

# TEAM Best Practices Video Library

## Student Work

### *Descriptor 3*



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# General Educator Rubric:

## Planning Domain

# Planning Domain

The Planning Domain is designed to evaluate how effectively teachers prepare and think through the steps for instruction, emphasizing the planning and implementation of the unit or lesson plan rather than the written plan itself. Evaluators should look for evidence of planning in the lesson plan, classroom observation, and planning conference discussions.

## Key Considerations:

- **Lesson Planning:** While written plans are important, the primary focus is on how teachers plan for instruction. A detailed, multi-page lesson plan is not necessary; instead, evaluators should consider how well the teacher's planning translates into effective classroom practice. Planning scores should be based on teacher process, evidence collected during observation and conversation, teacher implementation of the plan, student work samples, and assessment samples.
- **Planning Conference:** A pre-conference should occur before an announced observation. This meeting helps the evaluator gather information from the educator about the planning process before observing a lesson. If the observation is unannounced, then the evaluator should have a planning conference after the classroom observation to discuss the educators planning process.



# Planning Domain

## Indicators:

### Instructional Plans:

- Evaluators should assess the strategies teachers use to align their instruction with state standards. This includes both lesson and unit plans.
- Look for evidence that the teacher has thoughtfully prepared to meet the learning objectives.

### Student Work:

- Consider the tasks and activities students are engaged in. Student work should provide insight into how well the teacher's planning supports student learning.
- Evaluators should look for evidence that student work is challenging students to use a variety of thinking and problem-solving skills.

### Assessments:

- Assessments are crucial for understanding student learning. Evaluators should examine how teachers use assessments to support and enhance student learning.
- Evidence of effective assessment practices can be found in both the planning and execution phases.





# Planning Domain

## Evaluation Process:

**Planning Conference Discussions:** These discussions are essential for understanding the teacher's planning process and should inform the planning scores. Explicit and direct questioning opens opportunities for educators to discuss their planning process and the evidence that may not be visible during classroom observations. Evaluators can request a meeting after the instruction to gather additional evidence about the teacher's planning process. This is particularly important for understanding how the teacher plans for the entire unit, not just the observed lesson.

**Classroom Observations:** During observations, evaluators should focus on how the teacher's plans are implemented in the classroom. This includes looking at student engagement, student work, and assessment outcomes.

**Post-Conference:** The post-conference should serve as an opportunity for educators to engage in self-reflection regarding their planning and execution. Evaluators should pose thought-provoking, open-ended questions that encourage educators to critically examine the planning practices that have successfully enhanced student learning, as well as identify areas for improvement to further advance student progress toward mastery.



# Student Work



# Student Work

Effective planning requires consideration of the content-specific student work and of assignments that students will complete during lessons. To ensure challenge and rigor, student work assignments should provide opportunities for multiple types of thinking and problem-solving.

Additionally, it is crucial to connect student work to prior learning and their life experiences outside of the classroom. This connection helps students build on their existing knowledge, making them feel more confident and capable. Linking assignments to students' life experiences makes the work more relevant and engaging which motivates them to participate actively.

By integrating prior learning and life experiences, educators can foster a deeper understanding of the content, encourage critical thinking, and enhance problem-solving skills, ultimately enriching the overall learning experience.





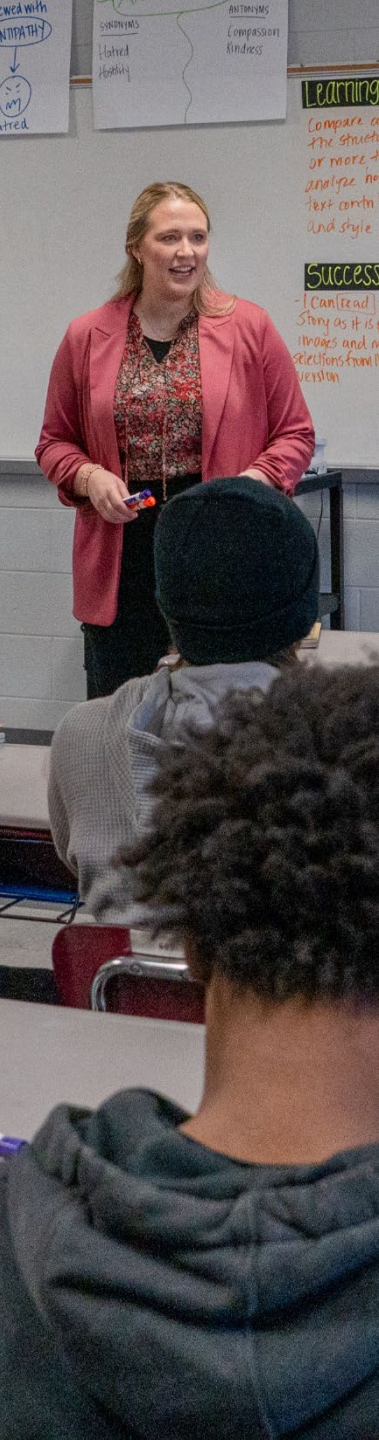


# Student Work

## Benefits of High-Quality Student Work:

- **Enhanced Critical Thinking:** Encourages students to analyze, evaluate, and synthesize information leading to deeper understanding.
- **Improved Problem-Solving Skills:** Develops students' ability to approach and solve complex problems using various strategies.
- **Increased Engagement:** Connects learning to students' personal experiences and interests, making lessons more relevant and motivating.
- **Higher Achievement:** Aligns with state standards and high-quality curriculum materials, leading to improved academic performance.





# Student Work

The development and evaluation of student work should enhance and reinforce instruction in the classroom. Student work and assignments should be aligned with pre-tests and post-tests, which in turn should be aligned with state standards. This alignment ensures that the analysis of student work can predict student performance on post-tests.

Collecting and analyzing student work is a critical component of effective teaching and evaluation. By aligning assignments with standards and using high-quality materials when available, teachers can enhance instruction and ensure students are engaged in meaningful problem-solving and thinking activities.

After classroom visits, evaluators should collect student work to assess the types of thinking and problem-solving demonstrated. This can be done through various means, including videos and notes. Evaluators should analyze the student work and discuss it with teachers during post-conferences to ensure the planned instruction occurred effectively.



# Descriptor 3:

Assignments require students to connect what they are learning to prior learning and life experiences



## **Descriptor 3: Assignments require students to connect what they are learning to prior learning and life experiences**

This descriptor focuses on student engagement and motivation. Assignments should be anchored to concepts and skills that students have already been introduced to. This connection to prior learning ensures that students can build on their existing knowledge and feel confident in their ability to complete the tasks.

Linking assignments to students' life experiences makes the work more relevant and engaging, motivating them to participate actively. Effective assignments should leverage teacher content knowledge and understanding of students' backgrounds to create meaningful connections.

By integrating prior learning and life experiences, educators can foster a deeper understanding of the content and encourage students to think critically and problem-solve, ultimately enhancing their overall learning experience.





# Evaluator Expectations

Evaluators should look for how assignments are anchored to previously introduced concepts and skills, ensuring students can build on their existing knowledge. Evaluators should note how assignments are linked to students' life experiences, making the work relevant and engaging. Effective assignments should reflect the teacher's content knowledge and understanding of students' backgrounds. Evaluators should observe if the educator integrates prior learning and life experiences to foster deeper understanding, critical thinking, and problem-solving skills.

## **Examples of questions:**

- What previous lessons connect to the skills and knowledge of this lesson?
- How are the expectations for student work going to align with the next grade level's or past grade level's state standards?
- How will you create opportunities for students to connect what they are learning to experiences, observations, feelings, or situations in their daily lives?
- How have you designed student work that encourages students to think beyond learning in the classroom?



# Educator Expectations

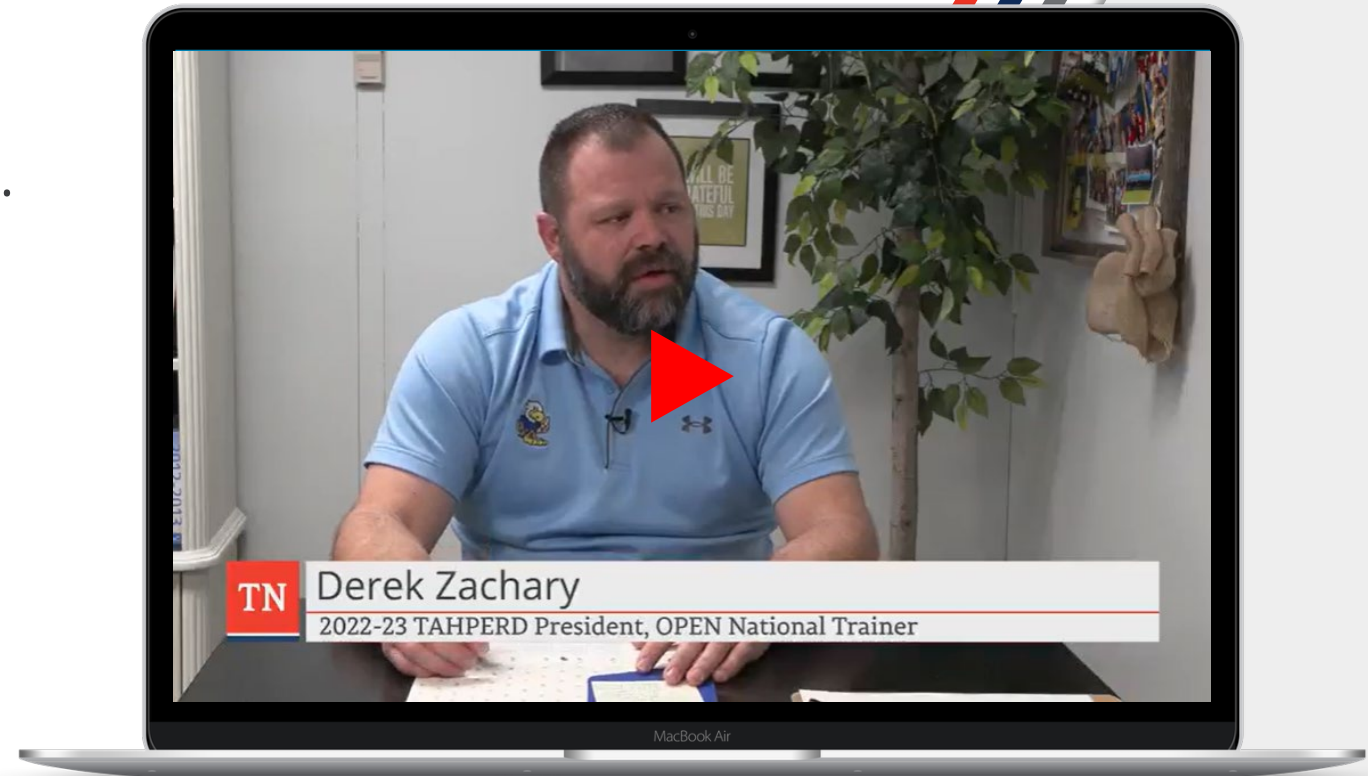
Educators should be prepared to discuss how lesson activities are connected to students' personal interests and experiences. Educators should share their plans for encouraging students to use content and skills in their daily lives and how they intend to link the content to situations beyond the classroom. Educators should plan assignments anchored to previously introduced concepts and skills, ensuring students can build on their existing knowledge. They should share how assignments are linked to students' life experiences, making the work relevant and engaging.

Effective assignments should reflect the teacher's content knowledge and understanding of students' backgrounds. Evidence should show how the educator integrates prior learning and life experiences to foster deeper understanding, critical thinking, and problem-solving skills.

# Evidence Capture Example

As you watch this video, note how the educator responds to the evaluator's question of how the lesson applies to students' lives outside of the classroom. The educator shares how the students are able to practice the skills learned in the lesson during their city league games. He connects their learning to building confidence in their skills to effectively play with friends.

The evaluator could have extended the evidence collection for this descriptor by asking the educator how he builds on prior knowledge for his activities.

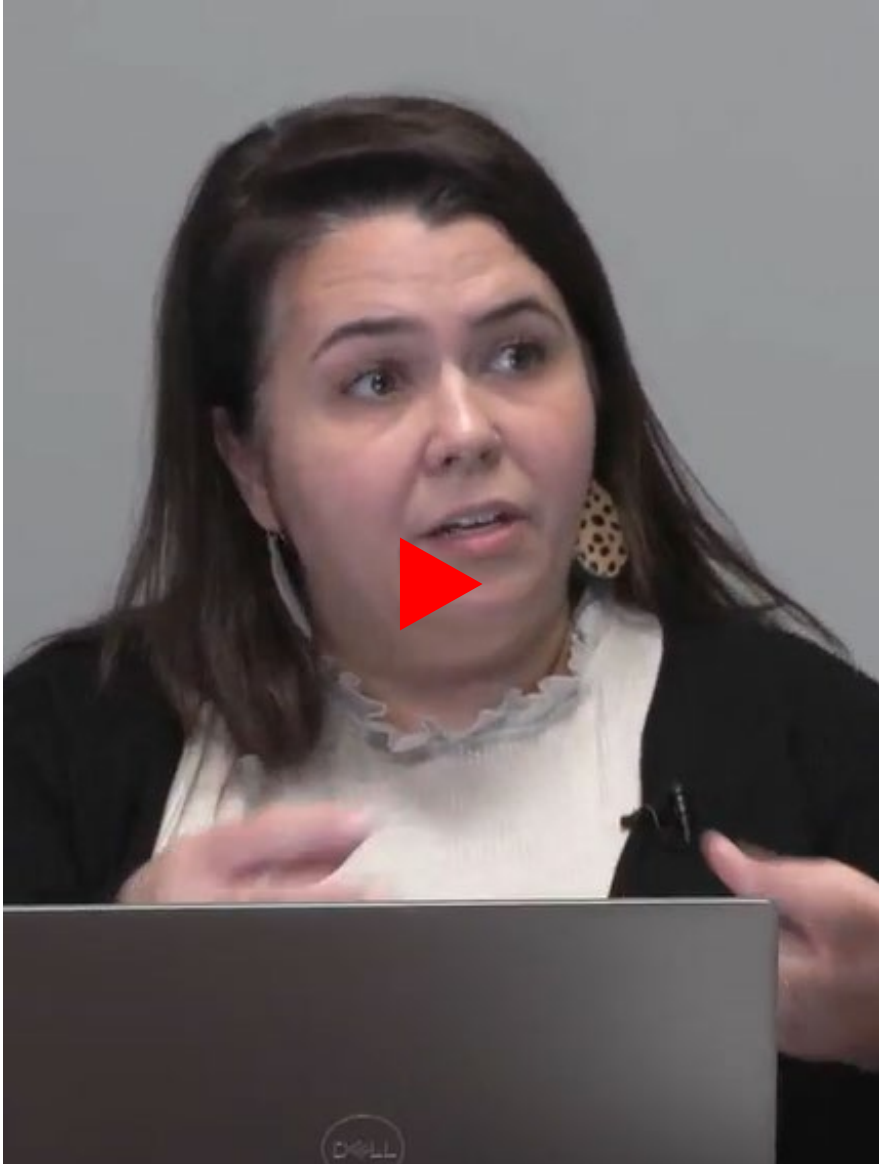


# Evidence Capture Example

As you watch this video, note how the educator shares that during class discussions about the text, students are provided the opportunity to share out their connections to both their personal lives and to previously read texts. When determining who the narrator is in a text, students are required to use their prior knowledge of point of view from first and second person.



Video featuring 2024-2025 Northwest Core Region Teacher of the Year Sherri Brawner under the guidance Lee Lawrence, Principal of Gleason School, Weakley County Schools



# Evidence Capture Practice

- Watch the video and capture evidence of descriptor 3.
- Video featuring 2023-2024 South Central Core Region Teacher of the Year Emily Fowler under the guidance of Penny Love, principal at Culleoka Unit School, Maury County Schools.



**Share evidence you captured of  
descriptor 3.**





# Possible Evidence

Examples of descriptor 3 in the video:

- The educator speaks to how she prepares students for the upcoming lesson by building foundational vocabulary that will be used in the text.
- The educator describes how the planned activities will build on the students' prior knowledge of target language vocabulary for numbers and -ar verbs to understand and express time.
- The activities require students to connect their learning of time in their target language to the expression of time in their personal lives.



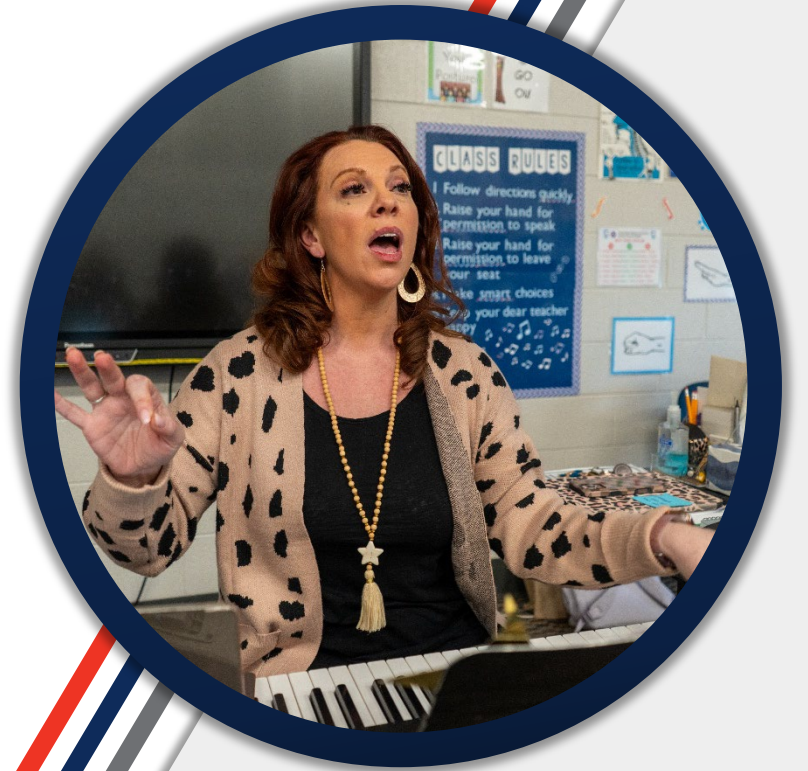


# Evidence Capture Practice

- Watch the video and capture evidence of descriptor 3.
- Video featuring 2024-2025 East Grand Division Teacher of the Year Natalee Elkins under the guidance of Kathryn Lutton, Principal at Holston Middle School, Knox County Schools.



**Share evidence you captured of  
descriptor 3.**



# Possible Evidence

Example(s) of descriptor 3 in the video:

- The educator provides students with a choice in their performance music selections.
- Students have the opportunity to create their own music pieces based on their individual interests, experiences, and feelings.
- Students have the opportunity to use their prior knowledge of writing and math skills and apply it to their music assignments.





# Connections to Other Indicators

This descriptor is closely aligned with the following indicators:

- **Expectations:**
  - Teacher creates learning opportunities where students can experience success.
- **Standards and Objectives:**
  - Learning objectives are connected to what students have previously learned and grounded in HQIM when available.
- **Motivating Students:**
  - The teacher organizes the content so that it is personally meaningful and relevant to students.
  - The teacher develops learning experiences where inquiry, curiosity, and exploration are valued.







# Connections to Other Indicators

This descriptor is closely aligned with the following indicators:

- **Activities and Materials:**
  - Activities and materials display the following characteristics:
    - sustain students' attention,
    - are relevant to students' lives,
    - induce student curiosity and suspense, and
    - provide students with choices.
- **Teacher Content Knowledge:**
  - The teacher highlights key concepts and ideas and uses them as bases to connect other powerful ideas.
- **Teacher Knowledge of Students:**
  - Teacher practices display understanding of some students' anticipated learning difficulties.
  - Teacher practices incorporate student interests and cultural heritage.





# Connections to Other Indicators

This descriptor is closely aligned with the following indicators:

- **Thinking:**

- The teacher teaches practical thinking, where students use, apply, and implement what they learn in real-life scenarios.





# Culminating Task

- Do a quick review of all the descriptors of the Student Work Indicator and then watch this video. As you watch the video capture evidence that fits the descriptors for the Student Work Indicator.
- Video featuring 2024-2025 Tennessee Teacher of the Year Bryan Kerns under the guidance of Dr. Brian Tate, Principal at Dobyns-Bennett High School, Kingsport City Schools.



**Share evidence you captured of descriptors in the Student Work indicator.**





# Possible Evidence

**Descriptor 1:** The educator discusses how the assignment provides students with the opportunity to:

- identify different types of fuels
- analyze information from the news to determine if it is accurate
- analyze information about fuel types to make predictions on the burn time
- apply knowledge of fuel types and burn time to connect western fires to Appalachian fires

**Descriptor 2:** The assignments provide students with the opportunity to:

- compare and contrast fuel types and burn times and use the information to write a burn plan
- make generalizations between a wildfire and a neighborhood fire
- draw conclusions on how a fire will burn based on information about various fuels through writing





# Possible Evidence

## **Descriptor 3: The assignments provide students with the opportunity to:**

- connect what they have learned about fuel types and how fires would burn in their area
- connect knowledge to how to fight fires in different scenarios
- build on prior knowledge of fire to learn about how to extinguish the fire
- discuss the current events of fires in the country and how it applies to their study.



# Feedback Survey

- Follow the QR code or use the link below to access the form for the feedback survey.
  - [https://stateoftennessee.formstack.com/forms/planning\\_rubric\\_video\\_library](https://stateoftennessee.formstack.com/forms/planning_rubric_video_library)
- Please use the form to reflect on today's learning and provide feedback about this resource.





# Thank You!

Email questions to [TEAM.Questions@tn.gov](mailto:TEAM.Questions@tn.gov) .

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