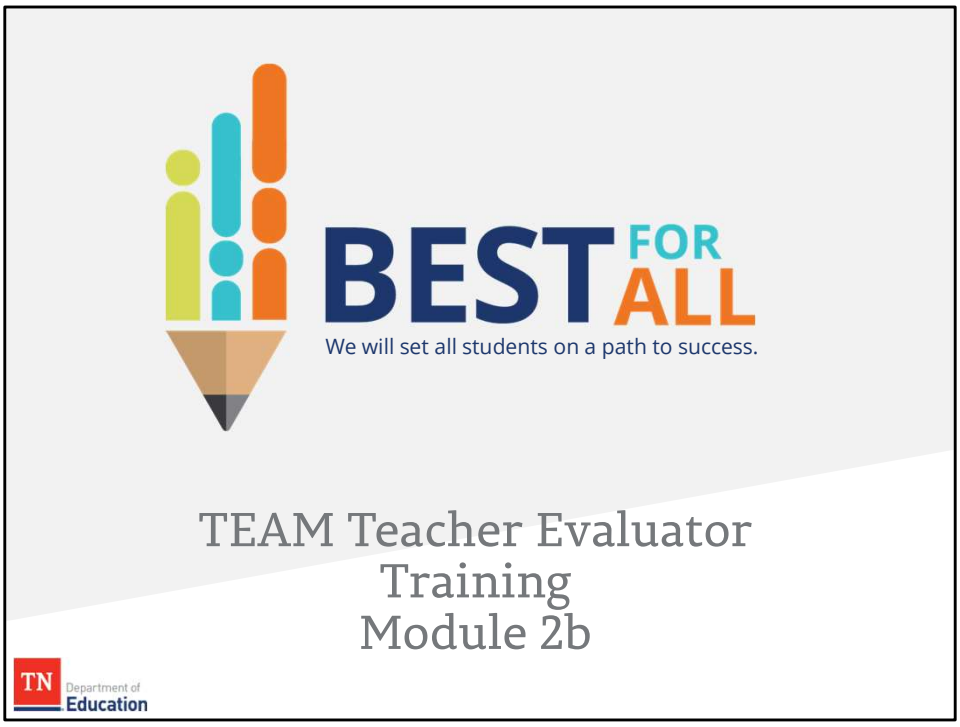
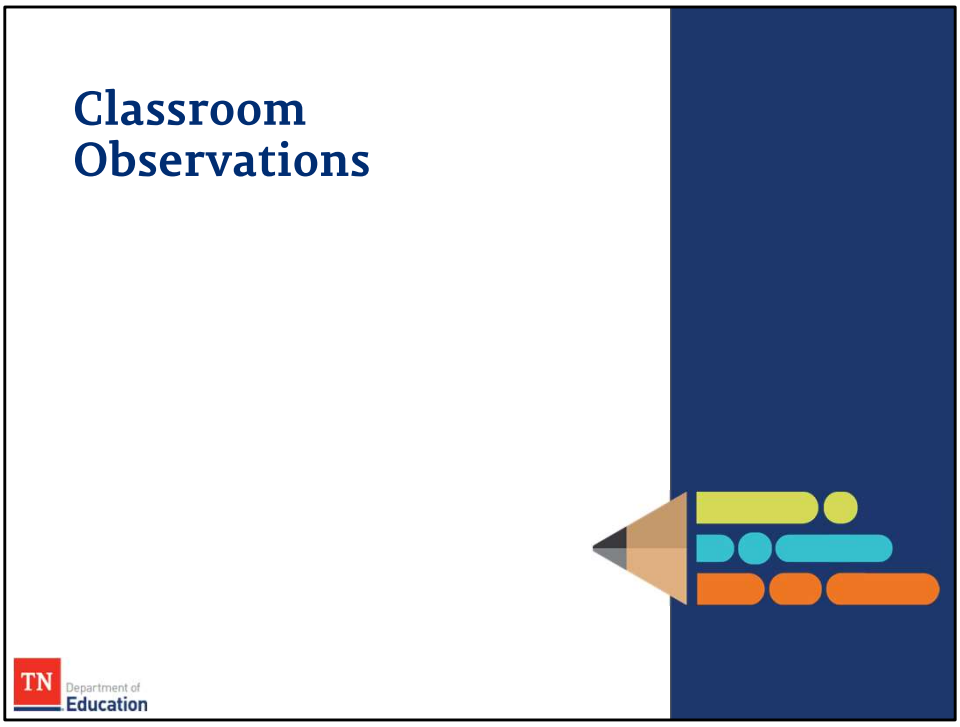


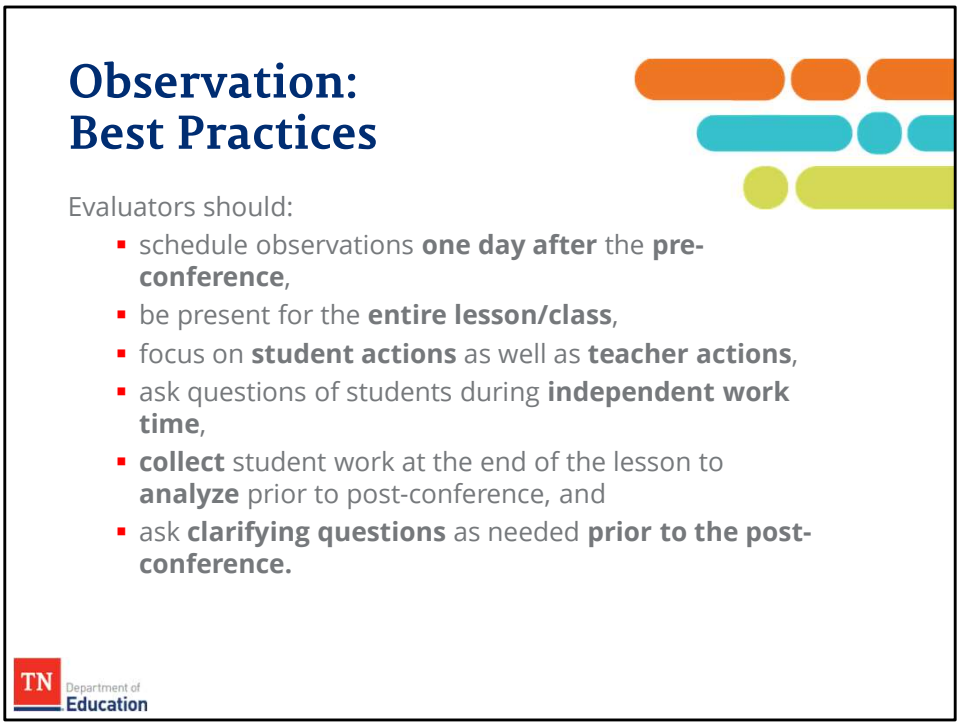
Welcome to TEAM Teacher Evaluator Training Module 2b. This module is the second part of module 2, designed to increase your familiarity with the components of the TEAM evaluation system, Tennessee's multi-measure system for evaluating teacher impact on student progress.

In this module, we will focus on scripting, coding, and scoring a lesson. This will also be our first time to practice scoring a lesson.

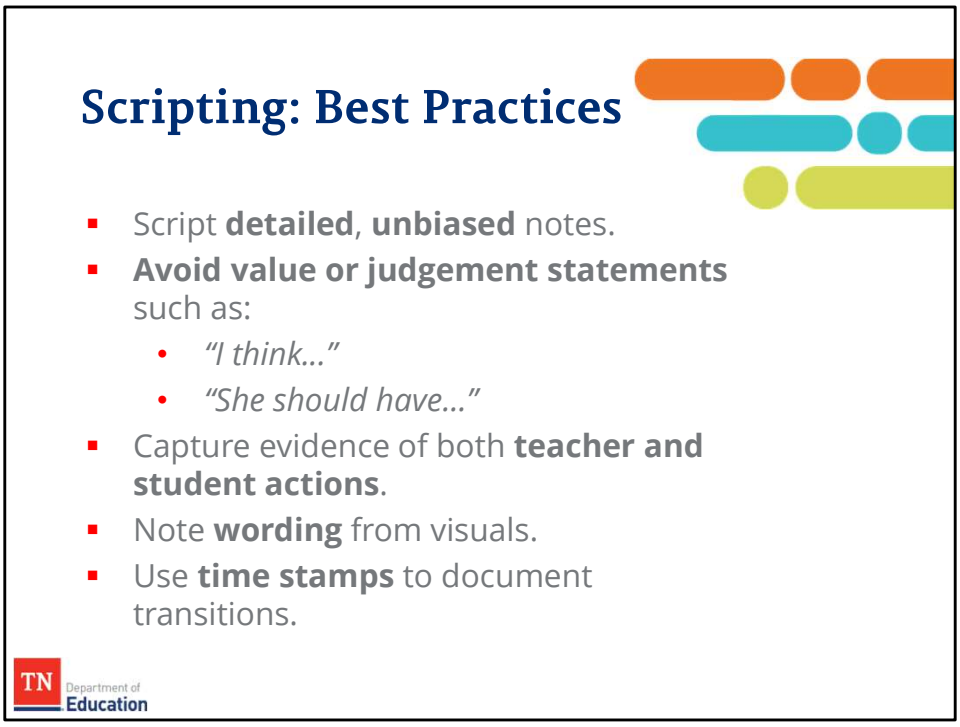


Classroom observations are a key point in time for gathering evidence of teacher practice. Additionally, the evaluator certification test requires every evaluator to demonstrate inter-rater reliability. Evaluator certification depends on accurate lesson scoring. Lesson scoring must align to the ability to align practice to the rubric by accurately scoring a lesson.

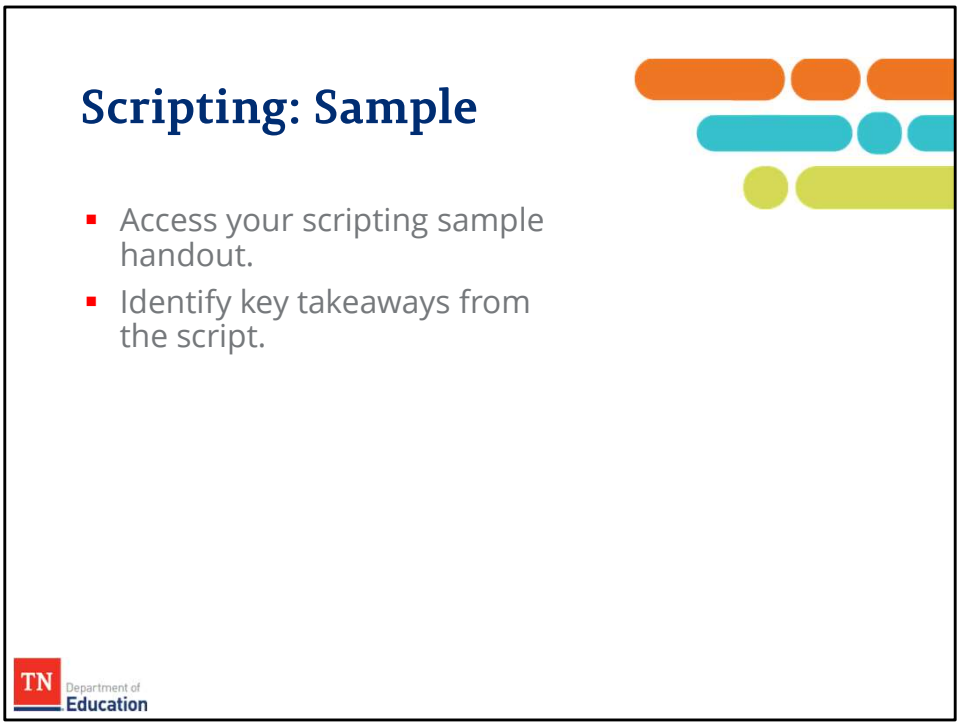
During classroom observations, the evaluator should script both teacher and student actions. Capturing specific quotes and time segments for transitions is critical. Also, evaluators should capture evidence of the learning environment and materials used during the lesson. While the classroom observation is the most critical time to capture evidence for a teacher's instructional practice, it is not the ONLY time to capture evidence. The evidence collected during the observation should be augmented by evidence from the pre-conference and lesson plan.



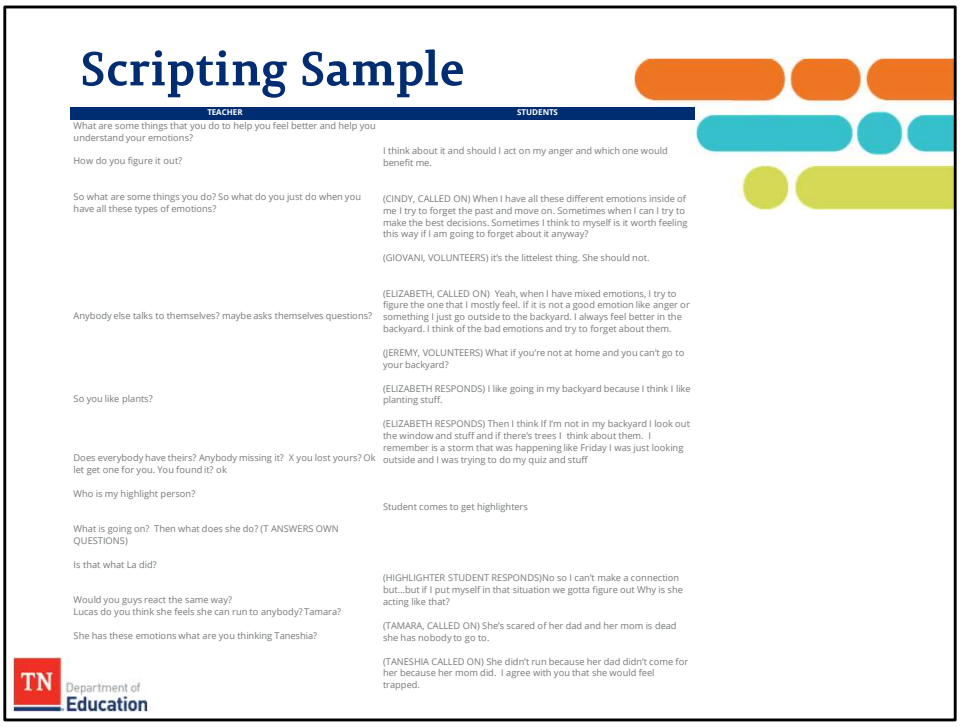
Evaluators should observe for the entire lesson, which means the evaluator should be present prior to the lesson's beginning and should stay in the classroom until the lesson has reached it conclusion. The evaluator should minimize distractions during the observation, but it is acceptable and encouraged to ask students questions during independent work time. At the end of the lesson, the evaluator should collect student work generated during the lesson for further analysis prior to scoring and conducting the post-conference. Following the observation, the evaluators are encouraged to ask clarifying questions needed prior to scoring. For **unannounced** observations, the evaluator should request to see instructional plans within 24 hours of the observation.



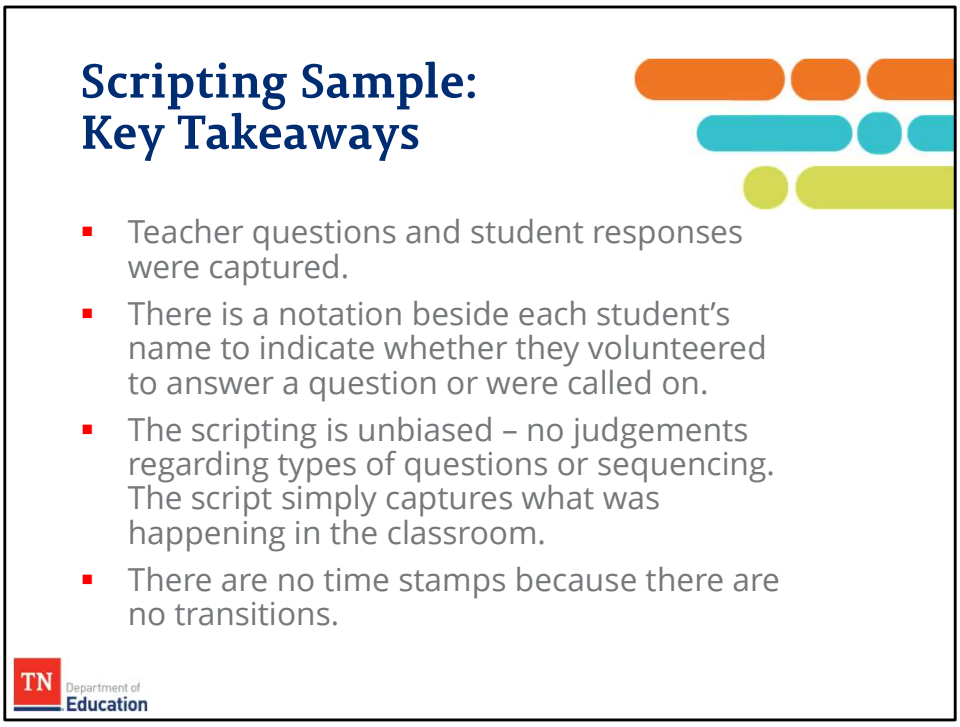
Scripting style is left to the individual evaluator. Some prefer to script by hand – others prefer to script electronically. Since the evaluator is capturing evidence of both teacher and student actions, some evaluators like to use a T chart. Others prefer to script straight down the page and indicate T (for teacher) or S (for student) by the specific action/quote. Scripting should be free of bias and non-judgmental. The evaluator should capture any visuals or information written on the board and use time stamps to record any/all transitions.



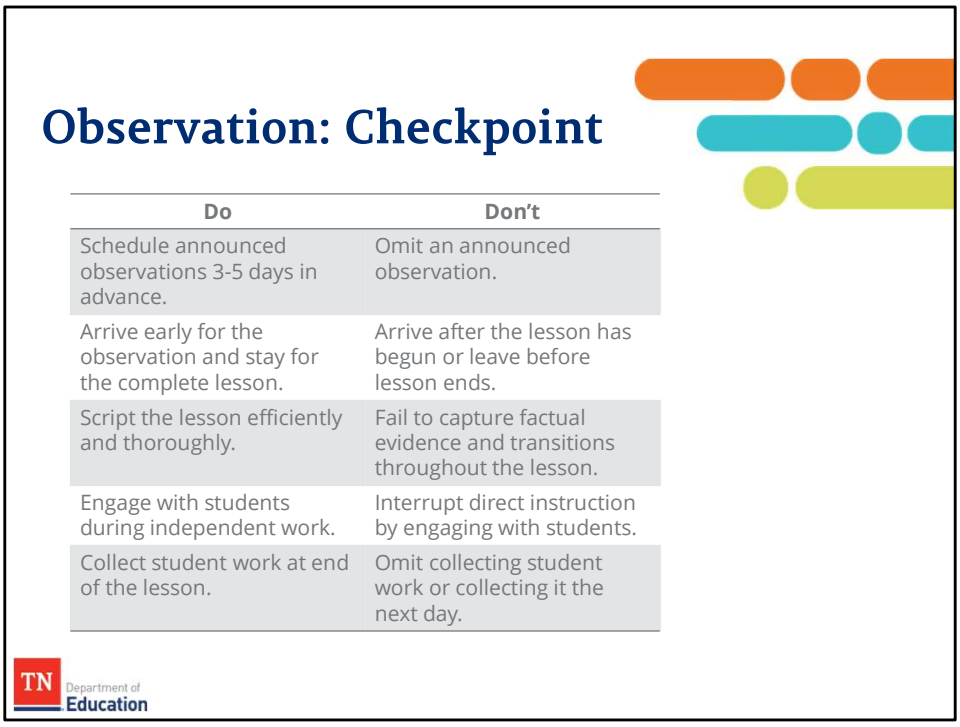
We will now look at an excerpt of a sample script from a classroom observation. Access the script handout. As you read through it, identify key takeaways.



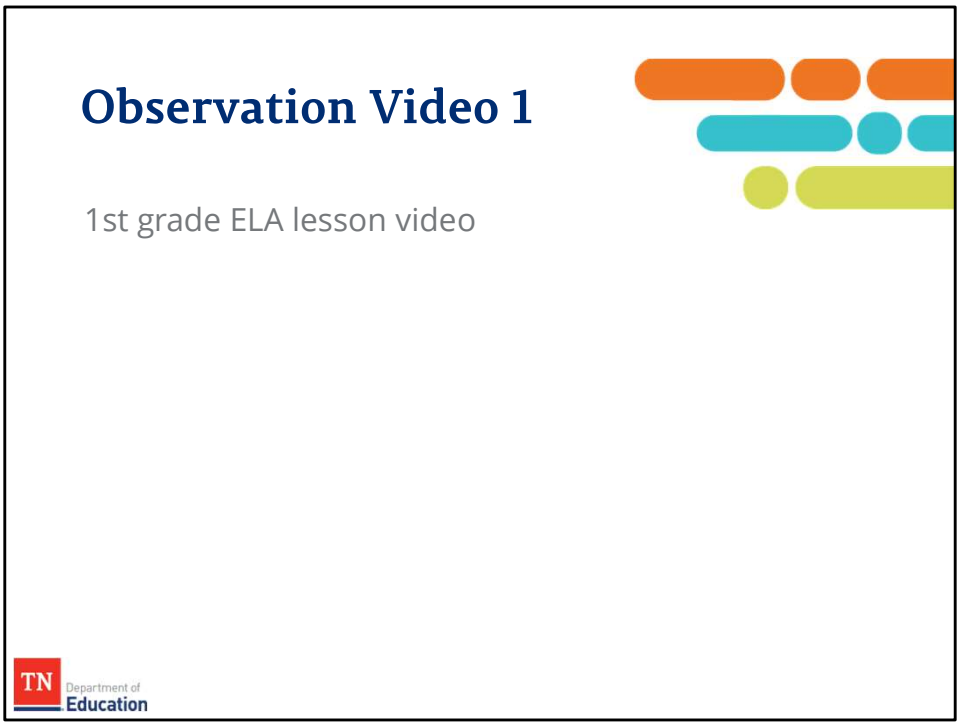
Please view the resource labeled, scripting sample. This is an example of a T chart used for scripting, with teacher actions and quotes on the left and student actions and responses on the right. Some may prefer to script straight down the page – indicating T for teacher actions and quotes and S for student actions and responses. Notice this is simply a script of what occurred in the classroom without any judgment. There are no time stamps in this sample because there was no transition.



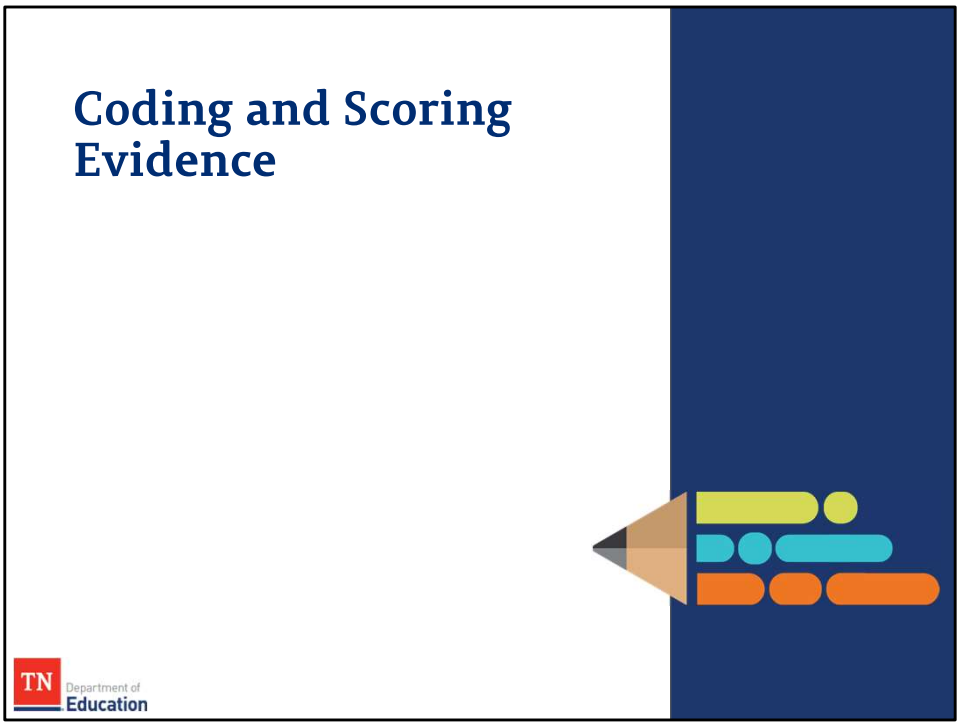
In this sample, the scripting is unbiased. It simply captures everything said and done within the classroom during this time. Both teacher and student actions, quotes, and responses were captured. The script helps us recall exactly what occurred in the classroom during the observation.



Please note this summary of observation best practices. The evaluator should always arrive a few minutes early (never late) to an observation, and they should remain for the entire duration of the lesson. Scripting should be as efficient and thorough as possible. At the end of the observation, collect student work for further analysis.



We will now watch the first grade ELA lesson. We previewed this lesson through the lesson plan we analyzed during the assessment task. Be sure to script the lesson, capturing both teacher and student actions. Capture specific quotes when possible, and don't forget to time stamp transitions. Make a note of any visuals and manipulatives used during the lesson, as well as anything in the classroom to support student learning. Following the observation, we will begin coding the evidence we have collected from the lesson plan and the observation based on the TEAM rubric.



Now that you have collected evidence of the teacher's instructional practice, you must align the evidence to the rubric and assign a performance level to the evidence collected. We call this process coding and scoring.

Coding and Scoring

Evidence must be:

- coded to the indicator(s) the evidence supports,
- connected accurately to the rubric and performance level to ensure fidelity to the process, and
- scored by using the preponderance of evidence to identify performance level.

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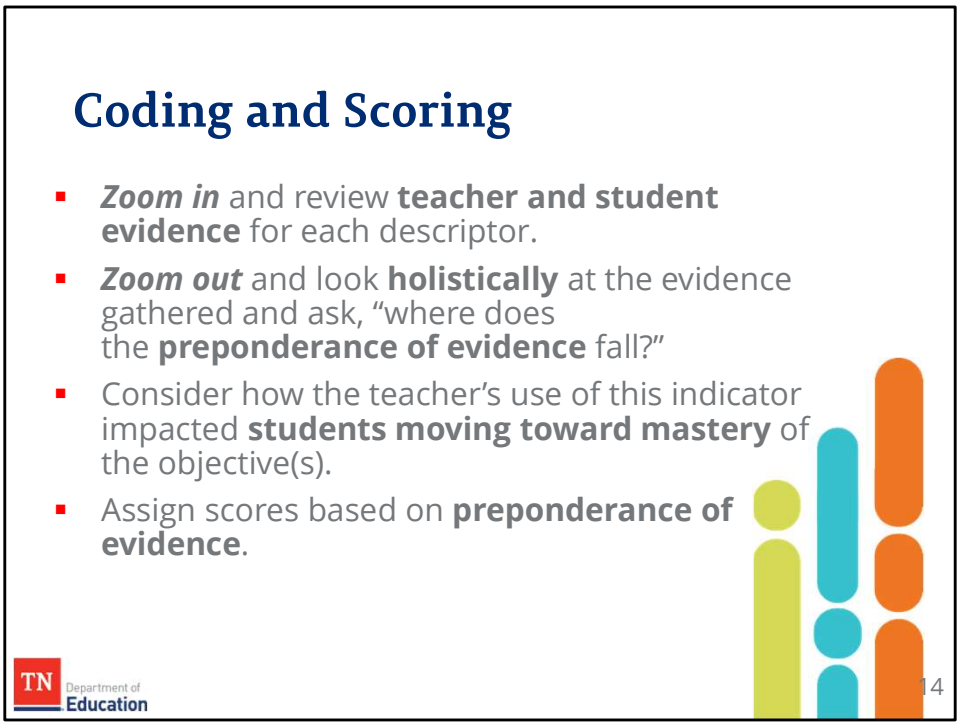
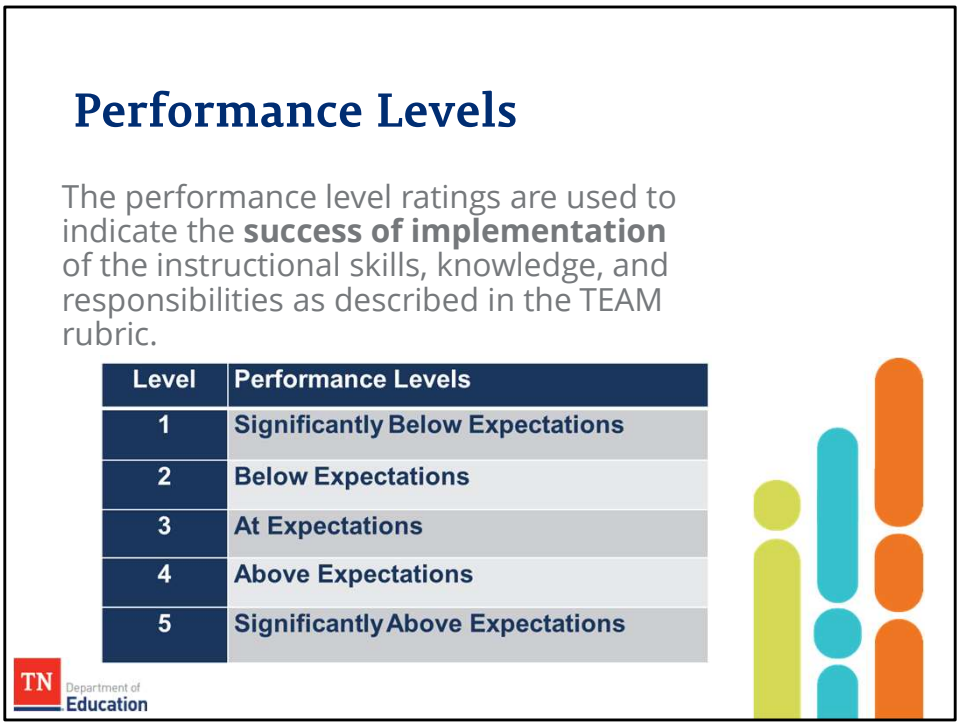
13

The TEAM rubric is not designed as a checklist. Evaluators should use a preponderance of evidence when coding and scoring to the rubric. Scoring should be grounded accurately to the TEAM rubric to ensure fidelity of the process.



As you begin analyzing your scripted notes and student work, look carefully for evidence of each indicator in the domains observed. Remembering that the rubric should not be used as a checklist, determine where the preponderance of evidence lies for each indicator. Consider how the teacher impacted student learning though each indicator and kept students moving toward mastery of the objective(s). After these careful considerations, it is then time to assign a score for each indicator based on the preponderance of evidence.



The TEAM rubric has five performance levels. Levels 2 and 4 fall between 1,3, and 5 that are well-defined on the rubric.

Each level of the rubric has a description of teacher practices exemplifying that level. Take a moment to review the definitions of each performance level and note key words that differentiate the performance levels.

You will notice words like limited, some, most, consistently, and significantly. Each teacher varies in his/her practice from lesson to lesson, but each will have strengths and areas to strengthen in practice. As an evaluator, you are seeking to identify the overall impact of each practice on student mastery. If level three is at expectations, then level two indicates a practice that needs to be coached. Level two indicates a practice that is still in the improving stage and is a practice that, when coached and practiced, can reach expectations – or better.

A level five practice is an exemplary practice that results in exemplary student outcomes. For this to happen, it must be a practice that is consistently used and used well. Level five practice indicates practices that an educator has focused on, honed, and improved over time with deliberate practice.

As you look at the highlighted words, it becomes evident that level 3 practice meets expectations, while practices at levels four and five are above average. Practices at levels one and two require support and coaching to, over time, become stronger.

Coding and Scoring: Presenting Instructional Content

First Grade ELA

- Teacher uses visuals on the white board to model how to segment phonemes, count syllables, and split words into syllables.
- Teacher used Smart Boad as a visual for students to track as she modeled reading fluently.
- Teacher included examples and illustrations during the foundational skills practice.
- Throughout the lesson, the teacher modeled her thinking by phrasing the incorrect way and then explaining how to phrase the correct way.
- She provided an opportunity for students to model their thinking while splitting words into syllables.

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Evidence collected from our first grade ELA lesson on Presenting Instructional Content might include these notes:

As we review evidence from our current lesson, we can see that the teacher used visuals to model the foundational skills she was reviewing in the lesson. The teacher used the Smart Board as a visual for students to track as she modeled reading fluently. The teacher included examples and illustrations during the foundational skills practice. Throughout the lesson, the teacher modeled her thinking and she provided an opportunity for students to model their thinking.
This evidence supports a performance level of 4 for the presenting instructional content indicator.

Coding and Scoring: Thinking

First Grade ELA

- Teacher thoroughly taught one type of thinking (analytical) by modeling her thinking and providing the students the opportunity to model their thinking.
- The students used a graphic organizer to explain the summary of the text.
- Teacher provided the students with an opportunity to generate ideas to segment phonemes and count syllables.
- Teacher provided students the opportunity in small reading groups to analyze the problem in the text from multiple perspectives.

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As we review evidence from our first grade lesson, we can see that the teacher thoroughly taught one type of thinking . She modeled analytical thinking and provided the students the opportunity to model their thinking as well. The students used graphic organizers to explain the summary of the text and analyze the text from multiple viewpoints. The teacher also provided students the opportunity to generate ideas during the foundational literacy portion of the lesson. This evidence supports a performance level of 3 for the thinking indicator.

Assessment: Coding and Scoring the Lesson

- Consider the evidence you have scripted for the first-grade observation.
- Code and score the remaining indicators in the instruction domains.
- Utilize the following documents to support your coding and scoring:
  - Performance level guide
  - Scripting notes
  - Lesson plan
  - Rubric for the instruction domain

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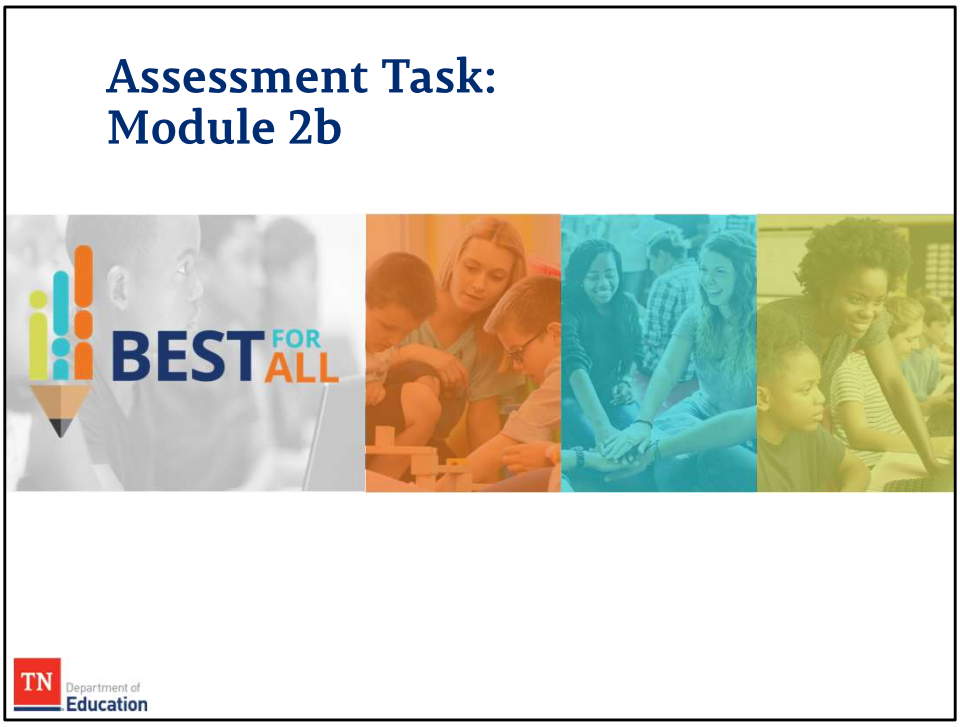
Using the performance level guide, scripting notes, lesson plan, and the rubric for the instruction domain, code and score the remaining indicators in the instruction domain.

When ready, continue to reveal the Tennessee raters' instructional domain scores for this lesson.



You are now ready to code and score the indicators in the instruction domain for this lesson.