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.
     - o **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.
     - o **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: School Social Workers (SSW)

PRE-OBSERVATION QUESTIONS
1. How do you plan your services for the year?
2. How do you use data to inform services?
3. How do you remain involved in developing students' educational plans?
4. How do you communicate expectations and services to students, parents, and faculty?

KEY AREAS FOR EVIDENCE
1. **Delivery of Services—Professional Content Knowledge** • **SSW has a comprehensive understanding of available school and community resources.** • **SSW provides clear, consistent, and timely information to students, parents, and faculty regarding available resources (e.g., food bank, clothing, homeless shelters, mental health counseling, free health clinics, etc.).** • **SSW purposefully uses data (e.g., behavior reports, attendance records, free/reduced lunch status, etc.) to determine the needs of students who may require additional support and resources outside of the school setting.**
2. **Delivery of Services—Service Structure and Pacing** • **Services are strategically targeted to meet the needs of diverse audiences (e.g., students, parents, teachers, etc.).** • **SSW frequently follows up with relevant stakeholders to ensure that they are able to access all necessary services.** • **Pacing and timing provide opportunities for the individual needs of diverse audiences (e.g., students, parents, teachers, etc.).** • **Services are provided in a timely and appropriate manner to limit intrusion on instructional time.**

3. **School Environment—Managing Student Behavior**
• **SSW does the following when working with students directly:**
   o **collaborates with students to establish clear rules for behavior,**
   o **uses various techniques targeted to individual needs to maintain appropriate behavior,**
   o **overlooks inconsequential behavior, and**
   o **attends to disruptions quickly and firmly.**
• **When not working with students directly, SSW uses a variety of resources to assist teachers and parents with managing disruptive behavior.**

4. **School Environment—Environment/Workspace** • **SSW creates a warm and welcoming environment regardless of workspace.*** • **SSW has clearly established organizational structures that allow him/her to effectively and efficiently maintain client caseload regardless of physical space provided (e.g., this could look like a rolling cart with clearly labeled case files, resource information, etc.).** **Many SSWs do not have a dedicated workspace at their delivery site.*

EXAMPLES OF EVIDENCE/ARTIFACTS	
• **Behavior contracts**	• Planning calendar
• **Behavior incentive programs**	• Schedule
• **Age-appropriate materials**	• Written behavior reports
• **Behavior plans**	• Attendance data
• **Behavior data**	• Contact logs
• **Community resource contact lists**	• Pamphlets/handouts about community resources

TEAM Observation Support: School Social Workers (SSW)

SSWs usually work one-on-one with students and families to make referrals and provide community resources, and as such, consultation meetings may be fluid. Many SSWs work on *behalf* of students rather than directly with students. Therefore, management of student behavior may look different for some SSWs. Many SSWs do not have a dedicated workspace at their delivery site.

I. THE SCHOOL ENVIRONMENT

EXAMPLE—MANAGING STUDENT BEHAVIOR
The School Environment—Managing Student Behavior: **A teacher has referred a student to the SSW due to the increasing number and intensity of angry outbursts by the student. The SSW works with the teacher to schedule times to come in and observe the student in the classroom environment. The SSW also meets with the student to gather more information as to why the student is having a hard time controlling his/her behavior. The SSW works with teacher to identify issues in the classroom environment which may trigger the student's angry outbursts. The SSW also schedules individual sessions to work with the student on healthy strategies for managing behavior and controlling impulsive outbursts. The SSW includes the teacher, student, and parents in creating a behavior plan. The SSW also works with parents to provide information about outside counseling resources which could help the family with the root causes of the impulsive behaviors. Once a behavior plan is in place, the SSW frequently follows up with relevant stakeholders to ensure that it is being implemented with fidelity and is meeting the individual needs of the student. The SSW makes changes to the behavior plan as needed.**

EXAMPLE—ENVIRONMENT/WORKSPACE
The School Environment—Environment/Workspace: **The SSW intentionally plans an environment/workspace that is safe and supportive of working with teachers, parents, and students. The workspace has resources easily accessible to teachers, students, and parents. There is a clear routine in place to refer students and/or make an appointment with the SSW.**

II. DELIVERY OF SERVICES

EXAMPLE—PROFESSIONAL CONTENT KNOWLEDGE
Delivery of Services—Professional Content Knowledge: **A teacher refers a student to the SSW concerning the student coming to school in dirty, torn clothes as well as for stealing snacks out of other students' desks. The SSW pulls relevant data to identify any trends before speaking with the student (e.g., attendance records, behavior reports, prior referrals, etc.). The SSW immediately schedules a meeting with the student and asks him to tell her about what is going on at home. The SSW learns that the student lives with only mom who recently lost her job. The student tells the SSW that mom is very sad and doesn't do laundry or grocery shop anymore. The SSW schedules a meeting with mom, during which she creates a comfortable and respectful meeting environment. The SSW gives mom a packet of information with community resources (e.g., free**

mental health counseling, career counseling, local food bank information, clothing bank information, etc.). The SSW works with mom to develop a plan for next steps and follow up.

EXAMPLE—SERVICE STRUCTURE AND PACING
Designing and Planning Services—Service Structure and Pacing: **The structure and pacing of the services provided by the SSW are timely and directly aligned to the individual needs of students and families. The SSW uses the Early Warning Data System to run regular reports to determine students who may be most at-risk (e.g., discipline reports, attendance reports, course credit/grades, teacher referral forms, etc.). A clear plan is in place for how to address students with multiple warning indicators. The SSW works closely with school administrators, teachers, students, and parents to implement interventions based on data and individual student needs. The SSW has a clear plan for following up with school administrators, teachers, students and parents to assess progress.**