

# 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"> <li>• Alternative Educators</li> <li>• College, Career and Technical Educators (CCTE)</li> </ul>	<ul style="list-style-type: none"> <li>• School Audiologists</li> <li>• School Counselors</li> </ul>

GENERAL EDUCATOR RUBRIC	SCHOOL SERVICES PERSONNEL RUBRIC
<ul style="list-style-type: none"> <li>• Early Childhood Educators</li> <li>• Pre-K Educators</li> <li>• Early Literacy K-3 Educators</li> <li>• Gifted Educators</li> <li>• Interventionists</li> <li>• Online Educators</li> <li>• Special Educators</li> </ul>	<ul style="list-style-type: none"> <li>• School Psychologists</li> <li>• School Social Workers</li> <li>• Speech/Language Pathologists (SLP)</li> <li>• Vision Specialists</li> </ul>

## TEAM Observation Guidance: English as a Second Language Educators

This guide should assist evaluators in observing teachers within an English as a Second Language (ESL) setting. Given that ESL teachers must provide instruction in not only content areas but also language acquisition, certain indicators on the TEAM rubric may look different in these educational settings. In addition to supporting the observation of ESL teachers, this guide may serve as a helpful resource when observing a general education setting in which there are English learners.

The evaluator should consider the instructional setting and the students' current proficiency in English. Additionally, the evaluator should focus on assessing the rigor of content and language to ensure student growth while still maintaining appropriateness for the student's level of English proficiency.

The indicators below are key areas on the TEAM rubric that are particularly relevant to ESL settings. Explanations of best practices and examples of evidence are provided in alignment with each element of the following highlighted indicators. These explanations may serve as a guide to using the TEAM rubric to identify strong teacher practices with English learners.

### Pre-Observation Questions

1. What learning outcomes are you hoping to accomplish by the end of the lesson?
2. What might be some connections between your goal and the standards?
3. What might be some strategies you will use to support student learning? How might you select the strategies you'll use?
4. How might this lesson connect with the learning objectives of your fellow content-area teachers?
5. What evidence will you collect to know that you've accomplished your goal for the lesson?

### Instructional Plans

Instructional plans include...

Criteria	Evidence
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Measurable and explicit goals aligned to state ELD and content standards	<ul style="list-style-type: none"> <li>The teacher develops instructional goals for the Individual Learning Plans (ILPs) tied to grade-level academic and English Language Development standards.</li> <li>The teacher develops instructional goals that reflect an understanding of student ILPs.</li> <li>There is evidence of content standard objectives as well as language objectives for English learners.</li> <li>The objectives are visible, and students know the difference between content and language objectives.</li> </ul>
<p>Activities, materials, and assessments that:</p> <ul style="list-style-type: none"> <li>Are aligned to state standards</li> <li>Are sequenced from basic to complex</li> <li>Build on prior student knowledge, are relevant to students' lives, and integrate other disciplines</li> <li>Provide appropriate time for student work, student reflection, and lesson and unit closure</li> </ul>	<ul style="list-style-type: none"> <li>Activities reflect an awareness of non-native language development.</li> <li>Activities include a range of tasks based on the level of language acquisition and readiness in the subject area.</li> <li>It is clear that a task has been differentiated in context.</li> <li>The lesson transitions from whole group to small group, allowing students time for peer discussion and collaborative group work.</li> </ul>

Criteria	Evidence
Evidence that the plan is appropriate for the age, knowledge, and interests of all learners	<ul style="list-style-type: none"> <li>Grade-level content standards are embedded with any necessary accommodations for students.</li> <li>The teacher refers to ILPs to understand needed accommodations.</li> </ul>
Evidence that the plan provides regular opportunities to accommodate individual student needs	<ul style="list-style-type: none"> <li>Instructional goals are integrated across language domains (i.e., reading, writing, speaking, listening).</li> <li>Instruction highlights the language domains to allow for students to meet instructional goals within their ILPs.</li> </ul>

## Student Work

Assignments require students to...

Criteria	Evidence
Organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it	<ul style="list-style-type: none"> <li>Students have opportunities to use the skills of organization, interpretation, analysis, synthesis, and evaluation by actively engaging in tasks that use speaking, listening, reading, and writing skills.</li> </ul>
Draw conclusions, make generalizations, and produce arguments that are supported through extended writing	<ul style="list-style-type: none"> <li>Students verbally interact around key content-area ideas, using analytical practices.</li> <li>Oral language scaffolds are available for students to produce written output.</li> </ul>
Connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school	<ul style="list-style-type: none"> <li>Students connect and integrate ideas using home language and/or English and prior knowledge or experience.</li> <li>Students deepen understanding by building on prior knowledge or ideas of others through speech, pictures, and writing.</li> </ul>

## Environment

The classroom environment...

Criteria	Evidence
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Welcomes all members (students) and guests	<ul style="list-style-type: none"> <li>The teacher establishes positive relationships with students and families.</li> <li>The teacher builds a safe classroom culture where students may practice and make errors as needed.</li> <li>The teacher should use feedback from school climate survey and student/parent surveys to build a responsive classroom environment.</li> <li>The teacher demonstrates respect for student names and cultures (i.e., correct pronunciation and preferred names for students).</li> </ul>
Is organized and understandable to all students	<ul style="list-style-type: none"> <li>The teacher creates classroom norms by using language and signals around transitions between classroom activities.</li> <li>Classroom language gestures (e.g., "sit down," "open your book") are used consistently and understood by students.</li> <li>The teacher establishes and consistently uses non-verbal cues that are understood by students.</li> <li>The teacher incorporates visuals and classroom item labels.</li> </ul>

Criteria	Evidence
Makes use of supplies, equipment, and resources that are all easily and readily accessible	<ul style="list-style-type: none"> <li>The teacher establishes a routine and expectation around accessing needed work items, asking for assistance, and using peers as language partners.</li> <li>Classroom materials benefit the learning of all students (e.g., stress balls, pencil grip, etc.).</li> </ul>
Displays student work that frequently changes	<ul style="list-style-type: none"> <li>The teacher showcases multiple positive models of student writing.</li> <li>All students are included in exemplar displays through the year.</li> <li>The teacher selects student exemplars that display student growth over time.</li> </ul>
Is arranged to promote individual and group learning	<ul style="list-style-type: none"> <li>Classroom environment reflects all accommodations from student individual learning plans.</li> <li>The teacher arranges opportunities for students to self-reflect on their needed accommodations and self-advocate.</li> </ul>

## Standards and Objectives

Criteria	Evidence
All learning objectives are clearly and explicitly communicated, connected to the state standard(s), and referenced throughout the lesson	<ul style="list-style-type: none"> <li>The teacher delivers a consistent message to students that they will develop English proficiency.</li> <li>The teacher clearly defines content and language objectives and makes these visible to students in the learning environment.</li> <li>The teacher reviews lesson objectives with students at the end of each lesson.</li> </ul>
Sub-objectives are aligned and logically sequenced to the lesson's major objective	<ul style="list-style-type: none"> <li>The teacher demonstrates for students focused language, terminology, and examples of application in real time and as classroom resources for student use.</li> <li>Students demonstrate an understanding of lesson sequence and expectations and are able to self-reflect at the end of each lesson through writing, oral expression, or a combination of both.</li> </ul>

Learning objectives are: (a) consistently connected to what students have previously learned, (b) known from life experiences, and (c) integrated with other disciplines	<ul style="list-style-type: none"> <li>The teacher engages in practices using student background knowledge as a building block toward lesson objectives.</li> <li>Learning objectives are visible in the classroom and visited throughout the lessons to ensure targets are met.</li> <li>Students demonstrate an understanding of lesson content and its personal application.</li> </ul>
Expectations for student performance are clear, demanding, and high	<ul style="list-style-type: none"> <li>The teacher communicates to the student work expectations, feedback on needed revisions, or praise when tasks are completed at expected targets or above expectations.</li> <li>The teacher uses mastery measures, such as formative assessments, within a lesson, small group, and group work to provide feedback and make adjustments to lessons.</li> </ul>
There is evidence that most students demonstrate mastery of the daily objective that supports significant progress toward mastery of the standard(s)	<ul style="list-style-type: none"> <li>The teacher uses multiple measures in the classroom to collect data on student progress and make necessary instructional adjustments.</li> <li>Students are involved in their own learning and are able to self-reflect on their growth using metacognitive skills.</li> </ul>
Criteria	Evidence
	<ul style="list-style-type: none"> <li>The teacher uses information gathered from the real-time classroom observations to make lesson adjustments or tweak tasks.</li> </ul>

## Activities and Materials

Criteria	Evidence
Activities and materials: <ul style="list-style-type: none"> <li>support the lesson objectives,</li> <li>are challenging,</li> <li>sustain students' attention,</li> <li>elicit a variety of thinking,</li> <li>provide time for reflection,</li> <li>are relevant to students' lives,</li> <li>provide opportunities for student-to-student interaction,</li> <li>induce student curiosity and suspense,</li> <li>provide students with choices,</li> <li>incorporate multimedia and technology, and</li> <li>incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>The teacher uses student activities that are built from a depth of resources that factor in language proficiency and reflect an understanding of English language instruction. Teachers use authentic language as a primary feature of materials and activities.</li> <li>The teacher makes use of authentic grade-level reading and academic conversation.</li> <li>The teacher incorporates technology understanding into assessments.</li> </ul>
In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring	<ul style="list-style-type: none"> <li>The teacher selects and uses games that address core standards and encourage students to self-reflect and connect content to background knowledge.</li> </ul>
The preponderance of activities demand complex thinking and analysis	<ul style="list-style-type: none"> <li>Tasks used in lessons are cognitively demanding despite language proficiency, and students have language models for responding to the cognitive demand as they build academic and linguistic independence.</li> </ul>

Texts and tasks are appropriately complex	<ul style="list-style-type: none"> <li>The teacher refers often to authentic texts and higher-order thinking.</li> <li>The teacher demonstrates how to chunk text, look for key phrases or language, and locate needed information from texts.</li> </ul>
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## Academic Feedback

Criteria	Evidence
Oral and written feedback is consistently academically focused, frequent, high quality and references expectations	<ul style="list-style-type: none"> <li>The teacher communicates to the student work expectations, feedback on needed revisions, or praise when tasks are completed at expected targets or above expectations. This is done while checking for understanding in various classroom scenarios.</li> </ul>
Feedback is frequently given during guided practice homework review	<ul style="list-style-type: none"> <li>Feedback is written or presented orally.</li> <li>There is opportunity for the student to use feedback in work and present the teacher with a stronger product.</li> <li>Feedback incorporation is modeled by the teacher.</li> <li>Students clearly understand how to use feedback.</li> </ul>

Criteria	Evidence
The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback	<ul style="list-style-type: none"> <li>Prompting of thinking takes into consideration the language acquisition needs of students.</li> <li>Students understand prompts and are provided model response stems when needed.</li> <li>The student understands, through teacher modeling, the impact feedback has on the final product.</li> </ul>
Feedback from students is regularly used to monitor and adjust instruction	<ul style="list-style-type: none"> <li>The teacher uses student interests to plan lessons and make choices when incorporating supplementary text and resources into instruction.</li> <li>The teacher uses student feedback when planning how students demonstrate understanding (e.g., oral and visual presentations, written tasks, and project-based learning).</li> <li>The teacher will adjust lesson content, planning, and delivery when the lessons do not meet the needs of students.</li> </ul>
The teacher engages students in giving specific and high-quality feedback to one another	<ul style="list-style-type: none"> <li>The teacher provides opportunities for peer review and peer work when engaging in tasks.</li> <li>The teacher sets expectations for successful partner work (e.g., assigning roles, establishing desired outcomes, etc.).</li> </ul>

## Teacher Knowledge of Students

Criteria	Evidence
Teacher practices display understanding of each student's anticipated learning difficulties	<ul style="list-style-type: none"> <li>The teacher communicates regularly with RTI teams, if applicable.</li> <li>The teacher follows a problem-solving approach to gather needed information through multiple data sources to understand student strengths and needs.</li> <li>Communication takes place with all educators working with students. There is evidence of shared responsibility.</li> </ul>

<p>Teacher practices regularly incorporate student interests and cultural heritage</p>	<ul style="list-style-type: none"> <li>• Unit plans reflect that teachers have collected information about their students' cultural backgrounds, languages spoken and proficiency levels, and schooling background.</li> <li>• The teacher uses multiple sources of data and engagement activities to gather student information (e.g., classroom circles, student conferences, student surveys, etc.).</li> </ul>
<p>The teacher regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught</p>	<ul style="list-style-type: none"> <li>• The teacher references a student's ILP and ties instruction to <a href="#">Can Do Descriptors</a>.</li> <li>• The teacher utilizes a student's ILP to build on classroom accommodations.</li> <li>• The teacher uses multiple sources of data that involve the collaboration of various educators working with students throughout the instructional day.</li> </ul>