



Tennessee Educator Acceleration Model

TEAM Teacher Evaluation

Evaluator Handbook

2018-19

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Evaluation System Handbook

CERTIFIED OBSERVERS INFORMATION

Principals, assistant principals, and other instructional leaders are eligible to serve as certified observers. All newly designated observers must participate in required teacher evaluation certification training (2 days) and demonstrate proficiency in the TEAM observation process by successfully completing an online, annual certification test to be certified.

This online test consists of two parts:

1. Part One: Lesson Analysis

For this portion of the test, each applicant views a video of a teacher conducting a lesson, which they score using the performance indicators on the rubric. Scores for the “Lesson Analysis” part of the test are calculated by comparing the applicant’s ratings against a benchmark rating for each indicator. The benchmark ratings are derived from the average of three expert raters’ scores.

2. Part Two: Conference Plan

After viewing and scoring the lesson, each applicant will answer a series of questions about the post-conference/evaluation process. There are eight multiple choice questions and the observer must correctly answer six in order to complete the certification process.

DIRECTIONS

You will need to log in to the EEPASS portal with the username and password provided by NIET. From the menu of choices listed, please select “Certification.”

STEP 1a. OBSERVE A LESSON

First you will be asked to watch an entire video recorded lesson. Please note that you may pause the video momentarily, but must view the entire video in order to evaluate it.

STEP 1b. EVALUATE THE LESSON

Having completed watching the video, you are now ready to evaluate it. When you click the NEXT button, you will be presented with the Instruction Rubric. Select the best score for each indicator.

When you click NEXT, your scores are compared to the National Raters' scores and when you receive a passing score, you are prompted to continue to Step 2.



STEP 2. POST-CONFERENCE/EVALUATION

In this portion of the Observer Certification, you will be presented a series of questions regarding the observation process. Upon successful completion of this step, you will be presented an opportunity to print your certificate!

IF YOU HAVE TECHNICAL DIFFICULTY

If you have technical difficulty, CONTACT US at the bottom of the screen, or send a request for assistance to support@niet.org or TNE.Registration@tn.gov.

CERTIFIED OBSERVERS FAQ

How can Directors of Schools find out which evaluators and observers have been certified?

Evaluators and observers are required to take a certification test upon completion of the training. When the evaluator or observer passes the test, he/she will receive a certificate of completion that can be presented to the Director of Schools. Each district has access to their certification results through the EEPASS portal. In addition, TNCompass is configured to indicate whether an observer is certified.

If an evaluator or observer goes through the training and does not pass the certification test, what happens?

If a staff member completes the training and does not pass the certification test on the first try, he/she can take the certification test again. After a second attempt, the staff member must reach out to the department for further assistance. It is important to review the TEAM manual and log into the EEPASS training portal for additional practice opportunities.

Will evaluators and observers be required to pass the TEAM certification test each year?

The expectation is that all peer observers and evaluators will be certified each year. Passing the certification test is a requirement for conducting observations.

How long does it take to complete the certification test?

There is no prescribed amount of time for the certification test, and each person's experience will be different. However, it is a good idea to set aside an uninterrupted block of at least two hours to ensure that there is adequate time to complete the test.

TEACHING SKILLS, KNOWLEDGE, AND PROFESSIONALISM PERFORMANCE STANDARDS

The *Teaching Skills, Knowledge, and Professionalism Performance Standards* are divided into four domains, as shown in the overview below. Within each domain, performance indicators are listed with bulleted descriptors and a rubric specifying three performance levels for measuring actual teacher performance. Performance definitions are provided at levels 5, 3, and 1, but raters can also score performance at levels 2 or 4 based on their professional judgment. Teachers earn a score of 1, 2, 3, 4, or 5 for each indicator.

Planning

1. Instructional Plans
2. Student Work
3. Assessment

Environment

1. Expectations
2. Managing Student Behavior
3. Environment
4. Respectful Culture

Instruction




1. Standards and Objectives
2. Motivating Students
3. Presenting Instructional Content
4. Lesson Structure and Pacing
5. Activities and Materials
6. Questioning
7. Academic Feedback
8. Grouping Students
9. Teacher Content Knowledge
10. Teacher Knowledge of Students
11. Thinking
12. Problem Solving

Professionalism





1. Professional Growth & Learning
2. Use of Data
3. School & Community Involvement
4. Leadership

The *Planning, Environment, and Instruction* rubrics are on the following pages.




General Educator Rubric: Planning

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Instructional Plans 	Instructional plans include: <ul style="list-style-type: none"> measurable and explicit goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards, are sequenced from basic to complex, build on prior student knowledge, are relevant to students' lives, and integrate other disciplines, and provide appropriate time for student work, student reflection, and lesson unit and closure; evidence that plan is appropriate for the age, knowledge, and interests of all learners; and evidence that the plan provides regular opportunities to accommodate individual student needs. 	Instructional plans include: <ul style="list-style-type: none"> goals aligned to state content standards, activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards, are sequenced from basic to complex, build on prior student knowledge, and provide appropriate time for student work, and lesson and unit closure; evidence that plan is appropriate for the age, knowledge, and interests of most learners; and evidence that the plan provides some opportunities to accommodate individual student needs. 	Instructional plans include: <ul style="list-style-type: none"> few goals aligned to state content standards, activities, materials, and assessments that: <ul style="list-style-type: none"> are rarely aligned to state standards, are rarely logically sequenced, rarely build on prior student knowledge, and inconsistently provide time for student work, and lesson and unit closure; and little evidence that the plan provides some opportunities to accommodate individual student needs.
Student Work 	Assignments require students to: <ul style="list-style-type: none"> organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it, draw conclusions, make generalizations, and produce arguments that are supported through extended writing, and connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school. 	Assignments require students to: <ul style="list-style-type: none"> interpret information rather than reproduce it, draw conclusions and support them through writing, and connect what they are learning to prior learning and some life experiences. 	Assignments require students to: <ul style="list-style-type: none"> mostly reproduce information, rarely draw conclusions and support them through writing, and rarely connect what they are learning to prior learning or life experiences.
Assessment 	Assessment plans: <ul style="list-style-type: none"> are aligned with state content standards; have clear measurement criteria; measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require extended written tasks; are portfolio based with clear illustrations of student progress toward state content standards; and include descriptions of how assessment results will be used to inform future instruction. 	Assessment plans: <ul style="list-style-type: none"> are aligned with state content standards; have measurement criteria; measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require written tasks; and include performance checks throughout the school year. 	Assessment plans: <ul style="list-style-type: none"> are rarely aligned with state content standards; have ambiguous measurement criteria; measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); and include performance checks, although the purpose of these checks is not clear.



General Educator Rubric: Environment

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Expectations 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where all students can experience success. Students take initiative and follow through with their own work. Teacher optimizes instructional time, teaches more material, and demands better performance from every student. 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where most students can experience success. Students complete their work according to teacher expectations. 	<ul style="list-style-type: none"> Teacher expectations are not sufficiently high for every student. Teacher creates an environment where mistakes and failure are not viewed as learning experiences. Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior 	<ul style="list-style-type: none"> Students are consistently well behaved and on task. Teacher and students establish clear rules for learning and behavior. The teacher overlooks inconsequential behavior. The teacher deals with students who have caused disruptions rather than the entire class. The teacher attends to disruptions quickly and firmly. 	<ul style="list-style-type: none"> Students are mostly well behaved and on task, some minor learning disruptions may occur. Teacher establishes rules for learning and behavior. The teacher uses some techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior. The teacher overlooks some inconsequential behavior, but at other times, stops the lesson to address it. The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class. 	<ul style="list-style-type: none"> Students are not well behaved and are often off task. Teacher establishes few rules for learning and behavior. The teacher uses few techniques to maintain appropriate student behavior. The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. Disruptions frequently interrupt instruction.
Environment 	<p>The classroom:</p> <ul style="list-style-type: none"> welcomes all members and guests, is organized and understandable to all students, supplies, equipment, and resources are all easily and readily accessible, displays student work that frequently changes, and is arranged to promote individual and group learning. 	<p>The classroom:</p> <ul style="list-style-type: none"> welcomes most members and guests, is organized and understandable to most students, supplies, equipment, and resources are accessible, displays student work, and is arranged to promote individual and group learning. 	<p>The classroom:</p> <ul style="list-style-type: none"> is somewhat cold and uninviting, is not well organized and understandable to students, supplies, equipment, and resources are difficult to access, does not display student work, and is not arranged to promote group learning.
Respectful Culture 	<ul style="list-style-type: none"> Teacher-student interactions demonstrate caring and respect for one another. Students exhibit caring and respect for one another. Positive relationships and interdependence characterize the classroom. 	<ul style="list-style-type: none"> Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit respect for the teacher and are generally polite to each other. Teacher is sometimes receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. Students exhibit disrespect for the teacher. Student interaction is characterized by conflict, sarcasm, or put-downs. Teacher is not receptive to interests and opinions of students.



General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives 	<ul style="list-style-type: none"> All learning objectives are clearly and explicitly communicated, connected to the state standard(s), and referenced throughout lesson. Sub-objectives are aligned and logically sequenced to the lesson's major objective. Learning objectives are: (a) consistently connected to what students have previously learned, (b) known from life experiences, and (c) integrated with other disciplines. Expectations for student performance are clear, demanding, and high. There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of the standard(s). 	<ul style="list-style-type: none"> Most learning objectives are communicated, connected to the state standard(s), and referenced throughout lesson. Sub-objectives are mostly aligned to the lesson's major objective. Learning objectives are connected to what students have previously learned. Expectations for student performance are clear. There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of the standard(s). 	<ul style="list-style-type: none"> Few learning objectives are communicated, connected to the state standard(s), and referenced throughout lesson. Sub-objectives are inconsistently aligned to the lesson's major objective. Learning objectives are rarely connected to what students have previously learned. Expectations for student performance are vague. There is evidence that few students demonstrate mastery of the daily objective that supports significant progress towards mastery of the standard(s).
Motivating Students 	<ul style="list-style-type: none"> The teacher consistently organizes the content so that it is personally meaningful and relevant to students. The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher regularly reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher sometimes reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher rarely organizes the content so that it is personally meaningful and relevant to students. The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher rarely reinforces and rewards effort.
Presenting Instructional Content 	<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations; concise communication; logical sequencing and segmenting; all essential information; and no irrelevant, confusing, or non-essential information. 	<p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate performance expectations; concise communication; logical sequencing and segmenting; all essential information; and no irrelevant, confusing, or non-essential information. 	<p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate performance expectations; concise communication; logical sequencing and segmenting; all essential information; and relevant, coherent, or essential information.




General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Lesson Structure and Pacing 	<ul style="list-style-type: none"> The lesson starts promptly. The lesson's structure is coherent, with a beginning, middle, and end. The lesson includes time for reflection. Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. Routines for distributing materials are seamless. No instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson starts promptly. The lesson's structure is coherent, with a beginning, middle, and end. Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Little instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson does not start promptly. The lesson has a structure, but it may be missing closure or introductory elements. Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. Routines for distributing materials are inefficient. Considerable time is lost during transitions.
Activities and Materials 	<ul style="list-style-type: none"> Activities and materials include all of the following: <ul style="list-style-type: none"> support the lesson objectives, are challenging, sustain students' attention, elicit a variety of thinking, provide time for reflection, are relevant to students' lives, provide opportunities for student-to-student interaction, induce student curiosity and suspense, provide students with choices, incorporate multimedia and technology, and incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring. The preponderance of activities demand complex thinking and analysis. Texts and tasks are appropriately complex. 	<ul style="list-style-type: none"> Activities and materials include most of the following: <ul style="list-style-type: none"> support the lesson objectives, are challenging, sustain students' attention, elicit a variety of thinking; provide time for reflection, are relevant to students' lives, provide opportunities for student-to-student interaction, induce student curiosity and suspense; provide students with choices, incorporate multimedia and technology, and incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). Texts and tasks are appropriately complex. 	<ul style="list-style-type: none"> Activities and materials include few of the following: <ul style="list-style-type: none"> support the lesson objectives, are challenging, sustain students' attention, elicit a variety of thinking, provide time for reflection, are relevant to students' lives, provide opportunities for student to student interaction, induce student curiosity and suspense, provide students with choices, incorporate multimedia and technology, and incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc.).



General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Questioning 	<ul style="list-style-type: none"> Teacher questions are varied and high quality, providing a balanced mix of question types: <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. Questions require students to regularly cite evidence throughout lesson. Questions are consistently purposeful and coherent. A high frequency of questions is asked. Questions are consistently sequenced with attention to the instructional goals. Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). Wait time (3-5 seconds) is consistently provided. The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. Students generate questions that lead to further inquiry and self-directed learning. Questions regularly assess and advance student understanding. When text is involved, majority of questions are text-based. 	<ul style="list-style-type: none"> Teacher questions are varied and high quality providing for some, but not all, question types: <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. Questions usually require students to cite evidence. Questions are usually purposeful and coherent. A moderate frequency of questions asked. Questions are sometimes sequenced with attention to the instructional goals. Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). Wait time is sometimes provided. The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. When text is involved, majority of questions are text-based. 	<ul style="list-style-type: none"> Teacher questions are inconsistent in quality and include few question types: <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. Questions are random and lack coherence. A low frequency of questions is asked. Questions are rarely sequenced with attention to the instructional goals. Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). Wait time is inconsistently provided. The teacher mostly calls on volunteers and high-ability students.
Academic Feedback 	<ul style="list-style-type: none"> Oral and written feedback is consistently academically focused, frequent, high quality and references expectations. Feedback is frequently given during guided practice and homework review. The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. Feedback from students is regularly used to monitor and adjust instruction. Teacher engages students in giving specific and high-quality feedback to one another. 	<ul style="list-style-type: none"> Oral and written feedback is mostly academically focused, frequent, and mostly high quality. Feedback is sometimes given during guided practice and homework review. The teacher circulates during instructional activities to support engagement, and monitor student work. Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> The quality and timeliness of feedback is inconsistent. Feedback is rarely given during guided practice and homework review. The teacher circulates during instructional activities but monitors mostly behavior. Feedback from students is rarely used to monitor or adjust instruction.

General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Grouping Students 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogenous ability) consistently maximize student understanding and learning efficiency. All students in groups know their roles, responsibilities, and group work expectations. All students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; heterogeneous or homogenous ability) adequately enhance student understanding and learning efficiency. Most students in groups know their roles, responsibilities, and group work expectations. Most students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) most of the time to best accomplish the goals of the lesson. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogenous ability) inhibit student understanding and learning efficiency. Few students in groups know their roles, responsibilities, and group work expectations. Few students participating in groups are held accountable for group work and individual work. Instructional group composition remains unchanged irrespective of the learning and instructional goals of a lesson.
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. The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. Limited content is taught in sufficient depth to allow for the development of understanding. 	<ul style="list-style-type: none"> Teacher displays accurate content knowledge of all the subjects he or she teaches. Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays under-developed content knowledge in several subject areas. Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. Teacher does not understand key concepts and ideas in the discipline and therefore presents content in a disconnected manner.
Teacher Knowledge of Students 	<ul style="list-style-type: none"> Teacher practices display understanding of each student's anticipated learning difficulties. Teacher practices regularly incorporate student interests and cultural heritage. Teacher regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices display understanding of some student anticipated learning difficulties. Teacher practices sometimes incorporate student interests and cultural heritage. Teacher sometimes provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties. Teacher practices rarely incorporate student interests or cultural heritage. Teacher practices demonstrate little differentiation of instructional methods or content.

General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
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, where students analyze, compare and contrast, and evaluate and explain information; ○ practical thinking, where students use, apply, and implement what they learn in real-life scenarios; ○ creative thinking, where students create, design, imagine, and suppose; and ○ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. • The teacher provides opportunities where students: <ul style="list-style-type: none"> ○ generate a variety of ideas and alternatives, ○ analyze problems from multiple perspectives and viewpoints, <u>and</u> ○ monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why. 	<ul style="list-style-type: none"> • The teacher thoroughly teaches one or more types of thinking: <ul style="list-style-type: none"> ○ analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; ○ practical thinking, where students use, apply, and implement what they learn in real-life scenarios; ○ creative thinking, where students create, design, imagine, and suppose; and ○ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. • The teacher provides opportunities where students: <ul style="list-style-type: none"> ○ generate a variety of ideas and alternatives, and ○ analyze problems from multiple perspectives and viewpoints. 	<ul style="list-style-type: none"> • The teacher implements no learning experiences that thoroughly teach any type of thinking. • The teacher provides no opportunities where students: <ul style="list-style-type: none"> ○ generate a variety of ideas and alternatives, or ○ analyze problems from multiple perspectives and viewpoints.
Problem-Solving 	<p>The teacher implements activities that teach and reinforce three or more of the following problem-solving types:</p> <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 	<p>The teacher implements activities that teach two of the following problem-solving types:</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing 	<p>The teacher implements no activities that teach the following problem-solving types:</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing

EXPLANATION OF THE TEAM TEACHING STANDARDS

This section will review the important elements of the first three domains of the *Teaching Skills, Knowledge, and Professionalism Performance Standards*. The following pages provide an explanation of all the indicators for *Planning, Environment, and Instruction*. Each indicator's descriptors will be explained with examples of how these descriptors might be implemented in a classroom. Additionally, this section provides suggested coaching questions for observers to utilize when conferencing with teachers, as well as suggested applications for professional development learning.

PLANNING

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This section includes resources and information on the three indicators under *Planning*:

1. Instructional Plans
2. Student Work
3. Assessment

Instructional Plans

Time spent developing strong instructional plans yields many benefits. Lesson plans contribute to better-managed classrooms and more effective and efficient learning experiences for students.

Instruction in a school using the TEAM evaluation system is based heavily on state standards, as well as analysis of formative and summative student assessments. Therefore, it is important that teachers incorporate these into their daily planning.

Exemplary Descriptors for Instructional Plans

Instructional plans include:

1. Measurable and explicit goals aligned to state content standards;
2. Activities, materials, and assessments that:
 - » Are aligned to state standards.
 - » Are sequenced from basic to complex (teaching of sub-objectives follows a logical progression).
 - » Build on prior student knowledge, are relevant to students' lives, and integrate other disciplines.
 - » Provide appropriate time for student work, student reflection, and lesson and unit closure.
3. Evidence that plan is appropriate for the age, knowledge, and interests of all learners; and
4. Evidence that the plan provides regular opportunities to accommodate individual student needs.

Evaluating Instructional Plans

It is suggested that administrators and teacher leaders select a system or protocol that provides feedback to teachers on instructional plans and individual lesson plans on a regular basis. This development would be an appropriate activity for a professional development meeting. Administrators and teacher leaders might bring examples of plans to a meeting and analyze various aspects utilizing the rubric (e.g. checking the alignment of activities, materials, and assessments, or evaluating the learning objectives to ensure alignment to state standards). By focusing on specific descriptors of this indicator, administrators and teacher leaders can more narrowly focus their analysis of teachers' instructional plans. Specific written feedback can then be provided to teachers.

SUGGESTED COACHING QUESTIONS ON INSTRUCTIONAL PLANS

- Why is aligning the objectives to the standards important?
- Which standards seem the most difficult for students to master? Why do you think students are having difficulty mastering those in particular?
- Which sub-objectives need to be taught for students to master the standard(s)?
- Was there a connection between the students' mastery of the learning objective and the instructional plan?
- How did you decide to choose the activities, materials, and assessments included in this instructional plan?
- How did you plan to accommodate students' individual interests and needs?

PROFESSIONAL DEVELOPMENT LEARNING

The leader of professional development needs to verbalize connections between the TEAM Teaching Standards and instructional practice as he/she models new learning. The leader can do this by identifying the learning objective, student accommodations, and assessment tools from his/her own teaching experience with a strategy.

- Connect the new learning of a strategy to the indicator being targeted to support teachers in developing plans that are aligned to the rubric.
- Define the learning objective for students as it relates to the strategy and indicator being targeted.
- Develop an assessment that provides teachers with evidence that students have developed proficiency in a specific skill or indicator. Define the criteria for proficiency.
- Like a quality lesson, it is also essential that during professional development meetings: all the activities align to the objective; the new learning builds on previous learning; the new learning directly supports the identified student need; and appropriate pacing exists.

Student Work

The development and observation of student work should enhance and reinforce instruction in the classroom. Student work and/or assignments should be developed so that they are aligned to pre-tests and culminating tasks, which should be aligned to the standards.

It is critical that teachers are able to use the analysis of student work as a predictor for how students will perform on culminating tasks. If students are not progressing properly or progressing more quickly than expected, the teacher's instructional plan should be adjusted to reflect students' changing needs. Teachers may also review examples of student work for the purpose of analyzing characteristics of sub-groups or for isolating reasons students are still not mastering a specific skill by comparing the work to specific and commonly agreed-upon criteria.

Exemplary Descriptors for Student Work

Assignments require students to:

1. Organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it;
2. Draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and
3. Connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school.

SUGGESTED COACHING QUESTIONS ON STUDENT WORK

- How closely was the student work aligned to the lesson objective and/or state standard(s)?
- How were the criteria for scoring student work communicated to students?
- Why is it important to clearly communicate the criteria for the student work to students prior to their completion of the assignment?
- What types of thinking or problem-solving skills did the work require of the students?
- Using Bloom's Taxonomy, at what level is the student work that was assigned? Is it at the appropriate level considering the students' stage of learning?
- How are the criteria for student work aligned to the standards and state assessments? Why is it important that they are aligned?
- How engaged did students appear when they completed the assignment?
- How did the completed work demonstrate the observation criteria? Did most students' work meet the teacher's expectations? If not, what reasons might explain why?
- How are the guidelines for student work going to mesh with the next grade level's guidelines and state standards?

PROFESSIONAL DEVELOPMENT LEARNING

- When vetting a strategy, the leader of professional development develops the expectations for student work that teachers will use as evidence of student mastery.
- The leader of professional development should identify for teachers how the student work was developed and the level of Bloom's Taxonomy at which students will be expected to work. Leaders might also make connections to the descriptors under *Thinking* and *Problem Solving*. Student work that requires higher levels of thinking and problem solving will provide evidence that teachers have met descriptors under *Student Work*.

Assessment

Effective assessment is a fundamental part of instruction and learning. The goal of this section is to provide information and examples of assessment. An effective assessment plan answers the questions, “What do I want my students to be able to do as a result of my teaching?” and “How do I know the students learned what I taught?” When these questions are asked and answered regularly, the teacher can effectively plan, diagnose, and intervene on a continual basis to raise student achievement.

Exemplary Descriptors for Assessment Plans

Assessment plans:

1. Are aligned with state content standards;
2. Have clear measurement criteria;
3. Measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test);
4. Require extended written tasks;
5. Are portfolio-based with clear illustrations of student progress towards state content standards; and
6. Include descriptions of how assessment results will be used to inform future instruction.

SUGGESTED COACHING QUESTIONS ON ASSESSMENT

- What criteria were used in developing or selecting the assessment(s)?
- What types of assessments were used to evaluate student learning?
- How did the assessment(s) used accommodate the needs and interests of individual students?
- How will the results of the assessment(s) be used to impact future instruction?

PROFESSIONAL DEVELOPMENT LEARNING

- Model how to assess students’ mastery of the identified skill on which the professional development meeting is focused when teachers implement the strategy in their classrooms.
- Leaders of professional development need to model how they analyzed the results of formative and summative assessments and how they used these results to plan instruction. This analysis should provide direction for the leader in identifying modifications teachers may need to make to the strategy based on the results from his/her vetting of the strategy. If a leader has not analyzed assessments from vetting the strategy, then he/she will not be able to provide a model for the teachers on how to analyze their students’ assessments, nor will leaders be able to clearly explain how they made modifications based upon students’ needs.

ENVIRONMENT

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This section includes resources and information on the four indicators under *Environment*:

1. Expectations
2. Managing Student Behavior
3. Environment
4. Respectful Culture

Expectations

Exemplary Descriptors for Expectations

1. Teacher sets high and demanding academic expectations for every student.
2. Teacher encourages students to learn from mistakes.
3. Teacher creates learning opportunities where all students can experience success.
4. Students take initiative and follow through with their own work.
5. Teacher optimizes instructional time, teaches more material, and demands better performance from every student.

The descriptors under this indicator directly connect to descriptors in the *Instruction* domain. For a teacher to include the descriptors under *Expectations*, he/she must have knowledge of the students he/she is teaching. Differentiated instruction methods that are demanding for every student and create opportunities for all students to experience success can only be implemented when a *teacher's knowledge of students* is developed and utilized during instruction. When a teacher sets high and demanding expectations for every student, he/she is also able to develop and/or select *activities and materials* that are challenging. The second descriptor connects to *Motivating Students*. When a teacher regularly reinforces and rewards efforts, students will be encouraged to learn from their mistakes and take risks. A teacher must be able to create a safe learning environment in which students' efforts are reinforced and valued in order for students to experience success. For a teacher to optimize instructional time, he/she must be able to implement lessons that include appropriate *lesson structure and pacing* for students who progress at different learning rates. For additional explanation of these indicators, refer to the pages in this handbook that address each of the indicators under *Instruction*.

Managing Student Behavior

Exemplary Descriptors for Managing Student Behavior

1. Students are consistently well-behaved and on task.
2. Teacher and students establish clear rules for learning and behavior.
3. The teacher overlooks inconsequential behavior.
4. The teacher deals with students who have caused disruptions rather than the entire class.
5. The teacher attends to disruptions quickly and firmly.

Resource:

Managing student behavior has generated a huge proliferation of books and workshops. A good website for basic tips and information is Adprima at www.adprima.com/managing.htm.

Timely and effective management of student behavior is critical for effective instruction to take place within a classroom. Descriptors under *Standards and Objectives* and *Presenting Instructional Content* both address a teacher's modeling of clear expectations for students. While these indicators focus on instruction, expectations must also be clearly modeled for student behavior for effective instruction to occur that increases student achievement. For a teacher to manage student behavior effectively, he/she must not only model the expectations but have *knowledge of the students* he/she is teaching. Teachers must be aware of and practice a variety of techniques to maintain appropriate behavior that are dependent upon having knowledge of individual student's needs. Teachers must also know students' interests in order to motivate them to change inappropriate behaviors. Therefore, this indicator is also connected to *Motivating Students*.

Environment

Exemplary Descriptors for Environment

The classroom:

1. Welcomes all members and guests.
2. Is organized and understandable to all students.
3. Supplies, equipment, and resources are easily and readily accessible.
4. Displays student work that frequently changes.
5. Is arranged to promote individual and group learning.

This indicator deals with the learning environment of the classroom, including the physical arrangement of the furniture and availability of supplies for students to utilize. When supplies, equipment, and resources are easily and readily accessible, then the descriptor, "routines for distributing materials are efficient," under *Lesson Structure and Pacing*, can be met.

The following checklist can be used for self-observation of a classroom's environment:

- » Various areas of the classroom are created for use in a variety of activities.
- » Desks or general seating is arranged so that the teachers can easily get to each student.
- » The lighting in the room is adequate.
- » The room temperature is generally moderate to cool. Warm classrooms lead students to be more lethargic, inattentive, and consequently bored and disruptive.
- » The entrance to your room does not cause distractions to students during lessons.

- » There is a place in your classroom, away from the rest of the class, where you can have a private conversation or give a private reprimand to an individual student.
- » Bulletin boards are attractive and not cluttered with “old work.”
- » The room has just the amount of furniture that is functional and does not contain useless or nonessential furnishings.
- » The seating arrangement is designed in an orderly way so that the organization of the seats helps the students to feel more organized.
- » Study carrels are used only in conjunction with other types of seating arrangements.
- » Students are seated far enough apart so that innocent moves by students don’t distract other students.
- » Seats are arranged in such a way as to reduce traffic distractions. For example, as students get up to go to the bathroom or pencil sharpener, they do not overly distract students they pass.
- » Make sure that students have assigned seats, and don’t allow them to constantly change their seats.

SUGGESTED COACHING QUESTIONS ON CLASSROOM ENVIRONMENT

- Is the room welcoming? What evidence is there that indicates that it is?
- Is it conducive to student independence (e.g., can they get their own paper, is the pencil sharpener located in a logical place)?
- Is a variety of student work posted on the bulletin boards? Or just the best?
- Is the room arranged to promote individual and group work? Can the classroom accommodate different grouping patterns?
- Is the information students need posted so they can use it (e.g., the standards, the goals for the day, the schedule/agenda)?
- What are the biggest challenges to having your classroom set up as you would like?
- What might be some solutions?
- How do you plan and rotate the work on your bulletin boards so that all students have an opportunity to have their work displayed?

Respectful Culture

Exemplary Descriptors for Respectful Culture

1. Teacher-student interactions demonstrate caring and respect for one another.
2. Students exhibit caring and respect for one another.
3. Positive relationships and interdependence characterize the classroom.

Creating a positive classroom climate begins with showing respect to one another. Teachers most often set this in motion when they develop a set of collaborative ground rules for their classrooms and then model these for the students on a regular basis.

Teacher non-verbal cues that indicate respect and interest are:

- » Tone of voice
- » Eye contact
- » Affirmative head nods
- » Smiles
- » Wait time
- » Proximity to student

SUGGESTED COACHING QUESTIONS ON RESPECTFUL CULTURE

- Are the students empowered to make decisions?
- Are they interdependent?
- Do they have opportunities to collaborate?
- Are the students listening to each other?
- Do students feel safe sharing their feelings and thoughts with each other?
- Do students exhibit patience and respect with their peers?
- Do they handle supplies in a respectful and orderly manner?

INSTRUCTION

This section includes resources and information on the 12 indicators under *Instruction*:

- | | |
|-------------------------------------|-----------------------------------|
| 1. Standards and Objectives | 7. Academic Feedback |
| 2. Motivating Students | 8. Grouping Students |
| 3. Presenting Instructional Content | 9. Teacher Content Knowledge |
| 4. Lesson Structure and Pacing | 10. Teacher Knowledge of Students |
| 5. Activities and Materials | 11. Thinking |
| 6. Questioning | 12. Problem Solving |

Standards and Objectives

Planning effective lessons aligned to the standards is dependent upon the teacher's ability to create and communicate *clearly defined learning outcomes* or objectives appropriate for the students. In many ways this indicator is the foundation for all other indicators because if the teacher is not clear about what he or she wants students to know and be able to do as a result of the lesson, the balance of the lesson cannot be properly developed or implemented. Both the students and the teacher should understand what is to be accomplished during each lesson.

Exemplary Descriptors for Standards and Objectives

1. All learning objectives are clearly and explicitly communicated, connected to the state standard(s) and referenced throughout the lesson.
2. Sub-objectives are aligned and logically sequenced to the lesson's major objective.
3. Learning objectives are:
 - » Consistently connected to what students have previously learned;
 - » Known from life experiences; and
 - » Integrated with other disciplines.
4. Expectations for student performance are clear, demanding, and high.
5. There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of the standard(s).

Descriptor 1: All learning objectives are clearly and explicitly communicated, connected to the state standard(s), and referenced throughout the lesson.

The first descriptor under *Standards and Objectives* deals with the ability to “explicitly communicate” the objective or learning outcome, whether the state standard(s) or sub-objective of a standard. Before a learning objective can be clearly communicated, it must be clearly written. There are three components of a clearly written objective:

1. Observable verbs/actions
2. Clear description of learning outcome
3. Measurable standards

Bloom’s Taxonomy can assist in writing objectives. Observable verbs are arranged in order of complexity in thinking. However, “clearly and explicitly communicated objectives” go beyond merely stating a clearly written objective or standard. Communicated implies that the teacher can be certain that the students know and understand the learning objective. This requires the teacher to continually make references to the objective/standard(s) throughout the lesson and to make connections for what the teacher and students are doing as it relates to the lesson’s objective. This also provides purpose for what takes place during a lesson. The teacher and students may also refer to the stated objective/standard(s) again at the end of the lesson for a reflection on how the students met the learning objective.

Descriptor 2: Sub-objectives are aligned and logically sequenced to the lesson’s major objective.

Once the objective is clearly defined, the next step is to develop the necessary sub-objectives. The selection of appropriate sub-objectives depends on the needs of the students, the complexity of the objective, and the content. There are three basic reasons for including sub-objectives:

1. To review **prior learning**
2. To teach a **new sub-skill**
3. To teach a **process** that supports the main objective

EXAMPLE 1:

Teacher: “Today we will be creating a graph that illustrates how classmates responded to a questionnaire about sports using the pie, bar, or line format. I have put together a rubric to assist you in completing this assignment.”

When looking at the objective above, several sub-objectives could be identified. In reality, the needs of the students would determine what sub-objectives to include. For this example, there are a few sub-objectives that would probably be included in this lesson so that all students could be successful:

- To understand how to apply the pie, bar, and line graph (prior learning)
- To be able to calculate results of surveys into percentages (prior learning)
- To be able to apply the rubric to the project (process)

EXAMPLE 2:

Teacher: “Today we are going to write a paragraph about a character in the story we just read. First you will complete this graphic organizer. It will provide guidance in describing your character effectively. Next you can write the paragraph. Use this paragraph checklist when you do your final edit.”

This objective is very complex. It requires the student’s ability to do many things other than the main objective of writing a paragraph. To what degree the sub-objectives must be taught may vary. As one might expect, there are times when what appeared to be a sub-objective becomes the lesson’s objective based on the students’ needs. Here are a few of the identifiable sub-objectives for this objective:

- To apply a paragraph format (prior learning)
- To be able to apply the pre-writing graphic organizer (sub-skill)
- To be able to identify characteristics of characters from a text (sub-skill)
- To be able to access each item on the checklist (process)

Descriptor 3: Learning objectives are:

- » **Consistently connected to what students have previously learned;**
- » **Known from life experiences; and**
- » **Integrated with other disciplines.**

This descriptor is about making connections in learning. It is important for teachers to connect new learning to prior learning so students are able to see learning as a continuum and to make real-life connections about how this learning impacts their lives. This connection can be done in a variety of ways. This descriptor is closely related to the descriptors under *Motivating Students* and *Teacher Knowledge of Students*, which refer to relevancy of students’ lives and the incorporation of their interests and cultural heritage.

EXAMPLE 3:

A teacher may model his/her thought process as he/she makes a connection to a specific topic and then lead students to do this through questioning. It may also be accomplished through group projects based on real-life scenarios. For example, students learning measurement may calculate the amount of carpet or paint needed to redecorate their room. Students learning about the Great Depression may research how policies from Roosevelt’s New Deal continue to affect them today.

It is also important for teachers to lead students to make connections for how what they learn in one content area connects to another content area. For example, when measuring or creating graphs in science, a teacher may make connections to math with an emphasis on math vocabulary students are learning. In literature classes, connections may be made between what is being read and a historical time period students may be studying in social studies. It is important to make such connections significant and meaningful to students.

Descriptor 4: Expectations for student performance are clear, demanding, and high.

This descriptor deals with creating learning objectives and expectations that are demanding and of high quality for all students. Whether the teacher has succeeded in doing so can only be determined by the students' response to the lesson. It is important to look at assessment and other diagnostic methods for determining what to teach. For an objective to be demanding and high for all students, a teacher may need to develop different activities and/or assessments for different levels of students within the class. It is important that all students are challenged by the learning objective.

This descriptor refers to not only clear expectations for what students are to do to support their learning, but also clear expectations for procedures and student behavior during the lesson. For expectations to be clear, students should be provided a model for what they are to do. This may include the use of visuals, teacher or student modeling, anchor papers, and rubrics to demonstrate how student work will be assessed, written steps the students are to follow when completing the assignment, etc. If students are working in groups, expectations for each group member, as well as the expectation for the group as a whole, should be clearly explained. Students need to clearly understand how they will be held accountable for individual work and group work. Procedures for obtaining materials for the group work, the expected noise level, where students may work, etc. should all be clearly explained. This descriptor connects to the *Presenting Instructional Content* descriptor, "modeling by the teacher to demonstrate his/her performance expectations," and the *Grouping Students* descriptor, "all students in groups know their roles, responsibilities, and group work expectations."

Referencing the Standards

State standards are usually broad in scope. Before mastery of the standard can be accomplished, it is often necessary that students master many subordinate sub-objectives first. A metaphor provides an understanding of how the standards relate to teaching on a daily basis. For example, a state standard can be compared to the main idea of a story, while the daily lessons represent the supporting details. Therefore, by referencing the state standards, the student has an opportunity to relate the lesson to the "big picture" and to prior learning.

Involving the Students

There are many ways in which students can be involved with the referencing process for the standards. The following suggestions have been effective in classrooms:

- » A student is assigned the job of recording standards. After the lesson objective is identified, the student records a date on the section of the standard that is being addressed in the lesson. This method provides additional purpose for displaying the standard in a manner that the teacher and students can continually reference.
- » Students may have the standards at their desks where they individually record the date beside the standard(s) represented in the lesson for the day and reflect on how they met the standard at the conclusion of the lesson.
- » Students record at the top of the assigned paper which standard(s) is being addressed during the lesson.
- » Students may also engage in a think/pair/share activity where students reflect on and verbalize the meaning of the standard and how they met it during the lesson. This activity also connects to the *Activities and Materials* descriptors, "provide time for reflection" and "provide opportunities for student-to-student interaction." By allowing students to pair/share, a teacher implements the descriptor under *Grouping Students*, "the instructional grouping of students also becomes varied."

- » Some teachers record the standard(s) being addressed on each student assignment. This helps when recording scores in the grade book as well. The more a teacher can document when and how the standards have been taught, the more precisely a teacher can provide evidence for students' mastery of a standard. Parents, board members, principals, and other constituents are becoming increasingly insistent that there be evidence that the standards have been effectively taught and mastered.
- » Many schools are posting student work and identifying the standards that are represented in the displays throughout the school. By displaying student work related to the state standards, parents and other visitors understand and appreciate what students are expected to learn. Showing work in this way also develops a better understanding of how a complex set of state standards progresses.

Descriptor 5: There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of the standard(s). This

descriptor is the most important one of all. No matter what teachers do or do not do, if students do not learn the information, then it is a waste of time and effort. Teachers must focus on what students have learned as opposed to what they have taught. Effective teachers plan formative assessments (verbal and/or written) that enable them to check for student mastery of the material taught and make modifications to their future lesson plans to meet the needs still evident in the student work.

SUGGESTED COACHING QUESTIONS ON STANDARDS AND OBJECTIVES

- How do you decide on the standards/objectives you will teach?
- How do you identify the sub-objectives for a lesson?
- How do you decide on the method you will use to communicate the standards/objectives to students?
- How do you utilize a visual of the standards/objectives during a lesson?
- How do you communicate your expectations to the students?
- How will you obtain evidence that most students have demonstrated mastery of the objective?

PROFESSIONAL DEVELOPMENT LEARNING

- *Descriptor 1 of Standards and Objectives:* When modeling a strategy in a professional development meeting, the leader of professional development can use the opportunity to model effective standards and objectives to teachers as if they were students. During the model, the leader would connect how the strategy addresses state standards and present an objective as he/she would in a classroom. This would increase the sense of purpose of the professional development meeting learning, and when developing the strategy teachers would be more likely to also emulate this best practice when they transfer the strategy into their classrooms.
- *Descriptors 1, 2, and 5 of Standards and Objectives:* When a leader communicates the expected outcome for the professional development meeting, he/she is modeling the first descriptor from this indicator. To deepen teachers' understanding and sense of purpose, a leader may ask teachers how their understanding of the outcome supports their new learning. This type of question can assist teachers in making connections for how student learning is supported by their understanding of standards/objectives that are clearly communicated. Many leaders post the school goal and professional development goals in the meeting room as a visual to use in modeling the importance of displaying standards in a classroom. By displaying these and referencing them each meeting, the leader models how teachers need to make connections for the objective of a lesson to the standard to which it is aligned.
- *Descriptors 2 and 3 of Standards and Objectives:* When a leader reviews what the teachers have been working on in professional development, he/she models how to connect current learning objectives to previous learning.

PROFESSIONAL DEVELOPMENT LEARNING continued

- **Descriptor 5 of *Standards and Objectives*:** A leader must have evidence that teachers have demonstrated mastery of the new learning for there to be an immediate application of the learning into the classroom. By providing sufficient development time and clear expectations for what teachers are to develop, a leader models how this evidence can be obtained from teachers. During development time, a leader should be circulating among the teachers and questioning them to gather evidence that teachers have met mastery. By identifying for teachers what he/she is doing, a leader is able to model these descriptors for the teachers and lead them in making connections for methods they can use in obtaining this evidence from their students.

Motivating Students

This indicator focuses on a teacher's ability to organize and present the content in a manner that motivates students to learn. For a teacher to be able to develop these types of learning experiences, a teacher must have in-depth knowledge of the students he/she teaches. Therefore, this indicator connects strongly to *Teacher Knowledge of Students*.

Exemplary Descriptors for Motivating Students

1. The teacher consistently organizes the content so that it is personally meaningful and relevant to students.
2. The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued.
3. The teacher regularly reinforces and rewards effort.

For content to be personally meaningful to students there must be a clearly communicated purpose for student learning. Students need to understand why the content or skill being taught in a lesson is important for them to master and how their mastery of this will impact their own lives. Lessons that value inquiry, curiosity, and exploration provide opportunities for students to generate questions and conduct their own research or explore to locate the answers. When students have opportunities to generate their own questions about a given topic, their motivation to learn is usually increased as the learning becomes more student-directed than teacher-directed.

EXAMPLE 1:

A teacher presents a lesson on immigration during the 1860s. She brings in current newspaper articles on immigrants and refugees moving to the United States. Students also interview individuals who have immigrated to the United States. These activities make the content studied relevant to the students' lives and personally meaningful. Students also have the opportunity to develop their own questions to ask during the interviews, which provide experiences that value inquiry. This example also provides a real-world application of immigration.

EXAMPLE 2:

A teacher presents a lesson on measurement. Students design a new school cafeteria applying the measurement skills taught. An architect speaks to the students and explains how measurement is used in his profession.

Teachers may reinforce and reward effort in a variety of ways. Students may be rewarded through verbal praise or recognition. A teacher may also use several student examples of work as a model for other students to follow. When a teacher effectively uses *Academic Feedback*, he/she is also reinforcing and rewarding effort by acknowledging students' responses with an explanation for why the response may be accurate or inaccurate. This type of feedback supports an environment in which students feel safe to take risks and respond to questions. In this way it is rewarding and reinforcing their efforts.

SUGGESTED COACHING QUESTIONS ON STANDARDS AND OBJECTIVES

- How do you organize the content of a lesson so that it is meaningful and relevant to the students?
- How do you develop learning experiences that provide opportunities for students to ask questions and explore?
- How do you reinforce and reward the efforts of all students?
- Why is it important for students to have opportunities to develop their own questions and search for the answers?
- How does student motivation impact student achievement?

PROFESSIONAL DEVELOPMENT LEARNING

- When modeling new learning in professional development meetings, a leader of professional development should include how he/she made the strategy meaningful and relevant to students while vetting the strategy.
- Leaders need to reinforce and reward the efforts of teachers as they participate in the new learning and develop the new learning for implementation in their classrooms. By doing this, they are modeling for teachers the types of comments they should be using in their own classrooms.
- By bringing in their own student work, analyzing it, and identifying continued student needs, teachers are able to see the connection between professional development learning and their own students. Additionally, when a leader can use data from vetting of a strategy to show that the strategy being learned in professional development will directly address the needs of the teachers' students, and student work is integrated into the development of the new learning, it serves to further motivate teachers to participate.

Presenting Instructional Content

This indicator deals with the method in which content is taught within a lesson. The use of visuals and a teacher's ability to clearly communicate performance expectations in a concise and logically sequenced manner are addressed by this indicator's descriptors. The use of visuals with examples, illustrations, analogies, and/or labels are important tools to use when introducing new concepts and can lead students to mastery of specific skills in a more efficient manner. However, it may be that all of these are not included in one lesson. It is important that they are used effectively and appropriately for the content and students taught.

Exemplary Descriptors for Presenting Instructional Content

Presentation of content always includes:

1. Visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;
2. Examples, illustrations, analogies, and labels for new concepts and ideas;
3. Effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations;
4. Concise communication;
5. Logical sequencing and segmenting;
6. All essential information; and
7. No irrelevant, confusing, or nonessential information.

Descriptor 1: Visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson

The first item under this indicator refers to the effective use of visual materials to assist the learner in making connections with prior learning and in clarifying newly acquired concepts. Visuals that preview the lesson also provide students with a direction for where they are headed and what they will be doing. They support students in identifying and understanding the progression of the lesson. Based on these indicators, there are two main applications for graphic organizers or visuals:

1. Visuals that assist in the learning process
2. Visuals that organize information for the learner

It is important to note that internal summaries (mini reviews within a lesson of what has been taught) may be provided visually or orally by the teacher and students. When a teacher continually reviews sub-objectives in order to connect to the next sub-objective, students are led to ultimately move towards mastery of the lesson objective. Internal summaries provide students opportunities to have concepts restated and to reflect within a lesson on what they are learning as opposed to waiting for a review of all concepts at the end of the lesson. Teachers can lead students in providing these summaries through his/her questions and group discussions.

Descriptor 2: Examples, illustrations, analogies, and labels for new concepts and ideas

Words, mental pictures, and other clarifying techniques simplify and organize new information for the learner. Application of the methods listed in this descriptor enhances learning in the following ways:

1. **Examples:** When presenting a new concept, carefully selected examples help students to understand information. For example, during a lesson about metaphors, the teacher provided visual examples of metaphors from her own writing. She also modeled her thinking process as she created the metaphors. This type of example not only provided opportunities for students to view metaphors, but also to gain an understanding for how they were created within the teacher’s writing.
2. **Illustrations:** Providing an illustration of what is being studied helps all learners, especially visual learners. For example, before dissecting a frog, students studied an illustration depicting the internal organs. The illustration also demonstrated how to cut into the frog. Teachers may also use paintings or photographs to provide illustrations of new concepts or historical time periods.
3. **Analogies:** There are times when analogies clarify information for learners. For example, to clarify the distances related to the solar system, a teacher introduced nine common spheres of similar proportions as the planets. She then took students out on the playground and had students arrange them at appropriate distances from the sun, making clear connections for how what they were doing related to distances within the solar system. In this example, students actually participated in the analogy. Another example of an analogy is the comparison of appropriate graphic organizers to the choosing of appropriate tools to hammer in nails or tighten screws. The teacher explained to students that graphic organizers are “tools” to support their organization of material and different organizers support different tasks.
4. **Labels:** Labels help clarify information. For example, students were having a difficult time writing complete sentences so the teacher decided to have students label the parts of their sentences. Pictures with labels may also be used to introduce vocabulary, important people, or new concepts. This type of labeling would be strong since it combines the use of illustrations and labels. During a study of the solar system, the teacher modeled for the students how to label planets. During a study of the circulatory system, a teacher modeled how to label the parts of the heart and identify the function for each part.

Descriptor 3: Effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations

The ability to model the use of new information and the teacher’s expectations for student performance is one of the most important descriptors for this indicator. An effective teacher must be able to model desired outcomes. In order to model effectively, the teacher must be able to do the following:

- » Know exactly what the expected outcome is
- » Identify the critical elements of the desired outcome
- » Create clearly defined steps so learners can achieve the desired outcome
- » Provide examples for how the completed project/assignment should look

EXAMPLE: KNOW EXACTLY WHAT THE EXPECTED OUTCOME IS

A teacher explained to the students that the learning objective was for them to be able to identify physical characteristics of two characters from a novel and compare and contrast them. She told the students they would be expected to create an illustration of two characters from a novel the class was reading and then complete a Venn Diagram to compare their characteristics. She chose two different characters to model her expectations and the thought process she went through in deciding how to draw the characters. She explained various ways the students could approach the project and provided clear criteria through the use of a rubric for how the finished project would be evaluated. She led the students to apply the rubric to her work as an additional way to ensure they understood her expectations for their work. She then modeled how she took the characteristics of the two drawings and used a Venn Diagram to organize the similarities and differences in the drawings. Students were able to clearly understand the expected outcome for the lesson and the expectations for their work.

EXAMPLE: IDENTIFY THE CRITICAL ELEMENTS OF THE DESIRED OUTCOME

As the teacher modeled her work of the steps in the example above, she identified the elements or requirements for the student work. Using the rubric for the assignments, she identified each required element of the illustration and Venn Diagram on her examples. This provided students a clear understanding of what needed to be included in each assignment and how the elements would be evaluated.

EXAMPLE: CREATE CLEARLY DEFINED STEPS SO LEARNERS CAN ACHIEVE THE DESIRED OUTCOME

When modeling the expectations for the assignment in the example above, the teacher clearly explained the order in which the students would need to complete the steps required for the assignment. First, they would need to select two important characters with criteria for how to select them. Then students would need to identify specific characteristics of these characters that would be incorporated into their illustrations. The explanation would continue through each step. To support visual learners, the teacher may display a written list of the steps on the board or chart paper.

Descriptors 4-7: Concise communication; logical sequencing and segmenting; all essential information; and no irrelevant, confusing, or nonessential information

These descriptors relate to a teacher's knowledge of the content he/she is teaching and his/her ability to clearly explain the content to students in a logical manner. For this to occur, a teacher must first clearly define the learning objective for the lesson and then maintain the focus of the lesson on this objective, which may require teachers to redirect students' comments. The sequencing of the lesson relates to the sub-objectives that are taught within a lesson. Sub-objectives should be taught or reviewed in an appropriate sequence for the grade level and ability of the students. The segmenting of the lesson relates to the pacing of the lesson. An effective teacher will provide sufficient time for the introduction of the lesson, the instruction within the lesson, the student activities, and closure. Although these may be embedded within each other during a given lesson, the segmenting of the lesson allows

sufficient time for each to take place so that students can have opportunities to master the learning objective. Therefore, these descriptors are closely connected to the descriptor, “teacher displays accurate content knowledge of all the subjects he or she teaches,” under *Teacher Content Knowledge*, and the descriptor, “pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates,” under *Lesson Structure and Pacing*.

SUGGESTED COACHING QUESTIONS ON PRESENTING INSTRUCTIONAL CONTENT

- How do you decide on the types of visuals you will use during a lesson?
- Why is it important for the teacher to model his/her expectations for students?
- How do you plan for effective modeling during a lesson?
- How do students clearly know your expectations for their assignments and for what they are to learn?
- When planning a lesson, how do you decide on the sequencing of the instruction within the lesson?
- When planning a lesson, how do you decide on the manner in which the different elements of the lesson will be segmented?
- How do you maintain focus in a lesson on the learning objective?

PROFESSIONAL DEVELOPMENT LEARNING

- When leaders of professional development provide a visual for what teachers will be doing during the meeting, they are modeling the use of visuals that establish the purpose of the lesson and preview the organization of the lesson. By making reference to the visual, a leader models for teachers how these visuals can be utilized.
- When leaders model the new learning for teachers with a clear explanation of the strategy, or chunk of the strategy, along with the critical attributes, they are modeling the third descriptor. A leader needs to ask him/herself how will teachers know exactly what they need to do in the classroom to ensure their teaching of the strategy results in increased student achievement. For this to occur, teachers need a model. In this same way, students must have a model of a teacher’s explanations. Therefore, a leader needs to clearly model for the teachers how they should model in their own classrooms. This may include specific visuals that need to be used, examples of analogies to support student understanding, and appropriate sequencing of the instruction. Through effective modeling of these elements, a leader provides clarity for how teachers need to present the strategy (content) in their classrooms so the result is increased student achievement.
- Descriptors 4 through 7 play a role in the how a strategy is “chunked” to ensure that the new learning for teachers is manageable and able to be mastered by the end of the professional development meeting. Of course, the ultimate driver of professional development learning is student data, but leaders also need to take into consideration the amount of new learning teachers can learn, develop, and implement proficiently before the next meeting.

Lesson Structure and Pacing

This indicator blends time and form as it applies to instruction. It addresses the effective segmenting of the lesson so that sufficient time is allocated to all parts of the lesson to best support student learning. Therefore, this indicator connects closely to the descriptor, “logical sequencing and segmenting,” under *Presenting Instructional Content*.

Exemplary Descriptors for Lesson Structure and Pacing

1. The lesson starts promptly.
2. The lesson’s structure is coherent, with a beginning, middle, and end.
3. The lesson includes time for reflection.
4. Pacing is brisk and provides many opportunities for individual students who progress at different learning rates.
5. Routines for distributing materials are seamless.
6. No instructional time is lost during transitions.

Descriptors Focused on Time/Pacing

The rubric indicator focuses on the following issues associated with instructional time:

1. Prompt start
2. Different learning rates
3. Seamless routines
4. Smooth transition

Starting promptly, building smooth transitions, and developing seamless routines can be done with practice and careful planning. The greatest challenge presented in this indicator is the ability to provide enough time so that all students of varying rates of learning can complete each learning task. Therefore, it is important that a teacher has knowledge of the various learning needs of his/her students.

When reviewing evidence from a lesson for these descriptors, the third descriptor, “pacing is brisk,” refers to the efficient use of instructional time during the lesson, not the speed of the lesson. Was appropriate time devoted to each element of the lesson? Did the lesson continue to flow or was there time wasted in which students were not focused or engaged in the learning? If the pacing is brisk, all students remain focused and engaged in learning throughout the lesson. Students do not experience “down time” while waiting on other students to complete assignments or on instruction that they have already mastered. Therefore, this descriptor connects to a teacher’s use of student feedback to monitor and adjust instruction under *Academic Feedback* to ensure that the pacing of the lesson is brisk and meets the needs of all students.

EXAMPLE:

A teacher begins a lesson on the causes of the Revolutionary War with an explanation of the learning objective and a preview of the lesson (clear beginning). He then provides direct instruction by modeling how to complete a graphic organizer on the causes and effects of the war. Students are led to finish the organizer on their own as they read the text or other source of information. Students who are below grade level in reading continue to receive direct instruction from the teacher and assistance in completing the graphic organizer. Students who are on grade level or above complete the assignment independently and are provided additional activities to enhance their understanding of the causes (pacing provides opportunities for students who progress at different learning rates). Before students are dismissed, the teacher brings the class together again and reviews the objective and has students identify the causes and effects they included on their graphic organizers (closure). Students complete an exit ticket before leaving class in which they reflect on which cause of the war they believe had the greatest impact (time for reflection).

SUGGESTED COACHING QUESTIONS ON LESSON STRUCTURE AND PACING

- How do you decide on the manner in which you will segment the different parts of a lesson?
- How do you plan for effective closure within a lesson?
- How do you plan for the pacing of a lesson that provides opportunities for students who progress at different rates?
- How do you ensure that instructional time is used efficiently throughout a lesson so that all students remain actively engaged in learning?

PROFESSIONAL DEVELOPMENT LEARNING

- When leaders of professional development model new learning, they need to include how they began the lesson and how they provided closure to the lesson. The manner in which these were done should be clearly labeled for teachers.
- In addition to including a clear beginning and closure in the modeling, leaders should include a clear beginning and closure to the professional development meeting, which can be done by reviewing the school and professional development goals to set the purpose for the new learning and by providing a review of the new learning at the end of the meeting. When leaders do this, they need to make the connection for teachers that they are modeling how a lesson should begin and end.
- Leaders also model lesson structure and pacing by appropriately pacing for the different parts of a professional development meeting.

Activities and Materials

This indicator addresses the variety and appropriateness of activities and materials that a teacher chooses to implement during a lesson. By using a variety of materials and activities, teachers are able to address various learning styles and intelligences. Therefore, the criteria used by teachers in choosing materials and activities should be those that clearly support the lesson objectives and that are related to the needs of the students, making this indicator closely related to *Teacher Knowledge of Students*. In order to plan appropriate activities and materials, a teacher must have knowledge of the needs and interests of the students.

Exemplary Descriptors for Activities and Materials

Activities and materials include all of the following:

1. Support the lesson objectives;
 2. Are challenging;
 3. Sustain students' attention;
 4. Elicit a variety of thinking;
 5. Provide time for reflection;
 6. Are relevant to students' lives;
 7. Provide opportunities for student-to-student interaction;
 8. Induce student curiosity and suspense;
 9. Provide students with choices;
 10. Incorporate multimedia and technology; and
 11. Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).
12. In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.
13. The preponderance of activities demand complex thinking and analysis.
14. Texts and tasks are appropriately complex.

The descriptors for *Activities and Materials* can be classified into three main categories:

1. Content-Related Descriptors

1. Support the lesson objectives
2. Are challenging
3. Elicit a variety of thinking
4. Provide time for reflection
5. Are relevant to students' lives

2. Student-Centered Descriptors

1. Sustain students' attention
2. Provide opportunities for student-to-student interaction
3. Induce student curiosity and suspense
4. Provide students with choices

3. Materials Descriptors

1. Incorporate multimedia and technology
2. Incorporate resources beyond the school curriculum texts
3. In addition, sometimes activities are game-like, involve simulations, etc.

When applying this indicator to a lesson, it is critical that evidence for the first descriptor exists. Therefore, this descriptor connects directly to the descriptors under *Standards and Objectives*. A teacher may incorporate a variety of activities and materials within a lesson, but if their use is not purposeful in supporting students in meeting the learning objective, then the purpose for their use may not be clear or appropriate.

In developing activities and materials that are challenging, it is important that they are challenging for all students as opposed to just a few. Therefore, this descriptor relates closely to *Teacher Knowledge of Students*.

The descriptor, “incorporate resources beyond the school curriculum texts,” relates to the use of materials beyond a textbook. A teacher may use manipulatives that are provided by the curriculum tool kits. These would still be considered resources beyond the school curriculum *text*. This may also include the use of photographs, novels, picture books, personal artifacts, etc.

The last descriptor under the exemplary category includes the word *sometimes*. Therefore, the expectation would not be for all of these to be included all of the time.

Questions to Ask When Increasing Student Participation

When beginning to develop these skills, teachers may ask the questions below as they observe a lesson or after they teach a lesson themselves:

1. Students’ attention: How will I maintain all students’ attention during the lesson? (list)
2. Student-to-student interaction: How will I allow for meaningful student-to-student interaction? (list)
3. Student curiosity: How will I deliberately set the conditions for students to demonstrate curiosity?
4. Choices: How will I provide students with significant choices related to the content?
5. Creating: How will children create and self-monitor their own learning?

After answering these questions, teachers should always ask what impact each of these will have on student achievement and what will be the evidence for this.

EXAMPLE 1: DESIGNING A VARIETY OF ACTIVITIES

A teacher assessed students and realized that they were experiencing difficulty in making inferences. Not only was this a critical reading comprehension skill, but also a skill tested on the standardized test. Her objective was: “By the end of this lesson you will be able to identify details in text and use your own experiences to develop an appropriate inference.” Next, she looked at the descriptors related to content when she began to design her lesson. She designed her lesson with several activities:

SUGGESTED COACHING QUESTIONS ON LESSON STRUCTURE AND PACING

- Students were to work in pairs to identify details from the text that connected to the inference question asked.
- Each student would think of an experience or prior knowledge they had that connected to the text and then pair/share this with a partner.
- Each student would complete a graphic organizer with this information.
- Each student would write the inference and include a reflection on how the process had been supportive in making an appropriate inference.

After the activities were designed, the teacher used select descriptors to be certain that students were involved in the referenced activities:

1. Support: The activities supported the objective for students to make an inference.
2. Thinking: She determined that when students are asked to infer, they are thinking at a higher level. A question she was sure to ask was: "How did you develop your inference? Why was it appropriate?"
3. Reflection: There was time for reflection in the lesson when the students were told to reflect on how the process had supported them.
4. Relevant: By using their own experiences and/or background knowledge, the lesson became relevant to the students since they had opportunities to make connections to the text.
5. Interaction: Students also had opportunities for student-to-student interaction when they paired/shared.
6. Curiosity: Student curiosity and suspense would be provided as students would continue reading text or conducting research to learn if their inference was correct.
7. Choices: Students were provided choices for the connections they would make to the text and the supporting details they would identify that connected to the inference question.

EXAMPLE 2: PROVIDING STUDENTS WITH CHOICES

One teacher reflected upon each lesson after school by using the questions on the previous page. She noted that she could not consistently think of many instances when students made significant choices. The following week she added two opportunities for students to make significant content-related choices: 1) Students could develop a summary using any media; and 2) Students were able to choose whether to write prose or poetry for an assignment. During her reflection, she admitted that she saw some enthusiasm expressed by several of her students who were otherwise passive. In analyzing the student work, she found that several students who normally performed on a lower level were able to show mastery of the skill when provided choices for how they would meet the objective. She then began developing other ways to provide students with choices in future lessons. She found students were able to provide evidence of mastery in a way that supported their own strengths or intelligence.

SUGGESTED COACHING QUESTIONS ON ACTIVITIES AND MATERIALS

- How do you decide on the types of materials you will use during a lesson?
- How do you decide on the types of activities you will use during a lesson?
- How do you develop activities that are aligned to the learning objective?

PROFESSIONAL DEVELOPMENT LEARNING

- Professional development time should be spent on modeling the use of materials and activities that support student success as they relate to the new learning in professional development. An expectation of an effective professional development leader is that he/she would come to meetings prepared with appropriate materials and activities that have been applied to teachers' students. By vetting strategies prior to teaching them to teachers in professional development, leaders should have identified and developed the materials that are required to make the strategy successful for the students represented by teachers. In developing these, a leader should refer to the descriptors under *Activities and Materials*, as well as the needs of the students.
- When teachers participate in professional development activities and/or are given materials to read, they should all be aligned with the professional development outcome of increasing teacher instructional proficiency to address a specific student need. The same premise is true during the development portion of professional development, where the focus of the activities should be on preparing teachers to effectively teach the strategy in the classroom while utilizing all the critical attributes highlighted during the model.

Questioning

Questioning is an art form that reveals a great deal about a teacher's effectiveness. The rubric descriptors provide a basic framework for the types of questions to ask within a lesson and how teachers should lead students in responding to questions.

Exemplary Descriptors for Questioning

1. Teacher questions are varied and high quality, providing a balanced mix of question types:
 - » Knowledge and comprehension;
 - » Application and analysis; and
 - » Creation and evaluation.
2. Questions require students to regularly cite evidence throughout lesson.
3. Questions are consistently purposeful and coherent.
4. A high frequency of questions is asked.
5. Questions are consistently sequenced with attention to the instructional goals.
6. Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers).
7. Wait time (3-5 seconds) is consistently provided.
8. The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex.
9. Students generate questions that lead to further inquiry and self-directed learning.
10. Questions regularly assess and advance student understanding.
11. When text is involved, a majority of questions are text-based.

The descriptors for *Questioning* can be classified into two main categories:

1. Procedural Questioning Descriptors

Several of the descriptors are focused on simple procedural operations that are easy to develop. These descriptors are:

1. A high frequency of questions is asked.
2. Wait time is consistently provided.
3. The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and gender.

EXAMPLES:

It may benefit teachers trying to include these descriptors in a lesson to write students' names on Popsicle sticks or strips of paper and pull a name to respond to the questions asked. Teachers may also assign numbers to students and use a deck of playing cards to call on students by their numbers. Students may also choose classmates to call upon. These types of methods help a teacher avoid repeatedly calling on the same students or calling only on volunteers who may have their hands raised. Teachers may also have students respond to a partner before answering a question aloud for the whole class. This method can provide a way to hold each student accountable for formulating a response and sharing their answer with someone else. When providing wait time for students, it is important for the teacher to label this for students so that he/she may use the opportunity to teach students how to provide wait time for one another.

2. Content-Related Descriptors

Four descriptors listed for questioning are related to the intricate use of a variety of questions to support student learning. These indicators are:

1. Teacher questions are varied and high quality, providing a balanced mix of question types:
 - » Knowledge and comprehension;
 - » Application and analysis; and
 - » Creation and evaluation.
2. Questions are consistently purposeful and coherent.
3. Questions are consistently sequenced with attention to the instructional goals.
4. Students generate questions that lead to further inquiry and self-directed learning.

When a teacher effectively utilizes questions that are purposeful and coherent, then students' responses may be utilized as a formative assessment in determining which students have mastered the learning objective (*Standards and Objectives*).

For support in generating questions, refer to Bloom's Taxonomy. It is important to note how the use of higher-order questions will impact the evidence for the descriptors under *Thinking*.

The effective teacher does not limit the use of questions in a lesson to only teacher-generated questions, but guides students in generating questions that support their own learning. In leading students to generate their own questions, it is also important for them to have knowledge of the different question types. These can be modeled for them through the teacher's questions and through a purposeful teaching of Bloom's Taxonomy.

EXAMPLE:

When a teacher introduces a lesson, students may be led to complete a “KWL chart.” By doing this, each student has the opportunity to generate questions that he/she wants answered as the content is being presented. Students may also generate questions about a topic they are researching. For example, students may be writing biographies on significant figures of the Civil Rights Movement. The teacher provides specific information that must be included in the biography and also allows students to generate questions they would like to learn about the individual. Both sets of questions would guide the student’s research. By providing opportunities for students to generate questions, teachers also develop learning experiences where inquiry is valued (*Motivating Students*) and provide students with choices (*Activities and Materials*).

SUGGESTED COACHING QUESTIONS ON QUESTIONING

- How do you decide on the types and frequency of questions you ask during a lesson?
- Why is it important for teachers to ask higher-order questions during a lesson?
- How do you provide opportunities for all students to respond to your questions?
- How do you provide for wait time during a lesson?
- What is the purpose for a teacher to provide wait time?

PROFESSIONAL DEVELOPMENT LEARNING

- It is important for leaders of professional development to continually question teachers on a higher level as a means of modeling the use of higher-level questions. While doing this, it is also effective to have teachers identify the level on Bloom’s Taxonomy to which the questions align. By doing this, leaders can assess teachers’ understanding of Bloom’s Taxonomy.
- When asking questions in professional development, leaders also need to model the use of wait time. A leader may tell teachers that he/she just wants them to think about their response for a few seconds before responding. Then ask the teachers how the use of the “think time” or wait time supported them in formulating a response.
- Teachers may also pair/share their responses as a model for what they can do with their students in the classroom. This method also supports teachers in developing a variety of ways to require active responses.
- Just as teachers use questioning to assess student understanding, leaders should ask teachers questions to build connections between the new learning being modeled and the teachers’ own students and personal instruction needs. The leader should also use questions to informally assess teachers’ understanding of the new learning and use that information to inform the type of follow-up support being provided.

Academic Feedback

This indicator focuses on how teachers respond to students' comments and questions. The descriptors address the quality of the feedback in supporting student learning as opposed to feedback that only informs students of the accurateness of their responses. Additionally, these descriptors address how a teacher uses student feedback to make adjustments in instruction.

Exemplary Descriptors for Academic Feedback

1. Oral and written feedback is consistently academically focused, frequent, and high-quality, and references expectations.
2. Feedback is frequently given during guided practice and homework review.
3. The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback.
4. Feedback from students is regularly used to monitor and adjust instruction.
5. Teacher engages students in giving specific and high-quality feedback to one another.

Feedback Descriptors Focused on Quality

The checklist below provides information that helps teachers develop the ability to provide high-quality feedback. The rubric references "high-quality" feedback in two descriptors (1 and 5). Without consensus on what high-quality feedback is, the rubric cannot be scored accurately. There are many instructional leaders who feel that a classroom observer should be able to "guess" what the objective for the lesson is by simply listening to a teacher's feedback during a lesson. Such precision must be developed using the criteria below.

Checklist for Determining Quality of Feedback:

- » Feedback relates to the lesson objective or sub-objective.
- » Feedback causes students to think.
- » Feedback is specific.
- » Feedback is timely.
- » Feedback is varied to meet the unique needs of the students and classroom.

Descriptor 1 references the use of oral and written feedback. However, evidence for this descriptor may be present if the teacher consistently provides high-quality oral feedback as opposed to procedural, superficial oral and written feedback.

EXAMPLE:

The objective of a lesson was: "Boys and girls, today you will learn about one way to form a paragraph. We formulate a topic sentence and at least three supporting sentences. Then we end the paragraph with a summary statement." She provided a graphic organizer after they collectively developed a topic sentence. While children wrote the supporting details independently, she provided feedback. The following feedback was recorded:

EXAMPLE: continued

- “Marie, very nice sentences because they include strong details.”
- “Henry, your first detail is a complete sentence. That’s just great. Look at your second detail. What can we add to make a complete sentence?”
- “Louise, if you would like more inspiration, let’s look at the story for paragraph details. Good. It’s right there. I think you will find some great material for writing details.”
- “Jamie, you have three details that will make a great paragraph. What will make a good summary statement?”

It is also important for teachers to model for students how to provide each other with high-quality academic feedback.

EXAMPLE: continued

Following the same lesson objective as provided in the above example. After the students have completed their writing, the teacher pairs them for the purpose of conferencing on each other’s writing. To ensure students know her expectations for the conferences, she pairs with a student and models the questions and type of feedback she would provide to the student. Within this model she explains that it is important for students to clearly explain why an area of the writing is strong and why another needs to be strengthened. She does this by providing high-quality feedback that is focused on the lesson objective of writing a topic sentence, supporting details, and summary statement. Along with this model, the teacher may also include written feedback on the student’s writing that is focused on the objective.

SUGGESTED COACHING QUESTIONS ON ACADEMIC FEEDBACK

- How do you decide on the type of feedback you provide to students?
- How do you use student feedback to make adjustments in your instruction?
- How do you engage students in providing quality feedback to one another?

PROFESSIONAL DEVELOPMENT LEARNING

- When modeling new learning in professional development, a leader may provide specific examples of students’ comments from his/her vetting of the strategy and the feedback he/she provided in response to these comments. Along with these examples, a leader would need to provide the thought process or purpose he/she used in deciding on the type of feedback provided to students.

PROFESSIONAL DEVELOPMENT LEARNING continued

- Leaders also model the use of academic feedback by providing it to teachers when they ask questions or make comments. Leaders may use paraphrasing and summarizing of teachers' comments to deepen the learning for all teachers. When doing this, it is important for leaders to label this type of feedback to ensure teachers make connections for how a leader's feedback supports their own learning.
- During development time, teachers can work together to provide feedback to each other regarding each teacher's planning and/or presentation of the strategy. Leaders should be modifying their feedback to teachers based on each teacher's proficiency with the strategy and make appointments for follow-up based on these observations.

Grouping Students

This indicator deals with the instructional arrangements of the students during a given lesson. It focuses on how the students will be grouped for the instruction and activities of the lesson and how they will be held accountable for the work they are expected to complete.

Exemplary Descriptors for Grouping Students

1. The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) consistently maximize student understanding and learning efficiency.
2. All students in groups know their roles, responsibilities, and group work expectations.
3. All students participating in groups are held accountable for group work and individual work.
4. Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson.
5. Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.

Structuring Learning Groups

Indicators 1, 2, 3, and 4 focus on structuring learning groups. For teachers learning how to implement grouping that enhances learning, these descriptors are a good place to start when planning.

When placing children into groups, the teacher must be able to assure that every student is actively engaged. This can be done by clearly defining the roles and responsibilities.

EXAMPLE: ROLES AND RESPONSIBILITIES

During an observation, a teacher placed students into learning groups. She assigned four roles to groups of four students. Unfortunately, two of the roles were so contrived that students perceived them as purposeless. The roles of “time manager” and “encourager” had no relevant responsibilities and the teacher’s expectations for these roles were not explained or modeled. When she walked around, about half the students were not engaged in the activity. The next time this teacher tried grouping, she looked at the learning objective for the lesson and identified all of the components needed for successful mastery and developed the group roles based on these components. By focusing on the learning objective, she was able to develop meaningful roles and divide the “work load” evenly. In addition, the teacher modeled the expectations for each role and provided a visual identifying the responsibilities for each individual role. This time, when she circulated among the groups, she noted full participation.

The following example illustrates specific examples of roles that may be assigned to group members. A science teacher is having students work in groups to conduct an experiment. Each group is expected to illustrate the results of the experiment and present recorded data. There are four members in each group and the following roles are assigned: Materials Manager, Illustrator, Data Recorder, and Task Manager. Each role is clearly defined and explained by the teacher to ensure that all students understand the expectations.

Questions to Ask When Designing Accountability

- » What outcome do I expect students to accomplish by the end of each group session?
- » How will I provide quality feedback on progress? By group? By individual?
- » How will I record this information in a grade book and/or student record?
- » How will I use this information as a formative assessment?
- » Is this work expectation appropriate for small groups? Whole group? Individual?

EXAMPLE: GROUP WORK EXPECTATIONS AND GROUPS AND INDIVIDUALS ARE HELD ACCOUNTABLE

A teacher implemented group learning using centers in her classroom. She often did this but complained about the noise. When her classroom was observed, it was evident how she could increase proficiency. Children moved from one center to another when the bell rang. There was no expectation for what the students were to accomplish at the centers. The teacher realized how important it was to have clear expectations and accountability for what students did in groups independently. By answering the following “Suggested Coaching Questions on Grouping,” she was able to construct reasonable outcomes for each center. She provided feedback on student performance and a chart was placed at each center. This chart provided ongoing feedback to students about what they needed to accomplish. The teacher was also able to provide valuable information to the parents.

There must be a rationale for why students are grouped together. There are a variety of grouping patterns, including:

- » By heterogeneous or homogeneous grouping of ability
- » By demographic balance
- » By interest
- » By ability to focus
- » By ability to communicate
- » By language acquisition levels

Regardless of how the grouping arrangements are developed, the grouping should *enhance* the learning for all students. The ability of a teacher to group students in this manner is directly connected to his/her knowledge of the students; their individual needs, interests, and abilities.

SUGGESTED COACHING QUESTIONS ON GROUPING

- How do you decide on the instructional grouping of students during a lesson?
- How do you hold groups and individuals accountable for work completed within a group?
- How do you decide on the roles individuals will have when working in groups?
- How do you communicate your expectations to students for their own work and that of the group?
- How do you assess the performance of groups and individuals when it is completed in a group setting?

PROFESSIONAL DEVELOPMENT LEARNING

- When modeling new learning in professional development, a leader can include grouping of the teachers as a means of modeling specific descriptors from this indicator. It is important for teachers to reflect on how the grouping arrangement impacted their own learning.
- When vetting a strategy, leaders need to identify how grouping of students enhances the instruction. The identified grouping arrangement then becomes a critical attribute of the strategy. The way in which the groups need to be arranged and the purpose for the grouping arrangements need to be clearly explained during the leader's modeling of the new learning. This would also include how the leader held individual students and groups accountable during vetting of the strategy.
- Teachers may also work in pairs or groups during the development of the new learning. If teachers are selecting passages as part of the development, then one teacher may select a passage appropriate for below-grade-level readers and another teacher may select a passage for above-grade-level readers, then share both these passages for use in their classrooms.

Teacher Content Knowledge

This indicator addresses the teacher’s knowledge of the content he/she is teaching, as well as their ability to implement strategies to support student learning. Also addressed in this indicator is the teacher’s ability to connect the content being taught to other ideas and concepts.

Exemplary Descriptors for Teacher Content Knowledge

1. Teacher displays extensive content knowledge of all the subjects he or she teaches.
2. Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge.
3. Teacher regularly highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.
4. Limited content is taught in sufficient depth to allow for the development of understanding.

EXAMPLE 1: TEACHER HIGHLIGHTS KEY CONCEPTS AND CONNECTS TO OTHER POWERFUL IDEAS

A teacher is conducting a lesson on immigration in the 1860s and relates immigration from the time period to the present day. News articles about immigrants and refugees are presented during class. Students select someone they know who has immigrated to the United States to interview. Comparisons are made between immigrants of the 1860s and immigrants of today (reasons for immigrating, countries of origin, experiences, etc.). By connecting immigration of the 1860s to immigration of the present day, having students interview immigrants, and debate the impact of immigrants in their community, the teacher has highlighted key concepts and connected them to more powerful ideas.

EXAMPLE 2: TEACHER HIGHLIGHTS KEY CONCEPTS AND CONNECTS TO OTHER POWERFUL IDEAS

Groups of students are studying the circulatory and respiratory systems. During their study of how the two systems function and support each other, they also study diseases of the two systems. The teacher has students utilize the information they have gained to develop plans for a healthy lifestyle, which could help prevent heart attacks, lung cancer, etc. Students present their plans to other students and to the school administration. They also use the plans to develop a healthy menu for the school cafeteria.

By leading students to connect to these other ideas and concepts, a teacher provides evidence of his/her knowledge of the content being taught and ability to utilize a variety of subject-specific instructional strategies to teach the content.

SUGGESTED COACHING QUESTIONS ON TEACHER CONTENT KNOWLEDGE

- How do you prepare yourself to teach (insert the specific topic taught)?
- How do you develop or select instructional strategies to teach (insert the specific topic being taught)?
- How do you decide on the ways in which you will connect the content being taught to more powerful ideas?
- What are some other ideas to which you could have connected during the lesson?

PROFESSIONAL DEVELOPMENT LEARNING

- When modeling new learning in professional development, a leader needs to explain and model how he/she led students to connect other powerful ideas during the lesson. Examples of ways this can be done need to be provided for the teachers during the modeling. Then teachers can incorporate these into their development of the new learning.
- Leaders always need to display their own knowledge of the content as they model. For this reason, it is beneficial when leaders are modeling a strategy targeting a reading comprehension skill to model it within a science, social studies, or math content lesson. By embedding a reading strategy within the content area, a leader is able to display content knowledge, but also model how to connect to other ideas and concepts.

Teacher Knowledge of Students

This indicator deals with how well a teacher knows his/her students and their learning styles and interests. Therefore, it is closely connected to the indicator, *Motivating Students*.

Exemplary Descriptors for Teacher Knowledge of Students

1. Teacher practices display an understanding of each student's anticipated learning difficulties.
2. Teacher practices regularly incorporate student interests and cultural heritage.
3. Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.

Descriptors 1 and 3 address a teacher's ability to meet students' learning needs. These descriptors connect closely to the descriptor, "pacing is brisk," and provide many opportunities for individual students who progress at different learning rates under *Lesson Structure and Pacing*. Descriptor 2 deals with a teacher's ability to connect the content being taught to the interests and background of the students. Therefore, these descriptors relate closely to the descriptor, "the teacher consistently organizes the content so that is personally meaningful and relevant to students," under *Motivating Students*.

Differentiated instruction may include activities to address auditory, visual, and kinesthetic learning styles or it may include providing students with choices in assignments that relate to the multiple intelligences. It may also mean that teachers provide students with extended time to complete assignments or abbreviate assignments based on student need.

EXAMPLE:

During a lesson on the solar system, the teacher displays a poster of the planets, students act out the alignment of the planets, and the class reads an article on one of the planets. Within this lesson, visual, auditory, and kinesthetic learners' needs are addressed.

SUGGESTED COACHING QUESTIONS ON TEACHER KNOWLEDGE OF STUDENTS

- How do you identify the learning styles of your students and incorporate these into your lessons?
- How do you identify the interests of your students and incorporate these into your lessons?
- How do you provide differentiated instructional methods within your lessons?

PROFESSIONAL DEVELOPMENT LEARNING

- When a leader regularly refers to the characteristics of student work from his/her vetting of a strategy and from teachers' presentations, he/she is able to identify and model modifications to a strategy based on the anticipated learning difficulties of students. These modifications should then be incorporated into the development of the new learning by the teachers, which provides ways for them to include descriptors 1 and 3 into their lessons.
- A leader includes in his/her modeling of the new learning how to incorporate students' interests and cultural heritage. Specific examples are provided and modeled. A leader may also incorporate the interests and heritage of the teachers into the modeling as a way to provide teachers with what descriptor 2 looks like and sounds like in the classroom. When doing this, a leader should label, or have the teachers label, what has been modeled and the importance for relating to their interests.

Thinking

Thinking is something that can and should apply to every observation of a teacher.

Exemplary Descriptors for Thinking

The teacher thoroughly teaches two or more types of thinking:

1. Analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;
2. Practical thinking, where students use, apply, and implement what they learn in real-life scenarios;
3. Creative thinking, where students create, design, imagine, and suppose; and
4. Research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.

The teacher provides opportunities where students:

5. Generate a variety of ideas and alternatives;
6. Analyze problems from multiple perspectives and viewpoints; and
7. Monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.

Descriptors 1 through 4 discuss the four types of thinking that teachers are expected to implement regularly and consistently. These thinking types were compiled based on twenty years of research by the most prominent psychologists in America.

Descriptor 1: Analytical thinking, where students analyze, compare and contrast, and evaluate and explain information

Most teachers focus only on analytical thinking in their classrooms. This type of thinking demands that students analyze, evaluate, and explain phenomena. Analyzing, evaluating, and explaining information is a skill that applies to all disciplines and is critical for an informed and educated society.

EXAMPLE 1: ANALYTICAL THINKING

In language arts a class is reading *Charlotte's Web*. Through a Venn Diagram, the class compares and contrasts Wilbur's personality traits with those of Charlotte. Next, the teacher asks the students to analyze the text and find specific words that provide evidence of the character traits the student listed. For the final part of this assignment, the teacher asks students to explain why Charlotte chose to help Wilbur and what each child would do if he or she were Charlotte.

EXAMPLE 2: ANALYTICAL THINKING

Students are studying a specific artist's work. They are asked to observe a painting and identify one thing in the painting or element of the painting that could be removed that would not alter the artist's intent. Students may also be asked to explain what the painting reveals about the artist's attitude towards life, war, nature, etc.

Descriptor 2: Practical thinking, where students use, apply, and implement what they learn in real-world scenarios

Many students often do not see the connections between what they learn in school and how they can use this knowledge in the real world. Teachers who integrate practical thinking into their teaching design learning activities where students are forced to use and apply concepts and ideas that they learn. In this way, this descriptor connects to the descriptor, “the teacher consistently organizes the content so that it is personally meaningful and relevant to students,” under *Motivating Students*.

EXAMPLE 1: PRACTICAL THINKING

A class is working on measurement. Often teachers have students measure various objects in the room. While this has students apply the concept of measurement, the utility and relevance of how measurement works in the real world is not clear. Instead, the teacher informs students that they will be building tree and plant boxes throughout the school. These planters will be various shapes and sizes and will require students to not only measure and cut different pieces of wood to build them, but also to estimate the sizes of the correct plants and bushes to put in them.

EXAMPLE 2: PRACTICAL THINKING

A group of students is fed up with the cafeteria food and they have decided to do something about it. First, they research what the necessary requirements are for a healthy lunch. Next, they design a menu for two weeks. Finally, they create the shopping list and pricing list to ensure that the lunches they are requesting are affordable. After working through each of these issues, the students present their menu, shopping list, and pricing list to the school board. Their proposal is negotiated and some items on the menu change.

Descriptor 3: Creative thinking, where students create, design, imagine, and suppose

Children have wonderful imaginations and love to create, design, and invent. In school, however, they are often told to follow strict rules, adhere to criteria, and provide the one correct answer, not necessarily the most creative one. By teaching students to create, design, and imagine, teachers prepare students for the flexible and creative thinking they will need to exercise later in life.

EXAMPLES: CREATE AND DESIGN

- Design a food chain with imaginary animals. Provide a rationale for where each animal fits.
- Create a survey to determine the favorite food of students in your school.
- Design a new playground for the school and make sure your drawing is to scale.
- Rewrite the *Bill of Rights*.
- Create a classroom constitution.
- Create a three-dimensional map of your state.
- Suppose George Washington was never born. Write about what America might be like today without him.
- Create a song or develop new words for an existing melody.
- Create a football or basketball play during a physical education class.

Descriptor 4: Research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems

In the midst of the information age, students need to know not only how to research to find information, but also how to review a variety of ideas and come to solutions that are well-supported and make sense.

EXAMPLES: RESEARCH-BASED THINKING

- Research six different professions and describe the benefits and pitfalls of each.
- Research three sources of alternative energy and, based on your analysis of each, recommend the most fruitful source.
- Research the staple foods from countries in three different continents, and describe why those foods are so pervasive.

EXAMPLE: RESEARCH-BASED THINKING, ANALYTICAL THINKING, AND PRACTICAL THINKING

During a study of the Jim Crow laws, students also conduct a study of Civil Rights laws. They then compare and contrast the two different groups of laws, identifying strengths and weaknesses. After comparing and contrasting the laws, they debate the need for present laws to ensure all citizens have equal rights and create the wording for these laws.

Descriptor 5: The teacher provides opportunities for students to generate ideas and alternatives

One element of sound thinking and creativity is the ability to generate many ideas and consider many alternatives and possibilities. This type of thinking is rarely employed in classrooms, but there are some simple ways to provide for students to generate lots of ideas and consider alternatives in nearly every subject.

EXAMPLE: GENERATE IDEAS

Before beginning a unit on deserts, a teacher asks students to independently list on a sheet of paper all the plants, animals, and attributes of the desert they can identify.

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EXAMPLE: GENERATE ALTERNATIVES

When solving a fraction problem, a math teacher asks students to generate different ways to solve the problem and different ways to represent their answers.

EXAMPLE: GENERATE IDEAS AND ALTERNATIVES

A science teacher has students conduct experiments about which variables lead to maximum plant growth. One group tests different types of light, one tests different types of liquids, one tests different types of soil, and one combines what students hypothesize to be the best of each. In this example, students not only generate ideas about which variables to test, but also consider many alternative explanations.

Descriptor 6: The teacher provides opportunities where students analyze problems from multiple perspectives and viewpoints

This descriptor, much like descriptor 5, applies to many disciplines. As children get older, if they do not learn to consider other peoples' points of view and are not provided with opportunities to look at problems from several perspectives, their thinking is severely restricted. Getting students to consider multiple perspectives provides them opportunities to learn how those different than themselves may view problems and solutions.

EXAMPLES: MULTIPLE PERSPECTIVES AND VIEWPOINTS

- A social studies class studies the Civil War by reading letters from soldiers from the North and South.
- An art class studies predominant symbols in Western art and Eastern art and compares and contrasts the two art forms.
- A physical education and math class work together to conduct a survey on children's favorite sports, then analyzes the data by grade level, gender, and race. They also discuss the factors affecting the data to further develop their understanding of the similarities and differences between grade levels, gender, and race.

Descriptor 7: The teacher provides opportunities for students to monitor their thinking to ensure they understand what they are learning and that they are aware of the learning strategies they are using

Research has shown that monitoring and thinking about one's thinking leads to better academic performance, behavior, and on-task engagement. There are many ways in which teachers can be explicit about reminding children what learning strategy to use, when to use it, and how students can begin to use it on their own.

EXAMPLE: MONITORING THINKING

When reading, a teacher stops at critical points in the passage and reminds students that good readers summarize what they have read. She models how to summarize by modeling her own thinking and later calls on students to engage in this behavior.

Over the course of the year, the teacher models her thinking out loud for students. As the teacher reads, she says, "I've read a lot here. I better stop to summarize so I can remember and use what I am learning."

The teacher makes her thinking explicit in the same way when she clarifies words she does not understand. She reminds students as they read that good readers clarify words that they do not know or understand. As she reads, she stops and says to herself, "I don't understand this word, let me look for context clues, let me ask a partner, let me go to the dictionary, or let me make a note of it and return to it later."

SUGGESTED COACHING QUESTIONS ON THINKING

See "Suggested Coaching Questions on Problem Solving," the next indicator.

PROFESSIONAL DEVELOPMENT LEARNING

During modeling of a strategy, the leader should identify the types of thinking he/she taught when vetting the strategy. For example, a leader may be modeling the use of a Venn Diagram to increase student achievement in comparing and contrasting. During the modeling of the strategy, the leader should make reference to how the strategy teaches analytical thinking.

Problem Solving

Developing multiple skills in problem solving enriches the learner's ability to manage complex tasks and higher levels of learning. By providing opportunities for students to practice many different approaches to solving problems, the teacher empowers the student with an important life skill.

Exemplary Descriptors for Problem Solving

The teacher implements activities that teach and reinforce three or more of the following problem-solving types:

1. Abstraction
2. Categorization
3. Drawing Conclusions/Justifying Solutions
4. Predicting Outcomes
5. Observing and Experimenting
6. Improving Solutions
7. Identifying Relevant/Irrelevant Information
8. Generating Ideas
9. Creating and Designing

Descriptor 1: Abstraction

Abstraction is the process of leaving out of consideration one or more properties of a complex object so as to attend to others. For example, when the mind considers the form of a tree by itself or the color of the leaves as separate from their size or figure, the act is called abstraction.

Abstraction is also applied when students take the key components or ideas occurring across given examples and use that idea to solve a new problem.

EXAMPLE: ABSTRACTION

After reading *Rumpelstiltskin*, *Hansel and Gretel*, and *Little Red Riding Hood*, students will create a list of four qualities that define “fairytaleness.”

Descriptor 2: Categorization

Students analyze information, classify it, and sort it into meaningful categories.

EXAMPLE 1: CATEGORIZATION

Students develop categories in which to sort vocabulary words. The categories may be common meanings, spelling patterns, parts of speech, etc.

EXAMPLE 2: CATEGORIZATION

In math, students are studying polygons. They will first define the essential characteristics of a polygon, and then sort the following list into examples and non-examples of polygons. Essential characteristics are “closed, plane figure, straight sides, more than two sides, two-dimensional, and made of line segments.”

Circle	Cone	Cube	Cylinder
Heptagon	Hexagon	Parallelogram	Pentagon
Quadrilateral	Ray	Rectangle	Rhombus
Sphere	Square	Trapezoid	

Descriptor 3: Drawing Conclusions/Justifying Solutions

Students draw conclusions based on data presented to them in many forms, viewpoints, perspectives, and quality.

De Bono (1994)¹ states that there are three levels of conclusions at which the mind can arrive:

1. A specific answer, idea, or opinion;
2. A full harvesting of all that has been achieved, including, for example, a listing of ideas considered; and
3. An objective look at the “thinking” that has been used.

1. De Bono, Edward. (1994). *De Bono's Thinking Course*. New York, NY: Facts on File.

EXAMPLE 1: DRAWING CONCLUSIONS

Examples of each of the three levels are represented below.

After reading and discussing the events leading up to the Boston Tea Party, students will:

1. Write a paragraph expressing which one event had the greatest impact on causing this insurrection.
2. Debate, then decide which one event had the greatest impact on causing this insurrection, then prepare a written summary with careful notes of all major points.
3. After hearing debate and deciding which one event had the greatest impact on causing this insurrection, students will write a reflective paragraph as to the process they went through in making their final decision.

EXAMPLE 2: DRAWING CONCLUSIONS

Student teams shop for the best buy on candy at the local grocery store. Students gather prices, size/weight of packages, and desirability of the candy. Each team computes price per ounce/gram and where each falls on a 1-10 desirability scale. They then analyze their data and determine which candy is the best buy for their team and provide evidence for their choice. This activity also requires students to justify a solution.

Children analyze several possible solutions, select the best solution, and justify why that solution is best and why other solutions are less adequate.

EXAMPLE 1: JUSTIFYING SOLUTIONS

After studying the Civil War, students will write editorial articles supporting the Confederate or Union stand.

EXAMPLE 2: JUSTIFYING SOLUTIONS

Students will solve math problems and prove to a partner that their answers are correct. Here is one example:

“If you were to construct a 6 x 6 checkered square, how many total squares would there be?”
(Hint: How many 1 x 1 squares, 2 x 2 squares, 3 x 3 squares are present?).

Descriptor 4: Predicting Outcomes

Students make predictions, and then test the validity of those predictions.

EXAMPLE: PREDICTING OUTCOMES

Students are reading *A Rat's Tale*, by Tor Seidler, about two young rats from different socioeconomic levels, whose true love must endure all kinds of adventures and challenges. When Montague decides to save the wharf, students predict and record in their reading journals some possible scenes that may unfold in the story and whether Montague will be successful.

Descriptor 5: Observing and Experimenting

Children observe, record, code, and measure. Children develop hypotheses, gather instruments, then collect and analyze data.

EXAMPLE: OBSERVING AND EXPERIMENTING

After a study of yearly weather patterns, students will keep daily weather records for one month, noting the date, type of weather, temperature, and amount of precipitation. They will create their own rain gauges to measure the precipitation.

At the end of the month they will determine the median and mean for temperature and precipitation. Using this data and their knowledge of yearly weather patterns, they will hypothesize whether the medians and means for the next month will be the same, higher, or lower. At the end of the second month, students will again analyze their data, compare to the previous month, and either confirm or refute their hypotheses.

Descriptor 6: Improving Solutions

Children are given a solution to a problem, and asked to suggest methods for improving it.

EXAMPLE 1: IMPROVING SOLUTIONS

Students have read a series of *Nate the Great* mysteries. There is a discussion of weak and strong endings. Pairs of students choose one to reread together that they feel has a weak ending. Together they rewrite the ending to give a better explanation that solves the mystery.

EXAMPLE 2: IMPROVING SOLUTIONS

Students studying World War II may choose a specific battle and develop ways it could have been more effectively planned by the losing side to change the outcome.

Descriptor 7: Identifying Relevant/Irrelevant Information

Students are given relevant and irrelevant information needed to solve a problem. They identify relevant information and use that information to solve a problem.

EXAMPLE 1: IDENTIFYING RELEVANT OR IRRELEVANT INFORMATION

Students reread the fairytale, *Goldilocks*. They are then asked to fill in a "T-chart" with evidence from the story that is relevant or irrelevant to whether or not Goldilocks is a criminal and should be arrested. Finally, they render their verdict.

EXAMPLE 2: IDENTIFYING RELEVANT OR IRRELEVANT INFORMATION

When solving word problems in math, students identify information that is necessary and unnecessary to use in developing their solution.

Descriptor 8: Generating Ideas

Children are given ill-defined problems and taught to look for analogies, to brainstorm, to generate idea lists, to create representations, and to come up with viable solutions.

EXAMPLE: GENERATING IDEAS

Students are in small groups and are presented with the following information after studying the geography of the Southwest U.S. and the water cycle in science:

“It is the year 2010. The Colorado River, which in the past has been a major source of water to Southern California, has dried up. How can we replace this critical source of water?”

Students will generate as many possible solutions as they can, order them from most effective to least, and provide reasoning for deciding which would be their first and last choices.

Descriptor 9: Creating and Designing

Children are asked to create or design a product, an experiment, or a problem for another student to solve or evaluate (e.g. video, cartoon strip, presentation, software application, etc.).

EXAMPLE 1: CREATING AND DESIGNING

Students read *The Legend of Jimmy Spoon* by Kristina Gregory. Since this book lacks a map, students will create one showing the locations Jimmy visits with his adopted Shoshone tribe. They can begin with a generic map, which includes Utah, Idaho, Montana, and Wyoming, to trace Jimmy’s travels throughout the book.

EXAMPLE 2: CREATING AND DESIGNING

Students create tutorials in PowerPoint to teach younger students basic information about the continents. Presentations must be at their partner’s reading level and include a mini quiz at the end.

SUGGESTED COACHING QUESTIONS ON THINKING AND PROBLEM SOLVING

- How do you plan for activities and/or assignments that teach students different types of thinking or problem solving?
- Ask teachers to reflect on the specific activities and/or assignments utilized within the lesson and then identify the type of thinking and/or problem solving each taught. This type of reflection will provide a means for assessing a teacher’s understanding of analytical, practical, and research-based thinking, and the types of problem solving referenced under this indicator.

PROFESSIONAL DEVELOPMENT LEARNING

During modeling of a strategy, the leader should identify the types of problem solving he/she taught when vetting the strategy. For example, a leader may be modeling a strategy to support students in solving mathematical word problems. The new learning may be a chunk of the strategy in which students identify important information they will need to answer the question. The leader would then connect for the teachers how this chunk of the strategy is an example of identifying relevant/irrelevant information under this indicator.

PRE-CONFERENCE PLAN

Prior to announced observations, observers conduct a pre-conference meeting to obtain pertinent background information about the lesson plan and students involved for additional context, and to address any potential areas of concern before the lesson. During the pre-conference, the teacher being observed engages in a coaching conversation with the observer. As part of this conversation, the observer asks questions about the lesson plan, grouping structures, classroom configuration, specific students, etc. The teacher provides background information, including the makeup of the students in the class; the context of this lesson in the larger unit plan; assessment information; extenuating circumstances; and evidence of planning with the rubrics. In the pre-conference meeting, teachers are provided with specific support for improvement, if necessary.

Below are pre-conference tips based on good conferencing.

General Tips

- » Sit next to the teacher with whom you are conferencing and maintain eye contact
- » Nod and show signs of active listening, including writing down some of the responses that the teacher gives
- » Paraphrase what the teacher is saying in order to demonstrate active listening; provide an internal summary at the end
- » It is the observer's responsibility to redirect a teacher during the pre-conference if their instructional plan is inappropriate
- » Adjust your questioning and use the teacher's responses to develop probing follow-up questions
- » When the teacher demonstrates reflection accurately, build off of their responses in order to guide them to specific areas of reinforcement and refinement (as appropriate) without explicitly labeling their area of reinforcement and refinement for them

Sample Pre-Conference Questions

- » What is the objective of your lesson?
- » What do you expect the students to know and be able to do after the lesson?
- » Where is this lesson in the context of your unit plan?
- » What are the prerequisite skills that the students have to know in order to be successful in this lesson?
- » What changes or adjustments to the lesson will you need to make if students do not show evidence that they have mastered the sub-objectives?
- » How will you know that students have mastered the objectives in this lesson?
- » Is there anything else you want me to be aware of before going to look at the lesson tomorrow?
- » Are there any other special circumstances that I should be aware of before the announced observation?
- » How will you differentiate your instruction in order to address a variety of learning styles?
- » Are there any particular grouping structures in place? If so, how will you hold students accountable for group work?
- » Is there anything in particular you want me to be observing with regard to your areas of reinforcement and refinement?
- » What are your plans for lesson closure and reflection?

POST-CONFERENCE PLAN

While the TEAM Teaching Standards are used to evaluate teachers' lesson planning and instruction, their primary purpose is to provide the basis of support teachers receive for their own professional growth. This support should be provided in numerous ways from administrators and/or teacher leaders, including the modeling of specific indicators in professional development meetings, in teachers' classrooms, and in the post-conference. Modeling of the indicators in professional development meetings was previously addressed in "Explanation of the TEAM Teaching Standards." The post-conference will be addressed in this section.

The purpose of the post-conference is to provide teachers opportunities to self-reflect on their lessons with guidance and support from the administrator or teacher leader who conducted the observation. This guidance should be provided through the use of leading questions by the observer, along with the identification of an area of reinforcement (relative strength of the lesson) and an area of refinement (area in which the observer needs to help the teacher improve). Therefore, the focus of the post-conference is on two indicators or descriptors from the rubric as opposed to multiple areas. By focusing on just two areas, teachers have the opportunity to segment their own learning with support from an administrator or teacher leader. Examples of coaching questions corresponding to each indicator on the rubrics can be found in "Explanation of the TEAM Teaching Standards."

When choosing an area of reinforcement and refinement from the rubric, observers should ask themselves several guiding questions to ensure that a teacher's professional growth will have the maximum impact on the achievement of his/her own students.

Hints and Questions for Choosing Reinforcement and Refinement Objectives

- » Which areas on the rubric received the highest scores (reinforcements) and the lowest scores (refinements)?
- » Which of these areas would have the greatest impact on student achievement?
- » Which of these areas would have the greatest impact on other areas of the rubric?
- » In which area will the teacher have the most potential for growth? For example, with new teachers it might be better to focus on developing objectives and sub-objectives instead of improving a teacher's ability to teach problem solving.
- » Make sure that the reinforcement is not directly related to the refinement. The reason is that if you choose a refinement that is directly related to the reinforcement, it would be like saying, "Your questioning was great, but there were no higher-order questions."
- » Choose a refinement area for which you have sufficient and specific evidence from the lesson to support why the teacher needs to work in this area.
- » Select refinement topics with which you have personal knowledge and teaching experience. There is nothing worse than telling a teacher they need to alter their practice and then not being able to provide specific examples for how this can be done or modeling these examples for them.

Once the areas of reinforcement and refinement have been selected, then the post-conference is developed. Below is a format for developing an effective post-conference. It is important to note that **a post-conference does not begin with a presentation of the scores**, but with coaching questions that, through reflection, lead to the identification of the areas of reinforcement and refinement.

Post-Conference Introduction

- 1. Greeting/Set the tone.** This time should be used to put the teacher at ease.
- 2. Establish the length of the conference.** Ensure the teacher that you respect his/her time and have set a time limit for the conference.
- 3. Review conference process.** Review the conference format with the teacher so he/she knows what to expect.

Example: "Good afternoon, it was great for me to get to visit your classroom today and observe your lesson. Our purpose in meeting today is for professional growth. We will spend time discussing your lesson with a focus on your instruction and how the students were involved with the lesson. The ultimate goal will be to develop ideas on how to enhance student achievement."

- 4. Ask a general impression question.** This allows the teacher to begin the post-conference by self-reflecting on his/her lesson.

Example: "How do you think the lesson went?"

Reinforcement Plan

- 1. Reinforcement objective.** Use specific language from the rubric to develop the objective.
Example: "By the end of the conference, the teacher will be able to explain how she plans for the types and frequency of questions that she asks during a lesson." This objective includes specific language from the *Questioning* indicator.
- 2. Self-analysis question.** Prompt teacher to talk about what you want to reinforce. Utilize a question that includes specific language from the rubric. This can lead the teacher to reflect on the indicator you have identified as his/her area of reinforcement as it relates to the lesson.
Example: "When you plan a lesson, how do you decide on the type and frequency of questions that you will ask?" (Refer to "Explanation of the TEAM Teaching Standards" for additional examples of coaching questions).
- 3. Identify specific examples from the evidence about what the teacher did relatively well.** It is critical that the observer leading the post-conference provides specific examples for the lesson of when the teacher incorporated descriptors from the indicator being reinforced.
Example: "You asked a variety of questions throughout the lesson to check for student understanding. You asked numerous questions on the knowledge and comprehension level that led students to review previous learning as they identified the elements of a pictograph and defined mean, mode, median, and range. You also asked them to define vocabulary within the lesson's aim, which allowed you to restate the aim, using their response. As you progressed through the lesson, you continually asked students to explain how they arrived at their answers and to explain their classmates' responses. This type of questioning moves students to a deeper understanding of the content being taught as they must justify their thinking. You also asked questions that required students to evaluate the purpose and advantages of using a pictograph."

Refinement Plan

1. Refinement objective. Use specific language from the rubric to develop the objective.

Example: "By the end of the conference, the teacher will be able to explain how she plans for the pacing of a lesson that provides sufficient time for each segment and provides for a clear closure." This objective includes specific language from the *Lesson Structure and Pacing* indicator.

2. Self-analysis. Ask a specific question to prompt the teacher to talk about what you want him or her to improve. Utilize a question that includes specific language from the rubric. This can lead the teacher to reflect on the indicator you have identified as his/her area of refinement as it relates to the lesson.

Example: "When developing lessons, how do you decide on the pacing of the lesson so sufficient time is allocated for each segment?" (Refer to "Explanation of the TEAM Teaching Standards" for additional examples of coaching questions).

3. Identify specific examples from the evidence about what to refine. It is critical that the observer leading the post-conference provides specific examples from the lesson to support the indicator being refined. This is the most important element of the plan because it models a strong example and labels why it is a strong example. This provides support for the teacher as they apply the model to future lessons.

Example: "You began the lesson with an explanation of the lesson's aim and an overview of the lesson. Modeling for students how to analyze a pictograph followed, and then students were to work in groups to read a pictograph and complete questions on a worksheet. You mentioned earlier that you wanted students to be able to work in groups and then report their findings. However, there was not sufficient time for this to occur during the lesson."

4. Recommendations. Provide specific examples of what to refine with suggestions that are concrete. Also indicate why the example is strong and how it will improve student learning.

Example: "As you modeled how to analyze a pictograph, students could have worked with their group members to answer your questions prior to you providing the answer. Then they could have reported to the class their findings. This would have still allowed you to model, but would have also allowed students to work together to analyze the pictograph. For students that may not have required this review, they could have worked independently in a group to analyze their own pictograph while the rest of the class participated in your modeling. This would have also allowed you to differentiate the pacing of the lesson to provide for students who progress at different learning rates. This lesson could also have been segmented into two different lessons. Your modeling with class participation could have been one lesson and then the group activity could have been the next day's lesson. This type of segmenting would also have provided sufficient time for more students to master the lesson's objective and for you to provide a clear closure based on the lesson's aim along with your observation question."

5. Share the performance ratings.

NIET EEPASS ACCESS

The National Institute for Excellence in Teaching (NIET) Educator Effectiveness Preparation and Support System (EEPASS) is an interactive tool that provides resources and support for educators. Observers and teachers, along with district and state leaders, have real-time access to the latest NIET materials to review or use with teachers in order to improve instruction.

To access EEPASS:

1. Go to www.eepass.org.
2. Click "Log In" on the top left of the screen.
3. Select "Forgot Password?" at the bottom of the page.
4. Enter your User Name, which is your school email address.
5. Click "Send Reset Link."
6. Your system-generated EEPASS password will be sent to your email inbox.*
7. Use your password to log in! **

*Please look for an email from NIET in your work email box that will contain your password. On occasion, this email may land in your junk folder due to security settings on your computer or within your organization's network. For that reason, please check your junk (spam) folder as well. If you still do not receive this email, contact your organization's IT staff to determine if the email address from the portal is being blocked. If that is the case, please request that your IT staff add the website www.eepass.org and to the list of acceptable sites and email addresses.

**Remember that passwords are case sensitive and require that you use the lower, upper, or combination of cases that were provided in the email notification.

**Also, NEVER use the Back Arrow during portal navigation!

If you have further questions or issues, please refer to the "Frequently Asked Questions" under "Contact Us" in the EEPASS portal. You can also use the "Contact Us" form for all questions, technical problems, or issues related to your account and the EEPASS portal.

For general TEAM questions, please email TEAM.Questions@tn.gov.

Tennessee Educator Acceleration Model


TEAM Teacher Evaluation

**Specialized Rubrics & Observation Guidance
Documents**





Library Media Specialist Rubric: Planning of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
<p>Media Center Management</p> <div style="border: 2px solid black; width: 40px; height: 40px; margin: 10px auto;"></div>	<ul style="list-style-type: none"> Input from LMS/LIS and professional staff is used to determine student needs and to 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. Written procedures have been established to prioritize needs. LMS/LIS has established written procedures and has obtained needed materials, resources, and equipment, all of which have been labeled and are in order for easy access. Written procedures have been established to deal with challenged materials. Circulation procedures have been 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 the stakeholders. There are protocols for maintenance of equipment of resources repair. 	<ul style="list-style-type: none"> Input from LMS/LIS and professional staff is generally used to determine student needs and to provide resources that related to curriculum demands and instructional goals and objectives. LMS/LIS sometimes initiates communication and follow-up activities to determine effectiveness of selected resources. Procedures have been established to prioritize needs. LMS/LIS has established procedures and has obtained needed materials, resources, and equipment, all of which have been labeled and are in order for easy access. Procedures are in place to deal with challenged materials. Circulation procedures have been established to maximize use of library resources. Materials and resources are current and up-to-date. There are some protocols for maintenance of equipment or resources repair. 	<ul style="list-style-type: none"> Input from LMS/LIS and professional staff is not used to determine student needs and to provide resources that relate to curriculum demands and instructional goals and objectives. LMS/LIS does not initiate communication and follow-up activities to determine effectiveness of selected resources. Procedures have not been established to prioritize needs. LMS/LIS has not established procedures and has not obtained needed materials, resources, and equipment which have been labeled and put in order for easy access. No procedures are in place to deal with challenged materials. Circulation procedures have not been established to maximize use of library resources. Materials and resources are not current and up-to-date. There are no protocols for maintenance of equipment or resources repair.
<p>Media Center Resources</p> <div style="border: 2px solid black; width: 40px; height: 40px; margin: 10px auto;"></div>	<ul style="list-style-type: none"> Resources are appropriately integrated with instruction and management procedures. Written plans, policies, and procedures are available for library staff. Materials and media are equitable and accessible to all users. Facilities are arranged to accommodate different types of activities, and student movement is meaningful. LMS/LIS and user activities allow for maximum use of learning time. Community resources are used appropriately. A variety of promotional activities are continually incorporated in the library program. 	<ul style="list-style-type: none"> Resources are integrated with instruction and management procedures. Plans, policies, and procedures are available for library staff. Materials and media are equitable and accessible to most users. Facilities are arranged to accommodate some types of activities, and student movement is usually meaningful. LMS/LIS and user activities allow for moderate use of learning time. Community resources are sometimes used. Promotional activities are incorporated in the library program. 	<ul style="list-style-type: none"> Resources are not integrated with instruction and management procedures. Plans, policies, and procedures are not followed by library staff. Materials and media are not equitable and not accessible to most users. Facilities arrangement does not accommodate more than one type of activity, and student movement is limited. LMS/LIS and user activities impede use of learning time. Community resources are not used. Promotional activities are not incorporated in the library program.





Library Media Specialist Rubric: Planning of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
<p>Media Center Collaboration</p> 	<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. 	<ul style="list-style-type: none"> LMS/LIS frequently provides cursory and in-depth assistance to teachers, as needed. LMS/LIS sometimes collaborates with teachers in planning units of instruction. LMS/LIS assists with some equipment operation, materials production, and instruction, as needed. LMS/LIS correlates the library program with that of the school curriculum. 	<ul style="list-style-type: none"> LMS/LIS does not provide cursory and in-depth assistance to teachers, as needed. LMS/LIS does not collaborate with teachers in planning units of instruction. LMS/LIS does not assist with equipment operation, materials production, and instruction. LMS/LIS does not correlate the library program with that of the school curriculum.




Library Media Specialist Rubric: Environment

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Expectations 	<ul style="list-style-type: none"> LMS/LIS sets high and demanding academic expectations for every student. LMS/LIS encourage students to learn from mistakes. LMS/LIS creates learning opportunities where all students can experience success. Students take initiative and follow through with their own work. LMS/LIS optimizes instructional time, teacher more material, and demands better performance from every student. 	<ul style="list-style-type: none"> LMS/LIS sets high and demanding academic expectations for every student. LMS/LIS encourages students to learn from mistakes. LMS/LIS creates learning opportunities where most students can experience success. Students complete their work according to LMS/LIS expectations. 	<ul style="list-style-type: none"> LMS/LIS expectations are not sufficiently high for every student. LMS/LIS creates an environment where mistakes and failure are not viewed as learning experiences. Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior 	<ul style="list-style-type: none"> Students are consistently well behaved, and on task. LMS/LIS and students establish clear rules for learning and behavior. LMS/LIS uses several techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior. LMS/LIS overlooks inconsequential behavior. LMS/LIS deals with students who have caused disruptions rather than the entire class. LMS/LIS attends to disruptions quickly and firmly. 	<ul style="list-style-type: none"> Students are mostly well behaved, and on task; some minor learning disruptions may occur. LMS/LIS established rules for learning and behavior. LMS/LIS uses some techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior. LMS/LIS overlooks some inconsequential behavior, but at other times, stops the lesson to address it. LMS/LIS deals with students who have caused disruptions, yet sometimes he or she addresses the entire class. 	<ul style="list-style-type: none"> Students are not well behaved and are often off task. LMS/LIS establishes few rules for learning and behavior. LMS/LIS uses few techniques to maintain appropriate student behavior. LMS/LIS cannot distinguish between inconsequential behavior and inappropriate behavior. Disruptions frequently interrupt instruction.
Environment 	<p>The library:</p> <ul style="list-style-type: none"> welcomes all member and guests, is organized and understandable to all students, provides supplies, equipment, and resources that are easily and readily accessible, displays student work that frequently changes, and is arranged to promote individual and group learning. 	<p>The library:</p> <ul style="list-style-type: none"> welcomes most members and guests, is organized and understandable to most students, provides supplies, equipment, and resources that are accessible, displays student work, and is arranged to promote individual and group learning. 	<p>The library:</p> <ul style="list-style-type: none"> is somewhat cold and uninviting, is not well organized and understandable to students, has supplies, equipment, and resources that are difficult to access, does not display student work, and is not arranged to promote group learning.
Respectful Culture 	<ul style="list-style-type: none"> LMS/LIS-student interactions demonstrate caring and respect for one another. Students exhibit caring and respect for one another. LMS/LIS seeks out and is receptive to the interest and opinions of all students. Positive relationships and interdependence characterize the library environment. 	<ul style="list-style-type: none"> LMS/LIS-student interactions are generally friendly but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit respect for LMS/LIS and are generally polite to each other. LMS/LIS is sometimes receptive to the interest and opinions of students. 	<ul style="list-style-type: none"> LMS/LIS-student interactions are sometimes authoritarian, negative, or inappropriate. Students exhibit disrespect for LMS/LIS. Student interaction is characterized by conflict, sarcasm, or put-downs. LMS/LIS is not receptive to interests and opinions of students.




Library Media Specialist Rubric: Delivery of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives 	<ul style="list-style-type: none"> Goals and objectives are clear and appropriate. Goals and objectives are consistent with the school goals and take into account previous learning and other related curriculum areas. Expectations for student performance are clear, demanding, and high. Objectives are frequently displayed, clearly communicated, and referenced throughout the lesson. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> The quality of the goals or objectives varies. The goals or objectives are more appropriate than inappropriate. Goals and objectives are consistent with the school goals and take into account other related curriculum areas as appropriate. Expectations for student performance are clear. Objectives are frequently displayed and clearly communicated. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Very few, if any goals or objectives have been established or the goals or objectives are typically inappropriate. Goals and objectives are not consistent with the school goals and do not take into account other related curriculum areas as appropriate. Expectations for student performance are vague. Objectives are not displayed or loosely communicated. There is evidence that few students demonstrate mastery of the objective.
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. 	<ul style="list-style-type: none"> Most students are engaged in learning activities. Some activities provided help students recognize the purpose and importance of learning. Procedures are sometimes adjusted to enhance student involvement. 	<ul style="list-style-type: none"> Very few students are engaged in learning activities. None of the activities provided help students recognize the purpose and importance of learning. Procedures are not adjusted to enhance student involvement.
Presenting Instructional Content 	<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the LMS/LIS to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information; and no irrelevant, confusing, or non-essential information. 	<p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the LMS/LIS to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information; and no irrelevant, confusing, or non-essential information. 	<p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the LMS/LIS to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information; and relevant, coherent, or essential information.
Lesson Structure and Pacing 	<ul style="list-style-type: none"> All lessons start promptly. The lesson's structure is coherent, with a beginning, middle, end, and time for reflection. Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. Routines for distributing materials are seamless. No instructional time is lost during transitions. 	<ul style="list-style-type: none"> Most lessons start promptly. The lesson's structure is coherent, with a beginning, middle, and end. Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Little instructional time is lost during transitions. 	<ul style="list-style-type: none"> Lessons are not started promptly. The lesson has a structure, but may be missing closure or introductory elements. Pacing is not appropriate for most of the students and rarely provides opportunities for students who progress at different learning rates. Routines for distributing materials are inefficient. Considerable time is lost during transitions.



Library Media Specialist Rubric: Delivery of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Activities and Materials 	Activities and materials include all of the following when appropriate: <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, and sustain students' attention. 	Activities and materials include most of the following when appropriate: <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, and sustain students' attention. 	Activities and materials include few of the following when appropriate: <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.), and address higher-order thinking skills, and sustain students' attention.
Questioning 	<ul style="list-style-type: none"> LMS/LIS questions are varied and high quality, providing a balanced mix of question types: <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. Questions are consistently purposeful and coherent. A high frequency of questions is asked. Questions are consistently sequenced with attention to the instructional goals. Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). Wait time (3-5 seconds) is consistently provided. The LMS/LIS calls on volunteers and non-volunteers and a balance of students based on ability and sex. Students generate questions that lead to further inquiry and self-directed learning. 	<ul style="list-style-type: none"> LMS/LIS questions are varied and high quality, providing for some, but not all, question types: <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. Questions are usually purposeful and coherent. A moderate frequency of questions asked. Questions are sometimes sequenced with attention to the instructional goals. Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). Wait time is sometimes provided. The LMS/LIS calls on volunteers and non-volunteers, and a balance of students based on ability and sex. 	<ul style="list-style-type: none"> LMS/LIS questions are inconsistent in quality and include few question types: <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. Questions are random and lack coherence. A low frequency of questions is asked. Questions are rarely sequenced with attention to the instructional goals. Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). Wait time is inconsistently provided. The LMS/LIS mostly calls on volunteers and high-ability students.
Academic Feedback 	<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. 	<ul style="list-style-type: none"> Feedback is mostly academically focused, frequent, and mostly high quality. Feedback to students is usually in a timely manner and includes strengths as well as recommendations or suggestions for improvement. The LMS/LIS circulates during instructional activities to support engagement, and monitor 	<ul style="list-style-type: none"> The quality of feedback is inconsistent. Feedback to students is not given in a timely manner. The LMS/LIS fails to circulate during instructional activities. Feedback from students is not used to monitor or adjust instruction.




Library Media Specialist Rubric: Delivery of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
<p>Feedback from students is regularly used to monitor and adjust instruction.</p> <p>student work.</p> <p>Feedback from students is sometimes used to monitor and adjust instruction.</p>			
<p>Monitoring Student Understanding</p> 	<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. 	<ul style="list-style-type: none"> Some learning activities are analyzed and paced to accommodate student differences. Monitoring usually occurs through questioning techniques and checking students' performances as they are engaged in learning activities. Monitoring techniques sometimes address higher-order skills when appropriate. Re-teaching occurs when necessary and sometimes includes a variety of re-teaching approaches. 	<ul style="list-style-type: none"> Few learning activities are analyzed and paced to accommodate student differences. Monitoring rarely occurs through questioning techniques and checking students' performances as they are engaged in learning activities. Monitoring techniques do not address high-order skills when appropriate. Re-teaching might occur when necessary but does not include a variety of re-teaching approaches.
<p>LMS/LIS Content Knowledge</p> 	<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. 	<ul style="list-style-type: none"> LMS/LIS displays accurate content knowledge of all the subjects he or she teaches. LMS/LIS sometimes implements subject-specific instructional strategies to enhance student content knowledge. LMS/LIS sometimes highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> LMS/LIS displays under-developed content knowledge in several subject areas. LMS/LIS does not implement subject-specific instructional strategies to enhance student content knowledge. LMS/LIS does not understand key concepts and ideas in the discipline and, therefore, presents content in an unconnected way.
<p>LMS/LIS Knowledge of Students</p> 	<ul style="list-style-type: none"> LMS/LIS practices display understanding of each student's anticipated learning difficulties. LMS/LIS practices regularly incorporate student interest and cultural heritage. 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. Program decisions are made as a result of appropriate analyses of the data. 	<ul style="list-style-type: none"> LMS/LIS practices display understanding of some students' anticipated learning difficulties. LMS/LIS practices sometimes incorporate student interests and cultural heritage. LMS/LIS sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. Data is 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 either formal or informal evaluation techniques. Program decisions are sometimes made as a result of appropriate analyses of the data. 	<ul style="list-style-type: none"> LMS/LIS practices demonstrate limited knowledge of students anticipated learning difficulties. LMS/LIS practices do not incorporate student interests or cultural heritage. LMS/LIS practices demonstrate no differentiation of instructional methods or content. Data is not 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 not based on a variety of either formal or informal evaluation techniques. Program decisions are not made as a result of appropriate analyses of the data.


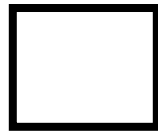


Library Media Specialist Rubric: Delivery of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
<p>Thinking</p> 	<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, where the students analyze, compare and contrast, and evaluate and explain information; ○ practical thinking where students use, apply, and implement what they learn in real-life scenarios; ○ creative thinking where students create, design, imagine, and suppose; and ○ research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. • The LIS/LMS regularly provides opportunities where students: <ul style="list-style-type: none"> ○ generate a variety of ideas and alternatives; ○ analyze problems from multiple perspectives and viewpoints; and ○ monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why. 	<ul style="list-style-type: none"> • In the context of a collaborative lesson with a classroom teacher, the LIS/LMS consistently and thoroughly teaches one type of thinking: <ul style="list-style-type: none"> ○ analytical thinking where students analyze, compare and contrast, and evaluate and explain information; ○ practical thinking where students use, apply, and implement what they learn in real-life scenarios; ○ creative thinking where students create, design, imagine, and suppose; and ○ research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. • The LIS/LMS sometimes provides opportunities where students: <ul style="list-style-type: none"> ○ generate a variety of ideas and alternatives, and ○ analyze problems from multiple perspectives and viewpoints. 	<ul style="list-style-type: none"> • In the context of a collaborative lesson with a classroom teacher, the LIS/LMS does not consistently and thoroughly teach any type of thinking. • The LIS/LMS provides few opportunities where students: <ul style="list-style-type: none"> ○ generate a variety of ideas and alternatives, and ○ analyze problems from multiple perspectives and viewpoints.
<p>Problem-Solving</p> 	<p>The LIS/LMS implements activities that teach and reinforce three or more of the following information literacy skills:</p> <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 	<p>The LIS/LMS implements activities that teach and reinforce two of the following information literacy skills:</p> <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 	<p>The LIS/LMS implements no activities that teach and reinforce the following information literacy skills:</p> <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





School Services Personnel Rubric: Planning of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Scope of Work 	Scopes of work include all of the following: <ul style="list-style-type: none"> measurable and explicit goals; services, activities, materials, assessments, etc. aligned to school improvement goals; appropriate scope and sequence based on the needs of the school and/or students; evidence that scopes of work are chronologically and developmentally appropriate to meet school and/or student needs; and evidence that services provide for regular opportunities to accommodate school, student, and stakeholder needs. 	Scopes of work include most of the following: <ul style="list-style-type: none"> measurable and explicit goals; services, activities, materials, assessments, etc. aligned to school improvement goals; appropriate scope and sequence based on the needs of the school and/or students; evidence that scopes of work are chronologically and developmentally appropriate to meet school and/or student needs; and evidence that services provide for regular opportunities to accommodate school, student, and stakeholder needs. 	Scopes of work include little of the following: <ul style="list-style-type: none"> measurable and explicit goals; services, activities, materials, assessments, etc. aligned to school improvement goals; appropriate scope and sequence based on the needs of the school and/or students; evidence that scopes of work are chronologically and developmentally appropriate to meet school and/or student needs; and evidence that services provide for regular opportunities to accommodate school, student, and stakeholder needs.
Analysis of Work Products 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> School and/or student data are often used to create work products. Work products are sometimes analyzed and revised based on changing needs of school, student, and/or stakeholders. 	<ul style="list-style-type: none"> School and/or student data are not used to create work products. Work products are not analyzed and revised based on changing needs of school, student, and/or stakeholders.
Evaluation of Services and/or Program 	<ul style="list-style-type: none"> Educator conducts an annual comprehensive evaluation of the services/programs delivered throughout the year. Educator routinely collaborates with stakeholders to evaluate and improve services and programs. 	<ul style="list-style-type: none"> Educator conducts a basic annual evaluation of the services/programs delivered throughout the year. Educator sometimes collaborates with stakeholders to evaluate and improve services and programs. 	<ul style="list-style-type: none"> Educator does not conduct an annual evaluation of the services/programs delivered throughout the year. Educator seldom collaborates with stakeholders to evaluate and improve services and programs.





School Services Personnel Rubric: Environment

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Expectations 	<ul style="list-style-type: none"> Educator always sets high expectations for every student. Educator always creates opportunities where all students/stakeholders can successfully participate. Most students/stakeholders take initiative to benefit from the service delivery plan. Educator always optimizes service delivery time, provides appropriate materials, and encourages better participation from every student/stakeholder. 	<ul style="list-style-type: none"> Educator usually sets high expectations for every student. Educator often creates opportunities where all students/stakeholders can successfully participate. Some students/stakeholders take initiative to benefit from the service delivery plan. Educator usually optimizes service delivery time, provides appropriate materials, and encourages better participation from every student/stakeholder. 	<ul style="list-style-type: none"> Educator rarely sets high expectations for every student. Educator rarely creates opportunities where all students/stakeholders can successfully participate. Few students/stakeholders take initiative to benefit from the service delivery plan. Educator rarely optimizes service delivery time, provides appropriate materials, and encourages better participation from every student/stakeholder.
Managing Student Behavior 	<ul style="list-style-type: none"> Students are consistently well-behaved and on task. Educator and students establish clear rules for behavior. The educator uses a variety of effective techniques to maintain appropriate student behavior. 	<ul style="list-style-type: none"> Students are mostly well-behaved and on task, although some minor distractions may occur. Educator establishes clear rules for behavior. The educator uses some techniques to maintain appropriate student behavior. 	<ul style="list-style-type: none"> Students are not well-behaved and on task. Educator establishes few rules for behavior. The educator uses few techniques to maintain appropriate student behavior.
Environment 	<p>The workspace:</p> <ul style="list-style-type: none"> welcomes all members and guests, is organized and understandable to all students/stakeholders, provides supplies, equipment, and resources that are easily and readily accessible, and is arranged to promote individual and group participation. 	<p>The workspace:</p> <ul style="list-style-type: none"> welcomes most members and guests, is organized and understandable to most students/stakeholders, provides supplies, equipment, and resources that are accessible, and is arranged to promote individual and group participation. 	<p>The workspace:</p> <ul style="list-style-type: none"> is somewhat cold and uninviting, is not well organized and understandable to students/stakeholders, has supplies, equipment, and resources that are difficult to access, and is not arranged to promote individual and group participation.
Respectful Culture 	<ul style="list-style-type: none"> Educator-student/stakeholder interactions demonstrate caring and respect for one another. Students/stakeholders exhibit caring and respect for one another. Educator seeks out and is receptive to the interests and opinions of all students/stakeholders. 	<ul style="list-style-type: none"> Educator-student/stakeholder interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for cultural differences. Students/stakeholders exhibit respect for the educator and are generally polite to each other. Educator is sometimes receptive to the interests and opinions of students/stakeholders. 	<ul style="list-style-type: none"> Educator-student/stakeholder interactions are sometimes authoritarian, negative, or inappropriate. Students/stakeholders exhibit disrespect for the educator. Educator is not receptive to interests and opinions of students/stakeholders.





School Services Personnel Rubric: Delivery of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives 	<ul style="list-style-type: none"> Professional objectives and state standards are regularly explicitly included in delivery plan. Objectives are regularly aligned and logically sequenced to the service delivery plan. Expectations for student outcomes are always clear. There is evidence that nearly all stakeholders understand the objective(s) of the delivery plan. 	<ul style="list-style-type: none"> Professional objectives and state standards are usually explicitly included in delivery plan. Objectives are mostly aligned and logically sequenced to the service delivery plan. Expectations for student outcomes are usually clear. There is evidence that most stakeholders understand the objective(s) of the delivery plan. 	<ul style="list-style-type: none"> Professional objectives and state standards are seldom explicitly included in delivery plan. Objectives are inconsistently aligned and/or illogically sequenced to the service delivery plan. Expectations for student outcomes are not clear. There is evidence that few stakeholders understand the objective(s) of the delivery plan.
Motivating Students 	<ul style="list-style-type: none"> The educator consistently organizes services so that they are personally meaningful and relevant to stakeholders. The educator consistently reinforces and rewards effort. 	<ul style="list-style-type: none"> The educator usually organizes services so that they are personally meaningful and relevant to stakeholders. The educator sometimes reinforces and rewards effort. 	<ul style="list-style-type: none"> The educator rarely organizes services so that they are personally meaningful and relevant to stakeholders. The educator does not reinforce and reward effort.
Delivery of Professional Services 	<p>Services always include:</p> <ul style="list-style-type: none"> modeling by the educator to demonstrate his or her performance expectations, logical sequencing and segmenting, all essential information, and no irrelevant, confusing, or non-essential information. 	<p>Services most of the time include:</p> <ul style="list-style-type: none"> modeling by the educator to demonstrate his or her performance expectations, logical sequencing and segmenting, all essential information, and no irrelevant, confusing, or non-essential information. 	<p>Services rarely include:</p> <ul style="list-style-type: none"> modeling by the educator to demonstrate his or her performance expectations, logical sequencing and segmenting, all essential information, and relevant, coherent, or essential information.
Service Structure and Pacing 	<ul style="list-style-type: none"> All services are appropriately responsive. Pacing provides many opportunities for individual stakeholder needs. Routines for materials and/or information are seamless. 	<ul style="list-style-type: none"> Most services are appropriately responsive. Pacing provides some opportunities for individual stakeholder needs. Routines for materials and/or information are efficient. 	<ul style="list-style-type: none"> Few services are appropriately responsive. Pacing provides few opportunities for individual stakeholder needs. Routines for materials and/or information are inefficient.




School Services Personnel Rubric: Delivery of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Activities and Materials 	Activities and materials do most of the following <u>as appropriate</u> : <ul style="list-style-type: none"> • support the services and/or program, • challenge, • sustain student/stakeholder’s attention, • elicit a variety of thinking, • provide time for reflection, • are relevant to students’/stakeholders’ lives, • provide students/stakeholders with choices, • incorporate multimedia and technology, • incorporate resources beyond the school curriculum, and • encourage self-direction and self-monitoring. 	Activities and materials do several of the following <u>as appropriate</u> : <ul style="list-style-type: none"> • support the services and/or program, • challenge, • sustain student/stakeholder’s attention, • elicit a variety of thinking, • provide time for reflection, • are relevant to students’/stakeholders’ lives, • provide students/stakeholders with choices, • incorporate multimedia and technology, • incorporate resources beyond the school curriculum, and • encourage self-direction and self-monitoring. 	Activities and materials do few of the following <u>as appropriate</u> : <ul style="list-style-type: none"> • support the services and/or program, • challenge, • sustain student/stakeholder’s attention, • elicit a variety of thinking, • provide time for reflection, • are relevant to students’/stakeholders’ lives, • provide students/stakeholders with choices, • incorporate multimedia and technology, • incorporate resources beyond the school curriculum, and • encourage self-direction and self-monitoring.
Communication 	<ul style="list-style-type: none"> • Educator communications are consistently varied and high quality, providing for a balanced mix of communication methods including, but not limited to written, oral, electronic, etc. • Questions are consistently purposeful and coherent. • Communications methods often lead to further inquiry and self-directed learning. 	<ul style="list-style-type: none"> • Educator communications are often varied and high quality, providing for a balanced mix of communication methods including, but not limited to written, oral, electronic, etc. • Questions are usually purposeful and coherent. • Communications methods sometimes lead to further inquiry and self-directed learning. 	<ul style="list-style-type: none"> • Educator communications are inconsistently varied and high quality, not providing for a balanced mix of communication methods including, but not limited to written, oral, electronic, etc. • Questions are rarely purposeful and coherent. • Communications methods seldom lead to further inquiry and self-directed learning.
Consultation 	<ul style="list-style-type: none"> • Consultation is consistently focused, frequent, and high quality. • Consultation is always appropriate to meet student/stakeholder needs. • Feedback is regularly used to monitor and adjust programs and services. 	<ul style="list-style-type: none"> • Consultation is mostly focused, frequent, and high quality. • Consultation is usually appropriate to meet student/stakeholder needs. • Feedback is often used to monitor and adjust programs and services. 	<ul style="list-style-type: none"> • Consultation is not consistently focused, frequent, or high quality. • Consultation is inappropriate to meet student/stakeholder needs. • Feedback is rarely used to monitor and adjust programs and services.
Developing Educational Plans for Students 	<ul style="list-style-type: none"> • Educator regularly contributes to short- and long-term plans for individual students. • Educator regularly analyzes data to make recommendations for students’ educational plan. • Educator regularly consults with stakeholders to assist in development and refinement of students’ educational plans. 	<ul style="list-style-type: none"> • Educator sometimes contributes to short- and long-term plans for individual students. • Educator sometimes analyzes data to make recommendations for students’ educational plan. • Educator sometimes consults with stakeholders to assist in development and refinement of students’ educational plans. 	<ul style="list-style-type: none"> • Educator seldom contributes to short- and long-term plans for individual students. • Educator seldom analyzes data to make recommendations for students’ educational plan. • Educator seldom consults with stakeholders to assist in development and refinement of students’ educational plans.


School Services Personnel Rubric: Delivery of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Professional Content Knowledge 	<ul style="list-style-type: none"> Educator displays extensive content knowledge of all the programs/services he or she delivers. Educator regularly implements a variety of professional strategies to enhance program/service delivery. 	<ul style="list-style-type: none"> Educator displays accurate content knowledge of all the programs/services he or she delivers. Educator often implements a variety of professional strategies to enhance program/service delivery. 	<ul style="list-style-type: none"> Educator displays limited content knowledge of all the programs/services he or she delivers. Educator rarely implements a variety of professional strategies to enhance program/service delivery.
Knowledge of Students 	<ul style="list-style-type: none"> Educator practices display a strong understanding of each student's individual needs. Educator practices regularly incorporate student interests and cultural heritage. 	<ul style="list-style-type: none"> Educator practices display some understanding of each student's individual needs. Educator practices sometimes incorporate student interests and cultural heritage. 	<ul style="list-style-type: none"> Educator practices display limited understanding of each student's individual needs. Educator practices rarely incorporate student interests and cultural heritage.
Organization of Services 	<ul style="list-style-type: none"> The educator consistently provides a thoroughly developed, defined, and comprehensive scope of services. Educator regularly utilizes school and/or student data to inform the organization of services. Educator regularly uses self-reflection and evaluation to refine organization of services. 	<ul style="list-style-type: none"> The educator usually provides a thoroughly developed, defined, and comprehensive scope of services. Educator usually utilizes school and/or student data to inform the organization of services. Educator usually uses self-reflection and evaluation to refine organization of services. 	<ul style="list-style-type: none"> The educator rarely provides a thoroughly developed, defined, and comprehensive scope of services. Educator rarely utilizes school and/or student data to inform the organization of services. Educator rarely uses self-reflection and evaluation to refine organization of services.
Problem-Solving 	<p>The educator regularly implements activities that positively impact school data, including the following (as applicable):</p> <ul style="list-style-type: none"> discipline referrals, attendance, student achievement, graduation rate, promotion rate, school climate, course enrollment patterns, and CTE on-time completers. 	<p>The educator usually implements activities that positively impact school data, including the following (as applicable):</p> <ul style="list-style-type: none"> discipline referrals, attendance, student achievement, graduation rate, promotion rate, school climate, course enrollment patterns, and CTE on-time completers. 	<p>The educator seldom implements activities that positively impact school data, including the following (as applicable):</p> <ul style="list-style-type: none"> discipline referrals, attendance, student achievement, graduation rate, promotion rate, school climate, course enrollment patterns, and CTE on-time completers.

Professionalism Rubric

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Professional Growth and Learning 	<ul style="list-style-type: none"> • Uses feedback from observations and self-assessment to significantly improve performance in identified areas of need • Consistently prepared and highly engaged in professional learning opportunities • Engages in evaluation process with eagerness by seeking out feedback from both supervisors and colleagues • Consistently self-reflects on evidence of instruction, accurately matching evidence to the rubric in both areas of strength and areas of growth 	<ul style="list-style-type: none"> • Uses feedback from observations and self-assessment to implement and reflect on personal improvement strategies • Prepared and engaged in professional learning opportunities • Engages in evaluation process with evidence of focus on improving practice and openness to feedback • Self-reflections on evidence on instruction largely match the expectations of the rubric 	<ul style="list-style-type: none"> • Inconsistently uses feedback from observations to improve and demonstrates little evidence of growth on targeted indicators • Unprepared or disengaged in professional learning opportunities provided • Engages in evaluation process without evidence of focus on continuous improvement of practice. • Self-reflections do no match the expectations of the rubric or assessment of the evaluator
Use of Data 	<ul style="list-style-type: none"> • Systematically and consistently utilizes formative and summative school and individual student achievement data to: <ul style="list-style-type: none"> ◦ Analyze the strengths and weaknesses of all his/her students, ◦ Plan, implement, and assess instructional strategies to increase student achievement and decrease achievement gaps between subgroups of students ◦ Plan future instructional units based on the analysis of his/her students' work ◦ Reflect on use of instructional strategies that led or impeded student learning 	<ul style="list-style-type: none"> • Utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions to increase student achievement • Analyzes student work to guide planning of instructional units 	<ul style="list-style-type: none"> • Rarely utilizes student achievement data to address strengths and weaknesses of students to guide instructional decisions related to student achievement
School and Community Involvement 	<ul style="list-style-type: none"> • Regularly organizes and leads school activities and events that positively impact school results and culture • Always adheres to school and district personnel policies and serves as a leader and model for others • Regularly works with peers to contribute to a safe and orderly learning environment and actively facilitates improvement in school-wide culture 	<ul style="list-style-type: none"> • Regularly supports and contributes to school activities and events • Regularly adheres to school and district personnel policies • Regularly works with peers to contribute to a safe and orderly learning environment 	<ul style="list-style-type: none"> • Rarely supports school activities and events. • Inconsistently adheres to school and district personnel policies • Rarely works with peers to contribute to a safe and orderly learning environment

Professionalism Rubric

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Leadership 	Actively and consistently contributes to the school community by assisting and/or mentoring others, including successful engagement in three or more of the following: <ul style="list-style-type: none"> • Collaborative planning with subject and/or grade level teams • Actively leading in a professional learning community • Coaching/mentoring • Supervising clinical experiences • Leading data-driven professional opportunities 	Contributes to the school community by assisting others, including at least two of the following: <ul style="list-style-type: none"> • Collaborative planning with subject and/or grade level teams, • Actively participating in a professional learning community, • Coaching/mentoring • Supervising clinical experiences 	Inconsistently contributes to the school community by assisting and/or mentoring others

Observation Guidelines

The minimum required number of observations is based on licensure status and evaluation scores from the previous year.

Observing Multiple Domains During One Classroom Visit

Districts may choose to observe the instruction domain during the same classroom visit as either the planning domain or the environment domain.

Announced vs. Unannounced Visits

At least half of the observations must be unannounced, but it is the district's discretion to have more than half of the observations unannounced.

Educator Licensure Status ¹	Previous Individual Growth or Level of Overall Effectiveness (LOE) ²	Minimum Required Observations	Minimum Required Observations per Domain	Minimum Number of Minutes per School Year
Practitioner ³	Levels 1-4	Six (6) domains observed with a minimum of three (3) domains observed in each semester.	3 instruction 2 planning 2 environment	90 minutes
	Level 5	One (1) formal observation covering all domains first semester; two (2) walk-throughs second semester	1 instruction 1 planning 1 environment	60 minutes
Professional	Level 1	Six (6) domains observed with a minimum of three (3) domains observed in each semester.	3 instruction 2 planning 2 environment	90 minutes
	Level 2-4	Four (4) domains observed with a minimum of two (2) domains observed in each semester	2 instruction 1 planning 1 environment	60 minutes
	Level 5	One (1) formal observation covering all domains first semester; two (2) walk-throughs second semester.	1 instruction 1 planning 1 environment	60 minutes

Note: An LEA or charter school using the TEAM model may choose to allow observers to combine domains during classroom observations provided the requisite minimum time, semester, distribution, and notice (announced vs. unannounced) are met.

¹ See Tennessee State Board Policy 5.201, Teacher and Principal Evaluation Policy, for more information. All SBE policies are located at <http://tn.gov/sbe/topic/policies>

² LEAs may elect to base pacing on a teacher's previous year individual growth or on level of overall effectiveness pursuant to local policy.

³ The practitioner status applies to all other non-professional license types such as adjunct, international, and initial licenses, including the apprentice license.

TEAM Observation Guidance Documents: Cover Sheet

BACKGROUND

Certain subgroups of educators, which are listed in the table below, operate in unique situations that may require additional attention to apply the TEAM evaluation model with fidelity and provide educators with meaningful feedback. As such, we have conducted numerous focus groups, with educators working in these areas, to develop additional guidance to support evaluation. The accompanying documents are meant to serve as an instructive, although not exhaustive, list of areas to which administrators should direct additional attention based on the unique instructional or service setting of the educator. These are meant to supplement, not replace, the TEAM evaluation rubric. Together, the pre-observation questions, key areas for gathering evidence, examples of evidence and artifacts, and examples of excellence present an evaluator with additional resources to use to conduct high-quality evaluations.

COMPONENTS

The accompanying documents for each educator group are broken down into two components.

1. The *Observation Guidance* document provides:

- a quick glance at some guiding questions and overarching concerns for each educator group; and
- examples of pre-observation questions, key areas to focus evidence gathering, and examples of appropriate evidence/artifacts the evaluator may collect.
 - **NOTE:** Key areas for evidence are not intended to replace the indicators in the TEAM evaluation model, but rather are more detailed guidelines for evaluating indicators that educators have identified as particularly tricky to observe.

2. The *Observation Support* document provides:

- additional context for the evaluator when considering the responsibilities of each educator,
- detailed examples to illuminate some of the key indicators and areas for evidence, and
- a platform for meaningful discussion between educators and evaluators around best practices.
 - **NOTE:** This can be especially useful for structuring pre-conference discussions.

Available observation guidance documents include:

GENERAL EDUCATOR RUBRIC	SCHOOL SERVICES PERSONNEL RUBRIC
<ul style="list-style-type: none"> • Alternative Educators • College, Career and Technical Educators (CCTE) • Early Childhood Educators • Pre-K Educators • Early Literacy K-3 Educators • Gifted Educators • Interventionists • Online Educators • Special Educators 	<ul style="list-style-type: none"> • School Audiologists • School Counselors • School Psychologists • School Social Workers • Speech/Language Pathologists (SLP) • Vision Specialists

TEAM Observation Guidance: Alternative Educators

PRE-OBSERVATION QUESTIONS

1. How do you ensure that your instruction addresses the individualized behavior and curricular goals/objectives of students?
2. How do you actively engage students in learning?
3. What are the engagement strategies (individual and whole group) that you use?
4. How do you communicate expectations for student behavior?
5. What do you do to reinforce and reward student effort?
6. How do you reinforce a respectful culture?
7. What techniques do you use to encourage students to treat one another with respect?
8. How do you decide which objectives are appropriate for students?
9. When did your students arrive?
10. Are there any special circumstances in your classroom that I should know about?
11. How do you assure a safe environment in your classroom for medically fragile students? How do you follow safety plans for at-risk youth?

KEY AREAS FOR EVIDENCE

1. Instruction—Standards and Objectives
 - Alternative educator can clearly and explicitly state objectives or content standard goals for students; although the individualized nature of student work means that whole class objectives are not consistent and generally not posted.
 - There is clear evidence that most students are progressing towards mastery of objectives; although the evaluator may need to speak with individual students to determine progression toward mastery.
 - Students are engaged in the process of mastering objectives.
2. Instruction—Lesson Structure and Pacing
 - Alternative educator clearly and deliberately uses individualized strategies to deliver lessons to students (NOTE: Students in alternative classrooms vary greatly in age, grade level, subject matter focus, etc. and as such, group work or partnering may be very minimal given the lack of overlap in instructional needs).
 - Alternative educator paces individual learning activities to align with the needs of students and scaffolds instruction to meet individual needs.
 - Routines are evident and can be articulated by students.
3. Instruction—Grouping
 - The instructional group arrangement may vary based on student behavior plans and/or individual goals but will consistently maximize student understanding and learning efficiency.
 - Instructional group composition may be varied based on the individualized needs/plans of the student instead of on factors such as race, gender, ability, and age, and are composed in the best interest of the student in order to accomplish the goals of the lesson.

EXAMPLES OF EVIDENCE/ARTIFACTS

- | | |
|--|---|
| • Conversations with students | • Student assessments |
| • Daily assignment sheets, journals, and notebooks | • Daily goal sheets and behavior point sheets |
| • Behavior plans/contracts | • Progress/data monitoring charts |
| • IEP | • Student projects |
| • Medical assistance plan | • Safety sweep documents/checklist |
| • Contraband document | |

TEAM Observation Support: Alternative Educators

The evaluator may need to look more broadly at the alternative educator, as the alternative educator often delivers lessons in a “non-traditional” manner given individual student needs. Similarly, instructional plans are not limited to “traditional” teacher weekly plans, and as such, evaluators may find it necessary to speak or interact with students to determine if learning and thinking are taking place. Finally, student work is individualized, so standards and objectives for the whole class are not consistent and generally not posted.

I. INSTRUCTION

EXAMPLE—STANDARDS AND OBJECTIVES

Instruction—Standards and Objectives:

In the classroom, all standards and objectives may not be visibly displayed. The evaluator circulates around the room and stops to speak with individual students. The students are able to articulate which standards and objectives they are working on mastering and how their current activity helps them to meet those goals. There is also evidence of prior student work that demonstrates significant progress towards meeting their individual goals. Similarly, the alternative educator can clearly state the learning goals for individual students and differentiates instruction to meet various learning needs, styles, and strengths. Although students may be in a variety of configurations, such as students standing, lying down, working in isolation, etc., they are actively focused on their instructional tasks.

EXAMPLE—LESSON STRUCTURE AND PACING

Instruction—Lesson Structure and Pacing:

In order to meet various learning needs, educator may divide students into several small groups and assign specific tasks. Students transition with minimal loss of instructional time. Throughout the instructional time, alternative educator maintains a flexible schedule that allows him/her to address learning in the moment and adjust course based on academic performance and behavior. This may not look like a typical classroom with blocks of time devoted to solely one subject, as students have a plethora of learning goals in a range of different subjects. Simultaneous instruction is rare due to the level of differentiation needed by this particular group of students.

EXAMPLE—GROUPING

Instruction—Grouping:

Alternative educator creates groups based on what is appropriate for the individual students and what will maximize student understanding and learning efficiency. The grouping arrangement considers student behavior plans, individual student goals, and developmental appropriateness. Some groups may be composed of either individual students or an individual student paired with the alternative educator and will be focused on what is in the best interest of the student. Throughout the instructional time, the alternative educator continuously measures the classroom climate and makes grouping adjustments as necessary. All students know their roles, responsibilities, and work expectations, and are working toward accomplishing the goals of the lesson.

TEAM Observation Guidance: College, Career & Technical Educators (CCTE)

PRE-OBSERVATION QUESTIONS	
<ol style="list-style-type: none"> 1. What objectives will this lesson cover, and how is that aligned to course standards? How do these objectives fit in the scope and sequence of the current unit and course as a whole? 2. How will students demonstrate mastery of objectives? 3. How will students be grouped in this lesson? How does this maximize student learning? 4. How will you use questions to further each student's understanding of the competencies aligned to the objectives? What questions do you have planned? 5. What types of problem-solving will you teach or reinforce throughout the lesson? What should I look for in individual student work? 6. What do you want students to accomplish by the end of this lesson? 7. What will modeling look like? What concepts need modeling? 8. What problems may students encounter as they complete this task? 9. How will you know that they have accomplished/mastered the skill? 	
KEY AREAS FOR EVIDENCE	
<ol style="list-style-type: none"> 1. Instruction—Questioning <ul style="list-style-type: none"> • Teacher consistently scaffolds toward higher order questioning even when working with students on a physical task and/or at the beginning of a multi-step project. • Questions in lab setting are intentionally structured and scaffolded to increase competency of students in practiced skills regardless of students' current skill level. • Questions regularly require active responses (e.g., performing a physical skill). • Key questions are pre-planned with purpose. 	
<ol style="list-style-type: none"> 2. Instruction—Grouping Students <ul style="list-style-type: none"> • Students are intentionally and appropriately grouped to maximize learning efficiency, student understanding, and student competency attainment. • In a lab setting, grouping may be constrained by number or size of available materials, physical structure of the lab, and/or the safety requirements. 	
<ol style="list-style-type: none"> 3. Instruction—Problem-Solving <ul style="list-style-type: none"> • Teacher models and actively engages students in multiple types of problem-solving. • Students consistently employ different types of problem solving targeted to their level of mastery or their progress in producing a finished product. 	
<ol style="list-style-type: none"> 4. Planning—Assessment <ul style="list-style-type: none"> • Assessment plans have clear measurement criteria, and allow students to demonstrate mastery in a variety of ways (e.g., creating projects, presentations, etc.). 	
EXAMPLES OF EVIDENCE/ARTIFACTS	
<ul style="list-style-type: none"> • Lesson plans, unit plans, and scope & sequence • Rubrics and checklists • Prior student work • List of questions to employ during lesson • Finished student products 	<ul style="list-style-type: none"> • Measures of student performance • Rationale of grouping or other teaching strategies • Rationale for types of problem-solving • Student portfolios • Computer module assessments

TEAM Observation Support: College, Career & Technical Educators (CCTE)

CCTE teachers often work in laboratory settings with highly specialized content, and students often work independently on personal competency/skill attainment. Some lab settings are constructed to only allow for one grouping method or grouping options may be dictated by standardized safety or material requirements. Evaluators should probe to understand setting and rationale for grouping. Depending on where students are in the production process, some types of problem-solving may not be immediately evident or may be student-driven. Some forms of assessment in a CCTE lab may be unfamiliar to evaluators trained in traditional academic settings. Because of federal requirements to report on skill attainment, some competency assessments may be limited to specific methods of measuring student performance (e.g., creation of a product over a period of time).

I. PLANNING

EXAMPLE—ASSESSMENT

Planning—Assessment:

In a Business Technology class, a student must use software applications to complete a project. Within the project requirements, students must correctly use software tools to accomplish the task. Throughout lesson, teacher employs several strategies (e.g., choral response, random selection of students to respond to questions, written reflection, etc.) to determine pacing and identify areas for re-teaching. Teacher formatively assesses student production through observation and questioning that is aligned to a rubric. Students may be working independently at varying levels based on differentiated instruction. Students demonstrate a task or skill using provided rubric to influence work and self-score final product. Students show teacher how to use a layer mask or editing feature in Photoshop, and the teacher summatively assesses students' ability using a rubric that was shared during the introduction of the project.

II. INSTRUCTION

EXAMPLE—QUESTIONING

Instruction—Questioning:

Teacher asks a specific student to perform one step of a multi-step process involved in the day's objective. Teacher questions student at a high level of rigor so that they reflect on their performance and how it may impact future steps of the process (e.g., in a cosmetology class: "What is the first step?" "Let me see you do it." "Now that your left hand is here, are you ready for step two?" "What might happen if you do that with your right hand instead?" "What are you trying to accomplish using your left instead of right?" "How might you get a tighter twist with your hand?" "Why might a tighter twist matter for this style?").

Teacher questions engage students in meaningful reflection of their personal work. Students draw conclusions about how a piece of knowledge or a skill could be applied in different ways. Teacher provides multiple opportunities for students to ask questions. Students are reflective about their work and its implications for their performance.

EXAMPLE—GROUPING STUDENTS

Instruction—Grouping Students:

Within a Business course, teacher allows students to pick their “business partner” which simulates a real life opportunity. Students may then join with another pair assigned by the teacher to create a diverse set of multiple roles/responsibilities to achieve a larger goal. Grouping is deliberate and based on areas of expertise, skill level, or learning style (e.g., groups created based on data from assessments or teacher’s prior knowledge). Teacher works with students to clearly establish expectations for roles within each group, time limits, outcomes for group, etc.

In a lab with a one-to-one ratio of students to computers, a teacher explains that students will be working in a whole group configuration. Teacher explains that this grouping scheme was chosen to take advantage of each student having a computer and being able to practice the skill because it is important to the unit goal that all students can accomplish the task individually.

EXAMPLE—PROBLEM-SOLVING

Instruction—Problem Solving:

Teacher guides students using inquiry, giving students time to problem solve independently or in groups through practice. Students are given ample time to reflect on work and independently troubleshoot technical issues in a lab setting. Teacher encourages students to use help tools available to solve individual technical problems within a lab setting. Students are given the opportunity to brainstorm ideas and evaluate possible solutions to a problem. Teachers build in activities such as small experiments, opportunities for design, and brainstorming sessions for students to engage in as they interact with new material. Students are able to effectively tap into prior knowledge to predict outcomes, create hypotheses for experiments, and improve on solutions to a given challenge.

TEAM Observation Guidance: Early Childhood Educators

PRE-OBSERVATION QUESTIONS	
1. How will students demonstrate mastery of the objectives the educator is teaching? 2. How will students represent their knowledge? 3. How will the actions and conversations be different in your classroom than in the classrooms of older children? 4. How will students know the goal or target for the activity or lesson?	
KEY AREAS FOR EVIDENCE	
2. Instruction—Questioning	<ul style="list-style-type: none"> • Educator asks questions that are developmentally appropriate, varied, of high quality, and regularly require active responses. • Educator questions are scaffolded throughout the lesson to gauge the depth of comprehension and targeted to meet differentiated student needs. • Educator encourages a variety of active responses, including, but not limited to: whole class signaling, choral responses, individual responses, written responses (dictated to educator), etc. • Educator uses methods that demonstrate all students have mastered concepts. All students are accountable for answers.
3. Instruction—Academic Feedback	<ul style="list-style-type: none"> • Educator’s oral feedback is consistently academically focused, frequent, and of high quality. Written feedback is minimally used given the developmental abilities of pre-K students. • Educator consistently uses student feedback to guide and adjust the level and pace of instruction. • Students are given age-appropriate feedback.
4. Instruction—Thinking	<ul style="list-style-type: none"> • Educator thoroughly teaches two or more types of thinking, though evidence of each type may differ from older students’ demonstration (e.g., evidence may be given verbally, with pictures, through active motion, etc.). • With guidance, students can verbalize what they are learning, why they are learning it, and how it connects to previous learning.
5. Instruction—Problem-Solving	<ul style="list-style-type: none"> • Educator effectively implements activities to teach and reinforce multiple problem-solving types, as age appropriate. Careful attention should be paid to the evidence of problem-solving skill development for young children. • Students can effectively identify a problem and generate potential solutions (NOTE: This process is often best observed in young children when they are engaged in a play environment, small group setting, or within the context of a story or discussion).
6. Instruction—Student Work	<ul style="list-style-type: none"> • Students demonstrate their understanding and higher order thinking in a variety of ways, but extended written work is not appropriate for this age group (e.g., mastery may be demonstrated through oral response, visual representations, or other means). • Student work clearly demonstrates mastery of a specific learning goal or set of learning goals.
EXAMPLES OF EVIDENCE/ARTIFACTS	
<ul style="list-style-type: none"> • Lesson plans and scope and sequence • Student portfolios, including photographs • Communication logs • Annotated student work and rubrics • Assessment data (social/emotional, literacy, and math) • Centers plans 	<ul style="list-style-type: none"> • Evidence of collaborative planning with assistants • Evidence of routines and transition times • Evidence of ongoing learning (e.g., objectives building over a unit and students revisiting prior work)

TEAM Observation Support: Early Childhood Educators

The evaluator should consider that determining the rigor and appropriateness of questions may be more difficult with younger students and that written feedback may not be appropriate in early childhood education. Additionally, evidence of higher order thinking, problem-solving, and mastery may look very different than it would in classroom settings with older students.

I. INSTRUCTION

EXAMPLE—QUESTIONING

Instruction—Questioning:

Educator shows students the cover of a book and asks them to turn to a partner and answer the question “What do you think will happen?” Students share with a partner and then with the class. Educator begins reading, pausing periodically to question students about what is happening (e.g., “Why did Franklin have to skip breakfast? What would happen if Franklin missed the school bus?”). Students discuss with partners and teacher randomly selects 2-3 students to share their answers by selecting popsicle sticks with students’ names from a jar. As the teacher finishes the story, he/she shows the students the cover again and asks students to share whether or not their predictions came true. They discuss their predictions and what clues they used to make those predictions.

Examples of possible questions for consideration as higher order when teaching young children may include:

In all situations:

- What would happen if...?
- Have you ever...?

In stories:

- How do you think (character) felt?
- Why did (character) do this?
- What would you have done if you were the...?

To help with problem solving when using manipulatives or engaging in center activities:

- What can you change to fix this problem?
- What if you...?
- Why did you...?

*Questions are primarily open ended. Educator provides “wait time” (3-5 seconds) and has a system to ensure all children have an opportunity to respond. Further information is given as needed to expand question.

EXAMPLE—ACADEMIC FEEDBACK

Instruction—Academic Feedback:

Students are engaged in an activity where they are sorting shapes by size and type. Educator asks students individually to explain what they are doing. Appropriate student responses reflect understanding of the task at hand and the reasoning behind it. Educator has one-on-one conversations about the work and provides specific feedback as needed to guide students (e.g., “You counted the sides to decide if this was a triangle,” “I think you missed a side when you were counting. Let’s try again,”...not, “Good job!”). Students making errors are encouraged through feedback and questioning to correct mistakes (e.g., “This object looks smaller than the others. How could you fix this problem? Where would it go? You might compare the objects side-by-side to decide which ones are the same”). Educator has a plan in place to document responses and approaches to the learning activity.

EXAMPLE—THINKING

Instruction—Thinking:

After teaching the attributes of the triangle, educator explains that students will choose a shape from a bag and decide if it is a triangle or not by describing its attributes. Educator chooses a shape and clearly models the thought process by using out loud “self-talk” to describe his/her shape. Educator allows students to choose shapes and asks them to see if theirs have similar attributes. Students explore their shapes and talk with peers about what they observe. Educator asks students to explore what happens when two triangles are put together side-by-side, what happens when connecting three? Four?, etc. Students discuss possibilities with their peers and share conclusions with the class. Following large group time, students are given several triangles of construction paper and allowed to create their own design with the shapes.

Examples of most common types of thinking for pre-K and kindergarten:

- *Practical*: After discussions on the weather, students can identify appropriate clothing to wear in warm or cold weather.
- *Creative*: Students use art materials, blocks, or other building materials to express ideas on a specific task.
- *Analytical*: After listening to the same book/story read over several occasions, students can respond to questions about the characters, setting, or plot of the story.

EXAMPLE—PROBLEM-SOLVING

Instruction—Problem-Solving:

Educator reads story in which the main character encounters a problem. Educator pauses during story to engage students in identifying the problem (e.g., TEACHER: “Why is Jenny upset?” STUDENTS: “Because her brothers won’t let her play with them.”). After students have identified the problem, educator encourages them to identify some potential solutions (e.g., “What do you think Jenny should do to get her brothers to play with her?” STUDENTS: “She could teach them a neat trick. She could ask them nicely. She could talk to an adult, etc.”). Educator asks students to talk with a partner to decide what they think the best solution would be and what will happen if Jenny chooses that solution. Educator continues reading and students listen to see if Jenny chose the same solution as them. Educator leads students in a discussion of Jenny’s choice, if it worked, and what she could have done differently.

EXAMPLE—STUDENT WORK

Instruction—Student Work:

Educator engages class in a book discussion and has students create a visual representation of an event in the story. As students work individually, educator asks them to verbally explain their choices and why they chose to draw/represent them in that way. Students justify answers verbally and educator journals responses. Students clearly demonstrate connections between learning and personal experiences. Educator reviews with students the goals they are working towards. This extended verbal response is the most valid descriptor with children of this age as it incorporates the use of language beyond the yes/no or multiple-choice type of answer or work.

TEAM Observation Guidance: Pre-K Educators

The department’s [definition of Quality Early Learning](#) offers guidance for high-quality early learning instruction. Three major goals in improving early learning practices in Tennessee include:

- An instructional approach based on leaders’ and teachers’ knowledge of child development and effective teaching practices;
- High-quality, purposeful materials and activities that are available throughout the environment and across the day for children to explore, discover, create, and build knowledge and understanding of concepts; and
- Question sequences and purposeful tasks that match approaches to early learning and the rigor of the Tennessee Early Learning and Developmental Standards [\(TN-ELDS\)](#).

In order to further support these early learning practices, this guidance document highlights the connections between planning, observing, and guiding children’s growth toward mastery of the TN-ELDS through developmentally appropriate practices and the TEAM teacher rubric. This guide should assist evaluators in evaluating early learning instruction in preschool classrooms. Effective early learning environments provide a balance between teacher-directed and child-directed learning experiences with significant time spent in learning centers exploring and interacting with high-quality materials and resources.

The indicators below are key areas on the TEAM rubric that are particularly relevant in the early grades and may look significantly different than in later grade levels.

PLANNING

Because young children enter a classroom with differing starting points and rates of learning, effective instructional plans include carefully sequenced lessons that support, build on, and can be adapted to each stage in a child’s learning progression.	
INSTRUCTIONAL PLANS	
Instructional plans include...	
<p>Measureable and explicit goals aligned to developmental science, Tennessee Early Learning and Development Standards (TN-ELDS)</p>	<ul style="list-style-type: none"> • Instructional plans include conceptual units of study with integrated content from science and social studies that is inclusive of complex, rich texts to build children’s knowledge and skills and extend opportunities for children to explore and learn at deeper levels of cognitive complexity. • Intentional instruction includes focus on oral language and literacy development, mathematics, approaches to learning, and social-personal competencies. • Child-initiated learning tasks and experiences involve experiential learning with longer periods of time needed for higher levels of thinking, problem-solving, and cooperative play. • Cooperative play/experiential learning activities during learning center time are characterized by shared planning and organizing of play scenarios around goals or story themes. Cooperative play involves higher levels of social interaction, problem-solving, perspective-taking, language, responsibility, and creativity. • At the beginning of the year, children orally plan their activities. Later, children express their plans using a combination of drawings and writing. Extended time spent in learning centers

	<p>allows children to reach these higher levels of engagement and thinking.</p> <ul style="list-style-type: none"> • Teacher interactions and questions for interactive read alouds and learning center activities are intentionally planned. • A variety of instructional strategies and structures are planned that include whole group, learning centers, and small group that foster opportunities for children to engage with and explore topics.
<p>Activities, materials, and assessments that:</p> <ul style="list-style-type: none"> • Are aligned to Tennessee Early Learning Developmental Standards (TN-ELDS) • Are sequenced from basic to complex • Build on prior student knowledge, are relevant to students' lives, and integrate other disciplines • Provide appropriate time for student work, student reflection, and lesson and unit closure 	<ul style="list-style-type: none"> • Activities and materials are anchored in the TN-ELDS and demonstrate an integrated approach to teaching the standards. Skills are not taught in isolation. • Materials reflect the children's individuality, interests, and creativity. • Activities and materials provide opportunities for children to engage in higher order thinking, problem-solving, and creativity. • Daily tasks and end-of-unit tasks are open ended and allow for multiple ways to demonstrate learning. • End-of-unit tasks provide children with developmentally appropriate experiences and writing to demonstrate their newfound knowledge. • Authentic tasks provide children with a real purpose and audience for writing. The task is connected to the child's school, home, and community experiences. <ul style="list-style-type: none"> ○ E.g., a child orally shares a story about a bird stuck in a bush that her mom rescues. The teacher reiterates the characters, setting, and problem presented in the story shared by the student. The teacher suggests for the child to create a book about that story to share with the class during story time. During center time, the child creates her own book telling the story. ○ E.g., the class observes birds each day outside their classroom window. The children become curious about the types of birds and their various colors. The teacher puts out binoculars, informational bird guide books, and drawing materials for children to sketch and look up birds. Children create a bird watching guide for their peers. • Significant time is devoted to learning centers which include child choice and provide authentic, interactive play and assessment opportunities (i.e., socio-dramatic) to support learning objectives in multiple developmental domains, including language, physical, early numeracy, self-regulation, science, and social studies. • Children self-select centers and make a plan for their own work. Plans include where they will work, whom they will work with, and what they plan to do. After plans are made, children follow through with their plan during learning centers time. In the beginning of the year, these plans are created orally. Later, these plans become written with the use of drawing and words. • Daily, planned observations of children at play and work provide an opportunity for ongoing formative assessment. Anecdotal records provide "snapshots" of where children are in their development and guide next instructional steps.

	<ul style="list-style-type: none"> • Collections of children's work throughout the year capture authentic evidence of children's growth toward mastery of integrated standards.
Evidence that the plan is appropriate for the age, knowledge, and interests of all learners	<ul style="list-style-type: none"> • Lesson plans incorporate children's interests and support their stages of emergent writing and reading. • Instructional activities are child-centered and provide a balance between teacher-directed and child-directed instruction. • Physical and motor development needs are met through planned activities that meet children's need for movement, manipulation, social interactions, and pretend play. These include singing, dancing, role playing, and opportunities for movement about the classroom and learning centers. • Activities evoke curiosity, creativity, and innovative thinking. • Activities/tasks are appropriately challenging and allow for multiple ways to demonstrate learning.
Evidence that the plan provides regular opportunities to accommodate individual student needs	<ul style="list-style-type: none"> • Resources and tools for scaffolding learning are accessible to children (interactive alphabet display, removable name cards, labels or charts at child's eye level to scaffold writing). • Learning centers, materials, and activities provide opportunities for children's continued development of physical, language, social/personal, and cognitive skills. <ul style="list-style-type: none"> ◦ E.g., in the writing center, there are tongs, tweezers, and clay to build hand muscles needed to hold pencil. There are also moveable alphabet pieces for children to create stories with. • Whole group and learning center instructional plans are modified to provide additional scaffolds and supports to help individual children in reaching developmental and instructional goals.

STUDENT WORK	
Assignments require students to...	
Organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it	<ul style="list-style-type: none"> • Learning centers provide children with multiple opportunities throughout the day to process their learning through interactions with each other and the teacher, practice and exploration of ideas and concepts with age-appropriate materials, and open-ended writing opportunities to express their learning and understanding. "Assignments" at the preschool level involve inquiry-based, experiential learning.
Draw conclusions, make generalizations, and produce arguments that are supported through extended writing	<ul style="list-style-type: none"> • The teacher prompts young learners to think deeply about ideas and concepts through purposeful questioning that allows children to demonstrate more complex learning. Children's work may show evidence of this type of scaffolding and teacher dictation of children's ideas.
Connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school	<ul style="list-style-type: none"> • Authentic tasks provide children with a real purpose and audience for writing. The more genuine the purpose and audience, the more connected the work will be to children's daily lives both inside and outside of school.

ASSESSMENT	
Assessment plans...	
Are aligned with Tennessee Early Learning Developmental Standards (TN-ELDS)	<ul style="list-style-type: none"> • Development-based assessments are aligned with the Tennessee Early Learning Developmental Standards. • Daily, planned observations of children at play and work provide an opportunity for ongoing formative assessment. Anecdotal records provide “snapshots” of where children are in their development and progress toward mastery of academic learning standards. Formative data guides next instructional steps. • Children’s growth toward mastery of integrated standards is documented through collections of authentic children’s work samples.
Have clear measurement criteria	<ul style="list-style-type: none"> • Development-based assessments are conducted through observation and clearly linked to instructional goals and objectives. • Data from development-based assessments provide the teacher with information about what children know and are able to do. • Checklists, observation forms, progress reports, and parent reports are used to effectively capture child outcomes in all developmental domains.
Measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test)	<ul style="list-style-type: none"> • Development-based assessment is gathered from various sources, at various times across the day, during activities of all developmental domains, and in realistic settings. • Assessment processes and tools are developmentally appropriate and occur in the context of children’s natural learning rather than a “testing” format. Because assessments are integrated in the learning, children are often unaware that the assessment occurred. • Activities/tasks included in learning centers are appropriately challenging and provide multiple ways for children to demonstrate learning. • Child performance and growth are tracked and measured through projects, experiments, role playing, and writing that combines drawings and attempts at writing.
Require extended written tasks	<ul style="list-style-type: none"> • Rather than extended writing tasks, preschool children need extended time to orally rehearse, process, and express knowledge and to represent knowledge gained through drawing and emergent writing.
Are portfolio based with clear illustrations of student progress toward state content standards	<ul style="list-style-type: none"> • Portfolio samples demonstrate an integrated approach to learning. • Portfolios show children’s progression over time toward state content standards. Children use a combination of pictures, drawings, and emergent writing to convey knowledge gained in science and social studies content.
Include descriptions of how assessment results will be used to inform future instruction	<ul style="list-style-type: none"> • Assessment information is effectively used to plan and adapt instruction to meet developmental or learning needs of all children. • Observation and formative data collected is used to inform the types of scaffolds and learning supports needed to positively

	engage with children during learning center and small group time.
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ENVIRONMENT

EXPECTATIONS	
The teacher sets high and demanding academic expectations for every student	<ul style="list-style-type: none"> • The physical environment is child-centered and intentionally organized to reflect developmental domains and academic standards for learning and the individual needs, interests, and cultures of the children. • Learning spaces and materials provide opportunities for children to explore, develop, and work toward mastery of the TN-ELDS. • Materials included within each learning center support an integrated approach to teaching the standards. • The classroom environment evolves based on the teacher's knowledge of child development and observed growth stages, needs, and interests of children. The teacher adds appropriately challenging materials to learning centers and wall displays to scaffold learning and deepen concept development. • A print-rich learning environment provides opportunities for children to explore their writing and foundational skills throughout the day. • All developmental stages of writing are honored, encouraged, and displayed. • The environment enables and invites interactive experiences, experiential learning, independence, movement, and cooperation through distinguishable learning centers that include literacy materials (e.g., books, paper, writing materials, and materials that encourage fine motor development) at every center. • Learning centers provide frequently rotated, accessible materials that are varied, developmentally appropriate, aligned to TN-ELDS, open-ended, self-correcting, and reflective of children's interests.
The teacher encourages students to learn from mistakes	<ul style="list-style-type: none"> • Questions that are open-ended and allow for multiple solution paths provide children opportunities to construct and refine knowledge through conversation. • Opportunities for accountable talk during discussions provide a safe way for children to express and develop ideas. • The teacher models how to learn from one's mistakes.
The teacher creates learning opportunities where all students can experience success	<ul style="list-style-type: none"> • A print-rich learning environment also provides opportunities for children to explore their writing and foundational skills, making corrections as needed. • The teacher uses displays that teach and scaffold. The learning environment is designed to support the developmental needs of children. • Self-correcting and sequential materials are available and accessible in the environment to allow children to keep going in their learning when the teacher is working with other children. • Materials included in learning centers and around the room invite higher levels of engagement, problem solving, discovery, and creativity.

	<ul style="list-style-type: none"> • Selection of culturally responsive materials supports diversity and inclusion.
Students take initiative and follow through with their own work	<ul style="list-style-type: none"> • When the teacher is not immediately available to assist learning, wall displays and accessible materials serve as tools and resources to allow children to follow through with their own work. • Displayed learning center charts remind children of where they are supposed to be to allow them to take initiative and be responsible for their own learning and work. • At the beginning of the year, children orally plan their activities. Later, children express their plans using a combination of drawings and writing. Extended time spent in learning centers allows children to follow through with their planned work and to reach these higher levels of engagement and thinking.
The teacher optimizes instructional time and promotes growth for every student	<ul style="list-style-type: none"> • The daily schedule allows for significant time spent in learning centers and less time spent during transitions to optimize instructional time, resulting in children being able to reach higher levels of play and thinking. • Children demonstrate knowledge of classroom routines and expectations, including staying in their selected learning center, cleaning up their materials, and making smooth transitions between activities. • A large portion of the instructional day is utilized for children to engage in a high volume of experiential learning experiences and activities; listening and interacting with rich, complex texts on or above grade level; and exploring concepts concretely and responding to text through speaking, role playing, and writing. These experiences and interactions optimize instructional time by providing content and structural elements that are worthy of children's time and attention. • High-quality, content-rich texts allow students to develop world knowledge as they develop literacy expertise. Children are continuously challenged to stretch their knowledge and literacy expertise to the next level.

INSTRUCTION

STANDARDS AND OBJECTIVES	
All learning objectives are clearly and explicitly communicated, connected to TN-ELDS	<ul style="list-style-type: none"> • Standards are taught in an integrated fashion that supports building knowledge and children's emergent writing and reading skills as they make meaningful connections between concrete experiences and text. • Specific, measureable, child-friendly, and developmentally appropriate goals are evident for each learning activity.
Sub-objectives are aligned and logically sequenced to the lesson's major objective	<ul style="list-style-type: none"> • Within each lesson, learning activities and experiences are always aligned with the goals for learning. • Age-appropriate learning center activities are aligned with sub-objectives and are logically sequenced and connected to bigger learning objectives to promote development of children's conceptual understanding and skills in literacy, mathematics, science, social studies, health, and other content areas.
Learning objectives are: (a) consistently connected to what	<ul style="list-style-type: none"> • Young children may not have a broad depth of knowledge and life experiences to draw upon. Therefore, well-designed lessons

<p>students have previously learned, (b) known from life experiences, and (c) integrated with other disciplines</p>	<p>and learning center activities must be situated within a broader unit of study that builds world knowledge and scaffolds children’s learning. This allows the teacher to make connections to other experiences that children have had during the unit, to other texts that have been read, and to other content that has been explored and studied.</p>
<p>Expectations for student performance are clear, demanding, and high</p>	<ul style="list-style-type: none"> • Young learners can meet the expectations of the grade-level standards with appropriately constructed instruction. The teacher establishes daily and end-of-unit tasks that appropriately meet these expectations and plans lessons and activities that support children’s learning toward these expectations. • Throughout the lesson, children are doing the majority of the work, and the one who does the work does the learning. • Across the day, children have opportunities to engage in rich conversations to make meaning of their experiences, inquiries, and interactions with text. • Texts that are at or above the complexity level for the grade are used often throughout the day. • Selected texts have been appropriately paired with the instructional strategy they match best (above-grade-level interactive read aloud, on-grade-level independent exploration and “reading”). • Children’s writing exemplifies the rigor of the grade-level standards and represents children’s emerging ideas, interests, and needs. • Children have opportunities to produce their own ideas during discussion and in writing.
<p>There is evidence that most students demonstrate mastery of the daily objective that supports significant progress toward mastery of a standard</p>	<ul style="list-style-type: none"> • Evidence of progress toward mastery of the learning objective is gathered throughout the lesson in the conversations students are having, in the listening and responding to text that is read, and in the products that are created. • In order to effectively gather evidence during a lesson, evaluators should have an understanding of the assessment plans for the day—what will be assessed (knowledge and vocabulary acquisition, phonemic awareness, reading/listening comprehension, speaking and listening, and/or writing) and when and how that assessment will occur.

ACTIVITIES AND MATERIALS Activities and materials...	
<ul style="list-style-type: none"> • support the lesson objectives, • are challenging, • sustain students’ attention, • elicit a variety of thinking, • provide time for reflection, • are relevant to students’ lives, • provide opportunities for student-to-student interaction • induce student curiosity and suspense, 	<ul style="list-style-type: none"> • Activities and materials are developmentally appropriate and provide scaffolds to support pre-reading and pre-writing skills. • Children’s work shows evidence of instruction that integrates standards. • Tasks provide an opportunity to apply foundational skills taught in concrete, authentic ways and to build knowledge about the world around them. • High-quality texts are available and accessible to children throughout the environment and across the day to support concept development.

<ul style="list-style-type: none"> • provide students with choices, • incorporate multimedia and technology, and • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.) 	<ul style="list-style-type: none"> • Large group instruction is used to introduce concepts, establish the purpose for learning, and share what new materials have been added to learning center areas that children might explore when they go to centers that day. Large group time should be appropriate to children’s attention span and alternate between active and quiet activities throughout the day. Songs, rhymes, and games support learning in large group instruction as well as during transitions between activities. • Small group instruction is embedded during learning centers to allow the teacher (and assistant) to join children within centers to model rich language, problem-solving, and real-world connections to writing and reading. • Transitions between activities are minimized and include opportunities for movement, oral language, and problem-solving. • Activities/tasks are appropriately challenging and allow for multiple ways to demonstrate learning. • Thinking is made visible in the answers children provide to the questions posed as well as in the products children produce. • Time is provided for children to reflect on learning and make connections to prior learning and personal experiences. • Accessible materials are varied, developmentally appropriate, open-ended, self-correcting, and reflective of children’s interests. • The teacher models positive interactions as she listens to children, responds to their needs, responds to questions, and engages in conversations with multiple children daily. • The teacher provides multiple opportunities for peer interaction. • Activities and materials evoke curiosity, creativity, and innovative thinking. • Curiosity and suspense are built frequently by adding new, intriguing objects placed in learning centers related to the unit of study for children to explore and make discoveries. • Children are provided frequent opportunities to make choices concerning activities and materials in order to match their own interests. • Concrete experiences are preferred and precede any technology-based learning. Technology is purposefully selected to enhance learning. • Additional resources are available for children to explore. These can include books, objects from nature, cultural artifacts, recipes to cook, blocks to reconstruct famous buildings, and gardening activities that embed practice with counting, sorting, measuring, and categorizing.
<p>Are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring</p>	<ul style="list-style-type: none"> • Meaningful math activities, as well as science and social studies activities, are experiential and sequential in nature, are embedded across the day, encourage associative and cooperative learning through play and game-like activities, and require children to plan.
<p>Demand complex thinking and analysis</p>	<ul style="list-style-type: none"> • Complex thinking and analysis are supported when the teacher joins children in learning centers and models his/her own

	complex thinking and analysis, connects text to children’s play, and uses sequenced, open-ended questioning to extend children’s thinking.
Are appropriately complex	<ul style="list-style-type: none"> • Texts and tasks are appropriately selected and sequenced to support higher-order thinking. • Sequential learning activities, varied in modality, allow children to progress through a series of steps or levels of complexity (e.g., block building, dramatic play, writing a message, putting together a puzzle).

QUESTIONING	
Teacher questions are varied and high quality, providing a balanced mix of question types: knowledge and comprehension, application and analysis, and creation and evaluation	<ul style="list-style-type: none"> • The teacher’s knowledge of children and their developmental needs is reflected in the types of questions he or she poses during the lesson. Questions are purposefully planned and sequenced to support children’s thinking and learning.
Questions require students to regularly cite evidence throughout lesson	<ul style="list-style-type: none"> • The teacher intentionally asks questions that require children to review information from the text and engage them in opportunities to collectively and/or individually identify evidence from the text that supports this information.
Questions are consistently purposeful and coherent	<ul style="list-style-type: none"> • Purposeful, coherent questions are planned and sequenced to support the development of children’s predictions and thinking, build vocabulary, and deepen understanding of the unit concepts.
A high frequency of questions is asked	<ul style="list-style-type: none"> • Because of the developmental nature of young learners and the need for extensive oral language development, a large number of purposeful, high-quality, and coherently sequenced questions are posed throughout individual lessons and across the unit of study.
Questions are consistently sequenced with attention to the instructional goals	<ul style="list-style-type: none"> • Questions reflect a purposeful plan for developing student learning toward instructional goals. There is evidence of sequenced, open-ended questioning to build children’s knowledge and skills with scaffolds to support children in completing daily tasks and connections to the unit concepts.
Students generate questions that lead to further inquiry and self-directed learning	<ul style="list-style-type: none"> • The teacher purposefully plans opportunities that support children to generate their own questions as an authentic motivation for learning.
Questions regularly assess and advance student understanding	<ul style="list-style-type: none"> • The teacher uses questions to identify what children already know and to prompt children to deeper learning.

THINKING	
The teacher provides opportunities for analytical thinking, where students analyze, compare and contrast, and evaluate and explain information	<ul style="list-style-type: none"> • Young children must first experience concepts before they can think abstractly about them. <ul style="list-style-type: none"> ◦ E.g., the teacher might plan an activity in the science center where children are observing and analyzing different parts of a living flower using magnifying glasses. The teacher notices how some children are using picture cards of flower parts to identify and compare the parts of a living flower. Others are using informational text to compare not

	<p>only the parts of the flower but also how leaves and petals differ by flower type. The teacher joins the learning conversation around flower parts and asks children to explain the ways flower parts are the same and different. Children are then asked to represent this information through an authentic writing opportunity.</p>
<p>The teacher provides opportunities for practical thinking, where students use, apply, and implement what they learn in real-life scenarios</p>	<ul style="list-style-type: none"> • The teacher facilitates the development of practical thinking skills and competencies connected to learning, such as the ability to persevere, resolve conflicts, focus, engage, and understand and regulate emotions. • Vocabulary is intentionally taught by introducing and incorporating new words into meaningful activities (e.g., story dictation, self and parallel talk, and interactive read aloud) and providing opportunities for children to hear and use words in multiple contexts.
<p>The teacher provides opportunities for creative thinking, where students create, design, imagine, and suppose</p>	<ul style="list-style-type: none"> • Creative thinking is promoted through opportunities to authentically represent ideas and learning (as opposed to worksheets, which limit desired levels of creative thinking). • Learning centers provide children significant time to exercise creativity. <ul style="list-style-type: none"> ○ E.g., in the art center, children use varied art materials to create a 3-D flower model complete with leaves, stems, roots, and petals. The teacher joins the art center and asks, "Suppose that one day, your flower loses its leaves. What would happen?" Children use their imagination to tell a story about what would happen if their flower lost its leaves. They may draw a picture about their story.
<p>The teacher provides opportunities for research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems</p>	<ul style="list-style-type: none"> • Research-based thinking at the preschool is emerging and supported with access to explore high-quality materials and texts that represent a variety of ideas, models, and solutions to problems.
<p>The teacher provides opportunities for students to generate a variety of ideas and alternatives</p>	<ul style="list-style-type: none"> • Open-ended materials provide children with endless ways to represent ideas and alternative solutions. • The teacher follows children's interests and creates opportunities to hypothesize about what might happen or what did happen. <ul style="list-style-type: none"> ○ E.g., children notice birds outside their classroom window. The teacher helps students generate ideas about what the birds are doing and why they are pecking at the ground. Children may think the birds are hungry and are in search of food. They want to test their hypothesis by putting a bird feeder outside. The next day the bird feeder is missing. The teacher leads a discussion on what might have happened to the bird feeder. She charts ideas generated.
<p>The teacher provides opportunities for students to analyze problems from multiple perspectives and viewpoints</p>	<ul style="list-style-type: none"> • Numerous opportunities are provided for children to role play scenarios or story plots, which helps children experience and think about problems from different perspectives. • Interactive read alouds of high-quality text allow children to explore multiple perspectives and viewpoints.

<p>The teacher monitors students' thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why</p>	<ul style="list-style-type: none"> • During learning centers, the teacher circulates among centers and joins children within centers to monitor their thinking and help them make connections to learning. • The teacher pauses at critical points in reading text to monitor children's understanding and attention to key details.
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PROBLEM SOLVING	
<p>The teacher implements activities that teach and reinforce three or more of the following problem solving types:</p> <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 	<ul style="list-style-type: none"> • Preschool children are developing the ability to reason, rationalize, predict, and think abstractly. The teacher plays a critical role in modeling the various ways to solve problems. • The teacher provides hints and assistance within feedback given (e.g.: <i>Try turning it another way. Why do you think this is not working? What else could you do?</i>) to help children explore possible solutions. Building with blocks and assembling puzzles allow children to observe and experiment. • Feedback loops include back-and-forth (serve-and-return) exchanges to encourage children to generate ideas and to be persistent in problem-solving.

Examples of science learning center tasks that are developmentally appropriate and meet the rigor of the standards		
Materials and Text	Learning Task for Science Center	Teacher's Role
<p>Text: books about weather and seasons, how people and animals adapt and respond to changes in weather or seasons, and the role meteorologists play in reporting the weather</p> <p>Writing Materials: paper, crayons, pencils, rubber stamp letters and numbers</p> <p>Other Materials: sensory table, experiments, binoculars, thermometers; props: birds, nests, eggs, twigs, string, pipe cleaners, small wooden blocks, worms</p>	<ul style="list-style-type: none"> • Before going to the science center, children orally plan or draw their plan for what they will do in the science center. • Children use weather text and tools to observe and record the weather for the day. They are also observing how plants, people, and animals behave in relation to the weather conditions. • With a partner, the children predict what the weather is like today. One partner might say, "I predict that it is sunny and windy today." The other partner might say, "I think it is cloudy and windy today." • Together, they go to the window and use the binoculars to observe and talk about what the weather is like today. • They use books to compare pictures of clouds seen. • They select art materials of their choosing to create a picture of what the weather is today. 	<ul style="list-style-type: none"> • The teacher uses information and literature text to help children connect the weather observed to how birds might respond to different weather conditions. • The teacher might say, "I wonder what the Robin does when it is cloudy and windy. Let's look for clues in these bird books. How does she keep her nest of eggs from falling from the tree when the wind blows? Did the Robin use special materials to build a strong nest?" • "Here are some materials (small blocks, eggs, string, pipe cleaners, and twigs). I

		<p>wonder if you could create a strong nest that would keep the Robin's eggs safe when it is cloudy and windy."</p> <ul style="list-style-type: none"> • The teacher leaves the children to explore, investigate, and build. • The teacher rejoins later to hear the children describe what they used to build the nest and how they ensured it would be strong and safe in the wind. • The teacher brings a fan to create "windy" conditions so children can test the strength of their nests. • Following the experiment, the teacher gives children paper to draw and write about the nest they built.
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Examples of dramatic play/prop box learning center tasks that are developmentally appropriate and meet the rigor of the standards		
Materials and text	Learning Task for Dramatic Play/Prop Box Center	Teacher's Role
<p>Text: Read Aloud: Big Book: <i>Flower Garden</i> by Eve Bunting (about a girl who goes to flower shop to purchase flowers to plant in a window box as a surprise for her mother's birthday)</p> <p>Other Text: seed packets, plant books, magazines, books about gardens, family celebrations with flowers</p> <p>Writing Materials: paper, crayons, pencils, rubber stamp letters and numbers, order pads</p> <p>Other Materials: artificial flowers, flower box, Styrofoam, birthday cake,</p>	<ul style="list-style-type: none"> • Before going to the dramatic play center or prop/box center, children orally plan or draw their plan for what they will do during the center. • Children negotiate and assume character roles to act out the flower birthday surprise story using the props added to the dramatic play area or prop box. They dress as the characters and use props to design the story setting. • Children talk through the plot of their play before acting it out. • As children engage in the role play activity, they experience story elements of characters, setting, plot, problem, and solution. • Through role playing, children experience the planning, planting, and growth of flowers. 	<ul style="list-style-type: none"> • The teacher joins in as a customer shopping in the flower shop. • The teacher reinforces new vocabulary related to the plants, flowers, and flower shop business by naming the various props he/she picks up and interacts with. • The teacher scaffolds the play with open-ended questions and might ask the child purchasing flowers, "What will your plants need to grow healthy and strong?" The teacher might ask, "How will you know how much water the plants need each day? How can you be sure?"

seed packets, water can, cash register		<ul style="list-style-type: none"> The teacher may also read the back of the flower tags or seed packets that describe how to care for the plant. <p>Portfolio Collection Opportunity: After having the opportunity to experience the story through role play, children will be ready to draw and write about the details of the story. The teacher can scribe the children's stories.</p>
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Examples of blocks or constructive loose parts learning center tasks that are developmentally appropriate and meet the rigor of the standards		
Materials and text	Learning Task for Blocks or Constructive Loose Parts	Teacher's Role
<p>Text: books about shapes, construction, buildings, tools, shelters, houses, habitats, weather, and animals</p> <p>Writing Materials: paper, crayons, pencils, rubber stamp letters and numbers</p> <p>Other Materials: shape stencils, animal and people props, blocks, loose parts to construct and create 3-D models</p>	<ul style="list-style-type: none"> Before going to the block or building center, children orally plan or draw their plan for what they type of bird shelter will build. To begin, children check the daily weather report posted in the science center and discuss ideas of shelters they might need. Using the building materials and added animal and people props, children will create appropriate shelters for animals and people based on the reported weather conditions. 	<ul style="list-style-type: none"> The teacher joins children initially to brainstorm possible shelters needed by the animals and people. The teacher uses text to connect and springboard ideas. Carefully sequenced, open-ended questions promote higher levels of thinking.

Before the Evaluation—Questions to ask yourself or to ask in a pre-conference
<ul style="list-style-type: none"> <input type="checkbox"/> How did you choose which standards to integrate and explicitly teach? <input type="checkbox"/> How do you expect children to demonstrate growth toward mastery of standards? <input type="checkbox"/> Where does this lesson fall into the unit? What came before this lesson? After? <input type="checkbox"/> How are you using daily observation to know where children are in their physical, cognitive, social, personal, and language development? <input type="checkbox"/> How is the environment prepared to evoke children's curiosity, creativity, and learning? <input type="checkbox"/> What knowledge will students be building during learning centers? <input type="checkbox"/> How will concrete experiences and texts be used to support students in building their knowledge? <input type="checkbox"/> What about the activities or text will be difficult for students? What questions or think alouds will be used to support students in making meaning of the text? <input type="checkbox"/> What opportunities will be provided for students to explore concepts and interact with materials and text? <input type="checkbox"/> How will learning center activities and the text discussion support students in their writing today? <input type="checkbox"/> What standards will be integrated, practiced, and/or assessed in learning center tasks?

During the Evaluation—Evidence Collection

- Are student experiences intentional and aligned to developmental and academic standards?
- How do students take initiative and follow through with their own work?
- How does the teacher monitor student progress and adjust the lesson to meet their needs?
- Are there multiple ways to demonstrate learning and to accomplish tasks?
- Do tasks follow concrete experiences that allow children to explore, investigate, and build?
- Did the teacher engage in feedback loops with multiple exchanges requiring higher levels of thinking?
- How was instructional time optimized? Was significant time appropriated for children to reach higher levels of thinking, problem-solving, and creativity during time spent in learning centers?
- How were high-quality texts and materials used to support concept development?
- Collect student work samples

Note: Best practice is to script the entire lesson including what the teacher says and does, and what students say and do. This list provides some areas of focus for that evidence collection.

After the Evaluation—Action steps

- During the lesson, did the concrete experiences lead to children's growth of knowledge and skill development of the intended standards?
- Did you teach the standards you intended to teach using an integrated approach? If not, what and how were the standards taught?
- Are students able to transfer the skills they've learned into the work they are producing?
- How did the work provide multiple ways for students to demonstrate gained knowledge and progression of skills?
- Is the student work open-ended in nature allowing for students at various levels of writing development to demonstrate growth towards the standards?
- Ask any follow-up questions about the teacher's decisions needed to clarify the connections between student evidence and teacher practices.
- Determine high-leverage areas to reinforce and refine.

TEAM Observation Guidance: Early Literacy K-3 Educators

[Teaching Literacy in Tennessee](#) offers an instructional framework and guidance for literacy instruction K-3. The document builds off of the [Vision for Third Grade Reading Proficiency](#) with practical guidance on how to provide strong Tier 1 literacy instruction in the early grades.

The framework for *Teaching Literacy in Tennessee* is predicated on a theory of action that is grounded in research:

If we provide daily opportunities for all students to build skills-based and knowledge-based competencies by...

- engaging in a high volume of reading;
- reading and listening to complex texts that are on or beyond grade level;
- thinking deeply about and responding to text through speaking and writing;
- developing the skill and craft of a writer; and
- practicing foundational skills that have been taught explicitly and systematically and applied through reading and writing;

then, we will meet or exceed our goal of having 75 percent of third graders reading on grade level by 2025.

In order to further support these literacy practices, this guidance document will highlight some of the key connections between the *Teaching Literacy in Tennessee* framework and the TEAM teacher rubric. This guide should assist observers as they evaluate literacy practices in K-3 classrooms in Tennessee. While not all of the indicators are described here, a similar format could be used for exploring the connections to any of the descriptors on the rubric to the framework outlined in *Teaching Literacy in Tennessee*.

INSTRUCTIONAL PLANS	
Instructional plans include...	
Measureable and explicit goals aligned to state content standards	Instructional plans should include focused units of study that allow students to gain world knowledge as they develop their literacy expertise. The concepts selected for the unit should be grounded in the Tennessee Academic Standards. Clear end of unit tasks should allow students to demonstrate their growing conceptual knowledge while also developing literacy skills. These tasks should meet the rigor of the standards for reading, speaking, and writing.
Activities, materials, and assessments that: <ul style="list-style-type: none"> • Are aligned to state standards • Are sequenced from basic to complex • Build on prior student knowledge, are relevant to students' lives, and integrate other disciplines • Provide appropriate time for student work, student reflection, and lesson and unit closure 	The texts and tasks selected for the unit should be organized to support students in developing enduring understandings of the unit concept. These enduring understandings should make connections to Tennessee Academic Standards, providing opportunities for integrating other disciplines such as science and social studies. Lessons should build in complexity as students' progress through the unit. This should be evident in the text selection, question sequences, and daily tasks. The Tennessee ELA academic standards require students to be engaged in a range of texts of varying complexity, genre, and type. So, selection of text also provides evidence of whether the activities and materials align to the standards. Adequate time should be devoted to reading, listening, speaking and writing about text during the literacy block.
Evidence that the plan is appropriate for the age, knowledge, and interests of all learners	Texts that are above grade level and on grade level should be utilized in the plans. Daily tasks should be developmentally appropriate taking into consideration students' phases of reader and writer development. Opportunities for developing and using new

	vocabulary orally in conversation prior to independent writing should be reflected in the plans. Tasks should reflect high expectations for student performance and allow students to display performance at the rigor of the standards.
Evidence that the plan provides regular opportunities to accommodate individual student needs	High expectations for each student should be evident in the end of unit tasks. Throughout the lesson sequences, there should be opportunities to provide appropriate levels of scaffolding, when needed. These scaffolds should support students in reaching the end of unit goal and meeting grade level expectations. This might include additional opportunities for students to interact with the teacher in a small group setting and/or added scaffolds or supports during lessons. In addition, some tasks might be modified to include special accommodations as needed.

STUDENT WORK	
Assignments require students to...	
Organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it	Daily tasks and end of unit tasks should be open-ended and result in every student having the opportunity to produce his/her own response through the use of the evidence gained through reading and discussing texts. Opportunities for students to synthesize across multiple reads of a text, across texts, and across units should be embedded throughout the instructional plans.
Draw conclusions, make generalizations, and produce arguments that are supported through extended writing	End of unit tasks should provide students with developmentally appropriate extended writing opportunities that allow them to demonstrate their developing knowledge acquired throughout the unit of study. These opportunities should also align to the rigor of the Tennessee ELA academic standards.
Connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school	Authentic tasks provide students with a real purpose and audience for writing. The more genuine the purpose and audience, the more connected to students' daily lives both inside and outside of school.

ASSESSMENT	
Assessment plans...	
Are aligned with state content standards	Assessment plans should include opportunities to assess all the strands of the Tennessee ELA academic standards: foundational skills, reading, writing, and speaking and listening. Each assessment should be aligned to the expectations for the grade level as outlined in the standards. Daily and end of unit tasks can also serve as a form of assessment. They should also be aligned to the Tennessee ELA academic standards for the grade level. The daily tasks should support students in building the knowledge and skills they will need to be successful on the end of unit task. In this way, the daily tasks and end of unit tasks create an assessment plan that builds across the unit.
Have clear measurement criteria	Strong daily and end of unit tasks require students to integrate a variety of standards and skills within a single task. Teachers can effectively use these assignments as part of a comprehensive assessment plan when they outline clear measurement criteria for

	<p>each task. This criteria is clear when it explicitly states the standards that will be assessed and the criteria for meeting grade-level expectations. As they implement a comprehensive assessment plan, teachers should be able to clearly articulate what is being assessed and what proficiency on the assessment looks and/or sounds like.</p>
<p>Measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test)</p>	<p>Assessment plans for literacy should include multiple forms of evidence, including formative and summative assessments. Students should have opportunities to demonstrate growing proficiency as independent readers who display grade-appropriate fluency, accuracy, and comprehension.</p> <p>In addition, throughout the literacy unit, students should have opportunities to demonstrate their growing understanding of the concepts, as well as the texts they are reading in a variety of ways. Assessments within the literacy block might take place at students' seats, at the carpet, in centers, or at the small group table. Comprehensive assessment plans will include written, oral, and performance-based opportunities to display knowledge and skills.</p>
<p>Require extended written tasks</p>	<p>Every unit should include an opportunity for students to engage in an extended writing task that allows them to demonstrate the knowledge they have gained. Strong end of unit tasks provide a purpose and an audience for the writing piece that requires students to authentically apply what they have learned. These end of unit tasks should align to the writing expectations at the grade level for narrative, opinion, and/or informational/explanatory writing. Evaluators should keep in mind what extended, developmentally-appropriate writing might look and sound like for the time of year and the grade level when evaluating writing tasks. Evaluators should also refer to the expectations for independence or support articulated in the grade level standards for writing.</p>
<p>Are portfolio based with clear illustrations of student progress toward state content standards</p>	<p>As teachers utilize multiple assessments to track student progress in writing, reading fluency, reading accuracy, reading comprehension, speaking, and listening, they develop a picture of the student and his/her phase of development. This understanding of each student's strengths and needs should guide instructional decisions such as what to model during a think aloud, what to teach during small group instruction, what academic feedback might need to be provided to individual students, and what areas might need extra scaffolding or support. Each day's assessments should inform changes to the instructional plans for the next day, creating a data-driven cycle for instructional planning.</p>
<p>Include descriptions of how assessment results will be used to inform future instruction</p>	<p>Teachers who regularly reflect on their practice utilize student work collected to make instructional decisions. This could include how assessment will support decisions related to <i>what</i> students will learn as well as <i>how</i> they will learn it. In the literacy classroom, making adjustments to how students will learn includes considering adjustments to texts, instructional strategies, questions, tasks, literacy stations, and grouping arrangements. When teachers regularly consider what they are teaching, as well as how they are teaching it in connection to student results, teachers can effectively plan, diagnose, intervene, and extend on a continual basis.</p>

EXPECTATIONS	
Teacher sets high and demanding academic expectations for every student	Evidence of high and demanding expectations should be evident in the text selection, text discussion, and task expectations in each lesson. Question sequences should stretch students to grapple with complex elements of the texts and to synthesize across texts as they read. Written tasks should match the rigor of the standards. All students should be supported in meeting or exceeding grade-level expectations outlined in the Tennessee ELA academic standards.
Teacher encourages students to learn from mistakes	Questions that are open-ended and allow for multiple solution paths allow students opportunities to construct and refine knowledge through conversation. Opportunities for accountable talk during discussions provide a safe way for students to express and develop ideas. A print-rich learning environment also provides opportunities for students to explore their writing and foundational skills, making corrections as needed.
Teacher creates learning opportunities where all students can experience success	High expectations for end of unit tasks are supported through the scaffolding of learning opportunities over the course of the unit. Environmental print shifts throughout the year to provide the scaffolds students need to stay on the cusp of their learning zones. Questions and tasks with more than one right answer provide opportunities for students to express what they do know as they continue to build knowledge and expertise.
Students take initiative and follow through with their own work	Essential questions that promote inquiry and curiosity motivate students to explore texts and ideas throughout the literacy block. Opportunities for writing in connection to learning are provided throughout the day with opportunities for student choice and student agency. Opportunities for students to utilize strategies and tools within a print rich learning environment (e.g., word walls, anchor charts, etc.) allow students to take initiative and follow through with their own work with a sense of ownership and agency.
Teacher optimizes instructional time, teaches more material, and demands better performance from every student	A large portion of the instructional day is utilized for students to engage in reading and listening to complex texts. These texts optimize instructional time by providing content and structural elements that are worthy of student time and attention. High-quality, content-rich texts allow students to develop world knowledge as they develop literacy expertise. Students are continuously challenged to stretch their knowledge and literacy expertise to the next level. Standards are taught in an integrated fashion that supports students in applying literacy skills in concert to make meaning of texts.

STANDARDS AND OBJECTIVES	
All learning objectives are clearly and explicitly communicated, connected to state standards, and referenced throughout lesson	Clearly communicating to students what they will be learning as they read and how they will be sharing that learning will help them make the connections across the literacy block. Multiple standards might be necessary to gain the knowledge and/or express the knowledge that was gained. Teachers should be able to articulate the connections between the standards, the enduring understandings of the unit, and the texts for students in meaningful ways. Communication is reciprocal—it reflects both what was delivered and what was received, so it is important that the learning objectives be

	easy for students to understand and be able to share with each other.
Sub-objectives are aligned and logically sequenced to the lesson's major objective	Since the major objective in a literacy lesson is for students to make meaning of text in order to share knowledge that was gained, the sub-objectives should be selected in service of the reading and writing that will occur. The qualitative features of a text present opportunities for sub-objectives that will support students in making meaning of the text. Sub-objectives should also support completion of the daily tasks and end of unit task. Logical sequencing should be evident across the think-alouds, questions, and tasks for the lesson observed, the daily literacy block, and the unit.
Learning objectives are: (a) consistently connected to what students have previously learned, (b) known from life experiences, and (c) integrated with other disciplines	A well-designed literacy lesson is situated within a broader unit of study that builds world knowledge. This allows the teacher to make connections to other texts that have been read, to other content that has been studied, and to other experiences that students have had during the unit.
Expectations for student performance are clear, demanding, and high	Throughout literacy instruction, students should be shouldering the majority of the cognitive load. Particularly during reading and/or listening to text, students should have opportunities to engage in making meaning of the text and discussing the content. Text that are at or above the complexity level for the grade should be used daily during the literacy block. Evaluators should consider whether selected texts have been appropriately paired with the instructional strategy they match best (above grade-level interactive read aloud, on grade-level shared reading, appropriately complex small group, student-selected independent reading). Student writing should exemplify the rigor of the grade-level standards. Students should have opportunities to produce their own ideas during discussion and in writing.
There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard	Evidence of mastery of the learning objective should be gathered throughout the lesson in the conversations students are having, in the reading of or listening to text that is occurring, and in the products that are produced. In order to effectively gather evidence during a literacy lesson, evaluators should have an understanding of the assessment plans for the day—what will be assessed (knowledge and vocabulary acquisition, reading fluency, reading accuracy, reading/listening comprehension, speaking and listening, and/or writing) and when that assessment will occur.

ACTIVITIES AND MATERIALS Activities and materials include all of the following...	
Support the lesson objectives	Evaluating activities and materials in the literacy block includes examining the texts, instructional strategies, assignments, and literacy stations that are observed. Each should be considered in connection to the unit overall and to the goals for student learning across all the strands of the Tennessee ELA academic standards. A well-crafted lesson objective allows for the integration of skills-based and knowledge-based competencies that will support students in meeting the goals within the lesson and across lessons within the unit. In this way, activities and materials may support systematic and intentional practice with discrete skills (like segmenting and blending phonemes) while still connecting to the overall learning that will occur.

	Contextualizing all activities within the broader unit allows students to see how each skill they are learning and practicing connects to the broader acts of reading, speaking, and writing.
Sustain students' attention	Students should be actively engaged in all aspects of any literacy lesson. Evaluators should look for student engagement as students read and/or listen to text, engage in text discussions, and complete activities and assignments.
Are challenging	Activities and materials are appropriately challenging when they align with the rigor of the standards. Individual students should be provided differentiation, scaffolding, and enrichment that supports them in meeting the expectations of standards-aligned activities. Texts should be appropriately paired with the instructional strategy that they match best (above grade-level interactive read aloud, on grade-level shared reading, appropriately complex small group reading). Students should be provided opportunities to write their own thoughts and ideas in developmentally appropriate ways.
Elicit a variety of thinking	During the reading of texts, students should be engaged in grappling with the complexities of the text and in learning about the concepts that are presented within them. Students should be asked to read/listen to texts, think about the texts, talk about the texts, and write about the texts. This should include considering the author's craft, structure, syntax, vocabulary, levels of meaning, and the enduring understandings of the unit. This thinking is made visible in the answers students provide to the questions posed, as well as in the products students produce. Regardless of the instructional strategy being used (see the Elements of the Literacy Block in <i>Teaching Literacy in Tennessee</i>), students should be the ones doing the majority of the thinking.
Provide time for reflection	Opportunities for students to reflect on their learning and on the progress they are making might be provided in multiple ways during the literacy block. There might be opportunities for reflection during a group sharing activity, during a literacy station, or at the conclusion of a whole group or small group lesson.
Are relevant to students' lives	One way to provide relevance in the activities used in the literacy block is to create tasks that have an authentic purpose and audience. Finding ways to connect the knowledge students are gaining to solving problems within their own communities and schools can assist students in finding value in what they are learning.
Provide opportunities for student-to student interaction	Developing oral language should be a central component to literacy instruction as students are provided opportunities to use new language and vocabulary with their peers. Students need multiple opportunities to talk about what they are reading and to talk about what they plan to write. Discussions of text, peer talk prior to writing, and collaborative literacy stations can all serve as opportunities for student to student interaction that is purposeful and supports literacy development.
Induce student curiosity and suspense	As teachers utilize units that are designed to build conceptual knowledge, questions about the concepts being studied can activate student curiosity. Teachers can leverage the essential questions of the unit as a vehicle to induce student curiosity and suspense, which often become the foundation for optimal student motivation and engagement.

Provide students with choices	Teachers make strategic decisions about when and where to incorporate opportunities for student choice within the literacy block. Daily tasks and end of unit tasks might be structured to provide opportunities for student choice in the topic to be discussed or the format of the delivery of the information. Literacy stations might provide choice within or across activities. Heterogeneous small groups might provide opportunities for students to explore topics of choice for further inquiry or research. Independent reading might provide students with choice in texts to be read or topics to be explored.
Incorporate multimedia and technology	Literacy instruction can be enhanced through the use of digital resources, texts, apps, and games. These might be used during whole group or small group lessons. They might also be integrated into literacy stations.
Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.)	There are several key resources that might be utilized during literacy instruction. The use of manipulatives, such as letter tiles, Elkonin boxes, wiki sticks, etc., might be useful to support student learning during explicit and systematic foundational skills instruction. Vocabulary cards might be created to support students' acquisition of new terms as part of the unit of study. Realia can also be utilized to support vocabulary and conceptual knowledge development. In addition, student generated writing (from independent writing or shared/interactive writing) can be incorporated into literacy stations.
In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring	Literacy stations and opportunities for student writing should demand self-direction and self-monitoring. There are a variety of ways teachers might ensure these opportunities promote student ownership including the design of the activities themselves, the procedures they have in place to promote student independence, and the environmental supports that are available (e.g., word walls, visible alphabet, anchor charts, etc.).
The preponderance of activities demand complex thinking and analysis	The majority of activities should align to the expectations of the grade level standards. The level of demand, complexity of thinking, and analysis required should be viewed through the lens of the grade level expectations. Differentiation and scaffolding should be provided to support students in meeting those expectations as they progress towards mastery of the standards.
Texts and tasks are appropriately complex	Texts should be appropriately paired with an instructional strategy and provide for appropriate quantitative and qualitative complexity. Tasks should be examined for their alignment to the Tennessee Academic Standards.

QUESTIONING	
Teacher questions are varied and high quality, providing a balanced mix of question types: knowledge and comprehension, application and analysis, and creation and evaluation	High-quality questions within a literacy lesson are sequenced to build students' knowledge of the concepts being studied in the unit, as well as support students in developing their literacy expertise. As they consider the needs of their students, teachers use a purposefully selected and sequenced set of questions that places the appropriate level of cognitive demand on students as they deepen knowledge and understanding throughout the lesson and grapple with the complexities of a particular text.
Questions are consistently purposeful and coherent	Question sequences that are used during the reading of texts should support students in making meaning of the text, grappling with the complexities of the text, and developing the enduring understandings

	of the unit. Questions should address the specific text(s) at hand by attending to its particular structure, language conventions, concepts, ideas, events, and/or details that support understanding of the text(s) and concept(s). Questions should also attend to words (academic and content specific vocabulary), phrases, and sentences within the text that matter most to build students' vocabulary and deepen understanding of the text(s) and concept(s).
Questions are consistently sequenced with attention to the instructional goals	Questions should be coherently sequenced within an individual lesson and across the unit of study. Evaluators should consider how the questions asked connect to the broader unit, as well as how they support students in completing the daily task.
Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers)	In the literacy classroom, these opportunities for active responses should provide students with opportunities to practice their speaking and listening skills. Intentional talk structures should support students in engaging in high-quality academic conversations as they answer the questions posed and gain the perspectives of peers.
Students generate questions that lead to further inquiry and self-directed learning	There are a variety of ways that teachers might capture and hold onto questions that students generate as they engage in rich conceptual units of study during literacy instruction. They can capitalize on the questions asked by using heterogeneous small group instruction to engage students in inquiry studies and research projects. Students might also be directed to seek the answers to questions they generate during independent reading time and keep track of those questions and answers in their reading journals. In addition, an important comprehension strategy for students is to ask their own questions as they transact with text and learn material. This type of metacognitive, curious thought can support students when breakdowns in comprehension might occur.
Questions regularly assess and advance student understanding	Pre-planned questions should provide students with opportunities to engage in rich discussion of texts. In addition, teachers might utilize additional questions to prompt or reinforce students based on the answers provided or the skills (reading, writing, speaking, foundational) being demonstrated. There's a connection to academic feedback as teachers should be consistently using their language to teach, prompt, and reinforce both the skills-based competencies and knowledge based competencies throughout the literacy block.
When text is involved, majority of questions are text-based	High-quality questions asked before, during, and after the reading of texts should be text dependent and/or text specific. Text-dependent questions can only be answered by reading the text. They require students to return to the text to find the answer. Text-specific questions require students to delve into the complexities of the particular text being read. They are not generalizable to other texts.

THINKING	
The teacher thoroughly teaches two or more types of thinking...	A teacher thoroughly teaches thinking through a combination of modeling, questioning, structuring activities and assignments, and responding to students using teaching, prompting, and reinforcing language. An evaluator might first examine the daily and/or end of unit task to determine the type of thinking that will be assessed and look for evidence of teaching that thinking across the lesson. In order to determine if a type of thinking has been thoroughly taught, evaluators should consider who is doing the bulk of the thinking

	across the lesson—the teacher or the students—and whether or not <i>all</i> students are provided opportunities to engage in thinking.
Analytical thinking, where students analyze, compare and contrast, and evaluate and explain information	Students use analytical thinking during literacy instruction when they analyze words and word parts, when they analyze the structure or syntax of a text, when they analyze the author’s craft and levels of meaning, and when they compare and contrast multiple texts. Students also use analytical thinking when they evaluate the evidence in a particular text or the opinion or stance an author has taken.
Practical thinking, where students use, apply, and implement what they learn in real-life scenarios	Students use practical thinking during literacy instruction when they are asked to use the knowledge they are gaining during the conceptual units of study in real-life scenarios. This can be accomplished by posing genuine questions to be answered and structuring tasks to have authentic purposes and audiences.
Creative thinking, where students create, design, imagine, and suppose	Students use creative thinking during the literacy block when they engage in fictional narrative writing, when tasks allow for creativity and when student choice in medium and/or presentation of information is provided.
Research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems	Students use research-based thinking when the literacy block is structured to support students in using texts to find the answers to inquiry questions. Students cite evidence and answer questions through use of text(s) that support them in gaining the enduring understandings of the unit.

PROBLEM SOLVING

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 	Evaluators should look at the focus of the instructional strategy (i.e., read aloud, shared reading, interactive writing) and the daily tasks and literacy stations that students are engaged in as they look for evidence of problem solving during a literacy lesson. Since development of oral language and written language are both essential to strong literacy performance, evidence of student problem solving might be captured through scripting of the student conversations or through collection and analysis of student writing.
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Before the Observation—Questions to ask yourself or to ask in a pre-conference:

- What knowledge will students be building during this lesson?
- How will this support them in working towards the end of unit task?
- How will the texts being used support students in building their knowledge?
- What about the text will be difficult for students? What questions or think alouds will be used to support students in making meaning of the text?
- Why is this instructional strategy paired with this particular text? What evidence will demonstrate this what the right strategy to use with this text?
- What opportunities will be provided for students to discuss the text?
- How will the text discussion support students in their writing today?
- What standards might be assessed in the daily task today?

During the Observation—Evidence Collection

- Collect text title
- Record strategy used and note impact on student engagement in reading
- Script question sequence and student answers
- Note grouping strategies or techniques used for discussion and impact on student discussion
- Note instances of students utilizing environmental print or other support resources (e.g., word walls, anchor charts, student-created references)
- Collect student work samples

Note: Best practice is to script the entire lesson including what the teacher says and does and what students say and do. This list provides some areas of focus for that evidence collection.

After the Observation—Action steps

- Complete an analysis of the text being utilized or consult a reading coach/specialist for insight into the text complexity
- Examine the question sequence for its alignment to the qualitative complexities of the text
- Analyze the student work and task expectations to determine if they meet the rigor of the standards or engage a reading coach/specialist to support you in the analysis of the student work samples
- Explore student evidence of learning
 - What evidence is there that students made meaning of the text?
 - What evidence is there that students progressed in their understanding of the concept?
 - What evidence is there that students are on track to meet the expectations of the end of unit task?
 - What evidence is there that the expectations placed on students during this lesson meet the rigor of the standards?
- Connect student evidence to teacher practices as defined in the descriptors of the TEAM educator rubric
- Ask any follow-up questions about the teacher's decisions needed to clarify the connections between student evidence and teacher practices
- Determine high-leverage areas to reinforce and refine

TEAM Observation Guidance: Gifted Educators

PRE-OBSERVATION QUESTIONS

1. What are the unique circumstances in the classroom setting where you will be observed? (e.g., shared space, recently qualified students, co-teaching, etc.)
2. How do you access and use challenging resources to match the individual strengths of students?
3. How do you determine which state standard (on or above level) to choose?
4. How does the pre-assessment chosen allow for accelerating and compacting of content?
5. How do you develop an environment and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness?
6. How do you support differentiated curricula that incorporates advanced, conceptually challenging, in-depth, distinctive, and complex content for gifted students?
7. How do you respond to the varied learning needs of the students (including pacing)?
8. How do you provide opportunities for interaction with intellectual and creative peers as well as chronological-age peers?
9. How do you decide which grouping practice would be best in different learning environments?
10. How do you use local, state, and national standards and assessment data to align and expand curriculum and instructional plans?
11. How do you determine what is meaningful and challenging?
12. What intellectually rigorous instructional outcomes have you identified for the students in the class?

KEY AREAS FOR EVIDENCE

1. Instruction—Standards and Objectives
 - The core curriculum is adapted, modified, or replaced to meet the needs of advanced learners.
 - There is evidence of knowledge of standards at multiple grade levels to advance the student when the student is ready.
2. Instruction—Lesson Structure and Pacing
 - Lessons and pacing are structured to provide opportunities for compacting and acceleration.
3. Instruction—Activities and Materials
 - Opportunities are provided for advanced students to explore, develop, or research their areas of interest.
 - Activities are meaningful and challenging.
4. Instruction—Grouping Students
 - Grouping practices are varied, allowing for interaction with intellectual peers.
 - Grouping practices are varied, allowing for interaction with creative peers.
 - Small class size might impact grouping options.
5. Planning—Teacher Knowledge of Students
 - Teacher practices reflect knowledge of characteristics of students who are gifted.
 - Student interests are used to help motivate and engage students during the lesson.
6. Instruction—Instructional Plans
 - Local, state, and national gifted standards are used to align and expand curriculum and instructional plans.
 - There is evidence of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents.
7. Environment—Expectations
 - The teacher provides feedback that focuses on effort, on evidence of potential to meet high standards, and on mistakes as learning opportunities.
 - Expectations are set that require students to take responsibility for their work and initiate improvements.

8. Environment—Managing Student Behavior

- The teacher understands the needs of advanced students for both solitude and social interaction.
- Instruction is provided when appropriate on affective skills needed for school, community engagement, and work.

9. Environment—Environment

- The teacher may not have dedicated classroom, so displaying student work may not be expected.
- Supplies, equipment, and resources might be limited if space is shared or the teacher is itinerant.

10. Environment—Respectful Culture

- The environment supports trust among diverse learners.
- The teacher recognizes the challenges that gifted students face.
- The environment and instructional activities encourage students to express diverse characteristics and behaviors that are associated with giftedness.

EXAMPLES OF EVIDENCE/ARTIFACTS

- | | |
|---|--|
| <ul style="list-style-type: none"> • Student work products • Conversations with students • Daily assignment sheets, journals, and notebooks • Student assessments • Student projects • Checklists | <ul style="list-style-type: none"> • Student learning plans or learning contracts • Lesson objectives/standards • Instructional plans |
|---|--|

TEAM Observation Support: Gifted Educators

The evaluator may need to look more broadly at the gifted educator than other educators delivering instruction, as the gifted educator is tasked with supporting student learning outside the core instructional setting and may need to be adapted within the framework of the individual student's IEP. Advanced programs and routines may vary at each school, and as such, the pace and structure of instruction may differ.

I. INSTRUCTION

EXAMPLE—STANDARDS AND OBJECTIVES

Instruction—Standards and Objectives:

The gifted educator instructs students based on their areas of strength and reaches beyond grade-level standards when appropriate. National Gifted Standards are combined with state-level content standards to add depth and complexity to content standards. Since these learners can take information beyond the state standards, flexibility should be given for students to continue reaching past a predetermined outcome. In other words, lessons are designed to push students beyond a minimum and allow continued student growth. Sometimes, the learning objectives are ongoing and not restrained to a single observation.

EXAMPLE—ACADEMIC FEEDBACK

Instruction—Academic Feedback:

Students are engaged in an activity where they are sorting shapes by size and type. The educator asks students individually to explain what they are doing. Appropriate student responses reflect understanding of the task at hand and the reasoning behind it. The educator has one-on-one conversations about the work and provides specific feedback as needed to guide students (e.g., "You counted the sides to decide if this was a triangle," "I think you missed a side when you were counting. Let's try again,"...not, "Good job!"). Students making errors are encouraged through feedback and questioning to correct mistakes (e.g., "This object looks smaller than the others. How could you fix this problem? Where would it go? You might compare the objects side-by-side to decide which ones are the same."). The educator has a plan in place to document responses and approaches to the learning activity.

EXAMPLE—LESSON STRUCTURE AND PACING

Instruction—Lesson Structure and Pacing:

Throughout the instructional time, the gifted educator maintains a flexible schedule that allows him/her to address learning in the moment, compact and add to the lesson, or accelerate the content due to the faster learning pace of the gifted learner. This may seem as if the lesson is off topic, but the instructor is responding to the characteristics of the learner who is gifted.

EXAMPLE—ACTIVITIES AND MATERIALS

Instruction—Activities and Materials:

The teacher of advanced students chooses activities and materials that encourage higher order thinking, creative thinking, and provide challenging learning opportunities. Activities and/or materials might appear off topic from the standard, but might be addressing an interest area of need of one of the students in the class. Many teachers of advanced students travel between schools, have no storage space on site, and must bring all lesson materials with them.

EXAMPLE—GROUPING STUDENTS

Instruction—Grouping Students:

Throughout instruction time, grouping is purposeful. There might be a single grouping observed in an observation or multiple groupings. Gifted students work best with intellectual peers. For example: a first grader reading on a fourth grade level should be grouped with other students on the same reading level not just the same chronological age. The instructor should understand the reasoning behind why they choose the grouping they did and know how that grouping will benefit an advanced student in that specific learning environment.

EXAMPLE—TEACHER KNOWLEDGE OF STUDENTS

Instruction—Teacher Knowledge of Students:

The teacher knows that gifted students sometimes need solitude and is accepting of that trait. The instructor is also aware that sometimes there is a need for practice and accommodating of current level of social skills. The teachers planning and addressing of student needs might not be visually evident and should be asked about. For example: An advanced student has a high anxiety level. The teacher has conferenced and role played with them. Together it was decided that the student could get up and take up to two drinks of water from the fountain in the room without asking for permission. An evaluator would not know that is a signal from the student to the teacher.

EXAMPLE—INSTRUCTIONAL PLANS

Instruction—Instructional Plans:

The plans of a teacher of advanced students should include appropriate learning and performance modifications that enhance creativity, acceleration, depth and complexity in academic subject matter, and/or specialized domains. Resources, such as the National Association for Gifted Children, provide standards that can be implemented to grow thinking in advanced students. Curriculums should be chosen that are designed and written specifically for the advanced student's learning needs. Plans should also include differentiation for the different levels of students within the advanced classroom.

EXAMPLE—ENVIRONMENT AND RESPECTFUL CULTURE

Instruction—Environment and Respectful Culture:

The teacher of advanced students creates an environment that is accepting of all types of gifted learners and their unique needs. The teacher also collaborates with others in the school environment to minimize passive aggressive comments or actions directed toward advanced learners (e.g., "That kid doesn't deserve to have enrichment"; "Please take this other student instead"). The teacher collaborates to ensure advanced work is not "in-addition to" it is instead "in-place of".

TEAM Observation Guidance: Interventionists

PRE-OBSERVATION QUESTIONS	
1.	In what area are you providing intervention? How do you identify area(s) of need? What data did you use to determine area(s) of need?
2.	What is the length of the intervention?
3.	What strategies and materials are you using to provide intervention?
4.	Is this a lesson you have planned yourself or is this a scripted program?
5.	How did you use data to make decisions about your instructional choices (e.g., meeting with data teams, reviewing data, etc.)?
6.	How long have you been working with this group of students? Is this a static or fluid group?
7.	How have you collaborated with peers (e.g., classroom teacher, data teams, other interventionists, etc.) to prepare for instruction based on student need?
8.	Are there any students who need differentiated supports in your intervention class? If so, what are the supports and which student behaviors or needs are you responding to?
KEY AREAS FOR EVIDENCE	
1.	Instruction—Standards and Objectives <ul style="list-style-type: none"> • Learning objectives will be tied to an area of deficit instead of a state content standard. • Sub-objectives identify the specific area of focus within a skill deficit (e.g., consonant blending). • Students will be working toward mastery of a specific skill, rather than mastery of a standard.
2.	Instruction—Activities and Materials <ul style="list-style-type: none"> • Student-to-student interaction may be limited. • Adult-to-student interaction must be apparent. • Multimedia and technology may not always be appropriate and should be used to support an intervention provided by the teacher. • Time for reflection may not be appropriate or observed. • Student choices may be limited due to the focused nature of the lesson.
3.	Instruction—Questioning <ul style="list-style-type: none"> • Higher-order questioning may not always be appropriate, but students should be engaged in learning and responding to questions. • Citing specific evidence may not be appropriate, depending on the focus skill.
4.	Instruction—Grouping <ul style="list-style-type: none"> • Interventionist should maximize student understanding and learning efficiency by placing students in pairs or small groups; however, the intervention composition or program may limit the ability of grouping.
5.	Environment—Environment <ul style="list-style-type: none"> • Interventionist may not have a dedicated classroom, and thus displaying student work may not be expected. • The classroom is arranged to support the skill-based activities.
6.	Planning—Instructional Plans <ul style="list-style-type: none"> • Plans will be aligned to areas of deficit, rather than state content standards. • Evidence of differentiation strategies, detailed sequencing to build mastery, and clear purpose for the lesson should be evidence in the lesson plan. • Plans may not integrate other disciplines, depending on the skill focus.
7.	Planning—Student Work <ul style="list-style-type: none"> • Engagement and conversation should be encouraged, but assignments may not lead to higher-order thinking, as repetition and focus on skill mastery are essential.
8.	Planning—Assessment <ul style="list-style-type: none"> • Assessments will be aligned to areas of deficit, rather than state content standards. • Extended written tasks and portfolio-based assessments may not be appropriate.

EXAMPLES OF EVIDENCE/ARTIFACTS

- Progress monitoring data
- Notes from data team or collaborative meetings
- Other sources of data
- Learning plans
- Instructional plans (scripted or otherwise)
- Student data folders
- Lesson objectives
- Anecdotal documentation of monitoring

TEAM Observation Support: Interventionists

The evaluator may need to look more broadly at the interventionist than other educators delivering instruction, as the interventionist is tasked with supporting student learning outside the core instructional setting. Interventionist routines may vary at each school, and as such, the pace and structure of instruction may differ among school sites.

I. PLANNING

EXAMPLE—INSTRUCTIONAL PLANS

Planning—Instructional Plans:

The interventionist creates an instructional plan that is aligned to the student's area of deficit. There is a clear objective stated, and the lesson is sequenced to build mastery. The interventionist has clearly outlined the essential vocabulary and skills needed to work towards mastery of the lesson. There is clear evidence of how the interventionist will differentiate support for each student.

EXAMPLE—STUDENT WORK

Planning—Student Work:

In a lesson about word patterns, students are asked to underline consonants and delete/add different beginning and ending sounds. The interventionist also provides opportunities for repetition. For example, the interventionist may say the word "bat" and ask the student to say another word with the same pattern. This repetition may occur throughout the lesson to ensure the student is working towards mastery of the specific area of deficit.

EXAMPLE—ASSESSMENT

Planning—Assessment:

The assessment requires a student to manipulate syllables or word parts. The interventionist has a rubric/checklist to mark off as the student works through the assessment. Prior to this assessment, the interventionist uses white boards to quickly assess understanding. The interventionist has a clear method of organizing anecdotal notes based on student responses. This method helps guide instructional decisions, but it also serves as evidence of the effectiveness of the intervention.

II. INSTRUCTION

EXAMPLE—STANDARDS AND OBJECTIVES

Instruction—Standards and Objectives:

The interventionist starts with the objective of the lesson, leading students to understand what their goal is while working through the sequence of the lesson (e.g., “Today we will be focusing on ____, we must have this skill to be able to ____.”). The interventionist then demonstrates what is expected. Students repeat expectations and move into the lesson. Activities are modeled before moving in depth into the lesson, and visuals are available.

EXAMPLE—ACTIVITIES AND MATERIALS

Instruction—Activities and Materials:

The interventionist presents the focus of the lesson, which is on word patterns, specifically words with ‘at’ (e.g., cat, bat, hat, etc.). The interventionist presents the reader that will be used for the lesson. Students are asked to hold up the reader and point to the words as they read “The Bat in a Hat”. The interventionist engages in the lesson with the student, focusing on the overall objective of the lesson. Students read and practice with a peer. The interventionist also has manipulatives, such as word tiles, available for students who need additional support.

EXAMPLE—QUESTIONING

Instruction—Questioning:

The focus of the lesson is on decoding CVC words. The interventionist asks the student to locate the vowel in the word “dog”. She then follows up with questions such as, “Is this a short or long sound? Let’s look at the surrounding consonants. What is the beginning/initial sound? What is the ending/final sound?” Throughout this questioning, the interventionist provides ample wait time, and uses tiles for visuals and actual manipulation. The questions and manipulations of sounds continue based on the level of need of each student.

TEAM Observation Guidance: Online Educators

PRE-OBSERVATION QUESTIONS	
<ol style="list-style-type: none"> 1. How do you modify and supplement curriculum, and why? 2. What types of communication do you use? With whom? How do you decide which medium to use? 3. How do you monitor pacing and ensure students stay on track? 4. How do you address issues of academic integrity and “netiquette”? 5. How do you assist struggling learners? 6. What is your connection with other online educators? 	
KEY AREAS FOR EVIDENCE	
<ol style="list-style-type: none"> 1. Instruction—Presenting Instructional Content and Lesson Structure and Pacing <ul style="list-style-type: none"> • Online educator strategically augments or modifies content and activities to meet individual needs of students. • Online educator implements instructional design best practices when augmenting or modifying course content. 	
<ol style="list-style-type: none"> 2. Instruction—Questioning, Thinking and Problem Solving <ul style="list-style-type: none"> • Student work clearly displays a high level of questioning, thinking, and problem-solving. • Online educator provides effective prompts in web-based communications and adds/modifies content based on student feedback and performance in order to enhance student learning. 	
<ol style="list-style-type: none"> 3. Instruction—Grouping <ul style="list-style-type: none"> • When appropriate, small groups are used to maximize student learning. • There are clearly established norms and procedures for working in groups that students can easily articulate. 	
<ol style="list-style-type: none"> 4. Instruction—Academic Feedback and Motivating Students <ul style="list-style-type: none"> • Feedback may be given synchronously (real-time) or asynchronously (delayed) via message boards, text messages, social media, phone calls, e-mails, etc. while complying with each LEA’s internet safety policy. • Feedback is consistently differentiated, models appropriate conversational tone and “netiquette,” and encourages student participation. 	
<ol style="list-style-type: none"> 5. Planning—Instructional Plans, Student Work, and Assessment <ul style="list-style-type: none"> • Online educator provides alternate means of assessment, instructional plans, or student work when necessary to meet the needs of diverse learners. • Instructional plans, student work, and assessments are easily accessible to students, parents, and administration within a secure system (NOTE: Security of the system is a system-wide responsibility, and as such, teacher should be held responsible for the accessibility of work, not the security of the site). 	
<ol style="list-style-type: none"> 6. Environment—Respectful culture <ul style="list-style-type: none"> • Online educator appropriately uses content-specific terminology, maintains appropriate instructor-to-student conversational tone, and conforms to appropriate digital “netiquette.” • Students appropriately mirror educator actions to maintain a culture of respect. 	
EXAMPLES OF EVIDENCE/ARTIFACTS	
<ul style="list-style-type: none"> • Discussion boards • Messages (to students and parents) • Content and content modifications • Grade book • Announcements • Syllabus/pacing guides • Feedback on assignments 	<ul style="list-style-type: none"> • Social media (course wikis, blog comments) • Additional references or links to resources • Posted office hours • Communication logs • Synchronous class meetings via video, chat room, face-to-face • Creation of review paths and re-teaching tools • Online learning environment norms

TEAM Observation Support: Online Educators

Most of the content and structure are produced by the curriculum provider, and there is no physical classroom. Evidence of student learning is not always readily apparent in the lessons or modules and may take further exploration to identify (e.g., speaking with online educator or students). Opportunities for grouping may depend on enrollment policies and may include use of social media, collaborative projects, etc. Feedback is individualized and is provided through digital communications rather than face-to-face.

I. PLANNING

EXAMPLE—INSTRUCTIONAL PLANS/STUDENT WORK/ASSESSMENT

Planning—Instructional Plans/Student Work/Assessment:

Online educator implements instructional plans that allow for instructional differentiation based on individual student needs throughout all phases of the lesson. Online educator implements assessments that are aligned to state standards but include alternate means of assessment when necessary to meet the needs of diverse learners. Online educator clearly aligns assessment to student work and independent/guided practice. Online educator implements standards and rigor in the construction of individual lesson plans. Online educator utilizes an online system for students, parents, and administration to access student work, assessments, and grades.

II. ENVIRONMENT

EXAMPLE—RESPECTFUL CULTURE

Environment—Respectful Culture:

Within a “Getting Started” announcement, discussion forum, or other digitally approved method of communication readily available to all students, online educator defines communication, “netiquette,” and internet safety procedures. Online educator effectively facilitates an open discussion of these norms with students.

III. INSTRUCTION

EXAMPLE—PRESENTING INSTRUCTIONAL CONTENT/LESSON STRUCTURE AND PACING

Instruction—Presenting Instructional Content/Lesson Structure and Pacing:

Online educator creates an online lecture for students that they are able to sign in to. Online educator has detailed script for lecture that features high-level checks for understanding, focused standards-based content, and ample opportunity for student engagement and thought. Online educator incorporates online assignments that align with lesson objectives, course instructional content, and assessments. Online educator requires timely student response but ensures students are given a suitable amount of time to complete and submit assignments at their own pace depending on their specific needs. Students respond to checks for understanding and ask clarifying questions via community message boards that allow them to meaningfully engage with their virtual classmates. Online educator appropriately adjusts future instruction based on data gathered from formative assessment.

EXAMPLE—QUESTIONING/THINKING/PROBLEM-SOLVING

Instruction—Questioning/Thinking/Problem Solving:

Online educator bases a part of students' grades on participation in online discussion boards or social media networks designed to facilitate discussion. Online educator creates moderated online forum for questions and responses. Students post questions and reflections based on readings or activities and respond to instructor and peer communications. Online educator evaluates student postings to ensure higher levels of understanding. Online educator provides additional prompts as needed to promote higher levels of learning.

EXAMPLE—GROUPING

Instruction—Grouping:

Online educator assigns group projects that require teamwork, communication, and collaboration, but that do not always require in-person contact. Educator forms groups based on like interests, learning styles, personalities, etc. Educator outlines explicit rules for group work (e.g., communicating via email, professionalism, respect, humility, etc.). Students work to come up with an action plan for their group work that they submit to online educator; this allows them to come up with a pacing plan that suits their individual needs. Online educator checks in with students periodically and asks targeted questions to help students improve the quality of their work. Educator responds to students' questions quickly and thoroughly via systematically approved digital communications. Online educator provides students with appropriate support and time to successfully complete group projects. Online educator provides students with the opportunity to evaluate the performance of their fellow group members and uses student group evaluation feedback to improve the effectiveness of group project guidelines and procedures.

EXAMPLE—ACADEMIC FEEDBACK AND MOTIVATING STUDENTS

Instruction—Academic Feedback and Motivating Students:

Online educator consistently provides clear, targeted, and rigorous written feedback for all students on a variety of assignments ranging across instructional styles. This commentary is often provided using track changes and comments to edit student work. Online educator allows appropriate time for students to internalize commentary and feedback and request clarification as needed. When appropriate, online educator allows students to revise assignments in order to improve student learning.

TEAM Observation Guidance: Special Educators

PRE-OBSERVATION QUESTIONS

1. What is being brought to the classroom that would not be present otherwise?
2. In what ways do you plan with the regular educator? How do you plan using student data?
3. What strategies and modifications do you bring to the classroom?
4. What are the unique circumstances in the classroom setting where you will be observed (e.g., inclusion vs. resource vs. life skills)?
5. How are the indicator descriptors addressed and what they will look like (if modified) in the specific instructional setting?
6. What is the direct link between what is on individual students' IEPs and what will be observed in today's lesson?
7. How do you plan lessons in a way that fulfills the goals and objectives of multiple IEPs?
8. How did you plan for each student?
9. How did you plan for your teaching assistant (TA)?
10. What data are you collecting? How are you collecting this data? How will you use this data to drive your instruction?
11. What evidence will indicate mastery?
12. What is your next step for improving your instruction?
13. What do you do for your own professional development?

KEY AREAS FOR EVIDENCE

1. Instruction—Standards and Objectives
 - A clear connection between the state standard(s) or the IEP goals/objectives is evident.
 - The IEP goals are designed in a way to accelerate progress (close the gap).
 - Students with IEPs are made aware of the goals/objectives on their particular IEP.
2. Instruction—Questioning
 - Students are pushed to generate developmentally appropriate questions that lead to further inquiry and self-directed learning.
 - Questions are designed in a manner adapted to the students' particular learning styles.
 - Questions glean information from students that probably would have otherwise been unknown.
3. Instruction—Grouping of Students
 - Grouping of students maximizes the impact of specific activities during the lesson and deliberately takes into account diverse learning needs.
 - Group composition is flexible in order to be most beneficial for the individual needs of diverse learners.
 - Grouping strategies may be consistently the same depending on the nature of the special educator's role, but in each case the groups maximize student learning.
 - The grouping of students is directly connected to ongoing data collection, progress monitoring, and the needs of the students.
4. Planning—Instructional Plans
 - Goals are measurable and explicit, aligned to state standards or student IEPs, and designed to clearly identify the gap between present level of performance and grade level performance.
 - Goals and objectives are selected in a manner to address deficits, accelerate progress, and close the gap.
 - There is clear evidence that the plan provides regular opportunities to accommodate individual student needs (inclusion or pull-out).
 - Instructional plans are written in a concise, efficient manner that maximizes the amount of time spent with the student.

EXAMPLES OF EVIDENCE/ARTIFACTS

- Instructional plans
- "I can" statements
- IEPs
- List of objectives and sub-objectives
- Service logs for IEP implementation
- List of accommodations and modifications
- Special education specific assessments
- Self-assessments with rubric(s)
- TA schedule
- Data notebooks
- Student work products
- Data sheets

TEAM Observation Support: Special Educators

The standards and objectives for special educators must be reframed and adapted within the framework of individual student IEPs. Special educators may use alternate standards for students with significant cognitive disabilities. Questioning must also be reframed according to the diverse needs of the specific populations served. Student grouping strategies do not always apply, depending on the nature of the service or instruction (e.g., grouping may be different in pull-out vs. inclusion). Given this unique setting, lesson plans should be based on and aligned with IEPs. When appropriate, plans should be lesson-specific as well as student-specific.

I. PLANNING

EXAMPLE—INSTRUCTIONAL PLANS

Planning—Instructional Plans:

Teacher develops lesson plans that denote specific groups based on subject and ability to maximize learning for all students. Lesson plans will include grouping instruction for remediation, maintenance, and enrichment of skills. Lesson objectives are clearly scaffolded to build on prior knowledge and provide different levels of learning targeted to specific students' needs.

II. INSTRUCTION

EXAMPLE—STANDARDS AND OBJECTIVES

Instruction—Standards and Objectives:

Special educator instructs students based on their present level of performance while adding rigor to reach grade level standards. Standard-based IEP goals and objectives denote grade-level standards, and objectives denote present level of performance for current instruction. Students are clearly informed of which standards they are working on mastering and how they have been progressing towards those goals; however, it may be difficult for them to articulate these goals without guidance.

EXAMPLE—QUESTIONING

Instruction—Questioning (Inclusion):

Special educator follows up with individual students or small groups of students to ask additional clarifying questions and scaffold student thinking. Special educator structures questions for individuals and groups to engage in appropriate levels of rigorous problem-solving. The special educator knows his/her students so well that there is an intuitive exchange that gets at what the student knows to a greater degree. Students are frequently surprised by how much they do know. Students are able to generate questions that lead to further inquiry and self-directed learning.

Instruction—Questioning (Direct Instruction):

Questioning is within the parameters of the curriculum and all questions (forms and frequency) depend on the objective of the lessons. The teacher actively works to develop higher-order thinking skills in students. In order to foster and monitor this development, teacher establishes and maintains communication with students by asking questions.

- Teacher questions are varied and high-quality, providing a balanced mix of question types:
 - What's another way you might...?
 - What would it look like if...?
 - What do you think would happen if...?
 - How was...different from...?
 - When have you done/experienced something like this before?

- Students ask specific questions :
 - Is this problem correct?
 - Could you show me the correct way to answer this?
 - Could you repeat the directions?
 - Should I complete the entire worksheet?
 - Can I go on to the next part?
 - What does this result mean?

EXAMPLE—GROUPING OF STUDENTS

Instruction—Grouping of Students:

Teacher develops instructional grouping arrangements (whole class, small group, pairs, individuals, learning style, etc.) to consistently maximize student understanding and learning. The students exhibit evidence of this learning through: group projects, visual presentations, demonstrations, the use of technology, and verbal, gestural, or written communication of their understanding. The teacher then collects data on the effectiveness of these grouping strategies through formative assessment tools. This data is used thoughtfully and effectively to drive future instruction and facilitate meaningful communication with relevant stakeholders.

TEAM Observation Guidance: School Audiologists

PRE-OBSERVATION QUESTIONS	
<ol style="list-style-type: none"> 1. How do you consult, collaborate and communicate with parents, school staff, and healthcare providers in delivering services and the IEP/504 Plan process? 2. What are some of the ways you keep current in your field? 3. How do you determine the type of audiological evaluation that is needed? 4. What is your role in the state mandated hearing screening program? 	
KEY AREAS FOR EVIDENCE	
<ol style="list-style-type: none"> 1. Delivery of Services—Delivery of Professional Services <ul style="list-style-type: none"> • Audiologist provides services to support high expectations for the educational success of all students. • Audiologist uses a variety of materials, methods and strategies to remove barriers to learning and promote active student participation. • Audiologist actively assists in the development and implementation of specialized programs for students and families. 	
<ol style="list-style-type: none"> 2. Delivery of Services—Consultation/Support in the School Environment <ul style="list-style-type: none"> • Audiologist develops highly effective consultative and collaborative relationships that facilitate timely and effective service delivery. • Audiologist provides regular and consistent education, support, and training to students, teachers, parents, and other relevant stakeholders in order to improve student achievement. • Audiologist facilitates the efficient and effective delivery of services to maximize learning. • Audiologist works to create a consistent feedback loop with relevant stakeholders in order to continuously improve the quality and impact of services offered. 	
<ol style="list-style-type: none"> 3. Planning—Service Plans <ul style="list-style-type: none"> • Audiologist consistently implements best practices for specialty area. • Audiologist uses data to develop, plan, and prioritize services/programs in order to meet the specific needs of individual students and the school community as a whole. • Audiologist demonstrates deep knowledge of specialty area within the educational setting. 	
EXAMPLES OF EVIDENCE/ARTIFACTS	
<ul style="list-style-type: none"> • Audiology evaluation report • Written/electronic communications • Hearing loss PowerPoints for faculty • Planning and scheduling calendars • License/certification 	<ul style="list-style-type: none"> • Record of continuing education in audiology • Phone contact logs • Working files for hearing impaired students • Equipment inventory lists • Sample IEPs/504 Plans

TEAM Observation Support: School Audiologists

Services may look different for audiologists as they operate in a unique environment. Audiologists regularly consult with a wide variety of students with vastly different needs. Audiologist routines may vary at each school, and as such, the pace and structure of services may differ among school sites.

I. PLANNING

EXAMPLE—SERVICE PLANS

Planning—Service Plans:

There is evidence that the audiologist manages facilities, materials, and equipment necessary for the delivery of audiological services. This includes developing and monitoring a state mandated hearing screening program, as well as inventorying and maintaining testing equipment and assistive technologies in an efficient manner. The audiologist develops clear priorities and uses those priorities to create a schedule that makes the best use of audiological time and resources. The audiologist deftly adapts and manages services based on district resources and procedures. The audiologist plans collaboratively with other professionals and regularly reviews outside audiological information in order to develop and implement IEPs/504 Plans that are appropriate for diverse learners.

II. INSTRUCTION

EXAMPLE—DELIVERY OF PROFESSIONAL SERVICES

Instruction—Delivery of Professional Services:

The audiologist collaborates with students, teachers, school staff, and healthcare professionals regarding hearing loss and its impact on learning. He/she monitors and participates in the state mandated hearing screening program. The audiologist maintains clear and concise audiological data and records. He/she implements numerous different strategies for hearing impaired students to access the learning environment. The audiologist actively participates in the development of the IEP or 504 Plan for students with hearing loss and continuously monitors its implementation to ensure that it is driving student achievement. The audiologist provides identification, eligibility determination, and management for students with hearing loss as well as providing and maintaining assistive technology for hearing impaired students.

EXAMPLE—CONSULTATION/SUPPORT IN THE SCHOOL ENVIRONMENT

School Environment—Consultation/Support in the School Environment:

There is evidence that the audiologist consistently communicates with staff, students, parents, and outside agencies regarding issues that may impact learning for the student with auditory difficulties in a professional manner (e.g., noted in a communication log). Information is conveyed in an easy to understand language and is formatted for target audiences (e.g., parents, school staff, outside agencies). The audiologist regularly reviews and writes reports, as well as responds to emails, voicemails, written requests, and verbal requests in a timely and courteous manner. The audiologist continuously develops resource materials for parents and staff regarding hearing loss.

TEAM Observation Guidance: School Counselors

PRE-OBSERVATION QUESTIONS	
1.	How do you coordinate services for students and families?
2.	How do you keep the school and your stakeholders aware of changes to the counseling program?
3.	What system of consultation do you use?
4.	In what ways do you ensure that the counseling program is personally meaningful to stakeholders?
5.	What type of data do you use in planning and delivering your comprehensive school counseling program?
6.	How does your comprehensive school counseling program impact student achievement?
7.	In what ways do you deliver a comprehensive school counseling program?
KEY AREAS FOR EVIDENCE	
1.	Planning of Services – Scope of Work <ul style="list-style-type: none"> • Counselor utilizes school and student data to set specific and measurable annual goals for the counseling program. • Counselor conducts an annual needs assessment to identify strengths and opportunities for program growth and effectiveness. • Counselors spends the majority of time in direct and student support services to students.
2.	Delivery of Services—Standards and Objectives <ul style="list-style-type: none"> • Counselor uses school counseling standards to assess student growth and development and guide the development of strategies, activities, and services that help students achieve their highest potential. • Counselor delivers large group, classroom, and school-wide curricula designed to help students achieve mastery of counseling standards appropriate for their developmental level. • Utilizes action plans and program results reports to align counseling standards to services and measure the impact of the counseling program.
3.	Delivery of Services—Activities and Materials <ul style="list-style-type: none"> • Counselor delivers large group, classroom, and school-wide curricula designed to help students achieve mastery of counseling standards appropriate for their developmental level. • Counselor utilizes individual student appraisal and advisement to help all students plan, monitor, and manage their own learning. • Counselor provide individual and group counseling to address students' immediate needs and concerns and resolve academic, social and emotional, or college and career issues that are interrupting learning. • Counselor provides support and assistance to students and school community to navigate critical and emergency situations. • Counselor makes students and families aware of school and community resources that can provide additional information or assistance to help students be successful.
4.	Delivery of Services—Developing Educational Plans for Students <ul style="list-style-type: none"> • Counselor utilizes individual student appraisal and advisement to help all students plan, monitor, and manage their own learning. • Counselor analyzes school achievement, attendance, and discipline data to identify impact of the counseling program on student development and growth. • Counselor examines program results data and stakeholder feedback to determine the extent of change in student learning and behavior and mastery of counseling standards.
5.	Environment—Professional Content Knowledge <ul style="list-style-type: none"> • Counselor consults the school counselor competencies and ethical standards to guide decision making, professional growth, and ensure students have access to a high quality school counseling program. • Counselor assesses professional skills to determine a professional growth plan • Counselor responsibilities align to the school counselor's training and expertise so that all students

will benefit from the counseling program as well as master the school counseling standards.	
6. Environment—Respectful Culture	
<ul style="list-style-type: none"> • Counselor has worked with stakeholders to develop clear rules and expectations for behavior that sets high expectations for all students and holds them accountable for their actions. • Counselor practices regularly incorporate student interests and cultural heritage. • Counselor communications with students/stakeholders are consistently varied, of high quality, and demonstrate caring and respect for one another. 	
EXAMPLES OF EVIDENCE/ARTIFACTS	
<ul style="list-style-type: none"> • Portfolios • Needs assessments • Program management agreements • Action plans/results reports • 504 plans • Advisory council meeting agenda 	<ul style="list-style-type: none"> • Post-secondary/graduation plans • Training agendas • Program goals (MEASURE) • Written/electronic communication • School improvement plan • Group counseling lesson plan

TEAM Observation Support: School Counselors

The evaluator will need to look more broadly at the school counselor than the classroom teacher, as the counselor is tasked with serving hundreds of students/stakeholders in a unique service setting. Counselor routines may vary at each school, and as such, the pace and structure of services may differ among school sites.

I. ENVIRONMENT

EXAMPLE—MANAGING STUDENT BEHAVIOR
The School Environment—Managing Student Behavior:
<p>The counselor receives a referral from a teacher regarding student behavior. The counselor does informal observation in class for a baseline of behaviors. The counselor meets with the student to discuss problematic behavior and engage in a participatory problem-solving process to generate possible solutions to help the student. Based on this discussion, the counselor works with the student and teacher to devise a behavior contract that is mutually agreeable to all parties. The student meets with the teacher, parents, and the counselor to review and sign the contract and discuss implementation of the behavior plan. The counselor follows up several times with the student, the teacher, and the parents in order to ensure that the contract is being implemented with fidelity. The counselor thoughtfully uses this feedback to make adjustments where necessary. The counselor provides additional resources for both the classroom teacher and the parent.</p>

II. DELIVERY OF SERVICES

EXAMPLE—COMMUNICATION
Delivery of Services—Communication:
<p>The counselor leads a parent meeting in a professional manner by hosting the meeting in a comfortable atmosphere, modeling expected behavior, presenting parents with updated documents, and maintaining a calm demeanor. The counselor stays on task throughout the meeting and deftly redirects the focus of the conversation to the topic at hand. The counselor pushes students and parents to actively participate in the problem-solving process and encourages thoughtful reflection. If a parent or student becomes upset, the</p>

counselor handles the situation calmly and professionally. Before ending the meeting, the counselor works with students and parents to come up with an actionable plan for next steps that is mutually agreeable.

EXAMPLE—CONSULTATION

Delivery of Services—Consultation:

A parent contacts the counselor to discuss recent changes in their child's behavior. The counselor pulls attendance, academic, and discipline information to help the parent determine if the issue is occurring at school, home, or both. The counselor shares child development information with the parent and works with the parent to come up with potential areas of discord that may be triggering the misbehavior. Throughout the meeting, the counselor makes sure that the parent is actively engaged in problem solving to ensure investment in the agreed upon strategies that will be used to address the issue. The counselor makes the parent aware of services that are available to the student in school as well as community resources and services that may be beneficial. The counselor works with the parent to come up with an action plan and schedules a concrete date for follow-up. The counselor follows up with the parent to provide any additional support and/or information as needed. All of these communications are clearly noted in a parent contact log.

EXAMPLE—SERVICE STRUCTURE AND PACING

Delivery of Services—Service Structure and Pacing:

A teacher contacts the counselor to let him/her know about a student with an immediate need. The counselor promptly pulls relevant information (e.g., attendance data, behavior records, previous contact, etc.) and arranges a meeting with that student as soon as possible. The counselor is able to utilize a variety of targeted intervention strategies to help address the issues facing the specific student. The counselor is able to connect the student's family to community resources and sets up a time for a meeting with the student and family. The student is able to leave the initial consultation with concrete, actionable next steps and a plan to effectively address the crisis. Highly effective pacing allows the counselor to meet the immediate stakeholder needs.

EXAMPLE—KNOWLEDGE OF STUDENTS

Delivery of Services—Knowledge of Students:

Counselor assists in interpreting student records to identify appropriate and targeted interventions for specific students on his/her caseload. Counselor makes numerous concerted efforts to better understand the cultural background, home life, and other relevant contextual factors of students with which he/she works on a regular basis (e.g., this may include attending cultural diversity workshops, poverty simulations, or other similar trainings to increase sensitivity to specific needs). As a result, students are able to receive specific feedback that aligns with their individual needs. Additionally, counselor works diligently to understand the student body as a whole and develop programming and services to best meet their needs. This overall knowledge allows students to have an increased level of comfort and will improve the chances of their seeking help from the counselor in the future.

TEAM Observation Guidance: School Psychologists

PRE-OBSERVATION QUESTIONS

1. What factors do you take into account when conducting an evaluation?
2. How do you effectively communicate with school staff and parents?
3. What types of evidence do you have to support that you follow state standards and criteria during evaluations? Where is this documented?
4. Describe your role in a consultation session (e.g., data team, behavior planning, school wide analysis, etc.).
5. Walk me through the intervention process and discuss relevant information that is used when making problem solving decisions through intervention tiers leading to a referral and evaluation for special education.

KEY AREAS FOR EVIDENCE

1. Delivery of Service—Standards and Objectives
 - During the pre-referral, referral, and assessment processes, the school psychologist follows prescribed standards by the state and these standards are documented in the evaluation reports.
 - School psychologist uses Tennessee state standards in order to determine eligibility (checklists utilized for completing required testing components).
 - School psychologist's screenings and evaluations are aligned with state standards and national best practice and match referral questions.
 - School psychologist will check for understanding of outcomes evidenced by signatures of agreement on pre-referral and eligibility paperwork by parent and teachers and/or by meeting notes.
 - Expectations for student outcomes will be identified within student plans such as behavior plans (i.e., replacement behaviors, data collection methods, reinforcement schedules), evaluation reports (e.g., CBM data, norm comparisons), data team information (e.g., goal setting, intervention planning), eligibility statements/report summaries.
2. Delivery of Service—Consultation
 - School psychologist shares information regarding disabilities, research, special education process, and interventions with school staff and parents.
 - During team meetings, school psychologist focuses on student needs, data analysis, and intervention recommendations that are research-based.
 - School psychologist works toward building trust by reinforcing implementation of teacher and parent strategies that are effective.
 - School psychologist asks stakeholders for their perspectives, and proposes recommendations respectfully and in appropriate contexts.
 - School psychologist sustains contact with stakeholders to review data on interventions to determine if those interventions are meeting students' needs.
 - School psychologist assists with the development and/or delivery of staff professional development.
3. Delivery of Service—Communication
 - School psychologist communicates information to parents, teachers, and students frequently in way that is understandable to all parties involved.
 - School psychologist asks meaningful questions that garner necessary and helpful information from staff and parents and show interest and desire to help the student.
 - School psychologist provides recommendations which are relevant and presented respectfully with regard to the dignity of the student and parent.
 - School psychologists provide resources for self-learning.

<p>4. Planning of Service—Analysis of Work Products</p> <ul style="list-style-type: none"> • School Psychologist conducts special education evaluations to inform eligibility, service, and programming decisions. • School Psychologist effectively communicates evaluation findings to school staff through written reports and conferences. • School Psychologist conducts evaluations that are appropriate for the student being evaluated. • School Psychologist conducts evaluations that are informative for instructional and/or programming purposes. 	
<p>5. Planning of Service—Evaluation of Services and/or Program</p> <ul style="list-style-type: none"> • School Psychologist contributes to school-wide assessment and data-based practices for academic, social-emotional, and behavioral domains. • School Psychologist collects or assists with collection of student data to inform core curriculum and instructional practices. • School Psychologist conducts evaluations of school-wide practices and programs to ensure effectiveness and guide continuous improvements. 	
<p>6. Environment—Respectful Culture</p> <ul style="list-style-type: none"> • School Psychologist effectively engages in consultation and collaboration with school staff, parents, and families in a respectful manner. • School Psychologist works well with others as part of a team (e.g., intervention team, multi-disciplinary team, etc.). • School Psychologist addresses parent and teacher concerns and assists with identifying intervention strategies. • School Psychologist clearly explains data and intervention strategies. • School Psychologist utilizes facilitation and conflict resolution skills and strategies. 	
EXAMPLES OF EVIDENCE/ARTIFACTS	
<ul style="list-style-type: none"> • Psycho-educational Evaluation Reports • Recommendation resources • Behavior Intervention Plans • Evaluation assessment checklists 	<ul style="list-style-type: none"> • Evaluation/Screening logs • Training materials • Re-evaluation packets • Communication logs

TEAM Observation Support: School Psychologists

The evaluator will need to look more broadly at the school psychologist than the classroom teacher as the school psychologist often serves students in multiple schools and the roles they fulfill vary depending on the needs of each school.

I. PLANNING OF SERVICES

EXAMPLE—ANALYSIS OF WORK PRODUCTS

Planning of Services—Analysis of Work Products:

The School Psychologist receives a referral to conduct a comprehensive psycho-educational evaluation. The School Psychologist determines appropriate assessment tools, which are sensitive to cultural and/or environmental factors and that address the area(s) of concern. The evaluation components meet the state standards for evaluation procedures and are sufficient for determining eligibility for special education services. The evaluation utilizes multiple sources of data that are used to inform instruction. The School Psychologist compiles the evaluation data into a written report and presents the information to the IEP team. The School Psychologist interprets the report and is able to answer questions related to the evaluation. The School Psychologist includes recommendations based on student evaluation data.

EXAMPLE—EVALUATION OF SERVICES AND/OR PROGRAM

Planning of Services—Evaluation of Services and/or Program

The School Psychologist participates in school-wide assessment procedures to collect academic, social-emotional, and/or behavior data through benchmark or universal screenings. The School Psychologist consults with school teams to interpret benchmark data to evaluate the effectiveness of core instruction and identify at-risk students. The School Psychologist consults with school personnel to identify appropriate, targeted interventions for students identified as at-risk. Based on the effectiveness of core instruction or program, the School Psychologist may facilitate suggestions for improved instructional practices. The School Psychologist analyzes progress monitoring and/or behavioral data to evaluate the effectiveness of interventions and consults with school teams on possible changes to interventions.

II. ENVIRONMENT

EXAMPLE—RESPECTFUL CULTURE

Environment—Respectful Culture:

The School Psychologist participates in a student's IEP meeting as part of a multi-disciplinary team. The School Psychologist utilizes active listening strategies to facilitate discussions and to address the concerns of all parties. The School Psychologist encourages participation from all members of the team and treats each member with respect. If a parent or team member becomes upset, the School Psychologist handles the situation calmly and professionally. The School Psychologist limits jargon when interpreting information and ensures understanding from all parties.

III. DELIVERY OF SERVICES

EXAMPLE—STANDARDS AND OBJECTIVES

Delivery of Services—Standards and Objectives:

The School Psychologist is invited to a referral meeting. The School Psychologist reviews materials and helps the team determine if all pre-referral requirements have been met. If there are areas which still need to be addressed, the School Psychologist is able to identify them based on state standards and provides recommendations to the team. When determining evaluation needs, the School Psychologist refers to Tennessee criteria, and determines appropriate assessments that need to be completed focusing on areas of identified weakness. The School Psychologist ensures all parties understand presented information and are able to provide informed consent.

EXAMPLE—CONSULTATION

Delivery of Services—Consultation:

A School Psychologist is asked to attend a data intervention team meeting as a participant. During the meeting, the School Psychologist provides meaningful input in regards to the student's progress, or lack thereof, and assists the team in making appropriate decisions regarding movement in tiered intervention process. Recommendations are based on RTI² plan requirements and NASP standards for best practice, which are research-based. If more information is needed from the interventionist or teacher, the School Psychologist asks meaningful questions that provide further clarification of the student's needs. Resources and information provided to the team reflect specific grade level and/or student need.

EXAMPLE—COMMUNICATION

Delivery of Services—Communication:

If asked to consult prior to meetings, the School Psychologist communicates with staff and/or parents in a timely manner (via email, phone, or in person) and documents contact attempts appropriately. When providing information to teachers and parents, the School Psychologist does so in a way that is easily understood by all parties. When providing evaluation results, the School Psychologist provides a written copy and verbally explains results to parents and teachers in a professional manner (i.e., verbal and nonverbal language is respectful and addresses concerns presented) that clearly explains evaluation findings following special education evaluation. Discussions reflect awareness of others' feelings and perceptions, elicit questions for clarity, and allow for all parties to address their concerns.

TEAM Observation Guidance: School Social Workers (SSW)

PRE-OBSERVATION QUESTIONS	
<ol style="list-style-type: none"> 1. How do you plan your services for the year? 2. How do you use data to inform services? 3. How do you remain involved in developing students' educational plans? 4. How do you communicate expectations and services to students, parents, and faculty? 	
KEY AREAS FOR EVIDENCE	
1. Delivery of Services—Professional Content Knowledge	<ul style="list-style-type: none"> • SSW has a comprehensive understanding of available school and community resources. • SSW provides clear, consistent, and timely information to students, parents, and faculty regarding available resources (e.g., food bank, clothing, homeless shelters, mental health counseling, free health clinics, etc.). • SSW purposefully uses data (e.g., behavior reports, attendance records, free/reduced lunch status, etc.) to determine the needs of students who may require additional support and resources outside of the school setting.
2. Delivery of Services—Service Structure and Pacing	<ul style="list-style-type: none"> • Services are strategically targeted to meet the needs of diverse audiences (e.g., students, parents, teachers, etc.). • SSW frequently follows up with relevant stakeholders to ensure that they are able to access all necessary services. • Pacing and timing provide opportunities for the individual needs of diverse audiences (e.g., students, parents, teachers, etc.). • Services are provided in a timely and appropriate manner to limit intrusion on instructional time.
3. School Environment—Managing Student Behavior	<ul style="list-style-type: none"> • SSW does the following when working with students directly: <ul style="list-style-type: none"> ◦ collaborates with students to establish clear rules for behavior, ◦ uses various techniques targeted to individual needs to maintain appropriate behavior, ◦ overlooks inconsequential behavior, and ◦ attends to disruptions quickly and firmly. • When not working with students directly, SSW uses a variety of resources to assist teachers and parents with managing disruptive behavior.
4. School Environment—Environment/Workspace	<ul style="list-style-type: none"> • SSW creates a warm and welcoming environment regardless of workspace.* • SSW has clearly established organizational structures that allow him/her to effectively and efficiently maintain client caseload regardless of physical space provided (e.g., this could look like a rolling cart with clearly labeled case files, resource information, etc.).
<p><i>*Many SSWs do not have a dedicated workspace at their delivery site.</i></p>	

EXAMPLES OF EVIDENCE/ARTIFACTS	
<ul style="list-style-type: none"> • Behavior contracts • Behavior incentive programs • Age-appropriate materials • Behavior plans • Behavior data • Community resource contact lists 	<ul style="list-style-type: none"> • Planning calendar • Schedule • Written behavior reports • Attendance data • Contact logs • Pamphlets/handouts about community resources

TEAM Observation Support: School Social Workers (SSW)

SSWs usually work one-on-one with students and families to make referrals and provide community resources, and as such, consultation meetings may be fluid. Many SSWs work on *behalf* of students rather than directly with students. Therefore, management of student behavior may look different for some SSWs. Many SSWs do not have a dedicated workspace at their delivery site.

I. THE SCHOOL ENVIRONMENT

EXAMPLE—MANAGING STUDENT BEHAVIOR

The School Environment—Managing Student Behavior:

A teacher has referred a student to the SSW due to the increasing number and intensity of angry outbursts by the student. The SSW works with the teacher to schedule times to come in and observe the student in the classroom environment. The SSW also meets with the student to gather more information as to why the student is having a hard time controlling his/her behavior. The SSW works with teacher to identify issues in the classroom environment which may trigger the student's angry outbursts. The SSW also schedules individual sessions to work with the student on healthy strategies for managing behavior and controlling impulsive outbursts. The SSW includes the teacher, student, and parents in creating a behavior plan. The SSW also works with parents to provide information about outside counseling resources which could help the family with the root causes of the impulsive behaviors. Once a behavior plan is in place, the SSW frequently follows up with relevant stakeholders to ensure that it is being implemented with fidelity and is meeting the individual needs of the student. The SSW makes changes to the behavior plan as needed.

EXAMPLE—ENVIRONMENT/WORKSPACE

The School Environment—Environment/Workspace:

The SSW intentionally plans an environment/workspace that is safe and supportive of working with teachers, parents, and students. The workspace has resources easily accessible to teachers, students, and parents. There is a clear routine in place to refer students and/or make an appointment with the SSW.

II. DELIVERY OF SERVICES

EXAMPLE—PROFESSIONAL CONTENT KNOWLEDGE

Delivery of Services—Professional Content Knowledge:

A teacher refers a student to the SSW concerning the student coming to school in dirty, torn clothes as well as for stealing snacks out of other students' desks. The SSW pulls relevant data to identify any trends before speaking with the student (e.g., attendance records, behavior reports, prior referrals, etc.). The SSW immediately schedules a meeting with the student and asks him to tell her about what is going on at home. The SSW learns that the student lives with only mom who recently lost her job. The student tells the SSW that mom is very sad and doesn't do laundry or grocery shop anymore. The SSW schedules a meeting with mom, during which she creates a comfortable and respectful meeting environment. The SSW gives mom a packet of information with community resources (e.g., free mental health counseling, career counseling, local food bank information, clothing bank information, etc.). The SSW works with mom to develop a plan for next steps and follow up.

EXAMPLE—SERVICE STRUCTURE AND PACING

Designing and Planning Services—Service Structure and Pacing:

The structure and pacing of the services provided by the SSW are timely and directly aligned to the individual needs of students and families. The SSW uses the Early Warning Data System to run regular reports to determine students who may be most at-risk (e.g., discipline reports, attendance reports, course credit/grades, teacher referral forms, etc.). A clear plan is in place for how to address students with multiple warning indicators. The SSW works closely with school administrators, teachers, students, and parents to implement interventions based on data and individual student needs. The SSW has a clear plan for following up with school administrators, teachers, students and parents to assess progress.

TEAM Observation Guidance: Speech/Language Pathologists (SLP)

PRE-OBSERVATION QUESTIONS	
<ol style="list-style-type: none"> 1. How do you ensure that therapy sessions or assessment tasks address the individualized needs and/or IEP goals of students, and, if applicable, how do you do so within a heterogeneous group? 2. How do you frame lessons within a broader scope and sequence? 3. How do you construct and manage systems to ensure services are delivered in a responsive and timely manner (e.g., IEPs, evaluations, eligibility requirements, parent/teacher conferences, etc.)? 4. How do you consult, collaborate, and communicate with classroom teachers, other stakeholders, and special education teachers in delivering services and in the IEP process? 5. What are some examples of appropriate materials and activities that you use to augment planned services and what are you doing to evaluate the effectiveness of these materials and activities? 6. How do you use data to develop IEPs and document IEP progress? 7. How does this lesson relate to what is being taught in the general education curriculum? 8. How will this lesson help your students make progress toward the standard? 9. How did you select the materials you are using for this lesson? 10. How are you using prior knowledge in your lesson? 	
KEY AREAS FOR EVIDENCE	
1.	Delivery of Services—Delivery of Professional Services <ul style="list-style-type: none"> • SLP provides services to support high expectations for the educational success of all students. • SLP uses a variety of materials, methods, and strategies that are differentiated based on individual student needs to remove learning barriers and promote active student participation. • SLP actively seeks out opportunities to assist in the development and implementation of specialized programs for students and families.
2.	Delivery of Services—Communication <ul style="list-style-type: none"> • SLP utilizes a balanced mix of communication methods, including but not limited to, graphic, pictorial, cued, signed, written, oral, electronic, etc. that are targeted to specific needs. • SLP consistently asks purposeful and coherent questions and uses feedback to improve the quality and impact of programs and services offered. • SLP actively communicates with students, parents, teachers, and other relevant stakeholders about assessment results, service provision, and/or program goals to ensure that services are meeting the differentiated needs of students and their IEPs.
3.	Delivery of Services—Knowledge of Students <ul style="list-style-type: none"> • SLP uses the one-on-one, small group, diagnostic, or therapeutic setting to gain a deep understanding of students' individual strengths, weaknesses, and needs. • SLP regularly tailors assessment, instruction, and activities to include student interests and cultural heritage in order to increase the level of student interest. • SLP consistently utilizes differentiated strategies to ensure that students' individual needs are being met.
4.	Environment—Environment <ul style="list-style-type: none"> • The workspace is organized, welcoming, and encourages learning. • The workspace is deliberately designed to promote individual and group participation. • Supplies, equipment, and resources are readily accessible and offer numerous opportunities for differentiated learning.
EXAMPLES OF EVIDENCE/ARTIFACTS	
<ul style="list-style-type: none"> • Progress reports • Eligibility reports • Sample activities/materials and lesson plans • IEPs • Speech/language evaluation reports • Yearly scope and planning calendar 	<ul style="list-style-type: none"> • Disability monitoring standards reference sheet • School team records/referral documentation • IEP data manager (or equivalent) • Needs/skills assessments, surveys, or checklists • Parent contact logs • RTI² documentation

TEAM Observation Support: Speech/Language Pathologists (SLP)

The evaluator may need to look more broadly at the SLP than other school services personnel, as the SLP is tasked with assessing and/or serving students and stakeholders in a unique setting. SLP routines may vary at each school (e.g., push-in, pull-out, mobile classroom, etc.), and as such, the pace and structure of services may differ among school sites.

I. ENVIRONMENT

EXAMPLE—ENVIRONMENT

Environment—Environment:

The SLP has created an instructional area that is conducive to learning and makes students feel intellectually stimulated and safe to take risks (e.g., there are posters, examples of student work, etc. prominently displayed). The SLP provides a calm and safe environment for assessment of individual students and administers test protocols in a manner that promotes optimum student performance. The SLP works with students to set high expectations, which are clearly displayed in the learning space. These expectations are upheld and reinforced through both verbal and non-verbal communication with teachers, students, and parents. Supplies and materials are clearly labeled and organized, and are easily accessible to students of all ages and ability levels. There are visibly delineated spaces for different types of activities that can be easily identified by students.

II. DELIVERY OF SERVICES

EXAMPLE—DELIVERY OF PROFESSIONAL SERVICES

Delivery of Services—Delivery of Professional Services:

The SLP has a thirty minute session scheduled with a kindergartener with language difficulties. As children at this age are only able to focus on specific tasks for short increments of time, the SLP facilitates a series of several age-appropriate and developmentally appropriate activities targeted at individual student needs. The SLP carefully balances play-based activities (e.g., pretend play) with more structured activities (e.g., flashcards, worksheets, matching tasks, etc.) to ensure the student stays engaged throughout the session. As the session proceeds, the SLP seamlessly inserts several checks for understanding and adjusts further instruction based on level of mastery. At the end of the session, the SLP briefly summarizes the session's activities to further ensure internalization of strategies practiced. The SLP reports results of observations and assessment in a timely manner, giving examples to support understanding. The SLP provides ideas and recommendations to teachers and parents about strategies to support the student in his/her educational program.

EXAMPLE—COMMUNICATION**Delivery of Services—Communication:**

After collaborating with relevant stakeholders to develop IEP goals, the SLP provides timely and appropriate feedback to teachers and parents on the student's progress towards IEP goals. The SLP presents the teacher and parent with samples of activities and/or strategies used in the individual sessions and guides them through any questions they may have about implementing these strategies in the classroom or home environment. The SLP communicates with kindness and clarity the results of observations and assessments and makes recommendations to the teacher and parents about strategies which could be used to support the work of the SLP with the student. The SLP actively seeks input from the teacher and parents about historic and current skills, as well as progress they have seen with the student and any stumbling blocks they have encountered. The SLP keeps a clear and detailed record of these communications in a contact log and is able to reference it easily to track discussion and concerns throughout the year.

EXAMPLE—KNOWLEDGE OF STUDENTS**Delivery of Services—Knowledge of Students:**

The SLP works with students and other relevant stakeholders to develop specific and differentiated learning goals for each student. Within these goals, the SLP continuously strives to target activities to student interests. For example, if the IEP goal is targeted at working with a student to increase fluency, the SLP may have the student read passages about dinosaurs or another topic of particular interest to that particular student in order to increase the student's overall level of engagement. The SLP uses guidelines for specific populations effectively, including standard error of measurement and information on racial/ethnic differences. The SLP is also able to demonstrate how activities are monitored and adjusted as needed to meet individual student needs. The SLP has a clear way to evaluate if the student is making progress based on the student work products, and the student can clearly articulate how he/she is being evaluated.

TEAM Observation Guidance: Vision Specialists

PRE-OBSERVATION QUESTIONS	
<ol style="list-style-type: none"> 1. How do you ensure that vision services address the individualized IEP goals/objectives of students, and how do you do so within a heterogeneous group? How do you frame lessons within a broader scope and sequence? 2. How do you construct and manage systems to ensure that vision services are delivered in a responsive and timely manner (e.g., IEPs, evaluations, eligibility requirements, parent/teacher conferences, etc.)? 3. How do you consult, collaborate, and communicate with classroom teachers, special education teachers, and other stakeholders in delivering services and in the IEP process? 4. What are some examples of appropriate materials and activities that you use to augment planned services and what are you doing to evaluate the effectiveness of these materials and activities? 5. How do you use data to develop IEPs and document IEP progress? 	
KEY AREAS FOR EVIDENCE	
<ol style="list-style-type: none"> 1. Delivery of Services—Delivery of Professional Services <ul style="list-style-type: none"> • Vision specialist provides services to support high expectations for the educational success of all students. • Vision specialist uses a variety of materials, methods, and strategies to remove barriers to learning and promote active student participation. • Vision specialist actively assists in the development and implementation of specialized programs for students, families, and staff. 	
<ol style="list-style-type: none"> 2. Delivery of Services—Communication <ul style="list-style-type: none"> • Vision specialist utilizes a balanced mix of communication methods, including but not limited to, written, oral, electronic, etc. that is targeted to specific student/stakeholder needs. • Vision specialist consistently communicates with stakeholders about service/program goals to ensure progress towards goals and improve the delivery and impact of programs/services. • Vision specialist communicates regularly with others in professional field to ensure that he/she is up-to-date on available resources, strategies, etc. 	
<ol style="list-style-type: none"> 3. Delivery of Services—Knowledge of Students <ul style="list-style-type: none"> • Practices display deep understanding of each student’s individual needs, as demonstrated through the consistent use of differentiated strategies to meet diverse learning goals. • Vision specialist regularly incorporates student interests and cultural heritage into activities/consultations to improve the quality and impact of services provided. 	
<ol style="list-style-type: none"> 4. Environment—Environment <ul style="list-style-type: none"> • Vision specialist creates a warm and welcoming environment regardless of physical workspace. • Vision specialist has clearly established organizational structures that allow him/her to effectively and efficiently maintain caseload regardless of physical space provided (e.g., this could look like a rolling cart with clearly labeled student files, resource information, eye charts, etc.). 	
EXAMPLES OF EVIDENCE/ARTIFACTS	
<ul style="list-style-type: none"> • Test data • Progress reports • Eligibility reports • Sample activities/materials and lesson plans • IEPs • Vision reports • Professional development for faculty • Parent workshop meetings 	<ul style="list-style-type: none"> • Disability monitoring standards reference sheet • School team records/referral documentation • Communication logs • RTI documentation • Data collection logs • Needs assessments and surveys

TEAM Observation Support: Vision Specialists

Services may look different for vision specialists because they work one-on-one with students, and as such, they must have a deeper knowledge of their students' individual needs. Vision specialists must be able to effectively facilitate communication between teachers, parents, students, and outside agencies to specifically target IEP goals.

I. ENVIRONMENT

EXAMPLE—ENVIRONMENT

Environment—Environment:

Vision specialist provides an environment conducive to learning when working individually with students on IEP goals. This includes multiple different manipulatives and resources that are easily accessible to students. The vision specialist has high expectations for all students that are clearly exhibited in verbal and non-verbal communication with teachers, students, and parents.

II. DELIVERY OF SERVICES

EXAMPLE—DELIVERY OF PROFESSIONAL SERVICES

Delivery of Services—Delivery of Professional Services:

The vision specialist collaborates with students, teachers, other school staff, and healthcare professionals regarding visual disabilities and their impact on learning. He/she monitors and participates in the state mandated vision screening program and maintains clear and concise data and records on student vision, which are used to make referrals to service providers. The vision specialist implements numerous different strategies to ensure that visually impaired students are able to access the learning environment. The vision specialist actively participates in the development of the IEP or 504 Plan for students with visual disabilities and continuously monitors its implementation to ensure that it is driving student achievement. The vision specialist provides identification, certification, and management for students with visual disabilities and also provides and maintains a list of community vision resources for parents and students.

EXAMPLE—COMMUNICATION

Delivery of Services—Communication:

The vision specialist provides timely and appropriate feedback to teachers and parents on the progress of the IEP goals, as well as consulting with relevant stakeholders to determine if proper actions have been taken to assist visually impaired students. The vision specialist presents the teacher and parent with samples of activities and/or strategies used in the individual sessions and makes recommendations to the teacher and parent on strategies that could be used in the classroom or at home to support the work of the specialist with the student. The vision specialist also communicates with medical personnel as needed to assist with the evaluation process.

EXAMPLE—KNOWLEDGE OF STUDENTS

Delivery of Services—Knowledge of Students:

The vision specialist provides a variety of sample activities used to target specific IEP goals of students. For example, if the IEP goal is targeted at working with a student to increase Braille fluency, the specialist may provide samples of developmentally appropriate student activities that encompass multiple learning styles. The vision specialist is able to show consistent and measurable student progress based on the progression of activities and vision services. The vision specialist is also able to clearly demonstrate how activities are monitored and adjusted as needed to meet individual student needs. The vision specialist has a clear way to evaluate if the student is making progress based on student work products.

Tennessee Educator Acceleration Model

TEAM Teacher Evaluation

Supplemental Materials

Core Beliefs

As evaluators:

- We **observe** instructional practice; we **evaluate** student learning.
 - The rubric is designed to present a rigorous vision of excellent instruction so every teacher can see areas where he/she can improve student learning.
- We value growth and improvement.
 - Growth and improvement come only through effort. Engage in co-observations, consult content area experts in your building, and ask questions!
- We understand the rubric is **not** a checklist.
 - Observers should look for the preponderance of evidence based on the **impact of practice on student learning**.
- We know that common understandings and connections are critical.
 - Student learning will improve when teachers and leaders are able to communicate around the connections between the instructional shifts necessitated by the standards and the instructional expectations outlined in the TEAM rubric.

Scoring and Evidence Template: Planning

Evidence Notes	Planning	Score
	Instructional Plans	
	Students' Work	
	Assessments	

Scoring and Evidence Template: Environment

Evidence Notes	Environment	Score
	Expectations	
	Managing Student Behavior	
	Environment	
	Respectful Culture	

Scoring and Evidence Template: Instruction

Evidence Notes	Instruction	Score
	Standards and Objectives	
	Motivating Students	
	Presenting Instructional Content	
	Lesson Structure and Pacing	

Scoring and Evidence Template: Instruction

Evidence Notes	Instruction	Score
	Activities and Materials	
	Questioning	
	Academic Feedback	
	Grouping Students	

Scoring and Evidence Template: Instruction

Evidence Notes	Instruction	Score
	Teacher Content Knowledge	
	Teacher Knowledge of Students	
	Thinking	
	Problem Solving	

Pre-Conference Plan

Prior to announced observations, observers conduct a pre-conference meeting to obtain pertinent background information about the lesson plan and students involved for additional context, and to address any potential areas of concern before the lesson. During the pre-conference, the teacher being observed engages in a coaching conversation with the observer. As part of this conversation, the observer asks questions about the lesson plan, grouping structures, classroom configuration, specific students, etc. The teacher provides background information, including the makeup of the students in the class; the context of this lesson in the larger unit plan; assessment information; extenuating circumstances; and evidence of planning with the rubrics. In the pre-conference meeting, teachers are provided with specific support for improvement when possible.

General Tips

- Sit next to the teacher with whom you are conferencing and maintain eye contact.
- Nod and show signs of active listening, including writing down some of the responses that the teacher gives.
- Paraphrase what the teacher is saying in order to demonstrate active listening; provide a summary at the end.
- It is the observer's responsibility to redirect a teacher during the pre-conference if their instructional plan is inappropriate.
- Adjust your questioning and use the teacher's responses to develop probing follow-up questions.

Sample Pre-Conference Questions

- What is the objective of your lesson?
- What do you expect the students to know and be able to do after the lesson?
- Where is this lesson in the context of your unit plan?
- What are the prerequisite skills that the students have to know in order to be successful in this lesson?
- What changes or adjustments to the lesson will you need to make if students do not show evidence that they have mastered the sub-objectives?
- How will you know that students have mastered the objectives in this lesson?
- Is there anything else you want me to be aware of before going to look at the lesson tomorrow?
- Are there any other special circumstances that I should be aware of before the announced observation?
- How will you differentiate your instruction in order to address a variety of learning styles?
- Are there any particular grouping structures in place? If so, how will you hold students accountable for group work?
- Is there anything in particular you want me to be observing with regard to your areas of reinforcement and refinement?
- What are your plans for lesson closure and reflection?

Post-Conference Plan

While the TEAM rubric is used to evaluate teachers' lesson planning and instruction, its primary purpose is to provide the basis of support teachers receive for their own professional growth. This support should be provided in numerous ways from administrators and/or teacher leaders, including the modeling of specific indicators in professional development meetings, in teachers' classrooms, and in the post-conference.

The purpose of the post-conference is to provide teachers with opportunities to reflect on their lessons with guidance and support from the administrator or teacher leader who conducted the observation. This guidance should be provided through the use of leading questions by the observer, along with the identification of an area of reinforcement (relative strength of the lesson) and an area of refinement (area in which the observer needs to help the teacher improve).

Therefore, the focus of the post-conference is on two indicators or descriptors from the rubric as opposed to multiple areas. By focusing on just two areas, teachers have the opportunity to segment their own learning with support from an administrator or teacher leader.

When choosing an area of reinforcement and refinement from the rubric, observers should ask themselves several guiding questions to ensure that a teacher's professional growth will have the maximum impact on the achievement of his/her own students.

Hints and Questions for Choosing Areas of Reinforcement and Refinement

- Which areas on the rubric received the highest scores (reinforcements) and the lowest scores (refinements)?
- Which of these areas would have the greatest impact on student achievement?
- Which of these areas would have the greatest impact on other areas of the rubric?
- In which area will the teacher have the most potential for growth? *For example, with new teachers it might be better to focus on developing objectives and sub-objectives instead of improving a teacher's ability in problem-solving.*
- Make sure that the reinforcement is not directly related to the refinement.
- Choose a refinement area for which you have sufficient and specific evidence from the lesson to support why the teacher needs to work on this area.
- Choose an area of refinement for which you can provide concrete next steps for improvement. If you do not have the personal knowledge or experience to recommend next steps, seek out someone who can provide you with more information. You could also connect the teacher with a person who is able to provide specific examples for improvement and model these examples for the teacher.

Once the areas of reinforcement and refinement have been selected, then the post-conference can be developed. Below is a format for developing an effective post-conference. It is important to note that **a post-conference does not begin with a presentation of the scores**, but with coaching questions that, through reflection, lead to the identification of the areas of reinforcement and refinement.

Post-Conference Introduction

1. **Greeting/Set the tone.** This time should be used to put the teacher at ease.
2. **Establish the length of the conference.** Assure the teacher that you respect his/her time and have set a time limit for the conference.
3. **Review the conference process.** Review the conference format with the teacher so he/she knows what to expect.

E.g., "Good afternoon, it was great for me to get to visit your classroom and observe your lesson. Our purpose in meeting today is for professional growth. We will spend time discussing your lesson with a focus on your instruction and how the students were involved with the lesson. The ultimate goal will be to develop ideas on how to enhance student achievement."

4. **Ask a general impression question.** This allows the teacher to begin the post-conference by self-reflecting on his/her lesson.

E.g., "How do you think the lesson went?"

Reinforcement Plan

1. **Reinforcement objective.** Use specific language from the rubric to develop the objective.
E.g., "By the end of the conference, the teacher will be able to explain how she plans for the types and frequency of questions that she asks during a lesson." This objective includes specific language from the 'Questioning' indicator.
2. **Self-analysis question.** Prompt teacher to talk about what you want to reinforce. Utilize a question that includes specific language from the rubric. This can lead the teacher to reflect on the indicator you have identified as his/her area of reinforcement as it relates to the lesson.

E.g., "When you plan a lesson, how do you decide on the type and frequency of questions that you will ask?"

3. **Identify specific examples from the evidence about what the teacher did relatively well.** It is critical that the observer leading the post-conference provides specific examples for the lesson of when the teacher incorporated descriptors from the indicator being reinforced.

E.g., "You asked a variety of questions throughout the lesson to check for student understanding. You asked numerous questions on the knowledge and comprehension level that led students to review previous learning as they identified the elements of a pictograph and defined mean, mode, median, and range. You also asked them to define vocabulary within the lesson's objective, which allowed you to restate the objective, using their response. As you progressed through the lesson, you continually asked students to explain how they arrived at their answers and to explain their classmates' responses. This type of questioning moves students to a deeper understanding of the content being taught as they must justify their thinking. You also asked questions that required students to evaluate the purpose and advantages of using a pictograph."

Refinement Plan

1. **Refinement objective.** Use specific language from the rubric to develop the objective.

E.g., "By the end of this conference, you will be able to explain how you plan for the pacing of a lesson that provides sufficient time for each segment and provides for a clear closure." This objective includes specific language from the 'Lesson Structure and Pacing' indicator.

2. **Self-analysis.** Ask a specific question to prompt the teacher to talk about what you want him/her to improve upon. Utilize a question that includes specific language from the rubric. This can lead the teacher to reflect on the indicator you have identified as his/her area of refinement as it relates to the lesson.

E.g., "When developing lessons, how do you decide on the pacing of the lesson so sufficient time is allocated for each segment?"

3. **Identify specific examples from the evidence about what to refine.** It is critical that the observer leading the post-conference provides specific examples from the lesson to support the indicator being refined. This is the most important element of the plan because it models a strong example and labels why it is a strong example. This provides support for the teacher as they apply the model to future lessons.

E.g., "You began the lesson with an explanation of the lesson's objective and an overview of the lesson. Modeling for students how to analyze a pictograph followed, and then students were to work in groups to read a pictograph and complete questions on a worksheet. You mentioned earlier that you wanted students to be able to work in groups and then report their findings. However, there was not sufficient time for this to occur during the lesson."

4. **Recommendations.** Provide specific examples of what to refine with suggestions that are concrete. Also indicate the example is strong and how it will improve student learning. Ideally, the teacher should leave with next steps, a resource to support those next steps, and a date by which you will follow-up to monitor progress.

E.g., "As you plan your lessons, ask yourself which learning activities are essential for students to meet the objective, and then ask yourself how much time each segment of the lesson will need. In thinking back on this lesson, each of the segments you used were essential: the beginning hook using our high school baseball team's batting averages; the modeling of your analytical thinking with a pictograph; the students working in groups to apply their analytical thinking to their pictographs; the students reporting their findings and justifications; and the students reflecting in their math journals about their learning for the day, which is the part they didn't get to. When we think about the time spent on each segment, I know that learning happens when students are problem-solving, discussing, justifying, reflecting, and/or writing, so I want to ensure these chunks have the most time. The beginning hook that took twenty-one minutes could have been accomplished in four to six minutes; leaving you the fifteen minutes to have students share their learning, reflect on their learning, and write in their math journals. For future lessons, continue to ask yourself which learning activities are essential for students to meet the objective and then ask yourself how much time each segment of the lesson will need. These questions will help you ensure you're able to focus on the learning experiences you know will help them succeed. Mrs. Smith has worked on this in the past, and she could be a great resource to support you. For next week's lessons, take the plans

that you normally submit, and jot the time blockings you want for each segment of your math lessons. This shouldn't take any extra time, and it will help me support you because I will provide feedback and send it to you. I'll pop in sometime in the next couple of weeks to see how it is helping you provide your students with the closure and reflection opportunities. Are there any other things I can do to support you? What questions do you have?"

- 5. Share the performance ratings.** At the very end of the conference, the administrator will share scores with the educator.

Sample Post-Conference Coaching Questions

Standards and Objectives

- How do you decide on the standards/objectives you will teach?
- How do you identify the sub-objectives for a lesson?
- How do you decide on the method you will use to communicate the standards/objectives to students?
- How do you utilize a visual of the standards/objectives during a lesson?
- How do you communicate your expectations to the students?
- How will you obtain evidence that most students have demonstrated mastery of the objective?

Motivating Students

- How do you organize the content of a lesson so that it is meaningful and relevant to the students?
- How do you develop learning experiences that provide opportunities for students to ask questions and explore?
- How do you reinforce and reward the efforts of all students?
- Why is it important for students to have opportunities to develop their own questions and explore for the answers?
- How does motivation impact student achievement?

Presenting Instructional Content

- How do you decide on the types of visuals you will use during a lesson?
- Why is it important for the teacher to model his/her expectations for students?
- How do you plan for effective modeling during a lesson?
- How do students clearly know your expectations for their assignments and for what they are to learn?
- When planning a lesson, how do you decide on the sequencing of the instruction within the lesson?
- When planning a lesson, how do you decide on the manner in which the different elements of the lesson will be segmented?
- How do you maintain focus on the learning objectives in a lesson?

Lesson Structure and Pacing

- How do you decide on the manner in which you will segment the different parts of a lesson?
- How do you plan for effective closure within a lesson?

- How do you plan for the pacing of a lesson that provides opportunities for students who progress at different rates?
- How do you ensure that instructional time is used efficiently throughout a lesson so that all students remain actively engaged in learning?

Activities and Materials

- How do you decide on the types of materials you will use during a lesson?
- How do you decide on the types of activities you will use during a lesson?
- How do you develop activities that are aligned to the learning objectives?

Questioning

- How do you decide on the types and frequency of questions you ask during a lesson?
- Why is it important for teachers to ask higher-order questions during a lesson?
- How do you provide opportunities for all students to respond to your questions?
- How do you provide wait time during a lesson?
- What is the purpose of a teacher providing wait time?

Academic Feedback

- How do you decide on the type of feedback you provide to students?
- How do you use student feedback to make adjustments to your instruction?
- How do you engage students in providing quality feedback to one another?

Grouping

- How do you decide on the instructional grouping of students during a lesson?
- How do you hold groups and individuals accountable for work completed within a group?
- How do you decide on the roles individuals will have when working in groups?
- How do you communicate your expectations to students for their own work and that of the group?
- How do you assess the performance of groups and individuals when it is completed in a group setting?

Teacher Content Knowledge

- How do you prepare yourself to teach (insert a topic taught)?
- How do you develop or select instructional strategies to teach (insert the specific topic being taught)?
- How do you decide on the ways in which you will connect the content being taught to other subjects?
- What are some other ideas to which you could have connected during the lesson?

Teacher Knowledge of Students

- How do you identify the learning styles of your students and incorporate these into your lessons?
- How do you identify the interests of your students and incorporate these into your lessons?
- How do you provide differentiated instructional methods within your lessons?

Thinking and Problem-Solving

- How do you plan for activities and/or assignments that teach students different types of thinking and problem-solving?
- Ask teachers to reflect on the specific activities and/or assignments utilized within the lesson and then identify the types of thinking and/or problem-solving each taught. This type of reflection will provide a means for assessing a teacher's understanding of analytical, practical, and research-based thinking and the types of problem-solving referenced under this indicator.

Reinforcement

Reinforcement Area (*indicator*):

Self-Analysis Question:

Evidence from Script:

Refinement

Refinement Area *(indicator):*

Self-Analysis Question:

Evidence from Script:

Recommendation *(next steps, resource(s) to support next steps, date for follow-up):*

Measuring Student Growth in Tennessee: Understanding TVAAS

The following pages contain an excerpt from this report published by the State Collaborative on Reforming Education (SCORE) in October 2014. Use this link to access the full report: <http://tnscore.org/research-reports/policy-memos/>

For more about the Tennessee Value-Added Assessment System (TVAAS), visit the TVAAS website at <http://tvaas.sas.com>, or the department website at <https://www.tn.gov/education/data/tvaas.html>.

To read more about SCORE, visit <http://tnscore.org>.



INTRODUCTION

Teachers have a greater impact on students' academic growth than any other in-school factor.¹ Studies on teaching quality have found that high-quality teaching can diminish the impact of a student's low socio-economic background.² Additionally, consecutive years of access to high-quality teaching can boost higher-performing students to perform at even higher levels and accelerate lower-achieving students to catch up to their higher-performing peers.³ For these reasons, shifts in policy and practice related to teaching quality have the potential to minimize achievement gaps and yield large and sustainable improvements in student achievement levels. To maximize student access to high-quality teaching, it is important to have an accurate measure that can be used to determine a teacher's impact on students' academic growth.⁴

Until recently, there was little data used in teacher evaluations that allowed schools to distinguish between effective and ineffective teaching. In 2009, The New Teacher Project (TNTP) conducted a study, "The Widget Effect," analyzing teacher evaluation practices in four different states and twelve different school districts. This study found that districts often used simple rating

systems for teacher evaluation, labeling teachers as either effective or ineffective, or satisfactory or unsatisfactory. Within these systems, TNTP found that 94 to 99 percent of teachers received a positive rating amidst high student failure rates.⁵ These conflicting data indicate a failure to differentiate between effective and ineffective teaching, providing little information that could accurately inform decisions around teacher recruitment, teacher preparation, and teacher support and development.⁶

In the late 1980s, value-added measures were developed in an attempt to more accurately measure a teacher's impact on student growth.⁷ While previous measures focused on student achievement levels, value-added measures instead focus on the amount of academic growth a student makes from one year to the next. For example, if a student enters third grade reading on grade level, value-added measures attempt to determine how much progress that student makes toward reading at a fourth-grade level by the end of the school year. Over time, value-added measures were used more frequently in schools throughout the United States to inform hiring and retention practices, professional growth plans for teachers, and the improvement of teacher preparation programs. Value-

added measures, when employed in combination with other effective evaluation tools, offer schools the opportunity to assess and improve student access to high-quality teaching, maximizing students' potential for growth throughout their educational career.⁹

HISTORY OF TVAAS

In Tennessee, the Tennessee Value-Added Assessment System (TVAAS) was developed in an attempt to measure the impact teachers have on students' academic growth. TVAAS was created on the foundational belief that "society has a right to expect that schools will provide students with the opportunity for academic gain regardless of the level at which the students enter the educational venue."⁹ In other words, those schools or teachers labeled as most effective by a TVAAS measure should be those

who provide high-quality educational opportunities for all students.¹⁰

In the late 1980s, Dr. William L. Sanders and Dr. Robert A. McClean of the University of Tennessee used longitudinal data to measure the impact different teachers had on student outcomes, laying the foundation for the statistical model employed in TVAAS. Throughout the 1980s and 1990s, Tennessee passed several pieces of legislation that emphasized the importance of statewide assessment and accountability systems on the path toward Tennessee's education improvement goals.¹¹ TVAAS was one recognized measure that could be used to evaluate Tennessee's progress toward accomplishing its educational goals. This research and legislation laid the foundation for the use of TVAAS in Tennessee's education system today. Table 1 outlines the history of TVAAS in Tennessee:

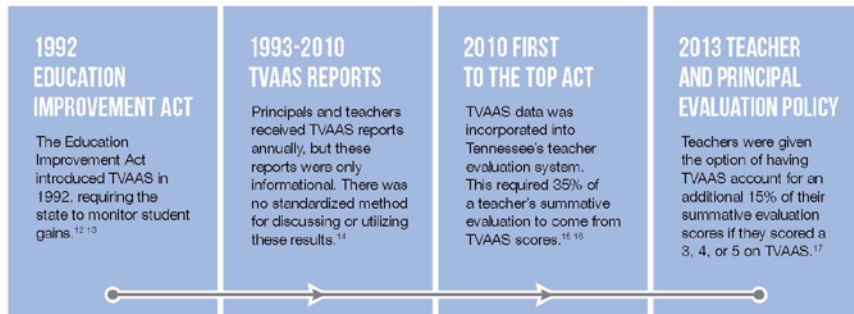


Table 1

TVAAS uses data from Tennessee's achievement tests to calculate yearly growth for all students in the state. To calculate yearly growth for students, TVAAS looks at a student's past testing data and predicts his or her growth based on the average growth of students statewide with similar initial levels of achievement. This component of the TVAAS model is meant to ensure that a student's initial achievement level will not affect the accuracy of the measure.¹⁸ While other growth

models explicitly adjust for students' background characteristics such as race, ethnicity, and poverty status, TVAAS uses students' prior achievement levels to account for these factors. A TVAAS score for a teacher is determined by looking at the amount of growth above, below, or just at expectations that each of the teacher's students make in a given school year. Each student's growth is compared to the growth they were predicted to make during that school year.

VALUE OF TVAAS MEASURES

Accurate TVAAS data has the potential to help stakeholders at all levels of the education system promote high-quality teaching and contribute to

improved achievement for all students. Tables 2-4 outline how teachers, principals, district leaders, and state policymakers can use TVAAS data to improve student achievement in Tennessee.

HOW DOES TVAAS HELP TEACHERS?

STUDENT SUPPORT

TVAAS data have the potential to facilitate meaningful conversations between teachers and students about a student's strengths and to set goals for students' academic growth during the school year. TVAAS data provide teachers with information that can help them identify students in need of early intervention and to group students based on their unique needs. These practices help teachers differentiate their instruction for different groups of students, improving students' potential for growth.

INSTRUCTIONAL IMPROVEMENT

TVAAS data allow teachers to reflect on their instruction, illuminating instructional strengths as well as opportunities for growth. This kind of data-driven self-reflection allows teachers to identify strengths and weaknesses in certain subject areas and with certain groups of students.¹⁹

TEACHER COLLABORATION

TVAAS data can also set the stage for more directed and effective collaboration between teachers. This data can help principals identify highly effective teachers who can serve as instructional leaders and mentors for newer teachers or teachers struggling with specific areas of instruction.²⁰

Table 2

TVAAS SHIFTS THE CONVERSATION FROM PROFICIENCY TO GROWTH: NORMAN SMITH ELEMENTARY

Norman Smith Elementary, a school serving over 600 students in grades pre-kindergarten to five in Middle Tennessee, has achieved high levels of growth over the last three years. If you ask school leaders at Norman Smith what makes them so successful, one of the things they point to is building the confidence of their students. Former principal Beth Unfried explains, "We have to provide opportunities for students to have success in school. Once they experience success, they want it even more."²¹ One of the things Norman Smith staff point to as a key to helping all students experience success is their continued focus on growth. Using TVAAS and other growth data, teachers at Norman Smith are able to set overall growth targets for students and incremental milestones along the way that help students build self-confidence and perseverance. Unfried cites TVAAS and other growth data as a game changer for students from low-income backgrounds. She emphasizes, "if students are never celebrated for their growth, then they feel defeated. It's not always about students making 100 percent on the test. For some students, going from a 20 percent to a 60 percent is just as important."²²

HOW DOES TVAAS HELP PRINCIPALS AND DISTRICT LEADERS?

TEACHER DISTRIBUTION

TVAAS data can be used at the district and school levels to ensure that high-quality teachers are distributed equitably between and within schools. This data could help administrators and districts create systemic incentives to attract and retain high-quality teachers in historically lower-performing, low-income schools. Additionally, TVAAS data provide insight into teachers' instructional strengths, whether in certain subject areas or with specific groups of students. For example, TVAAS data may indicate that a teacher is more effective teaching math than English language arts or that a teacher yields high levels of academic growth for higher-achieving students. School leaders can use this information to capitalize on teachers' strengths, placing them with groups of students or in subject areas where they are most effective instructionally.²³

STUDENT INSTRUCTIONAL INTERVENTIONS

TVAAS data also inform school and district leaders of individual students or groups of students that need targeted instructional interventions. This information can inform professional development opportunities for teachers, the implementation of before or after-school tutoring programs, or the hiring and distribution of instructional coaches.

TEACHER SUPPORT PRACTICES

One of the most important uses of TVAAS data occurs at the school level and informs principal practices around teacher support. When schools have instructional coaches or teacher leaders present, TVAAS data can guide these instructional leaders toward the teachers who need their help and support the most. In this way, TVAAS data can serve as foundational evidence for teacher improvement practices, gaining insight into teachers' opportunities for growth and providing them with the support they need to be successful.

Table 3

USING VALUE-ADDED DATA TO SUPPORT ALL TEACHERS: FRANK P. BROWN ELEMENTARY

At Frank P. Brown Elementary in Crossville, data are used to continually inform teacher support and improvement efforts. When TVAAS data indicate that a teacher is struggling in a certain subject area or with a certain group of students, school leaders will ask an instructional coach to spend time in the classroom with that teacher. Instructional coaches will observe, offer constructive feedback, collaborate on lesson planning, and model effective instruction for these teachers. Additionally, when value-added data show that a teacher is struggling in a particular subject or with a particular group of students, school leaders will pair them with a teacher who excels in the same area. The teacher will have a chance to spend a few days observing his or her colleague, learning from their instructional practices and classroom management style. At Frank P. Brown, teachers are given the opportunity to watch best practices in action and are provided with the resources they need to improve upon their own practices.²⁴

BUILDING SCHOOL LEADER CAPACITY TO USE DATA: MARYVILLE CITY SCHOOLS

Maryville City Schools serves approximately 4,900 students. Dr. Mike Winstead, Maryville's current Director of Schools, points to the time that Maryville spent working with school leaders as a key to the success the district has with data. Winstead says, "We've always had a good culture here in Maryville, but in recent years we've really invested time and energy into helping school leaders understand and effectively use data. We have at least one person on each building's leadership team who is truly a data expert."²⁵ Winstead and his team spent time working with school leaders to ensure they know what TVAAS data tell them and using that information to inform school-level decisions. School leaders use TVAAS and other data to ensure teachers are assigned to subjects and grade levels where they are most effective instructionally. In addition, school leaders carefully examine TVAAS data to gain a clear understanding of how the school is addressing the needs of all learners, from those in the top 25 percent to those in the bottom 25 percent. This information helps schools to understand if there are students who are not being served well by the school and to direct resources to those students.²⁶

HOW DOES TVAAS HELP STATE POLICYMAKERS?

PROFESSIONAL DEVELOPMENT

TVAAS measures provide states and districts with data that could inform investments in professional development opportunities that more effectively align with their teachers' greatest needs.²⁷ For example, the state's TVAAS data indicate that students in grades 3-8 made little growth in reading over the last few years.²⁸ For this reason in 2013-2014, the Tennessee Department of Education invested in professional development opportunities for teachers in reading intervention.

TEACHER PREPARATION

As TVAAS is more widely implemented, it can be used to track teacher preparation program graduates throughout their career. In 2007, the Tennessee General Assembly passed legislation that required the State Board of Education to create an assessment on the effectiveness of teacher preparation programs. This legislation requires that the assessment of the programs include TVAAS data, teacher placement and retention rates, and Praxis II scores.²⁹ This report card is currently used to help Tennessee identify best practices in teacher preparation and scale-up programs that consistently produce high-performing teachers.³⁰

Table 4

ASSESSMENT AND TVAAS

As noted before, TVAAS uses data from Tennessee's achievement tests to calculate students' yearly growth. These achievement tests include Tennessee Comprehensive Assessment Program (TCAP) for students in grades 3-8 and end of course (EOC) exams

for students in grades 8-12. Research has shown that in order for the TVAAS measure to be accurate, standardized tests must be a reliable measure of what students know and can do, produce similar results in different environments and at different times, be aligned with academic standards, and be designed to measure the progress of students with diverse ability

levels.³¹ A recent statement by the American Statistical Association emphasizes that “value-added measures are only as good as the data fed into them.”³²

Recent research on other states’ assessments calls into question whether current assessments accurately measure student learning.³³ These analyses have found gaps in alignment between state standards and state assessments, both in terms of the content covered as well as in the depth and rigor of testing items.³⁴ These analyses found that on average, state assessments cover around 19 percent of the standards’ content in English language arts and reading and 27 percent of the standards’ content in math.³⁵ Additionally, these analyses found that 15 percent of items in math assessments and 26 percent of items in English language arts and reading are misaligned due to different levels of depth and rigor.³⁶ If state assessments are not reflective of the state standards teachers are required to teach in their classrooms, value-added measures could be an inaccurate reflection of a teachers’ ability to effectively create academic growth for their students.

While the quality of current state assessments indicates a cause for concern around the accuracy and utility of the TVAAS measure, it also presents an important opportunity to select a higher-quality, better aligned assessment to be implemented with Tennessee’s State Standards for English Language Arts and Mathematics. As Tennessee begins the assessment selection process, it should evaluate assessments for alignment to these standards both in terms of content and rigor. This shift to a new assessment provides the opportunity for improved accuracy in the TVAAS measure and, as a result, improved utility of the information it provides students, teachers, principals, and district and state leaders.

• A MULTIPLE MEASURES APPROACH: TVAAS AND TEACHER EVALUATION

Prior to 2010, teacher evaluations in Tennessee relied only on information collected during formal and informal observations, which were not required for all teachers on an annual basis. From these observations, principals scored teachers on a rubric with general categories intended to indicate levels of teaching effectiveness.

While these classroom observations provided teachers with an opportunity to receive feedback, the quality of the rubrics used and the infrequency of observations limited their ability to truly inform teacher support and improvement practices. Additionally, prior to 2010, student growth and student achievement data were not included as components of the teacher evaluation.

With Tennessee’s passage of the First to the Top Act in 2010, multiple measures of teaching effectiveness were incorporated into the Tennessee teacher evaluation. While TVAAS serves as a foundational component of Tennessee’s teacher evaluation system, the evaluation incorporates additional measures of teaching effectiveness to improve the accuracy, reliability, and utility of the evaluation as a whole. Since 2010, new rubrics for classroom observations have been implemented that aim to provide teachers with more detailed and rigorous feedback on their practice. The teacher evaluation also requires teachers to be observed multiple times each year.³⁷

While TVAAS provides important information about teaching effectiveness and insight into what kinds of students teachers are most effective at teaching, TVAAS provides teachers with limited information on what they can do to improve. By balancing the weight of different measures, the teacher evaluation aims to prevent teachers from focusing too narrowly on one aspect of practice. Additionally, providing teachers with feedback on different areas of practice increases the usefulness of the evaluation and provides more effective data that can better inform professional growth opportunities.

For example, while value-added data allow teachers to identify strengths and opportunities for growth in certain subject areas or with certain groups of students, feedback from classroom observations allows teachers to identify strengths and opportunities for growth in classroom management, instructional practices, or lesson planning. When these measures are combined with additional measures of teaching effectiveness, teacher evaluations have the potential to provide more accurate, informative, and complete feedback to teachers. This information can inform the improvement and development of support systems for teachers and increase student access to high-quality teaching.³⁸

Growth measures for teachers of traditionally non-tested grades and subjects: Diverse stakeholders often voice concerns related to the use of TVAAS to measure teaching effectiveness in grades or subject areas that are traditionally not subject to end-of-year assessments. This is a valid concern that deserves continued attention, but it is also an area where Tennessee has made considerable progress. Since the implementation of the new teacher evaluation system, the Tennessee Department of Education has used portfolio-based assessments to develop innovative growth measures for teachers of creative arts, physical education, and world language classes.³⁹ While innovations such as portfolio-based assessments provide additional teachers with growth measures, these innovations should be continually monitored and evaluated for accuracy and reliability. Tennessee should also learn from the innovative assessment models other states have implemented for these grades and subjects, evaluating their utility and relevance in the Tennessee context.

Links to professional development and teacher support practices: The information the teacher evaluation system provides school leaders, districts, and state policymakers offers the opportunity to improve professional development and teacher support systems currently in place in Tennessee. Data from TVAAS could be linked to professional development practices, identifying teachers in the greatest need of support.⁴⁴ At the school level, school leaders have the opportunity to use TVAAS data to help to identify their most effective teachers to serve as instructional leaders. These teachers could provide targeted support to novice and struggling teachers in their efforts toward instructional improvement. Further, this data can inform professional learning communities at the school level, providing a forum for data-driven conversations across subjects and grade levels that are centered on the needs of students.

While the above concerns and opportunities necessitate continued research and improvement efforts around the TVAAS measure, its use as one of multiple measures of teaching effectiveness in Tennessee’s teacher evaluation system should continue, unless research indicates that changes

to the measure and its uses will yield better outcomes for teachers and students. The state’s current teacher evaluation system provides more in-depth and comprehensive information to teachers, principals, districts, and policymakers than was previously available, ensuring that decisions ranging from professional development supports to teacher placement can be made with a more robust set of data.

• CONCLUSION

TVAAS measures in combination with improved observations, innovative student perception surveys, and other measures of teaching effectiveness provide teachers, school leaders, district leaders, and state policymakers with valuable information about the state of teaching in Tennessee. While none of these measures are perfect on their own, they provide individuals at diverse levels of the education system with information that improves their ability to support effective teaching and improve outcomes for students. As outlined in this report, TVAAS offers schools and school districts the opportunity to better understand teachers’ impact on student outcomes. This understanding can help school leaders and policymakers make data-driven decisions that increase Tennessee student access to high-quality instruction and, in turn, improve student achievement levels statewide.