TEAM Teacher Evaluator Certification Training Module 3

Agenda

Module 3

- Review of Prior Learning

- Scheduling Observations and Coaching Conversations
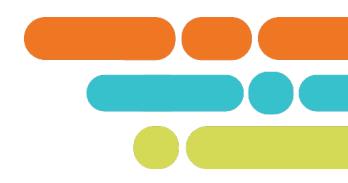
- Pre-Conferencing

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.

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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.
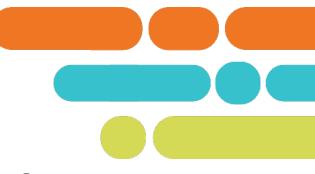
Pacing Guidelines

Licensure Status	Previous Year Individual Growth or Level of Overall Effectiveness [2]	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 2 Planning 2 Environment	90 minutes
	Level 5	One (1) formal observation covering all domains first semester; two walk-throughs second semester.	1 Instruction 1 Planning 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 2 Planning 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 1 Planning 1 Environment	60 minutes
	Level 5	One (1) formal observation covering all domains first semester; two (2) walk-throughs second semester.	1 Instruction 1 Planning 1 Environment	60 minutes

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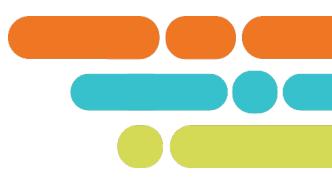
Implementing TEAM: Observation Pacing

- 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.

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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

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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.

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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.

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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.
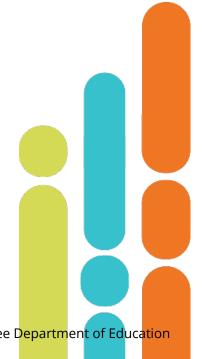
Pre-Conference: Best Practices

- 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.

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Pre-Conference

pre-conference video-https://youtu.be/K0Dh_bNvpPc

4th grade math

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 led the educator to explain her use of questioning to assess, to give and receive feedback, and to push students in their thinking.

- The evaluator encouraged the teacher to reflect on her instructional strategies that promote students to use different types of thinking.

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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.

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Module 3 Task

- Access the lesson plan and the appropriate standards.
- Analyze the lesson plan for the following:
  – Alignment to standards
  – Rigor in tasks
  – Design of assessments to measure mastery
  – What might also be included in the lesson plan (that the educator planned for) to make it stronger and clearer to the evaluator?

Possible answers
- Alignment to standards-
  • The lesson is aligned to the math standard 4.OA.C.5 though student prediction of numbers that follow a determined rule or pattern.
  • The lesson plan shows little about the alignment of the student independent work to the standards. More information needs to be gathered during the pre-conference.
  – Rigor in tasks-
    • Not much information is given to the challenge level of thinking or problem solving needed to complete the tasks. More information needs to be gathered in the pre-conference.
  – Design of assessments to measure mastery
    • The lesson plan does not give information about the assessment to measure mastery. The exit ticket is not included with the lesson plan. More information needs to be gathered prior to the post-conference.
  – The educator could also have included information about differentiation, her questioning sequences, and her summative and formative data collection.

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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