

Collect Meaningful Data to Improve Teaching

Collect data related to student learning and improvement goals. Use classroom observation data as a means to document teacher efforts to improve student learning and identify areas of growth. "In order to bring efficiency, usefulness, and effectiveness to the collection and use of student performance data for evaluation purposes, teacher evaluation systems should be integrated into a broader program or school evaluation system" (McConney, Shalock and Shalock, 1997).

Sources of meaningful data include:

1. **Outcome Data:** *describes how students are doing at a particular time; indicates to what degree students have acquired knowledge, skills, and attitudes; are measurable and quantifiable; measures the effectiveness of the instructional program. Examples:*
 - Achievement data: Teacher made tests, portfolios, standardized tests, projects, report card analysis, scholastic awards, performance assessments
 - Completion rates: promotion and retention rates
 - Comparative data: among subgroups, to external standards, to external groups
 - Supplemental data: discipline referrals, participation in extended day and summer programs, suspension rate
2. **Demographic Data:** *helps staff understand students and their unique needs; provides vital statistics of students, their families and community; identifies factors that must be considered in the staff's decision-making process*
 - Enrollment: ethnicity, primary language, grade level, gender, prior schooling
 - Attendance: daily attendance, mobility rate, truancy, tardiness, reasons for absences
 - Language proficiency: English language proficiency, redesignation rate
 - Socioeconomic status: free/reduced lunch, social service support, AFDC status, household income, parent education, caretaker employment
3. **Process Data:** *includes efforts for high student achievement; identifies variables over which the school has control; used to make decisions regarding curriculum, instruction and assessment; requires educators to share their practice; essential if change is to occur. Examples:*
 - Curriculum: alignment with content and external standards, dependency on text books, consistency across and between grade levels, amount of time allocated
 - Instruction: evidence of research-based instructional strategies; consistency across and between grade levels; amount of time allotted to specified instructional strategies
 - Assessment: nature of classroom assessments, frequency, amount of time allotted to assessment, alignment with external assessments, consistency across and between grade levels
 - School organization: organization of the day, organization of staff, class size, decision-making process, teacher collaboration, use of facilities, support services

