

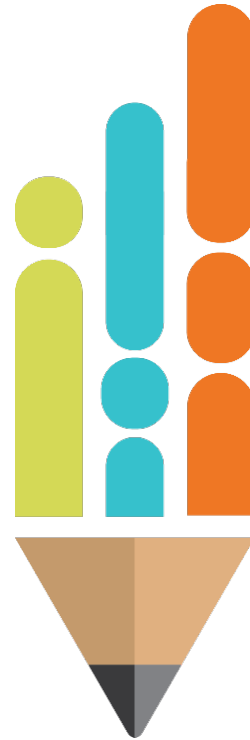


TEAM Teacher Evaluator Certification Training Module 5





Agenda



Module 5

- Review of prior learning
- Post-Conference purpose and goals
- Post-Conference planning

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Prior Modules Review

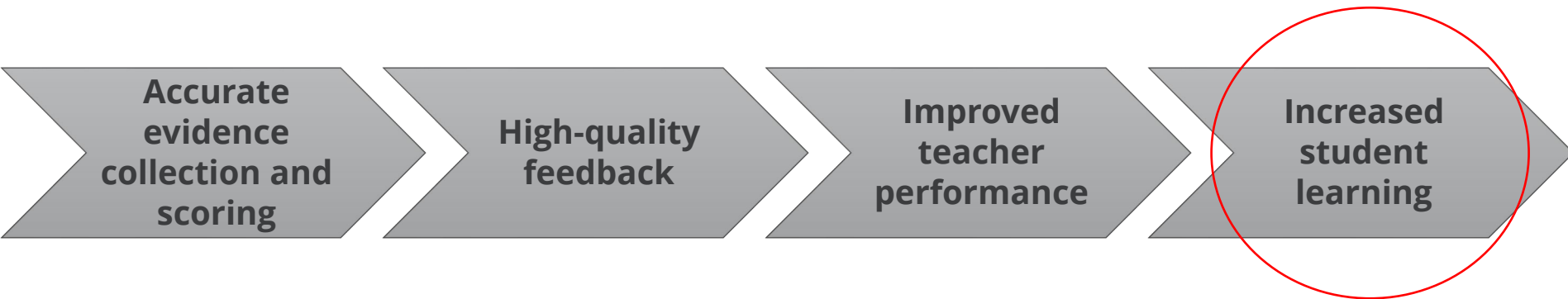
Participants will prepare to implement an accurate, fair, credible, rigorous, and transparent evaluation system by:

- conducting effective pre-conferences, and
- effectively **collecting, categorizing, and rating evidence** of instructional practice and its **impact** on **student learning**.





Why Do We Evaluate Teachers?





Module 5

Learning Outcomes: TEAM Teacher Evaluation Training

Participants will prepare to implement an accurate, fair, credible, rigorous, and transparent evaluation system by conducting effective post-conferences.





Post-Conference: Requirements





Post-Conference: Requirements

- Per State Board Evaluation rule 0520-02-01, written feedback, as well as an in-person post-conference, shall occur within **one week** of each observation.
- This data must be documented in TNCompass.



Observer Expectations

Indicator	5	3
C1. Evaluation 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	In addition to Level 3 descriptors: <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





Post-Conference: Desired Outcomes



- Increased **teacher reflection** on instructional practices
- **Shared strength and opportunity for continued growth** in instructional practice from the observed lesson
- **Actionable feedback** with next steps for continued improvement of instructional practice and student outcomes



Post-Conference: Preparation





Post-Conference: Purpose

- The post-conference allows an evaluator the opportunity to provide actionable feedback and **challenge** the teacher to think more strategically about instruction.
- When meeting with the teacher:
 - ask probing **questions** about instructional practice and student outcomes, and
 - seek to **support** the teacher's reflection around student mastery of daily objective(s).





Post-Conference: Preparation

Evaluators should:

- analyze student work from the lesson;
- ask clarifying questions about the lesson;
- analyze scripting notes, code, and score evidence to the rubric;
- plan questions to drive teacher reflection; and
- prepare actionable feedback to support teacher growth and student achievement.





Post-Conference: Best Practices

Always:

- prepare for the post-conference by reviewing evidence collected, student work, and coding/scoring evidence to the TEAM rubric;
- conduct the post-conference with the teacher within 5 business days after the observation; and
- hold the post-conference in person in a confidential space.





The Importance of Student Work





Analyzing Student Work



- Using student work to inform observation ratings changes the conversation from *“What did the teacher teach?”* to *“What did the students learn?”*
- The observer should:
 - determine if the lesson **objective was aligned to standard**,
 - **sort student work** by student level and mastery,
 - **compare student work to the depth of the standard**, and
 - determine the **level of mastery** demonstrated by most students.



Student Work



- Teachers often view feedback as being about their instructional practice instead of student outcomes.
- However, when practice is discussed within the context of students' demonstration of mastery, then the conversation turns to what students need to know to be thinkers and problem solvers.



Post-Conferences: Structure





Post-Conference: Structure



Collaboratively **review** the **outcomes** of the lesson with the teacher.



Pose questions to the teacher about strengths and struggles within the lesson.



Coach teacher to reflectively identify reinforcement and refinement.



Offer **actionable feedback** with next steps.



At the close of the conference, **share scores**.



Post-Conference: Template

Post-Conference Plan	
Area of reinforcement (indicator & descriptor)	
Self-analysis question	
Evidence of student impact	
Area of refinement (indicator & descriptor)	
Self-analysis question	
Evidence of student learning gap	
Next steps with resources to support next steps	
Dates for follow-up	





Post-Conference: Structure



- Introduction
 - Set the tone with a greeting and ask for teacher's reflection on the lesson.
- Share reinforcement.
 - Ask self-analysis question.
 - Elicit/provide student-specific evidence from notes.
 - Identify potential opportunities for sharing this strength. (e.g., peer partnership, sharing at a faculty meeting or PLC, etc.)

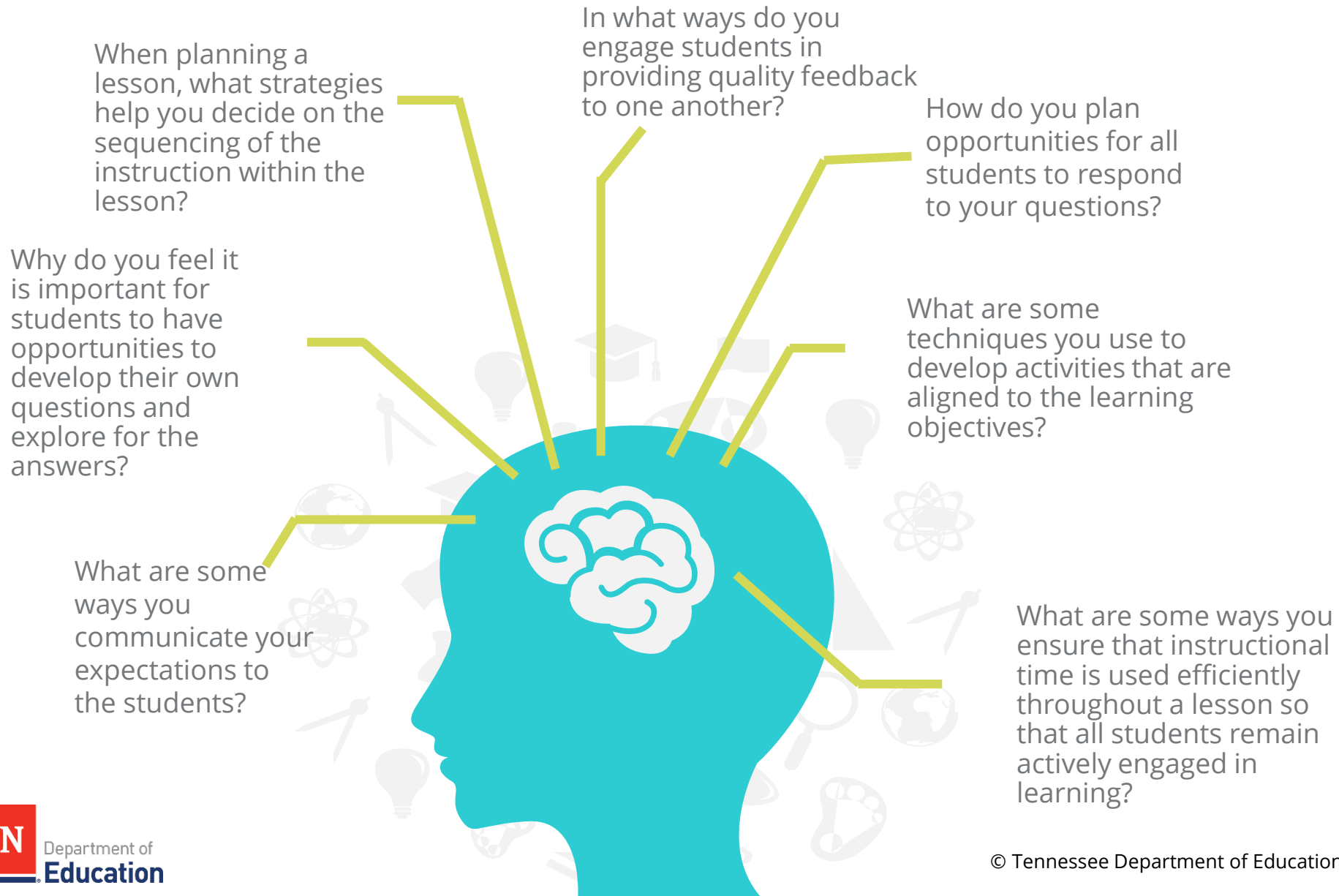


Post-Conference: Structure



- Share refinement.
 - Ask self-analysis question.
 - Elicit/provide student-specific evidence from notes.
 - Elicit/provide a recommendation for actionable next steps.
 - Give a definite follow-up timeline.
- Share scores.

Post-Conference Questions: Sample Questions (Reinforcement/Refinement Area Specific)





Post-Conference Quick Reference



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.



Thank you for completing Module 5 of the TEAM Teacher Evaluator Training.

You may pause the training here, or you can
continue to Module 6.

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