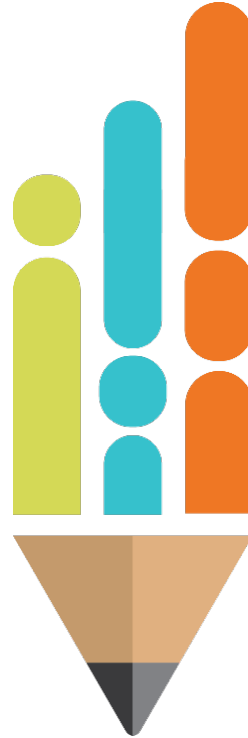# TEAM Teacher Evaluator Certification Training Module 4

Agenda

Module 4

- Review of prior learning

- Scripting, Coding and Scoring Evidence

- Practice

Review of Module 3

- Pacing,
- Coaching Conversations, and
- Pre-Conferences best practices

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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.

- Rate the planning, environment, and instruction domains in conjunction with one another when possible.

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.

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.

Module 4: Learning Outcomes

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

- observing and scripting evidence and

- coding and scoring evidence.

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Classroom Observations

Observation: Purpose

- Observe and script evidence **prior** to and **during** the lesson. Include notes on:
  - posted standard(s),
  - student grouping,
  - classroom culture,
  - classroom arrangement,
  - visible materials,
  - text-based evidence,
  - educator and student actions,
  - transitions, and
  - student response to instruction.
- Collect **student work samples** as you leave the classroom.

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Observation: Best Practices

Evaluators should:

- schedule observations **one day after** the **pre-conference**,

- be present for the **entire lesson/class**,

- focus on **student actions** as well as **teacher actions**,

- ask questions of students during **independent work time**,

- **collect** student work at the end of the lesson to **analyze** prior to post-conference, and

- ask **clarifying questions** as needed **prior to the post-conference**.

Scripting: Best Practices

- Script **detailed**, **unbiased** notes.
- **Avoid value or judgement statements** such as:
  - *"I think..."*
  - *"She should have..."*
- Capture evidence of both **teacher and student actions**.
- Note **wording** from visuals.
- Use **time stamps** to document transitions.

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Scripting: Sample

- Access your scripting sample handout.
- Identify key takeaways from the script.

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Scripting Sample

TEACHER	STUDENTS
What are some things that you do to help you feel better and help you understand your emotions?	
How do you figure it out?	I think about it and should I act on my anger and which one would benefit me.
So what are some things you do? So what do you just do when you have all these types of emotions?	(CINDY, CALLED ON) When I have all these different emotions inside of me I try to forget the past and move on. Sometimes when I can I try to make the best decisions. Sometimes I think to myself is it worth feeling this way if I am going to forget about it anyway?
	(GIOVANI, VOLUNTEERS) it's the littlest thing. She should not.
Anybody else talks to themselves? maybe asks themselves questions?	(ELIZABETH, CALLED ON) Yeah, when I have mixed emotions, I try to figure the one that I mostly feel. If it is not a good emotion like anger or something I just go outside to the backyard. I always feel better in the backyard. I think of the bad emotions and try to forget about them.
	(JEREMY, VOLUNTEERS) What if you're not at home and you can't go to your backyard?
So you like plants?	(ELIZABETH RESPONDS) I like going in my backyard because I think I like planting stuff.
Does everybody have theirs? Anybody missing it? X you lost yours? Ok let get one for you. You found it? ok	(ELIZABETH RESPONDS) Then I think If I'm not in my backyard I look out the window and stuff and if there's trees I think about them. I remember is a storm that was happening like Friday I was just looking outside and I was trying to do my quiz and stuff
Who is my highlight person?	Student comes to get highlighters
What is going on? Then what does she do? (T ANSWERS OWN QUESTIONS)	
Is that what La did?	
Would you guys react the same way? Lucas do you think she feels she can run to anybody? Tamara?	(HIGHLIGHTER STUDENT RESPONDS)No so I can't make a connection but…but if I put myself in that situation we gotta figure out Why is she acting like that?
She has these emotions what are you thinking Taneshia?	(TAMARA, CALLED ON) She's scared of her dad and her mom is dead she has nobody to go to.
	(TANESHIA CALLED ON) She didn't run because her dad didn't come for her because her mom did. I agree with you that she would feel trapped.

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Scripting Sample: Key Takeaways

- Teacher questions and student responses were captured.

- There is a notation beside each student's name to indicate whether they volunteered to answer a question or were called on.

- The scripting is unbiased – no judgements regarding types of questions or sequencing. The script simply captures what was happening in the classroom.

- There are no time stamps because there are no transitions.

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Observation: Checkpoint

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.

Observation Video 1

4th grade math lesson

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Coding and Scoring Evidence

Coding and Scoring

Evidence must be:

- coded to the indicator(s) the evidence supports,

- connected accurately to the rubric and performance level to ensure fidelity to the process, and

- scored by using the preponderance of evidence to identify performance level.

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Coding and Scoring

- *Zoom in* and review **teacher and student evidence** for each descriptor.

- *Zoom out* and look **holistically** at the evidence gathered and ask, "where does the **preponderance of evidence** fall?"

- Consider how the teacher's use of this indicator impacted **students moving toward mastery** of the objective(s).

- Assign scores based on **preponderance of evidence**.

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Performance Levels

The performance level ratings are used to indicate the **success of implementation** of the instructional skills, knowledge, and responsibilities as described in the TEAM rubric.

Level	Performance Levels
1	Significantly Below Expectations
2	Below Expectations
3	At Expectations
4	Above Expectations
5	Significantly Above Expectations

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Scoring: Performance Level Guide

1	**Significantly Below Expectations:** A teacher at this level has limited knowledge of the instructional skills, knowledge, and responsibilities described in the rubric and struggles to implement them. He/she has little to no impact on student outcomes.
2	**Below Expectations:** A teacher at this level demonstrates some knowledge of the instructional skills, knowledge, and responsibilities described in the rubric but implements them inconsistently. His/her impact on student outcomes is below expectations.
3	**At Expectations:** A teacher at this level understands and implements most of the instructional skills, knowledge, and responsibilities described in the rubric. His/her impact on student outcomes is meeting expectations.
4	**Above Expectations:** A teacher at this level comprehends the instructional skills, knowledge, and responsibilities described in the rubric and implements them skillfully and consistently. He/she makes a strong impact on student outcomes.
5	**Significantly Above Expectations:** A teacher at this level exemplifies the instructional skills, knowledge, and responsibilities described in the rubric and implements them adeptly and without fail. He/she meets ambitious teaching and learning goals and makes a significant impact on student outcomes. Performance at this level should be considered a model of exemplary teaching.

Scoring: Performance Level Guide

1	**Significantly Below Expectations:** A teacher at this level has **limited knowledge** of the instructional skills, knowledge, and responsibilities described in the rubric and **struggles** to implement them. He/she has **little to no impact on student outcomes**.
2	**Below Expectations:** A teacher at this level demonstrates **some knowledge** of the instructional skills, knowledge, and responsibilities described in the rubric but implements them **inconsistently**. His/her **impact on student outcomes is below expectations.**
3	**At Expectations:** A teacher at this level **understands and implements most** of the instructional skills, knowledge, and responsibilities described in the rubric. His/her **impact on student outcomes is meeting expectations.**
4	**Above Expectations:** A teacher at this level **comprehends** the instructional skills, knowledge, and responsibilities described in the rubric and implements them **skillfully and consistently**. He/she makes a **strong impact on student outcomes**.
5	**Significantly Above Expectations:** A teacher at this level **exemplifies** the instructional skills, knowledge, and responsibilities described in the rubric and implements them **adeptly and without fail**. He/she **meets ambitious teaching and learning goals and makes a significant impact on student outcomes**. Performance at this level should be considered a **model of exemplary teaching.**

Assessment: Coding and Scoring the Lesson

- Consider the evidence you have scripted for the High School ELA observation.
- Code and score the indicators in the instruction domains.
- Utilize the following documents to support your coding and scoring:
  - Performance level guide
  - Scripting notes
  - Lesson plan
  - Student Work
  - Rubric for the instruction domain

Module 4 Task

Assessment task: The evaluator will fill in the number score for each indicator

1. Standards and Objectives ☐
2. Motivating Students ☐
3. Presenting Instructional Content ☐
4. Lesson Structure and Pacing ☐
5. Activities and Materials ☐
6. Questioning ☐
7. Academic Feedback ☐
8. Grouping ☐
9. Teacher Content Knowledge ☐
10. Teacher Knowledge of Students ☐
11. Thinking ☐
12. Problem Solving ☐

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Lesson Evidence and Indicator Scores

1. Standards and Objectives- 4
2. Motivating Students- 3
3. Presenting Instructional Content- 4
4. Lesson Structure and Pacing-3
5. Activities and Materials- 3
6. Questioning- 4
7. Academic Feedback- 4
8. Grouping-3
9. Teacher Content Knowledge-4
10. Teacher Knowledge of Students-3
11. Thinking-3
12. Problem Solving-4

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Link to evidence

https://team-tn.org/wp-content/uploads/2025/03/TEAM-evidence-4th-Grade-Math.docx.pdf

Thank you for completing Module 4 of the TEAM Teacher Evaluator Training.

You may pause the training here, or you can continue to Module 5.

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