Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research

Supporting Principals Using Teacher Effectiveness Evaluation Data

Facilitator's Guide

SEPTEMBER 2015

PROFESSIONAL LEARNING MODULE

AIR®
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About This Booklet

This *Supporting Principals Using Teacher Effectiveness Data Facilitator's Guide* is intended for use with the following additional resources:

- *Supporting Principals Using Teacher Effectiveness Data* handouts
- *Supporting Principals Using Teacher Effectiveness Data* sample agenda
- *Supporting Principals Using Teacher Effectiveness Data* slide presentation

These online resources are available for download on the *Professional Learning Modules* webpage of the *Center on Great Teachers and Leaders* website. Please visit the webpage at http://www.gtlcenter.org/technical-assistance/professional-learning-modules.

Adapting This Booklet

This booklet is designed so that facilitators can adopt it as written or modify the content to reflect state and local context, needs, and priorities. If modifications to content are made, the GTL Center requests that the following disclaimer be included in the revised materials:

This booklet was modified in whole or in part with permission from the Center on Great Teachers and Leaders and the Bill & Melinda Gates Foundation.

Supporting Principals Using Teacher Effectiveness Data: Facilitator's Guide

September 2015

Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research

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Module Overview

The professional learning module on *Supporting Principals Using Teacher Effectiveness Data* was developed collaboratively by the Center on Great Teachers and Leaders (GTL Center) and the Bill & Melinda Gates Foundation. This module contains the materials designed to implement a work session that builds the knowledge and capacity of leaders and staff members from regional comprehensive centers (RCCs), state education agencies (SEAs), and within-state regional centers on supporting principal use of teacher effectiveness data.

Staff members from these agencies may wish to modify and turnkey the work session based on this module for use with district leadership teams and principals. The duration, scope, and sequence of the work session may be customized to accommodate local needs and conditions. The entire work session is designed to take place during three two-hour periods but also can be combined into one six-hour session to accommodate participant time and availability.

Materials

The following materials are part of this module:

- *Supporting Principals Using Teacher Effectiveness Data Facilitator's Guide*
- *Supporting Principals Using Teacher Effectiveness Data Handouts*
- *Supporting Principals Using Teacher Effectiveness Data* sample agenda
- *Supporting Principals Using Teacher Effectiveness Data* slide presentation

All materials are available on the GTL Center's *Professional Learning Modules* webpage at http://www.gtlcenter.org/technical-assistance/professional-learning-modules. These materials may be used and adapted to fit the needs of the state context. To cite the content, please use the following statement: *These materials have been adapted in whole or in part with permission from the Center on Great Teachers and Leaders and the Bill & Melinda Gates Foundation.*

Work Session Goals

The work session based on the *Supporting Principals Using Teacher Effectiveness Data* module has the following goals for participants:

- Become familiar with relevant, current research on how principals can use effectiveness data to inform planning and decision making.
- Practice using teacher effectiveness data to inform human capital decision making and strategic planning.
- Engage in collaborative analysis of actual effectiveness data with colleagues.

Intended Audiences

Participants: Stakeholders who would benefit from participating in a work session using this module may include leaders and staff members from RCCs, SEAs, and local education agencies, including district leaders and principals.

Facilitators: Facilitators for a work session based on this module may include GTL Center staff, RCC staff, or SEA staff.

Using This Facilitator's Guide

This facilitator's guide provides suggestions for structuring the work session, notes on how to implement the suggested activities, and talking points to be used with the slide presentation and customization points to help you think about how to organize the work session for your participants.

Materials

The following materials are recommended for the work session and associated activities:

- Computer for the *Supporting Principals Using Teacher Effectiveness Data* slide presentation
- Projector and screen
- Name table tents (optional)
- Poster paper (preferably the kind with adhesive backing; if these are not available, bring masking tape to post the papers on the wall)
- Colored markers
- Pens
- Sticky notes
- Adequate reserved space, time, and materials
- Tables arranged to support small-group discussions
- Necessary materials printed:
    - Handouts

Preparation for Work Session Activities

Prior to the start of the work session, prepare the following materials:

- Customize the facilitator and date on Slides 1, 2, 44, and 75; insert the date of meetings on Slides 42 and 71.
- Pass out chart paper for each table for the activity on Slide 12.
- Create "yes" and "no" signs for the activity on Slide 86.

Also, become familiar with the facilitator's guide and the handouts.

Agenda Outline

Table 1 provides a detailed outline of the agenda for the work session. It includes timing, slide numbers, activities, and materials. This outline provides facilitators with a big-picture view of this workshop and the corresponding activities.

Table 1. Detailed Outline of the Agenda

	Agenda Item	Time (Minutes)	Slides
Part 1	Title Slide, Welcome, Introductions, and Agenda	5	1–8
	Teacher Effectiveness Data and Talent Management Framework	30	9–14
	Teacher Effectiveness Data Sources	30	15–24
	What Does the Research Say?	30	25–31
	Getting Ready to Use Effectiveness Data	20	32–38
	Planning	5	39–43
Part 2	Title Slide, Welcome, Introductions, and Agenda	5	44–48
	Revisit Progress	10	49–52
	Data Interpretation and Simulation	90	53–68
	Wrap-Up	15	69–74
Part 3	Title Slide, Welcome, Introductions, and Agenda	5	75–79
	Revisit Progress	10	80–83
	Data Communication	15–30	84–87
	Analyzing Data	65–80	88–94
	Wrap-Up	10	95–99

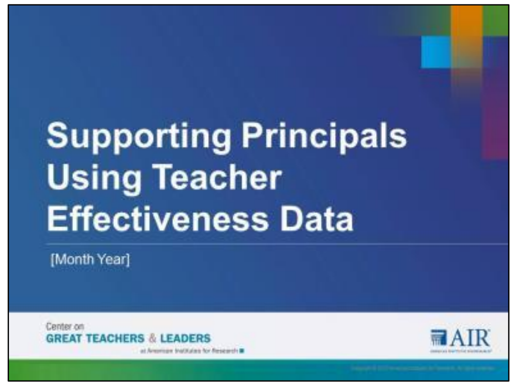
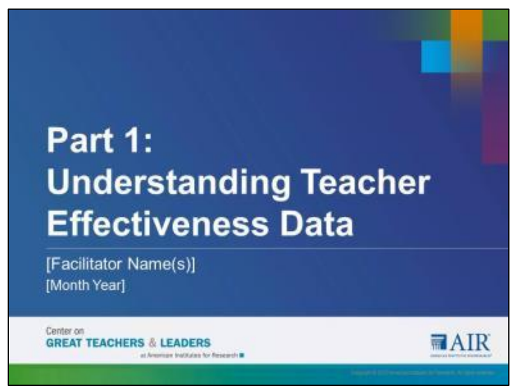
Script

The following section is a slide-by-slide script that provides guidance to facilitators as they present the content and learning activities included in this work session based on this module. Reviewing the entire guide prior to facilitating the work session is highly recommended.

Supporting Principals Using Teacher Effectiveness Data Work Session

Part 1—Understanding Teacher Effectiveness Data (Two Hours)

Purpose: Become familiar with relevant, current research on how principals can use effectiveness data to inform planning and decision making.

Facilitation Note: *Officially welcome the participants. Introduce yourself and fellow facilitators. Discuss your relevant background experiences to build participant confidence in your skills as facilitators. All of these materials may be used and adapted to fit the needs of the state or local context. If modifications are made to content, please use the following statement:* These materials have been adapted in whole or in part with permission from the Center on Great Teachers and Leaders. *Customize by adding the month and year.*	 Slide 1
Facilitation Note: *Slide 2 is the title slide for Part 1.* *Customize by adding the facilitator name, month, and year.*	 Slide 2
Facilitation Note: *Slide 3 is the divider slide for the Welcome, Introductions, and Agenda section.* *The section should take five minutes.* *Let participants know that they we will begin with introductions and a review of the agenda. Ask participants to introduce themselves by sharing their name, role, and one thing that they like about their working environment. Have the participants in the room do a quick whip-around.* **Explain:** "This module will teach you a process for making data-based decisions so that such important decisions are not	 Slide 3

<table>
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<td>made based on feelings or personal relationships. Using data makes these decisions more understandable; builds commitment, trust, and investment on the part of the staff; and ensures that students are being taught and led by the most effective staff.”</td>
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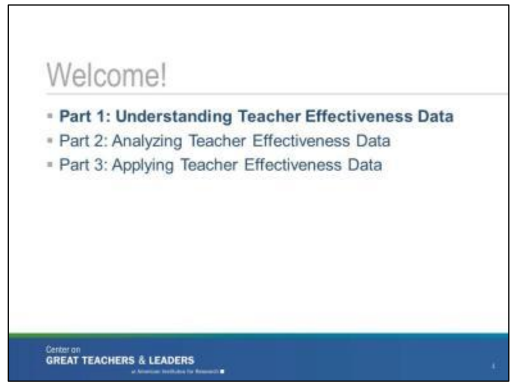
<td>Facilitation Note: Describe the set of three parts in this professional learning module.</td>
<td>

Slide 4</td>
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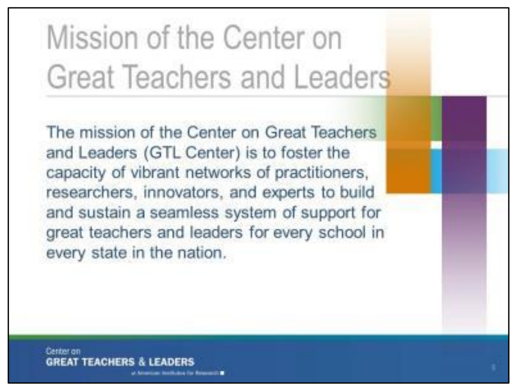
<td>Explain:

“The materials for this work session were developed by the Center on Great Teachers and Leaders (GTL Center), in collaboration with the Bill & Melinda Gates Foundation. The GTL Center is a federally funded technical assistance center created to support state-led initiatives to grow, respect, and retain great teachers and leaders for all learners.”</td>
<td>

Slide 5</td>
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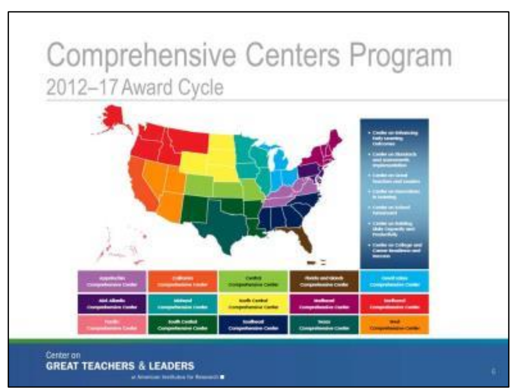
<td>Explain:

“The GTL Center is one of seven content centers that support the work of 15 regional centers. The blue column at the right shows all the content centers, such as the College and Career Readiness and Success Center and the Center on Standards and Assessment Implementation. The map shows the different regional centers that the content centers support. All of these centers work collectively to support state and educator efforts.

One of the focal areas of the GTL Center is providing technical assistance on safe and supportive learning environments, and social and emotional learning. Specifically, the GTL Center focuses on the relationship school conditions have on educator effectiveness and how school climate can be integrated into reform initiatives and school improvement efforts.”</td>
<td>

Slide 6</td>
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Explain:

"The agenda for Part 1 is on the slide."

Read the agenda for Part 1 from the slide.

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Slide 7

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Explain:

"At the end of Part 1, we intend to meet the following outcomes."

Read the outcomes for Part 1 from the slide.

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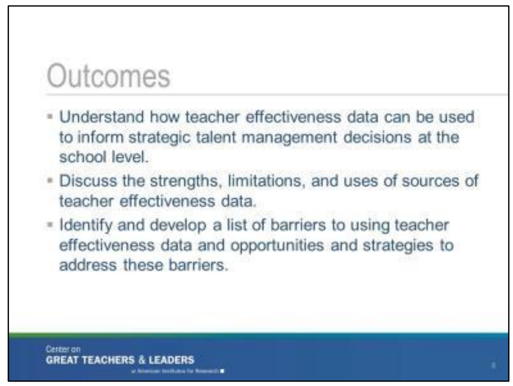

Slide 8

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Facilitation Note: *Slide 9 is the divider slide for the Teacher Effectiveness and Talent Management section.*

The section should take 20 minutes.

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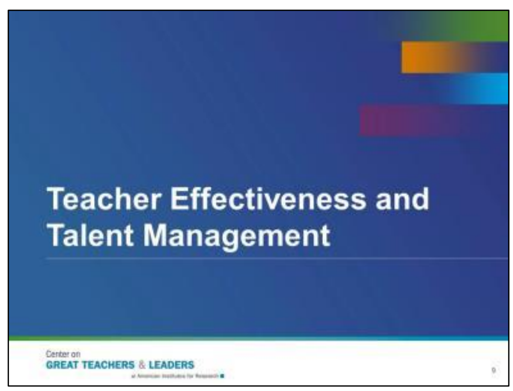

Slide 9

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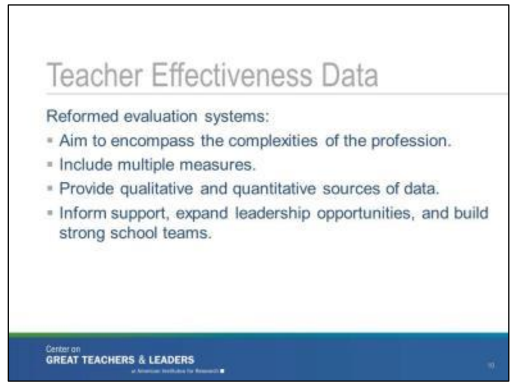
Explain:

"Federal funding opportunities such as Race to the Top and School Improvement Grants included educator evaluation requirements. The revisions of teacher effectiveness systems since 2009 have common characteristics.

Reformed evaluation systems:

- Aim to encompass the complexities of the profession.
- Include multiple measures. Multiple measures ensure teacher effectiveness ratings are not based on a single source of data.
- Provide qualitative and quantitative sources of data.
- Inform support, leadership opportunities, and build strong school teams.

These teacher evaluation systems generate useful data to inform many types of decisions made at the district and school levels."



Slide 10

Explain:

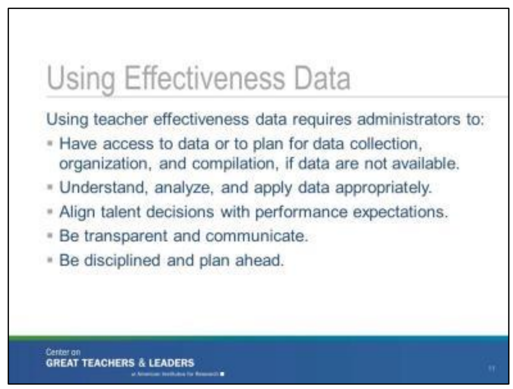
"Using teacher effectiveness data and ensuring they are useful requires some work.

Using teacher effectiveness data requires administrators to have access to data or to plan for data collection, organization, and compilation, if data are not available.

It also requires administrators to understand, analyze, and apply data appropriately.

Administrators must align talent decisions to performance expectations.

Finally, administrators must be transparent and communicate how data will be used and also be disciplined and plan ahead for the use of teacher effectiveness data."



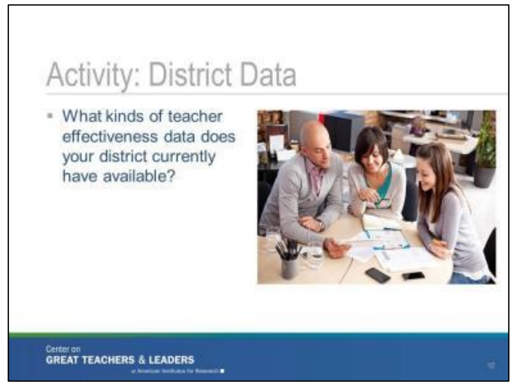
Slide 11

Facilitation Note: *Ahead of time, ensure there is one piece of chart paper for each table.*

Explain:

"Now we're going to explore some of these ideas in more depth. The first thing you need to use data are the data themselves.

- As a group, brainstorm a list of types of teacher effectiveness data you currently have available.
- Write your responses on the chart paper.
- Set this aside. We will revisit it soon in this session."



Slide 12

Facilitation Note: *Tell participants they can find a larger version of the graphic on this slide on Handout 1.*

Explain:

"Now let's introduce a talent management framework. This framework is important because it incorporates and shows the interconnections among all aspects of an educator's career. It is a useful tool for conceptualizing all aspects of an educators' career.

This framework groups educator effectiveness policies into three key interdependent policy and practice clusters:

- Attract the right talent into the profession to meet your students' needs.
- Prepare future teachers and school leaders to meet your students' needs.
- Develop, support, and retain educators in the field to ensure that they can continue to meet your students' needs.

The clusters are interdependent because each policy and practice cluster (and the subtopics within each cluster) impacts the efficacy of the other clusters if expectations are consistent, rigorous, and supported. Poor planning in one area increases the challenges and puts stress on the other areas. For example, it is much harder to prepare future teachers and school leaders to meet your students' needs if there are limited pathways into the profession or pathways that attract candidates from only a narrow range of experiences, interests, or specializations. Retaining educators in the field is similarly challenging if teachers and school leaders are poorly prepared for their roles, not offered ongoing supports (e.g., induction and mentoring programs), or see few options for career advancement and professional growth. A field that builds positive

Slide 13

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working environments, good compensation systems, and diverse career opportunities is more attractive to top college students or professionals changing careers and helps to retain existing professionals.
Although school-level leaders don’t always have control of all of these factors, it’s important to think about which clusters are within their control. Develop, Support, and Retain is one area where the components are within school leaders’ locus of control.”
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Explain:
“As I mentioned, Develop, Support, and Retain is the most likely component for school leaders to impact, so we’re going to focus on that for the remainder of this module. Although the other two are important and need to be addressed, they are better impacted at the state or district level.
Teacher effectiveness data can inform many of the aspects of Develop, Support, and Retain, including the following:

Staffing decisions, including teaching assignments, retention, and dismissal
Hiring decisions
Teacher leadership, including identifying mentors and coaches
Professional development, including schoolwide professional development and professional development foci for individual teachers”

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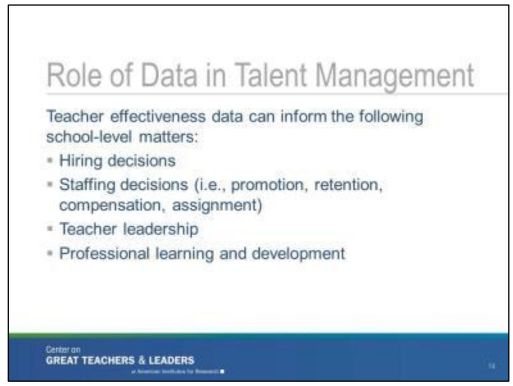

Slide 14
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Facilitation Note: Slide 15 is the divider slide for the Teacher Effectiveness Data Sources section.
The section should take 30 minutes.
Explain:
“First, we need to make sure we all share common definitions and understanding of the data in order to find, evaluate, and use them.
We’re going to explore these questions as they relate to each type of effectiveness data.”
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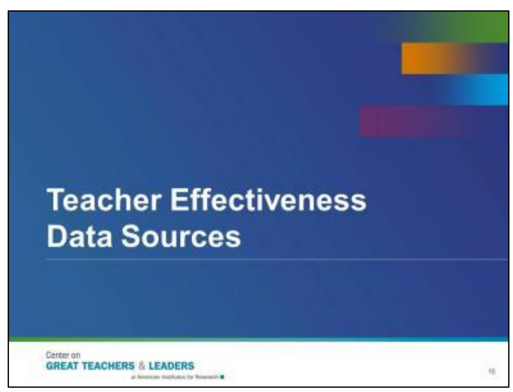

Slide 15
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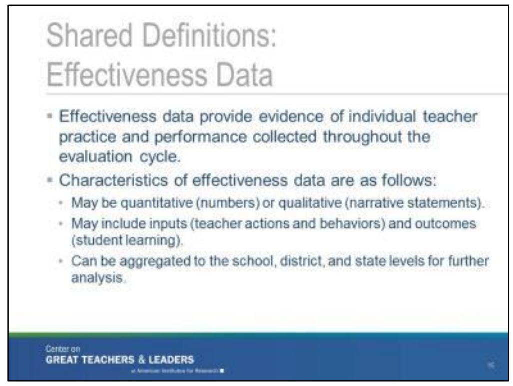
Explain:

"We've been talking about effectiveness data, but what are they? What do we mean? What do they include?

Effectiveness data are not just about observations. They can include multiple measures, and each of those measures can inform different decisions.

Effectiveness data provide evidence of individual teacher practice and performance collected throughout the evaluation cycle.

- Effectiveness data may be quantitative, such as the frequency of an action, or qualitative, such as narrative statements.
- Effectiveness data may include inputs, like teacher actions and behaviors, or outcomes, like student learning.
- Effectiveness data can be aggregated to the school, district, and state levels for further analysis."

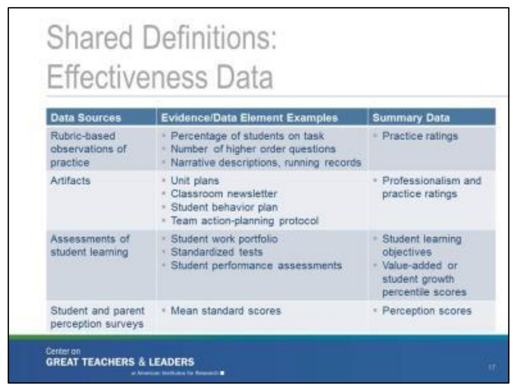


Slide 16

Explain:

"This is a list of common sources of teacher effectiveness data. Now let's dig a little deeper and understand what these data might look like and include."

Update this slide based on district or state requirements.



Slide 17

Explain:

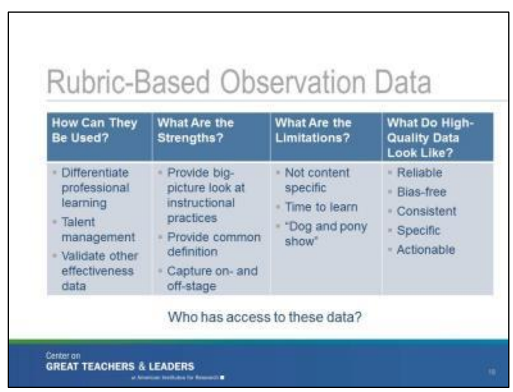
"We discussed that rubric-based observation data could include the following:

- Percentage of students on task
- Number of higher order questions
- Narrative descriptions, running records

With those types of data in mind, how can the data be used?

Let's get more specific. How can these data be used?"

Reference the chart with the four categories (staffing decisions, professional development, etc.). Reference the talent framework to think through how you might be able to use these data. As participants discuss, write rubric-based data on a sticky note (or as many as



Slide 18

needed) and stick it in the corresponding box on the chart.

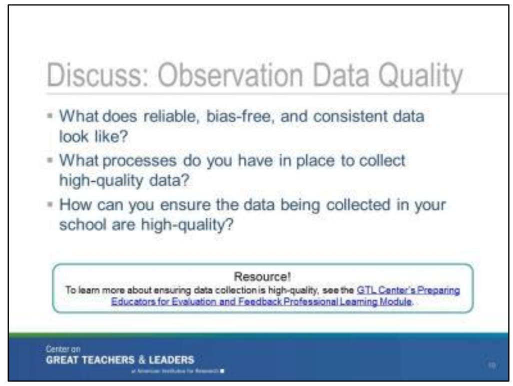
Ask participants to consider who has access to these data in their school and how that affects using the data.

Facilitation Note: *Lead a whole-group discussion, charting suggestions for the third question.*

Explain:

- "Reliable, bias-free, and consistent data are objective data focused on what is seen and heard in an observation. It also means observers are aware of their biases and errors and are able to account for that in their data collection. Consistency can be identified through joint observations and the ability of observers watching the same lesson to collect the same evidence and data, which is sometimes referred to as *calibration* or *interrater agreement.*
- The processes you have in place also can impact the quality of data collection. Consistent processes that are efficient and user-friendly will yield the best results.
- Ensuring data collection is high-quality takes time and diligence. Frequent practice and co-observation is a great way to start. For more detailed information about this process, you also can use a resource from the GTL Center on preparing educators for evaluation and feedback.

To ensure you are making the right decisions, the data need to be high-quality and accurate."



Slide 19

Explain:

"We mentioned that unit plans, classroom newsletters, student behavior plans, and team action-planning protocols are all samples of artifacts.

Are there others that you use or collect? How do you use those data?

Let's get more specific. How can these data be used?"

Reference the chart with the four categories (staffing decisions, professional development, etc.). Reference the talent framework to think through how you might be able to use these data. As participants discuss, write artifact data on a sticky note (or as many as needed) and stick it in the corresponding box on the chart.

Ask participants to consider who has access to these data in their school and how that affects using the data.

Slide 20

Explain:

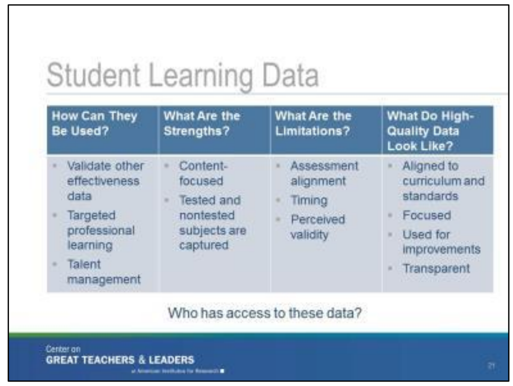
"Student learning data for effectiveness measurement purposes can sometimes be focused on the methodology alone. However, let's think about the data being broader and including:

- Student work portfolio
- Standardized tests
- Student performance assessments

Let's get more specific. How can these data be used?"

Reference the chart with the four categories (staffing decisions, professional development, etc.). Reference the talent framework to think through how you might be able to use these data. As participants discuss, write student learning data on a sticky note (or as many as needed) and stick it in the corresponding box on the chart.

Ask participants to consider who has access to these data in their school and how that affects using the data.



Slide 21

Facilitation Note: *Remove this slide if parent and student feedback data are not used in teacher evaluation.*

Explain:

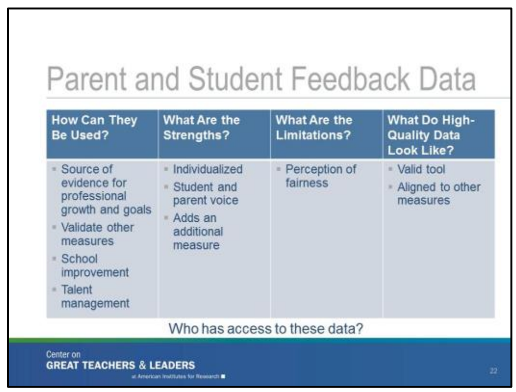
"Parent and student feedback data are usually provided in mean standard scores at the teacher, grade, and school levels. Across the country, schools and districts are using the information in different ways, including the following:"

Read the slide.

"Let's get more specific. How can these data be used?"

Reference the chart with the four categories (staffing decisions, professional development, etc.). Reference the talent framework to think through how you might be able to use these data. As participants discuss, write parent and student survey data on a sticky note (or as many as needed) and stick it in the corresponding box on the chart.

Ask participants to consider who has access to these data in their school and how that affects using the data.



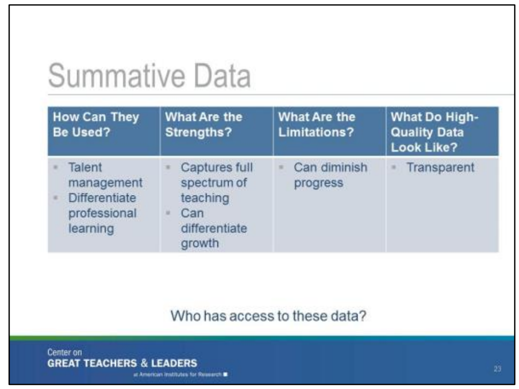
Slide 22

Explain:

"This category of data wasn't included in our chart. However, these data are what most people think of when they are asked to use effectiveness data. The data are helpful for hiring, making teaching assignments, and supporting leadership roles in a school. Summative ratings are usually calculated through a numeric or matrix approach. Using a numeric approach allows for variation within a specific scoring category. For example, if a teacher scores a 2.75 and falls into the 'effective' category one year and the following year scores a 3.2 and falls into the 'effective' category, it's clear that the teacher has made progress even though the overall rating remains 'effective.' This approach is important to provide targeted support to teachers and highlight growth. However, there are other approaches that may not provide clear evidence of growth and that can diminish the progress a teacher has made if the rating remains 'effective' year after year. The key to quality summative ratings is to ensure the process is transparent.

Let's get more specific. How can these data be used?"

Reference the chart with the four categories (staffing decisions, professional development, etc.). Reference the talent framework to think through how you might be able to use this data. As participants discuss, write summative rating data on a sticky note (or as many as needed) and stick it in the corresponding box on the chart.

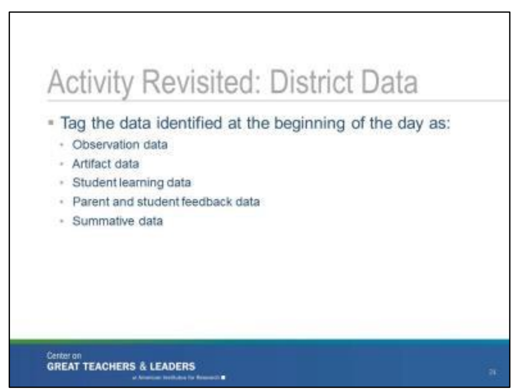


Slide 23

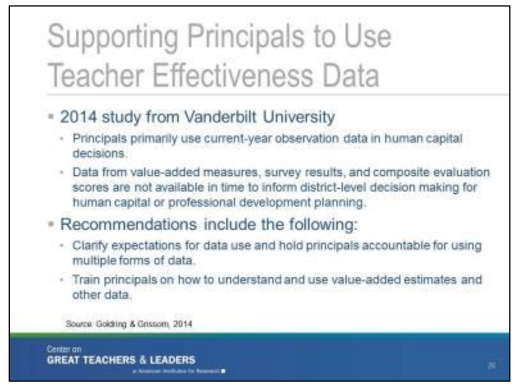
Explain:

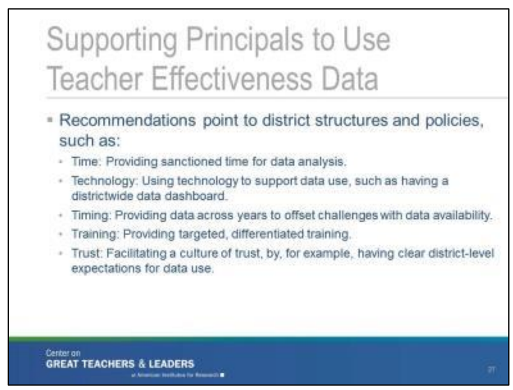
"Now you are going to revisit the brainstorming list that you created earlier on chart paper and 'tag' the data sources identified as an example of the five types of data we just discussed:

- Observation data
- Artifact data
- Student learning data
- Parent and student feedback data
- Summative data."



Slide 24

Facilitation Note: *Slide 25 is the divider slide for the What Does the Research Say? section.* *The section should take 30 minutes.* **Explain:** "We're going to shift gears a bit here and talk for a while about the research related to using teacher effectiveness data at the school level."	 Slide 25
Explain: "In 2014, researchers from Vanderbilt University released their study *Supporting Principals to Use Teacher Effectiveness Data,* including a full research report, case studies, and policy papers. The purpose of the study was to better understand how principals use teacher effectiveness measures to make talent management decisions such as hiring, placement, evaluation support, and leadership. This study is part of a larger project at Vanderbilt on principal data use, which aims to understand principals' access to data and the barriers. Likewise, the overarching goal of this project is to propose a set of recommendations on developing processes, resources, and tools that can support principals in using measures of effective teaching and other data for strategic teacher human capital decisions. The study had several key findings: ▪ First, principals primarily use current-year observation data to make decisions based on teacher effectiveness, and perceive these data to be more actionable than value-added data, especially if observers regularly calibrate observation scores. Likewise, principals rarely use student, teacher, or parent survey results because they do not perceive them to be sufficiently reliable. ▪ Also, principals rarely use past performance scores to inform human capital decisions or planning, focusing on data from the current year. ▪ Finally, student data, survey data, and composite evaluation scores are not available in time to inform most human capital decisions. The authors recommend that states and districts: ▪ Clarify expectations for data use, such as specifying data sources and years of data that can be used for	 Slide 26

each talent management decision. ▪ They also recommend that states and districts hold principals accountable for using multiple forms of teacher effectiveness data for talent management decisions. ▪ Likewise, states and districts should train principals on how to understand and use value-added estimates, including the ways in which value-added measures are used in teacher compensation and evaluation for specific teachers across grade levels and tested and untested subjects. They can open discussions about how to reconcile and use multiple sources of data, especially when they do not agree. Clarify the roles of value-added estimates and observation scores and the extent to which, and under what circumstance, they may be inconsistent with one another. ▪ States and districts also have the opportunities to support use of data in schools through teacher evaluation, teacher peer calibration, co-observation, teacher training on the rubric, and assistance from the central or home office.”	
Explain: “The Vanderbilt study also pointed to recommendations for district structures and ways in which districts can fine-tune their practices and policies to support the work. Some of the recommendations include the following: ▪ Time—Providing sanctioned time for data analysis ▪ Technology—Using technology to support data use, such as having a districtwide data dashboard ▪ Timing—Providing data across years to offset challenges with data availability ▪ Training—Providing targeted, differentiated training ▪ Trust—Facilitating a culture of trust, by, for example, having clear district-level expectations for data use Further examples of these five recommendations can be found in the report. However, even without these structures completely (or barely) in place, individual school administrators can still use effectiveness data to inform talent management to build a strong, effective teaching team. From this study, several policy briefs emerged that point to ways in which school-based administrators can use effectiveness data, despite limitations or barriers at the district level.”	 Slide 27

Explain:

"The Vanderbilt study led to the development of follow-up policy briefs, including "*Not Just a Gotcha*," on using teacher effectiveness data to inform professional development. This brief describes how the results of the study can be used to inform state and local policies and practices. In this activity, you will all have an opportunity to dig deeply into this brief and discuss its key findings with your colleagues here today."

Slide 28

Facilitation Note: *This activity uses Handouts 2.*

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

Although participants are reading the same article, they are asked to move around the room to work with a different group. Give groups 15 minutes to read and five minutes to talk. Then ask members to return to their home groups and share their conversation.

Explain:

"We will count off by threes to work with different participants.

Participants will count off.

- Group 1 will meet (identify space).
- Group 2 will meet (identify space).
- Group 3 will meet (identify space).

You will have 15 minutes to read your report and five minutes to discuss it with your group."

After groups have had time to read, provide a time cue to move to the discussion portion of the activity. When groups have had the chance to discuss the reading for a few minutes, ask participants to move to their original seats.

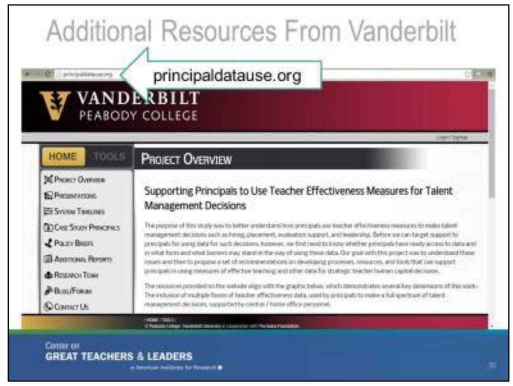
Explain:

"In your original groups, summarize your discussion with your tablemates."

Slide 29

Explain:

"This slide shows where additional resources about the Vanderbilt study can be found. The website is principaldatause.org."



Slide 30

Facilitation Note: *This activity uses Handout 3: District Assessment. Please note that this slide is animated. Participants should work in a district team, if possible. If the participants are all from the same district, have them pair up and work through the assessment.*

Explain:

"Work with your district teams for 10 minutes to complete Handout 3: District Assessment."

Give participants 10 minutes to work through the first bullet.

Explain:

"Now take the next five minutes and identify three to four recommendations you would like your district to prioritize."

Provide five minutes to do this work.

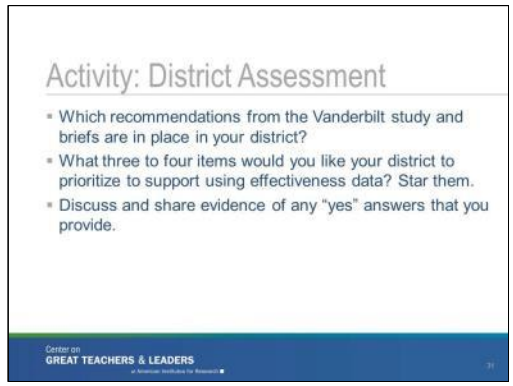
If participants are from different districts, read the items and ask teams to identify who is doing or has each item in place in their district. This way, districts that do not have recommendations in place can identify and connect with others that do and share ideas.

If the group members are from the same district, ask them to compare their answers to see if they are in agreement about what the priority should be.

If the district is hosting this module, explain how the district plans to capture and address this information. If this module is being hosted at the state level, encourage principals to share this information with the district to begin building and providing these recommendations.

If participants are not from local education agencies, say:

"For this activity, please try to answer the questions from the point of view of a school principal in your context."



Slide 31

Facilitation Note: *Slide 32 is the divider slide for the Getting Ready to Use Effectiveness Data section.*

The section should take 30 minutes.

Explain:

"So, you might be thinking that it's going to be difficult to use effectiveness data without the recommendations being applied at the district level. However, in this next section, we're going to spend some time focusing on the items that you do have control over to facilitate the strategic use of effectiveness data in your buildings."

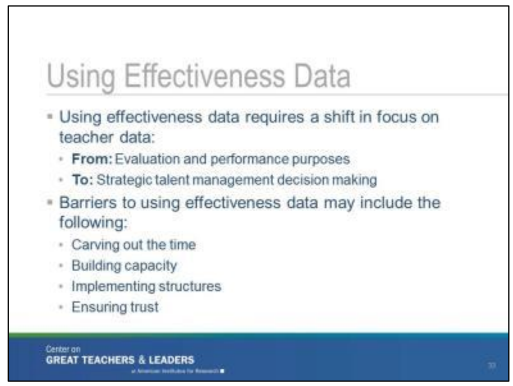
Slide 32

Facilitation Note: *This activity uses Handout 4: Addressing Barriers.*

Explain:

"Now we've explored ways in which effectiveness data can be used, but we haven't addressed some critical factors that inhibit the use of effectiveness data—barriers. The Vanderbilt study outlined some, and the briefs you read identified others. Some of them are targeted at districts, while others can be addressed by school leaders. Ultimately, using effectiveness data to inform talent management decisions requires a shift from using data to come up with an evaluation or performance score to using data to inform strategic decision making at the school level. In this context, strategic decision making means planning focused on specific goals and outcomes, with consideration toward supports and barriers.

Let's spend a little bit of time talking about these barriers and then think through possible ways to address them. Handout 4: Addressing Barriers, has space for you to take notes on these topics as we discuss them."



Slide 33

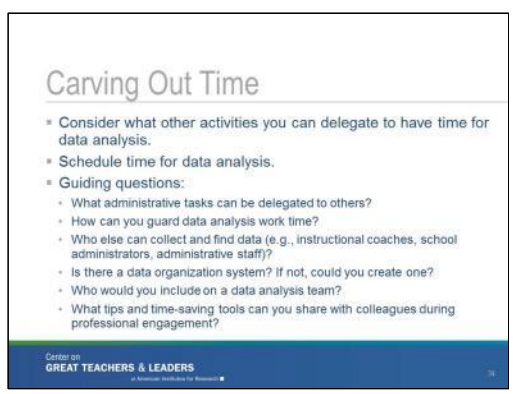
Explain:

"How many of you struggle with finding the time to look at data, let alone analyze and use the information for decision making? For those of you who don't, what are some strategies you use to create more time?"

Allow a person or two to share out.

"To carve out time for using effectiveness data, there are some activities you can do that involve clearing your plate to free you up, and there are activities you can do to share the responsibilities of the data work.

- Delegating administrative tasks to others—these



Slide 34

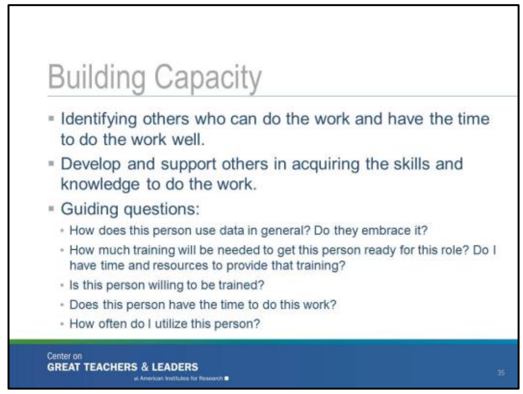
tasks could range from preparing professional development to creating and submitting district paperwork. ▪ Including regularly sanctioned time for data work in your calendar—this time would be uninterrupted. You could ensure no interruptions by identifying go-to people who can solve and address anything that requires immediate attention. ▪ Identifying and training others to collect and find data (e.g., instructional coaches, school administrators, administrative staff)—instructional coaches can collect the data; even if they will not "rate it," they are able to support the collection. If data are available at the district level, administrative staff can be shown how to retrieve them. ▪ Designing a data organization system, if one is not available—if there is not a standard way in which data are collected and organized (e.g., Excel spreadsheet template, online data entry system), recruit an Excel-savvy person to help design and develop a systematic way to collect data. Having data collected in the same way will save a significant amount of time in the end. ▪ Identifying and provide training to a data analysis team—look at the skills and interests of staff and identify a team who can receive training and be able to help with analysis. ▪ Sharing ideas and time-saving tips with colleagues during professional engagements—you spend a lot of time with your colleagues in meetings and professional development; ask for time to be built in to share what's working for you and how you've been able to carve out time. You are the experts and know better than anyone else! ▪ Advocating for tools and training to build data literacy skills—there is an assumption that data literacy is something that everyone has and knows how to do. However, the laser focus on data is a more recent trend, and as with other trends, it will take time to learn and understand. If your district doesn't provide opportunities, advocate for them. Provide ideas and leadership on how to embed learning into the work you are already doing. Chances are you are not the only administrator in the district who wants to continue to build your data literacy skills."	

Explain:

"One of the strategies mentioned on the previous slide involved identifying others who can do some of the work for you. But, it's important to make sure that whomever you enlist has the time, skills, and knowledge to do the work well.

A few questions to ask yourself when identifying others might include the following:

- How does this person use data in general? Do they embrace it?
- How much training will be needed to get this person ready for this role? Do I have time and resources to provide that training?
- Is this person willing to be trained?
- Does this person have the time to do this work?
- How often do I utilize this person?"



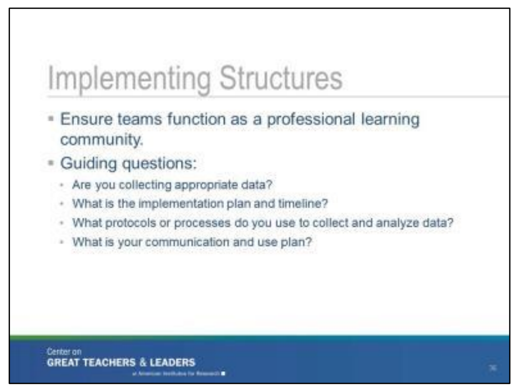
Slide 35

Explain:

"Regardless of whether you are delegating data responsibilities or engaging in the work as well, it is critical to have structures in place for the work to take place effectively and efficiently. Structures can range from establishing expectations for professional learning communities, to having a plan, to employing protocols and processes, to planning how to communicate and sharing how the data are used.

Grade-level teams, content teams, or school leadership teams that function as a professional learning community are a natural place to analyze data and create action plans based on data analysis. These teams could be composed of administrators, teachers, or a combination of both. Whatever the membership, it's important that members understand how professional learning communities function. Analyzing data in groups is not about one person knowing all the answers; rather, it's about a collaborative, inquiry-based conversation that everyone contributes to, with the goal that everyone leaves with new learning and insight. This thinking is a shift for many educators. Educators are used to going to a meeting or sitting in a sit-and-get professional development session. A professional learning community structure and culture will allow for open, honest discussion.

Devising a plan to implement data use accompanied by a timeline can support a focus vision and help ensure the plan is followed through on.



Slide 36

Protocols or processes also can support consistency in analyzing and using data and help to ensure time is used effectively. Protocols or processes help outline expectations and provide guidance to a team.

Of course, to do any of this work, it's important that everyone, even folks who will not be directly involved, understands how the information is being shared and used. Effectiveness data can be sensitive, and you want to ensure transparency throughout the process."

Explain:

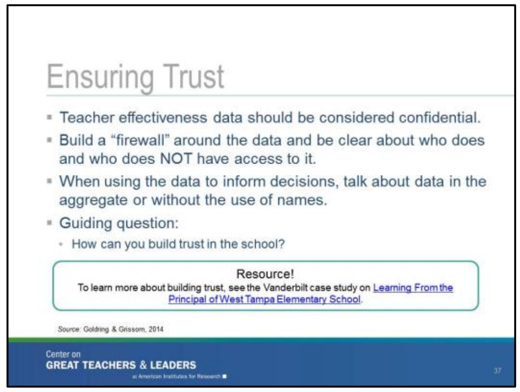
"As mentioned earlier, teacher effectiveness data can sometimes be a hot-button issue. To avoid worry and concern about performance information being shared with the wrong people, there are a few things to keep in mind.

Teacher effectiveness data, at the individual level, should be considered confidential. Even though one of the goals of teacher evaluation has been to make practice more public, the performance scores associated with practice should be thought of as confidential.

Build a 'firewall' around the data, and be clear about who does and who does NOT have access to it. Who has access will be different in different districts and states, based on collective bargaining or legislation. Generally, only the people who conduct observations and contribute to scoring performance have access to the data. Whoever it is, make it clear to everyone that those are the only people who have access and those individuals are not allowed to discuss the data with others.

However, if you will use effectiveness data for decision making in multiple areas, including professional development, you will want to make sure individual information is protected and only shared in aggregate or without being able to be linked to a specific individual. For example, if you notice a trend across primary teachers and want to offer targeted professional learning, talk about the professional learning as an opportunity for the primary teachers that also is open to other teachers.

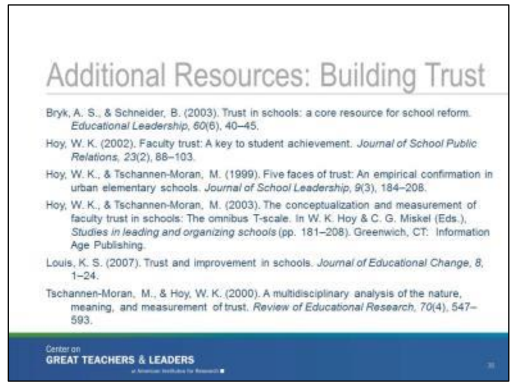
But, building trust around effectiveness data will not be possible unless there is a culture of trust within the school itself. Building trust takes time and requires regular attention."



Slide 37

Explain:

"Additional resources on building trust are listed on this slide."



Slide 38

Facilitation Note: *Slide 39 is the divider slide for the Planning section.*

The section should take five minutes.

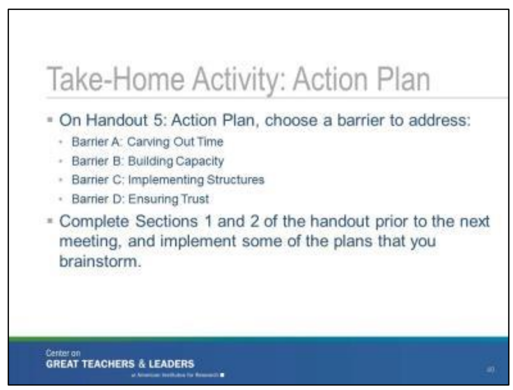
Slide 39

Explain:

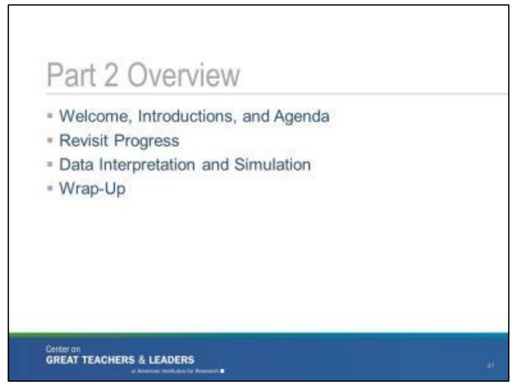
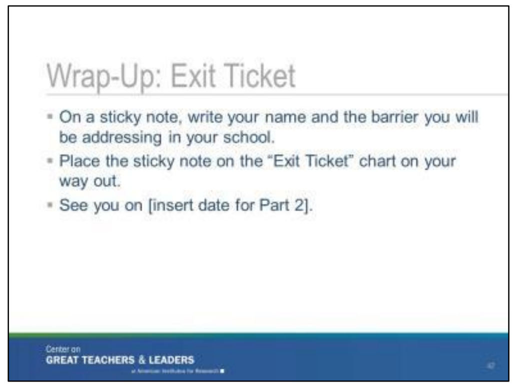
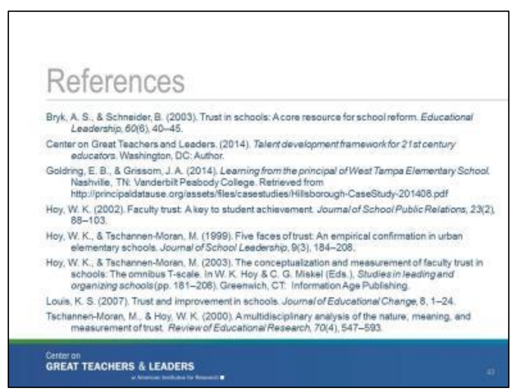
"The foundations we've addressed during our session today set the groundwork for using effectiveness data. It will be difficult for you to effectively use the data if your time and structures are limited and trust hasn't been established. And, although we also explored plenty of other barriers that need to be addressed at the district level, we have discussed ways in which you, as a school leader, can still use effectiveness data, regardless.

Take a few minutes and think about which barrier to data use you would like to tackle to get ready to use effectiveness data. Whichever you choose, understand that you will commit to doing the work between the parts and coming back to report on how it's going and how to make adjustments.

In Sections 1 and 2 of Handout 5: Action Plan, jot down some ideas of things you can try between now and the next session that will move the needle to overcoming the barrier you've selected. Examples have been provided to get you started."



Slide 40

Explain: "Today's focus has been on the foundations, but going forward, we'll start to dig into the data and look at how they can be used to make decisions at the school level. Before then, please work through Sections 1 and 2 of the plan. Before you go, let's take a look at Part 2 and what you can expect." *Read the slide.*	 Slide 41
Facilitation Note: *The date and time of the next meeting should be customized on this slide.* **Explain:** "As we mentioned at the beginning of this session, teacher effectiveness data can be used in many ways. We've identified four for the purposes of our work together. In the next two parts, we'll explore what these look like and how data can be used to inform them. But, to help us get a sense of what you would like more or less of, take a sticky note and jot down which area you think you'd like to learn more about. Would you like to learn more about using effectiveness data for hiring, staffing, leadership, or professional learning and development? We meet again on [date/time]."	 Slide 42
Facilitation Note: *References are included on Slide 43.*	 Slide 43

Part 2—Analyzing Teacher Effectiveness Data (Two Hours)

Purpose: Practice using teacher effectiveness data to inform human capital decision making and strategic planning.

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Facilitation Note: *Slide 44 is the title slide for Part 2.*

The facilitator name, month, and year should be customized.

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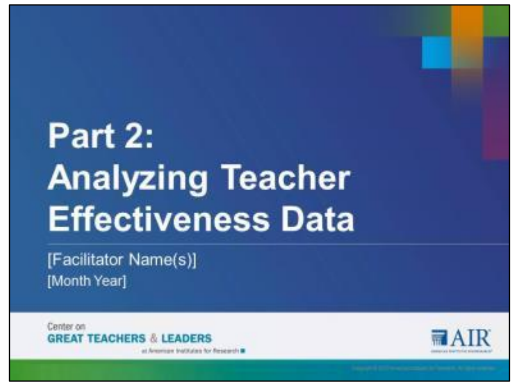

Slide 44

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Facilitation Note: *Slide 45 is the divider slide for the Welcome, Introductions, and Agenda section.*

The section should take five minutes.

Skip Slides 46 and 50 if the parts are being presented on the same day. A modified activity on Slide 52 is provided.

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Slide 45

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Facilitation Note: *Part 2 is the second in a series of three parts of a module on* Supporting Principals Using Teacher Effectiveness Data. *Part 2 will focus on analyzing teacher effectiveness data.*

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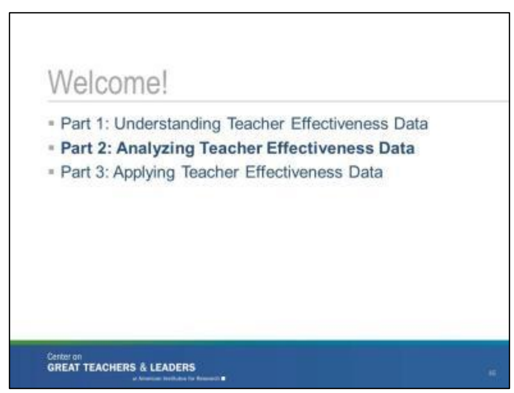

Slide 46

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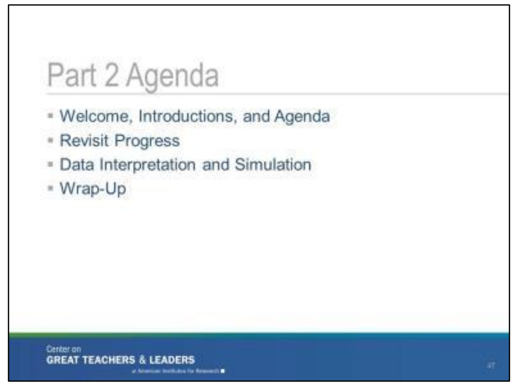
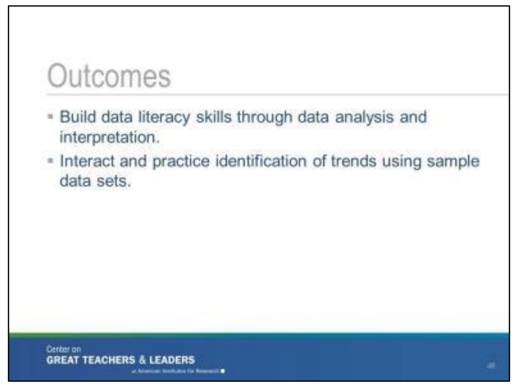
Explain: "The agenda for Part 2 is on the slide." *Read the agenda for Part 2 from the slide.*	 Slide 47
Explain: "At the end of Part 2, we intend to meet the following outcomes." *Read the outcomes for Part 2 from the slide.*	 Slide 48
Facilitation Note: *Slide 49 is the divider slide for the Revisit Progress section.* *The section should take 10 minutes.*	 Slide 49

Facilitation Note: *Review the work done in Part 1.*

Remove this slide if presenting all three parts on the same day.

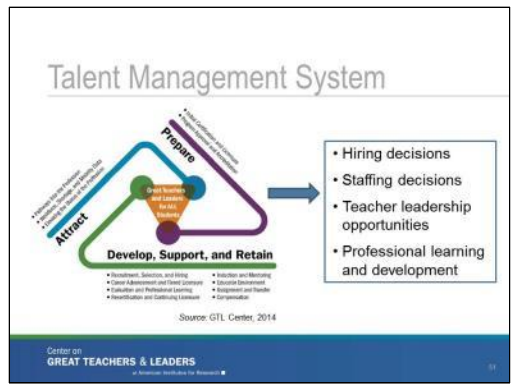
Slide 50

Explain:

"As a reminder, this framework highlights three key interdependent policy and practice clusters. In Part 1, we focused primarily on the Develop, Support, and Retain component, as that is where most school-level leaders have the most control and flexibility.

In Part 2, we are going to discuss and use a process for making decisions that are part of the Develop, Support, and Retain component. Specifically, we will be looking at examples of teacher effectiveness data and making decisions regarding hiring, staffing, teacher leadership, and professional development.

School leaders are already making these decisions. But using data to support them will ensure that such important decisions are not made based on feelings or personal relationships. Using data makes these decisions more understandable, builds commitment, trust, and investment on the part of the staff and ensures that students are being taught and led by the most effective staff."



Slide 51

Explain:

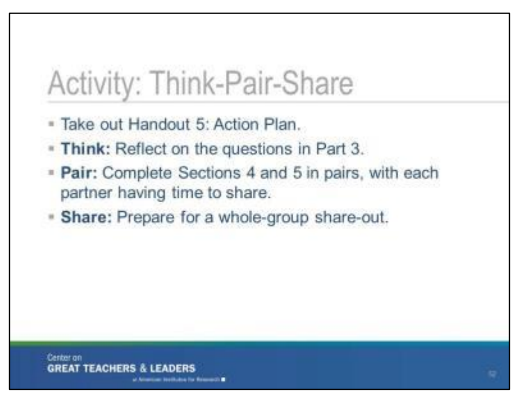
"During Part 1, you identified some next steps aligned to the barrier you are working to overcome. Take three minutes to reflect on what you did since the last session."

Allow participants to reflect on their progress.

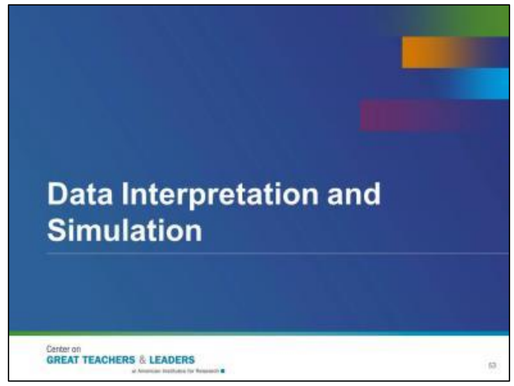
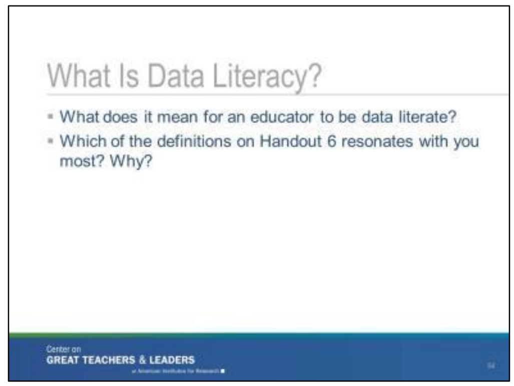
"Pair up at your tables to complete Parts 4 and 5. You will have 12 minutes, so each person has about six minutes to share."

Ask for a pair or two to share out what they've done or what they will do next. Remind them they will again reflect on the plan at the beginning of Part 3.

If they do all the parts in the same day, provide time for



Slide 52

them to brainstorm how they might approach sections 4 and 5 (after the session) and share with a partner.	
Facilitation Note: *Slide 53 is the divider slide for the Data Interpretation and Simulation section.* *The section should take 90 minutes.*	 Slide 53
Facilitation Note: *This activity uses Handout 6: Data Literacy Definition***s.** **Explain:** "So, we have been talking about the concept of data literacy throughout this module. But, let's take some time to clearly define what we mean and have an understanding of what data literacy looks like. The concept of data literacy can apply to any situation, but for the purpose of this module, let's think about this concept from the lens of the education profession. What does it mean for an educator to be data literate? Take out Handout 6: Data Literacy Definitions and read the three definitions individually. In your table groups, share which definition resonates the most with you and why." *Give participants 10 minutes to discuss, depending on table size.* *When the conversations are done, take a poll on which definition people like the most (may be a combination of them).* *Summarize how the participants differentiated the three definitions. Some ideas could include the following:* *1. Looking at data that have been analyzed already* *2. A complete cycle of data, similar to the five-step process* *3. Nonnumeric data included* *Ask which definition they think aligns with the five-step process we introduced and used in Part 2 (Definition 2). This topic brings us to the step we did not discuss yesterday—communicating about data.*	 Slide 54

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Explain:

"We spent time in Part 1 discussing how to get ready for using effectiveness data. This part will focus on how to move forward after the groundwork has been laid.

To get started using effectiveness data, we have developed a five-step process. This process provides a reference point and by no means is the only way to use effectiveness data. In fact, you may find you want to adapt portions of the process or, after you are more experienced, abandon the process altogether. But, to ensure we're all starting from the same place, we'll use this process to walk through data samples during this part."

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Slide 55

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Facilitation Note: *Slide is animated.*

Explain:

"In Step 1, you are working to figure out what question you are going to answer. Use the Talent Management Framework—Develop, Support, and Retain to help you decide what you want to know."

Ask participants to call out a few questions that relate to Develop, Support, and Retain. After they have shared a few, ask them to turn to Handout 7 to see more options.

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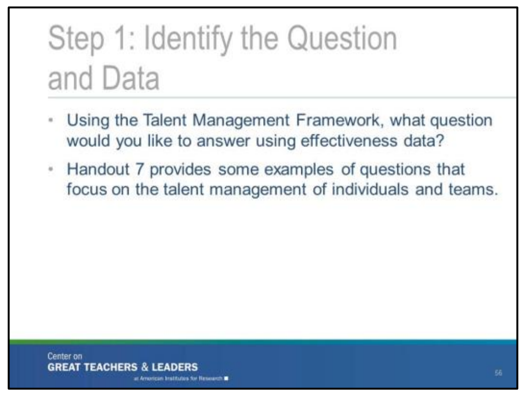

Slide 56

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Facilitation Note: *Talk through the questions and identify which ones are questions that would need individual-level data and which questions would need school-, district-, or even state-level data.*

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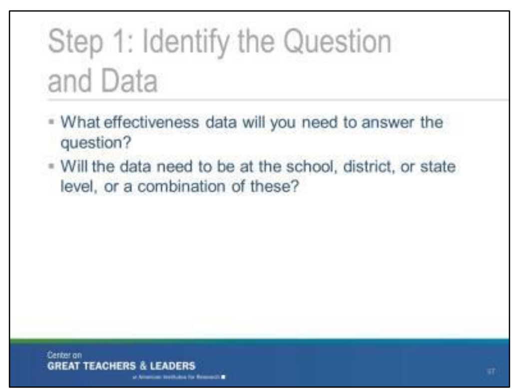

Slide 57

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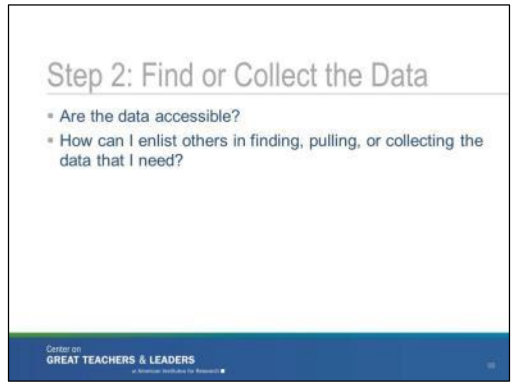
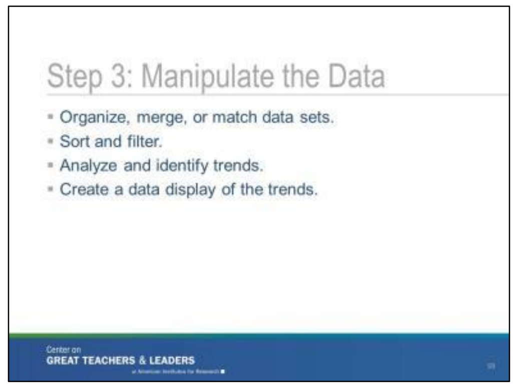
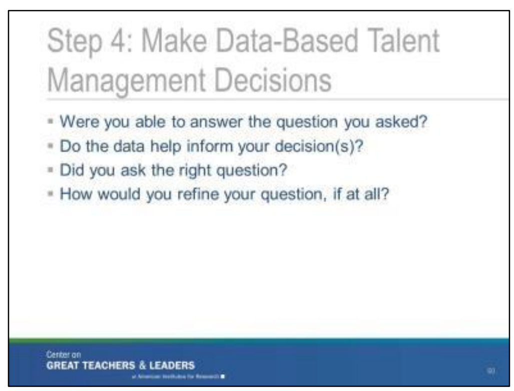
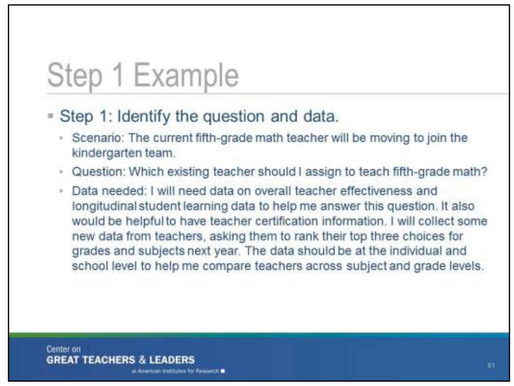
Explain: "For Step 2: Find or Collect the Data, you need to figure out how accessible the data are and what is easily available to you. If they are not available, it is important to think about how you can collect them, if at all. If they are not available through collection or through your district or state, consider rewriting your question to align with accessible data. If the data are accessible or collectible, think about who can assist you in finding or pulling the data or collecting the data. The process will be more manageable if you can delegate and enlist support in getting access to the data."	 Slide 58
Explain: "For Step 3: Manipulate the Data, you need to organize the data in a way that helps to identify trends and figures that can be used to meaningfully describe what's happening in the school and inform decision making. This work may involve sorting and refining the data to focus on specific data strands or organizing the data to be categorized by individuals or groups, content areas, or time periods."	 Slide 59
Explain: "Making decisions using the data requires you to go back to the original question and decide if what you've learned will answer the question and inform a talent management decision. Lastly, if you didn't get the information you needed, you can either refine your question or think about how the information you did get can assist you in strategic planning."	 Slide 60

Explain:

"This is an example of what you might include in Step 1 of Handout 7: Data Interpretation."

Read the slide.

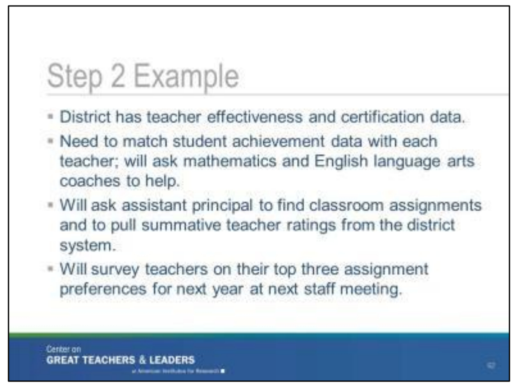


Slide 61

Explain:

"In this example, the principal has identified the following data sources."

Read the slide.



Slide 62

Facilitation Note: *Ask participants to turn to Handout 8: Mock Data.*

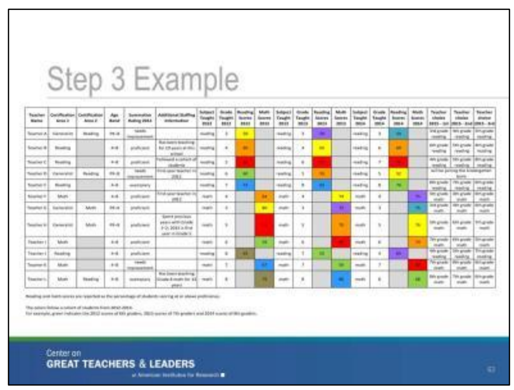
Explain:

"Because this example requires several data sets, it is important to figure out how to combine them. You may want to put them in one place, if possible, or you may want to keep them separate but link them.

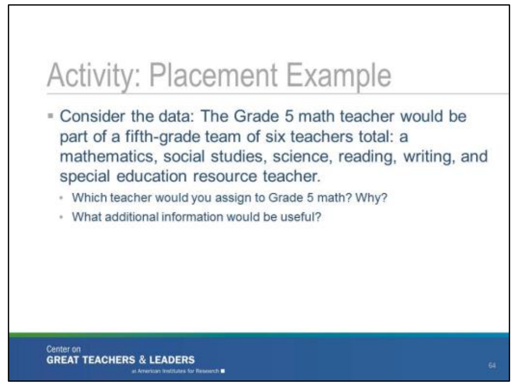
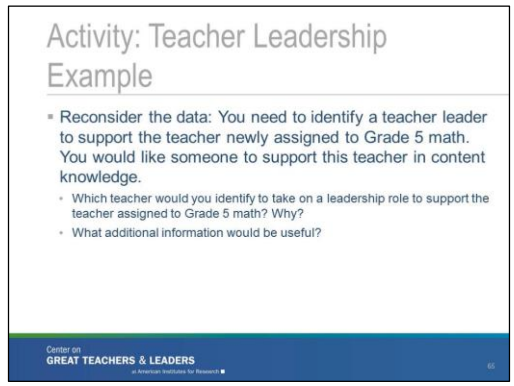
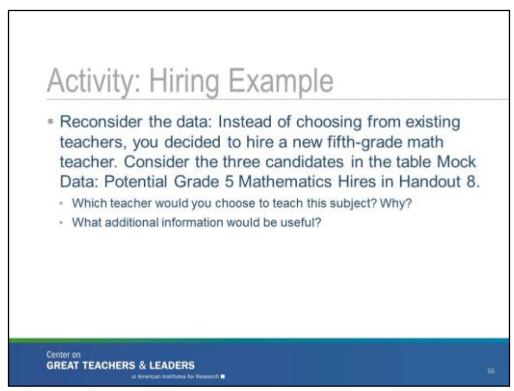
Take a look at this mock data sheet. It focuses on a subset of teachers in the K–8 school. The colors follow cohorts of students across grades.

What questions do you have about the data sheet?"

Answer any questions from participants on the data sheet.



Slide 63

Explain: “Work with a partner to answer the question on the slide using the mock data—which teacher would you assign to teach in Grade 5 reading?” *Give participants 10–15 minutes to come to their decision.* “Now, still as a group, link up with another group and discuss your approach to the five-step process. Did you come up with similar information? What decision did you make and why?” *After participants have discussed how they came to a decision with one group, ask volunteers to share out.*	 Slide 64
Explain: “Work with a partner to answer the question on the slide using the mock data—which teacher would you identify to take on a leadership role to provide content support to the teacher who you assigned to Grade 5 math?” *Give participants 10–15 minutes to come to their decision.* “Now, still as a group, link up with another group and discuss your approach to the five-step process. Did you come up with similar information? What decision did you make and why?” *After participants have discussed how they came to a decision with one group, ask volunteers to share out.*	 Slide 65
***Facilitation Note:** This slide and example can be skipped if you are pressed for time.* **Explain:** “Work with a partner to answer the question on the slide using the second page of mock data. If you were going to hire someone to fill the Grade 5 math position, which of the three teachers would you hire to teach Grade 5 reading?” *Give participants 10–15 minutes to come to their decision.* “Now, still as a group, link up with another group and discuss your approach to the five-step process. Did you come up with similar information? What decision did you make and why?” *After participants have discussed how they came to a decision with one group, ask volunteers to share out.*	 Slide 66

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Explain:

"Work with a partner to answer the question on the slide using the third page of mock data. What would you choose as the focus for schoolwide professional development in 2015–16? Why?

What would you choose as the focus for professional development for the mathematics team in 2015–16? Why?"

Give participants 10–15 minutes to come to their decision.

"Now, still as a group, link up with another group and discuss your approach to the five-step process. Did you come up with similar information? What decision did you make and why?"

After participants have discussed how they came to a decision with one group, ask volunteers to share out.

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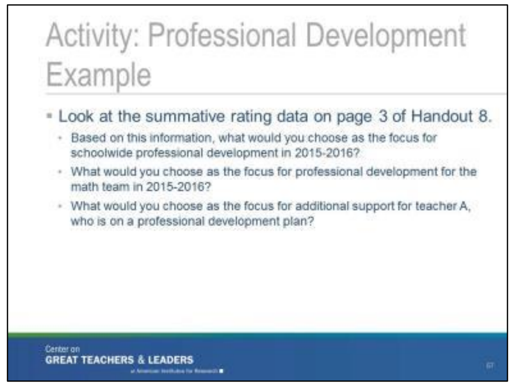

Slide 67

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Facilitation Note: *This slide is optional. If you think it would be useful, have participants revisit the data literacy definitions and answer the questions on the slide.*

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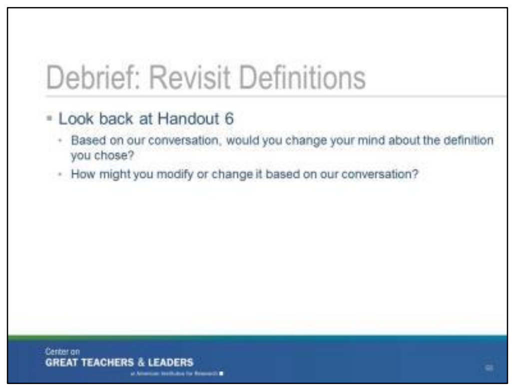

Slide 68

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Facilitation Note: *Slide 69 is the divider slide for the Wrap-Up section.*

The Wrap-Up section should take 15 minutes.

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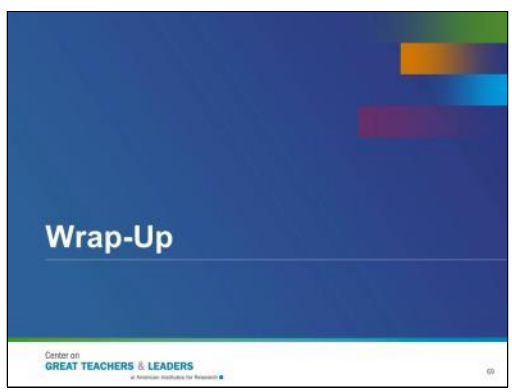

Slide 69

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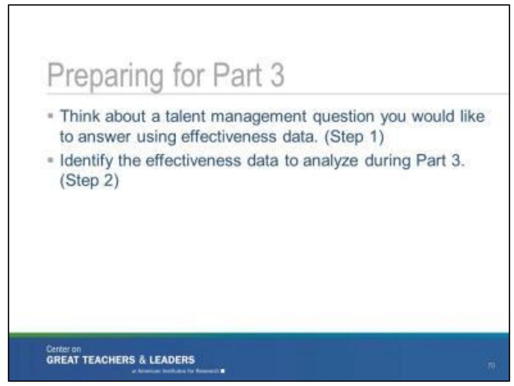
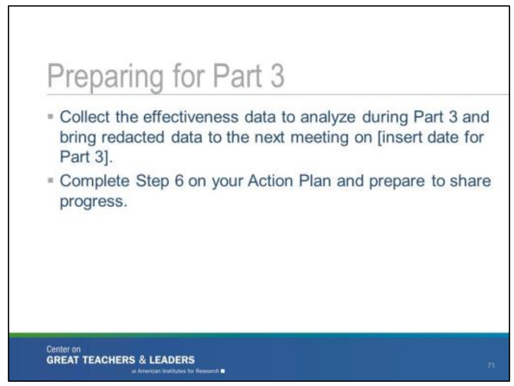
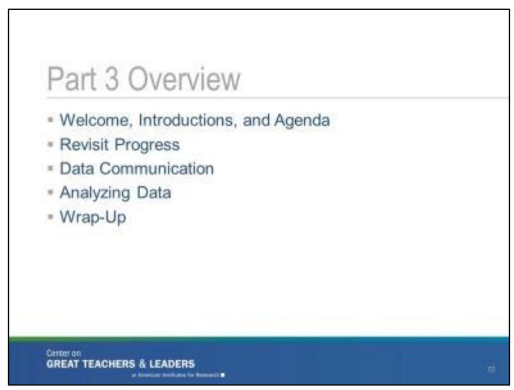
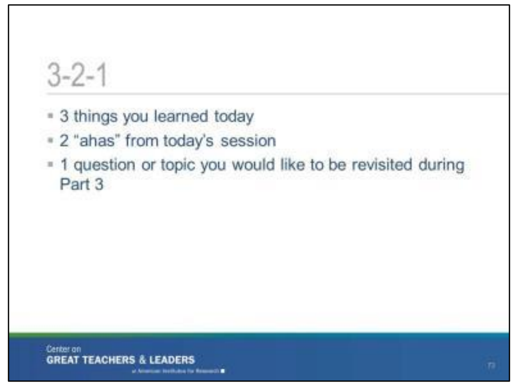
Explain: “In preparation for Part 3, think about a talent management question you would like to answer using effectiveness data. Next, identify the effectiveness data you will analyze during Part 3 to begin to answer that question.”	 Slide 70
Explain: “We will meet again on [insert date]. Prior to engaging in Part 3, you will need to collect the effectiveness data you will analyze during Part 3, clean the data of any identifying information such as teacher names, and bring the redacted data to the next meeting. Please also complete Step 6 on your action plan before the meeting and prepare to share progress.”	 Slide 71
Explain: “At our next meeting, we will discuss the agenda and outcomes of Part 3. The purpose is to give you time with your own data to work in small groups to practice analyzing data through the five-step process.”	 Slide 72

Facilitation Note: *This activity uses Handout 9: 3-2-1 Reflection.*

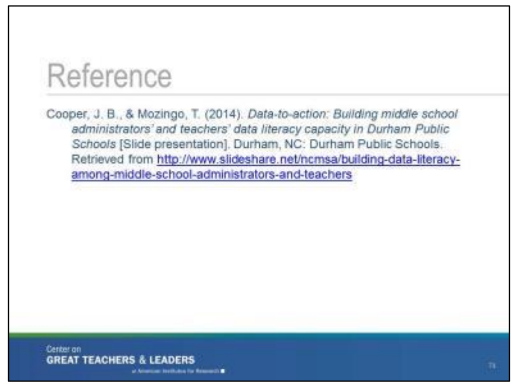
Explain:

"Please complete the 3-2-1 handout with three things you learned today, two 'ahas' from today, and one question you would like to be revisited in Part 3. Please leave this handouts on your tables when you leave."



Slide 73

Facilitation Note: *This is the reference slide.*

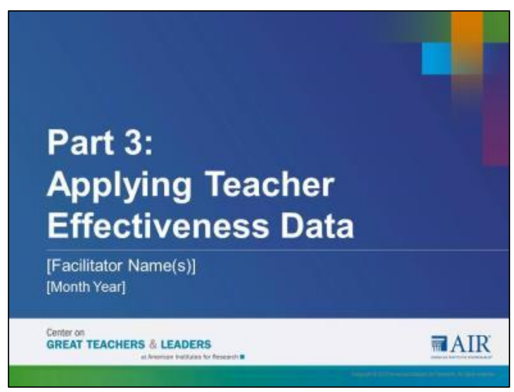


Slide 74

Part 3—Applying Teacher Effectiveness Data (Two Hours)

Purpose: Engage in collaborative analysis of actual effectiveness data with colleagues.

Facilitation Note: *Slide 75 is the title slide for Part 3.*



Slide 75

Facilitation Note: *Slide 76 is the divider slide for the Welcome, Introductions, and Agenda section.*

The section should take five minutes.

If the parts are being offered in a single session, skip Slides 77, 80, 81, and 83. A modification is provided for Slide 82.

Slide 76

Explain:

"This is the third of three parts in the series of *Supporting Principals Using Teacher Effectiveness Data* module. The title of this part is 'Applying Teacher Effectiveness Data.'"

Slide 77

Explain:

"The agenda for Part 3 is on the slide."

Read the agenda for Part 3 from the slide.

Slide 78

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Explain:

"At the end of Part 3, we intend to meet the following outcomes."

Read the outcomes for Part 3 from the slide.

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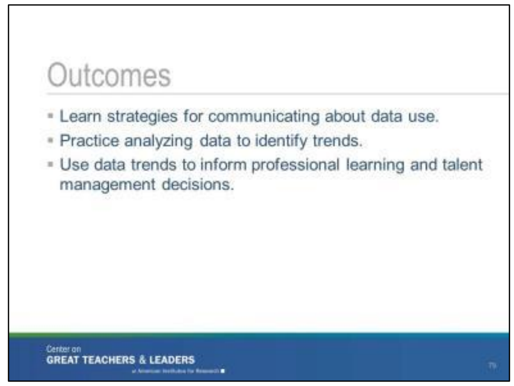

Slide 79

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Facilitation Note: *Slide 80 is the divider slide for the Revisit Progress section.*

The section should take 10 minutes.

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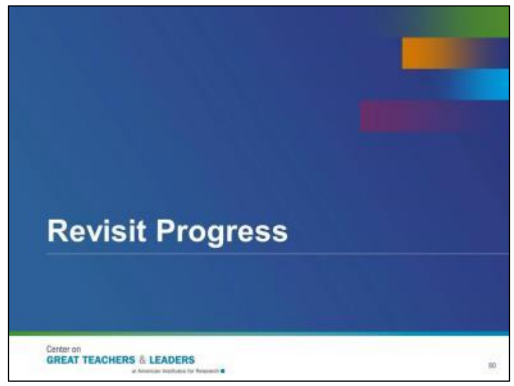

Slide 80

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Explain:

"As you recall, in Parts 1 and 2, we discussed the Educator Talent Management Framework, the types of teacher effectiveness data and how they may be used, and the five-step process for analyzing data."

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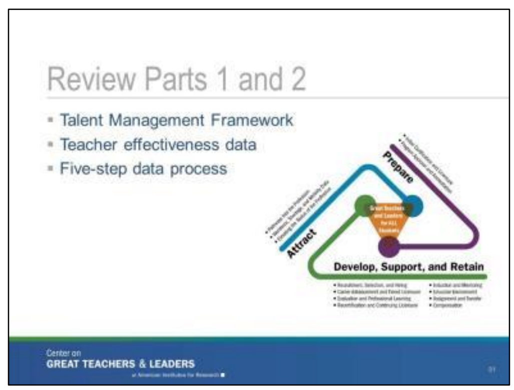

Slide 81

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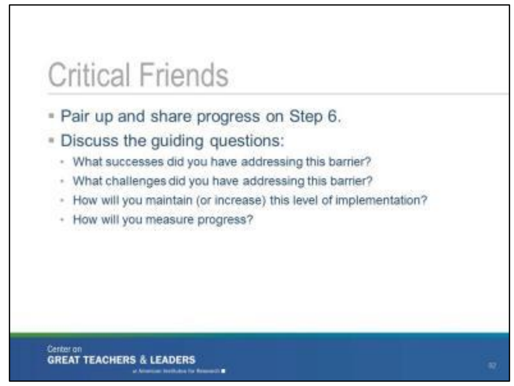
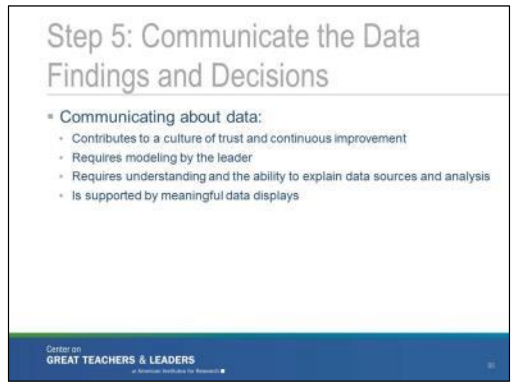
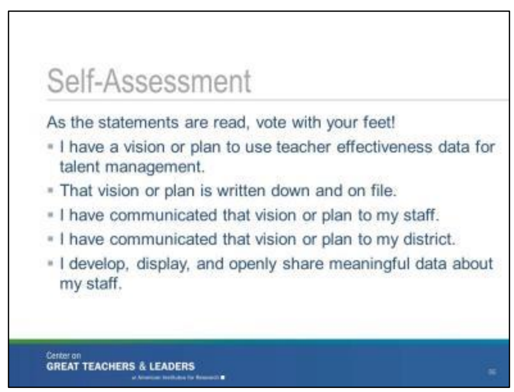
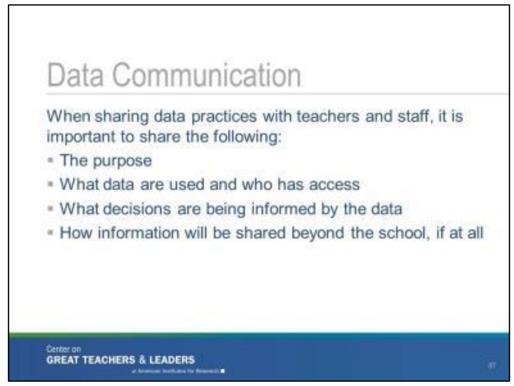
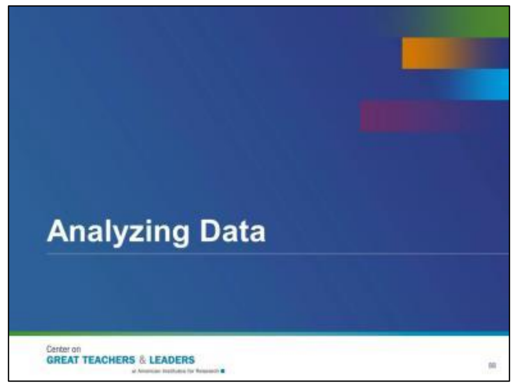
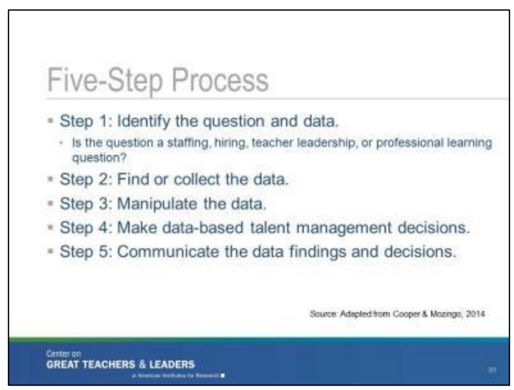
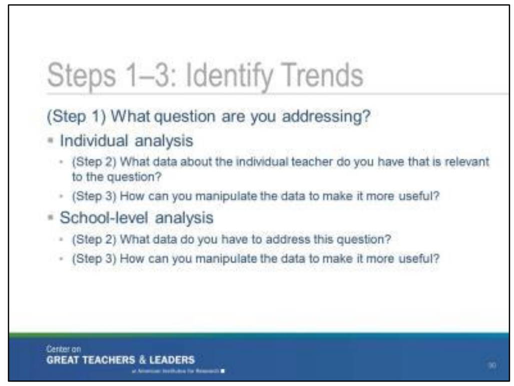
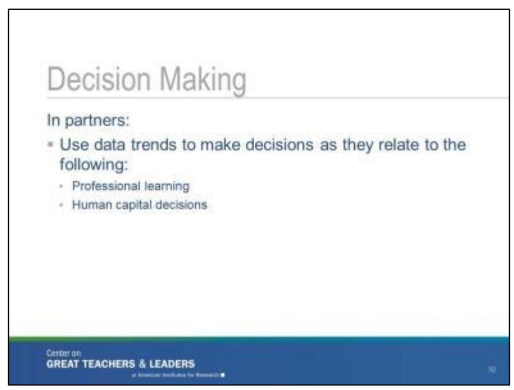
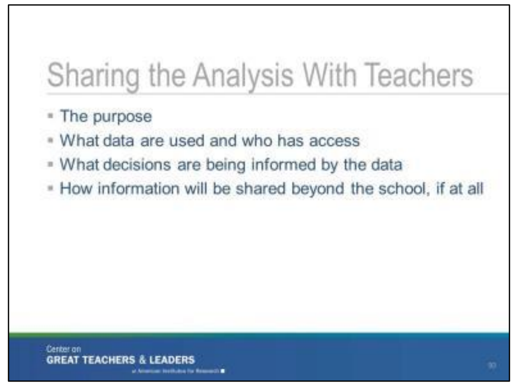
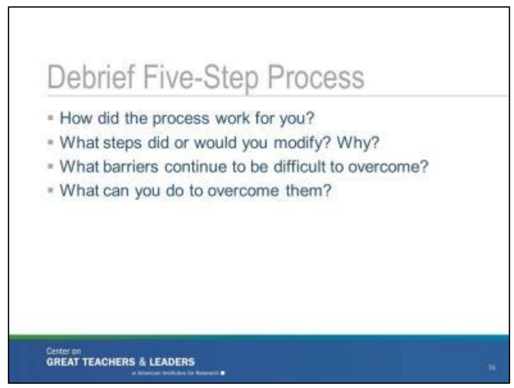
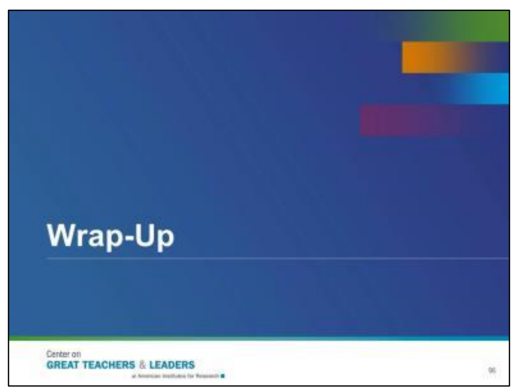
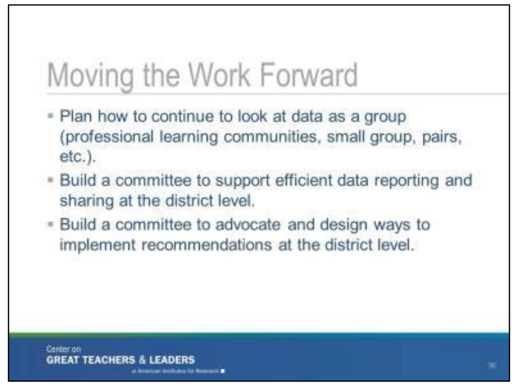
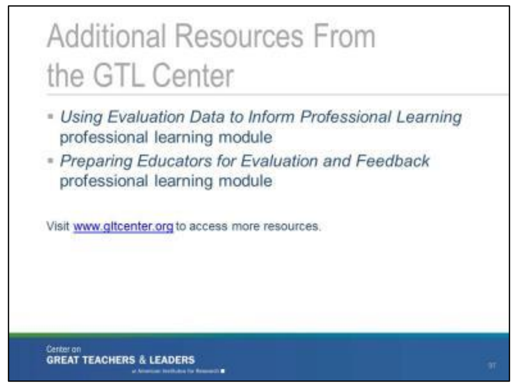
Explain: "Now, please pair up with another person to share your progress on Step 6 in your action plan on sustaining and measuring your work on using effectiveness data. By sharing with each other, you can hear about the successes and challenges that others have experienced, and reflect on how it may inform your own work moving forward. You may use the discussion questions included on this slide to guide your conversation if it is helpful to you." *If part is part of a single-day event, ask partners to think through Step 6 on the action plan.*	 Slide 82
Explain: "Now that you've had some time to talk with each other, what challenges have you had? Have any of your challenges been outside of your control? How might you advocate for necessary changes to address challenges?" *Have each pair share out with the larger group. Adjust as needed to allow for approximately five to 10 minutes of sharing. Chart the responses using chart paper.* "What about successes?" *After about five minutes, provide time for pairs to share celebrations and chart their responses. Probe participants by asking, Why was it a success? What was your role in making it a success? What was the reaction of the impacted group?* *Ask participants to think about the challenges that continue to be problematic that are beyond the control of the school leader (at the district level). Chart them and probe, Why is this so problematic? Who can help make this easier for you? What specifically would you like to see happen?* *Discuss ways in which administrators can prioritize, advocate, and support for changes at the district level.*	 Slide 83

Facilitation Note: *Slide 84 is the divider slide for the Data Communication section.* *The section should take 15 minutes.*	 Slide 84
Explain: "In Part 2, we talked about Steps 1–4. According to two of the definitions shared, you can be data literate and not communicate. Communicating about data contributes to a culture of trust and continuous improvement. When the sources of data, their reliability, and the way they are being used are transparent, it helps develop a culture of trust, confidence, and continuous improvement. Another big piece of data literacy is modeling the work as a leader. So, Step 5 is all about communicating about data, what you're using and why, and the findings of the data analysis and decisions that are made. In Part 2, you spent time thinking about how you might display the data you investigate. Communication is how you might share that information with others."	 Slide 85
Facilitation Note: *Ahead of time, post Yes and No signs across one side of the room.* *Slide is animated.* *Let participants know they can place themselves directly in front of each word or somewhere in between if the information is "sort of" or some of the statement applies, but not all.* *Click in each statement and have people move. Ask a few participants between each statement to share an example with the whole group.*	 Slide 86

Facilitation Note: *Have participants return to their seats and use the examples they provided to talk through the bullets on this slide.* *Ask participants to turn to Handout 10: Communication Planning.* *The handout includes questions to consider and a communication plan template that they can use. Ask participants to read the questions and look over the action plan for two minutes.*	 Slide 87
Facilitation Note: *Slide 88 is the divider slide for the Analyzing Data section.* *The section should take 65–80 minutes. There are many ways to conduct this section.* *If individuals or teams do not have data, ask them to use the data in Handout 7 to do more mock data analysis, focusing on the following questions:* ▪ *Which teachers would be good mentors for a novice teacher in my building struggling with management?* ▪ *Which teachers would be good mentors for a novice teacher in my building struggling with planning?* *If working with these mock data, teams may be finished with the analysis more quickly.*	 Slide 88
Explain: "Now that we've covered all five steps, we're going to give you time look at the data you brought with you and work in small groups as a learning community. Revisit the question you've asked and brought data to answer. Is the question a staffing, hiring, teacher leadership, or professional learning question?" *Divide the group up based on which category participants' questions fall under.* *Tell them to work through the five-step process in small groups.*	 Slide 89

Facilitation Note: *In small groups (up to four) within the two large topics, groups will go through Steps 1, 2, and 3 of the five-step process at the individual and school levels. They can work to analyze each other’s data and identify trends that could help answer their question. Allow them to revisit the samples from Part 2, as needed. Facilitators will circulate and keep groups on task, making sure they are analyzing at school and individual levels, as appropriate.*	 Slide 90
Facilitation Note: *In preparation for Step 4, after groups have identified the trends, ask them to pair up within their groups and prioritize the trends in order to tackle them one by one.*	 Slide 91
Facilitation Note: *In preparation for Step 4, after groups have identified the trends, ask them to pair up within their groups and prioritize the trends in order to tackle them one by one.* *To guide participants, ask the following:* ▪ *What decisions will be informed (not necessarily the decisions themselves)?* ▪ *What will the next steps be in making them happen?* ▪ *Who will you need to engage in supporting the work?* ▪ *How might you address individual findings along with schoolwide findings?*	 Slide 92

Explain: "In pairs, as you determine what decisions will be informed by the data, think through how you will address these bullets when you discuss them with teachers. What is the purpose of sharing this information? What data will be used and who has access to this data? What decisions are being informed by the data? Will this information be shared beyond the school community?"	 Slide 93
Facilitation Note: *Conduct a whole-group debrief; ask participants to respond to the questions on the slide.*	 Slide 94
Facilitation Note: *Slide 95 is the divider slide for the Wrap-Up section.* *The section should take 10 minutes.*	 Slide 95

Explain: "In district teams or as a district, think through how you will make this process (or a modified version) part of regular meetings or learning. ▪ Plan how to continue to look at data as a group (PLCs, small group, pairs, etc.). Put dates and topics on your calendar to prioritize this work as soon as possible. ▪ Build a committee to support efficient data reporting and sharing at the district level. ▪ Build a committee to advocate and design ways to implement recommendations at the district level."	 Slide 96
Facilitation Note: *Slide 97 includes additional resources from the GTL Center that participants might find useful.*	 Slide 97
Facilitation Note: *Ask participants to complete the evaluation.*	 Slide 98

Facilitation Note: *Slide 99 is the ending slide.*	 Slide 99

About the Center on Great Teachers and Leaders

The Center on Great Teachers and Leaders (GTL Center) was created to help states leverage their strengths to improve the educational attainment of all students by ensuring an effective teacher in every classroom and an effective leader in every school. Funded by the U.S. Department of Education, the GTL Center is part of the U.S. Department of Education's Comprehensive Centers program, which includes seven content centers that focus on specific areas of expertise and 15 regional centers that provide services primarily to state education agencies to enable them to assist districts and schools.

In its role as a content center, the GTL Center is responsible for providing in-depth knowledge, expertise, and analyses to regional centers and the states they serve. The GTL Center disseminates information about scientifically based research on effective practice, creates research-based products, and provides expertise that regional centers can use in delivering technical assistance to states.

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