



TEAM Teacher Evaluator Certification Training Module 2





Agenda



Module 2

- Review of Prior Learning
- Exploring the Domains
 - Planning
 - Environment
 - Instruction

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Review of Module 1

- Evaluation Process
- Importance of Evaluation Data





Evaluation Process



- The goal of evaluation is to identify the impact of teacher practice by using multiple data sources to generate the level of overall effectiveness score.
- This score includes the classroom observation average, student achievement score, and student growth score.



The Importance of Evaluation Data



The primary purpose of annual teacher evaluation is to **identify and support instruction** that will lead to **high levels of student achievement**.



Module 2: Learning Outcome

Participants will prepare to implement an accurate, fair, credible, rigorous, and transparent evaluation system by effectively **collecting, categorizing, and rating evidence** of instructional practice and its **impact** on **student learning**.





Domain: Planning



Domain: Planning



The planning domain is foundational to an effective instructional cycle.

Instructional Plans provide the expectations for the instructional moves and strategies that a teacher should plan to ensure the progression of student mastery of state standards.



Instructional Plans



Plans should:

- 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.



Domain: Planning



The planning domain is foundational to an effective instructional cycle.

Student Work provides the expectations that the tasks included in the instructional plan generate thinking and problem solving aligned to state standards.



Student Work



Tasks and assignments should:

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



Domain: Planning



The planning domain is foundational to an effective instructional cycle.

Assessment provides the expectations that standards-aligned formative and summative assessments, and the measurement criteria by which student growth and achievement can be determined, are included in the instructional plan.



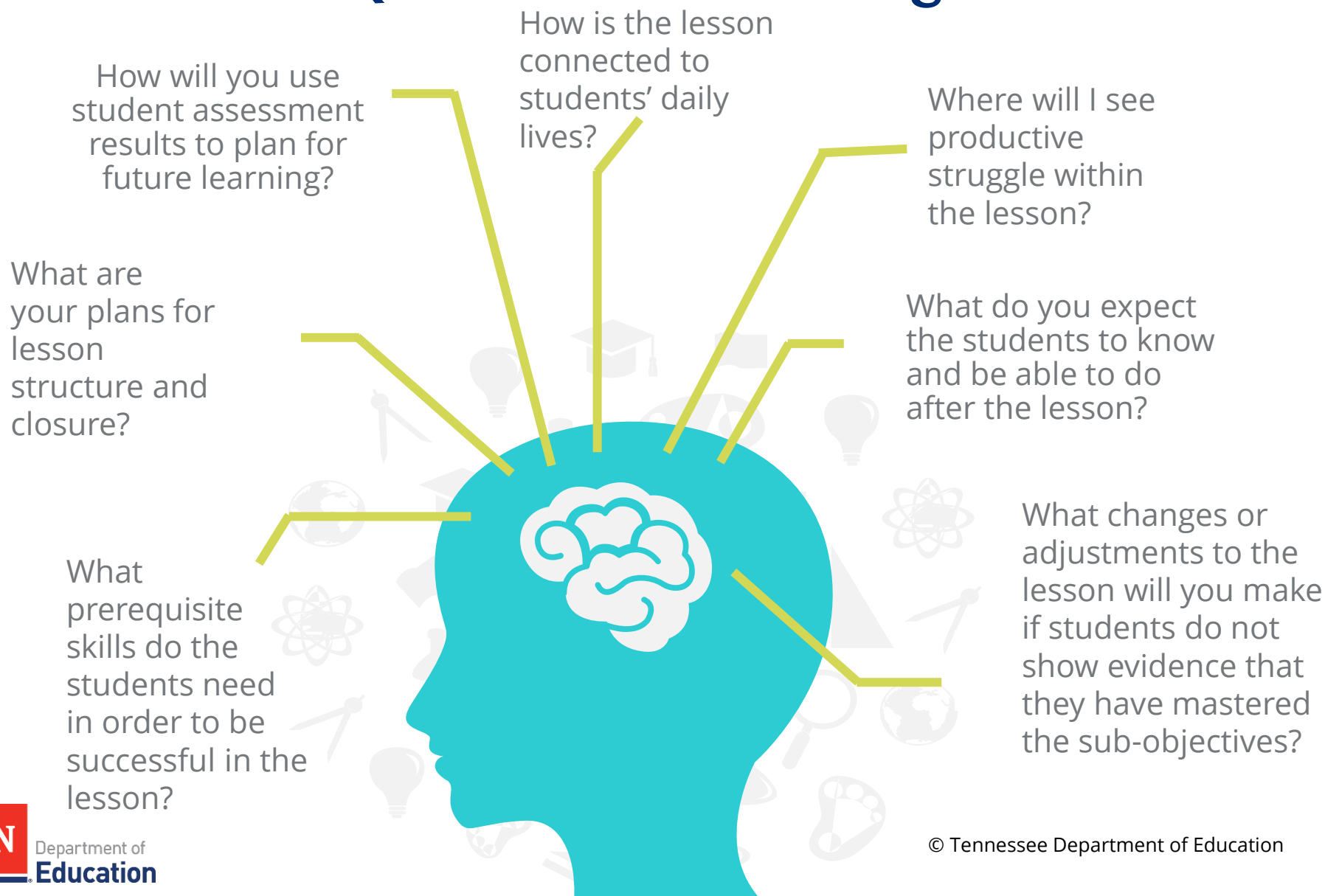
Assessment



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

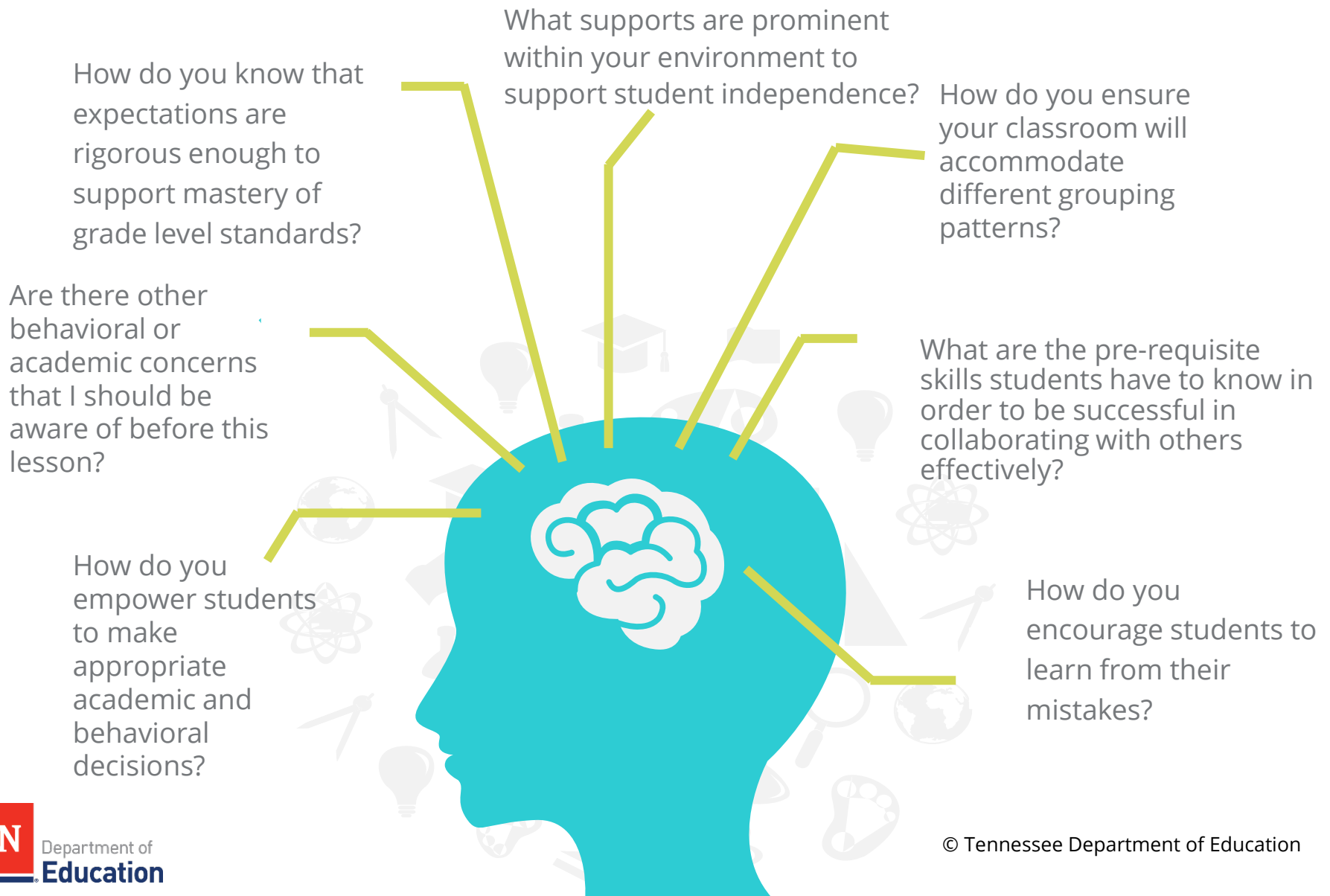
An accepting classroom wherein:

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





Sample Evidence Collecting Questions: Environment





Domain: Instruction



Domain: Instruction

- 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
- Problem Solving





Standards and Objectives

Standards and objectives:

- include learning (unit) objectives, lesson objectives, and sub-objectives within the lesson,
- are communicated throughout the lesson, and
- are mastered by most students each day.





Motivating Students

Motivating Students:

- Content is personally meaningful to students.
- Student inquiry, curiosity, and exploration are valued.
- Student effort is recognized.





Instruction

Presenting Instructional Content includes:

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

Lesson Structure & Pacing:

- Lesson has a coherent beginning, middle and end presented in a concise manner.
- Time is provided for student reflection.
- Transitions and material distribution maximize instructional time.





Instruction

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.

Questioning:

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





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.

Grouping Students:

- Student groupings are specifically designed to maximize student learning.
- All students are held accountable within the group.





Instruction

Teacher Content Knowledge:

- Teacher is adept at conveying his or her content knowledge to students through a variety of instructional strategies.

Teacher Knowledge of Students:

- Teacher anticipates each student's learning needs and differentiates instruction to accommodate each individual.
- Student interests are incorporated into the instructional practices.





Instruction

Thinking:

- Thinking is a process where students use different strategies to generate and explore ideas and hypotheses.
- Different types of thinking must be thoroughly taught and modeled by the teacher to optimize student learning.

Problem-Solving:

- Problem-solving results in a product created through a specific type of thinking.
- Various types of problem-solving must be taught and reinforced by the teacher.



Sample Evidence Collecting Questions: Instruction

How will you know that students have mastered the objectives in this lesson?

How will you hold students accountable for group work?

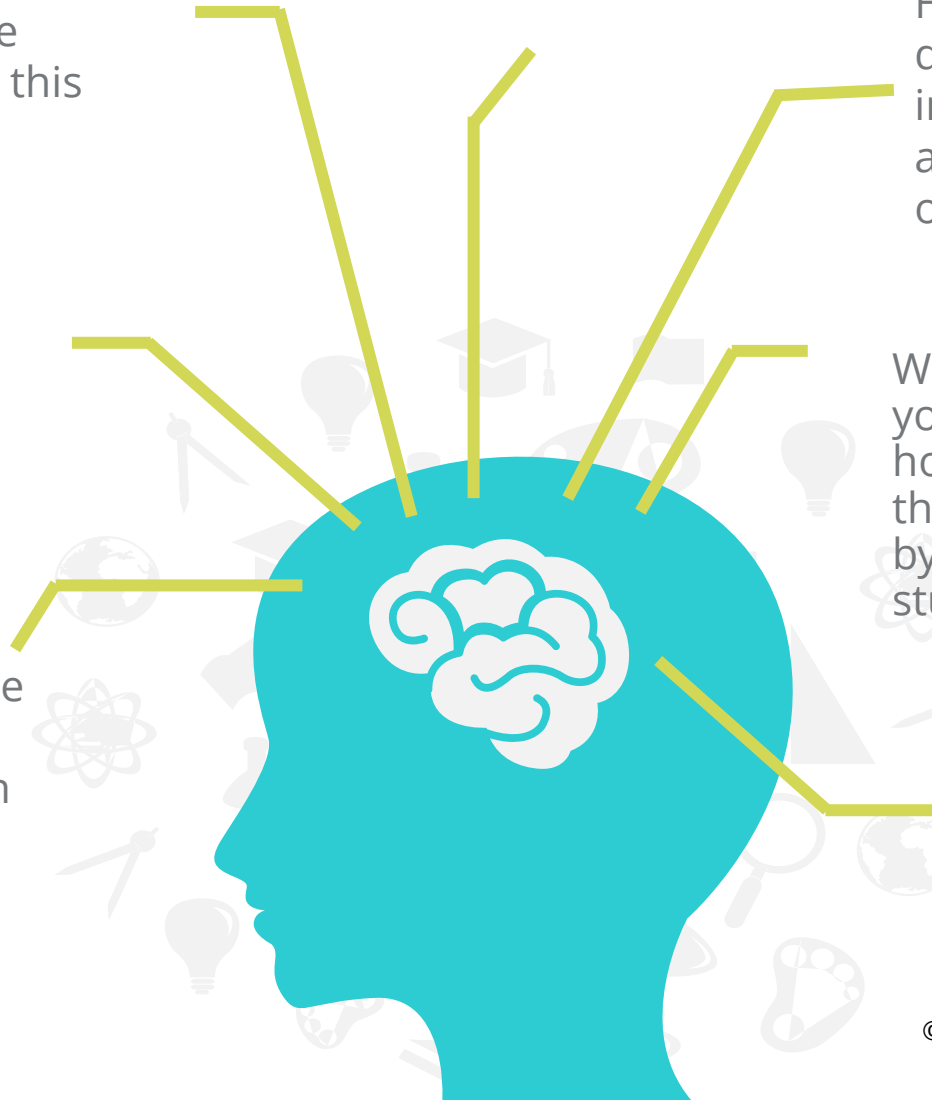
How will you differentiate your instruction to address a variety of learning styles?

How will you model the thinking process to demonstrate performance expectations?

What questions have you pre-planned, and how will you ensure these are answered by a variety of students?

Where will I see inquiry-based learning within the lesson?

How do you plan your activities and tasks to ensure they are appropriately complex?





Visit the TEAM Website for the [TEAM Best Practices Video Library](#)

- General Educator Instruction Rubric
- School Services Personnel Rubric
- General Educator Planning Rubric



Module 2 Task



1. The expectations for preparing effective instruction are most closely aligned with which domain?
 - The **planning domain** is foundational to an effective instructional cycle.
2. To which instruction indicator would the following evidence be best aligned? "The teacher **modeled** analytical thinking as she provided an example for students on how to infer the meaning of a quote."
 - **Presenting Instructional Content includes** teacher modeling of the thinking process,
3. The following statements are aligned to which environment indicator: Focus is on high and demanding academic expectations and instructional time is optimized?
 - The **expectations indicator** focuses on high and demanding academic expectations where in students are encouraged to learn from their mistakes, students take initiative, and instructional time is optimized.





Thank you for completing Module 2 of the TEAM Teacher Evaluator Training.

You may pause the training here, or you can continue to Module 3.

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