Advancing School Leadership for Continuous Improvement

Using Evaluation Data to Customize Professional Learning Opportunities

Tanya Ogletree and Shauntice Wheeler
Session Norms

• Place electronics on silence/vibrate.
• Remain engaged in learning.
• Respectfully share opinions.
• Ask questions for clarification to avoid making assumptions.
Agenda

• Explore how TKES/LKES data can be used to inform effective and high-quality professional learning
  • Strengthen Leadership
    • Improve accuracy of evaluation feedback
    • Develop meaningful district/school professional development plans
  • Support and Retain Effective Teachers
  • Strengthen Teaching
    • Customization based on individual needs
• State supports provided by Teacher Leader Support and Development Division
Discussion

• Is our teacher/leader evaluation system able to identify areas for improvement for individuals?

• Does our teacher/leader evaluation system connect teachers and leaders with relevant professional learning opportunities?

• Is our teacher evaluation system able to identify highly effective teachers and can it be used to determine career pathways, including opportunities as mentor teachers or lead teachers?
High Quality Professional Learning
What Is Effective and High Quality Professional Learning?

Focused
Active
Collaborative

Ongoing, Embedded, and Differentiated

Adapted from High-Quality Professional Development for All Teachers: Effectively Allocating Resources (http://www.gtlcenter.org/sites/default/files/docs/HighQualityProfessionalDevelopment.pdf)
The Process of Building Professional Capacity with HQPL

Analyze Data
Set Goals (SMART)
Plan
Assess
High Quality Professional Learning
Reflect
Georgia’s Systems of Continuous Improvement
Professional Learning Evidence Driven Mindset

What is having a professional learning evidence driven mindset?

• Are we seeing the improvements we expected? If not, why?

• How do we know for sure? What does the data tell us?

• Have we thoroughly looked at the data?
Teacher and Leader Keys Evaluation System
How Does Evaluation Data Inform Learning?

Self-Assessment Data
PLG and PLP Data
Formative Assessment Data
Summative Assessment Data

Professional Learning
Notes
Professional Learning
Notes
Professional Learning
Notes
Professional Learning
Notes
TKES and LKES

• Provides a more nuanced and informative picture of educator performance
Self-Assessment, PLP/PLG, and PLCs

At this step, the staff in charge of his or her own growth in the following ways:

- Analyzing the impact of their practice on student learning

- Engaging in reflection on the 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
Formative Assessment

• Encompasses the Totality of Evidence and Consistency of Practice

• Should reflect the level of quality of the performance and the consistency with which it performs in relation to each Performance Standard

• Provides authentic, specific, and evidence-based feedback on performance

• Encourages teacher self-reflection on practice

• Identifies professional learning opportunities
Summative Assessment

• Evaluates the Totality of Evidence and Consistency of Practice throughout the year for all the Performance Standards

• Not to be seen as an average of scores from the year. It is about growth of practice and a pattern of consistency over a year
Teacher and Leader Keys
Evaluation Data
Systematic Review

- Review the state evaluation data. Use graphic organizer.
- Determine the areas of strengths and weakness.
- What questions are still unanswered?
- Recommend area of focus and professional learning
Self-Assessment

TKES Self-Assessment
Level I and Level II
FY 18

- Standard 1: 13%
- Standard 2: 16%
- Standard 3: 3%
- Standard 4: 12%
- Standard 5: 8%
- Standard 6: 19%
- Standard 7: 10%
- Standard 8: 10%
- Standard 9: 7%
- Standard 10: 2%
Level IV Self-Assessment Rating

Self-Assessment Level IV FY18
PLG and PLP Performance Standard Connection FY18
### Formative Assessment Performance Distributions FY 18

<table>
<thead>
<tr>
<th>Standard</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1</td>
<td>0.1</td>
<td>1.8</td>
<td>80.4</td>
<td>17.7</td>
</tr>
<tr>
<td>Standard 2</td>
<td>0.5</td>
<td>9.9</td>
<td>79.2</td>
<td>10.4</td>
</tr>
<tr>
<td>Standard 3</td>
<td>0.5</td>
<td>9.6</td>
<td>80.9</td>
<td>9.3</td>
</tr>
<tr>
<td>Standard 4</td>
<td>0.5</td>
<td>5.6</td>
<td>86.3</td>
<td>7.6</td>
</tr>
<tr>
<td>Standard 5</td>
<td>0.1</td>
<td>2</td>
<td>93.7</td>
<td>4.2</td>
</tr>
<tr>
<td>Standard 6</td>
<td>0.9</td>
<td>14.9</td>
<td>78.2</td>
<td>6.3</td>
</tr>
<tr>
<td>Standard 7</td>
<td>0.6</td>
<td>3.5</td>
<td>64.9</td>
<td>31.3</td>
</tr>
<tr>
<td>Standard 8</td>
<td>0.4</td>
<td>6.7</td>
<td>83</td>
<td>9.9</td>
</tr>
<tr>
<td>Standard 9</td>
<td>0.5</td>
<td>1.6</td>
<td>73.7</td>
<td>24.2</td>
</tr>
<tr>
<td>Standard 10</td>
<td>0</td>
<td>2.1</td>
<td>85.9</td>
<td>12</td>
</tr>
</tbody>
</table>

**Axis Title:** Formative Assessment
Formative Assessment

Formative Assessment
Level I and Level II
FY18

<table>
<thead>
<tr>
<th>STANDARD 10</th>
<th>STANDARD 9</th>
<th>STANDARD 8</th>
<th>STANDARD 7</th>
<th>STANDARD 6</th>
<th>STANDARD 5</th>
<th>STANDARD 4</th>
<th>STANDARD 3</th>
<th>STANDARD 2</th>
<th>STANDARD 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>2.1</td>
<td>4.1</td>
<td>6.1</td>
<td>7</td>
<td>2.1</td>
<td>6.1</td>
<td>10.1</td>
<td>10.3</td>
<td>1.9</td>
</tr>
</tbody>
</table>

Formative Assessment
Level IV
FY18

<table>
<thead>
<tr>
<th>STANDARD 10</th>
<th>STANDARD 9</th>
<th>STANDARD 8</th>
<th>STANDARD 7</th>
<th>STANDARD 6</th>
<th>STANDARD 5</th>
<th>STANDARD 4</th>
<th>STANDARD 3</th>
<th>STANDARD 2</th>
<th>STANDARD 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15.8</td>
<td></td>
<td>6.3</td>
<td>7.6</td>
<td>9.3</td>
<td>10.4</td>
</tr>
</tbody>
</table>

Rating %
Measuring Quality of Feedback

To inform professional learning, feedback data should:

• “Diagnose” strengths and areas of instructional improvement

• Be presented as evidence statements rather than judgment of analysis

• Focus on actions and behaviors the teacher can influence

• Result in productive conversations and greater likelihood that professional learning will occur

Adapted from: Center on Great Teachers and Leaders
Types of Quality of Feedback

**DIAGNOSTIC FEEDBACK** – identifies the root cause of why something is or is not working. It helps teachers understand more fully the reason for their struggle and clarifies for them the expectations for their future performance and core principles that should guide their work. This kind of feedback is best used with those who are struggling because they lack an understanding of the key concepts involved in the work they are doing.

**PRESCRIPTIVE FEEDBACK** – is designed to help teachers understand what they should be doing differently to be more successful. This kind of feedback helps teachers understand what options they have to improve and what they should do next. Thus, it is best suited for those who have tried something unsuccessfully and need specific help or direction to improve.
Types of Quality of Feedback

**DESCRIPTIVE FEEDBACK** – is perhaps the most common feedback we give because it is what we have been trained to give. This kind of feedback, in which detailed descriptions of performance are provided, is like holding up a mirror and clearly showing teachers what they did well and where they need to improve. This feedback works well for those who have a good foundational understanding of the core expectations and principles that guide their work and have the capacity to be reflective and make adjustments based on their reflection. However, this feedback will not be as effective for those who are still struggling to understand or implement the basics or for those who are not reflective.

**MICRO-FEEDBACK** – works best with teachers who have already demonstrated a degree of expertise. Micro-feedback provides small nuances, tweaks, and minor adjustments that will significantly improve an already good performance. This kind of feedback not only adds value to effective teachers' performances but also keeps those teachers consistently improving and growing.
The Purpose of Effective Feedback

• Is to improve instruction, inform professional development needs and enhance individual professional growth plans.
• To allow dialogue between the evaluator and evaluatee to share perceived strengths and desired areas of growth.
• Is to provide conversations about the data and evidence presented.
• To offer actionable information that motivates and leads to planning the next steps.

Remember feedback should be connected to the work and should be provided as quickly as possible.
Summative Assessment

• How does the data differ from the Formative Assessment data?

• What Performance Standards has the most or least growth?

• What type of feedback data is provided?

• Does the staff growth align with the student growth?
What does the data show and how can it be used?
Data Activity

- Review the district and school evaluation data. Use graphic organizer.

- Determine the areas of strengths and weakness.

- What questions are still unanswered?

- List two recommendations for professional learning for the district and/or school.
Systematic Review
Systematic Approach to Professional Learning
Essential Conditions for Effective Data Use for Planning/Assessing Professional Learning

- Structural?
- Cultural?
- Technical?
- Fiscal?
# Professional Learning

## Measuring Impact

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Was it useful, relevant or engaging?</strong></td>
<td><strong>Skills or knowledge acquired</strong></td>
<td><strong>Sustained changes in teaching practice? What PD efforts had greatest success in changing practices and what elements do they have in common?</strong></td>
<td><strong>The organization’s advocacy, support, accommodation, facilitation, and recognition.</strong></td>
<td><strong>Impact on student outcomes, improvements in different contexts, factors impacting outcomes</strong></td>
</tr>
</tbody>
</table>

### Measured by

- Surveys
- Feedback forms
- Self Assessment
- Artifacts (lesson plans, etc.)
- Observation of educator practice
- Educator reflection on practice
- School Schedules – 40 minute writing block at least 4 times a week
- Percentage of teachers attending trainings
- On demand assessment
- Student work
- Other student outcomes

------

## PD Quality

**Pedagogy, accessibility, alignment to content and quality standards, outcome alignment with district priorities and educator needs**

<table>
<thead>
<tr>
<th>Measured by</th>
<th>Measured by</th>
</tr>
</thead>
<tbody>
<tr>
<td>High impact PD models</td>
<td>PD quality rubric or checklist</td>
</tr>
</tbody>
</table>

Professional Learning Supports Offered by TLSD
TLSD Professional Learning

SEA Support

- TOOLS & RESOURCES
- FACE TO FACE TRAINING
- E-LEARNING EXPERIENCES
- WEBINARS
Locating the Data
Available Reports

1. Self-Assessment
2. Evaluation Observation Report for Formatives and Feedback
3. Summative Assessment with Feedback
E-Learning Experiences

SEA Support

Professional Learning Platform

Our goal is to provide the following:

• Modules, Trainings, Webinars, PLCs, and Resources
• Relevant and Flexible Content
  • Personal Learning Paths
  • Customizable
• User Reflection
  • Quality Surveys (Coming Soon)
• PL Reports
Customizing Professional Learning–Light bulb Feature

The staff and evaluators can select eLearning content that aligns to specific needs to support professional growth.

The light bulb feature works in the following sections:
- Self-Assessment
- Observation Walkthrough & Formative Assessment
- Summative Assessment
Face-to-Face Experiences

ESS Support

- Evaluation System Specialist
- Are available to provide the following training:
  - Effective Feedback
  - DOK
  - Standard Aligned Training
  - Academically Challenging Environment
  - Assessment of and for Learning
  - Professionalism
  - Communication
  - Instructional Delivery
Leveraging TLSD Training

TLSD Evaluation Quality Support

- Initial Credentialing Training
- Annual updates and refresher training for evaluators and evaluate of TKES and LKES
- Credentialing with Distinction
- Inter-rater Reliability training
- Quality Feedback Training
- Performance Standards Training

Best Practice

1. Approach observation training as a cycle of continuous improvement
2. If there is an evaluation team it is recommended that the team conduct calibration activities.
3. Examine feedback for quality
4. Use an evaluation calendar.
5. Share evaluation data and develop a customizable professional learning plan.
Evaluation System Specialist
RESA Assignments

ESS Support

Chattahoochee-Flint RESA
Coastal Plains RESA
CSRA RESA
DJs
First District RESA
Griffin RESA
GNETS
Heart of GA RESA
Metro RESA
Middle GA RESA

Alan Barge/Ginger Starling
Sequita Freeman/Kathy Reese
Dianne L’Heureux
Mark Gordan
Dianne L’Heureux/Stefany Howard
Ginger Sparling
Dianna Baird
Sequita Freeman
Katherine Gerbis
Katherine Gerbis
Evaluation System Specialist

RESA Assignments

ESS Support

<table>
<thead>
<tr>
<th>RESA</th>
<th>Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td>North GA RESA</td>
<td>Stefany Howard</td>
</tr>
<tr>
<td>Northeast GA RESA</td>
<td>Mark Gordan</td>
</tr>
<tr>
<td>Northwest GA RESA</td>
<td>Melinda Moe</td>
</tr>
<tr>
<td>Oconee RESA</td>
<td>Mark Gordan</td>
</tr>
<tr>
<td>Okefenokee RESA</td>
<td>Mark Gordan</td>
</tr>
<tr>
<td>Pioneer RESA</td>
<td>Diana Baird</td>
</tr>
<tr>
<td>Residential Treatment Centers</td>
<td>Dianne L’Heureux</td>
</tr>
<tr>
<td>State Charters</td>
<td>Katherine Gerbis</td>
</tr>
<tr>
<td>Southwest GA RESA</td>
<td>Sequita Freeman/Kathy Reese</td>
</tr>
<tr>
<td>West GA RESA</td>
<td>Alan Barge/Ginger Starling</td>
</tr>
</tbody>
</table>
Customizing Professional Learning - Search

Browser Topic and Keyword Search
Reflection and Closing
## Linking Educator Evaluation and Professional Learning

<table>
<thead>
<tr>
<th>It’s Not Just About …</th>
<th>It’s Really About …</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Including student growth 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>
</tr>
<tr>
<td>▪ Educator effectiveness rating</td>
<td>▪ Linking evaluation results to career paths, opportunities, and systems of support</td>
</tr>
</tbody>
</table>
## Additional Resources

<table>
<thead>
<tr>
<th>What</th>
<th>Resource Topic or Title</th>
<th>Where It’s Available</th>
</tr>
</thead>
</table>
Reflection

• Consider the following questions
  • What have I learned in this training that can be applied in my district or building?
  • What are some opportunities and challenges in moving this effort forward?
  • With whom in my district or building, including teacher leadership, do I share this content? Is this the same group who can implement this effort?
  • What structures (policies, programs, practices) are in place that can support this effort?
For Further Information Contact:

togletree@doe.k12.ga.us
Tanya Ogletree, Education Specialist
Title II, Part A State Activities and Professional Learning

S wheeler@doe.k12.ga.us
Shauntice Wheeler, Program Manager
Title II, Part A State Activities and Professional Learning
Session Feedback

Thank you for attending our session. Please take a moment to provide your feedback.

https://tinyurl.com/2020ILC

Share your conference highlights now!

@GaDOESDE
Handout 1: State Evaluation Data Placemat

Teacher Evaluation Data Analysis

What questions are still unanswered?

Notes

Recommendations of focus and professional learning

Center on Great Teachers and Leaders
Handout 2: TKES Data Placemat

Self-Assessment Data: What questions do you want the data to answer?

What does the data show?

Desired Outcomes: What Professional Learning Will Occur as a Result?

Notes

Adapted by Center on Great Teachers and Leaders
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?

Notes:

Adapted by Center on Great Teachers and Leaders
Teacher Evaluation Data: What Data Are Most Relevant or Appropriate?

Strategic Planning

How do these Data Inform Professional Learning?

Desired Outcomes: What Professional Learning Will Occur as a Result?

Notes:

Adapted by Center on Great Teachers and Leaders
PLG/PLP Data: What questions do you want the data to answer?

What does the data show?

Desired Outcomes: What Professional Learning Will Occur as a Result?

Notes

Adapted by Center on Great Teachers and Leaders
Handout 2: TKES Data Placemat

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

How do these Data Inform Professional Learning?

Formative Feedback

Notes:

Desired Outcomes: What Professional Learning Will Occur as a Result?

Adapted by Center on Great Teachers and Leaders
Teacher Evaluation Data: What Data Are Most Relevant or Appropriate?

How do these Data Inform Professional Learning?

Strategic Planning

Notes:

Desired Outcomes: What Professional Learning Will Occur as a Result?

Adapted by Center on Great Teachers and Leaders
Formative Assessment 1 and Feedback Data: What questions do you want the data to answer?

What does the data show?

Desired Outcomes: What Professional Learning Will Occur as a Result?

Notes

Adapted by Center on Great Teachers and Leaders
Handout 2: TKES 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?

Formative Feedback

Notes:

Adapted by
Center on Great Teachers and Leaders
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?

Strategic Planning

Notes:

Adapted by Center on Great Teachers and Leaders
Handout 2: TKES Data Placemat

Formative Assessment 2 and Feedback Data: What questions do you want the data to answer?

What does the data show?

Notes

Desired Outcomes: What Professional Learning Will Occur as a Result?

Adapted by Center on Great Teachers and Leaders
Handout 2: TKES Data Placemat

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

How do these Data Inform Professional Learning?

Notes:

Desired Outcomes: What Professional Learning Will Occur as a Result?

Adapted by Center on Great Teachers and Leaders
Teacher Evaluation Data: What Data Are Most Relevant or Appropriate?

How do these Data Inform Professional Learning?

Strategic Planning

Notes:

Desired Outcomes: What Professional Learning Will Occur as a Result?

Adapted by Center on Great Teachers and Leaders
Handout 2: TKES Data Placemat

Summative Assessment Data: What questions do you want the data to answer?

What does the data show?

Desired Outcomes: What Professional Learning Will Occur as a Result?

Notes

Adapted by Center on Great Teachers and Leaders
How do these Data Inform Professional Learning?

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

Desired Outcomes: What Professional Learning Will Occur as a Result?

Notes:

Adapted by
Center on Great Teachers and Leaders
Handout 2: TKES Data Placemat

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

How do these Data Inform Professional Learning?

Strategic Planning

Notes:

Desired Outcomes: What Professional Learning Will Occur as a Result?

Adapted by Center on Great Teachers and Leaders
Sable Middle School Self-Assessment Data
Number of PLPs and PLGs

Plan TYPE
- PLG
- PLP

41 (41%)

59 (59%)

Standards Linked

PS1, PS2, PS3, PS4, PS5, PS6, PS7, PS8, PS9, PS10

PLG

PLP

Plan TYPE
Formative 1 Assessment Data

Sable Middle School

| Level 1 | 2 | 7 | 8 | 6 | 5 | 7 | 4 | 3 | 0 | 0 |
| Level 2 | 13 | 23 | 52 | 23 | 15 | 22 | 1 | 22 | 0 | 4 |
| Level 3 | 86 | 56 | 41 | 60 | 81 | 72 | 87 | 65 | 97 | 96 |
| Level 4 | 0 | 15 | 0 | 12 | 0 | 0 | 9 | 11 | 4 | 1 |

Legend:
- Level 1
- Level 2
- Level 3
- Level 4
Formative Assessment Feedback

**Formative Assessment 1 Specific and Not Specific Feedback**

- Not Specific: 3 (27.27%)
- Specific: 8 (72.73%)

**Type of Feedback**

- Count of Descriptive
- Count of Micro
- Count of No Feedback
- Count of Prescriptive
- Count of Diagnostic

The diagram shows the distribution of different types of feedback, with a significant portion being of the Diagnostic type.
Formative Assessment Feedback

Formative Assessment 2 Specific and Not Specific Feedback

- Specific: 8 (21.05%)
- Not Specific: 30 (78.95%)

Type of Feedback

- Count of Descriptive
- Count of Micro
- Count of No Feedback
- Count of Prescriptive
- Count of Diagnostic

Count of Descriptive, Count of Micro, Count of No Feedback, Count of Prescriptive, Count of Diagnostic
TAPS Summative Ratings

Count of TAPS Sum and First Rating Period by TAPS Sum