



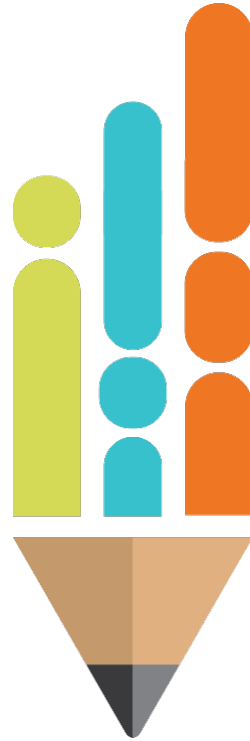
# BEST FOR ALL

We will set all students on a path to success.

## TEAM Teacher Evaluator Training Module 3



# Agenda



## Module 3

- Review of Prior Learning
- Scheduling Observations and Coaching Conversations
- Pre-Conferencing



# Review of Module 2

- Planning
- Environment
- Instruction



# Domain: Planning



- 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.

# 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.

# Domain: Instruction



The Instruction domain consists of 12 indicators that represent key instructional practices for strong student outcomes.

- 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.

# Module 3: Learning Outcomes

Participants will prepare to implement an accurate, fair, credible, rigorous, and transparent evaluation system by:

- determining observation pacing,
- conducting coaching conversations when applicable, and
- conducting effective pre-conferences.



# Scheduling Observation and Coaching Conversations





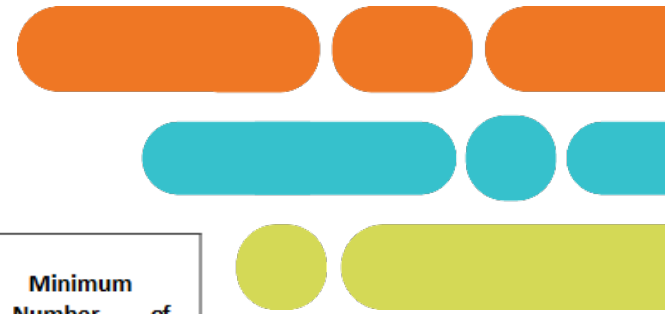
# Observation Pacing



- Evaluators hold pre-conferences, conduct observations, and conduct post-conferences as necessary to fulfill policy requirements.
- The number and type of required observations is outlined in State Board Policy [5.201](#).
- Pacing is based on both the educator's license type and evaluation data from the previous year.
- Observation pacing is impacted by the district's choice to use individual growth scores vs. level of overall effectiveness as the basis for pacing.

# Pacing Guidelines

| Licensure Status | Previous Year Individual Growth or Level of Overall Effectiveness <sup>2</sup> | Minimum Required Observations*  | Minimum Required Observations per Domain*    | Minimum Number of Minutes per School Year |
|------------------|--|---|--|---|
| Practitioner     | Levels 1-4   | All domains observed, with a minimum of three (3) domains observed in each semester and a minimum of three (3) formal observations. | 3 Instruction<br>2 Planning<br>2 Environment | 90 minutes                                |
|                  | Level 5  | One (1) formal observation covering all domains first semester; two walk-throughs second semester.                                  | 1 Instruction<br>1 Planning<br>1 Environment | 60 minutes                                |
| Professional     | Level 1  | All domains observed, with a minimum of three (3) domains observed in each semester and a minimum of three (3) formal observations. | 3 Instruction<br>2 Planning<br>2 Environment | 90 minutes                                |
|                  | Levels 2-4   | All domains observed with a minimum of two (2) domains observed in each semester and a minimum of two (2) formal observations.      | 2 Instruction<br>1 Planning<br>1 Environment | 60 minutes                                |
|                  | Level 5  | One (1) formal observation covering all domains first semester; two (2) walk-throughs second semester.                              | 1 Instruction<br>1 Planning<br>1 Environment | 60 minutes                                |



# Implementing TEAM: Observation Pacing



- At least one-half of all observations for every teacher must be unannounced and at least one observation must be announced.
- For teachers that score a 5 in the previous year, the one required observation will be unannounced and conducted in the first semester.

# Observation Pacing



Evaluators are encouraged to:

- schedule observations at the beginning of the year to avoid conflicts, and
- rate the planning, environment, and instruction domains in conjunction with one another when possible.

# Visit the TEAM Website to learn more about pacing and observation best practice.



[The TEAM Teacher Evaluation Handbook](#) includes:

- Observation Processes
- Observation Pacing
- Evaluation Flexibility Options
- Level of Overall Effectiveness (LOE) Calculations

# Considerations for Scheduling Observations



- School schedule
- Planned breaks
- Classroom activities
- Meeting observation timelines
- Intervals between required observations
- Non-PYE leaves of absence

# Initial Coaching Conversations



- Prior to conducting any observations, it is best practice for evaluators to schedule initial coaching conversations with **all educators receiving an LOE or individual TVAAS score of 1.**
- All educators benefit from initial coaching conversations, but they are not required for those educators with an LOE of 2 or higher.

# Initial Coaching Conversations



- Coaching conversations should be a collaborative conversation between the educator and evaluator.
  - Review evaluation data from the previous school year.
  - Emphasize the need for teacher growth and improvement.
  - Develop specific strategies for growth based on the educator's growth areas.
  - Identify timelines for regular check-ins.
- This is also a time to close any evaluations that have not yet closed due to measures that arrive after the end of the school year.



# Observation Cycles



# Observation Cycles



- The goal of classroom observation is to gather **non-biased evidence** of instructional practices and to **develop feedback for improvement** in practice.
- Observers should conduct the **required number** of observation cycles, which include pre- and post-conferences.
- All **classroom observations are scored**, and those scores are averaged as part of the LOE score.
- Each observation should be followed by **high-quality, actionable feedback**.

# Opportunities for Collecting Evidence

## Prior to Observation

- Review instructional plans.
- Conduct pre-conference (*announced only*).

## During Observation

- Script lesson.
- Collect evidence related to both teaching and learning.

## After Observation

- Analyze student work.
- Ask clarifying questions as needed prior to the post-conference.

# Pre-Conference



# Pre-Conference: Purpose

- The pre-conference allows an evaluator to:
  - **analyze** instructional plans,
  - **coach** toward plan revisions if necessary, and
  - **challenge** the teacher to think more strategically about instruction.
- When meeting with the teacher:
  - ask probing **questions** about the lesson/instructional plans, and
  - seek to **understand** the teacher's metacognition around the instructional plan.



# Pre-Conference: Preparation

- Evaluators should have knowledge of:
  - unit and lesson plan development,
  - instructional materials, and
  - grade-level/content standards.
- Evaluators should pre-plan questions based on the unit/lesson plan received prior to the pre-conference.
- Evaluators should utilize resources that support content knowledge around grade-level expectations.



# Pre-Conference: Best Practices

- Conduct pre-conferences before **each** announced observation.
- Always:
  - **schedule** the pre-conference with the teacher 3-5 days prior to the observation,
  - **conduct** the pre-conference the day before the observation, and
  - **prepare** for the pre-conference by reviewing instructional plans and other resources.



# Pre-Conference

pre-conference video





# Pre-Conference: Video Takeaways

- The educator and the evaluator referenced the educator's goals from prior observations and walk-throughs.
- The evaluator asked purposeful, probing questions that led the educator to analyze the reasoning of her instructional strategies.
- The evaluator also questioned the educator's alignment of assessment with standards and instruction.
- The evaluator encouraged the teacher to reflect on her preparation prior to the lesson to ensure every student is successfully challenged.



# Pre-Conference: Best Practices

| 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.                        |



# Assessment Task Module 3



# Thank you for completing Module 3 of the TEAM Teacher Evaluator Training.

You may pause the training here, or you can continue to Module 4.

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