

**Suggested Segments when Planning Abbreviated Sessions on the *Using Teacher Evaluation Data to Inform Professional Learning Module* (June 2014)**

The *Using Teacher Evaluation Data to Inform Professional Learning Module* is a comprehensive module intended for use with personnel at the local level. Outlined here are suggested segments for planning sessions with this module as it may need to be adapted for use in various contexts depending upon 1) the audience, 2) the time of year in the evaluation cycle, and 3) time allocation.

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| **Audience: Administrators/Central Office**  |
| Agenda Item(s) | Time | Slides | Activities | Materials |
|  -Welcome, Introductions, and Agenda-Using Evaluation Data for Self- Assessment and Goal Setting-Using Evaluation Data for Formative Feedback-Using Final Summative Evaluation Data for Individual and School wide Planning | 1-1.5 hours | 1,14,19-28, 30, 34-41, 43-45, 47-50 | Activity 4: Strategic Use of Data (briefly)Activity 5: Strengthening a Self-Assessment (abbreviated to 5 min)Activity 8: Using Data to Plan for Differentiated Professional Learning *(substantial focus)*Activity 9: Using Data to Plan for School wide Professional Learning *(substantial focus)*Activity 10: Promising ExamplesActivity 11: Pause for Self-AssessmentActivity 12: Action Plan | Handout 2Handout 4Handout 5Handout 6Handout 7 (district teams)Handout 8 |

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| **Audience: Teachers**  |
| Agenda Item(s) | Time | Slides | Activities | Materials |
| -Welcome, Introductions, and Agenda-Using Evaluation Data for Self- Assessment and Goal Setting- Using Final Summative Evaluation Data for Individual Planning | 1-1.5 hours | 1,10, 12, 13-16, 20-23, 30, 34-36, 38, 43-45,47-50 | Activity 1: Human Continuum Activity 2&3: Table Warm-Up Activity 4: Strategic UseActivity 5: Strengthening Self-Assessment Activity 8: Using Data to Plan for Differentiated Professional Learning *(substantial focus)* | Handout 1Handout 4 |

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| **Audience: Administrators/Central Office**  |
| Agenda Item(s) | Time | Slides | Activities | Materials |
| -Welcome, Introductions, and Agenda-Definitions and Assumptions-Using Evaluation Data for Self-Assessment and Goal Setting-Using Evaluation Data for Formative Feedback-Using Final Summative Evaluation Data for Individual and School wide Planning-Identifying Essential Conditions for Professional Learning | 3-3.5 hours | 1,6,10-19, 21-28, 30, 33-41,44-45,47-50 | Activity 1: Human ContinuumActivity 2: Table Warm-UpActivity 3: Table Warm-Up RevisitedActivity 4: Strategic Use of DataActivity 5: Strengthening a Self-AssessmentActivity 8: Using Data to Plan for Differentiated Professional Learning *(substantial focus)*Activity 9: Using Data to Plan for School wide Professional Learning *(substantial focus)*Activity 11: Pause for Self-Assessment: Supporting High-Quality Learning  | Handout 2Handout 4Handout 5Handout 7Handout 8 |

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| **Audience: Teachers**  |
| Agenda Item(s) | Time | Slides | Activities | Materials |
| -Welcome, Introductions, and Agenda-Definitions and Assumptions-Using Evaluation Data for Self-Assessment and Goal Setting-Using Evaluation Data for Formative Feedback-Using Final Summative Evaluation Data for Individual Planning | 3-3.5 hours  | 1,6, 10-19, 21-28, 30, 34-36, 38, 47-50 | Activity 1: Human ContinuumActivity 2: Table Warm-UpActivity 3: Table Warm-Up RevisitedActivity 4: Strategic Use of DataActivity 5: Strengthening a Self-Assessment *(substantial focus)*Activity 8: Using Data to Plan for Differentiated Professional Learning *(substantial focus)* | Handout 1Handout 2Handout 4 |



professional learning module – june 2014

For the *Using ohio Teacher evaluation data to inform professional learning*

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| Ohio Standards for Professional Development |
| 1. High quality professional development is a purposeful, structured, and continuous process that occurs over time.
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| 1. High quality professional development is informed by multiple sources of data.
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| 1. High quality professional development is collaborative.
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| 1. High quality professional development includes varied learning experiences that accommodate individual educators’ knowledge and skills.
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| 1. High quality professional development is evaluated by its short- and long-term impact on professional practice and achievement of all students.
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| 1. High quality professional development results in the acquisition, enhancement or refinement of skills and knowledge.
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**Individual Professional Learning Worksheet**

Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This form is to be used to help determine professional learning for teachers based upon their performance, student growth measures, and final evaluation ratings. Using a completed OTES Evaluation Rubric for the teacher, look at each performance indicator and place the information below. Then analyze the findings to see if there are specific areas for professional learning that would benefit the teacher.

 *This form is not meant to be used to determine teacher evaluation ratings.*

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| **Teacher Evaluation Indicators** | **2012-2013** | **2013-2014** | **2014-2015** |
| Instructional Planning |  |  |  |
| Focus for Learning |  |  |  |
| Assessment Data |  |  |  |
| Prior Content Knowledge/Sequence/Connections |  |  |  |
| Knowledge of Students |  |  |  |
| Instruction & Assessment |  |  |  |
| Lesson Delivery |  |  |  |
| Differentiation |  |  |  |
| Resources |  |  |  |
| Classroom Environment |  |  |  |
| Assessment of Student Learning |  |  |  |
| Professionalism |  |  |  |
| Professional Responsibilities |  |  |  |

In this section, place the appropriate information for this teacher from his/her teacher evaluation data.

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| **Teacher Evaluation Indicators** | **2012-2013** | **2013-2014** | **2014-2015** |
| Final Performance Rating |  |  |  |
| Student Growth Measure #1 |  |  |  |
| Student Growth Measure #2 |  |  |  |
| Final Summative Rating |  |  |  |

**School-Level Teacher Evaluation Data to Inform Professional Learning**

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| --- | --- | --- | --- | --- | --- | --- |
| **Teacher** | **Years of Experience** | **Performance Area of Focus 1** | **Performance Area of Focus 2** | **Performance****Rating** | **Student Growth Measure(s) Rating** | **Final Summative Rating** |
| A |  |  |  |  |  |  |
| B |  |  |  |  |  |  |
| C |  |  |  |  |  |  |
| D |  |  |  |  |  |  |
| E |  |  |  |  |  |  |
| F |  |  |  |  |  |  |
| G |  |  |  |  |  |  |
| H |  |  |  |  |  |  |
| I |  |  |  |  |  |  |
| J |  |  |  |  |  |  |
| K |  |  |  |  |  |  |
| L |  |  |  |  |  |  |
| M |  |  |  |  |  |  |
| N |  |  |  |  |  |  |
| O |  |  |  |  |  |  |
| P |  |  |  |  |  |  |
| Q |  |  |  |  |  |  |
| R |  |  |  |  |  |  |
| S |  |  |  |  |  |  |
| T |  |  |  |  |  |  |
| U |  |  |  |  |  |  |
| V |  |  |  |  |  |  |
| W |  |  |  |  |  |  |
| X |  |  |  |  |  |  |
| Y |  |  |  |  |  |  |
| Z |  |  |  |  |  |  |

Suggestion: color code and align with look-up table colors to see various patterns, trends in data

