



**BEST** FOR  
**ALL**

#TNBestforAll

# TEAM Evaluation School Services Personnel Rubric

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Department of  
**Education**



**BEST** **FOR**  
**ALL**

We will set all students on a path to success.

## ACADEMICS

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

## STUDENT READINESS

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

## EDUCATORS

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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 School Services Personnel (SSP) Rubric
  - Planning Rubric
  - Delivery of Services Rubric
  - Environment Rubric
  - Professionalism Rubric
- Putting into Action
- Wrap-Up



# School Services Personnel Rubric

- The SSP rubric should be used for those teachers who develop a plan of services and deliver those services outside of the general education classroom.
- These could include (but are not limited to):
  - school audiologists,
  - school counselors,
  - school psychologists,
  - school social workers,
  - speech language pathologists,
  - vision specialists,
  - interventionists, and
  - instructional coaches.





## When should an observer use the SSP rubric?

- If there is a **compelling** reason not to use the General Educator rubric, an alternate rubric should be used.
- If the bulk of an educator's time is spent on delivery of **services** rather than delivery of **instruction**, using the SSP rubric is appropriate.
- The **job description and role** of the educator should be the basis for selecting a rubric.





# Why do we evaluate School Services Personnel?

- Educators are the **most important factor influencing student success**, and School Services Personnel are an important group of educators.
- 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**.







# What are the legal requirements around SSP observation?

## Evaluation Rule 0520-02-01:

- All teachers and non-instructional, licensed staff, with the **exception** of noninstructional, licensed staff observed using **the school services personnel rubric**, shall have at least one-half ( $\frac{1}{2}$ ) of all observations be unannounced.
- **All observations** for non-instructional, licensed staff observed using the **school services personnel rubric** shall be **announced** observations.

# EDUCATORS





# Unique Aspects of the SSP Rubric

- **Planning** should be based on an **annual plan**, not a lesson 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 often **conversations** rather than a class observation.







# 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 **SSP Planning of Services Rubric** focuses on developing, analyzing and revising a sequenced scope of work based on the needs of the school, students and/or stakeholders that are aligned to **school improvement goals**.





# Planning Domain Comparison

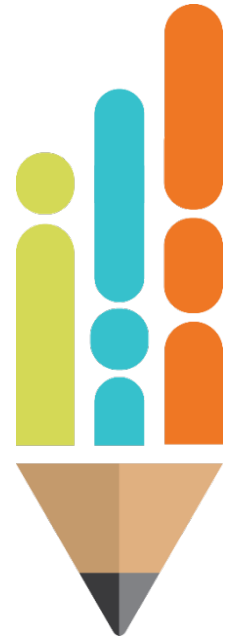
Planning (General Educator)	Planning of Services (SSP)
Instructional Plans	Scope of Work
<ul style="list-style-type: none"><li>• Measurable and explicit goals</li><li>• Aligned to <b>state standards</b></li><li>• Activities are sequenced from <b>basic to complex</b> and build on prior knowledge</li><li>• Evidence that the plan is <b>appropriate for all learners</b></li><li>• Evidence that the plan provides regular opportunities to accommodate <b>individual student needs</b></li></ul>	<ul style="list-style-type: none"><li>• Measurable and explicit goals</li><li>• Aligned to <b>school improvement goals</b></li><li>• Scope and sequence based on the <b>needs of the school and/or students</b></li><li>• Evidence that the scope of work is developmentally <b>appropriate to meet school and/or student needs</b></li><li>• Evidence that services provide regular opportunities to accommodate <b>school, student and stakeholder needs.</b></li></ul>





# Planning Domain Comparison

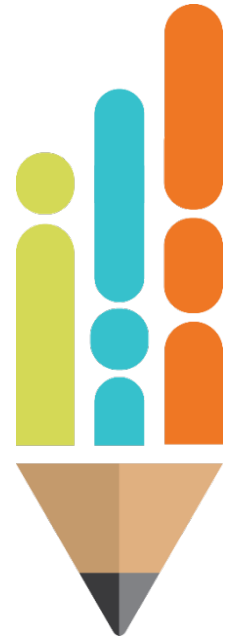
Planning (General Educator)	Planning of Services (SSP)
Student Work	Analysis of Work Products
<ul style="list-style-type: none"><li>• Assignments require students to use <b>higher order thinking skills</b>.</li><li>• Assignments require students to <b>problem solve</b> in a variety of ways.</li><li>• Assignment <b>connect</b> student learning <b>to students' daily lives</b>.</li></ul>	<ul style="list-style-type: none"><li>• <b>School and/or student data</b> are regularly used to create work products.</li><li>• Work products are regularly <b>analyzed and revised</b> based on the needs of school, students and/or stakeholders.</li></ul>





# Planning Domain Comparison

Planning (General Educator)	Planning of Services (SSP)
Assessment <ul style="list-style-type: none"><li>• Aligned with state <b>standards</b></li><li>• Have clear <b>measurement criteria</b></li><li>• Measure <b>student performance</b> in multiple ways</li><li>• Require written <b>tasks</b></li><li>• Include descriptions of how assessment results will be used to inform future instruction</li></ul>	Evaluation of Services and/or Program <ul style="list-style-type: none"><li>• Educator conducts an <b>annual comprehensive evaluation</b> of services/programs delivered throughout the year.</li><li>• Educator <b>collaborates with stakeholders</b> to evaluate and improve services and programs.</li></ul>





# Reflections

Reflect on the **Planning of Services** rubric for School Services Personnel.

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





# SSP Planning Takeaways



## Takeaway



Scope of work should be linked to school improvement 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.





# SSP 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



# 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 SSP 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.





# Instruction/Delivery of Services Domain Comparison

Instruction (General Educator)	Delivery of Services (SSP)
Standards & Objectives	Standards & Objectives
<ul style="list-style-type: none"><li>• All learning objectives are clearly communicated, aligned to state standards, and referenced throughout the lesson.</li><li>• Learning objectives are logically sequenced and are connected to <b>prior learning</b>.</li><li>• There is evidence that most students demonstrate <b>mastery</b> of the daily objective.</li></ul>	<ul style="list-style-type: none"><li>• Delivery plan includes alignment to state standards and professional objectives.</li><li>• Objectives are aligned and logically sequenced to the service delivery <b>plan</b>.</li><li>• There is evidence that nearly all stakeholders <b>understand</b> the objectives of the delivery plan</li></ul>





# Instruction/Delivery of Services Domain Comparison

Instruction (General Educator)	Delivery of Services (SSP)
Motivating Students <ul style="list-style-type: none"><li>• <b>Content</b> is organized to be personally relevant and meaningful to students.</li><li>• Inquiry, curiosity, and exploration are valued in student learning experiences.</li><li>• The teacher regularly reinforces and rewards effort.</li></ul>	Motivating Students <ul style="list-style-type: none"><li>• <b>Services</b> are organized so they are personally meaningful and relevant to stakeholders.</li><li>• The educator regularly reinforces and rewards effort.</li></ul>





# Instruction/Delivery of Services Domain Comparison

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





# Instruction/Delivery of Services Domain Comparison

Instruction (General Educator)	Delivery of Services (SSP)
<h2>Lesson Structure &amp; Pacing</h2> <ul style="list-style-type: none"><li>• Lesson starts promptly with a beginning, middle and end.</li><li>• Lesson includes time for reflection.</li><li>• Pacing is brisk and provides opportunities for <b>individual students who progress at different rates.</b></li><li>• Routines for material distribution and transitions are seamless.</li></ul>	<h2>Service Structure &amp; Pacing</h2> <ul style="list-style-type: none"><li>• Services are appropriately responsive.</li><li>• Pacing provides opportunities for <b>individual stakeholder needs.</b></li><li>• Routines for materials and/or information are seamless.</li></ul>







# Instruction/Delivery of Services Domain Comparison

Instruction (General Educator)	Delivery of Services (SSP)
<b>Activities &amp; Materials</b> <ul style="list-style-type: none"><li>• Support the <b>lesson objectives</b></li><li>• Elicit a variety of thinking</li><li>• Provide time for reflection</li><li>• Provide students with choices</li><li>• Incorporate multimedia and technology</li><li>• Incorporate resources beyond the curriculum texts</li><li>• <b>Demand</b> self-direction and self-monitoring</li><li>• Demand complex thinking and analysis.</li></ul>	<b>Activities &amp; Materials</b> <ul style="list-style-type: none"><li>• Support the <b>services and/or program</b></li><li>• Provide time for reflection</li><li>• Provide stakeholders with choices</li><li>• Incorporate multimedia and technology</li><li>• Incorporate resources beyond the school curriculum</li><li>• <b>Encourage</b> self-direction and self-monitoring</li></ul>





# Instruction/Delivery of Services Domain Comparison

Instruction (General Educator)	Delivery of Services (SSP)
Questioning	Communication
<ul style="list-style-type: none"><li>• <b>Questions</b> are varied and high quality.</li><li>• <b>Questions</b> require students to cite evidence.</li><li>• <b>Questions</b> regularly require active responses.</li><li>• Wait time is consistently provided.</li><li>• Teacher calls on volunteers and non-volunteers.</li><li>• <b>Questions</b> regularly assess and advance student understanding.</li></ul>	<ul style="list-style-type: none"><li>• Educator <b>communications</b> are consistently varied and high quality.</li><li>• There is a <b>balanced mix of communication methods</b> including written, oral, electronic, etc.</li><li>• Questions are consistently purposeful and coherent.</li><li>• <b>Communication</b> methods often lead to further inquiry and self-directed learning.</li></ul>





# Instruction/Delivery of Services Domain Comparison

Instruction (General Educator)	Delivery of Services (SSP)
Academic Feedback	Consultation
<ul style="list-style-type: none"><li>• Both oral and written feedback are given frequently, especially during guided practice.</li><li>• The teacher circulates to prompt student thinking, assess student progress, and provide individual feedback.</li><li>• Feedback from students is regularly used to <b>monitor and adjust instruction.</b></li></ul>	<ul style="list-style-type: none"><li>• Consultation is consistently focused, frequent, and high quality.</li><li>• Consultation is appropriate to meet student/stakeholder needs.</li><li>• Feedback is regularly used to <b>monitor and adjust programs</b> and services.</li></ul>





# Instruction/Delivery of Services Domain Comparison

Instruction (General Educator)	Delivery of Services (SSP)
<h2>Grouping Students</h2> <ul style="list-style-type: none"><li>• The instructional grouping arrangements <b>maximize student understanding and learning efficiency.</b></li><li>• Students in groups are held accountable for work, and all students know their roles, responsibilities, and work expectations.</li><li>• Groups facilitate opportunities for <b>students to set goals, reflect on, and evaluate their learning.</b></li></ul>	<h2>Developing Educational Plans for Students</h2> <ul style="list-style-type: none"><li>• Educator contributes to <b>short- and long-term plans</b> for individual students.</li><li>• Educator <b>analyzes data</b> to make recommendations for students' educational plan.</li><li>• Educator consults with stakeholders to assist in <b>development and refinement</b> of students' educational plans.</li></ul>





# Instruction/Delivery of Services Domain Comparison

Instruction (General Educator)	Delivery of Services (SSP)
<b>Teacher Content Knowledge</b> <ul style="list-style-type: none"><li>• Teacher displays <b>extensive content knowledge of all the subjects she or he teaches.</b></li><li>• Teacher regularly implements a variety of subject-specific <b>instructional strategies</b> to enhance student content knowledge.</li><li>• Limited content is taught in sufficient depth to allow for the development of understanding.</li></ul>	<b>Professional Content Knowledge</b> <ul style="list-style-type: none"><li>• Educator displays <b>extensive content knowledge of all the programs/services he or she delivers.</b></li><li>• Educator regularly implements a variety of <b>professional strategies</b> to enhance program/service delivery.</li></ul>





# Instruction/Delivery of Services Domain Comparison

Instruction (General Educator)	Delivery of Services (SSP)
<b>Teacher Knowledge of Students</b> <ul style="list-style-type: none"><li>• Teacher practices display understanding of <b>each student's anticipated learning difficulties</b>.</li><li>• Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.</li><li>• Cultural heritage and student interests are regularly incorporated into teacher practices.</li></ul>	<b>Knowledge of Students</b> <ul style="list-style-type: none"><li>• Educator practices display a strong understanding of <b>each student's individual needs</b>.</li><li>• Educator practices regularly incorporate student interests and cultural heritage.</li></ul>





# Instruction/Delivery of Services Domain Comparison

Instruction (General Educator)	Delivery of Services (SSP)
Thinking <ul style="list-style-type: none"><li>• The teacher thoroughly teaches <b>two or more types of thinking</b>:<ul style="list-style-type: none"><li>• analytical thinking</li><li>• practical thinking</li><li>• creative thinking</li><li>• research-based thinking</li></ul></li><li>• The teacher provides opportunities for students to:<ul style="list-style-type: none"><li>• generate a variety of ideas, <b>analyze problems from multiple perspectives and monitor their thinking</b></li></ul></li></ul>	Organization of Services <ul style="list-style-type: none"><li>• The educator consistently provides a <b>thoroughly developed, defined, and comprehensive scope of services.</b></li><li>• Educator regularly utilizes <b>school and/or student data</b> to inform the organization of services.</li><li>• Educator regularly uses <b>self-reflection and evaluation</b> to refine organization of services.</li></ul>

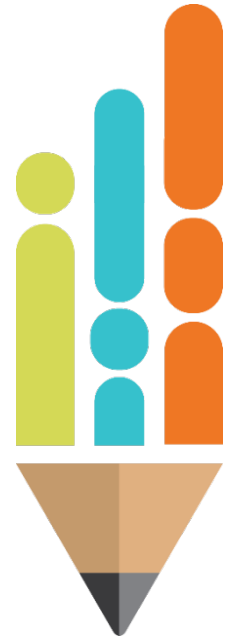






# Instruction/Delivery of Services Domain Comparison

Instruction (General Educator)	Delivery of Services (SSP)
Problem Solving	Problem Solving
<ul style="list-style-type: none"><li>• The teacher implements activities that teach and reinforce <b>three or more of the following problem-solving types</b>:<ul style="list-style-type: none"><li>• Abstraction</li><li>• Categorization</li><li>• Drawing conclusions/justifying solutions</li><li>• Predicting outcomes</li><li>• Observing and experimenting</li><li>• Improving solutions</li><li>• Identifying relevant /irrelevant information</li><li>• Generating ideas</li><li>• Creating and designing</li></ul></li></ul>	<ul style="list-style-type: none"><li>• The educator regularly implements activities that <b>positively impact school data, including the following</b> (as applicable):<ul style="list-style-type: none"><li>• discipline referrals,</li><li>• attendance,</li><li>• student achievement,</li><li>• graduation rate,</li><li>• promotion rate,</li><li>• school climate,</li><li>• course enrollment patterns, and</li><li>• CTE on-time completers.</li></ul></li></ul>





# Reflections

Reflect on the **Delivery of Services** rubric for School Services Personnel.

- 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?





# SSP 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 recommendation for students' educational plans.



# SSP Delivery of Services Takeaways



## Takeaway



Logically sequenced objectives are understood by stakeholders vs. measuring student mastery.



## Takeaway



Services are organized so they are relevant to stakeholders vs. content for students.



## Takeaway



Pacing provides opportunities for individual stakeholder needs vs. student needs.



# SSP Delivery of Services Artifacts



## Artifact



Written communication examples to stakeholders throughout the year



## Artifact



Surveys and interest inventories



## Artifact



Student handbook that addresses concerns for each portion of school day or year



# SSP Delivery of Services Artifacts



## Artifact



Decrease in student discipline incidences in shared spaces such as hallways or cafeteria



## Artifact



Increase in FAFSA completion rates or parent attendance at literacy night events



## Artifact



Student enrollment documents provided in multiple languages



# Environment and Professionalism Rubrics and School Services Personnel Observation Process





# Environment Domain

- The **General Educator Environment Rubric** and the **SSP Environment Rubric** are the same as the general educator rubric.
- School Services Personnel often do not have their own classroom, so consideration should be given to the **environment of the educator's workspace** rather than a particular classroom.





# Professionalism Rubric

The General Educator Professionalism Rubric and the SSP Professionalism Rubric are the **same as the general educator rubric** and should be implemented in the same way.





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# School Services Personnel Observation Process/ Evidence Collection



# SSP Observation Process



**Pre-Conference/Planning Conversation**

**Observation/Conversation**

**Post-Conference/Feedback  
Conversation**



# SSP Observation Process/Evidence Collection

- All observations for teachers using the school services personnel rubric shall be **announced** observations to keep students' privacy in the forefront of evaluation practice.
  - The observation may be a conversation, delivery of services, or a combination of both.
- Suggested observation options include:
  - 10-15 minute conversation about the delivery of services **and**
  - 20-30 minute conversation for each observation.
    - Total observation time must meet the minimum listed in SBE policy [5.201](#).
- It is important for the evaluator see all types of services delivered by the educator in order to collect all relevant evidence.



# School Services Personnel Rubric Pre- Conference/Planning Conversation





# SSP Pre-Conference/Planning Conversation

- The pre-conference for an educator using the School Services Personnel 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. Sample questions are provided on the next slide.
- This is the **first opportunity** for the observer to collect evidence for the SSP observation/conversation.



# School Services Personnel Rubric Observation







# SSP Observation Evidence Collection

- The observation for an educator using the School Services Personnel 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 observe may ask the educator **clarifying questions** after the observation and before scoring practice.
- This is very similar to a general educator observation.



# School Services Personnel Post-Conference/Feedback Conversation





# SSP Post-Conference/Feedback Conversation

- The post-conference for an educator using the School Services Personnel 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.
- 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.



# SSP Post-Conference Questions



## **Sample Question for Educator**

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



## **Sample Question for Educator**

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



## **Sample Question for Educator**

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



# SSP Post-Conference Questions



## **Sample Question for Educator**

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



## **Sample Question for Educator**

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



## **Sample Question for Educator**

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



# Designing Feedback for School 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 in the area of 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 if appropriate) 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

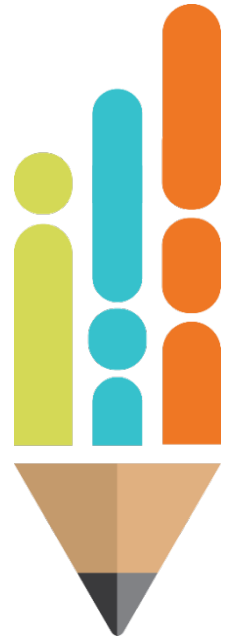
- The actionable feedback rubric on the next slide provides a **continuum** of observer practice leading to a distinguished level of feedback.
- The rubric targets **refinement and next steps feedback** since that is the area in need of improvement.
- Using this rubric while designing feedback will help 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"><li>• is linked to a specific refinement at the descriptor level and integrates language from the rubric</li><li>• is specific and uses data/evidence/student work from the lesson to help the teacher to identify why a change in practice is necessary</li><li>• 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</li><li>• is connected to improving student outcomes</li></ul> <p>Feedback does not include judgments, personal opinions, or inferences.</p>	<p>Feedback</p> <ul style="list-style-type: none"><li>• is linked to a specific refinement indicator and integrates language from the rubric</li><li>• is specific and uses data/evidence/student work from the lesson</li><li>• identifies next steps for improvement, but lacks specific strategies for improving instructional practice or lacks a follow-up plan</li></ul> <p>Feedback rarely includes judgments, personal opinions, or inferences.</p>	<p>Feedback</p> <ul style="list-style-type: none"><li>• is linked to a specific refinement indicator and copies rubric language</li><li>• is specific and sometimes uses data/evidence from the lesson</li><li>• does not identify next steps to improve instruction or next steps are vague/not actionable</li></ul> <p>Feedback might include judgments, personal opinions, and/or inferences.</p>	<p>Feedback</p> <ul style="list-style-type: none"><li>• does not identify the refinement indicator, is copied directly from the rubric, or is loosely linked to one or more indicators</li><li>• is not specific and includes little or no data/evidence from the lesson</li><li>• does not identify next steps to improve instruction</li></ul> <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:** Analysis of Work Products

- **Reinforcement statement:**

[Teacher] ensures that school and/or student data are regularly used to create work products. Work products are regularly analyzed and revised based on changing needs of school, student, and/or stakeholders. This is evident through the parent contact made each month in the three languages most frequently used in our students' homes.



*Feedback statement contains both teacher actions and rubric language.*





# Refinement Feedback Example

- **Refinement area:** Consultation

- **Refinement statement:**

While some stakeholder needs have been met through coaching, there is no evidence of the use of standards-based data to make instructional decisions.



*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):** Consultation
- **Next Steps statement:**
  - Now that relationships are established with teachers, your next step is to support your team of teachers in the use of standards-based data for instructional decisions. Use 1<sup>st</sup> quarter benchmark data. Partner with the 5<sup>th</sup> grade coach to see this in action. In four weeks, we'll meet so you can present evidence of how your teacher teams is using benchmark data for instructional decisions. I'll send a calendar invite so we have dedicated time to talk.



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





# Feedback Analysis #1

- **Refinement area:** Delivery of Professional Services
- **Refinement statement:**  
[Teacher] needs to continue to grow in her areas of which she is in charge and begin to implement more ownership throughout her daily tasks.
- **Next Steps**  
[Teacher] needs to continue to grow in her areas of which she is in charge and begin to implement more ownership throughout her daily tasks.





# 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 intent is to **change practice** to positively impact student outcomes; however, the word **continue** does not imply change.
  - There is **no clear definition for improvement** other than implement more ownership.
  - The teacher **needs more specificity** to understand what is expected and how the change will improve student outcomes.
- In the **next steps statement**:
  - Information listed for this teacher was **identical** to the refinement statement.
  - Next steps should **outline a specific plan for improvement**.

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# Feedback Analysis #1 - Possible Revision

- **Refinement area:** Delivery of Professional Service
- **Refinement statement:**  
[Teacher] gave her students a general idea of what was expected, but there was no modeling of expectations.  
[Teacher] needs to implement more ownership of student learning throughout her daily tasks.
- **Next Steps**  
[Teacher] will model her expectations for student learning each time new concepts are presented. She will work with the instructional coach during the next four weeks to learn effective modeling through logical scope and sequence of her lessons. The observer will look for effective modeling during walk-throughs and the next formal observation.





# Feedback Analysis #2

- **Refinement area:** Delivery of Professional Services
- **Refinement statement:**  
Model expectations for students. Ensure sound review gets appropriate time and attention.
- **Next Steps:**  
Model the first answer for the question together so students see an expectation for the work. After allowing students to complete the other questions independently then you could go over the possible answers on the board. Move students a little faster through the work to ensure you have more time for sound review.





# 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?



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# Feedback Analysis #2 - Observations



- In the **refinement** statement:
  - Rubric language was used.
  - There was **no evidence** from the lesson included.
  
- In the **next steps** statement:
  - Specific strategies were given to improve delivery.
  - **No follow-up timeline** was given for the observer.



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# Feedback Analysis #2 - Possible Revision

- **Refinement area:** Delivery of Professional Services

- **Refinement statement:**

[Teacher] should model expectations for students. Ensure sound review gets appropriate time and attention. There was a general expectation given for students but there was no modeling of expectations by the teacher.

- **Next Steps:**

Model the first answer for the question together so students see an expectation for the work. After allowing students to complete the other questions independently then you could go over the possible answers on the board. Move students a little faster through the work to ensure you have more time for sound review. The observer will follow-up with a walk-through within four weeks to observe effective modeling.





# Feedback Analysis #3

- **Refinement area:** Organization of Services
- **Refinement statement:**  
Currently, [Teacher] uses district, school, and student data to provide instructional support as an addition to existing unit/lesson plans.
- **Next Steps:**  
Moving forward, the coaching support provided by [Teacher] would be delivered in a collaborative manner. [Teacher] should set a goal to work collaboratively with general education teachers to co-plan teaching units that are scaffolded for optimum instruction of EIs. [Teacher] would begin to build these units/lessons with teachers in grades 6-12 with math identified as the first focus area. The target date to complete the first unit is March 2023.





# 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?



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# Feedback Sample #3 - Observations



- In the **refinement statement**,
  - No rubric connection present.
  - Evidence of **current practice** is provided.
  
- In the **next steps statement**:
  - Specific guidelines for improvement are given.
  - There is a timeline for completion.
  - There is **no follow-up** for the observer.



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# Feedback Analysis #3 - Possible Revision

- **Refinement area:** Organization of Services

- **Refinement statement:**

Currently, [Teacher] uses district, school, and student data to provide instructional support as an addition to existing unit/lesson plans. However, there is no evidence of collaboration with stakeholders in setting goals and planning instructional strategies.

- **Next Steps:**

Moving forward, the coaching support provided by [Teacher] would be delivered in a collaborative manner. [Teacher] should set a goal to work collaboratively with general education teachers to co-plan teaching units that are scaffolded for optimum instruction of ELs. [Teacher] would begin to build these units/lessons with teachers in grades 6-12 with math identified as the first focus area. The target date to complete the first unit is March 2023. The teacher will invite the evaluator to observe a collaborative planning session prior to the completion of the first unit.





# Reflection

Look at your feedback for School Services Personnel in TNCompass.

- How would your School Services Personnel 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 School Services Personnel observation, please contact [team.questions@tn.gov](mailto:team.questions@tn.gov)

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