose of Teacher Evaluation is not Termination of Teachers

However,

Missouri Teacher Tenure Act relies on performance evaluation to effectuate . . .

- Reductions in Force
- Non-Renewal of Probationary Models
- Termination of Tenured Teachers for Incompetence

How does each model facilitate the statutory requirements?



Reduction in Force

§168.124

- (1) ...
- (2) Permanent teachers shall be retained on the basis of performance-based evaluations and seniority (however seniority shall not be controlling within field of specialization).

How do we compare the performance evaluations of teachers considered for RIF using a growth or professional development model?

Will you be left with the default position of seniority which could mean we keep teachers who have been drawing their paychecks the longest not those teachers whose students demonstrate significant learning?



Non-Renewal of Probationary Teachers

- Can we non-renew a teacher without presenting evidence of a negative impact on student learning?
- How do you demonstrate a teacher to be non-renewed is far worse than other probationary teachers based on their growth plan?
- What is the documentary evidence to be utilized in non-renewing a teacher who is disabled; of color, Hispanic, over 40, female, etc. under federal law let alone under Missouri Human Rights Laws?

We don't implement a performance evaluation system for the purpose of firing teachers, but we do so to ensure student learning and we do so to improve student learning by removing teachers whose performance negatively impacts student learning.



Termination of Tenured Teacher for Incompetence

- There is a body of law over the past 50 years suggesting the evidence necessary for termination.
- No termination cases based on growth models.
- Again, how do we show the terminated teacher was the worst teacher? On what comparative evidence?
- If we cannot prove the difference between the terminated teachers and other retained teachers, how would you assess our chances of upholding your decision?



Policy Considerations

- Statute does not require or even mention professional improvement plans, job targets, or plans for improvements.
- Statute does not require any administrator actions prior to giving a teacher a negative mark on their evaluation.
- Moral responsibility to give teacher notice of performance concerns.
- Juries expect teachers to have had prior notice and an opportunity to improve prior to dismissal.
- However, caution should be exercised to avoid burdening principals with procedural hurdles to overcome in holding teachers accountable for their performance .
- Failure to do so shifts litigation focus to what the principal did and not what the teacher did and not on the negative effect on student learning.
- Do provide for administrative training – need not be complicated nor costly.



Essential Principles of Effective Evaluation

- The District's performance evaluation system incorporates the seven "Essential Principles of Effective Evaluation" adopted by the State Board of Education and set out as follows:
- Uses research-based and proven practices to measure educator performance;
- Establishes performance indicators for educators based on their level of performance;
- Aligns the evaluation process with an educator's probationary period to provide for an appropriate accumulation of performance data;
- Uses student learning, based on a variety of performance measures, in the evaluation process;
- Assesses educator performance on a regular basis and provides feedback to teachers and administrators that they can use to improve their performance through their careers;
- Ensures evaluators are highly trained so that evaluation ratings are fair, accurate and reliable; and
- Uses the evaluation process to guide school district policies that impact the development of educators and student learning.



What Does a Student-Outcome Evaluation Look Like?

- Limited number of criteria (10-15)
- Large majority of criteria are student outcome "students will . . ." with limited number of teacher behavior criteria "teacher will . . ."
- A multiple number of ratings for each criteria 4-6
- Criteria
 - Should be selected by each district to meet their own student learning goals
 - Resources
 - Different criteria for elementary and secondary teachers



**Summative Evaluation Report
MCE Form 4610**

| | |
|----------------|--------------|
| Teacher Name: | |
| School Year: | School Code: |
| Teacher Title: | |

LEVEL OF CONTRIBUTION TO STUDENTS
 Divisive/Not 1 2 3 4 5 Significant

**Summative Evaluation Report
MCE Form 4610**

2 Students are engaged in instructional activities

| Observation/Performance Indicator | Students are rarely involved in instructional activities | Students are involved in some but not all instructional activities | Students are generally engaged in all instructional activities | Students are able to discuss their own activities and materials | Students' achievement is above team average instructional activities | Rating |
|-----------------------------------|--|--|--|---|--|--------------------------|
| | | | | | | <input type="checkbox"/> |

3 Students demonstrate knowledge of the subject matter

| Observation/Performance Indicator | 50% of the students request correctly during class discussion and examinations | 70% of the students are able to successfully demonstrate their knowledge of the subject matter through class discussion, activities and examinations. | 100% of the students are able to successfully demonstrate their knowledge of the subject matter through class discussion, activities and examinations. | 80% of the students are able to demonstrate an application of their knowledge to other subject areas and situations outside of the subject setting | Rating |
|-----------------------------------|--|---|--|--|--------------------------|
| | | | | | <input type="checkbox"/> |

5 Teacher responds constructively to administrators' directives

| Observation/Performance Indicator | Teacher complies with administrative directives | Teacher complies with administrative directives | Teacher complies with administrative suggestions and directives | Teacher provides suggestions for improvement | Teacher provides suggestions, solutions, and other accomplishments | Rating |
|-----------------------------------|---|---|---|--|--|--------------------------|
| | | | | | | <input type="checkbox"/> |

TOTAL _____

What To Do?

OPTIONS

- Each district is authorized to use their own performance evaluation process provided it utilizes the "Seven Essential Principles."
- Districts may separate Professional Development from Performance Evaluation.
- Districts may use a growth model with each teacher. When district administrators identify teachers experiencing performance problems (students experiencing learning problems), the district may use a student outcome performance instrument as an overlay for their growth model. Thereafter, the administrator follows the traditional method to attempt remediation, but if remediation is unsuccessful, move to a Notice of Deficiencies and a Statement of Charges.



| Teacher | Student | Instructional | Professional | Personal | Overall | Comments | Signature | Date |
|---------|---------|---------------|--------------|----------|---------|----------|-----------|------|
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| Teacher | Student | Instructional | Professional | Personal | Overall | Comments | Signature | Date |
|---------|---------|---------------|--------------|----------|---------|----------|-----------|------|
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PERSONNEL SERVICES

Performance Evaluation

Vertical Personnel Performance Evaluation

The Board of Education's ultimate goal as employers is to provide the highest quality educational experience to all district students. The District's performance-based evaluation system contributes to that goal by promoting the professional improvement of each staff member and, when necessary, by providing data to remove an employee whose employment is detrimental to students.

Performance-based evaluation is a process endorsed by the Board of Education for performance improvement that includes identification of performance expectations, documentation of performance, discussion of performance, development of improvement plans, and making performance decisions based upon performance. The evaluation process for every employee is an ongoing process that takes place every day. Formal, summative evaluations will be required and reviewed with each teacher/teacher at least every other year. All other District employees will receive summative evaluations annually.

The District's performance evaluation system incorporates the seven identified Principles of Effective Evaluation adopted by the State Board of Education and set out as follows:

1. Uses standardized and proven methods to measure school performance;
2. Establishes performance indicators for evaluation based on these levels of performance;
3. Aligns the evaluation process with an educator's professional pursuit to provide for an appropriate accumulation of performance data;
4. Uses student learning based on a variety of performance measures at the evaluation process;
5. Assesses educator performance on a regular basis and provides feedback, incentives and consequences that they can use to improve their performance during their career;
6. Ensures evidence and data collected in the evaluation process are fair, accurate and reliable; and
7. Uses the evaluation process to guide school district policies that support the development of educators and student learning.

Understanding the State's adopted principles, the major focus on the District's evaluation system is on providing ongoing, continuous and effective, by-teacher-student, education to students and the positive learning outcomes for their success.

Policy 4610
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The Board recognizes the fundamental experience differences between licensed and probationary teachers. Accordingly, District evaluations will focus their attention, non-exclusively, on performance factors and on licensed teachers whose practices adversely affect student learning. District evaluations will be focused and assessed on the ability to consistently evaluate, create, and deliver effective instruction.



| Teacher | Subject | Administrator | The teacher was | Comments regarding what teacher was doing at time of walk-through evaluation | Instructional Delivery Methods Observed | Other learning activities or comments | Instructional Strategies & DOK | Level 1 - Recall |
|---------|-----------|---------------|--|---|--|--|---|------------------|
| Teacher | Science | Administrator | Presenting instruction, Modeling desired behavior, Communicating & interacting in a professional manner, Dressed professionally, Other | Working at the smart board giving a lecture and instruction. | Class discussion, Teacher Modeling/Lecture, PowerPoint or other technical presentation, Overhead projector/Smart Board, Guided Practice, Question and answer | Went very well | Problem-based/project-based learning | Prevailing |
| Teacher | Science | Administrator | Presenting instruction, Modeling desired behavior, Communicating & interacting in a professional manner, Dressed professionally | Calling students to the smart board to give answers. | Class discussion, Teacher Modeling/Lecture, Peer Review of Student Work, Overhead projector/Smart Board, Computer Usage | Questions were asked and students would come to the board to answer. From 9/19/2013 | Non-linguistic Representation | |
| Teacher | 6 science | Administrator | Presenting instruction, Modeling desired behavior, Dressed professionally | Explaining protons, isotopes, and elements. | Seat Work (Worksheet/Textbook readings, Class discussion, Teacher Modeling/Lecture, Overhead projector/Smart Board | Seemed like a good lesson. | Problem-based/project-based learning | |
| Teacher | 6 science | Administrator | Modeling desired behavior, Dressed professionally, Sitting at the teacher' desk (grading papers, classroom planning, entering grades on computer) | The students were working at their desks, seemed like they may be taking a test. All quietly working. | Seat Work (Worksheet/Textbook readings | | Research - generating and testing hypothesis | |
| Teacher | Science | Administrator | Modeling desired behavior, Moving around & monitoring student work, Dressed professionally, Sitting at the teacher' desk (grading papers, classroom planning, entering grades on computer) | The students were taking a test, previous to taking the test the students turned in a study packet | Seat Work (Worksheet/Textbook readings | The students took a test. On some questions the students were able to draw an answer | Problem-based/project-based learning | |
| Teacher | Science | Administrator | Modeling desired behavior, Working with individuals and groups, Moving around & monitoring student work, Communicating & interacting in a professional manner, Dressed professionally | The students were making cells. | Cooperative learning, Group Work, Hands-on lab/experiment, Review of information, Learning Centers/Learning Labs | Crafts, paper, glue, scissors, and excitement. The students were very involved in this project. The class was making plant and animal cells. | Graphic organizers, Research - generating and testing hypothesis, Other | Prevailing |

| Teacher | Level 2 - Skill/Concept | Level 3 - Strategic Thinking | Level 4 - Extended Thinking | Student Engagement | Classroom Management | Comments regarding classroom management | Other observational items include | Changes in the classroom upon entry consisted of the following | Ending Comments |
|---------|-------------------------|------------------------------|-----------------------------|--------------------|--|---|--|--|--|
| Teacher | Prevailing | Prevailing | Prevailing | High | Students know what to do and when and how to do it (Expectations), Teacher uses prompts or signals to focus instructions (Attention) | Class seemed well behaved. | Active student participation, Assignments listed and bell work posted, Good Q & A, Technology used by teacher | None | Good job. |
| Teacher | | | | High | Students know what to do and when and how to do it (Expectations), Teacher uses prompts or signals to focus instructions (Attention), Teacher uses clear effective tone and verbiage (Voice) | Seemed like a good lesson. | Creative lesson, Technology used by students, Technology used by teacher | None | Good work. |
| Teacher | | | | Medium | Students know what to do and when and how to do it (Expectations), Teacher uses clear effective tone and verbiage (Voice) | The class seemed to go well. | Assignments listed and bell work posted, Technology used by teacher | None | Good lesson. |
| Teacher | | | | High | Teacher provided appropriate supervision/safe environment with well-established routines and procedures | All were quietly working. | Active student participation | None | Clarity was given on question 6 about atom movement. |
| Teacher | | | | Medium | Students know what to do and when and how to do it (Expectations), Teacher moves purposefully around the classroom (Proximity), Teacher offers times for beginning and ending tasks (Time Limits), Teacher uses clear effective tone and verbiage (Voice) | The students seemed to know how today was going to be and what to expect on the test. | Assignments listed and bell work posted | None | It seemed like a well organized test day. |
| Teacher | Prevailing | Prevailing | Prevailing | High | Students know what to do and when and how to do it (Expectations), Teacher uses prompts or signals to focus instructions (Attention), Teacher moves purposefully around the classroom (Proximity), Teacher uses clear effective tone and verbiage (Voice), Teacher provided appropriate supervision/safe environment with well-established routines and procedures | Lots of action good class. | Active student participation, Assignments listed and bell work posted, Collaborative seating arrangement, Creative lesson, Enthusiastic Teacher, Materials prepared and ready, Other | None | Good class, students seemed very engaged. |

Performance Evaluation

Certificated Personnel Performance Evaluation

The Board of Education's ultimate goal in education is to provide the highest quality educational experience to all District students. The District's performance-based evaluation system contributes to that goal by promoting the professional improvement of each staff member and, when necessary, by providing data to remove an employee whose employment is detrimental to students.

Performance-based evaluation is a process endorsed by the Board of Education for performance improvement that includes identification of performance expectations, documentation of performance, discussion of performance, development of improvement plans, and making personnel decisions based upon performance. The evaluation process for every employee is an on-going process that takes place every day. Formal, summative evaluations will be prepared and reviewed with each tenured teacher at least every other year. All other District employees will receive summative evaluations annually.

The District's performance evaluation system incorporates the seven "Essential Principles of Effective Evaluation" adopted by the State Board of Education and set out as follows:

1. Uses research-based and proven practices to measure educator performance;
2. Establishes performance indicators for educators based on their level of performance;
3. Aligns the evaluation process with an educator's probationary period to provide for an appropriate accumulation of performance data;
4. Uses student learning, based on a variety of performance measures, in the evaluation process;
5. Assesses educator performance on a regular basis and provides feedback to teachers and administrators that they can use to improve their performance through their careers;
6. Ensures evaluators are highly trained so that evaluation ratings are fair, accurate and reliable; and
7. Uses the evaluation process to guide school district policies that impact the development of educators and student learning.

Notwithstanding the State's essential principles, the major focus on the District's evaluation system is on positive learning outcomes, cognitive and affective, for District students. Educators are responsible for the positive learning outcomes for their students.

The Board recognizes the fundamental experience differences between tenured and probationary teachers. Accordingly, District evaluators will focus their attention, non-exclusively, on probationary teachers and on tenured teachers whose practices adversely affect student learning. District evaluators will be trained and assessed on their ability to consistently evaluate educators under their discretion.