Team Educator Acceleration Model

TEAM
Teacher and Principal Evaluation Framework:

Process, Guidelines and Forms

Reference Manual

Table of Contents

{Intentionally left blank}

Team Educator Acceleration Model

Process and Eligibility Overview

{Intentionally left blank}

KCS TEAM PARTICIPATION

All building-level educators.

(KCS will **not** include the following groups in the TEAM evaluation process: occupational/physical therapists, nurses, behavioral liaisons, vision screeners, birth-pre-K parent instructors, or central office specialists, supervisors, and administrators.)

EVALUATED

All educators working full-time 120 days or more.
Part-time and job-share teachers working full academic year.

NOT EVALUATED

Educators working less than 120 days due to leave, hire date, interim contract length. Contractors who are not KCS employees

Single Building

Administrators complete summative conference. Supervisors complete one observation on **Practitioner's** license teachers advancing to professional licensure only at the request of the principal

Itinerant/Pool

Supervisors complete summative conference. Building administrator completes an observation based on # days itinerant in building (including school support services).

Special Education

All special education teachers will have one observation completed by department supervisor.

KCS TEAM Taskforce Summary Guidelines

Rubric	Educator Groups	Comments
Standard Educator Rubric	♦ **Teachers with TVAAS data** • Core Foundation Teachers Grades 1 – 5, self-contained • Core Foundation Teachers Grades 6 – 8, departmentalized (Math, Reading/Language Arts, Science, Social Studies) • Core Foundation Teachers Grades 9 – 12, departmentalized (English I, English II, Algebra I, Algebra II, Biology, US History) ♦ **Teachers without TVAAS data** • Pre-K –K • Fine Arts • Computer Technology • Physical education/Health/Wellness • Career and Technical Education • World Languages • English Language Learner • Special Education • High School Courses in English, Math, Science and Social studies without state EOC tests • JROTC Instructors • Vision Teachers (not screeners)	♦ Practitioner License teachers require a min. of **4 classroom visits**. ♦ All teachers on a one-year probationary license (e.g. Interim B, Alternative) require a minimum of 4 classroom visits. ♦ Professional License teachers require a min. of 2 classroom visits. ♦ Tenure status does not matter in terms of minimum # of required observations – only license designation. ♦ All requirements are minimums. The statute does not limit the number of observations. ♦ IAP and/or **Level 1 TVAAS** teachers will follow Practitioner cycle. ♦ Practitioner license teachers observations must be announced and half unannounced. (Unannounced means no defined "window," or other advance notice.) ♦ Half of observations must be in fall semester (first two quarters) and half in spring semester (last two quarters). ♦ No specific form required for lesson plan. ♦ All teachers retiring at end of school year **will** participate in the evaluation process. ♦ All teachers in classroom for less than 120 days due to late hire, approved leave, or interim/supply status, **will not** participate in evaluation process. ♦ All job share/part-time teachers **will** participate in evaluation process, with full observation cycle. ***See TEAM Taskforce Recommendations for more details.***
School Services Rubric	♦ School Counselors ♦ School Psychologists ♦ Social Workers ♦ Graduation Coaches ♦ Mentor Coaches ♦ Child Find General Educators (Pre-K) ♦ Instructional Coaches ♦ Speech/Language Therapists ♦ Occupational Therapist ♦ Audiologists ♦ Intervention Mentors Co-teaching Coaches ♦ Homebound teachers ♦ Assistive Technology ♦ Autism Support Team	♦ See comments under Standard Educator Rubric. ♦ Observations will be 50% unannounced. ♦ Co-teaching and Mentor Coaches will have all observations and summative conference completed by Supervisor. ♦ All other support services will have observations completed with supervisors and building administrators based 3 or more days and 2 or less days rule. Supervisors will complete summative conference.

Rubric	Educator Groups	Comments
Librarian/Media Specialists Rubric	♦ Librarians or Media Specialists	♦ See comments under Standard Educator Rubric. ♦ Librarians will use the **entire** rubric specific to library/media specialists.
Principal Evaluation Rubric	♦ Campus Leadership • Principals • Assistant Principals • Administrative Assistants – Individuals functioning as assistant principals while completing the final components of their instructional leadership licensing.	♦ Principal qualitative component based on TEAM administrator rubric and survey of building staff.
Groups Excluded	♦ Leader Academy Fellows (partial year exemption for year of mentorship) ♦ Occupational/Physical Therapists ♦ Vision Screeners ♦ Behavior Liaisons ♦ School Nurses ♦ Birth to Pre-K Parent Instructors ♦ Classified employees ♦ Central Office Administrators, supervisors, specialists	♦ These employees are not covered as certified school-based employees as defined by the TDOE. (Excluding LAF.)

TEAM Taskforce Evaluation Recommendations

Suggested Observation Pacing

The minimum required number of observations is based on licensure status **and evaluation scores from the previous year**. All required observations should be entered into TNCompass by June 25, 2018

- **Coaching Conversations**

As the school year begins it is important for evaluators to have a targeted conversation with teachers who scored a 1 on their overall evaluation or individual growth score about the number of required observations and what supports they will receive this year to improve student achievement. These initial coaching conversations should take place before the first official observation of the 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 environment domain. The observation pacing charts below reflect one possible way domain observations may be combined during classroom visits.

- **Announced vs. Unannounced Visits**

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

Professional teachers have the option to choose all unannounced observations.

- **Evaluation Rosters** – All teachers are included in the evaluation process. The only exceptions are for teachers working for less than 120 days in the school year due to leave, late hire, interim or supply status. (See recommendation on job share and part-time teachers below.)
- **Retiring Teachers –** All teachers who will retire at the end of the school year in May must be included in the annual evaluation process. Teachers retiring at the end of the fall semester can be excluded from the evaluation roster.
- **Time-Card –**Time-card teachers working in a position greater than 50% must have **two combined observations** but will still cover all 3 domains like a professionally license teacher under the job-share guidelines below.
- **Job-Share –** State statute does not require evaluation for any teacher working less than 120 days. However, the state does not prohibit a district from choosing to do so. As such, Knox County Schools has decided that job-share (including timecard retirees) teachers will participate in TEAM. Because job-share teachers are excluded from the state statute, we have the flexibility to make adjustments to their observation cycle based on their reduced time in the district. (This has been approved by and confirmed with the TDOE.) This condensed schedule should still meet the requirement of at least 60 or 90 minutes of observation time for professional and practitioner license teachers.
- **Professional License** – Will complete ***2 combined observations*** (due to the reduced time in schools) but will still cover all 3 domains. They have the option to choose 50% unannounced or all unannounced.

  Unannounced – One lesson-length observation covering the planning and instruction domains.
  Unannounced – One lesson-length observation covering the environment and instruction domains.

- **Observation Process** – These are the guidelines for timing and transparency related to the observation process. The formal observation cycle for the school year will begin only after a teacher has completed beginning of year/summative conference. This should be no earlier than the first full week of September.
  - **Announced** – The announced observation requires a pre-conference. The Taskforce recommends that the pre-conference occurs 12 – 24 hours in advance of the observation as the final confirmation. ***However, the minimum amount of lead time is not specifically mandated in the State Board of Education policy***
  - **Unannounced** – There should be no communication around unannounced visits. Principals should not provide a "window" to teachers regarding the timeframe for unannounced visits. They are to be truly unannounced, with no notice from observer, as the law requires.
  - **Pre-Conferences** – This should be a coaching conversation to obtain pertinent background about the lesson plan and students involved for additional context, and to address any potential areas of concern before the lesson. Therefore, pre-conferences should provide reasonable time before the observation to allow the teacher an opportunity to reflect and improve upon his or her instructional plan.

    The completion of pre-conferences for announced observation are a part of the process which can be grieved.
  - **Post-Conferences** – Post-conferences must occur within a week (or 5 instructional days) after observation per State Board of Education Policy. We recommend that teacher self-reflection on lesson scores/evidence, as well as reflection narrative, be collected by the observer within 2 – 3 days of observation date. This will aid the observer in the development of the post-conference plan. ***The timeliness of post-conferences is a part of the process which means it can be grieved.***
  - **Observer Certification** – All administrators, lead teachers, instructional coaches, and content supervisors should complete their observation certification by September 30, of every year. However, in NO circumstances is anyone without proper certification to conduct formal observations. ***Observer certification status is a matter of process, which means it can be grieved.***
  - **Categorized evidence** – Every observation post-conference should include a record of the evidence associated with every domain and indicator (as captured in the scripting notes via TNCompass), as well as the final rating, which ***should be shared with the educator*** at the end of each post-conference.
  - **Teacher Observation Report (Post-Conference Record)** – Every observation post-conference should include a copy of the *Teacher Observation Report* that details the Observer score and Teacher Self- Reflection scores via TNCompass. The Teacher Observation Report should also include the reinforcement and refinement objective. ***Knox County Schools will require a reflection narrative to be completed in those designated sections by both the Observer and the Teacher.***
  - **Lesson Plans and Other Teacher Provided Documents** – The TEAM Taskforce has supplied a recommended Lesson Plan template. ***However, teachers are not required to use this form.***

This is simply a tool. Any lesson plans and other documents collected from the teacher in support of the lesson observation (e.g. seating charts) should be included in the personnel file record. ***Teachers are only required to provide a lesson plan for observations that include planning domain.*** However, lesson plans are always to be accepted (and encouraged) to provide additional evidence for any observation for which the teacher chooses to provide the information. Moreover, it is acceptable for principals to express an expectation that lesson plans will be completed as a part of responsibilities in Professionalism Domain.

- **Scripting notes** – Scripting notes will be generated via the TNCompass tool**.** This report should be shared with the teacher via the TNCompass application.

TNCompass – The TDOE will provide all districts access to this internet-based application. With the exception of our 7 schools who will pilot the Tiger model, all KCS schools must enter observation data directly in TNCompass. Observers and teachers have access to the TNCompass to record and review the selections and outcomes for the 35% and 15% student data measures.

Professionalism Report – The professionalism rubric should be completed by the evaluator for the teacher at the end of the year, along with the ending of the observation cycle before May 11. The professionalism report should seek input from administrators at multiple schools where the teacher works, if appropriate, as well as input of content supervisor, if appropriate. The results of the Professionalism Report should be shared with the teacher during the End of the Year Conference prior to the end of the teacher contract in May.

Summative Evaluation Report – The summative evaluation report will include all observations, professionalism report, student growth data, and student achievement data. Final evaluation reports will not be available via the TEAM Data System until summer break due to the inclusion of student outcome data. However, all data from observations and the professionalism report should be communicated to teachers prior to the end of their contract for the current school year.

Student Growth Data – All teachers with individual TVAAS data will use their individual growth data for this 35% of evaluation report. The metric will be based on a 3-year rolling average. Teachers without individual TVAAS data will use 1-year school-wide composite. For instructional coaches and itinerants supporting multiple schools, they will be able use a weighted-average of the school-wide data of the schools they serve, or use the system-wide data for the appropriate grade level.

Student Achievement Data – The KCS Growth and Achievement Matrix provides the available options for the 15% other student achievement measure. Teachers and principals will then decide on the 15% "other student achievement data" component. If there is disagreement, the teacher has final say. In cases where TDOE identifies measure selections that are not appropriate, appropriate adjustments will be made. Teachers with individual TVAAS data of Level 3, 4, or 5 may elect to use that data for this portion of the summative evaluation as well. However, they are not required to do so. For teachers with Level 1 or Level 2 TVAAS, they must use another achievement measure. ***These agreements must be completed by early November, per TDOE.***

Final Summative Evaluation Rating – The TDOE has provided guidelines for what score ranges will correlate with the 5-summative evaluation categories from significantly below to significantly above expectations. See table on next page:

Observation Policy Changes Impacting 2018-19

On July 27, the State Board of Education approved a few changes in the state board teacher evaluation policy will be implemented for 2018-19. These changes include:

- LEAs have an option for basing the number of required observations on the teacher's previous year individual growth or level of overall effectiveness (LOE).
- The number of required observations for licensed teachers who were PYE (partial year exemption) in the previous year will be based on their performance level in the school year immediately preceding the PYE year. Any non-PYE educator without an LOE in the previous year shall have the maximum number of observations conducted based on the educator's license type.
- LEAs and charters using the TEAM model must conduct at least one unannounced observation.

Overall Score Calculation

Overall Observation Score:	____	x	50	=	_____
TVAAS Score:	____	x	35	=	_____
Achievement Measure Score:	____	x	15	=	_____
Total Score			100%	Sum Lines 1-3	_____

Score Range	Overall Effectiveness Rating
<200	**1**
200-274.99	**2**
275-349.99	**3**
350-424.99	**4**
425-500	**5**

- **NIET Best Practices Portal** – ***All returning teachers in TEAM schools have access to this portal. New teachers will be added by September 30.*** All teachers can reset their passwords with their @knoxschools email address via the NIET site (www.nietbestpractices.org). School leaders should encourage teachers to complete the relevant training modules in conjunction with after-school training sessions during the scrimmage period.
- **Instructional Coaches** – Instructional coaches will NOT participate in formal observation process. They will be certified observers and participate in the scrimmage period through the month of September and beyond. However, no instructional coaches, be they system-wide or full-time in a single school, regardless of funding source (Title I or otherwise), will be permitted to participate in the formal observation cycle. They should not be added to any schedules or planning for announced or unannounced observations as evaluators.
    - Post-conference Support – Principals are encouraged to share reinforcement/refinement areas for teachers as appropriate with instructional coaches. This will allow coaches to offer their support in planning and modeling with teachers based on their specific needs. Instructional coaches must hold any observation information in strict confidence, as must all those who have access to teacher observation data.
- **Lead Teachers** – Lead teachers will be leveraged as the building administrators deem appropriate for the observation process. We encourage principals to utilize lead teachers to conduct lesson-length observations, as these teachers should have demonstrated the skill set to credibly do so. Each lead teacher is expected to complete approximately 12 to 15 TEAM evaluations per academic year.
    - Performance/Accountability – Administrators should be certain to observe the initial pre- and post-conferences conducted by lead teachers and get feedback from the observed teachers on the quality of those discussions. If the lead teacher is not performing to expectations, the principal should consider the removal of the lead teacher from a position of conducting observations. ***It is critical to the successful implementation of the TEAM model that lead teachers who are not able to influence professional growth and objectively rate lessons do not remain in their positions for the duration of the school year.***
    - Substitute Resources – Each TEAM school will be able to schedule their Substitute Allocation via the Aesop tool. Principals should refer to instructions on using "First to the Top" vacancy profile in Aesop.

- **Administrators** – Administrators (principal or assistant principals) should see every teacher in the building for at least one observation. ***No member of the teaching staff serving in a building full-time should have only lead teachers and/or content supervisors conduct all of their formal observations.*** An administrator in the building must be a part of the observation cycles.
  At the principal's discretion, lead teachers may conduct the 1 evaluation and walk-throughs for level 5 teachers.

  - Best Practices – These are just a sample of best practices from the field, and principals are free to make their own guidelines as appropriate.
    - Many principals have decided that they will be sure to participate in the observations of all practitioner license teachers in their building. Others have also indicated that they will make a point of participating in the observations of struggling teachers in their buildings.
    - Assistant principals may focus on professionally licensed teachers in terms of the observation cycle.
    - Many schools are beginning with unannounced observation as a formative tool to inform growth plan in first semester, and then completed announced observation in the spring.
- **Content/Specialty Supervisors Participation** – Content/Specialty supervisors will participate in the observation/evaluation process at outlined below.
  - **Third year Practitioner License Teachers** – Content supervisors will participate in the formal observations of a third year Practitioner's license teacher (moving to professional licensure) only at the request of the principal. Principals should coordinate with the appropriate supervisor if they have a specific concern about a teacher.
  - **Special Education** – All special education teachers, regardless of license type, will have one lesson length observation completed by the appropriate supervisor or consultant.
  - **Instructional Coaches and Itinerants Evaluation/Observation** – Content supervisors will also be responsible for the summative evaluation of instructional coaches and other itinerants in their respective areas.
    - *School Administrator Participation* – The District C&I Leadership has decided that all principals are expected to participate in the observation process for itinerants/pool positions who work in their building. At most, an itinerant will have half of their classroom observation visits completed by a building principal. The balance will be completed by the appropriate content supervisor. The Supervisor will also complete the Professionalism Report and Summative Conference for the itinerant/pool teacher in collaboration with the principals in the buildings served.
    - *School Services Personnel* – Itinerants who are school services personnel will follow the same outline process as all other itinerants. The Supervisor will also complete the Professionalism Report and Summative Conference for the itinerant/pool teacher in collaboration with the principals in the buildings served.
    - Mentoring and Co-Teaching Coaches – All observations, professionalism report, and summative conference will be completed by Supervisor.

- **Teaching License Type Rosters** – Human Resources has posted the roster of Practitioner and other ***non-*** Professional License teachers to intranet site. The Office of Teacher Licensing has stated that all teachers on one-year renewable licenses and all other license types that must "advance" to regular Professional licensing must follow the practitioner license cycle.
- **Certified Educator Groups –** The state has specified a number of sub-groups for the annual evaluation process, including the specific instructional rubric to be used. The groups are currently being included and defined as follows for district purposes:

  - ***Standard Instructional Rubric***
    - ***Teachers with TVAAS data***
      - Core Foundation Teachers Grades 1 – 5, self-contained
      - Core Foundation Teachers Grades 6 – 8, departmentalized (Math, Reading/Language Arts, Science, Social Studies)
      - Core Foundation Teachers Grades 9 – 12, departmentalized (English I, English II, Algebra I, Algebra II, Biology, US History)
    - ***Teachers without TVAAS data***
      - Pre-K –K
      - Computer Technology
      - Physical education/Health/Wellness
      - Career and Technical Education
      - World Languages
      - English Language Learner
      - Special Education
      - High School Courses in English, Math, Science and Social studies without state EOC tests
      - JROTC
      - Instructional Coaches
      - Vision Teachers (not screeners)

  - ***School Services Rubric***
    - School Counselors
    - Instructional Coaches
    - School Psychologists
    - Social Workers
    - Graduation Coaches
    - Mentor Coaches
    - Child Find and Pre-k General Educators
    - Speech/Language Therapists
    - Occupational Therapists
    - Audiologists
    - Intervention Mentors
    - Co-teaching Coaches
    - Homebound teachers
    - Assistive Technology
    - Autism Support Team

  Librarian Rubric
  - Librarians or Media Specialists will use the entire Librarian/Media Specialists rubric.

Guidance on Overall Level of Effectiveness Calculations

Due to legislative changes made during the 2013 legislative sessions, the calculations for overall levels of effectiveness will depend on whether a teacher has an individual growth score or a school- or system-wide growth score. The examples below show how the overall level of effectiveness would be calculated for a tested teacher with individual growth or for a non-tested teacher with a school- or system-wide growth score. Please note that all teachers who receive an individual growth score **must** use their individual growth score. **This guidance is for informational purposes only.**

- **Calculations for Teachers with Individual Growth:**

Overall Level of Effectiveness Calculation					
Overall Observation Score*:	_____	x	50	=	_____
Growth Score:	_____	x	35	=	_____
Achievement Measure Score:	_____	x	15	=	_____
Total Score			100%	Sum Lines 1-3	_____

*This is the average of all scored indicators. Scores on the Professionalism Domain are included in the Overall Observation Score. This overall score is rounded to the hundredths place.

- **Calculations for Teachers with School- or System-Wide Growth:**

Overall Level of Effectiveness Calculation					
Overall Observation Score*:	_____	x	60	=	_____
Growth Score:	_____	x	25	=	_____
Achievement Measure Score:	_____	x	15	=	_____
Total Score			100%	Sum Lines 1-3	_____

*This is the average of all scored indicators. Scores on the Professionalism Domain are included in the Overall Observation Score. This overall score is rounded to the hundredths place.

- **Converting to Overall Level of Effectiveness:** For tested teachers with individual growth and non-tested teachers with school- or system-wide growth, the total score is then converted to an overall effectiveness rating using the following table:

Score Range	Overall Effectiveness Rating
<200	**1**
200-274.99	**2**
275-349.99	**3**
350-424.99	**4**
425-500	**5**

- **Example Calculation for a Tested Teacher with Individual Growth**

Teacher	Individual Growth	Achievement	Average Observation	Total Score	Overall Level of Effectiveness
Sally Smith	4	5	3.8	405	4

Individual Growth Score: 4 x 35 = 140

Achievement Score: 5 x 15 = 75

Average Observation Score: 3.8 x 50 = 190

Total Score: 405

Level of Effectiveness: 4

- **Example Calculation for a Non-Tested Teacher with School-Wide Growth**

Teacher	School-Wide Growth	Achievement	Average Observation	Total Score	Overall Level of Effectiveness
John Johnson	5	5	3.2	392	4

Individual Growth Score: 5 x 25 = 125

Achievement Score: 5 x 15 = 75

Average Observation Score: 3.2 x 60 = 192

Total Score: 392

Level of Effectiveness: 4

Revised 5/14/13

- **Teacher Effectiveness Descriptors**

Significantly Above Expectations (425-500): A teacher at this level exemplifies the instructional skills, knowledge, and responsibilities described in the rubric, and implements them without fail. He/she is adept at using data to set and reach ambitious teaching and learning goals. He/she makes a significant impact on student achievement and should be considered a model of exemplary teaching.

Above Expectations (350-424.99): A teacher at this level comprehends the instructional skills, knowledge, and responsibilities described in the rubric and implements them consistently. He/she is skilled at using data to set and reach appropriate teaching and learning goals and makes a strong impact on student achievement.

At Expectations (275-349.99): A teacher at this level understands and implements most of the instructional skills, knowledge, and responsibilities described in the rubric. He/she uses data to set and reach teaching and learning goals and makes the expected impact on student achievement.

Below Expectations (200-274.99): A teacher at this level demonstrates some knowledge of the instructional skills, knowledge, and responsibilities described in the rubric, but implements them inconsistently. He/she may struggle to use data to set and reach appropriate teaching and learning goals. His/her impact on student achievement is less than expected.

Significantly Below Expectations (Under 200): A teacher at this level has limited knowledge of the instructional skills, knowledge, and responsibilities described in the rubric, and struggles to implement them. He/she makes little attempt to use data to set and reach appropriate teaching and learning goals, and has little to no impact on student achievement.

{Intentionally left blank}

Team Educator Acceleration Model

Classroom Observation Process

{Intentionally left blank}

KCS TEAM Observer Guiding Principles

1) Criteria for *observer self-evaluation* for each observation and resulting evidence notes:

a) Can someone read the evidence and have a "big picture" view of what happened in this lesson?

b) Does the language in the evidence link to specific descriptors from the rubric?

c) Can a teacher use this evidence to reflect on the descriptors from the rubric?

d) Does the evidence speak to both the teacher and the students?

e) Does the evidence provided validate the score with at least 3 – 5 pieces of evidence for each indicator?

2) Fidelity to implementation of TEAM:

a) Every lesson, every day, every time must have a learning objective for which student mastery is assessed and determined. Observers cannot speculate about assessment results that are not demonstrated in current lesson.

b) Student engagement and student mastery will have the greatest influence in determining if evidence meets the standard for scoring at a particular level in any given indicator. Evidence of mastery and alignment/contribution to learning objectives is the most important theme throughout the rubric. The rubric descriptors are not a checklist.

c) All evidence must be captured during lesson observed, during pre-conference, and through teacher provided materials (such as lesson plans, exit tickets, etc.). There is no relevant or allowable speculation about prior or subsequent lessons beyond the lesson observed for the evaluation process. As such, there should be no references to other lessons (or to the overall course) in evidence notes.

d) Once an observation is completed, there are no opportunities for a "do-over." Teachers will be able to seek additional feedback and request "practice" observations with instructional coaches and others, but those will not count in the formal evaluation process.

3) Inter-rater reliability and calibration:

a) All observers in a building, including lead teachers, *will be required to* jointly observe a lesson *once a semester* (once in the fall and once in the spring). The observer team will meet to review and discuss evidence and scores. C&I elementary and secondary directors/supervisors will establish a process for verifying and inspecting this practice.

b) K-12 Principal meetings will be used to review and discuss evidence for a video lesson and/or provide feedback on completed evidence notes with other schools across the district.

c) Lead teachers and administrators are encouraged to voluntarily share evidence notes among each other (being careful to remove teacher identification) to get a sense of consistency between buildings and across grade levels.

KCS TEAM Lead Teacher Evaluation

1) **Lead Teachers will have summative evaluation based on their performance as a *classroom teacher.***

   a) Duties as a lead teacher should only be reflected in formal evaluation as it would relate to the school responsibilities indicator on the professionalism domain.

2) **Principals should seek to *separately* assess teacher performance as a Lead Teacher, as this is an annually renewable position. The results of this assessment should guide the principal's decision on whether or not to recognize the lead teacher's contribution. That assessment should include:**

   a) Administrator completing at least once per semester an observation of a post-conference conducted by a lead teacher, scoring with the *post-conference scoring rubric* found on page 63 of the TEAM Handbook, which will be shared with the lead teacher.

   b) Lead teacher participation in at least one joint observation per semester with members of the administrative staff and subsequent group discussion of evidence and scoring.

   c) Administrator completing a sample review of evidence notes that the lead teacher prepares for observations.

   d) Administrator completing a review of scoring that the lead teacher awards, with specific emphasis on calibration with administrators within the building (using data system reporting capabilities).

3) **The determination as to whether a lead teacher will continue to serve in the role will be based on the following criteria:**

   a) Demonstrated ability to meet or exceed an average of 3.0 on the three domains of the TEAM instructional rubric. Moreover, ability to achieve a minimum summative evaluation rating of 300.00 or greater (based on the calculation for the teacher effectiveness rating).

   b) Demonstrated ability to contribute to the professional growth of peers through the pre- and post-conference process.

4) **Lead Teacher must meets the following specific required job qualifications:**

- Professional teaching license
- Strong TVAAS scores and/or other tangible evidence of above average teacher effectiveness
- Demonstrate understanding and mastery of curriculum/instructional/assessment alignment
- Ability to analyze and interpret student data and adjust instruction to increase student learning
- Demonstrated leadership capabilities i.e. building relationships with peers and leveraging interpersonal skills to influence teaching practice
- Effective written and verbal communication skills i.e. the ability to navigate "critical conversations"

Team Educator Acceleration Model

Tennessee Educator Acceleration Model (TEAM)
Selected Questions from the TEAM Update Webinar

If a teacher such as ELL or a coach (or any other itinerant category teacher) serves more than one school, how does he/she select which to use for growth scores?

Teachers that support multiple schools will use a composite measure for the growth scores. This can be a weighted average or a system-wide number depending on the number of schools served. For the achievement measure, the primary supervisor should meet with the teacher to jointly establish a goal that is applicable to all schools in which the teacher works.

What are some examples of off the shelf assessments that can be used for achievement measure?

Pre K-12 diagnostic or achievement/attainment assessments commonly used throughout the state and/or nationally can be used for the achievement measure. Acceptable measures should assess the intended curriculum content and should be generally consistent in scoring and administration (R-CBM, M-COMP, M-CAP, etc.).

Is it possible to earn "decimals" on the achievement measure?

The achievement measure will be reported as a whole number based on the scale established by the teacher and evaluator during the Fall meeting. The observation portion of the evaluation will be an average of all indicator scores and may contain decimals to the hundredths place.

Are Title I teachers included in the "Academic Interventionist" group?

If Title I teachers mainly work with students in an Interventionist role and do not have an individually assigned class, then yes.

If an interventionist does not teach students, but works with teachers, how will they be evaluated?

Interventionists may model teach in their work with teachers and could be observed during this process. However, if they are not mainly instructing students, the School Services Personnel rubric may be used at the district's discretion.

How will Pre-K teachers in non-school sites receive the assessment part of evaluation?

The 10/15% is an achievement measure chosen by the evaluator and the educator. There are approved measures in the matrix that could apply to Pre-K teachers including various statewide or nationally used "off the shelf" assessments. The growth score will be calculated in much the same way as K-2 schools, using feeder patterns to create a literacy and numeracy composite.

Are educators on long-term or short term leave still involved in the teacher evaluation process? Also, educators filling those leaves, are they expected to participate in the evaluation process?

If an educator works 120 days or less or is a contract employee, he/she is not required by statute to be evaluated using TEAM. If an educator's leave creates a situation in which it is impossible to complete the observations, evaluation scores will be based on the observations completed.

Does a teacher on an JROTC license fall under the same guidelines as a professionally licensed teachers as far as observations?

A **JROTC** teacher will fall under the professionally licensed observation guidelines using the Standard Educator Rubric as long as the teacher has a valid **JROTC** license. Licenses considered professional licenses for evaluation are Professional License, Professional Occupational Education License, Professional School Service Personnel License, JROTC, and Adjunct License. All other license types are considered practitioner.

Can you pick more than one item for the 10-15% - for instance three items at 5% each?

Only one measure should be selected for the -15% achievement measure.

If the data from testing is not available until the summer, how will districts meet the May 15 deadline for non-renewal?

TDOE recommends evaluators hold an End of the Year conference with each teacher. At this conference, the 50% observation scores and the 15% achievement measure (if available) should be discussed and will give a preliminary picture of the teacher's overall evaluation.

Would a teacher who goes to several school systems use value added from just one school system of their choice?

Similarly to teachers that work in multiple schools, this would depend on the amount of time the teacher spends in each district. The districts should collaborate to decide whether to use a "home" district score or some type of weighted average. This score would most likely have to be entered by the evaluator once scores are available. If they are a contract employee or work 120 days or less, they are not required to be evaluated.

When using the school-wide value added composite, is it a single year score or the 3 year average?

A 1 year score will be used when available.

Should the evaluator provide areas of refinement and reinforcement for the planning and environment post conferences with each teacher?

Areas of refinement and reinforcement should be provided during each post-conference.

For a teacher who is self contained & receives a value added score for each subject, will that score come from a composite of all subjects or only one?

This teacher's individual TVAAS score would be a composite of all the subjects taught.

{Intentionally left blank}

Team Educator Acceleration Model

Growth and Achievement Measures

Achievement Measure Worksheet 2018-19

Educator Name_____ School Name_____

Position _____

Part A: Approved Achievement Measures (Check One)[1]	
State Assessments	
Overall TVAAS	
ACT/SAT Suite of Assessments	
Off-the-Shelf Assessments	
Early Postsecondary Exams	
Industry Certifications	
Graduation Rate	

Part B: Chosen Measure (from Part A) and Rationale	
Achievement Score	**Measurable Criteria to Meet Effectiveness Rating[2]** *To be completed by administrator and teacher*
1	
2	
3	
4	
5	

Educator Signature[3]_____ Date_____

Evaluator Signature_____ Date_____

To be completed prior to summative conference

Part C: Summative Effectiveness Rating *(for evaluator use only)* Achievement Measure Outcome (on measure selected above)	Final Achievement Score[4]
	Date

Educator Signature[5]_____ Date_____

Evaluator Signature_____ Date_____

[1] For a detailed list of achievement measure types within each approved achievement measure, see the following pages.
[2] Data for the chosen measure must be quantifiable. For additional guidance on the setting of achievement levels, see guidance documents available at http://team-tn.org.
[3] Signatures indicate that the information contained in this document has been discussed.
[4] When current year data is released, if a teacher has an individual growth score of a 3, 4, or 5 and that score is higher than the achievement score, the individual growth score will automatically replace the achievement score when final scores are submitted.
[5] Signatures indicate that the information contained in this document has been discussed. Districts/administrators must enter all teacher and administrator growth measure selections into TNCompass by the October deadline noted in the evaluation timeline outlined on the TEAM website here.

Approved Achievement Measures 2018-19

State Assessments

Assessment Name	Classroom Level	Grade Level	School Level	System Level
*⁰EOC: Algebra I or II	•	•	•	•
*⁰EOC: Biology I	•	•	•	•
*⁰EOC: English I or II	•	•	•	•
*⁰EOC: Geometry I	•	•	•	•
*⁰EOC: Integrated Math I, II, or III	•	•	•	•
*⁰EOC: US History	•	•	•	•
*⁰Grades 3-8: Math	•	•	•	•
*⁰Grades 3-8: ELA	•	•	•	•
*⁰Grades 3-8: Science[6]	•	•	•	•
*⁰Grades 6-8: Social Studies	•	•	•	•
TCAP: ALT	•	•	•	•
MSAA	•	•	•	•
WIDA ACCESS	•	•	•	•
Grade 2 Composite	•	•	•	•
Grade 2 ELA	•	•	•	•
Grade 2 Math	•	•	•	•

Overall TVAAS

Assessment Name	School Level	System Level
⁰Composite	•	•
⁰Literacy	•	•
⁰Literacy and Numeracy	•	•
⁰Numeracy	•	•
⁰Science	•	•
⁰Social Studies	•	•
CTE Concentrators		
⁰CTE Concentrator	•	•
⁰CTE Concentrator: Literacy	•	•
⁰CTE Concentrator: Literacy and Numeracy	•	•
⁰CTE Concentrator: Numeracy	•	•
⁰CTE Concentrator: Science	•	•
⁰CTE Concentrator: Social Studies	•	•
CTE Students		
⁰CTE Students	•	•
⁰CTE Students: Literacy	•	•
⁰CTE Students: Literacy and Numeracy	•	•
⁰CTE Students: Numeracy	•	•
⁰CTE Students: Science	•	•
⁰CTE Students: Social Studies	•	•
Early Grades[7]		
⁰Early Grades Composite	•	•
⁰Early Grades Literacy	•	•
⁰Early Grades Literacy and Numeracy	•	•
⁰Early Grades Numeracy	•	•
EOC		
⁰EOC Composite	•	•
⁰EOC Literacy	•	•
⁰EOC Literacy and Numeracy	•	•
⁰EOC Numeracy	•	•
⁰EOC Science	•	•
⁰EOC Social Studies	•	•
TCAP		
⁰Grades 4-8 Composite	•	•
⁰Grades 4-8 Literacy	•	•
⁰Grades 4-8 Literacy and Numeracy	•	•
⁰Grades 4-8 Numeracy	•	•
⁰Grades 5-8 Science	•	•
⁰Grades 6-8 Social Studies	•	•
TCAP/EOC		
⁰Grades 4-8/EOC Composite	•	•
⁰Grades 4-8/EOC Literacy	•	•
⁰Grades 4-8/EOC Literacy and Numeracy	•	•
⁰Grades 4-8/EOC Numeracy	•	•
⁰Grades 5-8/EOC Science[8] (includes grades 5-8 and EOC data)	•	•
⁰Grades 6-8/EOC Social Studies (includes grades 6-8 and EOC data)	•	•

Off-the-Shelf Assessments[9]

AIMS Web	Kindergarten Readiness
Children's Progress Academic Assessment	Learning.com
	Limelight
Classworks	Linguafolio
Connect 4 Learning – Formative Assessment[10]	MAP
	Michigan Model
DIBELS	National Greek Exam
Discovery Ed/ThinkLink	National Latin Exam
DRA	National French Exam
easy CBM	NOELLA
FAST	Scholastic Suite of Assessments
Fountas-Pinell	STAMP
GOLD Assessment	STAR Early Literacy
Houghton Mifflin Harcourt Early Childhood Inventory (Big Day)	STAR Math
	STAR Reading
iReady	Terranova
Istation	Voyager

**Achievement measure can be scaled using AMO*
⁰Feeder/Custom option available for this measure

[6] TVAAS will only be generated starting in grade 5, but grade 3 and 4 assessments could be scaled locally for use as achievement measures.
[7] Early Grades Composites include 3rd grade TVAAS data and are available in districts that have administered the Grade 2 Assessment to their current 3rd grade students.
[8] Science and Social Studies composites include applicable TVAAS data from grades 5-8 and from EOC assessments. As a result, schools that serve grades pre-K–4 will not receive these composites.
[9] Off-the-shelf assessments are commonly used nationally or state-wide.
[10] District should *at least* measure the standards that are aligned to TN ELDS. It is suggested that standards in each math cluster and ALL ELA standards be measured.

ACT/SAT Suite of Assessments	
ACT	SAT
ACT Aspire	PSAT
Early Postsecondary Exams	
AP Assessment	Dual Credit Exams
Cambridge	IB Assessment
CLEP	SDC
Graduation Rate	
Graduation Rate	

Industry Certifications[11]
Advanced Manufacturing
American Welding Society Certified Welder
AWS SENSE – Advanced Level Welder
AWS SENSE – Entry Level Welder
FANUC
Level I Siemens Certified Mechatronic Systems Assistant
Machining Level I – Measurement, Materials, and Safety Certification (NIMS)
▪NCCER Core Curriculum
▪OSHA 10
▪OSHA 30 General Industry
▪Precision Measurement Instruments Certification (includes all subtests)
Production Certification (CPT)
Agriculture, Food, & Natural Resources
▪Briggs and Stratton Basic Small Engine Certification
▪Briggs and Stratton Master Service Technician
Commercial Pesticide Certification – Core (03) (Note: Must be 18 years old)
▪OSHA 10
▪OSHA 30 General Industry
▪Precision Measurement Instruments Certification (includes all subtests)
Tennessee Specific Industry Certification – Animal Science
Tennessee Specific Industry Certification – Horticulture
Architecture & Construction
▪AutoCAD
▪Certified Solidworks Associate
EPA Section 608 Universal
HVAC Excellence Employment Ready Certifications
HVAC Excellence, Heating, Electrical, Air Conditioning Technology (H.E.A.T.)
NCCER Carpentry Level One
NCCER Carpentry Level Two
NCCER Construction Technology
NCCER Core Curriculum
NCCER Electrical Level One
NCCER Plumbing Level One
OSHA 10
OSHA 30 Construction
▪Precision Measurement Instruments Certification (includes all subtests)
Universal R-410A
Arts & A/V
▪Adobe Certified Associate
Business Management & Administration
Microsoft Office Expert (pass the two-part Expert Exam in Excel)
Microsoft Office Expert (pass the two-part Expert Exam in Word)
Microsoft Office Master – Track 1 (Word Expert + Excel Core + Elective)
Microsoft Office Master – Track 2 (Excel Expert + Word Core + Elective)
Microsoft Office Master – Track 3 (Word Expert + Excel Expert)
Microsoft Office Specialist (Excel)
Microsoft Office Specialist (PowerPoint)
Microsoft Office Specialist (Word)
Education & Training
CDA- Child Development Associate
Finance
▪Intuit QuickBooks Certified User
Health Science
Certified Clinical Medical Assistant
Certified EKG Technician
Certified Nursing Assistant
▪Certified Patient Care Technician
Certified Personal Trainer
Certified Pharmacy Technician
Emergency Medical Responder (First Responder)
▪National Entry Level Dental Assistant
▪OSHA 10 Health Care
Hospitality & Tourism
▪Certified Fundamentals Cook (CFC)
▪Certified Hospitality & Tourism Professional
ServSafe Food Manager
Human Services
Tennessee Specific Industry Certification – Dietetics & Nutrition
Tennessee Specific Industry Certification – Social Health Services
TN Board of Cosmetology & Barbering – TN Cosmetology 1010
TN Board of Cosmetology & Barbering – TN Master Barber 1010
Information Technology
▪Advanced HTML5/CSS3
Associate of ISC2 (Note: Teacher must be ISC2 certified.)
CCNA Cisco Certified Network Associate
Cisco Certified Entry Network Tech (CCENT)
▪Cisco IT Essentials PC Hardware & Software Certification
CIW Web Design Specialist
▪CIW Web Foundation
CompTIA A+
CompTIA IT Fundamentals
CompTIA Network+
CompTIA Security+
▪JavaScript Specialist
▪Microsoft Technology Associate Infrastructure
Microsoft Technology Associate Software Development Fundamentals

[11] For more information on industry certifications, visit the department website here or see list of certifications here.
▪*Indicates a new promoted certification.*

Marketing
▪Certified Logistics Technician
▪Hootsuite Platform Certification
▪Hootsuite Social Media Certification
▪Microsoft Office Specialist (Excel)
STEM
Autodesk Inventor Certified User
Certified Solidworks Associate (CSWA) – Academic
FANUC
▪Precision Measurement Instruments Certification (includes all subtests)
Transportation, Distribution, & Logistics
Automotive Service Excellence Certification: Painting and Refinishing
Automotive Service Excellence Student Certification: Maintenance & Light Repair Certification
Automotive Service Excellence Student Certification: Nonstructural Analysis/Repair
Automotive Service Excellence Student Certification: Structural Analysis/Repair
I-CAR Refinish Technician ProLevel 1 or I-CAR Non-Structural Technician ProLevel 1
Precision Measurement Instruments Certification (includes all subtests)

Team Educator Acceleration Model

Forms & Rubrics – Teacher Evaluation

{Intentionally left blank}

TEAM Educator Observation Form

Observer _____ Announced ☐ Unannounced ☐

Teacher Observed _____

School Name _____ Observation Number _____

Date: ___/____/_____ Time: _____

Designing and Planning Instruction	Observer Score	Self Score
Instructional Plans (IP)		
Student Work (SW)		
Assessment (AS)		
Learning Environment	**Observer Score**	**Self Score**
Expectations (EX)		
Managing Student Behavior (MSB)		
Environment (ENV)		
Respectful Culture (RC)		
Instruction	**Observer Score**	**Self Score**
Standards and Objectives ((SO)		
Motivating Students (MS)		
Presenting Instructional Content (PIC)		
Lesson Structure and Pacing ((LS)		
Activities and Materials (ACT)		
Questioning (QU)		
Academic Feedback (FEED)		
Grouping Students (GRP)		
Teacher Content Knowledge (TCK)		
Teacher Knowledge of Students (TKS)		
Thinking (TH)		
Problem Solving (PS)		

Reinforcement Objective:

Indicator: _____

Notes:

Refinement Objective:

Indicator: _____

Notes:

Observer Reflection on Observation (Optional):

Teacher Reflection on Observation (Optional):

Observer Signature _____ Date _____

Teacher Signature _____ Date _____

General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives 	• All learning objectives are clearly and explicitly communicated, connected to state standards, 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 a standard.	• Most learning objectives are communicated, connected to state standards, 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 a standard.	• Few learning objectives are communicated, connected to state standards, 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 a standard.
Motivating Students 	• 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.	• 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.	• 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 	Presentation of content always includes: • 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.	Presentation of content most of the time includes: • 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.	Presentation of content rarely includes: • 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 	• 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.	• 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.	• 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 	• Activities and materials include all of the following: o support the lesson objectives, o are challenging, o sustain students' attention, o elicit a variety of thinking, o provide time for reflection, o are relevant to students' lives, o provide opportunities for student-to-student interaction, o induce student curiosity and suspense, o provide students with choices, o incorporate multimedia and technology, and o 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.	• Activities and materials include most of the following: o support the lesson objectives, o are challenging, o sustain students' attention, o elicit a variety of thinking; o provide time for reflection, o are relevant to students' lives, o provide opportunities for student-to-student interaction, o induce student curiosity and suspense; o provide students with choices, o incorporate multimedia and technology, and o 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.	• Activities and materials include few of the following: o support the lesson objectives, o are challenging, o sustain students' attention, o elicit a variety of thinking, o provide time for reflection, o are relevant to students' lives, o provide opportunities for student to student interaction, o induce student curiosity and suspense, o provide students with choices, o incorporate multimedia and technology, and o 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	• Teacher questions are varied and high quality, providing a balanced mix of question types: o knowledge and comprehension, o application and analysis, and o 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.	• Teacher questions are varied and high quality providing for some, but not all, question types: o knowledge and comprehension, o application and analysis, and o 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.	• Teacher questions are inconsistent in quality and include few question types: o knowledge and comprehension, o application and analysis, and o 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	• 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.	• 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.	• 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 	• 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.	• 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.	• 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 	• 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.	• 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.	• 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 	• 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 children have the opportunity to master what is being taught.	• 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 children have the opportunity to master what is being taught.	• 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	• The teacher thoroughly teaches two or more types of thinking: o analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; o practical thinking, where students use, apply, and implement what they learn in real-life scenarios; o creative thinking, where students create, design, imagine, and suppose; and o research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. • The teacher provides opportunities where students: o generate a variety of ideas and alternatives, o analyze problems from multiple perspectives and viewpoints, and o 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.	• The teacher thoroughly teaches one or more types of thinking: o analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; o practical thinking, where students use, apply, and implement what they learn in real-life scenarios; o creative thinking, where students create, design, imagine, and suppose; and o research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. • The teacher provides opportunities where students: o generate a variety of ideas and alternatives, and o analyze problems from multiple perspectives and viewpoints.	• The teacher implements no learning experiences that thoroughly teach any type of thinking. • The teacher provides no opportunities where students: o generate a variety of ideas and alternatives, or o analyze problems from multiple perspectives and viewpoints.
Problem-Solving	The teacher implements activities that teach and reinforce three or more of the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements activities that teach two of the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements no activities that teach the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing

General Educator Rubric: Planning

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Instructional Plans	Instructional plans include: • measurable and explicit goals aligned to state content standards; • activities, materials, and assessments that: o are aligned to state standards, o are sequenced from basic to complex, o build on prior student knowledge, are relevant to students' lives, and integrate other disciplines, and o 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: • goals aligned to state content standards, • activities, materials, and assessments that: o are aligned to state standards, o are sequenced from basic to complex, o build on prior student knowledge, and o 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: • few goals aligned to state content standards, • activities, materials, and assessments that: o are rarely aligned to state standards, o are rarely logically sequenced, o rarely build on prior student knowledge, and o 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: • 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: • 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: • 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: • 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: • 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: • 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	• 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.	• 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.	• 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	• 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.	• 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.	• 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	The classroom: • 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.	The classroom: • 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.	The classroom: • 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	• 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.	• 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.	• 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.

{Intentionally left blank}

TEAM Library Media Specialist Observation Form

Observer _____ Announced ☐ Unannounced ☐

Teacher Observed _____

School Name _____ Observation Number _____

Date: ___/____/_____ Time: _____

Planning	Observer Score	Self Score
Media Center Management (MCM)		
Media Center Resources (MCR)		
Media Center Collaboration (MCC)		
Environment	**Observer Score**	**Self Score**
Expectations (EX)		
Managing Student Behavior (MSB)		
Environment (ENV)		
Respectful Culture (RC)		
Instruction	**Observer Score**	**Self Score**
Standards and Objectives (SO)		
Motivating Students (MS)		
Presenting Instructional Content (PIC)		
Lesson Structure and Pacing (LS)		
Activities and Materials (ACT)		
Questioning (QU)		
Academic Feedback (FEED)		
Monitoring Student Understanding (MON)		
LMS/LIS Content Knowledge (CK)		
LMS/LIS Knowledge of Students (KS)		
Thinking (TH)		
Problem Solving (PS)		

Reinforcement Objective:

Indicator: _____

Notes:

Refinement Objective:

Indicator: _____

Notes:

Observer Reflection on Observation (Optional):

Teacher Reflection on Observation (Optional):

Observer Signature _____ Date _____

Teacher Signature _____ Date _____

Library Media Specialist Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives	• 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.	• 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.	• 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	• 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.	• 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.	• 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	Presentation of content always includes: • 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.	Presentation of content most of the time includes: • 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.	Presentation of content rarely includes: • 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	• 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.	• 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.	• 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: Instruction

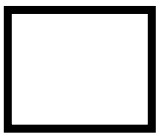
	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Activities and Materials	Activities and materials include all of the following when appropriate: • show accommodation of students' needs and differences, • are appropriately varied and matched to lesson objective, • 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: • 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: • 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	• LMS/LIS questions are varied and high quality, providing a balanced mix of question types: o knowledge and comprehension, o application and analysis, and o 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.	• LMS/LIS questions are varied and high quality, providing for some, but not all, question types: o knowledge and comprehension, o application and analysis, and o 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.	• LMS/LIS questions are inconsistent in quality and include few question types: o knowledge and comprehension, o application and analysis, and o 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	• 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.	• 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	• 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.

	• Feedback from students is regularly used to monitor and adjust instruction.	student work. • Feedback from students is sometimes used to monitor and adjust instruction.	
	Significantly Above Expectations (5)	**At Expectations (3)**	**Significantly Below Expectations (1)**
Monitoring Student Understanding 	• 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.	• 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.	• 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.
LMS/LIS Content Knowledge 	• 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.	• 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.	• 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.
LMS/LIS Knowledge of Students 	• 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.	• 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.	• 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: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Thinking	• In the context of a collaborative lesson with a classroom teacher, the LIS/LMS consistently and thoroughly teaches two or more types of thinking: o analytical thinking, where the students analyze, compare and contrast, and evaluate and explain information; o practical thinking where students use, apply, and implement what they learn in real-life scenarios; o creative thinking where students create, design, imagine, and suppose; and o 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: o generate a variety of ideas and alternatives; o analyze problems from multiple perspectives and viewpoints; and o 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.	• In the context of a collaborative lesson with a classroom teacher, the LIS/LMS consistently and thoroughly teaches one type of thinking: o analytical thinking where students analyze, compare and contrast, and evaluate and explain information; o practical thinking where students use, apply, and implement what they learn in real-life scenarios; o creative thinking where students create, design, imagine, and suppose; and o 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: o generate a variety of ideas and alternatives, and o analyze problems from multiple perspectives and viewpoints.	• 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: o generate a variety of ideas and alternatives, and o analyze problems from multiple perspectives and viewpoints.
Problem-Solving	The LIS/LMS implements activities that teach and reinforce three or more of the following information literacy skills: • 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	The LIS/LMS implements activities that teach and reinforce two of the following information literacy skills: • 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	The LIS/LMS implements no activities that teach and reinforce the following information literacy skills: • 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

Library Media Specialist Rubric: Planning of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Media Center Management 	• 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.	• 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.	• 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.
Media Center Resources 	• 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.	• 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.	• 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)
Media Center Collaboration 	• 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.	• 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.	• 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	• 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.	• 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.	• 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	• 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.	• 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.	• 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	The library: • 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.	The library: • 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.	The library: • 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	• 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.	• 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.	• 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.

{Intentionally left blank}

School Services Personnel Observation Form

Observer _____

Educator Observed _____

School Name _____ Observation Number _____

Date: ___/____/_____ Time: _____

Planning of Services	Observer Score	Self Score
Scope of Work (SOW)		
Analysis of Work Products (AWP)		
Evaluate Services and/or Program (EVAL)		
Environment	**Observer Score**	**Self Score**
Expectations (EX)		
Managing Student Behavior (MSB)		
Environment (ENV)		
Respectful Culture (RC)		
Delivery of Services	**Observer Score**	**Self Score**
Standards and Objectives (SO)		
Motivating Students (MS)		
Delivery of Professional Services (DPS)		
Service Structure and Pacing (SS)		
Activities and Materials (ACT)		
Communication (COM)		
Consultation (CON)		
Developing Educational Plans for Students (DEV)		
Professional Content Knowledge (CK)		
Knowledge of Students (KS)		
Organization of Services (ORG)		
Problem Solving (PS)		

Reinforcement Objective:

Indicator: _____

Notes:

Refinement Objective:

Indicator: _____

Notes:

Observer Reflection on Observation (Optional):

Teacher Reflection on Observation (Optional):

Observer Signature _____ Date _____

Educator Signature _____ Date _____

School Services Personnel Rubric: Delivery of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives	• 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.	• 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.	• 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	• The educator consistently organizes services so that they are personally meaningful and relevant to stakeholders. • The educator consistently reinforces and rewards effort.	• The educator usually organizes services so that they are personally meaningful and relevant to stakeholders. • The educator sometimes reinforces and rewards effort.	• 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	Services always include: • 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.	Services most of the time include: • 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.	Services rarely include: • 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	• All services are appropriately responsive. • Pacing provides many opportunities for individual stakeholder needs. • Routines for materials and/or information are seamless.	• Most services are appropriately responsive. • Pacing provides some opportunities for individual stakeholder needs. • Routines for materials and/or information are efficient.	• 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 as appropriate: • 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 as appropriate: • 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 as appropriate: • 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 ☐	• 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.	• 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.	• 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 ☐	• 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.	• 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.	• 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 ☐	• 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.	• 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.	• 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 	• 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.	• 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.	• 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 	• Educator practices display a strong understanding of each student's individual needs. • Educator practices regularly incorporate student interests and cultural heritage.	• Educator practices display some understanding of each student's individual needs. • Educator practices sometimes incorporate student interests and cultural heritage.	• Educator practices display limited understanding of each student's individual needs. • Educator practices rarely incorporate student interests and cultural heritage.
Organization of Services 	• 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.	• 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.	• 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 	The educator regularly implements activities that positively impact school data, including the following (as applicable): • discipline referrals, • attendance, • student achievement, • graduation rate, • promotion rate, • school climate, • course enrollment patterns, and • CTE on-time completers.	The educator usually implements activities that positively impact school data, including the following (as applicable): • discipline referrals, • attendance, • student achievement, • graduation rate, • promotion rate, • school climate, • course enrollment patterns, and • CTE on-time completers.	The educator seldom implements activities that positively impact school data, including the following (as applicable): • discipline referrals, • attendance, • student achievement, • graduation rate, • promotion rate, • school climate, • course enrollment patterns, and • CTE on-time completers.

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: • 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: • 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: • 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	• 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.	• 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.	• 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	• 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.	• 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.	• 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 ☐	• 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.	• 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.	• 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 ☐	• 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.	• 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.	• 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 ☐	The workspace: • 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.	The workspace: • 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.	The workspace: • 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 ☐	• 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.	• 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.	• 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.

Tennessee Educator Acceleration Model (TEAM)
School Services Personnel Rubric Overview (Updated 11/14/2011)

Who is included?

The School Services Personnel Rubric shall be used for the qualitative 50% of the annual evaluation for the following educators:

- School Audiologist PreK-12
- School Counselor PreK-12
- School Social Worker PreK-12
- School Psychologist PreK-12
- Speech/Language Therapist

Additionally, the rubric may be used at the discretion of the local education agency for other educators who do not have direct instructional contact with students. Examples of these roles would include instructional coaches who work only with teachers, case managers whose responsibilities consist of teacher support and compliance assurance, and graduation coaches who do not have instructional responsibilities.

77

What constitutes an "observation"?

Tennessee's new educator evaluation system requires multiple observations of all included personnel. For those educators to be evaluated using the School Services Personnel Rubric, however, an "observation" is likely to vary considerably from the traditional classroom observation. In some instances, the educator will not have direct student contact to observe, and in other cases, testing procedures or student confidentiality may preclude a traditional observation. For educators in these categories, observations will consist of conversations in which the evaluator will seek to understand the educator's level of competency in delivery of services, planning of services, and environment. School services personnel will also be rated on the Professionalism Report, the same as all other educators. All observations are announced, since they will require scheduling within the day and may require the educator to gather requested evidence or artifacts.

Rather than dividing the observations into 15-minute or lesson-length, the length of observations for educators using this rubric shall be at the evaluator's discretion. However, educators with a professional license must receive four observations, with a minimum of

60 minutes of contact time. Those with an practitionerlicense must receive six observations with a minimum of 90 minutes of contact time.

- The Planning Rubric should be the target of one observation, the Environment Rubric should be the target of one observation, and the Delivery of Services Rubric should be the target of two observations for professional level educators.
- The Planning Rubric should be the target of two observations, the Environment Rubric should be the target of two observations, and the Delivery of Services Rubric should be the target of three observations for practitioner level educators. The second Planning and Environment rubric observations should be conducted together in a single observation.

Adapting the Rubric for a Variety of Educator Roles

The School Services Personnel Rubric is divided into the following domains and indicators:

Delivery of Services	Planning of Services	Environment
Standards and Objectives Motivating Students Delivery of Professional Services Service Structure and Planning Activities and Materials Communication Consultation Developing Educational Plans for Students Professional Content Knowledge Knowledge of Students Organization of Services Problem Solving	Scope of Work Analysis of Work Products Evaluation of Services or Programs	Expectations Managing Student Behavior Environment Respectful Culture

Each of the indicators is applicable across a variety of Student Services roles, although successful implementation of the indicators may look considerably different from one role to the next. As the evaluator considers the bulleted evidence items, however, he or she will need to adapt them as needed. Some items may not be applicable in a particular role. It is important to remember that the evaluator is not treating the bulleted items as a kind of checklist. Rather, the evaluator is seeking to determine what the preponderance of evidence reveals about the educator's performance.

TEAM Professionalism Rating Report

Teacher Name _____ Date _____

License Number _____

Evaluator Name _____

School Name _____

Indicator	Score
1. Professional Growth and Learning	
2. Use of Data	
3. School and Community Involvement	
4. Leadership	

Area of Reinforcement:

Area of Refinement:

Evaluator Signature _____ Date _____

Teacher Signature _____ Date _____

Professionalism Rubric

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Professional Growth and Learning	• 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	• 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	• 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	• Systematically and consistently utilizes formative and summative school and individual student achievement data to: o Analyze the strengths and weaknesses of all his/her students, o Plan, implement, and assess instructional strategies to increase student achievement and decrease achievement gaps between subgroups of students o Plan future instructional units based on the analysis of his/her students' work o Reflect on use of instructional strategies that led or impeded student learning	• 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	• Rarely utilizes student achievement data to address strengths and weaknesses of students to guide instructional decisions related to student achievement
School and Community Involvement	• 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	• 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	• 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: • 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: • 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

Team Educator Acceleration Model

TENNESSEE STATE BOARD OF EDUCATION

TEACHER AND PRINCIPAL EVALUATION POLICY 5.201

{Intentionally left blank}

TENNESSEE STATE BOARD OF EDUCATION

TEACHER AND ADMINISTRATOR EVALUATION POLICY | 5.201

Local boards of education and charter schools shall adopt and implement an approved evaluation model for teachers and school administrators.

General Requirements

(1) The primary purpose of annual teacher and school administrator evaluation is to identify and support instruction that will lead to high levels of student achievement.

(2) Evaluations will be used to inform human capital decisions, including, but not limited to individual and group professional development plans, hiring, assignment and promotion, tenure and dismissal, and compensation.

(3) Annual evaluation will differentiate teacher and school administrator performance into five (5) effectiveness groups according to the individual educator's evaluation results. The five effectiveness groups are: significantly above expectations (level 5), above expectations (level 4), at expectations (level 3), below expectations (level 2), and significantly below expectations (level 1). The department of education will monitor observation scores throughout the year and enforce consistent application of standards across districts. Upon the conclusion of the school year and relevant data collection, the department will publish evaluation results by district. Districts and schools that fall outside the acceptable range of results, subject to student achievement scores, will be subject to additional training and monitoring by the department as outlined in section (4).

(4) Performance level discrepancies, between individual student achievement growth scores and observation scores, of three (3) or more will be considered outside the acceptable range of results. The ten percent (10%) of schools with the highest percentage of teachers falling outside the acceptable range of results will be required to participate in additional training and support as determined by the department. Districts that have twenty (20%) percent or more of their teachers fall outside the acceptable range of results will, as determined by the commissioner, lose their ability to apply for or implement alternate evaluation models or TEAM Flexibility the following school year.

Evaluation Weighting Flexibility

The Tennessee Teaching Evaluation Enhancement Act of 2015 (T.C.A. § 49-1-302) adjusted the weighting of student growth data in an educator's evaluation to lessen the evaluation score impact of TNReady, as well as the social studies and science assessments. Public Chapter 192 of the *Tennessee Public Acts of 2017* updated the Tennessee Teaching Evaluation Enhancement Act to extend the phase-in approach for how TNReady assessments administered in school years 2015-16 through 2018-19 will be weighted in an educator's evaluation. Details of the weighting adjustments for the 2016-17 school year are contained in Appendix B.

State Evaluation Model (TEAM)

Fifty percent (50%) of the evaluation criteria shall be comprised of student achievement data, including thirty-five percent (35%) based on student growth data and fifteen percent (15%) based on other measures of student achievement. The remaining fifty percent (50%) of the evaluation criteria shall be based on a rating using the qualitative appraisal instrument contained in each approved evaluation model.

(1) Fifty percent (50%) student achievement data. This portion of the evaluation model will use multiple data sources to evaluate educators' effectiveness in affecting student learning growth.

(a) Thirty-five percent (35%) student growth measures.

1. For teachers with individual Tennessee Value Added Assessment System (TVAAS) scores, the student growth measures shall be comprised of TVAAS scores.

2. For teachers, librarians, counselors and other groups of educators who do not have individual TVAAS scores, LEAs may choose from a list of student growth portfolio models that have been shown capable of generating an individual student growth measure. The list of options will be approved by the Department of Education prior to the start of each school year. The current list of student growth portfolio models includes:

i. Fine Arts Student Growth Portfolio Model
ii. World Languages Student Growth Portfolio Model
iii. Physical Education Student Growth Portfolio Model
iv. Pre-K/Kindergarten Student Growth Portfolio Model
v. 1st grade Student Growth Portfolio Model

3. In order to implement one of the student growth portfolio models above, LEAs must:

i. Assign a district portfolio lead to verify portfolio submissions and to facilitate committee reviews as needed;
ii. Select and provide portfolio evaluators at a ratio of one (1) evaluator for every ten (10) portfolios in each content area;
iii. Ensure all portfolio evaluators are trained and credentialed by the Department to assess student growth according to the portfolio model; and
iv. Implement the state's multiple rating categories to measure levels of performance on the growth model.

4. All pre-kindergarten and kindergarten teachers employed by an LEA that offers an approved VPK (voluntary pre-K) program shall implement the State Board-approved pre-kindergarten and kindergarten portfolio models.

5. For educators without individual student growth measures who are not school administrators, TVAAS school composite scores will be the standard student growth measure and shall account for fifteen percent (15%) of the overall evaluation score. The qualitative portion of the overall evaluation for these educators shall be increased to seventy percent (70%) and the other measures of student achievement shall account for fifteen percent (15%).

6. For school administrators who spend at least fifty percent (50%) of their time on administrative duties, the student growth measure will be school-level value-added scores.

7. LEAs have the option to allow teachers who score a level 4 or 5 on individual growth to use their individual growth score for the entirety of their overall level of effectiveness.

(b) Fifteen percent (15%) other measures of student achievement.

1. School administrators, classroom teachers, librarians and all other educators in grades kindergarten through 8 (K-8) and nine through twelve (9-12) will select, in collaboration with the evaluator, from the list of achievement measures included in Appendix D. The agreed-upon measure should be a measure aligned as closely as possible to the educator's primary responsibility. If the two parties do not agree on a measure, the educator being evaluated will select a measure.

2. School administrators and teachers may use a student growth measure of level 3, 4, or 5 in lieu of the achievement measure if it results in a higher overall score.

3. The Department of Education will continually monitor and make recommendations to the State Board for revising the menu of achievement measures based on increasing availability of higher quality measures of performance.

(2) Fifty percent (50%) qualitative measure (observation). This portion of the evaluation model will use multiple data sources to evaluate educator practice against the qualitative appraisal instrument contained in each approved observation model.

(a) All classroom teachers and non-instructional, licensed staff (other than school administrators who spend at least fifty percent (50%) of their time on administrative duties) shall be observed with a State Board approved observation model.

1. At least half (½) of all observations shall be unannounced and a minimum of one (1) observation shall be announced. For teachers scoring level 5 on individual growth or level of overall effectiveness the required observation shall be unannounced.

2. Evaluators shall provide written feedback, as well as schedule and conduct an in-person debrief with the educator, within one (1) week of each observation.,

3. Observation pacing for teachers shall meet the requirements included in the chart below:

Licensure Status	Previous Year Individual Growth or Level of Overall Effectiveness [1]	Minimum Required Observations*	Minimum Required Observations per Domain*	Minimum Number of Minutes per School Year
Practitioner	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 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
	Levels 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

4. An LEA or charter schools using the TEAM model may choose to allow observers to combine domains during classroom observations provided the requisite

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

minimum time, semester, distribution and notice (announced versus unannounced) are met.

(b) The number of required observations for licensed teachers who were PYE (partial year exemption) in the previous year, may be determined by their performance level in the school year immediately preceding the PYE year. Any non-PYE educator without a Level of Overall Effectiveness in the previous year shall have the maximum number of observations conducted based on the educator's license type.

(c) LEAs may use a State Board approved student survey instrument weighted in accordance with the approved observation model. See Appendix A for the approval process for student survey instruments.

(d) School administrators who spend fifty percent (50%) or more of their time on administrative duties shall be observed according to an approved observation model based on the Tennessee Instructional Leadership Standards (TILS) and approved by the State Board of Education. The evaluation process will also include:

1. A review of the quality of the school administrators' implementation of teacher evaluations;

2. School climate and/or teaching and learning conditions surveys; and

3. School administrators shall have at least two (2) onsite observations annually, conducted by the director of schools or designee. .

(e) All evaluations shall be conducted by certified evaluators. To be certified, an evaluator must meet certification requirements as determined by the Department of Education.

Alternate Observation Models

(1) In lieu of the state observation model (TEAM), LEAs and state special schools, may select an alternate observation model from a State Board approved list. Public charter schools or charter management organizations, if applicable, may select the state observation model, an alternate observation model approved by the State Board for LEAs, or a charter school alternate observation model from a State Board-approved list (Appendix B).

(a) The list of currently approved alternate observation models for LEAs, state special schools, and charter schools includes:

1. The Teacher Instructional Growth for Effectiveness and Results (TIGER)

2. Project COACH

3. Teacher Effectiveness Model (TEM)

(b) The list of currently approved alternate school administrator observation models includes:

1. Project COACH Administrator

(2) LEAs, state special schools, and charter schools may submit an alternate observation model to the Department for review and recommendation to the State Board. All proposed alternate observation models shall, at a minimum:

(a) Be research-based, effectively differentiate teacher performance, and meet all legal requirements regarding evaluation;

(b) Differentiate teacher performance into five (5) performance levels. The use of a conversion plan to convert scores on a different scale to a five-level scale is permitted, if applicable;

(c) Include a plan for observation data to be submitted into the state evaluation data system on annual basis in compliance with timelines determined by the Department of Education;

(d) Require yearly certification of all evaluators;

(e) Include a formal feedback component; and

(f) Include at least the same number of observations required by the TEAM evaluation model.

(3) LEAs may propose to pilot an alternate observation model to the Department of Education via the following process:

(a) A formal request to pilot a new alternate observation model shall be submitted to the Department of Education by January 15 of the year prior to implementation of the pilot.

(b) The request to pilot shall, at a minimum, include the proposed observation rubric, documentation that the proposed model meets the minimum requirements for alternate observation models, the research base for the particular model, and the numbers of teachers and schools to be involved in the pilot.

(c) The Department of Education shall review the proposed pilot and shall approve or deny the proposed pilot.

(d) If approved, data regarding the outcome of the pilot shall be submitted to the Department of Education no later than July 1 following the piloted school year.

(e) The Department of Education shall review the data from the proposed observation model

and shall recommend approval or denial of the alternate observation model to the State Board.

(4) Charter schools or charter management organizations, if applicable, may propose an alternate observation model via the following process:

(a) A proposal shall be submitted to the Department of Education by January 15 of the year prior to implementation.

(b) Each proposal shall include the proposed observation rubric, evidence that the proposed model meets the minimum requirements for alternate observation models, and the research base for the particular model.

(c) The Department of Education shall review the proposed model and shall recommend to the State Board either approval or denial of the model.

(5) LEAs using an approved alternate observation model shall submit the following documents to the Department of Education by June 1each year:

(a) Documents noting any proposed changes to the evaluation model for the following school year.

(b) An annual plan for ensuring all evaluators are certified.

(6) The approved evaluation model for non-public school teachers shall be the state's evaluation framework used by all schools prior to 2011-12 school year.

(7) Any evaluation model from which results will be used to inform licensure advancement shall be approved by the State Board.

Local-Level Grievance Procedure

(1) T.C.A. § 49-1-302, provides for "a local-level evaluation grievance procedure to provide a means for evaluated teachers and school administrators to challenge only the accuracy of the data used in the evaluation and the adherence to the evaluation policies adopted by the State Board of Education."

(2) The local-level grievance procedure shall provide for a review of the data used for the calculation of an evaluation score to ensure it is properly attributed to the teacher or administrator.

(3) The director of schools shall ensure all teachers and school administrators are aware of the local-level grievance procedures and shall ensure the grievance process is conducted without fear, discrimination, or reprisal.

(4) Every attempt should be made to resolve grievances at the lowest possible step in the process.

(5) Minor procedural errors in implementing the evaluation model shall be resolved at the lowest possible step in the grievance procedure but shall not constitute grounds for challenging the final results of an evaluation. Minor procedural errors shall be defined as errors that do not materially affect or compromise the integrity of the evaluation results. The final results of an evaluation may only be challenged if the person being evaluated can demonstrate, no later than during step II of the grievance procedure that the procedural errors made could materially affect or compromise the integrity of the evaluation results. The Department shall provide guidance on which procedural errors may materially effect of compromise the results of the evaluation.

(6) Grievances may be filed at the end of each of the three (3) components of the evaluation model: 1) qualitative appraisal; 2) student growth measures; and 3) other measures of student achievement.

(7) A grievance must be filed no later than fifteen (15) days from the date teachers and school administrators receive the results for each component, otherwise the grievance will be considered untimely and invalid. Nothing shall preclude a teacher or school administrator from filing a grievance at any time prior to the deadlines stated herein.

(8) LEAs shall develop and make available standard grievance forms. No grievance may be denied because a standard form adopted by an LEA has not been used as long as the components required by this policy are included.

(9) Each grievance submitted shall contain:

(a) The teacher or school administrator's name, position, school, and additional title, if any;

(b) The name of the teacher or school administrator's immediate supervisor;

(c) The name of the evaluator/reviewer;

(d) The date the challenged evaluation was received;

(e) The evaluation period in question;

(f) The basis for the grievance;

(g) The corrective action desired by grievant; and

(h) Sufficient facts or other information to begin an investigation.

(10) A failure to state the basis for the grievance shall result in the grievance being considered invalid.

(11) Procedures. The grievance process shall be conducted in accordance with the following three (3) steps:

(a) Step I—Evaluator

1. Written grievance containing the information required under section 9 is submitted to the evaluator within fifteen (15) days of receipt of the result of the component being grieved.

2. Local administrative investigation and fact finding.

3. Decision clearly communicated in writing to grievant within fifteen (15) days of receipt of the complaint.

4. To allow disputes to be resolved at the lowest level possible, the evaluator may take any action necessary, based on the circumstances, to immediately correct any procedural errors made in the evaluation process.

(b) Step II—The Director of Schools or his/her designee who shall have had no input or involvement in the evaluation for which the grievance has been filed.

1. Written grievance and prior step decision submitted to the Director of Schools or his/her designee within fifteen (15) days of receipt of decision from Step I. The designee cannot be used in cases involving a school administrator's evaluation.

2. Informal discussion or hearing of facts, allegations, and testimony by appropriate witnesses as soon as practical. An attorney or a representative of an employee may speak on behalf of the employee during the informal discussion or hearing.

3. Local investigation, fact finding, and written final decision communicated to grievant in writing within fifteen (15) days of discussion.

4. To allow disputes to be resolved at the lowest level possible, the Director of Schools may take any action necessary, based on the circumstances, to immediately correct any procedural errors made in the evaluation process.

(c) Step III—Local Board of Education

1. Teachers and school administrators may request a hearing before the local board of education by submitting a written grievance and all relevant

documentation to the local board of education within fifteen (15) days of receipt of decision from Step II.

2. The board of education, based upon a review of the record, may grant or deny a request for a full board hearing and may affirm or overturn the decision of the Director of Schools with or without a hearing before the board.

   Any hearing granted by the board of education shall be held no later than thirty (30) days after receipt of a request for a hearing.

3. The local board of education shall give written notice of the time and place of the hearing to the grievant, Director of Schools and all administrators involved.

4. The local board of education's decision shall be communicated in writing to all parties, no later than thirty (30) days after conclusion of the hearing.

5. The local board of education shall serve as the final step for all grievances.

(d) An attorney may represent a grievant before the local board of education. The grievant and the local board of education may have counsel present at discussions prior to the final step.

Appendix A: Student Surveys

Currently approved student survey instruments are:

- Tennessee School Climate Survey
- Tripod Survey
- My Student Survey
- Panorama

Additional surveys instruments may granted approval by the State Board of Education for use as part of an approved evaluation model via the following process:

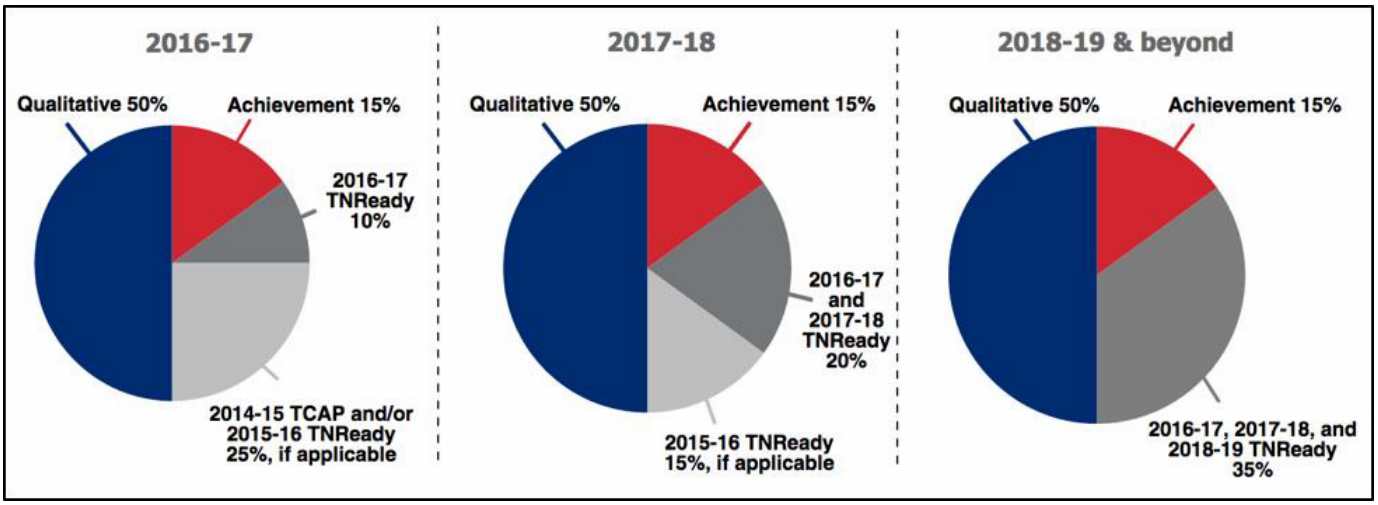
- **Step 1:** Potential vendor secures an LEA to pilot their instrument.
- **Step 2:** Vendor works with the Tennessee Department of Education (TDOE) to determine the appropriate number of survey administrations and/or pilot participants.
- **Step 3:** Vendor shares data generated from pilot with TDOE for analysis.
- **Step 4:** Vendor proposes rating scale based on pilot data.
- **Step 5:** TDOE reviews instrument, rating scale, and analyzes pilot data.
- **Step 6:** TDOE recommends survey vendors to State Board of Education for final approval.
- **Step 6:** LEAs may use the survey instrument for evaluative purpose in the following school year.

Appendix B: Charter School Approved Alternate Observation Models

Approved alternative observation models will be added to this Appendix upon approval

Appendix C: How individual TVAAS scores from TNReady will factor into evaluation

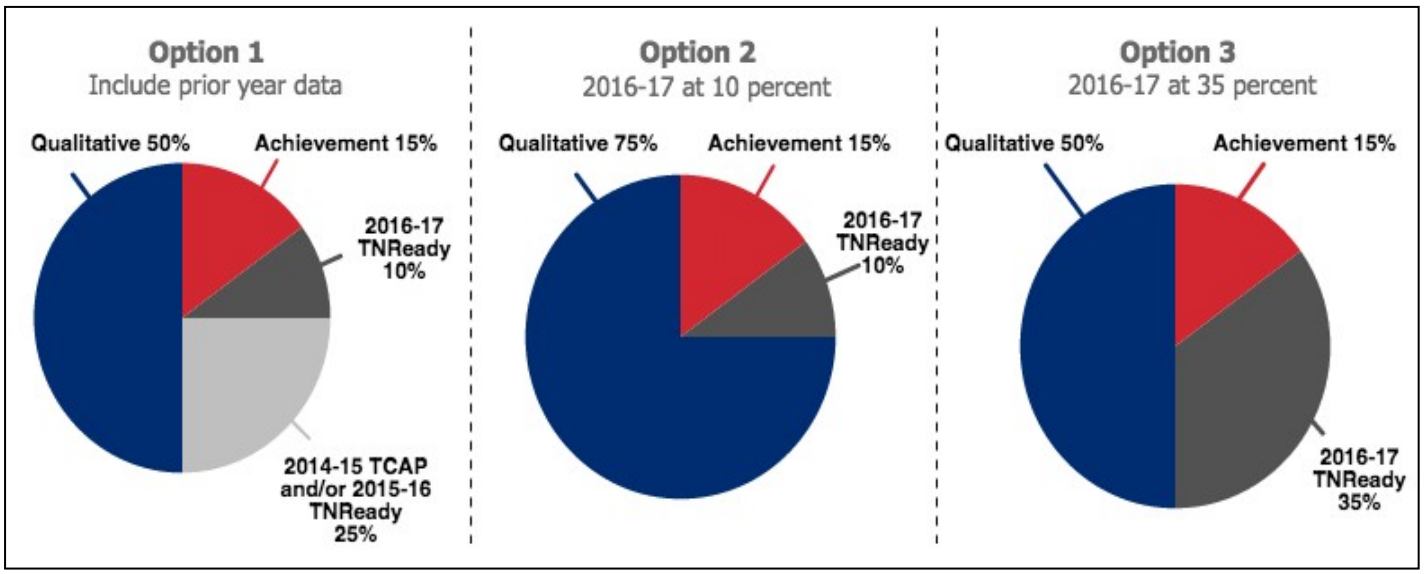
TNReady scores will factor into evaluation scores at 10 percent for the 2016-17 school year, 20 percent for the 2017-18 school year and 35 percent for the 2018-19 school year and thereafter. Additionally, 2015-16 growth will only be used if it benefits the educator. If it does not, or if the educator does not have scores from the 2015-16 year, the qualitative component of the evaluation composite will increase.



Evaluation options for high school teachers of a tested course

High school teachers will have the following options for how their evaluations could be calculated. The teacher will automatically receive the highest option. *(See chart on next page.)*

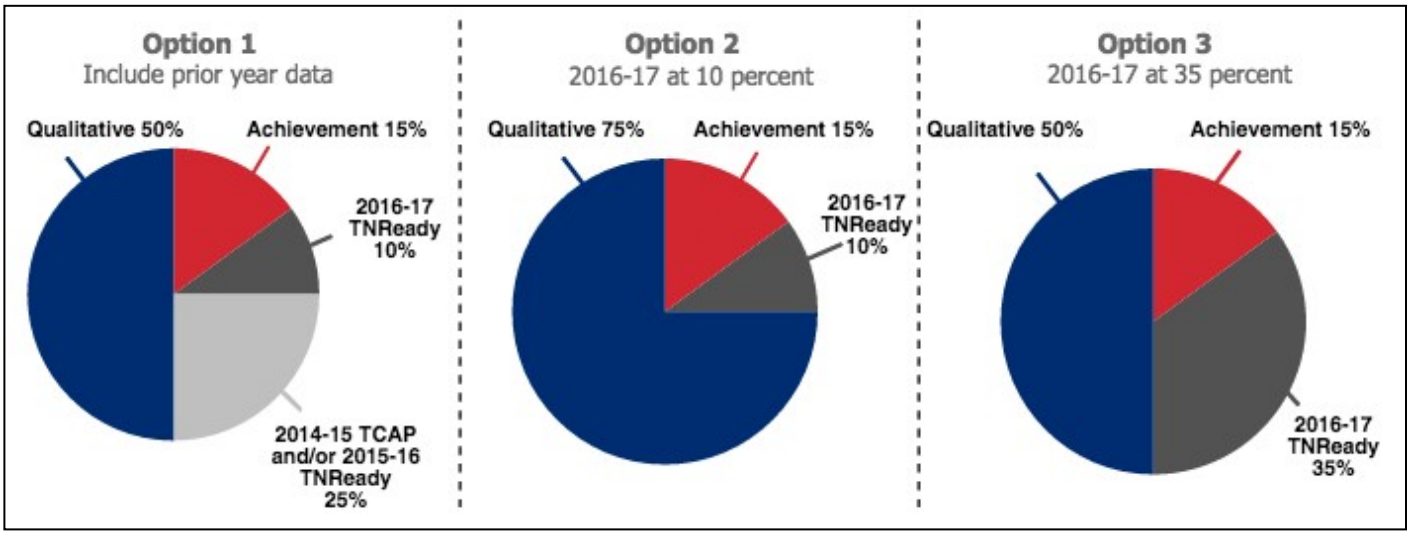
- Option 1: Include prior year data
  - If a teacher has 2014-15 and 2015-16 TVAAS data, both years will comprise 25 percent portion of the student growth component if this calculation benefits the teacher. If the 2015-16 TVAAS data does not benefit the teacher, the 2014-15 data will comprise the entire 25 percent.
  - If a teacher only has 2015-16 TVAAS data, this score will comprise the entirety of the 25 percent portion if it benefits the teacher.
- Option 2: 2016-17 at 10 percent
  - If a teacher does not have 2014-15 TVAAS data, and if the 2015-16 TVAAS score does not benefit the teacher or is not available, the qualitative component of the evaluation will increase.
- Option 3: 2016-17 at 35 percent
  - The most recent year's student growth score will count for the full 35 percent student growth component if this results in the highest overall evaluation score for the teacher.



Evaluation options for grades 5–8 teachers of a tested grade or subject (excluding social studies)

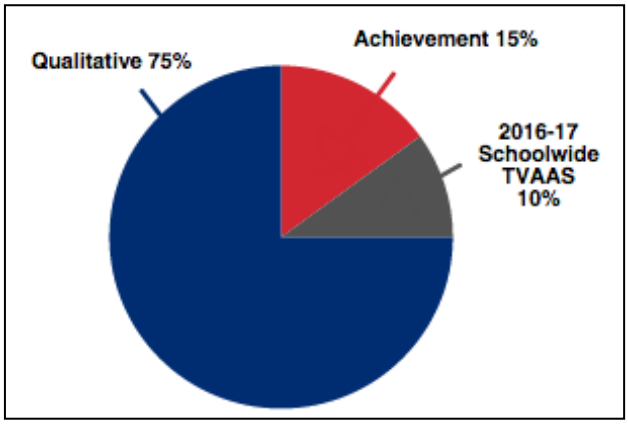
Teachers in grades 5–8 will have the following options for how their evaluations could be calculated. The teacher will automatically receive the highest option based on available data.

- Option 1: Include prior year data
  - If a teacher has 2014-15 and 2015-16 TVAAS data, both years will comprise the 25 percent portion of the student growth component if this calculation benefits the teacher. If the 2015-16 TVAAS data does not benefit the teacher or does not exist, the 2014-15 data will comprise the entire 25 percent prior year growth portion.
- Most teachers in grades 5–8 will not have 2015-16 data however, some middle school teachers who teach EOC courses, like Algebra I, will have TVAAS scores from 2015-16.
  - If a teacher only has 2015-16 TVAAS data, this score will factor in for the entirety of the 25 percent portion if it benefits the teacher.
- Option 2: 2016-17 at 10 percent
  - If the teacher does not have 2014-15 TVAAS data and the 2015-16 score does not benefit the teacher or does not exist, the qualitative component of the evaluation will increase.
- Option 3: 2016-17 at 35 percent
  - The most recent year's student growth score will count for the full 35 percent student growth component if this results in the highest overall evaluation score for the teacher.



Evaluation calculation for fourth grade teachers

Because TNReady was not administered to students in grades 3–8 last year these teachers will have the same evaluation composite as teachers in non-tested grades and subjects.



Evaluation options for second and third grade teachers

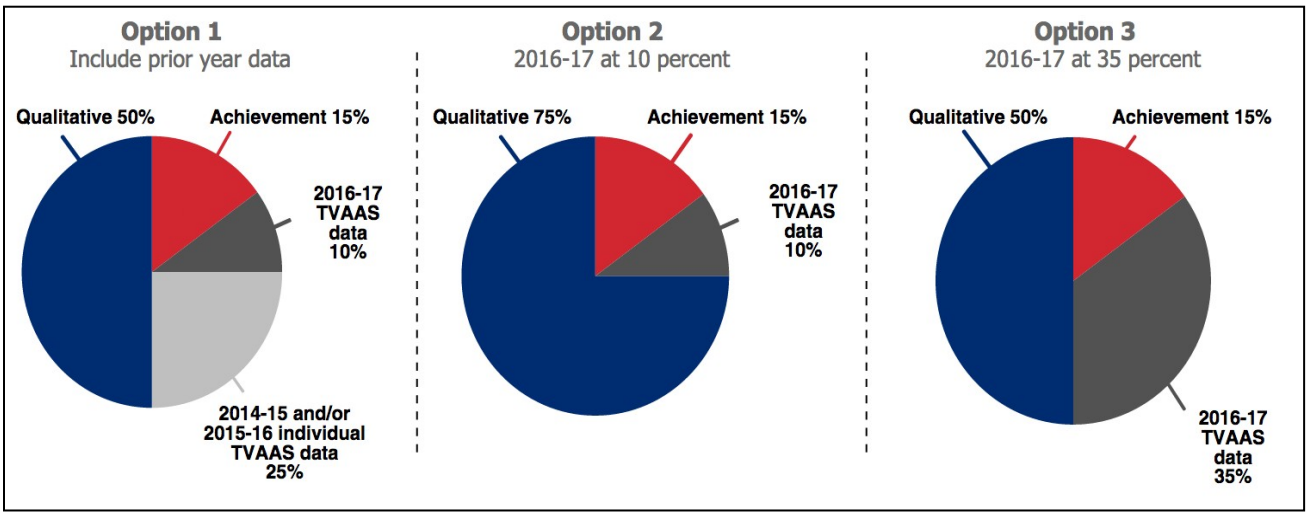
The options for 2016-17 are as follows. The option that generates the highest score for the educator will be automatically selected.

- Option 1: Include prior year data
  - If a teacher has 2014-15 and 2015-16 TVAAS data, both years will comprise the 25 percent portion of the student growth component if this calculation benefits the teacher.
  - If the 2015-16 TVAAS data does not benefit the teacher or does not exist, the 2014-15 data will comprise the entire 25 percent prior year growth portion.

- If a teacher only has 2015-16 TVAAS data, this score will factor in for the entirety of the 25 percent portion if it benefits the teacher.

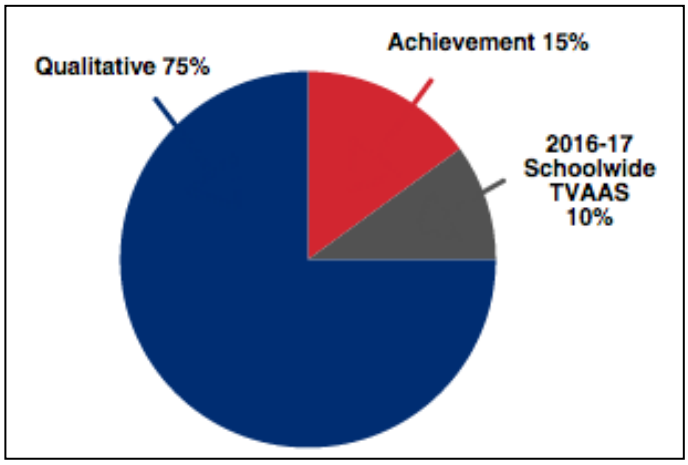
- Option 2: 2016-17 at 10 percent
  - If the teacher does not have 2014-15 TVAAS data and the 2015-16 score does not benefit the teacher, the qualitative component of the evaluation will increase.

- Option 3: 2016-17 at 35 percent
  - The most recent year's student growth score can count for the full 35 percent growth component if this results in the highest overall evaluation score for the educator.



Evaluation for social studies teachers in grades 3–8

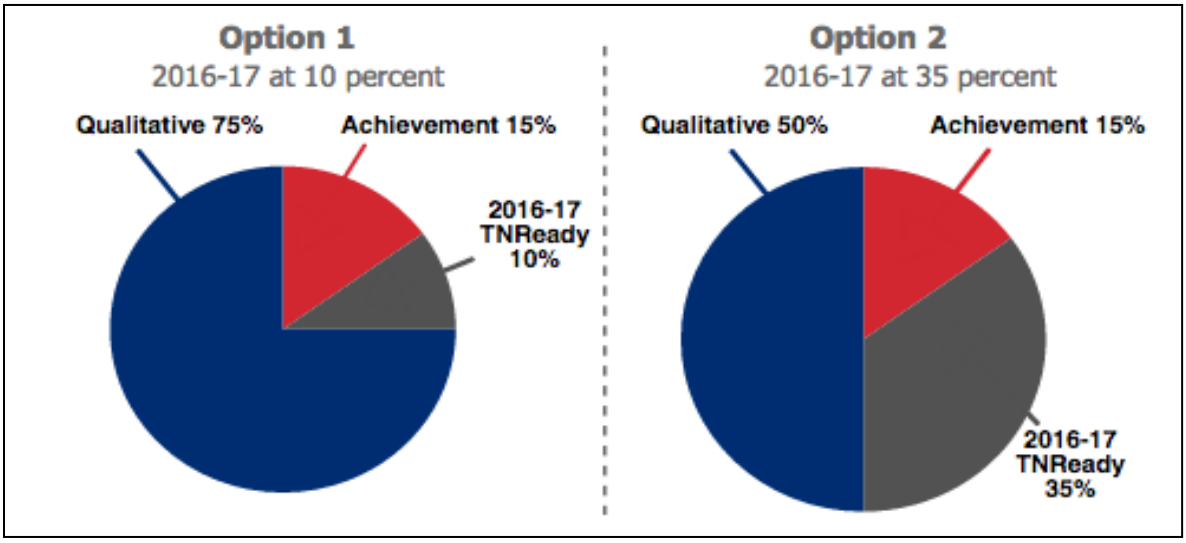
These educators are treated as non-tested teachers and will have one evaluation composite this year. Starting in 2017-18, individual TVAAS for grades 3–8 social studies will be available.



Evaluation options for new teachers or teachers that do not have prior TVAAS data

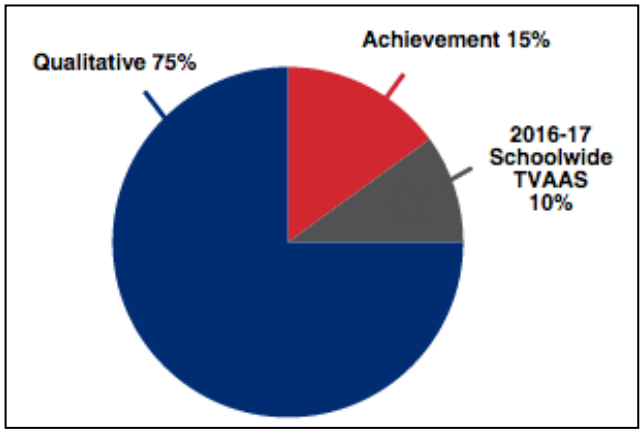
Teachers who are new and/or who do not have prior TVAAS data will have the following options in 2016-17. The educator will automatically receive the highest score.

- Option 1: 2016-17 at 10 percent
  - Growth scores from 2016-17 TCAP exams, including TNReady, will factor in at 10 percent.
- Option 2: 2016-17 at 35 percent
  - The most recent year's student growth score will count for the full 35 percent student growth component if this results in the higher overall evaluation score for the educator.



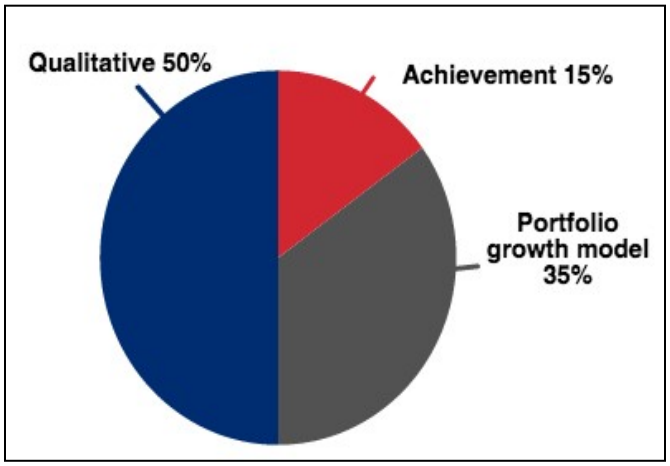
Evaluation calculation for teachers of students who took the TCAP-Alt or MSAA (special education), or WIDA ACCESS (English Learners)

There is no TVAAS data generated from TCAP-Alt, MSAA, or WIDA ACCESS. Instead, these educators will be classified as non-tested teachers for evaluation purposes.



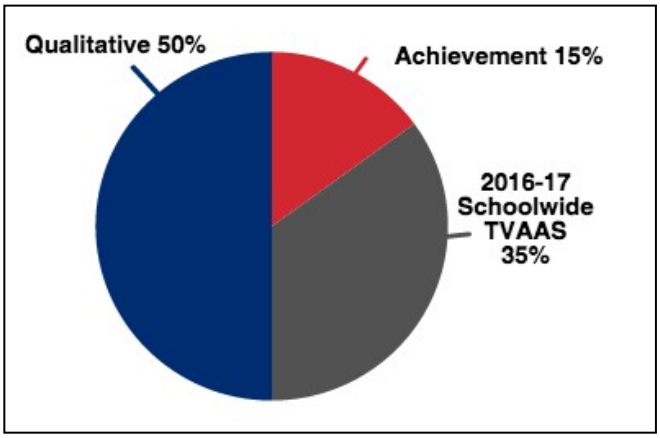
Evaluation calculation for teachers in a non-tested grade or subject

In 2016-17, schoolwide TVAAS will factor in at 10 percent of a teacher's overall evaluation composite.



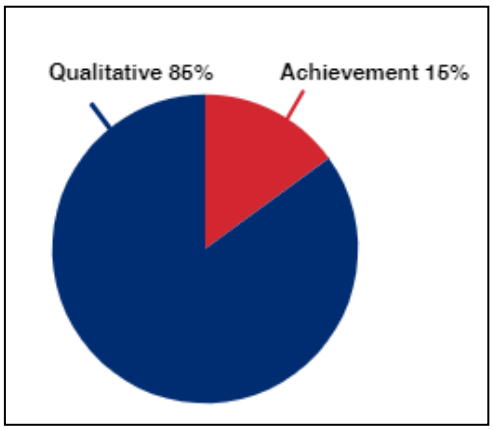
Evaluation calculation for teachers evaluated using a portfolio model

The weighting for these teachers will continue to be 35 percent individual growth from the portfolio growth model, 15 percent from the achievement measure, and 50 percent from qualitative measures.



Evaluation calculation for administrators

Schoolwide TVAAS will factor in at 35 percent, as follows.



Evaluation for teachers or leaders in a school that does not generate a schoolwide TVAAS score due to the suspension of TNReady last year

- Teachers and leaders in any school that does not receive a schoolwide TVAAS score (e.g., a K–4 school without fourth grade data in 2016-17) and who do not have another growth option (e.g., portfolios) would have an evaluation calculation of 85 percent qualitative and 15 percent achievement. This option is not available for teachers who generate individual growth scores or have portfolio scores.

Appendix D:
Achievement Measure Worksheet 2017-18

Achievement Measure Worksheet 2017-18

Educator Name_____ School Name_____

Position _____

To be completed at fall conference

Part A: Approved Achievement Measures (Check One)[2]	
State Assessments	
TVAAS	
ACT/SAT Suite of Assessments	
Off the Shelf Assessments	
Early Postsecondary Exam (AP, Cambridge, CLEP IB, SDC, or dual credit exam)	
Industry Certifications	
Graduation Rate	

Part B: Chosen Measure (from Part A) and Rationale	
Achievement Score	**Measurable Criteria to Meet Effectiveness Rating[3]** *To be completed by administrator and teacher*
1	
2	
3	
4	
5	

Educator Signature[4]_____ Date_____

Evaluator Signature_____ Date_____

To be completed prior to summative conference

Part C: Summative Effectiveness Rating *(for evaluator use only)* Achievement Measure Outcome (on measure selected above)	Final Achievement Score[5]
	Date

Educator Signature[6]_____ Date_____

Evaluator Signature_____ Date_____

[2] For a detailed list of achievement measure types within each approved achievement measure, see the following pages.

[3] Data for the chosen measure must be quantifiable. For additional guidance on the setting of achievement levels, see guidance documents available at http://team-tn.org.

[4] Signatures indicate that the information contained in this document has been discussed.

[5] When current year data is released, if a teacher has an individual growth score of a 3, 4, or 5 and that score is higher than the achievement score, the individual growth score will automatically replace the achievement score when final scores are submitted.

[6] Signatures indicate that the information contained in this document has been discussed.

Approved Achievement Measures 2017-18

State Assessments				
Assessment Name	Classroom Level	Grade Level	School Level	System Level
*[O]EOC: Algebra I or II	●	●	●	●
*[O]EOC: Biology I	●	●	●	●
*[O]EOC: Chemistry I	●	●	●	●
*[O]EOC: English I, II, or III	●	●	●	●
*[O]EOC: Geometry I	●	●	●	●
*[O]EOC: Integrated Math I, II, or III	●	●	●	●
*[O]EOC: US History	●	●	●	●
*[O]TCAP: Math	●	●	●	●
*[O]TCAP: ELA	●	●	●	●
*[O]TCAP: Science	●	●	●	●
TCAP: ALT	●	●	●	●
MSAA				
WIDA ACCESS	●	●	●	●
*Achievement measure can be scaled using AMO				
[O]Feeder/Custom option available for this measure				

Overall TVAAS		
Assessment Name	School Level	System Level
[O]Composite	●	●
[O]Literacy	●	●
[O]Literacy and Numeracy	●	●
[O]Numeracy	●	●
[O]Science	●	●
[O]Social Studies	●	●
CTE Concentrators		
[O]CTE Concentrator	●	●
[O]CTE Concentrator: Literacy	●	●
[O]CTE Concentrator: Literacy and Numeracy	●	●
[O]CTE Concentrator: Numeracy	●	●
[O]CTE Concentrator: Science	●	●
[O]CTE Concentrator: Social Studies	●	●
CTE Students		
[O]CTE Students	●	●
[O]CTE Students: Literacy	●	●
[O]CTE Students: Literacy and Numeracy	●	●
[O]CTE Students: Numeracy	●	●
[O]CTE Students: Science	●	●
[O]CTE Students: Social Studies	●	●
Early Grades		
[O]Early Grades Composite	●	●
[O]Early Grades Literacy	●	●
[O]Early Grades Literacy and Numeracy	●	●
[O]Early Grades Numeracy	●	●
Grade 2 Composite		
[O]Grade 2 Composite	●	●
[O]Grade 2 ELA	●	●
[O]Grade 2 Math	●	●

Overall TVAAS		
Assessment Name	School Level	System Level
EOC		
[O]EOC Composite	●	●
[O]EOC Literacy	●	●
[O]EOC Literacy and Numeracy	●	●
[O]EOC Numeracy	●	●
[O]EOC Science	●	●
[O]EOC Social Studies	●	●
TCAP		
[O]TCAP Composite	●	●
[O]TCAP Literacy	●	●
[O]TCAP Literacy and Numeracy	●	●
[O]TCAP Numeracy	●	●
[O]TCAP Science	●	●
TCAP/EOC		
[O]TCAP/EOC Composite	●	●
[O]TCAP/EOC Literacy	●	●
[O]TCAP/EOC Literacy and Numeracy	●	●
[O]TCAP/EOC Numeracy	●	●
[O][7]TCAP/EOC Science	●	●
[O]TCAP/EOC Social Studies	●	●

ACT/SAT Suite of Assessments	
ACT	SAT
ACT Aspire	PSAT
Early Postsecondary Exams	
AP Assessment	Dual Credit Exams
Cambridge	IB Assessment
CLEP	SDC

[6] Overall TVAAS TCAP Science will not be available for schools that serve grade PK-4 only.

Industry Certifications
Advanced Manufacturing
American Welding Society Certified Welder
AWS SENSE Entry Level Welder
AWS SENSE Advanced Level Welder
Level I Siemens Certified Mechatronic Systems Assistant
Machining Level I – Measurement, Materials, and Safety Certification (NIMS)
Production Certification (CPT)
Agriculture, Food, & Natural Resources
Commercial Pesticide Certification – Core (03)
Tennessee-Specific Industry Certification – Animal Science
Architecture & Construction
EPA Section 608 Universal
HVAC Excellence Employment Ready Certifications
HVAC Excellence, Heating, Electrical, Air Conditioning Technology (H.E.A.T.)
NCCER Carpentry Level One
NCCER Carpentry Level Two
NCCER Construction Technology
NCCER Core Curriculum
NCCER Electrical Level One
NCCER Plumbing Level One
Universal R-410A
Business Management & Administration
Microsoft Office Expert (pass the two-part Expert Exam in Excel)
Microsoft Office Expert (pass the two-part Expert Exam in Word)
Microsoft Office Master – Track 1 (Word Expert + Excel Core + Elective)
Microsoft Office Master – Track 2 (Excel Expert + Word Core + Elective)
Microsoft Office Master – Track 3 (Excel Expert + Word Expert)
Microsoft Office Specialist (Excel)
Microsoft Office Specialist (PowerPoint)
Microsoft Office Specialist (Word)
Health Science
Certified Clinical Medical Assistant
Certified EKG Technician
Certified Nursing Assistant
Certified Personal Trainer
Certified Pharmacy Technician

Industry Certifications
Human Services
CDA – Child Development Associate
TN Board of Cosmetology & Barbering – TN Cosmetology 1010
TN Board of Cosmetology & Barbering – TN Master Barber 1010
Emergency Medical Responder (First Responder)
Information Technology
CCNA Cisco Certified Network Associate
Cisco Certified Entry Network Tech (CCENT)
CIW Web Design Specialist
CompTIA A+
CompTIA IT Fundamentals
CompTIA Network+
CompTIA Security+
STEM
Certified Solidworks Associate (CSWA) – Academic
Transportation, Distribution, & Logistics
Automotive Service Excellence Student Certification: Maintenance & Light Repair Certification
Automotive Service Excellence Student Certification: Nonstructural Analysis/Repair
Automotive Service Excellence Student Certification: Painting and Refinishing
Automotive Service Excellence Student Certification: Structural Analysis/Repair
I-CAR Refinish Technician ProLevel 1 or I-CAR Non-Structural
Technician ProLevel 1

Off-the-Shelf Assessments[8]	
AIMS Web	Limelight
Children's Progress Academic Assessment	Linguafolio
	MAP
Classworks	Michigan Model
DIBELS	National Greek Exam
Discovery Ed/ThinkLink	National Latin Exam
DRA	National French Exam
easy CBM	NOELLA
FAST	SAT 10
Fountas-Pinell	Scholastic Suite of Assessments
GOLD Assessment	STAMP
iReady	STAR Early Literacy
Istation	STAR Math
Kindergarten Readiness	STAR Reading
Learning.com	Terranova
	Voyager
Other Measures	
Graduation Rate	

Evaluator Signature_____ Date_____

9

[8] Off-the-shelf assessments are commonly used assessments nationally or state-wide.

9

Approved Achievement Measures 2017-18

State Assessments				
Assessment Name	**Classroom Level**	**Grade Level**	**School Level**	**System Level**
*[0]EOC: Algebra I or II	•	•	•	•
*[0]EOC: Biology I	•	•	•	•
*[0]EOC: Chemistry I	•	•	•	•
*[0]EOC: English I, II, or III	•	•	•	•
*[0]EOC: Geometry I	•	•	•	•
*[0]EOC: Integrated Math I, II, or III	•	•	•	•
*[0]EOC: US History	•	•	•	•
*[0]TCAP: Math	•	•	•	•
*[0]TCAP: ELA	•	•	•	•
*[0]TCAP: Science	•	•	•	•
TCAP: ALT	•	•	•	•
MSAA				
WIDA ACCESS	•	•	•	•
*Achievement measure can be scaled using AMO				
[0]Feeder/Custom option available for this measure				

Overall TVAAS		
Assessment Name	**School Level**	**System Level**
[0]Composite	•	•
[0]Literacy	•	•
[0]Literacy and Numeracy	•	•
[0]Numeracy	•	•
[0]Science	•	•
[0]Social Studies	•	•
CTE Concentrators		
[0]CTE Concentrator	•	•
[0]CTE Concentrator: Literacy	•	•
[0]CTE Concentrator: Literacy and Numeracy	•	•
[0]CTE Concentrator: Numeracy	•	•
[0]CTE Concentrator: Science	•	•
[0]CTE Concentrator: Social Studies	•	•
CTE Students		
[0]CTE Students	•	•
[0]CTE Students: Literacy	•	•
[0]CTE Students: Literacy and Numeracy	•	•
[0]CTE Students: Numeracy	•	•
[0]CTE Students: Science	•	•
[0]CTE Students: Social Studies	•	•
Early Grades		
[0]Early Grades Composite	•	•
[0]Early Grades Literacy	•	•
[0]Early Grades Literacy and Numeracy	•	•
[0]Early Grades Numeracy	•	•
Grade 2 Composite		
[0]Grade 2 Composite	•	•
[0]Grade 2 ELA	•	•
[0]Grade 2 Math	•	•

Overall TVAAS		
Assessment Name	**School Level**	**System Level**
EOC		
[0]EOC Composite	•	•
[0]EOC Literacy	•	•
[0]EOC Literacy and Numeracy	•	•
[0]EOC Numeracy	•	•
[0]EOC Science	•	•
[0]EOC Social Studies	•	•
TCAP		
[0]TCAP Composite	•	•
[0]TCAP Literacy	•	•
[0]TCAP Literacy and Numeracy	•	•
[0]TCAP Numeracy	•	•
[0]TCAP Science	•	•
TCAP/EOC		
[0]TCAP/EOC Composite	•	•
[0]TCAP/EOC Literacy	•	•
[0]TCAP/EOC Literacy and Numeracy	•	•
[0]TCAP/EOC Numeracy	•	•
[0][10]TCAP/EOC Science	•	•
[0]TCAP/EOC Social Studies	•	•

ACT/SAT Suite of Assessments	
ACT	SAT
ACT Aspire	PSAT
Early Postsecondary Exams	
AP Assessment	Dual Credit Exams
Cambridge	IB Assessment
CLEP	SDC

[6] Overall TVAAS TCAP Science will not be available for schools that serve grade PK-4 only.

Industry Certifications
Advanced Manufacturing
American Welding Society Certified Welder
AWS SENSE Entry Level Welder
AWS SENSE Advanced Level Welder
Level I Siemens Certified Mechatronic Systems Assistant
Machining Level I – Measurement, Materials, and Safety Certification (NIMS)
Production Certification (CPT)
Agriculture, Food, & Natural Resources
Commercial Pesticide Certification – Core (03)
Tennessee-Specific Industry Certification – Animal Science
Architecture & Construction
EPA Section 608 Universal
HVAC Excellence Employment Ready Certifications
HVAC Excellence, Heating, Electrical, Air Conditioning Technology (H.E.A.T.)
NCCER Carpentry Level One
NCCER Carpentry Level Two
NCCER Construction Technology
NCCER Core Curriculum
NCCER Electrical Level One
NCCER Plumbing Level One
Universal R-410A
Business Management & Administration
Microsoft Office Expert (pass the two-part Expert Exam in Excel)
Microsoft Office Expert (pass the two-part Expert Exam in Word)
Microsoft Office Master – Track 1 (Word Expert + Excel Core + Elective)
Microsoft Office Master – Track 2 (Excel Expert + Word Core + Elective)
Microsoft Office Master – Track 3 (Excel Expert + Word Expert)
Microsoft Office Specialist (Excel)
Microsoft Office Specialist (PowerPoint)
Microsoft Office Specialist (Word)
Health Science
Certified Clinical Medical Assistant
Certified EKG Technician
Certified Nursing Assistant
Certified Personal Trainer
Certified Pharmacy Technician

Industry Certifications
Human Services
CDA – Child Development Associate
TN Board of Cosmetology & Barbering – TN Cosmetology 1010
TN Board of Cosmetology & Barbering – TN Master Barber 1010
Emergency Medical Responder (First Responder)
Information Technology
CCNA Cisco Certified Network Associate
Cisco Certified Entry Network Tech (CCENT)
CIW Web Design Specialist
CompTIA A+
CompTIA IT Fundamentals
CompTIA Network+
CompTIA Security+
STEM
Certified Solidworks Associate (CSWA) – Academic
Transportation, Distribution, & Logistics
Automotive Service Excellence Student Certification: Maintenance & Light Repair Certification
Automotive Service Excellence Student Certification: Nonstructural Analysis/Repair
Automotive Service Excellence Student Certification: Painting and Refinishing
Automotive Service Excellence Student Certification: Structural Analysis/Repair
I-CAR Refinish Technician ProLevel 1 or I-CAR Non-Structural
Technician ProLevel 1

Off-the-Shelf Assessments[11]	
AIMS Web	Limelight
Children's Progress Academic Assessment	Linguafolio
	MAP
Classworks	Michigan Model
DIBELS	National Greek Exam
Discovery Ed/ThinkLink	National Latin Exam
DRA	National French Exam
easy CBM	NOELLA
FAST	SAT 10
Fountas-Pinell	Scholastic Suite of Assessments
GOLD Assessment	STAMP
iReady	STAR Early Literacy
Istation	STAR Math
Kindergarten Readiness	STAR Reading
Learning.com	Terranova
	Voyager
Other Measures	
Graduation Rate	

[11] Off-the-shelf assessments are commonly used assessments nationally or state-wide.

Team Educator Acceleration Model

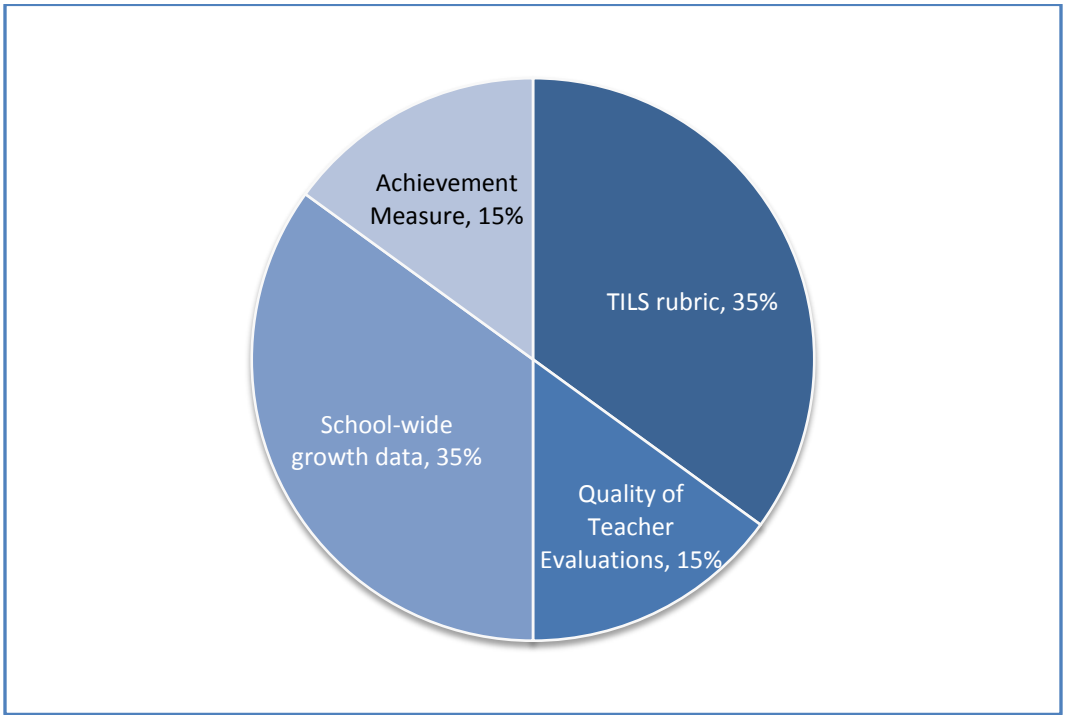
Principal Evaluation Overview

Principal Evaluation Summary

The Tennessee First to the Top Act requires annual evaluations for all Principals and Assistant Principals. The Tennessee Department of Education has designed a new principal evaluation system that is based in the *Tennessee Instructional Leadership Standards* (TILS) to meet this requirement.

Principal and Assistant Principal evaluation will be based on the following measures:

- 50% Qualitative:
  - 35% - scores on a rubric that is based on the standards outlined in the *Tennessee Instructional Leadership Standards* (TILS).
  - 15% - assessment of the quality of teacher evaluations.
- 50% Quantitative:
  - 35% - school-wide growth data.
  - 15% of a teacher's summative score is from an achievement measure that was selected by that educator. If there is disagreement on the most appropriate measure for a teacher to use as their 15% achievement measure, the teacher has the final decison.



Administrator Evaluation Process

- Similar to teacher evaluation, but different
- Over time rather than a snapshot
- Many ways to collect evidence, observing is still important
- Feedback conversation rather than post-conferences
- Self-reflections and surveys
- Growth and achievement choices similar to teacher process

1st Semester

1. Evidence Collection
2. Growth and Achievement Choices
3. Self-reflection
4. Feedback Conversation and Scoring

2nd Semester

1. Evidence Collection
2. Surveys
3. Completion of Teacher Observations
4. Feedback Conversation and Scoring

Summer

1. Bridge Conference

Changes to Administrator Evaluation Process

- All indicators scored on 1-5 scale
- Self-reflection required prior to first feedback conversation
- Quality of Teacher Evaluation not weighted separately
- Bridge conference after student outcome data is returned
- Evidence collection occurs over time, must include at least one visit to school
- Removal of “Formative Assessment” component
- Teacher Perception Survey added as option for survey component

Emphasis on Evidence Collection

- Ongoing evidence collection
    - Practices, observations, outcomes
    - Intentional observation of specific activities
    - Focus on quality of results, not quantity of activity
- Have a plan for finding the information you need

Examples of Evidence Collection

- Conversation with stakeholders
- Intervention schedules and plan
- Formative assessment data
- Instructional practices changing in school
- Observations of teacher observation process
- Observations of PLCs

What is a Bridge Conference?

- A summative conference reviewing qualitative evaluation data and student outcome data
- A formative conference setting individual growth plans and school goals
- Should be combined with other summer meetings such as school improvement planning or goal-setting meetings.

Survey Menu of Options

- Teacher Perception Survey
- Local stakeholder survey
- Student engagement survey
- School climate survey

Team Educator Acceleration Model

Forms & Rubrics – Principal Evaluation

Principal Evaluation Observation Form

Tennessee Administrator Evaluation Model	Ratings Descriptors: 1 – Significantly Below Expectations – limited implementation and unsatisfactory knowledge 2 – Below Expectations – partial implementation and basic knowledge 3 – At Expectation – consistent implementation 4 – Above Expectation – consistent implementation with successful adaptation to school context 5 – Significantly Above Expectations – exemplary implementation with innovation that leads to dramatic gains in student outcomes					
	1 Significantly Below Expectation	2 Below Expectation	3 At Expectation	4 Above Expectation	5 Significantly Above Expectation	School Administrator: Evaluator: 1st Semester Observation Dates: _____ 2nd Semester Observation Dates: _____ School: Year:

Standard A – Quality of Teacher Evaluation	1	2	3	4	5	Notes	Score
1. Accurately calibrates evidence to the rubric.							
2. Effectively communicates the importance, intent and process of evaluation to educators.							
3. Provides accurate, high quality feedback to teachers about instructional practices.							
4. Uses data to reflect on evaluation trends.							
5. Performs the process of teacher evaluation with a fidelity to the approved Tennessee evaluation model.							
						Total Points for Standard A:	

Standard B – Instructional Leadership	1	2	3	4	5	Notes	Score
1. Vision and goals							
2. Assessment planning							
3. Challenging content							
4. Instructional delivery							
						Total Points for Standard B:	

Standard C – Continuous Improvement	1	2	3	4	5		
1. Modeling continuous improvement							
2. Data-driven decision-making							
3. Professional learning support							
						Total Points for Standard C:	
Standard D – Culture for Teaching and Learning	**1**	**2**	**3**	**4**	**5**		
1. Culture							
2. Stakeholder engagement							
3. Communications							
						Total Points for Standard D:	
Standard E – Talent and Operations Management	**1**	**2**	**3**	**4**	**5**		
1. Recruitment, hiring, and staffing							
2. Retention and leadership development							
3. Budget							
4. Operations							
						Total Points for Standard E:	
Standard F – Diversity	**1**	**2**	**3**	**4**	**5**		
1. Inclusiveness							
2. Staff diversity							
						Total Points for Standard F:	
Standard G – Ethics	**1**	**2**	**3**	**4**	**5**		
1. Fairness and Integrity							
						Total Points for Standard G:	

Principal Evaluation Observation Form

Evidence Base for Observations/Evaluation	
• Observations (required) • Surveys (required) • Student achievement data (required) • Student/parent/teacher feedback • Portfolios • Walkthroughs • School Improvement Plan	

Goals for School Leader (Box expands to accommodate text.)

Signatures below indicate that the school leader and supervisor have discussed the information contained in this document.

Principal or Assistant Principal Signature _____ **Date**_____

Supervisor Signature_____ **Date**_____

Standard A: Instructional Leadership for Continuous Improvement

"Good leadership is not about you. It is about what you leave behind…. In the process of improvement, it is almost inevitable that significant barriers will arise. Great leaders learn to build trenches under barriers and find ladders to use to climb over them."
—Joseph Murphy, Essential Lessons for School Leaders, 2011

Indicator	5	3	1	Possible Sources of Evidence
A1. Capacity Building Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee state standards	Utilizes shared leadership practices to build capacity of nearly all educators for: • Developing an accurate understanding of Tennessee-adopted standards and instructional practices • Studying, analyzing, and evaluating approved curriculum resources, including texts • Maintaining shared accountability when making needed adjustments to deepen classroom rigor • Maintaining a system for monitoring student work for rigor and curriculum alignment • Implementing on-going strategies and feedback for peers	Builds capacity among educators for: • Developing an accurate understanding of Tennessee-adopted standards and instructional practices • Demonstrating fidelity to state and district-approved curriculum standards • Studying, analyzing, and evaluating approved curriculum resources, including texts • Establishing a system for monitoring student work for rigor and curriculum alignment • Establishing collective accountability when making needed adjustments to deepen classroom rigor	Builds limited or no capacity among educators for: • Developing educator understanding of Tennessee-adopted standards and instructional practices • Demonstrating fidelity to state and district-approved standards • Studying, analyzing, and evaluating approved curriculum resources • Establishing a system for monitoring student work for rigor • Establishing collective accountability when making needed adjustments to deepen classroom rigor	**Practice/Observation** • Lesson plans and feedback on the plans • Agendas and meeting notes from Professional Learning Communities • Course offerings (range of levels and types—Advanced Placement and Dual Enrollment offerings for high schools) **Outcomes** • Demonstrated growth on observations • Met or exceeded goals for: o student achievement o gap closure o college/career readiness • TVAAS

Indicator	5	3	1	Possible Sources of Evidence
A2. Data Analysis & Use Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth	Utilizes shared leadership practices and structures: • Builds capacity among nearly all educators for analyzing and using multiple sources of student, educator, and school-wide data • Develops and monitors a school-wide data plan that includes a) student progress tracking; b) establishing specific strategies to meet or exceed academic and behavioral growth and achievement goals; c) baseline comparisons to benchmarks throughout the year; and d) time for instructional adjustments informed by data • Maintains shared accountability for instructional decisions targeting achievement and growth goals • Establishes data-specific growth and achievement targets that result in gains	Collaborates with educators to: • Use multiple sources of student, educator, and school-wide data • Determine specific data to analyze when tracking student progress • Establish specific strategies to meet or exceed academic and behavioral growth goals • Identify a data baseline for comparing benchmarks throughout the year • Communicate expectations for adjusting instruction in response to formative and summative assessment data • Establish shared accountability for instructional decisions targeting student achievement and growth goals	Shows limited or no use of: • Multiple student, educator, and school-wide data • Specific data when analyzing and tracking student progress • Academic and behavioral growth goals • Baseline data for comparing benchmarks throughout the year • Expectations for adjusting instruction based on data • Shared accountability for instructional decisions targeting student achievement and growth goals	**Practice/Observations** • Data tracking and training • Data meetings • Intervention schedules and plan • Work sample scores • Benchmark assessments • Use of rubrics • Attendance rates • Discipline referrals and reports **Outcomes** • Formative and summative teacher-administered test data • Data tracking • Graduation rates • ACT/SAT scores • Advanced placement scores • TVAAS
A3. Interventions Leads educators to develop and execute interventions to address all student learning needs grounded in multiple sources of data (academic, social, and/or emotional).	Utilizes shared leadership practices that demonstrate support for educators in: • Using multiple sources of data to develop and implement differentiated interventions within and outside normal class structures • Setting and meeting goals and targets for individual students and sub-groups • Developing intervention schedules • Monitoring and adjusting interventions, as needed • Establishing an organizational system whereby general and special educators jointly develop and deliver appropriate interventions • Maintaining shared accountability for implementation, fidelity, and quality of intervention outcomes	• Leads educators to implement interventions based on annual goals • Supports educators in: o utilizing multiple sources of data to develop and implement interventions within and outside normal class structures o aligning interventions and student achievement outcomes o monitoring and adjusting interventions, as needed o collaborating with general and special educators to develop and deliver appropriate interventions • Develops shared accountability for implementation, fidelity, and quality of intervention outcomes	Shows limited or no use of interventions based on annual goals • No observable alignment between interventions and student achievement outcomes • Lack of support structures to: o develop and implement interventions based on annual goals o monitor and adjust interventions, as needed • Inconsistent selection and use of interventions • No process for general and special educators to jointly develop and deliver interventions • Inadequate accountability for implementation, fidelity, and quality of intervention outcomes	**Practice/Observations** • Intervention schedules and plans • Lesson plans (collaboratively created by general and special educators) • At-risk list **Outcomes** • Formative assessment data/ benchmark data for TCAP • Met or exceeded student growth and achievement • TVAAS

Indicator	5	3	1	Possible Sources of Evidence
A4. Progress Monitoring Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.	• Incorporates collaborative school-wide planning that addresses students' academic growth goals (and behavior growth goals as needed) • Supports educators to lead monitoring and adjusting planned and implemented school, grade, and classroom level strategies • Regularly leads processes for educators to assess and provide input on practices that present evidence of improvement	• Incorporates planning that addresses students' academic growth goals (and behavior growth goals as needed) • Collaborates with educators to monitor and adjust planned and implemented strategies that are goal-aligned • Regularly facilitates procedures and practices that present evidence of improvement	Shows limited or no: • Planning that addresses students' academic growth goals (and behavior growth goals as needed) • Goal-aligned adjustments • Implementation of procedures showing evidence of improvement	**Practice/Observations** • Intervention schedules and plans • Lesson plans (collaborative General Education and Special Education) • At-risk list • Conversations with stakeholders • Review of goals and action plans • Review of leader's data analysis • SIP implementation data- gaps identified through data analysis and strategy developed to close them • Leader self-reports • Teacher and staff questionnaires • District records • Teacher and staff interviews and focus groups **Outcomes** • Formative assessment data/ benchmark data for TCAP • Met or exceeded student growth and achievement

Standard B: Culture for Teaching & Learning

"Effective principals understand that they cannot reach instructional goals alone, so they distribute leadership across their schools, which in turn contributes to sustainable improvements within the school organization."
—May, H. & Supovitz, J.A., *The Scope of Principal Efforts to Improve Instruction*, 2011

Indicator	5	3	1	Possible Sources of Evidence
B1. Leveraging Educator Strengths Leverages educator strengths to engage all students in meaningful, relevant learning opportunities	• Engages with the school leadership team to review multiple data sources (including school goals and student learning needs) to determine optimal educator grade level and/or content area placement • Creates a coherent system to extend impact of educators at all performance levels • Develops and/or sustains a collegial environment where learning communities use their collective strengths, skills, and experience to improve classroom practice	• Assigns educators based on: o student learning needs o demonstrated effectiveness o school goals • Provides opportunities to extend impact of high performing teachers based on area(s) of demonstrated effectiveness • Develops and/or sustains a collegial environment by using collective educator strengths, skills, and experience to improve classroom practice	• Shows limited or no assignment of educators based on: o student learning needs o demonstrated effectiveness o school goals • Shows limited or no opportunities to extend impact of high-performing teachers (i.e., use of collective educator strengths, skills, and experiences to improve classroom practice)	**Practice/Observation** • Leadership team agendas and meeting notes • PLCs, Grade-level and Content Teams • Conversations with educators **Outcomes** Teacher assignments to grade/ content areas using demonstrated effectiveness (e.g., student achievement, observations, TVAAS, climate surveys, etc.)

Indicator	5	3	1	Possible Sources of Evidence
B2. Environment Fosters a safe, respectful, and orderly learning environment for all	In addition to Level 3 descriptors, facilitates educator participation in: • Helping set expectations for the learning environment that are mission and vision aligned • Reviewing behavioral data to assess the effectiveness of routines and making any needed adjustments • Identifying classroom-level behavioral/safety targets and recognizing students when targets are met or exceeded	• Expectations are aligned with the school's mission and vision • School and district conduct policies are: o clearly communicated o implemented consistently and fairly o related to students' physical and emotional safety • School routines include smooth transitions that maximize instructional time • Establishes practices that support educators in: o analyzing student behavioral data to assess the effectiveness of routines o making needed adjustments to routines based on data o implementing classroom protocols to maximize learning and decrease distractions • Sufficient evidence of: o student support for adhering to behavioral and learning expectations o shared accountability for all students' social and emotional safety	• Expectations are not clearly aligned with the school's mission and vision • School and district conduct policies are not: o clearly communicated o implemented consistently and fairly o related to students' physical and emotional safety • Learning transitions do not maximize instructional time • Inadequate support for: o analyzing of behavioral data to assess the effectiveness of routines o use of data to adjust routines o use of protocols to maximize learning and decrease distractions	**Practice/Observation** • School-wide code of conduct • Hallway transitions • Cafeteria protocols and schedule • Emergency drills • Classroom codes of conduct • School climate surveys of faculty and staff • Student, parent, community stakeholder, teacher and staff interviews • Observations of appropriate student behaviors • Attendance rates • Discipline referrals and reports (suspension and expulsion rates) **Outcomes** • School safety plan • Climate survey data
B3. Family Involvement Takes measures to actively involve families in the education of their children	In addition to Level 3 descriptors: • Establishes a two-way communication process for families that: o provides information about student progress and learning expectations o is readily accessible to all regardless of socioeconomic, cultural or linguistic diversity • Facilitates family and community partnerships that are visible and sustainable	• Welcomes and engages all families • Offers opportunities for families to participate in decision-making and school initiatives • Provides educators with sufficient resources (time, finances, space, printing, technology) needed to communicate regularly with families • Creates flexible scheduling for meetings, gatherings and celebrations in response to parent needs	Shows limited or no evidence of: • Welcoming and engaging families • Offering timely, relevant, and accessible communication • Offering opportunities for families to participate in decision-making and school initiatives • Providing educators with sufficient resources (time, finances, space, printing, technology) needed to communicate regularly with families • Creating flexible scheduling for meetings, gatherings and celebrations in response to parent needs	**Practice/Observation** • Newsletters • Website • Meeting agendas and schedules • Phone/contact logs • Parent surveys • Parental volunteer log **Outcomes** Climate/ stakeholder perception survey data

Indicator	5	3	1	Possible Sources of Evidence
B4. Ownership Models and communicates expectations for individual and shared ownership of student, educator, and school success	• Enacts procedures that reflect a school-wide commitment to the possibility of success for all students • Frequently assesses shared ownership by seeking feedback and input from members of the school community • Clearly and consistently uses multiple means to communicate educators' individual responsibility for whole school success • Establishes a culture where nearly all members of the school community address low expectations about student potential	• Models commitment to the possibility of success for all students • Designs and/or implements structures to increase shared ownership in school success • Clearly and consistently communicates high expectations for educators' individual responsibility for whole school success • Addresses adults who display low expectations about student potential	Shows limited or no: • Modeling commitment to the possibility of success for all students • Designing and/or implementing structures that increase shared ownership in school success • Setting high expectations for educators' individual responsibility for whole school success • Addressing adults who display low expectations about student potential	**Practice/Observation** • Conversations with educators and students • Leader's self-reflection **Outcomes** • Climate surveys • Policies and procedures
B5. Recognition & Celebration Recognizes and celebrates improved educator and student performance related to school vision and goals	In addition to Level 3 descriptors, utilizes shared leadership with members of school community to: • Create school rituals, traditions, and initiatives • Recognize educator and student performance	• Creates clear criteria for recognition and celebration of educators and students • Implements regular recognition and celebration of student performance and growth through a variety of communication methods and activities • Implements regular recognition and celebration of educator performance and growth through a variety of communication methods and activities	Shows limited or no use of: • Clear criteria for recognition and celebration of educators and students • Regular recognition and celebration of student performance and growth through a variety of communication methods and activities • Regular recognition and celebration of educator performance and growth through a variety of communication methods and activities	**Practice/Observation** • Recognition awards • Newsletter/newspaper articles • Award assemblies/documentation • Conversations with educators and students • Attendance rates • Discipline referrals and reports (suspension and expulsion rates) **Outcomes** Data walls (school, class/subject)

Standard C: Professional Learning & Growth

"Highly effective principals work explicitly to improve instruction in the classroom in the form of conducting observations and giving feedback, leading professional development sessions, leading data-driven instruction teams and insisting on high expectations for all students. [They] provide ways for teachers to continuously grow in their careers. [Highly effective principals] arrange opportunities for staff to learn from one another, and they delegate leadership roles."

—Adams, E.; Taliaferro, L.; & Ikemoto, G., *Playmakers: How Great Principals Build and Lead Great Teams of Teachers*, 2012

Indicator	5	3	1	Possible Sources of Evidence
C1. Evaluation Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model and uses educator evaluation data to inform, assess, and adjust professional learning goals and plans	In addition to Level 3 descriptors: • Builds and sustains a culture focused on continuous improvement, such that educators view the evaluation process as an opportunity for professional learning and growth • Holds self and others accountable for customizing supports for educators • Creates a school-wide plan for professional learning aligned to the school's vision for professional learning and growth • Accurately modifies school or grade-level professional learning goals and plans	• Encourages educators to use the evaluation process for professional learning and growth • Adheres to all evaluation processes, which include: o timelines for feedback o follow-up support o finalizing all required observations o conducting summative conferences • Ensures the classroom observation process includes: o gathering evidence balancing educator and student actions related to teaching and learning o grounding all evidence coding and scoring to the rubric with accuracy to ensure fidelity of the process o using a preponderance of evidence to evaluate teaching o using the rubric to structure feedback to educators o offering specific, actionable feedback recommendations connected to improving student achievement o facilitating educator implementation of recommended improvement strategies • Uses evaluation data to determine trends and assess educator strengths and growth opportunities	Shows limited or no use of: • Encouragement for educators to use the evaluation process for professional learning and growth • Adherence to all evaluation processes, which include: o timelines for feedback o follow-up support o finalizing all required observations o conducting summative conferences • Sufficient implementation of classroom observation processes: o gathering evidence balancing educator and student actions related to teaching and learning o grounding all evidence coding and scoring to the rubric with accuracy to ensure fidelity of the process o using a preponderance of evidence to evaluate teaching o using the rubric to structure feedback to educators o offering specific, actionable feedback recommendations connected to improving student achievement o facilitating educator implementation of recommended improvement strategies • Limited or no use of evaluation data to determine trends and assess	**Practice/Observation** • Documented observation records, which may include, but are not limited to: o observation notes o evidence coding and rating • Post-conference notes • Educator refinement follow-up notes • Observation of school leader engaged in any portion of the observation process, specifically providing actionable feedback to improve practice • Educator survey responses related to the observation and feedback processes • Review of observation data analysis and related action plan • Observation data analysis and related action plan with attention to noted plan adjustments • Educators' professional growth and learning/improvement plans related to observation data • Compliance reports **Outcomes** • Improved teaching practice (evaluation score increases) • Improved teacher support • TVAAS

Indicator	5	3	1	Possible Sources of Evidence
C2. Differentiated Professional Learning Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the *Tennessee Standards for Professional Learning*	• Ensures all professional learning activities align with the *Tennessee Standards for Professional Learning* • Engages leadership team to: o differentiate professional learning opportunities based on educator needs and preferences o facilitate implementation of knowledge and skills gained from professional learning activities • Develops accountability structures whereby nearly all educators seek to share knowledge gained from learning opportunities	• Engages staff in activities aligned with the *Tennessee Standards for Professional Learning* • Differentiates professional learning opportunities based on individual educator needs • Communicates expectations for implementing knowledge and skills gained from professional learning activities • Holds educators accountable for implementing knowledge and skills gained from professional learning opportunities	Rarely or never differentiates professional learning for faculty and self by: • Engaging in activities aligned with the *Tennessee Standards for Professional Learning* • Differentiating professional learning opportunities based on individual educator needs • Communicating expectations for implementing knowledge and skills gained from professional learning activities • Holding educators accountable for implementing knowledge and skills gained from professional learning opportunities	**Practice/Observation** • Leader's self-reflection • Leader's participation in professional development trainings within the state and/or district • Leader's attendance at national professional association conferences and development of portfolio artifacts aligned with core leadership competencies • Data displays related to professional learning and observation data • Refinement observations and reviews • Individual educator professional learning plans to gauge differentiated support • Conversations with educators about professional learning and growth **Outcomes** • Student performance data results in relationship to the school-wide professional learning plan • TVAAS
C3. Induction, Support, Retention, & Growth Collaborates with others to induct, support, retain and grow/extend effective educators based on evidence of student and educator outcomes	Engages with leadership team to: • Design and implement an induction program for new educators • Develop strategies for retaining high-performing educators • Develop strategies for fostering leadership skills in the most effective educators based on evidence of student and educator outcomes • Support the development of nearly all teachers utilizing a variety of methods	• Designs and implements an induction program for new educators • Develops strategies for: o retaining high-performing educators o fostering leadership skills in the most effective educators based on evidence of student and educator outcomes o utilizing a variety of methods to support the development of all teachers	• Rarely or never inducts, supports, retains, and grows educators by designing and implementing an induction program for new educators • Develops strategies for: o retaining high performing educators o fostering leadership skills in the most effective educators based on student outcomes o utilizing a variety of methods to support the development of most teachers	**Practice/Observation** Data regarding induction, support, retention, and growth, which may include: • Surveys • Educator focus group interview/conversation • Student and stakeholder feedback **Outcomes** • Quality of induction program • Increased rates of high performing educators • Increased retention rates

Indicator	5	3	1	Possible Sources of Evidence
C4. Teacher Leaders Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the *Tennessee Teacher Leadership Standards*	Engages with leadership team to: • Involve teacher-leaders in activities aligned with the *Tennessee Teacher Leadership Standards* • Use a variety of data to identify potential teacher-leaders • Communicate a clear leadership pathway for potential teacher-leaders • Provide sufficient growth opportunities to address specific leadership actions and behaviors • Provide potential teacher-leaders with varied leadership opportunities • Monitor teacher-leaders in a variety of settings and providing specific feedback to support their continued development	• Engages in activities aligned with the *Tennessee Teacher Leadership Standards* • Uses a variety of effectiveness data • Communicates a clear leadership pathway • Provides adequate growth opportunities to address specific leadership actions and behaviors • Provides potential teacher-leaders with varied leadership opportunities • Monitors teacher-leaders in a variety of settings and providing specific feedback to support their continued development	Rarely or never identifies and supports potential teacher-leaders by: • Engaging in activities aligned with the *Tennessee Teacher Leadership Standards* • Using effectiveness data • Communicating a clear leadership pathway • Developing specific leadership actions and behaviors • Providing teacher-leaders with varied leadership opportunities • Monitoring teacher-leaders in a variety of settings and providing specific feedback to support their continued development	**Practice/Observation** • Teacher-leader plan in alignment with the *Tennessee Teacher Leadership Standards* • Conversations with leadership team about design and implementation of the teacher leader plan • List of selected teacher leaders and their student achievement and growth data • Teacher-leaders engaged with their colleagues • Conversations with teacher-leaders and other teachers **Outcomes** • Improved teaching practice (evaluation score increases) • Improved teacher support • TVAAS
C5. Self-Practice Improves self-practices based on multiple sources of feedback, including performance evaluation results and self-reflection	In addition to Level 3 descriptors: • Actively seeks feedback from a variety of sources to reflect on personal instructional leadership practices and makes any necessary changes for improvement • Connects personal leadership practices to student achievement and educator performance by sharing his/her performance evaluation results with staff • Reflects on leadership alignment with core values, school vision, and goal attainment	• Uses feedback from a variety of sources to reflect on personal instructional leadership practices and make any necessary changes for improvement • Engages in professional learning aligned to student, educator, and self-need • Develops an understanding of performance expectations associated with Tennessee state standards • Implements new, relevant learning from feedback and professional learning opportunities with evidence of improvement	Rarely or never improves self-practice by: • Using feedback from sources to reflect on personal instructional leadership practices and does not make any necessary changes for improvement • Engaging in professional learning: o aligned to student, educator, and self-need o focused on developing an understanding of performance expectations associated with the Tennessee state standards • Implementing new, relevant learning from feedback and professional learning opportunities	**Practice/Observation** • Leader's self-reflection • Leader's personal professional growth and support plan in relationship to the school's core values, vision, and goals • Conversations with school leader, leadership team, and other educators • Portfolio artifacts of principal performance aligned to state, • District or national professional standards • The degree to which the leader achieved goals from the previous year's professional growth plan • Observations of leader's practice • 360-degree surveys of faculty, staff and evaluators **Outcomes** • Improved leadership practices • Improved educator practices • Improved student outcomes • TVAAS

Standard D: Resource Management

"When principals provide teachers with the resources they need to build social capital—time, space, and staffing—the quality of instruction in the school [is] higher and students' scores on standardized tests in both reading and math [increase]."
—Carrie, Leana, *The Missing Link in School Reform*, 2011

Indicator	5	3	1	Possible Sources of Evidence
D1. Community Resources Strategically utilizes community resources and partners to support the school's mission, vision and goals	In addition to Level 3 descriptors: • Assesses potential community partners and secures additional resources that support teaching and learning • Highlights usage of resources and shares school accomplishments by regular communication with community partners	• Conducts an accurate assessment of community partners and resources • Ensures accepted resources support the school's mission, vision, and goals • Allocates fiscal, human, technological, and physical resources to align with the school's mission, vision, and goals	Rarely or never utilizes community resources and partners by: • Conducting an assessment of community partners and resources • Accepting resources that are not in support of the school's mission, vision, and goals • Allocating fiscal, human, technological, and physical resources or allocates these with misalignment to the school's vision, mission, and goals	**Practice/Observation** • Community assets inventory • Documented partnership activities • Donations and contributions to the school • Community support notes • Displays of partnership and partnering activities • Community support surveys • Conversations with community partners and educators **Outcomes** Met or exceeded goals for community engagement
D2. Diversity Includes a diverse set of educators and stakeholders in school improvement decisions	• Develops capacity of educators to implement structures for engaging diverse stakeholders to provide input and feedback in school improvement decisions	• Develops structures to encourage diverse stakeholders[1] to provide input and feedback in school improvement decisions	• Engages limited or non-diverse stakeholders to provide input and feedback in school improvement	**Practice/Observation** Conversations with stakeholders **Outcomes** Increased diversity among stakeholders

[1] Diverse stakeholders include diversity in race, culture, gender, experience, thought, voice, opinion, and role.

Indicator	5	3	1	Possible Sources of Evidence
D3. Employee & Fiscal Management Establishes, communicates and enforces a set of standard operating procedures and routines aligned with district, state and federal policy and performs all budgetary responsibilities with accuracy, transparency, and in the best interest of students and staff	In addition to Level 3 descriptors: • Leads staff and students in frequent reviews of standard operating procedures to vet effectiveness of procedures and routines supporting the effective and efficient operation of the school • Leads staff in frequent reviews of fiscal resource allocation to support the effective and efficient operation of the school	• Establishes, communicates and enforces a set of standard operating procedures and routines by: o aligning them with district, state, and federal policies o utilizing a variety of methods to communicate the established standard operating procedures and routines o ensuring that educators and students understand and are accountable to the school's standard operating procedures and routines • Performs timely, accurate, transparent budgetary responsibilities by: o allocating fiscal resources in alignment with the school and district priorities to increase student achievement o ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines	• Rarely or never establishes, communicates, and enforces a set of standard operating procedures and routines by: o aligning them with district, state, and federal policies o utilizing methods to communicate established standard operating procedures and routines o ensuring that educators and students understand and are accountable to them • Rarely or never performs all budgetary responsibilities by: o allocating fiscal resources in alignment with the school and district priorities to increase student achievement o ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines	**Practice/Observation** • Handbook • Compliance agreements • Audit report • Conversations with educators **Outcomes** • Compliance with operating procedures • Compliance with budgetary procedures

Overview

Tennessee Instructional Leadership Standards (TILS)

Recognizing the importance of engaging in a continuous improvement process, Tennessee seeks to transform what it means to be an effective instructional leader at all phases of a leader's career. This aim is accomplished by setting high standards for effective leadership based upon research and best practices, supporting leaders to reach those standards, and empowering districts to build a network of exceptional instructional leaders who get results.

The Tennessee Instructional Leadership Standards (TILS) establish the structural framework of the Administrator Evaluation Rubric by defining a set of indicators and detailed descriptors that provide a clear set of expectations to schools and districts. The rubric is designed to help instructional leaders develop the type of leadership practices directly related to substantial gains in student achievement. Moreover, the leadership practices embedded in the indicators and descriptors are largely tied to the indirect, but vital, role and impact school leaders have on student achievement. Just as the TILS do not include separate areas to address ethical issues, the rubric does not separate these areas by indicator and descriptor. The premise is the same with the rubric as with the standards—attributes such as honesty, respect, sound judgment, commitment, fairness, compassion, work ethic, and a genuine belief that all children can learn and grow contribute to the foundation of ethical behavior connected to leadership.

The Administrator Evaluation Rubric is…

- Approved by the State Board of Education as a tool used to guide a fair and transparent administrator evaluation
- Developed to establish a culture of support for instructional leaders
- Intended to help engage educators in reflective dialogue among and between peers and evaluators to improve practice
- Used to support school leaders and those who support school leaders in acknowledging a leader's effective practices and results
- Supportive of a leader's opportunities for improvement, offering guidance on professional growth and learning for oneself and for other educators

The Administrator Evaluation Rubric is not…

- A checklist, but should be used to weigh the preponderance of evidence over time against the levels of practice defined in the indicators and descriptors
- Inclusive of all salient aspects of a school leader's role, rather it focuses primarily on the dimensions of leadership most directly linked to managing teacher effectiveness and increasing student achievement
- Meant to address areas of performance related to personal conduct as described in district and state policies

Begin with the End in Mind: The Importance of Vision

In Tennessee, it is expected that the vision of the school, developed in collaboration with multiple partners and aligned with the district's vision, will drive the actions demonstrated in the

indicators and descriptors in this rubric over time to increase student achievement. The vision provides a powerful communication and coalescing tool for all stakeholders in the school, creating a "word picture" of what is to be created and maintained. Crafting an exemplary vision requires asking an essential question: When a vision for continuous improvement, culture conducive to teaching and learning, and professional learning and growth (standards A, B, and C) has been developed and implemented, what will be different for:

- your students?
- your teachers?
- your school?
- your parents?

An exemplary visioning process occurs when school leaders jointly develop a vision for continuous improvement, contextualized through a) a vision for a culture conducive to teaching and learning and b) a vision for professional learning and growth. The resulting overarching school vision thus exhibits and requires:

- collaboration with key partners to identify and enact clear, measurable, annual goals;
- linkage to goals that support student achievement, gap closure, and college and career readiness with evidence of growth;
- communication to nearly all stakeholders;
- modeling of personal commitment to continuous improvement and a culture conducive to teaching and learning; and
- modeling of school-wide beliefs in professional learning and growth

Research Supporting the Administrator Evaluation Rubric

In collaboration with the superintendents', supervisors' and principals' study councils, the drafting process for the Administrator Evaluation Rubric was largely informed by administrators throughout the state whose suggestions, questions, and concerns regarding the rubric's language were strongly considered during the development of all iterations of the draft. In addition to input from colleagues statewide, the following research supports the content of the rubric:

- American Institutes for Research's *The Ripple Effect,* 2012
- Georgia Department of Education's Leader Keys Effectiveness System, 2012
- Indiana Department of Education's Principal Effectiveness Rubric, 2013
- ISLLC's Educational Leadership Policy Standards, 2008
- James Stronge's Principal Evaluation, 2012
- Kim Marshall's Principal Evaluation Rubrics, 2012
- Tennessee's Standards for Professional Learning, 2012
- McREL's Principal Evaluation System, 2009
- New Leaders' Urban Excellence Framework, 2011
- Stronge, Richard, and Catano's *Qualities of Effective Principals,* 2008
- Tennessee's Teacher Leader Standards, 2011
- Waters, Marzano, and McNulty's Balanced Leadership: What 30 Years of Research Tells us about the Effect of Leadership on Student Achievement, 2003

Glossary of Terms

Standard A1: Capacity Building

Build Capacity: The term is also noted as "capacity building" in several descriptors of the rubric and refers to a school leader's ability to develop the knowledge base and skill set of educators related to the specific indicator in which the term appears. Options and examples of how building capacity is measured are found in the rubric's *Possible Sources of Evidence* column.

Shared Leadership: The term refers to the school leader's ability to maximize all of the human resources in an organization by strategically developing and supporting individuals and giving them an opportunity to take leadership positions in their areas of expertise.

Standard B1: Leveraging Educator Strengths

Extend Impact: The term refers to a school leader's ability to use the demonstrated skills and expertise of educators to support, not only the academic growth and achievement of their assigned students, but to also create conditions for educators to support the growth and learning of other educators. The goal of extending the impact or positive reach of all educators is to have school leaders appropriately distribute leadership across the school community as a way to create and/or sustain students' ability to meet or exceed academic and or behavioral growth and achievement targets.

Standard C2: Differentiated Professional Learning

Tennessee Standards for Professional Learning define the tenets for implementing and monitoring effective Differentiated Professional Learning. To see the standards in detail, go to [*http://www.tn.gov/sbe/policies.shtml*](http://www.tn.gov/sbe/policies.shtml)

Data: Professional learning that increases educator effectiveness and results for all students, uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. Examples include clearly articulating the critical link between increased student learning and educator professional learning.

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning. Examples include:

- Developing capacity for learning and leading at all levels support
- Providing constructive feedback to refine new practices
- Sustaining implementation of new educator practice and student learning through ongoing
- Facilitating implementation of knowledge and skills gained from professional learning activities
- Communicating expectations for implementing knowledge and skills gained from professional learning activities
- Monitoring implementation of knowledge and skills gained from professional learning activities

Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Team Educator Acceleration Model

APPENDIX

- Suggested Combined Observation Cycle
- TVAAS Overview& FAQ
- Special Groups Observation Guidance
- NIET Best Practices Website

{Intentionally left blank}

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
• Alternative Educators • College, Career and Technical Educators (CCTE) • Early Childhood Educators • Early Literacy K-3 Educators • Gifted Educators • Interventionists • Online Educators • Special Educators	• 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
- Daily assignment sheets, journals, and notebooks
- Behavior plans/contracts
- IEP
- Medical assistance plan
- Contraband document
- Student assessments
- Daily goal sheets and behavior point sheets
- Progress/data monitoring charts
- Student projects
- Safety sweep documents/checklist

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

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

1. Instruction—Questioning
    - 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.

2. Instruction—Grouping Students
    - 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.

3. Instruction—Problem-Solving
    - 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.

4. Planning—Assessment
    - 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

- Lesson plans, unit plans, and scope & sequence
- Rubrics and checklists
- Prior student work
- List of questions to employ during lesson
- Finished student products
- 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
   - 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
   - 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
   - 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
   - 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
   - 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

- 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
- 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.

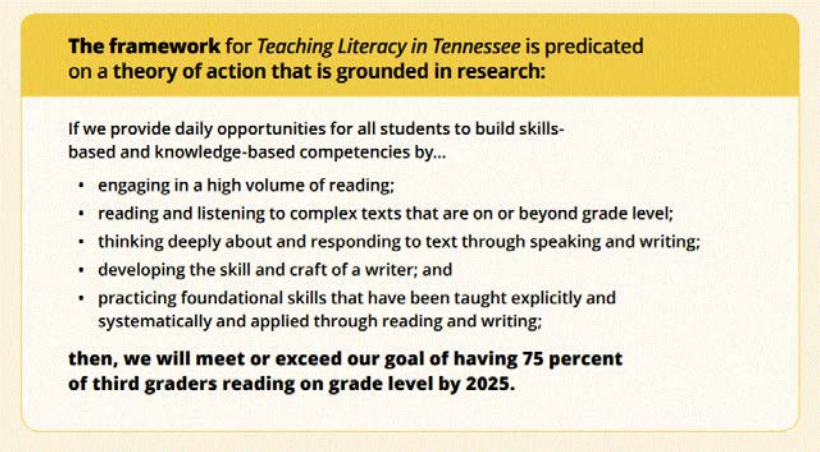
EXAMPLE—STUDENT WORK

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: 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.



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: • 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

	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.
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)	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. 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.
Require extended written tasks	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.
Are portfolio based with clear illustrations of student progress toward state content standards	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.
Include descriptions of how assessment results will be used to inform future instruction	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 *what* students will learn as well as *how* 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 has how they are teaching it in connection to student results, teachers can effectively plan, diagnose, intervene, and extend on a continual basis.

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 *Teaching Literacy in Tennessee*), 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 *all* 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: • 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.

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 meets 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 iterant.
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

- Student work products
- Conversations with students
- Daily assignment sheets, journals, and notebooks
- Student assessments
- Student projects
- Checklists
- 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—ENRIRONMENT 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 • 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 • 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 • 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 • 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 • 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 • 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 • 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 • 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

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

1. Instruction—Presenting Instructional Content and Lesson Structure and Pacing
   - 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.
2. Instruction—Questioning, Thinking and Problem Solving
   - 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.
3. Instruction—Grouping
   - 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.
4. Instruction—Academic Feedback and Motivating Students
   - 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.
5. Planning—Instructional Plans, Student Work, and Assessment
   - 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).
6. Environment—Respectful culture
   - 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

- Discussion boards
- Messages (to students and parents)
- Content and content modifications
- Grade book
- Announcements
- Syllabus/pacing guides
- Feedback on assignments
- 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

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

1. Delivery of Services—Delivery of Professional Services
    - 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.
2. Delivery of Services—Consultation/Support in the School Environment
    - 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.
3. Planning—Service Plans
    - 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

- Audiology evaluation report
- Written/electronic communications
- Hearing loss PowerPoints for faculty
- Planning and scheduling calendars
- License/certification
- 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 • 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 • 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 • 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 • 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 • 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
   - 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

- Portfolios
- Needs assessments
- Program management agreements
- Action plans/results reports
- 504 plans
- Advisory council meeting agenda
- 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:

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.

II. DELIVERY OF SERVICES

EXAMPLE—COMMUNICATION

Delivery of Services—Communication:

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

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.

4. Planning of Service—Analysis of Work Products
    - 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.

5. Planning of Service—Evaluation of Services and/or Program
    - 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.

6. Environment—Respectful Culture
    - 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

- Psycho-educational Evaluation Reports
- Recommendation resources
- Behavior Intervention Plans
- Evaluation assessment checklists
- 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 RTI^2 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

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
    - 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
    - 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
    - SSW does the following when working with students directly:
        - 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
    - 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.).

**Many SSWs do not have a dedicated workspace at their delivery site.*

EXAMPLES OF EVIDENCE/ARTIFACTS

- Behavior contracts
- Behavior incentive programs
- Age-appropriate materials
- Behavior plans
- Behavior data
- Community resource contact lists
- 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

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
   - 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
   - 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
   - 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
   - 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

- Progress reports
- Eligibility reports
- Sample activities/materials and lesson plans
- IEPs
- Speech/language evaluation reports
- Yearly scope and planning calendar
- Disability monitoring standards reference sheet
- School team records/referral documentation
- IEP data manager (or equivalent)
- Needs/skills assessments, surveys, or checklists
- Parent contact logs
- RTI^2 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

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

1. Delivery of Services—Delivery of Professional Services
    - 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.
2. Delivery of Services—Communication
    - 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.
3. Delivery of Services—Knowledge of Students
    - 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.
4. Environment—Environment
    - 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

- Test data
- Progress reports
- Eligibility reports
- Sample activities/materials and lesson plans
- IEPs
- Vision reports
- Professional development for faculty
- Parent workshop meetings
- 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.

Important Websites

Below are some important websites that you may find helpful.

- Tennessee Department of Education
- Tennessee State Board of Education - learn about the standards review process and other initiatives, and access copies of state rules and policies.
- TNCompass - view previous scores and licensure information here.
- TVAAS - view your TVAAS score here.
- http://www.eepass.org/ - take your certification test for evaluation or view best practice videos here.
- Classroom Chronicles - read about the inspiring work happening every day in Tennessee classrooms here.
- GLADiS - create online portfolios here.
- TNCore - learn more about Tennessee state standards and assessments here.
- Tennessee Promise – become a mentor or guide students to apply for Tennessee Promise here.

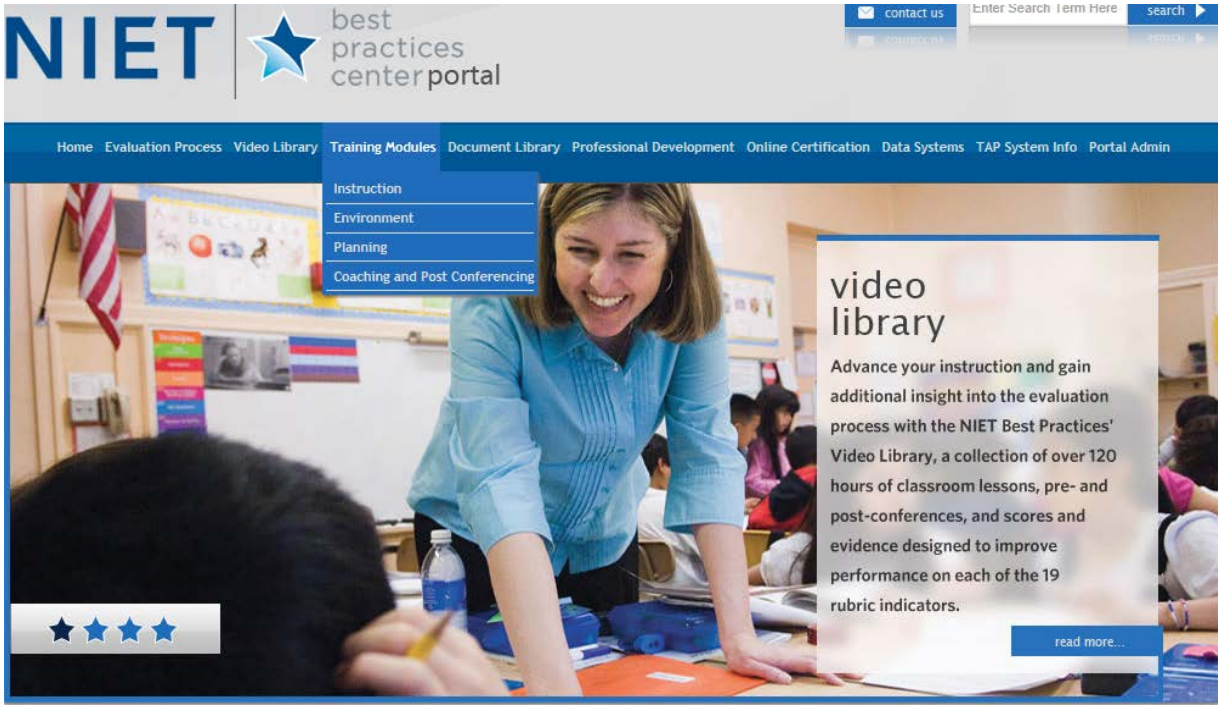
The NIET Best Practices Portal: Individualized Support

Providing Powerful Technology Resources to Improve Educator Skills
Visit the NIET Best Practices Portal, at www.nietbestpractices.org.

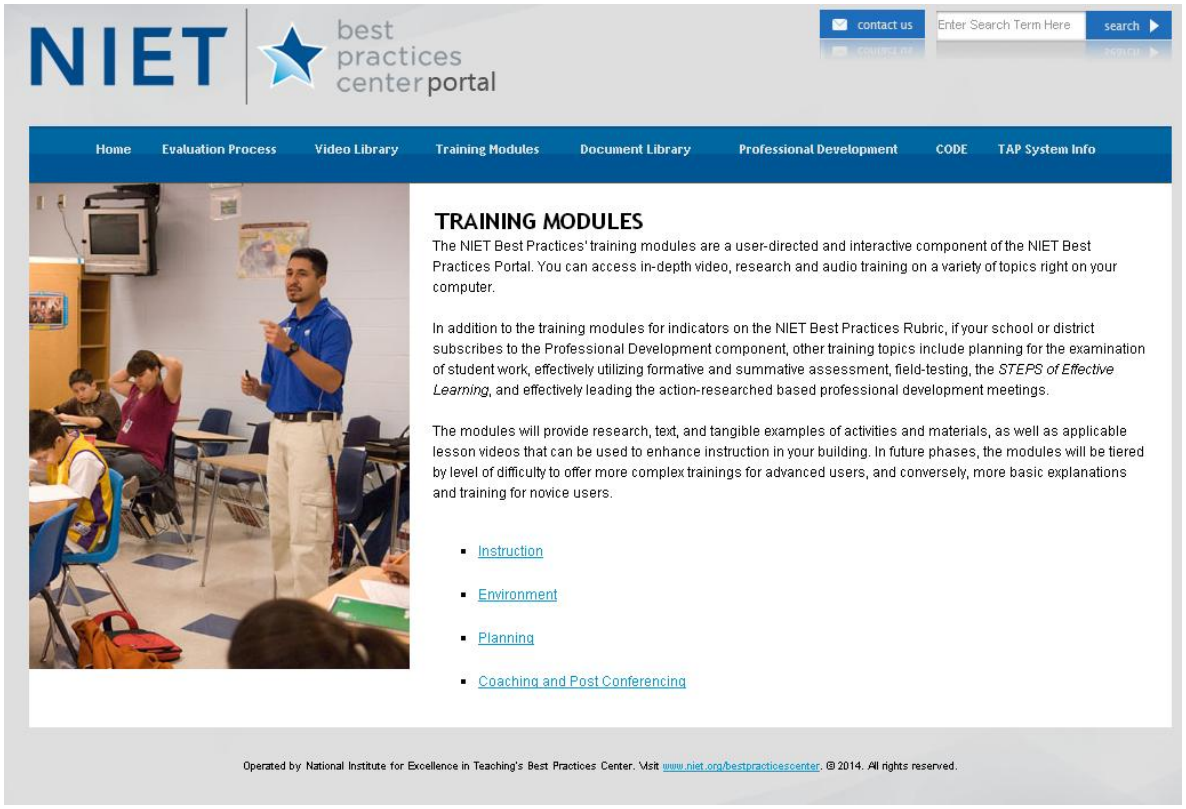
How to navigate the site to support individual needs
The portal is designed to support each teacher's individual needs. Teachers can access hundreds of hours of video taped lessons spanning pre-kindergarten through 12th grade.

For example, after a classroom observation, a teacher can look at the resources on the portal in order to focus on a specific indicator such as "lesson structure and pacing." If a teacher wanted to find additional information on lesson structure and pacing they could view a training module that contains research, video clip examples and evidence, quizzes, coaching questions, and reflective questions about this indicator. The steps for accessing a training module to learn about lesson structure and pacing are below.

Accessing a Training Module: Lesson Structure and Pacing *(example)*
Visit www.nietbestpractices.org.

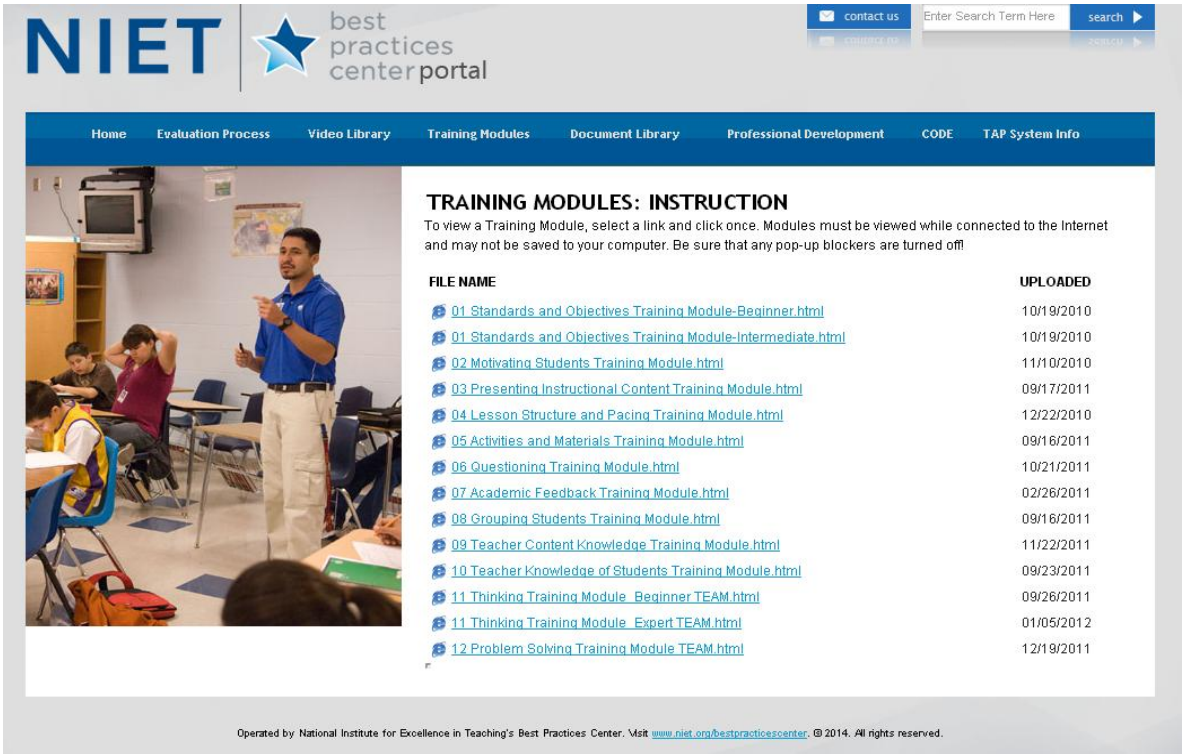


Select Instruction from the Training Modules Menu and click on Lesson Structure and Pacing from the File Names listed:



Several options are available including:

Training module on Lesson Structure and Pacing:



APPENDIX