



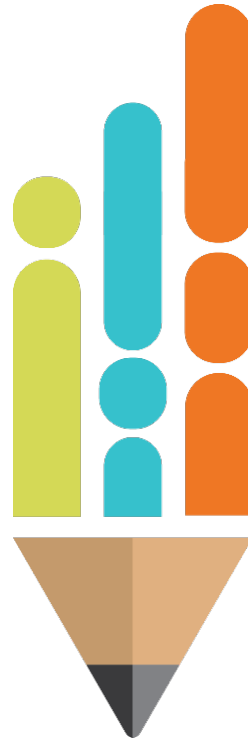
# TEAM Teacher Evaluator Recertification Training Module 2

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# Agenda



- Focus Domain: Planning
- Focus Domain: Environment
- Connections: Instructional Domain
- Wrap Up

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# Domain: Planning



# Domain: Planning



The planning domain outlines foundational practices for implementing instructional strategies to:

- ensure the progression of student mastery of state standards;
- generate thinking and problem-solving aligned to state standards; and
- accommodate individual student learning.



# 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.



# Student Work



Task 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.



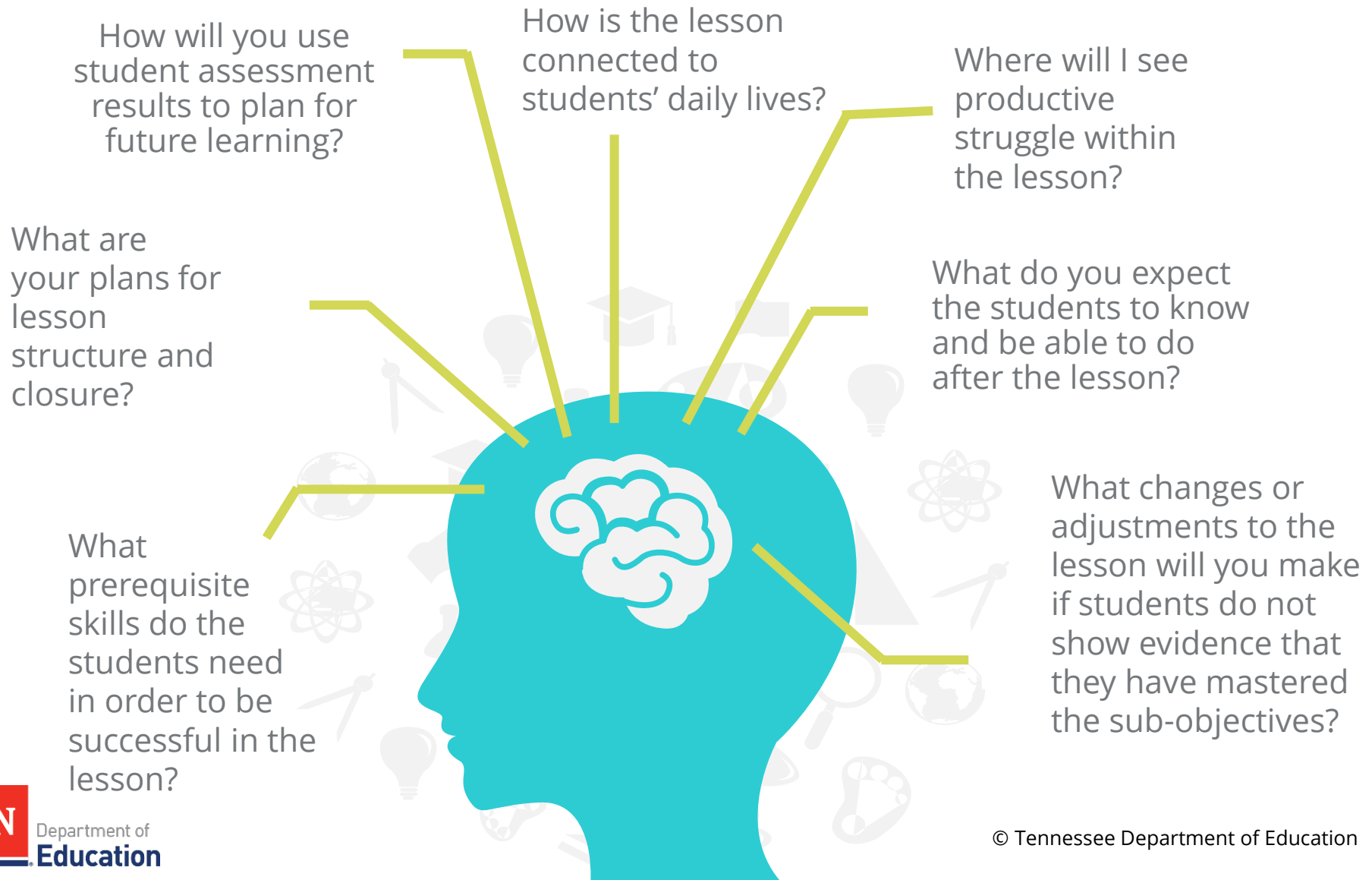
# Assessment



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.





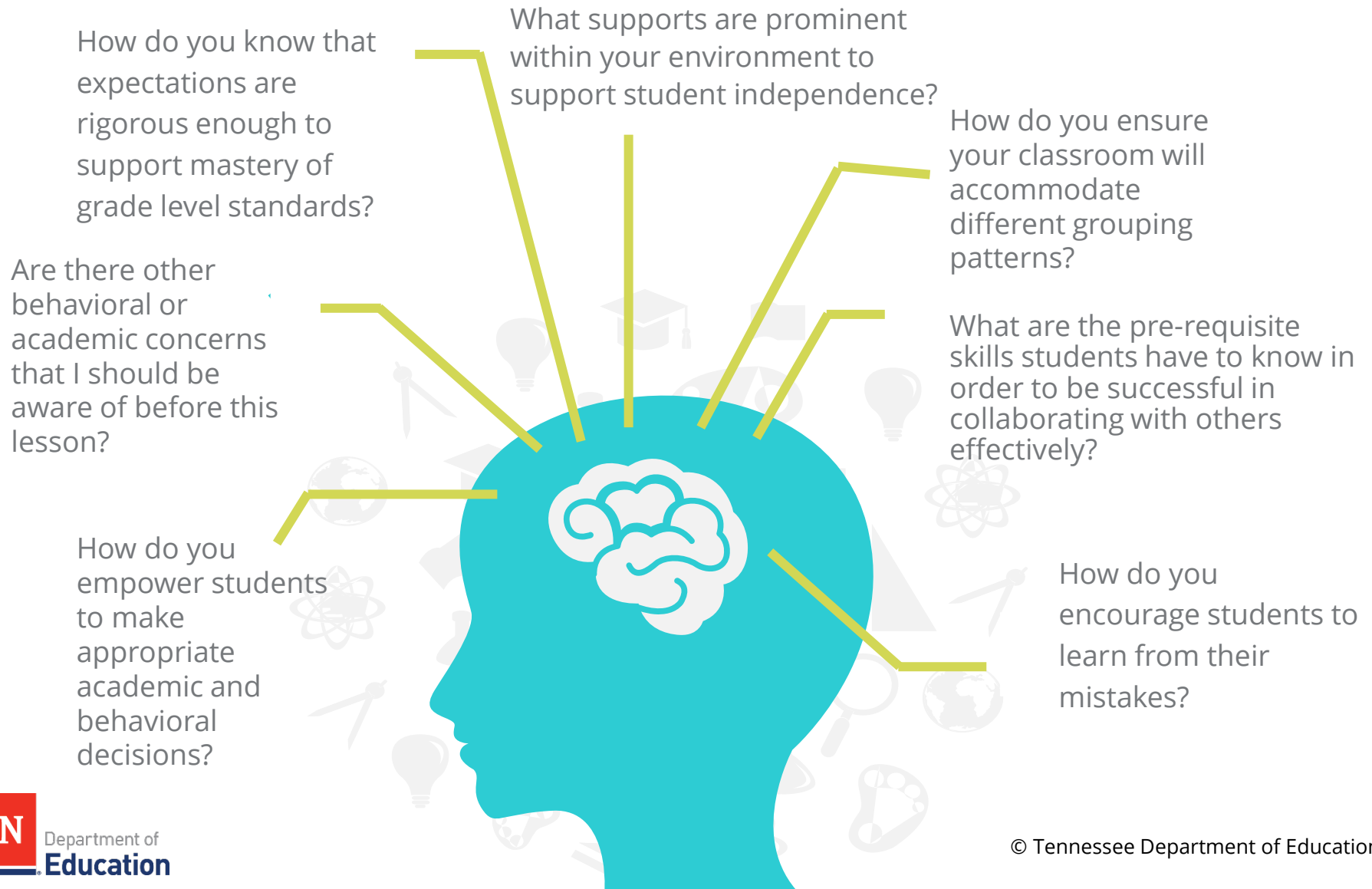
# Respectful Culture

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





# Connecting the Domains

The impact of instruction on student outcomes is grounded in two things:

- Instructional planning
- Learning environment





# Connecting the Domains

- While all indicators are key to delivering a strong lesson, which indicators in the instructional domain clearly connect Planning and Environment to instructional outcomes?
- Indicators we will consider today include:
  - Presenting Instructional Content
  - Activities and Materials
  - Questioning
  - Academic Feedback





# Domain: Instruction



## Presenting Instructional Content

Includes:

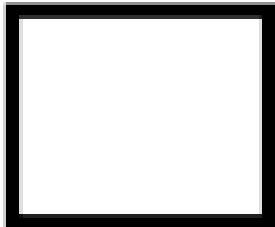
- visuals to support the lesson,
- teacher modeling of the thinking process,
- logical sequencing, and
- concise communication.



# Connections



## Presenting Instructional Content



Presentation of content always includes:

- visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;
- examples, illustrations, analogies, and labels for new concepts and ideas;
- effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations;
- concise communication;
- logical sequencing and segmenting;
- all essential information; and
- no irrelevant, confusing, or non-essential information.



# Domain: 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.





# Connections

<b>Activities and Materials</b>          	<ul style="list-style-type: none"><li>• Activities and materials include all of the following:<ul style="list-style-type: none"><li>◦ support the lesson objectives,</li><li>◦ are challenging,</li><li>◦ sustain students' attention,</li><li>◦ elicit a variety of thinking,</li><li>◦ provide time for reflection,</li><li>◦ are relevant to students' lives,</li><li>◦ provide opportunities for student-to-student interaction,</li><li>◦ induce student curiosity and suspense,</li><li>◦ provide students with choices,</li><li>◦ incorporate multimedia and technology, and</li><li>◦ incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).</li></ul></li><li>• In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.</li><li>• The preponderance of activities demand complex thinking and analysis.</li><li>• Texts and tasks are appropriately complex.</li></ul>
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# Domain: Instruction

## Questioning

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









# Domain: Instruction

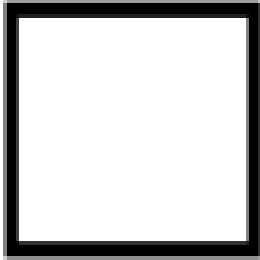
## Academic Feedback

- Academically-focused, high-quality oral and written feedback is provided frequently throughout the lesson.
- Students are encouraged to provide feedback for one another.





# Connections

<b>Academic Feedback</b>  	<ul style="list-style-type: none"><li>• Oral and written feedback is consistently academically focused, frequent, high quality and references expectations.</li><li>• Feedback is frequently given during guided practice and homework review.</li><li>• The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback.</li><li>• Feedback from students is regularly used to monitor and adjust instruction.</li><li>• Teacher engages students in giving specific and high-quality feedback to one another.</li></ul>
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# Thank you for completing Module 2 of the TEAM Teacher Evaluator Recertification Training.

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

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