

TEPG and School Environment End-of-Year Data Analysis Protocol

Introduction

Purpose

This protocol was developed for guiding a group of 10-15 district leaders and other educators through analysis of TEPG and school environment data to inform district or school planning for educator support. The protocol may be used with either or both of these data sets, or modified for use with additional data types.

This protocol takes approximately 2-2.5 hours to complete and can be used each time TEPG or school environment data are reviewed.

The protocol is designed to help districts think about both the implications of TEPG data for teacher and leader professional learning needs, and the implications of TEPG data as it relates to TEPG implementation quality and continuous improvement of the TEPG system.

Focus Questions

Questions About Teacher Performance and Support and School Environment

1. What do these data tell us about how our teachers are performing? Strengths? Areas for improvement?
2. What do these data tell us about the school environment in our district's schools? Strengths? Areas for improvement?
3. How can these data inform upcoming professional development for teachers or leaders in the upcoming school year?

Questions About the TEPG Systems

4. What do the data show us about the TEPG system's ability to differentiate performance?
5. Do the various measures in TEPG demonstrate consistency?

Overview of Process

The protocol is organized into six steps.

Prior to each step, the full-group facilitator will provide an overview of the process for that step.

The larger group will work in small groups of 2-4 people (depending on group size) through each step of the protocol. If the total number of participants is fewer than 5-6, the facilitator may consider full-group discussion.

Each small group will need a note-taker and a reporter to share out their findings after each step of the protocol.

Note: The note-takers from each group will share their notes (recorded in this protocol) with the facilitator at the end of the session. These notes will be used in reporting the overall outcomes of the session to MSFE. Individual names will not be attributed to the comments.

After each step, the small groups will have an opportunity to share out to the larger group. This discussion will be guided by a full-group facilitator.

Materials

Provided by [facilitators](#):

- RANDA-generated **TEPG summative data** for all teachers in district (or school, as appropriate) with conditional formatting applied to facilitate analysis
- School or district-level **school environment reports** from the vendor that administers school environment surveys in your district
- **Other data**, as available (e.g., LEPC 360 data, focus group data, etc.)
- Chart paper and markers, including some charts that are pre-made to mirror note-taking templates in the protocol

Provided by [participants](#):

- Participants should bring **personal laptops** to view and manipulate data sources on-screen. Some data will be provided on paper – other data will only be available electronically. Materials will be provided in both PDF and Excel formats, and may be difficult to view and/or manipulate using some tablet platforms.

TEPG and School Environment Data Analysis Protocol

District Name:

Participant Name:

Prework: Overview of the Process

(5-10 minutes)

Describe the data and the process: The facilitator gives a brief description of the types of data being reviewed during the session and provides an overview of the protocol. The facilitator will also provide an explanation of roles at each table group.

Identify roles in each small group: Each table selects a “note-taker” to document each small group reflection and a “reporter” to share with the whole group. The reporter can change between steps but there should only be one note-taker per table.

Clarify questions with participants. At this point, the facilitator can answer clarifying questions as necessary and introduce any other data participants have brought. The group will not work directly with the data reports until Step 2.

Step 1: Predicting the Data

(10 minutes)

Full group discussion

Facilitator: Explain that the goals of the step are to make predictions and ask questions to bring to the surface past experiences, preconceived ideas, and assumptions. Share the following prompts:

- What are some predictions for the results of our data review?
- What are some questions we hope to explore during the data review?

For example:

Data Source	Predictions	Questions
TEPG	<i>“I predict that we’ll see more variation in TEPG summative ratings this year.”</i>	<i>“I wonder whether we’ll notice any changes between last year’s and this year’s overall TEPG ratings?”</i>
School Environment	<i>“I predict that in schools where school environment ratings are lower, we will see lower student growth ratings.”</i>	<i>“Will schools with higher school environment ratings have higher TEPG ratings too?”</i>

Full Group Discussion: Facilitator elicits responses from participants and charts them or projects responses on screen.

Note-taking Template:

Data Source	Predictions	Questions
TEPG		
School Environment		
Other Data (if available)		

Step 2: Observing the Data

(25-35 minutes)

20-25 minutes discussing as a small group, 10-15 minutes sharing with whole group

Note: This portion requires participants to view data on a laptop computer screen, or partner with a member of their small group to observe data on a shared screen.

Facilitator:

- **Preview the directions** and prompts for this step as briefly as possible and share timing for small groups.
- **Share “mock data” examples** on screen, and walk participants through how the data are organized. Hand out the “mock data” handout for participants to take a closer look.
- **Share examples of the district’s actual data on screen** and walk participants through the features of each data source.
- **Before drawing conclusions or making recommendations, participants will review the data on screen or on paper** (as available), using highlighters or the “comments” feature on screen to note important pieces, items they have new questions about, and patterns they identify.
- Encourage participants to **save interpretations and conclusions** until the next step.

Prompts to consider:

- Note important data points that “jump off the page” and surprising or unexpected data points.
- Look for patterns or trends that emerge.

Note: At this stage, you might identify patterns, but you shouldn’t be taking the next step of interpreting the cause or reason for the patterns, or the “why.”

For example:

Data Source	Data Points that “Jump off the Page,” Patterns, or Trends
TEPG	<i>“Teachers overall have very strong summative scores.”</i> <i>“It looks like teachers are generally getting somewhat lower summative ratings this year compared to last year”</i>
School Environment	<i>“I was surprised to see some of the variation in student perception data.”</i>

Small Groups: Participants engage in small-group discussion and the note-taker records key discussion points in the table below.

Note-taking template:

Data Source	Data Points that “Jump off the Page,” Patterns, or Trends
TEPG	
School Environment	

Whole group: Facilitator asks small groups to share key takeaways from this initial observation of the data.

Step 3: Interpreting the Data

(25-35 minutes)

20-25 minutes discussing as a small group, 10-15 minutes sharing with whole group

Note: This portion requires participants to view data on a laptop computer screen, or partner with a member of their small group to observe data on a shared screen.

Facilitator:

- Explain to the group that the purpose of Step 3 is to **look deeper at the patterns identified so far and to make inferences related to teacher and leader professional practice and development needs**. In this step, participants also generate questions about “why” and begin to think about the reasons we may see certain data trends or patterns. For example
 - *Think back to the data points that “jump off the page” – what might explain them?*
 - *Look at the changes in ratings over time – if the ratings are improving, why do you think they are improving? If ratings are lower, why might that be?*
- Use this time to **consider focus questions 1, 2, 4, and 5** at the beginning of this document (also included below for reference). The facilitator may also reference back to the “mock data” handouts to support this discussion. The handouts include some examples of interpretations of the data based on the focus questions.

Small Group: In the space provided in the table on the next page, small groups will discuss the following focus questions, while the note-taker records key discussion points for the group.

Questions About Teacher Performance and Support and School Environment

1. What do these data tell us about how our teachers or leaders are performing? Strengths? Areas for improvement?
2. What do these data tell us about the school environment in our district’s schools? Strengths? Areas for improvement?

Questions About the TEPG Systems

4. What do the data show us about the TEPG system’s ability to differentiate performance?
5. Do the various measures in TEPG demonstrate consistency?

After five minutes of writing, the reporter asks the group to share inferences within the small group, with all statements rooted in the data. The recorder summarizes the group responses to share with the larger group.

Whole Group: Reporter shares highlights with the whole group, and facilitator charts themes across groups or records key points on projector screen.

Focus Question	Notes and Additional Prompts
<p><i>Q1. What do these data tell us about how our teachers are performing?</i></p>	<p><i>Strengths?</i></p> <p><i>Areas for improvement?</i></p>
<p><i>Q2. What do these data tell us about the school environment in our district's schools?</i></p>	<p><i>Strengths?</i></p> <p><i>Areas for improvement?</i></p>
<p><i>Q4. What do the data show us about the TEPG system's ability to differentiate performance?</i></p>	<p><i>Do teachers' summative ratings align with your overall perceptions of teacher quality in your district? If not, why?</i></p> <p><i>Do teachers' learner growth scores align with overall student performance in their school or district? If not, why?</i></p>

<p><i>Q5. Do the various TEPG measures demonstrate consistency?</i></p>	<p><i>Are individual teachers' PP, PG, and LG scores similar or varied? Why might this be?</i></p> <p><i>Is our school environment data telling the same story as our TEPG practice data?</i></p>
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Step 4: Connecting to Professional Development Support

(15 minutes)

5-7 minutes for small group discussion, 5-7 minutes for sharing with whole group

Facilitator: Guide participants through an independent and then whole group discussion on the implications for teaching and learning in the district.

Discuss focus question 3:

3. How can these data inform upcoming professional development for the upcoming year?
 - *What support is working? What additional support is needed?*

The group seeks to identify connections between what needs to change and what is working in the TEPG and school environment support systems currently in place.

For example:

Data Source	Professional Development Implications	
	What support is working?	What additional PD is needed?
TEPG	<i>Resource teams Peer observations</i>	<i>Evaluator training on “tough conversations” to provide constructive feedback</i>
School Environment		<i>Support for improved classroom management</i>

Small group discussion: Small groups work together to fill in the table below. The left side is a place to identify what’s working. The right side helps identify “action steps” for additional PD that is needed.

Note-taking Template

Data Source	Professional Development Implications	
	What support is working?	What additional PD is needed?
TEPG		
School Environment		

Whole Group: Reporter shares highlights with the whole group, and facilitator charts themes across groups on chart paper or on projector screen.

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Step 5: TEPG System and School Environment Implications

(20-25 minutes)

15 minutes small group discussion, 10 minutes sharing with full group

This step is designed to help participants consider implications for the TEPG systems (and the school environment data collection instruments, if applicable) based on interpretation of the data. The full group will seek to identify connections between what needs to change and what is working in the TEPG systems currently in place.

Small group: Participants work in small groups to discuss TEPG and school environment system challenges, and proposed action steps to address challenges. Note-taker records key discussion points.

TEPG System Implementation Action Steps

TEPG System Challenge	Proposed Action Step

School Environment Improvement Action Steps

School Environment System Challenge	Proposed Action Step

Whole Group: Reporter shares highlights with the whole group, and facilitator charts themes across groups on chart paper or on projector screen.

Step 6: Reflecting on the Process – Participant Feedback

(10–15 minutes)

During this last step, participants provide written feedback on the session. Please detach this sheet from your packet and turn it into the facilitator before you leave today.

What went well about today’s session?	What about this process could be improved?

What changed in your thinking after today’s session?	What was reinforced by participating in today’s session?

What will you and your district do as “next steps” to act on what you discussed today?	Any other comments or feedback to share?