

Data-Focused Observations & Walkthroughs

PVAAS Teacher Data for Focused Support

Individual teachers and administrators can apply information from key PVAAS reports to inform a focus for classroom observations.

PVAAS reports provide information that can assist in:

- **Making observations meaningful** by identifying a focus of high importance for classroom observations
- **Making the feedback process meaningful** by linking observation and supervision data to an identified purpose



Teachers:

As you prepare for an observation or walkthrough, ask yourself:

Based on information gleaned from my PVAAS teacher-specific data, in what areas might I like to have support (from administrators and/or teacher leaders)?

- *In one (or multiple) subject(s)? Course(s)? Grade level(s)?*
- *In specific achievement levels of students? (i.e., students with histories of higher, average, or lower achievement?)*
- *In specific groups of students (e.g., students with IEPs, students with GIEPs, English Learners)*

Administrators:

As you prepare for an observation or walkthrough, ask yourself:

Based on information from PVAAS teacher-specific data, how can I focus my support through the observation process? How can PVAAS help me provide observation feedback specific to data-informed needs?

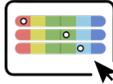
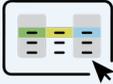
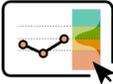
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- **“At their best, walkthroughs are viewed as a part of an ongoing formative assessment process that finds **teachers and administrators engaged in a system of reciprocal accountability.** They work together to improve students’ results, their own professional development, and each other as people.”**

<https://www.edutopia.org/blog/reimagining-classroom-walkthroughs-ross-cooper>



Questions about student needs? PVAAS Reports have answers!

Questions	Key Reports
<ul style="list-style-type: none"> On average, are all students maintaining or gaining (meeting or exceeding the growth standard)? What does the historical pattern show relative to student growth over a three-year period (if available)? 	 Teacher Value-Added
<ul style="list-style-type: none"> Did students with histories of high, average, and low achievement maintain (green), gain (blue), or fall behind (yellow) from their starting point? What about other groups of students? Where are the areas of strength and need? Do you have priority areas that surface in terms of student growth? What are the past growth trends of your current students? Do any growth trends surface as priority areas for informing instruction? 	 Teacher Diagnostic
<ul style="list-style-type: none"> How has a student progressed over time? How can information from previous years and projections to future assessments be applied in planning for the student? 	 Student Report

Determine A Priority Focus Area, Using Key PVAAS Reports

This five-step process can help a teacher identify the priority areas on which their classroom observation or walkthrough should focus. While this process begins with an examination of PVAAS reports, multiple data sources can (and should!) be used in the conversations that follow, to both validate the trends or challenge areas seen, and to support the teacher in understanding the data more completely.

Step 1: View teacher’s PVAAS Value-Added data

Step 2: View teacher’s PVAAS Diagnostic data

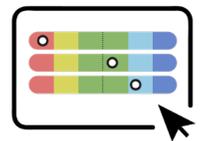
Step 3: Identify Focus for Observations

Step 4: Focus – Connect to the WHY

Step 5: Create Custom Student Report

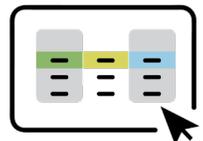
Step 1: View Teacher’s PVAAS Value-Added Data

- Is there one subject/grade that warrants more attention than others?
- Are there multiple subjects/grades that show similar patterns, indicating need for focused support across more than one subject/grade area?
- What patterns are evident when you look at the history of each subject? Does that change your focus on a subject(s)/grade of high priority?



Step 2: View Teacher’s PVAAS Diagnostic Data

- In the subject(s)/grades of focus, what patterns are evident relative to students at varying achievement levels? What about other groups of students?
- Do one of those student groups warrant more attention than another?
- Dig more deeply by exploring diagnostic history in identified targeted subjects, or student demographic groups.



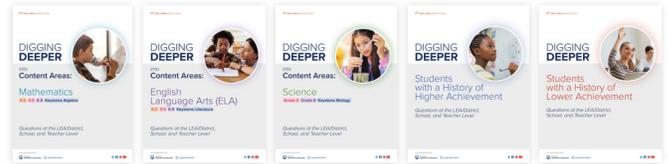


Step 3: Identify Focus for Observations

The teacher and principal now collaborate to determine the area(s) for focusing observations, such as grade level, subject and/or course, or student groups (such as achievement groups or demographic groups).

Step 4: Focus – Connect to the WHY

- Identify components in the Domains of the *Framework for Observation & Practice* that relate to the identified focus:
 - » Planning and Preparation
 - » Classroom Environment
 - » Instruction
 - » Professional Responsibilities
- Use the *Digging Deeper Guides* to identify CIAO variables — variables that teachers can influence — as possible root-cause contributors to the identified focus:
 - » Curriculum (C)
 - » Instruction (I)
 - » Assessment (A)
 - » Organization (O)



Explore the five Digging Deeper Guides for questions that can support your root-cause analysis.

**Download the
Digging Deeper Guides >**

<https://www.pa.gov/en/agencies/education/programs-and-services/instruction/elementary-and-secondary-education/assessment-and-accountability/pvaas/using-pvaas/digging-deeper-resources.html>

Step 5: Create or Locate the Custom Student Report for Your Class

- If your LEA/district has participated in the Teacher-Student Linkage collection in PIMS, here's how you can [access and use your pre-populated Custom Student Reports \(PDF\)](#).
- Don't see any pre-populated Custom Student Reports? Here's how you can [quickly create your own](#).
- Sort to find the students who fall in the area of focus (for example, students with history of higher, average, or lower achievement) or by other characteristics that would support planning.
- Develop a plan to focus observation on identified focus area(s), collecting data related to Observation & Practice components and/or *Digging Deeper* CIAO variables.

When we use data to guide our observations and walkthroughs,
we apply the power of data analysis to the interactive process
between observer and teacher!

For more on this topic, visit

[Using PVAAS as a School Leader >](#)

<https://www.pa.gov/agencies/education/programs-and-services/instruction/elementary-and-secondary-education/assessment-and-accountability/pvaas/using-pvaas/school-leader.html>

Use the accordion drop-down for “Enhance and Support Professional Practice: Teachers”