TEAM Observation Guidance Documents: Cover Sheet

BACKGROUND
Certain subgroups of educators, which are listed in the table below, operate in unique situations that may require additional attention to apply the TEAM evaluation model with fidelity and provide educators with meaningful feedback. As such, we have conducted numerous focus groups, with educators working in these areas, to develop additional guidance to support evaluation. The accompanying documents are meant to serve as an instructive, although not exhaustive, list of areas to which administrators should direct additional attention based on the unique instructional or service setting of the educator. These are meant to supplement, not replace, the TEAM evaluation rubric. Together, the pre-observation questions, key areas for gathering evidence, examples of evidence and artifacts, and examples of excellence present an evaluator with additional resources to use to conduct high-quality evaluations.
COMPONENTS
The accompanying documents for each educator group are broken down into two components. **1. The *Observation Guidance* document provides:** • **a quick glance at some guiding questions and overarching concerns for each educator group; and** • **examples of pre-observation questions, key areas to focus evidence gathering, and examples of appropriate evidence/artifacts the evaluator may collect.** o **NOTE: Key areas for evidence are not intended to replace the indicators in the TEAM evaluation model, but rather are more detailed guidelines for evaluating indicators that educators have identified as particularly tricky to observe.** **2. The *Observation Support* document provides:** • **additional context for the evaluator when considering the responsibilities of each educator,** • **detailed examples to illuminate some of the key indicators and areas for evidence, and** • **a platform for meaningful discussion between educators and evaluators around best practices.** o **NOTE: This can be especially useful for structuring pre-conference discussions.**

Available observation guidance documents include:

GENERAL EDUCATOR RUBRIC	SCHOOL SERVICES PERSONNEL RUBRIC
• Alternative Educators • College, Career and Technical Educators (CCTE) • Early Childhood Educators • Pre-K Educators • Early Literacy K-3 Educators • Gifted Educators • Interventionists • Online Educators • Special Educators	• School Audiologists • School Counselors • School Psychologists • School Social Workers • Speech/Language Pathologists (SLP) • Vision Specialists

TEAM Observation Guidance: Early Childhood Educators

PRE-OBSERVATION QUESTIONS

1. How will students demonstrate mastery of the objectives the educator is teaching?
2. How will students represent their knowledge?
3. How will the actions and conversations be different in your classroom than in the classrooms of older children?
4. How will students know the goal or target for the activity or lesson?

KEY AREAS FOR EVIDENCE

1. **Instruction—Questioning**
   - **Educator asks questions that are developmentally appropriate, varied, of high quality, and regularly require active responses.**
   - **Educator questions are scaffolded throughout the lesson to gauge the depth of comprehension and targeted to meet differentiated student needs.**
   - **Educator encourages a variety of active responses, including, but not limited to: whole class signaling, choral responses, individual responses, written responses (dictated to educator), etc.**
   - **Educator uses methods that demonstrate all students have mastered concepts. All students are accountable for answers.**
2. **Instruction—Academic Feedback**
   - **Educator's oral feedback is consistently academically focused, frequent, and of high quality. Written feedback is minimally used given the developmental abilities of pre-K students.**
   - **Educator consistently uses student feedback to guide and adjust the level and pace of instruction.**
   - **Students are given age-appropriate feedback.**
3. **Instruction—Thinking**
   - **Educator thoroughly teaches two or more types of thinking, though evidence of each type may differ from older students' demonstration (e.g., evidence may be given verbally, with pictures, through active motion, etc.).**
   - **With guidance, students can verbalize what they are learning, why they are learning it, and how it connects to previous learning.**
4. **Instruction—Problem-Solving**
   - **Educator effectively implements activities to teach and reinforce multiple problem-solving types, as age appropriate. Careful attention should be paid to the evidence of problem-solving skill development for young children.**
   - **Students can effectively identify a problem and generate potential solutions (NOTE: This process is often best observed in young children when they are engaged in a play environment, small group setting, or within the context of a story or discussion).**
5. **Instruction—Student Work**
   - **Students demonstrate their understanding and higher order thinking in a variety of ways, but extended written work is not appropriate for this age group (e.g., mastery may be demonstrated through oral response, visual representations, or other means).**
   - **Student work clearly demonstrates mastery of a specific learning goal or set of learning goals.**

EXAMPLES OF EVIDENCE/ARTIFACTS

- **Lesson plans and scope and sequence**
- **Student portfolios, including photographs**
- **Communication logs**
- **Annotated student work and rubrics**
- Evidence of collaborative planning with assistants
- Evidence of routines and transition times
- Evidence of ongoing learning (e.g., objectives building over a unit and students

PRE-OBSERVATION QUESTIONS
• **Assessment data (social/emotional, literacy, and math)** • **Centers plans** revisiting prior work)

TEAM Observation Support: Early Childhood Educators

The evaluator should consider that determining the rigor and appropriateness of questions may be more difficult with younger students and that written feedback may not be appropriate in early childhood education. Additionally, evidence of higher order thinking, problem-solving, and mastery may look very different than it would in classroom settings with older students.

I. INSTRUCTION

EXAMPLE—QUESTIONING
Instruction—Questioning: **Educator shows students the cover of a book and asks them to turn to a partner and answer the question "What do you think will happen?" Students share with a partner and then with the class. Educator begins reading, pausing periodically to question students about what is happening (e.g., "Why did Franklin have to skip breakfast? What would happen if Franklin missed the school bus?"). Students discuss with partners and teacher randomly selects 2-3 students to share their answers by selecting popsicle sticks with students' names from a jar. As the teacher finishes the story, he/she shows the students the cover again and asks students to share whether or not their predictions came true. They discuss their predictions and what clues they used to make those predictions.** **Examples of possible questions for consideration as higher order when teaching young children may include:** **In all situations:** • **What would happen if…?** • **Have you ever…?** **In stories:** • **How do you think (character) felt?** • **Why did (character) do this?** • **What would you have done if you were the…?** **To help with problem solving when using manipulatives or engaging in center activities:** • **What can you change to fix this problem?** • **What if you…?** • **Why did you…?** ***Questions are primarily open ended. Educator provides "wait time" (3-5 seconds) and has a system to ensure all children have an opportunity to respond. Further information is given as needed to expand question.**

EXAMPLE—ACADEMIC FEEDBACK
Instruction—Academic Feedback:

EXAMPLE—ACADEMIC FEEDBACK

Students are engaged in an activity where they are sorting shapes by size and type. Educator asks students individually to explain what they are doing. Appropriate student responses reflect understanding of the task at hand and the reasoning behind it. Educator has one-on-one conversations about the work and provides specific feedback as needed to guide students (e.g., "You counted the sides to decide if this was a triangle," "I think you missed a side when you were counting. Let's try again,"...not, "Good job!"). Students making errors are encouraged through feedback and questioning to correct mistakes (e.g., "This object looks smaller than the others. How could you fix this problem? Where would it go? You might compare the objects side-by-side to decide which ones are the same"). Educator has a plan in place to document responses and approaches to the learning activity.

EXAMPLE—THINKING

Instruction—Thinking:

After teaching the attributes of the triangle, educator explains that students will choose a shape from a bag and decide if it is a triangle or not by describing its attributes. Educator chooses a shape and clearly models the thought process by using out loud "self-talk" to describe his/her shape. Educator allows students to choose shapes and asks them to see if theirs have similar attributes. Students explore their shapes and talk with peers about what they observe. Educator asks students to explore what happens when two triangles are put together side-by-side, what happens when connecting three? Four?, etc. Students discuss possibilities with their peers and share conclusions with the class. Following large group time, students are given several triangles of construction paper and allowed to create their own design with the shapes.

Examples of most common types of thinking for pre-K and kindergarten:

- ***Practical*: After discussions on the weather, students can identify appropriate clothing to wear in warm or cold weather.**
- ***Creative:* Students use art materials, blocks, or other building materials to express ideas on a specific task.**
- ***Analytical:* After listening to the same book/story read over several occasions, students can respond to questions about the characters, setting, or plot of the story.**

EXAMPLE—PROBLEM-SOLVING

Instruction—Problem-Solving:

Educator reads story in which the main character encounters a problem. Educator pauses during story to engage students in identifying the problem (e.g., TEACHER: "Why is Jenny upset?" STUDENTS: "Because her brothers won't let her play with them."). After students have identified the problem, educator encourages them to identify some potential solutions (e.g., "What do you think Jenny should do to get her brothers to play with her?" STUDENTS: "She could teach them a neat trick. She could ask them nicely. She could talk to an adult, etc."). Educator asks students to talk with a partner to decide what they think the best solution would be and what will happen if Jenny chooses that solution. Educator continues reading and students listen to see if Jenny chose the same solution as them. Educator leads students in a discussion of Jenny's choice, if it worked, and what she could have done differently.

EXAMPLE—STUDENT WORK
Instruction—Student Work: **Educator engages class in a book discussion and has students create a visual representation of an event in the story. As students work individually, educator asks them to verbally explain their choices and why they chose to draw/represent them in that way. Students justify answers verbally and educator journals responses. Students clearly demonstrate connections between learning and personal experiences. Educator reviews with students the goals they are working towards. This extended verbal response is the most valid descriptor with children of this age as it incorporates the use of language beyond the yes/no or multiple-choice type of answer or work.**