Welcome to TEAM Teacher Evaluator Training Module 3. This module is the last of three modules designed to increase your familiarity with the components of TEAM Evaluation System, Tennessee's multi-measure system for evaluating teacher impact on student progress. After completing this module, you will complete one short follow-up module with information regarding the certification test and TASL credit.

Agenda

Module 3

- Post-Conferencing/ Feedback
- Professionalism and Summative Conference
- Practice

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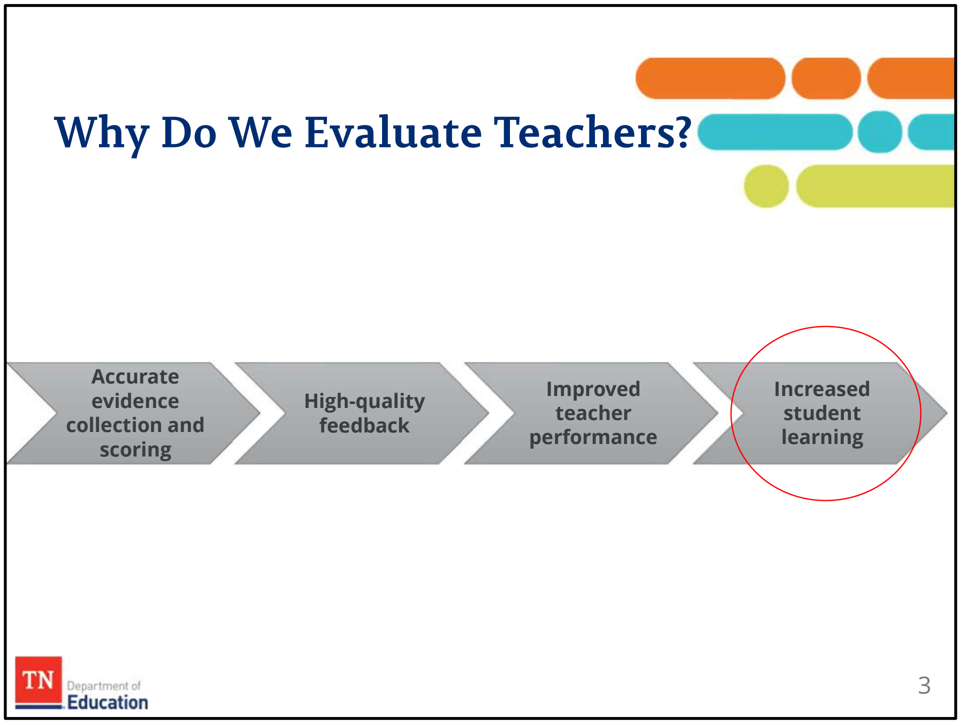
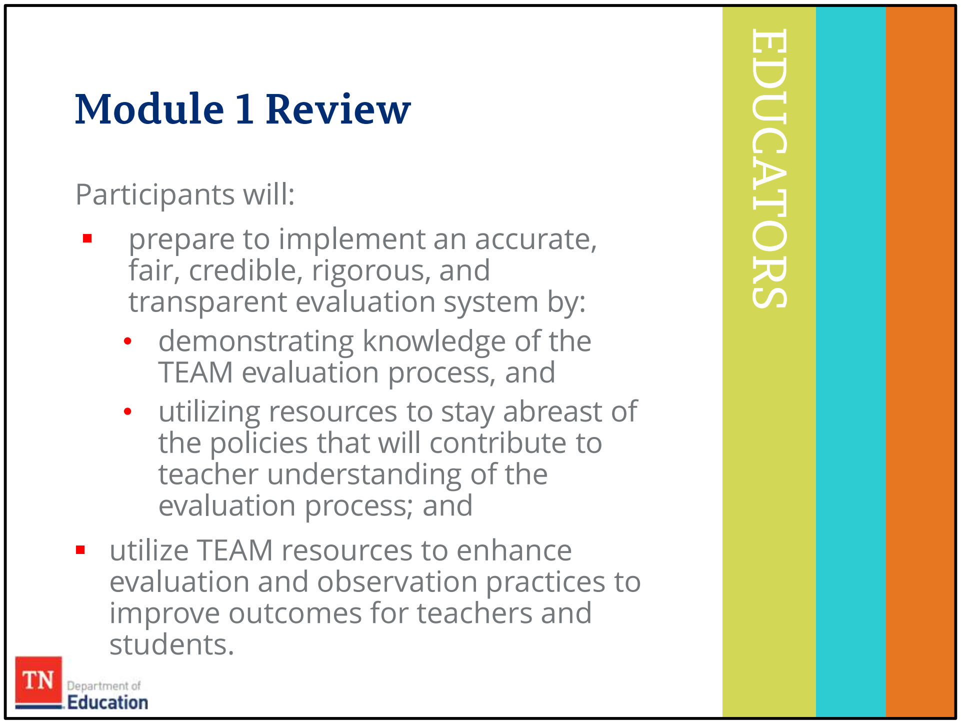
In this module, we will take an in-depth look at preparing feedback for the post-conference by analyzing observer-gathered evidence through student work, observation scripting notes, and other documentation gathered as a part of the observation process. We will also share an overview of the professionalism rubric and discuss how the summative conference may be used effectively.



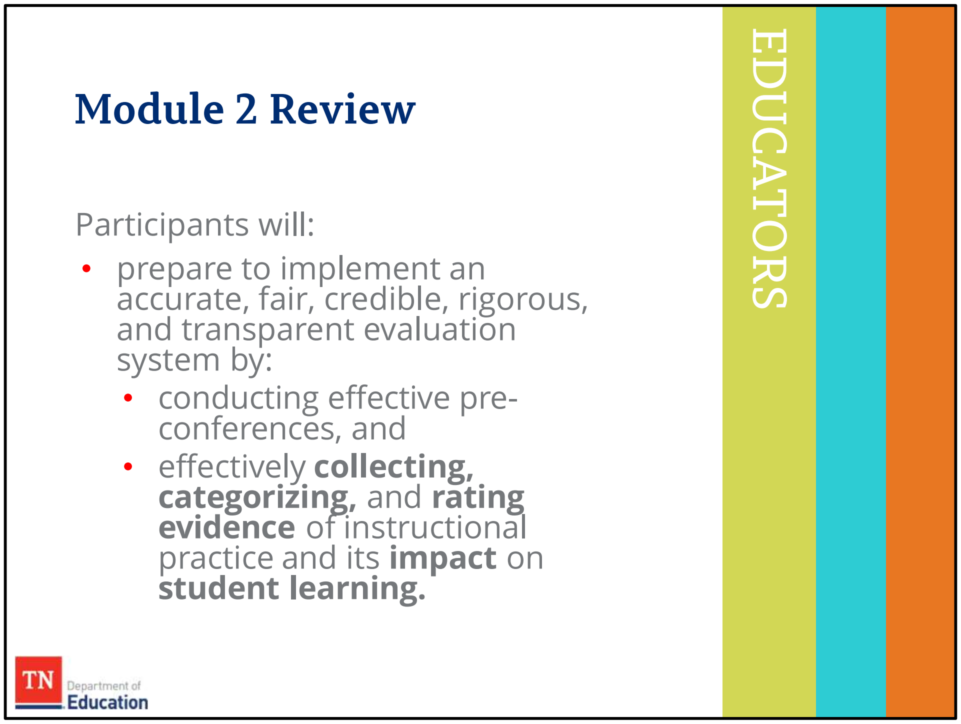
Accurate scoring drives high-quality feedback which, in turn, leads to improved teacher performance, culminating in increased student learning. This is why we evaluate teachers.

In order to provide give high-quality feedback, you must have a clear understanding of what is happening. This understanding is gained through evidence collection.

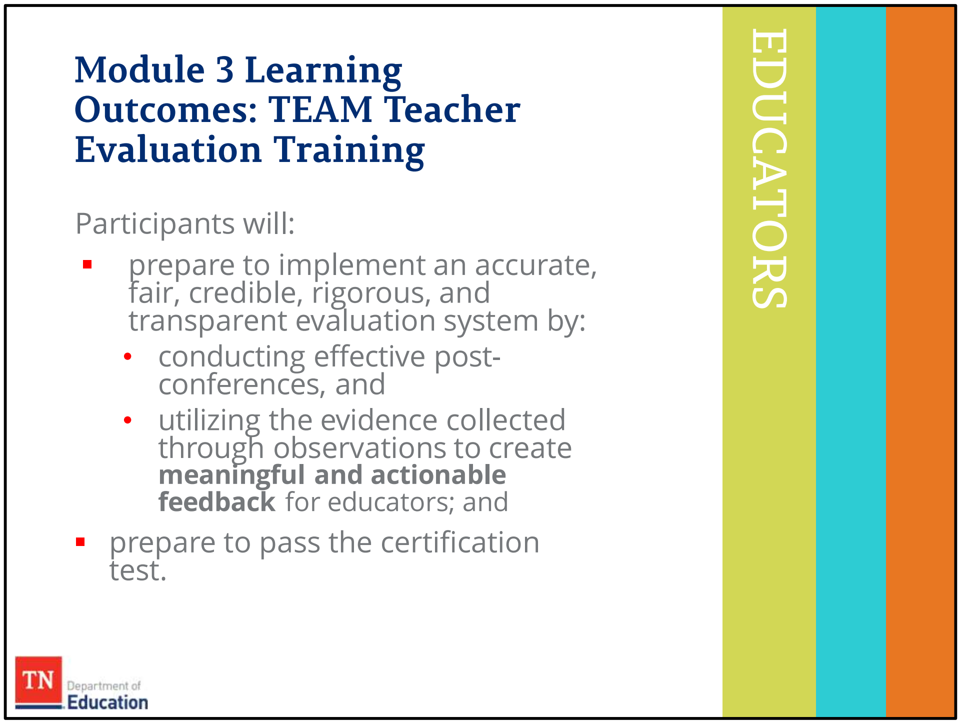
Studies have found that three years of classroom experience allow a teacher to learn from basic mistakes and form a winning teaching strategy. The best way to assess teacher effectiveness is to look at on-the-job performance, including in-classroom instruction. Using classroom-based evidence in addition to formal student assessment data has led to policies like Tennessee's multiple measure evaluation system.



Looking back to our outcomes for Module 1, we focused on an introduction to the evaluation process. We looked at the three components of the process (observation, growth and achievement) and learned that classroom observation counts for 40 – 70% of a teacher's level of overall effectiveness. We also explored various resources that define and support the evaluation process, specifically evaluation rule 0520-02-01 and state board policy 5.201,as well as the many resources available on the TEAM website.



In module 2, we focused on effective observations practices, including best practices for pre-conferences, strategies for effectively collecting evidence of instructional practice, and procedures for accurately categorizing and scoring evidence. As a reminder, our goal through evaluation is to create a transparent method for defining high expectations and to produce actionable feedback that helps teachers meet and exceed those expectations.



In module 3, we will focus on planning for and conducting high-quality post-conferences that provide teachers with accurate, meaningful, and actionable feedback for professional improvement. The communication between the evaluator and teacher during the post-conference has the potential to impact a teacher's practice from the day of the post-conference forward, and, as a result, to impact every student instructed by that teacher for the remainder of their career. For this reason, the feedback given in a post-conference should be thoughtful, accurate, well-planned, and useful.

What is essential to a post-conference?

Post-Conference: Requirements

- Per State Board Evaluation rule 0520-02-01, 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.

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State Board Evaluation rule 0520-02-01 requires that all post-conferences must have written feedback and must occur within five business days of the classroom observation. Additionally, post-conference data should be documented in TN Compass.

Observer Expectations

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:
		  ○ timelines for feedback
		  ○ follow-up support
		  ○ finalizing all required observations
		  ○ conducting summative conferences
		• Ensures the classroom observation process includes:
		  ○ gathering evidence balancing educator and student actions related to teaching and learning
		  ○ grounding all evidence coding and scoring to the rubric with accuracy to ensure fidelity of the process
		  ○ using a preponderance of evidence to evaluate teaching
		  ○ using the rubric to structure feedback to educators
		  ○ offering specific, actionable feedback recommendations connected to improving student achievement
		  ○ facilitating educator implementation of recommended improvement strategies
		• Uses evaluation data to determine trends and assess educator strengths and growth opportunities

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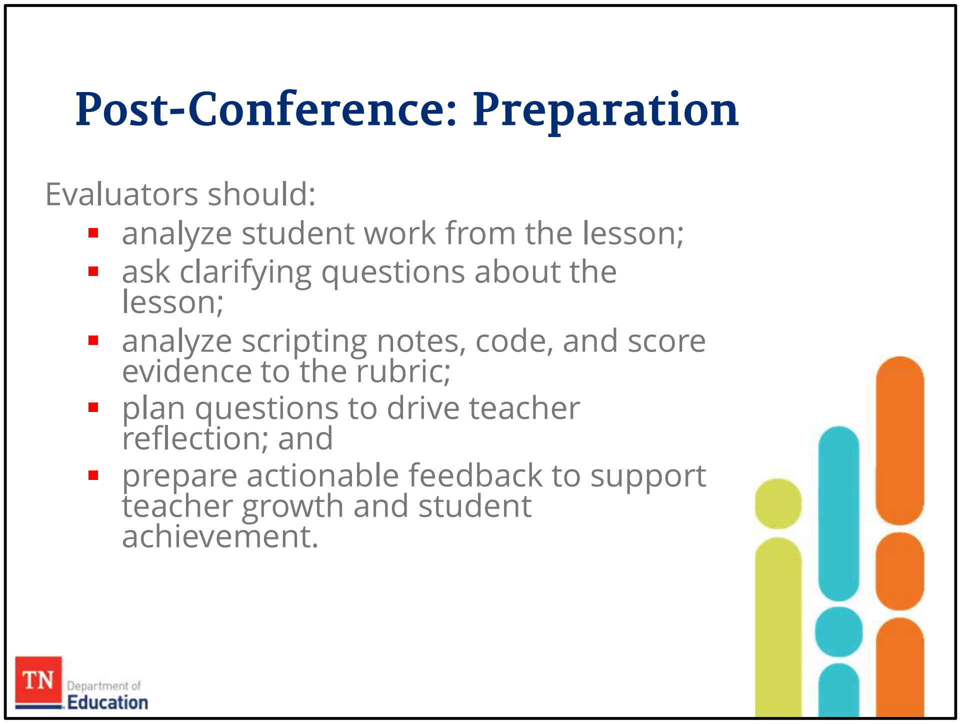
To ensure process fidelity, all evidence collected should be grounded in the TEAM rubric for coding and scoring with accuracy.

Remember, evaluation practice and implementation are fundamental components of administrator evaluation.

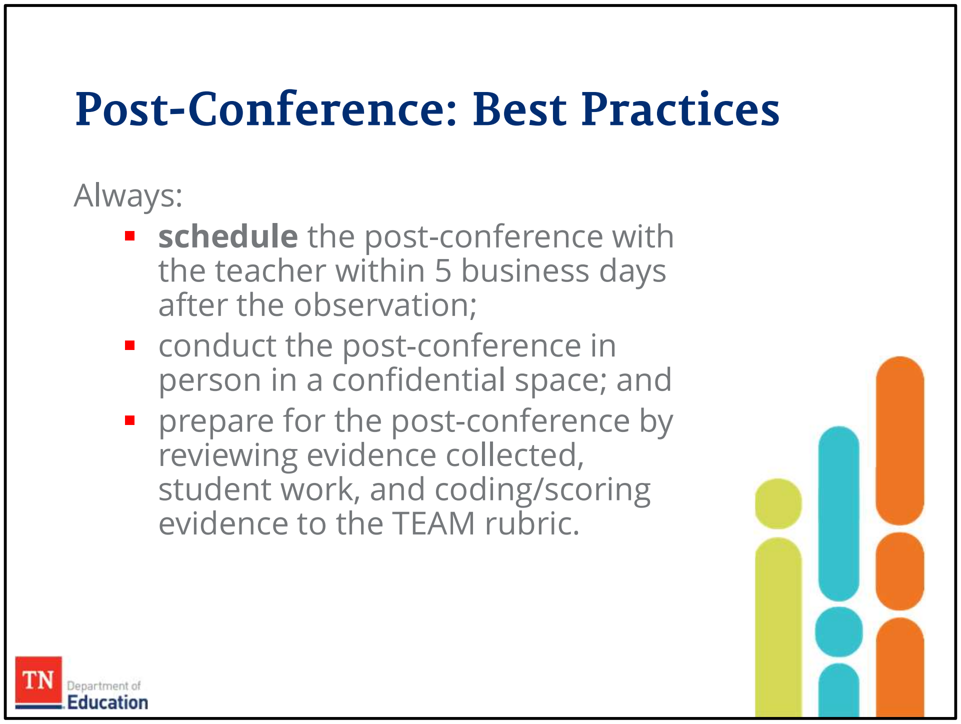
The post-conference is an ideal opportunity to build the teacher's reflective practice. Post-conferences should be approached with a growth mindset. The evaluator should provide high-quality, actionable feedback for continued improvement of instructional practice and student outcomes.

At this point in the observation cycle, you have reviewed the planning documents, seen the lesson's delivery, collected student work, and assigned scores to each indicator. You are now ready to develop your plan to share this information with the teacher and guide the teacher into rubric-aligned adjustments to strengthen instructional practice.

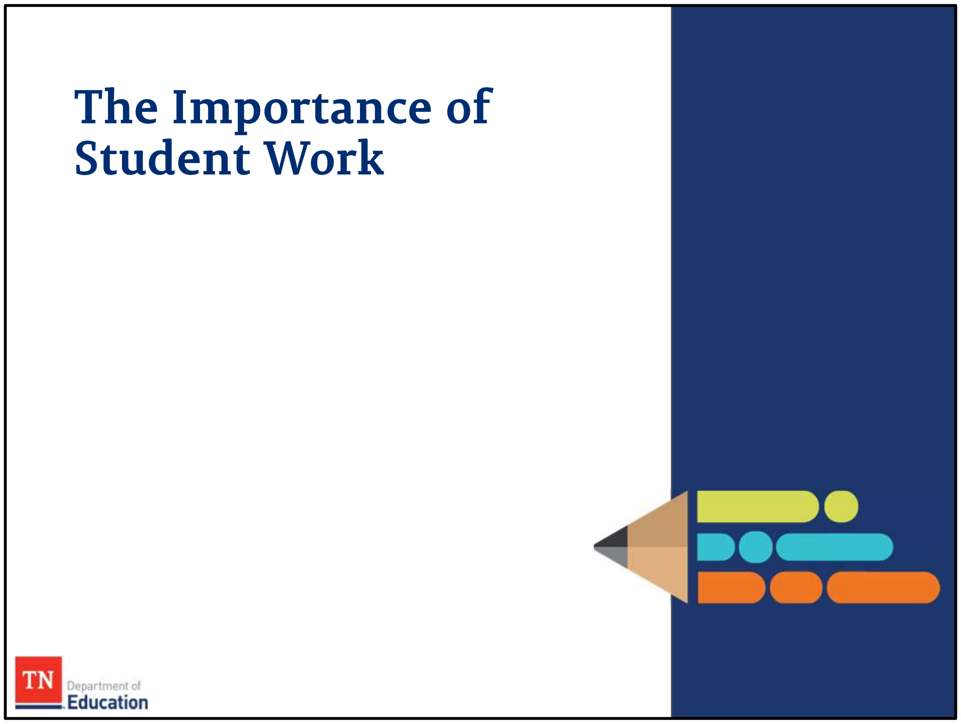
Post-conferences must be held for each observation, both announced and unannounced. During a post-conference, the evaluator has an opportunity to encourage teacher reflection through questioning techniques designed to probe the teacher's thinking. The evaluator also has the opportunity to highlight strengths in practices and to support areas of growth.



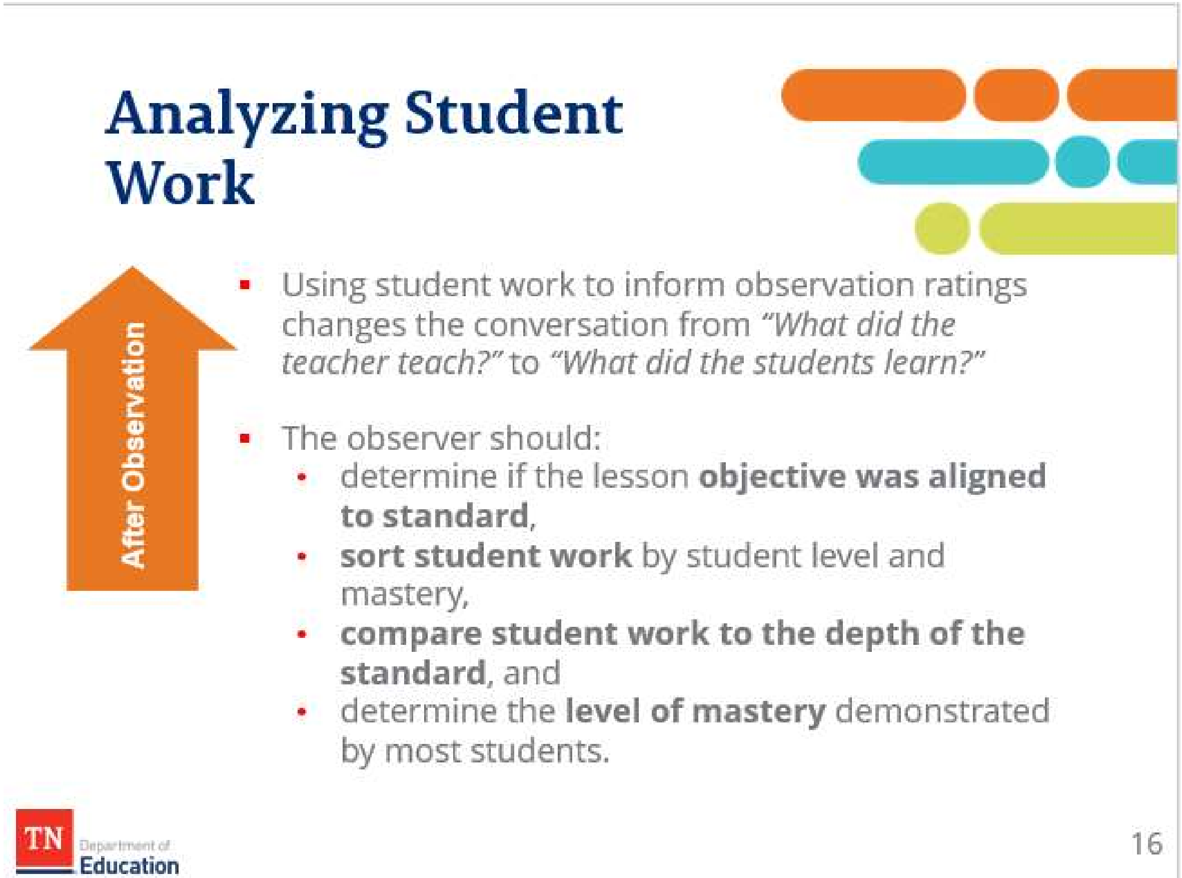
Prior to conducting a post-conference, the evaluator must spend some time reflecting on the strategies and outcomes of the lessons, much like teachers must reflect on student work and strategies to plan for future instruction. As part of this reflection, the evaluator should analyze student work collected after the lesson then thoughtfully plan questions to encourage the educator’s reflections regarding the students’ levels of mastery of the lesson objectives. The evaluator should prepare evidence-based feedback clearly associated with the areas of strength and areas to strengthen.



In order to meet the requirements of state board evaluation rule 0520-02-01, post-conferences must be scheduled within five business days. As a best practice, post-conferences should be conducted in person, in a confidential space, and at a time during which there will be no interruptions. The evaluator should attend with a well-designed post-conference plan and use that plan to guide the conversation.



When planning a post-conference, the student work is a priceless piece of instructional evidence that should be analyzed prior to scoring evidence and used as a fundamental component of the post-conference conversation.



Student work should be collected immediately following a class observation. This student work should then be analyzed prior to the post-conference and used to drive the post-conference conversation. Student work provides tangible evidence of alignment to the rigor of the standards and student mastery.

Student work should be analyzed first for alignment to the standard, sorted by student level and mastery, and compared to rigor of the standard. As an observer, use this process to seek gaps in student understanding, then seek to find the root cause. These findings will be the foundation of the feedback conversation.

Student Work

- Teachers often view feedback as being about their instructional practice instead of student outcomes.
- However, when practice is discussed within the context of students' demonstration of mastery, then the conversation turns to what students need to know to be thinkers and problem solvers.

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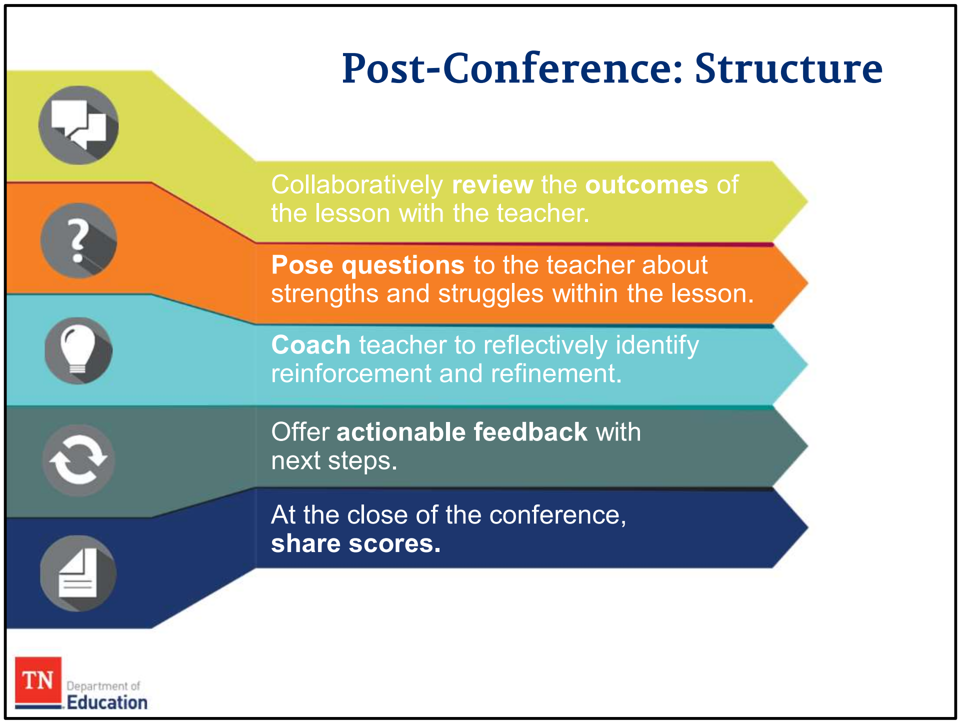
When we shift the conversation from teacher practice to student learning, teachers may become more receptive to feedback. Through feedback, evaluators can impact student learning. Student work is where teachers and evaluators can assess teacher impact on student progress and design improvements. When this happens, we have reached the goal of observation.

Just as strong lessons are structured, strong post-conferences should have a structure.



There is a logical structure for the post-conference conversation that is an effective way to finish the observation cycle.

First, begin the conversation with a statement of purpose and a general response question regarding the teacher's impression of the lesson.
Next, ask specific open-ended questions to lead the teacher to areas of strength and struggles within the lesson.
Then, evaluators should support teacher reflection in identification of an area of reinforcement (or strength) and an area of refinement (or area to strengthen). Areas of reinforcement and refinement should already have been identified by the evaluator, but ideally, the teacher should reach the same conclusions through reflection.
Afterwards, the evaluator should provide actionable feedback with specific next steps for the area of refinement.
And finally, at the end of the conference, the scores are shared and discussed if necessary.

We will explore each of these steps in greater detail in the following slides.

Post-Conference: Template

Post-Conference Plan	
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	
Next steps with resources to support next steps	
Dates for follow-up	

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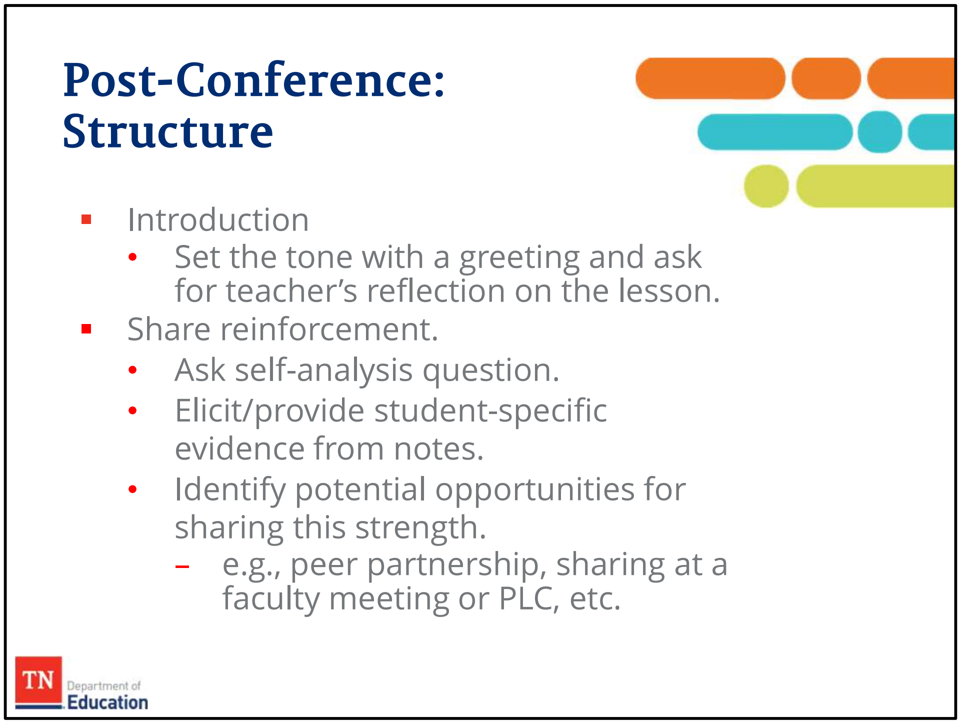
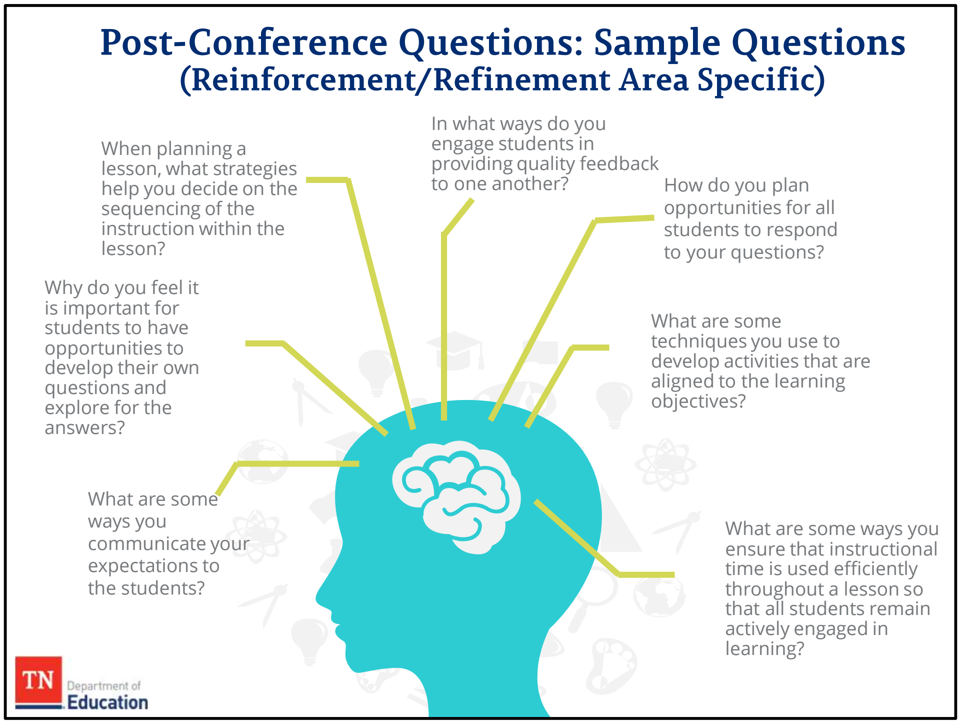
It is important to have a plan for the post-conference. Always begin with the area of strength (or reinforcement) before discussing the area to strengthen (refinement). Be sure to include evidence from student work and scripted notes in the conversation. There should be a plan for next steps and supports for the area of refinement, as well as dates for follow-up by the evaluator.



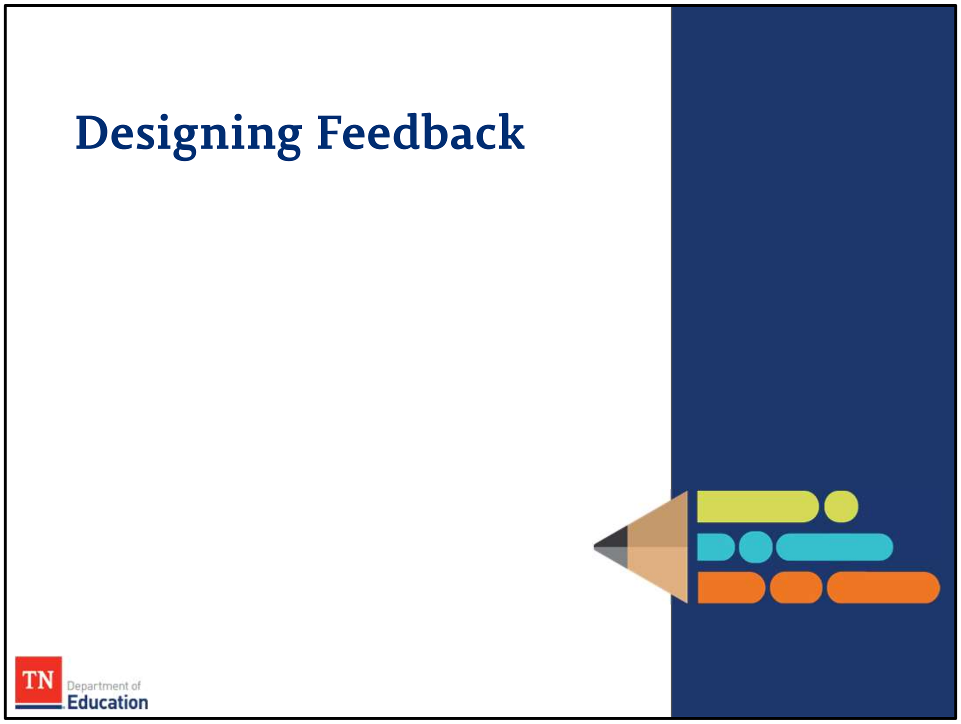
Let's look at the structure for an effective post-conference. As the conference opens, evaluators should take note of the teacher's actions and seek to set a comfortable, collaborative tone. Begin the conference by initiating a conversation around the teacher's reflections on how the lesson progressed. Give the teacher time to talk through their thoughts completely and actively listen for connections to the areas of refinement and reinforcement from the lesson. After the reflection has been shared, use a question to direct the educator's thoughts to the area of strength. Use specific statements from your evidence file to support the area chosen for reinforcement.

Repeat the process for the area of refinement. Listen closely to the teacher's reflection and provide specific evidence from the lesson. After establishing the area of growth, the evaluator should provide specific next steps for improvement with a timeline for follow-up.

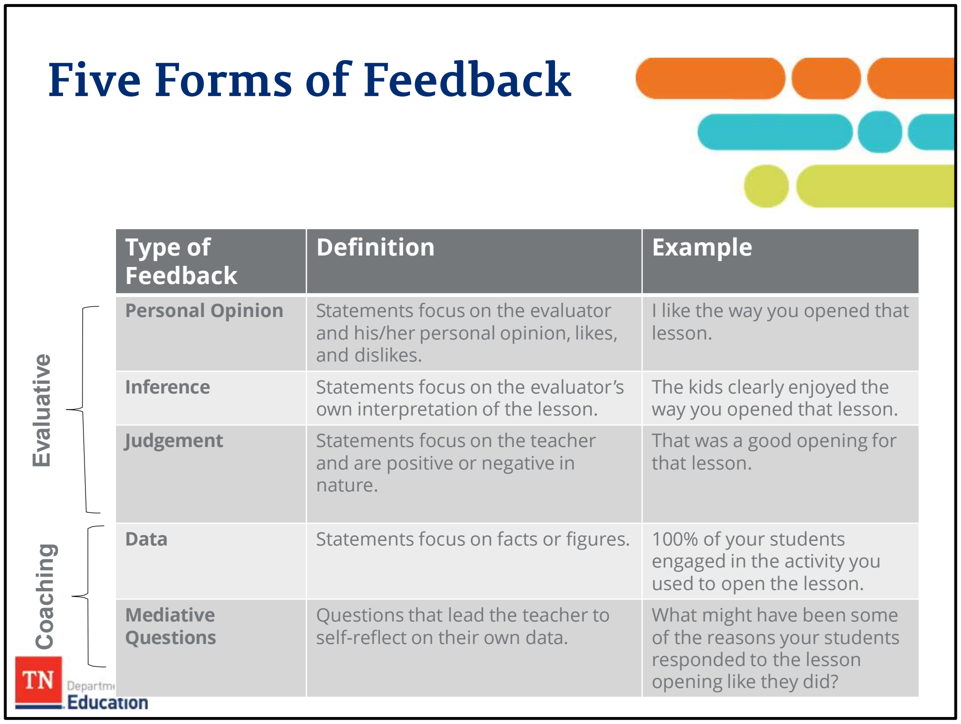
The post-conference concludes with sharing the scores.



Consider questions like these when designing post-conferences. Notice these questions have a few characteristics in common. These questions are open-ended and they presume the teacher has the skills needed for quality instruction.



Designing and communicating feedback is at the core of the post-conference.



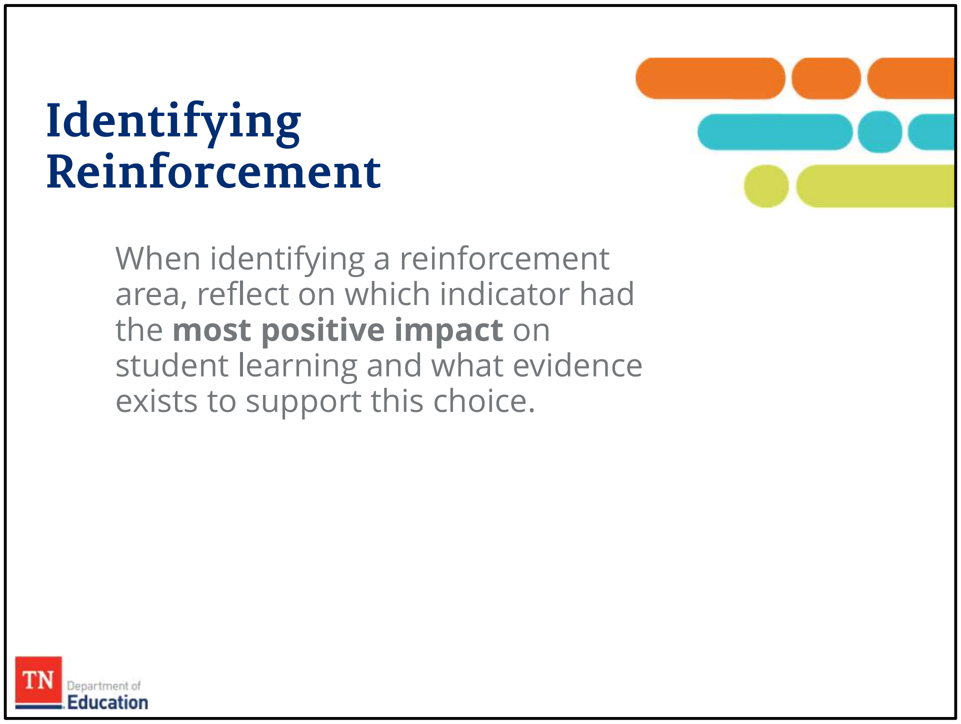
Type of Feedback	Definition	Example
Personal Opinion	Statements focus on the evaluator and his/her personal opinion, likes, and dislikes.	I like the way you opened that lesson.
Inference	Statements focus on the evaluator's own interpretation of the lesson.	The kids clearly enjoyed the way you opened that lesson.
Judgement	Statements focus on the teacher and are positive or negative in nature.	That was a good opening for that lesson.
Data	Statements focus on facts or figures.	100% of your students engaged in the activity you used to open the lesson.
Mediative Questions	Questions that lead the teacher to self-reflect on their own data.	What might have been some of the reasons your students responded to the lesson opening like they did?

Let's look at two categories of feedback: evaluative and coaching. Evaluators often use opinion, inference, and judgement statements. These are easy conversationally, but ultimately ineffective in changing teacher practice. Although the evaluator may think that making evaluative comments, positive or negative, are helpful or reinforcing for the educator, in actuality, the opposite is true. The evaluator who makes value-laden comments sends a signal that they are judgmental and not objective. Such comments can cause mistrust, deplete creativity, and create concerns that pleasing an evaluator is the goal of the observation. Evaluative comments may prevent the educator from self-evaluating their own practice.

When an evaluator is coaching and provides data nonjudgmentally, then the educator can make meaningful connections to future lessons. The two types of effective coaching feedback are data and mediative, or open-ended, questions. Mediative questions encourage teacher self-reflection.

Please take a moment and review the examples provided on the slide.

Let’s put these pieces together and plan the post-conference conversation.



While there may be several areas of strength within a lesson, the evaluator may only choose one area of reinforcement. Choose an area for which you have **specific and sufficient evidence**. Also, as you consider the highlights of the lesson, keep in mind **what teacher moves led to student success?** Do not choose an area of reinforcement that overlaps the area of refinement.

Reinforcement Plan

- Review **evidence** and **student work**.
- Design your feedback by these principles:
  - 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 and descriptor are these actions most aligned?

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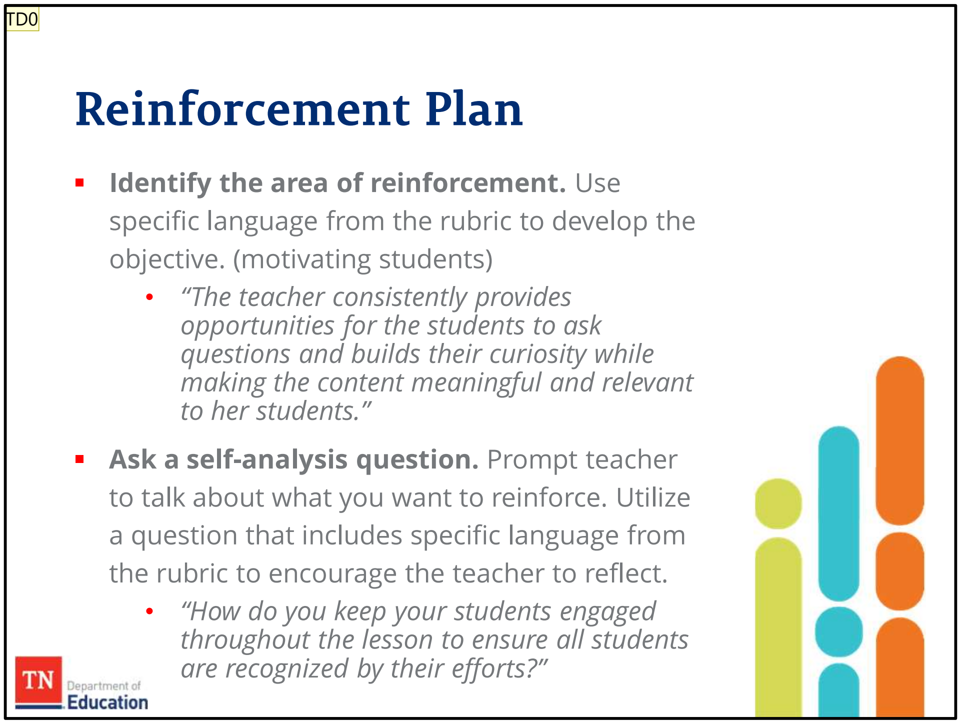
Begin with reviewing student work and evidence collected through the observation process. Choose a reinforcement area for which you have specific and sufficient evidence. Also, as you consider the highlights of the lesson, keep in mind what areas had the greatest impact on student learning. Do not choose an area of reinforcement that would overlap the area of refinement.

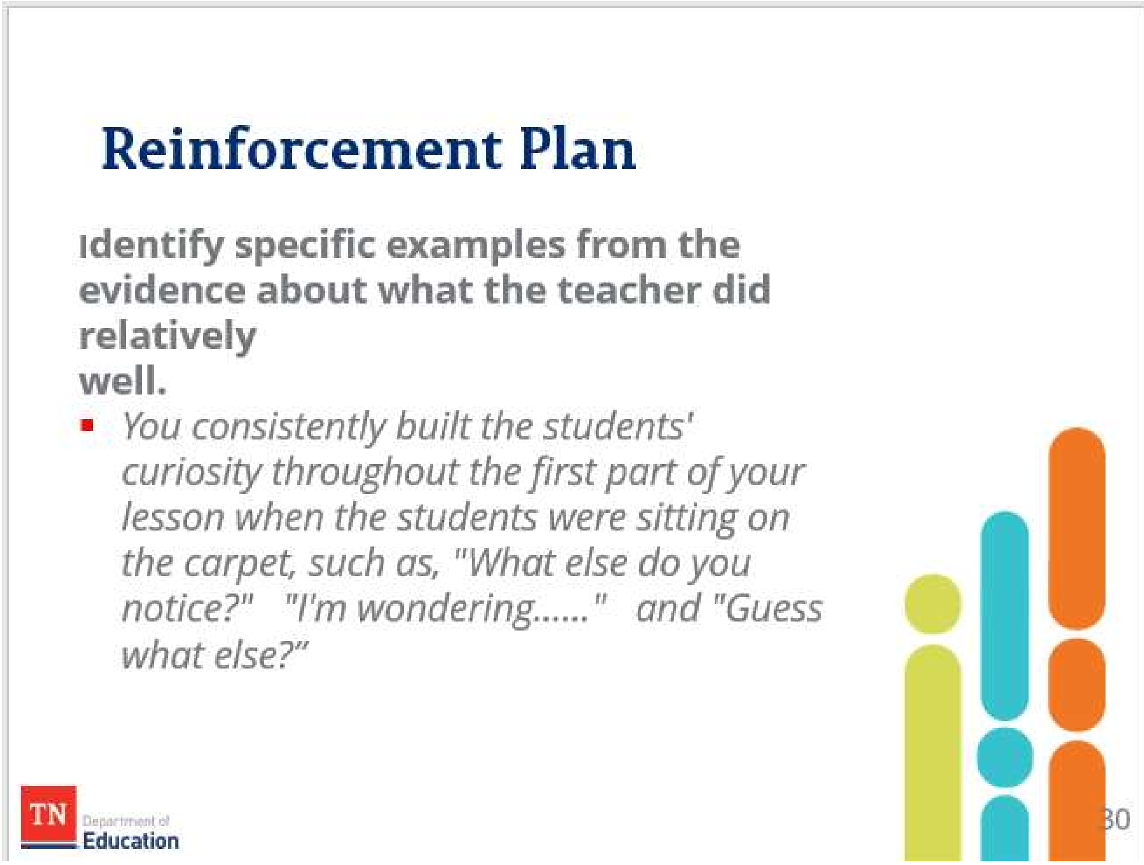


There are several steps to crafting reinforcement feedback. Begin with language from the rubric around the chosen indicator. Then prepare a self-analysis question for the teacher to encourage reflection on the area of reinforcement. The samples on the slide illustrate how to use rubric language to shape a statement for the area of reinforcement.

Slide 29

TD0 Should this be specific to the lesson watched? New slide / new audio

Tammie Davis, 2022-05-15T12:32:41.370



Carefully look through your scripted notes from the observation and identify specific examples to support the area of reinforcement. Select a self-analysis question to enter into the plan for the post-conference. The text on this slide provides a sample narrative for supporting the area of reinforcement.

Finally, use your sources of evidence to draft a narrative that supports the area of reinforcement. This is the narrative that will go into TNCompass as part of the official observation record. Incorporate language from the rubric as you create your narrative.

The process for identifying and supporting an area of refinement are similar to those for an area of reinforcement.

While there may be several areas of need within a lesson, the evaluator may only choose one area of refinement. Choose an area for which you have **specific and sufficient evidence**. Also, as you consider the highlights of the lesson, keep in mind **what change will have the greatest impact on student learning?** Do not choose an area of refinement that would overlap the area of reinforcement.

Identifying Refinement

- Review **evidence** and **student work** collected.
- Use **guiding questions** for designing feedback:
  - What specific part(s) of student learning needs to improve?
  - What change in teacher practice would lead to improved student learning?
  - To which indicator and descriptor are these actions most aligned?

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Begin with reviewing student work and evidence collected through the observation process. Identify area(s) of student learning in need of improvement and determine which changes in teacher practice would improve student outcomes. Determine the indicator to which the evidence is most aligned. Choose the area that will provide the greatest impact on student learning.

Refinement Plan

- **Identify the area of refinement.** Use specific language from the rubric to develop the objective (ex: lesson structure and pacing).
  - *"The teacher will be able to explain how to effectively plan for the pacing of a lesson that provides sufficient time for each segment and provides for a clear closure."*
- **Ask a self-analysis question.** Ask a specific question to prompt the teacher to reflect on the indicator you have identified as their area of refinement as it relates to the lesson.
  - *"When developing lessons, how do you decide on the pacing of the lesson so sufficient time is allocated for each segment?"*

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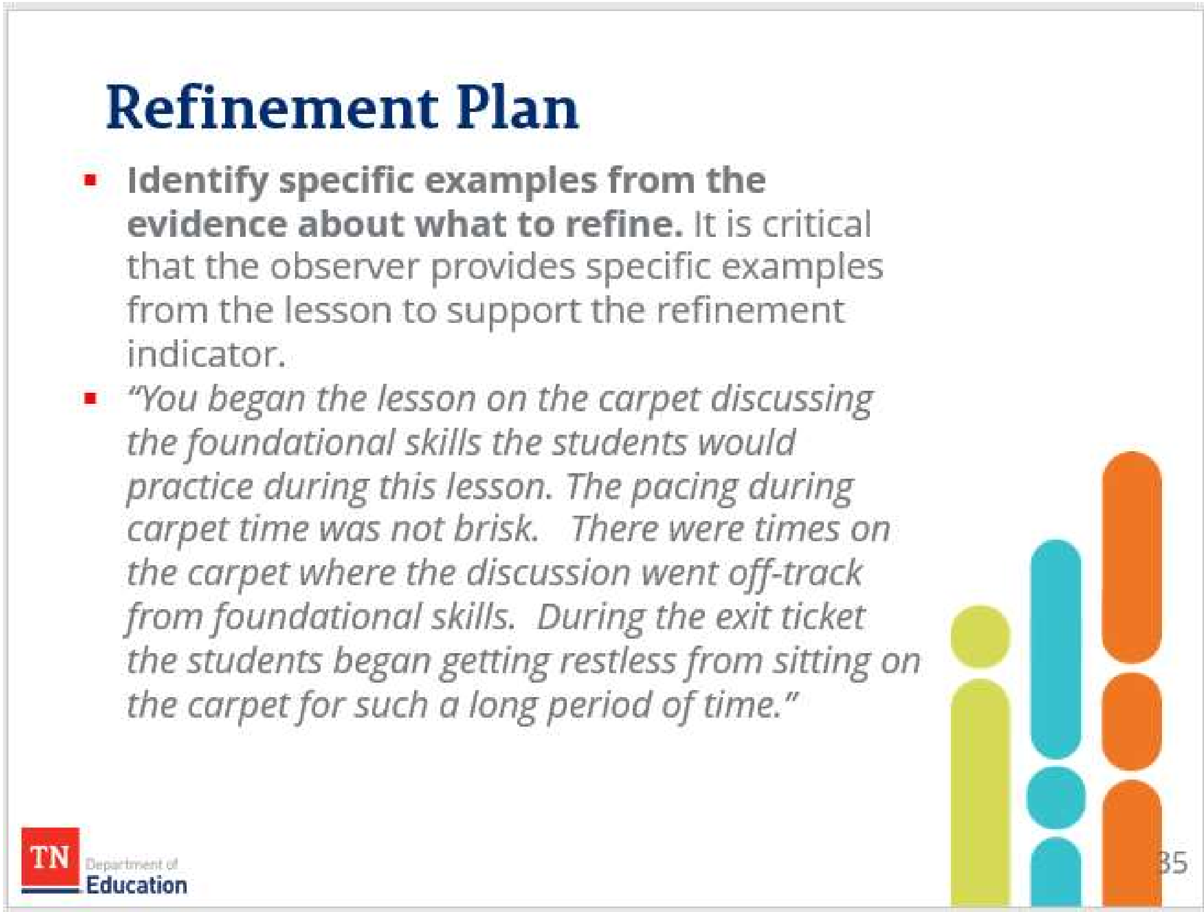
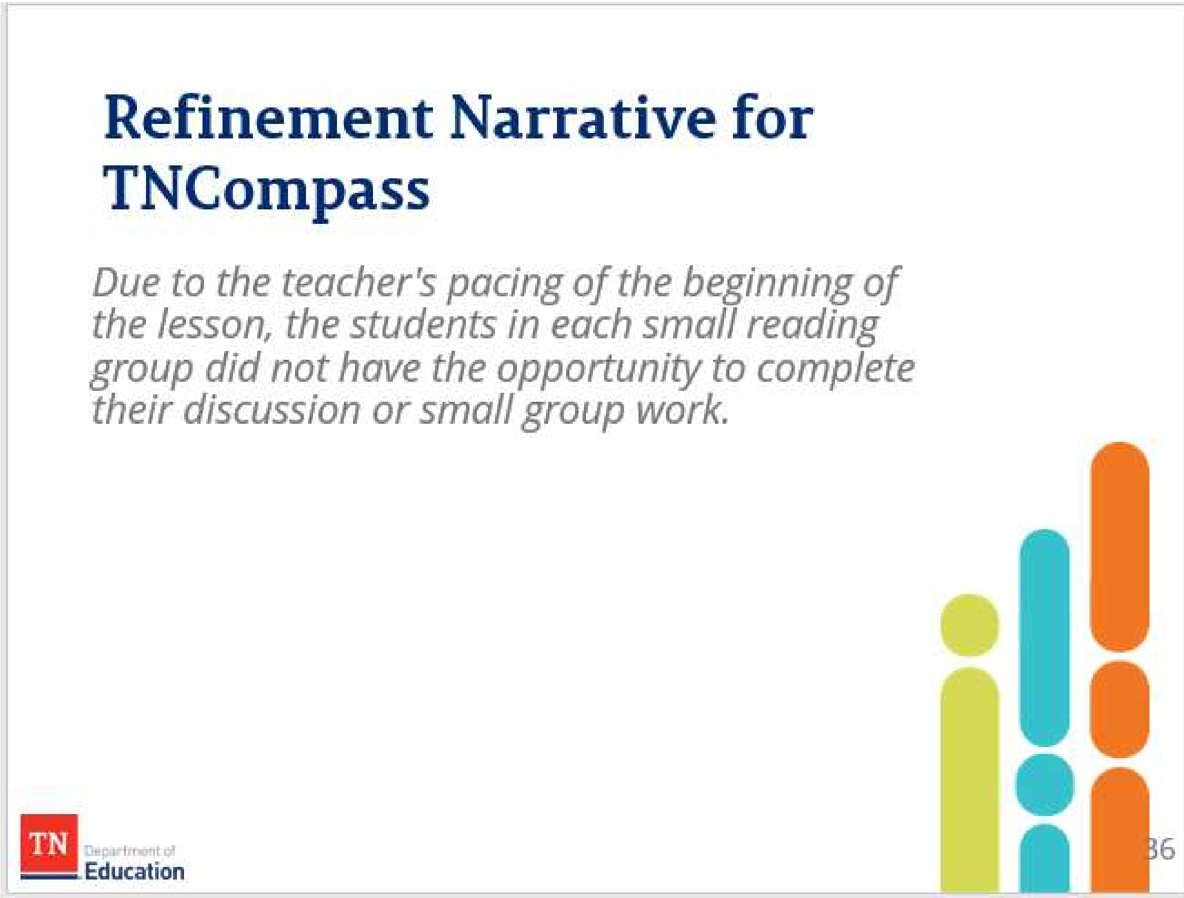
Craft feedback in a similar way as was done for the reinforcement plan. Begin with language from the rubric around the chosen indicator. Prepare a self-analysis question for the teacher to encourage reflection on the area of refinement.



Carefully look through your scripted notes from the observation and identify specific examples to support the area of refinement.



Use the evidence to draft a narrative that supports the area of refinement. This is the narrative that will go into TNCompass as part of the official observation record. Incorporate language from the rubric as you create the narrative.

The evaluator should also provide specific action steps for follow-up, along with a timeline for review. Action steps may include documentation as identified in the example above, support from an instructional coach, working with or observing another teacher in action, or specific professional learning sessions that support improvement.

The timeline for the follow-up should be reasonable – generally within 2-4 weeks. Setting a specific timeline for follow-up will stress the importance of improvement as well as the fidelity of the process.

Post-Conference Quick Reference

Do	Don't
Schedule post-conference within five business days of observation.	Omit the post-conference or conduct it outside of the five-day window.
Conduct post-conference in a confidential area.	Conduct post-conference in a public space with possibility of interruptions.
Obtain and analyze student work prior to the post-conference.	Conduct the post-conference with no preparation.
Ask probing questions based on a review of student work and class observation.	Simply share scores.
Focus on reinforcement and refinement, based on evidence collected during the lesson.	Fail to recognize the strengths of the lesson.
Coach teachers to improve practice.	Allow an identified need that might impact learning go unaddressed.

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This quick reference guide may be helpful as you consider post-conference best practices.

Post-Conference: Video

Insert 1st grade post-conference video

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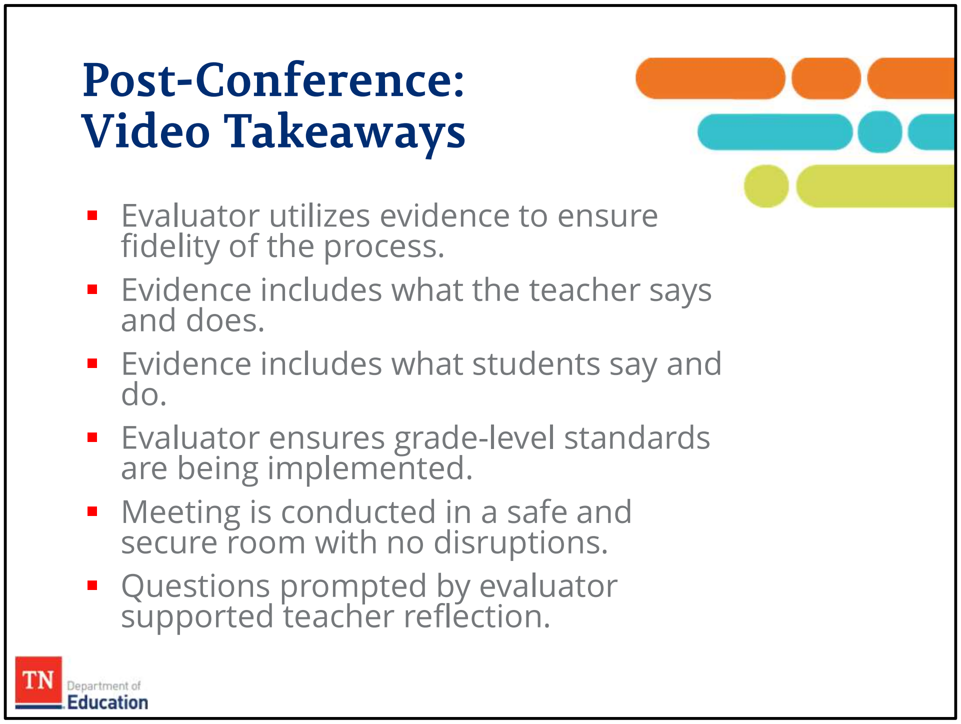
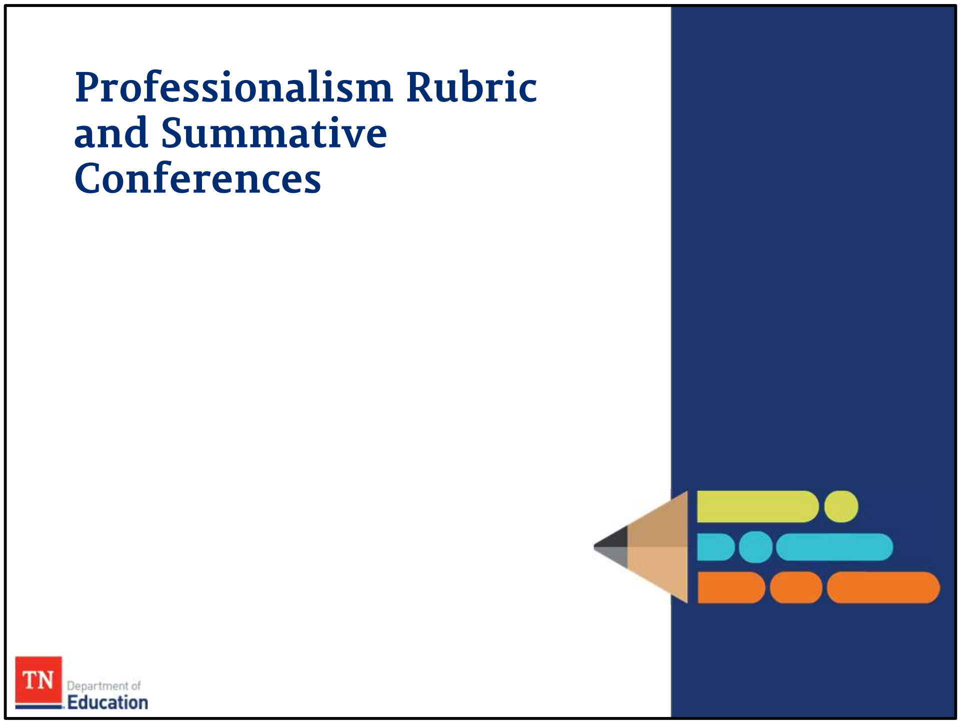
We will now watch a post-conference. Take note of the structure of the conversation, how the conversation unfolds, and how clearly the feedback and next steps are communicated.

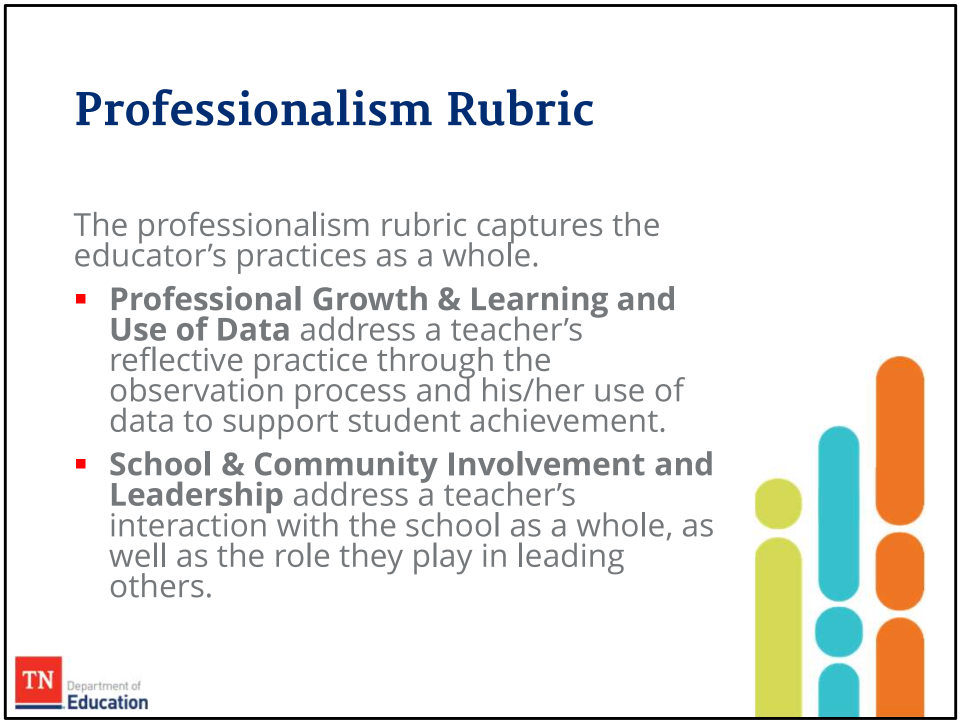


The evaluator in this post-conference was working to build the teacher’s reflective practice. The conference was held in the the evaluator's office where they were seated in a collaborative style side-by-side. The evaluator had reviewed all the evidence collected prior to the conference and had pre-planned questions to support the teacher’s thinking. These questions allowed the teacher to lead the conversation.

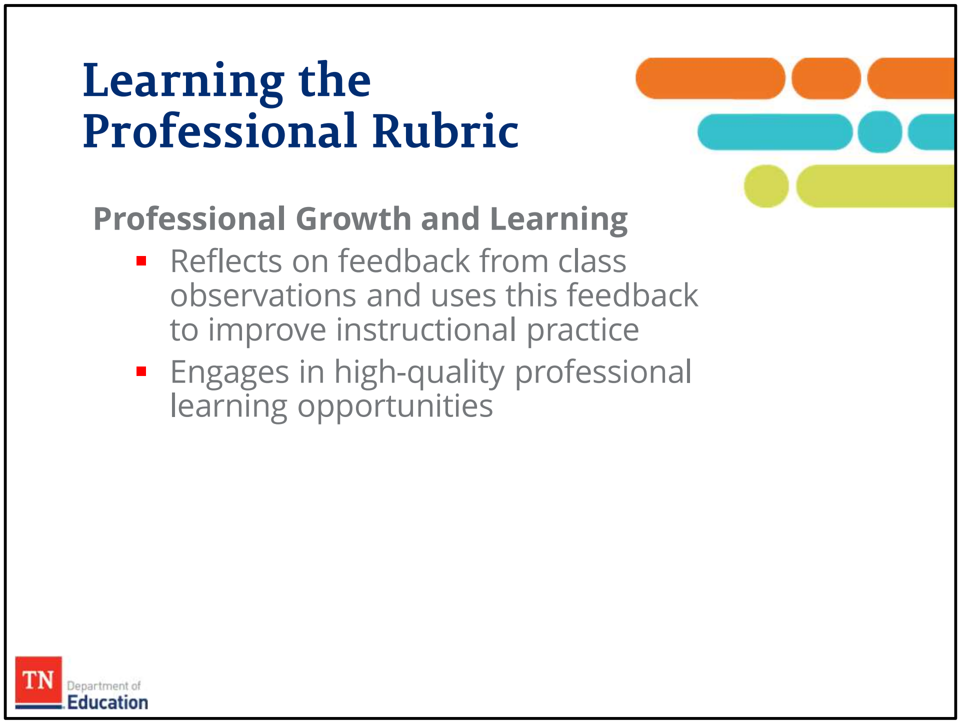


Now let's explore the professionalism component of TEAM and summative conferences.

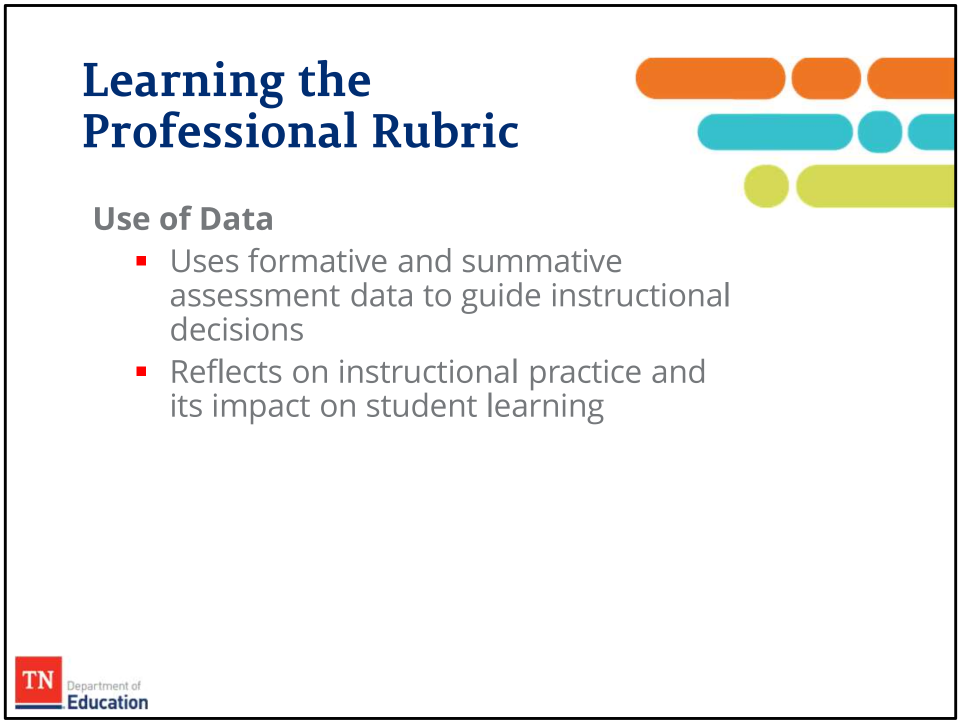
The professionalism observation is required for all educators and scored within the last six weeks of the school year. It is based on activities and work from the full school year, and it should be discussed in a formal conference before school closes.



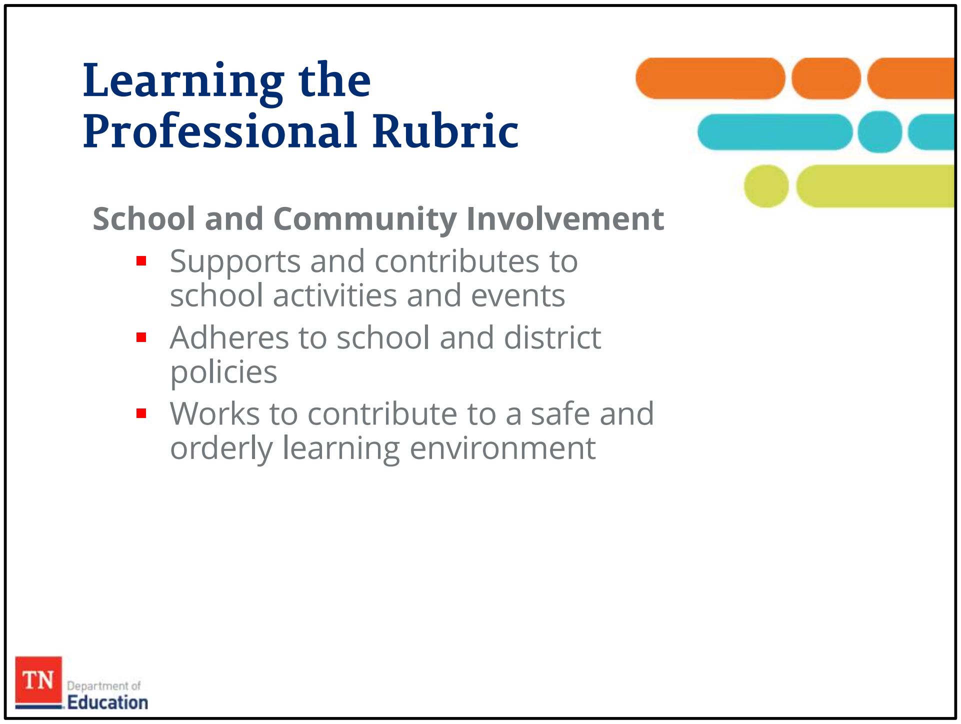
The professionalism rubric provides an opportunity to look at an educator’s body of work throughout the school year. Evaluators should carefully consider teachers’ reflective practices through the observation process, as well as each teacher’s contributions to the school community as a whole.



Observers should reflect on how teachers have received feedback during the observation process and used this feedback to improve instructional practice. This is also a place for observers to note the teacher's engagement in high-quality professional learning opportunities and how that teacher incorporates that learning into daily practice.



Observers should look for evidence of how an educator uses data to inform long- and short-term classroom decisions.



Observers should capture evidence of how teachers are supporting the school community as a whole by attending school activities and events. Additionally, this is a place to collect and reflect on evidence that a teacher contributes to a safe learning environment and adheres to school and district policies.

Learning the Professional Rubric

Leadership

- Actively participates in professional learning communities
- Actively contributes to the school community through a variety of leadership roles

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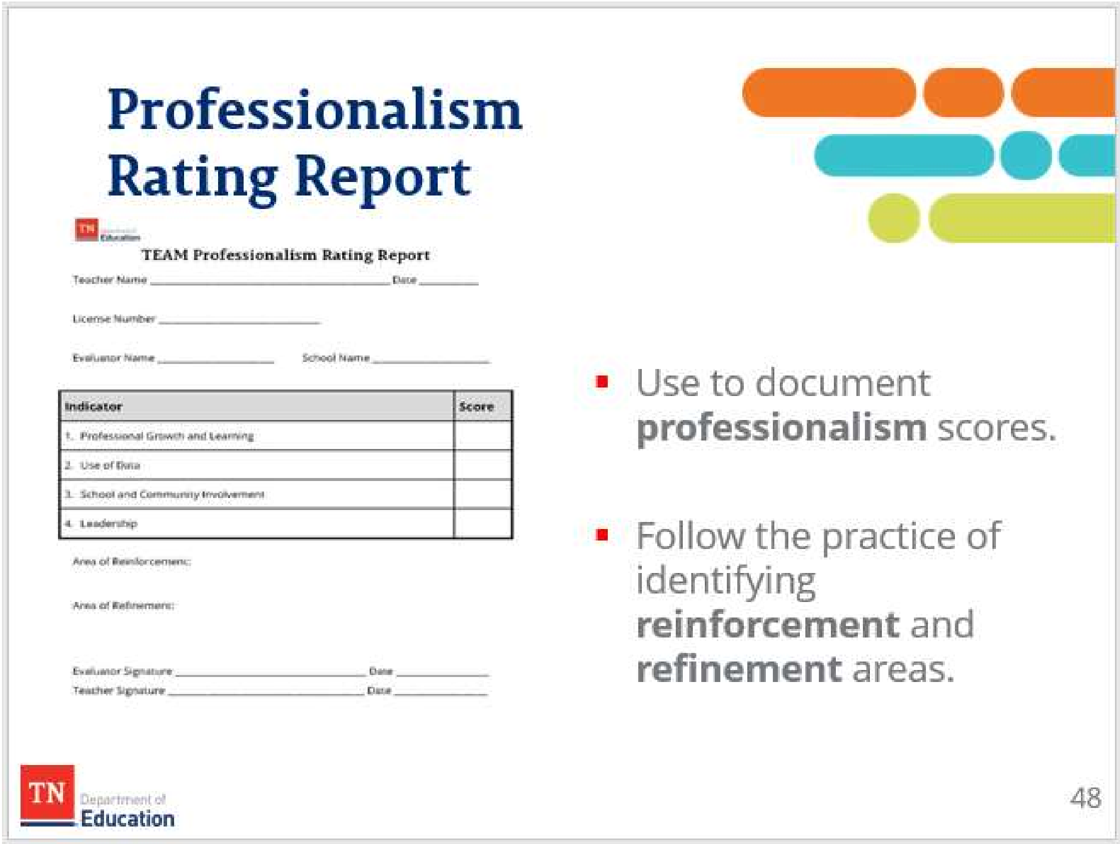
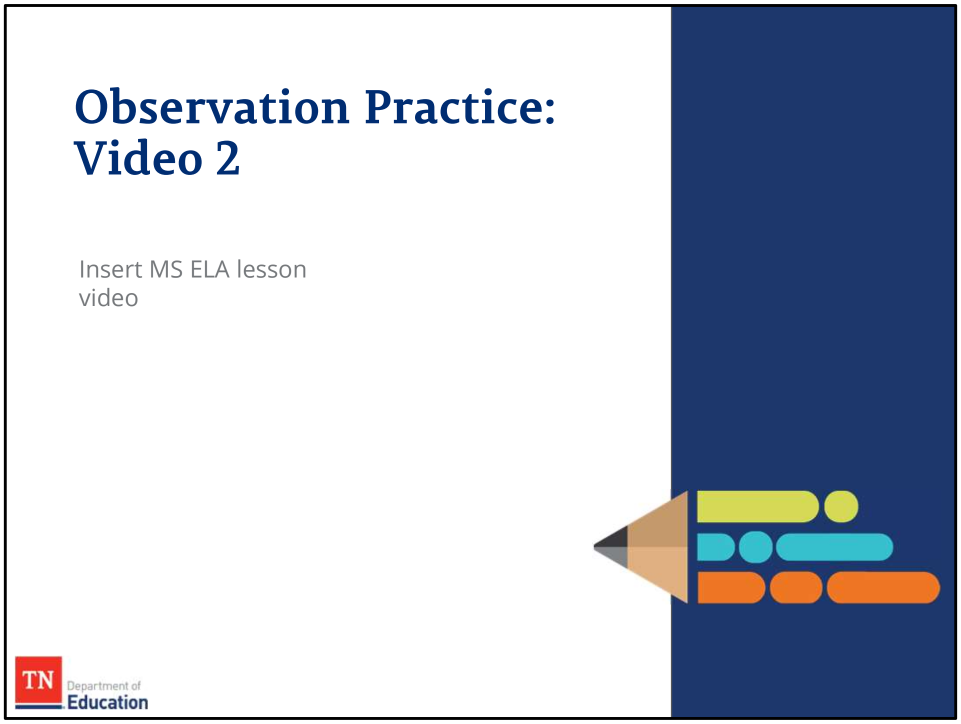
Professional learning communities are the heart of developing a growth mindset within a school. Observers should seek evidence of a teacher's interaction in these and other areas of school leadership.

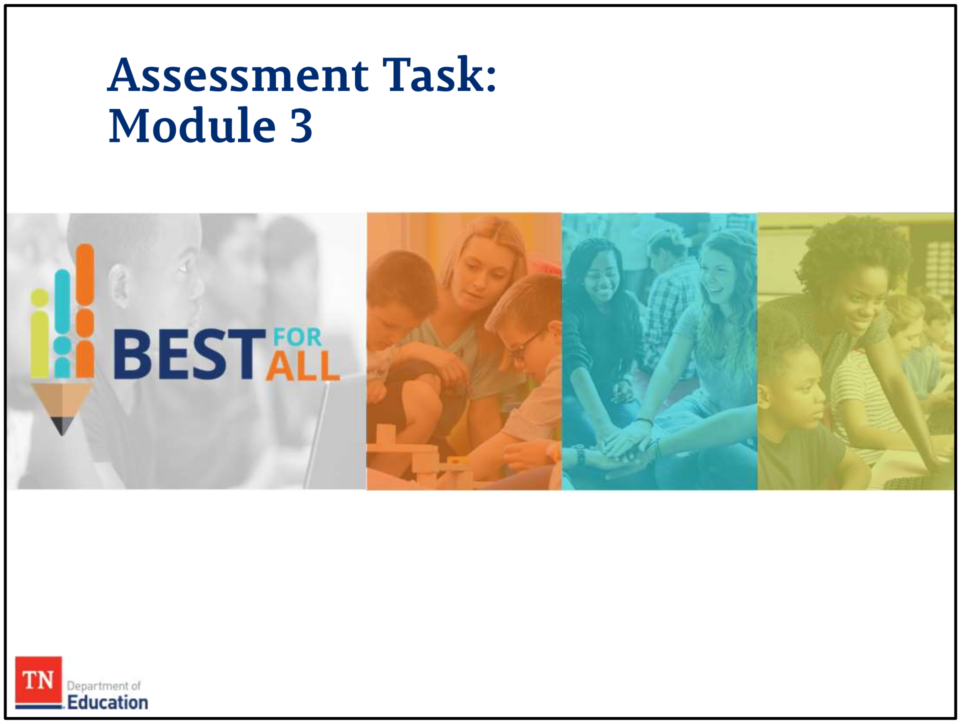


Professionalism is scored only once, with scores grounded in evidence collected across the entire school year. Evaluators should identify areas of reinforcement and refinement, and these should be discussed in the summative conference with the teacher.

The summative conference is the end of year wrap up and should have very little new information. At this time, discuss the professionalism score as well as learning plans for the next year. The summative conference is a good time to discuss student achievement data as well.



This is your final scoring practice prior to your certification test. If you have questions after completing this practice, please contact TEAM.Questions@tn.gov for support. Strive to meet the scoring requirements.



It is now time to code and score the lesson you have just watched. Apply the skills you have learned through these three instructional modules as you collect and review your evidence from the video. Then code and score that evidence based on the TEAM instructional rubric.