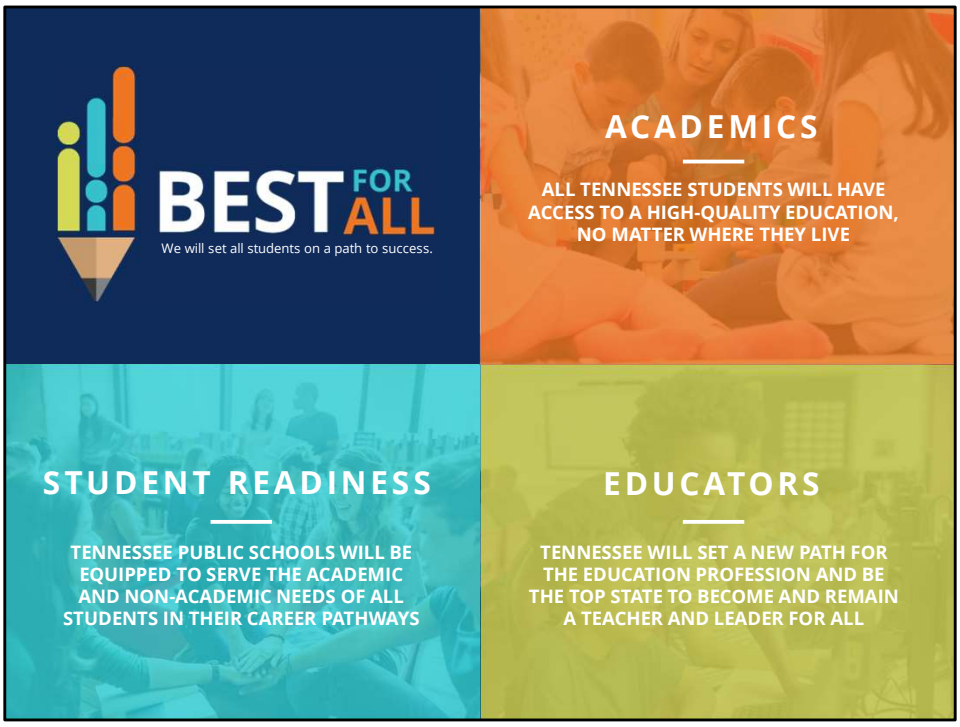
Welcome to TEAM Teacher Evaluator Recertification. This module is designed to refresh your familiarity with the components of the TEAM Evaluation System, Tennessee's multi-measure system for evaluating teacher impact on student progress and learning. TEAM depends on student growth scores, student achievement scores, and teacher observation scores to create a well-rounded picture of instructional impact for each educator in our state.

The observation tool used in Tennessee, the TEAM rubric, is a critical, research-based component of our evaluation system and, when implemented accurately and with fidelity, produces gains in student learning through improved teacher practice.

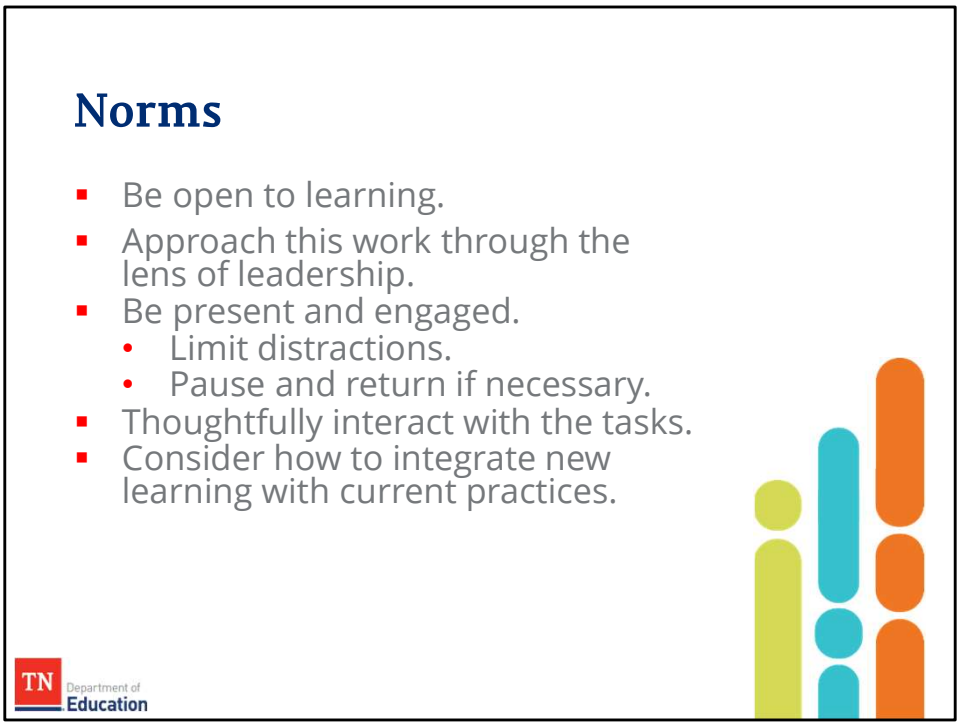
We often hear that the teacher is the single most important in-school factor that leads to student growth. However, we sometimes fail to realize that only through continuous growth and development will our teachers be able to consistently increase the impact they have on student gains year after year. Tennessee is on a path to set all students on a path to success, which includes setting all teachers on a path to success. TEAM is a critical tool in this work.



The Best for All strategic plan has three key components: academics, student readiness, and educators. All three are focused on setting all students on a path to success.

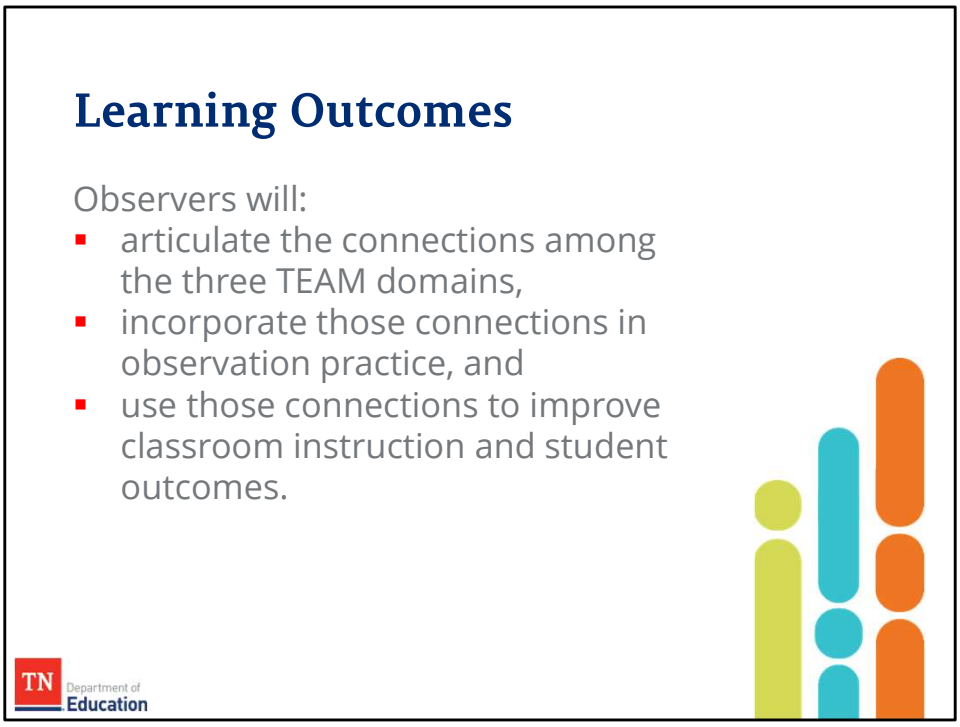
Our goal for educators is to make Tennessee the top state to become and remain a teacher and a leader. In order to do this, not only must we regularly review our practices to identify areas in which we excel and areas in which we have room to grow, but we must also support the growth and development of all educators in every stage of their careers. Effective use of the multi-measure TEAM evaluation system creates a well-rounded picture of classroom practices. This allows leaders to develop clear action plans to strengthen and support those practices.

The recertification module is designed to refresh your memory on key components of the evaluation system and observation cycle. We will review the planning and environment domains, then spend some time identifying how you can connect all three domains within your observation and coaching practices. As we progress through the module, pay particular attention to areas that you have self-defined as areas of refinement. In what ways will you improve your evaluation practices going into the new school year?

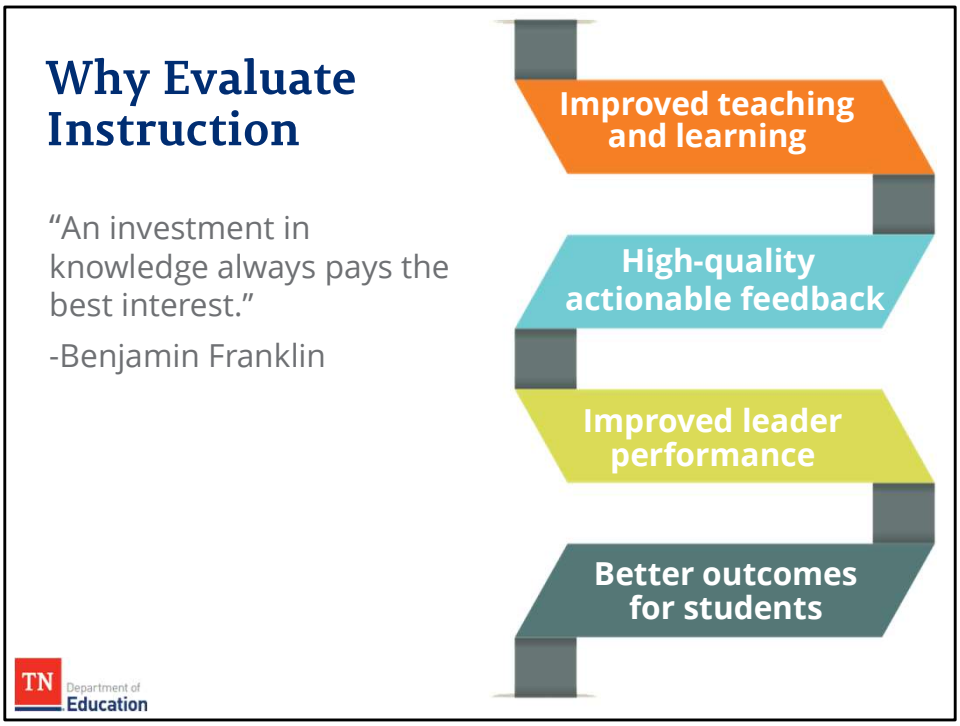


As you interact with this online learning module, please:

- Be open to learning.
- Approach this work through the lens of leadership.
- Be present and engaged.
- Limit distractions.
- Pause and return if necessary.
- Thoughtfully interact with the tasks.
- Consider how to integrate new learning with current practices.



Completing this professional development course and passing the re-certification test is required prior to conducting teacher evaluations. The learning in this module is designed to assist you in understanding the connections among the three TEAM domains and incorporating those connections into your observation practice. As always, the ultimate goal of observation is to improve classroom instruction and student outcomes.



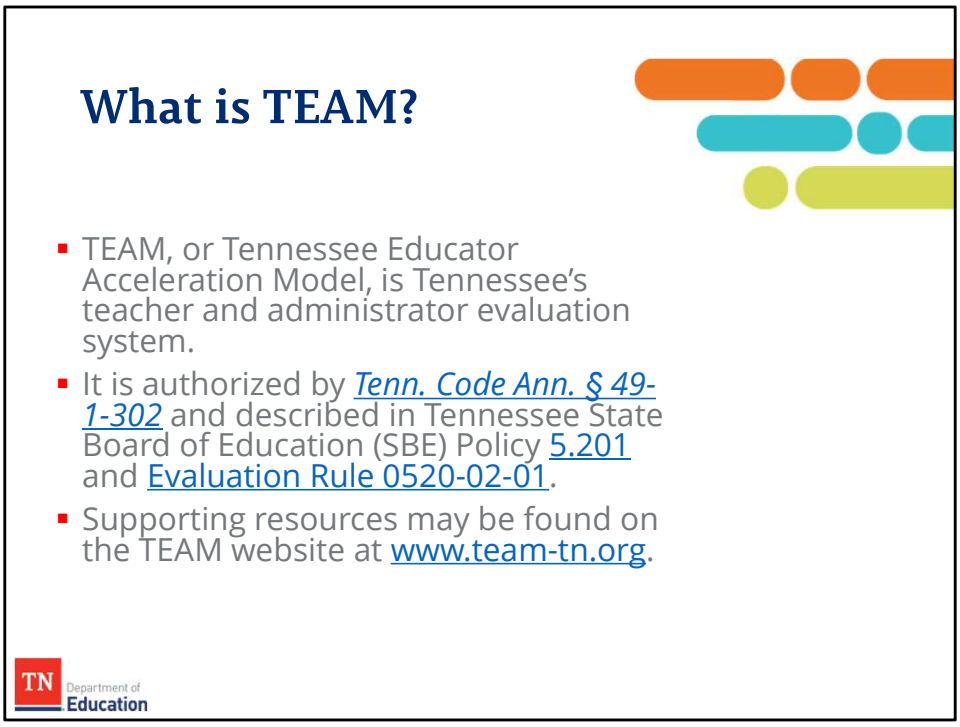
We have the opportunity to improve teaching and learning through high-quality actionable feedback and follow-up by evaluating the quality of instruction in each classroom. Providing teachers with strong feedback and action plans not only improves instruction, but helps teachers feel supported and successful. Providing quality feedback is also a way we work toward our state-wide goal of making Tennessee the best state to become and remain an educator. Further, providing quality feedback will help you become a stronger leader.

The indicators and descriptors in the TEAM rubric in all domains (planning, instruction, environment, and professionalism) are based on education psychology and cognitive science research focused on learning and instruction, as well as an extensive review of publications from national and state teacher standards organizations. The rubric should be used to:

- define and convey expectations for teacher performance,
- assess current abilities, and
- plan feedback/professional development in service of developing higher levels of professional competence.

In addition to providing feedback that leads to improved instruction and student

outcomes, data from observations may be used to inform human capital decisions such as performance pay, staffing decisions, tenure, and retention. We will be talking about these important issues during this module– so get ready to learn!

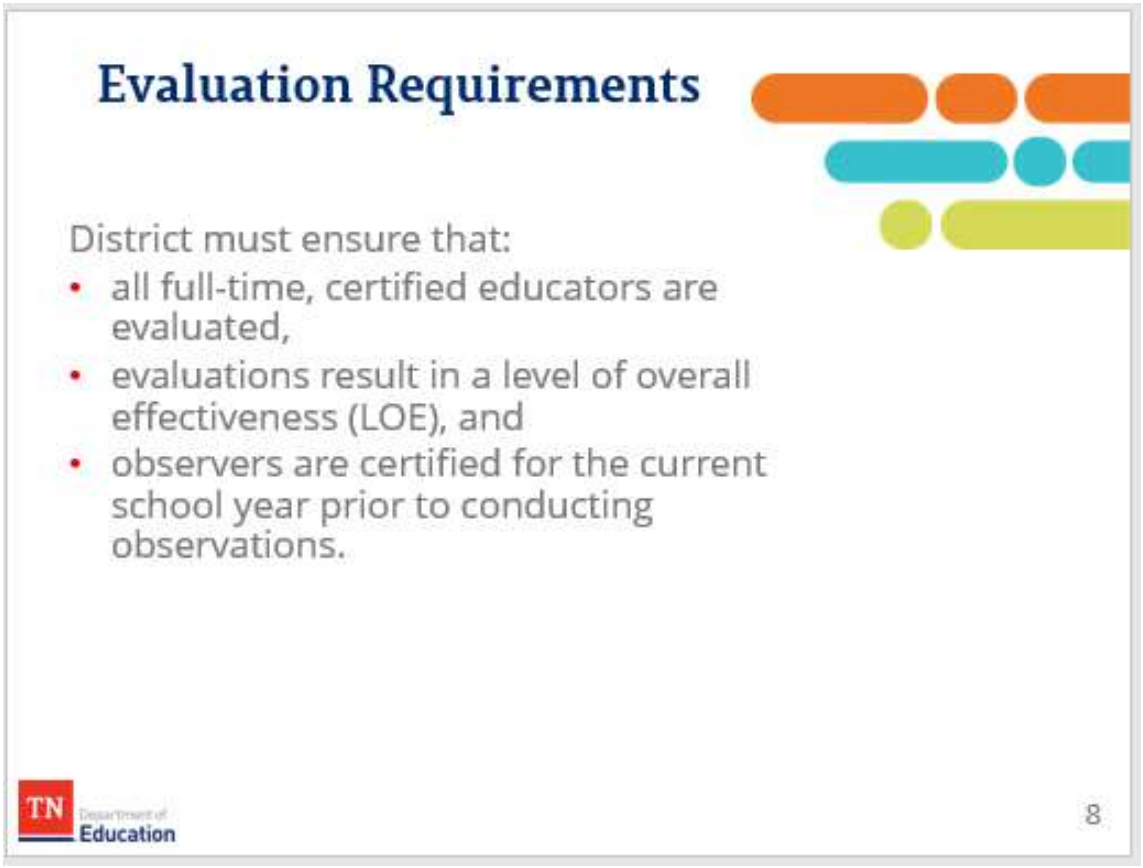


TEAM is an acronym for the Tennessee Educator Acceleration Model.

What are we accelerating by utilizing TEAM? (pause) We are accelerating student access to highly effective teachers and leaders.

TEAM was authorized by the legislature in 2011 as the statewide teacher and leader evaluation model in Tennessee.

State Board of Education Policy 5.201 and Evaluation Rule 0520-02-01 describe the parameters of the evaluation system in detail. A plethora of supporting resources may be found on the TEAM website at www.team-tn.org.

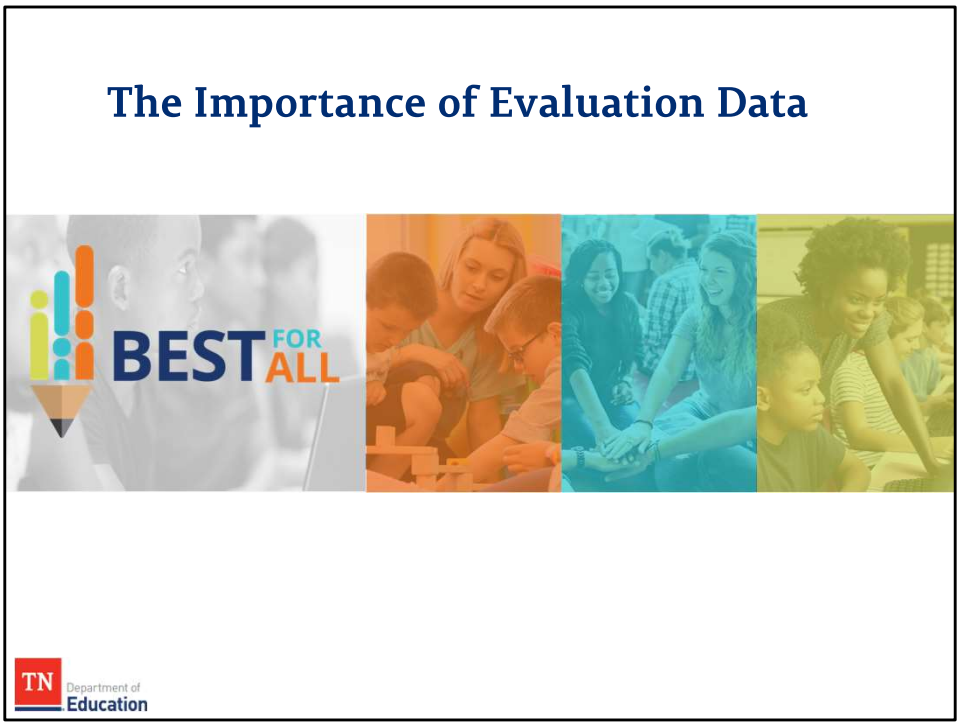


To meet accountability requirements, all educators must be evaluated and those evaluations must result in a level of overall effectiveness.

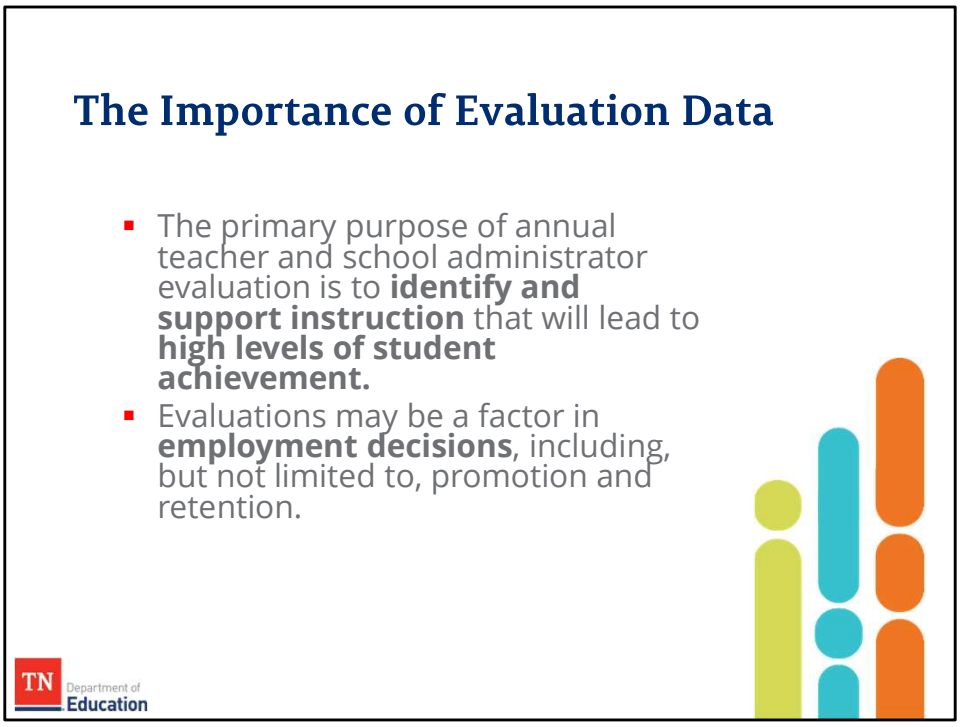
Educators include:

- teachers with individual TVAAS scores,
- teachers implementing student growth portfolios / alternatives,
- teachers, librarians, counselors, and certified school services personnel who receive a school-wide growth score, and
- administrators

This module is focused on evaluating teachers using the general educator rubric. Support for alternate rubrics including Library Media Specialist and School Services Personnel can be found on the TEAM website.



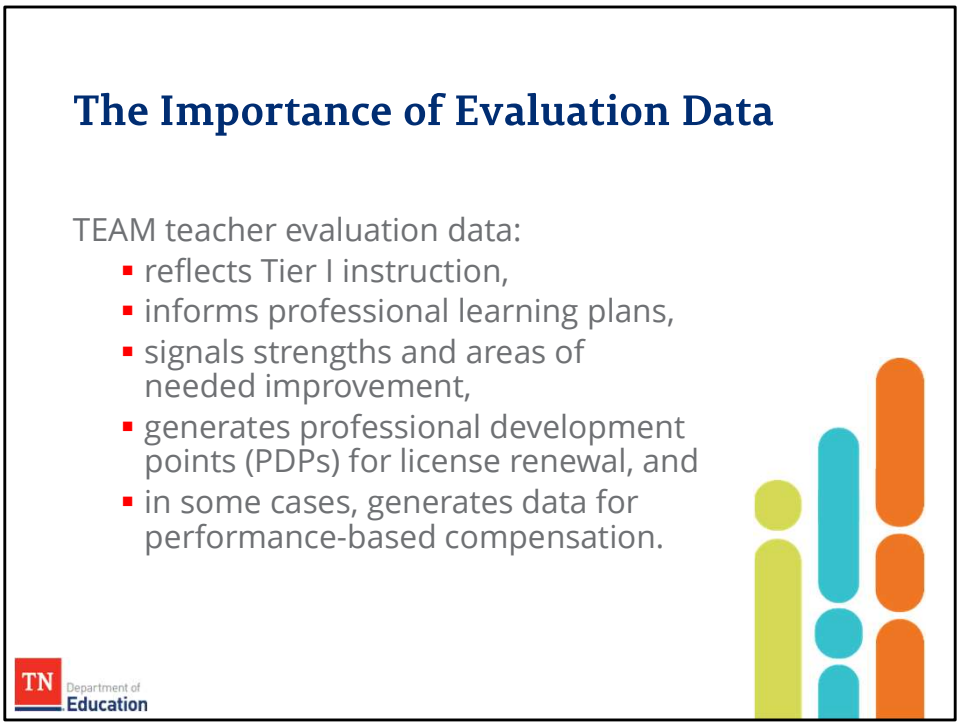
The data generated through the observation and evaluation processes impacts decisions made by teachers, schools, districts, the state, and the colleges and universities that prepare our future teachers.



As educators, what impact do we desire from TEAM implementation?

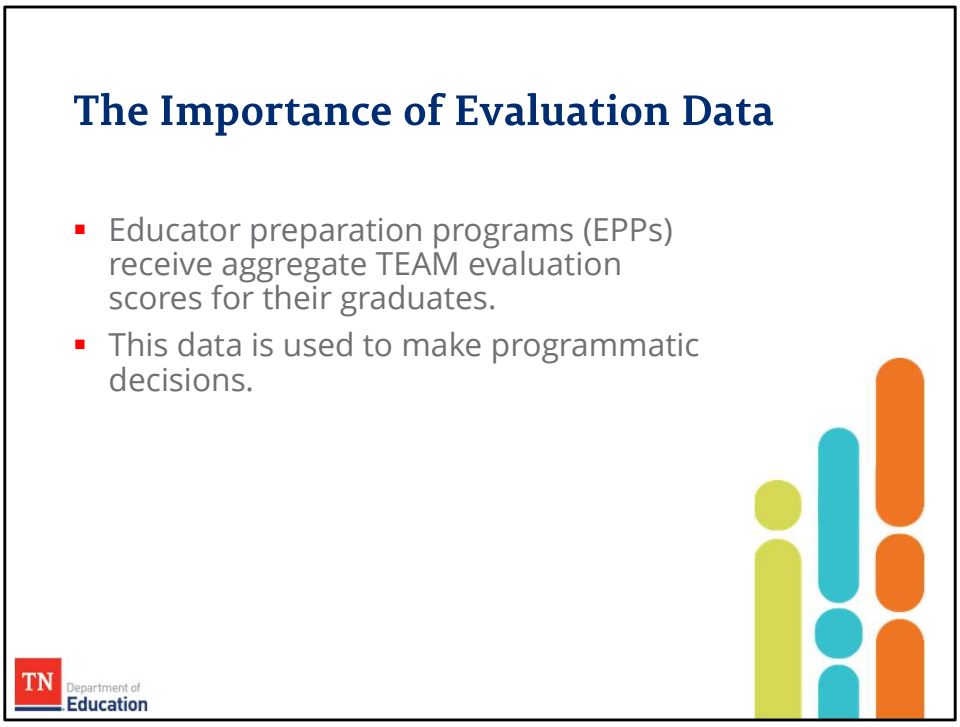
Ultimately, we want all students to have access to highly effective teachers and leaders. As stated in section 1a of state board policy 5.201, the goal of TEAM evaluation is to support high-quality instruction through actionable feedback. Simply put, the goal of TEAM evaluation is continuous improvement 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.



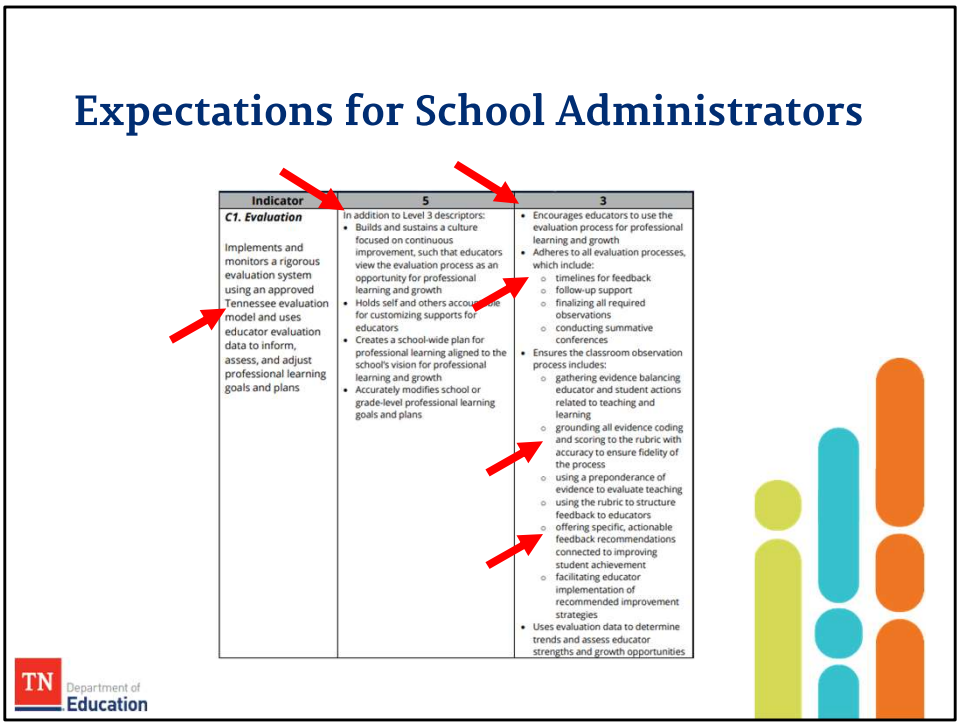
TEAM teacher evaluation data should reflect day-to-day instruction within a classroom – often referred to as Tier I instruction. Areas of strength and opportunities for growth are identified through the observation process, one of the three components of educator evaluation. This information may also be used to inform next steps for teachers such as professional learning plans. Observation data has a significant and long-term impact on an educator's evaluation data, career trajectory, and on each and every student the educator instructs.

Additionally, evaluation data generates professional development points (for teachers scoring a level 3 or higher), which are needed for license renewal.



Not only does evaluation data impact decisions at the district level, it also impacts Educator Preparation Programs. These programs receive evaluation data generated for their graduates and use that data to inform changes in the instruction that their students – our future teachers – receive. The evaluation data you will create through observation helps our colleges of education design their programs. This data has the ability to impact our profession for decades.

Because the impact of evaluation data is so far-reaching, you have a professional responsibility to create observation data that is accurate, credible, and reliable.



As you build and deepen your understanding around teacher observations and the evaluation of student learning, it is important to connect your learning to expectations for administrators. The administrator observation rubric outlines specific expectations around the implementation of evaluation in your school.

Access the Administrator Evaluation rubric and notice indicator C1 - evaluations.

This indicator challenges the administrator to implement a **rigorous** evaluation system and to use data collected through this process to inform, assess, and adjust professional learning goals and plans for all teachers.

Let's look first at a level 3 – which is considered meeting expectations. School leaders are expected to encourage a growth mindset in teachers regarding evaluations.

All evaluation processes should be followed, especially timelines and follow-up support.

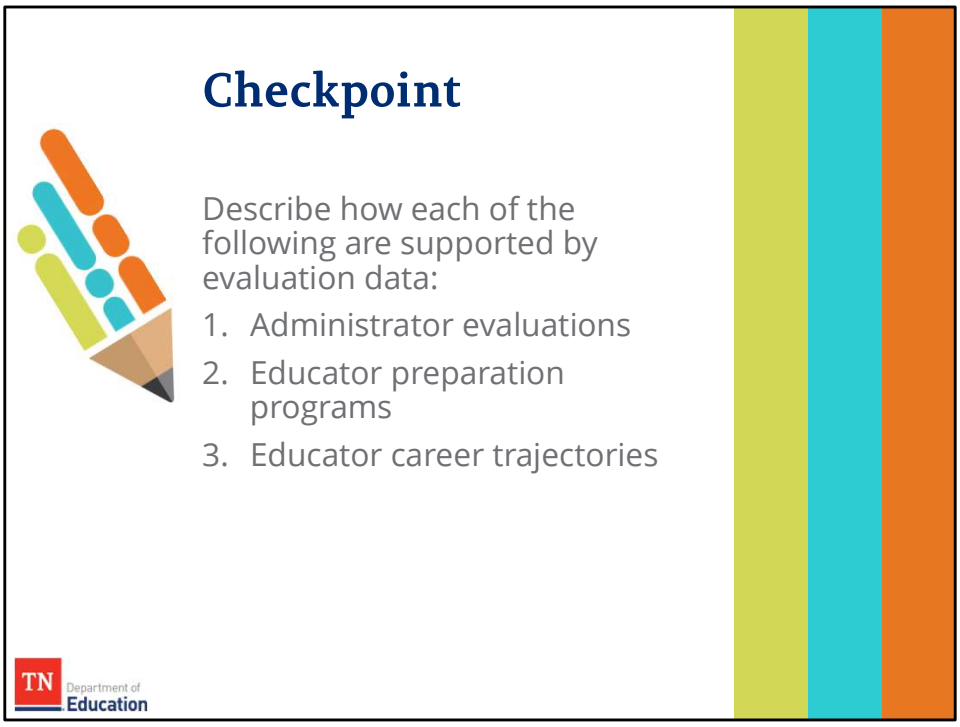
All evidence collected should be grounded in the rubric when coding and scoring to ensure fidelity of the process.

The evaluator should offer specific, actionable feedback with follow-up recommendations to improve student performance.

Now look at level 5 – above expectations. The school leader should build and sustain a culture of continuous improvement, in addition to all descriptors at level 3.

You can meet these high expectations with a strategic and evidence-based approach to both observation and evaluation.

Whether you are a district or building administrator or a teacher-leader, everyone should adhere to the expectations outlined in the administrator rubric around teacher evaluation.



Checkpoint
Take a moment to describe how each of the following are supported by evaluation data:

1. Administrator evaluations
2. Educator preparation programs
3. Educator career trajectories

Answer:
Administrator evaluations are supported by evaluation data in the following manner:

- Build instructional capacity to support effective instruction within their buildings, which will lead to high levels of student achievement.
- Employment decisions including, but not limited to, promotion and retention.

Educator preparation programs are supported by evaluation data in the following manner:

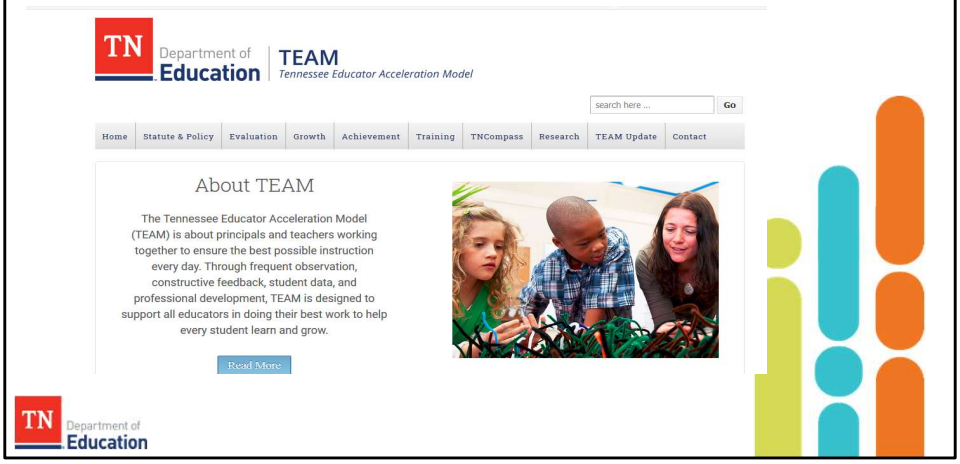
- Receive aggregate data for their graduates to make programmatic decisions.

Educator career trajectories are supported by evaluation data in the following manner:

- Inform personalized learning plans for the educator to continue to grow professionally;
- Generate PDP (Professional Development Points) for license renewal;
- Generate possible performance-based compensation; and
- Inform possible promotion, retention, and termination decisions.

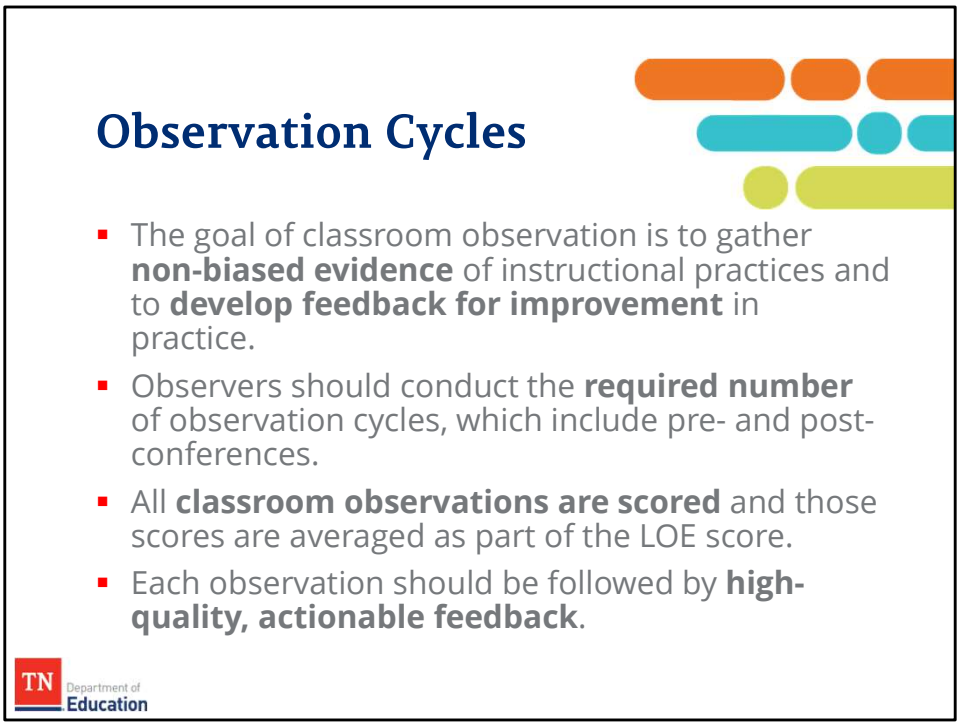
TEAM Website

The TEAM website, www.team-tn.org, is a valuable resource that can help you implement TEAM in your school.



The TEAM website is a valuable resource for both teachers and leaders. Topics are listed by tab across the top of the page. The website provides specific guidance outlined through policy and state law about various components of the teacher evaluation system. It is imperative that, as an observer, you understand the impact these policies have on your teachers and your school.

The observation cycle consists of a pre-conference (for announced observations), a full-length class observation, and a post-conference.

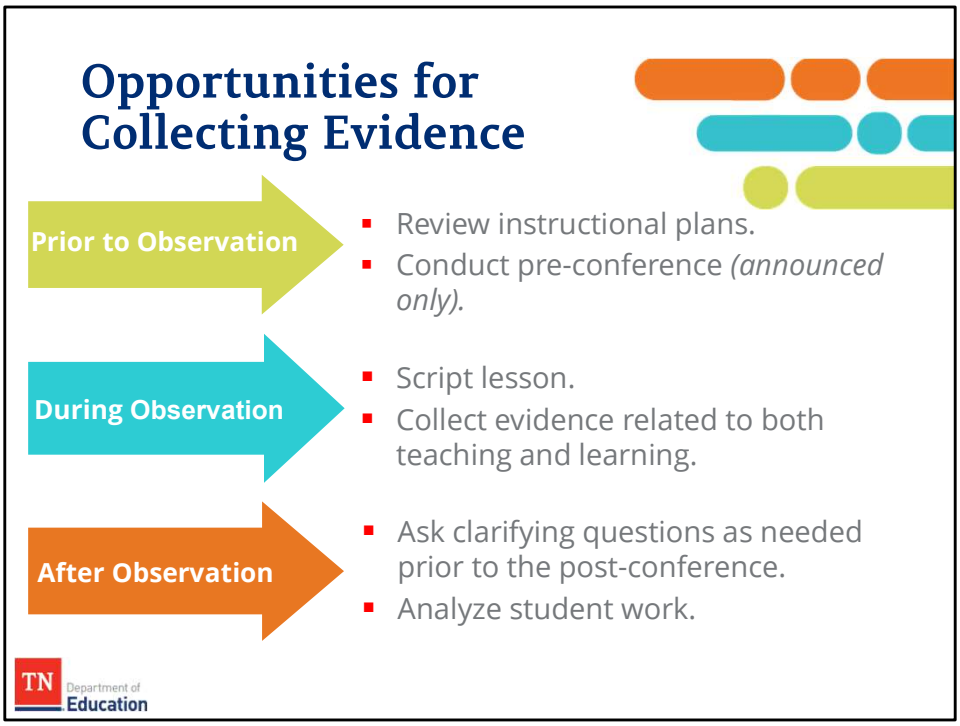


The observation cycle consists of a pre-conference (for announced observations), a full-length class observation, and a post-conference. There may be several observation cycles conducted throughout the year. We refer to the required number of observation cycles as pacing. Pacing is determined by a combination 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.

Best Practices: Pre-Conference

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.

TN Department of Education

Take a moment to review the list of "dos and don'ts" for pre-conferences. Use these to guide your pre-conference practices.

Best Practices: Observation

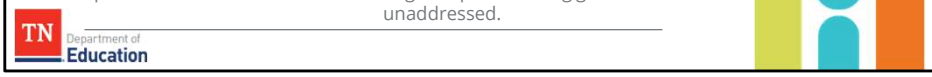
Do	Don't
Schedule announced observations 3-5 days in advance.	Omit an announced observation.
Arrive early for the observation and stay for the complete lesson.	Arrive after the lesson has begun or leave before lesson ends.
Script the lesson efficiently and thoroughly.	Fail to capture factual evidence 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.

TN Department of Education

Now note this summary of observation best practices. Use these to guide your observation practices.

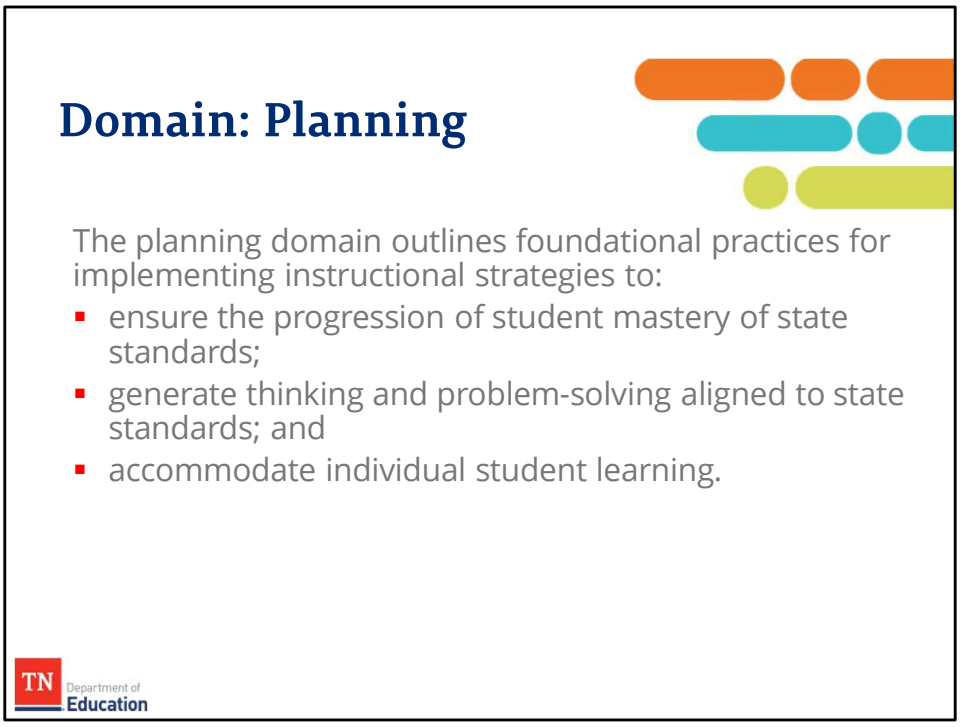
Best Practices: Post-Conference

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.



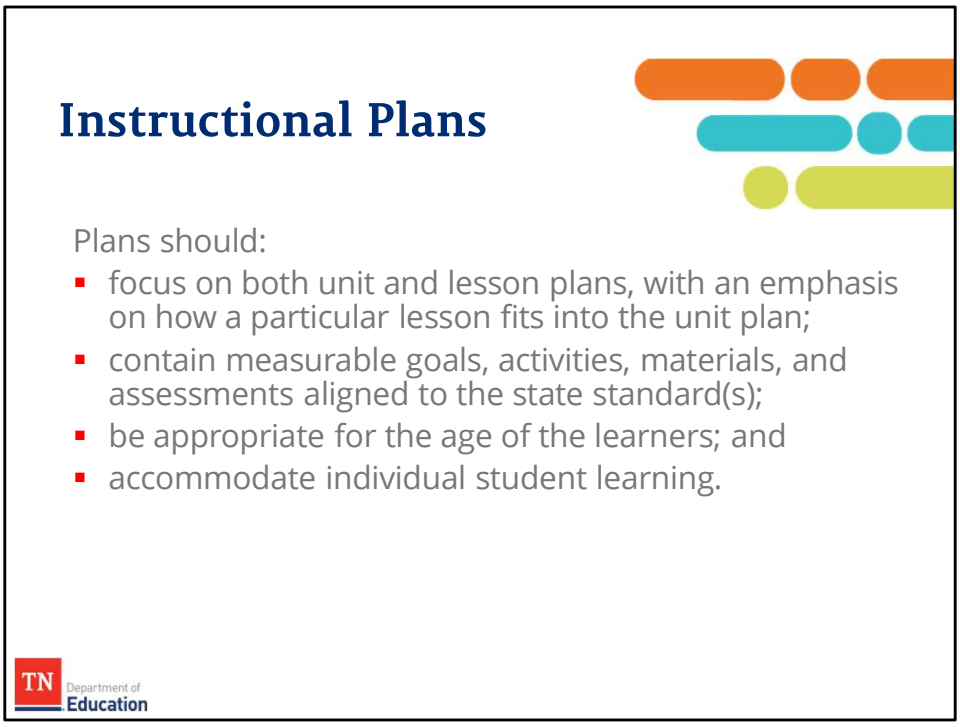
Finally, let's review the list of post-conference best practices. Use these to guide your post-conference practices.

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



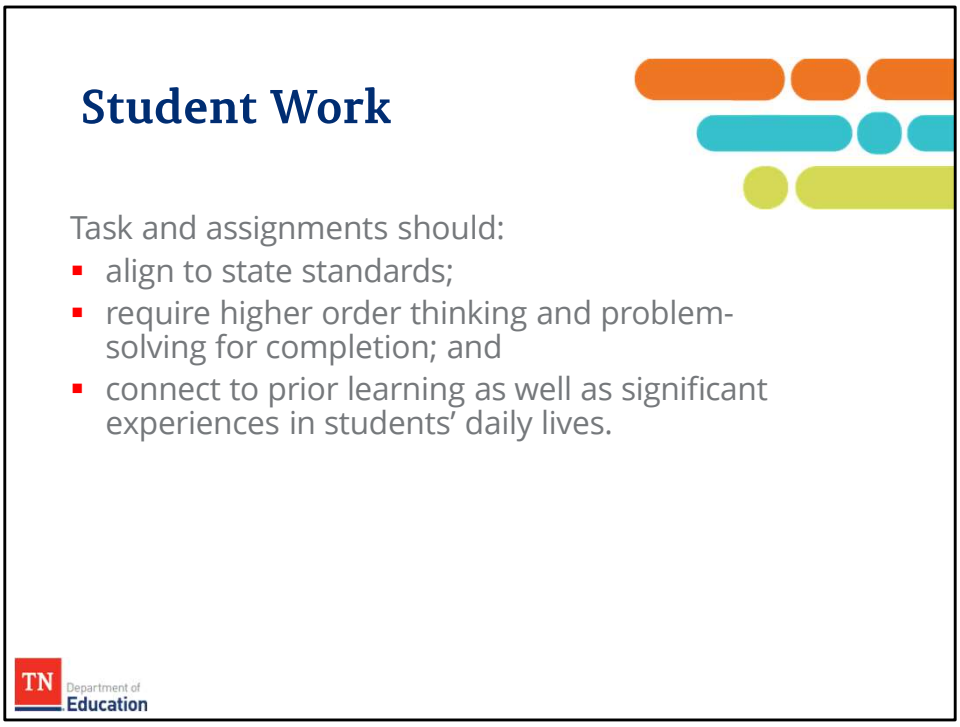
Planning is foundational to effective instruction. A review of instructional plans should provide the evaluator with evidence of how an educator thinks about implementation of instructional strategies. Consistent, thoughtful planning should result in high-quality instruction and lead to optimal student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

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



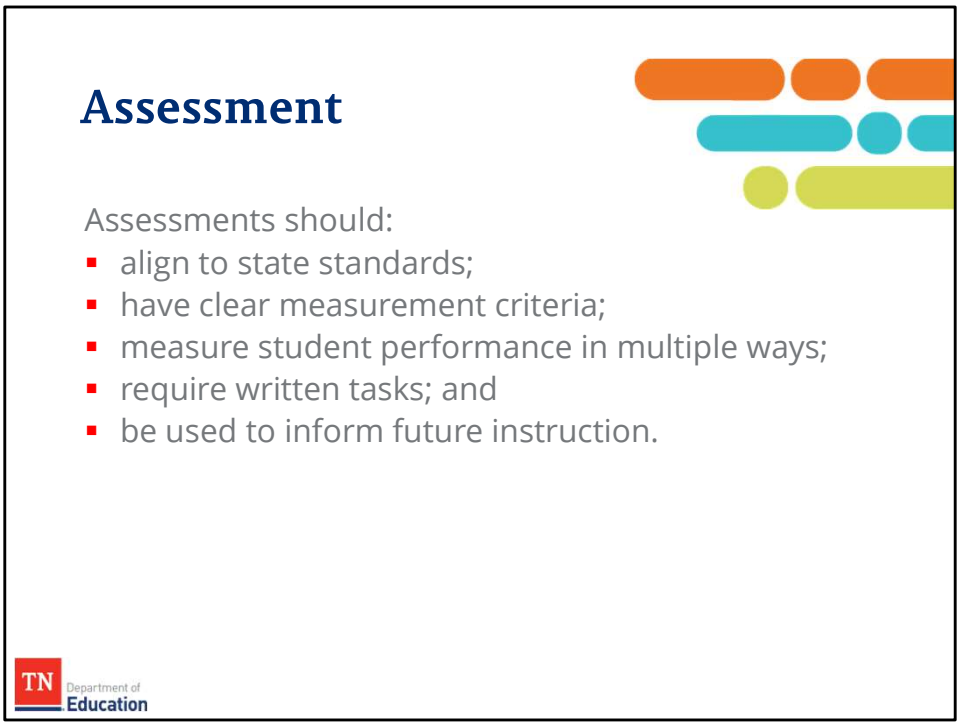
The first indicator in the planning domain is instructional plans. This indicator refers to both the unit plan and plan for daily implementation. The plan should be aligned to the instructional standards and include measurable outcomes that are appropriate for the learners. Plans for individualized learning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



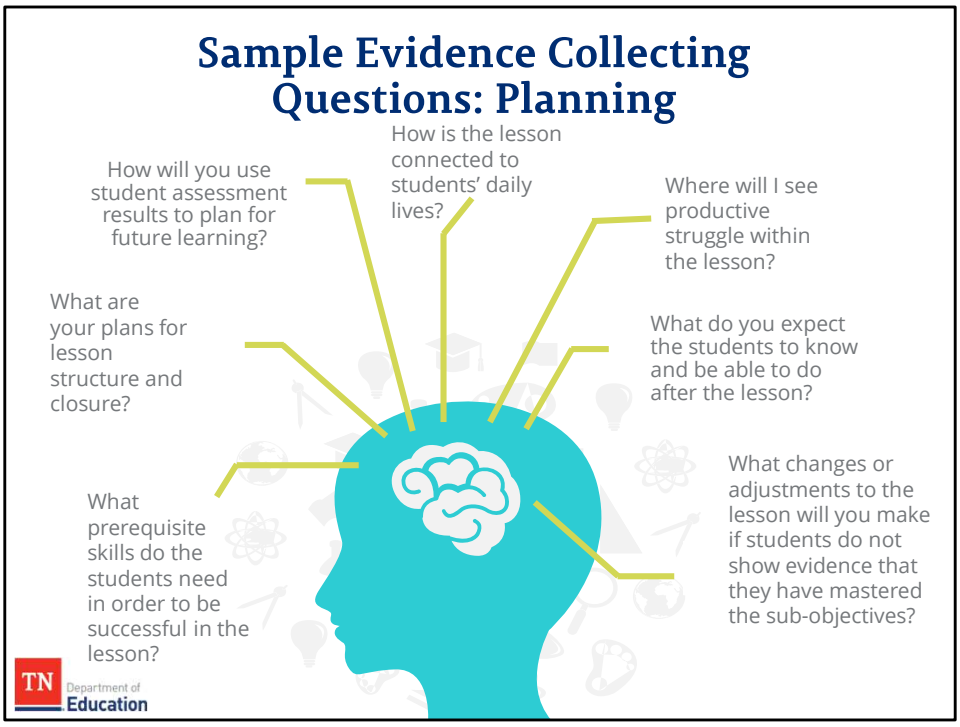
The second indicator in the planning domain is student work. This refers to any task or assignment that has been designed to demonstrate student progress towards standard mastery. Evaluators should seek to understand the task design process a teacher uses and should prepare teachers to provide samples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

With this indicator, evaluators seek 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 also be gathered from lesson plans.



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 groups 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.

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

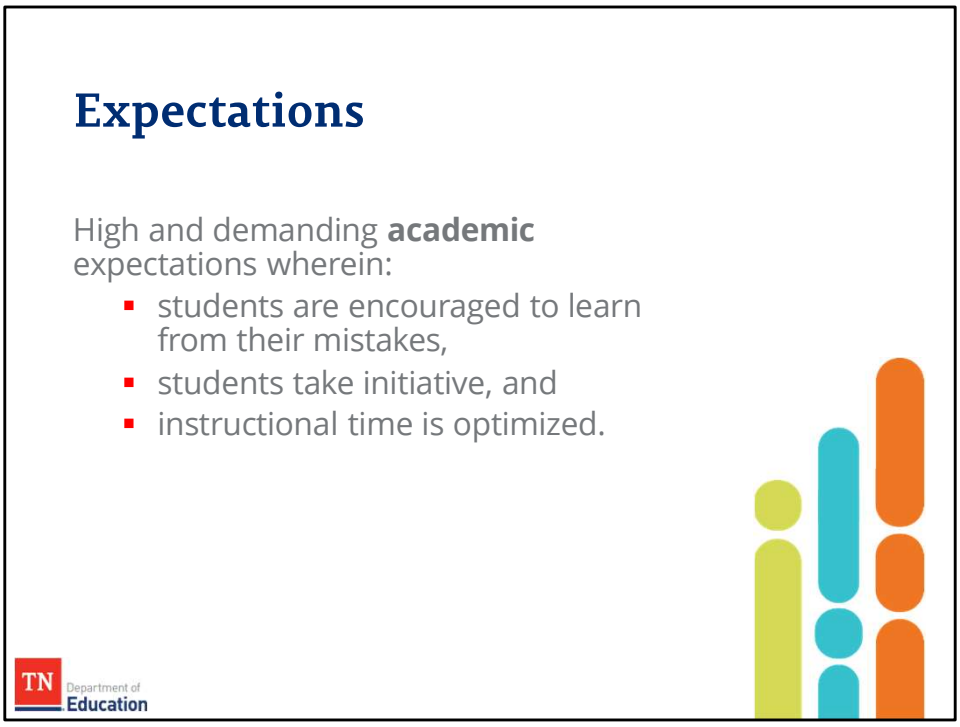
The environment domain supports the flow and cohesiveness of learning in the classroom.

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

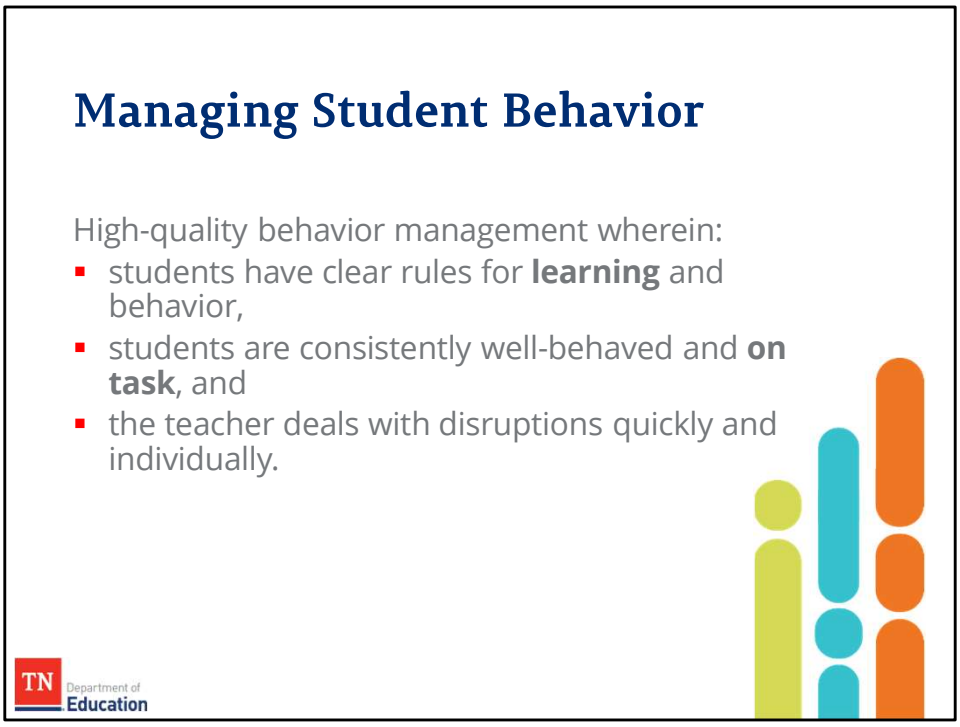
TN Department of Education

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.

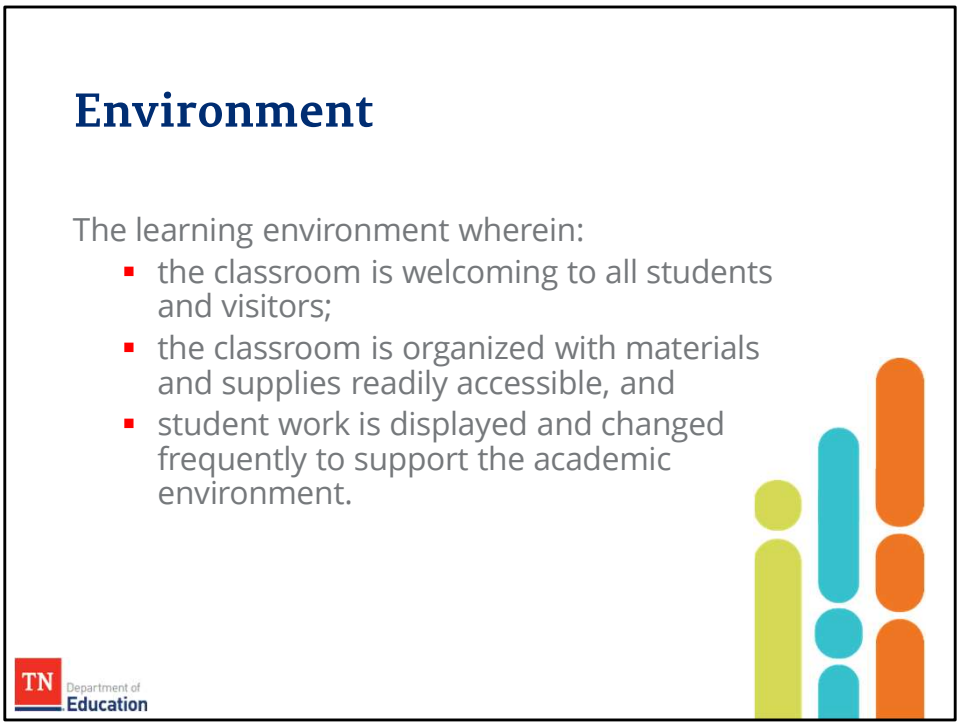


The environment indicator expectations focuses on **academic** expectations and emphasizes the importance of student ownership of learning. An evaluator should look for evidence that all students are held to the same high expectations and allowed to think through the learning process. Evaluators may 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.



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.



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:

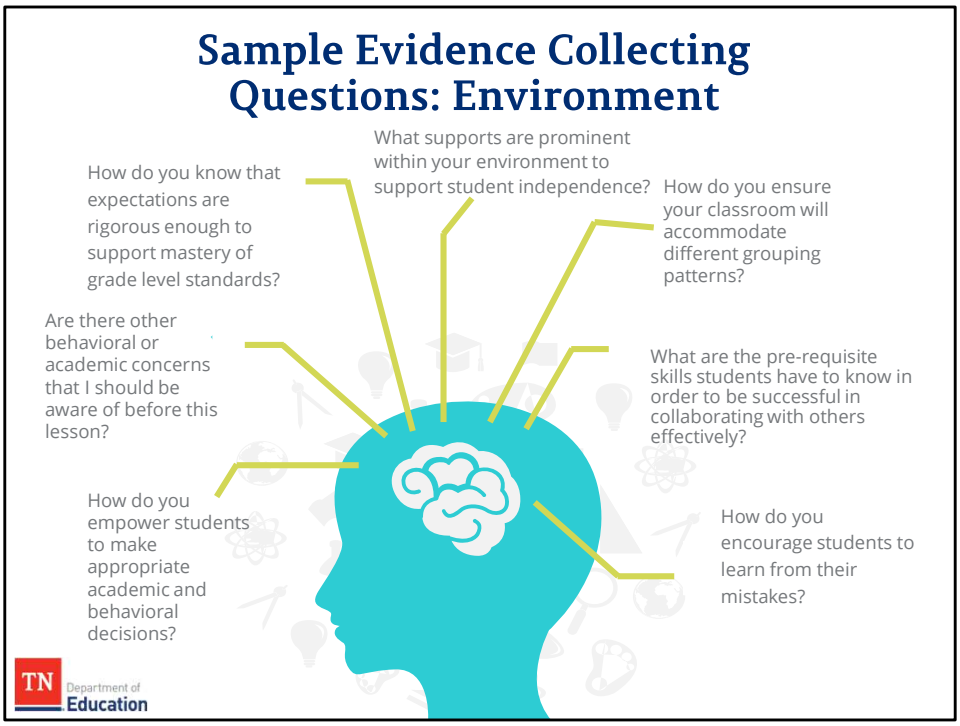
The instructional materials on the walls support instruction and provide students with visual cues and learning aides.

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.

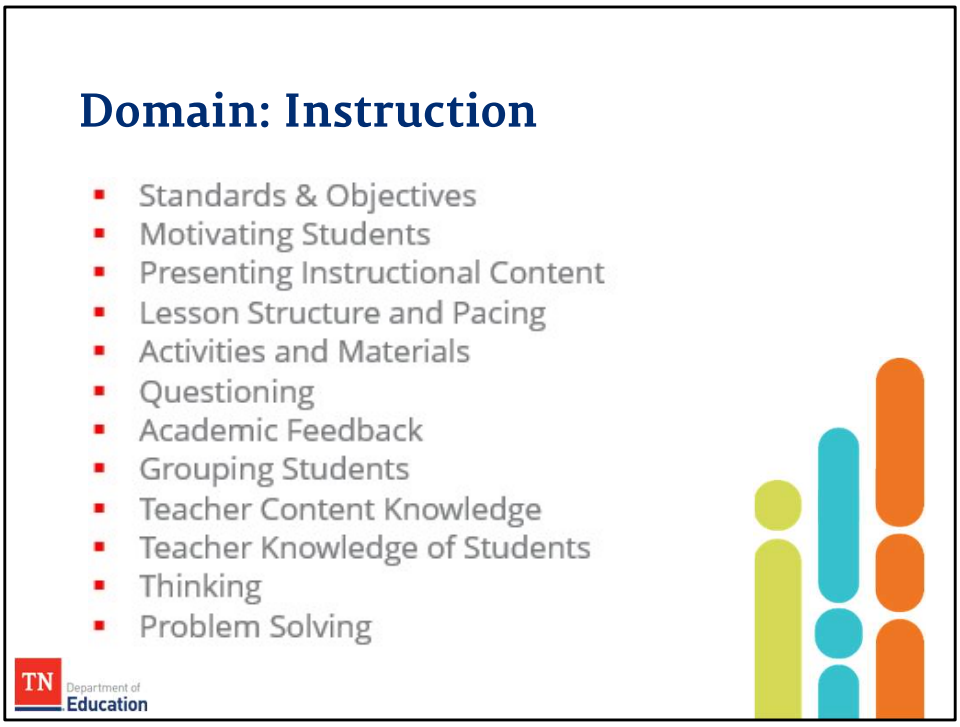
The last indicator in the environment domain, respectful culture, helps define an accepting and diverse classroom.

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.



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.



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.

Connecting the Domains

The impact of instruction on student outcomes is grounded in two things:

- Instructional planning
- Learning environment

TN Department of Education

In order for instruction to have its most positive impact on student outcomes, classroom teachers must have strong planning practices and must carefully design the learning environment.

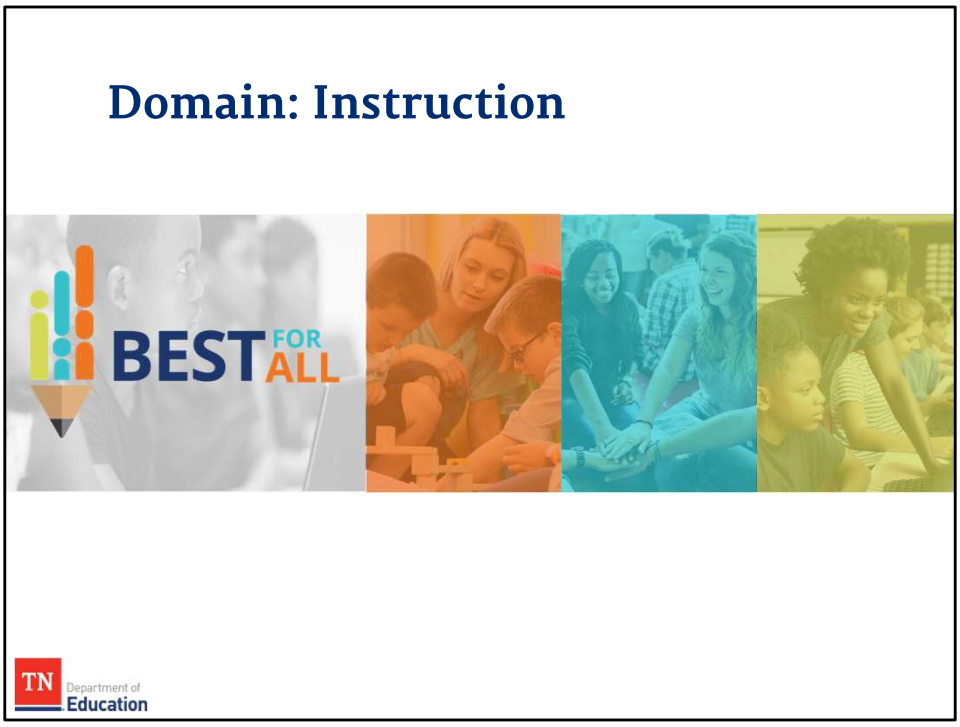
Connecting the Domains

- While all indicators are key to delivering a strong lesson, which indicators in the instructional domain clearly connect planning and environment to instructional outcomes?

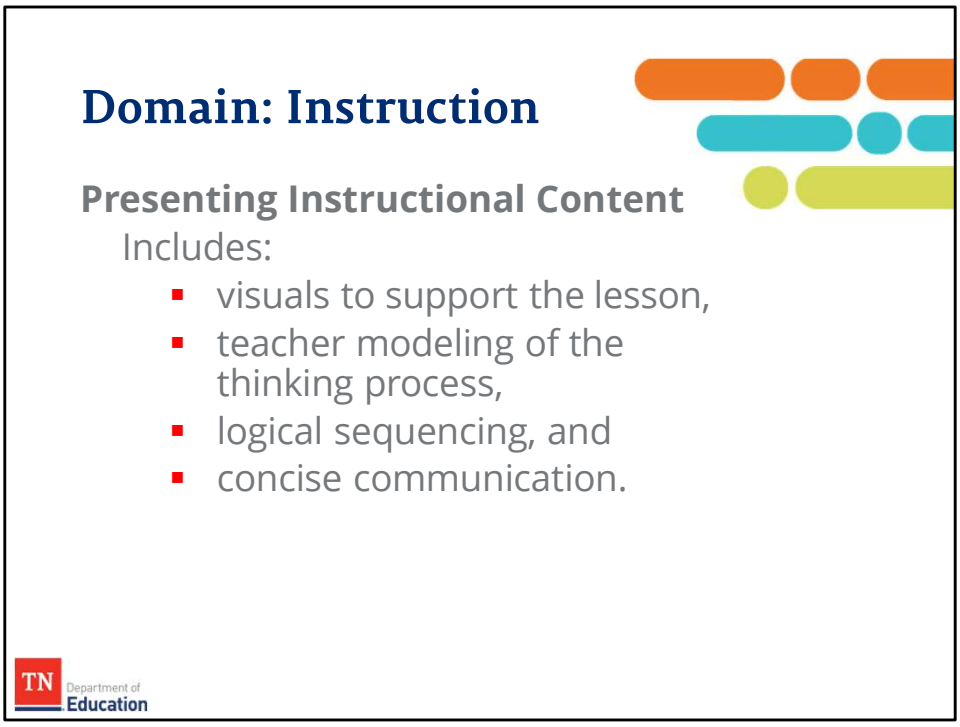
- Indicators we will consider today include:
  - Presenting Instructional Content
  - Activities and Materials
  - Questioning
  - Academic Feedback

TN Department of Education

While all twelve instructional indicators are important to delivering a strong lesson, today we are going to focus on Presenting Instructional Content, Activities and Materials, Questioning, and Academic Feedback. Through a review of these four indicators, we will help evaluators connect the practices outlined on the instructional domain to the practices shared on the planning and environment domains.

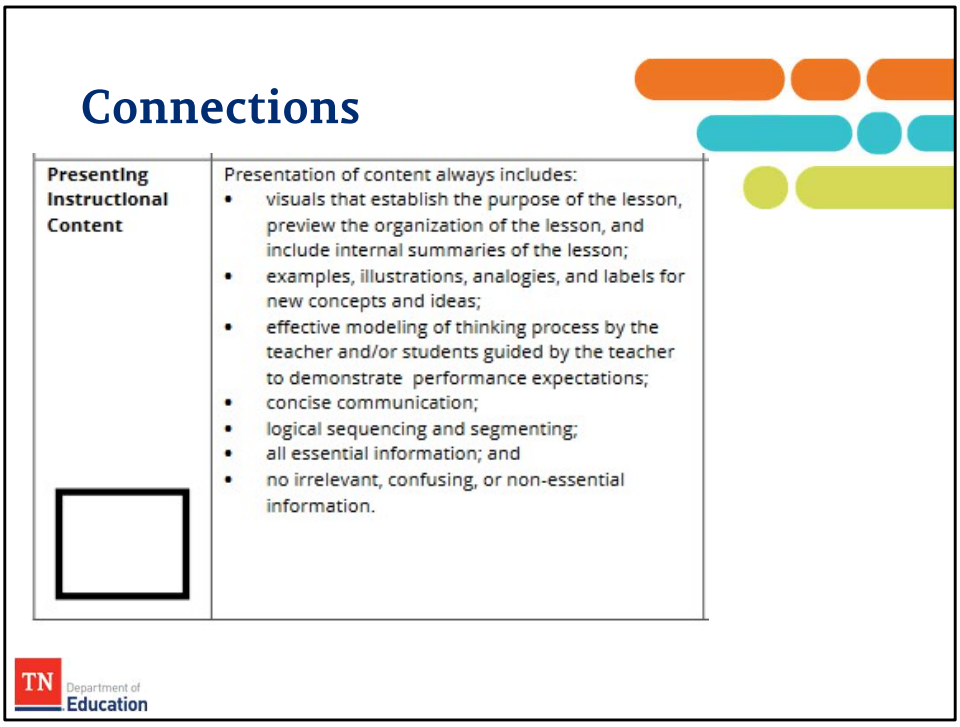


The instruction domain defines high-quality teacher practices and focuses on how a teacher implements instructional plans. The instruction domain is the heart and pulse of classroom instruction.



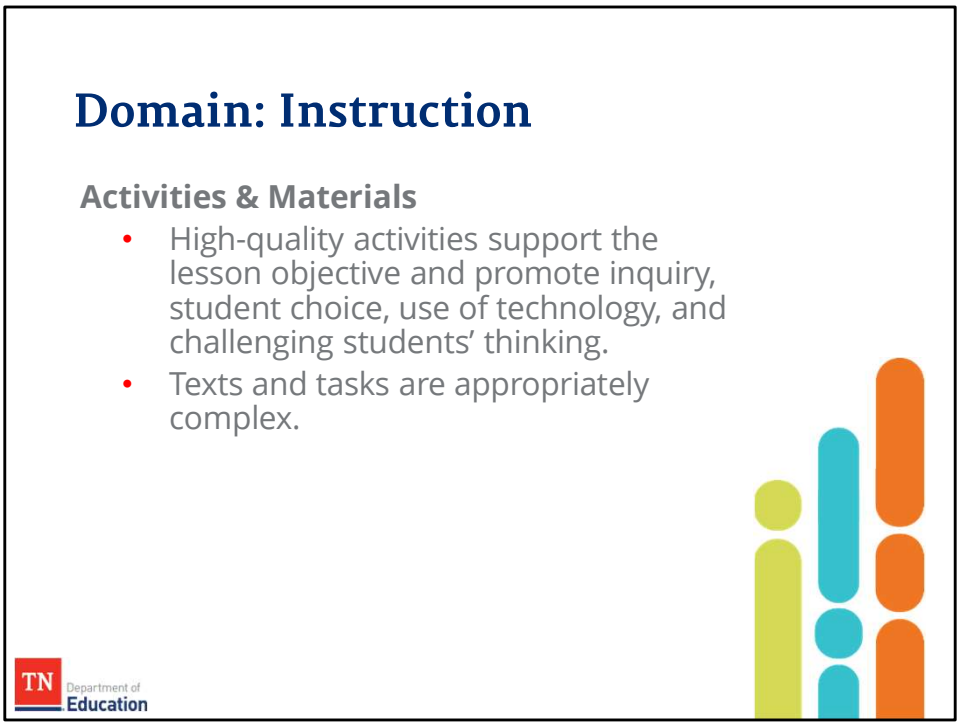
Presenting instructional content and lesson structure and pacing work together and provide a framework for instruction. Pacing should be brisk with smooth transitions. Content should be presented in a logically sequenced manner and include teacher modeling and concise communication.

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.

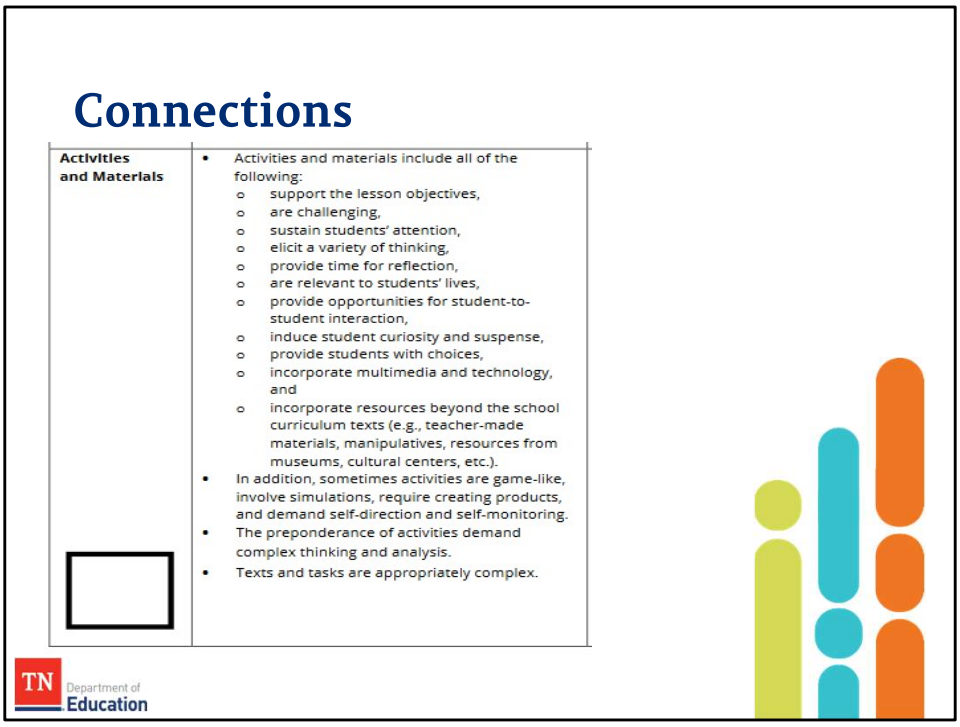


Access the planning and environment rubrics. How does strong planning and a positive academic environment support presenting instructional content?

Examples, illustrations, and analogies are designed to connect to the student experiences. Modeling and performance expectations are high and demanding but organized in a way to provide access to all students. The presentation of content is sequenced from basic to complex with formative and summative assessments that measure progress in multiple ways.

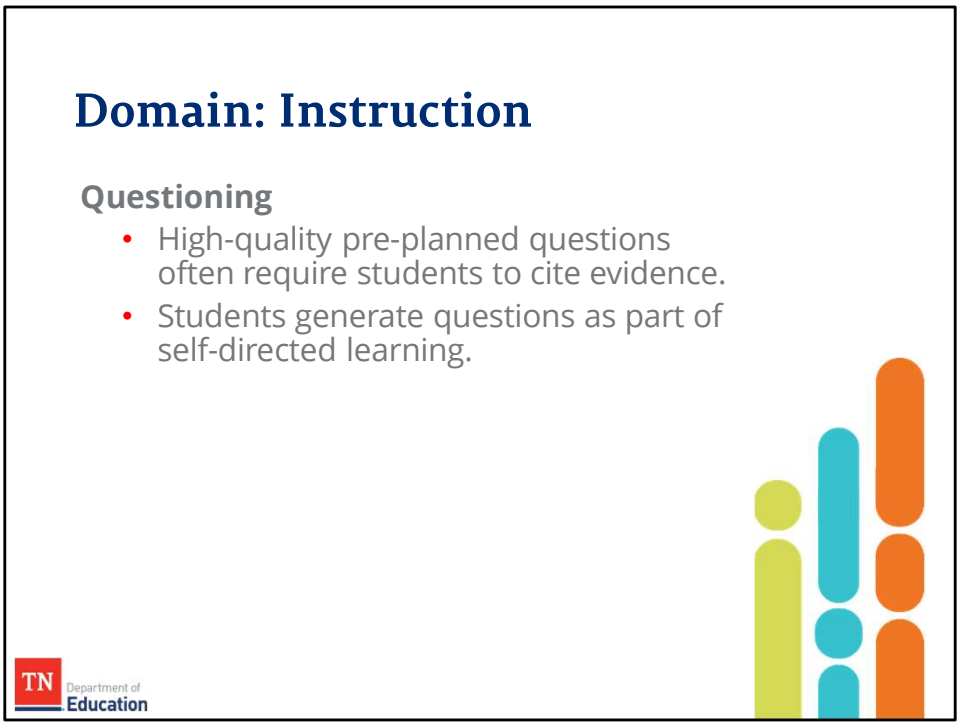


Activities and materials and questioning define and support the tasks and texts used within the lesson. Evaluators should seek evidence from the materials distributed during the class and the students' reactions to those materials. Additional evidence might include a list of pre-planned questions the teacher will use during the lesson, evidence cited by students to support their answers, and technology use that enhances the lesson.



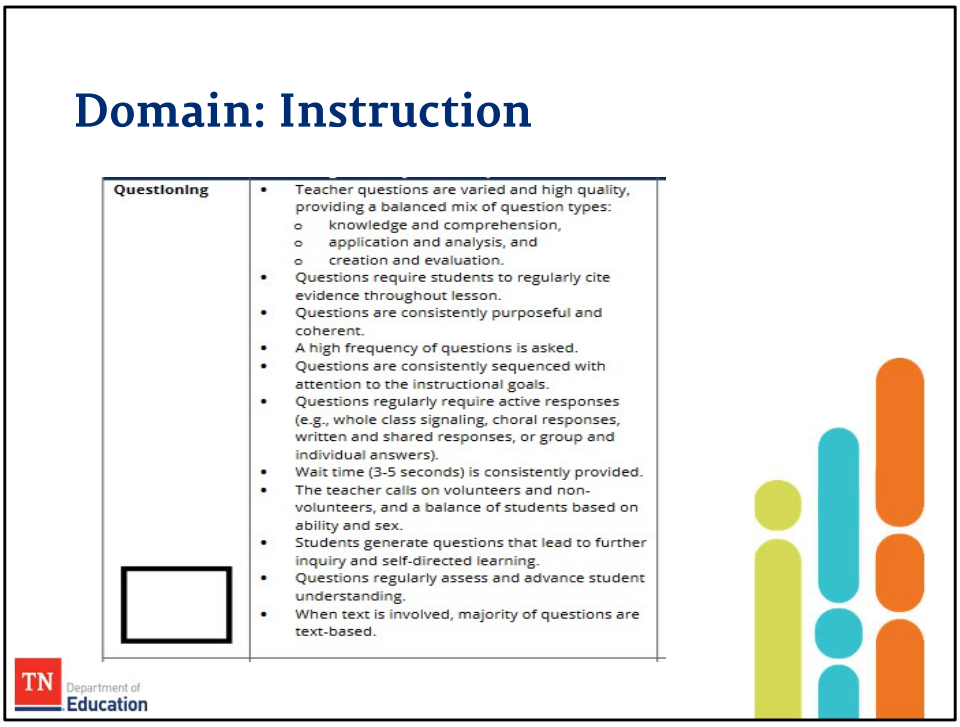
Continue to explore the planning and environment rubrics. How might strong planning and a positive academic environment support high-quality use of activities and materials?

Activities would encourage students to evaluate, analyze, and reflect on their learning. Students would be encouraged to work together to maximize the learning experience for all members of classroom community. Materials would be age-appropriate and allow students to connect to personal experiences and expand their understanding of the world around them. Activities would include both individual and group learning experiences.



Questioning is key to identifying and accelerating student understanding. Evaluators should seek evidence for this through the 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?

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.



Continue to consider the planning and environment rubrics. How might strong planning and a positive academic environment support high-quality questioning practices?

Questioning should be designed to set high expectations for student thinking and analysis and should be used to help students self-correct learning mistakes. Questioning sequences should be planned and allow time for student reflection. Questions should help students connect what they are learning to previous experiences in and out of school while pushing students to draw conclusions and produce strong arguments.

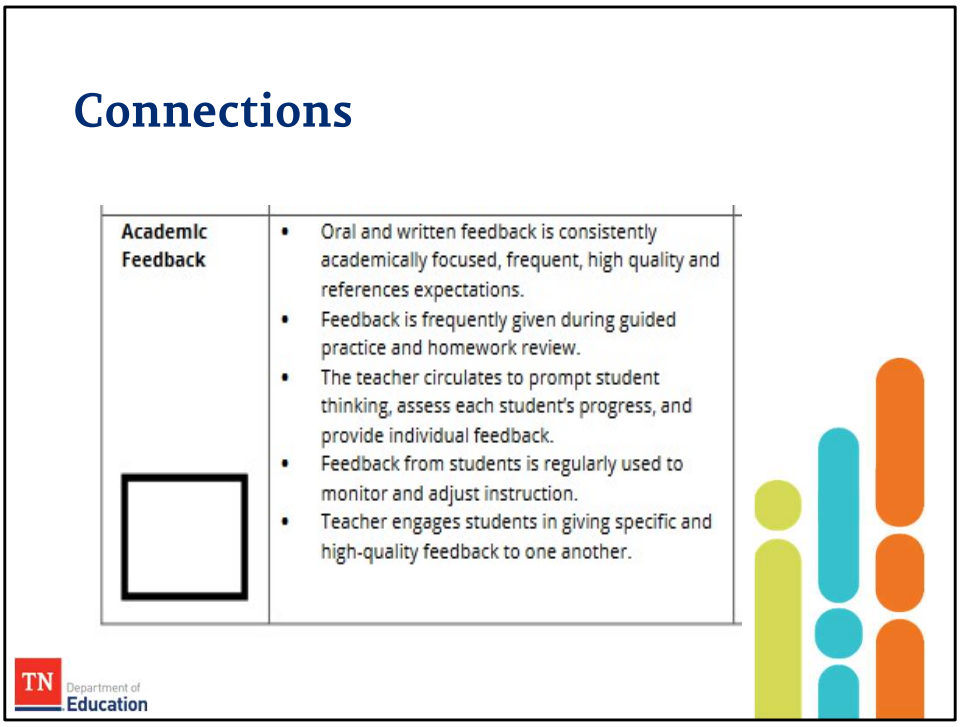
Domain: Instruction

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.

TN Department of Education

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.



Review the planning and environment rubrics. How might strong planning and a positive academic environment support high-quality academic feedback?

Academic feedback should encourage students to learn from mistakes and meet high expectations of the classroom. Student-to-student feedback should be respectfully given and received. Academic feedback should allow students to take ownership of learning and progress both independently and as part of a group.