

2017-18 TEAM Training Highlights

In the spring of 2017, the department convened an educator effectiveness advisory council to gather feedback on teacher evaluation in Tennessee. In collaboration with this council, we developed a theory of action that is shaping the work of the office of educator effectiveness and guiding improvements to TEAM teacher evaluator training.

Theory of Action

If the evaluation system is accurate, fair, credible, rigorous, and transparent, and if evaluators provide frequent and action-oriented feedback that ensures excellence and equity, then educators will believe in and utilize the evaluation system to increase their professional capacity to improve outcomes for all students.

Learning Outcomes

Based on this theory of action, we developed the following learning outcomes for 2017-18 evaluator training:

- Teacher evaluators will understand the critical nature of teacher evaluation as a professional responsibility.
- Teacher evaluators will understand the impact of evaluation culture on teacher and student growth.
- Teacher evaluators will be able to:
 - effectively collect and categorize evidence of instructional practice that is accurate, credible, and fair, and determine impact on student learning.
 - use the evidence collected through observation to create meaningful and actionable feedback for classroom educators.
 - coach teachers to reflect on and enhance their instructional techniques.

Impact

This document highlights the changes made to TEAM training as a result of the feedback from the educator effectiveness advisory council. This newly developed content will impact both evaluation training and the certification/recertification process for all evaluators in Tennessee.

Key Training Takeaways

Key takeaways for evaluator training participants include:

- The skill and will to create accurate data is critical as evaluation data becomes more transparent and high stakes through new ESSA requirements and the expanded use of this data in Tennessee (human capital reports, EPP report cards, etc.).
- The responsibility that a leader assumes when implementing the components of teacher evaluation has a direct impact on teacher growth, student growth, and the culture of the school; therefore, evaluation is a critical professional responsibility.
- Classroom observation is one of the key levers that leaders have to assess the instructional shifts required by the revised standards in all classrooms. These shifts center on literacy and the building of conceptual understanding across the curriculum, fundamental components of lifelong student success.
- Involving teachers in the process of reflection on their own practice will result in teacher willingness to invest time and effort into professional growth and improvement.
- Evaluators should have a solid understanding of the Tennessee Value Added Assessment System (TVAAS), which measures how much a student gains academically during a school year in comparison to his/her expected gains for that year.

Connections to Revised Standards and Integration into Classroom Instruction

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

Additions to TEAM Evaluator Training Content for 2017-18

1. Evaluator bias and how to address its impact

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

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

2. Performance level ratings and implications

The performance level ratings are used to indicate the **success of implementation** of the instructional skills, knowledge, and responsibilities as described in the TEAM rubric. These are indicated by a performance level score of 1-5, each of which has specific skill implementation expectations.

3. Connections to leader best practices (administrator rubric)

- Where do you see connections to your **administrator** evaluation?
- What **strategies** will you use to ensure that you and your teachers **share a common understanding** of these practices?
- For which specific **standards/indicators** on the administrator rubric would you now be able to provide **evidence**?

4. Forms of Feedback

- **Personal opinions:** statements that focus on the evaluator and his/her personal opinion/likes, dislikes
- **Inferences:** statements that focus on the evaluator's own interpretation of the lesson
- **Judgement:** statements that focus on the teacher and are positive or negative in nature
- **Data:** statements that focus on facts or figures
- **Mediative questions:** questions that lead the teacher to self-reflect on their own data

5. Consulting and Coaching Skills

- Questioning
- Pausing and Paraphrasing (focus here)
 - Attend carefully.
 - Give yourself wait time.
 - Reflect the **essence** of the **message**.
 - Reflect the **essence** of the **voice, tone, gestures**.
 - Make the paraphrase **shorter** than the original statement.
 - Use the pronoun "you" instead of "I".
- Summarizing