

Planning Observation Frequently Asked Questions

The planning domain is intended to assess how effectively a teacher prepares and thinks through the steps (plans) for instruction. Evidence from the lesson plan and the observation should be used to rate the indicators in the planning domain. A written plan, multiple pages in length is not the focus of the planning observation. The focus is **how** teachers plan for instruction.

1. *What sources of evidence should evaluators consider when scoring the Planning domain?*

Planning scores should be based on the implementation of the unit/lesson plan rather than the plan itself. Evidence may be collected during the pre-conference and the classroom observation. Examples of evidence are student work samples, assessment samples, and the planning conversation. A pre-conference should occur prior to an announced observation and will inform the planning scores after the classroom observation is completed.

2. *How do evaluators collect evidence to inform scoring the Planning domain for an unannounced observation?*

After the classroom observation, the evaluator should request the educator's lesson plan be submitted within 24 hours. This allows the evaluator the opportunity to hold a planning conference to ask questions before the post-conference.

3. *Why doesn't the department of education provide a lesson plan template?*

It is important to remember that specific requirements for the lesson plan itself are entirely a district and/or school decision. Furthermore, assessment of a teacher's planning should be driven by what is best for student learning.

4. *May an educator resubmit a lesson plan after the pre-conference and before the observation?*

While the evaluator may ask probing questions in the pre-conference, the educator may not resubmit the lesson plan for scoring purposes. The planning score should be based on the evidence collected during the pre-conference and the classroom visit.

5. *What artifacts might be collected as evidence for the Instructional Plans indicator?*

- A timeline of how this lesson fits into the unit plan
 - The goals and objectives aligned to the state content standards
 - A description of the activities, materials, and assessments for the lesson
 - A discussion of the data the teacher uses to differentiate the instruction to meet the needs of all students
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6. *What artifacts might be collected as evidence for the Student Work indicator?*

The evaluator should take samples of the students' work after the classroom observation. The evaluator should analyze the student work to determine the levels of thinking and problem solving needed to complete the assignment. The student work should be returned to the teacher prior to the post-conference for the teacher to analyze the student work.

7. *What artifacts might be collected as evidence for the Assessment indicator?*

The evidence for the assessment indicator may not be collected from the classroom observation. The descriptors in the Assessment indicator describe how the educator assesses students' mastery of the standard during the unit of study. During a pre-conference, the evaluator and the educator discuss the educator's plans for assessment and the measurement criteria the educator will use to determine student mastery. The educator will also describe how the data from the assessments will be used.

8. *How can I learn more about the Planning rubric?*

In response to feedback from evaluators and educators, the Educator Effectiveness Team has created the [TEAM Best Practices Video Library](#). Our video library features a collection of engaging, practical, and thought-provoking videos covering a wide range of subjects and grade levels. Each TEAM indicator is unpacked descriptor by descriptor with video examples of what that practice looks and sounds like in action. Accompanied by a facilitator guide, these videos are designed for use as individual professional development, as part of a PLC, or in a large group setting.

For questions about Planning observations, please contact TEAM.Questions@tn.gov.
