



Welcome to TEAM Teacher Evaluator Training Module 2a. This module is the first part of the second module designed to increase your familiarity with the components of TEAM Evaluation System, Tennessee’s multi-measure system for evaluating teacher impact on student progress.

The observation tool used in Tennessee, the TEAM rubric, is a critical component of our evaluation system and is proven, when implemented accurately and with fidelity, to produce gains in student learning.

The indicators and descriptors in the TEAM rubric are grounded in cognitive science research on learning and instruction, and should be one of the key levers a leader uses to define and convey expectations for teacher performance, to assess current abilities, and to plan professional learning in service of developing stronger instructional practice.

# Agenda



## Module 2a

- Review of Prior Learning
- TEAM Domains
- Pre-Conferencing

.....

In this module, we will focus on pre-conference best practices. We will also look at the planning and environment domains and how they provide a structural framework for the instruction domain.

## Review of Module 1

- Evaluation Process
- Importance of Evaluation Data



Let's review module 1.

## Evaluation Process

- The goal of evaluation is to identify the impact of teacher practice by using multiple data sources to generate the level of overall effectiveness score.
- This score includes the classroom observation average, student achievement score, and student growth score.



In module 1, we introduced the evaluation process and learned about the qualitative and quantitative components required for LOE generation. We explored evaluation rule 0520-02-01 and State Board policy 5.201, as well as the many supporting resources available on the TEAM website.

The evaluation process is the year-long process that leads to a teacher's level of overall effectiveness score, or LOE. The majority of this score is comprised of classroom observations. The remainder of the score is based on the student growth and achievement measures selected in the fall.

## The Importance of Evaluation Data

The primary purpose of annual teacher evaluation is to **identify and support instruction** that will lead to **high levels of student achievement**.



Simply put, the goal of TEAM evaluation is continuous improvement for all educators. When approached as a tool for improvement and support, teachers have the latitude to take risks on behalf of their students and seek input and support from their instructional leaders. Leaders feel empowered to develop plans to support teachers at all performance levels. Students benefit from the improvement and innovation.

Additionally, because it is critical that all students have access to a highly effective teacher and leader, evaluations are a factor in decisions around recruitment, retention, and promotion. We want to ensure our students have the best possible teachers and leaders in their schools every year.

## Module 2: Learning Outcomes

Participants will prepare to implement an accurate, fair, credible, rigorous, and transparent evaluation system by:

- conducting effective pre-conferences, and
- effectively **collecting, categorizing, and rating evidence** of instructional practice and its **impact on student learning**

In module 2, we will focus on effective observer practices for pre-conferences and class observations. You will be prepared to implement the observation process accurately, fairly, credibly, rigorously, and transparently to ensure fidelity of the process. Please access the teacher rubric now and follow along with the presentation on the rubric.

## Domain: Planning



Let's take a look at three of the TEAM domains: planning, environment, and instruction. We'll start with the planning domain.

## Domain: Planning



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.



This slide provides a summary of the three indicators of the planning domain: instructional plans, student work, and assessment. Each of these indicators will be scored during an observation that includes planning.

Planning is foundational to effective instruction. A review of instructional plans should provide the evaluator with evidence of how an educator thinks about implementation of instructional strategies. Consistent, thoughtful planning should result in high-quality instruction and lead to optimal student performance.

Let's explore each indicator and the types of evidence you might collect for each.



## Instructional Plans



Plans should:

- focus on both unit and lesson plans, with an emphasis on how a particular lesson fits into the unit plan;
- contain measurable goals, activities, materials, and assessments aligned to the state standard(s);
- be appropriate for the age of the learners; and
- accommodate individual student learning.

The first planning indicator is instructional plans. This indicator refers to both the unit plan and plan for daily implementation. The plan should be aligned to the instructional standards and include measurable outcomes that are appropriate for the learners. Plans for individualized learning should be included.

Evaluators may gather evidence by attending planning sessions, collecting lesson plans, reviewing materials that will be used in instruction, and analyzing the alignment of the lesson to the standards.

## Student Work

Tasks and assignments should:

- align to state standards;
- require higher order thinking and problem-solving for completion; and
- connect to prior learning as well as significant experiences in students' daily lives.

The second planning indicator is student work. This refers to any task or assignment that has been designed to demonstrate student progress. Evaluators should seek to understand the task design process a teacher uses and should prepare teachers to provide samples of student work as a follow-up to the classroom observation.

With this indicator, evaluators are seeking evidence of the teacher's ability to successfully gauge students' progress to mastery. The most authentic way to do this is to analyze student work samples after the lesson, but evidence of task design may be gathered from lesson plans.

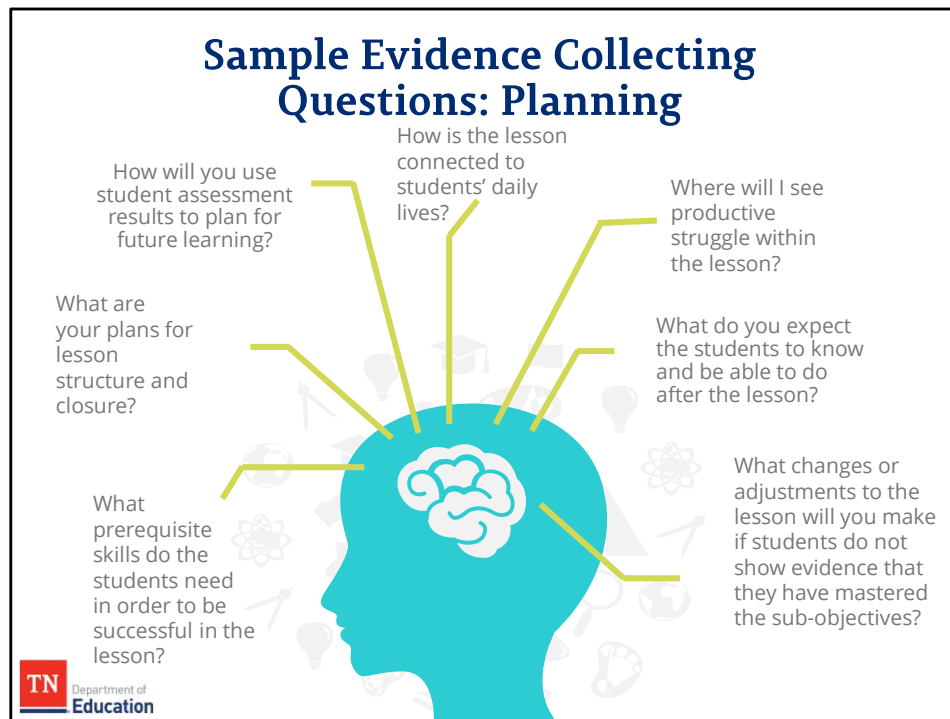
## Assessment

Assessments should:

- align to state standards;
- have clear measurement criteria;
- measure student performance in multiple ways;
- require written tasks; and
- be used to inform future instruction.

The last planning indicator is assessment. Just as our state teacher evaluation process has multiple components, evaluation of student learning should offer multiple opportunities for students to show progress in different ways.

Evaluators should seek evidence that teachers are designing assessments in this way through the instructional plans. Student assessment plans, regardless of content, should include written tasks. Evaluators should seek evidence for how assessments will be used to provide accurate data to inform future instruction. Evidence of assessment data-driven instruction may be gathered through conversation with the teacher or may be written into the unit plan. Further evidence can be collected through observation of scaffolding during instruction or the design of how small group support students in meeting grade-level expectations.



Here are a few questions that can help an observer gather evidence for a teacher's metacognition around planning.

These questions may be used during a pre-conference or as a follow-up to an unannounced observation. Design questions in order to maximize evidence for crafting strong, actionable feedback for the educator.

## Domain: Environment



Now, let's review the environment domain and potential sources of evidence for these indicators. Please note, while environment is a separate domain, it should not be scored in a stand-alone observation. The environment should always be scored in conjunction with the instruction domain.

## Domain: Environment

The environment domain supports the flow and cohesiveness of learning in the classroom.

- Expectations provide the **academic** framework for learning.
- Managing Student Behavior, Environment, and Respectful Culture provide the **emotional and behavioral** framework for learning.



The environment domain supports the learning in the classroom. It provides the academic, emotional, and behavioral structures needed for student success. Without these structures, academic interventions will have limited success for some or all of the students in the classroom.

Let's consider the types of evidence an evaluator might collect for this domain.

## Expectations

High and demanding **academic** expectations wherein:

- students are encouraged to learn from their mistakes,
- students take initiative, and
- instructional time is optimized.



The environment indicator expectations focuses on **academic** expectations and emphasizes the importance of student ownership of learning. An evaluator should look for evidence that all students are held to the same, high expectations and allowed to think through the learning process. Evaluators may find evidence in the language used in the classroom between the teacher and students or between students to support this indicator. Other sources of evidence could include use of scaffolding, student grouping, and evidence of student confidence to employ learning strategies and to know when and how to seek assistance.

## Managing Student Behavior

High-quality behavior management wherein:

- students have clear rules for **learning** and behavior,
- students are consistently well-behaved and **on task**, and
- the teacher deals with disruptions quickly and individually.



The second indicator in the environment domain is managing student behavior. Evaluators should look for evidence that clear parameters for learning and behavior have been defined, that students are on task, and they know how to navigate the classroom with appropriate levels of support. Evaluators should seek evidence that the teacher has signals and strategies in place to manage off-task or disruptive behavior with minimal disruption.

This may look like posted rules, use of classroom signals, productive conversations among students, and students taking independent action as the lesson progresses.



## Environment

The learning environment wherein:

- the classroom is welcoming to all students and visitors;
- the classroom is organized with materials and supplies readily accessible, and
- student work is displayed and changed frequently to support the academic environment.



The third indicator in the environment domain is environment. Much like expectations, this refers to the environment for learning, not simply the physical classroom. While the classroom should be clean and well-organized, the focus is how the environment enhances learning by seeking evidence for the following:

The instructional materials on the walls support instruction and provide students with visual cues and learning aides.

Displays of student work are relevant to the learning outcomes and add context to current learning.

Supplies are accessible, useful, and familiar to all students.

Areas of the classroom provide access to students by considering unique learning or physical needs of class members.

## Respectful Culture

An accepting classroom wherein:

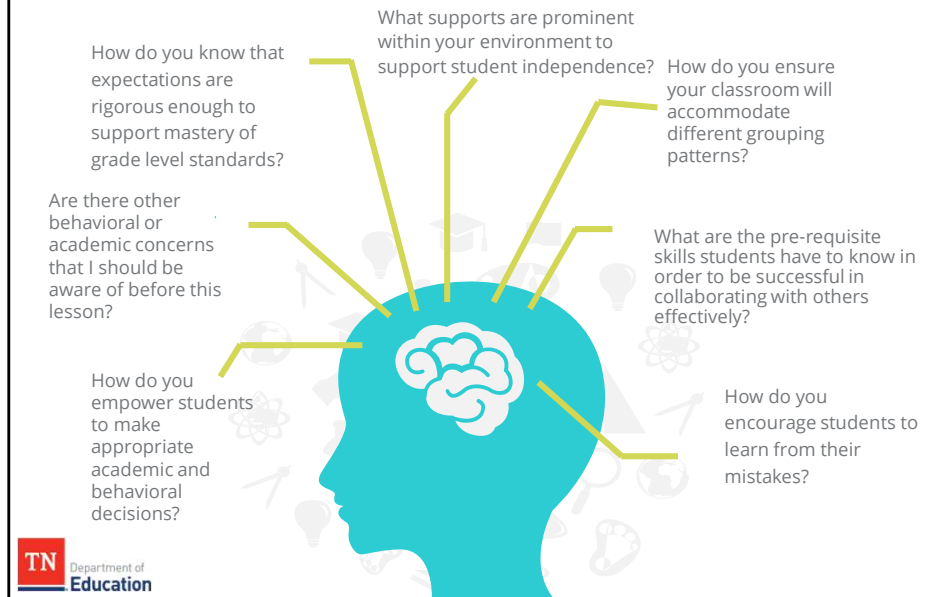
- mutual respect is demonstrated among all individuals in the classroom; and
- the classroom is characterized by interdependence.



The last indicator in the environment domain, respectful culture, helps define an accepting and diverse classroom.

Classrooms must be accepting of all types of diversity, and members of the classroom should work together harmoniously. Evaluators should gather evidence of how students have been prepared to interact with each other and to respect differences among peers. Evaluators may look for evidence of student self-isolation or purposeful inclusion by the student community. Other examples of evidence might include the structure and design of group work assignments, inclusivity in selection of instructional materials, and the types of language and tones used in classroom communication with both students and the teacher.

## Sample Evidence Collecting Questions: Environment



These questions may help an observer gather evidence for how a teacher develops his or her classroom environment.

Again, these questions may be used during a pre-conference or as a follow-up to an unannounced observation. All questions should be designed to maximize evidence for designing strong, actionable feedback for the educator.

## Domain: Instruction



The instruction domain defines high-quality teacher practices and focuses on how a teacher implements instructional plans. The instruction domain is the heart and pulse of classroom instruction.

## Domain: Instruction

- Standards & 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



The instruction domain consists of 12 indicators that represent key instructional practices for strong student outcomes. Notice the order of the indicators – the first, and foundational indicator, is standards and objectives. A lesson that is not aligned to the standards is inherently incapable of helping students master the skills and knowledge needed. The pacing and design of the lesson is crafted through the presenting instructional content and lesson structure and pacing indicators. The final indicators – thinking and problem solving – are the ultimate measure of student ownership of learning.

## Standards and Objectives

### Standards & Objectives:

- include learning (unit) objectives, lesson objectives, and sub-objectives within the lesson,
- are communicated throughout the lesson, and
- are mastered by most students each day.



The Standards and Objectives indicator is foundational for successful instruction. Everything in the lesson should be aligned to the state standards and help move each student toward mastery. Teachers and students both should be able to articulate how mastery will be determined. Evaluators may seek evidence for this indicator in student friendly language used during the class to define the parameters of the lesson, in the task and assessments used within the lesson, and in student conversation.

## Motivating Students

### Motivating Students:

- Content is personally meaningful to students.
- Student inquiry, curiosity, and exploration are valued.
- Student effort is recognized.



The second indicator is motivating students. Students should be encouraged to learn through inquiry and exploration, and the teacher should make every effort to structure the content so it is personally meaningful to students. Evaluators may seek evidence for this indicator through student conversation, questions asked, and responses from the teacher and classmates to the lesson and each other.

## Instruction

- **Presenting Instructional Content:**
  - Includes:
    - visuals to support the lesson,
    - teacher modeling of the thinking process,
    - logical sequencing, and
    - concise communication.
- **Lesson Structure & Pacing:**
  - Lesson has a coherent beginning, middle and end presented in a concise manner.
  - Time is provided for student reflection.
  - Transitions and material distribution maximize instructional time.



Presenting instructional content and lesson structure and pacing work together and provide a framework for instruction. Pacing should be brisk with smooth transitions. Content should be presented in a logically sequenced manner and include teacher modeling and concise communication.

Evaluators may seek evidence for these indicators through scripted conversations, captured visuals, student response to instruction, time stamping interactions and transitions, and by capturing the organizational strategies used.



## Instruction

- **Activities & Materials:**
  - High-quality activities support the lesson objective and promote inquiry, student choice, use of technology, and challenging students' thinking.
  - Texts and tasks are appropriately complex.
- **Questioning:**
  - High-quality pre-planned questions often require students to cite evidence.
  - Students generate questions as part of self-directed learning.



Activities and materials and questioning define and support the tasks and texts used within the lesson. Evaluators should seek evidence from the materials distributed during the class and the students' reactions to those materials. Additional evidence might include a list of pre-planned questions the teacher will use during the lesson, evidence cited by students to support their answers, and technology use that enhances the lesson. Evaluators should script student questions and then categorize them: do they move learning forward or are students frequently seeking clarification?

## Instruction

- **Academic Feedback:**
  - Academically-focused, high-quality oral and written feedback is provided frequently throughout the lesson.
  - Students are encouraged to provide feedback for one another.
- **Grouping Students:**
  - Student groupings are specifically designed to maximize student learning.
  - All students are held accountable within the group.



How is academic feedback given throughout the lesson both by the teacher and students? Evaluators should note the techniques the teacher uses to give feedback. Feedback may be offered in the form of a question to encourage deeper thinking or by pointing students to other resources in the classroom.

Evaluators should seek evidence that student grouping is pre-planned and purposeful. This may be evident in the instructions given to the group and in the ways students respond to their roles within the group. Seek evidence that each group member is held accountable for his or her input by a purposefully implemented strategy.

## Instruction

- **Teacher Content Knowledge:**
  - Teacher is adept at conveying his or her content knowledge to students through a variety of instructional strategies.
- **Teacher Knowledge of Students:**
  - Teacher anticipates each student's learning needs and differentiates instruction to accommodate each individual.
  - Student interests are incorporated into the instructional practices.



Teachers are responsible for not only knowing their content but successfully teaching it to students. A teacher's knowledge of his or her students is not only grounded in a personable relationship, but in the knowledge of a student's specific, data-driven instructional needs.

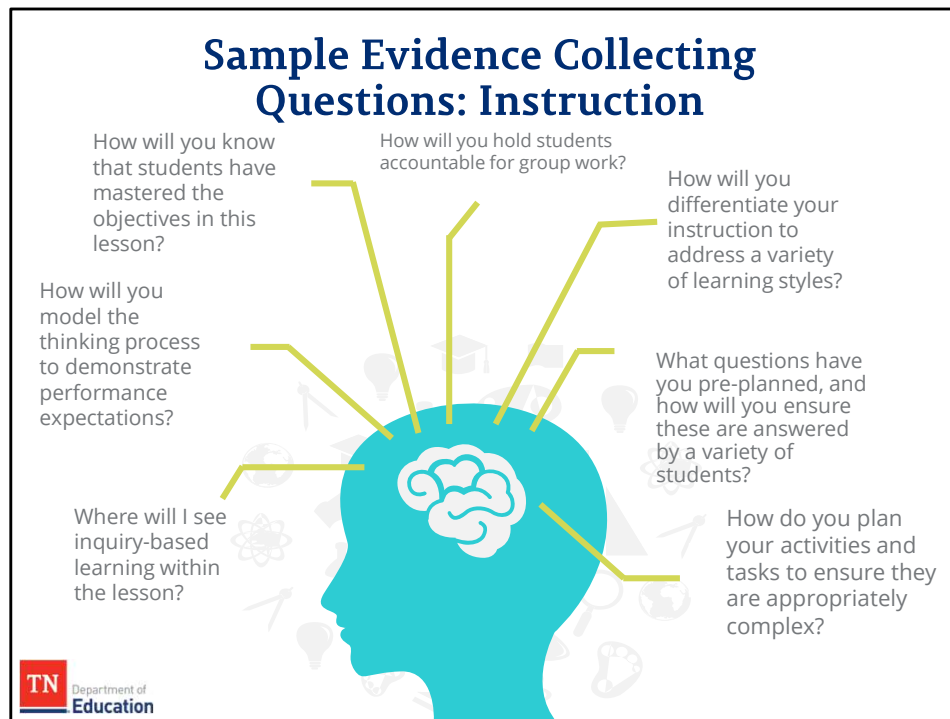
Evaluators should seek evidence that the teacher has designed differentiation in anticipation of specific student learning needs. This might be found through stations or rotations or by intentionally designed scaffolds to support student success. Other sources might include data walls or information from data meetings.

## Instruction

- **Thinking:**
  - Thinking is a process where students use different strategies to generate and explore ideas and hypotheses.
  - Different types of thinking must be thoroughly taught and modeled by the teacher to optimize student learning.
- **Problem-Solving:**
  - Problem-solving results in a product created through a specific type of thinking.
  - Various types of problem-solving must be taught and reinforced by the teacher.

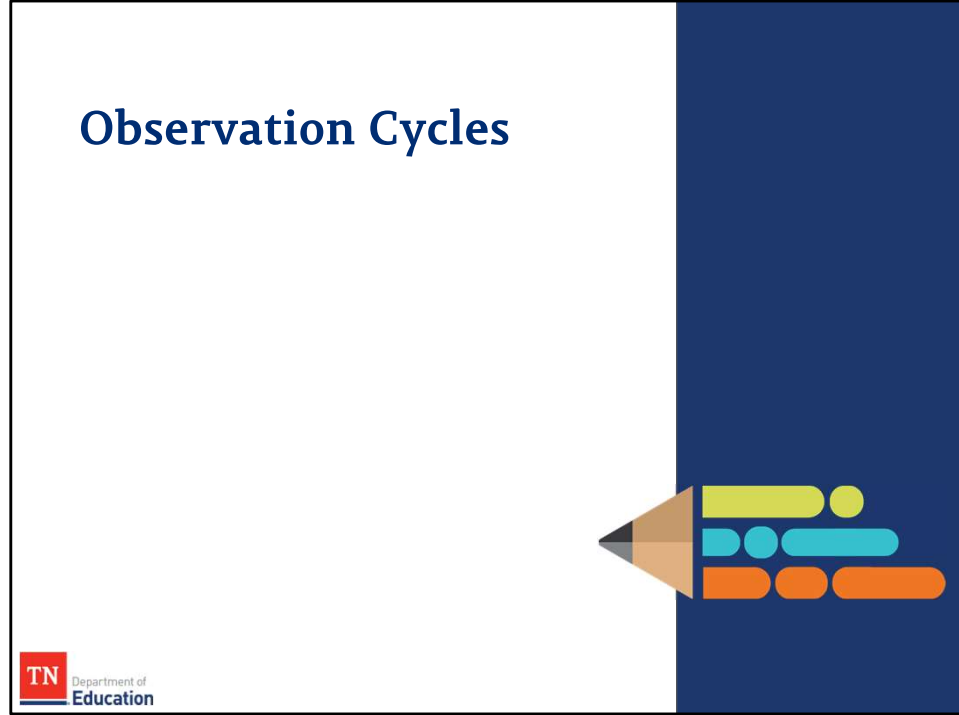


Thinking and problem-solving work together within the instruction domain. Thinking is the process that leads students to the product of problem-solving. Many types of thinking and problem-solving are defined within the rubric, and these should be thoroughly taught and modeled by the teacher. Evaluators should seek evidence of students working through productive struggles by listening to student conversations and watching students fail and revise their plans. This could be evident through peer review of written work or collaborative brainstorming.



These questions can help an observer gather evidence for how a teacher implements classroom practices.

These questions may be used during a pre-conference or as a follow-up to an unannounced observation and should be designed to maximize evidence for designing strong, actionable feedback for the educator.



All evidence collected during a lesson should be grounded in the TEAM rubric to ensure fidelity of the process. Evidence collected should be objective rather than subjective or judgmental.

As we have reviewed the TEAM rubrics you will use in the observation process, we will now turn our attention to observation practices.

## Observation Cycles



- The goal of classroom observation is to gather **non-biased evidence** of instructional practices and to **develop feedback for improvement** in practice.
- Observers should conduct the **required number** of observation cycles, which include pre- and post-conferences.
- All **classroom observations are scored** and those scores are averaged as part of the LOE score.
- Each observation should be followed by **high-quality, actionable feedback**.

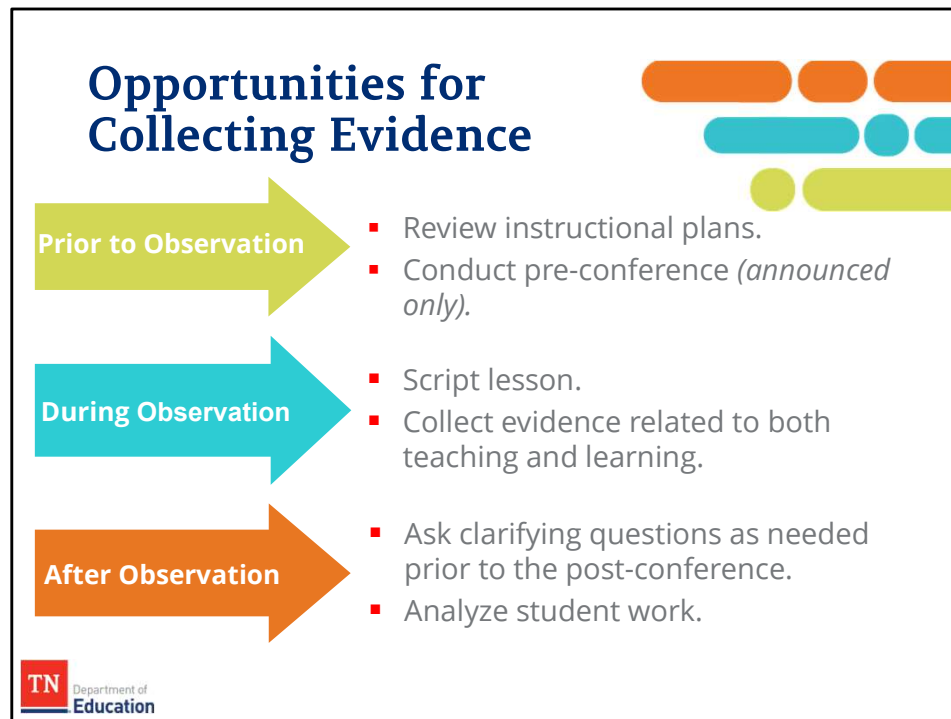


The observation cycle consists of a pre-conference (for announced observations), a full-length class observation, and a post-conference. There may be several observation cycles conducted throughout the year. We refer to the required number of observation cycles as pacing. Pacing is determined by a combination of educator license type and previous year's LOE or level of overall effectiveness score.

Pre-conferences are conducted only for announced observations and allow the teacher and observer to review the lesson plan and strategies used in lesson design prior to the lesson.

For unannounced observations, the evaluator should collect the plan within 24 hours after the lesson has been completed. After reviewing the plan, the evaluator may initiate a conversation about the plan and should ask clarifying questions to help inform post-conference planning and scoring.

The most critical component of the observation process is the high-quality, actionable feedback developed by the evaluator and designed to improve instructional practice and resulting improved student outcomes.



There are 3 different points during the observation process to collect evidence: prior to, during, and after the observation. However, all evidence should be collected prior to **scoring** the lesson.

During the pre-conference (for announced observations), evidence may be collected from the instructional plan, a review of tasks and materials, and the dialogue with the teacher.

The class observation is perhaps the **MOST** important time to collect evidence through scripting of the lesson and observing the classroom environment.

After **each observation**, there is a third opportunity to collect evidence through analyzing student work and asking follow-up questions as needed.



# Pre-Conference



A pre-conference is only required for announced observations. The pre-conference is your first opportunity to seek evidence for scoring teacher practice.

## Pre-Conference: Purpose



- The pre-conference allows an evaluator to:
  - **analyze** instructional plans,
  - **coach** toward plan revisions if necessary, and
  - **challenge** the teacher to think more strategically about instruction.
- When meeting with the teacher:
  - ask probing **questions** about the lesson/instructional plans, and
  - seek to **understand** the teacher's metacognition around the instructional plan.



During this conference, the evaluator has an opportunity to ask questions about the instructional plans, probe the teacher's methods for selecting and implementing strategies, and coach the teacher for revisions, if necessary. Through the pre-conference, the observer begins to form a picture of the teacher's practices and gathers evidence on the effectiveness of instructional design.

## Pre-Conference: Preparation

Evaluators should:

- have knowledge of:
  - unit and lesson plan development,
  - instructional materials, and
  - grade-level/content standards;
- pre-plan questions based on the unit/lesson plan received prior to the pre-conference; and
- utilize resources that support content knowledge around grade-level expectations.



Just as teachers are expected to prepare for lessons, evaluators are expected to prepare for pre-conferences. In order to ensure a productive conference, evaluators should collect and review instructional plans prior to the conference, then pre-plan questions that provides insight into teacher practice.

While it is impossible for every evaluator to know all grade-level/content standards, they should be able to access instructional standards and interpret the intent of each. Evaluators also need an understanding of how high-quality instructional materials and resources support grade-level expectations.

## Pre-Conference: Best Practices

- Conduct pre-conferences before **each** announced observation.
- Always:
  - **schedule** the pre-conference with the teacher 3-5 days prior to the observation,
  - **conduct** the pre-conference the day before the observation, and
  - **prepare** for the pre-conference by reviewing instructional plans and other resources.



Pre-conferences should be **scheduled** 3-5 days in advance of lesson delivery to provide the observer time to review the lesson plan and prepare questions designed to support instruction. Pre-conferences should be **conducted** the day before the observation to allow the teacher time to reflect on and implement any feedback shared.

## Pre-Conference

1st grade pre-conference video



Now, let's watch a first grade pre-conference. Practice scripting the dialogue between the evaluator and the teacher. Pay special attention to questions asked as well as responses given by the teacher. Notice the setting of the conference and the structure of the conversation. Consider ways to enhance your own practice based on what you see.

## Pre-Conference: Video Takeaways

- Conference held in teacher's classroom.
- Evaluator and teacher sitting side by side.
- Evaluator had pre-planned questions based on the lesson plan.
- Questions were designed to allow teacher to lead the conversation.
- Look back at previous refinement area.
- Evaluator gathered evidence during the pre-conference by scripting notes.



The evaluator in this pre-conference allowed time for the teacher to build her reflective practice. The conference was held in the teacher's classroom, and they were seated in a collaborative style side-by-side. The evaluator had reviewed the plan for the lesson prior to the conference and pre-planned questions aligned to the lesson plan. The majority of the talking was done by the teacher. Additionally, the evaluator referenced the last class observation and allowed the teacher to share improvements in the area of refinement. Notice the evaluator gathered evidence by scripting notes during the pre-conference.

## Pre-Conference: Best Practices

Do	Don't
Schedule the announced observation 3-5 days in advance 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 teacher 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.



Review the list of “dos and don’ts” for pre-conferences. Which of these did you see in the video we watched?

## Assessment Task: Module 2a



You will now complete a series of questions that will support your thinking as you plan for a pre-conference.