

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 Psychologists

PRE-OBSERVATION QUESTIONS

1. What factors do you take into account when conducting an evaluation?
2. How do you effectively communicate with school staff and parents?
3. What types of evidence do you have to support that you follow state standards and criteria during evaluations? Where is this documented?
4. Describe your role in a consultation session (e.g., data team, behavior planning, school wide analysis, etc.).
5. Walk me through the intervention process and discuss relevant information that is used when making problem solving decisions through intervention tiers leading to a referral and evaluation for special education.

KEY AREAS FOR EVIDENCE

1. Delivery of Service—Standards and Objectives
 - During the pre-referral, referral, and assessment processes, the school psychologist follows prescribed standards by the state and these standards are documented in the evaluation reports.
 - School psychologist uses Tennessee state standards in order to determine eligibility (checklists utilized for completing required testing components).
 - School psychologist's screenings and evaluations are aligned with state standards and national best practice and match referral questions.
 - School psychologist will check for understanding of outcomes evidenced by signatures of agreement on pre-referral and eligibility paperwork by parent and teachers and/or by meeting notes.
 - Expectations for student outcomes will be identified within student plans such as behavior plans (i.e., replacement behaviors, data collection methods, reinforcement schedules), evaluation reports (e.g., CBM data, norm comparisons), data team information (e.g., goal setting, intervention planning), eligibility statements/report summaries.
2. Delivery of Service—Consultation
 - School psychologist shares information regarding disabilities, research, special education process, and interventions with school staff and parents.
 - During team meetings, school psychologist focuses on student needs, data analysis, and intervention recommendations that are research-based.
 - School psychologist works toward building trust by reinforcing implementation of teacher and parent strategies that are effective.
 - School psychologist asks stakeholders for their perspectives, and proposes recommendations respectfully and in appropriate contexts.
 - School psychologist sustains contact with stakeholders to review data on interventions to determine if those interventions are meeting students' needs.
 - School psychologist assists with the development and/or delivery of staff professional development.
3. Delivery of Service—Communication
 - School psychologist communicates information to parents, teachers, and students frequently in way that is understandable to all parties involved.
 - School psychologist asks meaningful questions that garner necessary and helpful information from staff and parents and show interest and desire to help the student.
 - School psychologist provides recommendations which are relevant and presented respectfully with regard to the dignity of the student and parent.
 - School psychologists provide resources for self-learning.

<p>4. Planning of Service—Analysis of Work Products</p> <ul style="list-style-type: none"> • School Psychologist conducts special education evaluations to inform eligibility, service, and programming decisions. • School Psychologist effectively communicates evaluation findings to school staff through written reports and conferences. • School Psychologist conducts evaluations that are appropriate for the student being evaluated. • School Psychologist conducts evaluations that are informative for instructional and/or programming purposes. 	
<p>5. Planning of Service—Evaluation of Services and/or Program</p> <ul style="list-style-type: none"> • School Psychologist contributes to school-wide assessment and data-based practices for academic, social-emotional, and behavioral domains. • School Psychologist collects or assists with collection of student data to inform core curriculum and instructional practices. • School Psychologist conducts evaluations of school-wide practices and programs to ensure effectiveness and guide continuous improvements. 	
<p>6. Environment—Respectful Culture</p> <ul style="list-style-type: none"> • School Psychologist effectively engages in consultation and collaboration with school staff, parents, and families in a respectful manner. • School Psychologist works well with others as part of a team (e.g., intervention team, multi-disciplinary team, etc.). • School Psychologist addresses parent and teacher concerns and assists with identifying intervention strategies. • School Psychologist clearly explains data and intervention strategies. • School Psychologist utilizes facilitation and conflict resolution skills and strategies. 	
EXAMPLES OF EVIDENCE/ARTIFACTS	
<ul style="list-style-type: none"> • Psycho-educational Evaluation Reports • Recommendation resources • Behavior Intervention Plans • Evaluation assessment checklists 	<ul style="list-style-type: none"> • Evaluation/Screening logs • Training materials • Re-evaluation packets • Communication logs

TEAM Observation Support: School Psychologists

The evaluator will need to look more broadly at the school psychologist than the classroom teacher as the school psychologist often serves students in multiple schools and the roles they fulfill vary depending on the needs of each school.

I. PLANNING OF SERVICES

EXAMPLE—ANALYSIS OF WORK PRODUCTS

Planning of Services—Analysis of Work Products:

The School Psychologist receives a referral to conduct a comprehensive psycho-educational evaluation. The School Psychologist determines appropriate assessment tools, which are sensitive to cultural and/or environmental factors and that address the area(s) of concern. The evaluation components meet the state standards for evaluation procedures and are sufficient for determining eligibility for special education services. The evaluation utilizes multiple sources of data that are used to inform instruction. The School Psychologist compiles the evaluation data into a written report and presents the information to the IEP team. The School Psychologist interprets the report and is able to answer questions related to the evaluation. The School Psychologist includes recommendations based on student evaluation data.

EXAMPLE—EVALUATION OF SERVICES AND/OR PROGRAM

Planning of Services—Evaluation of Services and/or Program

The School Psychologist participates in school-wide assessment procedures to collect academic, social-emotional, and/or behavior data through benchmark or universal screenings. The School Psychologist consults with school teams to interpret benchmark data to evaluate the effectiveness of core instruction and identify at-risk students. The School Psychologist consults with school personnel to identify appropriate, targeted interventions for students identified as at-risk. Based on the effectiveness of core instruction or program, the School Psychologist may facilitate suggestions for improved instructional practices. The School Psychologist analyzes progress monitoring and/or behavioral data to evaluate the effectiveness of interventions and consults with school teams on possible changes to interventions.

II. ENVIRONMENT

EXAMPLE—RESPECTFUL CULTURE

Environment—Respectful Culture:

The School Psychologist participates in a student's IEP meeting as part of a multi-disciplinary team. The School Psychologist utilizes active listening strategies to facilitate discussions and to address the concerns of all parties. The School Psychologist encourages participation from all members of the team and treats each member with respect. If a parent or team member becomes upset, the School Psychologist handles the situation calmly and professionally. The School Psychologist limits jargon when interpreting information and ensures understanding from all parties.

III. DELIVERY OF SERVICES

EXAMPLE—STANDARDS AND OBJECTIVES

Delivery of Services—Standards and Objectives:

The School Psychologist is invited to a referral meeting. The School Psychologist reviews materials and helps the team determine if all pre-referral requirements have been met. If there are areas which still need to be addressed, the School Psychologist is able to identify them based on state standards and provides recommendations to the team. When determining evaluation needs, the School Psychologist refers to Tennessee criteria, and determines appropriate assessments that need to be completed focusing on areas of identified weakness. The School Psychologist ensures all parties understand presented information and are able to provide informed consent.

EXAMPLE—CONSULTATION

Delivery of Services—Consultation:

A School Psychologist is asked to attend a data intervention team meeting as a participant. During the meeting, the School Psychologist provides meaningful input in regards to the student's progress, or lack thereof, and assists the team in making appropriate decisions regarding movement in tiered intervention process. Recommendations are based on RTI² plan requirements and NASP standards for best practice, which are research-based. If more information is needed from the interventionist or teacher, the School Psychologist asks meaningful questions that provide further clarification of the student's needs. Resources and information provided to the team reflect specific grade level and/or student need.

EXAMPLE—COMMUNICATION

Delivery of Services—Communication:

If asked to consult prior to meetings, the School Psychologist communicates with staff and/or parents in a timely manner (via email, phone, or in person) and documents contact attempts appropriately. When providing information to teachers and parents, the School Psychologist does so in a way that is easily understood by all parties. When providing evaluation results, the School Psychologist provides a written copy and verbally explains results to parents and teachers in a professional manner (i.e., verbal and nonverbal language is respectful and addresses concerns presented) that clearly explains evaluation findings following special education evaluation. Discussions reflect awareness of others' feelings and perceptions, elicit questions for clarity, and allow for all parties to address their concerns.