



# TEAM Teacher Evaluator Certification Training Module 6

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# Agenda



## Module 6

- Review of prior learning
- Preparing Educator Feedback
  - Reinforcement
  - Refinement
  - Next Steps

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# Prior Modules Review



## 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



# Module 6

## Learning Outcomes: TEAM Teacher Evaluation Training

Participants will prepare to implement an accurate, fair, credible, rigorous, and transparent evaluation system by utilizing the evidence collected through observations to create **meaningful and actionable feedback** for educators.





# Designing Feedback





# Five Forms of Feedback



Evaluative

Coaching

Type of Feedback	Definition	Example
Personal Opinion	Statements focus on the evaluator and his/her personal opinion, likes, and dislikes.	I like the way you opened that lesson.
Inference	Statements focus on the evaluator's own interpretation of the lesson.	The kids clearly enjoyed the way you opened that lesson.
Judgement	Statements focus on the teacher and are positive or negative in nature.	That was a good opening for that lesson.
Data	Statements focus on facts or figures.	100% of your students engaged in the activity you used to open the lesson.
Mediative Questions	Questions that lead the teacher to self-reflect on their own data.	What might have been some of the reasons your students responded to the lesson opening like they did?



# Post-Conference: Planning for High-Quality Feedback





# Identifying Reinforcement



When identifying a reinforcement area, reflect on which indicator had the **most positive impact** on student learning and what evidence exists to support this choice.





# Reinforcement Plan

- Review **evidence** and **student work**.
- Design your feedback by these principles:
  - What did the students say and do that indicated strong thinking and problem-solving?
  - What teacher actions lead to these student actions?
  - To which indicator and descriptor are these actions most aligned?





# Reinforcement Plan

**Identify the area of reinforcement.** Use specific language from the rubric to develop the objective. (Motivating Students)

*The teacher consistently provides opportunities for the students to ask questions and builds their curiosity while making the content meaningful and relevant to her students.*





# Reinforcement Plan

**Ask a self-analysis question.** Prompt teacher to talk about what you want to reinforce. Utilize a question that includes specific language from the rubric to encourage the teacher to reflect.

*How do you keep your students engaged throughout the lesson to ensure all students are recognized by their efforts?*





# Reinforcement Plan

**Identify specific examples from the evidence about what the teacher did relatively well.**

*You consistently built the students' curiosity throughout the first part of your lesson when the students were sitting on the carpet, such as, "What else do you notice?" "I'm wondering....." and "Guess what else?"*





# Reinforcement Narrative for TNCompass

*It was evident the teacher continuously fostered engagement in her students by providing several experiences where students were asking questions, becoming curious, and encouraged to explore their ideas.*





# Identifying Refinement

When identifying a refinement area, reflect upon which indicator will **result in the greatest impact on student learning** if that practice is improved.





# Identifying Refinement

- Review **evidence** and **student work** collected.
- Use **guiding questions** for designing feedback:
  - What specific part(s) of student learning needs to improve?
  - What change in teacher practice would lead to improved student learning?
  - To which indicator and descriptor are these actions most aligned?





# Refinement Plan

**Identify the area of refinement.** Use specific language from the rubric to develop the objective (ex: lesson structure and pacing).

*“The teacher will be able to explain how to effectively plan for the pacing of a lesson that provides sufficient time for each segment and provides for a clear closure.”*







# Refinement Plan

**Identify specific examples from the evidence about what to refine.** It is critical that the observer provides specific examples from the lesson to support the refinement indicator.

*“You began the lesson on the carpet discussing the foundational skills the students would practice during this lesson. The pacing during carpet time was not brisk. There were times on the carpet where the discussion went off-track from foundational skills. During the exit ticket the students began getting restless from sitting on the carpet for such a long period of time.”*





# Refinement Plan

**Ask a self-analysis question.** Ask a specific question to prompt the teacher to reflect on the indicator you have identified as their area of refinement as it relates to the lesson.

*“When developing lessons, how do you decide on the pacing of the lesson so sufficient time is allocated for each segment?”*





# Refinement Narrative for TNCompass

*Due to the teacher's pacing of the beginning of the lesson, the students in each small reading group did not have the opportunity to complete their discussion or small group work.*





# Refinement Follow-up/Next Steps

**Identify specific follow-up actions with a timeline.** It is critical that the observer support the teacher with specific follow-up action(s) and suggested timeline to support the indicator being refined.





# Refinement Follow-up/Next Steps

**Refinement should identify the specific improvements needed.**

*"Each segment of the lesson must be appropriately planned and paced to achieve all objectives for the lesson. Consider breaking the whole group portion of the lesson into smaller chunks spread across multiple days and set a timer for maximum carpet time to ensure there is time for small groups. Involve the students as accountability partners in maintaining this discipline."*





# Refinement Follow-up/Next Steps

**Next Steps should include a follow-up plan with a timeline.**

*"When you have practiced this for a few weeks, invite me back in to observe and talk more about how this new routine is working for you."*





# Module 6 Task



Write out a possible post conference plan that includes actionable feedback.

- Post Conference plan should include the following:
  - A collaborative review of the outcomes of the lesson with the teacher
  - Questions to the teacher that guide reflection of the lesson
  - A discussion of the area of reinforcement and evidence of student impact
  - A discussion of the area of refinement and evidence of student impact
  - Next steps aligned with the area of refinement with resources to support next steps and a timeline for follow up
  - Sharing of observation scores







# Post-Conference: Video



<https://youtu.be/5mjGwKCtuDg>  
4th grade math



# Post-Conference: Video Takeaways



- The evaluator asked the educator self-reflective questions to guide her to think about how her instructional strategies impacted student learning and how she could make changes in future lessons.
- The evaluator chose reinforcement areas that had an impact on student performance.
- The evaluator encouraged the evaluator to reflect on their lesson and pick out an area of reinforcement and then gave suggestions to support the growth in that area.



# Visit the TEAM Website to learn more about creating High-Quality Feedback

This professional learning package contains all the materials needed to implement the session at the local level, including:

- a facilitator guide,
- a slide deck including presenter script and delivery notes, including embedded suggestions for in-person and virtual content delivery,
- a materials file, and
- a communications file with email templates you may use when communicating with participants.





# Thank you for completing Module 6 of the TEAM Teacher Evaluator Training.

You may pause the training here, or you can  
continue to Module 7.

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