



Saint Joseph School District Teacher Evaluation Plan 2026-2027

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Evaluation of Professional Staff

The Board of Education requires a program of comprehensive, performance-based evaluations for teachers and other professional staff members it employs in order to ensure high-quality performance that improves student achievement. Evaluation instruments used by the district will minimally reflect the Essential Principles of Effective Evaluation as adopted by the Missouri State Board of Education (State Board). The St. Joseph School District uses Frontline Employee Evaluation (FEE) for performance-based teacher evaluations. The platform has multiple evaluation tools including the growth plan, classroom observation form, data cycle, the mid-year reflection form, and summative evaluation.

[Evaluation of Professional Staff - Policy GCN](#)

[Evaluation of Professional Staff - Policy GCN-AP1](#)

[Overview of Essential Principle of Effective Evaluation](#)

[SJSD Foundational Practices](#)

Missouri Teacher Standards and Quality Indicators

Standard 1: Content knowledge aligned with appropriate instruction

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

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

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Quality Indicator 6 – Language, culture, family and knowledge of community values

Standard 3: Curriculum Implementation

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

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

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

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

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

Quality Indicator 1 – Self- assessment and improving

Quality Indicator 2 – Professional learning

Quality Indicator 3 – Professional rights, responsibilities and ethical practices

Standard 9: Professional Collaboration

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

To support teachers in their personalized growth and development, the teacher and principal shall confer to determine two indicators of focus. The principal may assign a third indicator. Those indicators will be part of the teacher’s professional growth plan. This approach allows teachers to have more of an individualized approach to learning and growth.

All indicators may be evaluated during classroom observations as our focus is on the overall instructional environment and student as a whole child.

Definitions

New Teacher - A teacher in their first two years of teaching

Probationary Teacher - A teacher with less than five (5) full years of teaching experience in the St. Joseph School District.

Career (Tenured) Teacher - A teacher with more than five (5) full years of teaching experience in the St. Joseph School District.

Teacher Growth Plan - The purpose of the growth plan is to align an individual teacher’s professional development plan to the goals of the school, district, and state department of education. This helps teachers to construct a specific, focused timeline of professional development activities centered on two to three goals and generates conversations about that professional development throughout the evaluation cycle.

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Data Cycle - A data cycle allows a teacher to use formative and summative assessments to guide instructional decisions. Teachers will complete at least one data cycle each school year (preferably each semester) and provide evidence of this task to their principal or evaluator.

Required Processes

New Teacher - Years 1-2

- (Year 1) - Identify 2-3 indicators of focus collaboratively with the principal within the first six weeks of employment.
- (Year 2) - Identify 2-3 indicators of focus collaboratively with the principal at the end of the school year, or in conjunction with the previous year's summative evaluation, for a returning teacher.
- Professional Growth Plan - Developed and reviewed annually
- Data Cycle - Developed and reviewed annually
- Mid-Year Reflection Form and discussion with evaluator
- Classroom Observations - Completion of no less than 4 unscheduled observations
- Classroom Observation - Completion of one scheduled observation (full class period)
- New Teacher Mentoring Program (Year 1 and 2) - Completion of ongoing mentoring tasks
- Summative Evaluation - Completed annually
 - One of the required observations may take place during work with their PLC Team

Teacher - Years 3-5

- Identify 2-3 indicators of focus collaboratively with the principal at the end of the school year, or in conjunction with the previous year's summative evaluation, for a returning teacher.
- Professional Growth Plan - Developed and reviewed annually
- Data Cycle - Developed and reviewed annually
- Mid-Year Reflection Form and discussion with evaluator
- Classroom Observations - Completion of no less than 3 unscheduled observations
- Classroom Observation - Completion of one scheduled observation (full class period)

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- Summative Evaluation - Completed annually
 - One of the required observations may take place during work with their PLC Team

Teacher - Years 6+

- Identify 2-3 indicators of focus collaboratively with the principal at the end of the school year, or in conjunction with the previous year's summative evaluation, for a returning teacher.
- Professional Growth Plan - Developed and reviewed annually
- Data Cycle - Developed and reviewed annually
- Mid-Year Reflection Form and discussion with evaluator
- Classroom Observations - Completion of no less than 3 observations (2 must be unscheduled)
- Classroom Observation - Completion of one scheduled observation (full class period) (optional)
- Summative Evaluation - Completed annually
 - One of the required observations may take place during work with their PLC Team

550 Teacher and/or less than full time

- Classroom Observations - Completion of two unscheduled or scheduled observations annually
- Mid-Year Reflection Form and discussion with evaluation
- Summative Evaluation - Completed annually

Regularly Assess Progress and Provide Feedback

1. A minimum of three to five opportunities for formal and informal feedback should occur on each identified indicator.
2. Informal feedback may be provided by mentors, coaches, peers, external consultants, etc.
3. A formal follow-up assessment should be completed by the administrator.

Evaluation Timeline

- Meeting between educator and administrator – Identify 2–3 focus indicators for the Professional Growth Plan (September 18, 2026)
- Growth Plan Submitted (September 28, 2026)
- Classroom Observation #1 (September 18, 2026)
- Classroom Observation #2 (October 23, 2026)
- Classroom Observation #3 (December 4, 2026)
- Classroom Observation #4 and Mid-Year Reflection Form (January 22, 2027)
- Data cycle evidence submitted to administrator (February 5, 2027)
- Classroom Observation #5 and PDP completed (February 11, 2027)
- Summative Evaluation Completed (March 1, 2027)

Classroom Observations

Every teacher will be observed a minimum of 3 times during the academic year, with the possibility of additional observations based on years of experience and need for support. Unscheduled observations will be approximately 15 minutes, while scheduled observations will include an entire lesson (up to 50 minutes). Following observations, administrators will provide specific feedback related to the Missouri Teacher Standards and Quality Indicators, classroom “look fors,” SJSD Foundational Practices, and/or the SJSD Lesson Plan Framework implementation. Four observations must be of the classroom/learning environment, with one of these potentially occurring during the work of the PLC team. Special education teachers may be observed and evaluated on one Individualized Education Plan (IEP) meeting.

Post-Observation Feedback

As part of the feedback-loop, administrators are required to provide face-to-face feedback within 72 hours of the classroom observation about the lesson segment observed. Feedback within 24 hours is recommended.

Optional Feedback Resources

Administrators have access to a variety of resources and may use them at any time to complete a full, formal observation in addition to the required classroom observations. Student surveys may be used as additional feedback for teachers and/or administrators.

Data Cycle

Using data to guide instructional decisions is a necessary and effective approach to improving academic achievement. This component meets the annual requirement for Student Learning Objectives (SLO). A data cycle template will be provided for teachers. A template has been created for Elementary and Secondary. The data cycle task will not be scored, but the principal must collect evidence of this task being completed by each classroom teacher.

Summative Evaluations

The Teacher Summative Evaluation summarizes the teacher's overall performance pertaining to the Missouri Teacher Standards and Quality indicators. **Per SJSD Board Policy, summative evaluations should be completed no later than March 1.** SJSD uses multiple data sources for summative evaluations including:

- Classroom Observations data
- Teacher Professional Growth Plan
- Overall comments (may include Missouri Teacher Standards and Quality Indicators, SJSD Foundational Practices and/or Lesson Plan Framework, professional learning implementations, Classroom "Look Fors," and teacher attendance)

Classroom Observation

Classroom walkthrough data are reported as the number of observations scored, the baseline and final score for chosen indicators, overall teacher rating, and overall comments for the school year. Classroom observation scores range from exceeds expectations, meets expectations, and areas of concern.

Teacher Professional Growth Plan

Professional growth plan data are reported as qualitative feedback and coaching for the teacher. The administrator/evaluator will provide constructive feedback pertaining to the teacher's growth and progress towards established goals. The summative evaluation should include comments related to the professional growth plan outcomes.

Statutory/State Department/District Alignment

Statutory Requirements - DESE Principles for Effective Evaluation

(A) Research-Based Performance Targets

Statutory Requirement (DESE):

The evaluation process should use research-based performance targets aligned with state model educator and leader standards. Educator performance is measured against research-based expectations and targets aligned to improving student achievement.

SJSD Practice:

- Missouri Teacher Standards and Quality Indicators
- Summative Evaluation system
- Professional Growth Plan (PGP)

(B) Differentiated Levels of Performance

Statutory Requirement (DESE):

The evaluation process should include clearly defined indicators of performance across differentiated levels of practice, allowing multiple ratings to reflect educator effectiveness.

SJSD Practice:

- Teacher Standards and Quality Indicators with multiple rating levels
- Summative Evaluation with differentiated performance ratings

(C) Probationary Alignment & Data Collection

Statutory Requirement (DESE):

The evaluation process should align with the probationary period defined in state law and ensure accurate, ongoing performance data collection. New educators should receive adequate induction and support.

SJSD Practice:

- New Teacher Mentoring Program (Years 1–2 of practice)
- Annual Summative Evaluation for educators

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(D) Student Growth as a Component of Evaluation

Statutory Requirement (DESE):

Student growth should be a significant factor in evaluation, using multiple measures of student performance across time.

SJSD Practice:

- Annual data cycle completed by all teachers
- Student surveys may be administered during the school year
- *Note:* Counselors, Library Media Specialists, and Speech-Language Pathologists do not complete annual data cycles

(E) Ongoing Feedback & Formative Support

Statutory Requirement (DESE):

Evaluation must include ongoing, timely feedback from multiple sources to support professional growth at all career stages.

SJSD Practice:

- Minimum of 3 formal observations per year for all educators
- Feedback and coaching aligned to teacher- and principal-selected indicators
- Additional indicators may be added by principals
- Post-observation feedback provided by evaluator
- Annual Professional Growth Plan for all educators
- Annual data cycle for all educators

(F) Evaluator Training & Reliability

Statutory Requirement (DESE):

Evaluators must be trained regularly to ensure consistent, fair, and reliable evaluation practices.

SJSD Practice:

- Initial evaluator training for all administrators
- Ongoing calibration through leadership cohorts
- Focus on consistency, reliability, and high-quality coaching

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(G) Use of Evaluation Data for District Decisions

Statutory Requirement (DESE):

Evaluation results should inform decisions related to staffing, development, retention, promotion, and other system-level policies impacting student learning.

SJSD Practice:

- Evaluation data informs professional learning and school improvement planning
- Annual review of New Teacher Induction Program
- Yearly Human Resources review of evaluation processes and procedures