We will set all students on a path to success.

TEAM Teacher Evaluator
Recertification Training
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
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
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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Level 5</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C1. Evaluation</strong></td>
<td>In addition to Level 3 descriptors:</td>
<td>Encourages educators to use the evaluation process for professional learning and growth.</td>
</tr>
<tr>
<td>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</td>
<td>- Builds and sustains a culture focused on continuous improvement, such that educators view the evaluation process as an opportunity for professional learning and growth.</td>
<td>- Adheres to all evaluation processes, which include:</td>
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<td></td>
<td>- Holds self and others accountable for customizing supports for educators.</td>
<td>- Timelines for feedback.</td>
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<tr>
<td></td>
<td>- Creates a school-wide plan for professional learning aligned to the school’s vision for professional learning and growth.</td>
<td>- Follow-up support.</td>
</tr>
<tr>
<td></td>
<td>- Accurately modifies school or grade-level professional learning goals and plans.</td>
<td>- Finalizing all required observations.</td>
</tr>
</tbody>
</table>

- Ensures the classroom observation process includes:
  - 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.
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

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

<table>
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<th>Do</th>
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<tbody>
<tr>
<td>Schedule announced observations 3-5 days in advance.</td>
<td>Omit an announced observation.</td>
</tr>
<tr>
<td>Arrive early for the observation and stay for the complete lesson.</td>
<td>Arrive after the lesson has begun or leave before lesson ends.</td>
</tr>
<tr>
<td>Script the lesson efficiently and thoroughly.</td>
<td>Fail to capture factual evidence and transitions throughout the lesson.</td>
</tr>
<tr>
<td>Engage with students during independent work.</td>
<td>Interrupt direct instruction by engaging with students.</td>
</tr>
<tr>
<td>Collect student work at end of the lesson.</td>
<td>Omit collecting student work or collecting it the next day.</td>
</tr>
</tbody>
</table>
## Best Practices: Post-Conference

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

- How will you use student assessment results to plan for future learning?
- Are there any other special circumstances that I should be aware of before the announced observation?
- What prerequisite skills do the students need in order to be successful in this lesson?
- How is the lesson connected to students’ daily lives?
- Where will I see productive struggle within the lesson?
- What do you expect the students to know and be able to do after the 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

- 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

- How do you know that expectations are rigorous enough to support mastery of grade level standards?
- Are there other behavioral or academic concerns that I should be aware of before this lesson?
- How do you empower students to make appropriate academic and behavioral decisions?
- What supports are prominent within your environment to support student independence?
- How do you ensure your classroom will accommodate different grouping patterns?
- What are the pre-requisite skills students have to know in order to be successful in collaborating with others effectively?
- How do you encourage students to learn from their mistakes?
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

<table>
<thead>
<tr>
<th>Presenting Instructional Content</th>
<th>Presentation of content always includes:</th>
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<tbody>
<tr>
<td></td>
<td>• visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;</td>
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<tr>
<td></td>
<td>• examples, illustrations, analogies, and labels for new concepts and ideas;</td>
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<td></td>
<td>• effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations;</td>
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<tr>
<td></td>
<td>• concise communication;</td>
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<tr>
<td></td>
<td>• logical sequencing and segmenting;</td>
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<tr>
<td></td>
<td>• all essential information; and</td>
</tr>
<tr>
<td></td>
<td>• no irrelevant, confusing, or non-essential information.</td>
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</tbody>
</table>
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

| Activities and Materials | - Activities and materials include all of the following:  
|                          |   - 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. |
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

<table>
<thead>
<tr>
<th>Questioning</th>
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<tbody>
<tr>
<td>- Teacher questions are varied and high quality, providing a balanced mix of question types:</td>
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<tr>
<td>- knowledge and comprehension,</td>
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<tr>
<td>- application and analysis, and</td>
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<tr>
<td>- creation and evaluation.</td>
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<tr>
<td>- Questions require students to regularly cite evidence throughout lesson.</td>
</tr>
<tr>
<td>- Questions are consistently purposeful and coherent.</td>
</tr>
<tr>
<td>- A high frequency of questions is asked.</td>
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<tr>
<td>- Questions are consistently sequenced with attention to the instructional goals.</td>
</tr>
<tr>
<td>- Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers).</td>
</tr>
<tr>
<td>- Wait time (3-5 seconds) is consistently provided.</td>
</tr>
<tr>
<td>- The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.</td>
</tr>
<tr>
<td>- Students generate questions that lead to further inquiry and self-directed learning.</td>
</tr>
<tr>
<td>- Questions regularly assess and advance student understanding.</td>
</tr>
<tr>
<td>- When text is involved, majority of questions are text-based.</td>
</tr>
</tbody>
</table>
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

| Academic Feedback | • 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. |
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

1. Accurate evidence collection and scoring
2. High-quality feedback
3. Improved teacher performance
4. Increased student learning
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.