

TEAM Teacher Evaluator Recertification Training Module 2







- Focus Domain: Planning
- Focus Domain: Environment
- Connections: Instructional Domain
- Wrap Up
- Recertification Test



#### **Domain: Planning**





# **Domain: Planning**

The planning domain outlines foundational practices for implementing instructional strategies to:

- ensure the progression of student mastery of state standards;
- generate thinking and problem-solving aligned to state standards; and
- accommodate individual student learning.



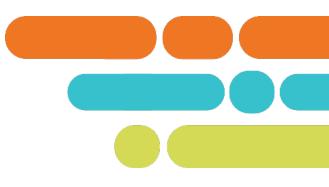
## **Instructional Plans**



- focus on both unit and lesson plans, with an emphasis on how a particular lesson fits into the unit plan;
- contain measurable goals, activities, materials, and assessments aligned to the state standard(s);
- be appropriate for the age of the learners; and
- accommodate individual student learning.



## Student Work

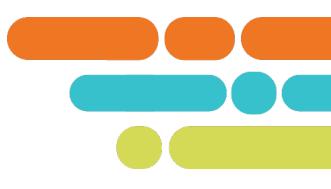


Task and assignments should:

- align to state standards;
- require higher order thinking and problemsolving for completion; and
- connect to prior learning as well as significant experiences in students' daily lives.



#### Assessment

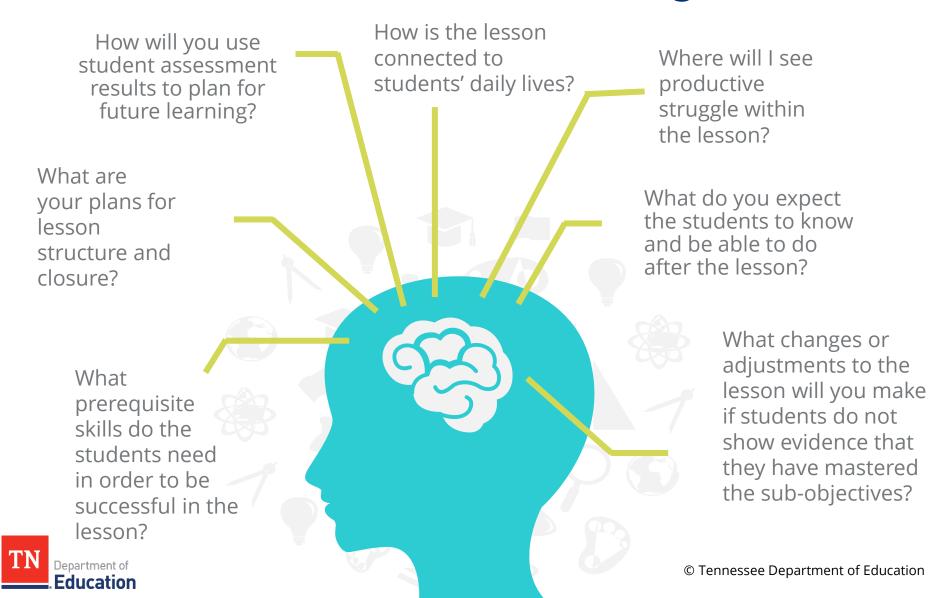


Assessments should:

- align to state standards;
- have clear measurement criteria;
- measure student performance in multiple ways;
- require written tasks; and
- be used to inform future instruction.



#### Sample Evidence Collecting Questions: Planning



#### **Domain: Environment**





#### **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.





# Expectations

High and demanding **academic** expectations wherein:

- students are encouraged to learn from their mistakes,
- students take initiative, and
- instructional time is optimized.





# **Managing Student Behavior**

High-quality behavior management wherein:

- students have clear rules for learning and behavior,
- students are consistently well-behaved and on task, and
- the teacher deals with disruptions quickly and individually.



#### Environment

The learning environment wherein:

- the classroom is welcoming to all students and visitors;
- the classroom is organized with materials and supplies readily accessible, and
- student work is displayed and changed frequently to support the academic environment.



# **Respectful Culture**

An accepting classroom wherein:

- mutual respect is demonstrated among all individuals in the classroom; and
- the classroom is characterized by interdependence.





#### Sample Evidence Collecting Questions: Environment

How do you know that expectations are rigorous enough to support mastery of grade level standards?

Are there other behavioral or academic concerns that I should be aware of before this lesson?

> How do you empower students to make appropriate academic and behavioral decisions?

**CN** Department of **Education**  What supports are prominent within your environment to support student independence?

How do you ensure your classroom will accommodate different grouping patterns?

What are the pre-requisite skills students have to know in order to be successful in collaborating with others effectively?

> How do you encourage students to learn from their mistakes?

- Standards & Objectives
- Motivating Students
- Presenting Instructional Content
- Lesson Structure and Pacing
- Activities and Materials
- Questioning
- Academic Feedback
- Grouping Students
- Teacher Content Knowledge
- Teacher Knowledge of Students
- Thinking

enartment of

Education

Problem Solving



# **Connecting the Domains**

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

- Instructional planning
- Learning environment





# **Connecting the Domains**

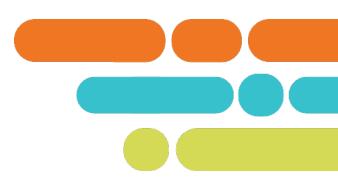
 While all indicators are key to delivering a strong lesson, which indicators in the instructional domain clearly connect Planning and Environment to instructional outcomes?

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









#### **Presenting Instructional Content** Includes:

- visuals to support the lesson,
- teacher modeling of the thinking process,
- logical sequencing, and
- concise communication.



#### Connections

Presenting Instructional	<ul> <li>Presentation of content always includes:</li> <li>visuals that establish the purpose of the lesson,</li> </ul>
Content	<ul> <li>preview the organization of the lesson, and include internal summaries of the lesson;</li> <li>examples, illustrations, analogies, and labels for new concepts and ideas;</li> </ul>
	<ul> <li>effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations;</li> <li>concise communication;</li> </ul>
	<ul> <li>logical sequencing and segmenting;</li> <li>all essential information; and</li> <li>no irrelevant, confusing, or non-essential</li> </ul>
	information.



#### **Activities & Materials**

- High-quality activities support the lesson objective and promote inquiry, student choice, use of technology, and challenging students' thinking.
- Texts and tasks are appropriately complex.





#### Connections

Activities	Activities and materials include all of the			
and Materials	following:			
	<ul> <li>support the lesson objectives,</li> </ul>			
	<ul> <li>are challenging,</li> </ul>			
	<ul> <li>sustain students' attention,</li> </ul>			
	<ul> <li>elicit a variety of thinking,</li> </ul>			
	<ul> <li>provide time for reflection,</li> </ul>			
	<ul> <li>are relevant to students' lives,</li> </ul>			
	<ul> <li>provide opportunities for student-to-</li> </ul>			
	student interaction,			
	<ul> <li>induce student curiosity and suspense,</li> </ul>			
	<ul> <li>provide students with choices,</li> </ul>			
	<ul> <li>incorporate multimedia and technology, and</li> </ul>			
	<ul> <li>incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from</li> </ul>			
	museums, cultural centers, etc.).			
	In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.			
	<ul> <li>The preponderance of activities demand</li> </ul>	<b>.</b>		
	complex thinking and analysis.			
	<ul> <li>Texts and tasks are appropriately complex.</li> </ul>			



TN Department of Education

#### Questioning

- High-quality pre-planned questions often require students to cite evidence.
- Students generate questions as part of self-directed learning.





Questioning	<ul> <li>Teacher questions are varied and high quality, providing a balanced mix of question types:         <ul> <li>knowledge and comprehension,</li> <li>application and analysis, and</li> <li>creation and evaluation.</li> </ul> </li> <li>Questions require students to regularly cite evidence throughout lesson.</li> <li>Questions are consistently purposeful and coherent.</li> <li>A high frequency of questions is asked.</li> <li>Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers).</li> <li>Wait time (3-5 seconds) is consistently provided.</li> <li>The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.</li> <li>Students generate questions that lead to further inquiry and self-directed learning.</li> <li>Questions regularly assess and advance student understanding.</li> <li>When text is involved, majority of questions are text-based.</li> </ul>

#### 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.





#### Connections

Academic Feedback	<ul> <li>Oral and written feedback is consistently academically focused, frequent, high quality and references expectations.</li> <li>Feedback is frequently given during guided practice and homework review.</li> <li>The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback.</li> <li>Feedback from students is regularly used to monitor and adjust instruction.</li> <li>Teacher engages students in giving specific and high-quality feedback to one another.</li> </ul>	
----------------------	--	--



© Tenness<mark>ee Dep</mark>artment of Education

#### Visit the TEAM Website for Additional Training Resources

- High-Quality Feedback
- Norming Sessions
- School Services Personnel
- Library Media Specialist



#### The Recertification Test

- State law requires all observers to be certified each year prior to conducting observations.
- You *must* pass the certification test before you begin any teacher observations.
- Conducting observations without passing the certification test is a grievable offense and will invalidate observations.



#### **The Recertification Test**

Once you **pass** the certification test, you will:

- have access to your certificate in the Learning Management System,
- receive an evaluation credential in TNCompass, and
- be given access to the evaluation process in TNCompass.





# The Two-Part Certification Test

**Part one:** Lesson analysis - view and score a lesson.

- All scores must be no more than ± 1 point away from the benchmark rating for at least 10 indicators, and
- Average observation score must be within ± 0.9 points away from the benchmark average observation score.
- Once successfully completed, access to part two is granted.



# **The Two-Part Certification Test**

**Part two:** General knowledge - answer eight multiple choice items on a variety of topics related to TEAM.

 Must answer correct response on at least 6 items

Each part of the certification test may be attempted two times.





## **The Recertification Test**

- Both parts of the recertification test must be successfully completed in order to be recertified.
- There are two opportunities to pass the recertification test.
- If any support or a second attempt is needed, please contact

TEAM.Questions@tn.gov.



### TASL Credit

- This training is a TASL-approved event for 7 hours.
- You will receive an email with the TASL grid from the department within a week of the completion of certification.
- This email may be uploaded in TNCompass as a pdf for documentation of TASL hours.
- Please note: only the TASL grid email will be approved for TASL hours. The certificate of completion that is generated at the end of certification will not be accepted for TASL hours.







#### Visit the TEAM Website to learn more about <u>TNCompass</u>

- Description
- TN Compass Resources
- TN Compass Updates
- TN Compass Support





# Visit the TEAM Website to learn more about <u>Evaluation</u>

- Teacher Evaluation
- Administrator Evaluation
- Instructional Supervisor Evaluation





#### Visit the TEAM Website for the <u>TEAM Best Practices</u> <u>Video Library</u>

- General Educator Rubric
- School Services Personnel Rubric





# Visit the TEAM Website for more information to <u>Contact Us</u>

- Team.Questons@tn.gov
- Portfolio.Questions@tn.gov
- Support@portfolium.com
- Support@tncompass.org
- Evaas\_support@sas.com
- RV.Questions@tn.gov
- <u>Tned.assessment@tn.gov</u>
- Educator.Licensure@tn.gov
- TASL.information@tn.gov



#### Congratulations! You have completed TEAM Teacher Evaluator Recertification Training.

For further discussion (optional), please email <u>team.questions@tn.gov</u> to schedule time with a TEAM specialist for questions or concerns you might have prior to accessing the certification test.

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).

