



TEAM Observation Considerations School Services Personnel

School Services Personnel (SSP) provide integral support for student readiness, often outside the classroom. The TEAM SSP rubric is designed for educators who support student success with additional services.

Educators in these roles, as defined in the federal Every Student Succeeds Act (ESSA), help students and teachers navigate learning differences, behavioral concerns, and personal challenges by providing key, non-instructional support through the delivery of services vs. the delivery of instruction. SSP are foundational support for a safe and supportive learning environment for all students. While services are unique to each role, the approach to planning for student support is similar. While the evidence collected may vary across roles, the process of evidence collection and alignment to indicator expectations is the same as with any TEAM rubric.

Observers may use the SSP rubric to observe the following educator roles:

- Instructional Coach
- Interventionists
- School Audiologists
- School Counselors
- School Psychologists
- School Social Workers (SSW)
- Speech Language Pathologists (SLP)
- Vision Specialists
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Tennessee State board of Education [rule](#) addresses the observation of these educators due the sensitive nature of many of their student interactions with the following statement:

All observations for non-instructional, licensed staff observed using the school services personnel rubric shall be announced observations.

Ensuring confidentiality and privacy for students must be a top priority with SSP observations.

Through the collaborative process of observation, feedback, and support, every teacher can see areas where he/she can improve student learning, and every observer can support a rigorous vision of excellent student support throughout a school. While this document focuses SSP specific connections, the approach to using the TEAM rubric remains the same for any content area.

In this document you will find information on:

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Observer Considerations: Pre-Conference

The educator’s scope of work plan should serve as the foundation for the pre-conference. The SSP Planning of Services Rubric focuses on developing, analyzing, and revising a sequenced scope of work based on the needs of the school, students and/or stakeholders that are aligned to school improvement goals. Using the planning and environment rubrics to guide pre-conference questions helps focus the conversation on student outcomes and provides evidence for SSP practice.

- SSP should be prepared to share data to support teacher decisions, student outcomes, and impact.
- Observers should consider the pre-conference the first stage of collecting evidence of instructional practice.

The observer should note that with several indicators, the data points of interest are aligned to measuring the observer's impact on **school** outcomes vs. on **student** outcomes. For example, evidence for Problem Solving for an SSP is centered on the educator’s impact on success rates such as graduation/promotion, CTE completer, and attendance rates.

Possible Pre-Conference Question on Instructional Practice	Planning Of Services or Environment Rubric Connection	Delivery of Services Connection
How do you plan scopes and sequences that address the individualized needs of the student while supporting school	Scope of Work	Standards and Objectives Motivating Students Delivery of Professional Services

improvement goals? Where in your sessions might I see actions that specifically support each of your stakeholders?		Service Structure and Pacing Activities and Materials Communication Consultation Developing Educational Plans for Students
In what ways have you planned for students to demonstrate mastery of the specific skills, and how do you capture data on each student's progress? What techniques have you planned to actively engage the student/group in this learning? How do you know when you have been successful with a student or a class?	Analysis of Work Product Evaluation of Services and/or Program	Motivating Students Delivery of Professional Services Activities and Materials Communication Consultation Professional Content Knowledge Organization of Services Problem Solving
What are some techniques you use to establish, maintain, and reinforce a respectful, encouraging, and supportive environment? How do you determine if your expectations are sufficiently high or if they need to be adjusted?	Expectations Managing Student Behavior Environment Respectful Culture	Motivating Students Service Structure and Pacing Communication Consultation Professional Content Knowledge Knowledge of Students

Teacher Considerations: Pre-Conference

During a pre-conference, SSP should be prepared to discuss the data on which they have developed their scope of work and their plans for implementation. SSP have an obligation to become familiar with the TEAM SSP rubric, so they can articulate the connections between their practice and the standards for which they are responsible.

Considerations for Scope of Work	Rubric Connections
Alignment to School Improvement Goals	Scope of Work Evaluation of Services/Program Expectations Environment Motivation of Students Delivery of Professional Services Developing Educator Plans for Students Professional Content Knowledge Knowledge of Students
Service Plan(s)	Expectations Delivery of Professional Services Service Structure and Pacing

	Developing Educator Plans for Students Professional Content Knowledge Knowledge of Students Organization of Services
Delivery Technique(s)	Analysis of Work Products Expectations Environment Respectful Culture Standard and Objectives Motivating Students Delivery of Professional Services Service Structure and Pacing Communication Consultation Activities and Materials Professional Content Knowledge
Student Engagement	Expectations Environment Respectful Culture Standard and Objectives Motivating Students Delivery of Professional Services Service Structure and Pacing Communication Consultation Activities and Materials
Assessment	Scope of Work Analysis of Work Products Evaluation of Services/Program Communication Problem Solving

Observer Considerations: Evidence Collection

Evidence for performance levels may come from pre-conference conversations, live observations/conversations, or conversations with the SSP after the live observation but prior to the post-conference. In all cases, the observer should seek to understand the educator’s approach to delivering services and, more importantly, the students’ responses to the implementation of services. Observers should gather evidence on how the SSP is moving students toward mastery of their goals.

Indicator	Possible Evidence	Possible Artifacts
Scope of Work	Pre-conference notes should provide evidence of how well-defined the educator goals are	Yearly plans aligned to school plans Student, peer, and parent feedback

	and how well-connected they might be to the goals of the school. Seek evidence of how effectively the needs of the students are considered when scope and sequence are developed. Note the frequency and usefulness of accommodations. Seek information on how the educator communicates with relevant stakeholder groups and how effective those plans might be.	Communication plans/examples Student plans with formative and summative goals
Analysis of Work Products	During the pre-conference, gather information on how well the teacher can articulate which data sources are useful for the work and how effectively those data sources are used in planning. Note what information will be gathered from student interactions and how that will be used to design next steps for the educator and/or the student(s).	School data sets Work plans Student generated work samples
Evaluation of Services and/or Program	Seek data-based information from the educator's annual plan to support the effectiveness of the services delivered. Look for evidence to support effective engagement with all stakeholders. Seek information that supports how effectively the educator identifies and makes improvements to the program of services.	Student, peer, and parent feedback Changes in school-wide data sets Data-based changes to annual plan
Expectations	Observer notes should reflect how the teacher creates academic entry points for each student based on skill level. Observers should seek evidence of opportunities for every student to have successful progress toward the goals.	Student progress Student engagement Teacher/student interactions
Managing Student Behavior	Observer evidence might include notes on how students manage classroom or meeting space, engage with educator's rules/expectations, and interact with others. Note how the teacher interacts with students in each situation. Seek evidence for student implementation of behavioral and social skills. Seek evidence that students are gaining independence and self-managing behavior for personal.	Student awareness of teacher policies Teacher/student interactions Copies of/cues for behavioral expectations School/class discipline data
Environment	Seek evidence that students know how their space may be used. Note how students handle receiving feedback or support. Capture	Teacher/student interactions Student/student interactions School/class discipline data

	evidence on student-to-student engagement and how adeptly the teacher supports student progression. Capture evidence of how well students understand the rules of the classroom and abide by them. Note of how students track their progress toward personal goals.	Student use of space Student participation rates
Respectful Culture	Note how the students interact with the teacher and how well they implement behavioral and social skills. Note how successfully students are advocating for themselves and the support they need. Seek evidence of the students' role in shaping the environment of the classroom. Seek evidence on how well the instructor incorporates the use of rewards or celebrations of individual or group accomplishments. Note how the educator seeks to include student choice during engagement.	Teacher/student interactions Student/student interactions/awareness of others' needs Student self-assessment School/class discipline data Type and frequency of celebrations including classroom/workspace displays
Standards and Objectives	Seek evidence that students clearly know what is expected of them for each lesson and what resources they need to be successful. Notes should include how effectively stakeholders other than students understand the plan. Gather information on the plan's alignment and sequencing to the desired student outcomes.	Communication plans Annual plan Student engagement
Motivating Students	Seek evidence for how effectively the teacher supports students to see relevance of daily content to other parts of their lives, including the behavioral and social expectations. Capture evidence on how the teacher and/or classmates reinforce and reward individual effort and progress to academic standards or transition plan goals. Capture evidence that indicates the level of student independence when engaging with lessons.	Teacher/student interactions Student/student interactions School/class discipline data Student use of space Student participation rates
Delivery of Professional Services	Capture evidence on the frequency and effectiveness of educator's presentation as seen in student(s) ability to complete the tasks.	Student work Student engagement Teacher/student interactions Student/student interactions
Service Structure and Pacing	Seek evidence that students are supported by services at a pace that allows appropriate progression. Note how effectively classroom	Time stamps in evidence notes to capture transitions Student ability to manage space

	procedures help students progress independently.	Student independence/ability to seek solutions or implement strategies for self
Activities and Materials	Look for evidence that materials are aligned to support and challenge students. Seek evidence that students are given multiple ways/opportunities to demonstrate progress toward skill mastery of both the content and behavioral expectations. Capture data on the appropriateness of the technology/resources used to meet the requirements of the standard. Seek evidence of self-directedness through the task and self-monitoring of behavior. Capture evidence of how effectively life skills are incorporated into the lesson and if students can demonstrate those skills.	Student engagement and independence Number of options/pathways for students to achieve success
Communication	Capture communication between teacher and students/stakeholders, to ensure all types of communication are clear and purposeful. Note how effectively the educator's communication leads to self-reflection and self-direction.	Internal and external communication samples Number and types of questions generated Student work samples that show success
Consultation	Gather evidence on how effectively the educator leverages consultation to adjust and improve services. Note how the educator works with students to meet their needs when consulting.	Timeliness of student access to educator Variety of approaches uses Instructional enhancements made to program
Developing Education Plans for Students	Note how effectively the educator works with students to reach both long- and short-term goals. Seek evidence on how well the educator incorporates information from student plans. Gather evidence on how the educator consults with other teachers and stakeholders as plans are created and implemented.	Yearly plans aligned to school plans Student, peer, and parent feedback School data sets
Professional Content Knowledge	Seek information on both the variety and effectiveness of the techniques used by the educator to support and enhance student outcomes.	Types of programs available to meet student needs Use of current research and techniques to support student outcomes
Knowledge of Students	Seek ways the teacher connects to students' lives/cultural identities and incorporates that information into the instruction. This connection might include regular communication with parents or the student support team. Note how frequently and	Use of cultural icons in delivery Types of engagement/activities chosen to differentiate approach for student needs Communication between peers and parents

	effectively the teacher differentiates based on student need.	
Organization of Services	Seek evidence that the educator organizes and communicates a clear plan of action with students and other stakeholders. Note how the teacher gathers feedback on success and adjusts improve student outcomes.	Yearly plans aligned to school plans Student, peer, and parent feedback Communication plans/examples Student plans with formative and summative goals
Problem Solving	Note the data provided by the teacher that indicates impact on school goals. Seek evidence that the educator is effectively impacting school-wide data and student outcomes.	Change in school data sets Student attendance Parent engagement Discipline rates Success rates

Observer Considerations: Preparing for the Post-Conference and Using the Performance Level Guide

After the observation, observers should ask clarifying questions as needed **prior** to the post-conference. These questions might happen immediately after the observation or occur later after reviewing evidence notes. Questions might include:

- How are small groups created for your sessions and how often do they change?
- How do you choose the way you implement programs with students/individuals?
- How do you determine student progress between sessions?
- How do you collect impact data throughout the school year?
- How do you track your impact on school data sets?

Observers should **always** analyze student work after every lesson in any classroom. For an SSP observation, this analysis might involve discussing student progress notes or formative data tracking. In some cases, the educator might use student-generated assignments other teachers as part of their scope of work.

Student goals are observable and measurable and therefore can be assessed. Consider:

- Do the activities in which students were engaged assess the goal addressed?
- To what extent does student work provide evidence of individual mastery of objectives?
- To what extent does the educator shift the cognitive load or thinking to the student?
- How does the educator use the data from student work/progress to inform future lessons?
- How does the educator capture data on the progression of each student?

Observers should use the performance level guide and appropriate general educator rubric to support alignment of evidence (coding) to scores. Each performance level has nuanced differences, described below. This guide helps identify the expertise with which practice is implemented. Note that both consistency and impact are considered when determining performance level.

Performance Level Guide

1	Significantly Below Expectations: A teacher at this level has limited knowledge of the instructional skills, knowledge, and responsibilities described in the rubric and struggles to implement them. The teacher has little to no impact on student outcomes .
2	Below Expectations: A teacher at this level demonstrates some knowledge of the instructional skills, knowledge, and responsibilities described in the rubric but implements them Inconsistently . The teacher’s impact on student outcomes is below expectations .
3	At Expectations: A teacher at this level understands and implements most of the instructional skills, knowledge, and responsibilities described in the rubric. The teacher’s impact on student outcomes meets all expectations .
4	Above Expectations: A teacher at this level comprehends the instructional skills, knowledge, and responsibilities described in the rubric and implements them skillfully and consistently . The teacher makes a strong impact on student outcomes .
5	Significantly Above Expectations: A teacher at this level exemplifies the instructional skills, knowledge, and responsibilities described in the rubric and implements them adeptly and without fail . The teacher meets ambitious teaching and learning goals and makes a significant Impact on student outcomes . Performance at this level should be considered a model of exemplary teaching .

After evidence gathered throughout the observation process has been coded and scored, the observer will **design the post-conference**. This conference should focus on three things:

- Identified areas of reinforcement and refinement.
- Resources for the teacher to use as they hone their refinement area practice.
- A follow-up plan for the leader to support teacher progress and success.

More detailed support for post-conferences may be found in the [Teacher Evaluation Handbook](#).

With additional questions, please contact TEAM.Questions@tn.gov.