Quality vs. Quantity

Evidence Collection for Educator Growth

Professional Development
On the index card provided, identify one thing you struggled with (or may struggle with) when it comes to gathering evidence for your evaluation.

What pieces of evidence would you have identified (or could you identify) as high quality pieces of evidence?
Objectives

- Translating the Standards in Essential Questions
- Review the required types of evidence
- Identify concrete examples of evidence aligned to the Standards and educator goals
- Describe characteristics of high-quality sources of evidence
Agenda

- Opener
- Understanding the Rubric
- Essential Questions: Small Group Work
- Tips for Evidence Collection
- Break
- Three Types of Evidence
- Identifying Quality Evidence
- Individual Plans
- Closer
The process of Educator Evaluation is about the growth of an educator. It should be viewed as a flashlight that illuminates areas of strength, shedding light on areas for professional growth and development, rather than a hammer used to force change in a punitive manner.
Essential Questions

1. To what degree are students learning important skills, knowledge and concepts?

2. To what degree are students invested in the learning?

3. To what degree is the educator partnering with parents?

4. To what degree is the educator contributing to a culture of continuous improvement?
Essential Questions Activity

- In your assigned groups, brainstorm a list of items that could be presented as artifacts or evidence to demonstrate proficiency.
- Record your list on the chart paper.
- Please be as specific as possible.
Essential Questions

Group 1: To what degree are students learning important skills, knowledge and concepts?

Group 2: To what degree are students invested in the learning?

Group 3: To what degree is the educator partnering with parents?

Group 4: To what degree is the educator contributing to a culture of continuous improvement?
Building Consensus

Take a look at the lists generated by each group.

1. What pieces of evidence do you see on more than one list?
2. Is there anything missing that should be included?
To what degree are students learning important skills, knowledge and concepts?

Standard I: Curriculum Planning and Assessment
To what degree are students invested in the learning?

Standard II: Teaching All Students
To what degree is the educator partnering with parents?

Standard III: Family and Community Engagement
To what degree is the educator contributing to a culture of continuous improvement?

Standard IV: Professional Culture
Tips for Evidence Collection

EVIDENCE BY STANDARDS, NOT BY INDICATORS:

Evidence must relate to the four standards and the three goals: student learning, professional practice, and district. It is not necessary – or required – that there be evidence for each indicator. It is important to remember that practice is judged on each standard, not on each indicator. The collection and organization of evidence are the responsibility of both the educator and the evaluator.
Tips for Evidence Collection

A SINGLE PIECE OF EVIDENCE MAY RELATE TO MULTIPLE STANDARDS:

It is important to note that one artifact may be used to demonstrate proficiency on multiple standards and may apply to multiple indicators. For example, one standards-based unit of instruction may be used as evidence for Standards 1-4.
Tips for Evidence Collection

EVIDENCE SHOULD RELATE TO EDUCATOR PLAN GOALS:

Some evidence may be clearly related to student learning, professional practice and district goals.
Tips for Evidence Collection

EVIDENCE IS A SAMPLING:

For the most part, evidence should be a *sampling* of the work that educators perform and the resulting student work; evidence is not meant to be inclusive of all that educators do. Evaluators may wish to identify common artifacts, something that most educators are expected to provide, such as lesson plans or unit plans.

Quality vs. Quantity
Tips for Evidence Collection

EVIDENCE SHOULD DEMONSTRATE PROFICIENCY:

In the educator’s professional judgment, once sufficient evidence has been identified and/or collected to demonstrate proficiency on one or more standards, there is no need to add more. It may be helpful, though it is not necessary, to provide the evaluator with a brief rationale for the use of each piece of evidence.
Tips for Evidence Collection

EVIDENCE COLLECTION METHODS:

There is no requirement that educators collect evidence in binders.
Ten Minute Break
Agenda

• Opener
• Understanding the Rubric
• Essential Questions Small Group Work
• Tips for Evidence Collection
• Break
• Three Types of Evidence
• Evidence Collection Tips
• Identifying Quality Evidence
• Closer
Three Types of Evidence

1. **Products of Practice**
   - Artifacts and Observations

2. **Multiple Measures of Students Learning**
   - Traditional/Nontraditional assessments, attendance records, intervention reports, etc.

3. **Other Evidence related to Standards of Practice**
   - Ways in which you work to engage the families as well as fulfill your professional practice
Things to Consider

When developing your educator plan, make notes about what kinds of evidence will demonstrate progress toward your goal.

Consider ahead of time which artifacts you might want to collect and submit. This will help you to plan what you will need throughout the year. Check with your evaluator to ensure that the types of evidence you anticipate collecting are aligned to his/her expectations.
Things to Consider

Combine multiple pieces of evidence to “tell a story” about your practice.

For example, a lesson plan, results from a formative assessment, student work samples, and a second lesson plan could demonstrate how you adjusted practice based on student data.
Things to Consider

Focus on going from “evidence to rubric,” not “rubric to evidence.”

Rather than searching for a piece of evidence to demonstrate your performance on a particular part of the rubric, first select pieces of evidence that are highly representative of your practice, then identify the Standard(s), Indicator(s), and/or element(s) to which they connect. Many artifacts demonstrate your performance on multiple parts of a rubric.

Remember, you should not be attempting to collect evidence on every element in the rubric.
Evidence should be artifacts of the work you’re already doing.

Your daily work is the best representation of your practice. You know best what exemplifies your practices in areas such as planning, use of data, professional learning, and your work with students, colleagues, and parents.
Create a place to house and add evidence throughout the year.

The collection of evidence should be an ongoing process. When you are preparing to submit evidence to your evaluator for your formative or summative evaluation, you may want to go through your folder and select a subset of artifacts to share with your evaluator that are a representative picture of your practice and performance.
On the same index card provided, identify something you learned about evidence gathering today that will benefit you this year.

What is one question about evidence gathering that still remains?
The following three slides were created as part of a brief follow up to clarify the quality vs. quantity message.

They were not part of the original workshop.
## What IS quality?

<table>
<thead>
<tr>
<th>Act vs. Action</th>
<th>Artifacts in isolation</th>
<th>Telling your story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending a meeting</td>
<td>A lesson plan</td>
<td>Demonstrating your impact</td>
</tr>
<tr>
<td>vs.</td>
<td>A test/quiz/assignment</td>
<td>✓ on students</td>
</tr>
<tr>
<td>Contributing to / preparing for / following up as a result of the meeting</td>
<td>Graduate course/workshop</td>
<td>✓ on families</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ on colleagues</td>
</tr>
</tbody>
</table>

Connecting artifacts across standards will lead to higher quality evidence.
## Connecting artifacts within a Standard

### Standard 4- To what degree is the educator contributing to a culture of continuous improvement?

- Using assessment data to drive lesson planning and implementation
- Club Advisors/coaches
- **Graduate classes/degrees; workshops**
- PDP opportunities
- Committees (steering; Restructuring)
- Office Collaboration
- Faculty Expo
- Afterschool help
- Departmental/grade level/content area collaboration; office suite collaboration; seeking out advice from colleagues and administrators
- Community outreach/service
- Portfolios- compare current to previous work
- Praise/certificates to students (stars, stamps, stickers, badges on Edmodo)
- Phone calls home to check on/update student performance
- Communication with parents/colleagues/administration regarding students
- Reaching out to parents pro-actively; calling home for good news
- Working positively with students to foster relationships
- Membership in professional organizations
- **Applying what’s learned in coursework/workshops to lessons**
### Standard 1 - To what degree are students learning important skills, knowledge and concepts?
- Tailor learning activities to match students skills
- Create meaningful assessment for students outcomes
- Evaluator observations
- Assessments (pre/post)- performance based
- Additional student produced work
- Grade reports, attendance, behavior (counseling)
- Traditional assessments (test & quizzes)
- Report cards/ progress notices
- Evidence of skill mastery/BHS literacy skills
- Open response /DBQs
- Writing samples (compositions)
- Benchmarks
- Lesson plans that align with CCSS & literacy objectives
- Teacher feedback
  - Labs/notebooks
  - Open response /DBQs
  - Visual Analysis
- Graphing data reflecting student growth in skills/concepts over time
- Final product of student work

### Standard 2 - To what degree are students invested in the learning?
- Student work- in class and at home
- Test scores: Benchmarks, MCAS
- Participation/HW rubrics
- Attendance at extra help/afterschool sessions
- Engrade/Moodle activity logs
- Photographs/videos of students working
- Openers/closers
- Observations
- Record class debates/discussions
- Rubric/grading scale
- Self evaluations/reflections
- Progress reports- weekly
- Independent reflection/incorporation of corrective feedback
- Collaborative/independent long term projects
- Goal setting/student reflective planning for future growth
  - Pre/post/mid-way/ assessments (baseline vs. mid-point vs. final)
  - Graphing over time (fluency, reading time, etc.)
- Guidance/SST/disciplinary referrals
- Attendance/tardiness
- Homework completion

### Standard 4 - To what degree is the educator contributing to a culture of continuous improvement?
- Using assessment data to drive lesson planning and implementation
- Club Advisors/coaches
- Graduate classes/degrees; workshops
- PDP opportunities
- Committees (steering; Restructuring)
- Office Collaboration
- Faculty Expo
- Afterschool help
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- Applying what’s learned in coursework/workshops to lessons

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**Artifacts in isolation don’t always tell the full story. Combining artifacts leads to high quality evidence.**