

Supporting Principals Using Teacher Effectiveness Evaluation Data

■ Handouts

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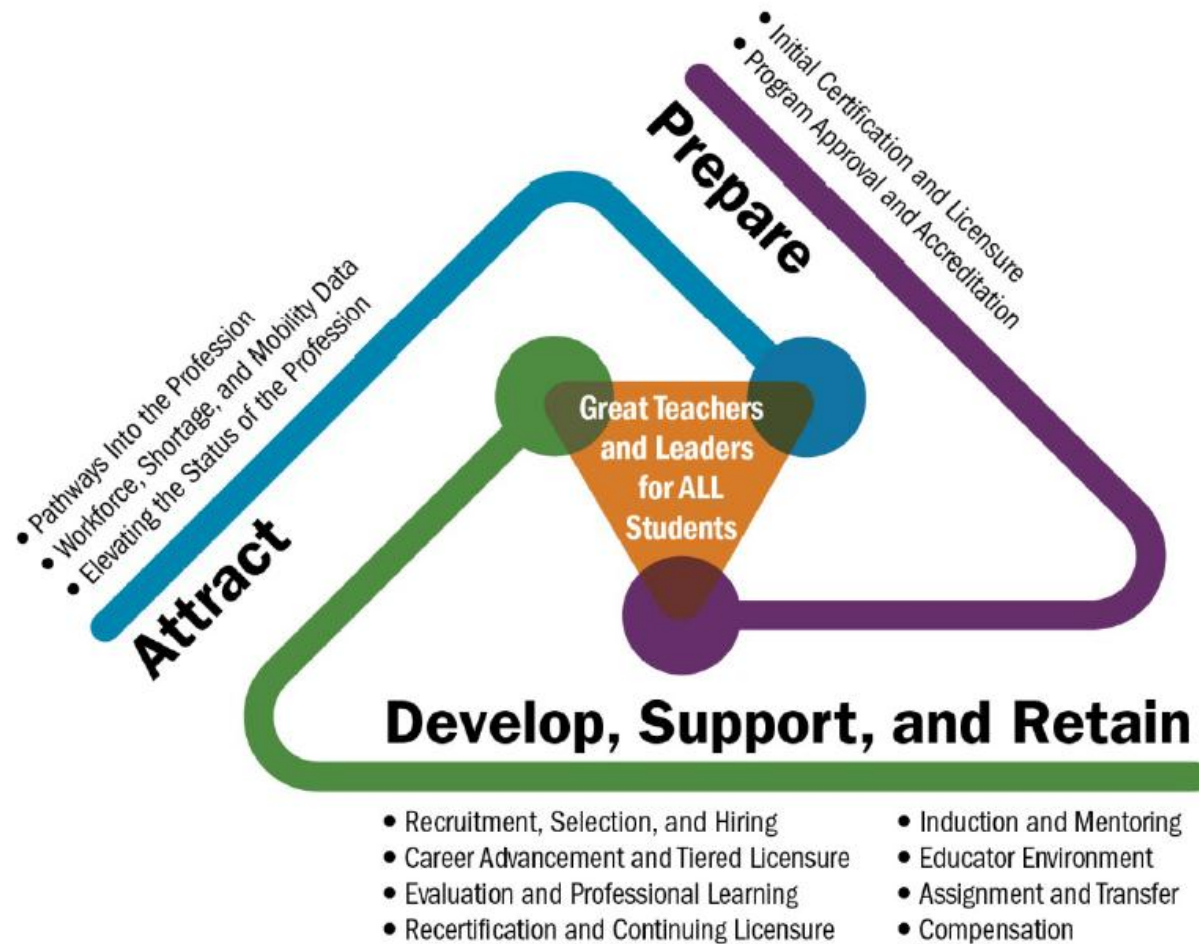


PROFESSIONAL LEARNING MODULE

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Handout 1: Educator Talent Management



Handout 2: Policy Brief



Principals' Use of Teacher Effectiveness Data for Talent Management Decisions

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"Not Just a Gotcha" Professional Development and Teacher Effectiveness Data

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There is growing recognition that schools need to be more strategic in how they manage their primary resource, teachers. Investment in measuring effective teaching—including value-added estimates, teacher observations, and student surveys¹—has increased the availability of data to make teacher talent management decisions.^{2,3} In addition to teacher evaluation, the data provide rich information that school leaders can leverage to target professional development and potentially improve overall teacher quality. However, systems need to ensure that adequate supports are available and that principals know how to direct their teachers to these resources. School systems can use data to track teacher growth and evaluate the efficacy of the professional development they offer, too.

Findings in this brief emerged from a larger study, *Supporting Principals to Use Teacher Effectiveness Data for Talent Management Decisions*.⁴ Here, we share insights on how the increased presence of comprehensive evaluation systems and teacher effectiveness data influenced school leaders' ability to provide feedback and support to teachers. Our research in eight urban school systems found the following:

- Principals use teacher effectiveness data to *identify strengths and weaknesses* among teachers.
- Principals use teacher effectiveness data to *provide feedback, individualized supports, and group-level professional development* to teachers.
- Principals *regularly encounter barriers* when they try to make use of teacher effectiveness data to shape teachers' professional development opportunities.

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"Not Just a Gotcha": Professional Development and Teacher Effectiveness Data

What We Learned

Principals rely almost entirely on observation data for professional development decisions.

Principals primarily use rubric-driven observation data, as opposed to other teacher effectiveness measures such as value-added scores, to identify teacher strengths and weaknesses. Some school systems facilitate this process by aligning teacher professional development opportunities with their instructional frameworks and observation rubrics. Others design bundles of support opportunities, all of which are directly aligned with specific indicators on the observation rubrics. For example, principals have a resource list they can consult when they identify patterns of weakness on a skill such as checking for understanding. They can consult this list to direct teachers to specific resources that are available. The most robust of these systems ensures that each skillset is supported by multiple learning opportunities, such as suggested readings, online videos, and workshops offered by the district.

Observation data help principals have constructive teacher feedback conversations.

Well-defined instructional frameworks and observation rubrics enable principals to engage teachers in targeted conversations that are based on objective evidence gathered during observations. The rubrics provide a common language around clear expectations of good instruction. Principals are able to document teacher practice and identify clear, actionable feedback to offer to their teachers. Principals desire training in effective ways to provide feedback to teachers, and when they receive this type of training, they report that it is helpful.

Principals offer teacher support at the school, district, and system levels.

When principals use data to recommend teacher support, many deploy resources within the school—such as master teachers, department heads, and instructional leadership team members—to coach, mentor, and model best practices. Others bring in district-level support personnel to serve as coaches, instructional leaders, and development specialists. Some recommend system-level supports that teachers can pursue outside of school, such as classes and workshops.

“In terms of supporting our teachers, we have the [instructional framework], which is a pretty robust evaluation system for teachers. So what we do as administrators is look at that data to see where is it that our school is lacking. Which indicators in the [instructional framework] do we need to focus on as a school? So if it’s a whole group, you know, if like 80 percent of our teachers are not understanding how to be successful in X, then it’s a whole-school approach.”

— Principal

Methodology

As part of a larger study on principals’ use of teacher effectiveness data for talent management decisions, we conducted research in six urban school districts and two charter management organizations (CMOs) during the 2012–13 school year. The sites have been or currently are engaged in developing new and varied measures of teacher effectiveness (e.g., teacher observations/appraisals, value-added or growth measures, and student surveys). We conducted more than 100 semi-structured interviews with central/home office personnel at the sites. Next, within each system, we selected a sample of schools that

represented different age groups (i.e., elementary, middle, and high) and achievement levels (i.e., low and high) and conducted 76 semi-structured interviews with principals from these schools.

We also conducted principal surveys in four of the six public school districts and the two CMOs. Online surveys were distributed to all principals by email between September and November 2013. A total of 795 principals responded to these surveys, representing an overall response rate of 82 percent.⁵

Principals use data to provide both individual and school-level professional development. While teacher effectiveness data is most often used to provide individualized supports, some principals use teacher observation data to identify areas where supports are needed at the department and whole-school levels. This occurs most frequently in school systems that have technological infrastructures that allow principals to query observation results by indicator. By doing so, principals identify areas of the teaching framework in which large numbers of their staff demonstrate a need for help.

BARRIERS TO PRINCIPALS' USE OF DATA FOR PROFESSIONAL DEVELOPMENT

Many principals struggle to offer high-quality teacher professional development. Many principals struggled to identify avenues of support for teachers despite their ability to identify shortcomings in practice. Some systems are working to align the supports they offer with their instructional frameworks, but even in these systems, the quality and efficacy of the supports offered are not known. Additionally, principals were challenged not only to identify resources, but also to monitor teachers' use of the resources and measure whether those resources led to improvement in practice.

Data systems often lack functionality to assist principals' efforts to provide support. Few data systems allow principals to track individual teachers or their entire staff based on scores on specific indicators on the instructional framework. Without such data systems, principals are limited in their abilities to systematically monitor teacher performance, analyze observations across teachers and across time, and identify areas of greatest need. Rarely do data systems allow principals to store observation results, record recommended professional development, track teachers' use of resources, and analyze changes in performance over time.

“After each observation the teachers come in for a post-conference in which we review what we observed ... , what the strengths were, and also what the scores were in each category according to the [system] rubric. And so we identify the areas where he or she was weak according to the rubric. ... We identify what his or her strengths were according to evidence which were aligned with the rubric. ... We use individual observation results and scores to guide teachers to improve in each indicator.”

— Principal

“So in theory, if [the data system] worked well, I should be able to use that information that's there electronically, quickly pick out deficits or needs of areas, and link that to some support, right? School support, department head support, leadership support, or the professional development resources and follow-ups that we do. ... But it's very disjointed.”

— Principal

“A major growth area for us [is] to really be able to evaluate the effectiveness of the professional development that's being delivered.”

— Central office staff member

Other barriers also are common. Principals often lack time, skills, and financial resources to design support, incentivize staff to attend professional development that is not required by their contract, or bring in outside experts. In some systems, a lack of principal autonomy was an issue; centralized professional development programs hinder the ability of school leaders to develop customized professional development opportunities for their staff based on needs identified through teacher effectiveness data.

Principals want continued support to improve their ability to provide feedback and professional development to teachers.⁶

We asked principals to identify areas related to professional development in which they desired more support. Their responses mirror the findings we have outlined in this brief (see Figure 1). Approximately two-thirds of all respondents indicated a moderate to strong desire for more support in each of the following areas:

- Identifying teacher-specific professional development from teacher effectiveness data
- Identifying schoolwide professional development from teacher effectiveness data
- Using teacher effectiveness data to identify teachers' strengths and needs
- Discussing teacher effectiveness data with teachers

“ Training was very helpful because now with the new observation tool you’re going to have to have fierce conversations. It could be an excellent teacher that you’ve worked with for years, but maybe the lesson was not so great. So you’re going to have to be able to tell that teacher, ‘Listen, this was not a great lesson,’ and explain why, and of course they might be that person with a strong personality. So definitely having that [training] gave me the techniques to really kind of handle that. ”

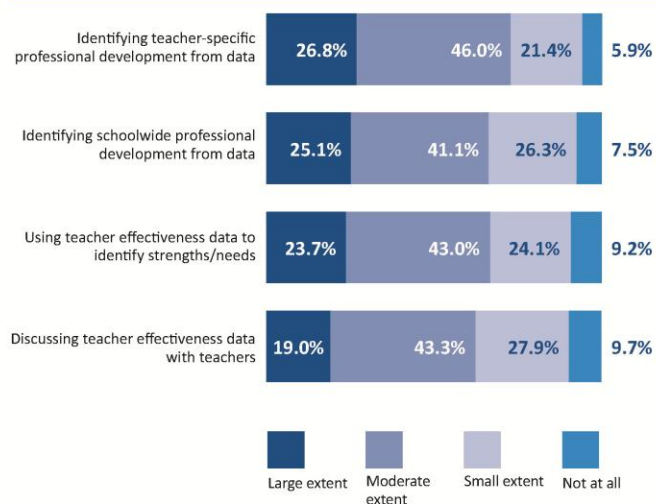
— Principal

“ I just think being able to know what kind of professional development to offer my staff when they are having trouble ... is the biggest thing for me—what to tell them specifically. ”

— Principal



Figure 1: Extent to which principals would like more support or training on teacher effectiveness data use for providing professional development



“[What] we did with principals this summer was we had a session on creating your professional development plan for your school. ... [Principals] brought in their teacher summary reports, their student achievement data, and we did an actual hands-on workshop where they mapped out what would [professional development] look like for a year in a school, having all these observation summaries at our fingertips.”

— Central office staff member



“We looked at the data last year ... the designing assessments and what you’re going to do with the assessments afterwards. Our teachers scored low in that. The year before, the teachers had scored low [on] question and discussion. So we did a lot of that stuff last year. This year we’re talking more about assessments, and what do they look like, and what are you going to do with them. You can’t just teach something and keep going; you’ve got to assess and then look at, ‘This group of kids got it, this group of kids didn’t.’ So we’re focusing on that. So we do look at that data piece for teachers.”

— Principal

Recommendations

- **Train and support principals to have honest, clear, and sometimes difficult conversations about teacher performance.** Provide ongoing training on how to provide teacher feedback that can be seen as an opportunity for growth, not a “gotcha.”
- **Develop data systems that enable principals to store, access, and analyze teacher observations scores over time.**
- **Develop teacher professional development resources that align with specific indicators on the instructional framework or rubric.** Ensure that principals are aware of the full range of district-provided supports. Ensure that the focus is on high-quality professional development approaches and opportunities for teachers.
- **Ensure that principals can track teachers’ participation in professional development opportunities.**
- **Monitor teachers’ use of professional development resources, ask participants for feedback, and track professional growth over time.**
- **Ensure that principals have the autonomy to use data from their own school to design schoolwide professional development plans.**

For more information and additional reports from this study, please see www.principaldatause.org or contact mollie.rubin@vanderbilt.edu.

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Endnotes

- 1 See Measures of Effective Teaching Project (2010). *Learning about Teaching: Initial Findings from the Measures of Effective Teaching Project*. The Bill & Melinda Gates Foundation.
- 2 On the importance of strategic human resource management in schools, see Curtis, R. (2010). Weaving the Pieces Together: A Framework for Managing Human Capital in Schools. In Curtis, R., & Wurtzel, J. (Eds.), *Teaching Talent: A Visionary Framework for Human Capital in Education*, pp. 171–195. Cambridge, MA: Harvard Education Press. See also Odden, A. (2011). *Strategic Management of Human Capital in Education*. New York: Routledge Press.
- 3 Talent management decisions include decisions about teacher recruitment, hiring, induction, assignment to classrooms and subjects, evaluation, feedback and support, professional development, leadership responsibilities, and retention.
- 4 See www.principaldatause.org for a full description of this study.
- 5 Additional details on the larger study can be found in Goldring, E. B., Neumerski, C. M., Cannata, M., Drake, T. A., Grissom, J. A., Rubin, M., & Schuermann, P. (2014). *Principals’ Use of Teacher Effectiveness Data for Talent Management Decisions*. Available at www.principaldatause.org
- 6 These findings draw directly upon findings completed by principals in six of the eight school systems in our study.

Handout 3: District Assessment

In My District, I Receive:	All of the Time	Some of the Time	Not to My Knowledge
Ongoing access to multiyear effectiveness data to inform talent management decisions (hiring, staffing, developing, and supporting)			
Timely access to data			
Differentiated principal training on how to collect, analyze, and use data			
Targeted training on applying effectiveness data			
Support in developing high-quality data practices			
Guidance on which data are to be used for specific decisions			
Training and support needed to have honest, clear, and sometimes difficult conversations about teacher performance			
The autonomy to use data from my own school to design schoolwide professional development plans			
Time to analyze data			

My District:	Yes	No	N/A
Facilitates a culture of trust, especially concerning the use of data			
Hosts a usable data dashboard that enables me to store, access, and analyze data			
Provides a formal and informal support system for accessing and using effectiveness data			
Requires the use of talent management data when making school-level staffing assignments			
Implements a district screening process for all applicants using a rubric aligned with the evaluation framework			
Provides me with training on how to identify indicators of potential effectiveness in teacher candidates			
Compares data obtained from the hiring process to outcomes to ensure high-quality hiring processes			
Sets data-based requirements for identifying teacher leaders			
Has teacher professional development resources that are aligned with specific indicators on the instructional framework			
Provides a tracking system to monitor teachers' participation in professional development opportunities			

Handout 4: Addressing Barriers

In the following spaces, take some notes on how to address each of the common barriers to using data.

Carving Out Time	Building Capacity
Designing and Implementing Structures	Ensuring Trust
Data Availability: What Additional Data Do You Need to Inform Decision Making?	

Handout 5: Action Plan

Choose a barrier to data use that will be the focus of your action planning for data use.

☐ Barrier A: Carving Out Time ☐ Barrier B: Building Capacity ☐ Barrier C: Implementing Structures ☐ Barrier D: Ensuring Trust

Section 1: Brainstorm	Section 2: Outcomes	Section 3: Reflect	Section 4: Artifacts	Section 5: Next Steps
Brainstorm activities to: <ul style="list-style-type: none"> ▪ Distribute tasks (Barrier A) ▪ Build capacity (Barrier B) ▪ Design and implement structures (Barrier C) ▪ Build trust (Barrier D) 	As a result of your plan, what outcomes are you expecting? How will you measure progress? Star two to three activities you brainstormed that you will complete prior to the next module.	What did you do? How did it go?	What artifacts show if this activity was a success? How do you know? What could be improved?	Based on the level of success, what are the next steps you will implement to meet your intended outcomes?
<i>(Barrier B) Assign team members different data sources to summarize during the discussion of data, a standing item on the school leadership team's agenda.</i>	<i>(Barrier B) Ask participants to create short summaries of relevant data sources that members of the school leadership team would use.</i>			

Section 1: Brainstorm	Section 2: Outcomes	Section 3: Reflect	Section 4: Artifacts	Section 5: Next Steps

Section 6: Continue to Implement and Document the Level of Success

How will you maintain this level of implementation?
How will you measure progress?

Handout 6: Data Literacy Definitions

1. “Understanding what data mean, including how to read graphs and charts appropriately, draw correct conclusions from data, and recognize when data are being used in misleading or inappropriate ways.”

Source: Carlson, J. R., Fosmire, M., Miller, C., & Sapp Nelson, M. (2011). Determining data information literacy needs: A study of students and research faculty. *Libraries Faculty and Staff Scholarship and Research*, 23.

2. “The ability to: formulate and answer questions using data as part of evidence-based thinking; use appropriate data, tools, and representations to support this thinking; interpret information from data; develop and evaluate data-based inferences and explanations; and use data to solve real problems and communicate their solutions.”

Source: Vahey, P., Yarnall, L., Patton, C., Zalles, D., & Swan, K. (2006, April 5). *Mathematizing middle school: Results from a cross-disciplinary study of data literacy*. Paper presented at the annual conference of the American Educators Research Association, San Francisco, CA.

3. “Competence in finding, manipulating, managing, and interpreting data, including not just numbers but also text and images.”

Source: Harris, J. (2013). Data is useless without the skills to analyze it. *Harvard Business Review*. Retrieved from <https://hbr.org/2012/09/data-is-useless-without-the-skills>

Handout 7: Data Interpretation

Step 1: Identify the Question and Data

Using the Talent Management Framework, what question would you like to answer using effectiveness data? Some example questions are included in the chart.

Topic	Individual Questions	Team Questions
Hiring	<input type="checkbox"/> Is a candidate from inside the district the appropriate choice for a job opening?	<input type="checkbox"/> What strengths should new hires have if they are chosen to join _____ grade / _____ subject team?
Staffing	<input type="checkbox"/> How can I be strategic about assigning my staff to subjects and grade levels?	<input type="checkbox"/> How should I assign teachers to my _____ grade / _____ subject team?
Teacher leadership	<input type="checkbox"/> Which teachers would be good mentors for the novice teachers in my building?	<input type="checkbox"/> How can I support the inexperienced teachers in _____ grade / _____ subject through teaming?
Professional learning	<input type="checkbox"/> How should I differentiate professional learning for novice teachers?	<input type="checkbox"/> Are there groups of teachers who could use professional development on the same topic, like teaching students with disabilities?
Retention and dismissal	<input type="checkbox"/> Which teachers have the potential to be valuable assets to the school community over time?	<input type="checkbox"/> How can we best differentiate between our high-performing teachers and low-performing teachers?
Other	<input type="checkbox"/> Write your own question about one of these topics or another talent development topic.	

What data will you need to answer the question? Are the necessary data at the individual, school, or district level?

Step 2: Find or Collect the Data

- ☐ Are the data you need currently collected and housed at the school, district, or state level? If so, where can you find the data? Is there someone who can find and pull the data for you?
- ☐ If not, can you collect the data? If so, how? Who can assist you in collecting the data?

Step 3: Manipulate the Data

1. Consider the best way to display the data.
2. Combine or match data sets to make sorting and filtering easier.
3. Sort and filter data according to the question you are answering.
4. Analyze and identify trends.
5. Create charts and graphs that demonstrate trends.

What are the key takeaways from your manipulation of the data?

Step 4: Making Decisions

What decision did you come to? Why?

Handout 8: Mock Data

Mock Data: Placement and Coaching

Teacher Name	Certification Area 1	Certification Area 2	Age Band	Summative Rating 2014	Additional Staffing Information	Subject Taught 2012	Grade Taught 2012	Reading Scores 2012	Math Scores 2012	Subject Taught 2013	Grade Taught 2013	Reading Scores 2013	Math Scores 2013	Subject Taught 2014	Grade Taught 2014	Reading Scores 2014	Math Scores 2014	Teacher choice 2015 - 1st	Teacher choice 2015 - 2nd	Teacher choice 2015 - 3rd
Teacher A	Generalist	Reading	PK–8	needs improvement		reading	3	50		reading	3	50		reading	3	54		3rd grade reading	4th grade reading	5th grade reading
Teacher B	Reading		4–8	proficient	Has been teaching for 10 years at this school	reading	4	60		reading	4	65		reading	6	60		6th grade reading	5th grade reading	4th grade reading
Teacher C	Reading		4–8	proficient	Followed a cohort of students	reading	5	66		reading	6	75		reading	7	75		4th grade reading	5th grade reading	8th grade reading
Teacher D	Generalist	Reading	PK–8	needs improvement	First-year teacher in 2012	reading	6	60		reading	5	55		reading	5	52		will be joining the kindergarten team		
Teacher E	Reading		4–8	exemplary		reading	7	72		reading	8	82		reading	8	76		8th grade reading	7th grade reading	6th grade reading
Teacher F	Math		4–8	proficient	First-year teacher in 2012	math	4		64	math	4		74	math	4		75	5th grade math	4th grade math	6th grade math
Teacher G	Generalist	Math	PK–8	proficient		math	3		80	math	3		72	math	3		75	3rd grade math	4th grade math	6th grade math
Teacher H	Generalist	Math	PK–8	proficient	Spent previous years with Grade 1–2; 2012 is first year in Grade 5	math	5		53	math	5		70	math	5		76	5th grade math	6th grade math	7th grade math
Teacher I	Math		4–8	proficient		math	6		59	math	6		60	math	6		70	7th grade math	6th grade math	5th grade math
Teacher J	Reading		4–8	proficient		reading	8	65		reading	7	55		reading	4	65		4th grade reading	5th grade reading	7th grade reading
Teacher K	Math		4–8	needs improvement		math	7		67	math	7		59	math	7		60	7th grade math	8th grade math	6th grade math
Teacher L	Math	Reading	4–8	exemplary	Has been teaching Grade 8 math for 13 years	math	8		75	math	8		80	math	8		68	8th grade math	7th grade math	6th grade math

Reading and math scores are reported as the percentage of students scoring at or above proficiency.

The colors follow a cohort of students from 2012-2014.

For example, green indicates the 2012 scores of 6th graders, 2013 scores of 7th graders and 2014 scores of 8th graders.

Mock Data: Potential Grade 5 Mathematics Hires

Source of data	Teacher X	Teacher Y	Teacher Z
Years of Experience	10	2	5
Certification	K–8 generalist	K–8 mathematics	K–8 generalist and mathematics
Previous Evaluation Ratings (self-reported)	Proficient	Proficient	Excellent
Previous evaluation ratings (confirmed with former school)	Proficient	Proficient	Proficient
Most recent placement	Fourth-grade mathematics	Fourth-grade mathematics	Fifth-grade mathematics
Taught fifth-grade mathematics	No	Yes, as student teacher	Yes
Percentage of students scoring at or above proficient last year on the state test	70%	85%	75%
References	Letter of recommendation from principal and team leader	References from principal, co-teacher, and colleague	References from co-teacher and colleague
Artifacts	<ul style="list-style-type: none"> ▪ Student scores on state assessment from past three years ▪ Sample lesson plan 	<ul style="list-style-type: none"> ▪ Sample lesson plan ▪ Sample unit plan 	<ul style="list-style-type: none"> ▪ Student scores on state assessment from past three years ▪ Sample lesson plan ▪ Sample unit plan
Notes from human resources screener	Tenure in previous district, moved to care for a sick parent. Does not have experience working in a professional learning community.	No tenure in previous district. Had difficulty providing an example of providing an intervention for a group of students.	No tenure in previous district. Co-taught with a special education teacher last year. Has no experience working with English language learners.

Mock Data: Teacher Evaluation Data

Teacher Name	Certification Area 1	Certification Area 2	Age Band	Subject Taught 2014	Grade Taught 2014	Summative Rating 2014	Numeric Rating 2014	Planning Component and Indicator Ratings						Instruction Component and Indicator Ratings						Management Component & Indicator Ratings						Professionalism Component & Indicator Ratings					
								Component Rating	P	IO	A	SK	Ob	Instruction Rating	Com	E	Q	HOT	CU	Management Rating	CC	I	B	P	Org	Professionalism Rating	R	FE	CE	Coll	PR
Teacher A	Generalist	Reading	PK–8	reading	3	Needs Improvement	2.5	Proficient	3	3	3	3	3	Needs Improvement	2	3	2	2	3	Needs Improvement	2	2	3	2	3	Proficient	3	3	3	3	3
Teacher B	Reading		4–8	reading	6	Proficient	3.5	Proficient	3	3	3	3	3	Proficient	3	3	3	3	3	Exemplary	3	4	4	3	4	Exemplary	4	3	3	4	4
Teacher C	Reading		4–8	reading	7	Proficient	3.25	Proficient	3	3	3	3	3	Proficient	2	3	3	3	3	Exemplary	3	4	4	3	4	Proficient	3	2	3	3	4
Teacher D	Generalist	Reading	PK–8	reading	5	Needs Improvement	2.25	Needs Improvement	2	2	3	2	3	Needs Improvement	2	3	2	1	3	Needs Improvement	2	2	2	3	3	Proficient	3	3	3	3	3
Teacher E	Reading		4–8	reading	8	Exemplary	3.75	Exemplary	4	3	3	4	4	Exemplary	4	3	4	3	4	Proficient	3	2	3	3	3	Exemplary	4	3	3	4	4
Teacher F	Math		4–8	math	4	Proficient	3	Proficient	3	3	3	2	3	Proficient	3	3	3	2	3	Proficient	2	3	3	3	3	Proficient	3	3	3	3	4
Teacher G	Generalist	Math	PK–8	math	3	Proficient	3	Exemplary	4	4	4	3	3	Needs Improvement	3	3	2	2	3	Proficient	3	3	3	4	3	Proficient	3	2	3	3	3
Teacher H	Generalist	Math	PK–8	math	5	Proficient	3.25	Proficient	3	3	3	3	3	Proficient	3	3	3	3	3	Proficient	3	3	3	3	3	Exemplary	4	3	4	4	4
Teacher I	Math		4–8	math	6	Proficient	2.75	Proficient	3	3	2	3	3	Needs Improvement	3	3	3	3	3	Proficient	3	3	4	4	3	Proficient	3	3	3	3	4
Teacher J	Reading		4–8	reading	4	Proficient	3.25	Proficient	3	4	3	3	3	Exemplary	4	4	3	4	3	Proficient	3	3	3	3	3	Proficient	4	3	3	3	3
Teacher K	Math		4–8	math	7	Needs Improvement	2.5	Proficient	3	3	3	3	4	Needs Improvement	3	3	2	2	3	Needs Improvement	3	3	2	2	2	Proficient	3	3	3	2	3
Teacher L	Math	Reading	4–8	math	8	Exemplary	3.75	Exemplary	4	3	4	3	4	Proficient	3	3	3	3	3	Exemplary	3	4	4	4	3	Exemplary	4	3	4	3	4

Summative rating categories: Unsatisfactory, Needs Improvement, Proficient, Exemplary.

Teachers receive a summative rating that comes from an average rating on four components: planning, instruction, management and professionalism.

Each component has equal weight and is rated Unsatisfactory (1), Needs Improvement (2), Proficient (3), Exemplary (4).

The component rating comes from simple rounding of indicators.

Each indicator is rated Unsatisfactory (1), Needs Improvement (2), Proficient (3), Exemplary (4).

Instruction and management ratings are averaged from three observations (one unannounced and two announced).

Preparation and professionalism ratings come from evaluator rating of artifacts, including those identified by the teacher.

The following cut scores are utilized when coming to a summative rating. They were agreed to by the district and the teacher's union.

Summative Rating	Band
Exemplary	3.51 – 4.00
Proficient	2.75 – 3.50
Needs Improvement	2.00 – 2.74
Unsatisfactory	Anything below 2.00

Component	Indicators	Abbreviation	Component	Indicators	Abbreviation
Planning	Pedagogy	P	Management	Classroom Culture	CC
	Instructional Org	IO		Inclusion	I
	Assessment	A		Behavior	B
Instruction	Student Knowledge	SK	Professionalism	Procedures	P
	Objectives	Ob		Organization	Org
	Communication	Com		Reflection	R
	Engagement	E		Family Engagement	FE
	Questioning	Q		Community Engagement	CE
	Higher-Order Thinking	HOT		Collaboration	Coll
	Content Understanding	CU		Professional Resp.	PR

Handout 9: 3-2-1 Reflection

3 – Three things you learned today

2 – Two “ahas” from today’s session

1 – One question or topic you would like to be revisited during Part 3

Handout 10: Communication Planning

Question	Response
1. Which stakeholder groups will need to learn about how data will be used for human capital decisions?	<i>Consider teachers, school leaders, district leaders, leaders of other schools in the district, parents, and families.</i>
2. What are the critical concerns of each stakeholder group? How will you address those concerns in your communication?	
3. What methods will you use to communicate with stakeholders about how data will be used for talent management decisions?	<input type="checkbox"/> E-mail <input type="checkbox"/> In-person meetings <input type="checkbox"/> Memos <input type="checkbox"/> Newsletters <input type="checkbox"/> Websites <input type="checkbox"/> Workshops <input type="checkbox"/> Other _____
4. How will you collect feedback from stakeholder groups on your plans?	
5. How will you build trust when individuals have concerns about privacy and transparency?	
6. How and when will you communicate talent management decisions with relevant teachers?	

Source: Adapted from Benson-Glanz, A. (2010). *Performance management communication guidebook: Communication tools for teacher evaluation*. Washington, DC: American Institutes for Research.

Stakeholder		Communication Objectives				
		<i>Consider the purpose of using the data, what data are used and who has access, and what decisions are being informed by the data and data confidentiality.</i>				
Timeline	Action	Stakeholder	Communication Detail	Persons Responsible	Deadline	Status

Source: Benson-Glanz, A. (2010). *Performance management communication guidebook: Communication tools for teacher evaluation*. Washington, DC: American Institutes for Research, p. 12.

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