



Department of
Education

2018-19 TEAM Teacher Evaluator Recertification

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Overview

TENNESSEE SUCCEEDS.

Tennessee will rank in the top 10 of NAEP by 2019.

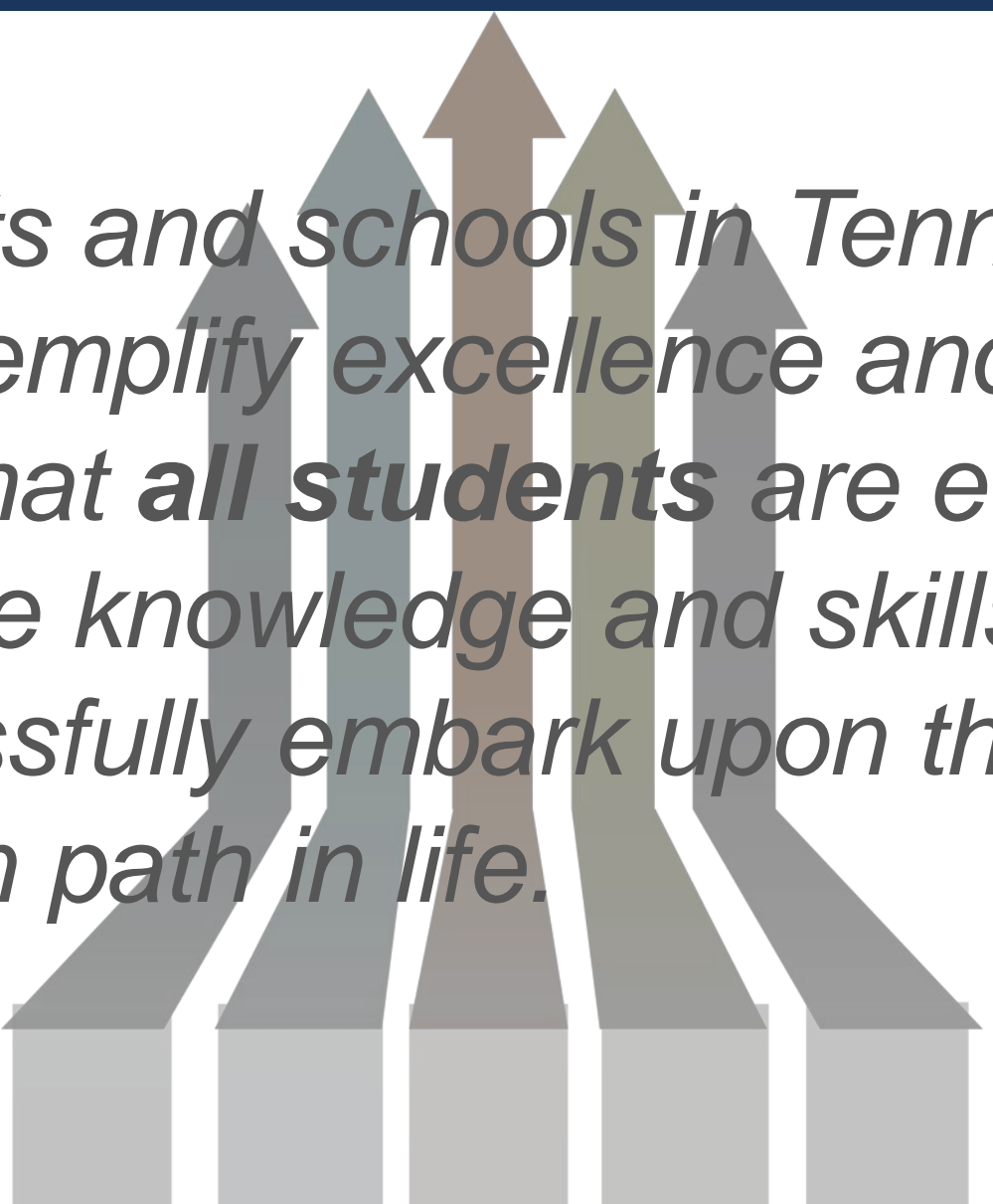
The average ACT score will be 27 by 2020.

The number of high school graduates from the class of 2020 will be 100,000.



STANDARDS | ASSESSMENT | ACCOUNTABILITY

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.*

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

Our Overarching 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

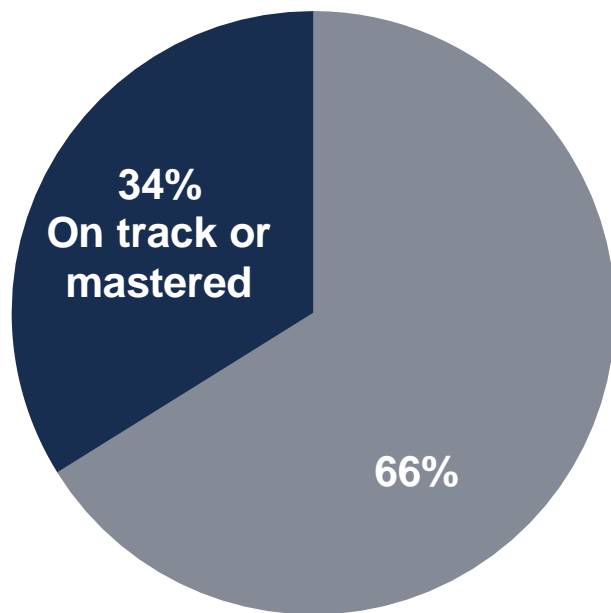
The **majority of high school graduates** from the class of 2020 will earn a postsecondary certificate, diploma, or degree.



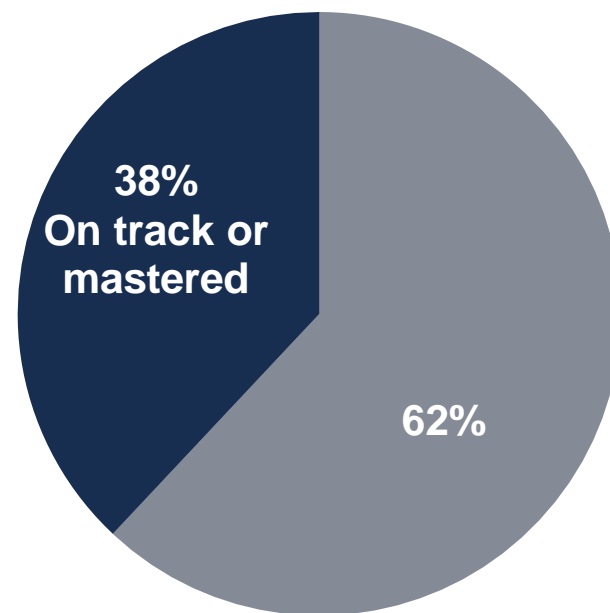
We Still Have Progress to Make

Fewer than half of Tennessee's elementary students are meeting grade-level benchmarks in math and reading.

TNReady Grades 3-8 ELA

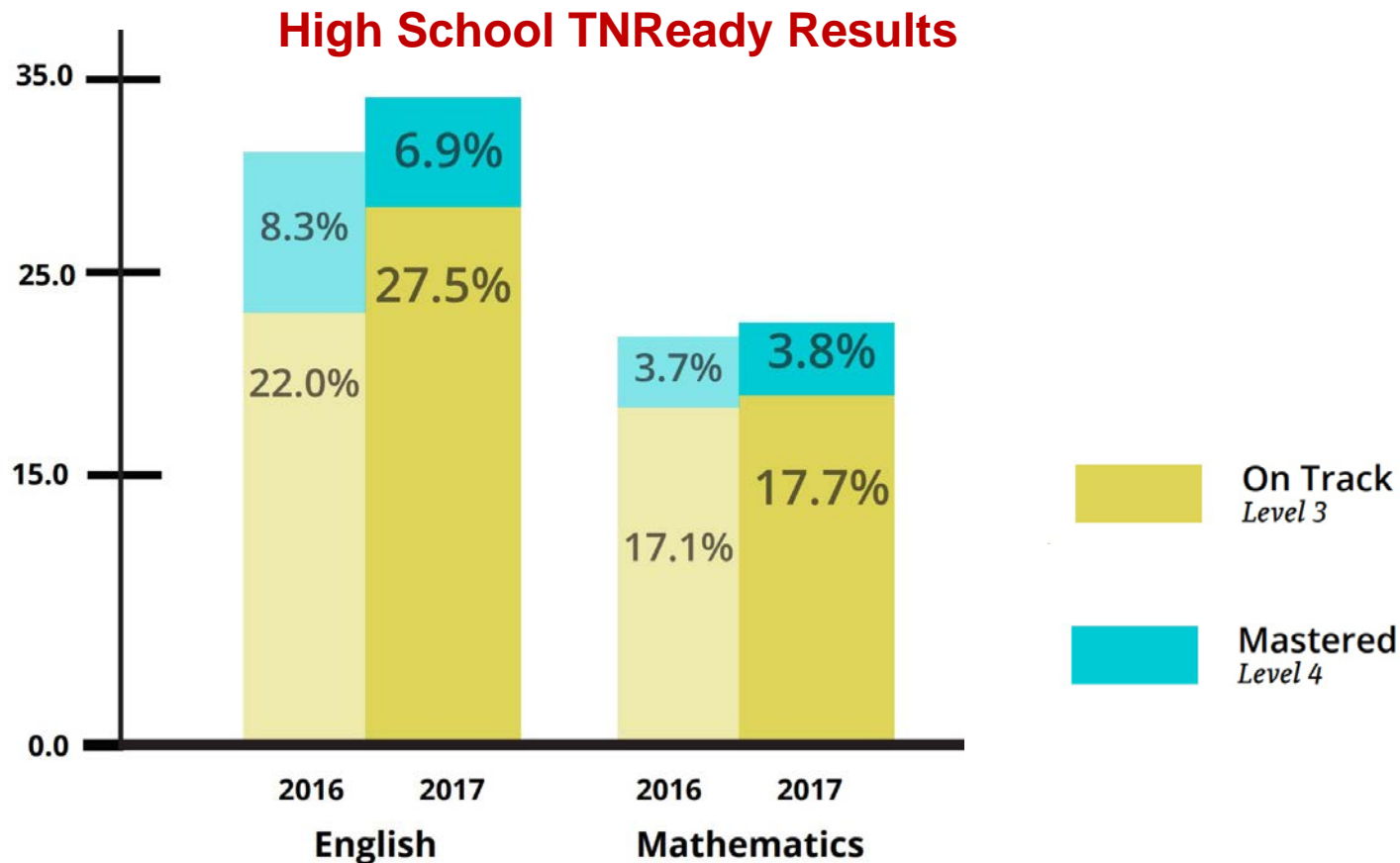


TNReady Grades 3-8 Math



We Still Have Progress to Make

A significant number of Tennessee's secondary students are also missing grade-level benchmarks in math and reading.



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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

TEAM: Theory of Action

If TEAM is implemented rigorously, transparently, credibly, and equitably and is utilized as the model for continuous improvement of:

- **standards-based instruction fostering the instructional shifts** needed for all students to produce work reflective of grade and content expectations;

then a coherent cycle of continuous improvement will be in place such that **educators believe in and utilize TEAM to improve educational outcomes for all.**

TEAM: Theory of Action

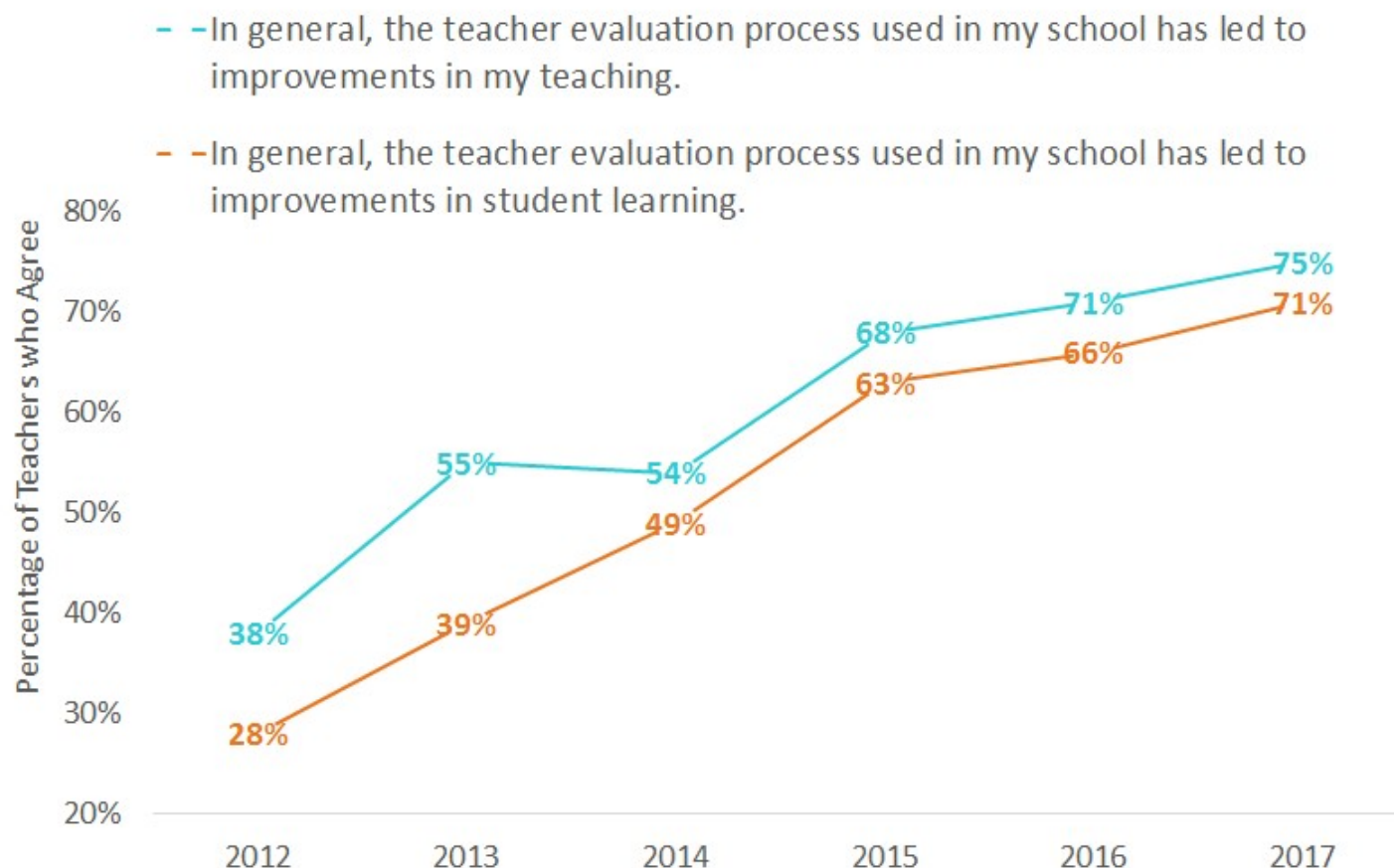
- Through TEAM, teachers are provided quantitative feedback related to student performance through multiple measures:
 - Student growth based on a full year's instructional support (TVAAS, second grade assessment, portfolio)
 - Student achievement between two or more points in time based on a full year's instructional support
 - Student mastery of daily learning objectives based on the instructional planning, creation of the learning environment, and instructional delivery-classroom observation
- School leaders must help teachers successfully progress to end of year evaluation of student growth and achievement through classroom observation and feedback

TEAM: Theory of Action

Through TEAM, teachers are provided qualitative feedback needed to support student performance through pre-conferences and post-conferences.

Teacher Perception of TEAM

According to our the Tennessee Educator Survey, 75 percent of teachers say TEAM is improving their instruction—more than ever.



Quantitative Feedback

Area of need	% of teachers who report needing more than just a little support	State-wide Indicator Average
Instructional strategies and practices (e.g., Questioning)	Pre-K 80% K-8 45% All teachers 44%	Q: 3.61 AF: 3.73 A/M: 3.84
Standard-specific instruction	Pre-K 68% K-8 43% All teachers 40%	S/O: 3.78 TCK: 4.33
Aligning standards, curriculum, & student learning outcomes	Pre-K 75% K-8 48% All teachers 47%	Planning: 4.11 TCK: 4.33
Analyzing/interpreting student summative & formative assessments	Pre-K 71% K-8 42% All teachers 41%	Assess: 3.75 S/O: 3.78

Data on Evaluation Practices

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



Reflection

- How might teachers in your building be responding to the classroom observation feedback you provide?
- To what degree am I using TEAM teacher evaluation data (observation, student growth, student achievement, student survey) to inform, assess, and adjust professional learning goals and plans?
 - What components do I feel good about using?
 - What components are a challenge?
 - How might I overcome those challenges?

Outcomes

- Identify how **shifts in instructional practice** required by TN's ELA and math standards impact the **shifts in classroom evaluation and feedback**.
- Identify how ELA standard 10, Range of Reading and Level of Text Complexity, impact **classroom evaluation and feedback**.
- Review best practice around actionable feedback to educators.

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Instructional Shifts

TN Standards and Instructional Shifts

Tennessee's rigorous ELA
and Math standards



Instructional Shifts for both
ELA and Math

KNOWLEDGE	Building knowledge through content-rich non-fiction.
COMPLEXITY	Regular practice with complex text and its academic language .
TEXT-FOCUSED	Reading, writing and speaking grounded in evidence from text , both literary and informational.

FOCUS	Significantly narrow the way time and energy is spent in the math classroom and focus deeply on the major work of each grade.
COHERENCE	Connect content across grades so that students can build new understanding onto foundations built in previous years and link to major topics within grades .
RIGOR	Pursue a balance of conceptual understanding, procedural skill and fluency, and application .

Mathematics Instructional Shifts

FOCUS

Significantly narrow the way time and energy is spent in the math classroom and **focus deeply on the major work** of each grade.

COHERENCE

Connect content across grades so that students can build new understanding onto foundations built in previous years and **link to major topics within grades**.

RIGOR

Pursue a **balance of conceptual understanding, procedural skill and fluency, and application**.

Mathematics Instructional Shifts

■ From

- Equal time devoted to all concepts across grades.
- Mathematics taught as a discrete list of skills without making the coherent progression of learning clear to teachers or students.
 - OR
- Heavy emphasis on procedures and “answer-getting.”

■ To

- More time devoted to fewer concepts in specific grades.
- Mathematics taught by layering deeply understood concepts. Each standard is taught as an extension of previous learning.
- Instruction balancing conceptual understanding, procedural skill and fluency, and application.

Connections to TEAM: Focus

- Which indicators from the TEAM rubric might look different in practice if teachers spend more time devoted to fewer concepts in math lessons?
 - How might your expectations for at expectations change? Significantly below expectations? Significantly above expectations?

Indicator	Significantly Above Expectations	At Expectations	Significantly Below Expectations
Instructional Plans	Plans demonstrate an intentional progression towards building depth of knowledge around a math concept	Plans demonstrate a significant amount of time is devoted to building knowledge around a math concept	Plans demonstrate coverage of many math standards
?	?	?	?
?	?	?	?

Connections to TEAM: Coherence

- Which indicator from the TEAM rubric might look different in practice if teachers ensure concepts are deeply understood and layered so that standards are taught as an extension to previous learning in math lessons?
 - How might your expectations for at expectations change? Significantly below expectations? Significantly above expectations?

?	?	?	?
?	?	?	?
?	?	?	?

Connections to TEAM: Rigor

- Which indicators from the TEAM rubric might look different in practice if teachers balance conceptual understanding, procedural skill and fluency, and application in math lessons?
 - How might your expectations for at expectations change? Significantly below expectations? Significantly above expectations?

?	?	?	?
?	?	?	?
?	?	?	?

Standards for Mathematical Practice

- Observable student outcomes:
 - Making sense of problems and persevering in solving them
 - Reasoning abstractly and quantitatively
 - Constructing viable arguments and critiquing the reasoning of others
 - Modeling with mathematics
 - Using appropriate tools strategically
 - Attending to precision
 - Looking for and making use of structure
 - Looking for and expressing regularity in repeated reasoning

Connections to TEAM: Standards of Mathematical Practice

- Which indicators from the TEAM rubric might look different in practice if teachers are ensuring to incorporate the standards of mathematical practice into every math lesson?
 - How might your expectations for at expectations change? Significantly below expectations? Significantly above expectations?

?	?	?	?
?	?	?	?
?	?	?	?

Literacy Standards for Mathematical Proficiency

- Observable student outcomes:
 - Using multiple reading strategies
 - Understanding and using correct mathematical vocabulary
 - Discussing and articulating mathematical ideas
 - Writing mathematical arguments

Connections to TEAM: Literacy Standards for Mathematical Proficiency

- Which indicators from the TEAM rubric might look different in practice if teachers are ensuring to incorporate the literacy standards for mathematical proficiency into every math lesson?
 - How might your expectations for at expectations change? Significantly below expectations? Significantly above expectations?

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ELA Instructional Shifts

TEXT COMPLEXITY Regular practice with **complex text** and its **academic language**.

EVIDENCE Reading, writing and speaking grounded in **evidence from text**, both literary and informational.

KNOWLEDGE **Building knowledge** through content-rich literary and informational texts.

ELA Instructional Shifts

■ From

- Reading instruction focused primarily on literary texts organized around superficial topics or skills rather than concepts.
- Texts read in isolation and not paired or organized into sets
- Little attention placed on text complexity
- Writing focused on personal narratives and opinions not grounded in textual evidence

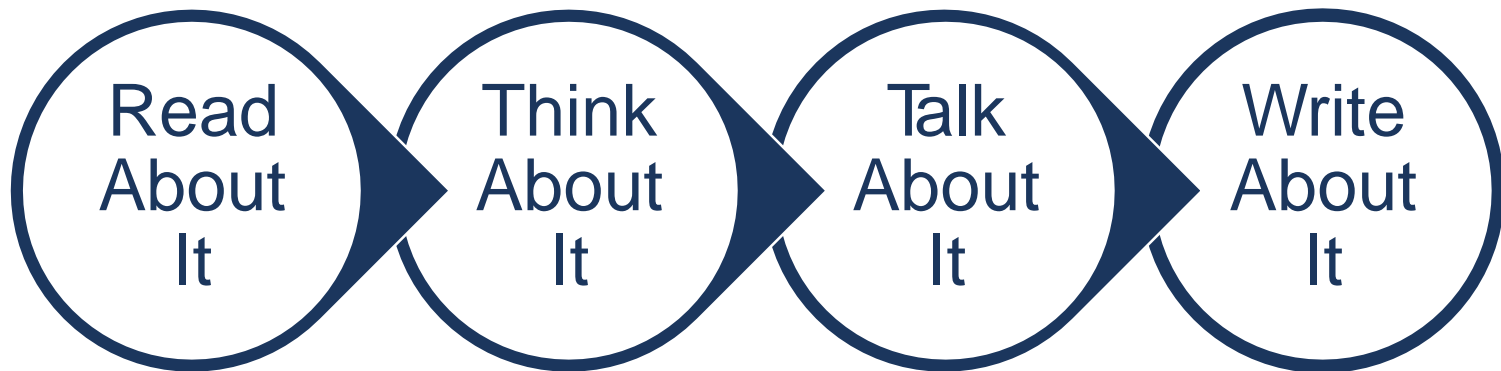
■ To

- Reading instruction focused on exploring a concept over many weeks in many ways.
- Students reading a balance of high-quality literary and informational texts.
- Increased emphasis on informational texts across *all* content areas.
- Students read for, talk and write with evidence. Students read so that they can understand a concept deeply and then present clear analyses, well-defended claims, and clear information based on evidence in the text in speaking or writing.

Text Based Instruction

Text based instruction is not specific to one type of lesson or classroom. Teachers in all grades and content areas should be engaging students with text (informational and literary).

Student Actions



Connections to TEAM: Knowledge

- Which indicators from the TEAM rubric might look different in practice if literacy instruction focused on exploring a concept over many weeks and in many ways?
- How might your expectations for at expectations change?
Significantly below expectations? Significantly above expectations?

Indicator	Significantly Above Expectations	At Expectations	Significantly Below Expectations
Instructional Plans	Plans demonstrate an intentional progression towards building depth of knowledge around a concept	Plans demonstrate a significant amount of time is devoted to building knowledge around a concept	Plans demonstrate a goal of mastering comprehension strategies
?	?	?	?
?	?	?	?

Connections to TEAM: Complexity

- Which indicators from the TEAM rubric might look different in practice if students read increasing complex text and a greater proportion of informational texts in all content areas?
- How might your expectations for at expectations change? Significantly below expectations? Significantly above expectations?

?	?	?	?
?	?	?	?
?	?	?	?

Connections to TEAM: Text Focused

- Which indicators from the TEAM rubric might look different in practice if students read for, talk, and write with evidence in all content areas.
- How might your expectations for at expectations change? Significantly below expectations? Significantly above expectations?

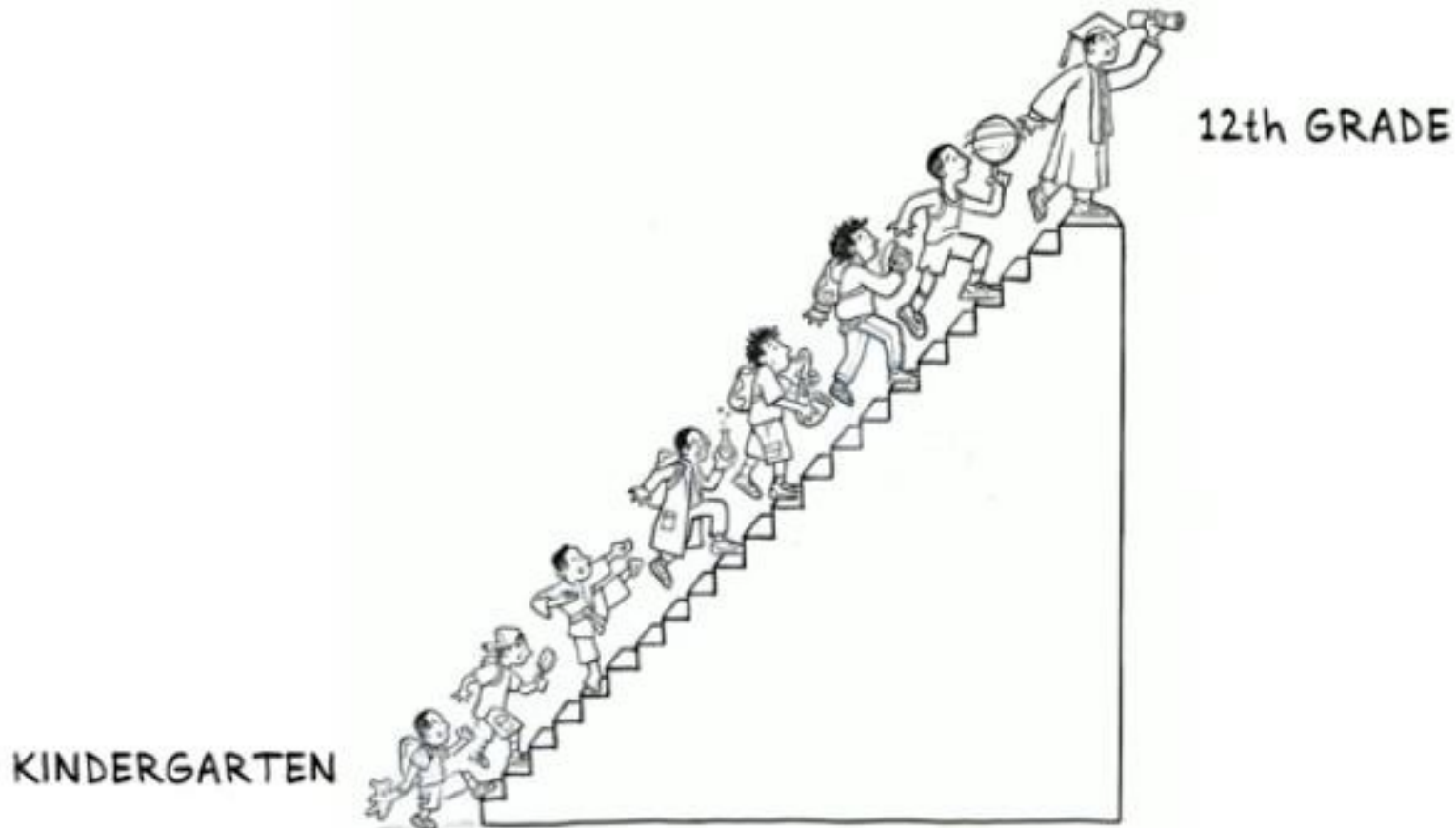
?	?	?	?
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**Range of Reading and
Level of Text
Complexity: ELA
Standard 10**

The Importance of Text Complexity



TN ELA Standard 10

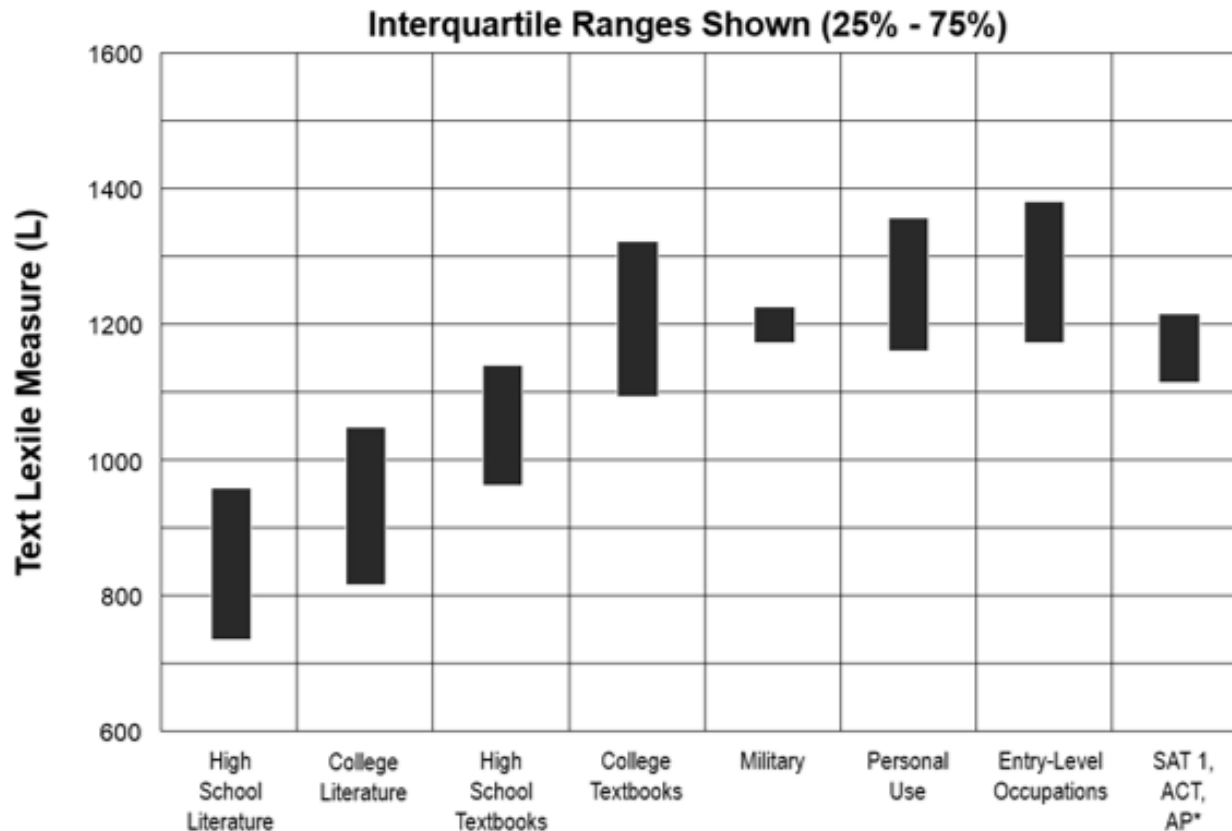
READING STANDARDS: Range of Reading and Level of Text Complexity – Standard 10 R.RRTC.10		
Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.		
GRADE SPAN	LITERATURE	INFORMATIONAL TEXT
12	12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.	12.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.
11	11.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.	11.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
10	10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.	10.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
9	9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.	9.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
8	8.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.	8.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
7	7.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	7.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
6	6.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	6.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

TN ELA Standard 10

READING STANDARDS: Range of Reading and Level of Text Complexity – Standard 10 R.RTC.10		
Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.		
GRADE SPAN	LITERATURE	INFORMATIONAL TEXT
5	5.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.	5.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
4	4.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.	4.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.
3	3.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.	3.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.
2	2.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	2.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.
1	1.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade 1.	1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1.
K	K.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for Kindergarten.	K.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for Kindergarten.

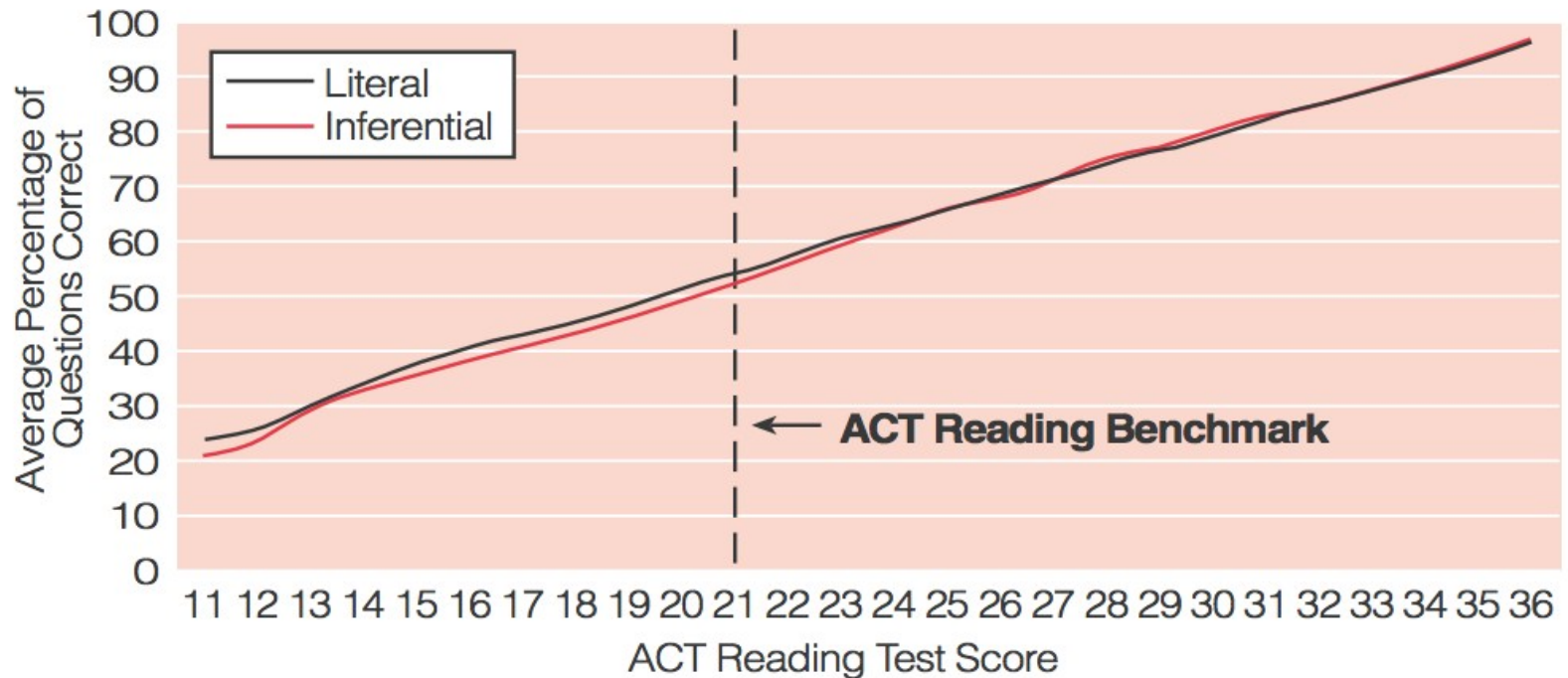
Importance of Increasing Complexity of Text

We must address the significant gap between school and post-secondary literacy expectations.



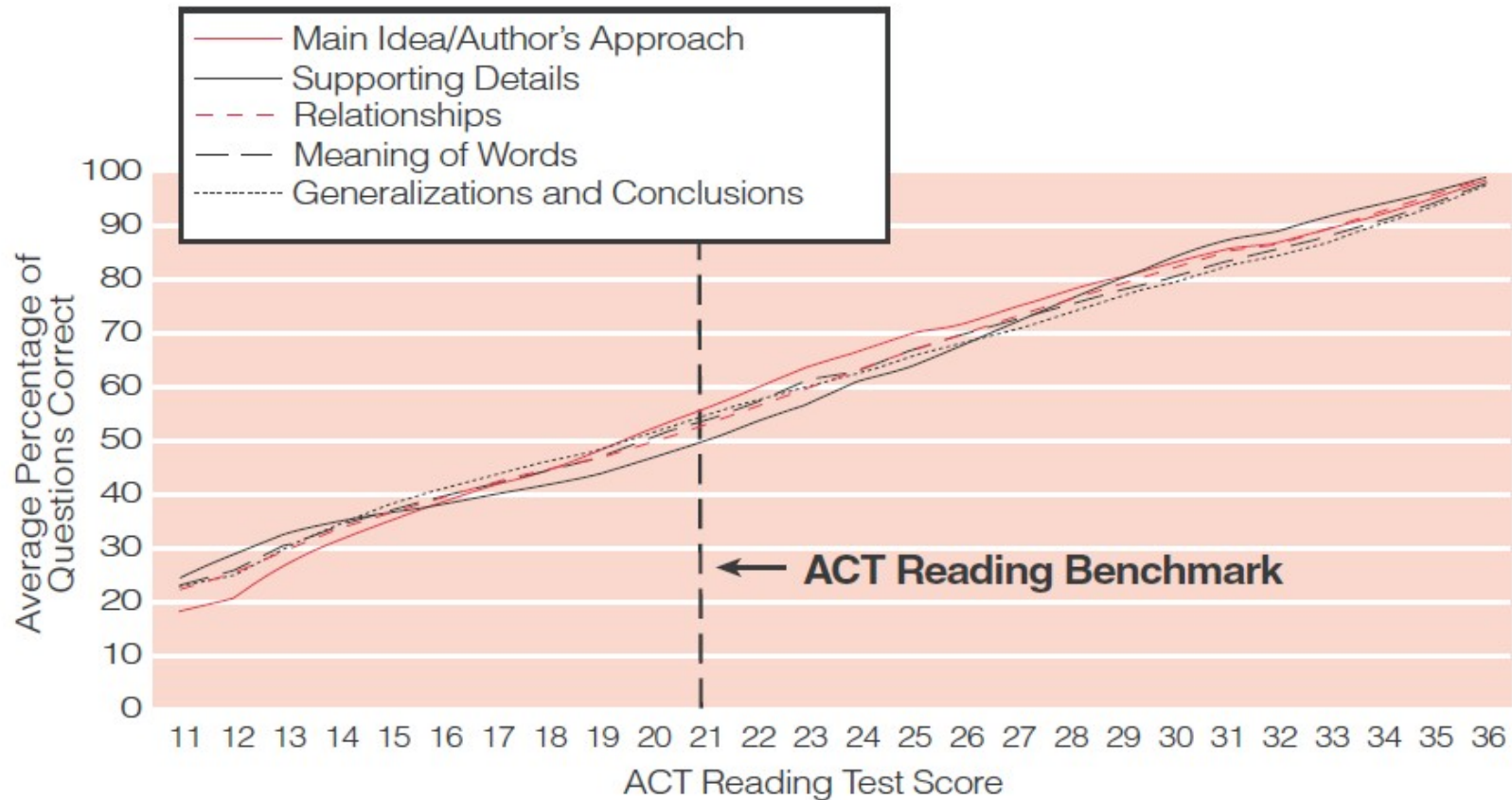
Importance of Increasing Complexity of Text

Performance on the ACT Reading Test by Comprehension Level



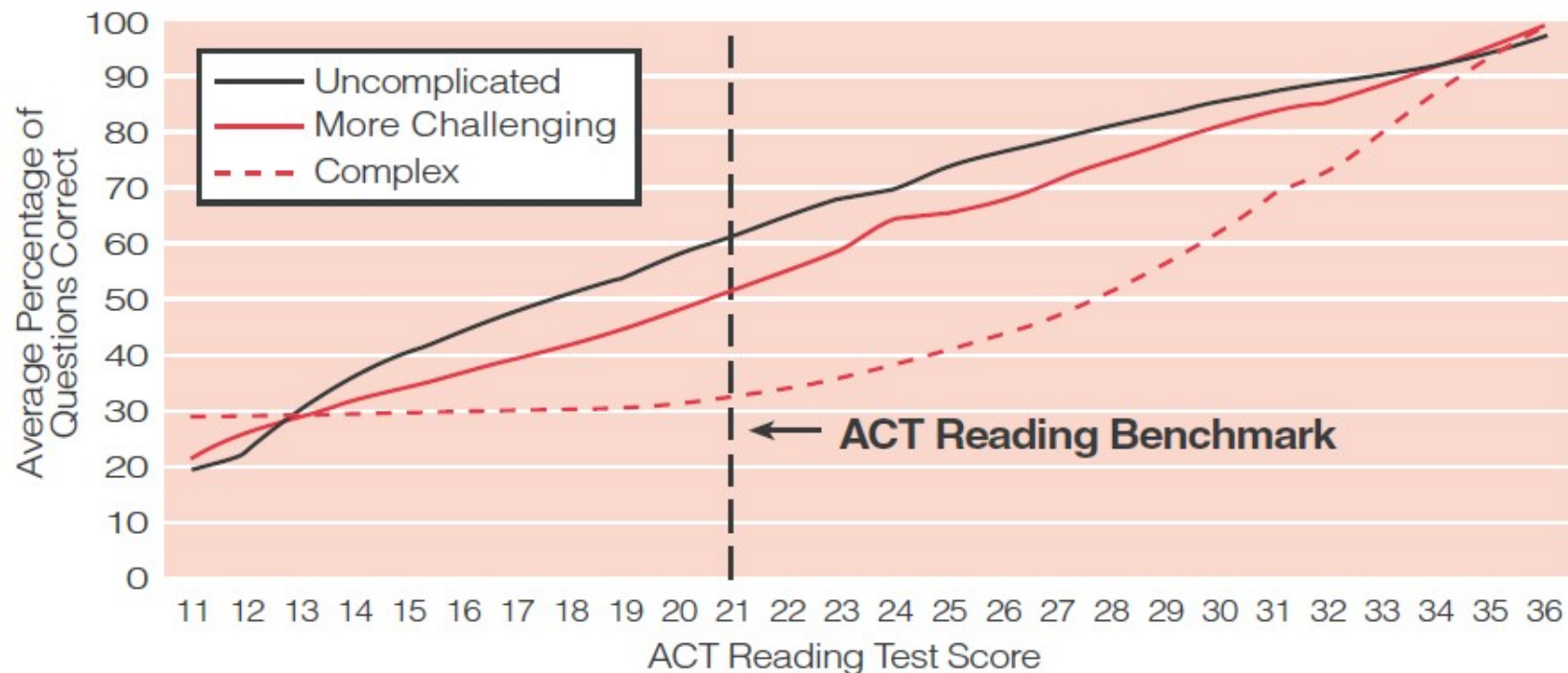
Importance of Increasing Complexity of Text

Performance on the ACT Reading Test by Textual Element



Importance of Increasing Complexity of Text

Performance on the ACT Reading Test by Degree of Text Complexity




Importance of Increasing Complexity of Text

Read the article [Knowledge Matters](#)

ISSUE BRIEF #6, July 2016

www.KnowledgeMattersCampaign.org




Knowledge Matters

Restoring Wonder and Excitement to the Classroom

Top Three Takeaways

1. In reading, the best indicator of whether a student is college ready is the ability to understand complex texts.
2. Texts assigned in high school tend to be only a little harder than those assigned in middle school and significantly less complex than those assigned in college.
3. To give all children a real shot at being college ready, we have to start building knowledge and vocabulary, and immersing students in academic language with sophisticated syntax, from the very first day of school.



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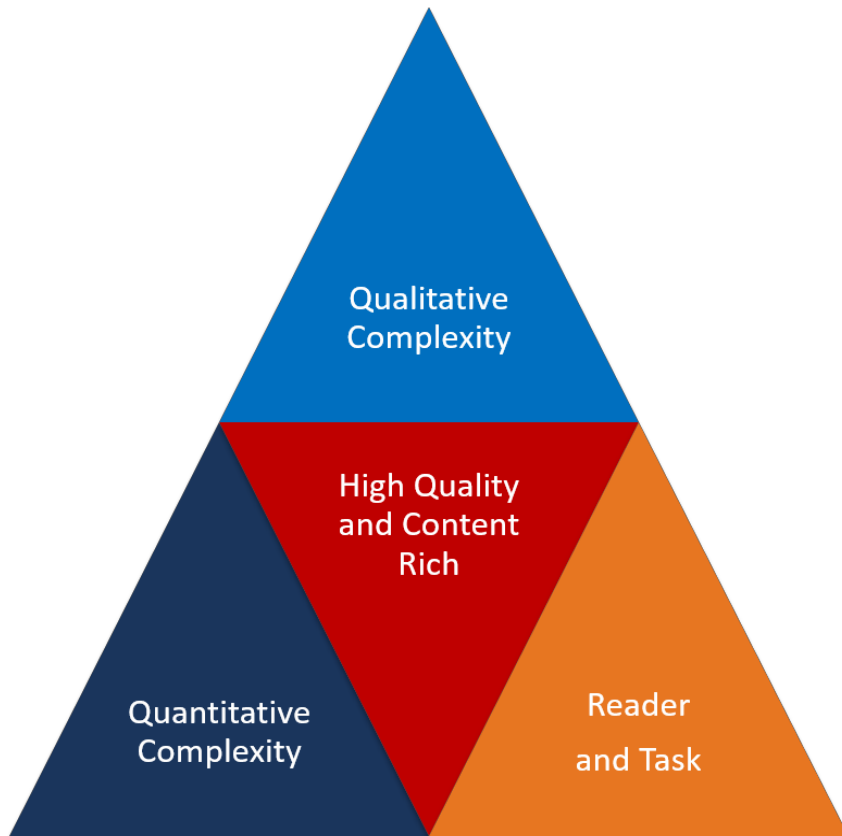
Pg 8: "On Our Terms: How My History Course Changed from Test Prep to Citizenship Prep," By Christina Suarez

Complex Text: The Hidden Key to College Readiness

By David Liben, Silas Kulkarni, and Lisa Hansel

Step back a few moments in time, to just before you read the title of this paper, and ask yourself: What's the key to college-level reading: (a) the ability to answer a variety of inferential questions (addressing theme, author's purpose, main idea, etc.) or (b) the ability to comprehend complex text?

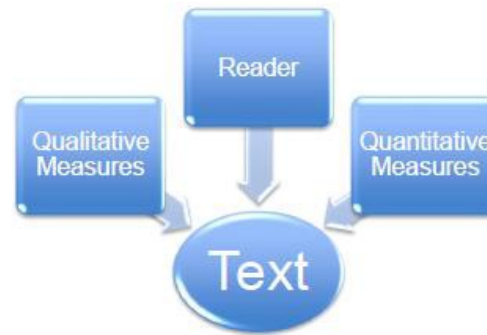
Assessing Text Complexity: Multiple Measures



- **Quantitative** measures of complexity – like Lexile – provide a rough but generally accurate assessment of complexity. They allow us to **place the text in the appropriate grade band.**
- Much more important are the **qualitative** complexity measures that help us situate the text **within the grade band.**

Tennessee Text Complexity Framework

Appendix A



Tennessee Text Complexity Framework

Teachers, working collaboratively through their PLCs, might use this document as guidance for making decisions about how to select appropriate texts for their classroom instruction. Specific text selections are curriculum decisions, which are made at the local level.

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Text Complexity: Qualitative (Informational)

INFORMATIONAL TEXTS				
Text Title _____		Text Author _____		
	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
PURPOSE	<input type="checkbox"/> Purpose: Subtle, implied, difficult to determine; intricate, theoretical elements	<input type="checkbox"/> Purpose: Implied, but fairly easy to infer; more theoretical than concrete	<input type="checkbox"/> Purpose: Implied, but easy to identify based upon context or source	<input type="checkbox"/> Purpose: Explicitly stated; clear, concrete with a narrow focus
TEXT STRUCTURE	<input type="checkbox"/> Organization of Main Ideas: Connections between an extensive range of ideas or events are deep, intricate and often implicit or subtle; organization of the text is intricate or specialized for a particular discipline <input type="checkbox"/> Text Features: If used, are essential in understanding content <input type="checkbox"/> Use of Graphics: If used, extensive, intricate, essential integrated graphics, tables, charts, etc.; necessary to make meaning of text; also may provide information not otherwise conveyed in the text	<input type="checkbox"/> Organization of Main Ideas: Connections between an expanded range of ideas, processes or events are deeper and often implicit or subtle; organization may contain multiple pathways and may exhibit traits common to a specific discipline <input type="checkbox"/> Text Features: If used, greatly enhance the reader's understanding of content <input type="checkbox"/> Use of Graphics: If used, essential integrated graphics, tables, charts, etc.; may occasionally be essential to understanding the text	<input type="checkbox"/> Organization of Main Ideas: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential <input type="checkbox"/> Text Features: If used, enhance the reader's understanding of content <input type="checkbox"/> Use of Graphics: If used, graphics mostly supplementary to understanding of the text, such as indexes, glossaries, graphs, pictures, tables, and charts directly support the text	<input type="checkbox"/> Organization of Main Ideas: Connections between ideas, processes or events are explicit and clear; organization of text is clear or chronological or easy to predict <input type="checkbox"/> Text Features: If used, help the reader navigate and understand content but are not essential <input type="checkbox"/> Use of Graphics: If used, simple graphics, unnecessary to understanding the text but directly support and assist in interpreting the written text
LANGUAGE FEATURES	<input type="checkbox"/> Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language <input type="checkbox"/> Vocabulary: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading <input type="checkbox"/> Sentence Structure: Mainly complex sentences often containing multiple concepts	<input type="checkbox"/> Conventionality: Complex; contains some abstract, ironic, and/or figurative language <input type="checkbox"/> Vocabulary: Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic <input type="checkbox"/> Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words	<input type="checkbox"/> Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning <input type="checkbox"/> Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic <input type="checkbox"/> Sentence Structure: Simple and compound sentences, with some more complex constructions	<input type="checkbox"/> Conventionality: Explicit, literal, straightforward, easy to understand <input type="checkbox"/> Vocabulary: Contemporary, familiar, conversational language <input type="checkbox"/> Sentence Structure: Mainly simple sentences
KNOWLEDGE DEMANDS	<input type="checkbox"/> Subject Matter Knowledge: Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts <input type="checkbox"/> Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc.	<input type="checkbox"/> Subject Matter Knowledge: Moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding; range of recognizable ideas and challenging abstract concepts <input type="checkbox"/> Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc.	<input type="checkbox"/> Subject Matter Knowledge: Everyday practical knowledge and some discipline-specific content knowledge; both simple and more complicated, abstract ideas <input type="checkbox"/> Intertextuality: A few references or allusions to other texts or outside ideas, theories, etc.	<input type="checkbox"/> Subject Matter Knowledge: Everyday, practical knowledge; simple, concrete ideas <input type="checkbox"/> Intertextuality: No references or allusions to other texts, or outside ideas, theories, etc.

Text Complexity: Qualitative (Literary)

LITERARY TEXTS				
Text Title _____		Text Author _____		
	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
MEANING	<ul style="list-style-type: none"> Meaning: Several levels and competing elements of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text 	<ul style="list-style-type: none"> Meaning: Several levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text 	<ul style="list-style-type: none"> Meaning: More than one level of meaning with levels clearly distinguished from each other; theme is clear but may be conveyed with some subtlety 	<ul style="list-style-type: none"> Meaning: One level of meaning; theme is obvious and revealed early in the text.
TEXT STRUCTURE	<ul style="list-style-type: none"> Organization: Organization is intricate with regard to elements such as narrative viewpoint, time shifts, multiple characters, storylines and detail Use of Graphics: If used, minimal illustrations that support the text 	<ul style="list-style-type: none"> Organization: Organization may include subplots, time shifts and more complex characters Use of Graphics: If used, a few illustrations that support the text 	<ul style="list-style-type: none"> Organization: Organization may have two or more storylines and occasionally difficult to predict Use of Graphics: If used, a range of illustrations that support selected parts of the text 	<ul style="list-style-type: none"> Organization: Organization of text is clear, chronological or easy to predict Use of Graphics: If used, extensive illustrations that directly support and assist in interpreting the written text
LANGUAGE FEATURES	<ul style="list-style-type: none"> Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language Vocabulary: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading Sentence Structure: Mainly complex sentences often containing multiple concepts 	<ul style="list-style-type: none"> Conventionality: Complex; contains some abstract, ironic, and/or figurative language Vocabulary: Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic Sentence Structure: Simple and compound sentences, with some more complex constructions 	<ul style="list-style-type: none"> Conventionality: Explicit, literal, straightforward, easy to understand Vocabulary: Contemporary, familiar, conversational language Sentence Structure: Mainly simple sentences
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> Life Experiences: Explores complex, sophisticated themes; experiences are distinctly different from the common reader Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> Life Experiences: Explores themes of varying levels of complexity; experiences portrayed are uncommon to most readers Intertextuality and Cultural Knowledge: Some references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> Life Experiences: Explores a single theme; experiences portrayed are common to many readers Intertextuality and Cultural Knowledge: A few references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements

Features of Complex Text

- **Dense** information
- **Lack of** words, sentences or paragraphs that **review** or pull things together for the student
- **Lengthy** paragraphs
- **Complex** sentences
- Text structure that is **less narrative and/or mixes structures**
- Subtle and/or frequent **transitions**
- **Multiple** and/or **subtle** themes and purposes
- **Uncommon** vocabulary
- **Unfamiliar** settings, topics or events
- **Lack of repetition**, overlap, or similarity in words and sentences

Practice the Skill

Read the poem “The New Colossus.” **Annotate** the text and qualitative rubric.

- **Quantitative Analysis:** **Navigate** to www.lexile.com and search for the title of the text to get a quantitative measure. **Determine the quantitative complexity of the text and place it in the appropriate grade band** using the Tennessee Text Complexity Framework.
- **Qualitative Analysis:** Using the appropriate qualitative rubric, **evaluate the qualitative features of the text. Provide evidence** for each feature. **Place** the passage in the appropriate grade.

The New Colossus

The New Colossus

By Emma Lazarus

Published 1903

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
“Keep, ancient lands, your storied pomp!” cries she
With silent lips. “Give me your tired, your poor,
Your huddled masses yearning to breathe free, The
wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!”

Connections to TEAM: Complexity

- Which indicators from the TEAM rubric might look different in practice if teachers are ensuring the appropriate level of text complexity for use in their lessons across content areas?
- How might your expectations in these indicators for at expectations change? Significantly below expectations? Significantly above expectations?

Indicator	Significantly Above Expectations	At Expectations	Significantly Below Expectations
Instructional Planning	I will see evidence of increasing complexity in text(s) through the plans with attention to students at various reading levels.	I will see evidence of quantitative & qualitative review of text(s) in the plans.	I will not see any attention to text complexity in the plans.
?	?	?	?
?	?	?	?

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

TN

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Feedback

The Importance of Feedback

- When it comes to promoting teacher effectiveness, classroom observations of teachers are critically important.
- Feedback is a powerful approach that aims to enhance formal observations with ongoing, meaningful feedback that has the potential to improve teacher performance and student learning.

Feedback and Support

- Evaluation systems that include high-quality, actionable feedback help teachers realize their potential
- These systems have the power to elevate the level of teaching in every classroom in your district
- Giving teacher the feedback and support they deserve is what will turn well-meaning evaluation systems into systems of improvement that can be sustained over time

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

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

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...”

Reflection

- What strategies might be included in instructional coaching?
- What are the most essential skills in effective coaching?
- What are some of the results of effective coaching?
- What are possible mistakes that coaches can make?
- Why is a coaching conversation important when talking about students and standards?
- As you prepare for your evaluator recertification, what are your takeaways from this module?

Outcomes

- Identify how **shifts in instructional practice** required by TN's ELA and math standards impact the **shifts in classroom evaluation and feedback**.
- Identify how ELA standard 10, Range of Reading and Level of Text Complexity, **impact classroom evaluation and feedback**.
- Review best practice around actionable feedback to educators.

Thank You for All You Do!



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

**You are
appreciated!**



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