



BEST FOR
ALL

We will set all students on a path to success.

TEAM Teacher Evaluator Training Module 3

Agenda

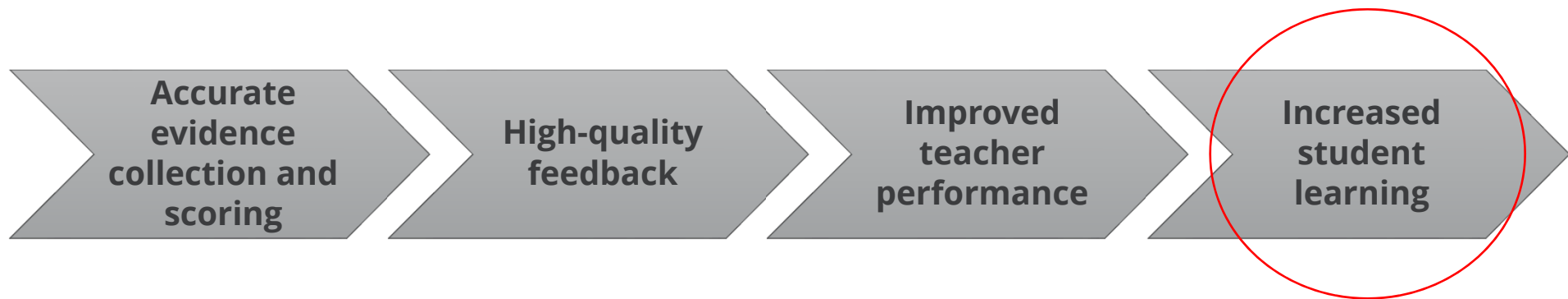


Module 3

- Post Conferencing / Feedback
- Professionalism and Summative Conference
- Practice
- Building and Sustaining a Culture of Continuous Improvement
- Certification
- TASL Information

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Why Do We Evaluate Teachers?



Module 1 Review

Participants will:

- prepare to implement an accurate, fair, credible, rigorous, and transparent evaluation system by:
 - demonstrating knowledge of the TEAM evaluation process, and
 - utilizing resources to stay abreast of the policies that will contribute to teacher understanding of the evaluation process; and
- utilize TEAM resources to enhance evaluation and observation practices to improve outcomes for teachers and students.

Module 2 Review

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**.

Module 3 Learning Outcomes: TEAM Teacher Evaluation Training

Participants will:

- prepare to implement an accurate, fair, credible, rigorous, and transparent evaluation system by:
 - conducting effective post-conferences, and
 - utilizing the evidence collected through observations to create **meaningful and actionable feedback** for educators; and
- prepare to pass the certification test.

EDUCATORS

Post-Conference: Requirements



Post-Conference: Requirements

- Per state statute, written feedback, as well as an in-person post-conference, shall occur within **one week** of each observation.
- This data must be documented in TNCompass.



Observer Expectations

Indicator	5	3
<p>C1. Evaluation</p> <p>Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model and uses educator evaluation data to inform, assess, and adjust professional learning goals and plans</p>	<p>In addition to Level 3 descriptors:</p> <ul style="list-style-type: none"> • Builds and sustains a culture focused on continuous improvement, such that educators view the evaluation process as an opportunity for professional learning and growth • Holds self and others accountable for customizing supports for educators • Creates a school-wide plan for professional learning aligned to the school's vision for professional learning and growth • Accurately modifies school or grade-level professional learning goals and plans 	<ul style="list-style-type: none"> • Encourages educators to use the evaluation process for professional learning and growth • Adheres to all evaluation processes, which include: <ul style="list-style-type: none"> ○ timelines for feedback ○ follow-up support ○ finalizing all required observations ○ conducting summative conferences • Ensures the classroom observation process includes: <ul style="list-style-type: none"> ○ gathering evidence balancing educator and student actions related to teaching and learning ○ grounding all evidence coding and scoring to the rubric with accuracy to ensure fidelity of the process ○ using a preponderance of evidence to evaluate teaching ○ using the rubric to structure feedback to educators ○ offering specific, actionable feedback recommendations connected to improving student achievement ○ facilitating educator implementation of recommended improvement strategies • Uses evaluation data to determine trends and assess educator strengths and growth opportunities



Post-Conference: Desired Outcomes



- Increased **teacher reflection** on instructional practices
- **Shared strength and opportunity for continued growth** in instructional practice from the observed lesson
- **Actionable feedback** with next steps for continued improvement of instructional practice and student outcomes

Post-Conference: Preparation



Post-Conference: Purpose



- The post-conference allows an evaluator the opportunity to provide actionable feedback and **challenge** the teacher to think more strategically about instruction.
- When meeting with the teacher:
 - ask probing **questions** about instructional practice and student outcomes, and
 - seek to **support** the teacher's reflection around student mastery of daily objective(s).



Post-Conference: Preparation

Evaluators should:

- analyze student work from the lesson,
- ask clarifying questions about the lesson,
- analyze scripting notes, code and score evidence to the rubric,
- plan questions to drive teacher reflection, and
- prepare actionable feedback to support teacher growth and student achievement.



Post-Conference: Best Practices

Always:

- **schedule** the post-conference with the teacher within 5 business days after the observation,
- conduct the post-conference in person in a confidential space, and
- prepare for the post-conference by reviewing evidence collected and student work and coding/scoring evidence to the TEAM rubric.



The Importance of Student Work



Analyzing Student Work



- Using student work to inform observation ratings changes the conversation from *“What did the teacher teach?”* to *“What did the students learn?”*
- The observer should:
 - determine if the lesson **objective was aligned to standard**,
 - **sort student work** by student level and mastery,
 - **compare student work to the depth of the standard**, and
 - determine the **level of mastery** demonstrated by most students.

Student Work

- Teachers often view feedback as being about their instructional practice instead of student outcomes.
- However, when practice is discussed within the context of students demonstration of mastery, then the conversation turns to what students need to know to be thinkers and problem solvers.



Post-Conferences: Structure



Post-Conference: Structure



Collaboratively review the **outcomes** of the lesson with the teacher.



Pose questions to the teacher about strengths and struggles within the lesson.



Coach teacher to reflectively identify reinforcement and refinement.



Offer **actionable feedback** with next steps.



At the close of the conference, **share scores**.

Post-Conference: Template

Post-Conference Plan	
Area of reinforcement (indicator & descriptor)	
Self-analysis question	
Evidence of student impact	
Area of refinement (indicator & descriptor)	
Self-analysis question	
Evidence of student learning gap	
Next steps with resources to support next steps	
Dates for follow-up	



Post-Conference: Structure



- Introduction:
 - Set the tone with a greeting and ask for teacher's reflection on the lesson.
- Share reinforcement.
 - Ask self-analysis question.
 - Elicit/provide student-specific evidence from notes.
 - Identify potential opportunities for sharing this strength.
 - e.g., Peer partnership, sharing at a faculty meeting or PLC, etc.

Post-Conference: Structure



- Share refinement.
 - Ask self-analysis question.
 - Elicit/provide student-specific evidence from notes.
 - Elicit/provide a recommendation for actionable next steps.
 - Give a definite follow-up timeline.

- Share scores.

Post-Conference Questions: Sample Questions

(Reinforcement/Refinement Area Specific)

When planning a lesson, what strategies help you decide on the sequencing of the instruction within the lesson?

In what ways do you engage students in providing quality feedback to one another?

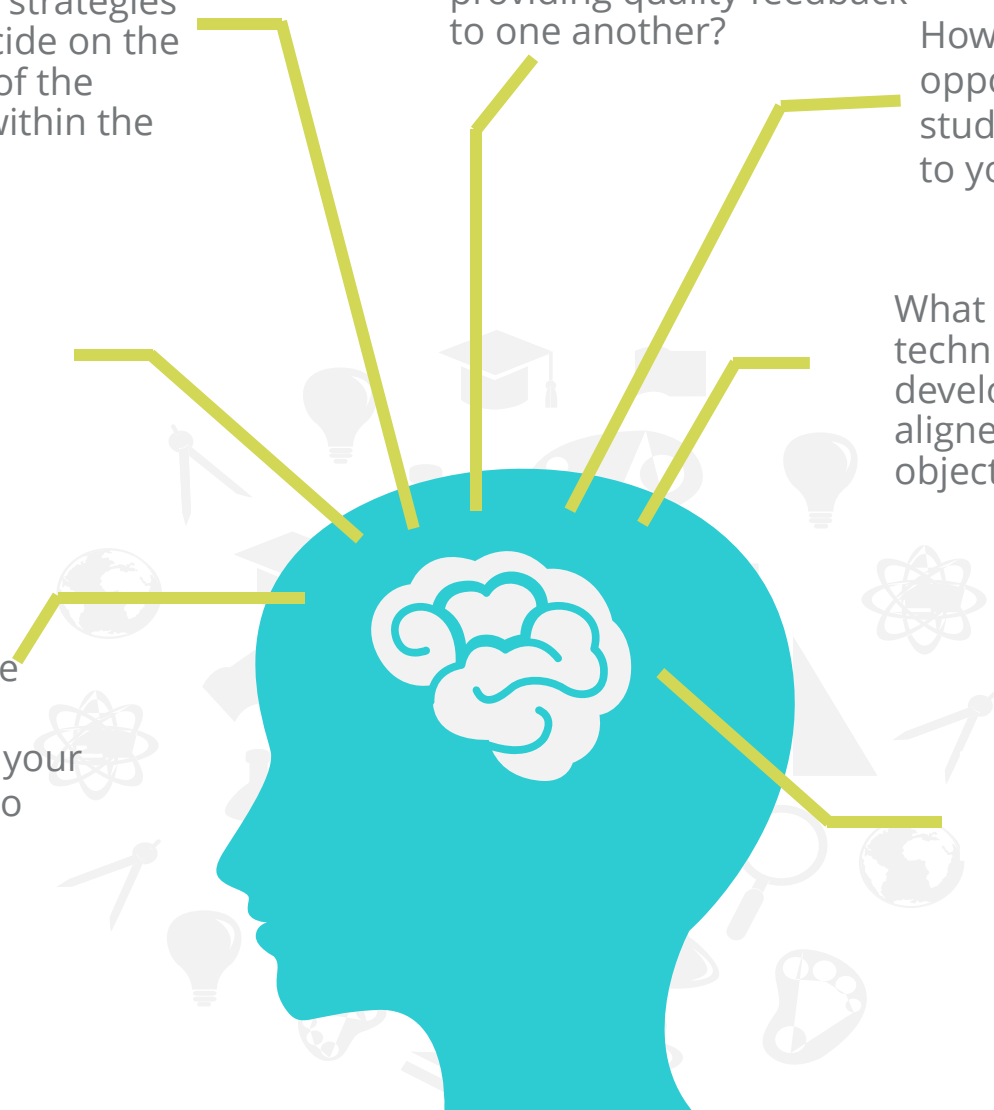
How do you plan opportunities for all students to respond to your questions?

Why do you feel it is important for students to have opportunities to develop their own questions and explore for the answers?

What are some techniques you use to develop activities that are aligned to the learning objectives?

What are some ways you communicate your expectations to the students?

What are some ways you ensure that instructional time is used efficiently throughout a lesson so that all students remain actively engaged in learning?



Designing Feedback



Five Forms of Feedback



Evaluative

Coaching

Type of Feedback	Definition	Example
Personal Opinion	Statements focus on the evaluator and his/her personal opinion/likes, dislikes.	I like the way you opened that lesson.
Inference	Statements focus on the evaluator's own interpretation of the lesson.	The kids clearly enjoyed the way you opened that lesson.
Judgement	Statements focus on the teacher and are positive or negative in nature.	That was a good opening for that lesson
Data	Statements focus on facts or figures.	100% of your students engaged in the activity you used to open the lesson.
Mediative Questions	Questions that lead the teacher to self-reflect on their own data.	What might have been some of the reasons your students responded to the lesson opening like they did?

Post-Conference: Planning



Identifying Reinforcement



When identifying, reflect on which indicator had the **most positive impact** on student learning and what evidence exists to support this choice.

Reinforcement Plan

- Review **evidence** and **student work**.
- Design your feedback by these principles:
 - What did the students say and do that indicated strong thinking and problem solving?
 - What teacher actions lead to these student actions?
 - To which indicator and descriptor are these actions most aligned?



Reinforcement Plan

- **Identify the area of reinforcement.** Use specific language from the rubric to develop the objective. (ex: questioning)
 - *“The teacher will be able to explain how she plans for the types and frequency of questions that she asks during a lesson.”*
- **Ask a self-analysis question.** Prompt teacher to talk about what you want to reinforce. Utilize a question that includes specific language from the rubric to encourage the teacher to reflect.
 - *“When you plan a lesson, how do you decide on the type and frequency of questions that you will ask?”*



Reinforcement Plan

Identify specific examples from the evidence about what the teacher did relatively well.

- *“You asked numerous questions on the knowledge and comprehension level that led students to review previous learning as they identified the elements of a pictograph and defined mean, mode, median, and range. As you progressed through the lesson, you continually asked students to explain how they arrived at their answers and to explain their classmates’ responses.”*



Reinforcement Narrative for TNCompass

It was evident the teacher planned for various types of questions to support the lesson objective. The teacher asked numerous questions on the knowledge and comprehension level that led students to review previous learning as they identified the elements of a pictograph and defined mean, mode, median, and range. As the teacher progressed through the lesson, she continually asked students to explain how they arrived at their answers and to explain their classmates' responses. This progression of rigorous questioning was well-sequenced within the scope of the lesson.



Identifying Refinement

When identifying, reflect upon which indicator will **result in the greatest impact on student learning** if that practice is improved.



Identifying Refinement

- Review **evidence** and **student work** collected.
- Use **guiding questions** for designing feedback:
 - What specific part(s) of student learning needs to improve?
 - What change in teacher practice would lead to improved student learning?
 - To which indicator and descriptor are these actions most aligned?



Refinement Plan

- **Identify the area of refinement.** Use specific language from the rubric to develop the objective (ex: lesson structure and pacing).
 - *“The teacher will be able to explain how to effectively plan for the pacing of a lesson that provides sufficient time for each segment and provides for a clear closure.”*
- **Ask a self-analysis question.** Ask a specific question to prompt the teacher to reflect on the indicator you have identified as their area of refinement as it relates to the lesson.
 - *“When developing lessons, how do you decide on the pacing of the lesson so sufficient time is allocated for each segment?”*



Refinement Plan

- **Identify specific examples from the evidence about what to refine.** It is critical that the observer provides specific examples from the lesson to support the refinement indicator.
- *“You began the lesson with an explanation of the lesson’s objective and an overview of the lesson. Modeling for students how to analyze a pictograph followed, and then students were to work in groups to read a pictograph and complete questions on a worksheet. You mentioned earlier that you wanted students to be able to work in groups and then report their findings. However, there was not sufficient time for this to occur during the lesson.”*



Refinement Narrative for TNCompass

Pacing for the lesson was not executed with a beginning, middle, and end. The teacher began the lesson with an explanation of the lesson's objective and an overview of the lesson. Modeling for students how to analyze a pictograph followed, and then students were to work in groups to read a pictograph and complete questions on a worksheet. The teacher mentioned in her plan that she wanted students to work in groups and then report their findings. However, there was not sufficient time for this to occur during the lesson. Pacing should provide opportunities for student reflection and closure.



Refinement Follow-up

Identify specific follow-up actions with a timeline It is critical that the observer support the teacher with specific follow-up action(s) and suggested timeline to support the indicator being refined.

- *“Each segment of the lesson must be appropriately planned and paced in order to achieve all objectives for the lesson. Each day, plan with time increments for each section of the lesson. These should be reflected within the daily lesson plan. Additionally, use checkpoint reminders during the lesson to keep your pacing on track.”*
- *“Within two weeks, I will complete a walk-through to check on your progress with pacing lessons. I will ask to see your lesson plan with time stamps to ensure appropriate pacing.”*



Post-Conference Quick Reference



Do	Don't
Schedule post-conference within five business days of observation.	Omit the post-conference or conduct it outside of the five day window.
Conduct post-conference in a confidential area.	Conduct post-conference in a public space with possibility of interruptions.
Obtain and analyze student work prior to the post-conference.	Conduct the post-conference with no preparation.
Ask probing questions based on a review of student work and class observation.	Simply share scores.
Focus on reinforcement and refinement, based on evidence collected during the lesson.	Fail to recognize the strengths of the lesson.
Coach teachers to improve practice.	Allow an identified need that might impact learning go unaddressed.

Post-Conference: Video



Post-Conference: Video Takeaways



- Evaluator utilizes evidence to ensure fidelity of the process.
- Evidence includes what the teacher says and does.
- Evidence includes what students say and do.
- Evaluator ensures grade level standards are being implemented.
- Meeting is conducted in a safe and secure room with no disruptions.
- Questions prompted by evaluator supported teacher reflection.

Task: Module 3



Task: Prepare a Post-Conference



Identify at least three resources you might need to plan a post conference for kindergarten math.

Task: Prepare a Post-Conference



What questions would you prepare to ask to support the teacher in her reflection of the lesson?

Task: Prepare a Post-Conference

What would the reinforcement and refinement be for this teacher?



Task: Prepare a Post-Conference

What actionable feedback would you provide for the teacher based on the area of refinement?



Professionalism Rubric and Summative Conferences



TEAM Observation: Professionalism



- Apply to **all educators**.
- Are completed within **last six weeks** of school year.
- Based on activities from **full year**.
- **Discussed** with teacher in a conference.
- Include **four indicators**:
 - Professional Growth and Learning
 - Use of Data
 - School and Community
 - Leadership

Professionalism Rubric

The professionalism rubric captures the practices of the educator as a whole.

- **Professional Growth & Learning and Use of Data** address a teacher's reflective practice through the observation process and his/her use of data to support student achievement.
- **School & Community Involvement and Leadership** address a teacher's interaction with the school as a whole, as well as the role they play in leading others.



Learning the Professional Rubric



Professional Growth and Learning

- Reflects on feedback from class observations and uses this feedback to improve instructional practice
- Engages in high-quality professional learning opportunities

Learning the Professional Rubric



Use of Data

- Uses formative and summative assessment data to guide instructional decisions
- Reflects on instructional practice and its impact on student learning

Learning the Professional Rubric



School and Community Involvement

- Supports and contributes to school activities and events
- Adheres to school and district policies
- Works to contribute to a safe and orderly learning environment

Learning the Professional Rubric



Leadership

- Actively participates in professional learning communities
- Actively contributes to the school community through a variety of leadership roles

Professionalism Rating Report



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 _____

- Use to document **professionalism** scores.
- Follow the practice of identifying **reinforcement** and **refinement** areas.

Summative Conference



- Share and review results of the **professionalism** observation.
- Share final **qualitative data** (observation/student survey scores).
- Share and review achievement results (if available).
- Provide teacher with timeline for LOE calculation.
- Discuss professional learning goals.

Certification Requirements



The Certification Test

- State law **requires** all observers to be certified.
- 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.**



The Two-Part Certification Test

- Part one: Lesson analysis – view and score a lesson.
 - All scores must be no more than ± 1 point away from the benchmark rating for at least 10 indicators, **and**
 - Average observation score must be within ± 0.9 points away from the benchmark average observation score.
 - Each part of the certification may be attempted two times.
 - Once successfully completed, access to part two is granted.
- Part two: General knowledge
 - Eight multiple choice items on a variety of topics related to TEAM
 - Success criteria:
 - Correct response on at least 6 items
 - Each part of the certification test may be attempted two times.



The Certification Test

Once you **pass** the certification test, you will:

- have access to your certificate in the Learning Management System,
- receive an **evaluation credential** in TNCompass, and
- be given **access to the evaluation process** in TNCompass.



Observation Practice: Video 2



Observation Video 2



Score Reveal

- Compare your scores.
- Identify areas of **alignment** and **misalignment**.



Indicator	Score
Standards and 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	

Wrap Up



TEAM: Theory of Action



If TEAM is implemented:

- accurately,
- fairly,
- credibly,
- rigorously, and
- transparently

then educators will believe in and utilize it to improve educational outcomes for all.

Building and Sustaining Culture

Indicator	5	3
<p>C1. Evaluation</p> <p>Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model and uses educator evaluation data to inform, assess, and adjust professional learning goals and plans</p>	<p>In addition to Level 3 descriptors:</p> <ul style="list-style-type: none"> Builds and sustains a culture focused on continuous improvement, such that educators view the evaluation process as an opportunity for professional learning and growth Holds self and others accountable for customizing supports for educators Creates a school-wide plan for professional learning aligned to the school's vision for professional learning and growth Accurately modifies school or grade-level professional learning goals and plans 	<ul style="list-style-type: none"> Encourages educators to use the evaluation process for professional learning and growth Adheres to all evaluation processes, which include: <ul style="list-style-type: none"> timelines for feedback follow-up support finalizing all required observations conducting summative conferences Ensures the classroom observation process includes: <ul style="list-style-type: none"> gathering evidence balancing educator and student actions related to teaching and learning grounding all evidence coding and scoring to the rubric with accuracy to ensure fidelity of the process using a preponderance of evidence to evaluate teaching using the rubric to structure feedback to educators offering specific, actionable feedback recommendations connected to improving student achievement facilitating educator implementation of recommended improvement strategies Uses evaluation data to determine trends and assess educator strengths and growth opportunities



TASL Credit

- This training is a TASL-approved event for 14 hours.
- You will receive an email from the department confirming your attendance.
- The event title in TNCompass is “TEAM Teacher Evaluator Training- 2020”



Resources



- For more information on TEAM, visit the TEAM website at <http://team-tn.org>
- Be sure to sign up for the weekly Human Capital Update when visiting the TEAM website!
- With policy questions related to TEAM, contact TEAM.Questions@tn.gov.
- With technical questions related to TNCompass, contact support@TNCompass.org.

Congratulations! You have completed TEAM Teacher Evaluator Training.

You may now proceed to the certification test.

