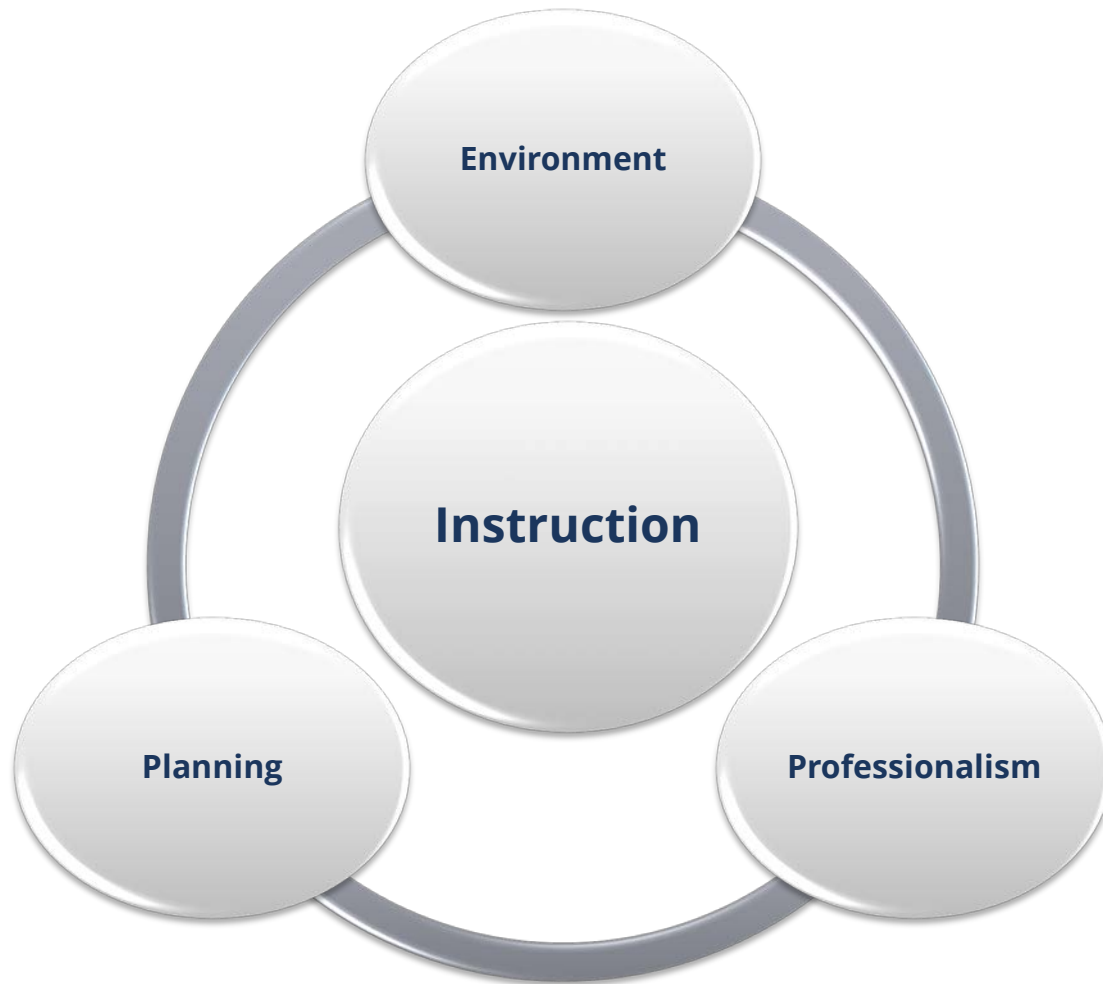




# TEAM Evaluator Training

2016-17

# TEAM Teacher Evaluation Process



# Agenda

Day	Components
Day One	<ul style="list-style-type: none"><li>• TEAM Overview</li><li>• Diving into the Rubric</li><li>• Collecting Evidence</li><li>• Pre/Post Conferences</li></ul>
Day Two	<ul style="list-style-type: none"><li>• Professionalism</li><li>• Alternate Rubrics</li><li>• Quantitative Measures</li><li>• Closing out the Year</li></ul>

# 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 implement and monitor the TEAM process
- successfully collect and apply evidence to the rubric
- gather evidence balancing educator and student actions related to teaching and learning and use that evidence to evaluate and accurately score learning
- use a preponderance of evidence to evaluate teaching
- be prepared to use the rubric to structure meaningful feedback to teachers

# 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



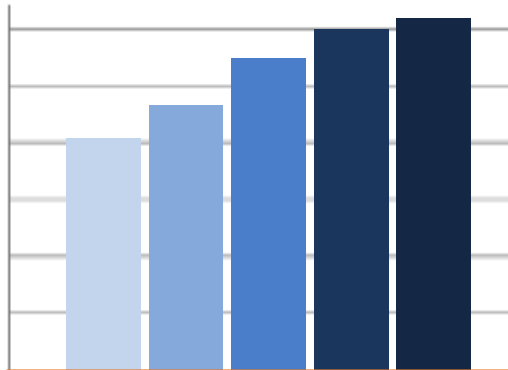
# Successes to Date



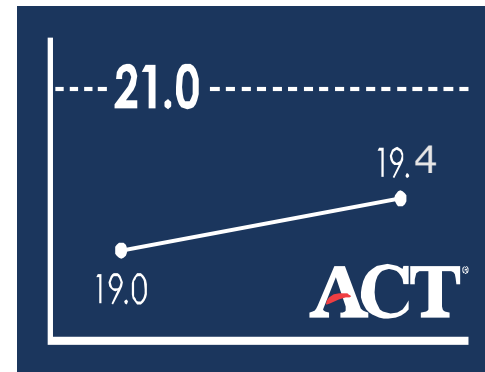
**Fastest improving state  
in the nation on 4<sup>th</sup> and  
8<sup>th</sup> grade NAEP**



**Fastest growing graduation  
rate of any state**



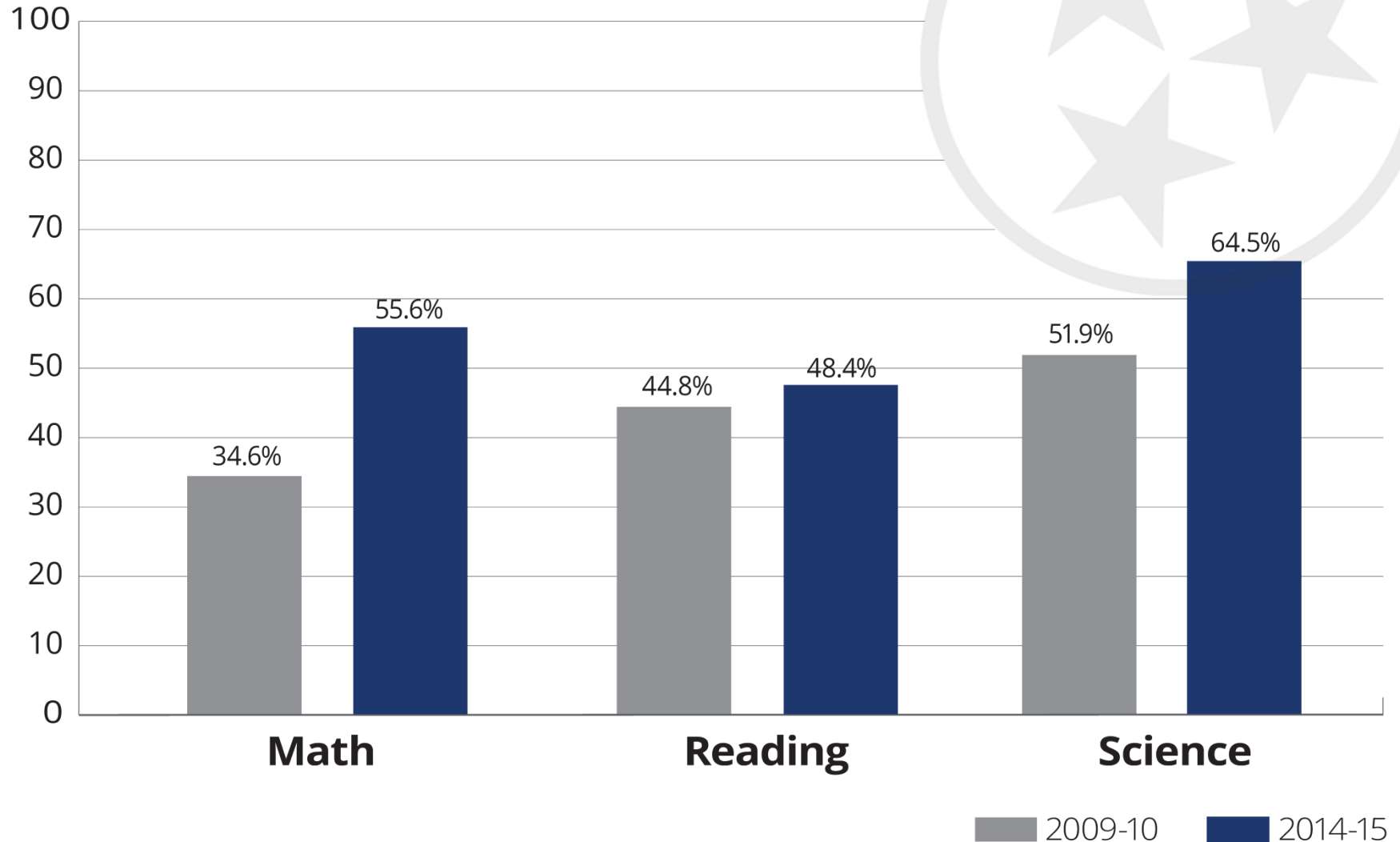
**Consistent gains on TCAP  
every year since new  
assessments in 2010**



**ACT statewide average  
has increased to 19.4**

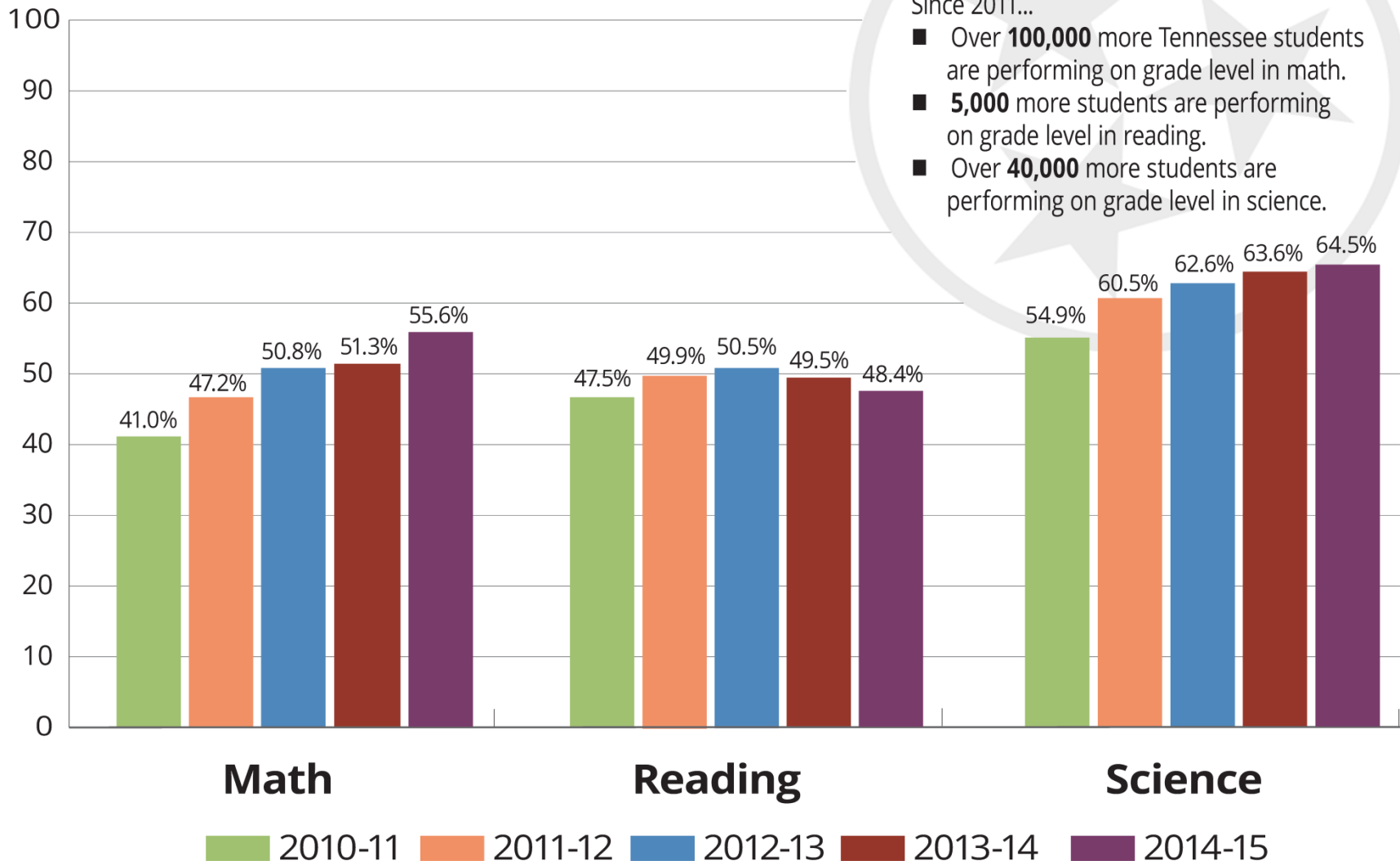
# GRADES 3-8 TCAP PERFORMANCE

Recent Growth in Percentage of Students Proficient and Advanced by Subject



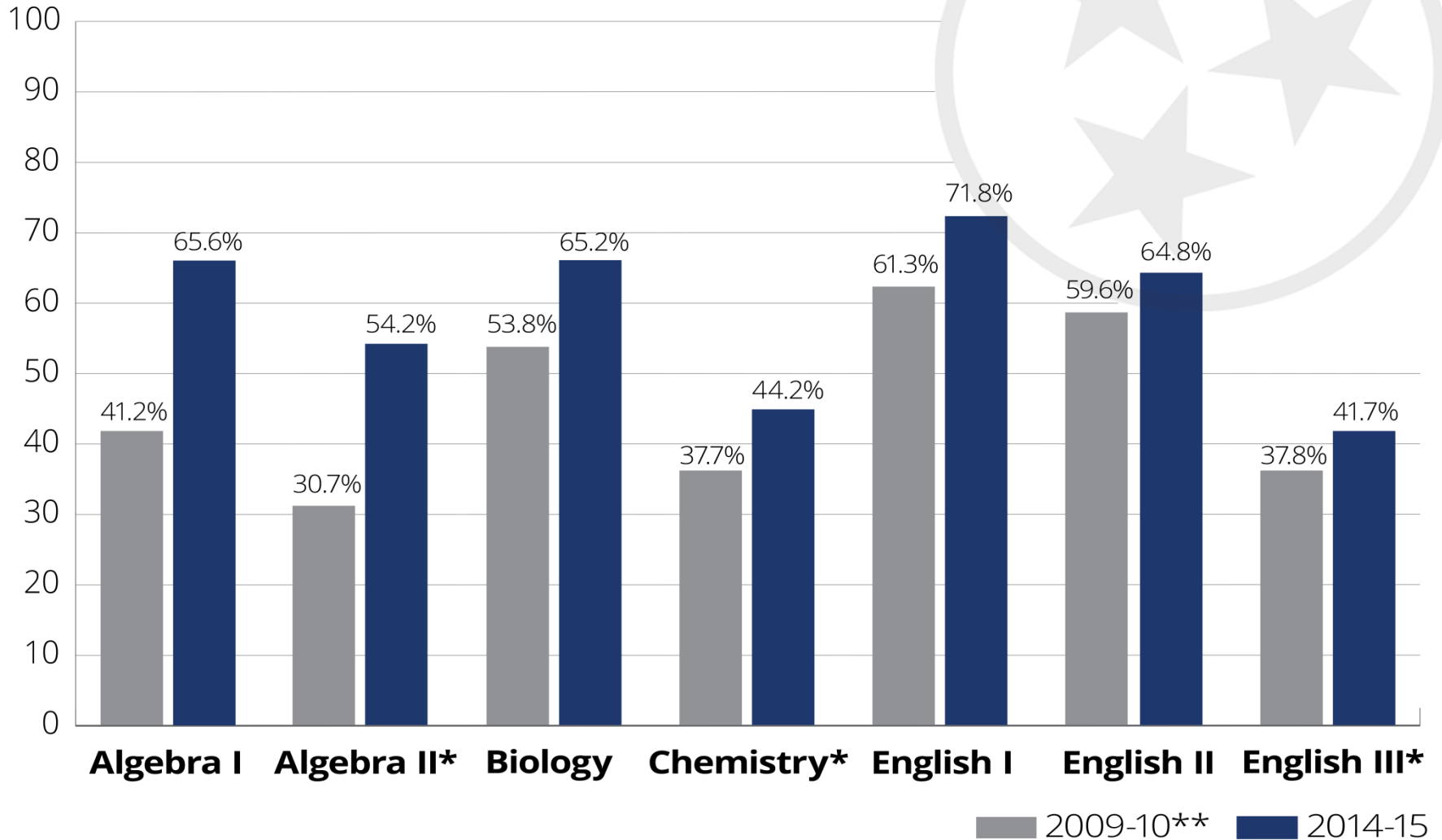
# GRADES 3-8 TCAP PERFORMANCE

Percentage of Students Proficient and Advanced by Subject



# HIGH SCHOOL TCAP PERFORMANCE

Recent Growth in Percentage of Students Proficient and Advanced by Subject



\*\*The state began implementing higher standards through the Tennessee Diploma Project in 2009-10.

\*The initial comparison 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.**

# Tennessee Promise

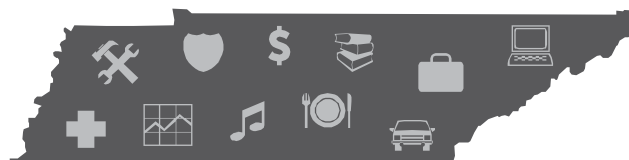
**Free, Public K-14 System**

**Grades  
K-12**

**Grades  
13-14**

**Additional Postsecondary  
Education and Career  
Opportunities**

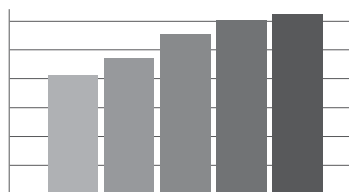
# It's now our responsibility to set students up for success.



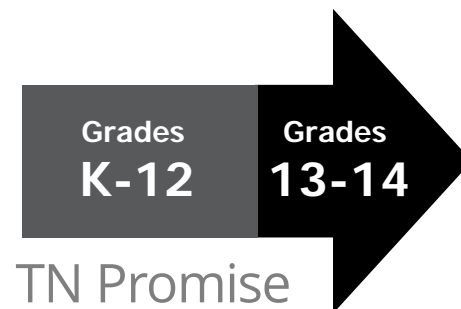
Changing World



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



Progress



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 4<sup>th</sup> and 8<sup>th</sup> 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.





# Components of Evaluation

# Components of Evaluation

- Qualitative includes:
  - Observations in Planning, Environment, Instruction and Professionalism rubrics
- Quantitative includes:
  - Growth measure
    - TVAAS or comparable measure
  - Achievement measure
    - Goal set by teacher and evaluator

# 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		<b>Note:</b> All 3 domains must be evaluated each school year	1 Walkthrough	
	Professionalism Scoring		Professionalism Scoring		Professionalism Scoring		Professionalism Scoring	
End of Year								

# Pacing

Licensure Status	Previous Individual Growth/Final Evaluation Score	Minimum Required Classroom Visits	Minimum Required Observations per Domain
<b>Apprentice</b>	1-4	Four classroom visits, 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
<b>Professional</b>	1	Four classroom visits, with a minimum of three domains observed in each semester	3 Instruction 2 Planning 2 Environment
	2-4	Two classroom visits 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

# Origin of the TEAM rubric

**The department partnered with NIET to adapt their rubric for use in Tennessee.**

The NIET rubric is based on research and best practices from multiple sources. In addition to the research from Charlotte Danielson and others, NIET reviewed instructional guidelines and standards developed by numerous national and state teacher standards organizations. From this information they developed a comprehensive set of standards for teacher evaluation and development.

# Origin of the TEAM rubric

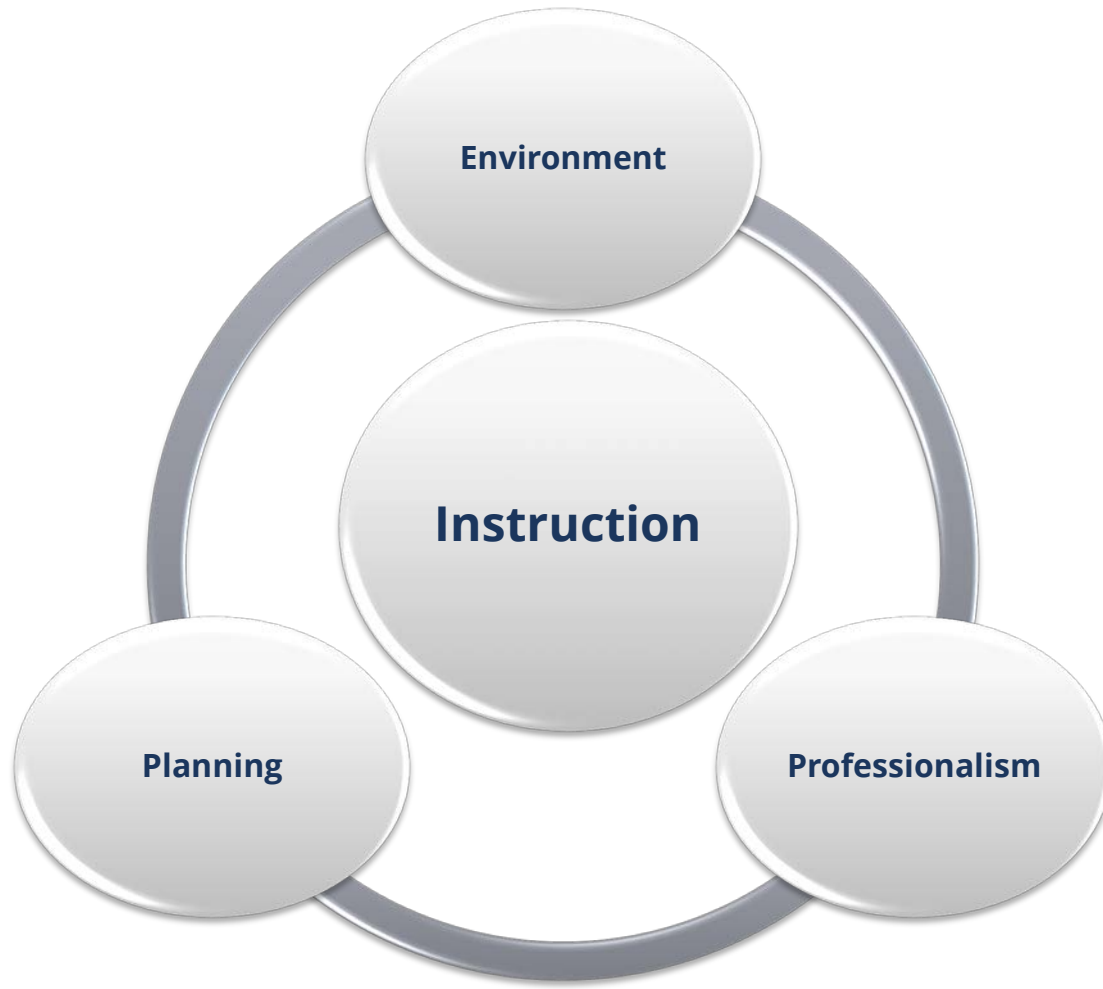
Work that informed the NIET rubric included

- The Interstate New Teacher Assessment and Support Consortium (INTASC)
- The National Board for Professional Teacher Standards
- Massachusetts' Principles for Effective Teaching
- California's Standards for the Teaching Profession
- Connecticut's Beginning Educator Support Program
- The New Teacher Center's Developmental Continuum of Teacher Abilities

# Rubrics

- General Educator
- Library Media Specialist
- School Services Personnel
  - School Audiologist Pre-K–12
  - School Counselor Pre-K–12
  - School Social Worker Pre-K–12
  - School Psychologist Pre-K–12
  - Speech/Language Therapist
  - May be used at the discretion of LEA for other educators who do not have direct instructional contact with students, such as instructional coaches who work with teachers.

# TEAM Teacher Evaluation Process





# 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

# Coaching Conversations (Video)



# Observation Guidance

- **Coaching conversation**
- **Observing multiple domains during one classroom visit**
  - Districts are encouraged to 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.

# Framing Questions (Activity)

- Why do we believe that teacher evaluations are important?
- What should be accomplished by teacher evaluations?
- What beliefs provide a foundation for an effective evaluation?

# 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.

# 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.

# Materials



## **Tennessee Educator Acceleration Model**

### **TEAM Teacher Evaluation**

### **Rubric & Guidance Documents**

2016-17

*The contents of this manual were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.*



## **Tennessee Educator Acceleration Model**

### **TEAM Teacher Evaluation**

### **Supplemental Materials**

2016-17

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## Chapter 2: Diving into the Rubric



# Evaluator Expectations

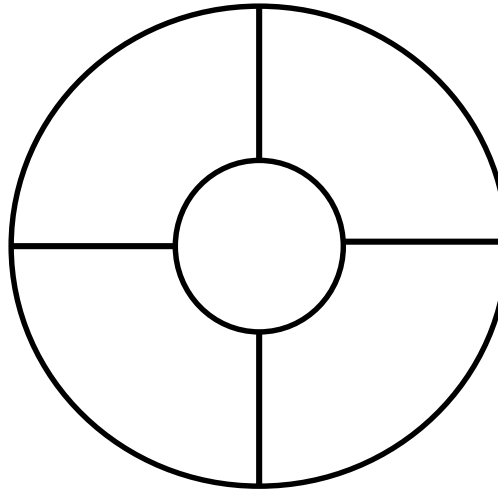
- Initially, evaluators aren't expected to be perfectly fluent in the TEAM rubric.
- The rubric is **not** a checklist of teacher behaviors. **It is used holistically.**
- Just being exposed to the rubric is not sufficient for full fluency.
- Fully fluent use of the rubric means using student actions and discussions to analyze the qualitative effects of teacher practice on student learning.
- We'll learn how to use it together through practice.

# The Value of Practice

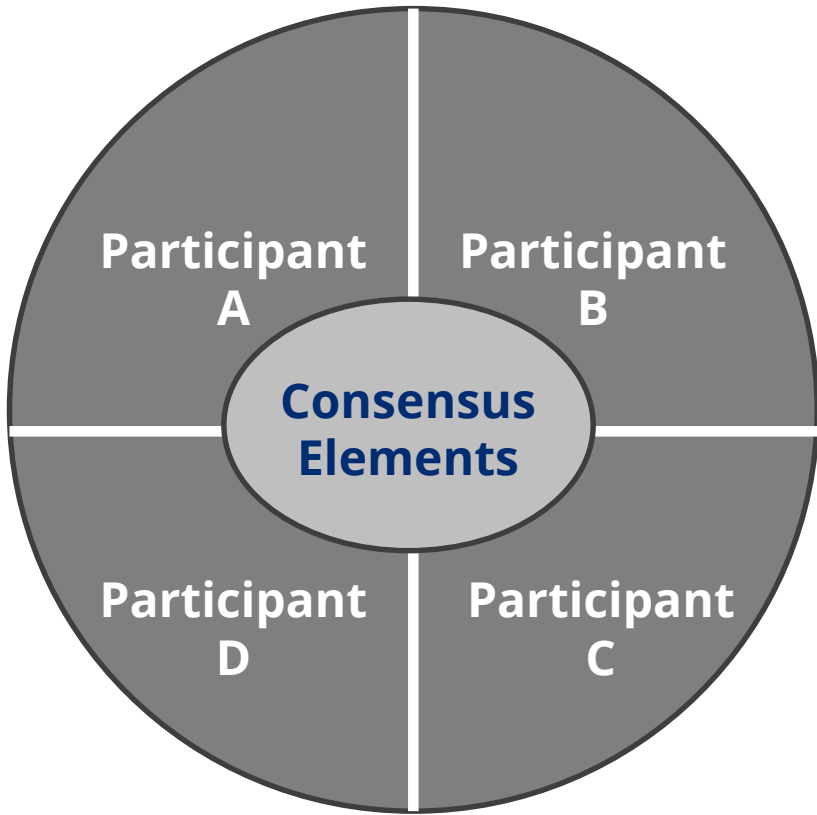
- To utilize the rubric tool effectively, each person has to develop his/her skills in order to analyze and assess each indicator in practical application.
- Understanding and expertise will be increased through exposure and engagement in simulated or practice episodes.
- This **practice** will define the evaluator's understanding and strengthen his/her skills as an evaluator.

# Placemat Consensus

1. Draw a large circle with a smaller circle inside
2. Divide the outer circle in sections for the number of people in your group.
3. Each person will write responses to the topic in their space on the placemat.
4. The group will write their common responses to the topic in the center circle.



# Placemat Consensus (Activity)



- 2 minutes to write individually
- 3 minutes to talk and reach consensus
- 5 minutes to debrief

**QUESTION:** What do you look for when observing and evaluating a lesson?

# Effective Lesson Summary

- Defined daily objective that is clearly communicated to students
- Student engagement and interaction
- Alignment of activities and materials throughout lesson
- Rigorous student work, citing evidence and using complex texts
- Student relevancy
- Numerous checks for mastery
- Differentiation
- ***Student response to instruction***

# TEAM Rubric

The department has worked with NIET to define a set of professional indicators, known as the **Instructional Rubrics**, to measure **teaching skills, knowledge, and responsibilities of the teachers in a school**.

Instruction			
	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives	<ul style="list-style-type: none"> <li>All learning objectives are clearly and explicitly communicated, connected to state standards and referenced throughout lesson.</li> <li>Sub-objectives are aligned and logically sequenced to the lesson's major objective.</li> <li>Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines.</li> <li>Expectations for student performance are clear, demanding, and high.</li> <li>There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.</li> </ul>	<ul style="list-style-type: none"> <li>Most learning objectives are communicated, connected to state standards and referenced throughout lesson.</li> <li>Sub-objectives are mostly aligned to the lesson's major objective.</li> <li>Learning objectives are connected to what students have previously learned.</li> <li>Expectations for student performance are clear.</li> <li>There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.</li> </ul>	<ul style="list-style-type: none"> <li>Few learning objectives are communicated, connected to state standards and referenced throughout lesson.</li> <li>Sub-objectives are inconsistently aligned to the lesson's major objective.</li> <li>Learning objectives are rarely connected to what students have previously learned.</li> <li>Expectations for student performance are vague.</li> <li>There is evidence that few students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.</li> </ul>

# The Parts of the Rubric: Domains

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# The Parts of the Rubric: Indicators

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# The Parts of the Rubric: Descriptors

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# The Parts of the Rubric: Performance Levels

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# Standards and Objectives

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	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives	<ul style="list-style-type: none"> <li>All learning objectives are clearly and explicitly communicated, connected to state standards and referenced throughout lesson.</li> <li>Sub-objectives are aligned and logically sequenced to the lesson's major objective.</li> <li>Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>Most learning objectives are communicated, connected to state standards and referenced throughout lesson.</li> <li>Sub-objectives are mostly aligned to the lesson's major objective.</li> <li>Learning objectives are connected to what students have previously learned.</li> </ul>	<ul style="list-style-type: none"> <li>Few learning objectives are communicated, connected to state standards and referenced throughout lesson.</li> <li>Sub-objectives are inconsistently aligned to the lesson's major objective.</li> <li>Learning objectives are rarely connected to what students have previously learned.</li> </ul>
	<ul style="list-style-type: none"> <li>Expectations for student performance are clear, demanding, and high.</li> <li>There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.</li> </ul>	<ul style="list-style-type: none"> <li>Expectations for student performance are clear.</li> <li>There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.</li> </ul>	<ul style="list-style-type: none"> <li>Expectations for student performance are vague.</li> <li>There is evidence that few students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.</li> </ul>

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# Instructional Domain (Activity)

- Highlight key words from the descriptors under the “**At Expectations**” column for the remaining indicators with your shoulder partner.
- You will have 15 minutes to complete this.
- Those who have participated in this activity before will look for the common threads that run throughout the Instructional rubric.

# Reflection Questions (Activity)

- What were some of your key takeaways?
- How is the rubric interconnected? (what threads do you see throughout the indicators?)
- Where do you see overlap?
- If we are doing this at a **proficient level** for the teacher, what are the “look fors” at the **student** level?

# For early finishers...

- Begin making explicit connections between the key words that you have highlighted and actual classroom practices.
- What would some of these descriptors and key words look like in a classroom observation in different settings. (e.g., Early Childhood, CTE, Interventionists)
- Write down the applications that you have made for each of the key words that you highlighted and be prepared to share those when the trainer asks for them.

# Look Back at Your Consensus Maps...

- Find the parts of the rubric that correspond to your consensus maps.
- For example, if you put “there needs to be an objective” in your consensus map, where in the rubric would that be found?

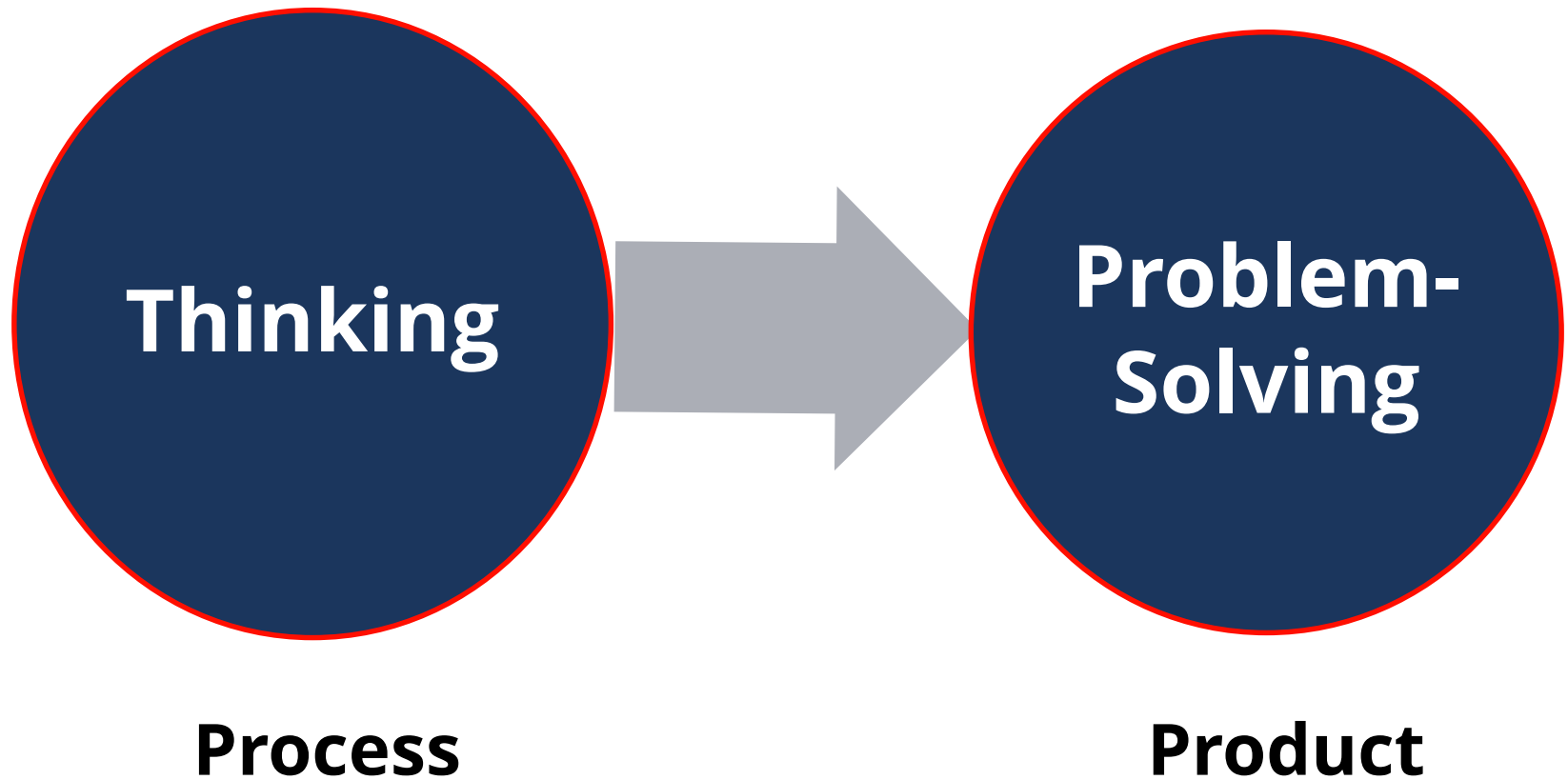
# Before we share out...

- The TEAM rubric is a holistic tool. What does this mean?
  - **Holistic:** relating to or concerned with wholes or with complete systems.
- What does this mean about the use of this evaluation and observation tool?
  - In order to use the rubric **effectively**, both observer and those being observed have to see that each of the parts of each domain can only be understood when put in **context of the whole**.

# Before we share out...

- The rubric is not a checklist.
- Teaching, and observations of that teaching, cannot only be a “yes/ no” answer.
- Only through an understanding of the **holistic** nature of the rubric can we see that many of these parts have to be put in context with each classroom, and with reference to **all the other “parts”** that go into teaching.

# The Thinking and Problem-Solving Link



# Thinking and Problem-Solving Link

- Thinking and Problem Solving as described in the rubric are what we expect from **student** actions.
- All other indicators should ***culminate*** in high-quality thinking and problem solving by students. How?



- RTI<sup>2</sup> Tier I instruction is synonymous with **effective, differentiated instruction**.
- Effective observation of RTI<sup>2</sup> Tier II and Tier III contexts requires a strong understanding of **holistic** scoring.
- Observation requires **intentionality** to determine when it is appropriate to observe an educator in an intervention setting.
- **Be intentional about using professional judgment to determine which rubric is the most appropriate for an educator.**

# Planning Domain (Activity)

- Highlight key words from the descriptors under the “**At Expectations**” column with your shoulder partner.
- You will have 15 minutes to complete this.
- Those who have participated in this activity before will look for the **common threads** that relate to the Instructional rubric.

# Planning—Instructional Plans

Planning			
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# Planning—Student Work

Planning			
	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Student Work	<p>Assignments require students to:</p> <ul style="list-style-type: none"> <li>organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it;</li> <li>draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and</li> <li>connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.</li> </ul>	<p>Assignments require students to:</p> <ul style="list-style-type: none"> <li>interpret information rather than reproduce it;</li> <li>draw conclusions and support them through writing; and</li> <li>connect what they are learning to prior learning and some life experiences.</li> </ul>	<p>Assignments require students to:</p> <ul style="list-style-type: none"> <li>mostly reproduce information;</li> <li>rarely draw conclusions and support them through writing; and</li> <li>rarely connect what they are learning to prior learning or life experiences.</li> </ul>



# Planning—Assessment

Planning			
	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Assessment	<p>Assessment Plans:</p> <ul style="list-style-type: none"> <li>are aligned with state content standards;</li> <li>have clear measurement criteria;</li> <li>measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test);</li> <li>require extended written tasks;</li> <li>are portfolio-based with clear illustrations of student progress toward state content standards; and</li> <li>include descriptions of how assessment results will be used to inform future instruction.</li> </ul>	<p>Assessment Plans:</p> <ul style="list-style-type: none"> <li>are aligned with state content standards;</li> <li>have measurement criteria;</li> <li>measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test);</li> <li>require written tasks; and</li> <li>include performance checks throughout the school year.</li> </ul>	<p>Assessment Plans:</p> <ul style="list-style-type: none"> <li>are rarely aligned with state content standards;</li> <li>have ambiguous measurement criteria;</li> <li>measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); and</li> <li>include performance checks, although the purpose of these checks is not clear.</li> </ul>

# Guidance on Planning Observations

- The spirit of the Planning domain is to assess how a **teacher plans a lesson that results in effective classroom instruction for students.**
- Specific requirements for the lesson plan itself are entirely a district and/or school decision.
- Unannounced planning observations
- Evaluators should ***not*** accept lesson plans that are excessive in length and/or that only serve an evaluative rather than an instructional purpose.

# Making Connections: Instruction and Planning (Activity)

- Review indicators and descriptors from the Planning domain to identify connecting or overlapping descriptors from the Instruction domain.
- Discuss the connections between the Instruction domain and the Planning domain.
- Discuss how these connections will inform the scoring of the Planning domain and why.
- Be ready to share out.



# Chapter 3: Pre-Conferences

# Planning for a Pre-Conference (Activity)

- Evaluators often rely too heavily on physical lesson plans to assess the Planning domain.
  - Evaluators should **still** review lesson plans
- Use the following guiding questions:
  - What do you want **students** to know and be able to do?
  - 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 might 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?
- What questions relate to teacher actions and which questions to student actions?
- How do our questions compare to the ones asked?

# Pre-Conference Video

# Pre-Conference Reflection (Activity)

- What questions did the conference leader ask?
- How did these compare to the ones you would have asked?
- What questions do you still have?





# Chapter 4: 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.**

# Evidence Collecting Tips

1. Monitor and record time
2. Use short-hand as appropriate for you
3. Pay special attention to questions and feedback
4. Record key evidence verbatim
5. Circulate without disrupting
6. Focus on what students are saying and doing, not just the teacher

# Sample Evidence Collection Notes

Academic  
Feedback

- Students need words w/ timer
- says action when it is time to start

(AF)

"last time you had 9 also" (words)

(ms)

high 5 - awesome! Good job

- last time Jada you had 10  
and twelve

- timer goes off

01:03:18

Motivating  
Students

Time

# Sample Evidence Collection Notes

Students

S enter shot - move to kidney table

Teacher

T sits @ kidney table w/ small group

Standards & Objectives

SO

PIC

We will need w/ (Objectives)  
w/ rate

Presenting Instructional Content

examining

phrasing

# Observing Classroom Instruction

- After viewing the lesson, we will **categorize** 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!

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

- What did the teacher teach?
- What did the **students** and teacher do to work toward mastery?
- What did the students learn, and ***how do we know?***



# Watch a Lesson

- We will now watch a lesson and apply some of the learning we have had so far about the rubric.
- Each group will only categorize their evidence for 1-2 indicators on the rubric.
- In order to do this, it is imperative that you capture **as much evidence as you can during the lesson.**
- You will be assigned which indicator(s) **after** the lesson.

# 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**.

# Video #1

# Evaluation of Classroom Instruction

- Reflect on the lesson you just viewed and the evidence you collected.
- Based on the evidence, do you view this teacher's instruction as **Above Expectations, At Expectations, or Below Expectations?**
  - Thumbs up: Above Expectations
  - Thumbs down: Below Expectations
  - In the middle: At Expectations

# Categorize and Score your Indicator(s)

- Each group will be assigned 1-2 indicators plus Thinking and Problem Solving.
- You will have 20 minutes to complete your indicator(s)
- First, with a partner in your group agree upon the evidence that you captured for your indicator. Do not score yet!
- Once all partners have agreed upon their evidence, the group should reach consensus and agree upon evidence.
- Only then should you score your assigned indicator(s)

# Did you remember to ask yourself these questions?

- What did the teacher teach?
- What did the students and teacher do to work toward mastery?
- What did the students learn, and **how do we know?**

# Debrief Evidence and Scores

- Whole group will debrief the evidence that was captured and the scores that were given.



# Chapter 5: Post-Conferences



# Post-Conference Round Table (Activity)

- What is the purpose of a post-conference?
- As a **classroom teacher**, what **do you want** from a post-conference?
- As a **classroom teacher**, what **don't you want** from a post-conference?
- As an **evaluator**, what **do you want** from a post-conference?
- As an **evaluator**, what **don't you want** from a post-conference?

# 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**

# Developing Coaching Questions

- Questions should be open-ended.
- Questions should ask teachers to reflect on practice and student learning.
- Questions should align to rubric and be grounded in evidence.
- Questions should model the type of questioning you would expect to see between teachers and students.
  - I.e., open ended, higher order, reflective

# Examples of Coaching Questions

## Questions that clarify goals:

- What kind of background information did students need to have?
- What did you want students to learn or be able to do?
- How did you decide what you wanted to teach?

## Questions that gauge success of the lesson:

- How were you assessing the students during the lesson?
- What were you looking for or listening for to determine if students were able to master the objective?

# Examples of Coaching Questions

## Questions that anticipate approaches:

- What problems did you anticipate students would have mastering this objective?
- Tell me about activities you planned and how they supported the objective.

## Questions that reflect on the students:

- Who was successful with this lesson and how did you know?
- What were you able to do to help them be successful?
- Who struggled with this lesson?
- Why do you think they struggled?

# Examples of Coaching Questions

Questions that summarize and recall details:

- What do you think went well during the lesson?
- How do you know that?
- What evidence did you see that...?
- Why is that important?

Questions that analyze causal factors:

- What do you think caused...?
- What impact do you think that had on...?
- What was different between what you envisioned and what happened?

# Examples of Coaching Questions

Questions  
that  
construct  
new learning/  
application:

- What do you want to be mindful of from now on?
- How might this affect student learning?
- How else might this look in your class?



# Examples of Coaching Questions

Questions  
that commit  
to application:

- How do you plan to apply what we have talked about?
- What can you do to maintain this new focus?

Questions  
that reflect on  
the process:

- As you reflect on this conversation, how has it supported your learning?
- How might what we talked about impact your thinking on (a specific indicator)?

# Selecting Areas of Reinforcement and Refinement

- Choose the areas that will give you the “biggest bang for your buck”.
- Do not choose an area of refinement that would overlap your area of reinforcement, or vice-versa.
- Choose areas for which you have **specific and sufficient evidence**.

# Identify Examples: Reinforcement

- Identify **specific examples** from your evidence notes of the area being reinforced. Examples should **contain exact quotes** from the lesson or vivid descriptions of actions taken.
- E.g., if your area of reinforcement is academic feedback, you might highlight the following:
  - In your opening, you adjusted instruction by giving specific academic feedback.
  - “You counted the sides to decide if this was a triangle. I think you missed a side when you were counting. Let’s try again,” instead of just saying, “Try again.”

# Identify Examples: Refinement

- Identify **specific examples** from your evidence notes of the area being refined. Examples should **contain exact quotes** from the lesson or vivid descriptions of actions taken.
- E.g., if your area of refinement is questioning, you might highlight the following:
  - Throughout your lesson you asked numerous questions, but they all remained at the 'remember level.' You said, "Is this a triangle?" instead of, "How do you know this is a triangle?"
  - Additionally, you only provided wait time for three of the six questions you asked.

# Post-Conference Video

# Post-Conference Debrief (Activity)

- Discuss with your table group parts of the post-conference that were effective and the reasons why.
- Discuss with your table group at least one way the evaluator could improve and why.
- Be ready to share with the group.

# Procedural vs. Conceptual Understanding

**Procedural  
Knowledge**

**Conceptual  
Knowledge**

Beginning of  
understanding





Thorough  
understanding/  
independence

# Environment Domain (Activity)

- Just like we did for the other domains, highlight the important words from the descriptors of the Environment domain.
- Those who have participated in this activity before will look for the common threads that relate to the Instructional and Planning rubric.



# Environment Domain

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
<b>Expectations</b>  	<ul style="list-style-type: none"> <li>Teacher sets high and demanding academic expectations for every student.</li> <li>Teacher encourages students to learn from mistakes.</li> <li>Teacher creates learning opportunities where all students can experience success.</li> <li>Students take initiative and follow through with their own work.</li> <li>Teacher optimizes instructional time, teaches more material, and demands better performance from every student.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher sets high and demanding academic expectations for every student.</li> <li>Teacher encourages students to learn from mistakes.</li> <li>Teacher creates learning opportunities where most students can experience success.</li> <li>Students complete their work according to teacher expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher expectations are not sufficiently high for every student.</li> <li>Teacher creates an environment where mistakes and failure are not viewed as learning experiences.</li> <li>Students demonstrate little or no pride in the quality of their work.</li> </ul>
<b>Managing Student Behavior</b>  	<ul style="list-style-type: none"> <li>Students are consistently well-behaved and on task.</li> <li>Teacher and students establish clear rules for learning and behavior.</li> <li>The teacher overlooks inconsequential behavior.</li> <li>The teacher deals with students who have caused disruptions rather than the entire class.</li> <li>The teacher attends to disruptions quickly and firmly.</li> </ul>	<ul style="list-style-type: none"> <li>Students are mostly well-behaved and on task, some minor learning disruptions may occur.</li> <li>Teacher establishes rules for learning and behavior.</li> <li>The teacher uses some techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior.</li> <li>The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson.</li> <li>The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class.</li> </ul>	<ul style="list-style-type: none"> <li>Students are not well-behaved and are often off task.</li> <li>Teacher establishes few rules for learning and behavior.</li> <li>The teacher uses few techniques to maintain appropriate student behavior.</li> <li>The teacher cannot distinguish between inconsequential behavior and inappropriate behavior.</li> <li>Disruptions frequently interrupt instruction.</li> </ul>
<b>Environment</b>  	<p>The classroom:</p> <ul style="list-style-type: none"> <li><u>welcomes</u> all members and guests.</li> <li><u>is</u> organized and understandable to all students.</li> <li><u>supplies</u>, equipment, and resources are all easily and readily accessible.</li> <li><u>displays</u> student work that frequently changes.</li> <li><u>is</u> arranged to promote individual and group learning.</li> </ul>	<p>The classroom:</p> <ul style="list-style-type: none"> <li><u>welcomes</u> most members and guests.</li> <li><u>is</u> organized and understandable to most students.</li> <li><u>supplies</u>, equipment, and resources are accessible.</li> <li><u>displays</u> student work.</li> <li><u>is</u> arranged to promote individual and group learning.</li> </ul>	<p>The classroom:</p> <ul style="list-style-type: none"> <li><u>is</u> somewhat cold and uninviting.</li> <li><u>is</u> not well organized and understandable to students.</li> <li><u>supplies</u>, equipment, and resources are difficult to access.</li> <li><u>does</u> not display student work.</li> <li><u>is</u> not arranged to promote group learning.</li> </ul>
<b>Respectful Culture</b>  	<ul style="list-style-type: none"> <li>Teacher-student interactions demonstrate caring and respect for one another.</li> <li><u>Students</u> exhibit caring and respect for one another.</li> <li>Positive relationships and interdependence characterize the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.</li> <li>Students exhibit respect for the teacher, and are generally polite to each other.</li> <li>Teacher is sometimes receptive to the interests and opinions of students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student interactions are sometimes authoritarian, negative, or inappropriate.</li> <li>Students exhibit disrespect for the teacher.</li> <li>Student interaction is characterized by conflict, sarcasm, or put-downs.</li> <li>Teacher is not receptive to interests and opinions of students.</li> </ul>

# Environment and Instruction Connections

	Environment	Instruction
Expectations	Teacher sets high and demanding expectations for every student.	<p><b><u>S/O</u></b>: Expectations for student performance are clear.</p> <p>There is evidence that most students demonstrate mastery of the objective.</p>
	Teacher encourages students to learn from mistakes.	<p><b><u>PIC</u></b>: Presentation of content includes modeling by the teacher to demonstrate performance expectations.</p>
	Teacher creates learning opportunities where most students can experience success.	<p><b><u>AM</u></b>: Activities and materials are challenging.</p> <p><b><u>Q</u></b>: Questions sometimes require active responses.</p> <p><b><u>AF</u></b>: Feedback from students is used to monitor and adjust instruction</p>
	Students complete work according to teacher expectations.	<p><b><u>TKS</u></b>: Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught</p>

# Video #2

# Evaluation of Classroom Instruction

- Reflect on the lesson you just viewed and the evidence you collected.
- Based on the evidence, do you view this teacher's instruction as **Above Expectations, At Expectations, or Below Expectations?**
  - Thumbs up: Above Expectations
  - Thumbs down: Below Expectations
  - In the middle: At Expectations

# Next Steps

- Hold on to your evidence and make sure you bring it with you tomorrow.
- Optional Homework:
  - Try labeling your evidence with the short-hand we discussed today.
  - **List any follow up questions you would need to ask the teacher.**
- We will score this lesson tomorrow based on the evidence you collected today.

# Wrap-up for Today

- As we reflect on our work today, please use two post-it notes to record the following:
  - One “Ah-ha!” moment
  - One “Oh no!” moment
  - Please post to the chart paper
- Expectations for tomorrow:
  - We will continue to collect and categorize evidence and have a post-conference conversation



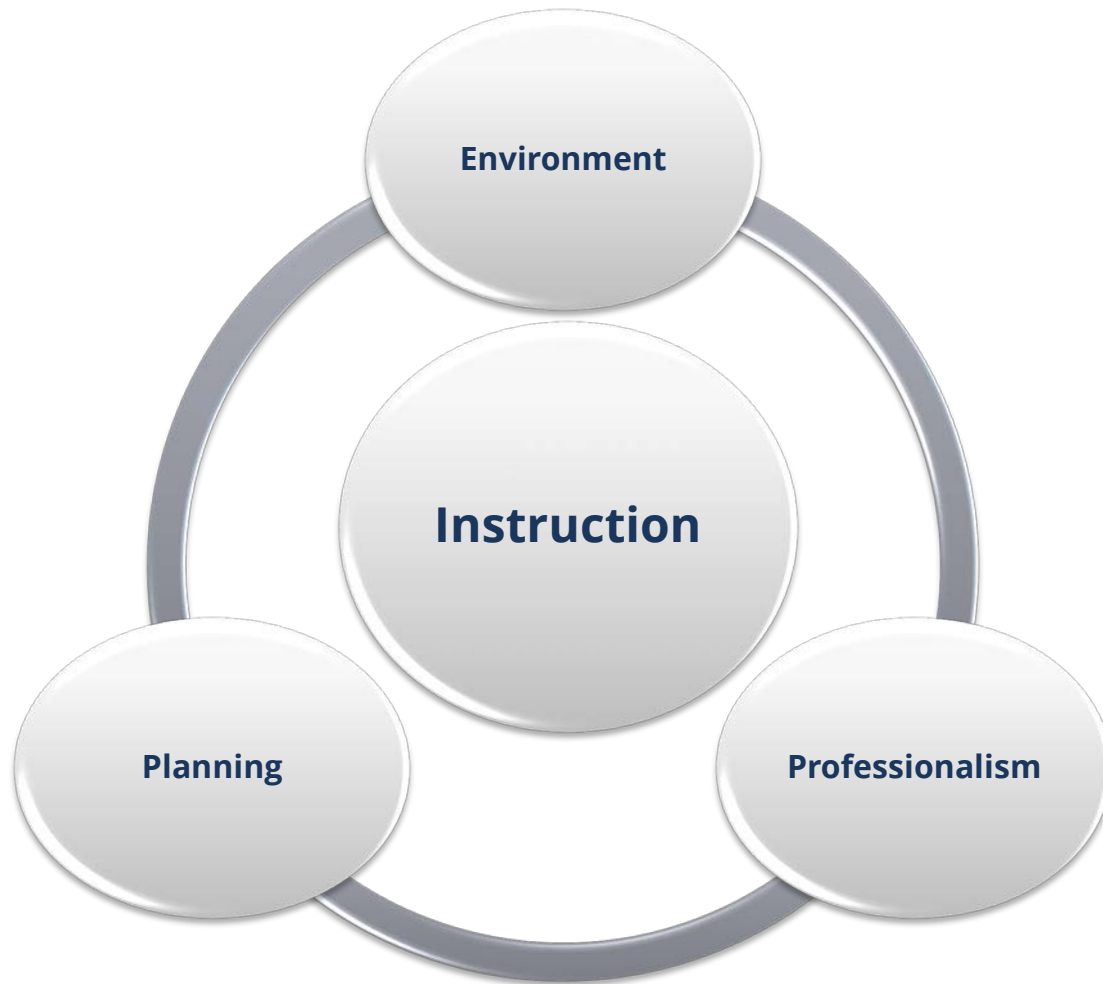
**This concludes Day 1.  
Thank you for your  
participation!**



Welcome to Day 2!



# TEAM Teacher Evaluation Process



# Day 2 Objectives

Participants will:

- Continue to build understanding of the importance of collecting evidence to accurately assess classroom instruction.
- Understand the quantitative portion of the evaluation.
- Identify the critical elements of summative conferences.
- Discuss data system and websites.

# 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.

# Agenda: Day 2

Day	Components
Day Two	<ul style="list-style-type: none"><li>•Post-Conferences</li><li>•Professionalism Rubric</li><li>•Alternate Rubrics</li><li>•Quantitative Measures</li><li>•Closing out the Year</li></ul>



# Chapter 6: Evidence and Scoring

# Evidence and Scores

- In order to accurately score any of the indicators, you need to have sufficient and appropriate evidence captured and categorized.
- Evidence is ***not*** simply restating the rubric.
- Evidence ***is***:
  - **What the students say/do**
  - What the teacher says/does

# Categorizing Evidence and Assigning Scores

- Using the template provided, you will categorize evidence and assign scores for the Instruction domain.
- Using the template provided, you will also categorize evidence collected and assign scores on the Environment domain.

# Consensus Scoring (Activity)

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



# Last Practice...

- This is the third and final practice video during our training.
- You will watch the lesson, collect evidence, categorize the evidence, and score the instructional indicators on your own.
- 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

# Video #3

# Categorizing Evidence and Assigning Scores (Activity)

- Work independently to categorize evidence for all 12 Instruction indicators.
- After you have categorized evidence, assign scores for each indicator. Are there clarifying questions you would ask the teacher prior to your post-conference?
- When you have finished, you may check with a trainer to compare your scores with those of the national raters.

# Writing Your Post-Conference Plan (Activity)

**On the sheet provided, write your:**

- Area of reinforcement (relative strength)
- Self-reflection question
- Evidence from lesson

# Writing Your Post-Conference Plan (Activity)

**On the sheet provided, write your:**

- Area of refinement
- Self-reflection question
- Evidence from lesson
- Recommendation to improve



# Chapter 7: Professionalism

# Professionalism Form



## TEAM Professionalism Rating Report

Teacher Name \_\_\_\_\_ Date \_\_\_\_\_

License Number \_\_\_\_\_

Evaluator Name \_\_\_\_\_ School Name \_\_\_\_\_

Indicator	Score
1. Professional Growth and Learning	
2. Use of Data	
3. School and Community Involvement	
4. Leadership	

Area of Reinforcement:

Area of Refinement:

Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

- Form applies to all teachers
- Completed within last six weeks of school year
- Based on activities from the full year
- Discussed with the teacher in a conference

# Professionalism Rubric

Indicator	5	3	1
1. Professional Growth and Learning	<ul style="list-style-type: none"> <li>• Uses feedback from observations and self-assessment to significantly improve performance in identified areas of need.</li> <li>• Is consistently prepared and highly engaged in professional learning opportunities.</li> <li>• Engages in evaluation process with eagerness by seeking out feedback from both supervisors and colleagues.</li> <li>• Consistently self-reflects on evidence of instruction, accurately matching evidence to the rubric in both areas of strength and areas of growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses feedback from observations, self-assessment, and to implement and reflect on personal improvement strategies.</li> <li>• Is prepared and engaged in appropriate professional learning opportunities.</li> <li>• Engages in evaluation process with evidence of focus on improving practice and openness to feedback.</li> <li>• Self-reflections on evidence of instruction largely match the expectations of the rubric.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently uses feedback from observations to improve. Demonstrates little evidence of growth on targeted indicators.</li> <li>• Is unprepared or disengaged in professional learning opportunities provided.</li> <li>• Engages in evaluation process without evidence of focus on continuous improvement of practice.</li> <li>• Self-reflections do not match the expectations of the rubric or assessment of the evaluator.</li> </ul>
2. Use of Data	<ul style="list-style-type: none"> <li>• Systematically and consistently utilizes formative and summative school and individual student achievement data to:               <ul style="list-style-type: none"> <li>○ Analyze the strengths and weaknesses of all his/her students.</li> <li>○ Plan, implement and assess instructional strategies to increase student achievement and decrease achievement gaps between subgroups of students.</li> <li>○ Plan future instructional units based on the analysis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions to increase student achievement.</li> <li>• Analyzes student work to guide planning of instructional units.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions related to student achievement.</li> </ul>



# Professionalism Rubric

	<ul style="list-style-type: none"> <li>of his/her students' work.</li> <li>○ Reflect on use of instructional strategies that led or impeded student learning.</li> </ul>		
3. School and Community Involvement	<ul style="list-style-type: none"> <li>• Regularly organizes and leads school activities and events that positively impact school results and culture.</li> <li>• Always adheres to school and district personnel policies and serves as a leader and model for others.</li> <li>• Regularly works with peers to contribute to a safe and orderly learning environment and actively facilitates improvement in school-wide culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly supports and contributes to school activities and events.</li> <li>• Regularly adheres to school and district personnel policies.</li> <li>• Regularly works with peers to contribute to a safe and orderly learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely supports school activities and events.</li> <li>• Inconsistently adheres to school and district personnel policies.</li> <li>• Rarely works with peers to contribute to a safe and orderly learning environment.</li> </ul>
4. Leadership	<ul style="list-style-type: none"> <li>• Actively and consistently contributes to the school community by assisting and/or mentoring others, including successful engagement in three or more of the following:               <ul style="list-style-type: none"> <li>○ Collaborative planning with subject and/or grade level teams</li> <li>○ Actively leading in a Professional Learning Community</li> <li>○ Coaching/mentoring</li> <li>○ Supervising clinical experiences</li> <li>○ Leading data driven professional learning opportunities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Contributes to the school community by assisting others, including at least two of the following:               <ul style="list-style-type: none"> <li>○ Collaborative planning with subject and/or grade level teams</li> <li>○ Actively participating in a Professional Learning Community</li> <li>○ Coaching/mentoring</li> <li>○ Supervising clinical experiences</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently contributes to the school community by assisting and/or mentoring others.</li> </ul>

# Rubric Activity

## **With a partner (15 min.)**

- Identify the main differences between the performance levels for each indicator. (Begin at Expectations)
- What would that look like in reality?
- List examples of evidence that could be used to score each indicator.



# Chapter 8: Alternate Rubrics

# When to Use an Alternate Rubric

- If the bulk of an educator's time is spent on delivery of **services** rather than delivery of **instruction**, you should use an alternative rubric.
- If there is a compelling reason not to use the alternative rubric, you may use the instructional rubric.
- If it is unclear which rubric to use, consult with the educator, district specialist or state specialist.
- When evaluating interventionists, pay special attention to whether or not they are delivering services or instruction.

# Pre-Conferences for Alternate Rubrics

## For the Evaluator

- Discuss targeted domain(s)
- Evidence the educator is expected to provide and/or a description of the setting to be observed
- Roles and responsibilities of the educator
- Discuss job responsibilities

## For the Educator

- Provide the evaluator with additional context and information
- Understand evaluator expectations and next steps

Look at the Library Media Specialist rubric and notice the similarities to the General Educator Rubric:

- Professionalism: **same** at the descriptor level
- Environment: **same** at the descriptor level
- Instruction: **similar** indicators, some **different** descriptors
- Planning: specific to duties (**most different**)

# Educator groups using the SSP rubric

- Audiologists
- Counselors
- Social Workers
- School Psychologists
- Speech/Language Pathologists
- Additional educator groups, at district discretion, without primary responsibility of instruction
  - *E.g.*, instructional and graduation coaches, case managers

# SSP Observation Overview

- **All announced**
- **Conversation with possible observation of delivery**
- **Suggested observation**
  - 10-15 minute delivery of services (when possible)
  - 20-30 minute meeting
- **Professional License**
  - Minimum 2 evaluation conversations
  - Minimum 60
- **Apprentice License**
  - Minimum 4 evaluation conversations
  - Minimum 90 total contact minutes



# SSP Planning

- **Planning indicators should be evaluated based on yearly plans**
  - Scope of work
  - Analysis of work products
  - Evaluation of services/program – Assessment
- When observing planning two separate times:
  - the first time is to **review** the plan and discuss how it was developed
  - the second time is to make sure the **plan was implemented** and how it was adjusted to meet changing stakeholder needs

# SSP Delivery of Services

- **Remember:** The evidence collected may be different than the evidence collected under the General Educator Rubric.
- Some examples might be:
  - Surveys of stakeholders
  - Evaluations by stakeholders
  - Interest inventories
  - Discipline/attendance reports or rates
  - Progress to IEP goals
  - Career Inventories
  - Student Intervention plans
  - School-wide program management and delivery/implementation

# SSP Environment

- **Indicators are the same**
  - Descriptors are very similar to general educator rubric
- **Environment for SSP**
  - May be applied to **work space (as opposed to classroom)** and interactions with students as well as parents, community and other stakeholders
  - Consider the programs and services delivered by the educator and the impact they have on creating a safe and positive learning environment

# Observation Guidance Documents

Observation guidance documents were created for the following educator groups:

General Educator Rubric	School Services Personnel Rubric
Early Childhood	School Counselors
Special Education	School Audiologists
Career and Technical Education (CTE)	Speech/Language Pathologists (SLP)
Online Teaching	School Social Workers (SSW)
Alternative Educators	Vision Specialists
	School Psychologists

# Key Takeaways

Evaluating educators using the alternate rubrics:

- **Planning should be based on an annual plan, not a lesson plan.**
- Data used may be different than classroom teacher data.
- The job description and role of the educator should be the basis for evaluation.
- Educators who spend the bulk of their time delivering **services** rather than **instruction**, should be evaluated using an alternate rubric.
- It is important to maintain high standards for all educator groups.



# Chapter 9: Quantitative Measures

# 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.

# 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

## How TVAAS Works



# 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: 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

# 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

# Tested Grades/Areas

## Individual Value-Added Score

- Includes subjects currently taught
- Three-year trend scores, where available
- Any educator with an individual score has to use it

## Data System

- All individual value-added scores will be directly imported into TNCompass by the state.
- All educators, including those who anticipate earning an individual growth score, must select a school-wide option

## Timeline

# Non-tested Grades/Areas

## School-Wide Value-Added Score

- Four composite options: overall, literacy, numeracy, and literacy + numeracy
- One-year score
- TCAP specific, SAT 10 specific and CTE Concentrator

## Data System

- Evaluators must select which composite to use
- All educators, including those who anticipate earning an individual growth score, must select a school-wide option
- Scores will be imported into TNCompass by the state

## Timeline

- Scores hopefully will be returned by late summer

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

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



# Achievement Measure Overview

The 15 percent achievement measure is a yearly goal set by the educator and his/her evaluator that is based on current year data.

# Achievement Measure 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.

# Beginning of the Year Conference

- 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.
- Evaluator and teacher choose a 15 percent measure.
- Evaluator and teacher scale the 15 percent measure.



# Chapter 10: 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](http://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.

# Data System Reports

- The TNCompass data system reports allow district- and school-level administrators to access a lot of valuable data, including, but not limited to, the following:
  - Comparisons of observation scores by evaluator
  - Summaries of average scores
  - Individual reinforcement and refinement indicators
- You can access more information about the TNCompass data system here: <http://team-tn.org/evaluation/data-system/>



# Chapter 11: Resources and Contact



Department of  
**Education**

**TEAM**

*Tennessee Educator Acceleration Model*

[Home](#)[Evaluation](#)[Portfolio Growth Models](#)[Data](#)[Training](#)[Resources](#)[IPI](#)[TEAM Update](#)[Contact](#)

## 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. If you have any feedback, please feel free to [contact us](#).

### New on TEAM-TN.org

We've been reworking the site to be sure you have accessible, up-to-date information.

### Legislation and Policy

[Read more about Tennessee's evaluation policy and Governor Haslam's proposed](#)

# 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](mailto:Kaneal.Alexander@tn.gov)
- Questions: [TEAM.Questions@tn.gov](mailto:TEAM.Questions@tn.gov)
- Training: [TNED.Registration@tn.gov](mailto:TNED.Registration@tn.gov)

## Websites

- NIET Best Practices Portal: Portal with hours of video and professional development resources.  
[www.nietbestpractices.org](http://www.nietbestpractices.org)
- TEAM website: [www.team-tn.org](http://www.team-tn.org)

## Newsletter

- Weekly TEAM Update: [www.team-tn.org/resources/team-update/](http://www.team-tn.org/resources/team-update/)

# eduTOOLBOX

- The Ayers Institute for Teacher Learning & Innovation (Lipscomb University) is pleased to announce the public launch of **eduToolBox.org, a new resource-sharing portal.**
- eduToolbox.org is the new version of TNCore.org
- At launch, the eduToolBox website provides access to
  - 813 document files
  - 292 webpage links
  - 54 streaming videos
- eduTOOLBOX can be accessed at [www.edutoolbox.org](http://www.edutoolbox.org)
- Please bookmark this website address and share it with your colleagues

# 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](mailto: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](mailto: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.



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**