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.
     - 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.
     - 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 Literacy K-3 Educators

Teaching Literacy in Tennessee offers an instructional framework and guidance for literacy instruction K-3. The document builds off of the *Vision for Third Grade Reading Proficiency* with practical guidance on how to provide strong Tier 1 literacy instruction in the early grades.

> **The framework** for *Teaching Literacy in Tennessee* is predicated on a **theory of action that is grounded in research:**
>
> If we provide daily opportunities for all students to build skills-based and knowledge-based competencies by...
>
> - engaging in a high volume of reading;
> - reading and listening to complex texts that are on or beyond grade level;
> - thinking deeply about and responding to text through speaking and writing;
> - developing the skill and craft of a writer; and
> - practicing foundational skills that have been taught explicitly and systematically and applied through reading and writing;
>
> then, we will meet or exceed our goal of having **75 percent of third graders reading on grade level by 2025.**

In order to further support these literacy practices, this guidance document will highlight some of the key connections between the *Teaching Literacy in Tennessee* framework and the TEAM teacher rubric. This guide should assist observers as they evaluate literacy practices in K-3 classrooms in Tennessee. While not all of the indicators are described here, a similar format could be used for exploring the connections to any of the descriptors on the rubric to the framework outlined in *Teaching Literacy in Tennessee*.

INSTRUCTIONAL PLANS Instructional plans include…	
Measureable and explicit goals aligned to state content standards	Instructional plans should include focused units of study that allow students to gain world knowledge as they develop their literacy expertise. The concepts selected for the unit should be grounded in the Tennessee Academic Standards. Clear end of unit tasks should allow students to demonstrate their growing conceptual knowledge while also developing literacy skills. These tasks should meet the rigor of the standards for reading, speaking, and writing.
Activities, materials, and assessments that: • Are aligned to state standards • Are sequenced from basic to complex • Build on prior student knowledge, are relevant to students' lives, and integrate other disciplines • Provide appropriate time for student work, student reflection, and lesson and unit closure	The texts and tasks selected for the unit should be organized to support students in developing enduring understandings of the unit concept. These enduring understandings should make connections to Tennessee Academic Standards, providing opportunities for integrating other disciplines such as science and social studies. Lessons should build in complexity as students' progress through the unit. This should be evident in the text selection, question sequences, and daily tasks. The Tennessee ELA academic standards require students to be engaged in a range of texts of varying complexity, genre, and type. So, selection of text also provides evidence of whether the activities and materials align to the standards. Adequate time should be devoted to reading, listening, speaking and writing about text during the literacy block.
Evidence that the plan is appropriate for the age, knowledge, and interests of all learners	Texts that are above grade level and on grade level should be utilized in the plans. Daily tasks should be developmentally appropriate taking into consideration students' phases of reader and

INSTRUCTIONAL PLANS	
Instructional plans include...	
	writer development. Opportunities for developing and using new vocabulary orally in conversation prior to independent writing should be reflected in the plans. Tasks should reflect high expectations for student performance and allow students to display performance at the rigor of the standards.
Evidence that the plan provides regular opportunities to accommodate individual student needs	High expectations for each student should be evident in the end of unit tasks. Throughout the lesson sequences, there should be opportunities to provide appropriate levels of scaffolding, when needed. These scaffolds should support students in reaching the end of unit goal and meeting grade level expectations. This might include additional opportunities for students to interact with the teacher in a small group setting and/or added scaffolds or supports during lessons. In addition, some tasks might be modified to include special accommodations as needed.

STUDENT WORK	
Assignments require students to...	
Organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it	Daily tasks and end of unit tasks should be open-ended and result in every student having the opportunity to produce his/her own response through the use of the evidence gained through reading and discussing texts. Opportunities for students to synthesize across multiple reads of a text, across texts, and across units should be embedded throughout the instructional plans.
Draw conclusions, make generalizations, and produce arguments that are supported through extended writing	End of unit tasks should provide students with developmentally appropriate extended writing opportunities that allow them to demonstrate their developing knowledge acquired throughout the unit of study. These opportunities should also align to the rigor of the Tennessee ELA academic standards.
Connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school	Authentic tasks provide students with a real purpose and audience for writing. The more genuine the purpose and audience, the more connected to students' daily lives both inside and outside of school.

ASSESSMENT	
Assessment plans...	
Are aligned with state content standards	Assessment plans should include opportunities to assess all the strands of the Tennessee ELA academic standards: foundational skills, reading, writing, and speaking and listening. Each assessment should be aligned to the expectations for the grade level as outlined in the standards.

Daily and end of unit tasks can also serve as a form of assessment. They should also be aligned to the Tennessee ELA academic standards for the grade level. The daily tasks should support students in building the knowledge and skills they will need to be successful on the end of unit task. In this way, the daily tasks and end of unit tasks create an assessment plan that builds across the unit. |

ASSESSMENT Assessment plans…	
Have clear measurement criteria	Strong daily and end of unit tasks require students to integrate a variety of standards and skills within a single task. Teachers can effectively use these assignments as part of a comprehensive assessment plan when they outline clear measurement criteria for each task. This criteria is clear when it explicitly states the standards that will be assessed and the criteria for meeting grade-level expectations. As they implement a comprehensive assessment plan, teachers should be able to clearly articulate what is being assessed and what proficiency on the assessment looks and/or sounds like.
Measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test)	Assessment plans for literacy should include multiple forms of evidence, including formative and summative assessments. Students should have opportunities to demonstrate growing proficiency as independent readers who display grade-appropriate fluency, accuracy, and comprehension. In addition, throughout the literacy unit, students should have opportunities to demonstrate their growing understanding of the concepts, as well as the texts they are reading in a variety of ways. Assessments within the literacy block might take place at students' seats, at the carpet, in centers, or at the small group table. Comprehensive assessment plans will include written, oral, and performance-based opportunities to display knowledge and skills.
Require extended written tasks	Every unit should include an opportunity for students to engage in an extended writing task that allows them to demonstrate the knowledge they have gained. Strong end of unit tasks provide a purpose and an audience for the writing piece that requires students to authentically apply what they have learned. These end of unit tasks should align to the writing expectations at the grade level for narrative, opinion, and/or informational/explanatory writing. Evaluators should keep in mind what extended, developmentally-appropriate writing might look and sound like for the time of year and the grade level when evaluating writing tasks. Evaluators should also refer to the expectations for independence or support articulated in the grade level standards for writing.
Are portfolio based with clear illustrations of student progress toward state content standards	As teachers utilize multiple assessments to track student progress in writing, reading fluency, reading accuracy, reading comprehension, speaking, and listening, they develop a picture of the student and his/her phase of development. This understanding of each student's strengths and needs should guide instructional decisions such as what to model during a think aloud, what to teach during small group instruction, what academic feedback might need to be provided to individual students, and what areas might need extra scaffolding or support. Each day's assessments should inform changes to the instructional plans for the next day, creating a data-driven cycle for instructional planning.
Include descriptions of how assessment results will be used to inform future instruction	Teachers who regularly reflect on their practice utilize student work collected to make instructional decisions. This could include how assessment will support decisions related to *what* students will learn as well as *how* they will learn it. In the literacy classroom, making adjustments to how students will learn includes considering

ASSESSMENT	
Assessment plans...	
	adjustments to texts, instructional strategies, questions, tasks, literacy stations, and grouping arrangements. When teachers regularly consider what they are teaching, as well has how they are teaching it in connection to student results, teachers can effectively plan, diagnose, intervene, and extend on a continual basis.

EXPECTATIONS	
Teacher sets high and demanding academic expectations for every student	Evidence of high and demanding expectations should be evident in the text selection, text discussion, and task expectations in each lesson. Question sequences should stretch students to grapple with complex elements of the texts and to synthesize across texts as they read. Written tasks should match the rigor of the standards. All students should be supported in meeting or exceeding grade-level expectations outlined in the Tennessee ELA academic standards.
Teacher encourages students to learn from mistakes	Questions that are open-ended and allow for multiple solution paths allow students opportunities to construct and refine knowledge through conversation. Opportunities for accountable talk during discussions provide a safe way for students to express and develop ideas. A print-rich learning environment also provides opportunities for students to explore their writing and foundational skills, making corrections as needed.
Teacher creates learning opportunities where all students can experience success	High expectations for end of unit tasks are supported through the scaffolding of learning opportunities over the course of the unit. Environmental print shifts throughout the year to provide the scaffolds students need to stay on the cusp of their learning zones. Questions and tasks with more than one right answer provide opportunities for students to express what they do know as they continue to build knowledge and expertise.
Students take initiative and follow through with their own work	Essential questions that promote inquiry and curiosity motivate students to explore texts and ideas throughout the literacy block. Opportunities for writing in connection to learning are provided throughout the day with opportunities for student choice and student agency. Opportunities for students to utilize strategies and tools within a print rich learning environment (e.g., word walls, anchor charts, etc.) allow students to take initiative and follow through with their own work with a sense of ownership and agency.
Teacher optimizes instructional time, teaches more material, and demands better performance from every student	A large portion of the instructional day is utilized for students to engage in reading and listening to complex texts. These texts optimize instructional time by providing content and structural elements that are worthy of student time and attention. High-quality, content-rich texts allow students to develop world knowledge as they develop literacy expertise. Students are continuously challenged to stretch their knowledge and literacy expertise to the next level. Standards are taught in an integrated fashion that supports students in applying literacy skills in concert to make meaning of texts.

STANDARDS AND OBJECTIVES	
All learning objectives are clearly and explicitly communicated, connected to state standards, and referenced throughout lesson	Clearly communicating to students what they will be learning as they read and how they will be sharing that learning will help them make the connections across the literacy block. Multiple standards might be necessary to gain the knowledge and/or express the knowledge that was gained. Teachers should be able to articulate the connections between the standards, the enduring understandings of the unit, and the texts for students in meaningful ways. Communication is reciprocal—it reflects both what was delivered and what was received, so it is important that the learning objectives be easy for students to understand and be able to share with each other.
Sub-objectives are aligned and logically sequenced to the lesson's major objective	Since the major objective in a literacy lesson is for students to make meaning of text in order to share knowledge that was gained, the sub-objectives should be selected in service of the reading and writing that will occur. The qualitative features of a text present opportunities for sub-objectives that will support students in making meaning of the text. Sub-objectives should also support completion of the daily tasks and end of unit task. Logical sequencing should be evident across the think-alouds, questions, and tasks for the lesson observed, the daily literacy block, and the unit.
Learning objectives are: (a) consistently connected to what students have previously learned, (b) known from life experiences, and (c) integrated with other disciplines	A well-designed literacy lesson is situated within a broader unit of study that builds world knowledge. This allows the teacher to make connections to other texts that have been read, to other content that has been studied, and to other experiences that students have had during the unit.
Expectations for student performance are clear, demanding, and high	Throughout literacy instruction, students should be shouldering the majority of the cognitive load. Particularly during reading and/or listening to text, students should have opportunities to engage in making meaning of the text and discussing the content. Text that are at or above the complexity level for the grade should be used daily during the literacy block. Evaluators should consider whether selected texts have been appropriately paired with the instructional strategy they match best (above grade-level interactive read aloud, on grade-level shared reading, appropriately complex small group, student-selected independent reading). Student writing should exemplify the rigor of the grade-level standards. Students should have opportunities to produce their own ideas during discussion and in writing.
There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard	Evidence of mastery of the learning objective should be gathered throughout the lesson in the conversations students are having, in the reading of or listening to text that is occurring, and in the products that are produced. In order to effectively gather evidence during a literacy lesson, evaluators should have an understanding of the assessment plans for the day—what will be assessed (knowledge and vocabulary acquisition, reading fluency, reading accuracy, reading/listening comprehension, speaking and listening, and/or writing) and when that assessment will occur.

ACTIVITIES AND MATERIALS Activities and materials include all of the following…	
Support the lesson objectives	Evaluating activities and materials in the literacy block includes examining the texts, instructional strategies, assignments, and literacy stations that are observed. Each should be considered in connection to the unit overall and to the goals for student learning across all the strands of the Tennessee ELA academic standards. A well-crafted lesson objective allows for the integration of skills-based and knowledge-based competencies that will support students in meeting the goals within the lesson and across lessons within the unit. In this way, activities and materials may support systematic and intentional practice with discrete skills (like segmenting and blending phonemes) while still connecting to the overall learning that will occur. Contextualizing all activities within the broader unit allows students to see how each skill they are learning and practicing connects to the broader acts of reading, speaking, and writing.
Sustain students' attention	Students should be actively engaged in all aspects of any literacy lesson. Evaluators should look for student engagement as students read and/or listen to text, engage in text discussions, and complete activities and assignments.
Are challenging	Activities and materials are appropriately challenging when they align with the rigor of the standards. Individual students should be provided differentiation, scaffolding, and enrichment that supports them in meeting the expectations of standards-aligned activities. Texts should be appropriately paired with the instructional strategy that they match best (above grade-level interactive read aloud, on grade-level shared reading, appropriately complex small group reading). Students should be provided opportunities to write their own thoughts and ideas in developmentally appropriate ways.
Elicit a variety of thinking	During the reading of texts, students should be engaged in grappling with the complexities of the text and in learning about the concepts that are presented within them. Students should be asked to read/listen to texts, think about the texts, talk about the texts, and write about the texts. This should include considering the author's craft, structure, syntax, vocabulary, levels of meaning, and the enduring understandings of the unit. This thinking is made visible in the answers students provide to the questions posed, as well as in the products students produce. Regardless of the instructional strategy being used (see the Elements of the Literacy Block in *Teaching Literacy in Tennessee*), students should be the ones doing the majority of the thinking.
Provide time for reflection	Opportunities for students to reflect on their learning and on the progress they are making might be provided in multiple ways during the literacy block. There might be opportunities for reflection during a group sharing activity, during a literacy station, or at the conclusion of a whole group or small group lesson.
Are relevant to students' lives	One way to provide relevance in the activities used in the literacy block is to create tasks that have an authentic purpose and audience. Finding ways to connect the knowledge students are gaining to solving problems within their own communities and schools can assist students in finding value in what they are learning.

ACTIVITIES AND MATERIALS Activities and materials include all of the following…	
Provide opportunities for student-to-student interaction	Developing oral language should be a central component to literacy instruction as students are provided opportunities to use new language and vocabulary with their peers. Students need multiple opportunities to talk about what they are reading and to talk about what they plan to write. Discussions of text, peer talk prior to writing, and collaborative literacy stations can all serve as opportunities for student to student interaction that is purposeful and supports literacy development.
Induce student curiosity and suspense	As teachers utilize units that are designed to build conceptual knowledge, questions about the concepts being studied can activate student curiosity. Teachers can leverage the essential questions of the unit as a vehicle to induce student curiosity and suspense, which often become the foundation for optimal student motivation and engagement.
Provide students with choices	Teachers make strategic decisions about when and where to incorporate opportunities for student choice within the literacy block. Daily tasks and end of unit tasks might be structured to provide opportunities for student choice in the topic to be discussed or the format of the delivery of the information. Literacy stations might provide choice within or across activities. Heterogeneous small groups might provide opportunities for students to explore topics of choice for further inquiry or research. Independent reading might provide students with choice in texts to be read or topics to be explored.
Incorporate multimedia and technology	Literacy instruction can be enhanced through the use of digital resources, texts, apps, and games. These might be used during whole group or small group lessons. They might also be integrated into literacy stations.
Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.)	There are several key resources that might be utilized during literacy instruction. The use of manipulatives, such as letter tiles, Elkonin boxes, wiki sticks, etc., might be useful to support student learning during explicit and systematic foundational skills instruction. Vocabulary cards might be created to support students' acquisition of new terms as part of the unit of study. Realia can also be utilized to support vocabulary and conceptual knowledge development. In addition, student generated writing (from independent writing or shared/interactive writing) can be incorporated into literacy stations.
In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring	Literacy stations and opportunities for student writing should demand self-direction and self-monitoring. There are a variety of ways teachers might ensure these opportunities promote student ownership including the design of the activities themselves, the procedures they have in place to promote student independence, and the environmental supports that are available (e.g., word walls, visible alphabet, anchor charts, etc.).
The preponderance of activities demand complex thinking and analysis	The majority of activities should align to the expectations of the grade level standards. The level of demand, complexity of thinking, and analysis required should be viewed through the lens of the grade level expectations. Differentiation and scaffolding should be provided to support students in meeting those expectations as they progress towards mastery of the standards.

ACTIVITIES AND MATERIALS Activities and materials include all of the following…	
Texts and tasks are appropriately complex	Texts should be appropriately paired with an instructional strategy and provide for appropriate quantitative and qualitative complexity. Tasks should be examined for their alignment to the Tennessee Academic Standards.

QUESTIONING	
Teacher questions are varied and high quality, providing a balanced mix of question types: knowledge and comprehension, application and analysis, and creation and evaluation	High-quality questions within a literacy lesson are sequenced to build students' knowledge of the concepts being studied in the unit, as well as support students in developing their literacy expertise. As they consider the needs of their students, teachers use a purposefully selected and sequenced set of questions that places the appropriate level of cognitive demand on students as they deepen knowledge and understanding throughout the lesson and grapple with the complexities of a particular text.
Questions are consistently purposeful and coherent	Question sequences that are used during the reading of texts should support students in making meaning of the text, grappling with the complexities of the text, and developing the enduring understandings of the unit. Questions should address the specific text(s) at hand by attending to its particular structure, language conventions, concepts, ideas, events, and/or details that support understanding of the text(s) and concept(s). Questions should also attend to words (academic and content specific vocabulary), phrases, and sentences within the text that matter most to build students' vocabulary and deepen understanding of the text(s) and concept(s).
Questions are consistently sequenced with attention to the instructional goals	Questions should be coherently sequenced within an individual lesson and across the unit of study. Evaluators should consider how the questions asked connect to the broader unit, as well as how they support students in completing the daily task.
Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers)	In the literacy classroom, these opportunities for active responses should provide students with opportunities to practice their speaking and listening skills. Intentional talk structures should support students in engaging in high-quality academic conversations as they answer the questions posed and gain the perspectives of peers.
Students generate questions that lead to further inquiry and self-directed learning	There are a variety of ways that teachers might capture and hold onto questions that students generate as they engage in rich conceptual units of study during literacy instruction. They can capitalize on the questions asked by using heterogeneous small group instruction to engage students in inquiry studies and research projects. Students might also be directed to seek the answers to questions they generate during independent reading time and keep track of those questions and answers in their reading journals. In addition, an important comprehension strategy for students is to ask their own questions as they transact with text and learn material. This type of metacognitive, curious thought can support students when breakdowns in comprehension might occur.
Questions regularly assess and advance student understanding	Pre-planned questions should provide students with opportunities to engage in rich discussion of texts. In addition, teachers might utilize additional questions to prompt or reinforce students based on the answers provided or the skills (reading, writing, speaking, foundational) being demonstrated. There's a connection to academic

QUESTIONING

	feedback as teachers should be consistently using their language to teach, prompt, and reinforce both the skills-based competencies and knowledge based competencies throughout the literacy block.
When text is involved, majority of questions are text-based	High-quality questions asked before, during, and after the reading of texts should be text dependent and/or text specific. Text-dependent questions can only be answered by reading the text. They require students to return to the text to find the answer. Text-specific questions require students to delve into the complexities of the particular text being read. They are not generalizable to other texts.

THINKING

The teacher thoroughly teaches two or more types of thinking...	A teacher thoroughly teaches thinking through a combination of modeling, questioning, structuring activities and assignments, and responding to students using teaching, prompting, and reinforcing language. An evaluator might first examine the daily and/or end of unit task to determine the type of thinking that will be assessed and look for evidence of teaching that thinking across the lesson. In order to determine if a type of thinking has been thoroughly taught, evaluators should consider who is doing the bulk of the thinking across the lesson—the teacher or the students—and whether or not *all* students are provided opportunities to engage in thinking.
Analytical thinking, where students analyze, compare and contrast, and evaluate and explain information	Students use analytical thinking during literacy instruction when they analyze words and word parts, when they analyze the structure or syntax of a text, when they analyze the author's craft and levels of meaning, and when they compare and contrast multiple texts. Students also use analytical thinking when they evaluate the evidence in a particular text or the opinion or stance an author has taken.
Practical thinking, where students use, apply, and implement what they learn in real-life scenarios	Students use practical thinking during literacy instruction when they are asked to use the knowledge they are gaining during the conceptual units of study in real-life scenarios. This can be accomplished by posing genuine questions to be answered and structuring tasks to have authentic purposes and audiences.
Creative thinking, where students create, design, imagine, and suppose	Students use creative thinking during the literacy block when they engage in fictional narrative writing, when tasks allow for creativity and when student choice in medium and/or presentation of information is provided.
Research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems	Students use research-based thinking when the literacy block is structured to support students in using texts to find the answers to inquiry questions. Students cite evidence and answer questions through use of text(s) that support them in gaining the enduring understandings of the unit.

PROBLEM SOLVING

The teacher implements activities that teach and reinforce three or more of the following problem solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions	Evaluators should look at the focus of the instructional strategy (i.e., read aloud, shared reading, interactive writing) and the daily tasks and literacy stations that students are engaged in as they look for evidence of problem solving during a literacy lesson. Since development of oral language and written language are both essential to strong literacy performance, evidence of student problem solving might be captured

PROBLEM SOLVING	
• Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	through scripting of the student conversations or through collection and analysis of student writing.

Before the Observation—Questions to ask yourself or to ask in a pre-conference:
- ☐ What knowledge will students be building during this lesson?
- ☐ How will this support them in working towards the end of unit task?
- ☐ How will the texts being used support students in building their knowledge?
- ☐ What about the text will be difficult for students? What questions or think alouds will be used to support students in making meaning of the text?
- ☐ Why is this instructional strategy paired with this particular text? What evidence will demonstrate this what the right strategy to use with this text?
- ☐ What opportunities will be provided for students to discuss the text?
- ☐ How will the text discussion support students in their writing today?
- ☐ What standards might be assessed in the daily task today?

During the Observation—Evidence Collection
- ☐ Collect text title
- ☐ Record strategy used and note impact on student engagement in reading
- ☐ Script question sequence and student answers
- ☐ Note grouping strategies or techniques used for discussion and impact on student discussion
- ☐ Note instances of students utilizing environmental print or other support resources (e.g., word walls, anchor charts, student-created references)
- ☐ Collect student work samples

Note: Best practice is to script the entire lesson including what the teacher says and does and what students say and do. This list provides some areas of focus for that evidence collection.

After the Observation—Action steps
- ☐ Complete an analysis of the text being utilized or consult a reading coach/specialist for insight into the text complexity
- ☐ Examine the question sequence for its alignment to the qualitative complexities of the text
- ☐ Analyze the student work and task expectations to determine if they meets the rigor of the standards or engage a reading coach/specialist to support you in the analysis of the student work samples
- ☐ Explore student evidence of learning
    - • What evidence is there that students made meaning of the text?
    - • What evidence is there that students progressed in their understanding of the concept?
    - • What evidence is there that students are on track to meet the expectations of the end of unit task?
    - • What evidence is there that the expectations placed on students during this lesson meet the rigor of the standards?
- ☐ Connect student evidence to teacher practices as defined in the descriptors of the TEAM educator rubric
- ☐ Ask any follow-up questions about the teacher's decisions needed to clarify the connections between student evidence and teacher practices
- ☐ Determine high-leverage areas to reinforce and refine