



TEAM Teacher Evaluator Recertification 2017-18

Welcome to TEAM Training!

Name

Title/School and District

Email

Name

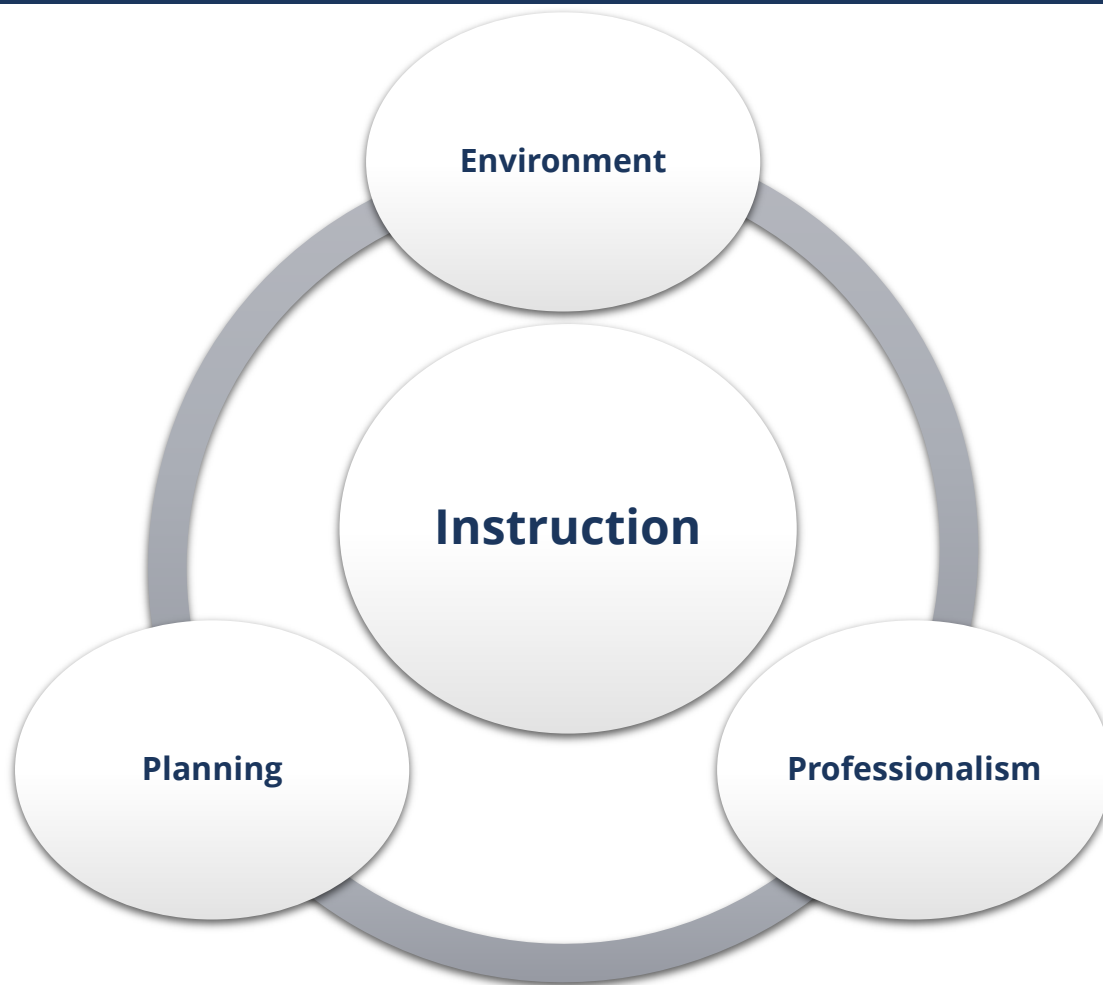
Title/School and District

Email



We encourage you to share this experience on Twitter with
#eval4learning and **@TNedu**

TEAM Teacher Evaluation Process



Norms

- Be **present** and **engaged**.
- Stay **centered** on supporting teacher and student **success**.
- Share, discuss, and reflect with **openness, respect, and transparency**.
- **Risk** productive struggle.

Learning Outcomes

- Teacher evaluators will understand the **critical nature** of teacher evaluation as a **professional responsibility** and the **impact of evaluation culture** on teacher and student growth.
- Teacher evaluators will be able to conduct **accurate, credible, and fair** observations by:
 - effectively **collecting, categorizing, and rating evidence** of instructional practice and its **impact** on **student learning**.
 - using the evidence collected through observation to create **meaningful and actionable feedback** for classroom educators.
 - coaching teachers to **reflect** on and **enhancing their instructional techniques**.



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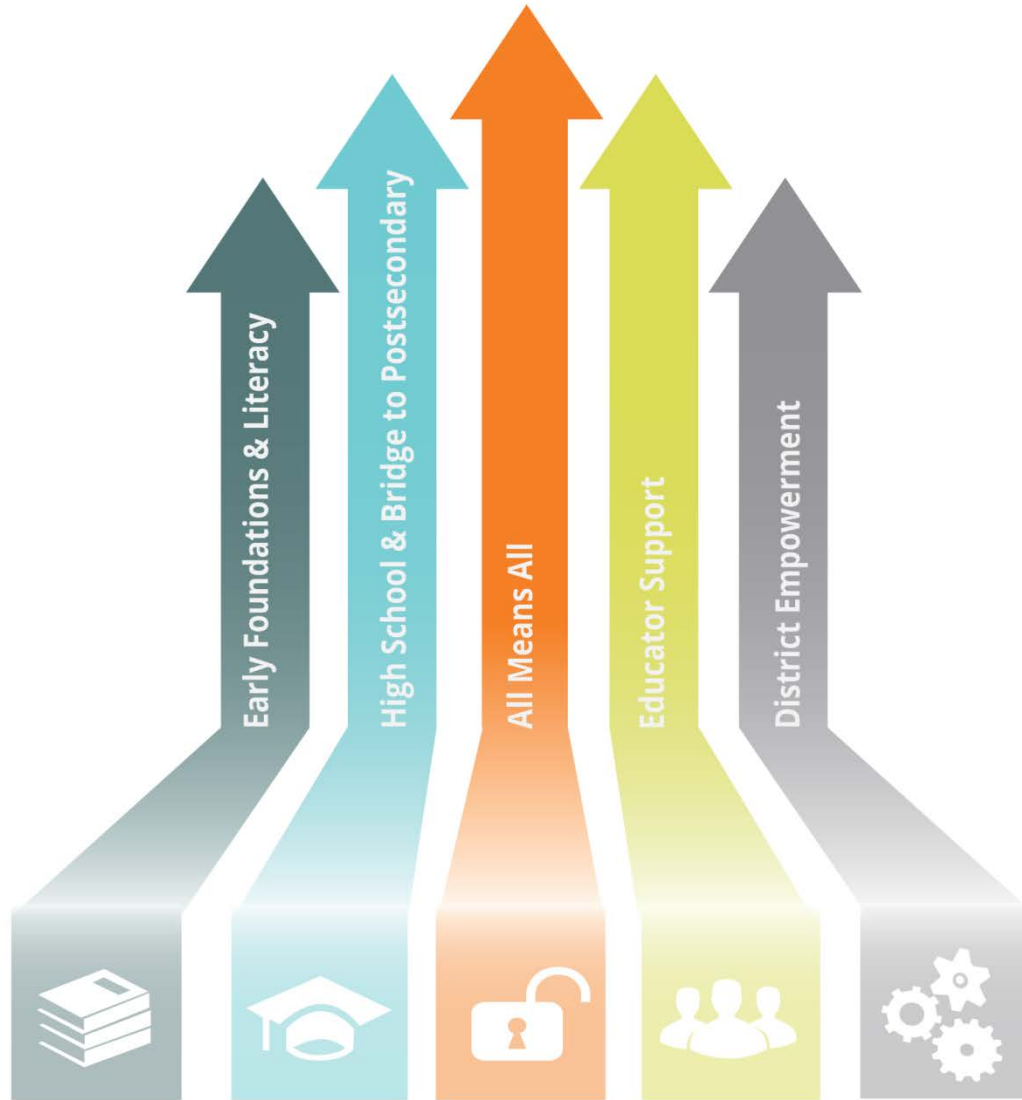
Tennessee Succeeds

TENNESSEE SUCCEEDS.

1 Tennessee will rank in the top half of states on NAEP by 2019.

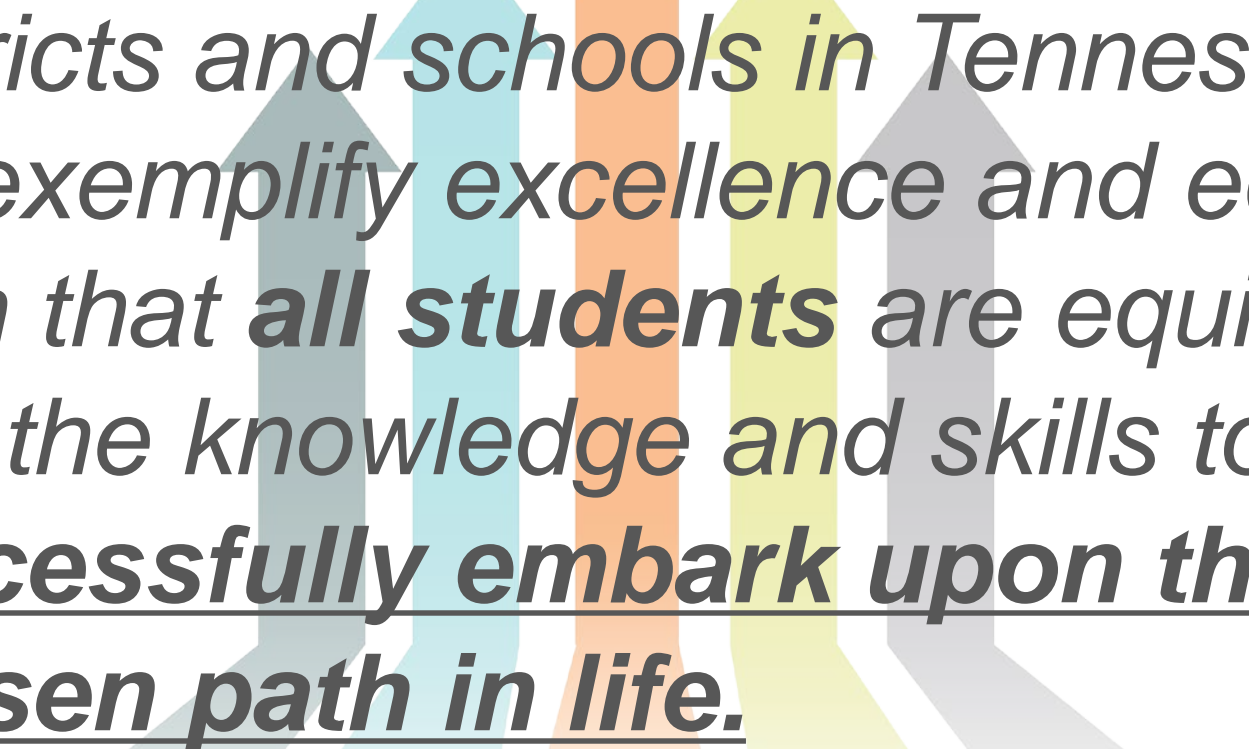
2 The average ACT score in Tennessee will be a 21 by 2020.

3 The majority of high school graduates from the class of 2020 will earn a postsecondary certificate, diploma, or degree.



STANDARDS | ASSESSMENT | ACCOUNTABILITY

Tennessee Succeeds: Our Vision



*Districts and schools in Tennessee will exemplify excellence and equity such that **all students** are equipped with the knowledge and skills to successfully embark upon their chosen path in life.*

Tennessee Succeeds: Our Priorities

Early Foundations & Literacy

Building skills in early grades to contribute to future success

High School & Bridge to Postsecondary

Preparing significantly more students for postsecondary completion

All Means All

Providing individualized support and opportunities for all students with a focus on those who are furthest behind

Educator Support

Supporting the preparation and development of an exceptional educator workforce

District Empowerment

Providing districts with the tools and autonomy they need to make the best decisions for students

Tennessee Succeeds: Our Big Goals

1

Tennessee will rank in the **top half of states** on the National Assessment of Educational Progress (NAEP) by 2019.



2

75 percent of Tennessee third graders will be **proficient in reading** by 2025.



3

The **average ACT composite score** in Tennessee will be a 21 by 2020.



4

The **majority of high school graduates** from the class of 2020 will earn a postsecondary certificate, diploma, or degree.



Teachers and Leaders: Our Vision

Our vision is to ensure that **all students** have access to an **effective teacher and leader** in **every** classroom and school in Tennessee.

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The Critical Nature of Teacher Evaluation

The Importance of Teachers

What **connections** might be found between the statement below and teacher evaluation?

- **Teachers are the single most important in-school factor that affects student achievement. A growing body of research suggests that the expectations a teacher sets for an individual student can significantly affect the student's performance.**

~The Progress of Education Reform, Vol. 13, No. 6

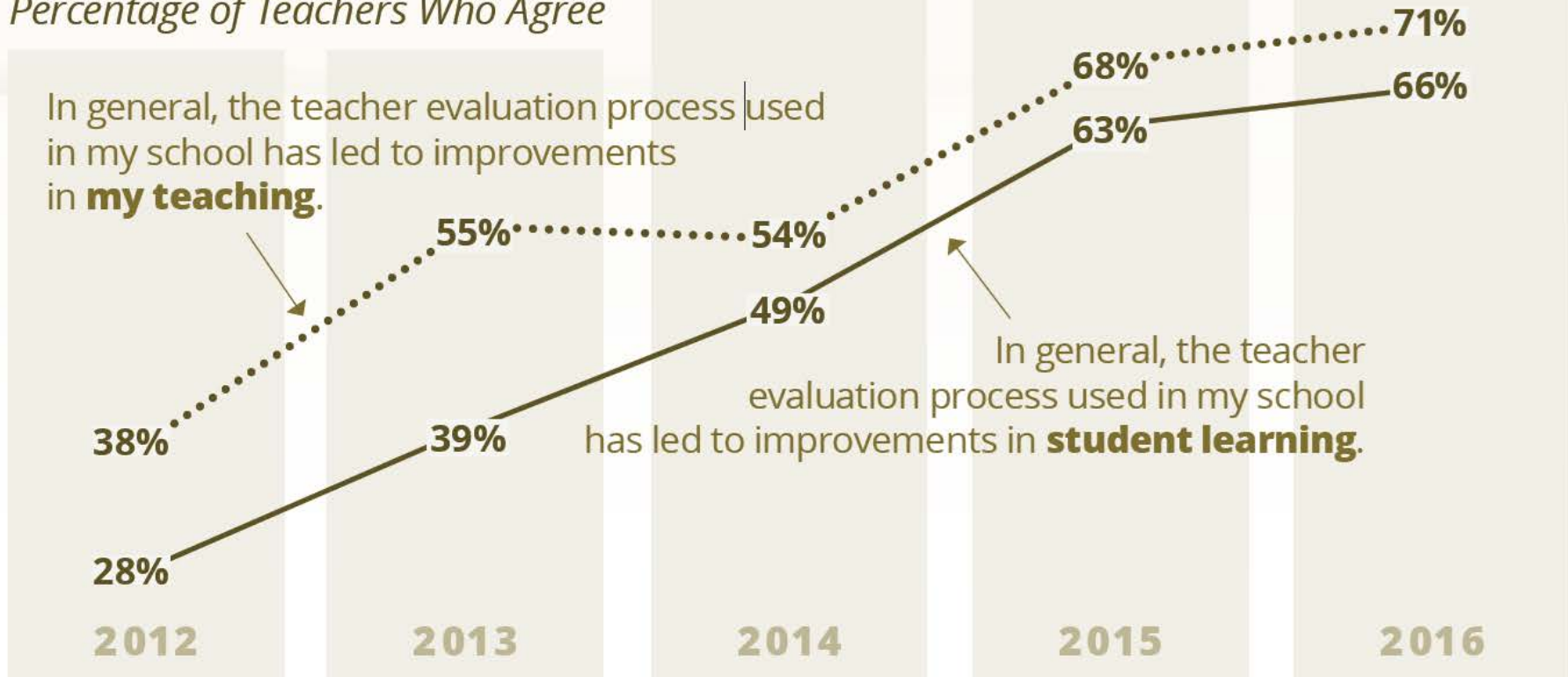
The Importance of Evaluation Data

- In Tennessee, classroom evaluations count for **50-75 percent of a teacher's overall level of effectiveness (LOE)** score, and factor into **human capital decisions**.
- Research by The New Teacher Project (TNTP) found high-quality feedback was among the most influential factors that determine **how long top-performing teachers plan to stay at their schools**.
- The Tennessee Instructional Leadership Standards, on which the TEAM administrator evaluation rubric is based, state a strong leader must **use educator evaluation data to inform, assess, and adjust professional learning goals and plans**.
- Educator preparation programs (EPPs) now receive aggregate TEAM evaluation scores for their graduates and make **programmatic decisions** based on this data.

Teacher Perspective: Evaluation Practices

CHANGE OVER TIME IN EVALUATION PROCESS RESPONSES

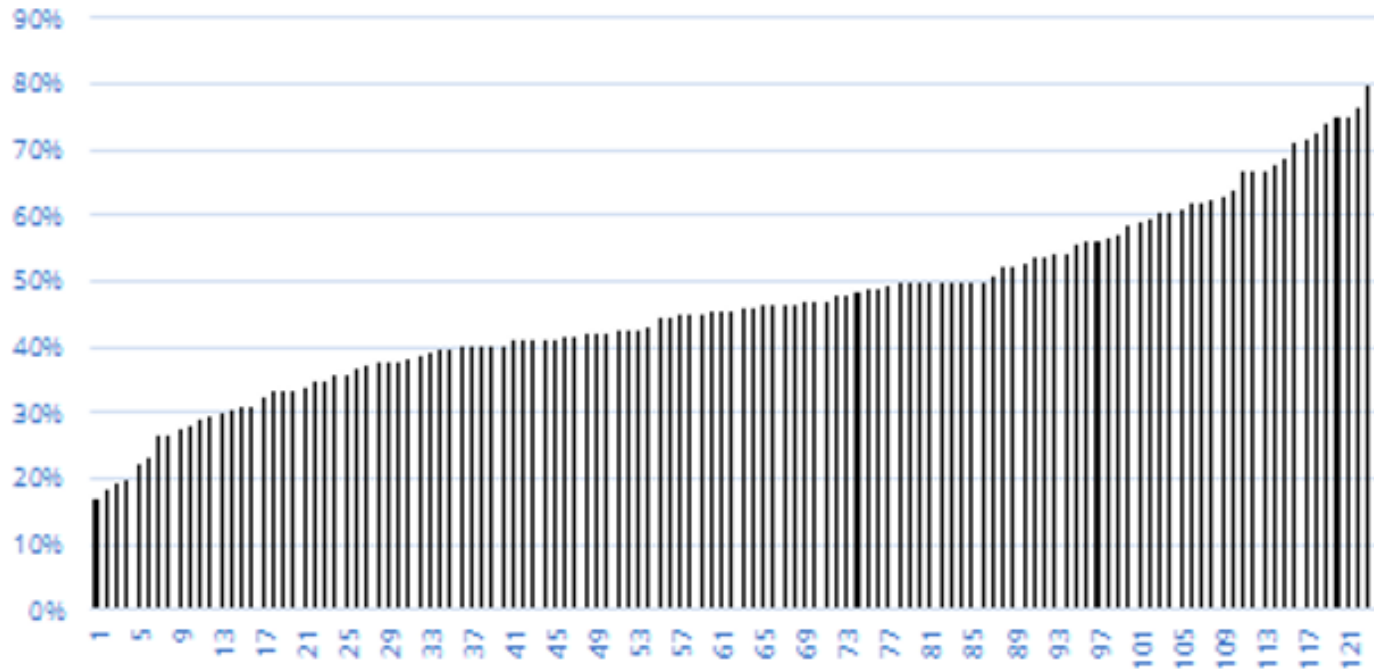
Percentage of Teachers Who Agree



Teacher Perspective: Evaluation Accuracy and Fairness

Teacher perception survey responses to:

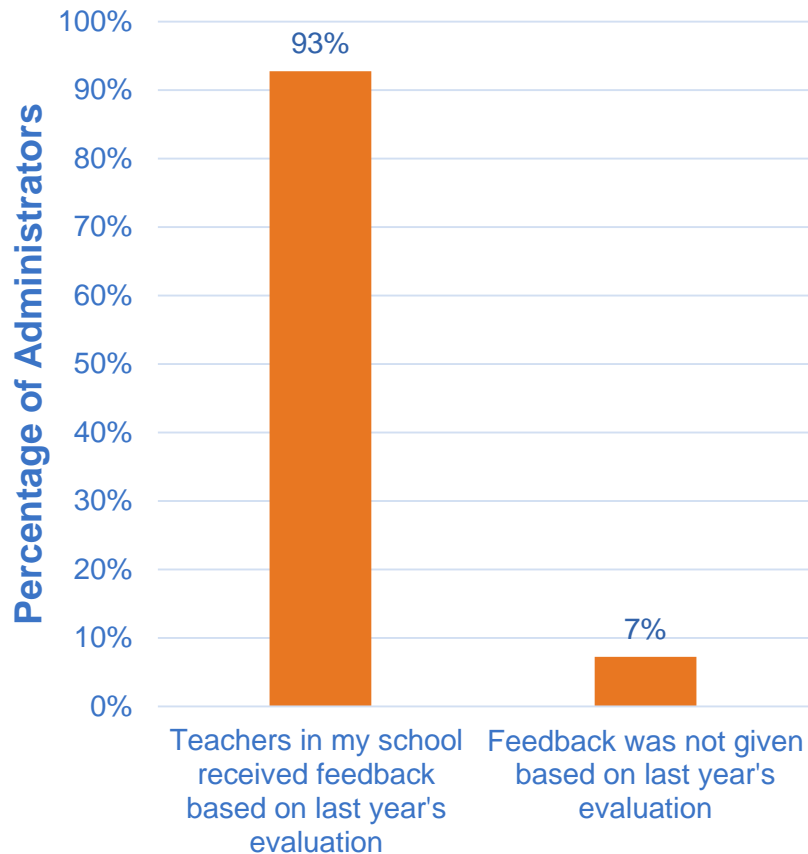
The system for evaluating teachers generates both accurate and fair results.



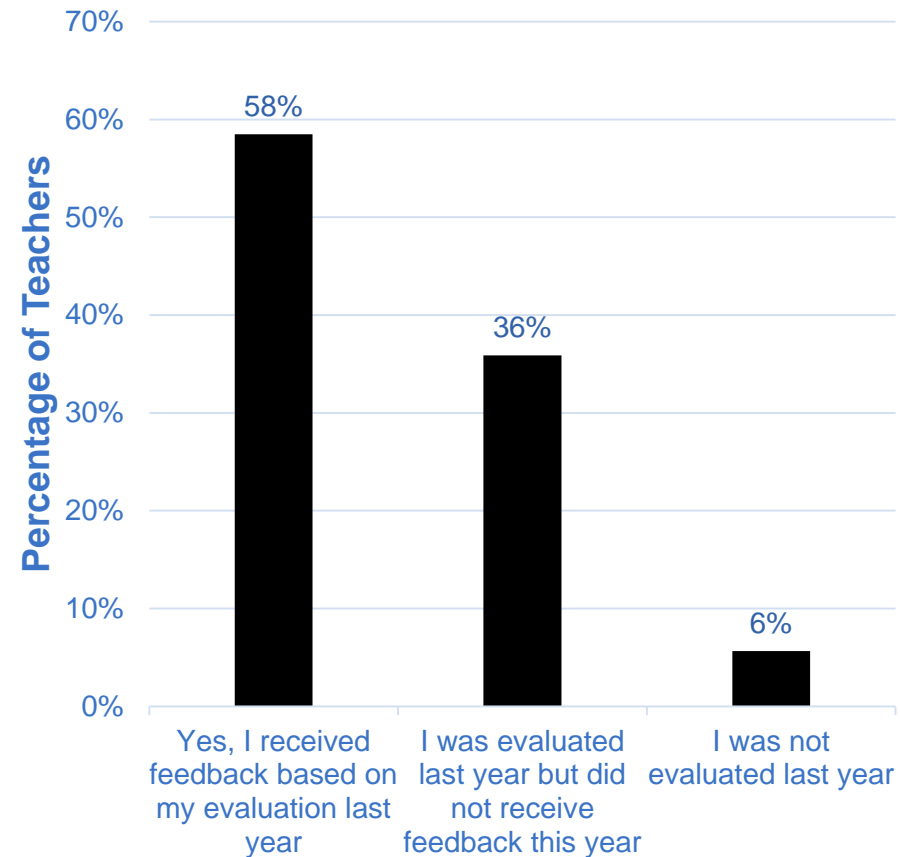
Data on Evaluation Practices

Over 90 percent of administrators reported that teachers received feedback, but **fewer than 60 percent** of teachers agreed.

Administrator Responses



Teacher Responses



Data on Evaluation Practices

Of teachers receiving feedback, **95 percent reported some or major changes** to classroom practices.

How much action did you take this year as a result of that feedback?



Reflection

- Why are **teachers responding to** evaluation feedback in these ways?
- How does providing effective **feedback** connect to **administrator impact**?
- How does providing effective **feedback** connect to **administrator evaluation**?

The Impact on Leader Practice

When [observers] recognize the **relevant indicators** of a lesson's quality, they are better able to explain a teacher's ratings and how to improve them. **When effective feedback results in improvement, teachers place a higher value on the source of that feedback.**

~Better Feedback for Better Teaching, J.Archer, et.al

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**How do we support
teachers through this
work?**

Theory of Action: Educator Evaluation



If the evaluation system is accurate, fair, credible, rigorous, and transparent;



and if evaluators provide frequent and action-oriented feedback that ensures excellence and equity;



then educators will believe in and utilize the evaluation system to increase their professional capacity to improve outcomes for all students.



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Instructional Evaluation

Reflection: What You Already Know

- Individually, identify some **positive practices** you will bring to your evaluation practice based on your prior experience with evaluation.
- How might your ideas impact the **instructional practices and student learning** in my school?
- **Share** your thoughts with your table group.

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**What are the
expectations for strong
classroom instruction?**

Chalk Talk: Lesson Design

- **Consider** your **individual preferences** on the following ideas listed on the chart paper around the room.
- **Circulate silently**, **adding** your own **questions, thoughts, ideas, and reactions** to the charts.
- **Review** charted responses, looking for differences.
- **Discuss** with table group.

Ideal Classroom Setting



Environment

Ideal Lesson Structure



Planning

Ideal Student Interaction



Instruction

Activity: Standards Design Jigsaw

- Access the **General Introduction** for each set of standards.
- Choose a partner and a general introduction to **read** (one math, one ELA) and highlight main points to share.
- Consider **connections** to TEAM rubric.
- How do the standards:
 - encourage **fluency**?
 - develop **conceptual understanding, thinking, and problems solving**?
 - shape lesson and assessment **design**?
 - focus on student outcomes and student practices?
- **Share** your highlights with your partner.

Tennessee Math Standards

Introduction The Process

The Tennessee State Math Standards were reviewed and developed by Tennessee teachers for Tennessee schools. The rigorous process used to arrive at the standards in this document began with a public review of the then-current standards. After receiving 130,000+ reviews and 20,000+ comments, a committee composed of Tennessee educators spanning elementary through higher education reviewed each standard. The committee scrutinized and debated each standard using public feedback and the collective expertise of the group. The committee kept some standards as written, changed or added imbedded examples, clarified the wording of some standards, moved some standards to different grades, and wrote new standards that needed

Tennessee English/Language Arts Standards

General Introduction

Businessman and philanthropist W. Clement Stone claimed that "Definitiveness of purpose is the starting point of all achievement," and standards provide that definition of purpose for each grade level. Standards should measure excellence, not just benchmark skills; therefore, the committee of Tennessee teachers, administrators, and higher education faculty developed a set of learning outcomes that embraces an overall expectation of 21st century literacy skills necessary to succeed in post-secondary and workforce arenas. Thus, critical and divergent thinking, problem solving, active

Tennessee Standards and Lesson Design

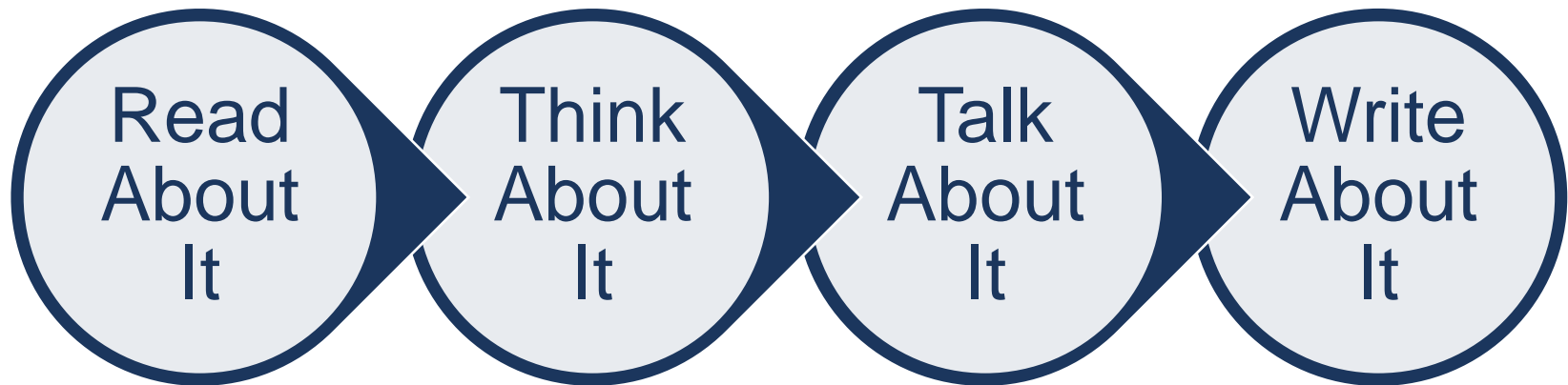
- The instructional shifts of **focus**, **rigor**, and **coherence** as well as **knowledge**, **text complexity**, and **evidence** should be evident in all classrooms.
- These represent a supportive **foundation for learning progressions** throughout the grade levels.
- Tennessee standards now have **improved connections** within a grade as well as **vertical alignment** between multiple grade levels, allowing for greater **collaboration** and **alignment** within and across grade levels.

Expectations: High-Quality Instructional Practices

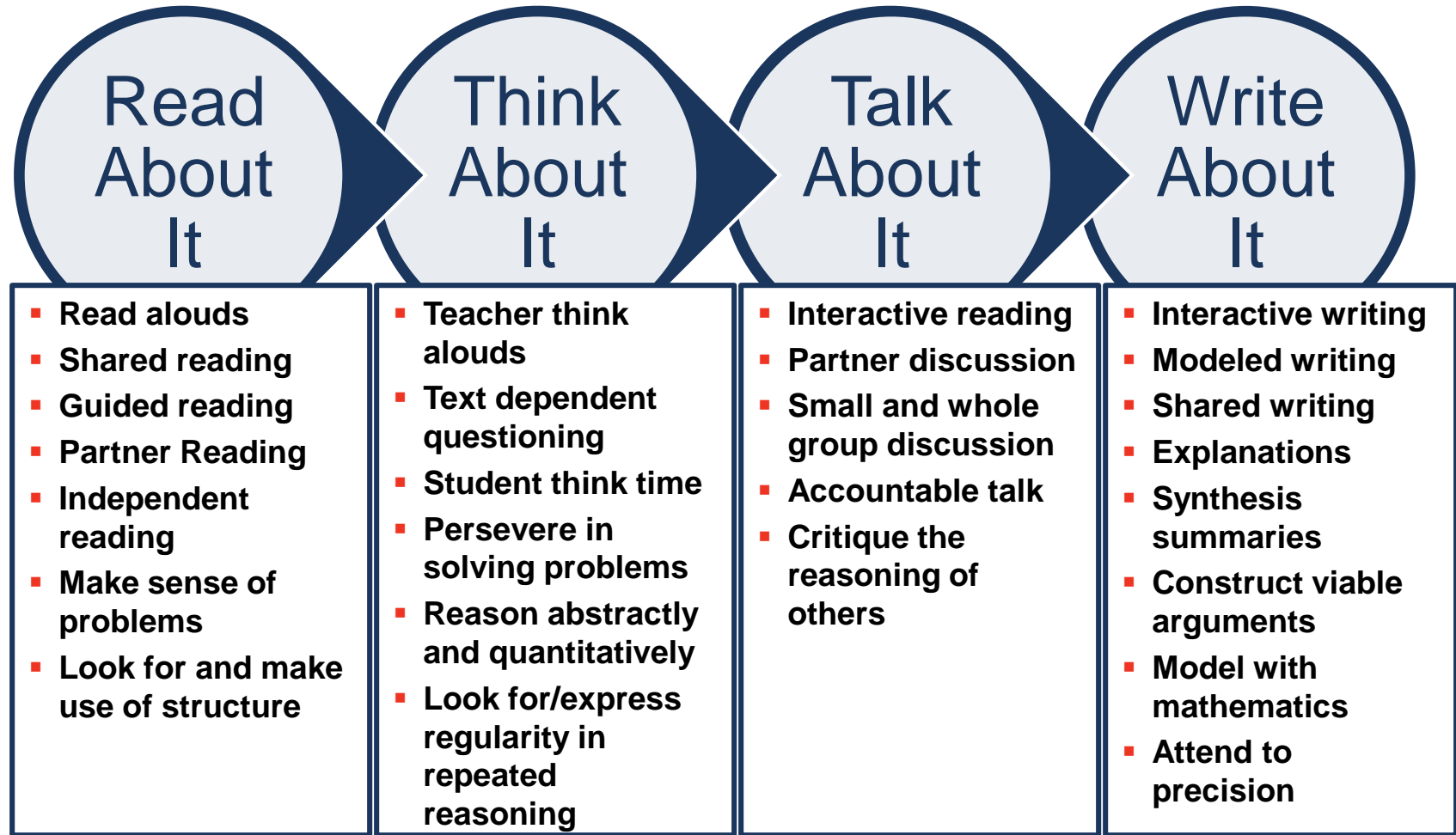
- Integration of standards
- Selection of high quality, content-rich, complex texts
- Collection of effective resource sets
- Creation of text dependent questions for literal, inferential, and analytical understanding
- Implementation of impactful vocabulary instruction
- Application of think alouds for meaning-making
- Synthesis of multiple texts
- Creation of authentic culminating tasks
- Lesson and assessment design

Text Based Instruction

Any time students are given a text, they should be **engaging with that text**. Interactions should include listening or reading, thinking, talking, and drawing or writing about that text.



Examples: Text Based Instructional Practices



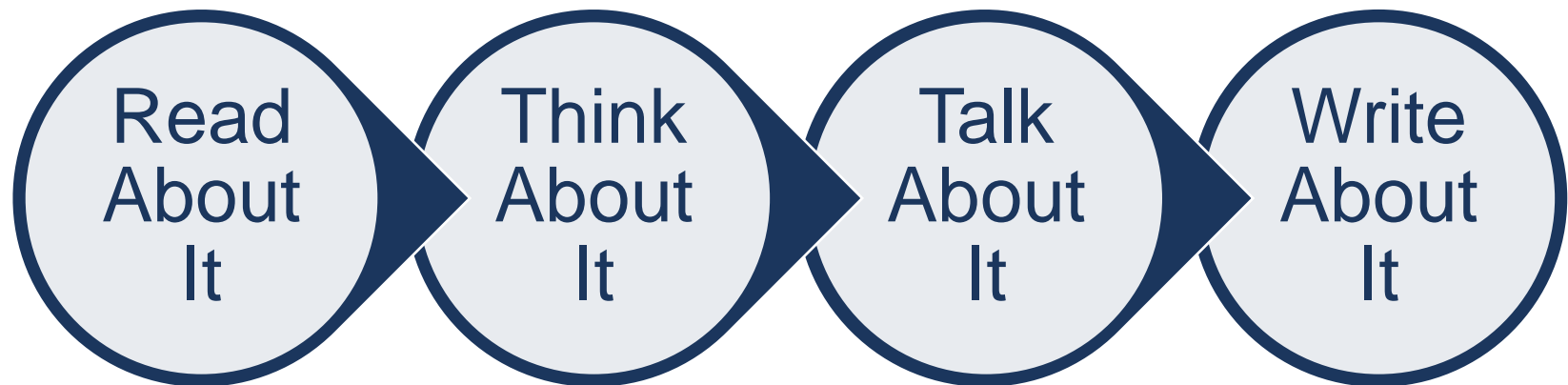
Mathematical Literacy Skills

Communication in mathematics employs literacy skills in **reading, vocabulary, speaking, listening, and writing.**

- Use **multiple reading strategies.**
- Understand and use correct mathematical **vocabulary.**
- **Discuss** and **articulate** mathematical ideas.
- **Write** mathematical arguments.

Implications for Classroom Instruction

- Any time students are given a text in **any classroom**, they should be **engaging with that text**.
- Interactions should include **listening or reading, thinking, talking, and drawing or writing** about that text.

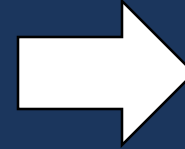


Question:

How will the **integration of literacy and fluency** practices:

- Impact **classroom** practice?
- Impact **evaluation** practice?
- Impact teacher **professional learning** design?
- Impact **student outcomes**?

Self-Reflection:



- Plus (+)
 - In what part(s) of my evaluation practice do I currently feel **confident**?
- Minus (-)
 - In what part(s) of my evaluation practice do I currently see gaps or identify a **lack of understanding**?
- Delta (Δ)
 - In what area of my practice will I **focus on for improvement** during the next observation video?
- Arrow (→)
 - What **action steps** will I take to ensure my practice improves?

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Evaluator Bias

Evaluator Bias

Definition: **any preference** that might lead an evaluator rate differently than called for by the rating criteria.

- May be the tendency to **favor or disfavor** something
- May relate to **areas of instruction** as addressed in the rubric
- May relate to **characteristics** of the teacher, students, or classroom environment

Evaluator Bias or Preference

- Consider all responses to the **chalk talk**.
 - What items **were not on your list of “ideals”**?
 - Do any of these reflect your **personal preferences or bias** such as:
 - Instructional methods
 - Communication style
 - Organizational tendencies
- Biases are **normal**—everyone has these
- Biases **do not** necessarily indicate an ethical issue

Six Common Examples of Observer Bias

Effect	Explanation	Examples
Familiarity	Prior knowledge causes observer to be lenient or overly strict when rating a lesson	Observer “knows” teacher or students are capable of more based on previous visits
Halo	Exceptional performance on one aspect of teaching leads observer to inflate ratings on unrelated aspects of teaching	Observer so impressed with “questioning” that other ineffective practices are unnoticed
Fatal Flaw	Low performance on one aspect of teaching colors observer’s impression of other aspects of teaching	After teacher makes mistake (ex., give a wrong answer) observer views remainder of lesson in a negative light
Central Tendency	Observers tend to give undeserved middle ratings rather than using the high and low end of the rating scale	Observers give “safe scores” due to lack confidence in accuracy of ratings or ability to give feedback OR observer believes highly effective practice so rare they miss it when it occurs
Consequence	Perceived stakes attached to results lead observers to rate inaccurately	Observer inflates ratings when he/she perceives teacher at risk of negative consequences due to low performance
Drift	Over time observers gradually and unknowingly tend to inflate or deflate ratings	Observer rating accuracy decreases over time, inflating ratings OR observer teams exhibit tendency consistently rate higher or lower as a group

Activity: Combating Observer Bias

Effect	Explanation	Strategies to Prevent
Familiarity	Prior knowledge causes observer to be lenient or overly strict when rating a lesson	
Halo	Exceptional performance on one aspect of teaching leads observer to inflate ratings on unrelated aspects of teaching	
Fatal Flaw	Low performance on one aspect of teaching colors observer's impression of other aspects of teaching	
Central Tendency	Observers tend to give undeserved middle ratings rather than using the high and low end of the rating scale	
Consequence	Perceived stakes attached to results lead observers to rate inaccurately	
Drift	Over time observers gradually and unknowingly tend to inflate or deflate ratings	

Other Evaluator Biases

Preference Type	Examples	Question
Instructional Methods	Favoring lessons with differentiation or inquiry regardless of impact of practice	<i>What specific techniques might you favor as a result of your personal classroom experience?</i>
Demographics	Expecting different levels of practice based on the background of the teacher or of the students	<i>What expectations do you have for classrooms or groups at differing levels?</i>
Style	Scoring more strictly if teacher is dressed casually OR scoring higher simply because students are out of their desks.	<i>What impact could your personal preference for a noisy vs. quiet (or any other factor) classroom have on your ratings?</i>
Speech	Giving lower ratings when students respond in vernacular or when teachers use colloquialisms OR giving higher ratings to teachers with foreign accents	<i>How might you react to the communication style of a teacher from a different geographic region than yours?</i>

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Feedback

Five Forms of Feedback

Evaluative

- **Personal Opinions:** statements focus on the evaluator and his/her personal opinion/likes, dislikes
- **Inferences:** statements focus on the evaluator's own interpretation of the lesson
- **Judgement:** statements focus on the teacher and are positive or negative in nature

Coaching

- **Data:** statements focus on facts or figures
- **Mediative Questions:** questions that lead the teacher to self-reflect on their own data

Categorize the following using the five forms of feedback:

- I think the kids enjoyed the lesson!
- Here is a map of the classroom that shows where you stood and moved during different parts of the lesson, you interacted with Eric 5 times, Paula 3 times, and Mary Ann 2 times.
- 80 percent of the students mastered the lesson.
- Your lesson went well.
- What were students saying that gave you some feedback that let you know they were ready to move to the next level of learning?
- Your questioning strategy could be improved.

Effective Feedback

- **Neutral** and not personal
- Includes external data (**student work**) and internal data (**self-reflection**)
- **Frequent** and **constructive**
- **Timely**

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**Consulting and
Coaching**

Consulting and Coaching

- Evaluator promotes self-discovery by questioning and providing information.
- Evaluator supports the teacher to achieve his/her own growth while attending to a specific area of need.
- Evaluator maximizes teacher's commitment to implement their own solutions or suggested solutions.

Why coach?

Existing State

- Tentative plans
- Superficial reflection
- Problem

The path of conversations cause:

Desired State

- Clear plan of action
- Deep self-reflection
- Resourcefulness to solve problem

Coaching Communication Skills for Evaluators

- Questioning
- Pausing (active listening and wait time)
- Paraphrasing
- Summarizing
- Non judgmental/factual (unbiased)
- Positive non-verbal communication

Keys to Pausing and Paraphrasing

- Attend carefully
- Give yourself wait time
- Reflect the **essence** of the **message**
- Reflect the **essence** of the **voice, tone, gestures**
- Make the paraphrase **shorter** than the original statement
- Use the pronoun “you” instead of “I”

Paraphrase

- Listen with the intent to understand
- Make paraphrase shorter than original statement
- Lead with the pronoun “you” instead of “I”

Instead of, “I think I heard you say...”

Say, “So it is important to you that...”

Pause

A pause can occur:

- After the evaluator poses a question
- After the teacher responds
- Before the evaluator responds

Posing Questions

- Open-ended
- Reflective
- Intentional

“What strategies are you...”

“What is your thinking about...”

Practice Pausing and Paraphrasing

- Consider a lesson you have observed, and practice pausing and paraphrasing as you lead your partner through a reflective conversation.
- **Did pausing and paraphrasing help your partner be more reflective in the post-conference? Did pausing and paraphrasing help you be a better coach in the post-conference?**
- How did it feel to lead a conversation this way?
- How did it feel to be a participant?
- How did it help you be better coach?

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Pre-Conference

Strong Pre-Conferences

Strong pre-conferences include the following:

Evaluator “look fors”

Clear expectations of the content standards supported by...

Strong instructional practices that reflect the depth of the rubric that lead to...

Students demonstrating learning



To obtain the “look fors,” have teachers do the following:

Clarify goals

Specify student success indicators and a plan for collecting evidence

Anticipate approaches, strategies and decisions

Reflect on the lesson and making adjustments

P.E. Video

Strong Pre-Conferences

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Students demonstrating learning



To obtain the “look fors,” have teachers do the following:

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Algebra Video

Strong Pre-Conferences

Strong pre-conferences include the following:

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Strong instructional practices that reflect the depth of the rubric that lead to...

Students demonstrating learning



To obtain the “look fors,” have teachers do the following:

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Specify student success indicators and a plan for collecting evidence

Anticipate approaches, strategies and decisions

Reflect on the lesson and making adjustments

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Evidence Collection

Your Role: Collecting Evidence in the Classroom

Unbiased notes about what occurs during a classroom lesson capture:

- What **students** say/do
- What the **teacher** says/does
- Wording from **visuals**
- **Time** segments to document lesson **structure/transitions**
- **Student work samples**

Please note: using the rubric as a checklist will **not** capture the quality of student learning.

The collection of detailed evidence is ESSENTIAL for the evaluation process to be implemented accurately, fairly, and credibly.

Considerations

- What factors might you keep in mind as you **collect evidence** for this lesson?
- What **resources** might you use to support your scoring process?

Focus: Accuracy, Credibility, Fairness



Evidence

Scoring

Feedback

Middle School ELA

Consensus Scoring (Activity)

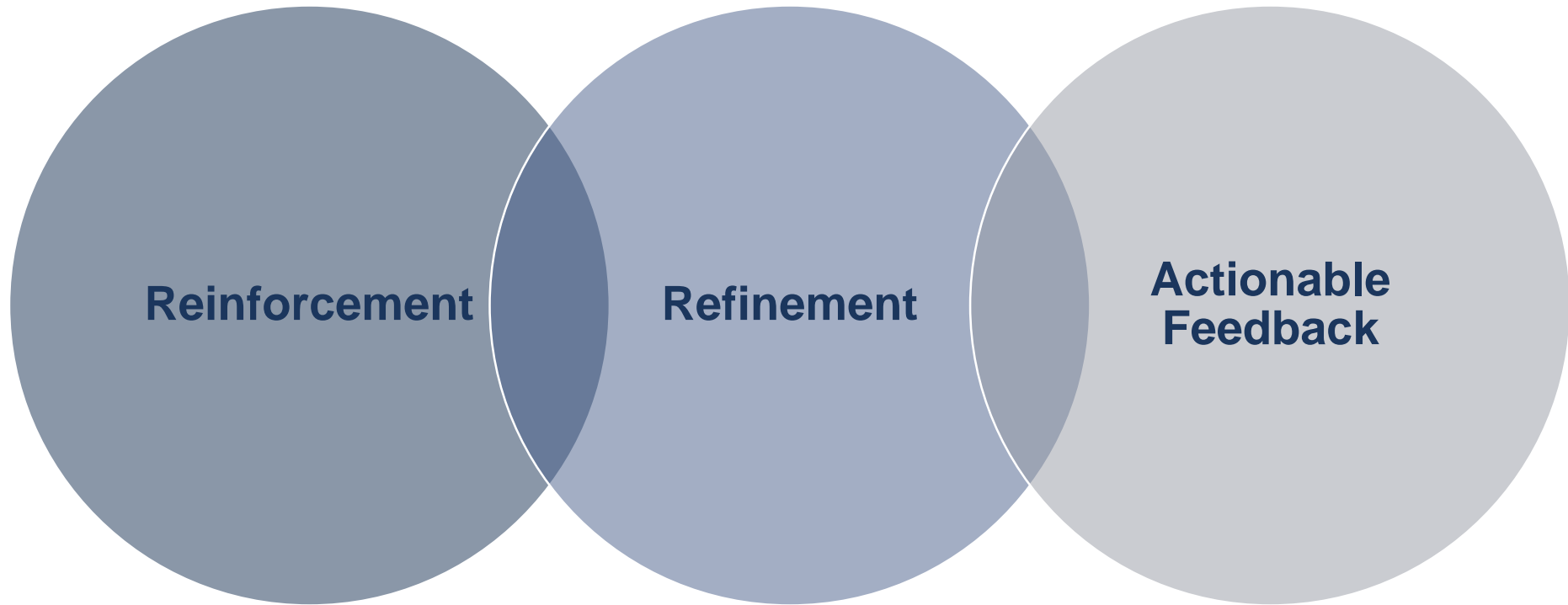
- Working with your shoulder partner to come to consensus regarding all indicator scores.
- Work with your table group to come to consensus regarding all indicator scores.

Categorizing Evidence and Assigning Scores

- Please categorize evidence and assign scores for the Instruction domain.
- Requirements for certification:
 - No indicator scored +/- 3 away
 - No more than two indicators +/- 2 away
 - Average of the twelve indicators must be within +/- .90

Note: You may work with a shoulder partner.

Supporting Teacher Growth



Choose Refinement/Reinforcement

- What might be a **refinement** for this teacher?
- What might be a **reinforcement** for this teacher?
- What **evidence** do you have to support these choices?

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Post-Conferencing

Characteristics of an Ideal Post-Conference

- **Discussion about student learning and mastery anchored by student work**
- Professional dialogue about **student-centered instruction**
- **Teacher** does a lot of the talking
- **Teacher** reflects on strengths and areas for improvement
- **Teacher** actively seeks help to improve
- **More asking**, less telling
- Coaching and consulting **centered on improvement**

Parts of the Post-Conference

■ Introduction

- Greeting, purpose, time, and general impression question

■ Reinforcement–Consult and Coach

- Ask self-analysis question
- Elicit/provide student-specific evidence from notes
- Identify potential opportunities for sharing this strength
 - *E.g.*, Peer partnership, sharing at a faculty meeting or PLC, etc.

■ Refinement–Consult and Coach

- Ask self-analysis question
- Elicit/provide student-specific evidence from notes
- Elicit/provide a recommendation for actionable next steps
- Give a definite follow-up timeline

■ Share Scores

Post-Conference Video: Gather evidence regarding forms of feedback and coaching

Forms of Feedback

- **Personal Opinions:** statements focus on the evaluator and his/her personal opinion/likes, dislikes
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Coaching Communication Skills

- Questioning
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Post-Conference in a Bubble

Post-Conference Video: Gather evidence regarding forms of feedback and coaching

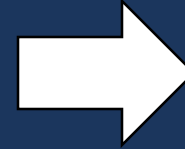
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**Using Student Work
to Support Rating**

Assessing Current Practices

- What is your **current experience** with **using student work** during post-conferences?
- Using student work during feedback changes the conversation **from obstacles to student growth**.
- To be most effective, the leader should have analyzed student work **after the lesson** and **developed questions** specific to the work **to encourage deep reflection**.

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Evaluation Process and Pacing

Evaluation Process

- Initial Coaching Conversation
 - Required for teachers who received a **level of overall effectiveness (LOE) rating or individual growth score of 1 in the previous year**; best practice for all teachers
 - Pre-Conference
 - Classroom Visit
 - Post-Conference
- Repeat as needed
depending on number of
required observations
- Professionalism Scoring
 - Summative Conference

Observation Guidelines

Licensure Status	Previous Individual Growth or Level of Overall Effectiveness (LOE)	Minimum Required Observations	Minimum Required Observations per Domain
Practitioner*	1-4	Six observations with a minimum of three domains observed in each semester	3 Instruction 2 Planning 2 Environment
	5	One formal classroom visit covering all domains first semester; two walk-throughs second semester	1 Instruction 1 Planning 1 Environment
Professional	1	Six observations, with a minimum of three domains observed in each semester	3 Instruction 2 Planning 2 Environment
	2-4	Four observations with a minimum of two domains observed in each semester	2 Instruction 1 Planning 1 Environment
	5	One formal classroom visit covering all domains first semester; two walk-throughs second semester	1 Instruction 1 Planning 1 Environment

*The practitioner status applies to all other non-professional license types such as adjunct, international, and initial licenses, including the apprentice license.

Summative Conference

- **Time:** 15-20 minutes
- **Required Components:**
 - Discuss **professionalism scores**
 - Share final **qualitative data** (observation scores)
 - Share final 15 percent **quantitative data** (if measure available)
 - Let teacher know when overall score calculation will be finalized.
- **Other Components:**
 - **Collaborative** conversations regarding **professional learning** plans for upcoming year

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Growth and Achievement Scores and Selection

Growth Scores—Value Added

- “Value-added” refers to a statistical analysis used to measure the amount of **academic progress** students make from year to year with a district, school, or teacher.
- Conceptually, a value-added measure is calculated in the following manner:
 - Growth = **current achievement** compared to **all prior achievement**, with achievement being measured by a quality assessment such as the Tennessee statewide tests
 - How much a student **gains academically** during a school year in **comparison** to his/her **expected academic gains** for that year
 - Encompass **up to three years of scores** where data is available

Achievement Scores

- Achievement measures an individual's **level of knowledge** in a particular area.
- This refers to **mastery as compared to the grade level expectations** as outlined by the academic standards.
- Achievement scores are **one year** scores.

How TVAAS Works

How TVAAS Works



Student Growth Measures

- **State law** requires **value-added** measure, or **comparable** growth measure (i.e., student growth portfolio) to compose **35 percent** of **total evaluation score** for teachers in tested grades and subjects.
- **Changes** require **legislative action**.

TVAAS Information and Resources

- [TVAAS webpage](#) on the TN.gov/education website
- [TVAAS Tennessee](#) website

Tennessee Value-Added Assessment System



The Tennessee Value-Added Assessment System (TVAAS) measures the impact schools and teachers have on their students' academic progress. **TVAAS measures student growth, not whether the student is proficient on the state assessment.** TVAAS helps educators identify best practices and implement programs that best meet the needs of their students, as well as make informed decisions about where to focus resources to ensure growth opportunities for all students.



Selecting Achievement Measures

- Choice is determined **collaboratively** by educator and evaluator based on current year's data.
- **Achievement Measure Worksheet** outlines available options, including:
 - State assessments
 - Overall TVAAS
 - ACT/SAT/EPSSO exams
 - Industry certification
 - Off the shelf assessments
 - Graduation rate
- Selected measures are finalized in TNCompass no later than **Oct. 15** of each year.

Achievement Measure Alignment

- *Tenn. Code Ann. §49-1-302*: an educator being evaluated must **mutually agree** with the evaluator on which achievement measure is employed as part of the level of overall effectiveness (LOE)
 - Measure must be **aligned as closely as possible** to **teaching assignment** of individual teachers and **duty assignments** for each individual administrator
 - In cases of disagreement: the **educator being evaluated chooses the evaluation measures**; however, the department will verify alignment when requested
- **More information** on mediation process and criteria can be found on team-tn.org under [Achievement Measure Mediation Protocol](#).

Districts determine which composite a non-tested educator will use.

Subject	Recommended Composite
Academic Interventionists	Overall, Literacy, Math, or Math/Literacy
Computer Technology	Overall
CTE	CTE Concentrator/Student (where available)
ELL	Overall, Literacy
Fine Arts	Fine Arts Portfolio (in participating districts), Overall, Literacy
Health-Wellness and PE	Physical Education Portfolio (in participating districts), Overall
HS Core Non-Tested	Overall, Literacy, Math, or Math/Literacy
Library Media Specialists	Overall, Literacy
SPED	Overall, Literacy, Math, or Math/Literacy
School Services Providers	Overall, Literacy, Math, or Math/Literacy
World Languages	World Languages Portfolio (in participating districts) Overall or Literacy
Early Grades	Pre-K/K Portfolio (pending SBE approval), Overall or Math/Literacy (from feeder schools)

Guidance for Achievement Measure Scaling

- Scales should align to the following guidance, but are **ultimately determined by the LEA**.
- **Scales are not standardized at a school for all teachers:**
 - Each teacher starts at a different baseline.
 - Student performance data and context should inform scale/goal.

Score	Equivalent Scale
1	0–½ years of growth
2	½–1 years of growth
3	1–1½ years of growth
4	1½–2 years of growth
5	2+ years of growth

TNCompass Processes

- Leader User Guide on [TNCompass home page](#)
- TNCompass Information [TEAM-tn.org](#)
- Contact TNCompass via support@tncompass.org

For Additional Policy Information

- TEAM-tn.org
- [TEAM Update](#)
- TEAM.Questions@tn.gov

The logo consists of a red square with the letters 'TN' in white, serif font. Below the red square is a thin blue horizontal bar.

TN

Wrap Up and Review

The Instructional Leader's Legacy

Ensuring that observers can provide **accurate and meaningful feedback...** is **essential for improving teaching and learning.** Significant [student] progress...will require that **every teacher** gets **individualized feedback** and **support.** Quality observation provides not only that but also the data... to evaluate and **improve system wide supports for better teaching.**

~Better Feedback for Better Teaching, J. Archer, et al.

Learning Outcomes

- Teacher evaluators will understand the **critical nature** of teacher evaluation as a **professional responsibility** and the **impact of evaluation culture** on teacher and student growth.
- Teacher evaluators will be able to conduct **accurate, credible, and fair** observations by:
 - effectively **collecting, categorizing, and rating evidence** of instructional practice and its **impact** on **student learning**.
 - using the evidence collected through observation to create **meaningful and actionable feedback** for classroom educators.
 - coaching teachers to **reflect** on and **enhancing their instructional techniques**.

End of Year Conference

Saving Time

- Have teachers review their data in TNCompass prior to the meeting at <https://TNCompass.org>.
- Incorporate this meeting with existing end of year wrap-up meetings that already take place at the district/school.
- For support in communicating evaluation metrics to specific teachers, visit TEAM.Questions@tn.gov.

Websites

- NIET Best Practices Portal: www.nietbestpractices.org
 - Portal with hours of video and professional development resources.
- TEAM website: <http://team-tn.org>
 - Evaluation resources and tools
 - **TEAM Update** archives and subscription service
- Ayers Institute: eduToolbox.org
 - Resource sharing portal with access to documents, webpages, and videos that support instructional practices and evaluation

TEAM Website



<http://team-tn.org>

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About TEAM

The Tennessee Educator Acceleration Model (TEAM) is about principals and teachers working together to ensure the best possible instruction every day. Through frequent observation, constructive feedback, student data, and professional development, TEAM is designed to support all educators in doing their best work to help every student learn and grow.

[Read More](#)



Welcome!

Welcome to the TEAM website. Please feel free to [contact us](#) with questions or feedback.

New on TEAM-TN.org

Materials for TEAM evaluator certification training and recertification available on the



Immediate Next Steps

- MAKE SURE YOU HAVE PUT AN 'X' BY YOUR NAME ON THE ELECTRONIC ROSTER!
- Please also make sure all your information is correct.
- If you don't sign in, you will not be able to take the certification test and will have to attend another training. There are NO exceptions!
- Within the next 7-10 working days, you should receive an email invite to the portal.
- Contact support@niet.org with any problems or questions.
- You must pass the certification test before conducting observations.
- Once you pass the certification test, print the certificate and submit it to your district HR representative.

Important Reminders

- We must pay more attention than ever before to evidence of student learning, e.g., “What **evidence** is there of student mastery of the learning objective?”
- You are the instructional leader, and you are responsible for using your expertise, knowledge of research base, guidance, and sound judgment in the evaluation process.
- As the instructional leader, it is your responsibility to continue learning about the most current and effective instructional practices.
- When appropriate, we must have difficult conversations for the sake of our students!

Thank You for All You Do!



- Supporting Students
- Engaging Parents
- Empowering Teachers
- Leading Instruction

**You are
appreciated!**

Contact Information

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Department of
Education

Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork