

Pilot Study Brainstorm (Work Group Questions)

Student Engagement: Survey

- How does the student survey work at your level? Why/How is the duration and frequency? How is it delivered?
- How can student engagement surveys be adapted –
 - To respond to the developmental range of students (grades pre-K through 12)?
 - To include teachers in non-classroom areas (school psychologists, nurses, etc)?
- Does tripod “hit the target” in gathering data that matches our state’s goals to increase student engagement – or would a new survey be a better fit?
- How many times will a student (who has multiple teachers) be surveyed in a given year? What type of plan will be needed to minimize institutional time used to gather data for teacher surveys?
- How did pilot schools apply student engagement data to licensed, non-classroom staff?
- How do student engagement surveys work in K-3 & in “support” areas nurses, ELL?
- Tripod is not st. engagement enough (no cultural competence) and has few topics should more emphasis be put on creating an MDE survey or set of MDE surveys?
- Do teachers believe the processes have helped them improve thru a survey? Was there sufficient support for teachers to get better (survey)
- What students will complete surveys for “other” category (nurse, psychologist, counselor, etc)?
- What do the logistics of the student survey look like? (differentiation, frequency, students with multiple teachers)
- Logistically, how many times will a student with multiple teachers have to complete the student survey and how will we track the results?

Implementation Questions: Paperwork, Utility and Resources

- Is the state model usable and understandable? How long did it take to read through and then put it into implementation? If not, what needs to be changed?
- How much time/resources/money/stuff did it take for everyone involved? (i.e. time: student time, teacher time, admin time)
- How will districts create data management system sto manage the data? Cost, time, retrieve/tag data?
- Is the 3 year cycle and points of contact too much for the current system to support and actually do well? Want it to be meaningful.
- What recommendations for streamlining the process, minimizing paperwork and still keep to the integrity and intent of the TE process?
- What recommendations for implementing a teacher evaluation model using existing or limited new funds?
- Is the # of POC too much to handled and to actual do well?
- How can the data collection, analysis and communication be streamlined? Is a data warehouse required?
- Are the purposes and procedures clear enough for districts to understand and easily implement?

- Are the documentation, analysis, data storage and data management too much for districts to handle given their current resources?

Implementation Questions: Training

- Are the trained evaluators skilled enough following certification to be capable of all elements of evaluation including building reliable student growth measures in non-tested areas.
- Are trained observers skilled enough following certification process to actually be helpful?

Student Learning: Value-Added Data

- How will VA data be collected and analyzed?
- Does our district have capacity to develop and interpret value-added data, or is MDE a better source for this?

Student Learning: Student Learning Goals

- How will rigor of SLG assessments be ensured? How will sum. Eval be consistent across sites?
- How will the rigor of the SLG assessments be ensured?
- How did the district ensure equal rigor of SLOs?
- Consistency, expectations and fairness for teachers, principals, reviewers in establishing goals in non-assessed/tested areas.

Other

- Is the 3 year too frequent? Should the cycle be longer, re: 5 years?
- Managing anticipated expectations vs. realized expectations
- How will DATA be linked to prof dev?
- How well did the rubric fit all teaching and licensure areas?
- How was the teacher bargaining unit involved in both pilot planning and implementation?

Effectiveness of Overall Model

- What are success indicators of the TDE model? How does “this” make teaching and learning better?
- After the pilot, did the teachers feel the model improved their practice, was there sufficient support for meaningful professional growth?
- What was the impact on students, teachers, schools and the district evaluation system?
- Was sufficient support provided?