

 College of Education
University of Missouri

Mizzou Ed

Getting the Most Student Learning Impact
from Your Evaluation and PD Processes
MASA Conference March 26, 2015

September 8, 2014 

What are the elements
involved in getting
the most impact from
these two processes?

 College of Education
University of Missouri 

What's Most Important?

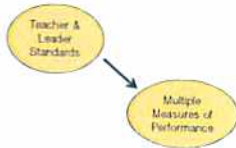
- CSIP/BSIP
 - Up-to-date using most recent and on-going data sources
 - Must be relevant to student learning
- Linked to teacher and leader standards
- Focus on what gets impact

 Teacher & Leader Standards

 College of Education
University of Missouri 

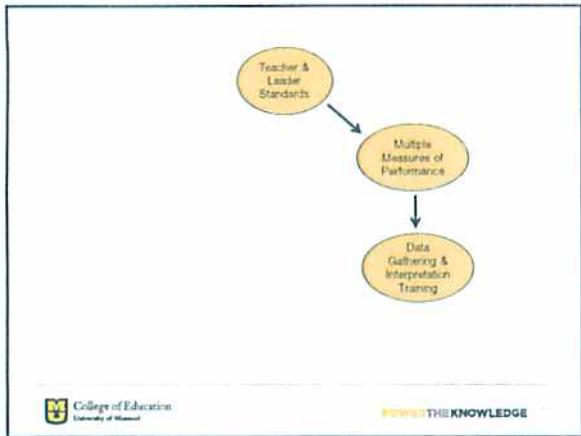
Can you measure and monitor it?

- Multiple Measures of Performance linked back to the Standards and Plans
 - Teacher Evaluation
 - Leader Evaluation
 - Formative and Summative Student Performance Processes
- Electronic systems to gather and monitor
 - Multiple short cycles within an annual period to know if progress is being made to reach the goal(s)
 - What and when will the data be monitored and by whom?
 - When will correctives be made?



What is your Data Quality?

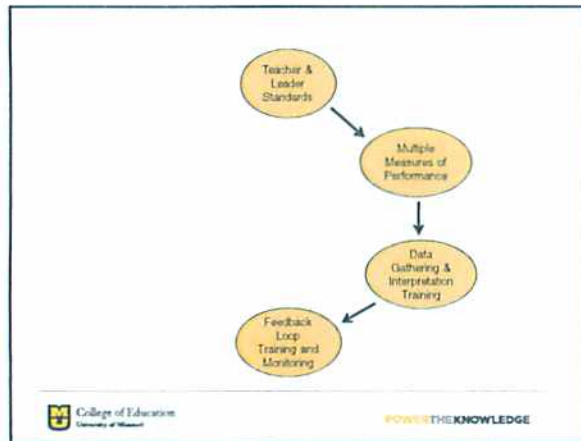
- High-quality training on data gathering and interpretation
 - Accurate data is essential to monitoring processes
 - Initial training/certification with follow-up training/certification of data gathering members (teachers and leaders)
 - Data interpretation is critical to making proper recommendations



Is Quality Feedback Being Shared?

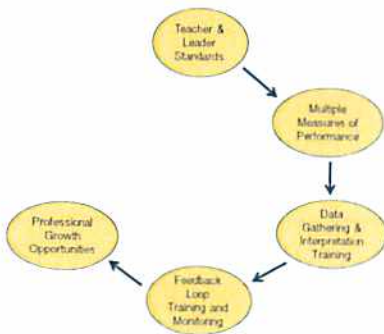
- The feedback loop is critical to moving teachers and leaders
 - Frequency of the loop
 - Using the right approach to get the intended result
 - Monitoring the process
- Training and practice are essential to ensure quality

College of Education University of Missouri #POWER THE KNOWLEDGE



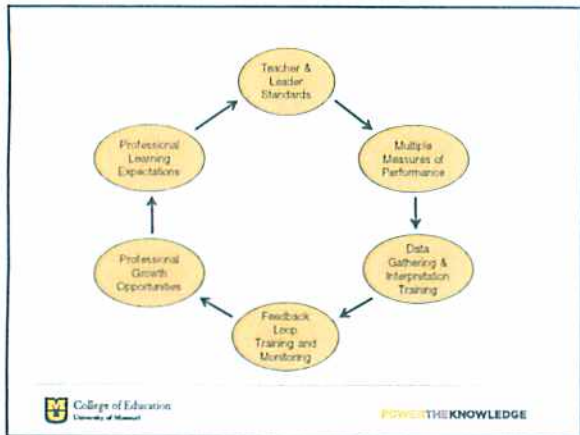
Are Growth Opportunities Readily Available?

- High Quality Teacher and Leader Training/Learning
 - Aligned to their standards
 - Available anytime/anywhere to allow for flexible use
 - Group/Team/Building/Statewide collaboration
- Monitor for use and implementation/classroom impact
 - Re-enforces the feedback loop
- Aligned to teacher/leader focus standards
- Ability to adjust to reach intended outcome (short cycles)



Is Professional Learning Expected?

- Is Professional Learning part of the evaluation process?
- How do you assess your teachers'/leaders' professional learning?
 - Aligned to their standards
 - What is their baseline?
 - What is their goal (a clear expectation) and what involvement did you have in it's creation?
 - Can you monitor their progress of individuals, teams/groups, schools?
 - How do we deal with success (celebrate) or not reaching the goal?



Contact Info:

Dr. Marc Doss
 College Of Education
 University of Missouri

dossm@missouri.edu

