



BEST FOR
ALL

We will set all students on a path to success.

TEAM Teacher Evaluator Training Module 2

Agenda



Module 2

- Review of Prior Learning
- TEAM Domains
- Pre-Conferencing
- Scripting, Coding and Scoring Evidence
- Practice



Review of Module 1

- Evaluation Process
- Importance of Evaluation Data



Evaluation Process



- The goal of evaluation is to identify the impact of teacher practice by using multiple data sources to generate the level of overall effectiveness score.
- This score includes the classroom observation average, student achievement score, and student growth score.

The Importance of Evaluation Data



The primary purpose of annual teacher evaluation is to **identify and support instruction** that will lead to **high levels of student achievement.**

Module 2: Learning Outcomes

Participants will prepare to implement an accurate, fair, credible, rigorous, and transparent evaluation system by:

- conducting effective pre-conferences, and
- effectively **collecting, categorizing, and rating evidence** of instructional practice and its **impact on student learning**



Domain: Planning



Domain: Planning



The planning domain is foundational to an effective instructional cycle.

- **Instructional Plans** provide the expectations for the instructional moves and strategies that a teacher should plan to ensure the progression of student mastery of state-standards.
- **Student Work** provides the expectations that the tasks included in the instructional plan generate thinking and problem solving aligned to state standards.
- **Assessment** provides the expectations that standards-aligned formative and summative assessments, and the measurement criteria by which student growth and achievement can be determined, are included in the instructional plan.

Instructional Plans



Plans should:

- focus on both unit and lesson plans, with an emphasis on how a particular lesson fits into the unit plan;
- contain measurable goals, activities, materials, and assessments aligned to the state standard(s);
- be appropriate for the age of the learners; and
- accommodate individual student learning.

Student Work



Task and assignments should:

- align to state standards;
- require higher order thinking and problem-solving for completion; and
- connect to prior learning as well as significant experiences in students' daily lives.

Assessment



Assessments should:

- align to state standards;
- have clear measurement criteria;
- measure student performance in multiple ways;
- require written tasks; and
- be used to inform future instruction.

Sample Evidence Collecting Questions: Planning

How will you use student assessment results to plan for future learning?

How is the lesson connected to students' daily lives?

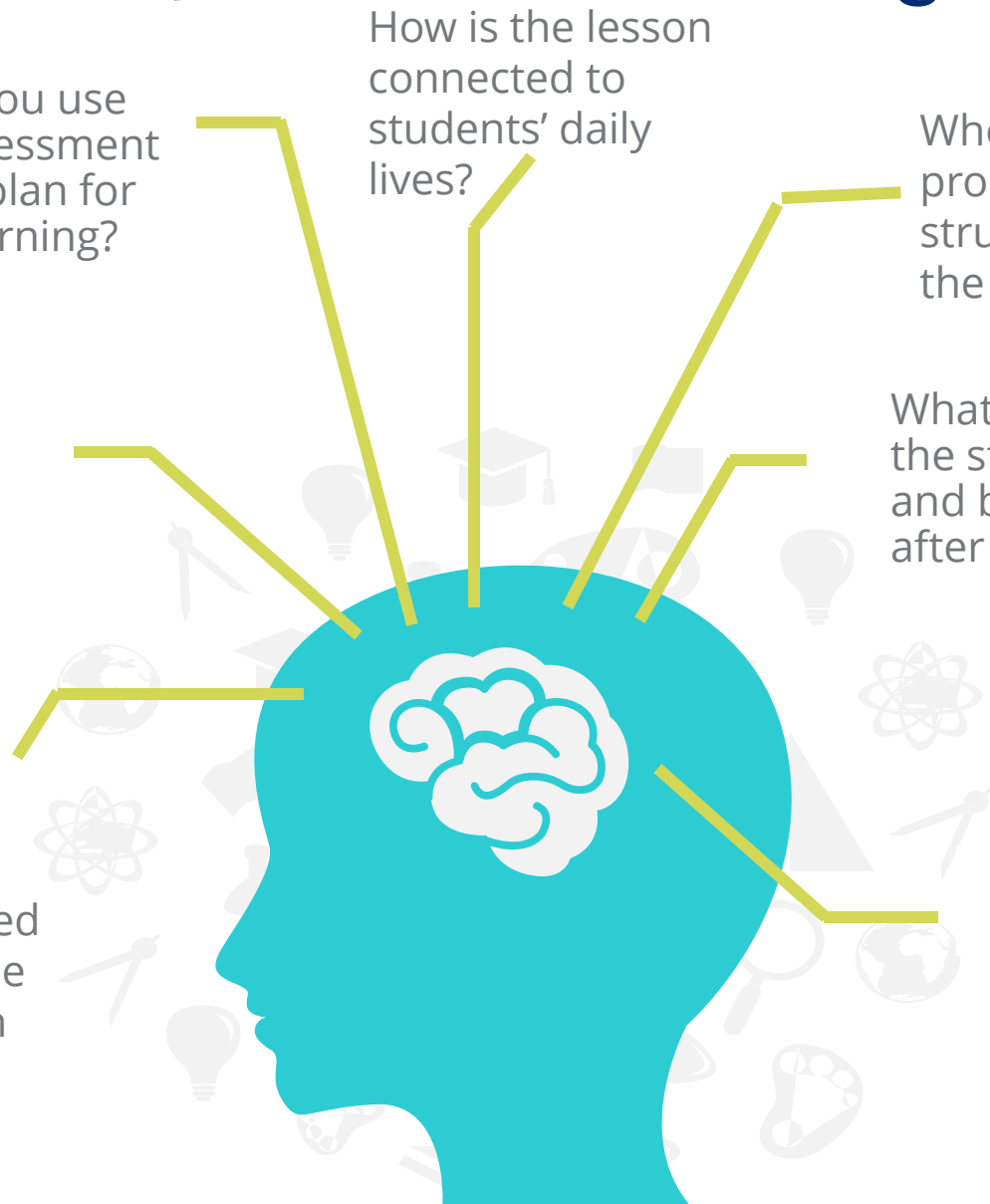
Where will I see productive struggle within the lesson?

Are there any other special circumstances that I should be aware of before the announced observation?

What do you expect the students to know and be able to do after the lesson?

What prerequisite skills do the students need in order to be successful in this lesson?

What changes or adjustments to the lesson will you make if students do not show evidence that they have mastered the sub-objectives?



Checkpoint

Identify two examples of evidence sources for teacher practice for the following indicators:

- Instructional Plans
- Assessment



Checkpoint: Instructional Plans



Examples of evidence sources for **instructional plans** include:

- planning sessions,
- lesson and unit plans,
- activities and materials, and
- standard and lesson alignment.

Checkpoint: Assessment



Examples of evidence sources for **assessment** include:

- assessments,
- data usage, and
- instructional design.

Domain: Environment



Domain: Environment

The environment domain supports the flow and cohesiveness of learning in the classroom.

- Expectations provide the **academic** framework for learning.
- Managing Student Behavior, Environment, and Respectful Culture provide the **emotional and behavioral** framework for learning.



Expectations

High and demanding **academic** expectations wherein:

- students are encouraged to learn from their mistakes,
- students take initiative, and
- instructional time is optimized.



Managing Student Behavior

High quality behavior management wherein:

- students have clear rules for **learning** and behavior,
- students are consistently well-behaved and **on task**, and
- the teacher deals with disruptions quickly and individually.



Environment

The learning environment wherein:

- the classroom is welcoming to all students and visitors;
- the classroom is organized with materials and supplies readily accessible, and
- student work is displayed and changed frequently to support the academic environment.



Respectful Culture

An accepting classroom wherein:

- mutual respect is demonstrated among all individuals in the classroom; and
- the classroom is characterized by interdependence.



Sample Evidence Collecting Questions: Environment

How do you know that expectations are rigorous enough to support mastery of grade level standards?

What supports are prominent within your environment to support student independence?

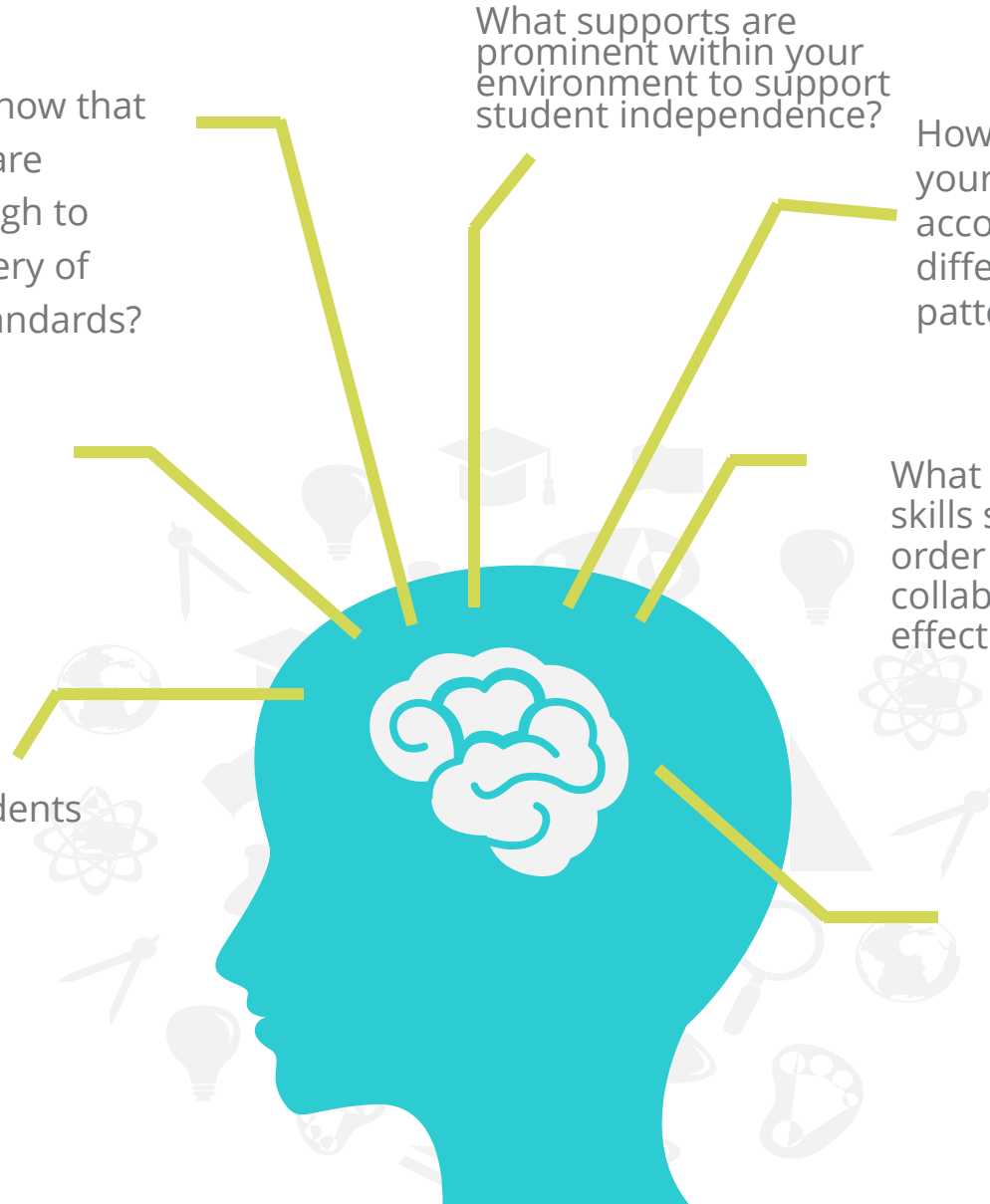
How do you ensure your classroom will accommodate different grouping patterns?

Are there other behavioral or academic concerns that I should be aware of before this lesson?

What are the pre-requisite skills students have to know in order to be successful in collaborating with others effectively?

How do you empower students to make appropriate academic and behavioral decisions?

How do you encourage students to learn from their mistakes?



Checkpoint

Identify two examples of evidence sources for teacher practice for the following indicators:

- Expectations
- Environment



Checkpoint: Expectations

- Student accountability
- Language
- Student initiative
- Scaffolding



Checkpoint: Environment

- Welcoming environment
- Organization of classroom
- Student work displayed



Domain: Instruction



Domain: Instruction

- Standards & Objectives
- Motivating Students
- Presenting Instructional Content
- Lesson Structure and Pacing
- Activities and Materials
- Questioning
- Academic Feedback
- Grouping Students
- Teacher Content Knowledge
- Teacher Knowledge of Students
- Thinking
- Problem Solving



Standards and Objectives

Standards & Objectives:

- include learning (unit) objectives, lesson objectives, and sub-objectives within the lesson,
- are communicated throughout the lesson, and
- are mastered by most students each day.



Motivating Students

Motivating Students:

- Content is personally meaningful to students.
- Student inquiry, curiosity, and exploration are valued.
- Student effort is recognized.



Instruction

- **Presenting Instructional Content:**
 - Includes:
 - visuals to support the lesson,
 - teacher modeling of the thinking process,
 - logical sequencing, and
 - concise communication.
- **Lesson Structure & Pacing:**
 - Lesson has a coherent beginning, middle and end presented in a concise manner.
 - Time is provided for student reflection.
 - Transitions and material distribution maximize instructional time.



Instruction

- **Activities & Materials:**
 - High quality activities support the lesson objective and promote inquiry, student choice, use of technology, and challenging students' thinking.
 - Texts and tasks are appropriately complex.
- **Questioning:**
 - High-quality pre-planned questions often require students to cite evidence.
 - Students generate questions as part of self-directed learning.



Instruction

- **Academic Feedback:**
 - Academically focused, high quality oral and written feedback is provided frequently throughout the lesson.
 - Students are encouraged to provide feedback for one another.
- **Grouping Students:**
 - Student groupings are specifically designed to maximize student learning.
 - All students are held accountable within the group.



Instruction

- **Teacher Content Knowledge:**
 - Teacher is adept at conveying her content knowledge to students through a variety of instructional strategies.
- **Teacher Knowledge of Students:**
 - Teacher anticipates each student's learning needs and differentiates instruction to accommodate each individual.
 - Student interests are incorporated into the instructional practices.



Instruction

- **Thinking:**
 - Thinking is a process where students use different strategies to generate and explore ideas and hypotheses .
 - Different types of thinking must be thoroughly taught and modeled by the teacher to optimize student learning.
- **Problem Solving:**
 - Problem solving results in a product created through a specific type of thinking.
 - Various types of problem solving must be taught and reinforced by the teacher.



Sample Evidence Collecting Questions: Instruction

How will you know that students have mastered the objectives in this lesson?

How will you hold students accountable for group work?

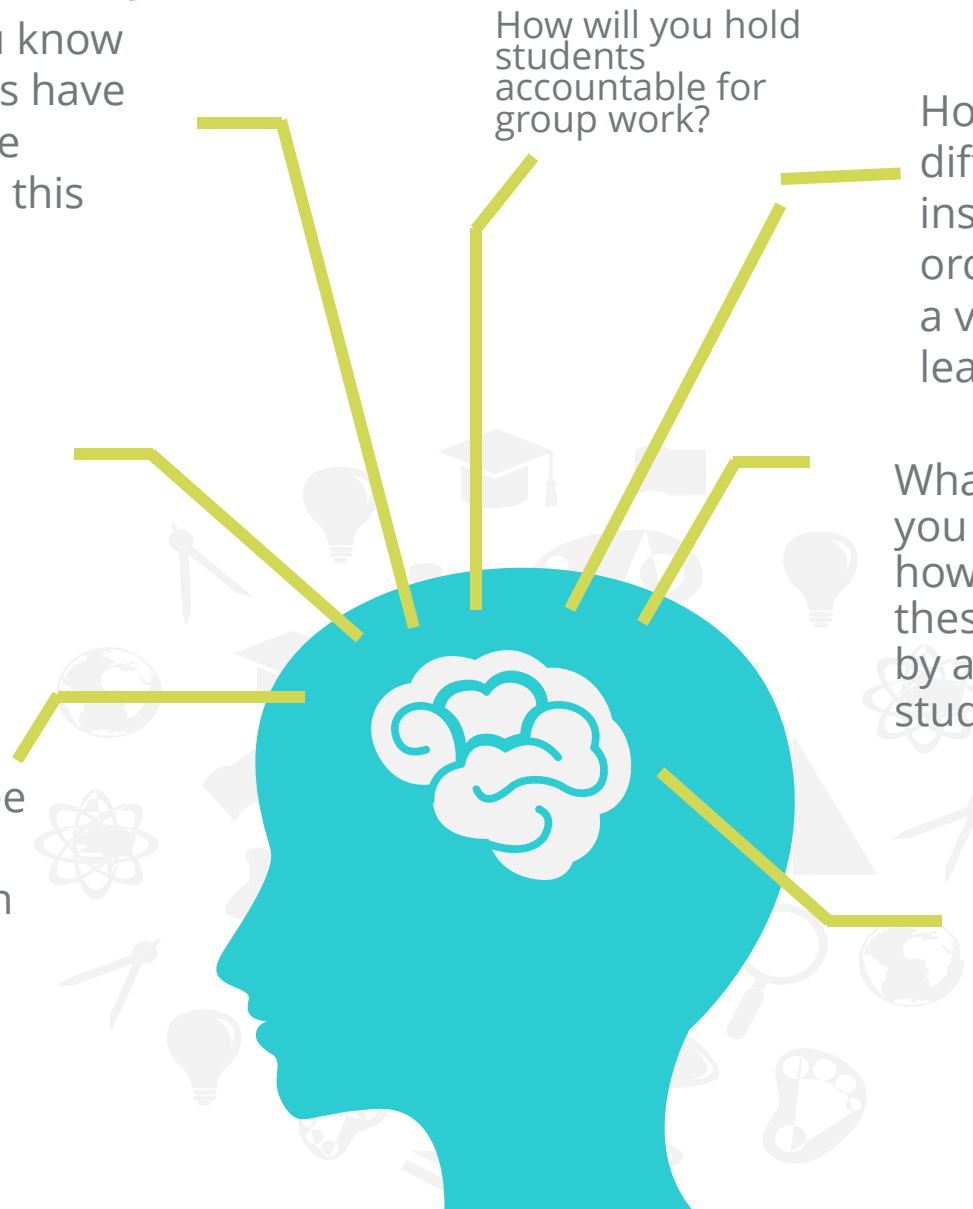
How will you differentiate your instruction in order to address a variety of learning styles?

How will you model the thinking process to demonstrate performance expectations?

What questions have you pre-planned, and how will you ensure these are answered by a variety of students?

Where will I see inquiry-based learning within the lesson?

How do you plan your activities and tasks to ensure they are appropriately complex?



Checkpoint

Identify two examples of evidence sources for teacher practice each for the following indicators:

- Standards and Objectives
- Lesson Structure and Pacing



Observation Cycles



Observation Cycles



- The goal of classroom observation is to gather **non-biased evidence** of instructional practices and to **develop feedback for improvement** in practice.
- Observers should conduct the **required number** of observation cycles, which include pre-and-post conferences.
- All **classroom observations are scored** and those scores are averaged as part of the LOE score.
- Each observation should be followed by **high-quality, actionable feedback**.

Opportunities for Collecting Evidence



Prior to Observation

- Review instructional plans.
- Conduct pre-conference (*announced only*).

During Observation

- Script lesson.
- Collect evidence related to both teaching and learning.

After Observation

- Ask clarifying questions as needed prior to the post-conference.
- Analyze student work.

Pre-Conference



Pre-Conference: Purpose



- The preconference allows an evaluator to:
 - **analyze** instructional plans,
 - **coach** toward plan revisions if necessary, and
 - **challenge** the teacher to think more strategically about instruction.
- When meeting with the teacher:
 - ask probing **questions** about the lesson/instructional plans, and
 - seek to **understand** the teacher's metacognition around the instructional plan.



Pre-Conference: Preparation

Evaluators should:

- have knowledge of:
 - unit and lesson plan development,
 - instructional materials, and
 - grade level/content standards;
- pre-plan questions based on the unit/lesson plan received prior to the pre-conference; and
- utilize resources that support content knowledge around grade level expectations.



Pre-Conference: Best Practices

- Conduct pre-conferences before **each** announced observation.
- Always:
 - **schedule** the pre-conference with the teacher 3-5 days prior to the observation,
 - **conduct** the pre-conference the day before the observation, and
 - **prepare** for the pre-conference by reviewing instructional plans and other resources.



Pre-Conference

Video



Pre-Conference: Video Takeaways

- Conference held in teacher's classroom.
- Evaluator and teacher sitting side by side.
- Evaluator had pre-planned questions based on the lesson plan.
- Questions were designed to allow teacher to lead the conversation.
- Look back at previous refinement area.
- Evaluator gathered evidence during the pre-conference by scripting notes.



Pre-Conference: Best Practices

Do	Don't
Schedule the announced observation 3-5 days in advance and hold the pre-conference the day before the scheduled observation.	Omit the pre-conference or confuse it with an announcement of an upcoming observation.
Conduct the pre-conference in the teacher's classroom.	Conduct the pre-conference in a location other than the teacher's classroom.
Obtain and analyze instructional plans prior to the pre-conference.	Conduct the pre-conference with no preparation.
Ask probing questions based on a review of instructional plans.	Simply ask teachers to restate what is included in the instructional plans.
Coach teacher to improve the lesson based on the needs identified in the pre-conference.	Allow an identified need that might impact learning go unaddressed.
Use evidence gathered in the pre-conference when rating the planning domain.	Fail to gather evidence of planning through the pre-conference.



Assessment Part 1



Assessment



- **Access** the kindergarten lesson plan, standards, and math instructional focus document.
- **Analyze** the lesson plan for the following:
 - Alignment to standards
 - Rigor in tasks
 - Design of assessments to measure mastery
- **Find** evidence in the plan for:
 - Differentiation
 - Question sequences
 - Summative and formative data collection

Assessment

- What is the standard?
 - Tennessee math standards
 - K.OA.A.3
- What math practices should be present?
 - Standards of Mathematical Practices
 - SMP 8



Assessment



- What has the teacher identified as the objective?
 - Lesson plan
 - Students will be able to take the whole number 5 and break it into parts in multiple ways using a variety of objects and drawings and record those decompositions.

- What evidence is there for differentiation, question sequences, and summative and formative data collection?
 - Lesson plan
 - These pieces will be imbedded in the plan.

Assessment



The instructional focus document indicates grade level expectations.

Evidence of Learning Statements

Students with a level 1 understanding of this standard will most likely be able to:	Students with a level 2 understanding of this standard will most likely be able to:	Students with a level 3 understanding of this standard will most likely be able to:	Students with a level 4 understanding of this standard will most likely be able to:	Students with a level 5 understanding of this standard will most likely be able to:	Students with a level 6 understanding of this standard will most likely be able to:	Students with a level 7 understanding of this standard will most likely be able to:
Decompose a number less than or equal to 5 into an addend pair (e.g., $5 = 2 + 3$, $5 = 3 + 2$, $5 = 4 + 1$, $5 = 1 + 4$, $5 = 0 + 5$, or $5 = 5 + 0$) by using objects or drawings.	Decompose a number less than or equal to 10 into addend pairs in at least 2 ways (e.g., $5 = 2 + 3$, $5 = 3 + 2$, $5 = 4 + 1$, $5 = 1 + 4$, $5 = 0 + 5$, or $5 = 5 + 0$) by using objects or drawings, or writing an equation. The commutative property may be used to represent an additional addend pair.	Decompose a number less than or equal to 10 into addend pairs in at least 5 ways (e.g., $5 = 2 + 3$, $5 = 3 + 2$, $5 = 4 + 1$, $5 = 1 + 4$, $5 = 0 + 5$, or $5 = 5 + 0$) by using objects or drawings, or writing an equation. The commutative property may be used to represent an additional addend pair.	Decompose a number between 6 and 10 into addend pairs in at least 7 ways by using objects or drawings, and records each decomposition with an equation or expression.	Decompose a number between 6 and 10 into all whole number addend pairs by using objects or drawings, and records each decomposition with an equation or expression.	Decompose a number between 6 and 10 into all whole number addend pairs by using objects or drawings, records each decomposition with an equation or expression, and justify/explain (verbal or written) that they have found all possible whole number addend pairs.	Explain how to systematically list all of the different ways to break down a number between 6 and 10 into addend pairs to guarantee that all possible ways have been generated and provide an explanation as to why the system works.

Assessment



Write at least four pre-conference questions you would use to probe this educator's thinking or to clarify the use of her selected strategies.

Classroom Observations



Observation: Purpose



- Observe and script evidence **prior** to and **during** the lesson. Include notes on:
 - posted standard(s),
 - student grouping,
 - classroom culture,
 - classroom arrangement,
 - visible materials,
 - text-based evidence,
 - educator and student actions,
 - transitions, and
 - student response to instruction.
- Collect **student work samples** as you leave the classroom.

Observation: Best Practices



Evaluators should:

- schedule observations **one day after** the **pre-conference**,
- be present for the **entire lesson/class**,
- focus on **student actions** as well as **teacher actions**,
- ask questions of students during **independent work time**,
- **collect** student work at the end of the lesson to **analyze** prior to post-conference, and
- ask **clarifying questions** as needed **prior to the post-conference**.

Scripting: Best Practices



- Script **detailed, unbiased** notes.
- **Avoid value or judgement statements** such as:
 - *“I think...”*
 - *“She should have...”*
- Capture evidence of both **teacher and student actions**.
- Note **wording** from visuals.
- Use **time stamps** to document transitions.

Scripting: Sample

- Access your scripting sample handout.
- Identify key takeaways from the script.



Scripting Sample



TEACHER	STUDENTS
What are some things that you do to help you feel better and help you understand your emotions?	
How do you figure it out?	I think about it and should I act on my anger and which one would benefit me.
So what are some things you do? So what do you just do when you have all these types of emotions?	(CINDY, CALLED ON) When I have all these different emotions inside of me I try to forget the past and move on. Sometimes when I can I try to make the best decisions. Sometimes I think to myself is it worth feeling this way if I am going to forget about it anyway?
	(GIOVANI, VOLUNTEERS) it's the littelest thing. She should not.
Anybody else talks to themselves? maybe asks themselves questions?	(ELIZABETH, CALLED ON) Yeah, when I have mixed emotions, I try to figure the one that I mostly feel. If it is not a good emotion like anger or something I just go outside to the backyard. I always feel better in the backyard. I think of the bad emotions and try to forget about them. (JEREMY, VOLUNTEERS) What if you're not at home and you can't go to your backyard?
So you like plants?	(ELIZABETH RESPONDS) I like going in my backyard because I think I like planting stuff.
	(ELIZABETH RESPONDS) Then I think If I'm not in my backyard I look out the window and stuff and if there's trees I think about them. I remember is a storm that was happening like Friday I was just looking outside and I was trying to do my quiz and stuff
Does everybody have theirs? Anybody missing it? X you lost yours? Ok let get one for you. You found it? ok	
Who is my highlight person?	Student comes to get highlighters
What is going on? Then what does she do? (T ANSWERS OWN QUESTIONS)	
Is that what La did?	(HIGHLIGHTER STUDENT RESPONDS)No so I can't make a connection but...but if I put myself in that situation we gotta figure out Why is she acting like that?
Would you guys react the same way? Lucas do you think she feels she can run to anybody? Tamara?	(TAMARA, CALLED ON) She's scared of her dad and her mom is dead she has nobody to go to.
She has these emotions what are you thinking Taneshia?	(TANESHIA CALLED ON) She didn't run because her dad didn't come for her because her mom did. I agree with you that she would feel trapped.

Scripting Sample: Key Takeaways



- Teacher questions and student responses were captured.
- There is a notation beside each student's name to indicate whether they volunteered to answer a question or were called on.
- The scripting is unbiased – no judgements regarding types of questions or sequencing. The script simply captures what was happening in the classroom.
- There are no time stamps because there are no transitions.

Observation: Checkpoint



Do	Don't
Schedule announced observations 3-5 days in advance.	Omit an announced observation.
Arrive early for the observation and stay for the complete lesson.	Arrive after the lesson has begun or leave before lesson ends.
Script the lesson efficiently and thoroughly	Fail to capture factual evidence and transitions throughout the lesson.
Engage with students during independent work.	Interrupt direct instruction by engaging with students.
Collect student work at end of the lesson.	Omit collecting student work or collecting it the next day.

Observation Video 1



Coding and Scoring Evidence



Coding and Scoring

Evidence must be:

- coded to the indicator(s) the evidence supports,
- connected accurately to the rubric and performance level to ensure fidelity to the process, and
- scored by using the preponderance of evidence to identify performance level.



Coding and Scoring

- *Zoom in* and review **teacher and student evidence** for each descriptor.
- *Zoom out* and look **holistically** at the evidence gathered and ask, “where does the **preponderance of evidence** fall?”
- Consider how the teacher’s use of this indicator impacted **students moving toward mastery** of the objective(s).
- Assign scores based on **preponderance of evidence**.



Performance Levels

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.

Level	Performance Levels
1	Significantly Below Expectations
2	Below Expectations
3	At Expectations
4	Above Expectations
5	Significantly Above Expectations



Scoring: Performance Level Guide

1	Significantly Below Expectations: A teacher at this level has limited knowledge of the instructional skills, knowledge, and responsibilities described in the rubric and struggles to implement them. He/she has little to no impact on student outcomes.
2	Below Expectations: A teacher at this level demonstrates some knowledge of the instructional skills, knowledge, and responsibilities described in the rubric but implements them inconsistently. His/her impact on student outcomes is below expectations.
3	At Expectations: A teacher at this level understands and implements most of the instructional skills, knowledge, and responsibilities described in the rubric. He/she impact on student outcomes is meeting expectations.
4	Above Expectations: A teacher at this level comprehends the instructional skills, knowledge, and responsibilities described in the rubric and implements them skillfully and consistently. He/she makes a strong impact on student outcomes.
5	Significantly Above Expectations: A teacher at this level exemplifies the instructional skills, knowledge, and responsibilities described in the rubric and implements them adeptly and without fail. He/she meets ambitious teaching and learning goals and makes a significant impact on student outcomes. Performance at this level should be considered a model of exemplary teaching.



Scoring: Performance Level Guide

1	Significantly Below Expectations: A teacher at this level has limited knowledge of the instructional skills, knowledge, and responsibilities described in the rubric and struggles to implement them. He/she has little to no impact on student outcomes .
2	Below Expectations: A teacher at this level demonstrates some knowledge of the instructional skills, knowledge, and responsibilities described in the rubric but implements them inconsistently . His/her impact on student outcomes is below expectations .
3	At Expectations: A teacher at this level understands and implements most of the instructional skills, knowledge, and responsibilities described in the rubric. He/she impact on student outcomes is meeting expectations .
4	Above Expectations: A teacher at this level comprehends the instructional skills, knowledge, and responsibilities described in the rubric and implements them skillfully and consistently . He/she makes a strong impact on student outcomes .
5	Significantly Above Expectations: A teacher at this level exemplifies the instructional skills, knowledge, and responsibilities described in the rubric and implements them adeptly and without fail . He/she meets ambitious teaching and learning goals and makes a significant impact on student outcomes . Performance at this level should be considered a model of exemplary teaching .



Coding and Scoring: Expectations

Kindergarten Math

- The lesson did not meet the expectations of the standard, and the teacher did not implement instructional skills, knowledge, and responsibilities described in rubric for expectations
- Opportunities for students to learn from mistakes were missed (ex. 5 colored jewels).
- Instruction was somewhat aligned to the instructional focus documents.
- Pacing of student progression was inadequate based on one number per day.
- Teacher has some impact on students who need additional time and support.



Coding and Scoring: Lesson Structure and Pacing

Kindergarten Math

- Teacher starts lesson promptly, but weak evidence of beginning, middle, end as lesson was simply a series of activities.
- Pacing was brisk but activities were repetitive.
- There was no evidence of student reflection.
- The activities were all teacher-directed.
- Transitions were smooth and supported through song.



Assessment Part 2



Assessment: Coding and Scoring the Lesson

- Consider the evidence you have scripted for the kindergarten observation.
- Code and score the remaining indicators in the instruction domains.
- Utilize the following documents to support your coding and scoring:
 - Performance level guide
 - Scripting notes
 - Lesson plan
 - Rubric for the instruction domain



Self Reflection

- Compare your scores to the Tennessee raters' scores.
- Identify any areas of misalignment (more than 1 away in either higher or lower).
- Reflect on scripting, coding and scoring practices utilized throughout this lesson.
- Identify strengths and areas to strengthen for the next lesson.

Instruction Indicators	Score
Standards & Objectives	
Motivating Students	
Presenting Instructional Content	
Lesson Structure & Pacing	
Activities & Materials	
Questioning	
Academic Feedback	
Grouping	
Teacher Content Knowledge	
Teacher Knowledge of Students	
Thinking	
Problem-Solving	

You have successfully completed module two!

- You may now advance to module three where you will explore post-conference skills and complete your final scoring practice before your certification test.
- Please note, questions related to module two will be included in the final assessment for evaluator certification.

