

KANSAS CITY
PUBLIC SCHOOLS



Educator Evaluation Protocol

Educator Evaluation Protocol

Introduction

KCPS implemented Phase 1 of the modified Educator Evaluation system modeled after Missouri's Educators Evaluation system during the 2013-14 school year. We are now in full implementation with the system across the district.

Standards & Indicators

The Missouri Educator Standards convey the expectations of performance for professional educators in Missouri. These standards recognize that educators continuously develop knowledge and skills and employ a developmental sequence to define a professional continuum that illustrates how an educator's knowledge and skills mature and strengthen throughout the career.

Standard #1: Content knowledge aligned with appropriate instruction.

The educator 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.

Description: The educator effectively plans for the delivery of the essential content of the discipline; subject matter learning activities are meaningful and engaging for students, and students demonstrate mastery and application of content.

- Quality Indicator 1: Content knowledge and academic language
- Quality Indicator 2: Student engagement in subject matter
- Quality Indicator 3: Disciplinary research and inquiry methodologies
- Quality Indicator 4: Interdisciplinary instruction
- Quality Indicator 5: Diverse social and cultural perspectives

Standard #2: Student Learning, Growth and Development

The educator understands how students learn, develop and differ in their approaches to learning. The educator provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Description: The educator uses research-based practices and student information to design meaningful lessons; the educator's instructional strategies use current theories of growth and development, including assisting students in goal setting; and students' level of growth and development is the foundation for new learning.

- Quality Indicator 1: Cognitive, social, emotional and physical development
- Quality Indicator 2: Student goals
- Quality Indicator 3: Theory of learning
- Quality Indicator 4: Differentiated lesson design
- Quality Indicator 5: Prior experiences, multiple intelligences, strengths and needs
- Quality Indicator 6: Language, culture, family, and knowledge of community values

Commented [ML1]:

Standard #3: Curriculum Implementation

The educator recognizes the importance of long-range planning and curriculum development. The educator develops, implements, and evaluates curriculum based upon student, district and state standards data.

Description: The educator designs lessons aligned with state and district standards; the educator facilitates student learning based on state and district standards; and students' master essential learning objectives based on state and district standards.

- Quality Indicator 1: Implementation of curriculum standards
- Quality Indicator 2: Lessons for diverse learners
- Quality Indicator 3: Instructional goals and differentiated instructional strategies

Standard #4: Critical Thinking

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

Description: The educator's lesson design and use of instructional resources promotes critical thinking; the educator's strategies create a positive classroom environment conducive to learning, and students demonstrate their ability to think critically and problem-solve.

- Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking
- Quality Indicator 2: Appropriate use of instructional resources to enhance student learning
- Quality Indicator 3: Cooperative, small group, and independent learning

Standard #5: Positive Classroom Environment

The educator 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.

Description: The rules, routines, and structures in the classroom create an environment conducive to learning; the educator's strategies create a positive classroom environment conducive to learning, and students are self-directed, exhibit positive relationships and are engaged in learning.

- Quality Indicator 1: Classroom management techniques
- Quality Indicator 2: Management of time, space, transitions, and activities
- Quality Indicator 3: Classroom, school, and community culture

Standard #6: Effective Communication

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

Description: The non-verbal communication (written/electronic) offered is effective, correct and appropriate; the educator demonstrates correct and appropriate communication, and students exhibit correct and appropriate communication.

- Quality Indicator 1: Verbal and nonverbal communication
- Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences
- Quality Indicator 3: Learner expression in speaking, writing and other media
- Quality Indicator 4: Technology and media communication tools

Standard #7: Student Assessment and Data Analysis

The educator understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The educator monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

Description: The educator maintains accurate data on each student's progress based on multiple data points; the educator effectively collects and uses student data to inform and improve instruction, and students are knowledgeable of their own progress and plan personal learning goals.

- Quality Indicator 1: Effective use of assessments
- Quality Indicator 2: Assessment data to improve learning
- Quality Indicator 3: Student-led assessment strategies
- Quality Indicator 4: Effect of instruction on individual/class learning
- Quality Indicator 5: Communication of student progress and maintaining records
- Quality Indicator 6: Collaborative data analysis

Standard #8: Professionalism

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

Description: The educator maintains a professional growth plan to document the application of new knowledge and skills; the educator engages in professional learning to improve practice and increase student learning; the educator follows district policies and procedures regarding ethical practices & responsibilities; and the educator maintains positive relationships with students, staff, parents, patrons, administrators, and supervisors.

- Quality Indicator 1: Self-assessment and improvement
- Quality Indicator 2: Professional learning
- Quality Indicator 3: Professional rights, responsibilities, and ethical practices
- Quality Indicator 4: Follows policies and procedures

Standard #9: Professional Collaboration

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

Description: The educator engages with colleagues to promote the district/school vision, mission and goals and works collaboratively regarding improvements in student learning and well-being.

- Quality Indicator 1: Induction and collegial activities
- Quality Indicator 2: Collaborating to meet student needs
- Quality Indicator 3: Cooperative partnerships in support of student learning

The Professional Continuum of the Missouri Educator (Ratings)

- **Emerging** – This level describes the performance expected of an educator when the base knowledge and skills are applied as they begin to teach and advance student growth and achievement in their classroom or through their lessons.
- **Developing** - This level describes the performance expected of an educator with the teaching, content, knowledge, and skills that he/she possesses continually developing as they encounter experiences and expectations in the classroom, school, district, and community while they continue to advance student growth and achievement.
- **Proficient** - This level describes the performance expected of an educator who continues to advance his/her knowledge and skills while consistently advancing student growth and achievement.
- **Proficient Plus** - This level describes the educator whose performance exceeds proficiency and who contributes to the profession and larger community while consistently advancing student growth and achievement. The Proficient Plus Educator serves as an educational leader in the school, district, and/or the profession.

The Process – All Certified Educators

- All non-tenured educators will be evaluated yearly. (P-1, P-2, P-3, P-4, and P-5).
- P5 educators will become a T1 the following year and receive a full evaluation as a T1.
- Tenured educators will be evaluated every third year as a T-1.
- All tenured educators will use the Individual Support Plan forms as their Professional Development Plan.
- The Individual Support Plan during the non-evaluation years will not receive a baseline or follow-up score by the evaluator. It is a self-reflection tool.
- If at any time, a tenured educator's performance becomes unacceptable, the evaluator may place the tenured educator back on the current evaluation cycle as a T1.
- Once a tenured educator has completed a successful evaluation, he/she will return to a new three-year cycle.

1. Pre-Evaluation Conference/Review (P1, P2, P3, P4, P5, and T1)

Using the Kansas City Pre-Evaluation Conference/Review form, the evaluator and educator will:

- Conduct an initial assessment together on all standards
 - Mark each standard on the form:
 - Meets Expectation – checking this box for a standard indicates that performance in this area meets the expectation of the administrator/district at the present time.
 - Growth Opportunity – checking this box for a standard might possibly result in an indicator of this standard being selected as an opportunity for growth and documented in the Individual Support Plan.
 - Area of Concern – checking this box for a standard will result in a Professional Growth Plan (PGP) for this standard meaning that growth in this area is both necessary and required for continued employment.

2. Pre-Observation Conference and Formal Observation (P1 and P2)

- P1s and P2s should complete the KCPS Pre-Observation Conference Record form and submit it to the evaluator
- The evaluator should schedule the observation
- The observation is a minimum of 30 minutes to a full lesson
- The evaluator should use the KCPS Formal Observation form when conducting the observation
- The evaluator should schedule a conference to provide feedback on the observation

3. Identify the Quality Indicators to Be Assessed (Individual Support Plan (ISP))

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

- **All educators will focus on one (1) indicator:**
 - **District Indicator** – The district will identify one indicator as a district focus each year. All educators will have an Individual Support Plan for this indicator.
 - Tenured educators not on the full evaluation cycle (T2 & T3) will be required to complete the district selected Individual Support Plan as this becomes their Professional Development for certification purposes. This includes completing the Result section at the end of the year.

4. Determine a Baseline Score for Each Identified Indicator

In order to determine growth on an indicator, it is necessary to establish a baseline score and compare it to a follow-up score. This represents a type of pre- and post-test format where growth in practice occurs between two points in time. Evidence for determining this baseline score can be gathered in a variety of ways. It can be gathered by observing student performance and various student products, student surveys, peer observations and others. Evidence for each indicator can be found in the Possible Sources of Evidence. Similar evidence will need to be gathered to determine the summative score for the summative evaluation.

1. **Use the appropriate Growth Guide** (see next page for an example) for the identified indicator to consider evidence at the Emerging, Developing, Proficient and Proficient Plus levels.
2. **The consideration of evidence and the determination of the level of performance should occur in a professional dialogue between the administrator and the educator.**
3. **Based on the evidence, determine whether the performance is at the Emerging, Developing, Proficient, or Proficient Plus level.**
 - Identify the highest level for which there is evidence of performance.
 - The highest level is the level at which **all three pieces of evidence (Commitment, Practice, and Impact) have been demonstrated by the educator** either at the “present but inconsistent level” or the “present consistent routine.”

4. Once a descriptive rating (Emerging, Developing, Proficient or Proficient Plus) has been identified, the evaluator uses the rating scale (see below) to provide a numerical rating.
- A score of 0 indicates there is no evidence present in at least one of the three frames.
 - The lower number in each level indicates there is evidence in all frames (Commitment, Practice, Impact), but it is inconsistently present or demonstrated.
 - The higher number in each level indicates there is evidence in all frames (Commitment, Practice, Impact) and it is present and routinely demonstrated.
 - This score determination should occur as a collaborative, professional conversation between the educator and administrator.
5. Once a score has been determined, provide specific feedback that includes an explanation and rationale for the given score. Again, this should occur within a collaborative, professional conversation.

The Rating Scale

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

ESTABLISH BASE-LINE PERFORMANCE

Educator Growth Guide 1.1

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator: Content knowledge and academic language.

Emerging	Developing	Proficient	Proficient Plus				
1E1) The emerging educator... Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.	1D1) The developing educator also... Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.	1P1) The proficient educator also... Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.	1S1) The proficient plus educator also... Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.				
Professional Frames							
<i>Evidence of Commitment</i> Is well prepared to guide students to a deeper understanding of content	<i>Evidence of Commitment</i> Stays current on new content and incorporates it into lessons	<i>Evidence of Commitment</i> Use of supplemental primary sources that are aligned to local standards	<i>Evidence of Commitment</i> Continually expands knowledge base on content and infuses into content				
<i>Evidence of Practice</i> Instruction reflects accuracy of content knowledge	<i>Evidence of Practice</i> Instruction indicates an appreciation of the complexity and ever evolving nature of the content	<i>Evidence of Practice</i> Instructional focus is on the most important concepts of the content and includes new content as appropriate	<i>Evidence of Practice</i> Continually seeks out new information and applies it to learning in their classroom				
<i>Evidence of Impact</i> Students are generally familiar with academic language	<i>Evidence of Impact</i> Students are able to use academic language	<i>Evidence of Impact</i> Students accurately use academic language related to their discipline	<i>Evidence of Impact</i> Students communicate effectively using academic language from a variety of sources				
Score = 0	1	2	3	4	5	6	7
Not Present	Present but Inconsistent	Present Consistent Routine	Present but Inconsistent	Present Consistent Routine	Present but Inconsistent	Present Consistent Routine	Present Consistent Routine
0	1	2	3	4	5	6	7
Emerging			Developing		Proficient		Proficient Plus

In the illustration above, as noted by the highlighted text, there are examples of evidence in three different columns,

3 Categories of Evidence (see illustration above)

- **Commitment** - Evidence in the commitment frame focuses on the quality of the educator and includes data and information like preparation, lesson design and credentialing.
- **Practice** - Evidence in the practice frames focuses on observable behaviors or the quality of the teaching that the educator is doing.
- **Impact** - Evidence in the impact frames focuses on outcomes or what students in the educator’s class are doing.

Sources of evidence for each standard are included in the **Possible Sources of Evidence** section of this document.

5 . Develop an Individual Support Plan

The primary purpose of the Educator Evaluation Process is to promote growth.

The Individual Support Plan is the document used to articulate the various necessary components of this plan. **One Individual Support Plan will be developed.** In instances where very specific growth is required, the Professional Growth Plan (PGP) is used to ensure that this growth occurs, to the extent necessary and in a timely fashion.

The Individual Support Plan documents the following:

- Focus - an area that represents an opportunity for growth and is generated from evidence on the growth guide
- Goal – a statement that addresses the focus and is specific, measurable, achievable, relevant and timely
- Strategy – description of the skill(s) to be demonstrated that will effectively address the focus and include clear action steps and timelines.
- Results – data and evidence that supports that the outcome of the strategy has effectively addressed the focus (Not added until the end of the year)

When considering different strategies to address growth opportunities, sources are included in the “Research and Proven Practices” found in the state model.

Selecting an Improvement Strategy

1. Align to and support objectives and strategies in the CSIP & BSIP.
2. Using the Growth Guide, determine the extent of the current performance and what growth would move this performance to the next level
3. Use the research provided in the state model to identify a strategy/strategies or use the Possible Sources of Evidence.
4. Limit your focus to one to two strategies at a time

6. Student Growth Objectives

Certified Staff will be required to complete two (2) Student Growth Objectives.

- Two Student Growth Objectives using whole class data
 - An educator may choose to use ELA and Math data for their SGO
 - Educators will use the Fall to Winter Report
 - CIPD staff have created and/or will approve pre and post assessments used for Student Growth Objectives
- Benchmark Assessment approved by CIPD
 - Includes, but not limited to i-READY, Achievement Series, Content Specific Tests, etc.
 - Principals will provide educators with the assessments from CIPD
 - These assessments will align with content specific standards
 - Principals and CIPD will work with educators that do not have benchmark assessments provided by CIPD to create and/or approve assessments for their student growth objectives
- Exclusion Criteria
 - Must have Pre/Post Test data
 - May exclude if not in attendance 90% of the time of the SGO
 - May exclude any student you are not responsible for the instruction of the SGO content
 - Example: Exceptional Ed. pull out, ELL pull out

*Any exceptions to the above criteria will need to be cleared with the Academic Division.

7. Regularly Assess Progress and Provide Feedback

Periodic walkthroughs, using the district Walkthrough Form, should be conducted by the evaluator. Specific deadlines for the walkthroughs to be completed will be provided by the HR Department.

The essential role of practice and feedback will ensure that the acquisition and application of new learning, skills, and strategies will lead to the improvement of effective practice resulting in improved learning for students.

Feedback on the growth opportunities from the identified indicator is critical for improvement. It ensures that new learning takes place, but more importantly that new skills and strategies are applied, practiced and growth documented.

The purpose of feedback is to:

- Improve instruction
- Inform professional development needs
- Enhance Individual Support Plans

Meaningful Feedback

1. Based on evidence and data
2. Keep the event and the feedback tightly connected; it should occur as immediate as possible
3. Although documentation is important, feedback is not about forms; it's a conversation.
4. Feedback is actionable information that motivates; it leads to something next.
5. Principals must provide feedback in a timely manner.

8. Complete the Final Summative Evaluation

An overall determination on performance uses baseline and follow-up scores, feedback generated throughout the year on selected indicators, general feedback generated periodically through classroom observations and any other data or information relevant to the educator's performance observed or gathered throughout the year. This information is captured on feedback forms, Individual Support Plans, the Standards and the Student Growth Objectives.

Part 1 – Performance Assessment across All Standards

A percentage of the Final Summative Evaluation will be based on an overall assessment of all educator standards using the Summative Evaluation Form.

- Each standard is listed with summary statements. For each standard, options are provided
 - **Meets Expectation** – checking this box for this standard indicates that performance in this area meets the expectation of the administrator/district at the present
 - **Growth Opportunity** – checking this box for a standard might possibly result in an indicator from this standard being selected in the following year as an opportunity for growth and documented in the next year's Educator Growth Plan
 - **Area of Concern** – checking this box for a standard will result in an improvement plan for this standard meaning that growth in this area is both necessary and required for continued employment
- Note: The Comment Box provided below each standard provides opportunity to offer the rationale for the rating, as well as to note exemplary performance in this particular area.

Part 2– Individual Support Plan

A percent of the Final Summative Evaluation will be based on the growth of the one (1) selected Individual Support Plan indicator.

Determine a follow-up score for each identified indicator

The follow-up score is determined using the same process used to determine the baseline rating. When making a determination about the follow-up rating, it is necessary to consider the particular professional frame of the educator's opportunity for growth.

Process

- Indicate the follow-up rating achieved for the selected indicator.

Part 3 – Student Growth Objectives

A percent of the Final Summative Evaluation will be based on student growth for each of the two Student Growth Objectives. Points will be given based on the percentage of growth an educator receives for each Student Growth Objective.

- Exceptional Growth – 57% and above of students achieved the goal
- Acceptable Growth – 41%-56% of students achieved the goal
- Minimal Growth – 26% - 41% of students achieved the goal
- Insufficient Growth – 25% or less of students achieved the goal

Part 4 - Overall Educator Rating Educator Summative Evaluation:

- OASYS will populate the scores from the Standards, Individual Support Plans, and the Student Growth Objectives to give a final effectiveness rating for the educator.
- Include overall comments in the comment box provided.
- Check whether or not the educator is recommended for re-employment

9. Reflect and Plan

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

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

1. Assess whether the particular areas of improvement of effective practice impacted student learning.
2. Reflect on personal growth and possible future opportunities for continued growth.
3. Plan ahead for future opportunities for growth. In collaboration with the administrator and perhaps teams of educators and/or colleagues, select indicators for next year (applies to the returning educators).
4. Continue to acquire new knowledge and practice new strategies and skills.

Additional Information



Art/Music/PE/Library Media/Sparks – Evaluated by the administrator where the teacher spends a majority of their time.

Building Special Education Staff

Secretaries – Secretaries are evaluated by their building administrator.

Full Time Special Education Educators – Full time special education educators will be evaluated by their building administration.

Part Time Special Education Educators – Part time special education educators will be evaluated by the administration of the building where they are teaching during the morning as this would be considered the special education educator’s “home school.” The administration should also get input from the special education educator’s afternoon building administration if at all possible.

Special Education Paraprofessionals – Special education paraprofessionals will be evaluated by their building administration using the Classified Evaluation. It is recommended the special education educator and building special education coordinator are asked to provide input.

Speech Therapists – A list from the Exceptional Education Department will be sent to building administration designating which buildings will be responsible for the evaluation of the building speech-language therapists. We highly recommend the District SLP Supervisor be contacted for input on all evaluations of speech therapists as she works very closely with each of them.

Physical Therapists, Occupational Therapist, School Psychologists, School Psychological Examiners, and Building Special Education Coordinators – These staff members will be evaluated by the Exceptional Education Department.

Evaluation of English as a Second Language Staff

Full-time ESL educators- Evaluated by their building administration with input from the Director of Language Services. The administrator at the school where they spend the majority of their time will evaluate ESL educators that share locations.

Part-time ESL educators- Evaluated by their building administration with input from the Director of Language Services

ESL paraprofessionals- Evaluated by their building administration with input from the Director of Language Services using the Classified Evaluation.

ESL Resource Educators- Evaluated by the Director of Language Services with input from building principals by the Director.

Evaluation of Counselors

Counselors – Evaluated by their building administration with input from the Director of Guidance Counseling.

Evaluation of Reading & Math Interventionist

Reading & Math Interventionist – Evaluated by their building administrator (if shared, they will be evaluated by the administrator where they spend a majority of their time) with input from the Director of Intervention and Enrichment.

Evaluation of Custodians, Nurses, Bookkeepers, Food Service, Grad Lab Coaches

These employees are evaluated by their direct supervisors with input from the building administrators.