



BEST FOR
ALL

We will set all students on a path to success.

TEAM Teacher Evaluator Recertification Training Module 1



BEST FOR ALL

We will set all students on a path to success.

ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

STUDENT READINESS

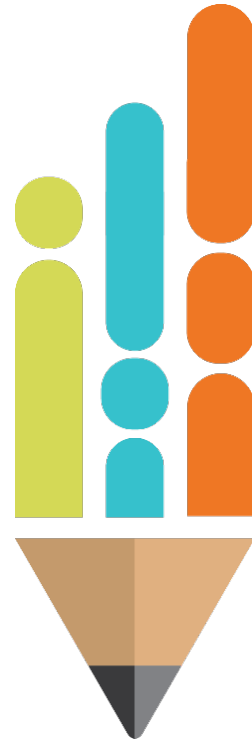
TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL



Agenda



- TEAM
- TEAM Observation Cycles
- Check Point



Norms

- 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.



Learning Outcomes

Observers will:

- articulate the connections among the three TEAM domains,
- incorporate those connections in observation practice, and
- use those connections to improve classroom instruction and student outcomes.



Why Evaluate Instruction

“An investment in knowledge always pays the best interest.”

-Benjamin Franklin



Improved teaching and learning

High-quality actionable feedback

Improved leader performance

Better outcomes for students

What is TEAM?



- TEAM, or Tennessee Educator Acceleration Model, is Tennessee's teacher and administrator evaluation system.
- It is authorized by [Tenn. Code Ann. § 49-1-302](#) and described in Tennessee State Board of Education (SBE) Policy [5.201](#) and [Evaluation Rule 0520-02-01](#).
- Supporting resources may be found on the TEAM website at www.team-tn.org.



Visit the TEAM Website to learn more about [Statute and Policy](#)

- Statute, Rule and Policy Guidance
- Evaluation Flexibility Options
- Alternate Observation Models
- Partial Year Exemptions (PYE)
- Guidance on Grievances
- Pre-K Quality Act
- Tennessee Literacy Success Act
- Legislative State Board Announcements

Evaluation Requirements



District must ensure that:

- all full-time, certified educators are evaluated,
- evaluations result in a level of overall effectiveness (LOE), and
- observers are certified for the current school year prior to conducting observations.

The Importance of Evaluation Data



The Importance of Evaluation Data

- The primary purpose of annual teacher and school administrator evaluation is to **identify and support instruction** that will lead to **high levels of student achievement**.
- Evaluations may be a factor in **employment decisions**, including, but not limited to, promotion and retention.



The Importance of Evaluation Data

TEAM teacher evaluation data:

- reflects Tier I instruction,
- informs professional learning plans,
- signals strengths and areas of needed improvement,
- generates professional development points (PDPs) for license renewal, and
- in some cases, generates data for performance-based compensation.



The Importance of Evaluation Data

- Educator preparation programs (EPPs) receive aggregate TEAM evaluation scores for their graduates.
- This data is used to make programmatic decisions.



Expectations for School Administrators

Indicator	5	3
<p>C1. Evaluation</p> <p>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</p>	<p>In addition to Level 3 descriptors:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Encourages educators to use the evaluation process for professional learning and growth • Adheres to all evaluation processes, which include: <ul style="list-style-type: none"> ○ timelines for feedback ○ follow-up support ○ finalizing all required observations ○ conducting summative conferences • Ensures the classroom observation process includes: <ul style="list-style-type: none"> ○ 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



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.

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.



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.



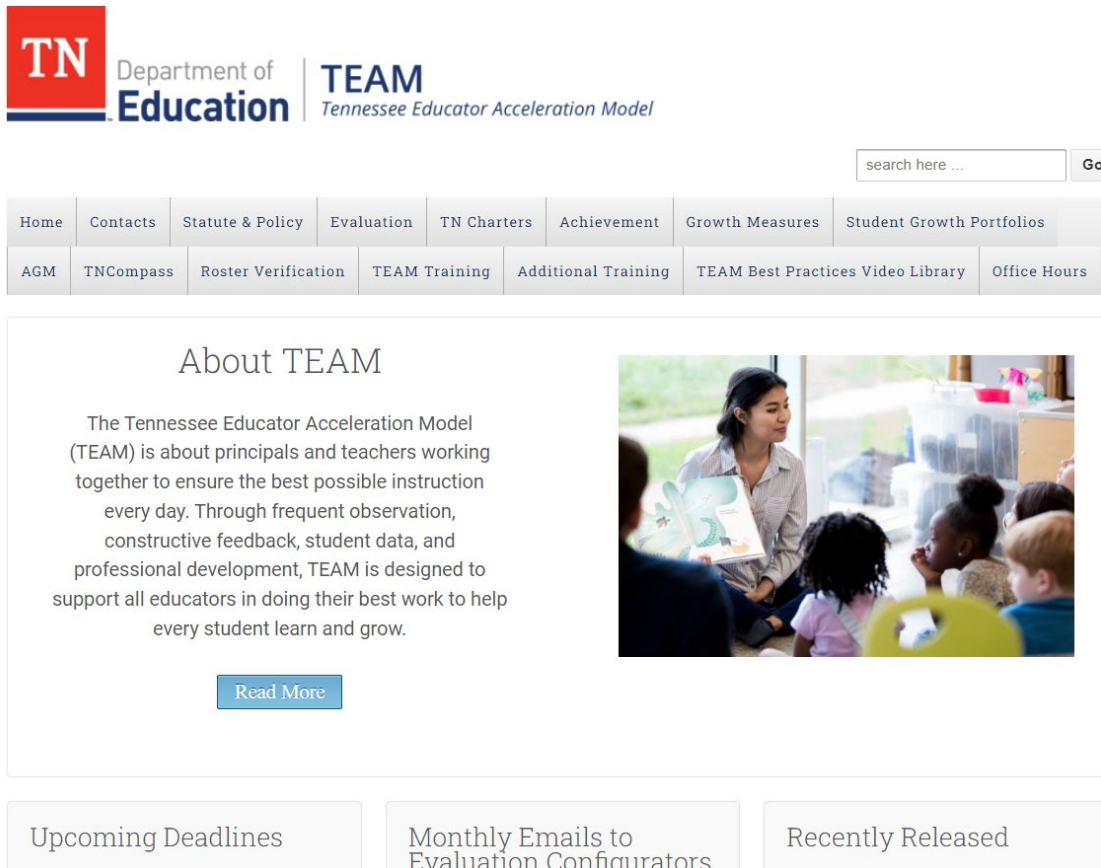
Best Practices: Post-Conference

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.



TEAM Website

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



The screenshot shows the TEAM website homepage. At the top left is the TN Department of Education logo, followed by the text "Department of Education" and "TEAM Tennessee Educator Acceleration Model". A search bar with the text "search here ..." and a "Go" button is located to the right. Below the search bar is a navigation menu with the following items: Home, Contacts, Statute & Policy, Evaluation, TN Charters, Achievement, Growth Measures, Student Growth Portfolios, AGM, TNCompass, Roster Verification, TEAM Training, Additional Training, TEAM Best Practices Video Library, and Office Hours. The main content area features a section titled "About TEAM" with a paragraph describing the model: "The Tennessee Educator Acceleration Model (TEAM) is about principals and teachers working together to ensure the best possible instruction every day. Through frequent observation, constructive feedback, student data, and professional development, TEAM is designed to support all educators in doing their best work to help every student learn and grow." To the right of the text is a photograph of a teacher interacting with a group of young students. Below the text is a "Read More" button. At the bottom of the page are three buttons: "Upcoming Deadlines", "Monthly Emails to Evaluation Configurators", and "Recently Released".



Thank you for completing Module 1 of the TEAM Teacher Evaluator Recertification Training.

You may pause the training here, or you can
continue to Module 2.

Permission is granted to use and copy these materials for non-commercial educational purposes with attribution credit to the "Tennessee Department of Education". If you wish to use these materials for reasons other than non-commercial educational purposes, please contact the Office of General Counsel at (615) 741-2921 or Joanna Collins (joanna.collins@tn.gov).

