



WESTERN OHIO
SERVICE COLLABORATIVE

Using Teacher Evaluation Data to Inform Professional Learning and the Professional Growth Plan

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AGENDA

- Module Purpose and Overview
- Using Evaluation Data for Self-Reflection and Goal Setting
- Using Evaluation Data for Formative Feedback
- Reflection and Wrap-Up.



Module Purpose and Overview

Intended Outcomes

- Explain and practice analyzing how educator evaluation data informs professional learning and goal setting.
- Write effective goals using various high-quality student data and educator performance data.
- Identify appropriate support strategies, resources, and professional development based on data.

Definitions and Legislation

Activity 1: Professional Development Definition

Brainstorm a list of “things” that teachers may want to write a professional growth goal around.



Ohio Professional Development Standards

1. High-quality professional development (HQPD) is a purposeful, structured and continuous process that occurs over time.
2. High-quality professional development (HQPD) is informed by multiple sources of data.
3. High-quality professional development (HQPD) is collaborative.
4. High-quality professional development (HQPD) includes varied learning experiences that accommodate individual educators' knowledge and skills.
5. High-quality professional development (HQPD) is evaluated by its short- and long-term impact on professional practice and achievement of all students.
6. High-quality professional development (HQPD) results in the acquisition, enhancement or refinement of skills and knowledge.

Definition of Professional Growth

Ohio Standards for Teachers, #7:

Professional Responsibility and Growth

- Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

O.R.C. 3319.112 Requirements

LEAs are responsible to:

Provide for **professional development to accelerate and continue teacher growth** and provide support to poorly performing teachers;

Provide for the allocation of financial resources to support professional development.



O.R.C. 3319.112 Requirements

- ORC 3319.112 states the PGP must be based on the results of the evaluation *and* aligned to any school district and/or building improvement plan(s)
- Consider the goals, vision, and mission of the school improvement plan



OTES Framework

- Teachers with an earned rating of *Accomplished* will complete a self-directed PGP
- Teachers with an earned rating of *Skilled* will work with their evaluator to *jointly* complete the PGP
- Teachers with an earned rating of *Developing* will complete a PGP that is guided by their evaluator



RUBRIC DOMAIN ALIGNED TO GOALS

1. Focus for Learning
2. Knowledge of Students
3. Lesson Delivery
4. Classroom Environment
5. Assessment of Student Learning
6. Professional Responsibilities



EVIDENCE INDICATORS OF PROGRESS

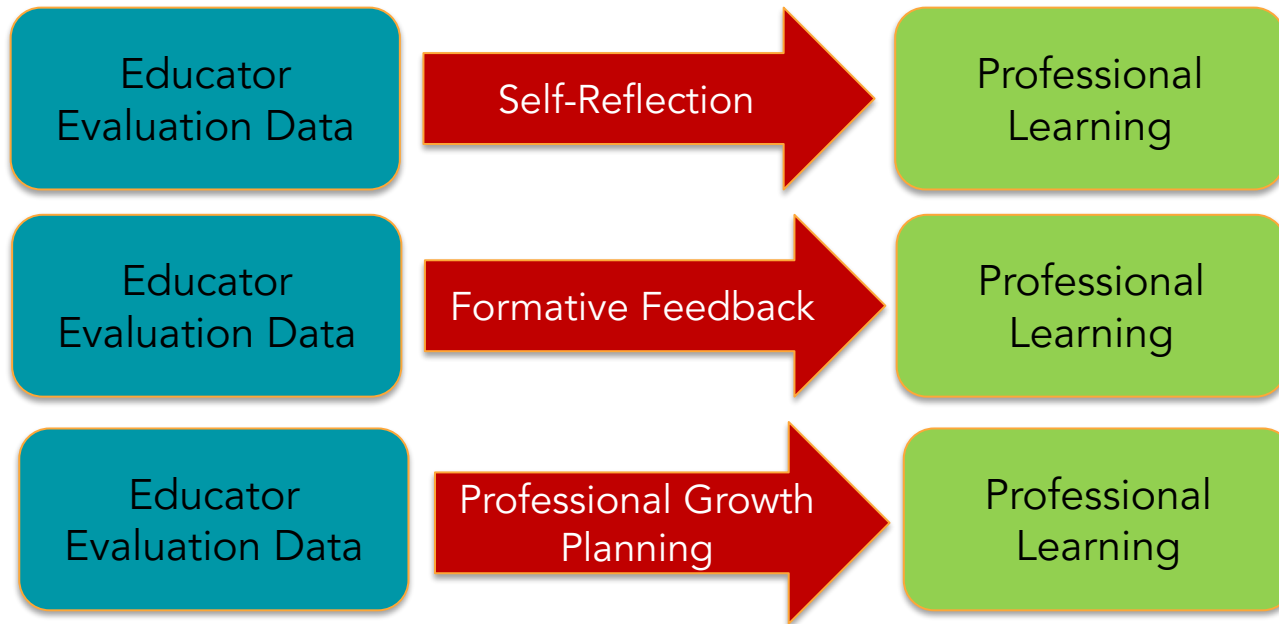
- Progress on the PGP must be made to remain on the less frequent evaluation cycle
- The evidence indicators should include changes in data that will indicate progress
- Evaluator determines whether or not progress has been made on the goals

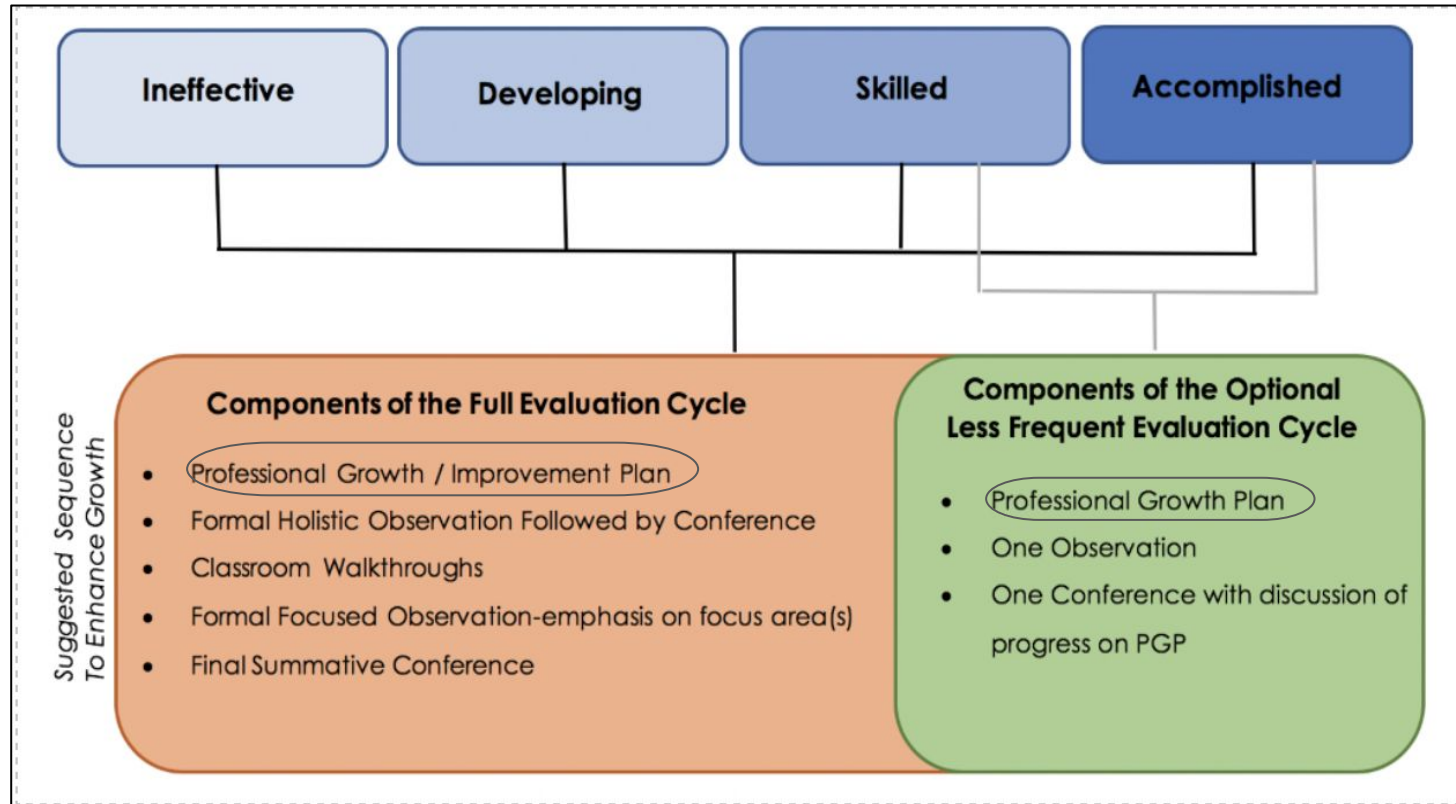


- OTES 2.0 is intended to be a growth model
- Regular communication is key to the process

Using Evaluation Data for Self-Reflection, Self-Assessment, and Goal Setting

How Evaluation Data Inform Learning





Teacher Self-Reflection and Goal Setting

In this step of the evaluation data use cycle, teachers take charge of their own growth in the following ways:

- Analyzing the impact of their practice on student learning
- Engaging in reflection on their practice
- Setting focused professional and student learning goals, with concrete steps to get there
- Actively collaborating with colleagues to problem-solve
- Adjusting their plans as a result of this reflection



Teacher Self-Assessment Supporting Self-Evaluation (sample)

Step 1: Self-reflect on performance on the standards (completed by the teacher at the beginning of the school year)

Use the table below (based on the *Ohio Standards for the Teaching Profession*) to respond to each standard. Thoughtfully consider the elements in each standard to determine the 1-4 rating (1= rarely, 2= sometimes, 3= frequently, 4= always). The quality and thoroughness of the responses will determine the overall rating. As such, refer to the rubric on page 4 as responses are constructed.

I have, I understand, I do...

T

Standard 1	1	2	3	4
Knowledge of how students learn and of student development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding of what students know and are able to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High expectations for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identification, instruction and intervention for special populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence indicating strengths and areas for growth: <input type="text"/>				



Standard 1 Elements

1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.

a)

b)

1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.

a)

1.3 Teachers expect that all students will achieve to their full potential.

a)

ORGANIZATIONAL AREA: INSTRUCTION

Domains	Components	
FOCUS FOR LEARNING (Standard 1: Students, Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction) <i>Possible Sources of Evidence: pre-conference, artifacts, portfolios, analysis of student data, lesson plans, student surveys, common assessments</i>	Use of High-Quality Student Data Element 1.1 Element 1.2 Element 1.3 Element 3.3	T u d n d a g
	Connections to prior and future learning Element 1.2 Element 2.1 Element 2.2 Element 2.4 Element 2.5	T le d c p le



- In breakout groups, discuss Mr. Green's self-assessment and reflection.
- Identify the data that Mr. Green used to reflect on his practice.
 - Which data are the least informative?
 - Which data would you suggest he use to dig deeper?
- Brainstorm professional learning supports for each of the focus areas that Mr. Green identified.

Activity 2: Strengthening a Self-Assessment



Mr. Green: Self-Reflection

Professional Practice	Student Learning
<p>Strengths</p> <p>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.</p> <p>I received an overall rating of <i>effective</i> last year.</p>	<p>Strengths</p> <p>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 <i>proficient</i>) slightly higher than reading (62 percent <i>proficient</i>).</p> <p>Last year, my fourth graders who scored the lowest on my fall reading preassessment made the most gains by the end of the year.</p>
<p>Focus Areas</p> <p>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).</p>	<p>Focus Areas</p> <p>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 <i>above</i> grade level as well, so instruction and materials in that area will need to be strongly differentiated.</p>
<p>Professional Learning Supports</p>	<p>Professional Learning Supports</p>

Using Evaluation Data for Formative Feedback

- Goals:
 - Provide authentic, specific, and evidence-based feedback on practice.
 - Encourage teacher self-reflection on practice.
 - Identify professional learning opportunities.
- Activities:
 - Collaborative conversation(s) between the teacher and evaluator to share evidence, ask questions, and provide feedback
 - Adjustment to goals and plans
 - Connection to resources and supports



Using Data for Formative Feedback

- Formative data are gathered and shared throughout the evaluation cycle.
- To inform professional learning, data should:
 - “Diagnose” strengths and areas for instructional improvement.
 - Be presented as evidence statements rather than judgment or analysis.
 - Focus on actions and behaviors the teacher can influence.



Excerpts From Two Feedback Conversations



Excerpt A:

"You had behavioral problems in your class because your students were not interested in what you were teaching. Student engagement is critical. Do you agree that you need to work on this area of practice?"

Excerpt B:

"I noticed that you told Beth to pay attention five times and she only engaged with other students or the material two or three times. Tell me more about Beth. How are your engagement strategies working with her? Do you see this with other students? Why do you think that is happening?"



Feedback Statements: Evidence Based or Not?

- In your break-out groups, decide which examples of feedback are evidence-based and which are not.
- For the examples that are “not”—rework the example to reflect a better focus on evidence.

Activity 3: Evidence-Based Feedback Statements

Evidence-based or Not? Make it Better?

- I noticed that you used the interactive whiteboard, had students select books from your shelves, and had students looking up answers to their questions on the internet. Can you talk a little about why you selected those specific instructional resources for your lesson?
- The lesson was very teacher directed. The students had no choice in the activities. You did most of the talking. Are you uncomfortable giving the students more choice throughout the lesson?
- You ask a lot of questions. Most of the students did try to respond. How did you feel about the students' responses?
- I liked the interaction you had with David when you stopped by his table and encouraged him to stand up for his point. I noticed you gave him some tools to go back and explain his point to his group. I could see the confidence you gave him. Can you talk about some of the student social-emotional strategies you are using?
- There were a lot of disruptions and off-task behavior from your students. You were consistent in correcting them, but it seemed that your attempts at dealing with them were not working. What could you do differently?

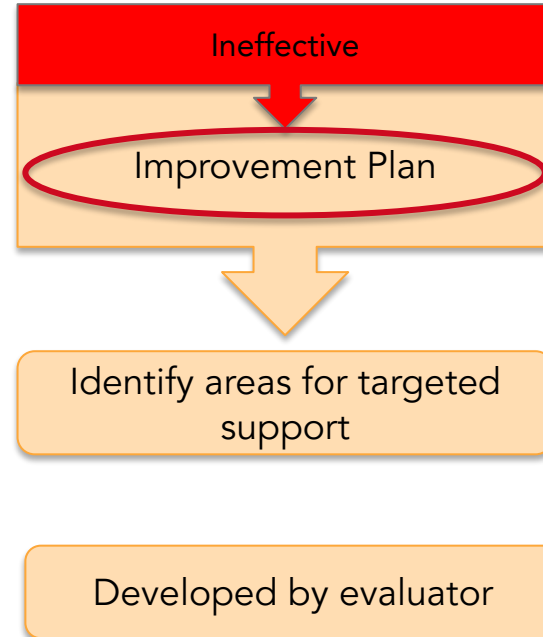
Using Summative Evaluation Data for Individual Professional Growth Planning

Professional Growth and Improvement Plans

- All teachers and principals will have a professional growth plan or improvement plan* based on available observation and evaluation data
- Completing the self-reflection/ self-assessment enables educators to identify professional goals.
- Plans should be based on data and feedback received.
- **A plan of improvement may be initiated at any time during the evaluation cycle by the evaluator based on deficiencies in performance as documented by evidence collected by the evaluator.*



Types of Plans



Writing Goals



Professional Growth Plan Goals

- Review focus area from performance data in the previous year
- Review student data/HQSD
- Review teacher self-assessment results



SMART Goals: Optional

Specific, strategic

Measurable

Attainable

Results-oriented

Time-bound



Goal Setting Conference Materials

Individualized Educator:

- High-quality Student Data and Its Use(s)
- Summative Performance Evaluation Data
 - Rubric evidence
- Final Summative Rating
- Locally approved growth plan form



Identify Appropriate Support Strategies, Resources, and PD

- What commonalities exist between areas of refinement and the use of HQSD?
- *Ex. If a teacher's area of refinement were Focus for Learning (1st observation) and Assessment Data (2nd observation), how might those areas be impacted by the use of HQSD? What professional development and support might be needed for this educator?*

- What are your professional learning goals?
 - What ultimately do you want your professional learning plan to achieve?
 - How do you want your professional learning plan to be supported?
 - **What evidence** will show that you reached your goal?

Activity 4: Setting Your Goals

Spend time in thought



#EachChildOurFuture

Professional Growth Plan

The Professional Growth Plan helps the teacher identify areas of professional development that will enable the teacher to enhance practice. The teacher is accountable for implementing and completing the plan. The plan must align to any district and/or building improvement plan(s). The Professional Growth Plan is developed annually. It is to be reviewed regularly and updated as necessary based on collaborative conversations between the evaluator and the teacher.

The Professional Growth Plan should reflect the evidence available and focus on the most recent evaluation and observations. The Professional Growth Plan should be individualized to the needs of the teacher. The school or district should provide for professional development opportunities and support the teacher by providing resources (e.g., time, financial). The Professional Growth Plan must be clear and comprehensive. It is aligned to the most recent evaluation results and proposes a sequence of appropriate activities leading to progress toward the goals.

Teacher Name: _____

Evaluator Name: _____

☐ Self-Directed
(Accomplished)

☐ Jointly Developed
(Skilled)

☐ Evaluator Guided
(Developing)

Choose the Domain(s) aligned to the goal(s).			
<input type="checkbox"/> Focus for Learning <input type="checkbox"/> Knowledge of Students <input type="checkbox"/> Lesson Delivery		<input type="checkbox"/> Classroom Environment <input type="checkbox"/> Assessment of Student Learning <input type="checkbox"/> Professional Responsibilities	
Goal Statement(s) Demonstrating Performance on <i>Ohio Standards for the Teaching Profession</i>	Action Steps & Resources to Achieve Goal(s)	Qualitative or Quantitative Measurable Indicators: Evidence Indicating Progress on the Goal(s)	Dates Discussed
_____	_____	_____	_____
Describe the alignment to district and/or building improvement plan(s): _____			
Comments: _____			

Teacher's Signature: _____

Date: _____

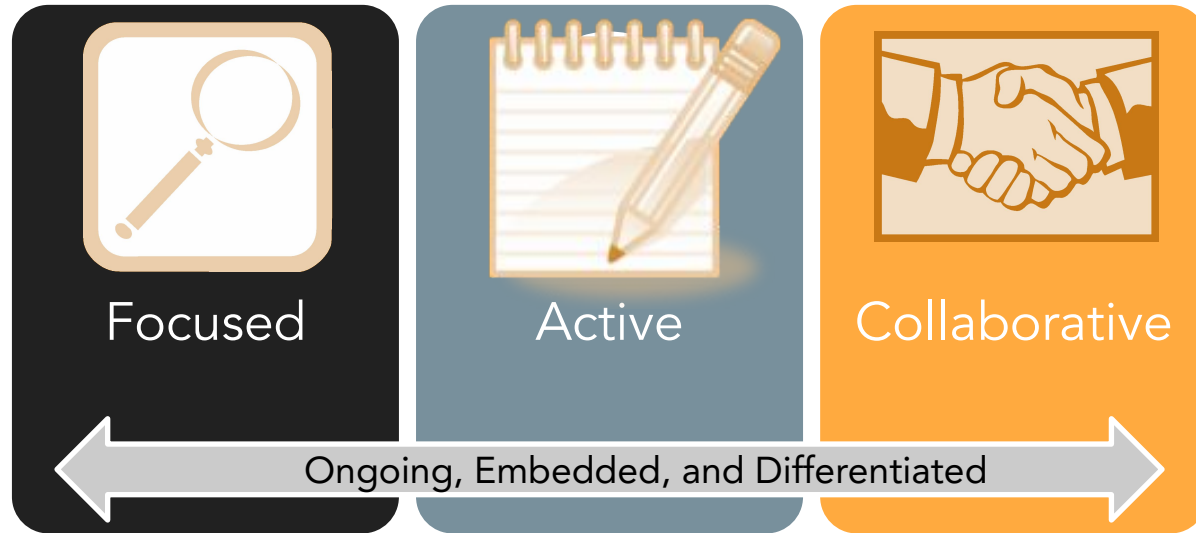
Evaluator's Signature: _____

Date: _____

The evaluator's signature on this form verifies the proper procedures as detailed in the local contract have been followed.

Reflection and Wrap-Up

Closing the Loop



Linking Educator Evaluation and Professional Learning

It's Not Just About ...	It's Really About ...
<ul style="list-style-type: none">▪ Including student data in the evaluation system	<ul style="list-style-type: none">▪ Analyzing the results in relation to specific teaching and leadership practices
<ul style="list-style-type: none">▪ Conducting frequent, reliable observations	<ul style="list-style-type: none">▪ Meaningful, actionable feedback and conversations about how to grow
<ul style="list-style-type: none">▪ Rating teachers with a summative rating label	<ul style="list-style-type: none">▪ Linking evaluation results to career paths, opportunities, and systems of support





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