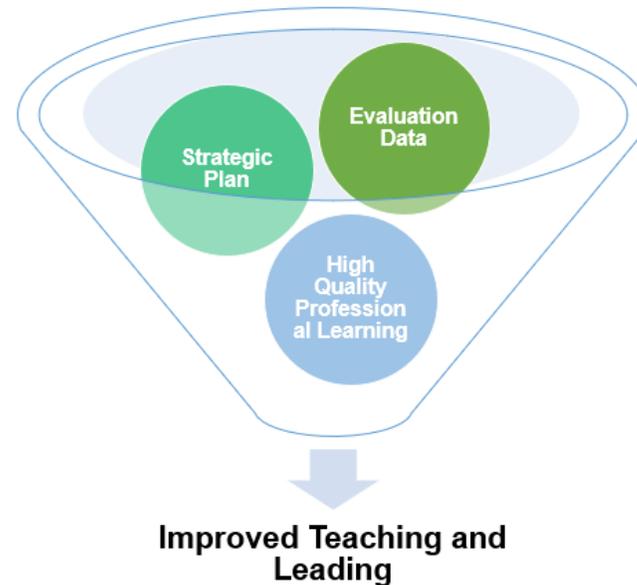


## Advancing School Leadership for Continuous Improvement

# 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

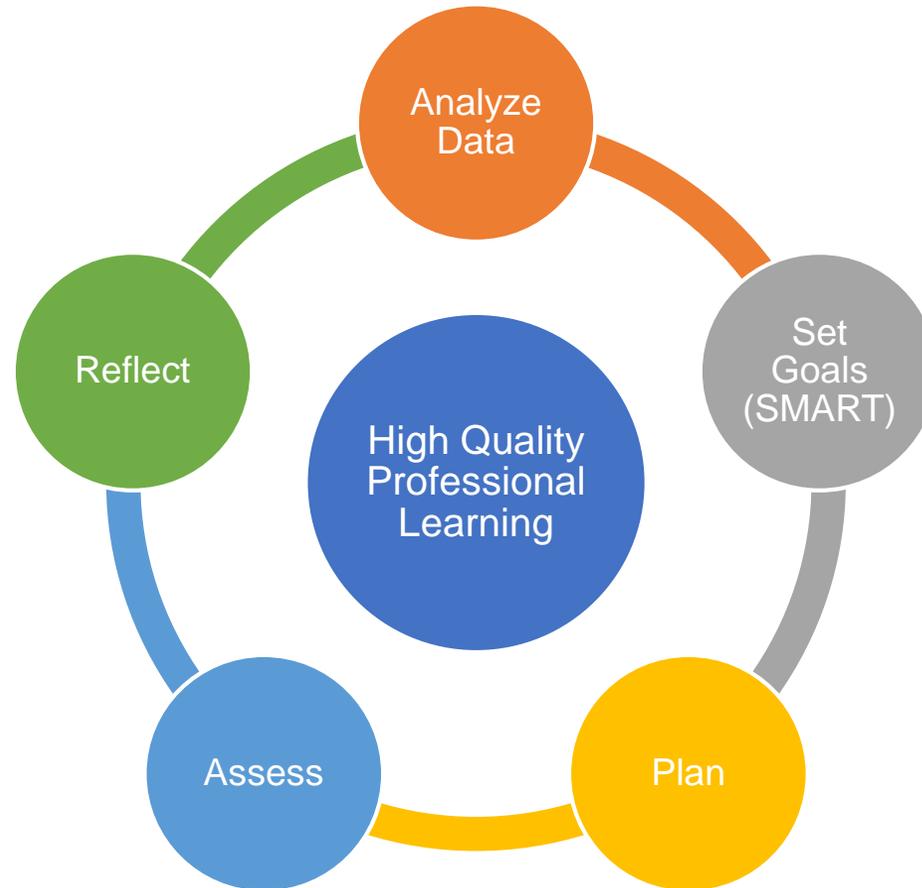


Collaborative



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



# Georgia's Systems of Continuous Improvement



# Professional Learning Evidence Driven Mindset

What is having a professional learning evidence driven mindset?

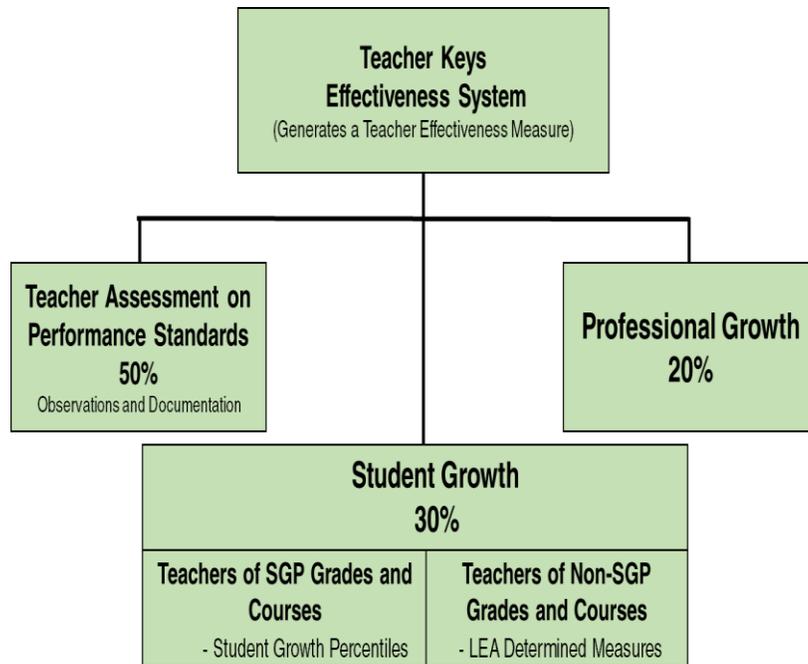
- Are we seeing the improvements we expected? If not, why?
- How do we know for sure? What does the data tell us?
- Have we thoroughly looked at the data?



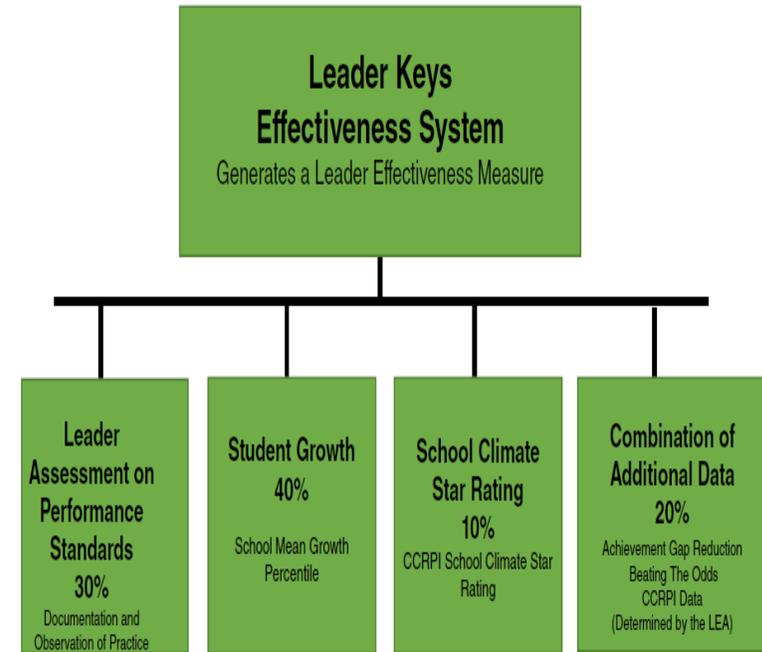
# Teacher and Leader Keys Evaluation System

# Georgia Evaluation Systems

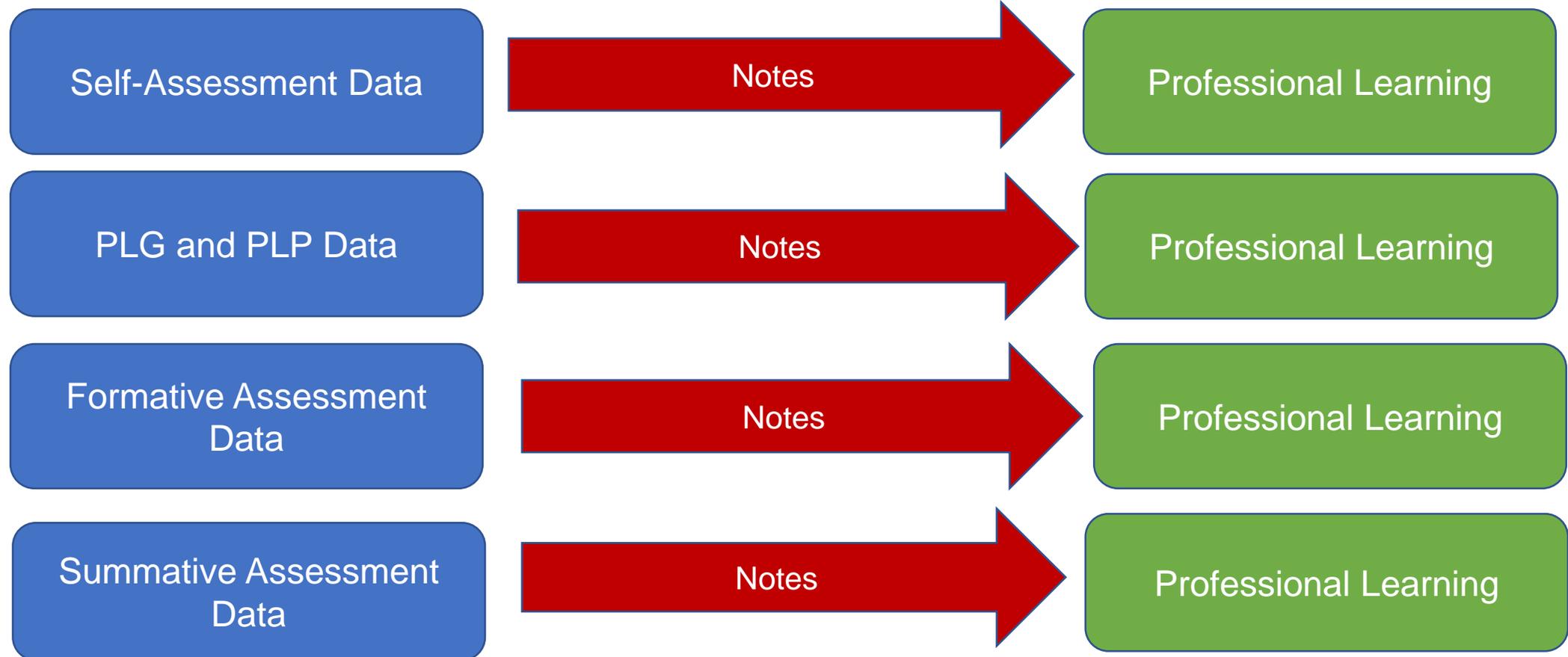
## Teacher Keys Effectiveness System



## Leader Keys Effectiveness System



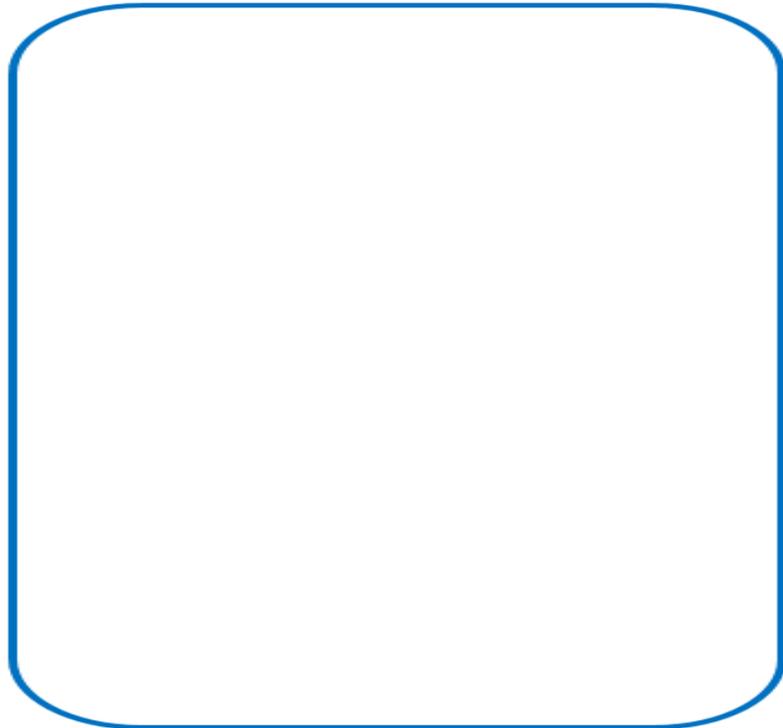
# How Does Evaluation Data Inform Learning?



# Systematic Review

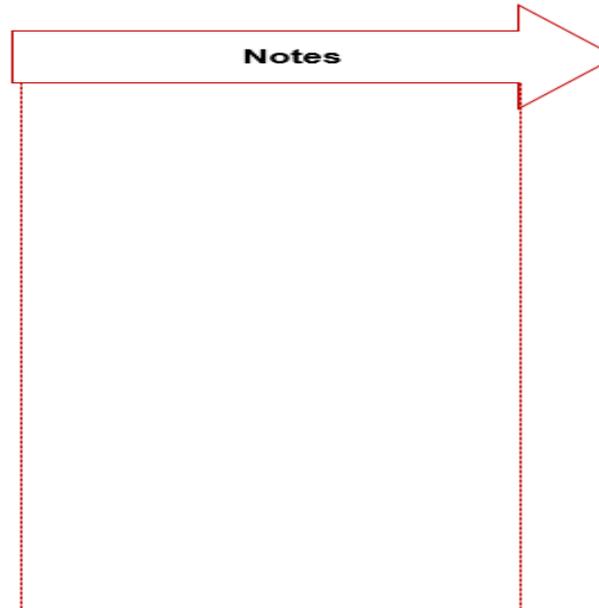
## Handout 1: TKES Data Placemat

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

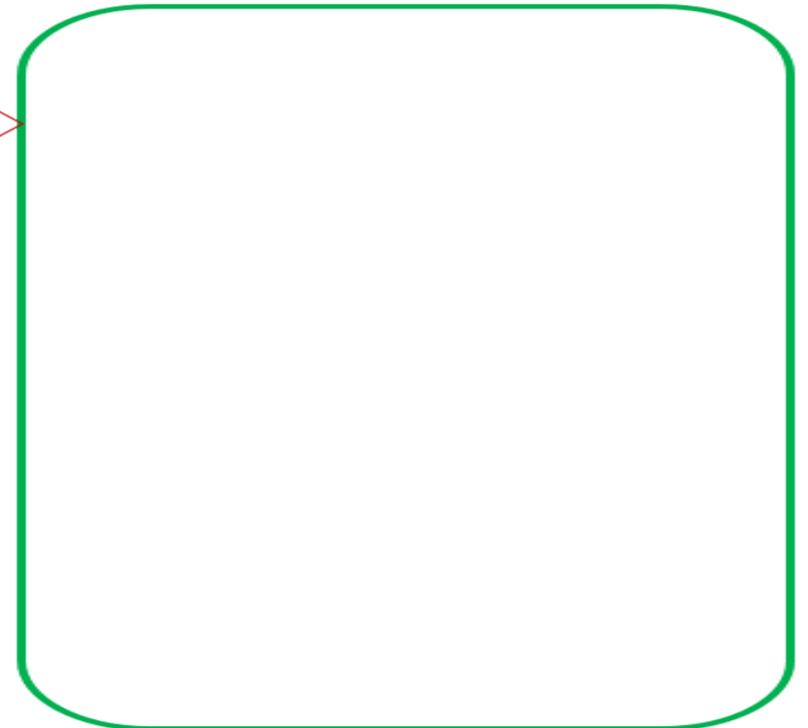


**What does the data show?**

**Notes**



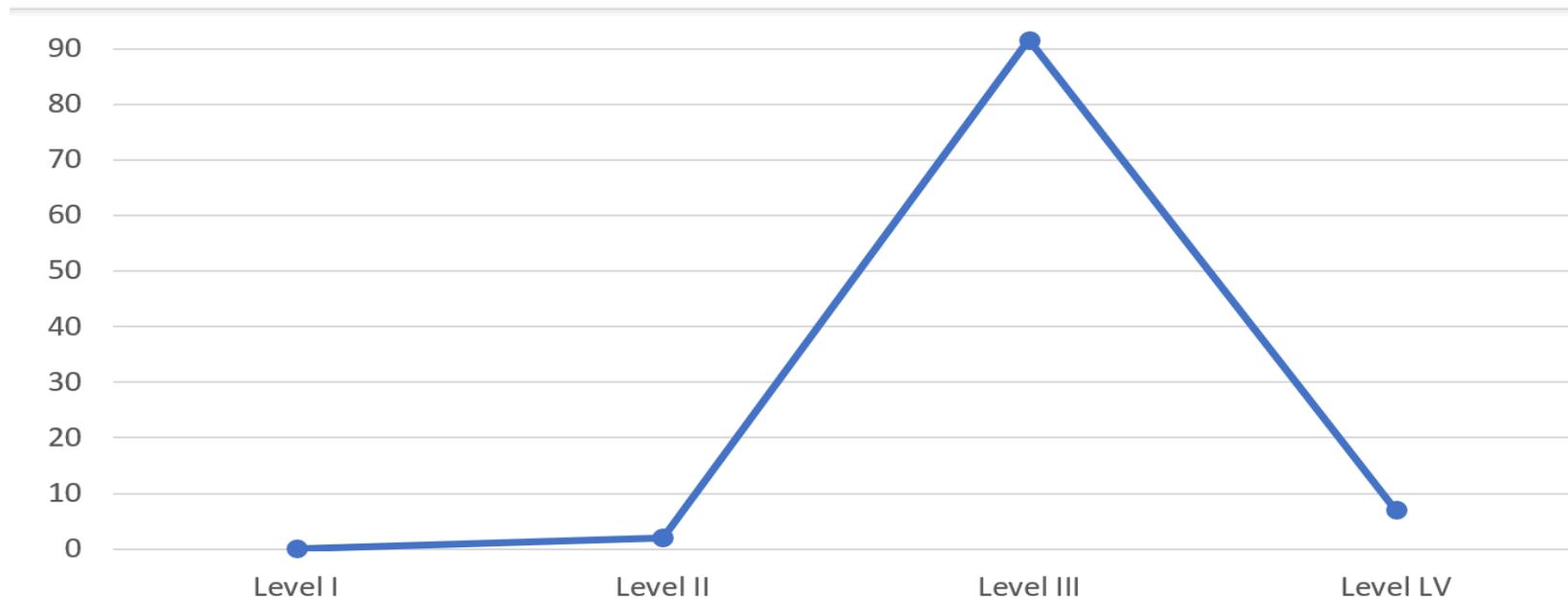
**Desired Outcomes: What Professional Learning Will Occur as a Result?**



Adapted by  
Center on Great Teachers and Leaders

# 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

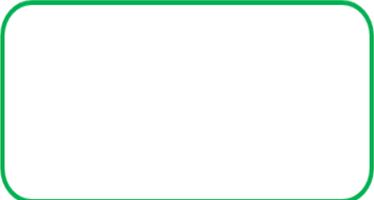
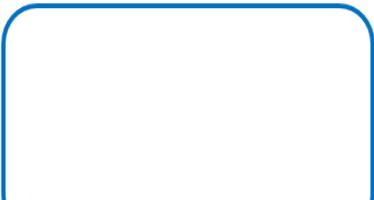
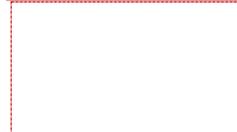
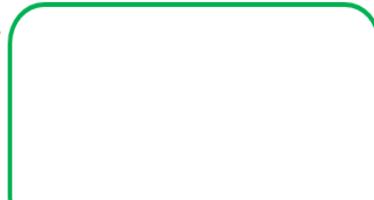
- Evaluates the Totality of Evidence and Consistency of Practice throughout the year for all the Performance Standards
- Not to be seen as an average of scores from the year. It is about **growth of practice** and a pattern of consistency over a year

# 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

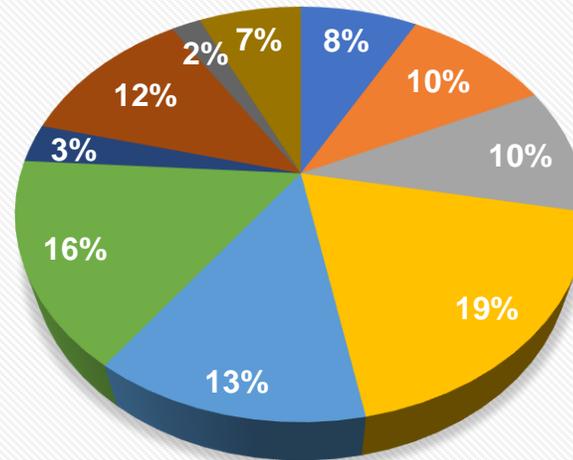
Handout 1: State Evaluation Data Placemat

Teacher Evaluation Data Analysis	What questions are still unanswered?	Recommendations of focus and professional learning
	<p>Notes</p> 	
	<p>Notes</p> 	
	<p>Notes</p> 	

Center on Great Teachers and Leaders

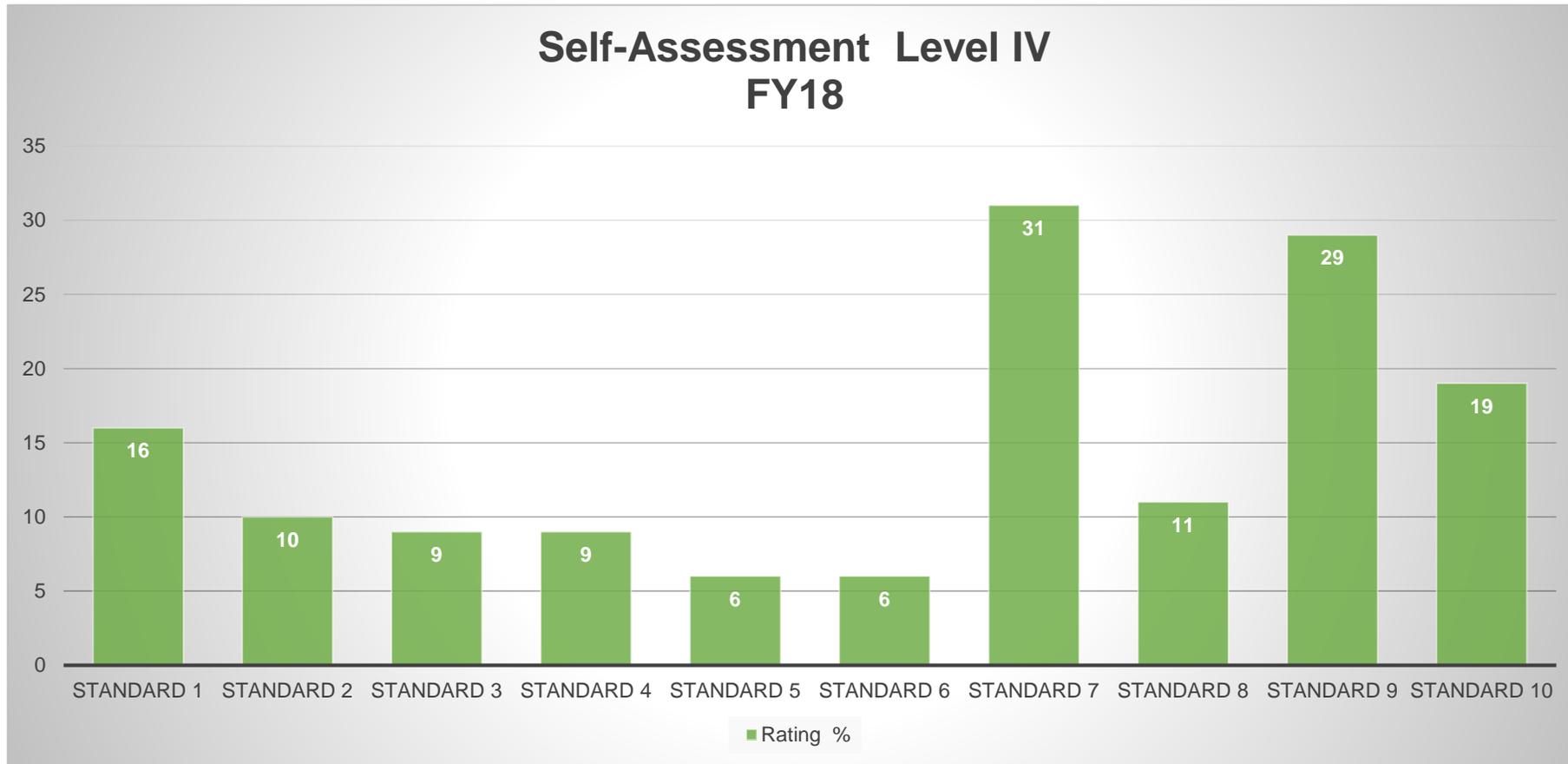
# Self-Assessment

TKES Self-Assessment  
Level I and Level II  
FY 18



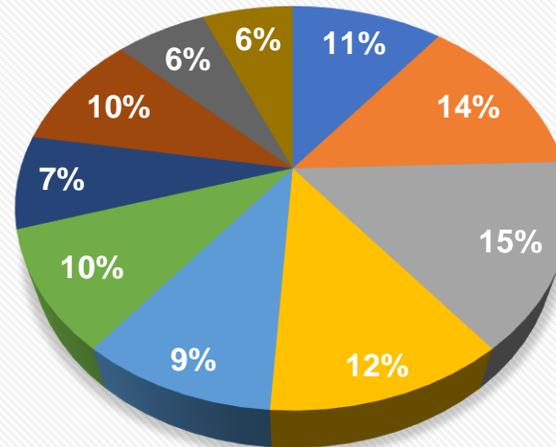
Standard 1 Standard 2 Standard 3 Standard 4 Standard 5  
Standard 6 Standard 7 Standard 8 Standard 9 Standard 10

# Level IV Self- Assessment Rating



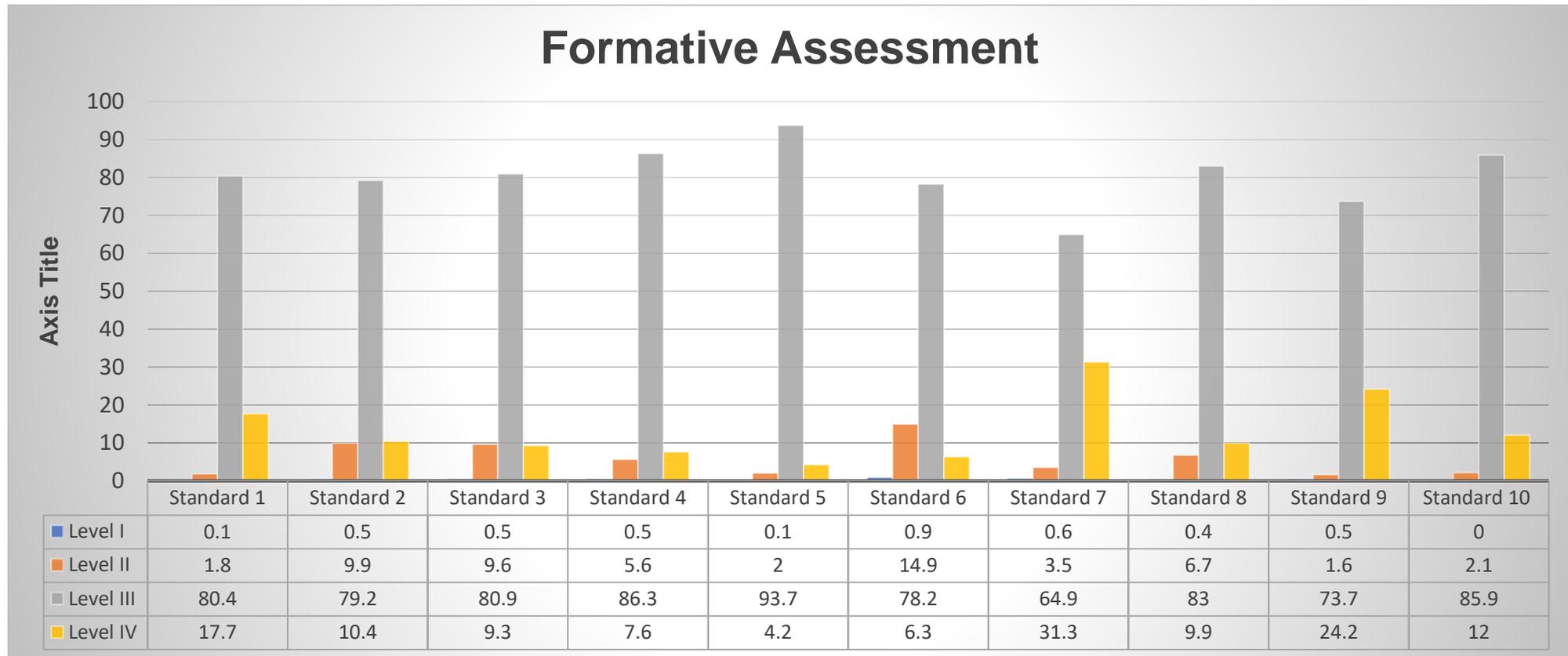
# PLG and PLP

## PLG and PLP Performance Standard Connection FY18

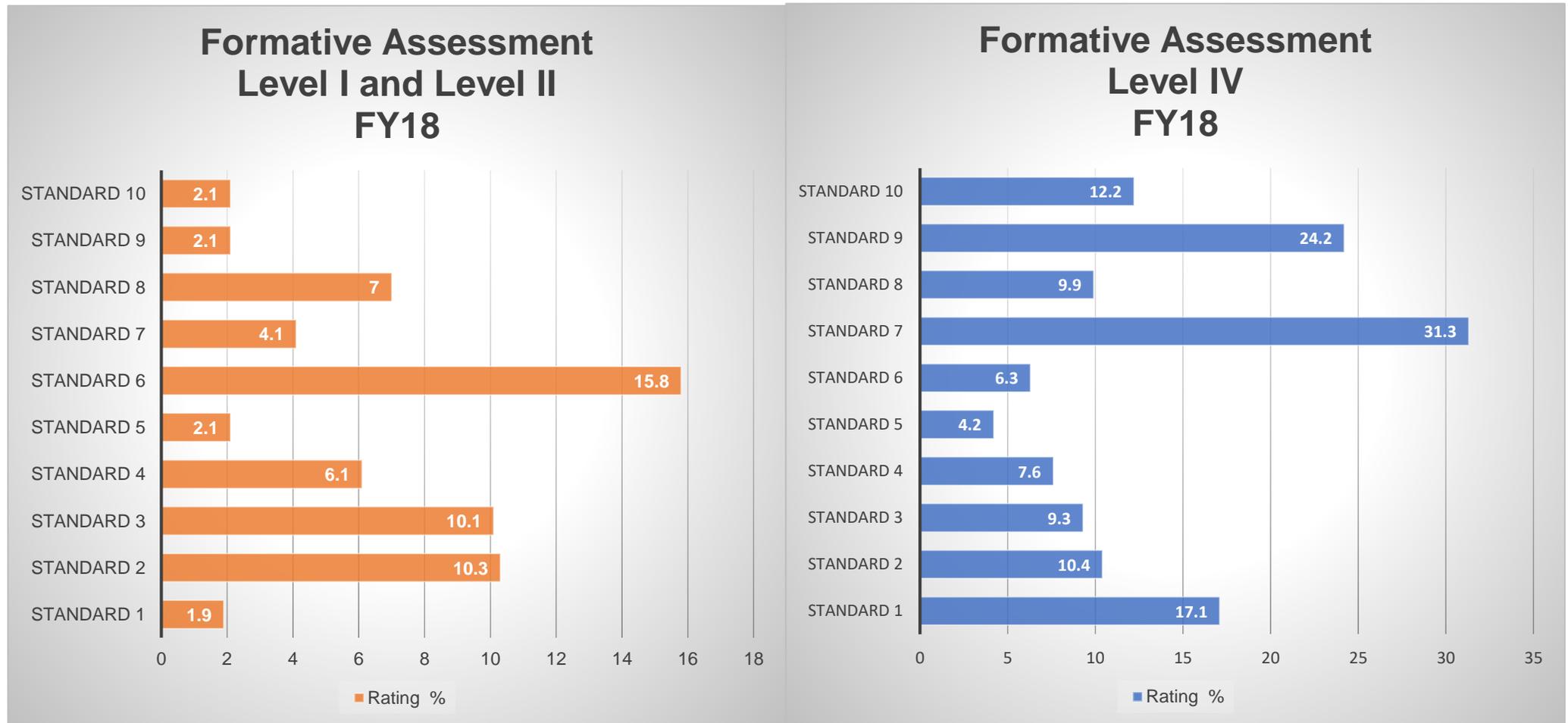


Standard 1 Standard 2 Standard 3 Standard 4 Standard 5  
Standard 6 Standard 7 Standard 8 Standard 9 Standard 10

# Formative Assessment Performance Distributions FY 18



# Formative Assessment



# 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

## Handout 1: TKES Data Placemat

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

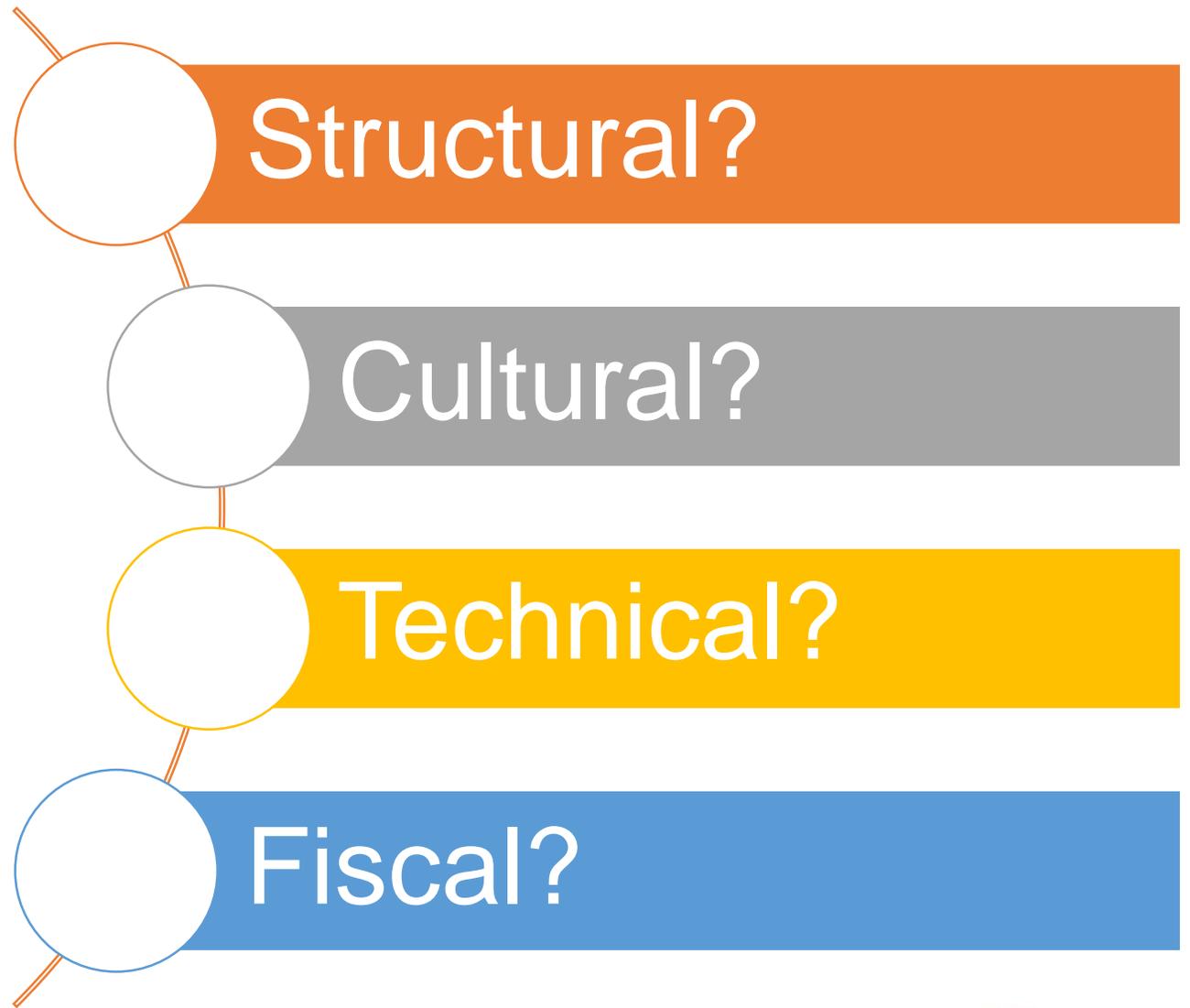
**What does the data show?**

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

Adapted by  
Center on Great Teachers and Leaders

# Systematic Approach to Professional Learning

# Essential Conditions for Effective Data Use for Planning/Assessing Professional Learning



# Professional Learning

## Measuring Impact

<b>1. Educator Reactions</b> Was it useful, relevant or engaging?	<b>2. Educator Learning</b> Skills or knowledge acquired	<b>3. Change in Practices</b> Sustained changes in teaching practice? What PD efforts had greatest success in changing practices and what elements do they have in common?	<b>4. Organizational Support</b> The organization's advocacy, support, accommodation, facilitation, and recognition.	<b>5. Student Outcomes</b> Impact on student outcomes, improvements in different contexts, factors impacting outcomes
Measured by	Measured by	Measured by	Measured by	Measured by
<ul style="list-style-type: none"><li>• Surveys</li><li>• Feedback forms</li></ul>	<ul style="list-style-type: none"><li>• Self Assessment</li><li>• Artifacts (lesson plans, etc.)</li></ul>	<ul style="list-style-type: none"><li>• Observation of educator practice</li><li>• Educator reflection on practice</li></ul>	<ul style="list-style-type: none"><li>• School Schedules – 40 minute writing block at least 4 times a week</li><li>• Percentage of teachers attending trainings</li></ul>	<ul style="list-style-type: none"><li>• On demand assessment</li><li>• Student work</li><li>• Other student outcomes</li></ul>
<b>PD Quality</b> Pedagogy, accessibility, alignment to content and quality standards, outcome alignment with district priorities and educator needs				
Measured by				
<ul style="list-style-type: none"><li>• High impact PD models</li></ul>		<ul style="list-style-type: none"><li>• PD quality rubric or checklist</li></ul>		

# Professional Learning Supports Offered by TLSD

# TLSD Professional Learning

## SEA Support



TOOLS &  
RESOURCES



FACE TO FACE  
TRAINING



E-LEARNING  
EXPERIENCES



WEBINARS

# Locating the Data

The screenshot displays the Dundee School System user interface. At the top, a navigation bar includes links for Home, SLDS, TRL, IEP, Growth Model, Gifted Eligibility, TestPad, EL Screener, TKES/LKES, PL, and Logout. A left-hand menu is visible, with 'TKES/LKES Reports' highlighted in a red box. A hamburger menu icon, also highlighted in a red box, is located at the top of the main content area. The main content area is divided into three sections: 'MY EVALUATION' for the 2019-2020 period, 'MY COURSES' for Professional Learning Opportunities, and 'REQUIRED TRAINING'. The 'MY EVALUATION' section contains a table with the following data:

Name	Step
Leader Keys Effectiveness System 2019-2020	Evaluator Selection

The 'MY COURSES' section displays the message: "No learning opportunities were found." The 'REQUIRED TRAINING' section displays the message: "You currently have no Required courses."

# Available Reports

**TKES/LKES Reports** ▼

- Staff Report
- Evaluation Status Report
- Evaluation Detail Status Report
- Self Assessment Report
- Evaluation Observation Report
- Summative Assessment Report
- TAPS/LAPS Historical Report

**MY COURSES** Professional Learning Opportunities

---

**REQUIRED TRAINING**

---

**RECOMMENDED TRAINING**

---

**MY STAFF** Role Selection

Show 100 ▼ entries

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

The screenshot displays the 'Good Morning' Professional Learning Platform interface. At the top, there is a navigation bar with links for Home, My Courses, My Accomplishments, Browse Topics, Manage PL, and Release Notes. A search bar is located on the right side of the navigation bar. Below the navigation bar, the 'Course Catalog (62)' is displayed. Four course cards are shown in a grid:

- Course 1:** Features an image of a stack of books with a red apple on top. The title is 'Teacher Keys Evaluation System Standard 1: Professional Knowledge- A Teacher's and School Leader's Guide for Improvement'. Course ID: 143410. Assigned By: [User Icon]. Registered By: [User Icon]. A 'Register' button is at the bottom.
- Course 2:** Features a diagram titled 'Effective Instructional Planning' with three circular arrows. The title is 'Teacher Keys Evaluation System Standard 2: Instructional Planning: A Teacher's Guide for Improvement'. Course ID: 173727. Assigned By: [User Icon]. Registered By: [User Icon]. A 'Register' button is at the bottom.
- Course 3:** Features a diagram titled 'Instructional Strategies' with a central circle and surrounding text. The title is 'Teacher Keys Evaluation System Standard 3: Instructional Strategies'. Course ID: 165006. In Progress. Assigned By: WHEELER, SHAUNTICE. Registered By: WHEELER, SHAUNTICE. An 'Unregister' button is at the bottom.
- Course 4:** Features an image of a person sitting at a desk with a brain and lightbulb icons. The title is 'Teacher Keys Evaluation System Standard 4: Differentiated Instruction: A Teacher's Guide for Improvement'. Course ID: 104043. Assigned By: [User Icon]. Registered By: [User Icon]. A 'Register' button is at the bottom.

# Customizing Professional Learning— Light bulb Feature

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



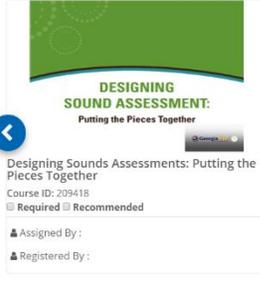
 4. Differentiated Instruction - The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

Level I

The light bulb feature works in the following sections:

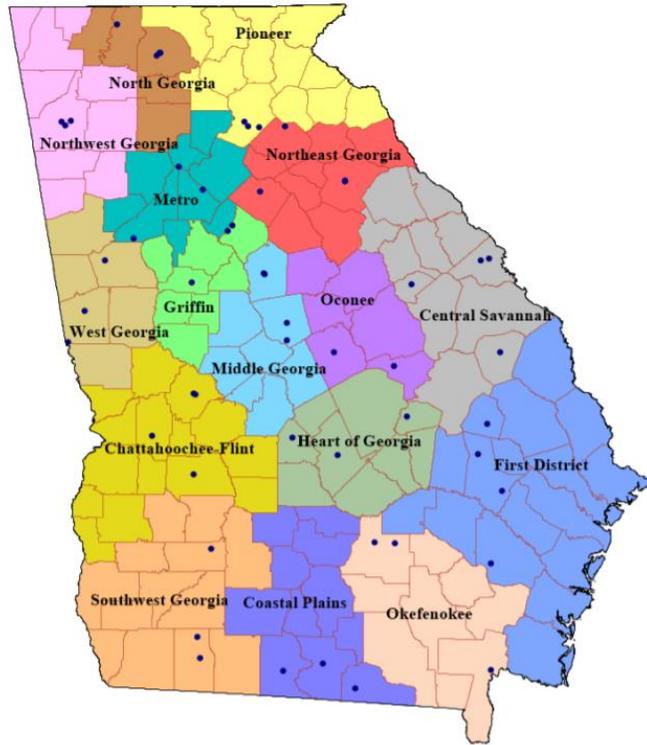
- Self-Assessment
- Observation Walkthrough & Formative Assessment
- Summative Assessment

Differentiated Instruction (11)

 <p>DESIGNING SOUND ASSESSMENT: Putting the Pieces Together</p> <p>Course ID: 209418</p> <p><input type="checkbox"/> Required <input checked="" type="checkbox"/> Recommended</p> <p>Assigned By:</p> <p>Registered By:</p>	 <p>Georgia FIP</p> <p>CREATING CLEAR LEARNING TARGETS ELEMENTARY SCHOOL</p> <p>Course ID: 283409</p> <p><input checked="" type="checkbox"/> Required <input type="checkbox"/> Recommended</p> <p>Assigned By: ANONYMOUS, JOHN DOE</p> <p>Registered By: ANONYMOUS, JANE DOE</p> <p>Unregister</p>	 <p>Georgia FIP</p> <p>CREATING CLEAR LEARNING TARGETS MIDDLE SCHOOL</p> <p>Course ID: 277244</p> <p><input type="checkbox"/> Required <input checked="" type="checkbox"/> Recommended</p> <p>Assigned By:</p> <p>Registered By:</p>	 <p>Georgia FIP</p> <p>CREATING CLEAR LEARNING TARGETS HIGH SCHOOL</p> <p>Course ID: 283409</p> <p><input type="checkbox"/> Required <input checked="" type="checkbox"/> Recommended</p> <p>Assigned By:</p> <p>Registered By:</p>
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# 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

DJJs

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

North GA RESA

Northeast GA RESA

Northwest GA RESA

Oconee RESA

Okefenokee RESA

Pioneer RESA

Residential Treatment Centers

State Charters

Southwest GA RESA

West GA RESA

Stefany Howard

Mark Gordan

Melinda Moe

Mark Gordan

Mark Gordan

Diana Baird

Dianne L'Heureux

Katherine Gerbis

Sequita Freeman/Kathy Reese

Alan Barge/Ginger Starling

# Customizing Professional Learning- Search

## Browser Topic and Keyword Search

Good Morning

Home My Courses My Accomplishments **Browse Topics** Manage PL Release Notes **Keyword** Search

Course Catalog (62)

- District Leaders
- Early Learning Teachers
- Elementary Teachers
- High School Teachers
- Instructional Coaches/Coordinators
- Middle School Teachers
- School Leaders

Teacher Keys Evaluation System Standard 1: Professional Knowledge- A Teacher's and School Leader's Guide for Improvement  
Course ID: 143410  
Assigned By :  
Registered By :  
[Register](#)

Teacher Keys Evaluation System Standard 2: Instructional Planning: A Teacher's Guide for Improvement  
Course ID: 173727  
Assigned By :  
Registered By :  
[Register](#)

Teacher Keys Evaluation System Standard 3: Instructional Strategies  
Course ID: 165006  
In Progress  
Assigned By : WHEELER, SHAUNTICE  
Registered By : WHEELER, SHAUNTICE  
[Unregister](#)

Teacher Keys Evaluation System Standard 4: Differentiated Instruction: A Teacher's Guide for Improvement  
Course ID: 104043  
Assigned By :  
Registered By :  
[Register](#)

# Reflection and Closing

# Linking Educator Evaluation and Professional Learning

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

# Additional Resources

What	Resource Topic or Title	Where It's Available
Self- Assessment	Teacher Evaluation Self-Assessment Quick Guide	<a href="https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/FY15%20TKES%20and%20LKES%20Documents/QG%20-%20TKES%20-%20Self-Assessment.pdf">https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/FY15%20TKES%20and%20LKES%20Documents/QG%20-%20TKES%20-%20Self-Assessment.pdf</a>
Conferencing and Feedback	TKES and LKES Conferencing and Feedback Quick Guide	<a href="https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/FY15%20TKES%20and%20LKES%20Documents/QG%20-%20TKES%20and%20LKES%20-%20Conferencing%20and%20Feedback.pdf">https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/FY15%20TKES%20and%20LKES%20Documents/QG%20-%20TKES%20and%20LKES%20-%20Conferencing%20and%20Feedback.pdf</a>
Feedback	TKES Providing Effective Feedback Quick Guide	<a href="https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/FY15%20TKES%20and%20LKES%20Documents/QG%20-%20TKES%20-%20Providing%20Effective%20Feedback.pdf">https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/FY15%20TKES%20and%20LKES%20Documents/QG%20-%20TKES%20-%20Providing%20Effective%20Feedback.pdf</a>
IRR	TKES Inter-Rater Agreement or Reliability Quick Guide	<a href="https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/FY15%20TKES%20and%20LKES%20Documents/QG%20-%20TKES%20-%20Inter-Rater%20Agreement%20or%20Reliability.pdf">https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/FY15%20TKES%20and%20LKES%20Documents/QG%20-%20TKES%20-%20Inter-Rater%20Agreement%20or%20Reliability.pdf</a>

# 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](mailto:togletree@doe.k12.ga.us)

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Title II, Part A State Activities and Professional Learning

[Swheeler@doe.k12.ga.us](mailto:Swheeler@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](https://twitter.com/GaDOESDE)

[www.gadoe.org](http://www.gadoe.org)



**Tanya Ogletree, Education Specialist**

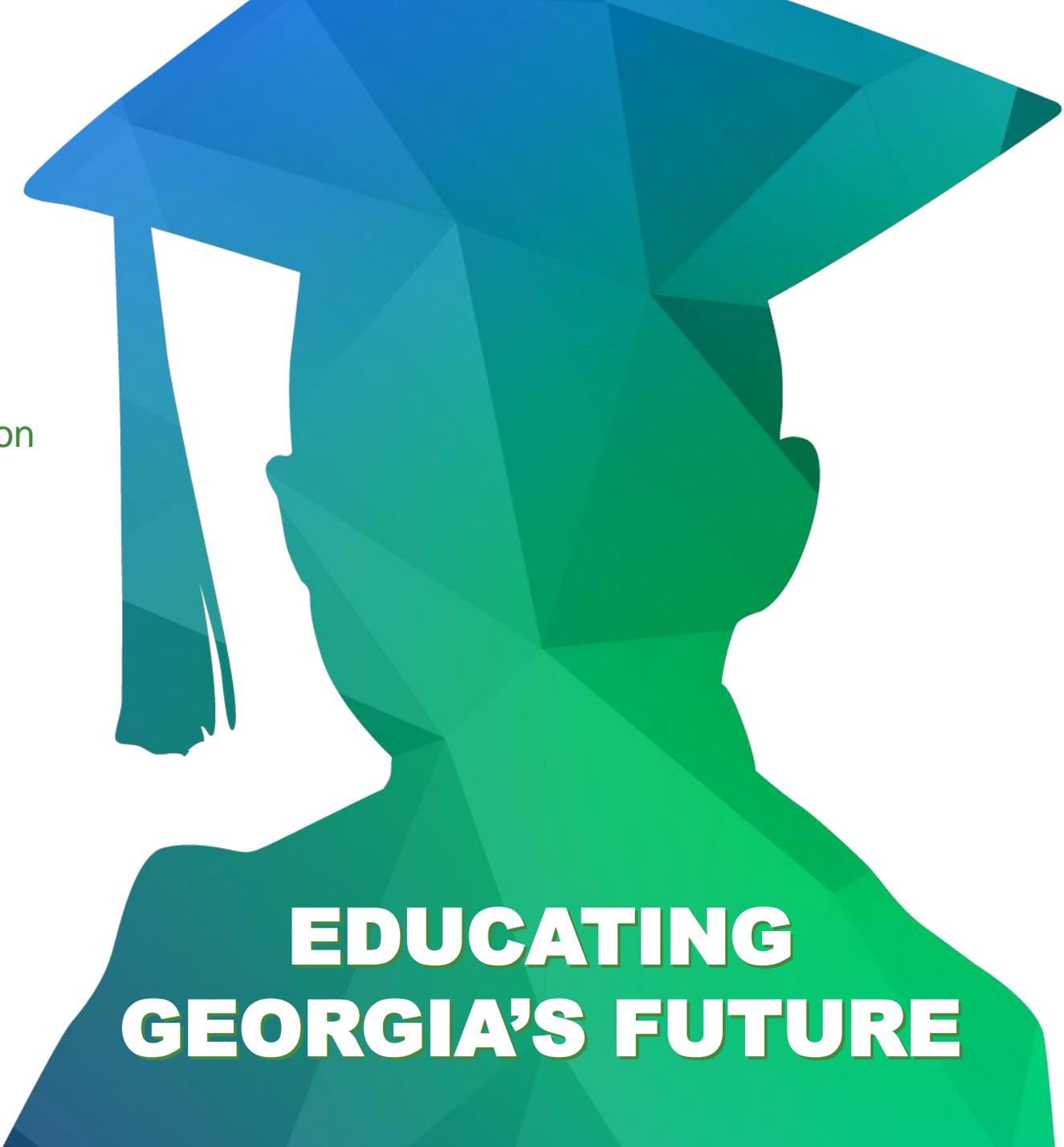
[togletree@doe.k12.ga.us](mailto:togletree@doe.k12.ga.us)

**Shauntice Wheeler, Program Manager**

[Swheeler@doe.k12.ga.us](mailto:Swheeler@doe.k12.ga.us)



Georgia Department of Education

 A large, stylized silhouette of a person wearing a graduation cap, rendered in shades of blue and green. The silhouette is positioned on the right side of the page.

**EDUCATING  
GEORGIA'S FUTURE**

# Handout 1: State Evaluation Data Placemat

**Teacher Evaluation Data Analysis**

**What questions are still unanswered?**

**Recommendations of focus and professional learning**

**Notes**

**Notes**

**Notes**

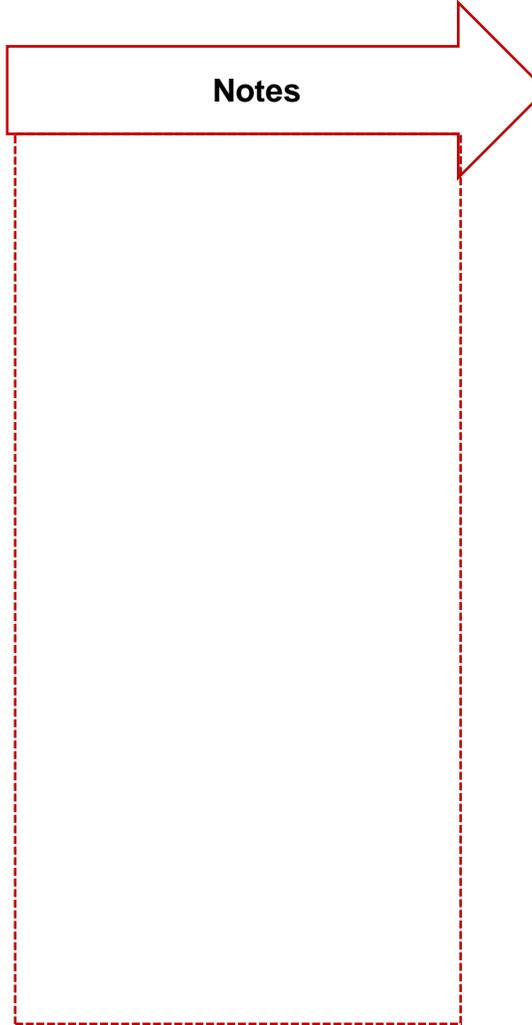
## Handout 2: TKES Data Placemat

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

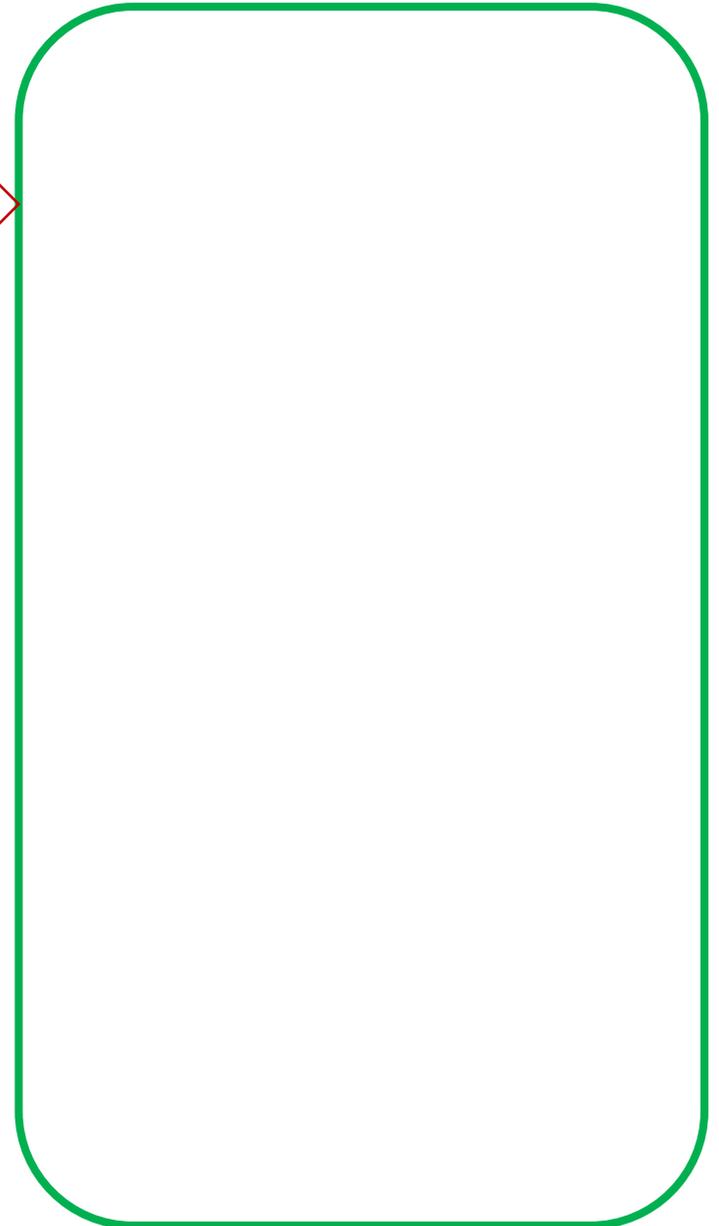


**What does the data show?**

**Notes**



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

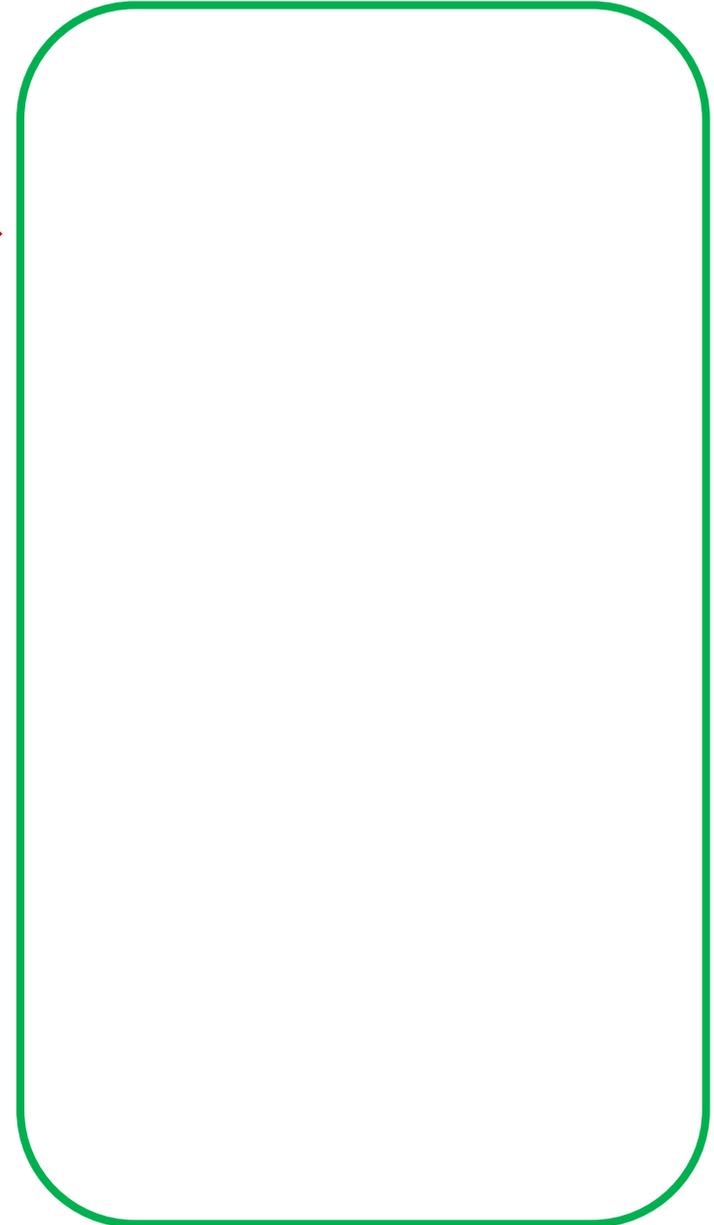


## Handout 2: TKES Data Placemat

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



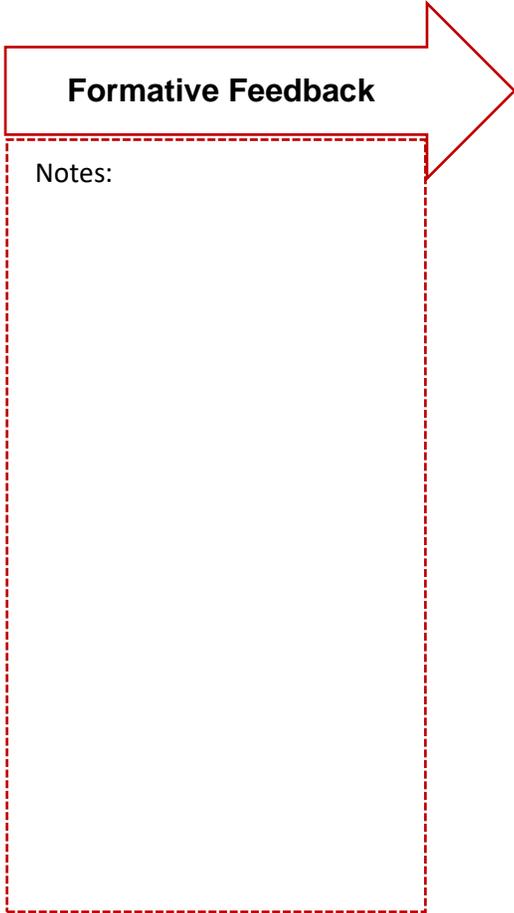
**Desired Outcomes: What Professional Learning Will Occur as a Result?**



**How do these Data Inform Professional Learning?**

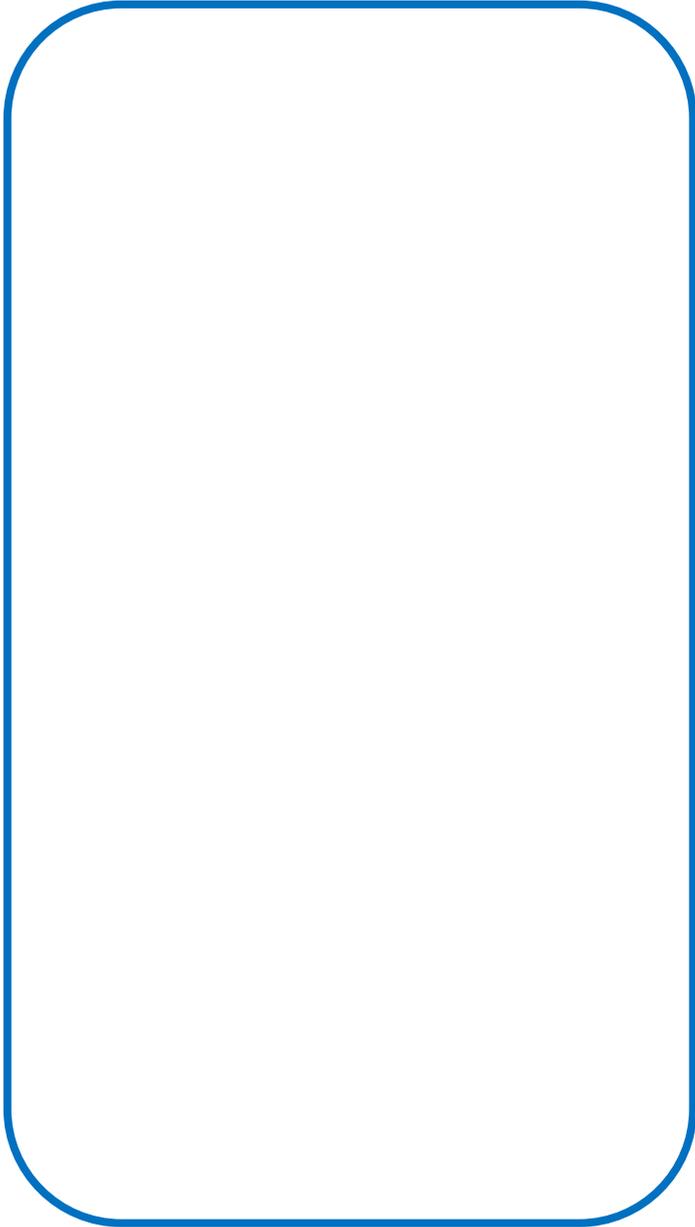
**Formative Feedback**

Notes:



## Handout 2: TKES Data Placemat

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



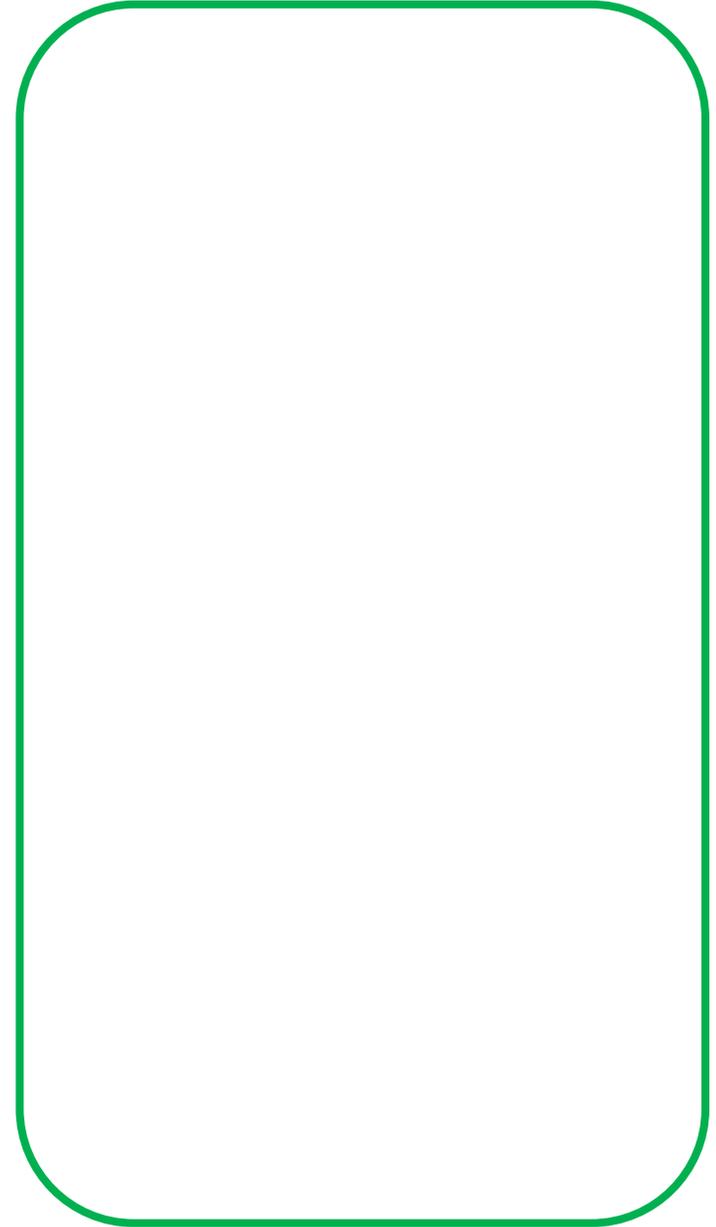
**How do these Data Inform Professional Learning?**



Notes:



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

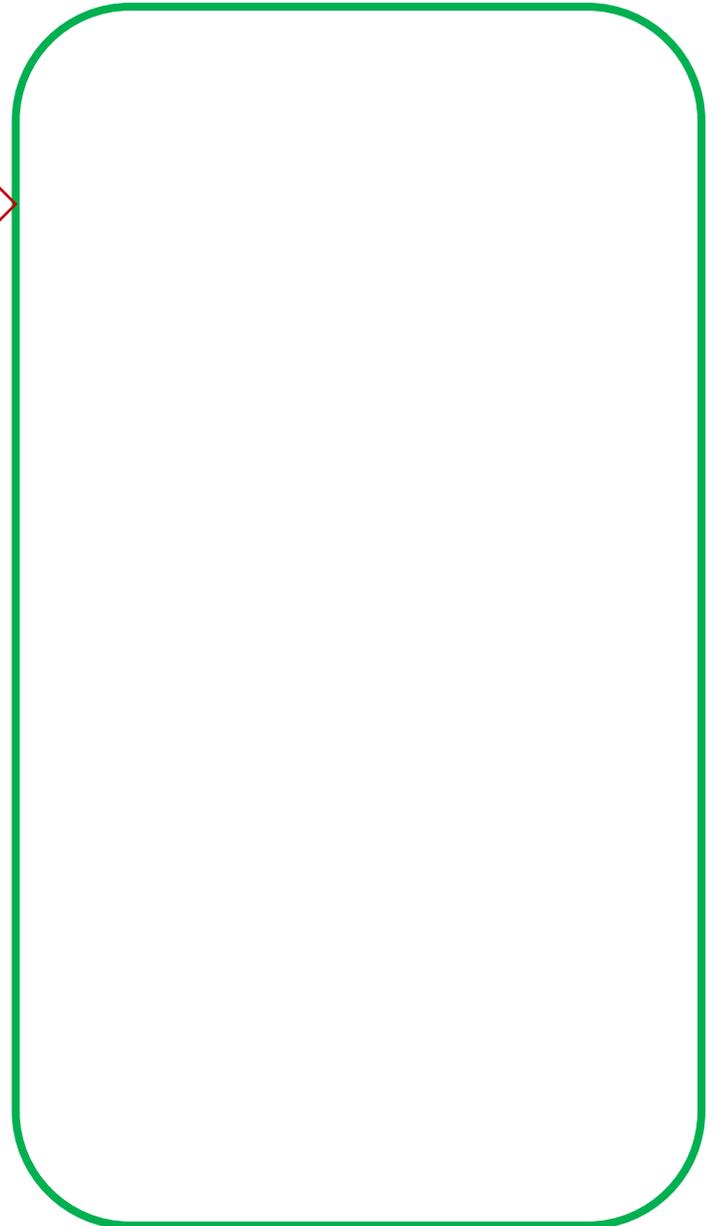


## Handout 2: TKES Data Placemat

**PLG/PLP Data: What questions do you want the data to answer?**

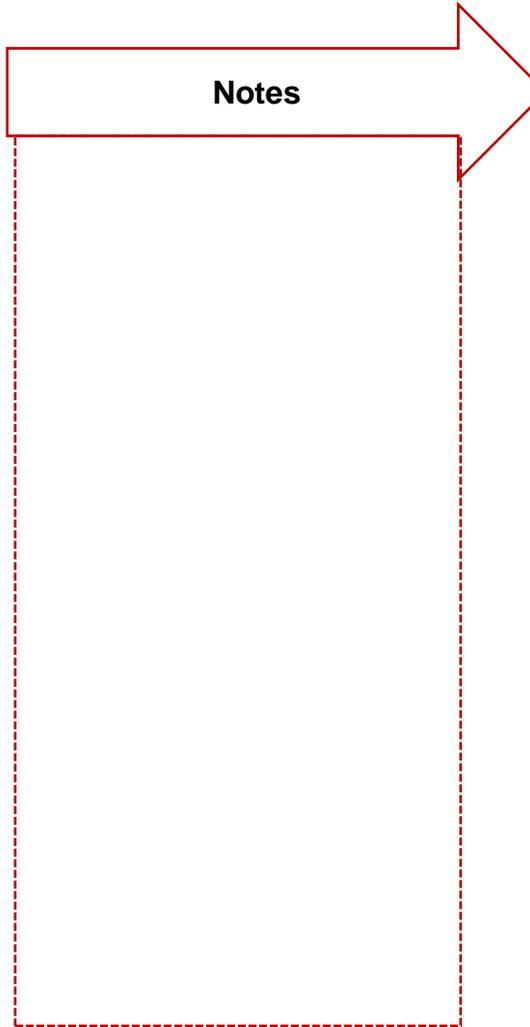


**Desired Outcomes: What Professional Learning Will Occur as a Result?**



**What does the data show?**

**Notes**

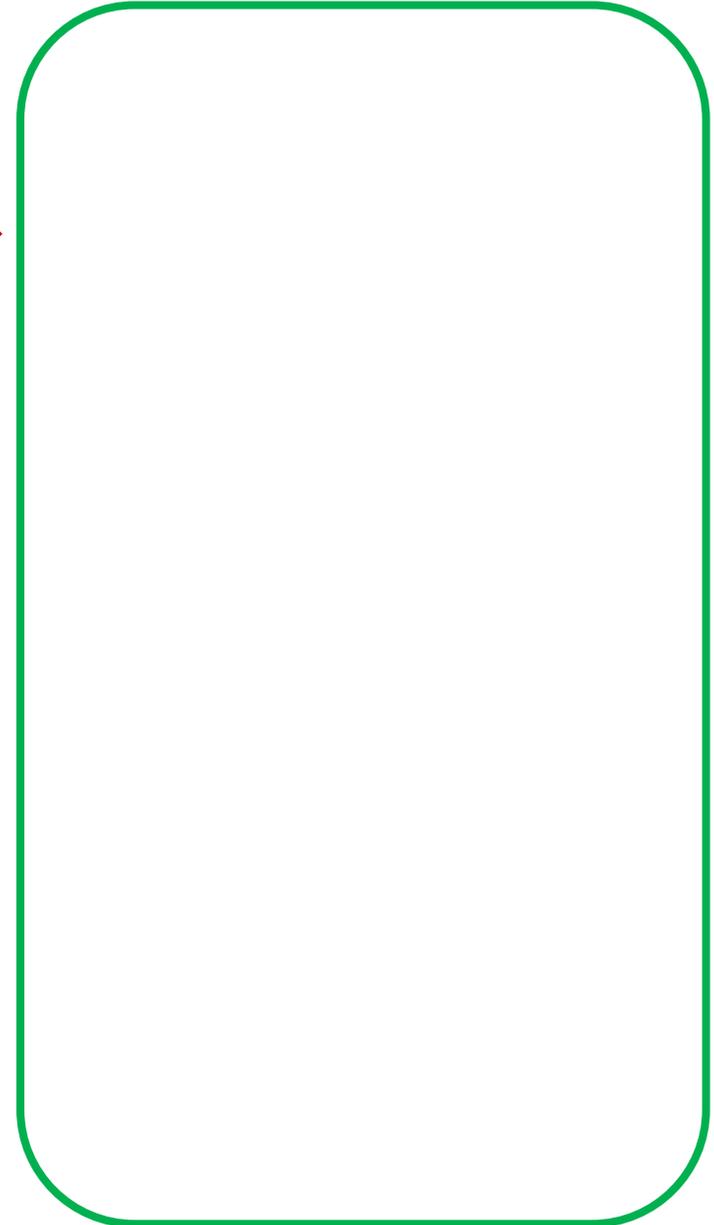


## Handout 2: TKES Data Placemat

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



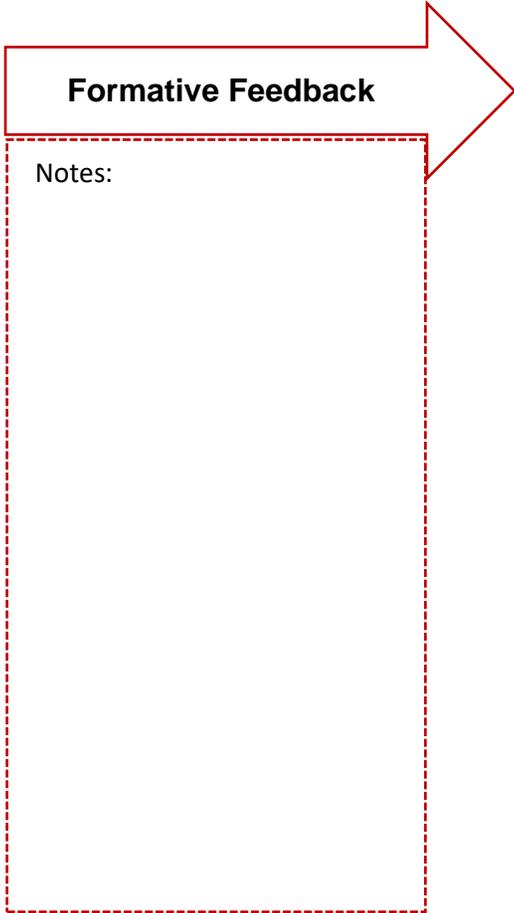
**Desired Outcomes: What Professional Learning Will Occur as a Result?**



**How do these Data Inform Professional Learning?**

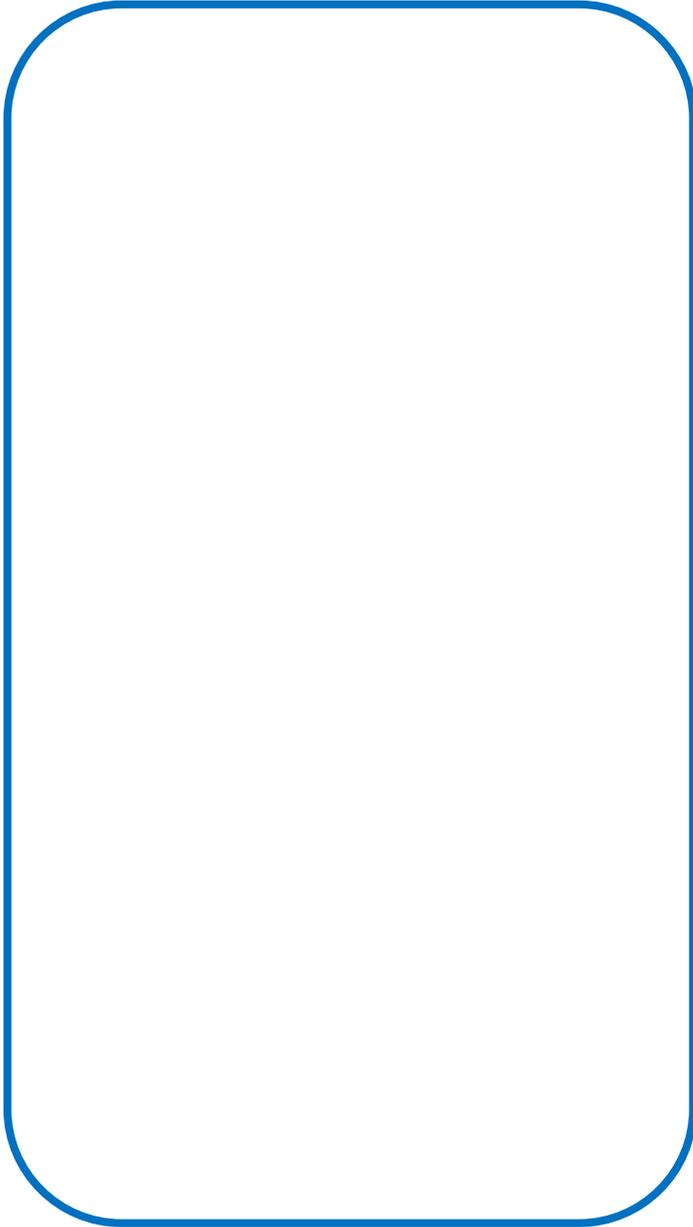
**Formative Feedback**

Notes:



## Handout 2: TKES Data Placemat

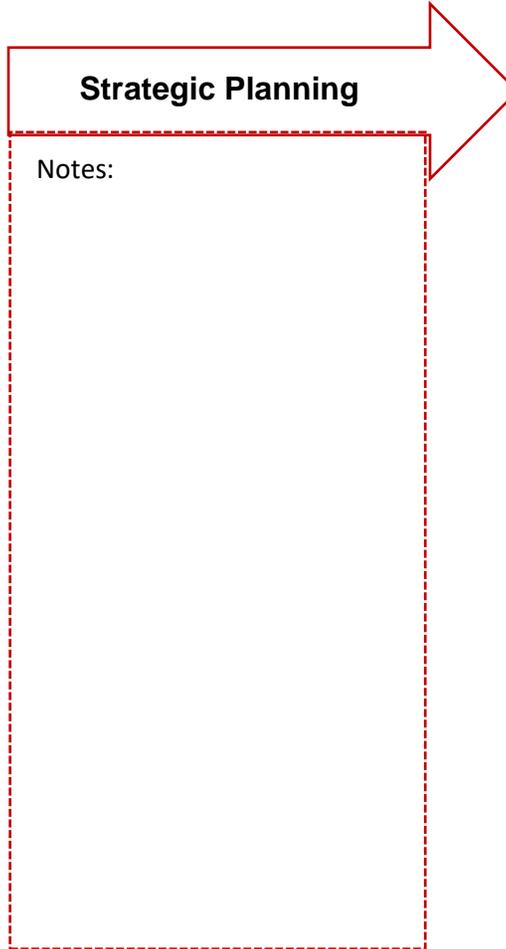
**Teacher Evaluation Data: What Data Are Most Relevant or Appropriate?**



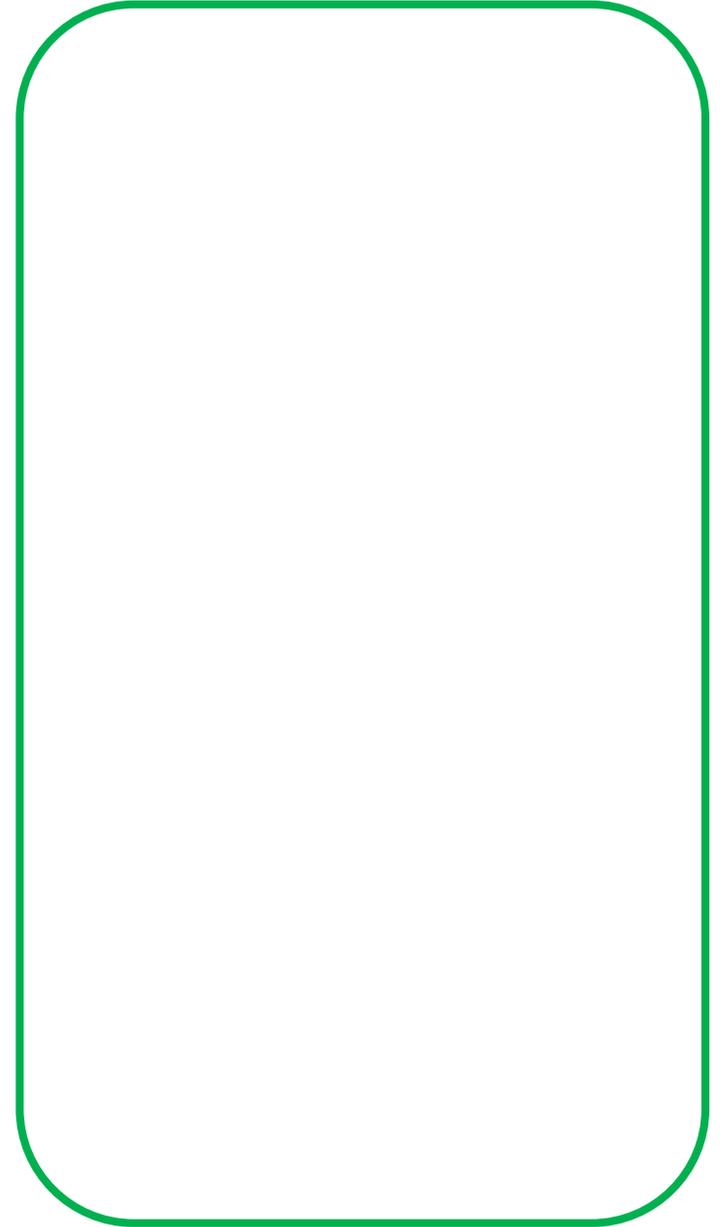
**How do these Data Inform Professional Learning?**

**Strategic Planning**

Notes:



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



## Handout 2: TKES Data Placemat

**Formative Assessment 1 and Feedback Data:**  
What questions do you want the data to

**Formative Assessment 1**

**Formative Assessment Feedback 1**

What does the data show?

**Notes**

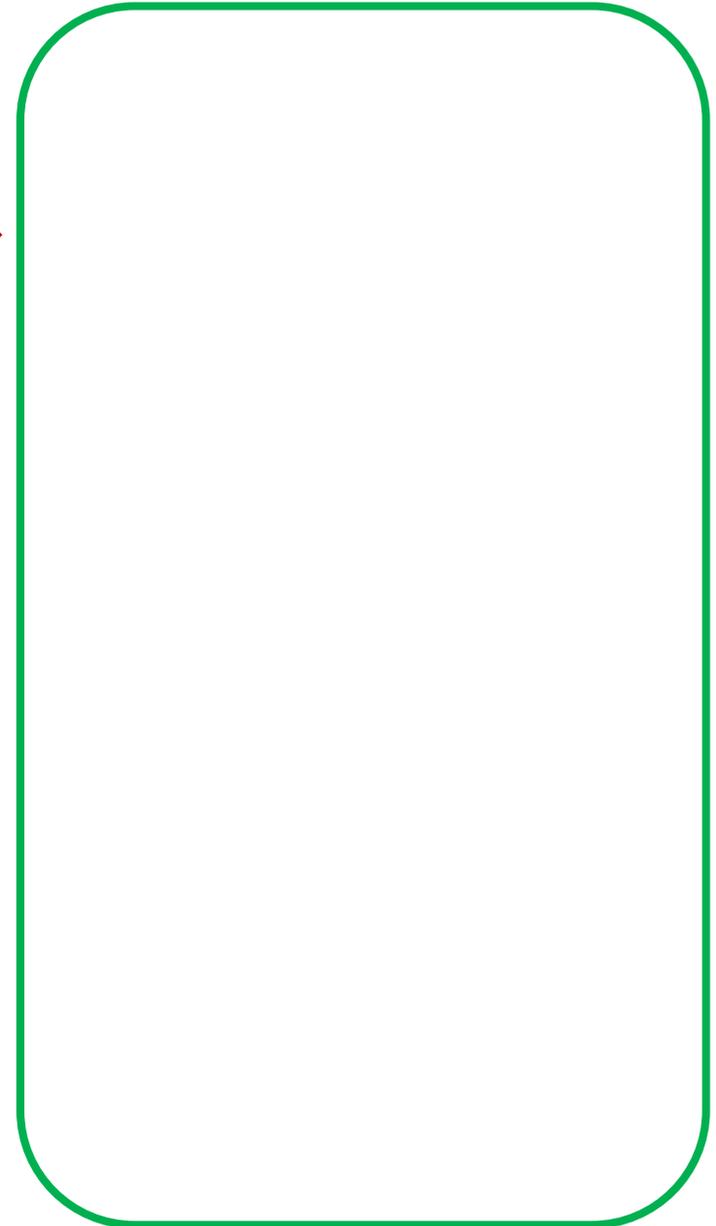
**Desired Outcomes: What Professional Learning Will Occur as a Result?**

## Handout 2: TKES Data Placemat

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



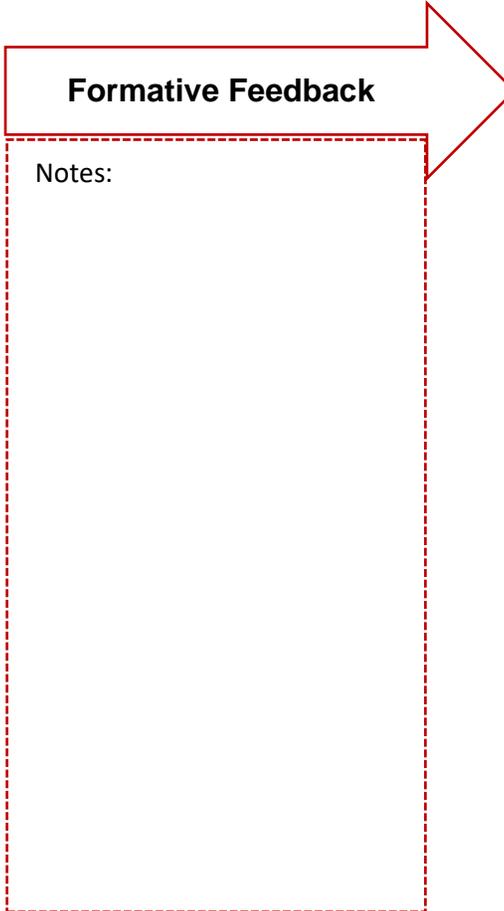
**Desired Outcomes: What Professional Learning Will Occur as a Result?**



**How do these Data Inform Professional Learning?**

**Formative Feedback**

Notes:



## Handout 2: TKES Data Placemat

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

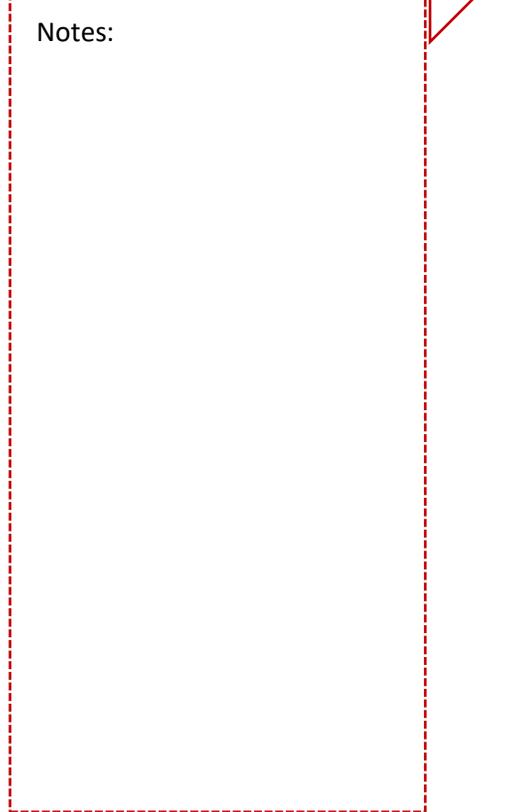


**How do these Data Inform Professional Learning?**

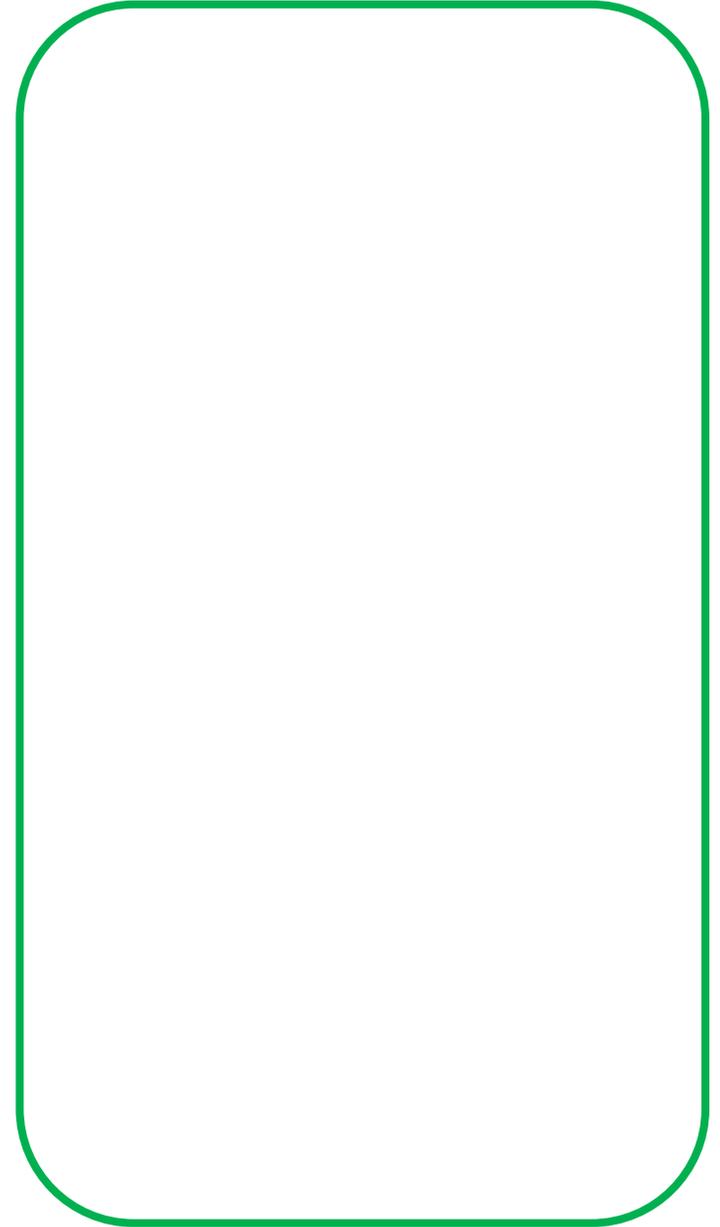


**Strategic Planning**

Notes:



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



# Handout 2: TKES Data Placemat

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

**Formative Assessment 2**

**Formative Assessment Feedback 2**

What does the data show?

**Notes**

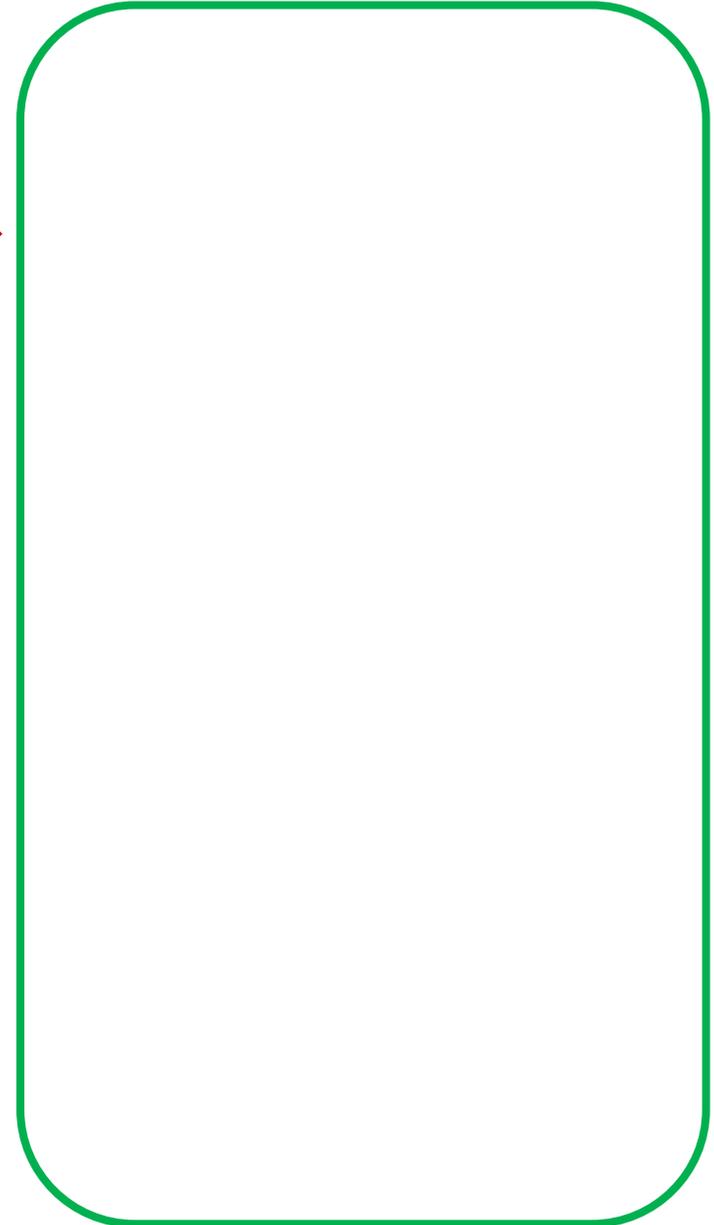
**Desired Outcomes: What Professional Learning Will Occur as a Result?**

## Handout 2: TKES Data Placemat

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



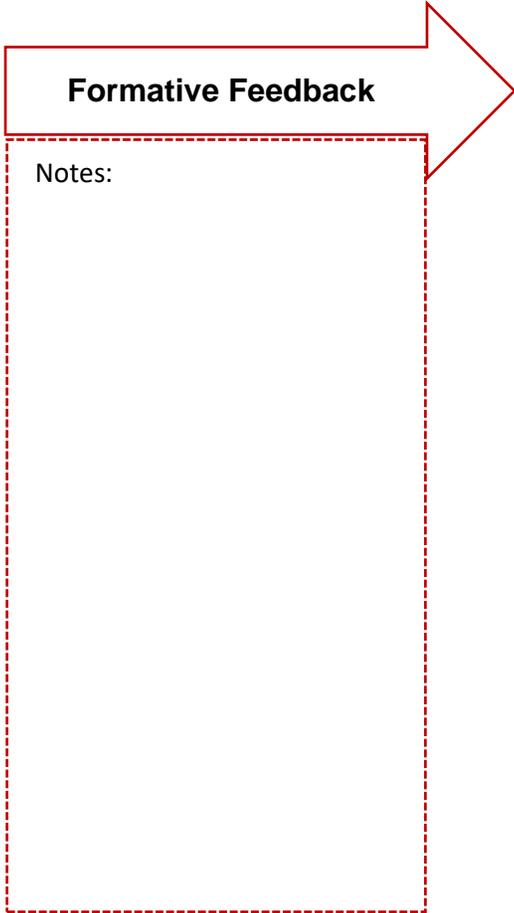
**Desired Outcomes: What Professional Learning Will Occur as a Result?**



**How do these Data Inform Professional Learning?**

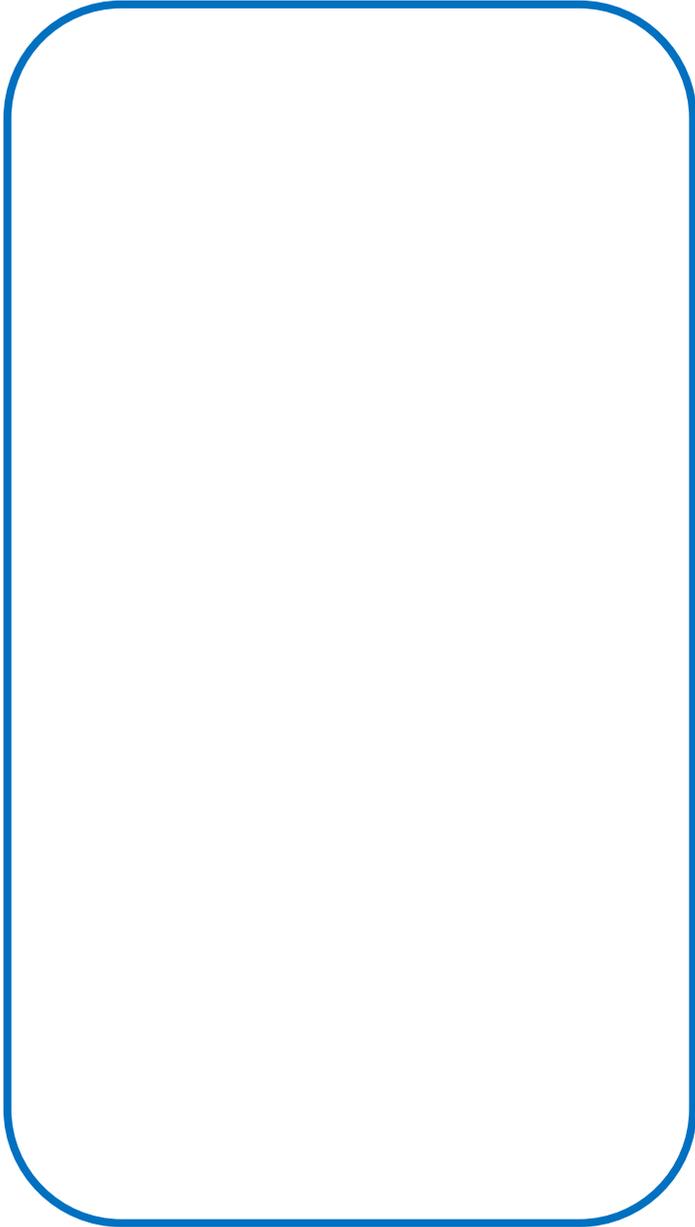
**Formative Feedback**

Notes:



## Handout 2: TKES Data Placemat

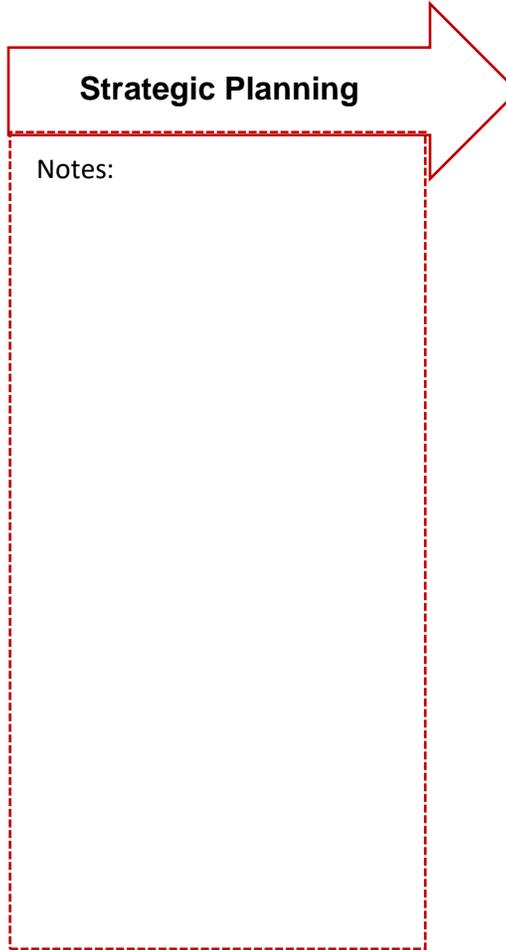
**Teacher Evaluation Data: What Data Are Most Relevant or Appropriate?**



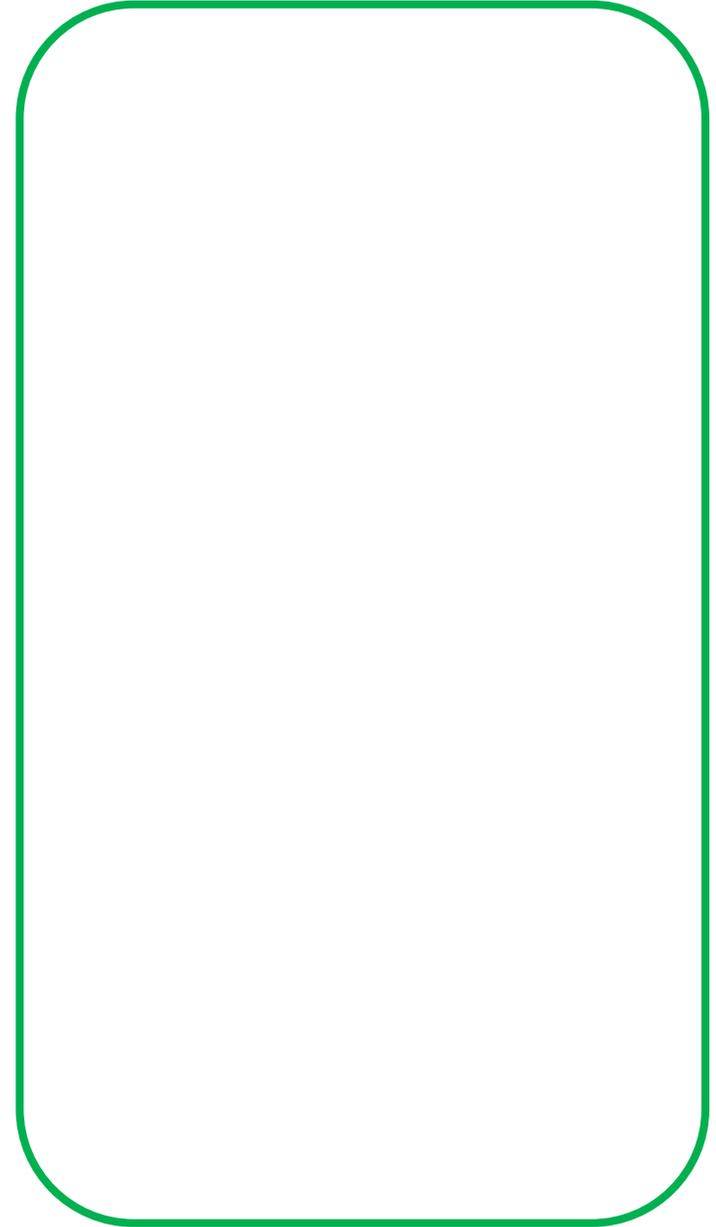
**How do these Data Inform Professional Learning?**

**Strategic Planning**

Notes:



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

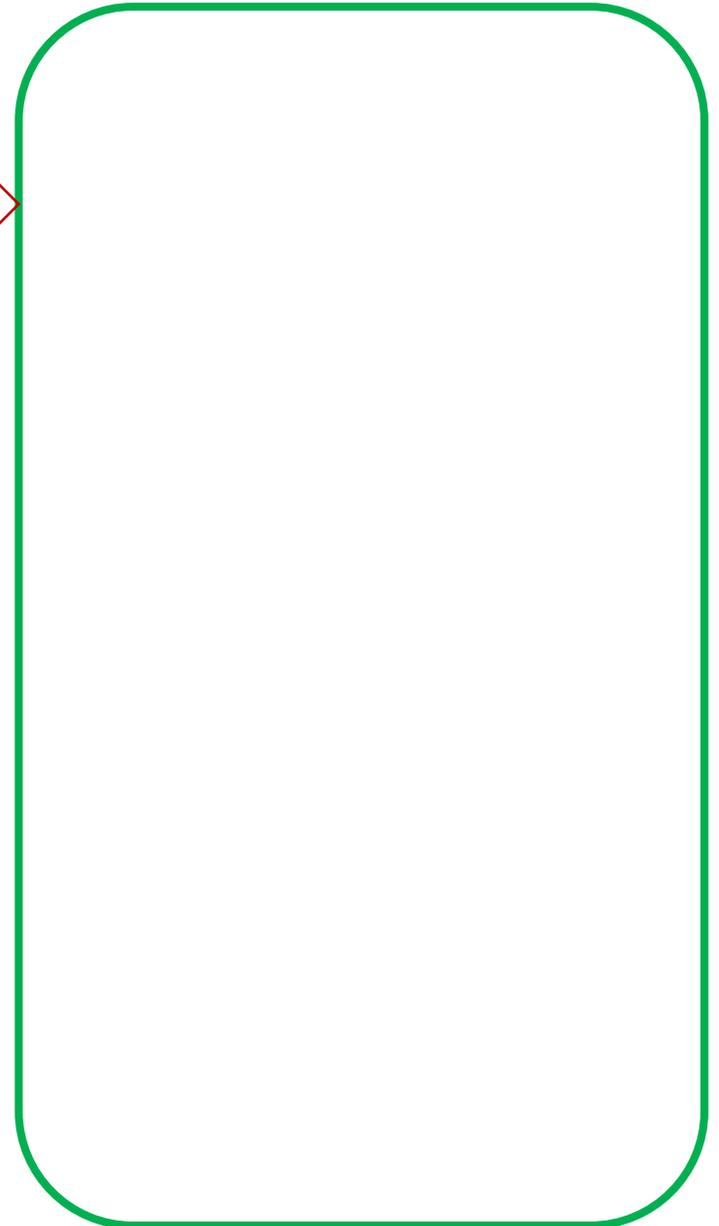


## Handout 2: TKES Data Placemat

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

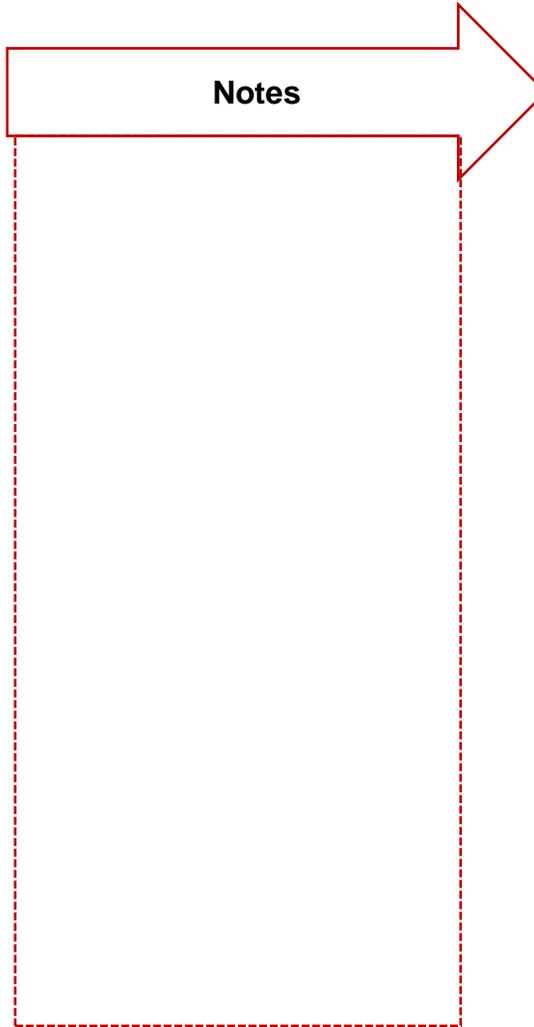


**Desired Outcomes: What Professional Learning Will Occur as a Result?**



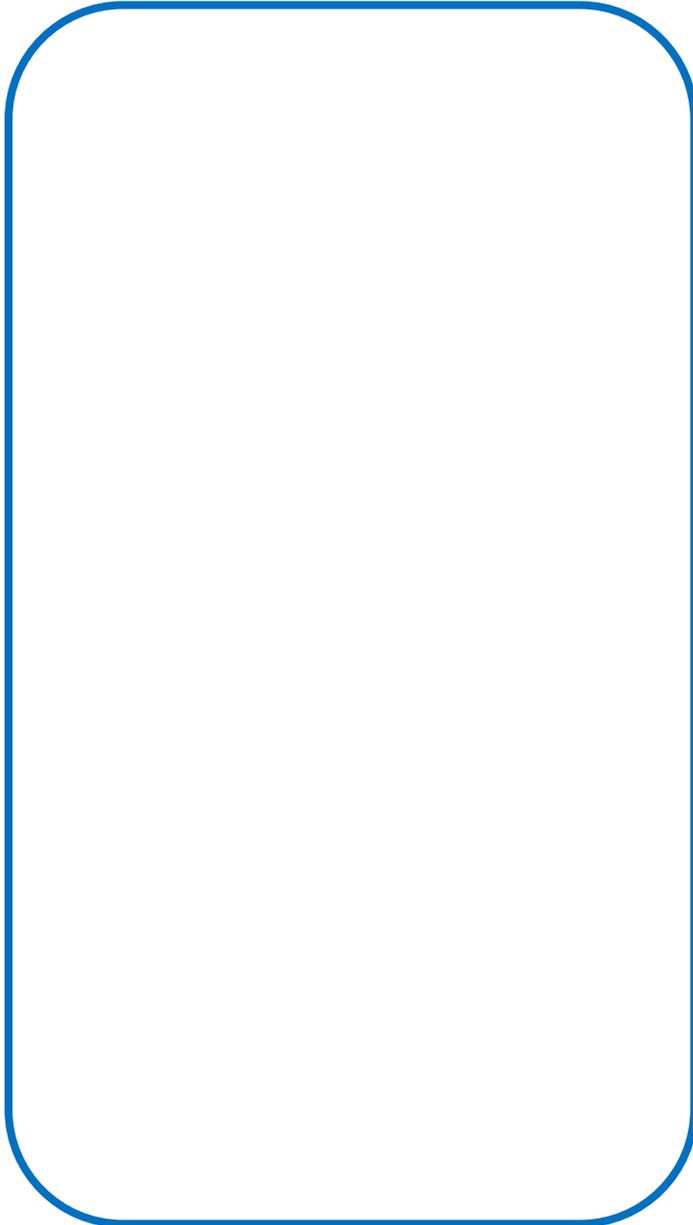
**What does the data show?**

**Notes**

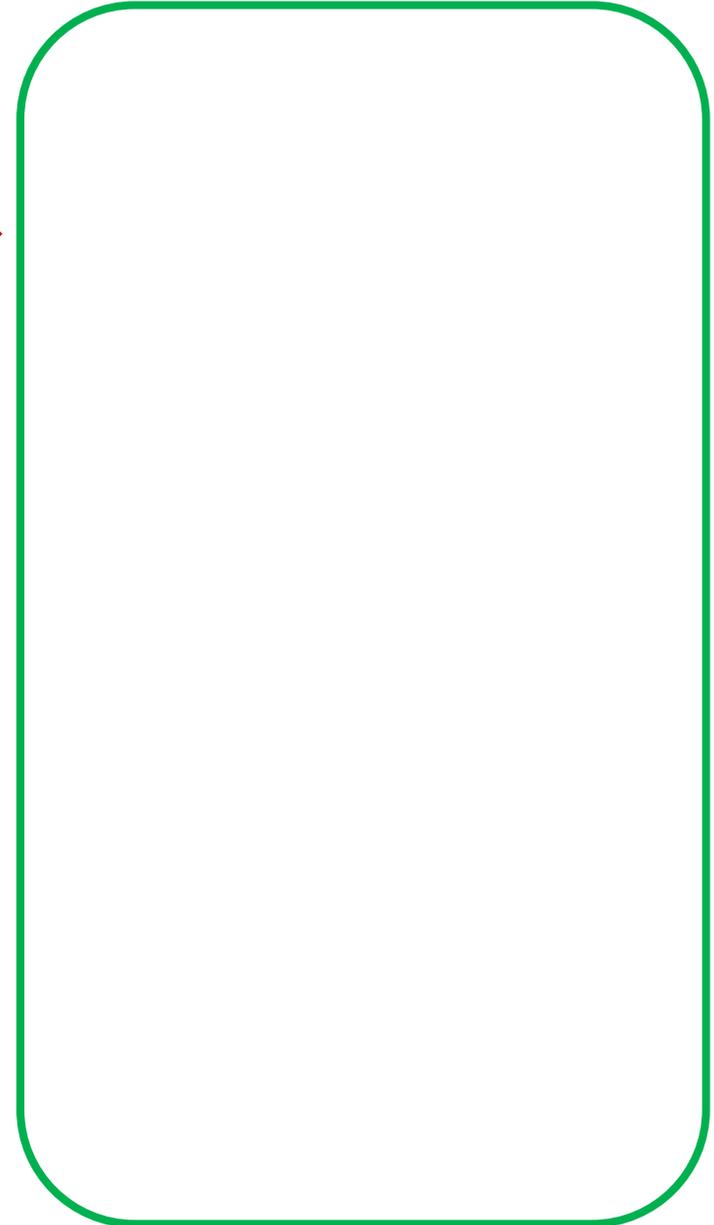


## Handout 2: TKES Data Placemat

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



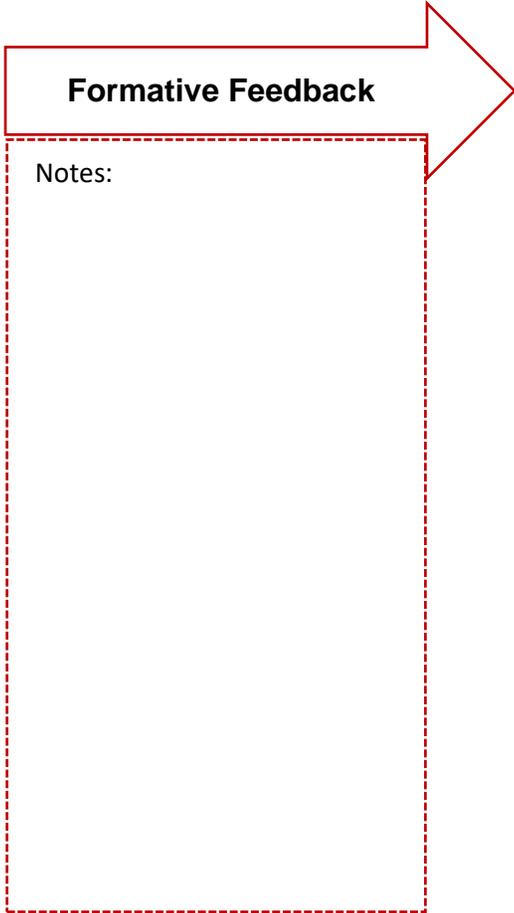
**Desired Outcomes: What Professional Learning Will Occur as a Result?**



**How do these Data Inform Professional Learning?**

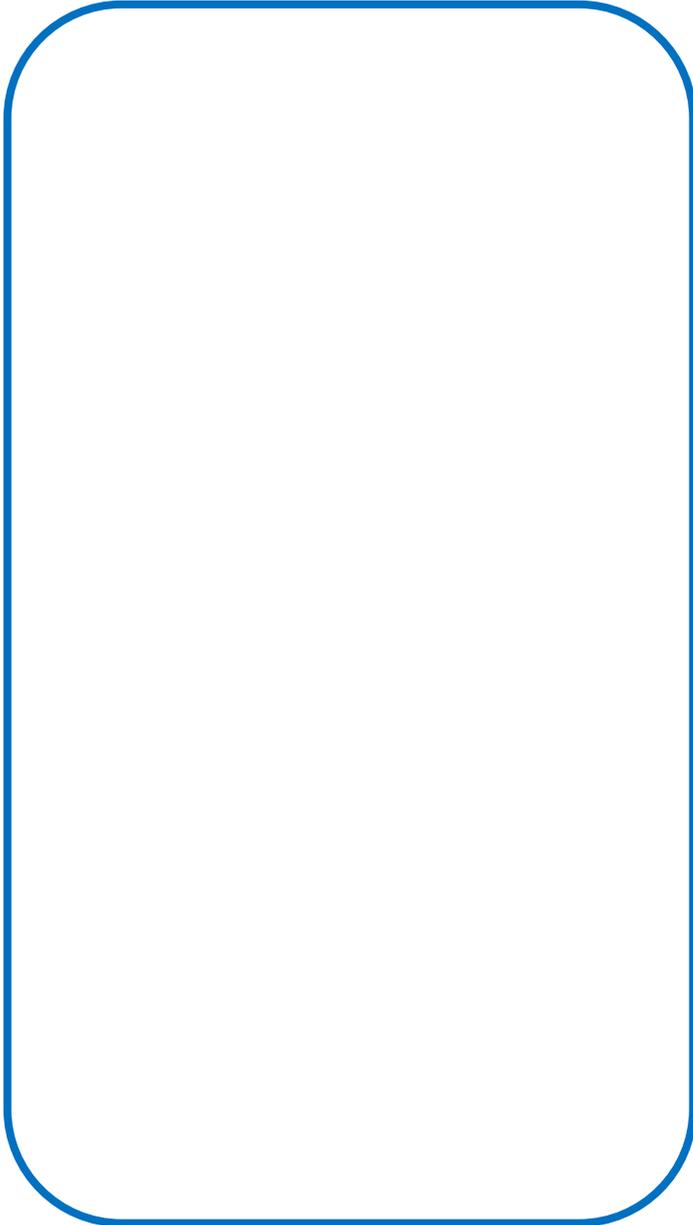
**Formative Feedback**

Notes:



## Handout 2: TKES Data Placemat

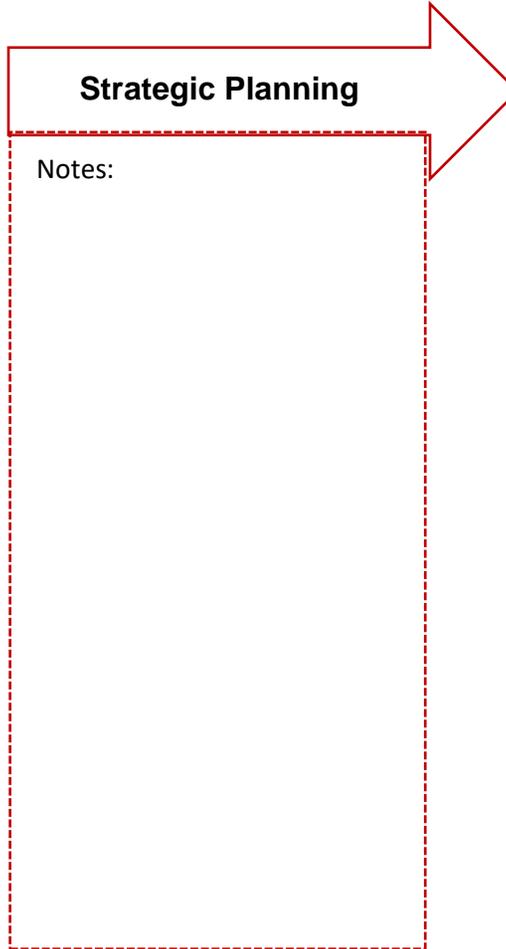
**Teacher Evaluation Data: What Data Are Most Relevant or Appropriate?**



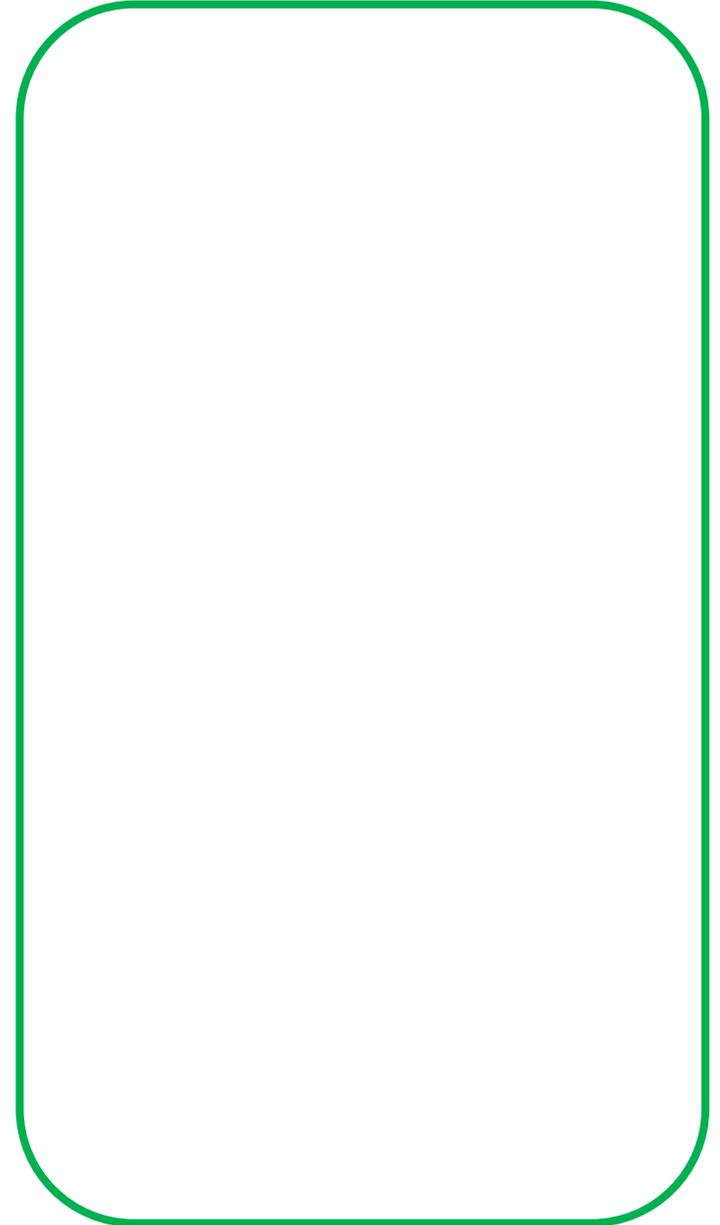
**How do these Data Inform Professional Learning?**

**Strategic Planning**

Notes:

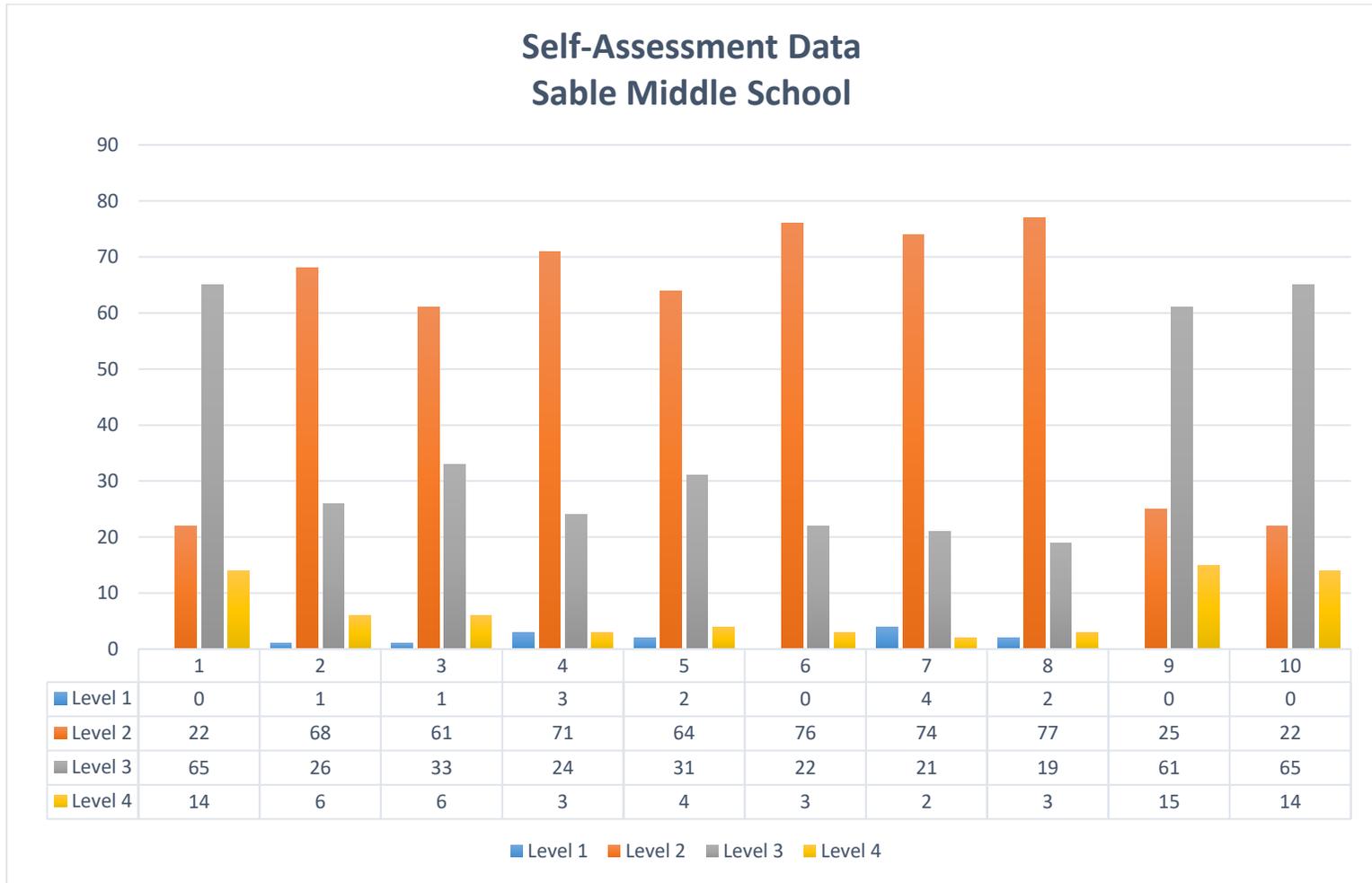


**Desired Outcomes: What Professional Learning Will Occur as a Result?**



## Georgia Department of Education TKES Mock Data

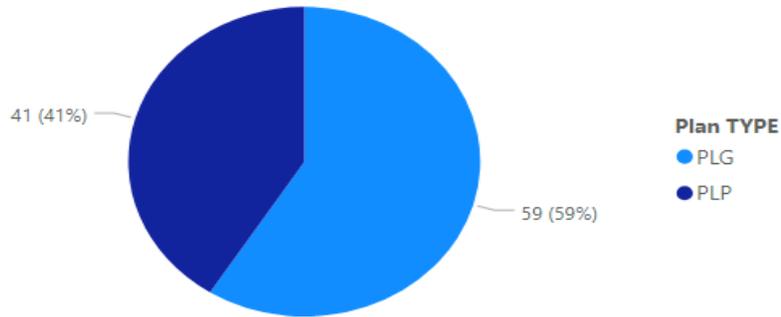
### Sable Middle School Self-Assessment Data



# Georgia Department of Education TKES Mock Data

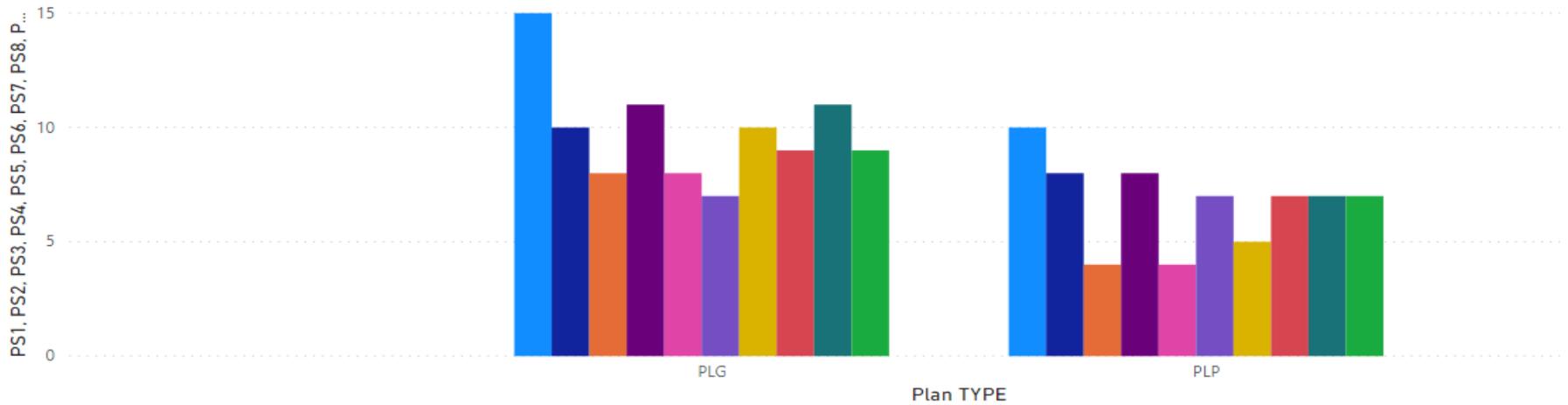
## PLG and PLP Data

Number of PLPs and PLGs



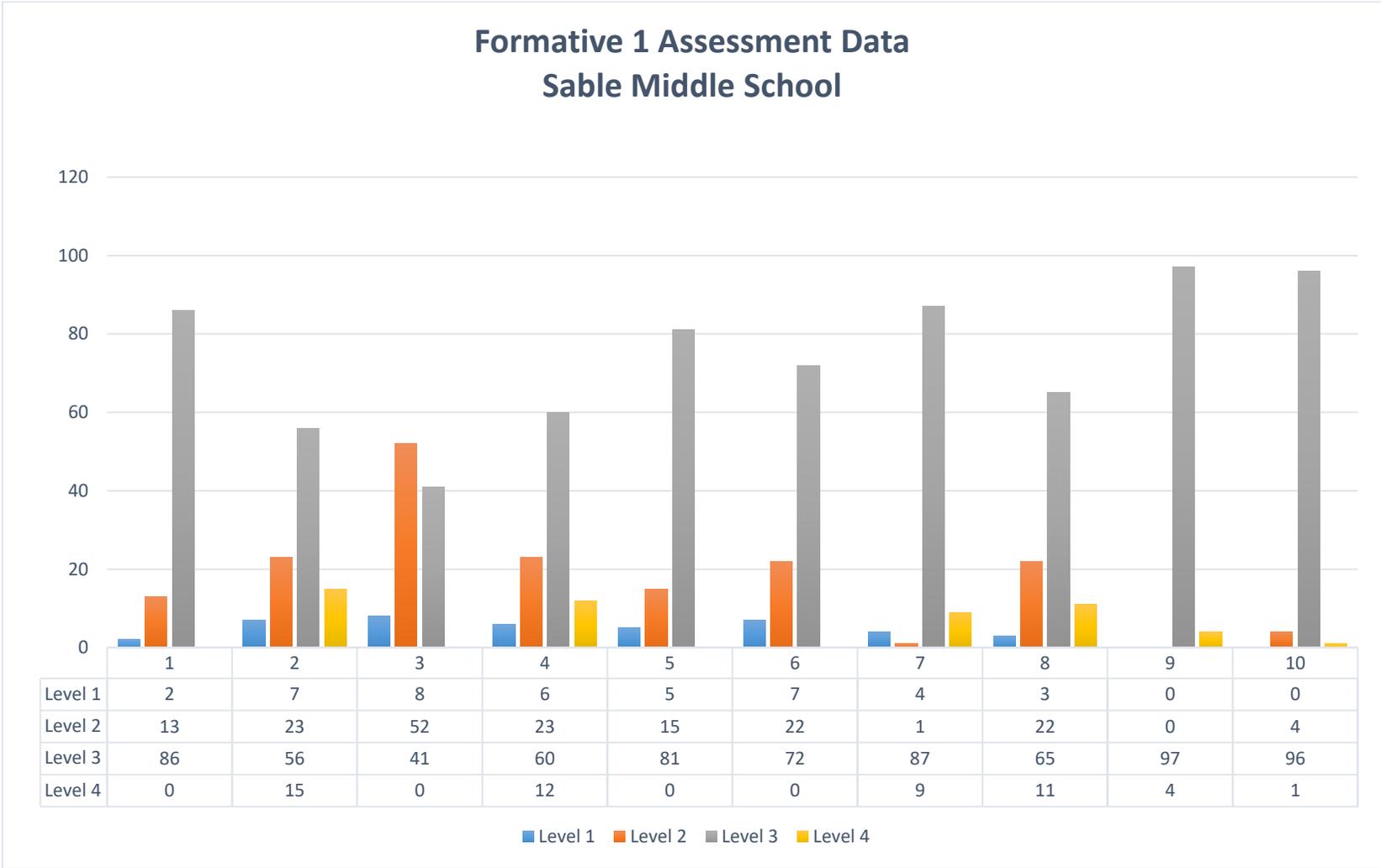
Standards Linked

PS1 PS2 PS3 PS4 PS5 PS6 PS7 PS8 PS9 PS10



## Georgia Department of Education TKES Mock Data

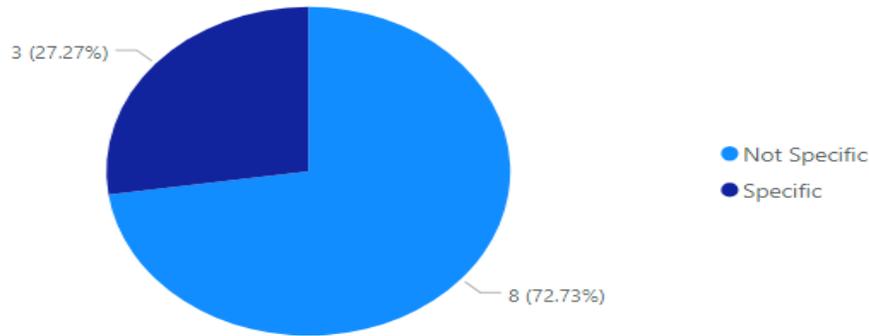
### Formative Assessment Data



## Georgia Department of Education TKES Mock Data

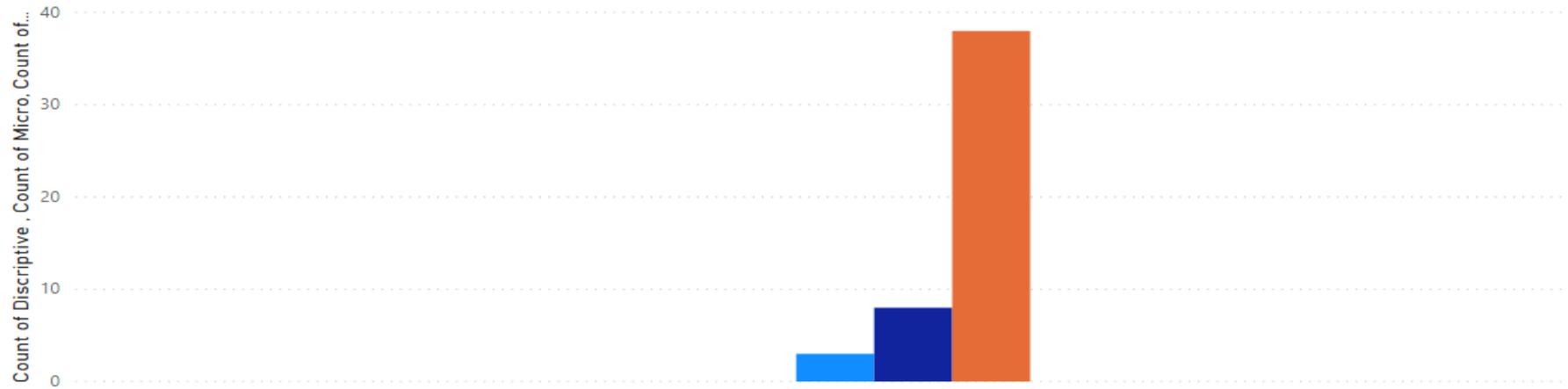
### Formative Assessment Feedback

Formative Assessment 1 Specific and Not Specific Feedback



Type of Feedback

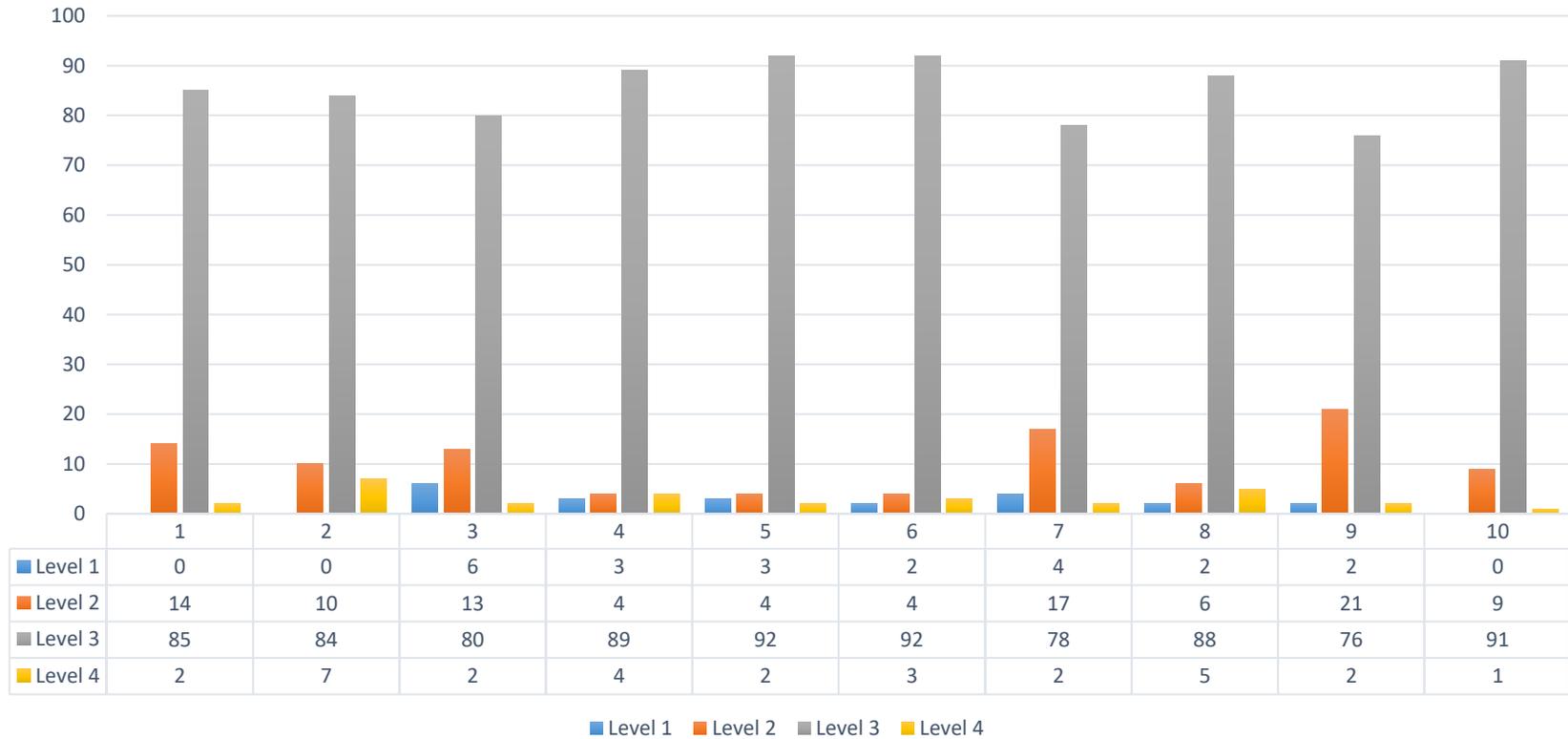
Count of Discriptive    Count of Micro    Count of No Feedback    Count of Prescriptive    Count of Diagnostic



## Georgia Department of Education TKES Mock Data

### Formative Assessment Data

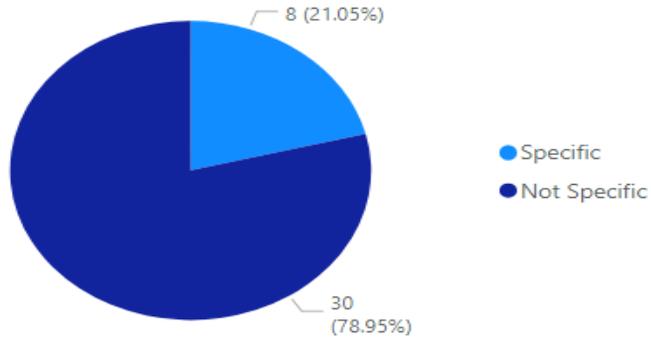
### Formative 2 Assessment Data Sable Middle School



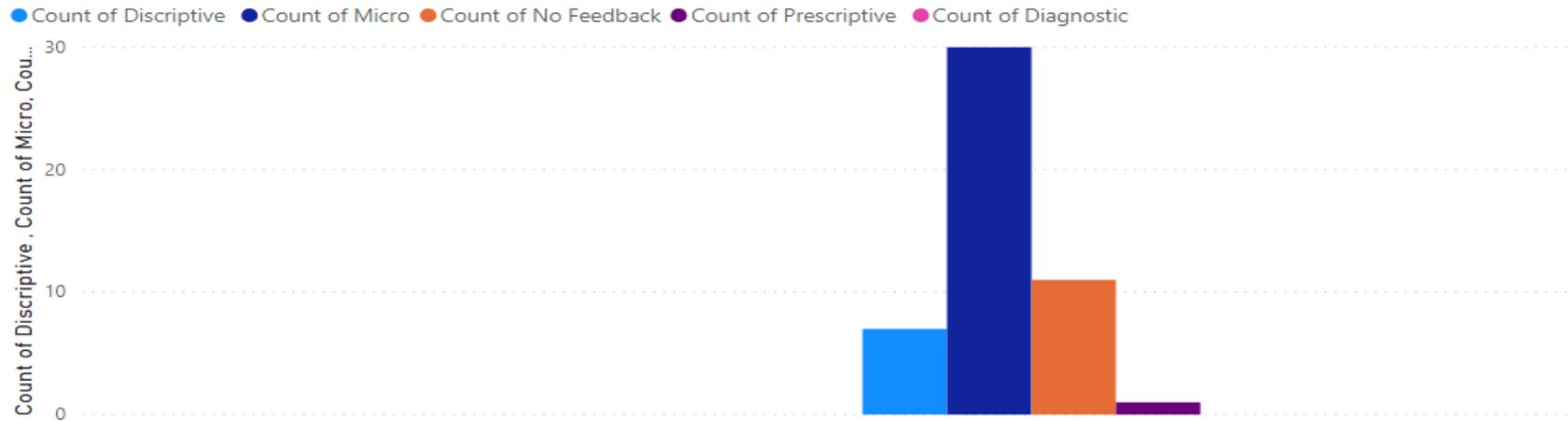
## Georgia Department of Education TKES Mock Data

### Formative Assessment Feedback

Formative Assessment 2 Specific and Not Specific Feedback



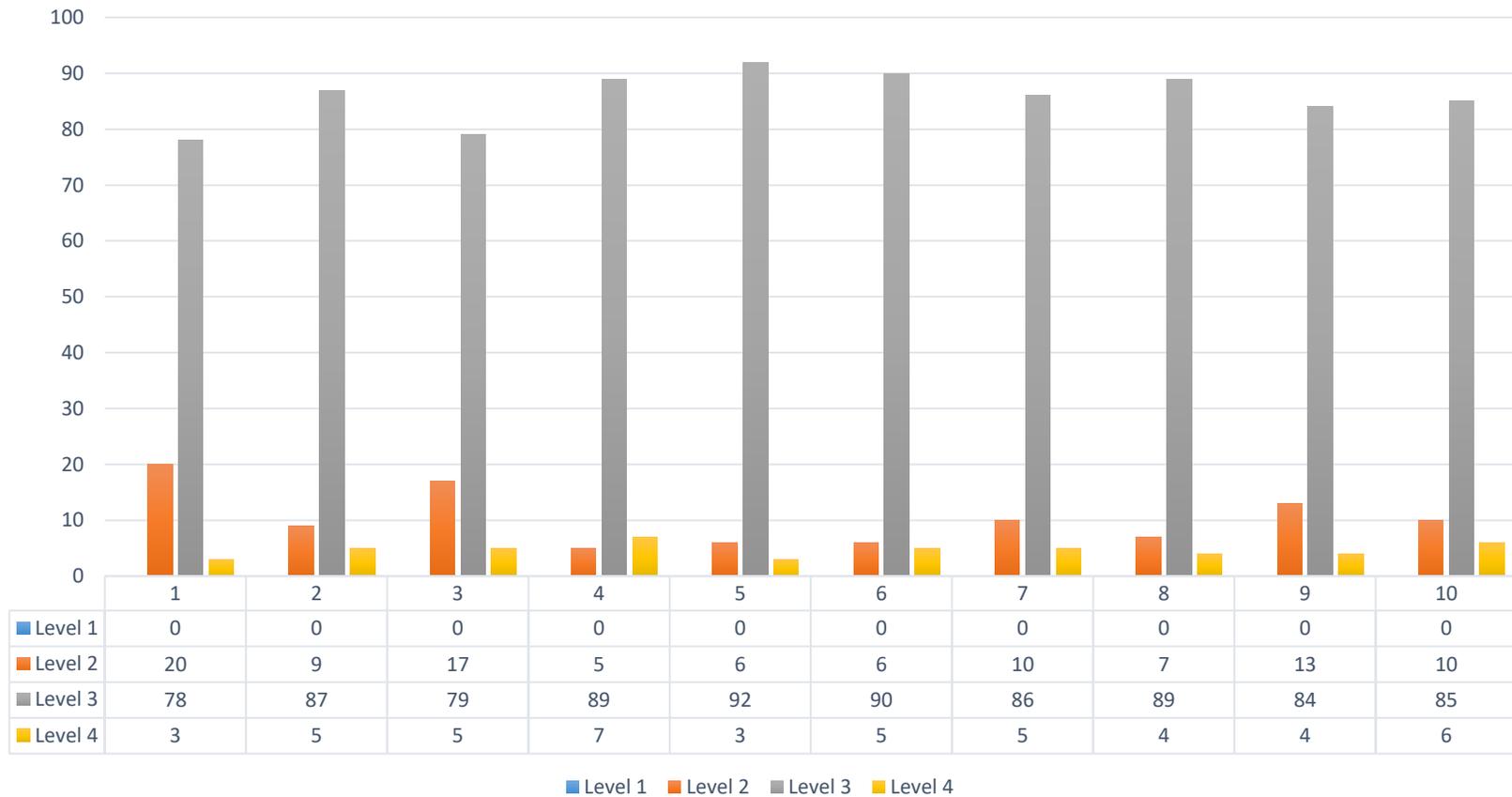
Type of Feedback



## Georgia Department of Education TKES Mock Data

### TAPS Summative Data

### Summative Data by Performance Standard Sable Middle School



## Georgia Department of Education TKES Mock Data

### TAPS Summative Ratings

Count of TAPS Sum and First Rating Period by TAPS Sum

