



Teacher and Principal Evaluation Questions to Consider Regarding Evaluation Data

| District Level Questions | Building Level Questions |
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| <p>1. Review the final summative score data for the district and schools. What are the trends that you see in the teacher and principal evaluation data? Are there any anomalies, discrepancies, or peculiarities with the data? Any particular schools have more distinguished, proficient, basic, or unsatisfactory data points than the others? If so, what questions should be asked to explore that data? Look at and consider the context of the school when forming those questions. How will you “peel the onion” to get to a better understanding of the data?</p> | <p>1. Review the final summative score data for the school. What are the trends that you see in the teacher evaluation data? Are there any anomalies, discrepancies, or peculiarities with the data? Any particular grade levels, content/subject areas, or departments have more distinguished, proficient, basic, or unsatisfactory data points than the others? If so, what questions should be asked to explore that data? (Comprehensive vs Focused, Year to Year comparison of same staff member) Look at and consider the context of the school when forming those questions. How will you “peel the onion” to get to a better understanding of the data?</p> |
| <p>2. What similarities and differences do you see in the district-wide data? Look at data in aggregate by final summative score, by criteria and by component/element level. What does the data suggest? What areas do you need to explore in more depth? What questions should be explored by your district teams?</p> | <p>2. What trends do you see in the building-wide data? Look at data in aggregate by final summative score, by criteria and by component/element level. What does the data suggest? What areas do you need to explore in more depth? What questions should be explored collaboratively in job-alike principal teams or with your I supervisor?</p> |
| <p>3. What similarities and differences do you see in the data when disaggregated by school and level? Look at data from:</p> <ul style="list-style-type: none"> a. Between different levels (primary, intermediate, middle, high) b. Elementary school aggregate and | <p>3. What trends do you see in the data when disaggregated by grade level, content/subject area, or department? Look at data from:</p> <ul style="list-style-type: none"> a. Different grade levels |



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| <p>comparisons</p> <p>c. Middle schools in aggregate and comparisons</p> <p>d. High schools in aggregate and comparisons</p> | <p>b. Different grade bands (i.e. primary and intermediate)</p> <p>c. Grade level in aggregate and comparisons</p> |
| <p>4. What observations (strengths and areas of improvement) can you identify by looking at teacher and principal evaluation data by final summative score, state criteria, and component/element level? Does the data lead you to different findings by breaking it down by level and individual schools? What questions should be asked in order to dig deeper with the data? Who should you ask?</p> | <p>4. What observations (strengths and areas of improvement) can you identify by looking at teacher evaluation data by final summative score, state criteria, and component/element level? Does the data lead you to different findings by breaking it down by grade level and individual teachers? What questions should be asked in order to dig deeper with the data? Who should you ask?</p> |
| <p>5. By looking at the teacher and principal evaluation data by criteria, are there some specific areas that the district could design systemic professional development support based on the data? Does the district as a whole need the same training or should it be differentiated by level or school based on disaggregated data?</p> | <p>5. By looking at the school's data by criteria, are there specific areas needing systemic professional development support? Does the school as a whole need the same training or should it be differentiated by level or department or other cohort</p> |
| <p>6. By looking at the teacher and principal evaluation data by component, are there some specific areas that the district could design systemic professional development support based on the data?</p> | <p>6. By looking at the school's data by component, are there specific areas needing systemic professional development support?</p> |
| <p>7. Do you see any anomalies or discrepancies in the data? If so, what needs to be explored in more detail to understand the cause?</p> | <p>7. Do you see any anomalies or discrepancies in the data? Did you see anything that caused you to wonder? If so, what needs to be explored in more detail to understand the cause? Do you see</p> |



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| | anything that creates a challenge? Or requires immediate attention? |
| 8. How will you communicate the results out to the principals and teaching staff in the district? Will that communication look different when presenting to the board, or to PTA's or the community at large? What about parents of the district? | 8. Will you communicate the results out to teaching staff in the building? If communicated to teaching staff; what did you see that is positive and worth celebrating? |
| 9. How will you engage principals and teaching staff in the data? What would be the purpose of that engagement? (Explore in more depth, awareness, feedback, design and development of professional development support?) | 9. Would you engage teaching staff in the data? What would be the purpose of that engagement? (Explore in more depth, awareness, feedback, design and development of professional development support?) |
| 10. How will you respond to the data to improve instructional practice for teachers and principals? | 10. How will you respond to the data to improve instructional practice for teachers? |
| 11. How will you respond to the data to improve student learning? | 11. How will you respond to the data to improve student learning? |
| 12. How can this data become part of the school and district improvement plan? How can this data integrate with the plan? What steps can be taken to initiate growth in the district? | 12. How can this data become part of the building's school improvement plan? How can this data integrate with the plan? What steps can be taken to initiate growth in the building? |
| 13. How will you protect this data from being used in a manner that could be detrimental to the district, principals and teachers? Is there an "N" size that you have established for that protection? What systems do you have in | 13. How will you protect this data from being used in a manner that could be detrimental to the district, principals and teachers? Is there an "N" size that you have established for that |



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| place in case there is a public records request? | protection? What systems, policies, and/or procedures do you have in place in case there is a public records request? |
| 14. How will this data be used for HR decisions as described in the law? How will those decisions be made? How will principals and teachers be involved in those policy designs? | 14. How will you use this data to implement your district's policies regarding the use of evaluation data in HR decisions? |

SCENARIOS TO CONSIDER

The following scenarios might help your team consider anomalies in your data or changes in data from year to year. Think about what's surprising or different in the data, and then about what factors might have influenced what you see. What "next steps" might your team recommend?

School A

Elementary School A had 11 teachers retire last year. In-district transfers filled four positions; the rest were new hires. Five are early-career teachers.

School C

Nearly 30% of the staff at Middle School C have earned National Board Certification.

School F

High School F received a large influx of ELL students in a district boundary change. The school has a long history of solid student performance on state assessments. Few educators in the school have specific training to address the needs of ELL learners.

School N

Elementary School N had the same principal for 17 years. A principal new to the district was assigned last fall. Summative scores included a large % of Basic.

School Y

High School Y has three Assistant Principals and one CTE director assisting the principal with evaluation duties. The shape of the data from one of the four varies significantly from the other three.