

Assessments to Collect Teacher Data

Process Data		
Assessment Type	Pros	Cons
Coaching Count- how many individuals participated in the coaching program this year?	Can quantify the reach of a coach within a building/district.	No analysis on depth or effectiveness of the coach/teacher relationship.
TeachBoost (tech tool)- tool to quantify the level of support of coach when teachers are being evaluated	Can make coaches more involved in teacher goal setting and progress tracking Gives a focus to the teacher-coach relationship.	Can blur the line between coach/administrator
Regularly scheduled goal progress check-ins	Continued opportunities for coaching conversations and reflections	Teacher, time accountability and follow through is difficult without admin support
BDA Cycle records, products and reflections	Rich source of data, ongoing, can be great for coaching self-assessments	Shouldn't share out beyond teacher/coach unless its anonymous We need a better system for organization & tracking
Coaching Portfolios or artifact collections	Authentic way to track what we have created/how we have engaged with the teachers	Not necessarily reflective or indicative of quality without some perception data.

Achievement/Outcome Data		
Assessment Type	Pros	Cons
weekly/monthly check in	Staying on task/ focusing on one domain or area at a	Pressure to meet each goal/ anxiety if you haven't

	time	met a goal. Disconnect between teacher perception and coach perception
District Assessments (DIBELS, MAP, iReady, STAR360)	Very specific data, trends provided. Potential for data driven instruction. Potential for coach and teacher to create new goals	Muddled data - doesn't speak to solely your ability as a coach or the teachers ability to provide instruction. Over dependence on some forms of data or discounting the data because of a perception of invalidity
Student work samples/classroom assessments	Authenticity Frequency (weekly vs waiting for the winter or spring test window)	Bias, reproducibility, alignment? Room for error can lead to invalid data.
walkthroughs	Transparency. Clear expectations, consistency	How is that data shared? Is the coach using this with confidentiality in mind. Is it actionable? Short amount of time (snapshot data)
Rubrics (teacher practice)	Transparency and clear expectations	Subjectivity. Feeling evaluative

Perception Data		
Assessment Type	Pros	Cons
Surveys of curriculum and technology	Provides quantifiable data If the survey is anonymous teachers are more likely to be honest and share their real feelings	Teachers are over-surveyed Teachers often don't want to type answers to surveys (may get more data with a rating scale) Teachers think data collected is not looked at or

		utilized
Survey of teacher strengths and needs (can be guided toward specific area)	Focuses on strengths and gives teachers an opportunity to reflect Provides quantifiable data	Teachers are over-surveyed Teachers often don't want to type answers to surveys (may get more data with a rating scale) Teachers think data collected is not looked at or utilized
2 Stars and a Wish	Focuses teachers to think about and discuss positive first and not start with complaining	Wishes sometimes are not within our scope of topics to help
Survey of comfortability	Provides quantifiable data	Teachers are over-surveyed Teachers often don't want to type answers to surveys (may get more data with a rating scale) Teachers think data collected is not looked at or utilized If not anonymous teachers may not be truthful
Reflection Questions can take various formats: collaborative meetings, form with questions	Can be done at different points throughout the year and doesn't have to wait until the end of the year	
Surveys about PD needs		Teachers are over-surveyed Teachers often don't want to type answers to surveys (may get more data with a rating scale) Teachers think data collected is not looked at or utilized

Demographic Data		
Assessment Type	Pros	Cons
Survey - experience - years teaching, years in grade, years in subject	Knowing where they have the most experience	# Years do not always correlate with good practice. Bias from coach.
Knowing the demographics of the students that the teachers have worked with previously	Knowing where teachers are coming from - what challenges they might face if the change is great	Bias from coach.
Strength interview at beginning of year and revisit later in the year	See differences/progress from teachers point of view	Teachers may not be honest
Badges	Offers a chance for people to collaborate and see their expertise.	Some are intimidated by others having a lot of badges Some are just eager to collect badges...badging frenzy
Use schedules to plan good times to drop in on teachers	Get impromptu sessions that can be built upon later	Hard to plan for. Might catch teachers off guard.