TEAM Observation Guidance Documents: Cover Sheet

BACKGROUND

Certain subgroups of educators, which are listed in the table below, operate in unique situations that may require additional attention to apply the TEAM evaluation model with fidelity and provide educators with meaningful feedback. As such, we have conducted numerous focus groups, with educators working in these areas, to develop additional guidance to support evaluation. The accompanying documents are meant to serve as an instructive, although not exhaustive, list of areas to which administrators should direct additional attention based on the unique instructional or service setting of the educator. These are meant to supplement, not replace, the TEAM evaluation rubric. Together, the pre-observation questions, key areas for gathering evidence, examples of evidence and artifacts, and examples of excellence present an evaluator with additional resources to use to conduct high-quality evaluations.

COMPONENTS

The accompanying documents for each educator group are broken down into two components.

1. **The *Observation Guidance* document provides:**
    - **a quick glance at some guiding questions and overarching concerns for each educator group; and**
    - **examples of pre-observation questions, key areas to focus evidence gathering, and examples of appropriate evidence/artifacts the evaluator may collect.**
        - **NOTE: Key areas for evidence are not intended to replace the indicators in the TEAM evaluation model, but rather are more detailed guidelines for evaluating indicators that educators have identified as particularly tricky to observe.**
2. **The *Observation Support* document provides:**
    - **additional context for the evaluator when considering the responsibilities of each educator,**
    - **detailed examples to illuminate some of the key indicators and areas for evidence, and**
    - **a platform for meaningful discussion between educators and evaluators around best practices.**
        - **NOTE: This can be especially useful for structuring pre-conference discussions.**

Available observation guidance documents include:

GENERAL EDUCATOR RUBRIC	SCHOOL SERVICES PERSONNEL RUBRIC
• Alternative Educators • College, Career and Technical Educators (CCTE) • Early Childhood Educators • Pre-K Educators • Early Literacy K-3 Educators • Gifted Educators • Interventionists • Online Educators • Special Educators	• School Audiologists • School Counselors • School Psychologists • School Social Workers • Speech/Language Pathologists (SLP) • Vision Specialists

TEAM Observation Guidance: College, Career & Technical Educators (CCTE)

PRE-OBSERVATION QUESTIONS

1. **What objectives will this lesson cover, and how is that aligned to course standards? How do these objectives fit in the scope and sequence of the current unit and course as a whole?**
2. **How will students demonstrate mastery of objectives?**
3. **How will students be grouped in this lesson? How does this maximize student learning?**
4. **How will you use questions to further each student's understanding of the competencies aligned to the objectives? What questions do you have planned?**
5. **What types of problem-solving will you teach or reinforce throughout the lesson? What should I look for in individual student work?**
6. **What do you want students to accomplish by the end of this lesson?**
7. **What will modeling look like? What concepts need modeling?**
8. **What problems may students encounter as they complete this task?**
9. **How will you know that they have accomplished/mastered the skill?**

KEY AREAS FOR EVIDENCE

1. **Instruction—Questioning**
   - **Teacher consistently scaffolds toward higher order questioning even when working with students on a physical task and/or at the beginning of a multi-step project.**
   - **Questions in lab setting are intentionally structured and scaffolded to increase competency of students in practiced skills regardless of students' current skill level.**
   - **Questions regularly require active responses (e.g., performing a physical skill).**
   - **Key questions are pre-planned with purpose.**
2. **Instruction—Grouping Students**
   - **Students are intentionally and appropriately grouped to maximize learning efficiency, student understanding, and student competency attainment.**
   - **In a lab setting, grouping may be constrained by number or size of available materials, physical structure of the lab, and/or the safety requirements.**
3. **Instruction—Problem-Solving**
   - **Teacher models and actively engages students in multiple types of problem-solving.**
   - **Students consistently employ different types of problem solving targeted to their level of mastery or their progress in producing a finished product.**
4. **Planning—Assessment**
   - **Assessment plans have clear measurement criteria, and allow students to demonstrate mastery in a variety of ways (e.g., creating projects, presentations, etc.).**

EXAMPLES OF EVIDENCE/ARTIFACTS

- **Lesson plans, unit plans, and scope & sequence**
- **Rubrics and checklists**
- **Prior student work**
- **List of questions to employ during lesson**
- **Finished student products**
- Measures of student performance
- Rationale of grouping or other teaching strategies
- Rationale for types of problem-solving
- Student portfolios
- Computer module assessments

TEAM Observation Support: College, Career & Technical Educators (CCTE)

CCTE teachers often work in laboratory settings with highly specialized content, and students often work independently on personal competency/skill attainment. Some lab settings are constructed to only allow for one grouping method or grouping options may be dictated by standardized safety or material requirements. Evaluators should probe to understand setting and rationale for grouping. Depending on where students are in the production process, some types of problem-solving may not be immediately evident or may be student-driven. Some forms of assessment in a CCTE lab may be unfamiliar to evaluators trained in traditional academic settings. Because of federal requirements to report on skill attainment, some competency assessments may be limited to specific methods of measuring student performance (e.g., creation of a product over a period of time).

I. PLANNING

EXAMPLE—ASSESSMENT
Planning—Assessment: **In a Business Technology class, a student must use software applications to complete a project. Within the project requirements, students must correctly use software tools to accomplish the task. Throughout lesson, teacher employs several strategies (e.g., choral response, random selection of students to respond to questions, written reflection, etc.) to determine pacing and identify areas for re-teaching. Teacher formatively assesses student production through observation and questioning that is aligned to a rubric. Students may be working independently at varying levels based on differentiated instruction. Students demonstrate a task or skill using provided rubric to influence work and self-score final product. Students show teacher how to use a layer mask or editing feature in Photoshop, and the teacher summatively assesses students' ability using a rubric that was shared during the introduction of the project.**

II. INSTRUCTION

EXAMPLE—QUESTIONING
Instruction—Questioning: **Teacher asks a specific student to perform one step of a multi-step process involved in the day's objective. Teacher questions student at a high level of rigor so that they reflect on their performance and how it may impact future steps of the process (e.g., in a cosmetology class: "What is the first step?" "Let me see you do it." "Now that your left hand is here, are you ready for step two?" "What might happen if you do that with your right hand instead?" "What are you trying to accomplish using your left instead of right?" "How might you get a tighter twist with your hand?" "Why might a tighter twist matter for this style?").** **Teacher questions engage students in meaningful reflection of their personal work. Students draw conclusions about how a piece of knowledge or a skill could be applied in different ways. Teacher provides multiple opportunities for students to ask questions. Students are reflective about their work and its implications for their performance.**

EXAMPLE—GROUPING STUDENTS

Instruction—Grouping Students:

Within a Business course, teacher allows students to pick their "business partner" which simulates a real life opportunity. Students may then join with another pair assigned by the teacher to create a diverse set of multiple roles/responsibilities to achieve a larger goal. Grouping is deliberate and based on areas of expertise, skill level, or learning style (e.g., groups created based on data from assessments or teacher's prior knowledge). Teacher works with students to clearly establish expectations for roles within each group, time limits, outcomes for group, etc.

In a lab with a one-to-one ratio of students to computers, a teacher explains that students will be working in a whole group configuration. Teacher explains that this grouping scheme was chosen to take advantage of each student having a computer and being able to practice the skill because it is important to the unit goal that all students can accomplish the task individually.

EXAMPLE—PROBLEM-SOLVING

Instruction—Problem Solving:

Teacher guides students using inquiry, giving students time to problem solve independently or in groups through practice. Students are given ample time to reflect on work and independently troubleshoot technical issues in a lab setting. Teacher encourages students to use help tools available to solve individual technical problems within a lab setting. Students are given the opportunity to brainstorm ideas and evaluate possible solutions to a problem. Teachers build in activities such as small experiments, opportunities for design, and brainstorming sessions for students to engage in as they interact with new material. Students are able to effectively tap into prior knowledge to predict outcomes, create hypotheses for experiments, and improve on solutions to a given challenge.