

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
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • School Audiologists • School Counselors • School Psychologists • School Social Workers • Speech/Language Pathologists (SLP) • Vision Specialists

TEAM Observation Guidance: Interventionists

PRE-OBSERVATION QUESTIONS	
1.	In what area are you providing intervention? How do you identify area(s) of need? What data did you use to determine area(s) of need?
2.	What is the length of the intervention?
3.	What strategies and materials are you using to provide intervention?
4.	Is this a lesson you have planned yourself or is this a scripted program?
5.	How did you use data to make decisions about your instructional choices (e.g., meeting with data teams, reviewing data, etc.)?
6.	How long have you been working with this group of students? Is this a static or fluid group?
7.	How have you collaborated with peers (e.g., classroom teacher, data teams, other interventionists, etc.) to prepare for instruction based on student need?
8.	Are there any students who need differentiated supports in your intervention class? If so, what are the supports and which student behaviors or needs are you responding to?
KEY AREAS FOR EVIDENCE	
1.	Instruction—Standards and Objectives <ul style="list-style-type: none">• Learning objectives will be tied to an area of deficit instead of a state content standard.• Sub-objectives identify the specific area of focus within a skill deficit (e.g., consonant blending).• Students will be working toward mastery of a specific skill, rather than mastery of a standard.
2.	Instruction—Activities and Materials <ul style="list-style-type: none">• Student-to-student interaction may be limited.• Adult-to-student interaction must be apparent.• Multimedia and technology may not always be appropriate and should be used to support an intervention provided by the teacher.• Time for reflection may not be appropriate or observed.• Student choices may be limited due to the focused nature of the lesson.
3.	Instruction—Questioning <ul style="list-style-type: none">• Higher-order questioning may not always be appropriate, but students should be engaged in learning and responding to questions.• Citing specific evidence may not be appropriate, depending on the focus skill.
4.	Instruction—Grouping <ul style="list-style-type: none">• Interventionist should maximize student understanding and learning efficiency by placing students in pairs or small groups; however, the intervention composition or program may limit the ability of grouping.
5.	Environment—Environment <ul style="list-style-type: none">• Interventionist may not have a dedicated classroom, and thus displaying student work may not be expected.• The classroom is arranged to support the skill-based activities.
6.	Planning—Instructional Plans <ul style="list-style-type: none">• Plans will be aligned to areas of deficit, rather than state content standards.• Evidence of differentiation strategies, detailed sequencing to build mastery, and clear purpose for the lesson should be evidence in the lesson plan.• Plans may not integrate other disciplines, depending on the skill focus.
7.	Planning—Student Work <ul style="list-style-type: none">• Engagement and conversation should be encouraged, but assignments may not lead to higher-order thinking, as repetition and focus on skill mastery are essential.
8.	Planning—Assessment <ul style="list-style-type: none">• Assessments will be aligned to areas of deficit, rather than state content standards.• Extended written tasks and portfolio-based assessments may not be appropriate.

EXAMPLES OF EVIDENCE/ARTIFACTS

- Progress monitoring data
- Notes from data team or collaborative meetings
- Other sources of data
- Learning plans
- Instructional plans (scripted or otherwise)
- Student data folders
- Lesson objectives
- Anecdotal documentation of monitoring

TEAM Observation Support: Interventionists

The evaluator may need to look more broadly at the interventionist than other educators delivering instruction, as the interventionist is tasked with supporting student learning outside the core instructional setting. Interventionist routines may vary at each school, and as such, the pace and structure of instruction may differ among school sites.

I. PLANNING

EXAMPLE—INSTRUCTIONAL PLANS

Planning—Instructional Plans:

The interventionist creates an instructional plan that is aligned to the student's area of deficit. There is a clear objective stated, and the lesson is sequenced to build mastery. The interventionist has clearly outlined the essential vocabulary and skills needed to work towards mastery of the lesson. There is clear evidence of how the interventionist will differentiate support for each student.

EXAMPLE—STUDENT WORK

Planning—Student Work:

In a lesson about word patterns, students are asked to underline consonants and delete/add different beginning and ending sounds. The interventionist also provides opportunities for repetition. For example, the interventionist may say the word "bat" and ask the student to say another word with the same pattern. This repetition may occur throughout the lesson to ensure the student is working towards mastery of the specific area of deficit.

EXAMPLE—ASSESSMENT

Planning—Assessment:

The assessment requires a student to manipulate syllables or word parts. The interventionist has a rubric/checklist to mark off as the student works through the assessment. Prior to this assessment, the interventionist uses white boards to quickly assess understanding. The interventionist has a clear method of organizing anecdotal notes based on student responses. This method helps guide instructional decisions, but it also serves as evidence of the effectiveness of the intervention.

II. INSTRUCTION

EXAMPLE—STANDARDS AND OBJECTIVES

Instruction—Standards and Objectives:

The interventionist starts with the objective of the lesson, leading students to understand what their goal is while working through the sequence of the lesson (e.g., “Today we will be focusing on ____, we must have this skill to be able to ____.”). The interventionist then demonstrates what is expected. Students repeat expectations and move into the lesson. Activities are modeled before moving in depth into the lesson, and visuals are available.

EXAMPLE—ACTIVITIES AND MATERIALS

Instruction—Activities and Materials:

The interventionist presents the focus of the lesson, which is on word patterns, specifically words with ‘at’ (e.g., cat, bat, hat, etc.). The interventionist presents the reader that will be used for the lesson. Students are asked to hold up the reader and point to the words as they read “The Bat in a Hat”. The interventionist engages in the lesson with the student, focusing on the overall objective of the lesson. Students read and practice with a peer. The interventionist also has manipulatives, such as word tiles, available for students who need additional support.

EXAMPLE—QUESTIONING

Instruction—Questioning:

The focus of the lesson is on decoding CVC words. The interventionist asks the student to locate the vowel in the word “dog”. She then follows up with questions such as, “Is this a short or long sound? Let’s look at the surrounding consonants. What is the beginning/initial sound? What is the ending/final sound?” Throughout this questioning, the interventionist provides ample wait time, and uses tiles for visuals and actual manipulation. The questions and manipulations of sounds continue based on the level of need of each student.

