



BEST **FOR**
ALL

We will set all students on a path to success.

TEAM Teacher Evaluator Recertification Training



BEST FOR **ALL**

We will set all students on a path to success.

ACADEMICS

**ALL TENNESSEE STUDENTS WILL
HAVE ACCESS TO A HIGH-QUALITY
EDUCATION, NO MATTER WHERE
THEY LIVE**

WHOLE CHILD

**TENNESSEE PUBLIC SCHOOLS
WILL BE EQUIPPED TO SERVE THE
ACADEMIC AND NON-ACADEMIC
NEEDS OF ALL STUDENTS**

EDUCATORS

**TENNESSEE WILL SET A NEW PATH
FOR THE EDUCATION PROFESSION
AND BE THE TOP STATE TO
BECOME AND REMAIN A TEACHER
AND LEADER**

Agenda



- TEAM
- TEAM Observation Cycles
- Focus Domain: Planning
- Focus Domain: Environment
- Connections: Instructional Domain
- Wrap Up
- Recertification Test

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Norms

- Be open to learning.
- Approach this work through the lens of leadership.
- Be present and engaged.
 - Limit distractions.
 - Pause and return if necessary.
- Thoughtfully interact with the tasks.
- Consider how to integrate new learning with current practices.



Learning Outcomes

Observers will:

- articulate the connections among the three TEAM domains,
- incorporate those connections in observation practice, and
- use those connections to improve classroom instruction and student outcomes.



Why Evaluate Instruction

“An investment in knowledge always pays the best interest.”

-Benjamin Franklin



**Improved teaching
and learning**

**High-quality
actionable feedback**

**Improved leader
performance**

**Better outcomes
for students**

What is TEAM?



- TEAM is the state's teacher and administrator evaluation system, authorized by [*Tenn. Code Ann. § 49-1-302*](#) and described in Tennessee State Board [*Policy 5.201*](#).
- The policy can be found on the TEAM website: <https://team-tn.org/>

Evaluation Requirements



- District must ensure that:
 - all full-time, certified educators are evaluated, and
 - evaluations result in a level of overall effectiveness (LOE).
- Educators include:
 - teachers with individual TVAAS scores,
 - teachers implementing student growth portfolios or alternative,
 - teachers, librarians, counselors, and other certified school services personnel who receive a school-wide growth score, and
 - administrators.

The Importance of Evaluation Data



The Importance of Evaluation Data

- The primary purpose of annual teacher and school administrator evaluation is to **identify and support instruction** that will lead to **high levels of student achievement**.
- Evaluations may be a factor in **employment decisions**, including, but not necessarily limited to, promotion and retention.



The Importance of Evaluation Data

TEAM teacher evaluation data:

- reflects Tier I instruction,
- informs professional learning plans,
- signals strengths and areas of needed improvement,
- generates professional development points (PDPs) for license renewal, and
- in some cases, generates data for performance-based compensation.



The Importance of Evaluation Data

- Educator preparation programs (EPPs) receive aggregate TEAM evaluation scores for their graduates.
- This data is used to make programmatic decisions.



Expectations for School Administrators

Indicator	5	3
C1. Evaluation 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	In addition to Level 3 descriptors: <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



Expectations for School Administrators



Checkpoint




Describe how each of the following are supported by evaluation data:

1. Administrator evaluations
2. Educator preparation programs
3. Educator career trajectories



TEAM Website

The TEAM website, www.team-tn.org, is a valuable resource that can help you implement TEAM in your school.



Department of
Education

TEAM
Tennessee Educator Acceleration Model


search here ...

[Home](#) [Statute & Policy](#) [Evaluation](#) [Growth](#) [Achievement](#) [Training](#) [TNCompass](#) [Research](#) [TEAM Update](#) [Contact](#)

About TEAM

The Tennessee Educator Acceleration Model (TEAM) is about principals and teachers working together to ensure the best possible instruction every day. Through frequent observation, constructive feedback, student data, and professional development, TEAM is designed to support all educators in doing their best work to help every student learn and grow.

[Read More](#)





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.

Best Practices: Pre-Conference

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.



Best Practices: Observation

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.



Best Practices: Post-Conference

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.



Domain: Planning



Domain: Planning



The planning domain outlines foundational practices for implementing instructional strategies to:

- ensure the progression of student mastery of state-standards;
- generate thinking and problem solving aligned to state standards; and
- accommodate individual student learning.

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.

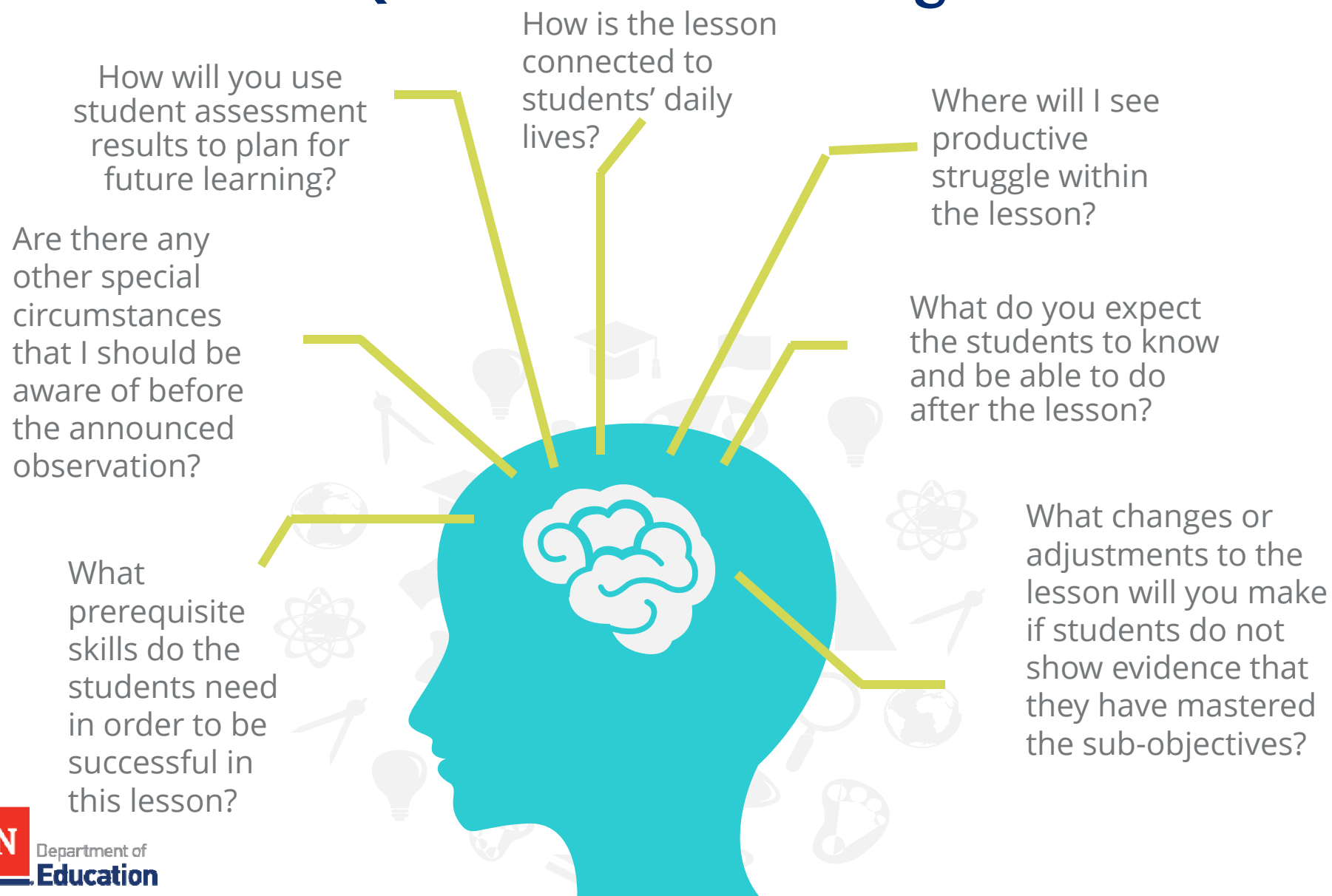
Assessment



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



Checkpoint



- Access the General Educator Rubric: Planning
- Review the level 3 and level 5 practices for all three indicators.
- What commonalities can you identify for a teacher to shift from level 3 to level 5 practice in the planning domain?



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.



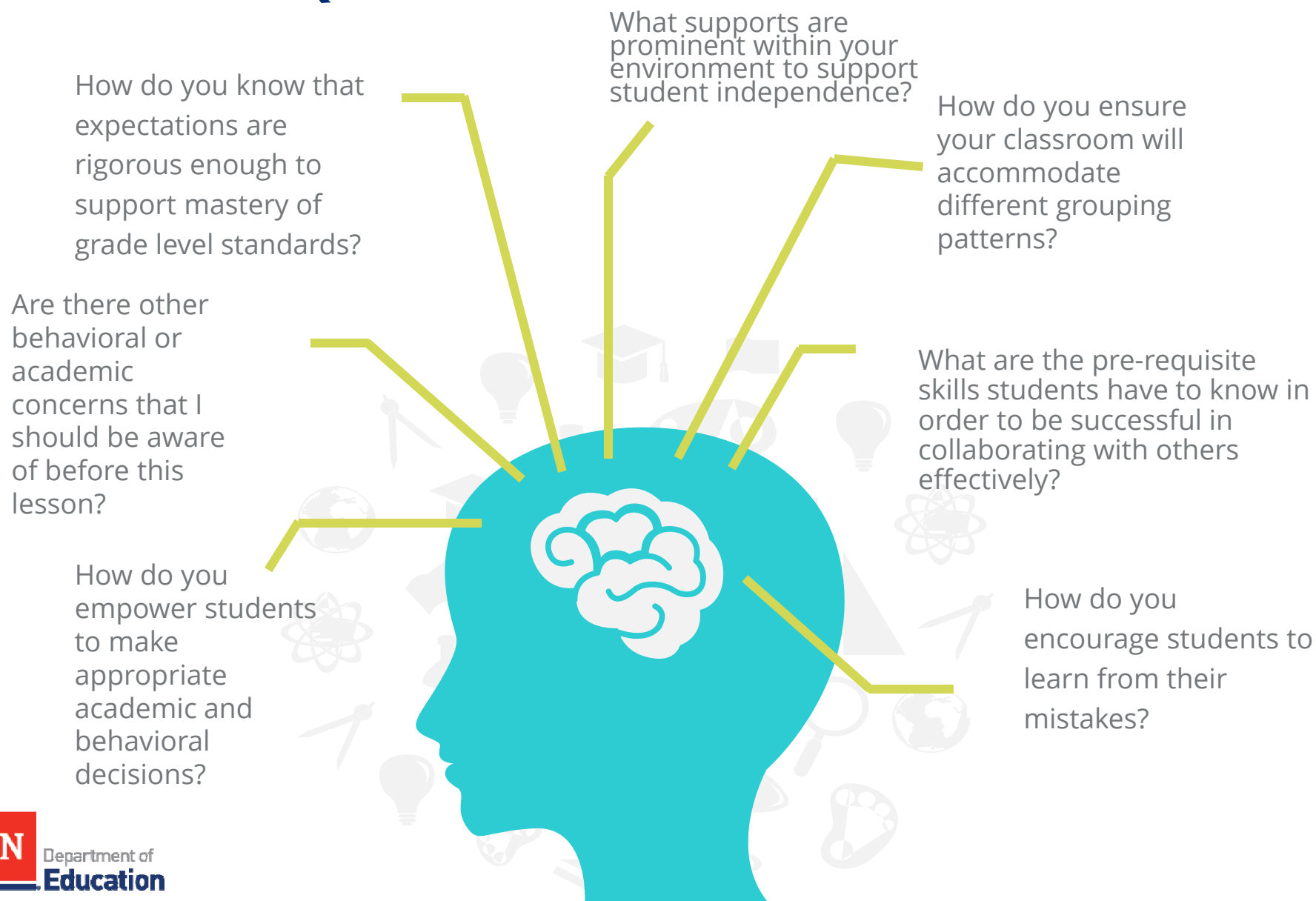
Respectful Culture

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



Checkpoint



- Access the General Educator Rubric: Environment
- Review the level 3 and level 5 practices for all four indicators.
- What commonalities can you identify for a teacher to shift from level 3 to level 5 practice in the planning domain?



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



Connecting the Domains

The impact of instruction on student outcomes is grounded in two things:

- Instructional planning
- Learning environment



Connecting the Domains

- While all indicators are key to delivering a strong lesson, which indicators in the instructional domain clearly connect planning and environment to instructional outcomes?
- Indicators we will consider today include:
 - Presenting Instructional Content
 - Activities and Materials
 - Questioning
 - Academic Feedback



Domain: Instruction



Domain: Instruction

Presenting Instructional Content

Includes:

- visuals to support the lesson,
- teacher modeling of the thinking process,
- logical sequencing, and
- concise communication.

Connections



Presenting Instructional Content



Presentation of content always includes:

- visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;
- examples, illustrations, analogies, and labels for new concepts and ideas;
- effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations;
- concise communication;
- logical sequencing and segmenting;
- all essential information; and
- no irrelevant, confusing, or non-essential information.

Checkpoint



Identify three questions that you might ask a teacher to identify if they are leveraging best practices in planning and/or environment to support the presentation of instructional content.




Domain: 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.



Connections

<p>Activities and Materials</p> 	<ul style="list-style-type: none">• Activities and materials include all of the following:<ul style="list-style-type: none">◦ support the lesson objectives,◦ are challenging,◦ sustain students' attention,◦ elicit a variety of thinking,◦ provide time for reflection,◦ are relevant to students' lives,◦ provide opportunities for student-to-student interaction,◦ induce student curiosity and suspense,◦ provide students with choices,◦ incorporate multimedia and technology, and◦ incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).• In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.• The preponderance of activities demand complex thinking and analysis.• Texts and tasks are appropriately complex.
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Checkpoint



Identify three questions that you might ask a teacher to identify if they are leveraging best practices in planning and/or environment to support the activities and materials used in the classroom?



Domain: Instruction

Questioning

- High-quality pre-planned questions often require students to cite evidence.
- Students generate questions as part of self-directed learning.



Domain: Instruction

<p>Questioning</p>	<ul style="list-style-type: none"> • Teacher questions are varied and high quality, providing a balanced mix of question types: <ul style="list-style-type: none"> ◦ knowledge and comprehension, ◦ application and analysis, and ◦ creation and evaluation. • Questions require students to regularly cite evidence throughout lesson. • Questions are consistently purposeful and coherent. • A high frequency of questions is asked. • Questions are consistently sequenced with attention to the instructional goals. • Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is consistently provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning. • Questions regularly assess and advance student understanding. • When text is involved, majority of questions are text-based.
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Checkpoint



Identify three questions that you might ask a teacher to identify if they are leveraging best practices in planning and/or environment to support questioning techniques?



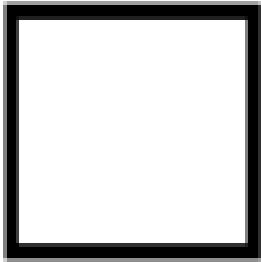
Domain: Instruction

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.



Connections

<p>Academic Feedback</p> 	<ul style="list-style-type: none">• Oral and written feedback is consistently academically focused, frequent, high quality and references expectations.• Feedback is frequently given during guided practice and homework review.• The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback.• Feedback from students is regularly used to monitor and adjust instruction.• Teacher engages students in giving specific and high-quality feedback to one another.
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Checkpoint



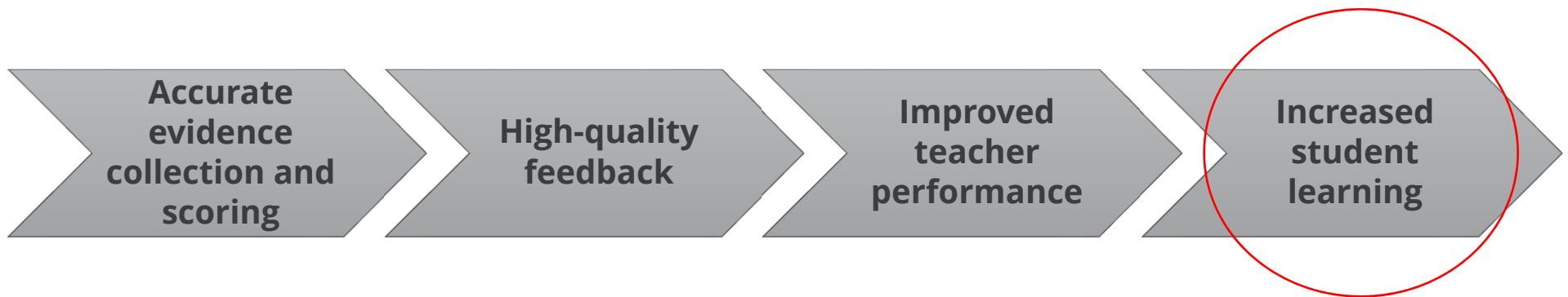
Identify three questions that you might ask a teacher to identify if they are leveraging best practices in planning and/or environment to support academic feedback?



Wrap Up



Multiplying the Impact of Feedback



The Recertification 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 Recertification 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.



The Recertification Test

- Part 1: Lesson Analysis

After viewing a lesson, assign a rating to each of the 12 indicators of the TEAM instruction domain.

Success criteria:

 - No more than ± 1 point away from the benchmark rating for at least 8 indicators, **and**
 - Average observation score is within ± 0.9 points away from the benchmark average observation score
- Part 2: General Knowledge

Eight multiple choice items on a variety of topics related to TEAM

 - Success criteria: Correct response on at least 6 items
- Both parts of the recertification test must be successfully completed in order to be recertified.
- There are two opportunities to pass the recertification test.
 - If a second attempt is needed, please contact TEAM.Questions@tn.gov.



TASL Credit

- This training is a TASL-approved event for 7 hours.
- You will receive an email from the department confirming your attendance.
- The event title in TNCompass is “TEAM Teacher Evaluator Training- 2020”



**Congratulations! You have
completed TEAM
Recertification Teacher
Evaluator Training.**

**You may now proceed to the
certification test.**

