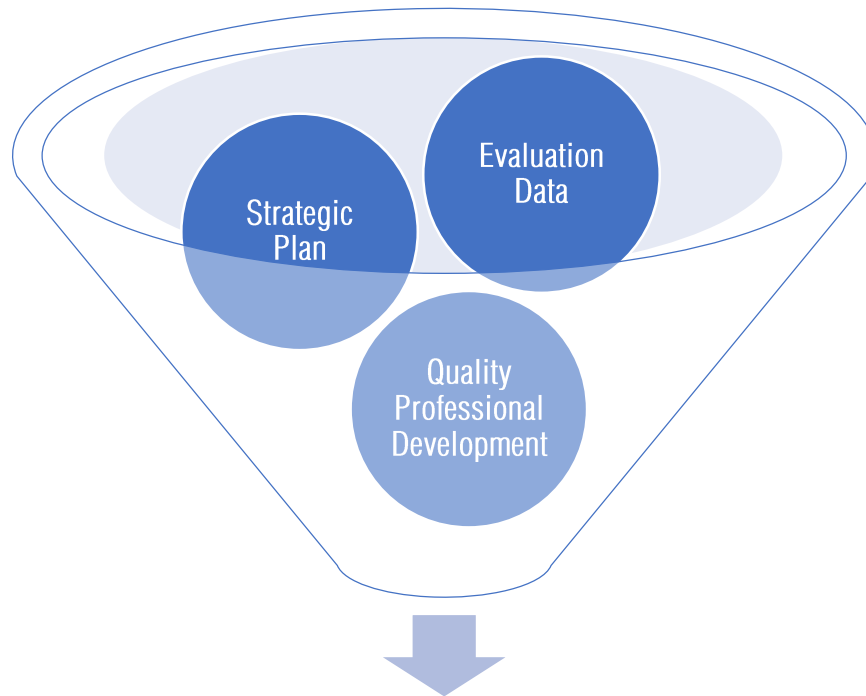


Using Evaluation Data to Customize Professional Learning Opportunities



Improved Teaching and Leading

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

Discussion

- Is our teacher/leader evaluation system able to identify areas for improvement for individual?
- 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 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



Professional learning evidence driven mindset

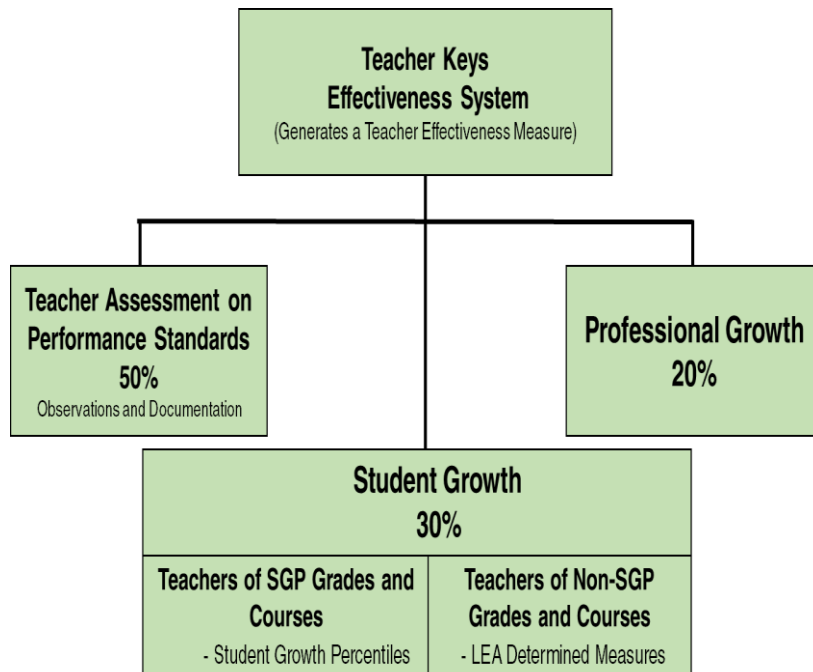
- What is having a professional learning evidence driven mindset?
 - Are we seeing the improvements we expected? If not, why?
 - How do we know for sure? What do the data tell us?
 - Have we thoroughly looked at the data?



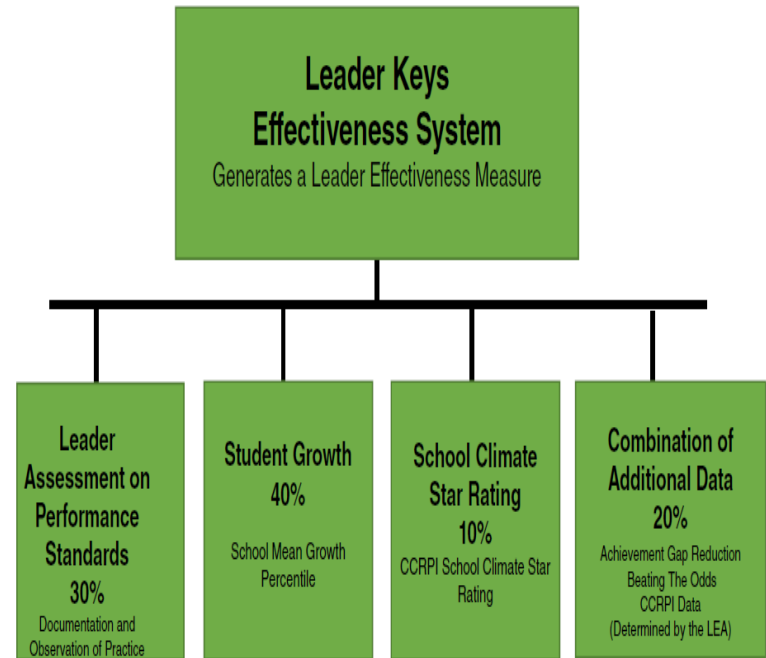
Teacher and Leader Keys Evaluation System

Georgia Evaluation Systems

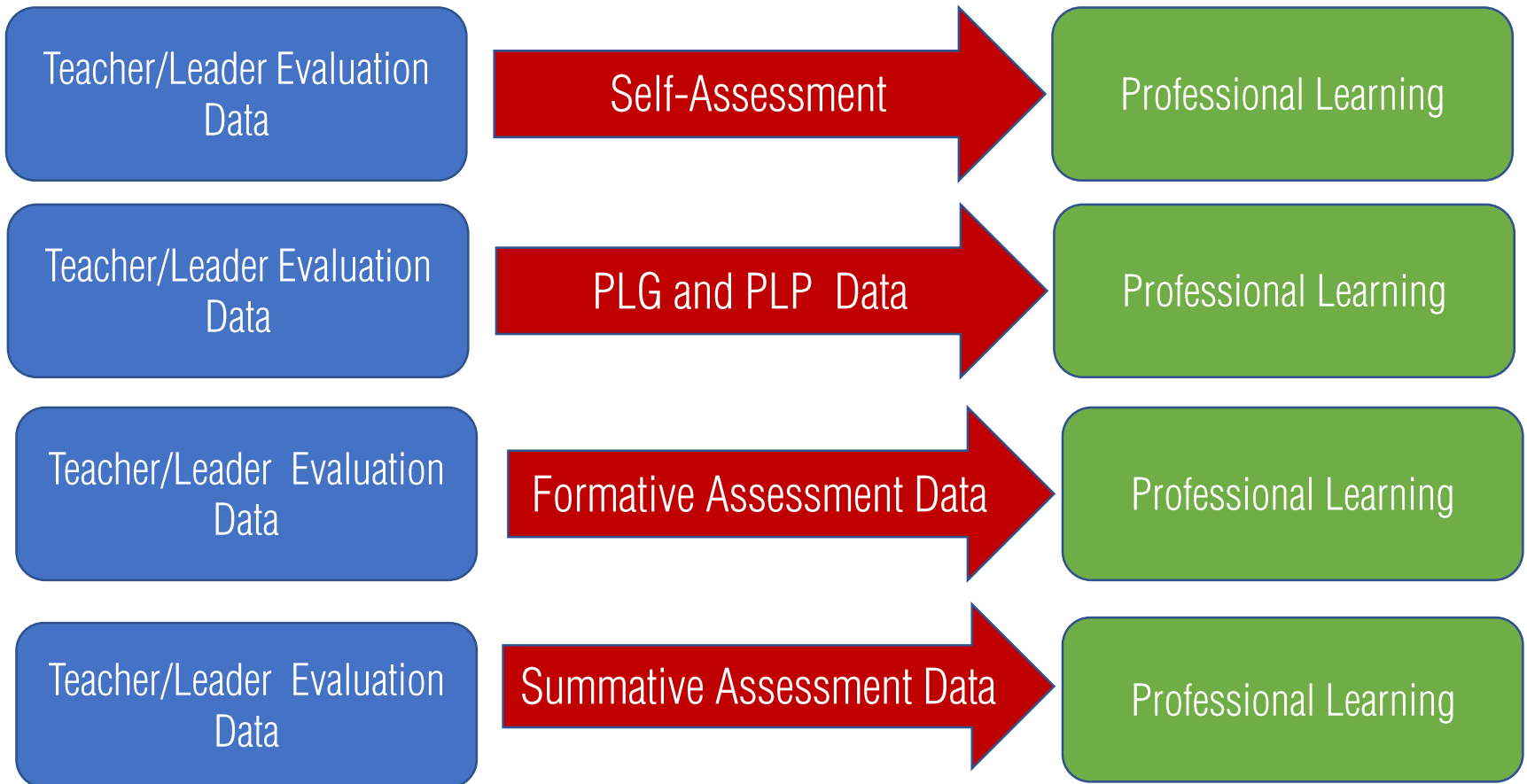
Teacher Keys Effectiveness System



Leader Keys Effectiveness System

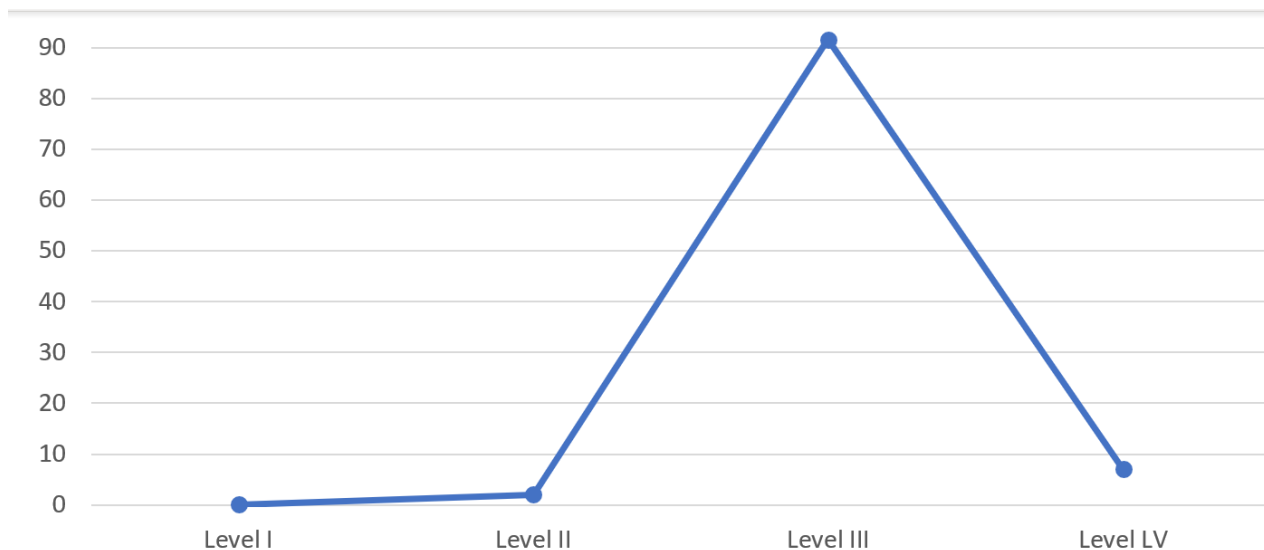


How Does Evaluation Data Inform Learning?



TKES and LKES

- Provides a more nuanced and informative picture of educator performance



Self-Assessment, PLP/PLG, and PLCs

Center on Great Teachers and Leaders

- At this step, the staff are in charges of their 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

- Totality of Evidence and Consistency of Practice
- Should reflect the level of quality of the performance and the consistency with which it is performed in relation to each Performance Standard
- Provides authentic, specific, and evidence-based feedback on performance
- Encourages teacher self reflection on practice
- Identify professional learning opportunities

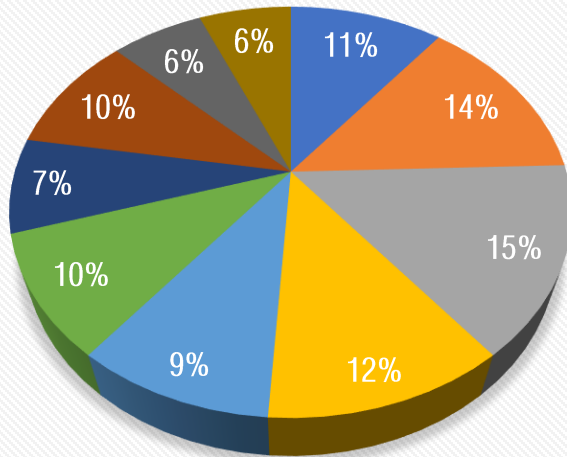
Summative Assessment

- Evaluating 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

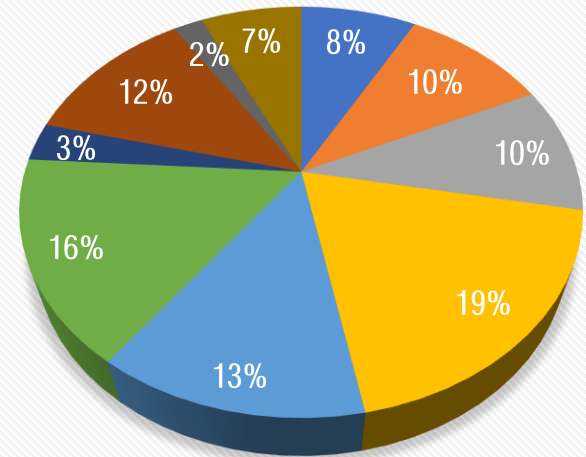
Self-Assessment, PLG, and PLP

PLG and PLP Performance
Standard Connection
FY18



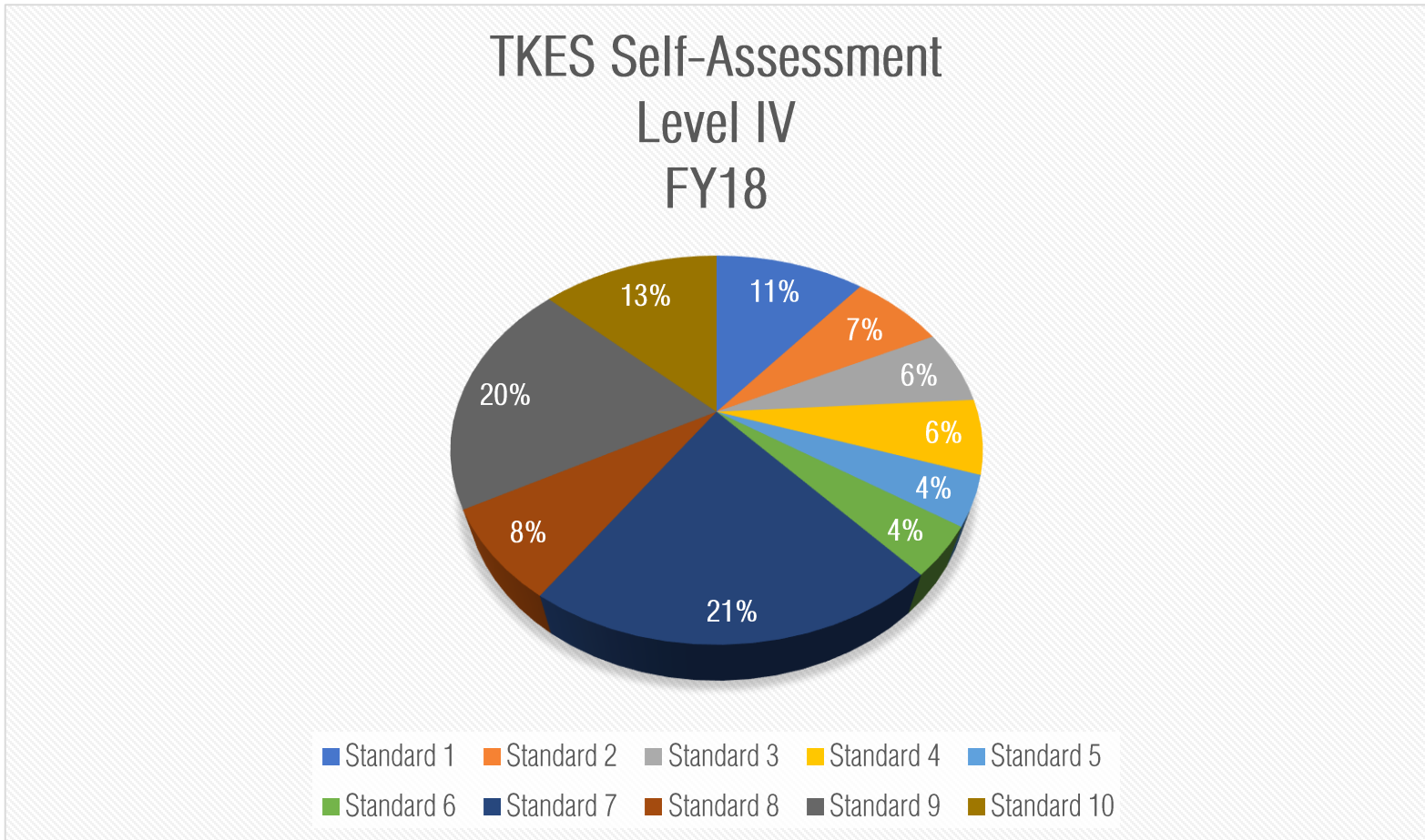
- Standard 1 Standard 2 Standard 3 Standard 4
- Standard 5 Standard 6 Standard 7 Standard 8
- Standard 9 Standard 10

TKES Self-Assessment
Level I and Level II
FY 18

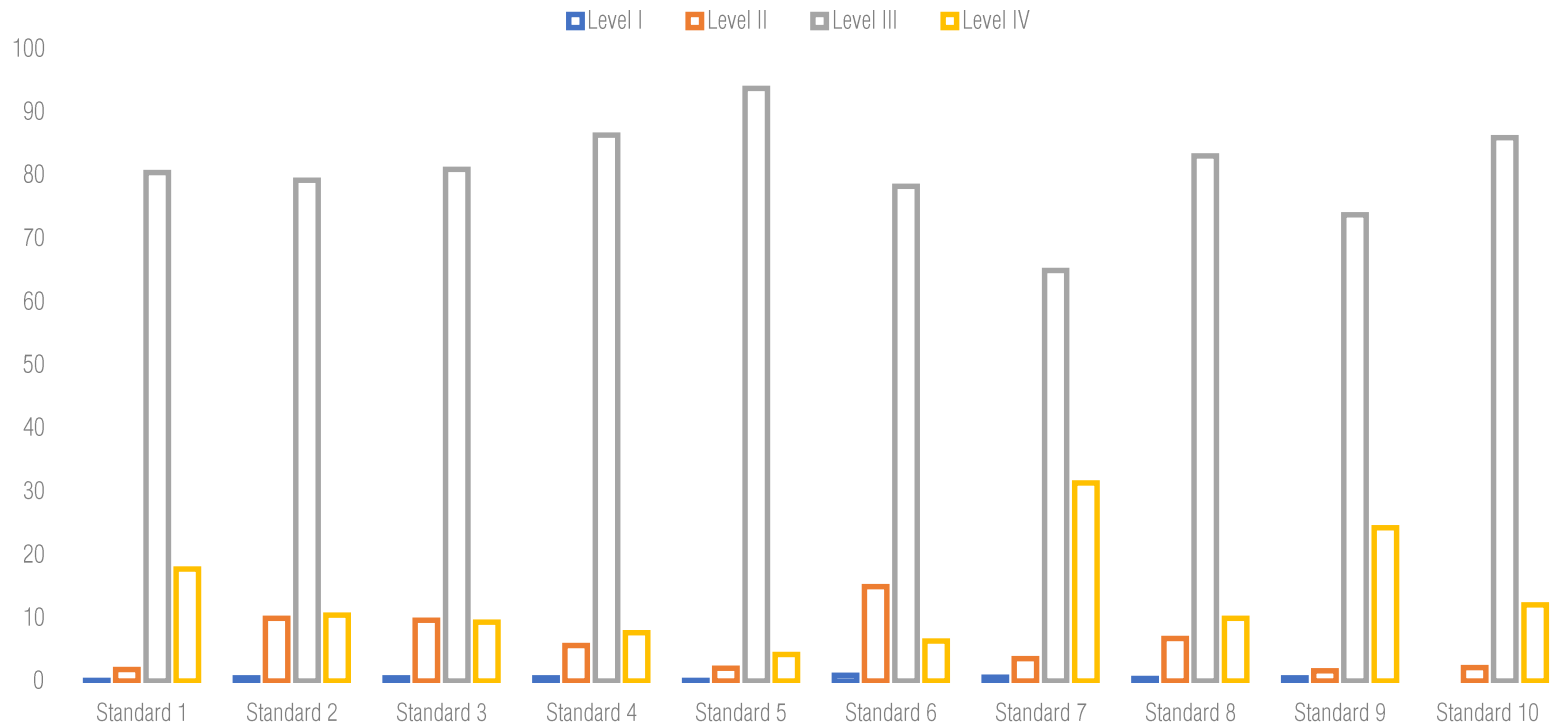


- Standard 1 Standard 2 Standard 3 Standard 4
- Standard 5 Standard 6 Standard 7 Standard 8
- Standard 9 Standard 10

Self- Assessment of a Level IV

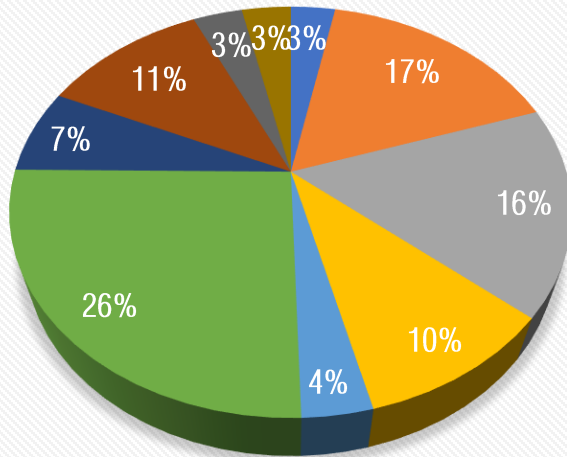


Formative Assessment Performance Distributions FY 18



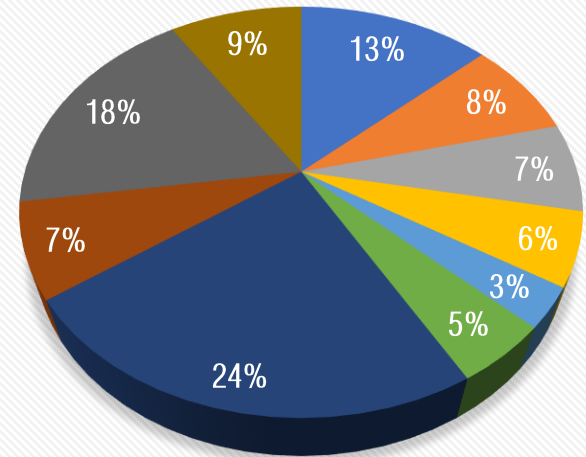
Closer Look At The Formative Assessment

Formative Assessment
Level I and Level II
FY18



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

Formative Assessment
Level IV
FY 18



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

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=

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?

Is what we are seeing in the field adding up to the data?

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?
	<p data-bbox="763 578 1226 621">Reflection and Goal Setting</p> <p data-bbox="763 635 1226 742">Notes:</p>	
	<p data-bbox="763 799 1226 842">Formative Feedback</p> <p data-bbox="763 856 1226 963">Notes:</p>	
	<p data-bbox="763 1021 1226 1063">Strategic Planning</p> <p data-bbox="763 1078 1226 1185">Notes:</p>	

Center on Great Teachers and Leaders

Professional Learning Supports Offered by TLSD

TLSD Professional Learning

SEA Support



FACT TO FACE
TRAINING



E-LEARNING
EXPERIENCES



WEBINARS



TOOLS &
RESOURCES

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 Standard Feminization Training



Best Practice

1. Approach observation training as a cycle of continuous improvement
2. If there is an evaluation team it is recommend that the team completes Inter-rater Reliability training.
3. Examine feedback for quality
4. Use an evaluation calendar.
5. Share evaluation data and develop a customizable professional learning plan.

E-Learning Experiences

SEA Support

Professional Learning Platform

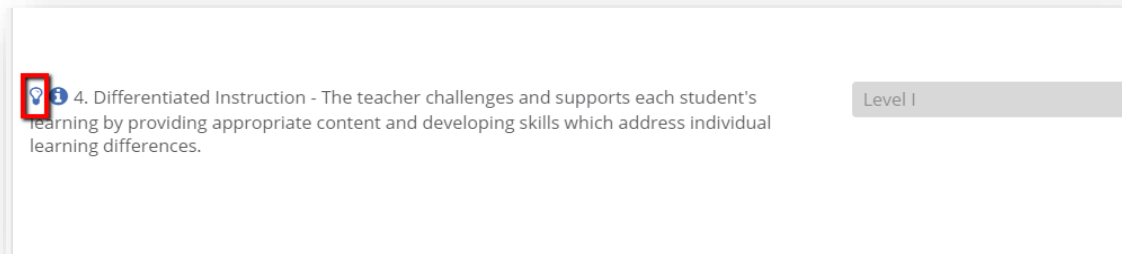
- Modules, Trainings, Webinars, PLCs, and Resources
- Relevant and Flexible Content
 - Personal Learning Paths
 - Customizable
- User Reflection
 - Quality Surveys (Coming Soon)

The screenshot displays the Professional Learning Platform interface. At the top, there is a navigation bar with the text "Good Morning" and a search bar containing the word "Keyword". Below the navigation bar, the main content area is titled "Course Catalog (62)". Four course cards are visible, each with a unique image and title:

- Course 1:** Image of a stack of books with a red apple on top. Title: "Teacher Keys Evaluation System Standard 1: Professional Knowledge- A Teacher's and School Leader's Guide for Improvement". Course ID: 143410. Assigned By: [blank]. Registered By: [blank]. Register button.
- Course 2:** Image of a circular diagram titled "Effective Instructional Planning". Title: "Teacher Keys Evaluation System Standard 2: Instructional Planning: A Teacher's Guide for Improvement". Course ID: 173727. Assigned By: [blank]. Registered By: [blank]. Register button.
- Course 3:** Image of a circular diagram titled "Instructional Strategies". Title: "Teacher Keys Evaluation System Standard 3: Instructional Strategies". Course ID: 165006. Status: In Progress. Assigned By: WHEELER, SHAUNTICE. Registered By: WHEELER, SHAUNTICE. Unregister button.
- Course 4:** Image of a person sitting at a desk with a brain icon. Title: "Teacher Keys Evaluation System Standard 4: Differentiated Instruction: A Teacher's Guide for Improvement". Course ID: 104043. Assigned By: [blank]. Registered By: [blank]. Register button.

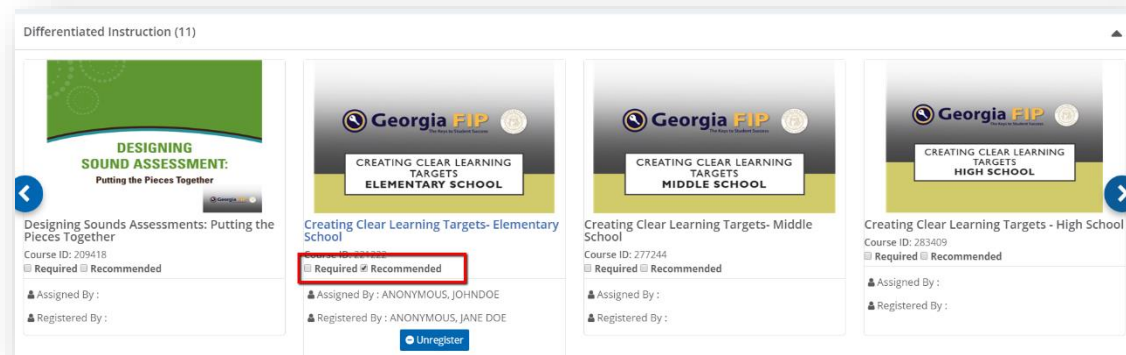
Customizing Professional Learning– Light bulb Feature

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



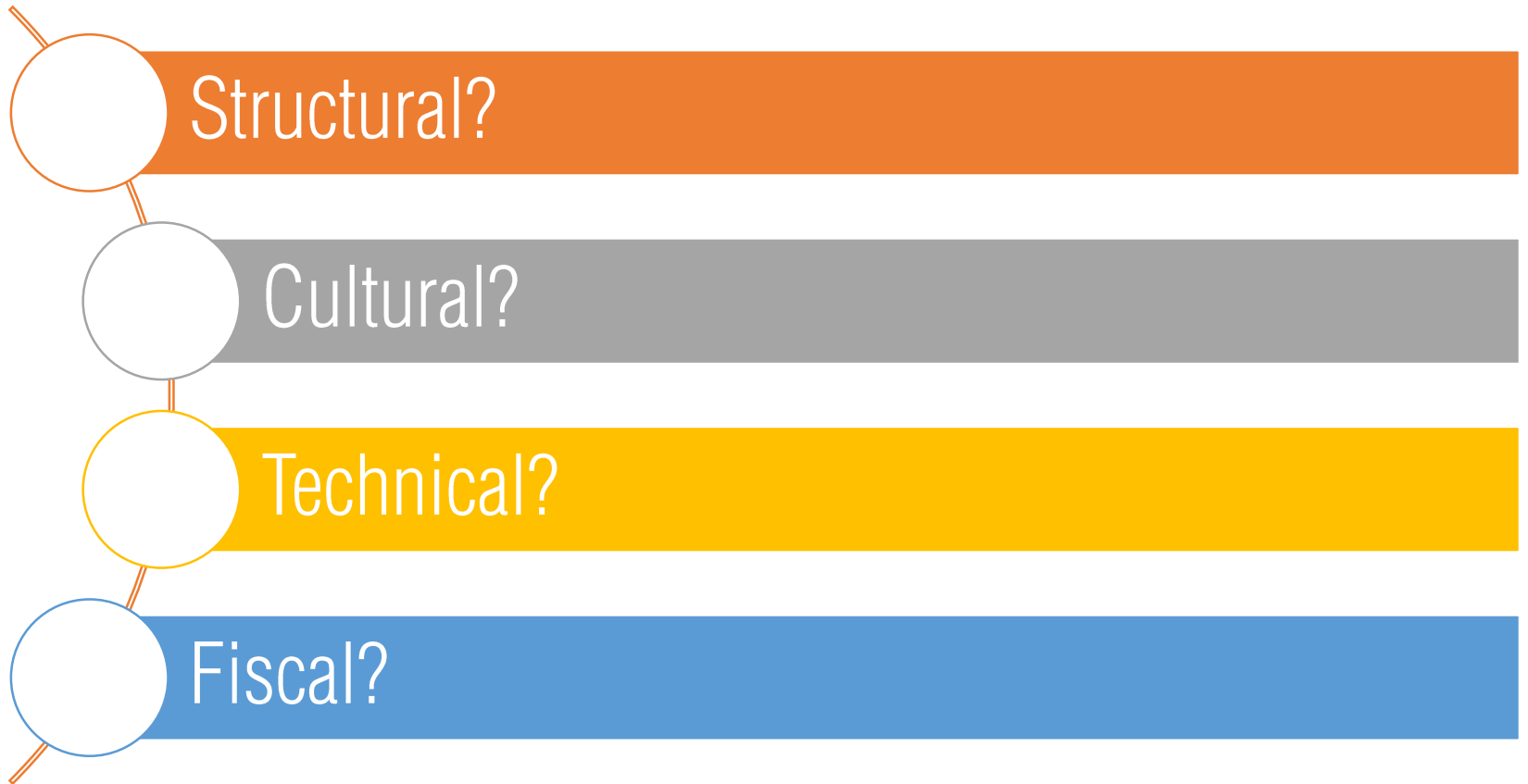
Customizing Professional Learning- Search

Browser Topic and Keyword Search

The screenshot displays a web interface for professional learning search. At the top, a navigation bar includes 'Home', 'My Courses', 'My Accomplishments', 'Browse Topics', 'Manage PL', and 'Release Notes'. A search bar on the right contains the text 'Keyword -' and a search icon. A red arrow points to the 'Keyword -' text. Below the navigation bar, a dropdown menu is open under 'Browse Topics', listing roles: District Leaders, Early Learning Teachers, Elementary Teachers, High School Teachers, Instructional Coaches/Coordinators, Middle School Teachers, and School Leaders. The main content area, titled 'Course Catalog (62)', shows three course cards. Each card includes a title, course ID, assigned by, and registered by information, along with a 'Register' or 'Unregister' button. The first card is for 'Teacher Keys Evaluation System Standard 1: Professional Knowledge- A Teacher's and School Leader's Guide for Improvement' (Course ID: 143410). The second is 'Teacher Keys Evaluation System Standard 2: Instructional Planning: A Teacher's Guide for Improvement' (Course ID: 173727). The third is 'Teacher Keys Evaluation System Standard 3: Instructional Strategies' (Course ID: 165006). The fourth card is partially visible, titled 'Teacher Keys Evaluation System Standard 4: Differentiated Instruction: A Teacher's Guide for Improvement' (Course ID: 104043). A diagram titled 'Instructional Strategies' is shown in the background of the second card, featuring a central circle with 'Direct instruction' and 'Interactive instruction' and surrounding terms like 'Differentiating instruction', 'Independent Study', 'Experiential learning', 'Personalized Learning', 'Blended Learning', 'Project-based Learning', 'Flipped Learning', 'Formative Assessment', 'Formative Feedback', 'Formative Evaluation', 'Formative Reflection', 'Formative Review', 'Formative Summative', 'Formative Assessment', 'Formative Feedback', 'Formative Evaluation', 'Formative Reflection', 'Formative Review', 'Formative Summative'.

Systematic Approach to Professional Learning?

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



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

District Action Planning

- 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?

Professional Learning

Measuring Impact

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

Adapted from Guskey, Thomas R. "Does It Make a Difference? Evaluating Professional Development." Educational Leadership 59. 6 (2002): 45-51.



Reflection and Closing

Additional Resources

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

Linking Educator Evaluation and Professional Learning

It's Not Just About ...	It's Really About ...
<ul style="list-style-type: none">▪ Including student growth 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">▪ Educator effectiveness rating	<ul style="list-style-type: none">▪ Linking evaluation results to career paths, opportunities, and systems of support

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