

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: School Audiologists

PRE-OBSERVATION QUESTIONS	
<ol style="list-style-type: none"> 1. How do you consult, collaborate and communicate with parents, school staff, and healthcare providers in delivering services and the IEP/504 Plan process? 2. What are some of the ways you keep current in your field? 3. How do you determine the type of audiological evaluation that is needed? 4. What is your role in the state mandated hearing screening program? 	
KEY AREAS FOR EVIDENCE	
<ol style="list-style-type: none"> 1. Delivery of Services—Delivery of Professional Services <ul style="list-style-type: none"> • Audiologist provides services to support high expectations for the educational success of all students. • Audiologist uses a variety of materials, methods and strategies to remove barriers to learning and promote active student participation. • Audiologist actively assists in the development and implementation of specialized programs for students and families. 	
<ol style="list-style-type: none"> 2. Delivery of Services—Consultation/Support in the School Environment <ul style="list-style-type: none"> • Audiologist develops highly effective consultative and collaborative relationships that facilitate timely and effective service delivery. • Audiologist provides regular and consistent education, support, and training to students, teachers, parents, and other relevant stakeholders in order to improve student achievement. • Audiologist facilitates the efficient and effective delivery of services to maximize learning. • Audiologist works to create a consistent feedback loop with relevant stakeholders in order to continuously improve the quality and impact of services offered. 	
<ol style="list-style-type: none"> 3. Planning—Service Plans <ul style="list-style-type: none"> • Audiologist consistently implements best practices for specialty area. • Audiologist uses data to develop, plan, and prioritize services/programs in order to meet the specific needs of individual students and the school community as a whole. • Audiologist demonstrates deep knowledge of specialty area within the educational setting. 	
EXAMPLES OF EVIDENCE/ARTIFACTS	
<ul style="list-style-type: none"> • Audiology evaluation report • Written/electronic communications • Hearing loss PowerPoints for faculty • Planning and scheduling calendars • License/certification 	<ul style="list-style-type: none"> • Record of continuing education in audiology • Phone contact logs • Working files for hearing impaired students • Equipment inventory lists • Sample IEPs/504 Plans

TEAM Observation Support: School Audiologists

Services may look different for audiologists as they operate in a unique environment. Audiologists regularly consult with a wide variety of students with vastly different needs. Audiologist routines may vary at each school, and as such, the pace and structure of services may differ among school sites.

I. PLANNING

EXAMPLE—SERVICE PLANS

Planning—Service Plans:

There is evidence that the audiologist manages facilities, materials, and equipment necessary for the delivery of audiological services. This includes developing and monitoring a state mandated hearing screening program, as well as inventorying and maintaining testing equipment and assistive technologies in an efficient manner. The audiologist develops clear priorities and uses those priorities to create a schedule that makes the best use of audiological time and resources. The audiologist deftly adapts and manages services based on district resources and procedures. The audiologist plans collaboratively with other professionals and regularly reviews outside audiological information in order to develop and implement IEPs/504 Plans that are appropriate for diverse learners.

II. INSTRUCTION

EXAMPLE—DELIVERY OF PROFESSIONAL SERVICES

Instruction—Delivery of Professional Services:

The audiologist collaborates with students, teachers, school staff, and healthcare professionals regarding hearing loss and its impact on learning. He/she monitors and participates in the state mandated hearing screening program. The audiologist maintains clear and concise audiological data and records. He/she implements numerous different strategies for hearing impaired students to access the learning environment. The audiologist actively participates in the development of the IEP or 504 Plan for students with hearing loss and continuously monitors its implementation to ensure that it is driving student achievement. The audiologist provides identification, eligibility determination, and management for students with hearing loss as well as providing and maintaining assistive technology for hearing impaired students.

EXAMPLE—CONSULTATION/SUPPORT IN THE SCHOOL ENVIRONMENT

School Environment—Consultation/Support in the School Environment:

There is evidence that the audiologist consistently communicates with staff, students, parents, and outside agencies regarding issues that may impact learning for the student with auditory difficulties in a professional manner (e.g., noted in a communication log). Information is conveyed in an easy to understand language and is formatted for target audiences (e.g., parents, school staff, outside agencies). The audiologist regularly reviews and writes reports, as well as responds to emails, voicemails, written requests, and verbal requests in a timely and courteous manner. The audiologist continuously develops resource materials for parents and staff regarding hearing loss.