

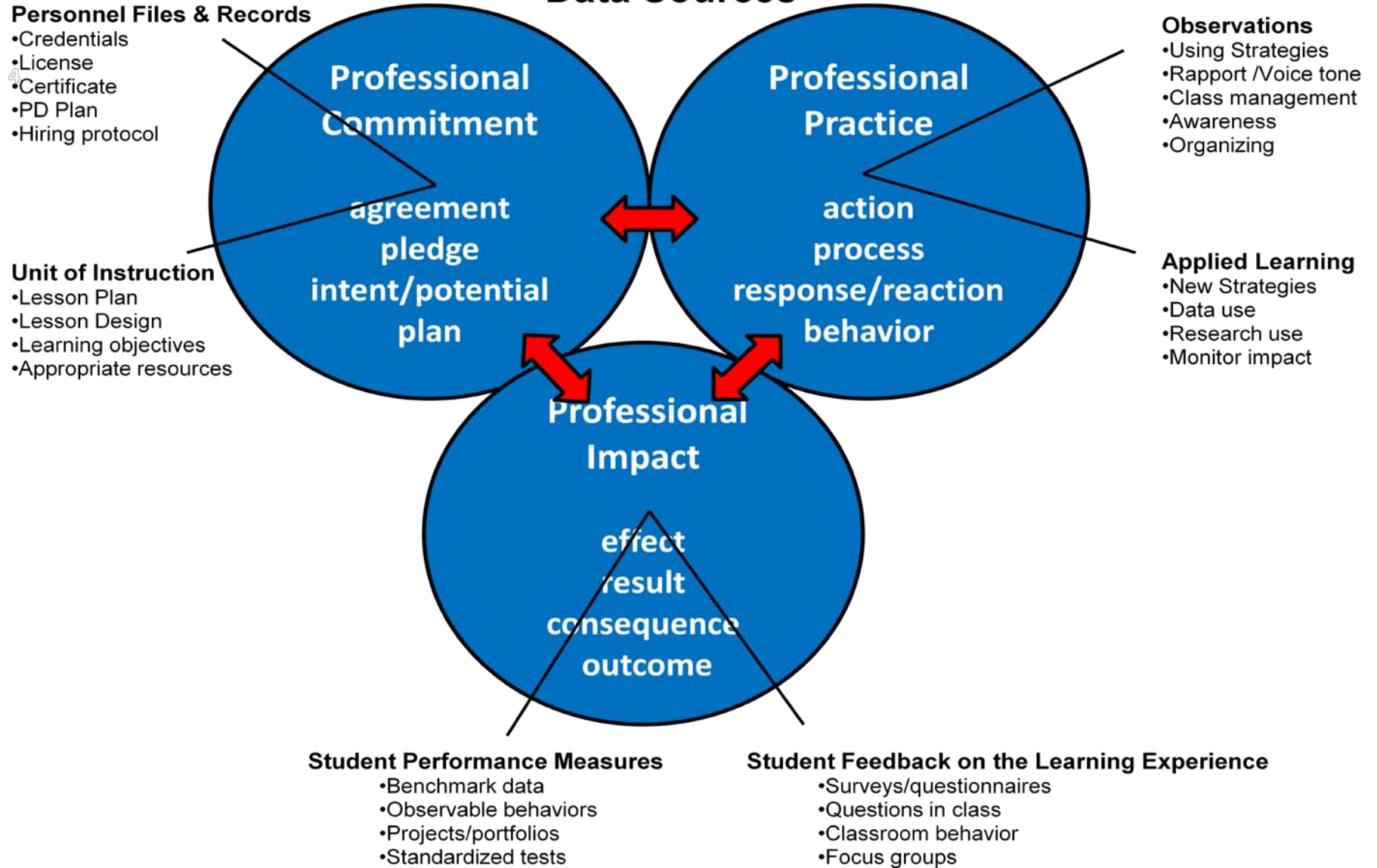


Possible Sources of Evidence

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Professional Frames of the Teacher

Data Sources



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		
<ul style="list-style-type: none"> • Lesson/unit plan • Learning activities plan • Student learning expectations • Student learning objectives • Lesson design 	<ul style="list-style-type: none"> • Tiered/differentiated lessons/units • Homework assignments and guiding instructions • Flexible grouping plans • Parent/guardian outreach • Bulletin boards 	<ul style="list-style-type: none"> • Research integration plan • Praxis scores • Agenda/meeting notes from grade level/content area team • IEP Conferences/reports
Professional Practice		
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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		
<ul style="list-style-type: none"> • Observation verification of student mastery • Student work samples • Student portfolios • Student feedback/comments • Student assessment data • Student reflection/journals • IEP Performance/growth reports 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Possible Sources of Evidence

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.

Professional Commitment			
<ul style="list-style-type: none"> • Student assessment data • Lesson/unit plans • Substitute teacher plan • Bulletin board(s) • Posted behavioral norms/class procedures • Student work/rubric displays 	<ul style="list-style-type: none"> • Structured teacher interviews • Student/parent survey • Research documentation log • Instructional records • Professional growth plans • Personnel file • Flexible grouping plans 	<ul style="list-style-type: none"> • Rubrics/scoring guides • Self reflection • Student inventories - interest, learning style, multiple intelligence, developmental • Observation • Tiered/differentiated lessons/units 	<ul style="list-style-type: none"> • Communications • Educational environment • Agenda - collaborative meeting • IEP conferences/reports • Counselor reports • Professional learning
Professional Practice			
<ul style="list-style-type: none"> • Maintains individual student records and assessment data • Monitors individual student growth • Uses assessment data to make informed instructional and/or assessment decisions • Demonstrates knowledge and understanding of individual student backgrounds'/ demographics/academic growth/learning profiles • Designs and implements student need-based instruction 	<ul style="list-style-type: none"> • Applies learning theories to the design of instruction • Plans and implements culturally responsive lessons • Connects instruction to students' background knowledge and experiences • Facilitates student long- and short-term goal setting • Provides differentiated learning activities • Modifies instruction based on a determined need (i.e. student learning, research, etc.) 	<ul style="list-style-type: none"> • Promotes student cooperative learning and collaboration • Implements research-based instruction • Makes "in the moment" instructional decisions/changes • Provides focused, objective, relevant, valid, specific, and purposeful feedback to students • Creates a safe risk-free learning environment • Demonstrates a respectful regard for each student 	<ul style="list-style-type: none"> • Models and/or shares with colleagues • Assists/Coaches colleagues • Mentors new teachers • Reflects on practice • Uses student/parent surveys to inform educator practice • Communicates respectfully with students, parents, guardians, community members, colleagues, and other school staff • Engages in community activities
Professional Impact			
<ul style="list-style-type: none"> • Observation verification of student mastery • Student work samples • Student planners • Student assessment data 	<ul style="list-style-type: none"> • Student reflection/journals • Student inventories • Student /parent feedback/comments • Student and/or parent survey results 	<ul style="list-style-type: none"> • Structured interviews with students • Student products/projects • Performance assessments 	<ul style="list-style-type: none"> • IEP Performance/growth reports • Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.) • Academic records of individual student progress

Possible Sources of Evidence

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.

Professional Commitment			
<ul style="list-style-type: none"> • Lesson plans/unit plans • Adjusted lesson/unit plans • Lesson design • Classroom activities 	<ul style="list-style-type: none"> • Planned learning experiences • Curriculum maps • Goals/Expectations/Essential learning outcomes 	<ul style="list-style-type: none"> • Teacher reflections • Professional learning presentations • Homework assignments 	<ul style="list-style-type: none"> • Presentations to colleagues • Peer conversations, discussions, comments, reflections, etc.
Professional Practice			
<ul style="list-style-type: none"> • Makes informed curriculum decisions • Incorporates state and district curriculum into learning activities • Develops curriculum-aligned instructional strategies and interventions • Uses differentiated instructional strategies • Evaluates the effectiveness of instructional strategies 	<ul style="list-style-type: none"> • Adjusts goals, instruction and time based on identified learning gaps • Modifies instructional strategies and content based on learner needs • Implements learning activities focused on the needs of diverse learners • Collects data on diverse learning needs to provide direction for future lessons 	<ul style="list-style-type: none"> • Delivers effective instruction aligned to state and district curriculum standards • Utilizes specific learning activities to address curriculum objectives • Integrates resources that enhance instruction and support diverse learners 	<ul style="list-style-type: none"> • Uses data to evaluate the effectiveness of instructional strategies • Models and shares with colleagues (formally and informally) • Serves on curricular review committees • Assists/Coaches colleagues
Professional Impact			
<ul style="list-style-type: none"> • Student/Parent feedback • Student/Parent survey perceptual data results 	<ul style="list-style-type: none"> • Student journals/reflections • Student structured interviews 	<ul style="list-style-type: none"> • Student- lead parent conferences • Student tracked record of individual progress 	<ul style="list-style-type: none"> • Observation/examples of student learning needs being met

Possible Sources of Evidence

Standard 4: Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including technological resources.

Professional Commitment			
<ul style="list-style-type: none"> Lesson plans/unit plans Lesson design 	<ul style="list-style-type: none"> Planned resource list including technology resources Instructional strategies list 	<ul style="list-style-type: none"> Planned Cooperative learning strategies (list) Plans for projects and activities 	<ul style="list-style-type: none"> Student learning expectations Flexible grouping plans Professional reading/research documentation
Professional Practice			
<ul style="list-style-type: none"> Selects and utilizes developmentally appropriate instructional resources including technology Adapts instructional resources to promote complex thinking and technology skills attainment Selects instructional strategies that promote critical thinking skills and are aligned to instructional goals. 	<ul style="list-style-type: none"> Implements learning activities focused on higher order thinking and problem-solving skills Utilizes cooperative learning strategies that promote collaborative learning Utilizes class debates and other methods requiring students to defend their thinking and solutions Uses independent, collaborative and whole-class learning situations 	<ul style="list-style-type: none"> Uses effective questioning techniques to expand student critical thinking skills, to consider multiple solutions, and defend their own thinking. Designs open-ended projects/activities promoting complex thinking and technology skills including multiple solutions and innovations 	<ul style="list-style-type: none"> Provides frequent opportunities for students to use critical thinking and problem solving Uses advanced instructional techniques to create a high level of student achievement Overall effectiveness is enhanced through the use of instructional resources and technology Serves as a resource providing collegial support and modeling
Professional Impact			
<ul style="list-style-type: none"> Student work/projects Observation of student participation in collaborative learning activities Observation/examples of student directed inquiry and problem Performance assessments data 	<ul style="list-style-type: none"> Technology literacy inventories Student assessment data Student questions/discussions (higher level questions) Student presentations/research/reports Student application/use of technology tools - demonstrations, projects, products, etc. 	<ul style="list-style-type: none"> Student feedback/comments Student reflection/journals Student structured interviews Anecdotal data and formative evaluations Students products/projects showing application of learning documenting the ability to in analyze, synthesize, interpret and create original products 	<ul style="list-style-type: none"> Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.) Demonstration/examples that students are able to explain their reasoning Observations or examples of students ability to pose and answer own questions pursuant to learning objectives

Possible Sources of Evidence

Standard 5: Positive Classroom Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Professional Commitment			
<ul style="list-style-type: none"> • Posted classroom procedures/routines <ul style="list-style-type: none"> • Classroom norms • Parent/community outreach 			
Professional Practice			
<ul style="list-style-type: none"> • Designs classroom routines and procedures • Communicates classroom routines, procedures, and expectations for behavior to parents/guardians • Uses motivation and engagement strategies in the classroom • Organizes classroom and routines with regard to management of time, space, transitions and activities 	<ul style="list-style-type: none"> • Maintains student engagement by managing time, space, transitions and activities • Self-reflects on the effectiveness of motivation and engagement strategies • Uses effective classroom management techniques preserving instructional time • Engages in practices to learn the culture of the school and community 	<ul style="list-style-type: none"> • Work with students and parents to build a positive, supportive classroom culture • Engages in ongoing assessment of how the classroom environment is impacted by the culture of the school and community • Adapts strategies to address unique student behaviors • Attends community and school events 	<ul style="list-style-type: none"> • Gathers and implements new research-based strategies for positively managing student behavior • Engages students in strategies to think about and provide input into building positive relationships and culture • Models, coaches, or shares with colleagues strategies to address student behavior
Professional Impact			
<ul style="list-style-type: none"> • Observation/examples of Student feedback/comments • Students respond to teacher prompts (observable) • Student to student and student to teacher interactions are positive (observable verbal and non-verbal cues) • Classroom discipline/incident report analysis trend data 	<ul style="list-style-type: none"> • Parent/community outreach and engagement summary • Completed homework/projects trend data • Student reflections/journal data • Students/parents survey summary data • Students quickly respond to the teacher's cues and prompts 	<ul style="list-style-type: none"> • Students maintain high levels of engagement • Students understand expectations and automatically follow the procedures, routines, and norms-- self directed • Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.) 	<ul style="list-style-type: none"> • Students participate in forming the classroom environment • Staff survey • Attendance data • IEP reports

Possible Sources of Evidence

Standard 6: Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

Professional Commitment			
<ul style="list-style-type: none"> • Posted communications - bulletin boards, norms, routines, procedures, etc. • Parent/community outreach materials • Lesson plans/activities 	<ul style="list-style-type: none"> • Email, newsletters, memos, websites, announcements, reports, etc. • Student assignments/Instructions 	<ul style="list-style-type: none"> • Strategies for ELL Students • Samples of effective communication 	<ul style="list-style-type: none"> • Grade level/content area team meeting notes and agendas • Professional development presentations and materials
Professional Practice			
<ul style="list-style-type: none"> • Uses correct grammar in classroom communication and materials • Promotes sensitivity to cultural, gender, intellectual, physical and emotional differences in communication • Uses technology and media communication tools to engage students • Facilitates positive and correct student communication 	<ul style="list-style-type: none"> • Uses a variety of different strategies to enhance student literacy skills • Provides many opportunities for students to practice effective communication • Extends communication opportunities for students outside of the classroom • Provides focused, objective, relevant, specific and purposeful feedback to students 	<ul style="list-style-type: none"> • Uses strategies to assess the impact of their communication • Communicates effectively with students, families, colleagues and others • Enhances student literacy skills with impact beyond the classroom • Facilitates student use of technology and media communication tools 	<ul style="list-style-type: none"> • Assists other colleagues with effective, correct communication • Models and shares technology and media communication tools to enhance student learning • Serves as a resource for building student literacy skills
Professional Impact			
<ul style="list-style-type: none"> • Student activities • Performance assessments • Student feedback/comments • Student reflection/journals • Formative assessment data 	<ul style="list-style-type: none"> • Student work samples, portfolios, writing, etc. show correct communication • Student expression (observation) • Student self-assessment (observation or student work) 	<ul style="list-style-type: none"> • Student data • Student discussions • Students selection and use of technology and media (observation, demonstration, or work sample) 	<ul style="list-style-type: none"> • Non-instructional records of individual student progress • Peer assistance data • Antidotal data of student expression • Staff survey

Possible Sources of Evidence

Standard 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner’s progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.

Professional Commitment			
<ul style="list-style-type: none"> • Unit instructional plan including assessment • Tiered/differentiated lesson designs • Tiered/differentiated assessments • Lessons/units amended based on data analysis (examples of both) 	<ul style="list-style-type: none"> • Example of analysis of student learning needs • Formal/information assessments • Instructional/assessment record management system • Scoring guides/rubrics • Student progress reports 	<ul style="list-style-type: none"> • Examples of communication/feedback to students about their work/progress • Communication logs to parents/guardians • Sample parent response sheets • Parent/guardian communication examples 	<ul style="list-style-type: none"> • Presentation materials • Professional development attendance record/sign-in sheet • Mentor log • Grade level/content area meeting notes and agenda • Building/district professional learning community log/agenda
Professional Practice			
<ul style="list-style-type: none"> • Uses a variety of formal/informal methods of assessment • Utilizes individual student assessment data to plan differentiated learning activities • Maintains a comprehensive instructional/assessment system charting individual student growth and performance 	<ul style="list-style-type: none"> • Designs, develops, and/or utilizes pre and post tests to identify prior knowledge and chart progress • Reviews student trend data • Communicates clearly to students the learning goals (rubrics/scoring guides) 	<ul style="list-style-type: none"> • Utilizes observation data to modify instruction and monitor impact • Communicates student progress to parents/guardians using performance and behavior data • Assists students in charting their own progress and goal setting 	<ul style="list-style-type: none"> • Adjusts instruction to maximize student learning • Shares knowledge and expertise with colleagues • Models effective assessment practices to enhance individual and class achievement • Participates in data team training or works with mentor on data analysis
Professional Impact			
<ul style="list-style-type: none"> • Samples of student directed goal statements • Samples of pre- and post assessments • Assessment data guides decisions about specific learning goals • Data information and assessment results 	<ul style="list-style-type: none"> • Samples of progress reports using concrete student data • Evidence of changed practice • Instructional records of individual student progress • Samples of students charting their own progress 	<ul style="list-style-type: none"> • Student work samples: projects, products, presentations, etc. • Running Records or Running Charts • Feedback from colleagues • Feedback from parents/guardians • Professional growth plan 	<ul style="list-style-type: none"> • Evidence of individual student growth/performance • Parent-teacher conference participation • Behavioral referral data • RTI, IEP, or 504 plan conference participation

Possible Sources of Evidence

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.

Professional Commitment			
<ul style="list-style-type: none"> • Lesson planning • Evaluation data • Professional development request list • Mentor log/agenda/notes • List of resources • Posted procedures/policies • Professional growth plan 	<ul style="list-style-type: none"> • New student activities • Behavior management plans and lesson plans • Attendance data, classroom rules, etc. • Coaching/Modeling log • Presentation artifacts – agenda, hand outs, video 	<ul style="list-style-type: none"> • Building/District committee Participation - preparation and documentation (professional development, PLC, etc.) • Professional Membership and /or committee leadership (documentation) • Professional development attendance log/artifacts 	<ul style="list-style-type: none"> • Regional or State Committee participation (documentation) • Meeting log, agenda, and notes supporting participation on data team, grade-level, vertical team or other • Reflective journal
Professional Practice			
<ul style="list-style-type: none"> • Demonstrates the capacity to reflect on and improve their own practice • Uses new learning to positively benefit student learning • Shares new knowledge and expertise with colleagues • Actively pursues professional development and learning opportunities 	<ul style="list-style-type: none"> • Creates, evaluates, and procures resources for professional development • Builds expertise and experience to assume different instructional or leadership roles • Collaborates with colleagues on a wide range of tasks and committees 	<ul style="list-style-type: none"> • Participates in school-wide decision making • Serves as an active member on the school improvement planning committee • Participates or chairs the Professional Development Committee 	<ul style="list-style-type: none"> • Serves as a mentor, model or coach for colleagues • Maintains all required documentation • Follows school and district policies and procedures

Possible Sources of Evidence

Standard 9: Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues, and community members.

Professional Commitment			
<ul style="list-style-type: none"> • Mentor log • Vision, mission and goals posted or accessible • Professional Growth Plan • School services and needs • Professional learning log (PD, research, journal articles, etc.) • Newsletters • Parent/Community activities planned 	<ul style="list-style-type: none"> • Professional Development Committee member or Chair - documentation of participation • Participates in professional learning community structure and meetings (meeting/ attendance log; meeting notes; documented discussions/recommendations) • Student activity sponsor log • Parent/community contact log 	<ul style="list-style-type: none"> • Attendance at school-wide functions (concerts, plans, family reading nights, sports events, etc.) - log • Mentor training log • Reflective journal • Documented strategies for parent/community outreach • Example student, parent, colleague, and community surveys 	<ul style="list-style-type: none"> • Documentation of leadership roles • Various meetings - notes and agendas • Documented recommendations or changes • Participate in parent conferences, parent-teacher organizations, etc. (log or documentation)
Professional Practice			
<ul style="list-style-type: none"> • Builds relationships with colleagues • Participates as a member of the professional learning community within the school • Assists with assessing the progress or revising the mission, vision and goals • Advocates for changes that support student learning and well-being 	<ul style="list-style-type: none"> • Participates in school-wide activities and events (parent conferences, parent teacher org, etc.) • Serves as a mentor for colleagues • Implements and evaluates partnership strategies • Sponsors student activities • Creates school-community partnerships 	<ul style="list-style-type: none"> • Welcomes and encourages family/community classroom participation and support. • Collaborates with families to support student learning and development. • Engages in two-way culturally appropriate communication with families and communities • Serves as the point-of-contact or school-based resource in developing partnerships 	<ul style="list-style-type: none"> • Mentors and models strategies for outreach • Shares new information and learning with colleagues • Conducts meetings and learning sessions for parents /community • Provides opportunities for parents/community members to participate in classroom activities