Using Teacher Evaluation Data to Inform Professional Learning

Ellen Cushing
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Welcome and Introductions
Welcome!

HELLO!
MY NAME IS ______
The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.
Comprehensive Centers Program
2012–2017 Award Cycle
GTL Professional Learning Module

Overview

- GTL has developed a series of PLMs designed to
  - Provide a national picture
  - Build staff capacity on particular topics
  - Be customizable

- PLMs include:
  - Slide presentation
  - Facilitator’s Guide
  - Handouts and activities
  - Meeting agenda
  - Additional resources and support materials
Agenda

- Module overview
- Defining professional learning
- Understanding the importance of professional learning
- Setting a vision
- Differentiating roles in professional learning
- Challenges in creating professional learning systems
- Reflection and Wrap-Up
Activity: Making Connections

- Write down one way:
  - You determine what type and topic of professional learning teachers need?
- Discuss with your table mates.
- Be ready to report back to the whole group!
What is Professional Learning?
Activity: Table Warm-Up

- As a group, brainstorm a list of types of professional learning (activities, designs, venues, modes of delivery, etc.) currently used in districts in your state.
- Write these on the chart paper provided.
High-Quality Professional Learning is...

- Focused
- Job-Embedded
- Differentiated
- Active
- Collaborative
- Continuous
Activity: Table Warm-Up Revisited

- Using the list of professional learning activities generated, identify whether the activities are:
  - Focused (on content and on teaching the content)
  - Active
  - Collaborative

- Bonus: Draw a circle around activities that are differentiated; underline any activity that is ongoing throughout the year; star (*) any activity that is job embedded.
Why is Professional Learning Important?
Envision a School in Which Teachers....

- Are provided consistent feedback on their performance, know their strengths are and have plans for improvement.
- Actively collaborate to analyze student data, discuss the needs of students and strategize instructional practices.
- Are encouraged to reflect on their work.
- Are supported to ensure that their students exit the classroom with college and career readiness skills.
- Have common and aligned expectations are held for educators across context.
Opportunities for Professional Growth

- Federal and state policies
  - Race to the Top
  - School Improvement Grants
  - ESEA waivers
  - Title II
  - State equity plans

- Teacher evaluation system design
  - Systems of professional growth
  - Individualized feedback
  - Embedded opportunities for development
Setting a Professional Learning Vision
Shifting Perspectives: Integrating Evaluation and Professional Learning

Integrating Professional Learning and Evaluation

**Professional Learning Opportunities**
- Practice Frameworks
- Instructional Coaching
- Using Data

**Evaluation Process**
- Collecting and Analyzing Data
- Reflecting
- Giving and Receiving Feedback
- Goal Setting

**Professional Learning & Growth**
Essential Conditions for Creating a Culture of Data Use and Professional Learning

- Structural?
- Cultural?
- Technical?
- Fiscal?
Essential Conditions Definitions

- **Structural:** The policies, programs, practices and structure that need to be in place.
- **Cultural:** The necessary climate or attitude, including changes in culture, to be successful.
- **Technical:** The technical aspects—skill, expertise, content knowledge—that are necessary to get this work done.
- **Fiscal:** The financial supports necessary to do this work or the costs associated with doing this work.
How Do We Get There?
Moving Toward a Culture of Professional Learning
Defining Roles in Professional Learning
Who are the players?
The Role of the State

- **Policy**
  - Establish professional learning standards
  - Set requirements for continuing education units
  - Title II plan approval

- **Fiscal**
  - Provide funding for districts

- **Data Analysis**
  - Aggregate data and identify professional learning needs

- **Process**
  - Offer professional learning activities
The Role of the District

- **Policy**
  - Establish evaluation system design
  - Set professional learning requirements

- **Fiscal**
  - Compensate teachers (directly or substitutes) for participating in “sanctioned” professional learning
  - Pay for professional learning

- **Data Analysis**
  - Collect various data

- **Process**
  - Determine professional learning activities
The Role of the School

- **Data**
  - Collecting data
  - Providing teachers access to data

- **Process**
  - Providing dedicated time for self-reflection and opportunities for collaborative conversations
  - Utilizing PLCs
  - Implementation of the evaluation system
  - High quality feedback conversations between evaluators and teachers
  - Reviewing, approving and scoring growth targets (if applicable)
The Role of the District

Self-Reflection and Goal-Setting

End-of-Year Conference

Mid-Year Check-In
Mid-Year Check-In

- **Embedded opportunity within the evaluation cycle for:**
  - Reviewing formative assessment data
  - Reflecting on student learning and instruction
  - Identifying professional learning needs

- What would you be looking for at the mid-year check-in?
- What data would be useful for the teacher to share?
- How would you use data from a mid-year check-in to inform a professional learning plan for teachers?
Feedback Conversations

High-quality feedback is:

- Timely
- Grounded in evidence
- Paced and Prioritized
- Actionable
- Differentiated
GTL Center Resources and Supports

- PLM titled, *Preparing Evaluators for Feedback and Training: Planning for Professional Learning*
- Offers a set of activities to support evaluators in providing quality feedback.
- Activities include details on Master Scoring and links to Master Scoring videos

School-Wide Professional Learning Planning

- Review Handout A.
- As a table group, read the summary ratings data for Orange School.
- Discuss and share:
  - What patterns do you see in the data? What are Orange School’s greatest areas of need?
  - Based on these data, what professional learning activities would you include in a schoolwide professional learning plan?
The Role of the Individual

- Use evaluation data to identify areas where students need additional support
  - Develop a professional learning plan based on students’ needs
- Identify collaboration opportunities in PLCs, peer observations, conversations with colleagues
- Be active in feedback conversations with mentors, coaches and evaluators
Individual Teacher Professional Learning Planning

- Review Handout B.
- Read the scenario with Ms. Blue.
- Outline a Professional Learning Plan for Ms. Blue on your chart paper.
- Include the following four elements in your plan:
  - Professional Learning Goals
  - Professional Learning Activities
  - Professional Learning Resources
  - Success Metrics
Challenges in Creating Systems of Professional Growth
Challenges in Creating Systems of Professional Growth

- Differentiating high-quality professional development for all teachers
- Mixed evaluation data
- Costs of high-quality professional development
- Evaluating the effectiveness of professional development
- Funding
- Time
Differentiating Professional Development for all Teachers

- Differentiating high-quality professional development for all teachers
  - Diverse teacher needs and student populations
  - Sustaining professional development over time
  - Varied preparation programs and experiences
  - Contract hours
What Should You Do When the Data Are Mixed? (Choose the best answer.)

A. Collect more data.
B. Consider the (data) source.
C. Dig deeper into the data—what aspect of performance is really reflected in the numbers?
D. Provide professional learning to address identified areas for improvement even if some of the data indicate that the teacher does not need it.
E. All of the above
F. Other
Calculating Costs

- **Cost considerations**
  - Teacher time for professional development
  - Training and coaching
  - Administration of professional development
  - Materials, equipment, and facilities
  - Travel and transportation
  - Tuition and conference fees
Evaluating Professional Development

- **Implementation fidelity**
  - Teacher participation
  - Level of implementation support
  - Addressing implementation challenges

- **Impact evaluations**
  - Short-term outcomes
  - Long-term outcomes
  - Different resources may be required

- **Cost-benefit / cost-effectiveness analysis**
  - Calculate costs of professional development and identify short- and long-term outcomes
Reflection and Wrap-Up
Closing the Loop

Focused  Active  Collaborative

Ongoing, embedded, and differentiated
# Linking Educator Evaluation and Professional Learning

<table>
<thead>
<tr>
<th>It’s Not Just About …</th>
<th>It’s Really About …</th>
</tr>
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<tbody>
<tr>
<td>Including student data in the evaluation system</td>
<td>Analyzing the results in relation to specific teaching and leadership practices</td>
</tr>
<tr>
<td>Conducting frequent, reliable observations</td>
<td>Meaningful, actionable feedback and conversations about how to grow</td>
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<tr>
<td>Rating teachers with a summative rating label</td>
<td>Linking evaluation results to career paths, opportunities, and systems of support</td>
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## Resources

<table>
<thead>
<tr>
<th>What</th>
<th>Resource</th>
<th>Where It’s Available</th>
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<tbody>
<tr>
<td>Summative Evaluation</td>
<td>Data Collection Tool</td>
<td><a href="http://www.bloomboard.com">www.bloomboard.com</a></td>
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