Welcome to TEAM training!

- Sign in using one of the following links.

- **Be sure your attendance information is complete and correct; teacher license number and official work e-mail addresses are critical.**

- https://bit.ly/2W9rDMn   or

We encourage you to share this experience on Twitter with **#TEAM4TN** and **@TNedu**

TEAM Teacher Evaluator Training 2019-20

BEST FOR ALL

ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

WHOLE CHILD

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER

TN Department of Education

Norms

- Be open to learning.
- Be present and engaged.
  - Limit distractions and sidebar conversations.
  - Step outside if urgent matters arise.
- Assume positive intentions when communicating with others.
- Challenge with respect.
- Be solutions-oriented.
- Risk productive struggle.
  - Move outside of your comfort zone.

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Learning Outcomes

TEAM teacher evaluator training participants will:

- prepare to implement an accurate, fair, credible, rigorous, and transparent evaluation system
    - by effectively **collecting, categorizing,** and **rating evidence** of instructional practice and its **impact** on **student learning**, and
    - by using the evidence collected through observations to create **meaningful and actionable feedback** for educators,

- pass the TEAM certification test, and

- utilize TEAM to improve educational outcomes for teachers and students.

Agenda

Day 1

- TEAM introduction
- Evaluation composites and Level of Overall Effectiveness (LOE)
- Observation Pacing
- Pre-conferencing
- Coding and Scoring Evidence

Day 2

- Offering feedback
- Building and sustaining a culture of continuous improvement
- Professionalism and summative conference
- Practice
- Schools Services Personnel
- Grievance
- Certification
- TASL information

TEAM: Tennessee Educator Acceleration Model

What is TEAM?

- TEAM is the state's teacher and administrator evaluation system, authorized by *Tenn. Code Ann. § 49-1-302* and described in Tennessee State Board Policy 5.201.

- Tennessee Educator Acceleration Model
  - The primary purpose of annual teacher and school administrator evaluation is to i**dentify and support instruction** that will lead to **high levels of student achievement.**
  - Evaluations shall be a factor in **employment decisions**, including, but not necessarily limited to, promotion, retention, and termination.

The Importance of Evaluation Data

- TEAM teacher evaluation data:
  - reflects Tier I instruction,
  - informs professional learning plans,
  - signals strengths and areas of improvement, and
  - generates professional development points (PDPs) for license renewal, and in some cases, for performance-based compensation.
- District leaders receive Human Capital reports, based on evaluation data, in order to make critical decisions.
- Educator preparation programs (EPPs) receive aggregate TEAM evaluation scores for their graduates and make programmatic decisions based on this data.

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Implementing TEAM: Expectations for School Administrators

Indicator	5	3

C1. Evaluation
 	
Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model and uses educator evaluation data to inform, assess, and adjust professional learning goals and plans
	In addition to Level 3 descriptors:
	• Builds and sustains a culture focused on continuous improvement, such that educators view the evaluation process as an opportunity for professional learning and growth
	• Holds self and others accountable for customizing supports for educators
	• Creates a school-wide plan for professional learning aligned to the school's vision for professional learning and growth
	• Accurately modifies school or grade-level professional learning goals and plans
		• Encourages educators to use the evaluation process for professional learning and growth
		• Adheres to all evaluation processes, which include:
		  o timelines for feedback
		  o follow-up support
		  o finalizing all required observations
		  o conducting summative conferences
		• Ensures the classroom observation process includes:
		  o gathering evidence balancing educator and student actions related to teaching and learning
		  o grounding all evidence coding and scoring to the rubric with accuracy to ensure fidelity of the process
		  o using a preponderance of evidence to evaluate teaching
		  o using the rubric to structure feedback to educators
		  o offering specific, actionable feedback recommendations connected to improving student achievement
		  o facilitating educator implementation of recommended improvement strategies
		• Uses evaluation data to determine trends and assess educator strengths and growth opportunities

TEAM: Theory of Action

If TEAM is implemented:

- accurately,
- fairly,
- credibly,
- rigorously, and
- transparently

then educators will believe in and utilize it
to improve educational outcomes for all.

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TEAM: Theory of Action

Accurate: implemented with fidelity

Fair: free of bias or distortion

Credible: produced by sources that are knowledgeable and reliable with similar results expected in similar situations

Rigorous: based on clear standards of instructional excellence (as evidenced in the TEAM rubric) that prioritize student learning

Transparent: expectations and outcomes are clear

Implementing the TEAM System

Implementing TEAM

- Ensure:
  - all full-time, certified educators are evaluated, and
  - evaluations result in a level of overall effectiveness (LOE).

- Educators include:
  - teachers with individual TVAAS scores,
  - teachers implementing student growth portfolios, and
  - teachers, librarians, counselors, and other certified school services personnel who receive a school-wide growth score.

Evaluation Composite Weighting by Educator Type

Educators with individual TVAAS or implementing student growth portfolio:

Student Growth Portfolio Models
Pre-K/ Kindergarten
First Grade
Second Grade
Physical Education
Fine Arts

Student Achievement 15%

Observation & Student Survey 50%

Student Growth (TVAAS & Portfolio) 35%
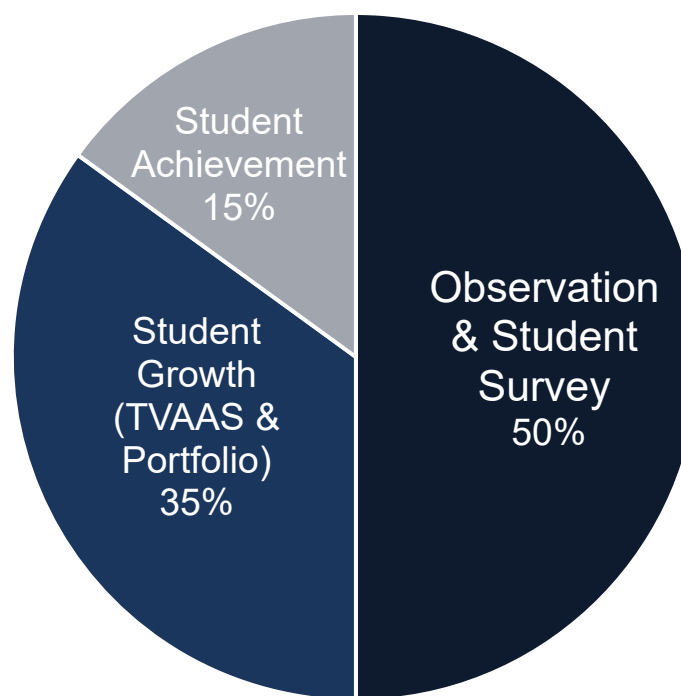
Please visit the TEAM website here.

Evaluation Composite Weighting by Educator Type

Educators who do not receive individual TVAAS:

Student Achievement
15%

Student Growth
(School or
System TVAAS)
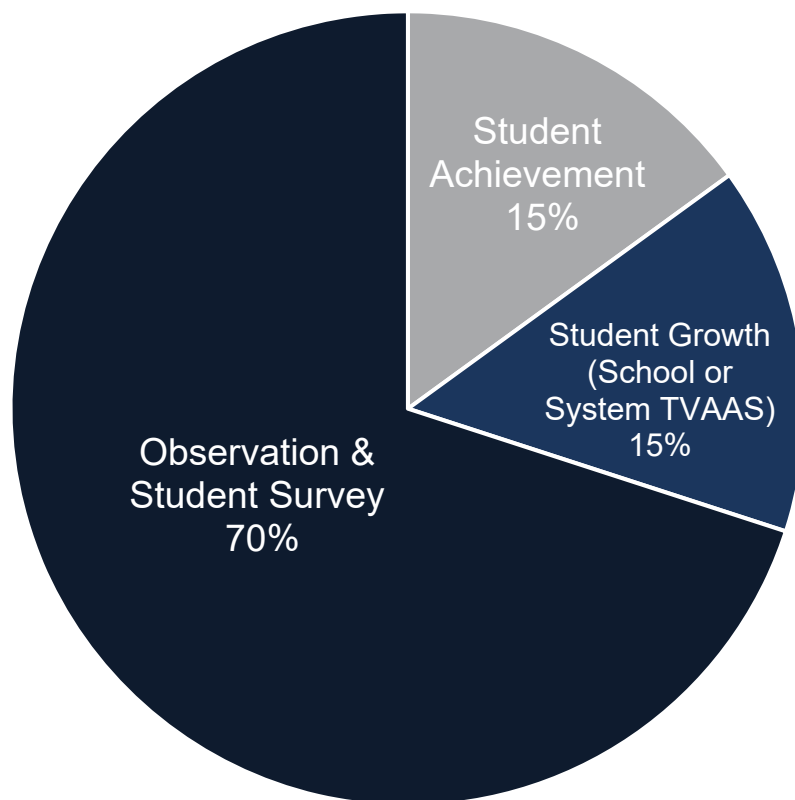15%

Observation &
Student Survey
70%

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Level of Overall Effectiveness (LOE)

A LOE is generated only when all of the following evaluation composites have been **entered** into TNCompass:

- Observation scores
  - Average generated after conducting and entering **the required number** of observations into TNCompass
  - District option: Student survey (opt in for up to 5%)
- Student growth
  - School-wide, system-wide, or individual TVAAS
  - Student growth portfolio
- Student achievement
  - Based on a measure most closely related to an educator's assignment

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Implementing TEAM: Helpful Resources

- [Tennessee's Teacher Evaluator Handbook](#)
- TEAM website www.TEAM-tn.org
- TEAM Update-see TEAM website
- State Board Policy [5.201](#)

- **See the 2019-20 TEAM Evaluation Timeline**

Access Resources	• TEAM rubric • Instructional plans • Standards • Content-specific guidance
Initial Coaching Conversation	• Review data, goals, & strategies • Document in TNCompass
Select Growth & Achievement Measure	• Document in TNCompass by Nov. 15.
Conduct Pre-Conference	• Follow pacing guide • Access standards and instructional plans
Conduct Observations	• Collect, code, & score evidence

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Implementing TEAM: Initial Coaching Conversation

Evaluators complete initial coaching conversations.

- All educators with a level 1 LOE **or** individual TVAAS score should start the year with a coaching conversation.
- All educators benefit from an initial coaching conversation.
    - Closely review evaluation data from the previous school year.
    - Communicate the purpose and goals of the meeting.
    - Emphasize the need for teacher growth and improvement.
    - Provide specific strategies, based on the analysis of the teacher's areas for growth, including timelines for regular check-ins.
    - Complete previous year's evaluations in TNCompass by Nov. 1.

Access Resources
- TEAM rubric
- Instructional plans
- Standards
- Content-specific guidance

Initial Coaching Conversation
- Review data, goals, & strategies
- Document in TNCompass

Select Growth & Achievement Measure
- Document in TN Compass by Nov. 15.

Conduct Pre-Conference
- Follow pacing guide
- Access standards & instructional plans

Conduct Observations
- Collect, code, & score evidence

Implementing TEAM: Growth & Achievement

For each educator, a growth measure **and** achievement measure selection must be entered into TNCompass by **Nov. 15**.

This year, the deadline has been extended to Nov. 15 to allow for AMO release/scaling.

Access Resources
- TEAM rubric
- Lesson plans
- Standards
- Content-specific guidance

Initial Coaching Conversation
- Review data, goals, & strategies
- Document in TNCompass

Select Growth & Achievement Measure
- Document in TN Compass by Nov. 15.

Conduct Pre-Conference
- Follow pacing guide
- Access standards and instructional plans

Conduct Observations
- Collect, code, & score evidence

Implementing TEAM: Growth & Achievement

Growth	Achievement

▪ System-wide or school-wide composite based on a single year's reporting
▪ Types include:
   – overall,
   – literacy,
   – numeracy,
   – a combined literacy and numeracy,
   – science, and
   – social studies.
 	
*Individual TVAAS and portfolio scores automatically override the growth selection when generated.
 	
*Social studies teachers in grades 6-8, science teachers in grades 5-8, and biology teachers are eligible to receive individual TVAAS scores for the 2019-20 school year, but are not included in composites.
	▪ State Board of Education approves assessments that show alignment to Tennessee's academic standards.
	▪ Evaluators should meet with educators early in the school year to choose the measure **most closely aligned to the educator's assignment.**
	
	* Districts can exercise discretion in to setting scoring criteria to meet achievement goals.

Growth is the impact schools and teachers have on their students' academic progress. Growth compares student performance to their own prior performance.	Achievement measures student performance at a single point in time and is often measured by percentage reaching proficiency.

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Student Growth Measure: TVAAS

The Tennessee Value-Added Assessment System (**TVAAS**) refers to a statistical analysis used to determine the amount of **academic progress** students make from year to year.

School-Wide or System-Wide Composites	Individual TVAAS

A single-year TVAAS measure based entirely on the current year's reporting
▪ Types include:
  – overall,
  – literacy,
  – numeracy,
  – a combined literacy and numeracy
	▪ A single or multi-year TVAAS measure based on the current or multiple year's reporting
	▪ Based on the tested grade/content area

A school or system-wide measure is selected at the beginning of the year for ALL teachers.
If an individual TVAAS or portfolio score is generated, it will override the school/system-wide measure in TNCompass.

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Implementing TEAM: Achievement Measure-Scaling for non-TVAAS Categories

Scales should be measurable, rigorous, and achievable.
An example of how to make this component measurable is below.

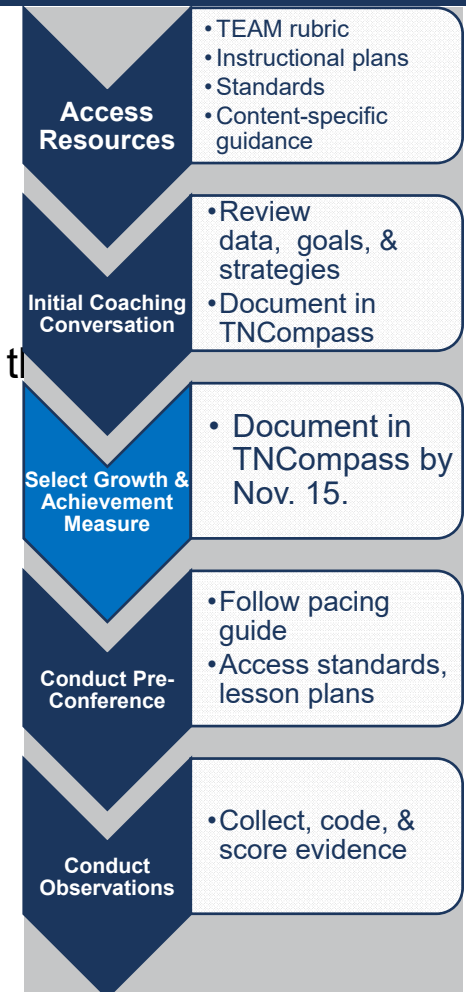| Score	Description
1	decreased by more than ___ points
2	decreased by more than ___ points and less than ___ points
3	increased by no more than ___ points or decreased by no more than ___ point.
4	increased by more than ___ points and no more than ___ points
5	increased by more than ___ points

Achievement Measure Selection & Scoring

State Assessment

- Score entered locally based on annual measurable objectives (AMO).
- AMO targets are provided by the department based on a goal of reducing the percent of students who are not on-track for state assessment.
- AMOs are available at the classroom, grade, school, and district level.
- Districts have the option to scale on local goals rather than AMOs.
- The measure selected by the educator must be carefully aligned to their duties.
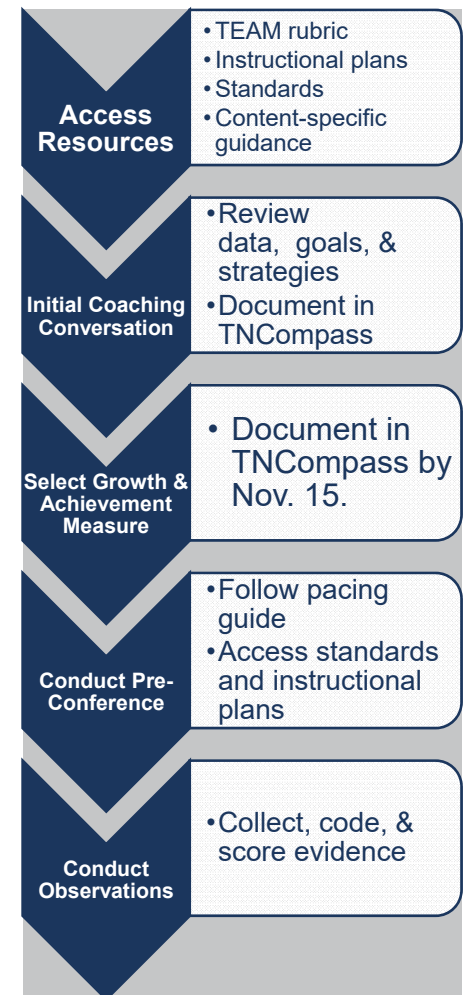
Overall TVAAS

- Score is entered automatically in TNCompass.
- Single-year TVAAS measure is entered at the school or district level (composite, literacy, numeracy, literacy/numeracy).

Access Resources
- TEAM rubric
- Instructional plans
- Standards
- Content-specific guidance

Initial Coaching Conversation
- Review data, goals, & strategies
- Document in TNCompass

Select Growth & Achievement Measure
- Document in TNCompass by Nov. 15.

Conduct Pre-Conference
- Follow pacing guide
- Access standards, lesson plans

Conduct Observations
- Collect, code, & score evidence

Implementing TEAM: Observation Pacing

Evaluators hold pre-conferences, conduct observations, and post-conferences as necessary to fulfill policy requirements.

- The number and type of required observations is outlined in the TEAM pacing policy.
- Based on license type and previous year data (LOE only **or** LOE and individual TVAAS). This is a district decision.

Access Resources
- TEAM rubric
- Instructional plans
- Standards
- Content-specific guidance

Initial Coaching Conversation
- Review data, goals, & strategies
- Document in TNCompass

Select Growth & Achievement Measure
- Document in TNCompass by Nov. 15.

Conduct Pre-Conference
- Follow pacing guide
- Access standards and instructional plans

Conduct Observations
- Collect, code, & score evidence

Implementing TEAM: Observation Pacing

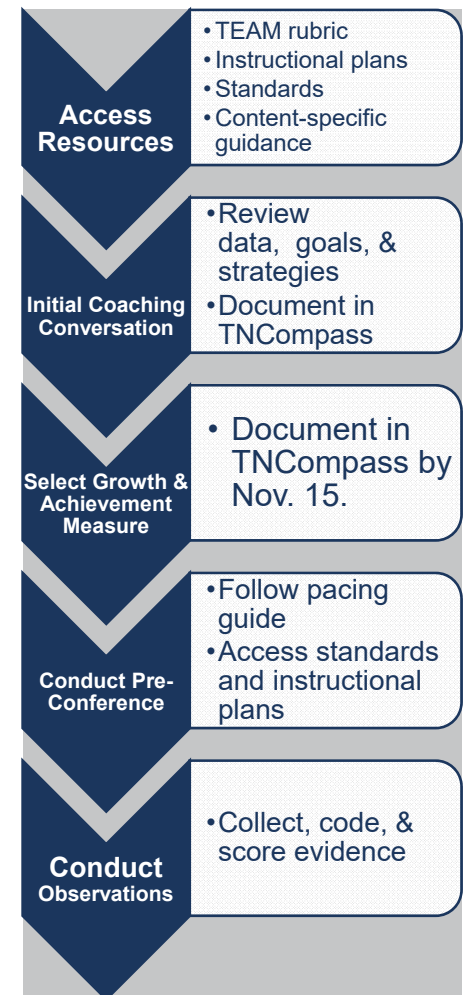| Educator Licensure Status[1]	Previous Individual Growth or Level of Overall Effectiveness (LOE)[2]	Minimum Required Observations	Minimum Required Observations per Domain	Minimum Number of Minutes per School Year
Practitioner[3]	Levels 1-4	Six (6) domains observed with a minimum of three (3) domains observed in each semester.	3 instruction 2 planning 2 environment	90 minutes
	Level 5	One (1) formal observation covering all domains first semester; two (2) walk-throughs second semester	1 instruction 1 planning 1 environment	60 minutes
Professional	Level 1	Six (6) domains observed with a minimum of three (3) domains observed in each semester.	3 instruction 2 planning 2 environment	90 minutes
	Level 2-4	Four (4) domains observed with a minimum of two (2) domains observed in each semester	2 instruction 1 planning 1 environment	60 minutes
	Level 5	One (1) formal observation covering all domains first semester; two (2) walk-throughs second semester.	1 instruction 1 planning 1 environment	60 minutes

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Implementing TEAM: Observation Pacing

- At least one-half of all observations shall be unannounced and a minimum of one observation shall be announced.
- For educators scoring level 5 on individual growth or level of overall effectiveness the required observation shall be unannounced.

Educator Licensure Status[1]	Previous Individual Growth or Level of Overall Effectiveness (LOE)[2]	Minimum Required Observations	Minimum Required Observations per Domain	Minimum Number of Minutes per School Year
Practitioner[3]	Levels 1-4	Six (6) domains observed with a minimum of three (3) domains observed in each semester.	3 instruction 2 planning 2 environment	90 minutes
	Level 5	One (1) formal observation covering all domains first semester; two (2) walk-throughs second semester	1 instruction 1 planning 1 environment	60 minutes
Professional	Level 1	Six (6) domains observed with a minimum of three (3) domains observed in each semester.	3 instruction 2 planning 2 environment	90 minutes
	Level 2-4	Four (4) domains observed with a minimum of two (2) domains observed in each semester	2 instruction 1 planning 1 environment	60 minutes
	Level 5	One (1) formal observation covering all domains first semester; two (2) walk-throughs second semester.	1 instruction 1 planning 1 environment	60 minutes

Implementing TEAM: Observation Pacing

Evaluators are encouraged to schedule observations at the beginning of the year and rate the planning, environment, and instruction domains in conjunction with one another when possible.

Access Resources
- TEAM rubric
- Instructional plans
- Standards
- Content-specific guidance

Initial Coaching Conversation
- Review data, goals, & strategies
- Document in TNCompass

Select Growth & Achievement Measure
- Document in TNCompass by Nov. 15.

Conduct Pre-Conference
- Follow pacing guide
- Access standards and instructional plans

Conduct Observations
- Collect, code, & score evidence

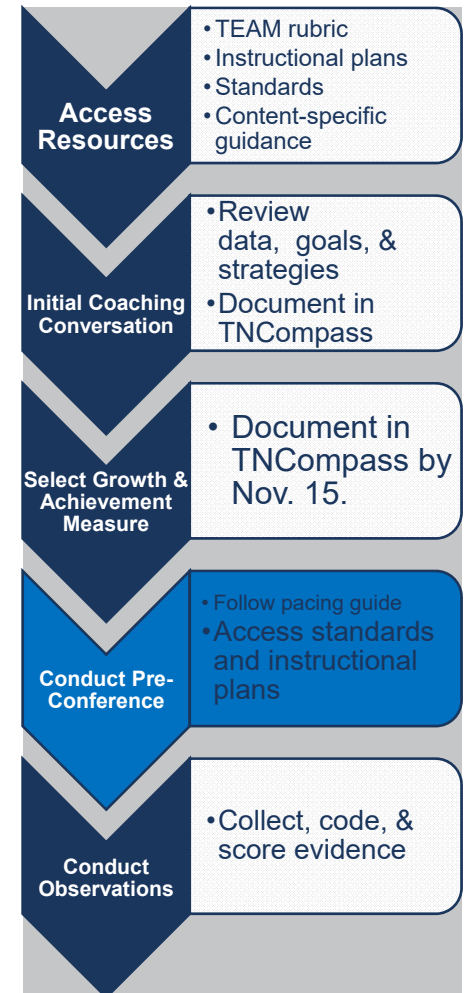TN Department of Education

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Implementing TEAM: Observation Pacing Activity

- At the beginning of the year, you and another observer in your building are creating a schedule of required announced observations, unannounced observations, pre-conferences, and post-conferences for the educators in your building.

- Using the staff demographics handout and the academic calendar, create your school's evaluation schedule.
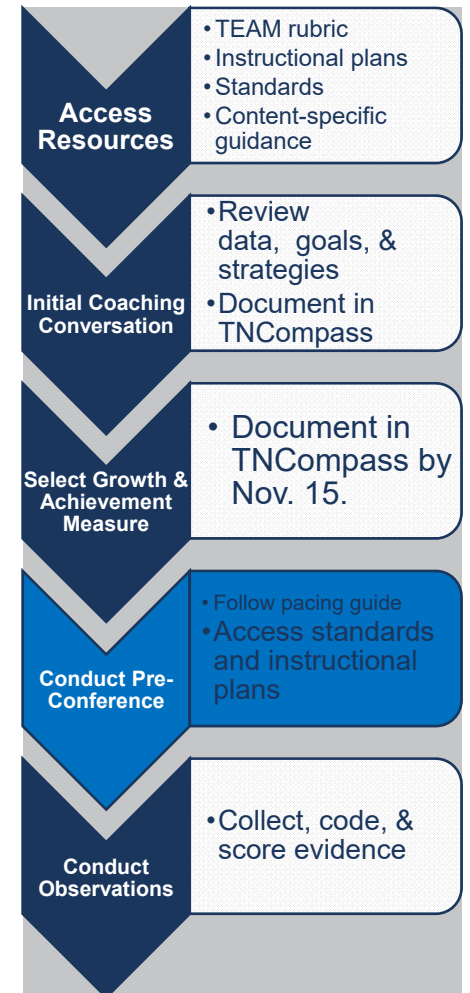
Implementing TEAM: Pre-conference

- Announced observations should be preceded by a pre-conference.

- Best practices are:
  - to schedule the pre-conference with the teacher 3-5 days prior to the observation,
  - conduct the pre-conference the day before the observation, and
  - review instructional plans and other resources to build knowledge about expectations.

Access Resources
- TEAM rubric
- Instructional plans
- Standards
- Content-specific guidance

Initial Coaching Conversation
- Review data, goals, & strategies
- Document in TNCompass

Select Growth & Achievement Measure
- Document in TNCompass by Nov. 15.

Conduct Pre-Conference
- Follow pacing guide
- Access standards and instructional plans

Conduct Observations
- Collect, code, & score evidence

- What is the purpose of a pre-conference?

- What artifacts should be included in the pre-conference?

- What are the benefits of the pre-conference for the students, teacher, and evaluator?

- As an evaluator, what do you want from a pre-conference?

- As an evaluator what do you not want from a pre-conference?

Access Resources
- TEAM rubric
- Instructional plans
- Standards
- Content-specific guidance

Initial Coaching Conversation
- Review data, goals, & strategies
- Document in TNCompass

Select Growth & Achievement Measure
- Document in TNCompass by Nov. 15.

Conduct Pre-Conference
- Follow pacing guide
- Access standards and instructional plans

Conduct Observations
- Collect, code, & score evidence

Implementing TEAM: Pre-conference

- Video

Access Resources
- TEAM rubric
- Evaluation timeline
- Lesson plans
- Standards
- Instructional Focus Documents

Initial Coaching Conversation
- Review data, goals, & strategies
- Document in TNCompass

Select Growth & Achievement Measure
- Document in TNCompass by Nov. 15.

Conduct Pre-Conference
- Follow pacing guide
- Access standards and instructional plans

Conduct Observations
- Collect, code, & score evidence

Implementing TEAM: Pre-conference

- Video

Access Resources
- TEAM rubric
- Instructional plans
- Standards
- Content-specific guidance

Initial Coaching Conversation
- Review data, goals, & strategies
- Document in TNCompass

Select Growth & Achievement Measure
- Document in TNCompass by Nov. 15.

Conduct Pre-Conference
- Follow pacing guide
- Access standards and instructional plans

Conduct Observations
- Collect, code, & score evidence

Building & Sustaining Culture: Pre-Conference Best Practices

Do	Don't
Schedule the announced observation 3-5 days in advance of the observation and hold the pre-conference the day before the scheduled observation.	Omit the pre-conference or confuse it with an announcement of an upcoming observation.
Conduct the pre-conference in the teacher's classroom.	Conduct the pre-conference in a location other than the teacher's classroom.
Obtain and analyze instructional plans prior to the pre-conference.	Conduct the pre-conference with no preparation.
Ask probing questions based on a review of instructional plans.	Simply ask teachers to restate what is included in the instructional plans.
Coach teachers to improve the lesson based on the needs identified in the pre-conference.	Allow an identified need that might impact learning go unaddressed.
Use evidence gathered in the pre-conference when rating the Planning domain.	Fail to gather evidence of planning through the pre-conference.

Implementing TEAM: Collecting Evidence

Implementing TEAM: Collecting Evidence

Indicator	5	3

C1. Evaluation
 	
Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model and uses educator evaluation data to inform, assess, and adjust professional learning goals and plans
	In addition to Level 3 descriptors:
	• Builds and sustains a culture focused on continuous improvement, such that educators view the evaluation process as an opportunity for professional learning and growth
	• Holds self and others accountable for customizing supports for educators
	• Creates a school-wide plan for professional learning aligned to the school's vision for professional learning and growth
	• Accurately modifies school or grade-level professional learning goals and plans
		• Encourages educators to use the evaluation process for professional learning and growth
		• Adheres to all evaluation processes, which include:
		  o timelines for feedback
		  o follow-up support
		  o finalizing all required observations
		  o conducting summative conferences
		• Ensures the classroom observation process includes:
		  o gathering evidence balancing educator and student actions related to teaching and learning
		  o grounding all evidence coding and scoring to the rubric with accuracy to ensure fidelity of the process
		  o using a preponderance of evidence to evaluate teaching
		  o using the rubric to structure feedback to educators
		  o offering specific, actionable feedback recommendations connected to improving student achievement
		  o facilitating educator implementation of recommended improvement strategies
		• Uses evaluation data to determine trends and assess educator strengths and growth opportunities

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Implementing TEAM: Collecting Evidence

Prior to the Observation

- Review of instructional plans
- Pre-conference (announced only)

During the Observation

- Balanced educator and student actions related to teaching and learning

After the Observation

- Clarifying questions as needed prior to the post-conference
- Student work

Implementing TEAM: Collecting Evidence Model

	Significantly Above Expectations (5)

Instructional Plans	Instructional plans include:
	• measurable and explicit goals aligned to state content standards;
	• activities, materials, and assessments that:
	   o are aligned to state standards,
	   o are sequenced from basic to complex,
	   o build on prior student knowledge, are relevant to students' lives, and integrate other disciplines, and
	   o provide appropriate time for student work, student reflection, and lesson unit and closure;
	• evidence that plan is appropriate for the age, knowledge, and interests of all learners; and
	• evidence that the plan provides regular opportunities to accommodate individual student needs.

Student Work	Assignments require students to: • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it, • draw conclusions, make generalizations, and produce arguments that are supported through extended writing, and • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.
Assessment	Assessment plans: • are aligned with state content standards; • have clear measurement criteria; • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); • require extended written tasks; • are portfolio based with clear illustrations of student progress toward state content standards; and • include descriptions of how assessment results will be used to inform future instruction.

Gather evidence balancing educator and student actions related to teaching and learning.

For example: What teacher-generated evidence of planning exists?

Learning the Planning Domain

The planning domain is foundational to an effective instructional cycle.

- Instructional Plans provide the **expectations for the instructional moves and strategies** that a teacher should plan to ensure the progression of **student mastery** of state-standards.

- Student Work provides the **expectations** that the **tasks** included in the instructional plan **generate thinking and problem solving aligned to state standards**.

- Assessment provides the expectations that **standards-aligned formative and summative assessments,** and the **measurement criteria** by which student growth and achievement can be determined, are included in the instructional plan.

Implementing TEAM: Collecting Evidence Activity

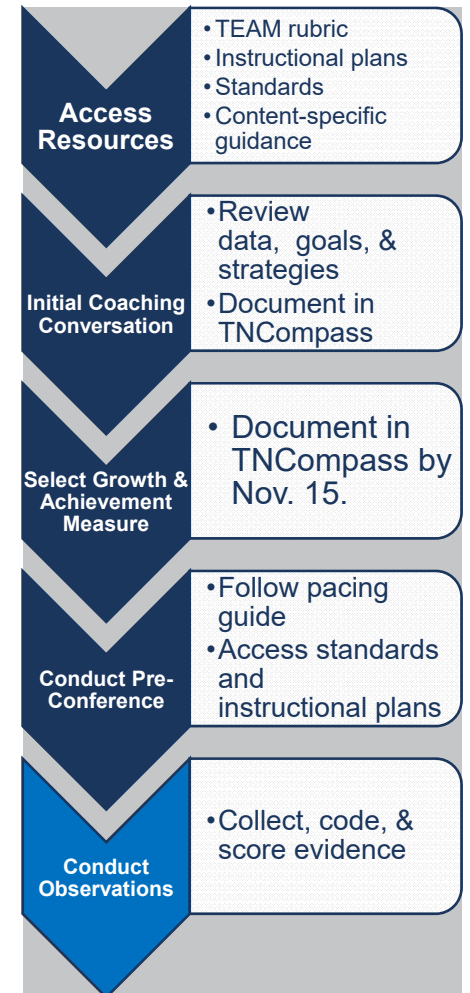|	Evidence	Pre-Conference/Lesson Look Fors
Instructional Plan		
Student Work		
Assessment		

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Implementing TEAM: Collecting Evidence

Script **unbiased** notes about what occurs during a lesson.

- Avoid the use of value or judgement statements such as:
  - *I think....*
  - *She should have…*
- Balance teacher and student evidence.
  - Use short-hand
- Note wording from **visuals.**
- **Time** segments to document lesson structure/transitions.
- **Collect student work samples**

The collection of detailed evidence is ESSENTIAL for the evaluation process to be implemented accurately, fairly, and credibly.

Access Resources
- TEAM rubric
- Instructional plans
- Standards
- Content-specific guidance

Initial Coaching Conversation
- Review data, goals, & strategies
- Document in TNCompass

Select Growth & Achievement Measure
- Document in TNCompass by Nov. 15.

Conduct Pre-Conference
- Follow pacing guide
- Access standards and instructional plans

Conduct Observations
- Collect, code, & score evidence

TN Break

TEAM Implementation: Collecting Evidence Activity

- Video

TEAM Implementation: Collecting Evidence Activity

- Star evidence that is student specific. *
- Plus evidence that is teacher specific. **+**
- Delta evidence that is vague. ▲

Teacher Specific +	Teacher Vague + ▲
Teacher models the expected word/picture connections by fully completing an entire cycle of the context activity.	Teacher explains activity well.
Student Specific *	**Student Vague** * ▲
Students move efficiently between centers at the sound of the chime; all students know where supplies are stored for each center and keep work areas neat during and after use.	Students know procedures and respect the classroom and each other.

TN

Please enjoy an hour lunch.

Welcome back

In order to receive access to the certification test, you must check back in by using one of the following links:

https://bit.ly/2JwnSKY

Be sure your attendance information is complete and correct; teacher license number and official work e-mail addresses are critical.

Implementing TEAM: Collecting Evidence

Indicator	5	3

C1. Evaluation
 	
Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model and uses educator evaluation data to inform, assess, and adjust professional learning goals and plans
	In addition to Level 3 descriptors:
	• Builds and sustains a culture focused on continuous improvement, such that educators view the evaluation process as an opportunity for professional learning and growth
	• Holds self and others accountable for customizing supports for educators
	• Creates a school-wide plan for professional learning aligned to the school's vision for professional learning and growth
	• Accurately modifies school or grade-level professional learning goals and plans
		• Encourages educators to use the evaluation process for professional learning and growth
		• Adheres to all evaluation processes, which include:
		  o timelines for feedback
		  o follow-up support
		  o finalizing all required observations
		  o conducting summative conferences
		• Ensures the classroom observation process includes:
		  o gathering evidence balancing educator and student actions related to teaching and learning
		  o grounding all evidence coding and scoring to the rubric with accuracy to ensure fidelity of the process
		  o using a preponderance of evidence to evaluate teaching
		  o using the rubric to structure feedback to educators
		  o offering specific, actionable feedback recommendations connected to improving student achievement
		  o facilitating educator implementation of recommended improvement strategies
		• Uses evaluation data to determine trends and assess educator strengths and growth opportunities

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Implementing TEAM: Coding and Scoring Evidence
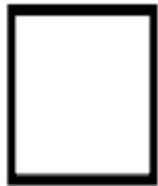
Implementing TEAM: Coding & Scoring

- Ground all evidence when coding and scoring to the rubric with accuracy to ensure fidelity to the process.
- Use a preponderance of evidence to evaluate teaching.

Planning	Environment	Instruction
Instructional Plans Student Work Assessment	Expectations Managing Student Behavior Environment Respectful Culture	Standards & Objectives Motivating Students Presenting Instructional Content Lesson Structure & Pacing Activities & Material Questioning Academic Feedback Grouping Teacher Content Knowledge Teacher Knowledge of Students Thinking Problem Solving

Implementing TEAM: Coding & Scoring Activity

Ground all evidence coding and scoring to the rubric with accuracy.

General Educator Rubric: Environment

		Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Expectations		• Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where all students can experience success. • Students take initiative and follow through with their own work. • Teacher optimizes instructional time, teaches more material, and demands better performance from every student.	• Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where most students can experience success. • Students complete their work according to teacher expectations.	• Teacher expectations are not sufficiently high for every student. • Teacher creates an environment where mistakes and failure are not viewed as learning experiences. • Students demonstrate little or no pride in the quality of their work.

Implementing TEAM: Coding & Scoring Activity

- Read the rubric indicator and descriptor.
- With your group answer the guiding questions in the space provided:
  - When the descriptor practice is implemented proficiently and consistently what are the students doing and/ or saying?
  - What student actions should be documented as evidence in an observation?

General Educator Rubric: Planning

Indicator	Descriptor **Significantly Above Expectations (5)**	What would students be doing and/ or saying?
Expectations	• Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where all students can experience success. • Students take initiative and follow through with their own work. • Teacher optimizes instructional time, teaches more material, and demands better performance from every student.	

TN Department of Education

Implementing TEAM: Coding & Scoring

- Watch and listen as I code teacher and student evidence collected as it relates to the Expectations indicator.

- Your turn! Code the teacher and student evidence collected as it relates to your group's assigned indicators.

Access Resources
- TEAM rubric
- Instructional plans
- Standards
- Content-specific guidance

Initial Coaching Conversation
- Review data, goals, & strategies
- Document in TNCompass

Select Growth & Achievement Measure
- Document in TNCompass by Nov. 15.

Conduct Pre-Conference
- Follow pacing guide
- Access standards and instructional plans

Conduct Observations
- Collect, code, & score evidence

TN Department of Education

Implementing TEAM: Coding & Scoring Performance Levels

The performance level ratings are used to indicate the **success of implementation** of the instructional skills, knowledge, and responsibilities as described in the TEAM rubric.

Level	Performance Levels
1	Significantly Below Expectations
2	Below Expectations
3	At Expectations
4	Above Expectations
5	Significantly Above Expectations

Coding & Scoring: Performance Level Guide

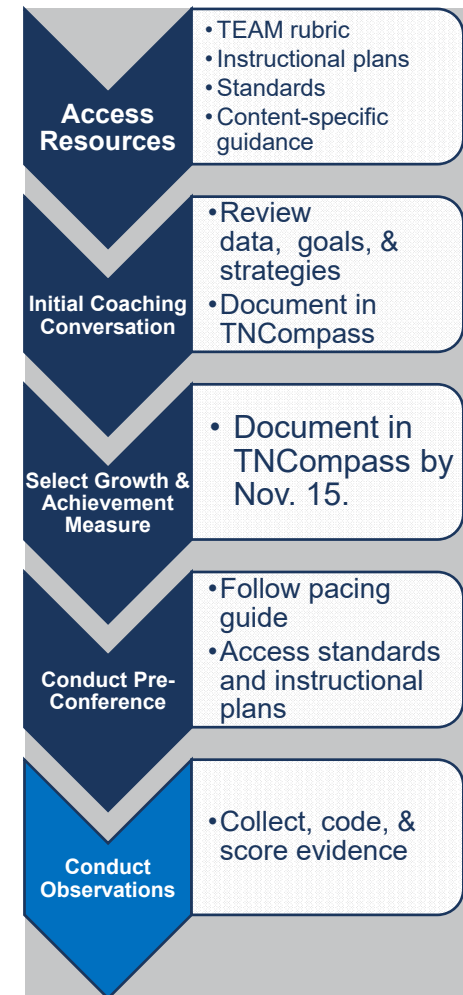|	
1	**Significantly Below Expectations:** A teacher at this level has limited knowledge of the instructional skills, knowledge, and responsibilities described in the rubric and struggles to implement them. He/she has little to no impact on student outcomes.
2	**Below Expectations:** A teacher at this level demonstrates some knowledge of the instructional skills, knowledge, and responsibilities described in the rubric but implements them inconsistently. His/her impact on student outcomes is below expectations.
3	**At Expectations:** A teacher at this level understands and implements most of the instructional skills, knowledge, and responsibilities described in the rubric. He/she impact on student outcomes is meeting expectations.
4	**Above Expectations:** A teacher at this level comprehends the instructional skills, knowledge, and responsibilities described in the rubric and implements them skillfully and consistently. He/she makes a strong impact on student outcomes.
5	**Significantly Above Expectations:** A teacher at this level exemplifies the instructional skills, knowledge, and responsibilities described in the rubric and implements them adeptly and without fail. He/she meets ambitious teaching and learning goals and makes a significant impact on student outcomes. Performance at this level should be considered a model of exemplary teaching.

Coding & Scoring: Performance Level Guide

1	<u>**Significantly Below Expectations**</u>**: A teacher at this level has limited knowledge of the instructional skills, knowledge, and responsibilities described in the rubric and struggles to implement them. He/she has little to no impact on student outcomes.**
2	<u>**Below Expectations**</u>**:** A teacher at this level demonstrates **some knowledge** of the instructional skills, knowledge, and responsibilities described in the rubric but implements them **inconsistently**. His/her **impact on student outcomes is below expectations.**
3	<u>**At Expectations**</u>**:** A teacher at this level **understands and implements most** of the instructional skills, knowledge, and responsibilities described in the rubric. His/her **impact on student outcomes is meeting expectations.**
4	<u>**Above Expectations**</u>**:** A teacher at this level **comprehends** the instructional skills, knowledge, and responsibilities described in the rubric and implements them **skillfully and consistently**. He/she makes a **strong impact on student outcomes**.
5	<u>**Significantly Above Expectations**</u>**:** A teacher at this level **exemplifies** the instructional skills, knowledge, and responsibilities described in the rubric and implements them **adeptly and without fail**. He/she **meets ambitious teaching and learning goals and makes a significant impact on student outcomes**. Performance at this level should be considered a **model of exemplary teaching**.

Coding and Scoring: Using Student Work

- What is your **current experience** with **using student work** to assign observation ratings?
- Using student work to inform observation ratings changes the conversation **from "What did the teachers teach?" to "What did the students learn?"**
- To be most effective, the leader should collect student work immediately **after the lesson** and map the work to the instructional rubric.

Access Resources
- TEAM rubric
- Instructional plans
- Standards
- Content-specific guidance

Initial Coaching Conversation
- Review data, goals, & strategies
- Document in TNCompass

Select Growth & Achievement Measure
- Document in TNCompass by Nov. 15.

Conduct Pre-Conference
- Follow pacing guide
- Access standards and instructional plans

Conduct Observations
- Collect, code, & score evidence

TN Department of Education

TEAM Implementation: Coding & Scoring

- **Step 1:** *Zoom in* and review **teacher and student evidence** for each descriptor.
- **Step 2:** *Zoom out* and look **holistically** at the evidence gathered and ask, "where does the **preponderance of evidence** fall?"
- **Step 3:** Consider how the teacher's use of this indicator impacted **students moving toward mastery** of the objective(s).
- **Step 4:** Assign score based on **preponderance of evidence**.

- Watch and listen as I assign a score to the expectations indicator.
- Your turn! Score the indicators assigned to your group. Be prepared to share the score and justify your rating.

Self-Reflection: + − △ ➡
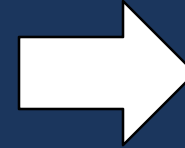
- Plus (+)
  - In what part(s) of my evaluation practice do I currently feel **confident**?
- Minus (-)
  - In what part(s) of my evaluation practice do I currently see gaps or identify a **lack of understanding**?
- Delta (**Δ)**
  - In what area of my practice will I **focus on for improvement** during the next observation video?
- Arrow (→)
  - What **action steps** will I take to ensure my practice improves?
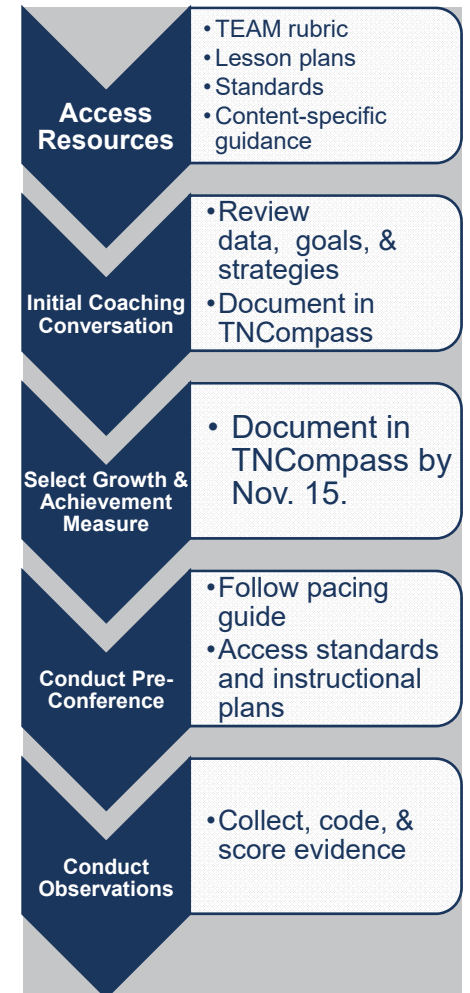
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Day 2

Welcome to TEAM training!

- Sign in using one of the following links.
- **Be sure your attendance information is complete and correct; teacher license number and official work e-mail addresses are critical.**
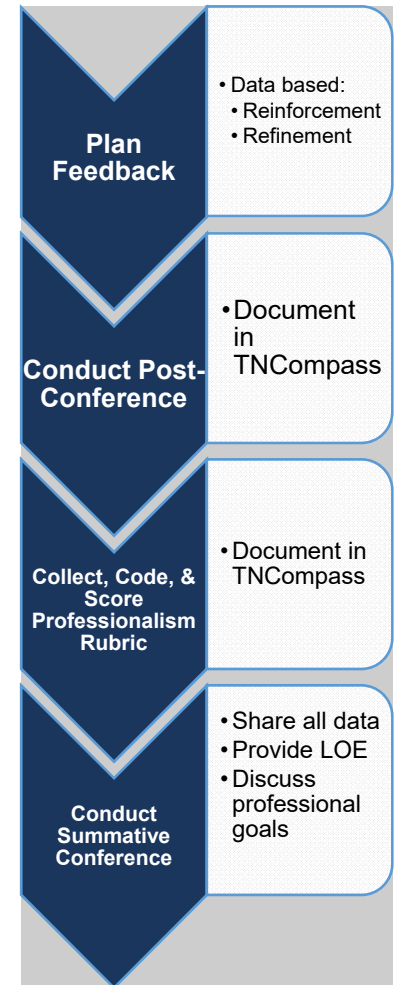- https://bit.ly/2W9rDMn   or

Day 1 Review

- Day 1
- TEAM introduction
- Evaluation composites and Level of Overall Effectiveness (LOE)
- Observation Pacing
- Pre-conferencing
- Coding and Scoring Evidence

Access Resources
- TEAM rubric
- Lesson plans
- Standards
- Content-specific guidance

Initial Coaching Conversation
- Review data, goals, & strategies
- Document in TNCompass

Select Growth & Achievement Measure
- Document in TNCompass by Nov. 15.

Conduct Pre-Conference
- Follow pacing guide
- Access standards and instructional plans

Conduct Observations
- Collect, code, & score evidence

Day 2 Agenda

- Day 2
- Offering feedback
- Building and sustaining a culture of continuous improvement
- Professionalism and summative conference
- Practice
- Schools Services Personnel
- Grievance
- Certification
- TASL information

Plan Feedback
- Data based:
  - Reinforcement
  - Refinement

Conduct Post-Conference
- Document in TNCompass

Collect, Code, & Score Professionalism Rubric
- Document in TNCompass

Conduct Summative Conference
- Share all data
- Provide LOE
- Discuss professional goals

TN Department of Education

Learning Outcomes

TEAM teacher evaluator training participants will:

- prepare to implement an accurate, fair, credible, rigorous, and transparent evaluation system
  - by effectively **collecting, categorizing,** and **rating evidence** of instructional practice and its **impact** on **student learning**, and
  - by using the evidence collected through observation to create **meaningful and actionable feedback** for educators,
- pass the TEAM certification test, and
- utilize TEAM to improve educational outcomes for teachers and students.

Norms

- Be open to learning.
- Be present and engaged.
  - Limit distractions and sidebar conversations.
  - Step outside if urgent matters arise.
- Assume positive intentions when communicating with others.
- Challenge with respect.
- Be solutions-oriented.
- Risk productive struggle.
  - Move outside of your comfort zone.

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Implementing TEAM: Structuring Feedback

- As per state statute, written feedback, as well as an in-person post-conference, shall occur within **one week** of each observation.

- This data must be documented in TNCompass.

Plan Feedback
- Data based:
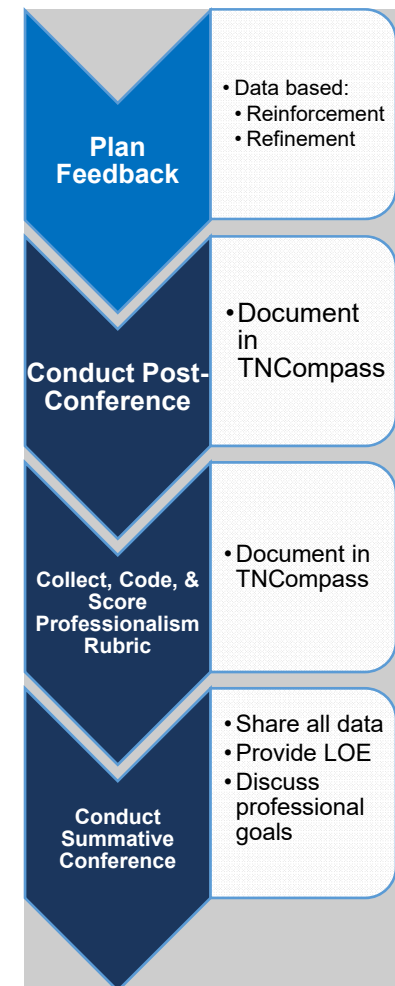 - Reinforcement
  - Refinement

Conduct Post-Conference
- Document in TNCompass

Collect, Code, & Score Professionalism Rubric
- Document in TNCompass

Conduct Summative Conference
- Share all data
- Provide LOE
- Discuss professional goals

Implementing TEAM: Structuring Feedback
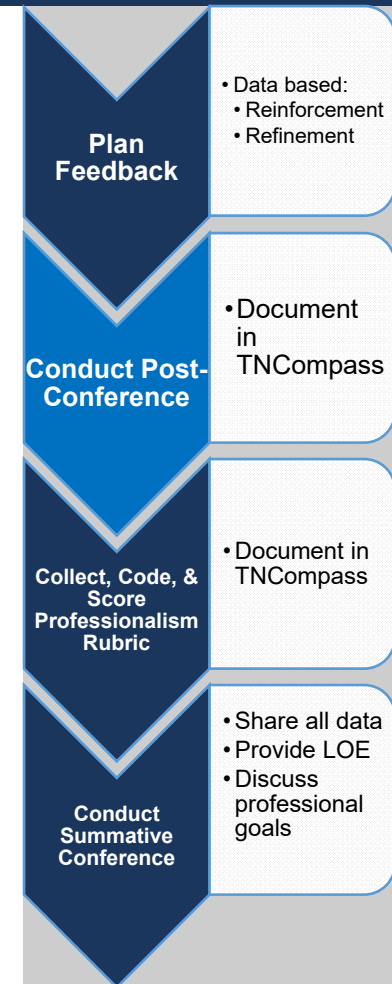
Evidence ▸ **Scoring** ▸ **Feedback**

Implementing TEAM: Structuring Feedback

Indicator	5	3

C1. Evaluation
 	
Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model and uses educator evaluation data to inform, assess, and adjust professional learning goals and plans
	In addition to Level 3 descriptors:
	• Builds and sustains a culture focused on continuous improvement, such that educators view the evaluation process as an opportunity for professional learning and growth
	• Holds self and others accountable for customizing supports for educators
	• Creates a school-wide plan for professional learning aligned to the school's vision for professional learning and growth
	• Accurately modifies school or grade-level professional learning goals and plans
		• Encourages educators to use the evaluation process for professional learning and growth
		• Adheres to all evaluation processes, which include:
		  o timelines for feedback
		  o follow-up support
		  o finalizing all required observations
		  o conducting summative conferences
		• Ensures the classroom observation process includes:
		  o gathering evidence balancing educator and student actions related to teaching and learning
		  o grounding all evidence coding and scoring to the rubric with accuracy to ensure fidelity of the process
		  o using a preponderance of evidence to evaluate teaching
		  o using the rubric to structure feedback to educators
		  o offering specific, actionable feedback recommendations connected to improving student achievement
		  o facilitating educator implementation of recommended improvement strategies
		• Uses evaluation data to determine trends and assess educator strengths and growth opportunities

TN Department of Education

Structuring Feedback: Reinforcement

- Review evidence and student work collected. Consider:
  – What did the **students** say and do that indicated strong thinking and problem solving?
  – What **teacher actions** lead to these **student actions**?
  – To which indicator are these actions **most** aligned?
  – To which descriptor are these actions **most** aligned?
- When choosing between options, reflect on which indicator addressed had the **most positive** impact on student learning and what evidence exists to support this choice.

Plan Feedback
- Data based:
  - Reinforcement
  - Refinement

Conduct Post-Conference
- Document in TNCompass

Collect, Code, & Score Professionalism Rubric
- Document in TNCompass

Conduct Summative Conference
- Share all data
- Provide LOE
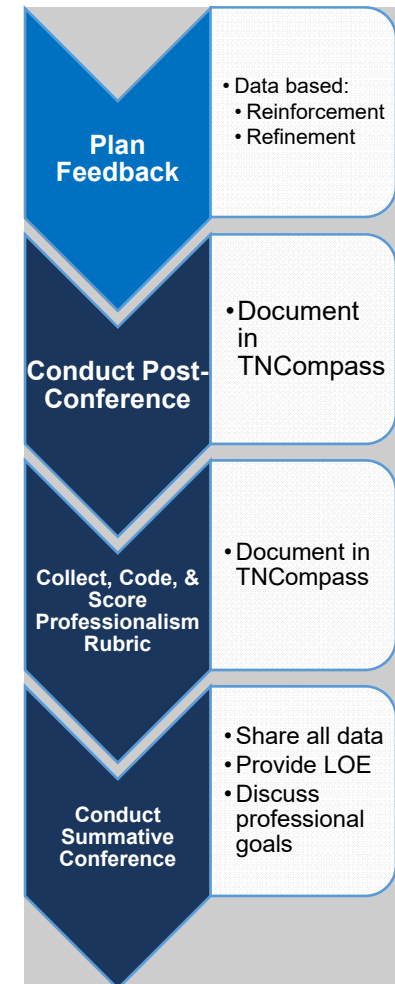- Discuss professional goals

Structuring Feedback: Reinforcement

- Identify **specific** examples from your evidence notes of the area being reinforced. Examples should contain **exact quotes** from the lesson, **descriptions of actions** taken, and **impact on student learning**.
- For example, if your area of reinforcement is academic feedback, you might highlight the following:
  - "In your opening, you adjusted instruction by giving specific academic feedback."
  - "You counted the sides to decide if this was a triangle. I think you missed a side when you were counting. Let's try again," instead of just saying, "Try again."

Structuring Feedback: Refinement

- Prepare specific, actionable feedback recommendations connected to improving student achievement related to the area of refinement with clear next steps.

- Identify ways to capitalize on observed strengths.

Plan Feedback
- Data based:
  - Reinforcement
  - Refinement

Conduct Post-Conference
- Document in TNCompass

Collect, Code, & Score Professionalism Rubric
- Document in TNCompass

Conduct Summative Conference
- Share all data
- Provide LOE
- Discuss professional goals

Structuring Feedback: Refinement

- Review evidence and student work collected. Ask yourself:

  - What **specific part(s) of student learning** needs to improve?

  - What **change in teacher practice** would lead to improved student learning?

  - To which indicator are these actions **most** aligned?

  - To which descriptor are these actions **most** aligned?

- When choosing between options, reflect upon which indicator, if selected, will result in the **greatest** impact on student learning.
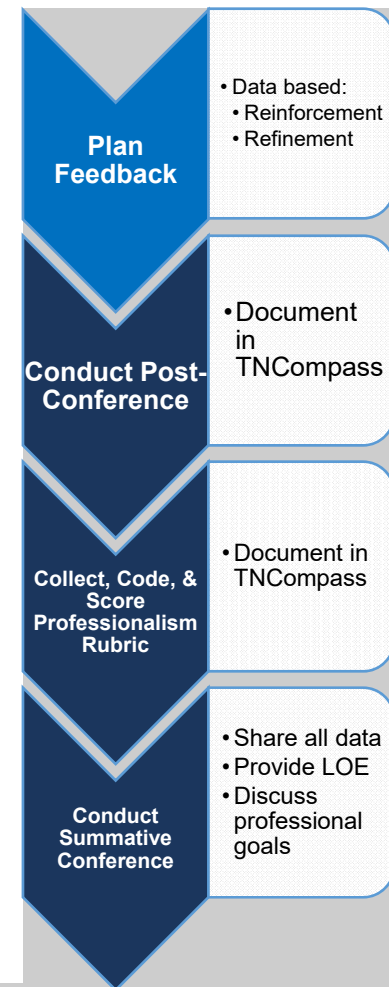
Structuring Feedback: Refinement

- Identify **specific** examples from your evidence notes of the area being reinforced. Examples should contain **exact quotes** from the lesson, **descriptions of actions** taken, and **impact on student learning**.
- For example, if your area of refinement is questioning, you might highlight the following:
    - "Throughout your lesson you asked numerous questions. Here is a list of the questions that I heard you ask. At what level of thinking are the questions? How could the questions have elicited higher order thinking?" E.g., "How do you know this is a triangle?" instead of "Is this a triangle?"
    - "Additionally, you only provided wait time for three of the six questions you asked."

Structuring Feedback

Review evidence and rating from yesterday's observation. Create a post-conference plan which includes the following:

Area of reinforcement (indicator & descriptor)	
Self-Analysis Question	
Evidence of student impact	
Area of refinement (indicator & descriptor)	
Self-Analysis Question	
Evidence of student learning gap	
Actionable recommendation (next steps, resources) to support next steps, dates for follow-up.	

Plan Feedback
- Data based:
- Reinforcement
- Refinement

Conduct Post-Conference
- Document in TNCompass

Collect, Code, & Score Professionalism Rubric
- Document in TNCompass

Conduct Summative Conference
- Share all data
- Provide LOE
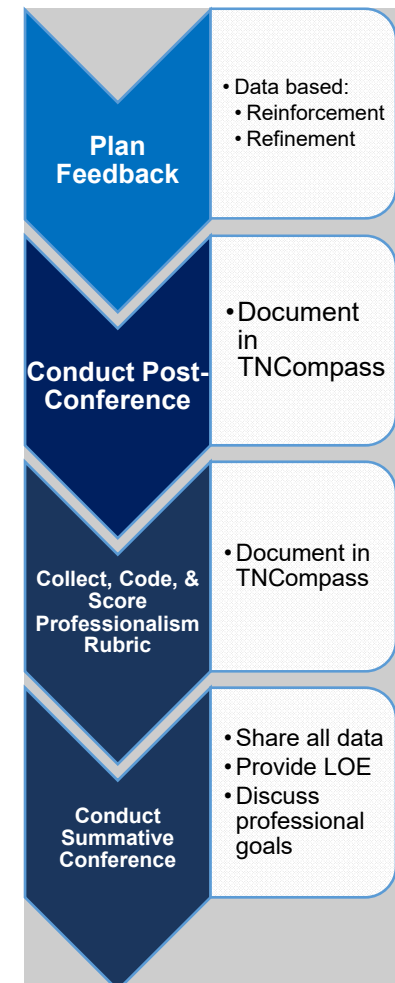- Discuss professional goals

TN Department of **Education**

Break

Offering Feedback: Post-Conference Round Table

- What is the purpose of a post-conference?

- What artifacts should be included in the post-conference?

- What are the benefits of the post-conference for the students, educator, and evaluator?

- As an evaluator, what do you want from a post-conference?

- As a evaluator what do you not want from a post-conference?

Plan Feedback
- Data based:
  - Reinforcement
  - Refinement

Conduct Post-Conference
- Document in TNCompass

Collect, Code, & Score Professionalism Rubric
- Document in TNCompass

Conduct Summative Conference
- Share all data
- Provide LOE
- Discuss professional goals

Offering Feedback: Five Forms of Feedback

Evaluative

- **Personal Opinions:** Statements focus on the evaluator and his/her personal opinion/likes, dislikes.
- **Inferences:** Statements focus on the evaluator's own interpretation of the lesson.
- **Judgement:** Statements focus on the teacher and are positive or negative in nature.

Coaching

- **Data:** Statements focus on facts or figures.
- **Mediative Questions:** Questions that lead the teacher to self-reflect on their own data.

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Offering Feedback: Categorize the Five Forms

- I think the kids enjoyed the lesson!

- Here is a map of the classroom that shows where you stood and moved during different parts of the lesson. You interacted with Eric five times, Paula three times, and Mary Ann two times.

- Eighty percent of the students mastered the lesson.

- Your lesson went well.

- What were students saying that gave you some feedback that let you know they were ready to move to the next level of learning?

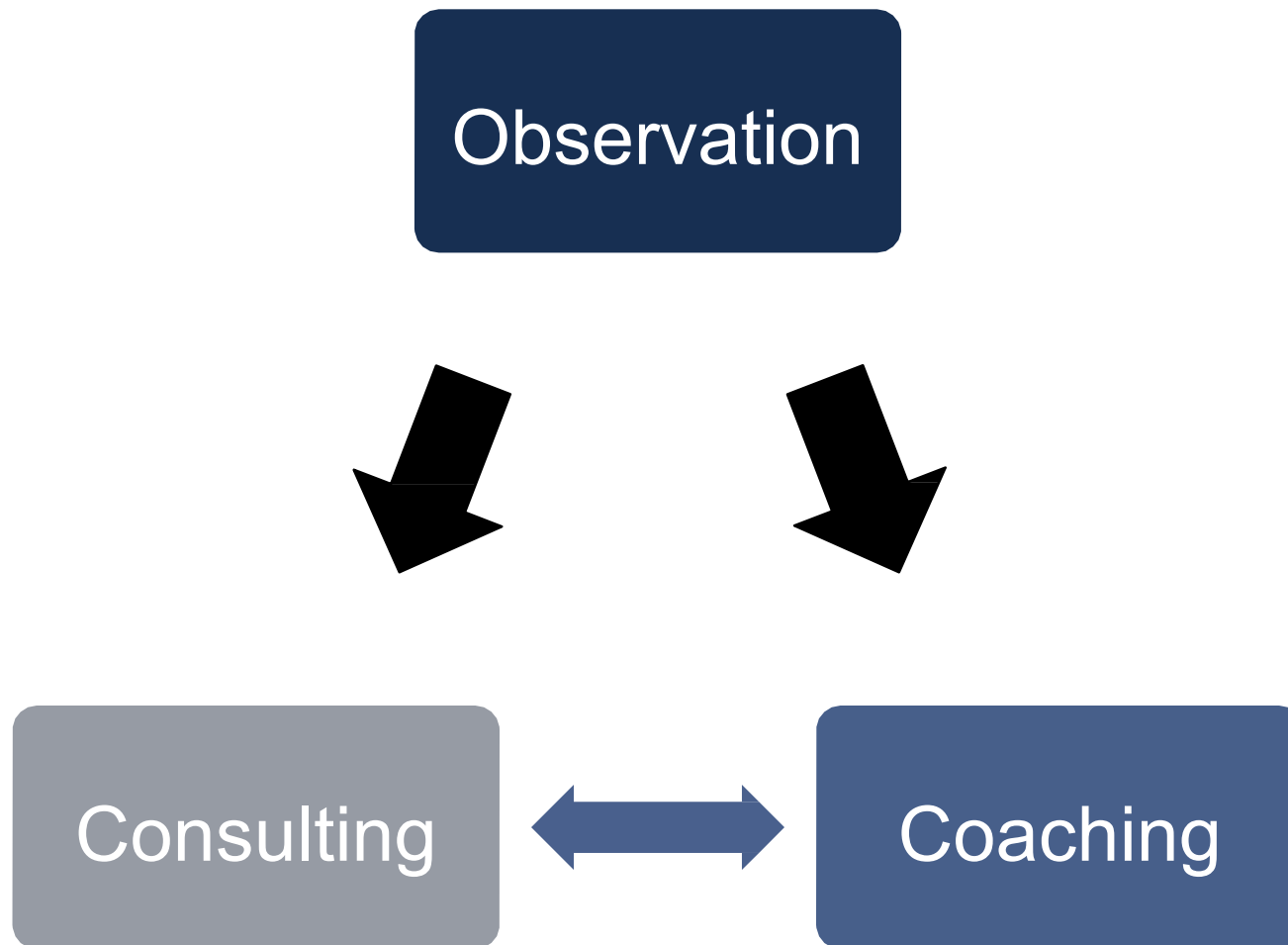- Your questioning strategy could be improved.

Five Forms of Feedback
- Personal opinion
- Inference
- Judgement
- Data
- Meditative question

Offering Feedback: Using Student Work

- What is your **current experience** with **using student work** during post-conferences?
- Using student work during feedback changes the conversation **from obstacles to student growth**.
- To be most effective, the leader should analyze student work **after the lesson** and **develop questions** specific to the work **to encourage deep reflection**.
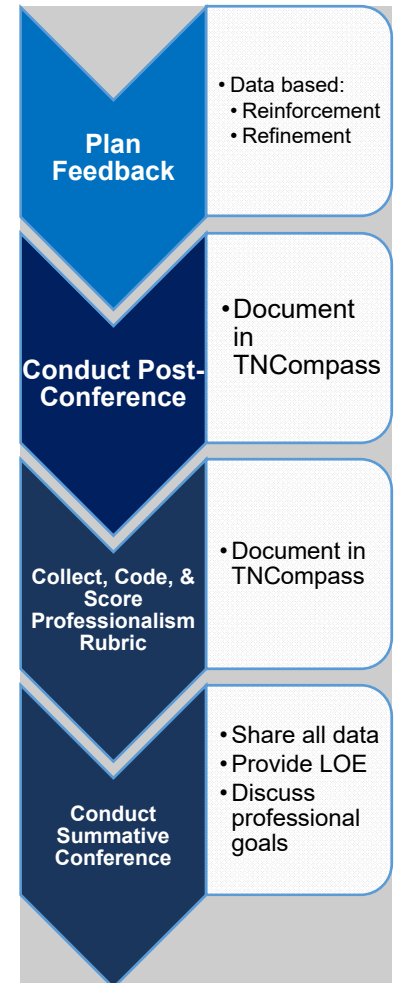
Plan Feedback
- Data based:
  - Reinforcement
  - Refinement

Conduct Post-Conference
- Document in TNCompass

Collect, Code, & Score Professionalism Rubric
- Document in TNCompass

Conduct Summative Conference
- Share all data
- Provide LOE
- Discuss professional goals

Offering Feedback

Observation

Consulting ⟷ Coaching
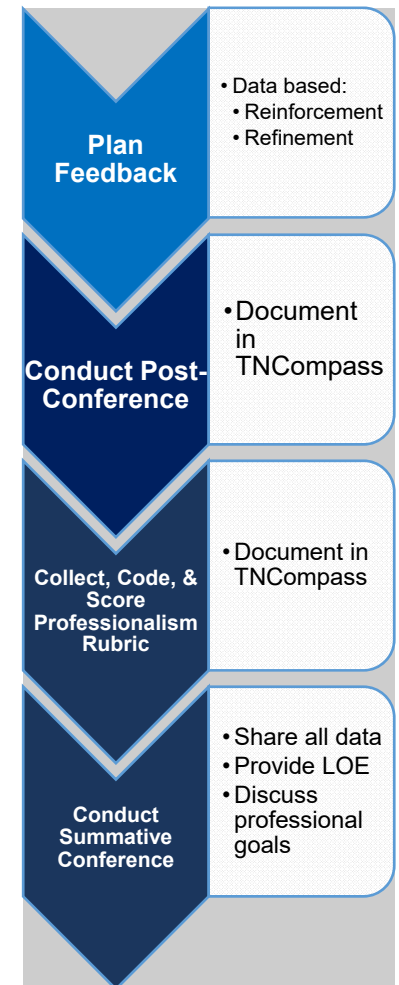
Offering Feedback: Coaching Skills

- Questioning
- Pausing (active listening and wait time)
- Paraphrasing
- Summarizing
- Nonjudgmental/factual (unbiased)
- Positive non-verbal communication

Plan Feedback
- Data based:
  - Reinforcement
  - Refinement

Conduct Post-Conference
- Document in TNCompass

Collect, Code, & Score Professionalism Rubric
- Document in TNCompass

Conduct Summative Conference
- Share all data
- Provide LOE
- Discuss professional goals

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Offering Feedback: The Post Conference Structure

- **Introduction**
  - State greeting, purpose, time, and general impression question.
- **Reinforcement**
  - Ask self-analysis question.
  - Elicit/provide student-specific evidence from notes.
  - Identify potential opportunities for sharing this strength
    - *E.g.,* Peer partnership, sharing at a faculty meeting or PLC, etc.
- **Refinement**
  - Ask self-analysis question.
  - Elicit/provide student-specific evidence from notes.
  - Elicit/provide a recommendation for actionable next steps.
  - Give a definite follow-up timeline.
- **Share scores**

Plan Feedback
- Data based:
  - Reinforcement
  - Refinement

Conduct Post-Conference
- Document in TNCompass

Collect, Code, & Score Professionalism Rubric
- Document in TNCompass

Conduct Summative Conference
- Share all data
- Provide LOE
- Discuss professional goals

TN Department of Education
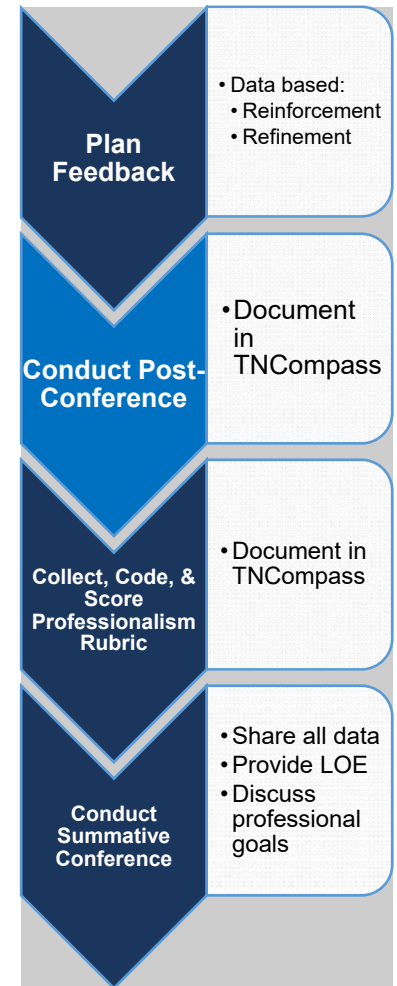
Offering Feedback: Post-Conference Best Practices

Do	Don't
Schedule and conduct an in-person post-conference with the educator within one week of each observation.	Fail to schedule and/or conduct a post-conference or conduct post-conference later than one week after each observation.
Provide verbal and written feedback.	Provide only verbal or written feedback.
Ask probing questions about student learning anchored by student work.	Do all of the talking.
Guide the teacher to reflect on strengths and areas for improvement.	Tell the teacher the strengths and areas for improvement with no opportunity for reflection.
Give the teacher time to explore ways to improve.	Leave the teacher with no recommendations or next steps.
Coach when possible, consult when necessary using cues from the educator.	Disregard the educator's cues when giving feedback.

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Offering Feedback

- Video

TN

Please enjoy an hour lunch.

Welcome back

- In order to receive access to the certification test, you must check back in by using one of the following links.

- Be sure your attendance information is complete and correct; teacher license number and official work e-mail addresses are critical.

https://bit.ly/2JwnSKY

Building and Sustaining Culture

Indicator	5	3

C1. Evaluation
 	
Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model and uses educator evaluation data to inform, assess, and adjust professional learning goals and plans
	In addition to Level 3 descriptors:
	• Builds and sustains a culture focused on continuous improvement, such that educators view the evaluation process as an opportunity for professional learning and growth
	• Holds self and others accountable for customizing supports for educators
	• Creates a school-wide plan for professional learning aligned to the school's vision for professional learning and growth
	• Accurately modifies school or grade-level professional learning goals and plans
		• Encourages educators to use the evaluation process for professional learning and growth
		• Adheres to all evaluation processes, which include:
		  o timelines for feedback
		  o follow-up support
		  o finalizing all required observations
		  o conducting summative conferences
		• Ensures the classroom observation process includes:
		  o gathering evidence balancing educator and student actions related to teaching and learning
		  o grounding all evidence coding and scoring to the rubric with accuracy to ensure fidelity of the process
		  o using a preponderance of evidence to evaluate teaching
		  o using the rubric to structure feedback to educators
		  o offering specific, actionable feedback recommendations connected to improving student achievement
		  o facilitating educator implementation of recommended improvement strategies
		• Uses evaluation data to determine trends and assess educator strengths and growth opportunities

Building and Sustaining Culture

How is **effective implementation** of the skills you have learned around collecting evidence, scoring, structuring and offering feedback **critical** to **building** and **sustaining** a **culture of continuous improvement**?

Building & Sustaining Culture: Evaluator Bias

Evaluator bias is **any** preference that might lead an evaluator rate differently than called for by the rating criteria.

Biases:

- may be the tendency to **favor or disfavor** something,

- may relate to **areas of instruction** as addressed in the rubric, and

- may relate to **characteristics** of the teacher, students, or classroom environment.

Building & Sustaining Culture: Other Evaluator Biases

Preference Type	Examples	Question
Instructional Methods	Favoring lessons with differentiation or inquiry regardless of impact of practice	*What specific techniques might you favor as a result of your personal classroom experience?*
Demographics	Expecting different levels of practice based on the background of the teacher or of the students	*What expectations do you have for classrooms or groups at differing levels?*
Style	Scoring more strictly if teacher is dressed casually **OR** scoring higher simply because students are out of their desks.	*What impact could your personal preference for a noisy vs. quiet (or any other factor) classroom have on your ratings?*
Speech	Giving lower ratings when students respond in vernacular or when teachers use colloquialisms **OR** giving higher ratings to teachers with foreign accents	*How might you react to the communication style of a teacher from a different geographic region than yours?*

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Building & Sustaining Culture: Examples of Observer Bias

Effect	Explanation	Examples
Familiarity	Prior knowledge causes observer to be lenient or overly strict when rating a lesson.	The observer "knows" the teacher or students are capable of more based on previous visits.
Halo	Exceptional performance on one aspect of teaching leads observer to inflate ratings on unrelated aspects of teaching.	The observer is so impressed with "questioning" that other ineffective practices are unnoticed.
Fatal Flaw	Low performance on one aspect of teaching colors observer's impression of other aspects of teaching.	After the teacher makes mistake (ex., gives a wrong answer) the observer views remainder of lesson in a negative light.
Central Tendency	Observers tend to give undeserved middle ratings rather than using the high and low end of the rating scale.	The observers give "safe scores" due to a lack confidence in accuracy of ratings or ability to give feedback **OR** the observer believes a highly effective practice is so rare that they miss it when it occurs.
Consequence	Perceived stakes attached to results lead observers to rate inaccurately.	The observer inflates ratings when they perceive that the teacher is at risk of negative consequences due to low performance.
Drift	Over time observers gradually and unknowingly tend to inflate or deflate ratings.	The observer rating accuracy decreases over time, inflating ratings **OR** the observer teams exhibit a tendency to consistently rate higher or lower as a group.

Building & Sustaining Culture Bias: Know, Understand, Do

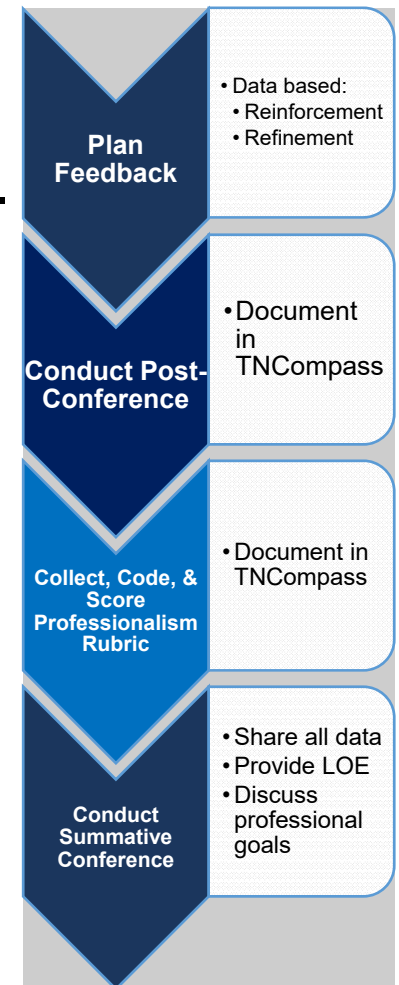**K** — What evaluator biases might I self-identify?

U — What impact might these biases have on my evaluation practice?

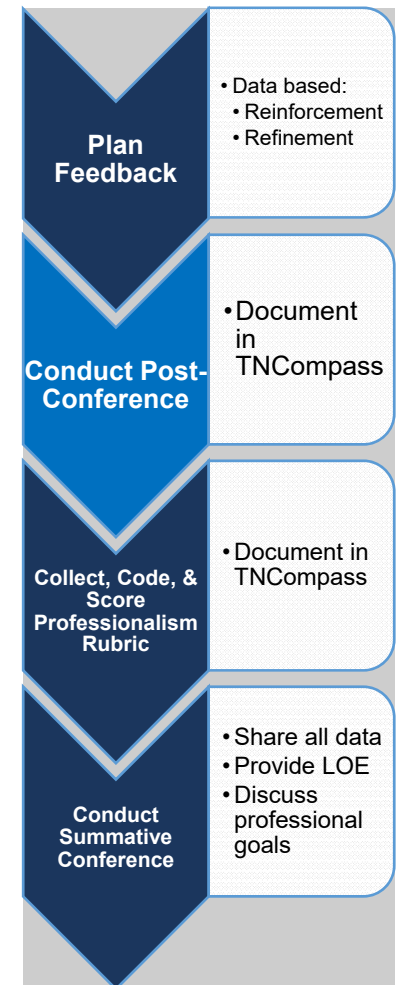**D** — What strategies might I use to combat these preferences?

TEAM Observation: Professionalism

- Apply to **all educators.**

- Complete within **last six weeks** of school year.

- Base on activities from **full year.**

- **Discuss** with teacher in a conference.

- **Four indicators:**
  – Professional Growth and Learning
  – Use of Data
  – School and Community
  – Leadership

Plan Feedback
- Data based:
  - Reinforcement
  - Refinement

Conduct Post-Conference
- Document in TNCompass

Collect, Code, & Score Professionalism Rubric
- Document in TNCompass

Conduct Summative Conference
- Share all data
- Provide LOE
- Discuss professional goals

Rubric Activity

- Access the **Professionalism** rubric in the **handbook** and **Professionalism Rating Report** document.

- Consider descriptors from **professionalism** rubric.

- Identify examples of **evidence** that could be used to guide ratings for each indicator.

- Identify **connections** to practices in the **Instructional** domain.

Plan Feedback
- Data based:
  - Reinforcement
  - Refinement

Conduct Post-Conference
- Document in TNCompass

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Professionalism Rating Report

TEAM Professionalism Rating Report

Teacher Name _____ Date _____

License Number _____

Evaluator Name _____ School Name _____

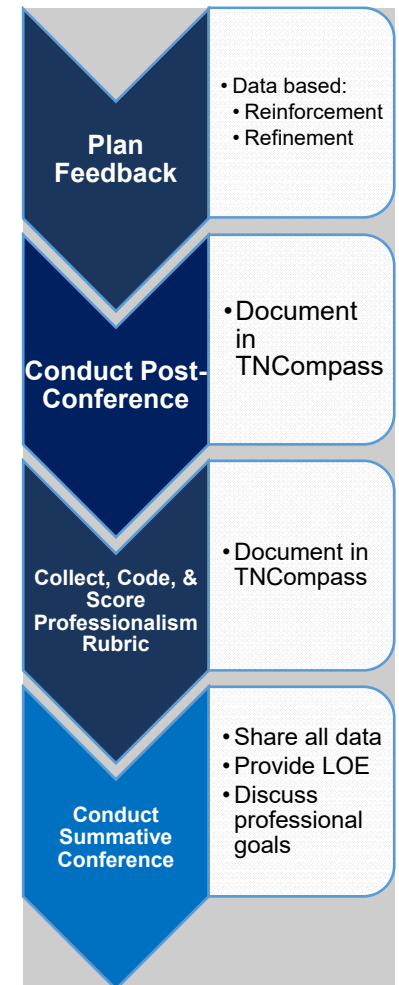| Indicator	Score
1. Professional Growth and Learning	
2. Use of Data	
3. School and Community Involvement	
4. Leadership	

Area of Reinforcement:

Area of Refinement:

Evaluator Signature _____ Date _____
Teacher Signature _____ Date _____

- Use to document **professionalism** scores.

- Follow the practice of identifying **reinforcement** and **refinement** areas.

Summative Conference

- Share and review results of the **professionalism** observation.

- Share final **qualitative data** (observation/student survey scores).

- Share and review achievement results (if available).

- Provide teacher with timeline for LOE calculation.

- Discuss professional learning goals.

Plan Feedback
- Data based:
  - Reinforcement
  - Refinement

Conduct Post-Conference
- Document in TNCompass

Collect, Code, & Score Professionalism Rubric
- Document in TNCompass

Conduct Summative Conference
- Share all data
- Provide LOE
- Discuss professional goals

Department of **Education**

TEAM Implementation: Observation

TEAM Implementation: Observation

- With a partner, review and discuss the **evidence** for each indicator and what you saw/did not see in the lesson.
  - **Score** all 12 instructional indicators
  - **Share** scores with your table. Come to **a table consensus** for scores.
- **Chart scores** for the facilitator on the chart provided.

Score Reveal: High School ELA

Tennessee raters' scores

- **Compare** your scores.
- Identify areas of **alignment** and **misalignment**.

Indicator	Score
Standards and Objectives	
Motivating Students	
Presenting Instructional Content	
Lesson Structure and Pacing	
Activities and Materials	
Questioning	
Academic Feedback	
Grouping Students	
Teacher Content Knowledge	
Teacher Knowledge of Students	
Thinking	
Problem Solving	

Planning

- Access the **planning rubric**
- With your **partner**, make **connections** between the **evidence** you have collected and the **planning rubric indicators**.
- What information regarding the **quality of the instructional planning** can you identify from your evidence collection?

Library Media Specialist Rubric

- Access the **Library Media Specialist** rubric in the **handbook**.

- Review the document and **identify similarities** to general educator rubric:

    – Instruction
    - **Similar** indicators, some **different descriptors**

    – Environment
    - **Same** at the descriptor level

    – Planning
    - **Specific** to duties

    – Professionalism
    - **Same** at the descriptor level

TN Department of Education

School Services Personnel Rubric

- Use for:
  - School Audiologist
  - School Counselor
  - School Social Worker
  - School Psychologist
  - Speech/Language Therapist
- May be used for **other educators** such as instructional coaches who **do not have direct instructional contact** with students at the discretion of LEA.
- Guidance documents that provide more information around observing in special population settings can be found on the TEAM website.

Guidance: Choosing the School Services Personnel Rubric

- When the bulk of the educator's time is spent on **delivery of services rather than delivery of instruction,** select the school services personnel rubric.
- Instructional rubric **may** be chosen if **compelling evidence** exists to avoid the alternative rubric.
- If it is unclear which rubric to use, **consult with the educator, district specialist, or state specialist.**
- When evaluating interventionists, pay special attention to activity being observed:
  - **Delivery of services**
  - **Delivery of instruction**

Department of Education

School Services Personnel Rubric

- Access the **School Services Personnel** rubric in the **handbook.**

- Review the document and **identify similarities and differences** to general educator rubric:
  - Instruction
    - **Similar** indicators, some **different descriptors**
  - Environment
    - **Same** at the descriptor level
  - Planning
    - **Specific** to duties
  - Professionalism
    - **Same** at the descriptor level

Grievance Process

- Statute and policy require districts to implement **local-level grievance procedures** to provide a means for evaluated teachers and principals to challenge **accuracy of the data** used in evaluations and **adherence to evaluation policies.**
- **Observation ratings cannot be challenged.**
- **Non-adherence to the evaluation policy is grounds for grievance.**
- Check with your **supervisor** regarding the **local** grievance policy.

Grievance Process

- Situations in which an educator can file a grievance:
  - **Fidelity** of the TEAM **process**
  - **Accuracy** of the TVAAS or achievement **data**

- Grievances must be filed **no later than 15 days** from date educator receives the results for each component, otherwise grievance considered **untimely and invalid.**

Learning Outcomes

TEAM teacher evaluator training participants will:

- prepare to implement an accurate, fair, credible, rigorous, and transparent evaluation system,
  - by effectively **collecting, categorizing,** and **rating evidence** of instructional practice and its **impact** on **student learning**, and
  - by using the evidence collected through observation to create **meaningful and actionable feedback** for educators,
- pass the TEAM certification test, and
- utilize TEAM to improve educational outcomes for teachers and students.

TEAM: Theory of Action

If TEAM is implemented:
- accurately,
- fairly,
- credibly,
- rigorously, and
- transparently

then educators will believe in and utilize it
to improve educational outcomes for all.

TEAM: Theory of Action

Accurate: implemented with fidelity

Fair: free of bias or distortion

Credible: produced by sources that are knowledgeable and reliable with similar results expected in similar situations

Rigorous: based on clear standards of instructional excellence (as evidenced in the TEAM rubric) that prioritize student learning

Transparent: expectations and outcomes are clear

Certification Test

Two Required Parts

- Part one: Lesson analysis
  - After viewing a lesson, assign a rating to each of the 12 indicators of the TEAM Instruction domain.
  - Success criteria:
    - No more than ± 1 point away from the benchmark rating for at least 10 indicators, and
    - Average observation score is within ± 0.9 points away from the benchmark average observation score.
    - Each part of the certification may be attempted two times.
    - Once successfully completed, move on to part two.
- Part two: General knowledge
  - Eight multiple choice items on a variety of topics related to TEAM
  - Success criteria:
    - Correct response on at least 6 items
    - Each part of the certification test may be attempted two times.

The Certification Test

- State law **requires** all observers to be certified.
- You **_must_** pass the certification test before you begin any teacher observations.
- **Conducting observations without passing the certification test is a grievable offense and will invalidate observations.**

The Certification Test

- You will receive an email with login information for the certification test today.

- **Testing window ends Feb. 28.**
  - In the absence of correct information, you will not receive the testing information.

- Contact TEAM.Question@tn.gov with questions.

The Certification Test

Once you **pass** the certification test, you will be:

- notified that you have passed certification,

- able to download and save the certificate, and

- assigned an evaluation credential in TNCompass.

TASL Credit

- This training is a TASL-approved event for 14 hours.

- You will receive an email from the department confirming your attendance.

- The event name is "TEAM Teacher Evaluator Training-Winter 2019-20."

Resources

- For more information on TEAM, for certification technical support, or policy questions, visit the TEAM website at http://team-tn.org or contact TEAM.Questions@tn.gov.
- Be sure to sign up for the weekly TEAM Update when visiting the TEAM website!
- With technical questions related to TNCompass, contact support@TNCompass.org.

Thank you for all you do!

You are appreciated!

Please provide the department feedback about your training experience by following one of the links below.
https://bit.ly/32hjiG0

Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork