

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.

# Agenda



## Module 2b

- Scripting, Coding and Scoring Evidence
- Practice

.....

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



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.

## Observation: Best Practices

Evaluators should:

- schedule observations **one day after** the **pre-conference**,
- be present for the **entire lesson/class**,
- focus on **student actions** as well as **teacher actions**,
- ask questions of students during **independent work time**,
- **collect** student work at the end of the lesson to **analyze** prior to post-conference, and
- ask **clarifying questions** as needed **prior to the post-conference**.



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 its 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: Best Practices



- Script **detailed, unbiased** notes.
- **Avoid value or judgement statements** such as:
  - *"I think..."*
  - *"She should have..."*
- Capture evidence of both **teacher and student actions**.
- Note **wording** from visuals.
- Use **time stamps** to document transitions.

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.

## Scripting: Sample

- Access your scripting sample handout.
- Identify key takeaways from the script.

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.

# Scripting Sample

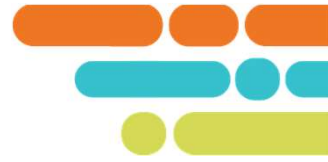
TEACHER	STUDENTS
What are some things that you do to help you feel better and help you understand your emotions?	I think about it and should I act on my anger and which one would benefit me.
How do you figure it out?	
So what are some things you do? So what do you just do when you have all these types of emotions?	(CINDY, CALLED ON) When I have all these different emotions inside of me I try to forget the past and move on. Sometimes when I can I try to make the best decisions. Sometimes I think to myself is it worth feeling this way if I am going to forget about it anyway?  (GIOVANI, VOLUNTEERS) It's the littlest thing. She should not.
Anybody else talks to themselves? maybe asks themselves questions?	(ELIZABETH, CALLED ON) Yeah, when I have mixed emotions, I try to figure the one that I mostly feel. If it is not a good emotion like anger or something I just go outside to the backyard. I always feel better in the backyard. I think of the bad emotions and try to forget about them.
So you like plants?	(JEREMY, VOLUNTEERS) What if you're not at home and you can't go to your backyard?
Does everybody have theirs? Anybody missing it? X you lost yours? Ok let get one for you. You found it? ok	(ELIZABETH RESPONDS) I like going in my backyard because I think I like planting stuff.  (ELIZABETH RESPONDS) Then I think if I'm not in my backyard I look out the window and stuff and if there's trees I think about them. I remember is a storm that was happening like Friday I was just looking outside and I was trying to do my quiz and stuff
Who is my highlight person?	Student comes to get highlighters
What is going on? Then what does she do? (T ANSWERS OWN QUESTIONS)	
Is that what La did?	(HIGHLIGHTER STUDENT RESPONDS) No so I can't make a connection but...but if I put myself in that situation we gotta figure out Why is she acting like that?
Would you guys react the same way? Lucas do you think she feels she can run to anybody? Tamara?	(TAMARA, CALLED ON) She's scared of her dad and her mom is dead she has nobody to go to.
She has these emotions what are you thinking Taneshia?	(TANESHIA CALLED ON) She didn't run because her dad didn't come for her because her mom did. I agree with you that she would feel trapped.



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.



## Scripting Sample: Key Takeaways




- Teacher questions and student responses were captured.
- There is a notation beside each student's name to indicate whether they volunteered to answer a question or were called on.
- The scripting is unbiased – no judgements regarding types of questions or sequencing. The script simply captures what was happening in the classroom.
- There are no time stamps because there are no transitions.

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.

## Observation: Checkpoint


Do	Don't
Schedule announced observations 3-5 days in advance.	Omit an announced observation.
Arrive early for the observation and stay for the complete lesson.	Arrive after the lesson has begun or leave before lesson ends.
Script the lesson efficiently and thoroughly.	Fail to capture factual evidence and transitions throughout the lesson.
Engage with students during independent work.	Interrupt direct instruction by engaging with students.
Collect student work at end of the lesson.	Omit collecting student work or collecting it the next day.

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.



# Observation Video 1

1st grade ELA lesson video



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.

# Coding and Scoring Evidence



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.



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.

## Coding and Scoring

- **Zoom in** and review **teacher and student evidence** for each descriptor.
- **Zoom out** and look **holistically** at the evidence gathered and ask, “where does the **preponderance of evidence** fall?”
- Consider how the teacher’s use of this indicator impacted **students moving toward mastery** of the objective(s).
- Assign scores based on **preponderance of evidence**.



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 through 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.

## 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



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 Board 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.



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.



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



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.

## Assessment Task: Module 2b



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