Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research ■

Using Teacher Evaluation Data to Inform Professional Learning

■ Handouts

PROFESSIONAL LEARNING MODULE

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About This Booklet

This *Using Teacher Evaluation Data to Inform Professional Learning: Handouts* booklet is intended for use with the following additional resources:

- *Using Teacher Evaluation Data to Inform Professional Learning: Facilitator's Guide*

- Sample agenda

- Slide presentation

These online resources are available for download on the *Professional Learning Modules* webpage of the Center on Great Teachers and Leaders website. Please visit the webpage at http://www.gtlcenter.org/technical-assistance/professional-learning-modules/.

Adapting This Booklet

This booklet is designed so that facilitators can adopt it as written or modify the content to reflect state and local context, needs, and priorities. If modifications to content are made, the GTL Center requests that the following disclaimer be included in the revised materials:

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Using Teacher Evaluation to Inform Professional Learning:
Handouts

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GREAT TEACHERS & LEADERS
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Handout 1: Teacher Evaluation Data Placemat

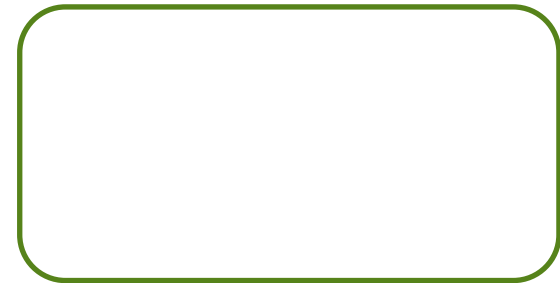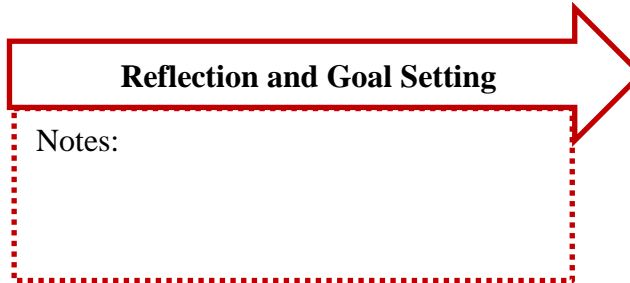**Teacher Evaluation Data: What Data Are Most Relevant or Appropriate?**

How Do These Data Inform Professional Learning?

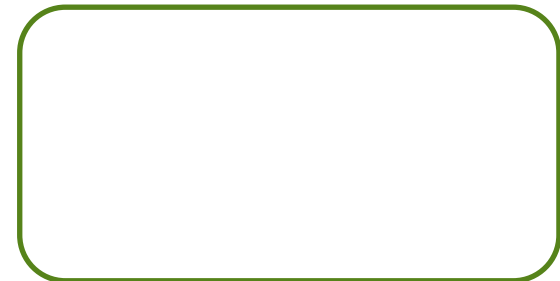**Desired Outcomes: What Professional Learning Will Occur as a Result?**
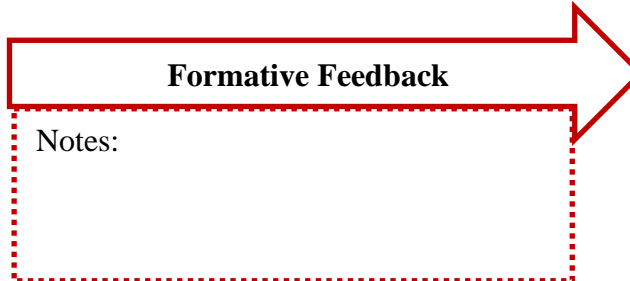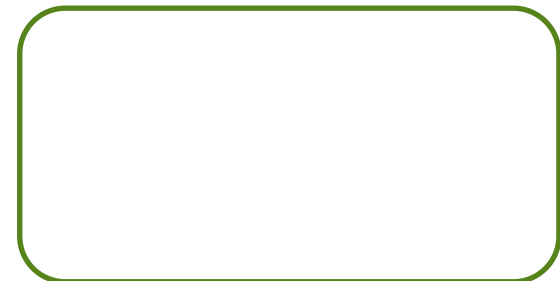
Reflection and Goal Setting

Notes:

Formative Feedback

Notes:

Strategic Planning

Notes:

Handout 2: Mr. Green, Fourth-Grade Teacher—Self-Assessment and Reflection

Professional Practice	Student Learning
Strengths I have aligned my plans to reflect the Common Core Standards in English language arts and mathematics. During the last two years, I have participated in grade-level planning and classroom observation of and by colleagues to improve our understanding and use of the Common Core. I received an overall rating of *effective* last year.	**Strengths** The Diagnostic Reading Assessment 2 (DRA-2) shows that most of my incoming students have strong reading foundations, including accuracy and fluency. In third grade overall, my students have reading and mathematics scores that are higher than the state average, with mathematics (68 percent *proficient*) slightly higher than reading (62 percent *proficient*). Last year, my fourth graders who scored the lowest on my fall reading preassessment made the most gains by the end of the year.
Focus Areas Last year, my principal gave me feedback that I need to work on asking more higher order questions of more students. I also want to continue learning about instructional practices that support students in meeting Common Core expectations (e.g., text complexity).	**Focus Areas** Six of my 20 incoming students have reading comprehension at the second-grade level, and three have reading comprehension around the third-grade level according to the DRA-2. Students with weak reading comprehension also have weaker reading fluency. There also are four students reading *above* grade level as well, so instruction and materials in that area will need to be strongly differentiated.
Professional Learning Supports	**Professional Learning Supports**

Handout 3: High-Quality Feedback Note-Taking Guide

Tied to Specific Teaching Standards		Specific, Detailed, and Evidence Based	
Key Points	Video Notes	Key Points	Video Notes

Timely and Frequent		Constructive, Question Driven	
Key Points	Video Notes	Key Points	Video Notes

Handout 4: Ms. Blue, Eighth-Grade Mathematics Teacher—Making Sense of the Data

Scenario

Midyear Data. Ms. Blue is an eighth-grade mathematics teacher in your district. She has 15 years of experience in the district and has been teaching at the same school for the last three years. Ms. Blue's summative evaluation data for the 2011–12 and 2012–13 school years appear on page 5. She received low ratings in nearly all areas of the observational framework in her first observation in the 2012–13 school year. Her overall value-added score (based on data from school years 2011–12 and 2012–13) puts Ms. Blue in the 30th percentile compared with other teachers in the district. This means that her students have shown, on average, less growth than students in other eighth-grade mathematics teachers' classrooms in the district. There is a relatively large confidence interval around this score, so her true position could be higher or lower.

End-of-Year Data. Ms. Blue's observational scores improved during the course of the year, and her overall observational score at the end of the school year put her in the *developing* category (but close to the *effective* category). Combined with her student growth measures, her overall summative rating for 2012–13 was *developing*.

Professional Learning Resources and Supports. Your school has an instructional coach in mathematics who serves all teachers in the school. Ms. Blue has access to a video library with examples of highly rated practices in each of the areas of the observational framework. There are five professional development days during the year as well as money in the budget for 100 substitute hours. Ms. Blue's grade-level team meets for 40 minutes at least twice a month.

Guiding Questions

1. Using these data, what should Ms. Blue's primary **professional learning goals** be for 2013–14?

2. In what key **professional learning activities** should Ms. Blue participate next year to meet those goals?

3. How can the **success** of the professional learning activities be assessed?

Ms. Blue's Detailed Summative Evaluation Data

Teacher Evaluation Indicators	Final Ratings	
	2011–12	**2012–13**
Standard I—Curriculum and Planning		
Indicator I-A. Knowledge: Knows the subject matter well and has a good grasp of child development and how students learn	2	2
Indicator I-B. Planning: Designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes	1	3
Indicator I-C. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction	1	2
Indicator I-D. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately	1	1
Standard II—Classroom Instruction		
Indicator II-A. Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness	1	1
Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning	2	2
Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected	1	2
Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also makes knowledge accessible for all students	2	3
Standard III—Family and Community Engagement		
Indicator III-A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community	3	3
Indicator III-B. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school	2	2
Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance	1	2
Standard IV—Professionalism		
Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning	1	2
Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles	3	4
Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks	2	3
Indicator IV-D. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently	3	4
Final Practice Rating	2	2
Student Growth Measure 1 (Value-Added Measure—Mathematics)	28th percentile	30th percentile
Student Growth Measure 2 (Student Learning Objectives—Based on percentage of students meeting student growth target)	Met—78%	Met—83%
Overall Summative Rating	*Developing*	*Developing*

Note. 1=*ineffective*; 2=*developing*; 3=*effective*; 4=*distinguished*

Handout 5: Orange School—Making Sense of School-Level Data

Teacher	Years of Experience	Summative Rating	I. Curriculum and Planning	II. Classroom Instruction	Student Learning
A	13	Effective	Effective	Effective	Moderate
B	3	Developing	Ineffective	Effective	Moderate
C	17	Distinguished	Distinguished	Distinguished	Moderate
D	23	Effective	Effective	Distinguished	Moderate
E	0	Ineffective	Ineffective	Effective	N/A
F	23	Ineffective	Ineffective	Developing	Moderate
G	28	Effective	Effective	Distinguished	Moderate
H	0	Developing	Developing	Developing	N/A
I	27	Distinguished	Effective	Distinguished	High
J	7	Effective	Distinguished	Effective	Moderate
K	19	Effective	Effective	Effective	High
L	26	Effective	Effective	Distinguished	Low
M	34	Effective	Developing	Effective	Moderate
N	1	Effective	Effective	Effective	N/A
Mr. Green	5	Effective	Distinguished	Effective	High
P	15	Effective	Effective	Effective	Moderate
Q	10	Effective	Effective	Effective	Moderate
R	2	Developing	Effective	Effective	Low
S	19	Effective	Effective	Effective	Moderate
T	36	Effective	Effective	Effective	Moderate
Ms. Blue	15	Developing	Effective	Developing	Low
V	3	Effective	Effective	Effective	Moderate
W	11	Effective	Effective	Developing	High
X	3	Effective	Developing	Effective	Moderate
Y	1	Developing	Developing	Effective	N/A
Z	7	Ineffective	Developing	Developing	Low

Handout 6: Promising Examples of Systems That Are Creating the Conditions for Using Data to Inform Professional Learning

Brooklyn Generation School, Brooklyn, New York

Description of the School Strategy

Staggered teacher vacations allow 200 days of instruction for students and 20 days of teacher professional learning without making teachers work more or be paid more.

Some classes are taught by teams of teachers with common time to debrief immediately afterward. This shared work time allows teachers to integrate critical data analysis into planning. The daily debrief enables the staff to review the instructional goals, assess students' progress, and plan.

Dual roles for most staff means that 90 percent of professional staff teach, lowering class size.

For More Information

Generation Schools. (2014). *Our model* [Webpage]. Retrieved from http://www.generationschools.org/about/model/

Silva, E. (2010). Rebuild it and they will come. *Educational Leadership, 67*(8), 60–65.

Pros and Cons of School Strategy

TAP Program Schools

Description of the Program Strategy

The National Institute for Excellence in Teaching (2012) describes the approach of TAP: The System for Teacher and Student Advancement:

> Master teachers spend all or most of their time fulfilling instructional leadership responsibilities, while mentor teachers spend several hours a week on instructional leadership and remain the 'teacher-of-record' for one or more classrooms of students. This allows TAP schools to achieve a ratio of about 15 career teachers per master teacher and eight per mentor teacher. Cluster groups typically include one master teacher and one or two mentor teachers…. Such ratios ensure that master and mentor teachers are not spread too thinly and can provide *at least* one coaching session per teacher per week, far more than most coaching strategies manage to provide. The TAP system ensures that master and mentor teachers are not simply "coaches" or "team facilitators," although they do perform both functions, but true instructional *leaders* in their schools. (p. 14)

For More Information

National Institute for Excellence in Teaching. (2012). *Beyond "job-embedded": Ensuring that good professional development gets results*. Santa Monica, CA: Author. Retrieved from http://www.niet.org/assets/PDFs/beyond_job_embedded_professional_development.pdf

Pros and Cons of Program Strategy

Owensboro Public Schools, Owensboro, Kentucky

Description of the District Strategy

The district moved to a system of peer mentoring, which helped teachers get used to observing and being observed—which, in turn, helped build a culture of improvement.

"Connect" time—three hours of uninterrupted common time—is built into the weekly schedule through the strategic use of "specials" teachers, guidance counselors, and computer labs, which can accommodate two classes. Also, an arts instruction team of 12 art teachers travels as a group to schools to provide instruction to three grade levels at once to provide vertical collaboration and learning time.

School assemblies provide small pockets of time for status checks on things. If assemblies start at 9 a.m., teachers can go to another school and observe other classrooms; then, in the afternoon, teachers go back to their school to teach their students (never missing instructional time with their students)

For More Information

Killion, J. (2012). *Establishing time for professional learning*. Oxford, OH: Learning Forward. Retrieved from http://www.learningforward.org/docs/default-source/commoncore/establishing-time-for-professional-learning.pdf?sfvrsn=6

Pros and Cons of District Strategy

Garden Grove Public Schools, Garden Grove, California

Description of the District Strategy

Knudsen (2013) describes Garden Grove's approach:

> The most striking feature of any conversation with Garden Grove's central office administrators is their attention to personal relationships. (p. 11)

> Evolution over time has led to a philosophy in which district leaders seek to equip teachers to exercise their own professional judgment to facilitate student learning. Approaches to instruction include some nonnegotiables—for example, the use of the Effective Instruction framework to structure lessons—and administrators and teacher leaders design many learning opportunities to build teacher skill in using that framework. (p. 20)

> The word *support* emerges constantly in conversations with teachers as they describe what it means to work in the district. (p. 20)

For More Information

Knudson, J. (2013). *You'll never be better your teachers: The Garden Grove approach to human capital development*. San Mateo, CA: California Collaborative on District Reform. Retrieved from http://www.cacollaborative.org/sites/default/files/CA_Collaborative_Garden_Grove.pdf

Pros and Cons of District Strategy

Handout 7: District Professional Learning Self-Assessment

Table A2. District Self-Assessment Tool

Professional Learning: Questions for Districts	Circle one.			
Analysis of School Professional Learning Activities				
To what extent does your district engage in a structured vetting process to select high-quality professional learning tools, activities, structures, or programs as described in this brief? *Notes:*	To a great extent	To some extent	Not at all	Don't know
Does your district encourage school leaders and teachers to prioritize ongoing professional learning as part of their daily work (through, for example, memoranda, teacher evaluation protocols, district employee policies, school handbooks, and/or the district's website)? *Notes:*	Yes	No	Planned	Don't know
To what extent does your district use performance metrics to evaluate the impact of professional learning tools, activities, and programs on teacher practice and/or student achievement? *Notes:*	To a great extent	To some extent	Not at all	Don't know
To what extent does your district use this impact information to inform program improvement? *Notes:*	To a great extent	To some extent	Not at all	Don't know
Technical Assistance to Schools				
To what extent does your district provide support to principals to select high-quality professional development tools, activities, structures, and programs as described in this brief? *Notes:*	To a great extent	To some extent	Not at all	Don't know
To what extent does your district support principals to structure teachers' school days to provide time for individual and group professional learning, including opportunities for peer learning (e.g., observing master teachers during planning period or lesson study)? *Notes:*	To a great extent	To some extent	Not at all	Don't know
Alignment With Teacher Evaluation				
To what extent does teacher evaluation inform decisions about the types of professional learning activities in which teachers participate? *Notes:*	To a great extent	To some extent	Not at all	Don't know

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