



BEST FOR
ALL

#TNBestforAll

TEAM Evaluation Library Media Specialist Rubric



Department of
Education





BEST **FOR**
ALL

We will set all students on a path to success.

ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE
ACCESS TO A HIGH-QUALITY EDUCATION,
NO MATTER WHERE THEY LIVE

STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE
EQUIPPED TO SERVE THE ACADEMIC
AND NON-ACADEMIC NEEDS OF ALL
STUDENTS IN THEIR CAREER PATHWAYS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR
THE EDUCATION PROFESSION AND BE
THE TOP STATE IN WHICH TO BECOME AND
REMAIN A TEACHER AND LEADER FOR ALL



Agenda

- Evaluation and Alternate Rubrics
 - Governing Policy
- The Library Media Specialist (LMS) Rubric
 - Planning Rubric
 - Environment Rubric
 - Delivery of Services
 - Professionalism Rubric
- Putting into Action
- Wrap-Up





Library Media Specialist Rubric

- The Library Media Specialist (LMS) rubric should be used for teachers who spend more than half of their school day as a library media specialist.
- This rubric is appropriate for Library Information Specialists (LIS) as well.
- Within the TEAM rubric, LMS and LIS are used interchangeably, but only LMS will be used in this training.





Why do we evaluate Library Media Specialists ?

- Studies in more than twenty states and several Canadian provinces have shown that a school library program that is adequately staffed, resourced, and funded can lead to **higher student achievement** [in literacy] **regardless** of the socioeconomic or educational levels of the community.
- This effect is strongest when school librarians take a **leading role in collaborating with other educators** to foster literacy.

Knapp, N. F. (2019). *Using Technology to Foster "Real Reading" in the School Library and Beyond*. *Knowledge Quest*, 48(1), 54+. https://link.gale.com/apps/doc/A600550000/GPS?u=tel_s_tsla&sid=bookmark-GPS&xid=e4b4677d.





Why do we evaluate Library Media Specialists ?

- By using observations and data together, TEAM allows educators and school leaders to have an ongoing dialogue about how **educator practice impacts student success.**
- Ultimately, growth in an educator's skills leads to **improved student and school outcomes.**

Knapp, N. F. (2019). Using Technology to Foster "Real Reading" in the School Library and Beyond. *Knowledge Quest*, 48(1), 54+. https://link.gale.com/apps/doc/A600550000/GPS?u=tel_s_tsla&sid=bookmark-GPS&xid=e4b4677d.





What are the legal requirements for observation?



State Board of Education Evaluation Rule 0520-02-01.03:

- All teachers and non-instructional, licensed staff shall have at least one-half ($\frac{1}{2}$) of all observations be unannounced.
 - “Non-instructional Licensed Staff” means staff including, but not limited to, Library media specialists and Response to Intervention (RTI) coordinators who have a Tennessee educator license but who are not classroom teachers.
- A minimum of one (1) observation shall be announced for teachers.
- For teachers scoring level 5 on individual growth or level of overall effectiveness, the required observation shall be unannounced.
- You may access the full State Board of Education Evaluation rule [here](#).

EDUCATORS





Unique Aspects of the LMS Rubric

- **Planning** is based on the implementation of services and may include lesson plans within the unit plan.
- **Delivery of Services** is based on the **implementation** of the **plan** and **scope** of work.
- Data used **may be different** than classroom teacher data.
- Observations are a mix of **conversations** and **class observations**.





Comparison Planning Instruction and Planning Services Rubrics





Planning Instruction vs. Planning Services

- The **General Educator Planning Rubric** focuses on planning all components (instructional delivery, student work and assessment) necessary to ensure student mastery of daily objectives to support significant progress towards **mastery of state content standards**.
- The **LMS Planning of Services Rubric** focuses on managing the media center resources and collaborating with stakeholders to **provide materials and services** that relate to the **school's** curriculum demands and instructional **goals and objectives**.





Planning Domain Comparison

Planning (General Educator)	Planning of Services (LMS)
Student Work	Media Center Resources
<ul style="list-style-type: none">• Assignments require students to use higher order thinking skills• Assignments require students to problem solve in a variety of ways• Assignments connect student learning to students' daily lives	<ul style="list-style-type: none">• Resources are appropriately integrated with instruction and management procedures• Materials and media are equitable and accessible to all users• Facilities are arranged to accommodate different types of activities; student movement is meaningful• LMS/LIS and user activities allow for maximum use of learning time





Planning Domain Comparison

Planning (General Educator)	Planning of Services (LMS)
Instructional Plans	Media Center Management
<ul style="list-style-type: none">• Measurable and explicit goals• Aligned to state standards• Activities sequenced from basic to complex and build on prior knowledge• Evidence that plan is appropriate for all learners• Evidence that plan provides regular opportunities to accommodate individual student needs	<ul style="list-style-type: none">• Input from LMS/LIS and professional staff used to determine student needs and provide resources that relate to curriculum demands and instructional goals and objectives• LMS/LIS initiates communication and follow-up activities to determine effectiveness of selected resources• Circulation procedures established to maximize use of library resources and communicated to all patrons• Materials and resources are current and up-to-date and reflect the needs of stakeholders





Planning Domain Comparison

Planning (General Educator)	Planning of Services (LMS)
Assessment <ul style="list-style-type: none">• Aligned with state standards• Have clear measurement criteria• Measure student performance in multiple ways• Require written tasks• Include descriptions of how assessment results will be used to inform future instruction	Media Center Collaboration <ul style="list-style-type: none">• LMS/LIS continuously provides cursory and in-depth assistance to teachers, as needed• LMS/LIS collaborates with teachers in planning units of instruction• LMS/LIS assists with equipment operation, materials production, and instruction, as needed• LMS/LIS seamlessly correlates the library program with that of the school curriculum





Reflections

Reflect on the **Planning of Services** rubric for Library Media Specialist.

- What takeaways do you have from that rubric?
- How do these takeaways differ from the General Educator Planning rubric?
- What artifacts might provide evidence for planning practices?





LMS Planning Takeaways



Takeaway



Scope of work should be linked to school curriculum goals.



Takeaway



Scope of work should have measurable goals based on the needs of the school or the students.



Takeaway



Work products are regularly reviewed and revised based on the needs of the school or the students.



LMS Planning Artifacts



Artifact



A thorough, easily-understood planning document outlining the anticipated scope of work for the year



Artifact



Student/school data used in the creation of work products



Artifact



Evidence of collaboration with stakeholders to evaluate and improve services



Library Media Specialist Environment Rubric





Environment Domain

- The General Educator Environment Rubric and the Library Media Specialist Environment Rubric are the same.
- The Library Media Specialist rubric focuses on both the library space accessible to staff and students as well as the workspace reserved for the LMS/LIS.





Comparison Instruction and Delivery of Services Rubrics





Instruction vs. Delivery of Services

- **The General Educator Instruction Rubric** focuses on the **delivery of all instructional components** necessary to ensure student mastery of daily objectives to support significant progress towards mastery of state content standards.
- **The LMS Delivery of Services Rubric** focuses on the **implementation of the program of services** necessary for the educator to achieve the performance expectations of the objectives outlined in the plan of services for the educator.
- The LMS may be delivering a service to students who are **adults** (teachers, parents).





Instruction/Delivery of Services Domain Comparison

Instruction (General Educator)	Delivery of Services (LMS)
Standards & Objectives	Standards & Objectives
<ul style="list-style-type: none">• All learning objectives are clearly communicated, aligned to state standards, and referenced throughout the lesson• Learning objectives are logically sequenced and connected to prior learning• There is evidence that most students demonstrate mastery of daily objective	<ul style="list-style-type: none">• Objectives are frequently displayed, clearly communicated, and referenced throughout the lesson• Goals and objectives are consistent with the school goals and take into account previous learning and other related curriculum areas• There is evidence that most students demonstrate mastery of objectives





Instruction/Delivery of Services Domain Comparison

Instruction (General Educator)	Delivery of Services (LMS)
Motivating Students <ul style="list-style-type: none">• Content is organized to be personally relevant and meaningful to students• Inquiry, curiosity, and exploration are valued in student learning experiences• The teacher regularly reinforces and rewards effort	Motivating Students <ul style="list-style-type: none">• All students are engaged in learning activities• All activities provided help students recognize the purpose and importance of learning• Procedures are adjusted to enhance student involvement





Instruction/Delivery of Services Domain Comparison

Instruction (General Educator)	Delivery of Services (LMS)
<h2>Presenting Instructional Content</h2> <ul style="list-style-type: none">• Visuals support the purpose, organization and internal summaries of the lesson• Teacher models the thinking process to demonstrate performance expectations• Essential information delivered concisely with logical sequencing and segmenting	<h2>Presenting Instructional Content</h2> <ul style="list-style-type: none">• Visuals support the purpose, organization and internal summaries of the lesson• LMS/LIS models the thinking process to demonstrate performance expectations• Essential information delivered concisely with logical sequencing and segmenting





Instruction/Delivery of Services Domain Comparison

Instruction (General Educator)	Delivery of Services (LMS)
<h2>Lesson Structure & Pacing</h2> <ul style="list-style-type: none">• Lesson starts promptly with beginning, middle and end• Lesson includes time for reflection• Pacing is brisk and provides opportunities for individual students who progress at different rates• Routines for material distribution and transitions are seamless	<h2>Lesson Structure & Pacing</h2> <ul style="list-style-type: none">• Lesson starts promptly with a beginning, middle and end• Lesson includes time for reflection• Pacing is brisk and provides opportunities for individual students who progress at different rates• Routines for material distribution and transitions are seamless





Instruction/Delivery of Services Domain Comparison

Instruction (General Educator)	Delivery of Services (LMS)
Activities & Materials <ul style="list-style-type: none">• Support the lesson objectives• Elicit a variety of thinking• Provide time for reflection• Provide students with choices• Incorporate multimedia and technology• Incorporate resources beyond the curriculum texts• Demand self-direction and self-monitoring• Demand complex thinking and analysis	Activities & Materials <ul style="list-style-type: none">• Show accommodation of students' needs and differences• Are appropriately varied and matched to lesson objective• Are relevant to students' lives,• Incorporate multimedia and technology• Incorporate quality resources (e.g., LMS/LIS made materials, manipulatives, resources from museums, cultural centers, etc.)• Address higher-order thinking skills• Sustain students' attention





Instruction/Delivery of Services Domain Comparison

Instruction (General Educator)	Delivery of Services (LMS)
Questioning <ul style="list-style-type: none">• Questions are varied and high quality• Questions require students to cite evidence• Questions regularly require active responses• Wait time is consistently provided• Teacher calls on volunteers and non-volunteers• Questions regularly assess and advance student understanding	Questioning <ul style="list-style-type: none">• Questions are varied and high quality• Questions are consistently purposeful and coherent• Questions are consistently sequenced with attention to the instructional goals• Questions regularly require active responses• Wait time is consistently provided• The LMS/LIS calls on volunteers and non-volunteers• Students generate questions that lead to further inquiry and self-directed learning





Instruction/Delivery of Services Domain Comparison

Instruction (General Educator)	Delivery of Services (LMS)
<h2>Academic Feedback</h2> <ul style="list-style-type: none">• Both oral and written feedback are given frequently, especially during guided practice• The teacher circulates to prompt student thinking, assess student progress, and provide individual feedback• Feedback from students is regularly used to monitor and adjust instruction	<h2>Academic Feedback</h2> <ul style="list-style-type: none">• Feedback is consistently academically focused, frequent, and high quality• Feedback to students is in a timely manner and includes strengths as well as recommendations or suggestions for improvement• The LMS/LIS circulates to prompt student thinking, assess each student's progress, and provide individual feedback





Instruction/Delivery of Services Domain Comparison

Instruction (General Educator)	Delivery of Services (LMS)
<h2>Grouping Students</h2> <ul style="list-style-type: none">• The instructional grouping arrangements maximize student understanding and learning efficiency• Students in groups are held accountable for work, and all students know their roles, responsibilities, and work expectations• Groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning	<h2>Monitoring Student Understanding</h2> <ul style="list-style-type: none">• Learning activities are analyzed and paced to accommodate student differences• Monitoring very frequently occurs through questioning techniques and checking student's performances as they are engaged in learning activities.• Monitoring techniques address higher-order skills when appropriate• Re-teaching occurs when necessary and includes a variety of re-teaching approaches





Instruction/Delivery of Services Domain Comparison

Instruction (General Educator)	Delivery of Services (LMS)
Teacher Content Knowledge <ul style="list-style-type: none">• Teacher displays extensive content knowledge of all the subjects she or he teaches• Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge• Limited content is taught in sufficient depth to allow for the development of understanding	LMS/LIS Content Knowledge <ul style="list-style-type: none">• LMS/LIS displays extensive content knowledge of all the subjects she or he teaches• LMS/LIS regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge• LMS/LIS regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas





Instruction/Delivery of Services Domain Comparison

Instruction (General Educator)	Delivery of Services (LMS)
Teacher Knowledge of Students <ul style="list-style-type: none">• Teacher practices display understanding of each student's anticipated learning difficulties• Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught• Cultural heritage and student interests are regularly incorporated into teacher practices	LMS/LIS Knowledge of Students <ul style="list-style-type: none">• LMS/LIS regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught• Data is continually used to assess student interest and performance for the purpose of improving resources, instruction, and services to users.• Changes to various aspects of the library program are based on a variety of both formal and informal evaluation techniques





Instruction/Delivery of Services Domain Comparison

Instruction (General Educator)	Delivery of Services (LMS)
Thinking <ul style="list-style-type: none">• The teacher thoroughly teaches two or more types of thinking:<ul style="list-style-type: none">– analytical thinking– practical thinking– creative thinking– research-based thinking• The teacher provides opportunities for students to:<ul style="list-style-type: none">– generate a variety of ideas, analyze problems from multiple perspectives and monitor their thinking	Thinking <ul style="list-style-type: none">• In the context of a collaborative lesson with a classroom teacher, the LIS/LMS consistently and thoroughly teaches two or more types of thinking:<ul style="list-style-type: none">– analytical thinking– practical thinking– creative thinking– research-based thinking• The LMS/LIS provides opportunities for students to:<ul style="list-style-type: none">– generate a variety of ideas, analyze problems from multiple perspectives and– monitor their thinking





Instruction/Delivery of Services Domain Comparison

Instruction (General Educator)	Delivery of Services (LMS)
Problem Solving <ul style="list-style-type: none">• The teacher implements activities that teach and reinforce three or more of the following problem-solving types:<ul style="list-style-type: none">– Abstraction– Categorization– Drawing conclusions/justifying solutions– Predicting outcomes– Observing and experimenting– Improving solutions– Identifying relevant /irrelevant information– Generating ideas– Creating and designing	Problem Solving <ul style="list-style-type: none">• The LIS/LMS implements activities that teach and reinforce three or more of the following information literacy skills:<ul style="list-style-type: none">– Critical Thinking– Categorization– Drawing Conclusions/Justifying Solutions– Predicting Outcomes– Evaluating Information– Ethical Use of Information– Information Seeking Strategies– Identifying Relevant/Irrelevant Information– Generating Ideas– Creating and Designing– Synthesizing Information– Self-Assessment Strategies





Reflections

Reflect on the **Delivery of Services** rubric for Library Media Services.

- What takeaways do you have from this rubric?
- How do these takeaways differ from the General Educator Instruction rubric?
- What artifacts might provide evidence for delivery of services practices?





LMS Delivery of Services Takeaways



Takeaway



The educator consistently provides a thoroughly developed, defined, and comprehensive scope of services.



Takeaway



Communication methods often lead to further inquiry and self-directed learning.



Takeaway



The educator analyzes data to make recommendations for progress toward school goals.



LMS Delivery of Services Takeaways



Takeaway



Logically sequenced objectives are developed through collaboration with classroom teachers.



Takeaway



Services are organized so they are relevant to stakeholders.



Takeaway



Pacing provides opportunities for individual stakeholder needs and student needs.



LMS Delivery of Services Artifacts



Artifact



Written communication with stakeholders throughout the year



Artifact



Evidence of collaboration with classroom teachers such as PLC notes/attendance



Artifact



Written plans that address students' needs and differences



LMS Delivery of Services Artifacts



Artifact



Inventory of library media materials/books utilized throughout the year by staff and students



Artifact



Data regarding increase in informational literacy skills through problem-solving activities used during library media classes (elementary)



Artifact



Changes to various aspects of the library program based on a formal and informal evaluation techniques



Library Media Specialist Professionalism Rubric





Professionalism Rubric

The General Educator Professionalism Rubric and the Library Media Specialist Professionalism Rubric are the **same**. Both should be implemented in the same way.





Library Media Services Observation Process/ Evidence Collection





LMS Observation Process



Pre-Conference/Planning Conversation

Observation/Conversation

**Post-Conference/Feedback
Conversation**



LMS Observation Process/Evidence Collection

- All observations for teachers using the Library Media Specialist rubric shall follow the pacing guide set forth in Policy 5.201.
- Suggested observation options include:
 - Classroom observation and
 - Conversation with the LMS/LIS regarding management of the library media center
- It is important for the evaluator see all types of services delivered by the educator to collect all relevant evidence. It is necessary to collaborate with the LMS to ensure a comprehensive understanding of the LMS role within the school.



Library Media Specialist Rubric Pre- Conference/Planning Conversation



LMS Pre-Conference/Planning Conversation

- The pre-conference for an educator using the Library Media Specialist rubric should be a conversation around the **plan** for the **Scope of Work**.
- The **educator** should **lead the conversation** with the observer asking questions for clarification.
- This is the **first opportunity** for the observer to collect evidence for the LMS observation/conversation.



Library Media Specialist Rubric Observation





LMS Observation Evidence Collection

- The observation for an educator using the Library Media Specialist rubric should involve capturing **evidence** about delivery of services through **scripting**.
- The observer should capture direct **quotes, questions,** and time stamps as part of the scripted evidence.
- The observer may ask the educator **clarifying questions** after the observation and before scoring practice.
- This is very similar to a general educator observation.



Library Media Specialist Post-Conference/Feedback Conversation





LMS Post-Conference/Feedback Conversation

- The post-conference for an educator using the Library Media Specialist rubric should be a conversation around the **implementation** of the **plan** for the **Scope of Work**.
- The post-conference is held after the observation/conversation in which the implementation of the scope of work is discussed.



LMS Post-Conference/Feedback Conversation

- The **educator** should **lead the post-conference conversation** with the observer asking questions for clarification.
- Questions asked by the observer should help the **educator reflect** on the successes and struggles in implementing the scope of work, which then leads to a discussion of reinforcement and refinement areas and next steps.



LMS Post-Conference Questions



Sample Question for Educator

What data most informed your scope of work/program of services?



Sample Question for Educator

What are some specific examples of the impact your work has on different types of school data?



Sample Question for Educator

What adjustments have you made to your scope of work or program of services this year? Why did you choose to make these changes?



LMS Post-Conference Questions



Sample Question for Educator

What data or evidence do you have that your plan has been successfully implemented?



Sample Question for Educator

How have individual stakeholder needs been addressed thorough the plan delivery?



Sample Question for Educator

As you reflect on the work we have done together this year, what learning has been most impactful?



Designing Feedback for Library Media Services Personnel





Feedback Components

- **Reinforcement** – rubric indicator identified from the observation/conversation that outlines educator practice that maximizes student/stakeholder outcomes
- **Refinement** – rubric indicator identified from the observation/conversation that, if educator practice in this area improved, would impact student/stakeholder outcomes positively
- **Next steps** – specific action steps to be taken by the educator **and** observer to maximize impact on students/stakeholders by addressing area of refinement





Reinforcement

- Reinforcement statements should use **language from the rubric** as well as **evidence from the observation and conversation** to define the area of strength.
- Observer should select an area that **maximizes** student/stakeholder **outcomes** to emphasize the impact of this indicator.





Refinement

- Refinement statements should use **language from the rubric** as well as **evidence from the observation and conversation** to define the practice to be strengthened.
- The observer should select an area that, when specific actions are shared and feedback is implemented, will **positively impact** student and stakeholder **outcomes**.
- The refinement should identify a **change in practice**.
- Educators should **not** be instructed to **continue** a practice for a refinement.





Next Steps

- Next step statements should clearly outline **how the educator will gain additional knowledge** or experience regarding the identified refinement area.
- **Specific educator** and observer actions should be identified as well as a **timeline** on which the observer will follow up on the educator's progress toward improvement.





Designing Feedback

- **Verbal and written** feedback should be given after **every** observation/conversation.
- Feedback should be **actionable**.
 - The educator should be challenged with **specific** action steps to improve instructional practice.
 - Improved instructional practice should be evident in **student outcomes**.





Actionable Feedback Rubric

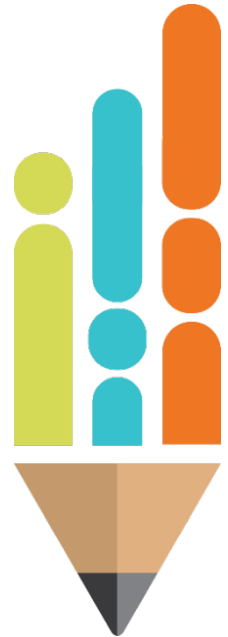
- The actionable feedback rubric on the next slide provides a **continuum** of observer practice leading to a distinguished level of feedback.
- The rubric targets **refinement and next steps feedback** since that is the area in need of improvement.
- Using this rubric while designing feedback will help observers create feedback statements that are **data driven**, can be accomplished in **a set amount of time**, and target a **specific practice** for the educator to address.
- The educator should know what **data** to collect to show **impact of implementation**.





Actionable Feedback Rubric

4-Distinguished	3-Proficient	2-Apprentice	1-Novice
<p>Feedback</p> <ul style="list-style-type: none">• is linked to a specific refinement at the descriptor level and integrates language from the rubric• is specific and uses data/evidence/student work from the lesson to help the teacher to identify why a change in practice is necessary• identifies next steps for improvement including specific strategies for teachers that assist in improving instructional practices and a follow up plan to assess implementation; may include feedback that is content specific• is connected to improving student outcomes <p>Feedback does not include judgments, personal opinions, or inferences.</p>	<p>Feedback</p> <ul style="list-style-type: none">• is linked to a specific refinement indicator and integrates language from the rubric• is specific and uses data/evidence/student work from the lesson• identifies next steps for improvement, but lacks specific strategies for improving instructional practice or lacks a follow-up plan <p>Feedback rarely includes judgments, personal opinions, or inferences.</p>	<p>Feedback</p> <ul style="list-style-type: none">• is linked to a specific refinement indicator and copies rubric language• is specific and sometimes uses data/evidence from the lesson• does not identify next steps to improve instruction or next steps are vague/not actionable <p>Feedback might include judgments, personal opinions, and/or inferences.</p>	<p>Feedback</p> <ul style="list-style-type: none">• does not identify the refinement indicator, is copied directly from the rubric, or is loosely linked to one or more indicators• is not specific and includes little or no data/evidence from the lesson• does not identify next steps to improve instruction <p>Feedback regularly includes judgments, personal opinions, and/or inferences.</p>





Feedback Practice Activity

- In the following slides, you will first see an examples of reinforcement, refinement, and next steps statements that meet the guidelines established for the highest level on the **actionable feedback rubric**.
- Following those examples, there will be several slides of actual feedback refinement and next steps statements taken from TN Compass. **Identify how these statements might be improved based on the guidelines in the actionable feedback rubric.**
- Observations on the missing pieces of the feedback statements will be shared.



Reinforcement Feedback Example

- **Reinforcement area:** Motivating Students
- **Reinforcement statement:**
[LMS] really did an amazing job of engaging her students in the lesson. She provided very well defined and clear expectations. She also made excellent connections to their real life by comparing the natural disaster in the story to Hurricane Katrina. Students were motivated by her read aloud!



Feedback statement contains both teacher actions and rubric language.



Refinement Feedback Example

- **Refinement area:** Standards and Objectives

- **Refinement statement:**

[LMS] is encouraged to communicate the lesson goals to enhance student understanding and engagement. Clear communication of objectives helps students focus, comprehend, and succeed in their learning journey. Equally important is the practice of reviewing lesson objectives during lesson closure to reinforce what students have learned and provide a sense of accomplishment and direction for future learning. As discussed with our Powerful Core Instruction professional development, using the phrase "so that" with student lesson objectives helps students reflect on the lesson purpose and their level of learning.

Feedback statement contains both teacher actions and rubric language. There is a defined area for improvement.





Next Steps Feedback Example

- **Next Steps (tied to Refinement Area):**
Standards and Objectives

- **Next Steps statement:**

It is suggested that [LMS] includes in her student-shared slide deck the objective/goal of the lesson in the format of "I can...so that...."

This will be a visual to support the oral communication of the lesson objective with a focus on mastery and not just performance.



*Note
statement
contains a
specific action
step and
timeline for
follow-up.*





Feedback Analysis #1

- **Refinement area:** Thinking
- **Refinement statement:**
[LMS] thoroughly teaches thinking techniques. Due to class period lengths, [LMS] is limited in how many thinking strategies she can cover in-depth, especially at this grade level.
- **Next Steps**
Moving forward, continue to create opportunities to incorporate thinking strategies to increase knowledge depth.





Feedback Analysis #1 - Questions



- What observations might you have about the refinement statement?
- Is it clear to the teacher why the indicator is a targeted area for improvement?
- Do the next steps clearly outline specific actions the teacher needs to take to improve in the identified area?
- Does the observer avoid judgement statements?
- Where does this statement fall on the Actionable Feedback Rubric?
- How might you rewrite this refinement statement and next steps to maximize teacher learning/student impact?



EDUCATORS



Feedback Analysis #1 - Observations



- In the **refinement**:
 - The beginning sounds like a reinforcement statement rather than a refinement statement.
 - The observer quantifies the statement based on grade level observed.
 - There is **no clear definition for improvement**.
 - The teacher **needs more specificity** to understand what is expected and how the change will improve student outcomes.
- In the **next steps statement**:
 - The intent is to **change practice** to positively impact student outcomes; however, the word **continue** does not imply change.
 - Next steps should **outline a specific plan for improvement**. The teacher has no guidance on how to create opportunities for improvement.

EDUCATORS





Feedback Analysis #1 - Possible Revision

- **Refinement area:** Thinking
- **Refinement statement:**
[LMS] thoroughly teaches some thinking techniques. However, due to class period lengths, [LMS] is challenged in how many thinking strategies she can cover in-depth. [Teacher] needs to maximize her class time to target specific thinking techniques and reinforce those over time.
- **Next Steps**
Moving forward, identify specific thinking strategies to increase knowledge depth. Specifically plan activities to incorporate these strategies into the lesson, building upon prior knowledge. Work with the instructional coach to develop a plan for one grade level. The observer will return for a walk-through within a month for the targeted grade level.





Feedback Analysis #2

- **Refinement area:** Questioning

- **Refinement statement:**

LMS/LIS will continue to utilize question that are varied and high quality, providing for some, but not all, question types.

- **Next Steps:**

LMS will continue to collaborate with fellow educators to develop ideas and lessons that allow opportunities for students to utilize higher-order thinking skills. Questions developed by LMS will focus on application and analysis as well as creating and evaluating





Feedback Analysis #2 - Questions



- What observations might you have about the refinement statement?
- Is it clear to the teacher why the indicator is a targeted area for improvement?
- Do the next steps clearly outline specific actions the teacher needs to take to improve in the identified area?
- Does the observer avoid judgement statements?
- Where does this statement fall on the Actionable Feedback Rubric?
- How might you rewrite this refinement statement and next steps to maximize teacher learning/student impact?



EDUCATORS



Feedback Analysis #2 - Observations



- In the **refinement** statement:
 - Rubric language was used.
 - There was **no evidence** from the lesson included.
 - The intent is to **change practice** to positively impact student outcomes; however, the word **continue** does not imply change.
- In the **next steps** statement:
 - Specific strategies were given to improve delivery, including collaboration with classroom teachers.
 - **No follow-up timeline** was given for the observer.

EDUCATORS





Feedback Analysis #2 - Possible Revision

- **Refinement area:** Questioning

- **Refinement statement:**

LMS/LIS utilized questions that were varied and high quality, providing for some, but not all, question types during the lesson. It was apparent that the questions were not pre-planned.

- **Next Steps:**

LMS will collaborate with fellow educators to develop ideas and lessons that allow opportunities for students to utilize higher-order thinking skills. Questions developed by LMS will focus on application and analysis as well as creating and evaluating. LMS will invite the observer back for a walkthrough within a month to observe questioning.





Feedback Analysis #3

- **Refinement area:** Monitoring Student Understanding

- **Refinement statement:**

The lesson was an introduction to the location of book types in the library. Students explored the library to find the section of books assigned to them. LMS presented content through a metaphor of growing up and presented each section.

- **Next Steps:**

Measure student success and mastery of each lesson. Use an exit ticket or a quick assessment. Display visual support of the lesson for student reference. Provide opportunities for students to collaborate and discuss content before presenting to class.





Feedback Analysis #3 - Questions



- What observations might you have about the refinement statement?
- Is it clear to the teacher why the indicator is a targeted area for improvement?
- Do the next steps clearly outline specific actions the teacher needs to take to improve in the identified area?
- Does the observer avoid judgement statements?
- Where does this statement fall on the Actionable Feedback Rubric?
- How might you rewrite this refinement statement and next steps to maximize teacher learning/student impact?



EDUCATORS



Feedback Sample #3 - Observations



- In the **refinement statement**,
 - No rubric connection present.
 - Class evidence was provided.
 - It is not apparent what needs refining. The statement is simply a recap of what occurred during the lesson.

- In the **next steps statement**:
 - Specific guidelines for improvement are given.
 - There is **no timeline** for completion.
 - There is **no follow-up** for the observer.



EDUCATORS



Feedback Analysis #3 - Possible Revision

- **Refinement area:** Monitoring Student Understanding

- **Refinement statement:**

The lesson was an introduction to the location of book types in the library. Students explored the library to find the section of books assigned to them. LMS presented content through a metaphor of growing up and presented each section. Few questioning techniques and checks for understanding were used as students engaged in learning activities.

- **Next Steps:**

Measure student success and mastery of each lesson. Use an exit ticket or a quick assessment. Display visual support of the lesson for student reference. Provide opportunities for students to collaborate and discuss content before presenting to class. Within one month, invite the observer back for a walk-through to observe these new practices.





Reflection

Look at your feedback for Library Media Services Personnel in TNCompass.

- How would your Library Media Specialist feedback statements rate on the Actionable Feedback Rubric?
- What is an area of strength in your current feedback practice?
- What is an area to strengthen in your current feedback practice?
- How will you use the actionable feedback rubric to support changes in observation practice at your school?



Thank You!

For questions or support with educator observation, including Library Media Services observation, please contact team.questions@tn.gov

Permission is granted to use and copy these materials for non-commercial educational purposes with attribution credit to the "Tennessee Department of Education". If you wish to use these materials for reasons other than non-commercial educational purposes, please contact Joanna Collins (Joanna.Collins@tn.gov).

