

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: Alternative Educators

PRE-OBSERVATION QUESTIONS

1. How do you ensure that your instruction addresses the individualized behavior and curricular goals/objectives of students?
2. How do you actively engage students in learning?
3. What are the engagement strategies (individual and whole group) that you use?
4. How do you communicate expectations for student behavior?
5. What do you do to reinforce and reward student effort?
6. How do you reinforce a respectful culture?
7. What techniques do you use to encourage students to treat one another with respect?
8. How do you decide which objectives are appropriate for students?
9. When did your students arrive?
10. Are there any special circumstances in your classroom that I should know about?
11. How do you assure a safe environment in your classroom for medically fragile students? How do you follow safety plans for at-risk youth?

KEY AREAS FOR EVIDENCE

1. **Instruction—Standards and Objectives**
 - Alternative educator can clearly and explicitly state objectives or content standard goals for students; although the individualized nature of student work means that whole class objectives are not consistent and generally not posted.
 - There is clear evidence that most students are progressing towards mastery of objectives; although the evaluator may need to speak with individual students to determine progression toward mastery.
 - Students are engaged in the process of mastering objectives.
2. **Instruction—Lesson Structure and Pacing**
 - Alternative educator clearly and deliberately uses individualized strategies to deliver lessons to students (NOTE: Students in alternative classrooms vary greatly in age, grade level, subject matter focus, etc. and as such, group work or partnering may be very minimal given the lack of overlap in instructional needs).
 - Alternative educator paces individual learning activities to align with the needs of students and scaffolds instruction to meet individual needs.
 - Routines are evident and can be articulated by students.
3. **Instruction—Grouping**
 - The instructional group arrangement may vary based on student behavior plans and/or individual goals but will consistently maximize student understanding and learning efficiency.
 - Instructional group composition may be varied based on the individualized needs/plans of the student instead of on factors such as race, gender, ability, and age, and are composed in the best interest of the student in order to accomplish the goals of the lesson.

EXAMPLES OF EVIDENCE/ARTIFACTS

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| <ul style="list-style-type: none"> • Conversations with students • Daily assignment sheets, journals, and notebooks • Behavior plans/contracts • IEP • Medical assistance plan • Contraband document | <ul style="list-style-type: none"> • Student assessments • Daily goal sheets and behavior point sheets • Progress/data monitoring charts • Student projects • Safety sweep documents/checklist |
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TEAM Observation Support: Alternative Educators

The evaluator may need to look more broadly at the alternative educator, as the alternative educator often delivers lessons in a “non-traditional” manner given individual student needs. Similarly, instructional plans are not limited to “traditional” teacher weekly plans, and as such, evaluators may find it necessary to speak or interact with students to determine if learning and thinking are taking place. Finally, student work is individualized, so standards and objectives for the whole class are not consistent and generally not posted.

I. INSTRUCTION

EXAMPLE—STANDARDS AND OBJECTIVES

Instruction—Standards and Objectives:

In the classroom, all standards and objectives may not be visibly displayed. The evaluator circulates around the room and stops to speak with individual students. The students are able to articulate which standards and objectives they are working on mastering and how their current activity helps them to meet those goals. There is also evidence of prior student work that demonstrates significant progress towards meeting their individual goals. Similarly, the alternative educator can clearly state the learning goals for individual students and differentiates instruction to meet various learning needs, styles, and strengths. Although students may be in a variety of configurations, such as students standing, lying down, working in isolation, etc., they are actively focused on their instructional tasks.

EXAMPLE—LESSON STRUCTURE AND PACING

Instruction—Lesson Structure and Pacing:

In order to meet various learning needs, educator may divide students into several small groups and assign specific tasks. Students transition with minimal loss of instructional time. Throughout the instructional time, alternative educator maintains a flexible schedule that allows him/her to address learning in the moment and adjust course based on academic performance and behavior. This may not look like a typical classroom with blocks of time devoted to solely one subject, as students have a plethora of learning goals in a range of different subjects. Simultaneous instruction is rare due to the level of differentiation needed by this particular group of students.

EXAMPLE—GROUPING

Instruction—Grouping:

Alternative educator creates groups based on what is appropriate for the individual students and what will maximize student understanding and learning efficiency. The grouping arrangement considers student behavior plans, individual student goals, and developmental appropriateness. Some groups may be composed of either individual students or an individual student paired with the alternative educator and will be focused on what is in the best interest of the student. Throughout the instructional time, the alternative educator continuously measures the classroom climate and makes grouping adjustments as necessary. All students know their roles, responsibilities, and work expectations, and are working toward accomplishing the goals of the lesson.