TEAM Evaluator Training Recertification

2016-17

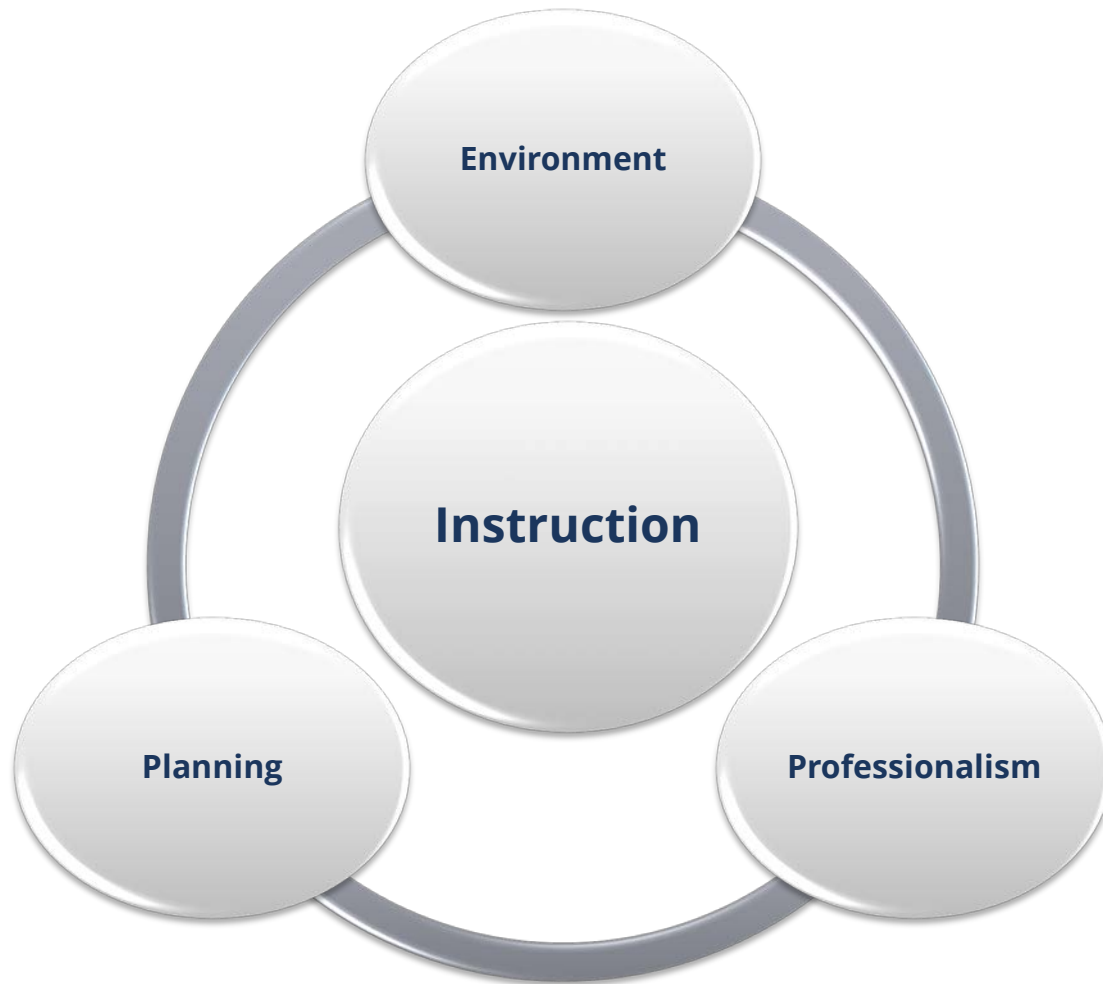Kaneal Alexander | Director, Educator Training | Summer 2016

TEAM Teacher Evaluation Process

Agenda

- TEAM Overview
- Understanding Instructional Coaching
- Collecting Evidence to use in Pre/Post Conferences
- Using Evidence to Assign Scores
- Quantitative measures
- Closing out the year

Expectations

- To prevent distracting yourself or others, please put away all cellphones, iPads, and other electronic devices.

- There will be time during breaks and lunch to use these devices as needed.

Overarching Training Objectives

Participants will be able to:

- Continue to implement and monitor the TEAM evaluation process
- Identify the coaching skills necessary to support teacher reflection and growth
- Successfully collect and apply evidence to the rubric
- Gather evidence balancing educator and student actions related to teaching and learning
- Evaluate and accurately score the interconnectedness of teaching and learning
- Use the rubric to structure meaningful feedback to teachers
- Reflect on the impact of effective coaching during pre and post conferences for school leaders, teachers and students

TN

Norms

- Keep your focus and decision making centered on students and educators.

- Be present and engaged.
  - Limit distractions and sidebar conversations.
  - If urgent matters come up, please step outside.

- Challenge with respect, and respect all.
  - Disagreement can be a healthy part of learning!

- Be solutions-oriented.
  - For the good of the group, look for the possible.

- Risk productive struggle.
  - This is a safe space to get out of your comfort zone.

Chapter 1:
TEAM Overview

Link to Tennessee State Standards

Getting students ready for postsecondary education and the workforce is **_WHY_** we teach

State Standards provide a vision of excellence for **_WHAT_** we teach

TEAM provides a vision of excellence for **_HOW_** we teach
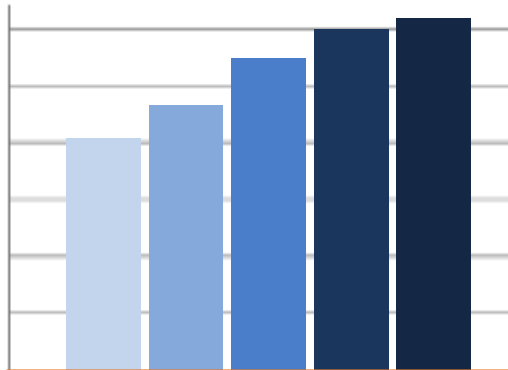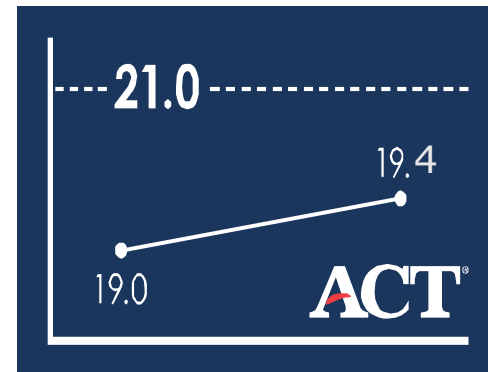
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Successes to Date

Fastest improving state in the nation on 4th and 8th grade NAEP
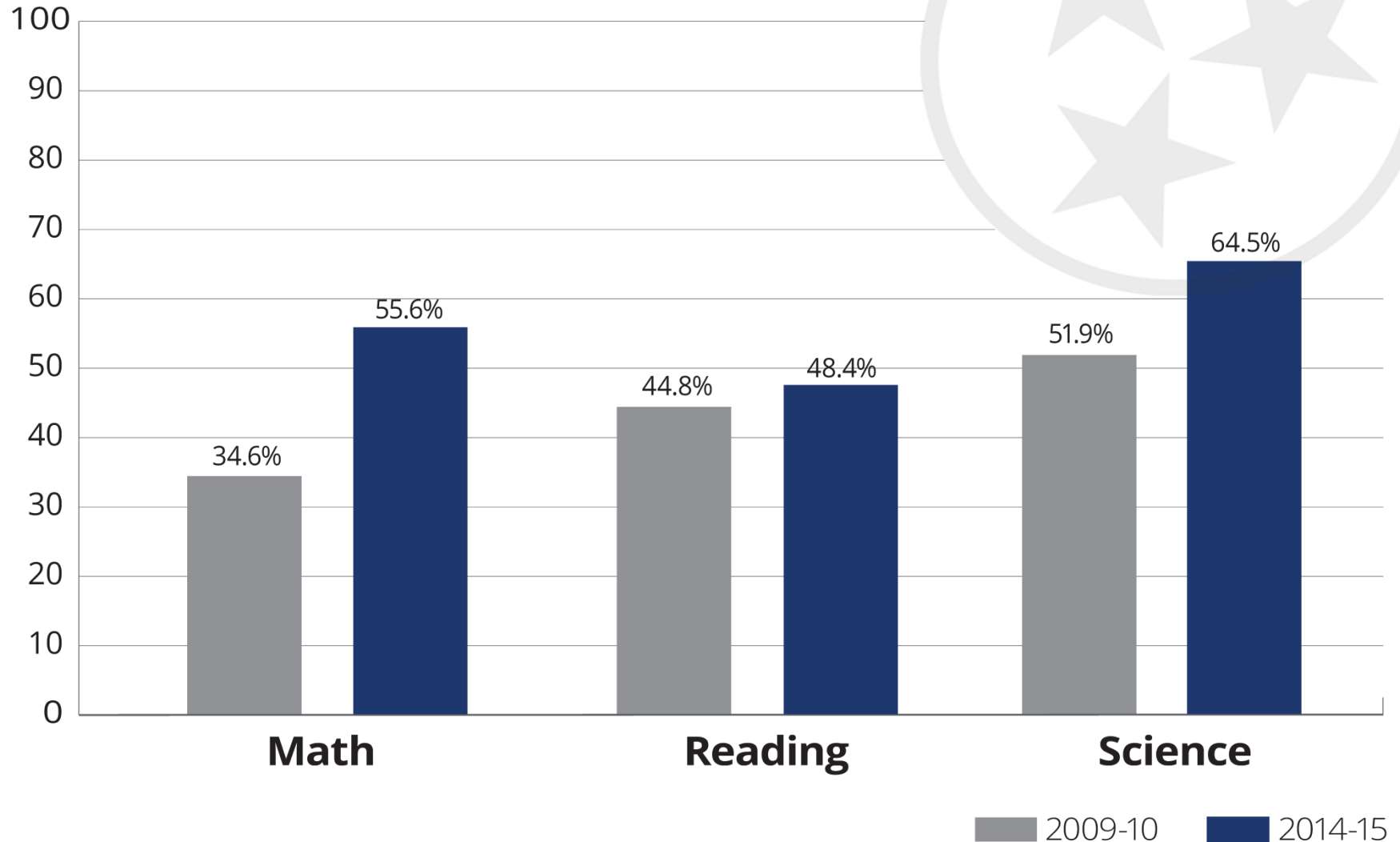
Fastest growing graduation rate of any state

Consistent gains on TCAP every year since new assessments in 2010

21.0
19.4
19.0
ACT

ACT statewide average has increased to 19.4
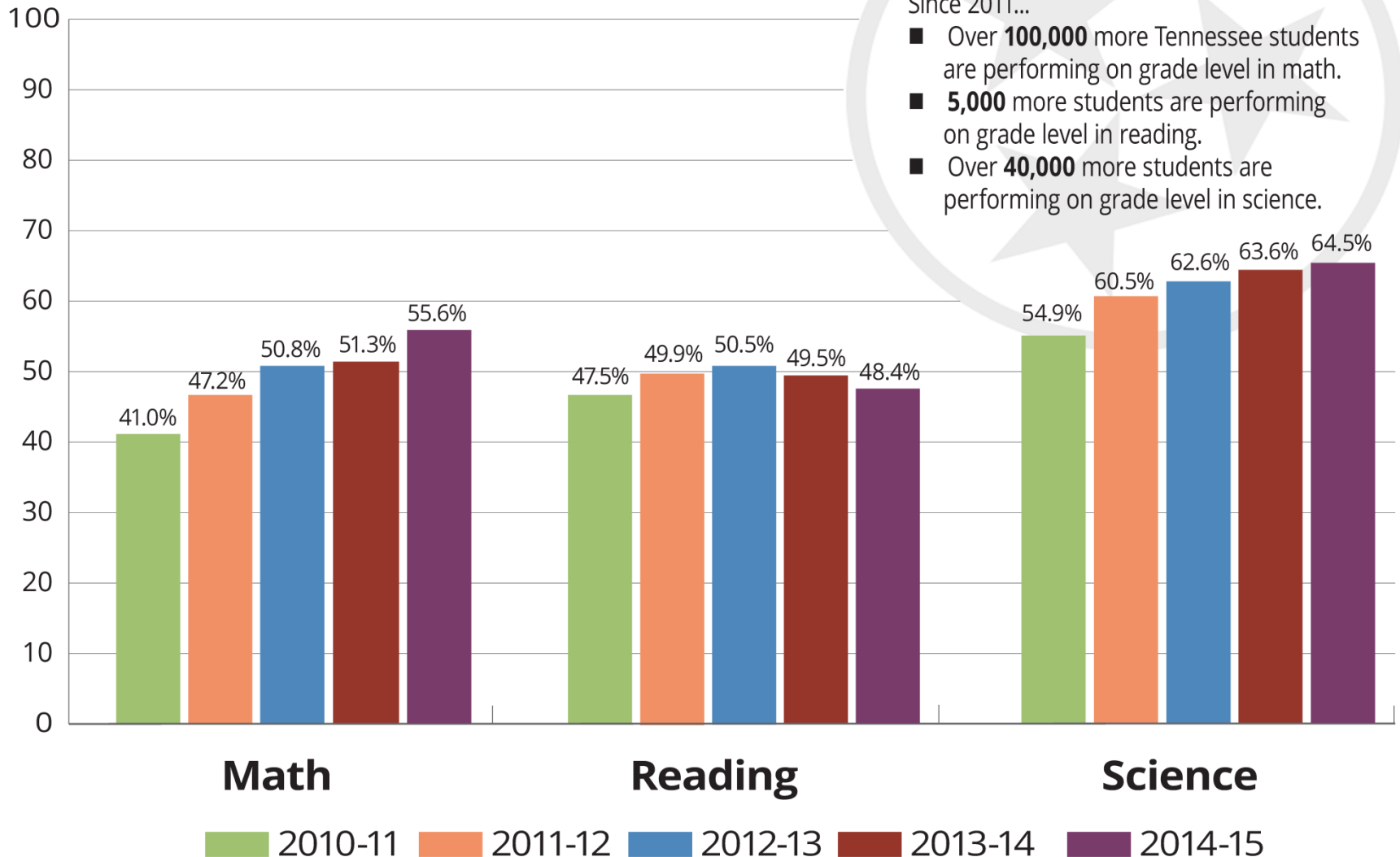
GRADES 3-8 TCAP PERFORMANCE

Recent Growth in Percentage of Students Proficient and Advanced by Subject
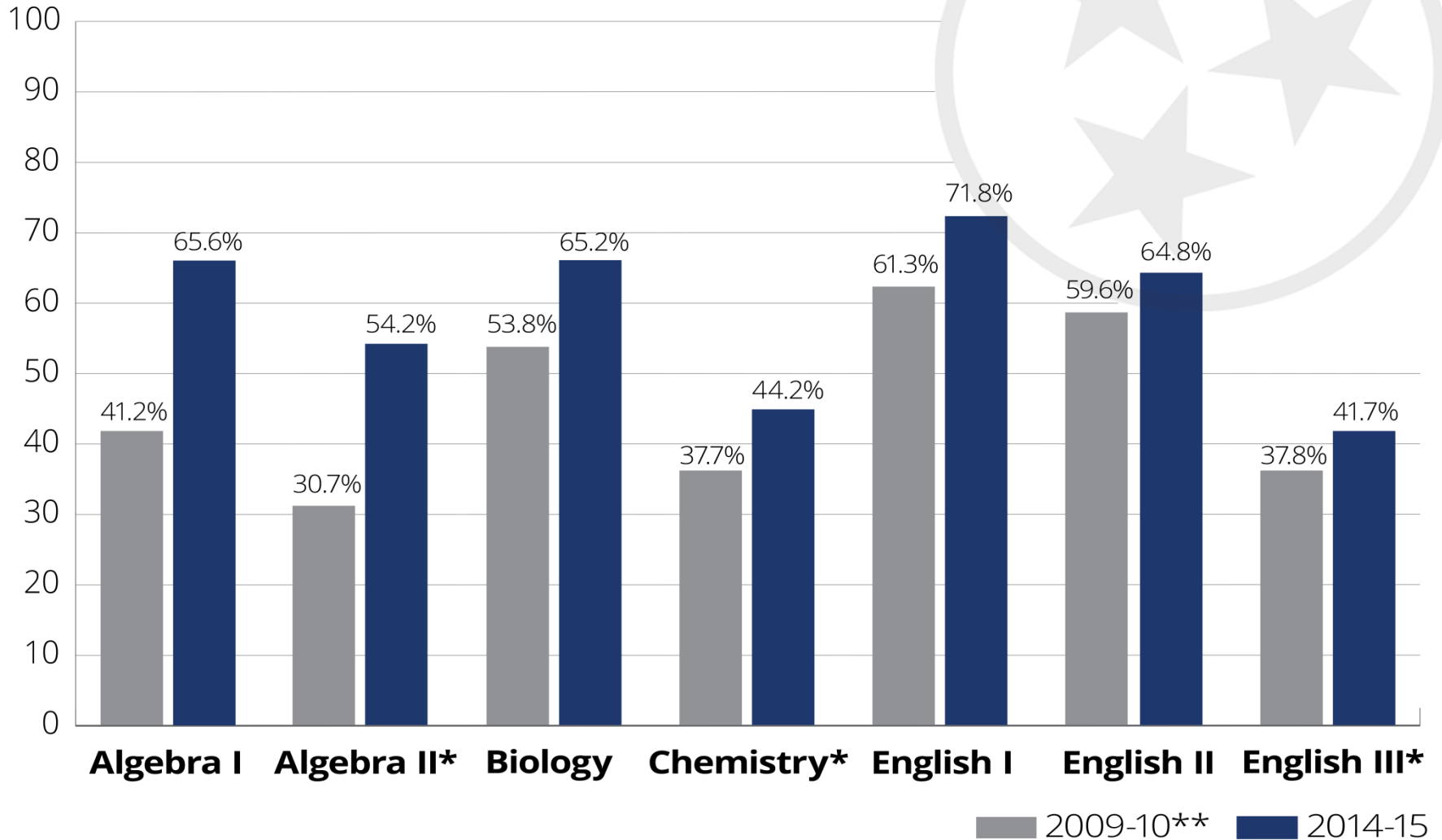

	Math	Reading	Science
2009-10	34.6%	44.8%	51.9%
2014-15	55.6%	48.4%	64.5%

GRADES 3-8 TCAP PERFORMANCE

Percentage of Students Proficient and Advanced by Subject

Since 2011...
- ■ Over **100,000** more Tennessee students are performing on grade level in math.
- ■ **5,000** more students are performing on grade level in reading.
- ■ Over **40,000** more students are performing on grade level in science.

Math
- 41.0%
- 47.2%
- 50.8%
- 51.3%
- 55.6%

Reading
- 47.5%
- 49.9%
- 50.5%
- 49.5%
- 48.4%

Science
- 54.9%
- 60.5%
- 62.6%
- 63.6%
- 64.5%

Legend: 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15

HIGH SCHOOL TCAP PERFORMANCE

Recent Growth in Percentage of Students Proficient and Advanced by Subject

Subject	2009-10**	2014-15
Algebra I	41.2%	65.6%
Algebra II*	30.7%	54.2%
Biology	53.8%	65.2%
Chemistry*	37.7%	44.2%
English I	61.3%	71.8%
English II	59.6%	64.8%
English III*	37.8%	41.7%

■ 2009-10**   ■ 2014-15

**The state began implementing higher standards through the Tennessee Diploma Project in 2009-10.
*The initial comparision year is different for Algebra II (2011), English III (2012), and Chemistry (2014).

The world has changed and today's students need much more to be able to succeed.

By 2025, 55% of all new jobs will require postsecondary education

Postsecondary graduates are more likely to be employed and have higher earnings than high school graduates.

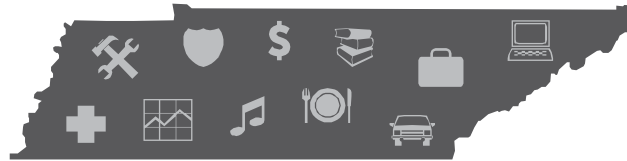The gaps in employment and earnings between these groups have grown substantially over time.
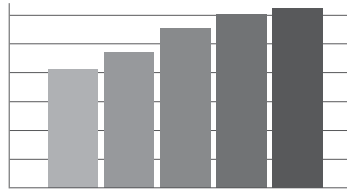
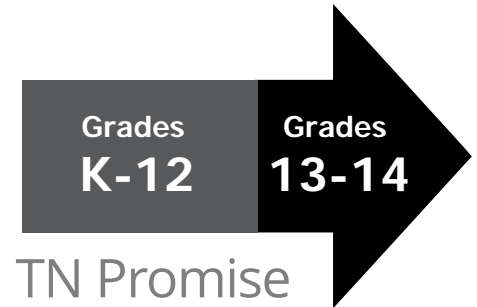# It's now our responsibility to set students up for success.

Changing World

Progress

Given our progress, the changing world, and the opportunity of Tennessee Promise, we must reorganize around a new vision:

Grades
K-12

Grades
13-14

TN Promise

SUCCESS AFTER GRADUATION

Success After Graduation

SUCCESS AFTER GRADUATION

GOAL #1

Tennessee will continue its rapid improvement and rank in the top half of states by 2019.

MEASUREMENT
We will rank in the top half of states on 4th and 8th grade NAEP in 2019.

GOAL #2

The average ACT score in Tennessee will be a 21, allowing more students to earn HOPE scholarships.

MEASUREMENT
Tennessee will have an average public ACT composite score of 21 by 2020.

GOAL #3

A majority of high school graduates will go on to earn a certificate, diploma, or degree.

MEASUREMENT
The class of 2020 will be on track to achieve 55% postsecondary completion within six years.

TVAAS

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.

History of TVAAS

- Developed in an attempt to **measure the impact teachers have on students' academic growth**.

- "Society has a right to expect that schools will provide students with the opportunity for academic gain *regardless* of the level at which the students enter the educational venue."

- Schools or teachers labeled as most effective by a TVAAS measure *should* be those who provide high-quality educational opportunities for all students

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TVAAS Activity

- Participants will read the TVAAS information in their supplemental materials for 7 minutes
- Participants will share their information beginning with: **StandUp, HandUp, PairUp**
  - Participants stand up, put their hand up and quickly find a partner with whom to share or discuss starting with "the most important fact(s) I found in this article is (are)….
- Participants will now move to **Timed Pair Share**
  - In pairs, participants will be given 2 minutes each to share with their partner what they thought were the important points made in the TVAAS article—try not to repeat what your partner has said

How TVAAS Works

TEAM Teacher Evaluation Process
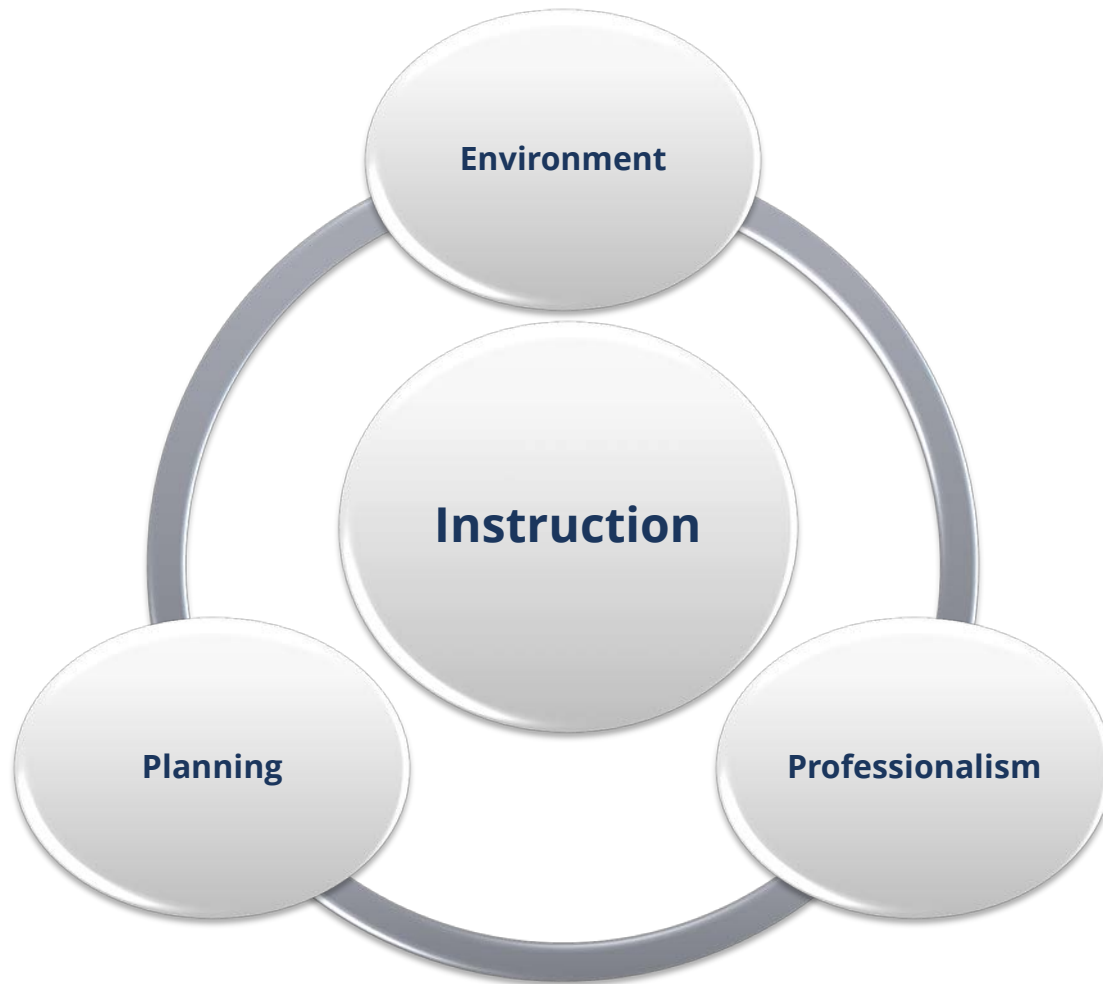
Core Beliefs

- **We all have room to improve.** Our work has a direct impact on the opportunities and future of our students. We must take seriously the importance of honestly assessing our effectiveness and challenging each other to get better.

- The rubric is designed to present a **rigorous vision of excellent instruction** so every teacher can see areas where he/she can improve. The focus of observation should be on **student and teacher actions** because that interaction is where learning occurs.

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Core Beliefs

- **We score lessons, not people.** As you use the rubric during an observation, remember it is not a checklist. Observers should look for the preponderance of evidence based on the interaction between students and teacher.

- **Every lesson has strengths and areas that can be improved.** Each scored lesson is one factor in a multi-faceted evaluation model designed to provide a holistic view of teacher effectiveness.

- As evaluators, **we also have room to improve.** Observing teachers provides specific evidence that should inform decisions about professional development. Connecting teachers for coaching in specific areas of instruction is often the most accessible and meaningful professional development we can offer.

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Evaluation Process

- Initial Coaching Conversation
  - Required for teachers who received an overall effectiveness rating or individual growth score of 1 in the previous year

- Pre-Conference

- Classroom Visit

- Post-Conference

Repeat as needed depending on number of required observations

- Professionalism Scoring

- Summative Conference

Suggested Pacing Guide

	All teachers scoring 1 on overall evaluation or individual growth		Apprentice teachers scoring 2-4 on overall evaluation and neither a 1 nor 5 on individual growth		Professional teachers scoring 2-4 on overall evaluation and neither a 1 nor 5 on individual growth		All teachers scoring 5 on overall evaluation or individual growth	
Beginning of the School Year								
First Semester	Initial Coaching Conversation							
	1 Unannounced Visit	1 Instruction 1 Environment	1 Unannounced Visit	1 Instruction 1 Environment	1 Announced Visit	1 Instruction & 1 Planning or 1 Environment	1 Unannounced Visit	1 Instruction 1 Environment 1 Planning
	1 Announced Visit	1 Instruction 1 Planning	1 Announced Visit	1 Instruction 1 Planning				
End of Semester								
Second Semester	1 Announced Visit	1 Instruction 1 Planning	1 Announced Visit	1 Instruction 1 Planning	1 Unannounced Visit	1 Instruction & 1 Planning or 1 Environment	1 Walkthrough	
	1 Unannounced Visit	1 Environment	1 Unannounced Visit	1 Environment		***Note:*** All 3 domains must be evaluated each school year	1 Walkthrough	
	Professionalism Scoring		Professionalism Scoring		Professionalism Scoring		Professionalism Scoring	
End of Year								

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Observation Guidance

- **Coaching Conversation**
  - A targeted conversation with any teacher who scored a 1 on overall evaluation or individual growth about the number of required observations and what supports they will receive throughout the year to improve student achievement.

- **Observing Multiple Domains During One Classroom Visit**
  - Districts may observe the instruction domain during the same classroom visit as either the planning domain ***and/or*** the environment domain.

- **Announced vs. Unannounced Visits**
  - At least half of domains observed must be unannounced, but it is the district's discretion to have more than half of domains observed unannounced.

Coaching Conversations (Video)

Materials

TN Department of
Education

Tennessee Educator Acceleration Model

TEAM Teacher Evaluation
Rubric & Guidance Documents

2016-17

TN Department of
Education

Tennessee Educator Acceleration Model

TEAM Teacher Evaluation
Supplemental Materials

2016-17

Chapter 2:
Instructional Coaching

Powerful Instructional Coaching

- Research shows that **instructional coaching** is "an innovative professional development strategy that facilitates change, improves instruction, and transforms school culture."

- As a result, there is an invaluable impact on how educators engage their students in learning everyday.

Instructional Coaching by Jim Knight

All Write Round Robin

- 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?

Guiding Questions: Think Pair Share

- What are your school's current practices around pre-conferencing?

- What would you like to improve upon concerning your practices?

- What are your school's current practices around post-conferencing?

- What would you like to improve upon concerning your practices?

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Guiding Questions: Think Pair Share

- What is the value of a pre-conference?
- What are your current practices around pre-conferencing?
- What would you like to improve upon concerning your practices?

Planning for a Pre-Conference (Activity)

- Evaluators often rely too heavily on physical lesson plans to assess the Planning domain.
  - This should not dissuade evaluators from reviewing physical lesson plans. However, when assessing planning, this should not be the *only* evidence considered.

Planning for a Pre-Conference (Activity)

- Use the following guiding questions:
  - What do you want **students** to know and be able to do? How is that connected to the standard?
  - What will the **students** and teacher be doing to show progress toward the objective? How do you know if they got there?
  - What are some additional questions you would need to ask to understand how a teacher planned to execute a lesson?
- How would these questions impact the planning of a pre-conference with the teacher?

Viewing a Pre-Conference

When viewing the pre-conference:

- What are the questions the conference leader asks?
- Which questions relate to teacher actions and which questions relate to student actions?
- How do our questions compare to the ones asked?

Let's Watch

As you watch the following pre-conference keep in mind the following:

- Effective coaching skills
- Impact on the school leader, the teacher, and the students
- Areas of improvement

Pre-Conference Video

Pre-Conference Coaching

	School Leader	Teacher	Students
How might this pre-conference coaching benefit the school leader, the teacher, and the students?			
How could this coaching session be strengthened?			

Application

What are your next steps for conducting pre-conferences based on today's training?

Chapter 3: Collecting Evidence

When do you collect evidence?

Prior to the Lesson Being Observed

- Pre-conference (announced only)
- Review of lesson plan as applicable

During the Lesson

- What the teacher says and does
- What the students say and do

After the Lesson

- Ask clarifying questions if needed (**before** the post-conference)
- *E.g.* What thought process did you use to group your students?

Collecting Evidence is Essential

- *Unbiased* notes about what occurs during a classroom lesson.
- Capture:
  - **What the students say/do**
  - What the teacher says/does
- Copy wording from visuals used during the lesson.
- Record time segments of lesson.
- Collect/request samples of student work
- Remember that 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 for the intended purpose of the process.

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Observing Classroom Instruction

- We will view a lesson and gather evidence.
- After viewing the lesson, we will **categorize** the evidence and **assign scores** in the Instruction domain.
- In order to **categorize** evidence and **assign scores**, what will you need to do as you watch the lesson?
- Capture what the **students** and **teacher** say and do.
- Remember that the rubric is **NOT** a checklist but a tool for holistic assessment of learning!

# Questions to ask yourself to determine whether or not a lesson is effective:

- What was the learning objective of the lesson?
- What did the students and teacher do to work toward mastery of that objective?
- What did the students learn, and ***how do we know***?

Categorizing Evidence and Scoring

- **Step 1:** *Zoom in* and collect as much **teacher and student evidence** as possible for each descriptor.

- **Step 2:** *Zoom out* and look **holistically** at the evidence gathered and ask...where does the **preponderance of evidence** fall?

- **Step 3:** Consider how the teacher's use of this indicator impacted **students moving toward mastery** of the objective.

- **Step 4:** Assign score based on **preponderance of evidence**.

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Video #1

Plus, Minus, Delta
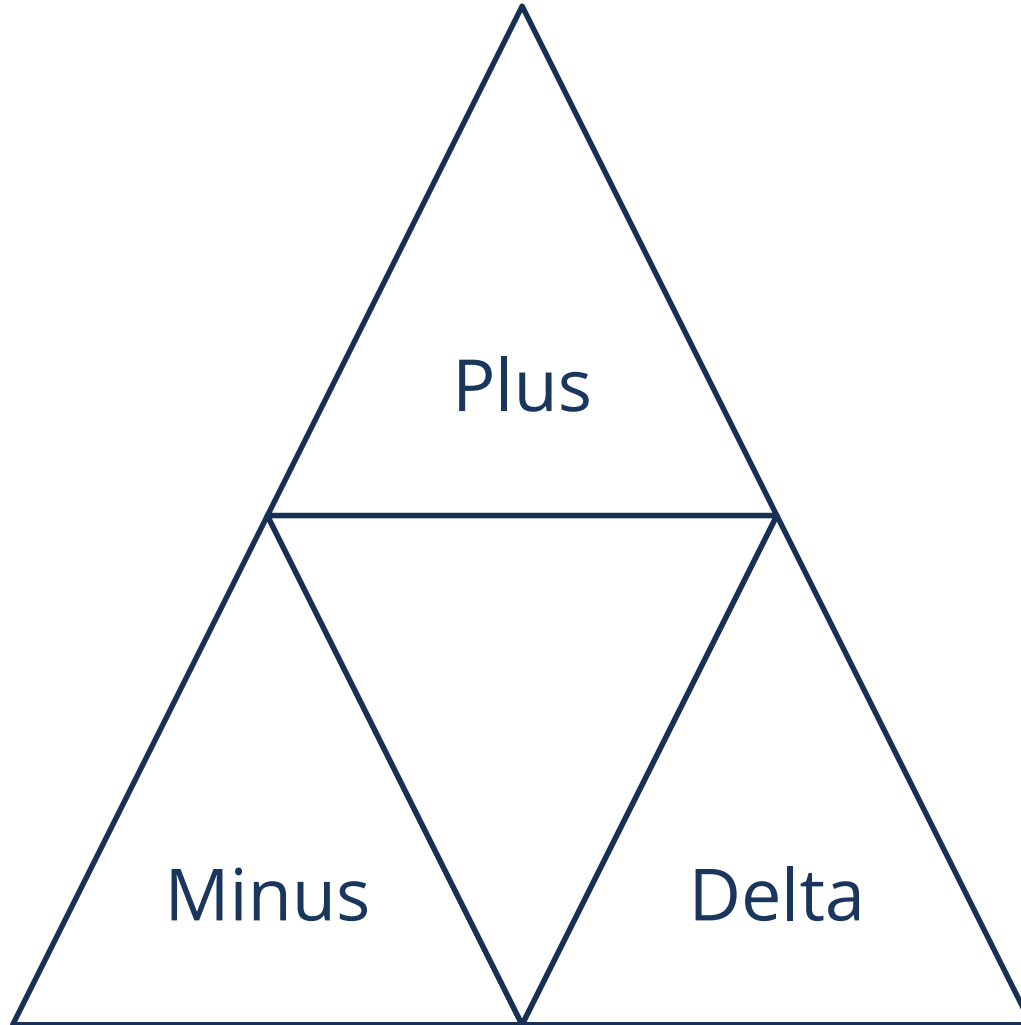
Categorizing Evidence and Assigning Scores

- You may use the template provided, categorize evidence and assign scores for the Instruction domain.

- Requirements for certification:
  - No indicator scored +/- 3 away
  - No more than two indicators scored +/- 2 away
  - Average of the twelve indicators must be within +/- .90

> **Note: You may work with a shoulder partner.**

Consensus Scoring (Activity)

- Work 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.

Characteristics of an Ideal Post-Conference

- **Discussion about student learning and mastery anchored by student work**
- Professional dialogue about **student-centered instruction**
- **Teacher** did a lot of the talking
- **Teacher** reflected on strengths and areas for improvement
- **Teacher** actively sought help to improve
- Collaboration **centered on improvement**
- **More asking**, less telling

Parts of the Post-Conference

- **Introduction**
  - Greeting, purpose, time, and general impression question
- **Reinforcement (area of relative strength)**
  - Ask self-analysis question
  - Provide evidence from notes
  - Identify potential opportunities for sharing this strength
    - *E.g.* Peer partnership, sharing at a faculty meeting or PLC, etc.
- **Refinement (area of relative improvement)**
  - Ask self-analysis question
  - Provide evidence from notes
  - Give a recommendation for actionable next steps
  - Give a definite follow up timeline
- **Share Scores**

Let's Watch

As you watch the following post-conference keep in mind the following:

- Effective coaching skills
- Impact on the school leader, the teacher, and the **students**
- Possible missed opportunities

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Post-Conference Video

Post-Conference Coaching

	School Leader	Teacher	Students
How might this post-conference coaching benefit the school leader, the teacher, and the students?			
How could this coaching session be strengthened?			

Application

What are your next steps for conducting post-conferences based on today's training?

TEAM Supplemental Materials

- Pre-Conference Plan
- Post-Conference Plan

Chapter 4: Quantitative Measures

Student Growth Overview: Tested

- State law currently requires value-added (or a comparable growth measure) to count as 35 percent of the total evaluation score for teachers in tested grades and subjects.

- Any additional changes in the requirement of 35 percent counting as value-added would require legislative action.

Student Growth Overview: Non-Tested

- Additional measures for non-tested grades/subjects.
- Four composite options:
  - Overall
  - Literacy
  - Numeracy
  - Literacy + numeracy
- TCAP specific, SAT 10 specific, and CTE Concentrator
- One year score

Student Growth Overview: Portfolio

- Additional measures for non-tested grades/subjects.
- Portfolios are:
  - Teacher developed and driven
  - Standards based
  - Flexible, while maintaining rigor
  - Embedded with professional development
  - Grounded in student outcomes and growth

Selecting the Student Growth Measure

- Evaluator notifies teacher which 35 percent measure will apply
  - This occurs even for teachers who anticipate receiving an individual growth score.
  - If the teacher has enough students to generate an individual score, that score will be automatically mapped in and will override the selected school-wide measure

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)

Student Achievement Overview

- Relationship to core beliefs
  - If our focus is on improving the lives of **students,** then we have to approach the selection of the measure with that in mind.
- To make the achievement measure meaningful, the evaluator and educator work together to identify a measure.
  - If there is a disagreement between the educator and the evaluator, the educator's decision stands.
- The process should involve determining which measure most closely aligns to the educator's job responsibilities and the school's goals.

Scaling the Achievement Measure

Scales should be determined with the following spirit in mind:

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

Not standardized at a school for all teachers: All teachers start at a different baseline. Set of students and context should inform goal.

Chapter 5: Closing Out the Year

End of Year Conference

- **Time:** 15-20 minutes

- **Required Components:**

    – Discussion of Professionalism scores

    – Share final qualitative (observation) data scores

    – Share final 15 percent quantitative data (if measure is available)

    – Let the teacher know when the overall score will be calculated

- **Other Components:**

    – Commend places of progress

    – Focus on the places of continued need for improvement

End of Year Conference

Saving Time

- Have teachers review their data in TNCompass prior to the meeting.

- Incorporate this meeting with existing end of year wrap-up meetings that already take place at the district/school.

- The site for TNCompass is tdoe.tncompass.org

Grievance Process

Areas that can be challenged:

- Fidelity of the TEAM process, which is the law
- Accuracy of the TVAAS or achievement data

Observation ratings cannot be challenged.

Relationship Between Individual Growth and Observation

- We expect to see a logical relationship between individual growth scores and observation scores.
  - This is measured by the percentage of teachers who have individual growth scores three or more levels away from their observation scores.
- When we see a relationship that is not logical for many teachers within the same building, support is available.
- School-wide growth is not a factor in this relationship.

Chapter 6: Resources and Contact

TEAM-TN.org

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!

Resources

E-mail

- Director of TEAM Training: Kaneal.Alexander@tn.gov
- Questions: TEAM.Questions@tn.gov
- Training: TNED.Registration@tn.gov

Websites

- NIET Best Practices Portal: Portal with hours of video and professional development resources. www.nietbestpractices.org
- TEAM website: www.team-tn.org

Newsletter

- Weekly TEAM Update: www.team-tn.org/resources/team-update/

Expectations for the Year

- Please continue to communicate the expectations of the rubrics with your teachers.

- If you have questions about the rubrics, please ask your district personnel or send your questions to TEAM.Questions@tn.gov.

- You ***must*** pass the certification test before you begin any teacher observations.

  - Conducting observations without passing the certification test is a grievable offense and will invalidate observations.
  - Violation of this policy will negatively impact administrator evaluation scores.

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.

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