



**2018-19 TEAM Teacher
Evaluator Recertification:
Early Grades Literacy**

Our Vision



*Districts and schools in Tennessee will exemplify excellence and equity such that **all students** are equipped with the knowledge and skills to successfully embark upon their chosen path in life.*

Our Big Goals

1

Tennessee will rank in the **top half of states** on the National Assessment of Educational Progress (NAEP) by 2019.



2

75 percent of Tennessee third graders will be **proficient in reading** by 2025.



3

The **average ACT composite score** in Tennessee will be a 21 by 2020.



4

The **majority of high school graduates** from the class of 2020 will earn a postsecondary certificate, diploma, or degree.



Our Priorities

Early Foundations & Literacy

Building skills in early grades to contribute to future success

High School & Bridge to Postsecondary

Preparing significantly more students for postsecondary completion

All Means All

Providing individualized support and opportunities for all students with a focus on those who are furthest behind

Educator Support

Supporting the preparation and development of an exceptional educator workforce

District Empowerment

Providing districts with the tools and autonomy they need to make the best decisions for students

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**Why focus on early
grades literacy?**

2017 NAEP: 4th Grade Reading

GRADE 4 | READING

Percentage below Basic, percentage at Basic, percentage at Proficient, percentage at Advanced, percentage at or above Proficient and average scale scores for grade 4 reading, by All students [TOTAL] and jurisdiction: 1992, 1994, 1998, 2000, 2002, 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017




SET BASELINE AT:



at or above *Basic*

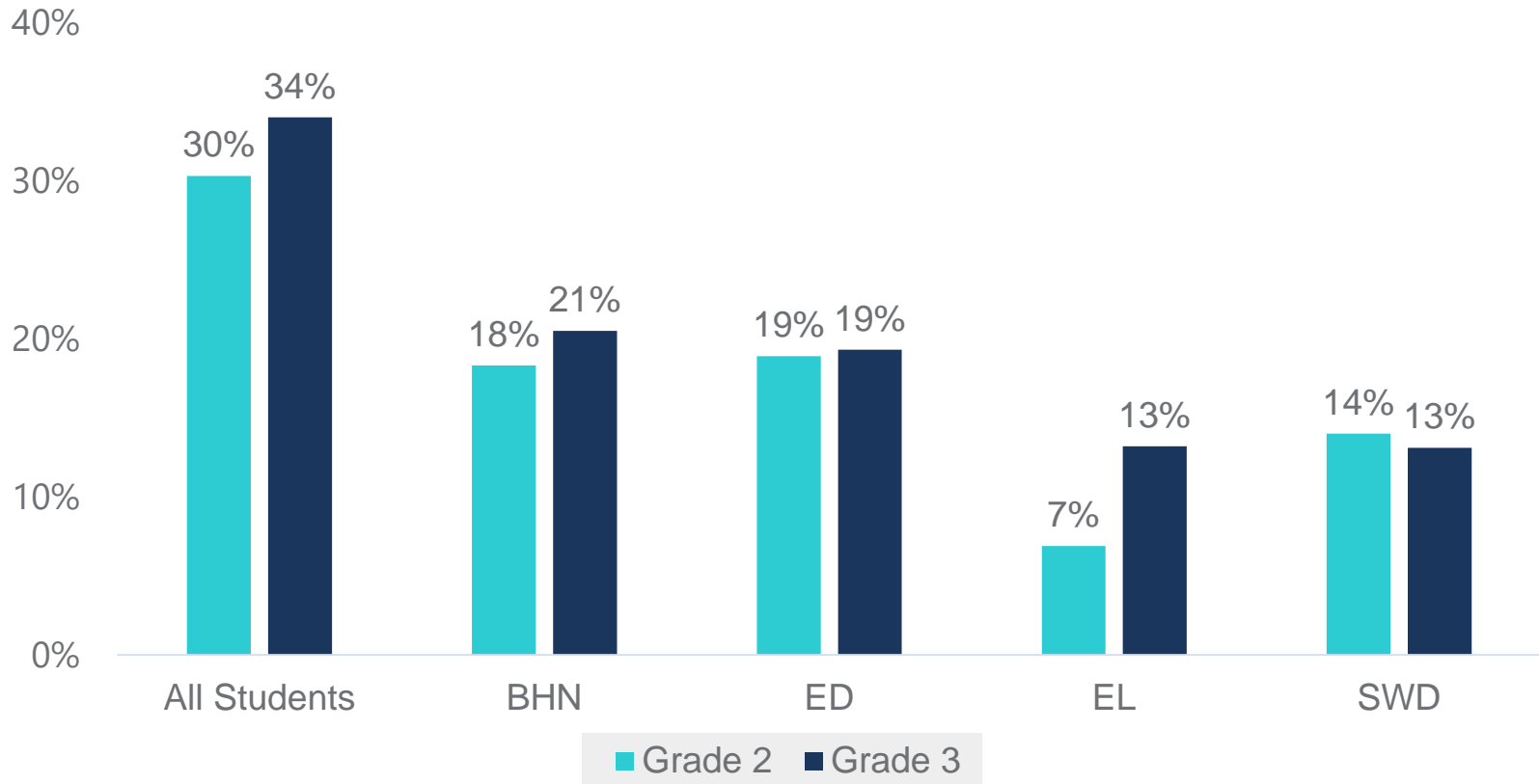


at or above *Proficient*

Assessment Year	below <i>Basic</i>	 <i>Basic</i>	 <i>Proficient</i>	 <i>Advanced</i>	Percentage at or above <i>Proficient</i>	Average Scale Scores
2017	36	32	25	8	33	219
2015	34	32	26	8	33	219
2013	33	33	26	8	34	220
2011	40	35	21*	5*	26*	215*
2009	37	35	22	6	28*	217

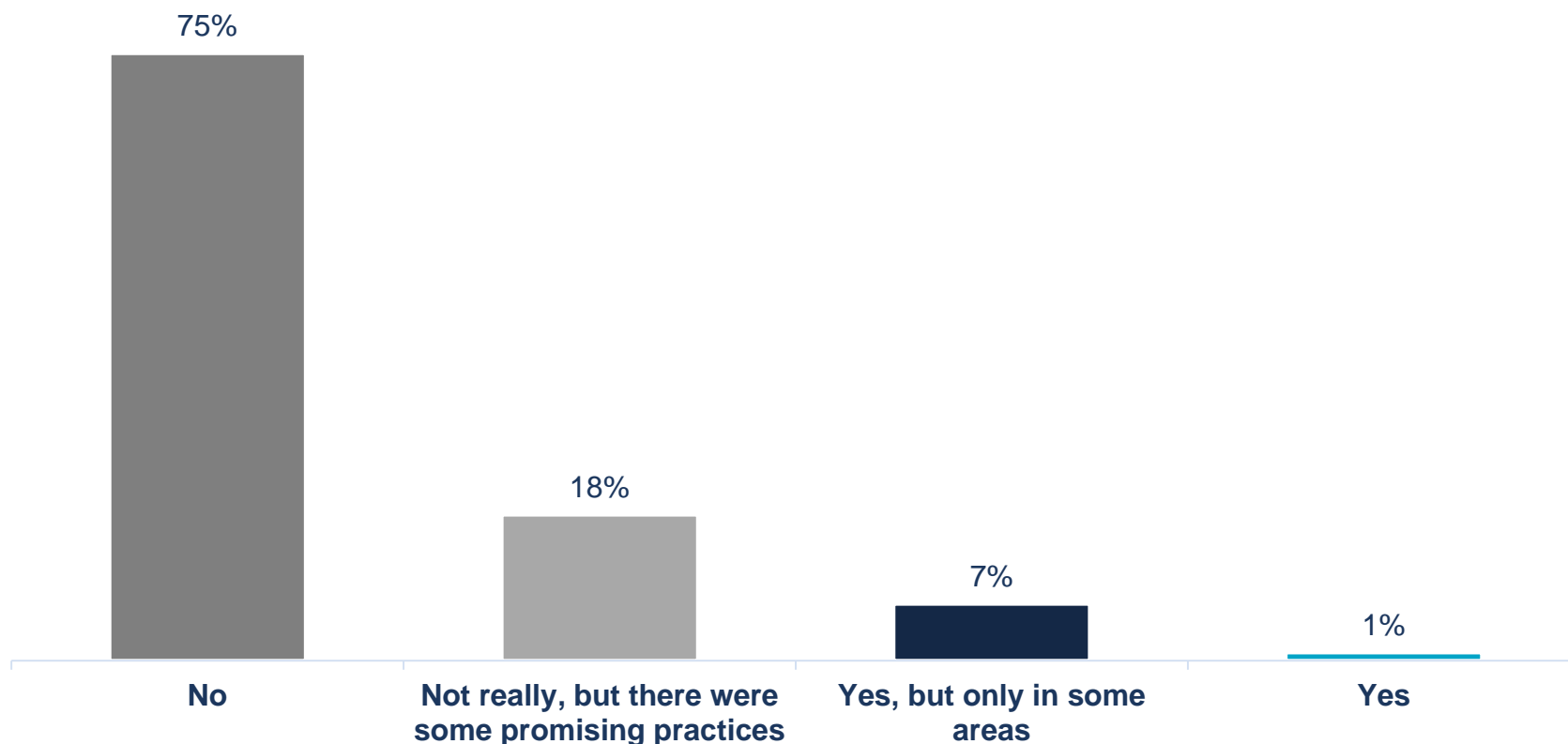
Only 1/3 of Tennessee's 2nd and 3rd graders are achieving at a proficient level.

Percent On Track/Mastered



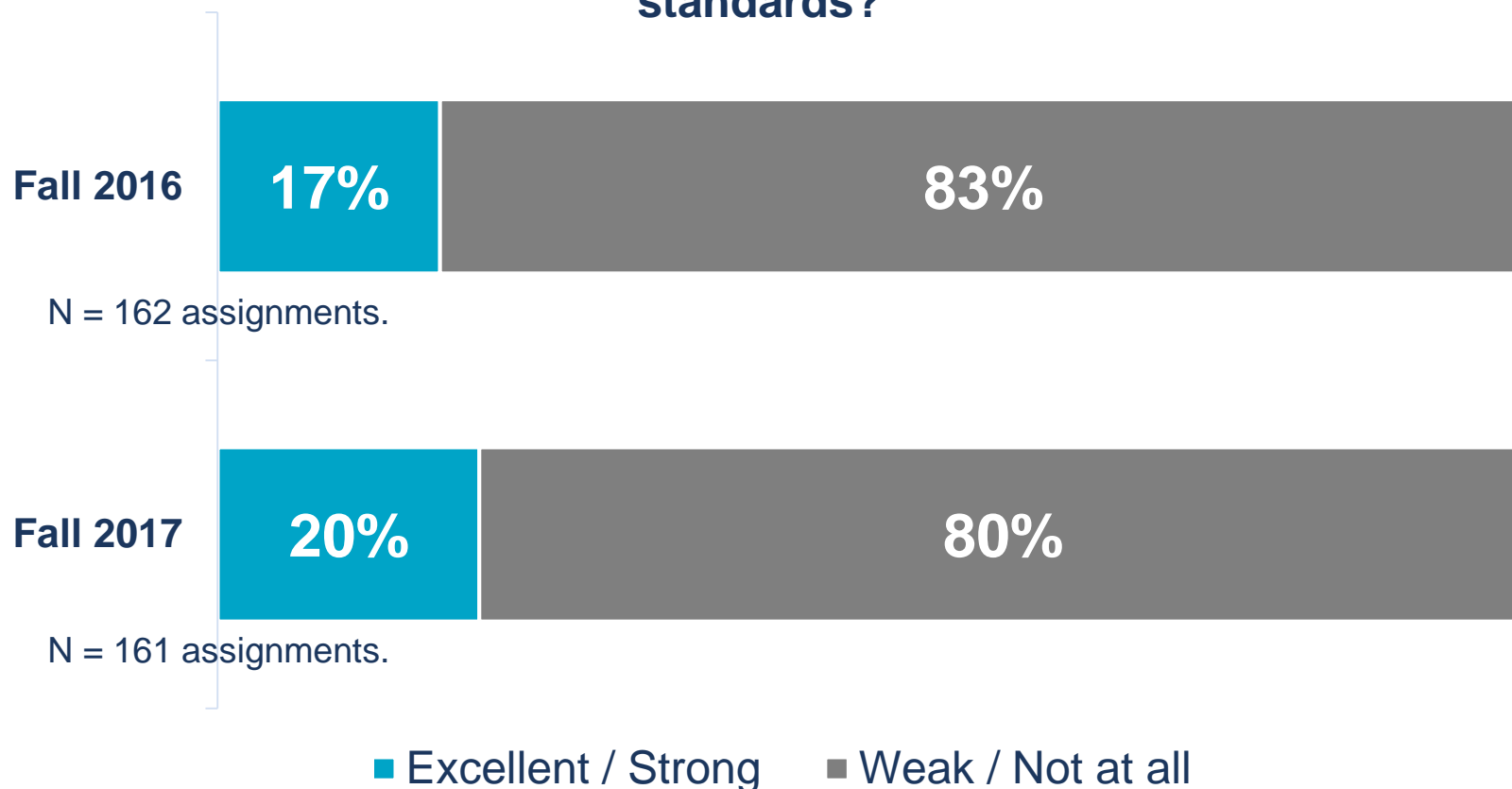
Current Practice: Few Observed Lessons Reflect the Vision for Literacy

Overall, did this lesson reflect the demands of the standards and/or the instructional shifts the standards require?



Current Practice: Student Tasks Rarely Reflect the Standards

Overall, do the content demands of this assignment align with the expectations defined by grade-level standards?



Training Outcomes

- Observers of early grades literacy instruction will have a deeper understanding of how to support
 - instructional planning of standards-aligned end-of-unit and daily tasks
 - instructional environment that fosters student success with end-of-unit and daily tasks
 - instructional delivery that support student success with end-of-unit and daily tasks

by making explicit connections to the TEAM rubrics.

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**TEAM: Theory of
Action**

TEAM: Theory of Action

- If TEAM is implemented rigorously, transparently, credibly, and equitably and is utilized as the model for continuous improvement of:
 - **standards-based instruction fostering the instructional shifts** needed for all students to produce work reflective of grade and content expectations;
 - **implementation of RTI²**, which ensures educators provide high-quality, data-driven, differentiated instruction for all students every day;
- then **educators believe in and utilize TEAM to improve educational outcomes for all.**

TEAM: Rigor

- Rigor: quality that leads to success is in meeting consistently high standards.
 - Includes research-based/proven standards of instructional practice (environment, planning, and instruction domains) described at five differentiated levels of performance
 - Measures practice in alignment to appropriate state content standards
 - Includes evidence of its connection to student performance

TEAM: Rigor

- Connection to student performance
 - Student growth based on a full year's instructional support (3rd grade TVAAS, 2nd grade assessment, portfolio)
 - Student achievement between two or more points in time based on a full year's instructional support
 - Student mastery of daily learning objectives based on observation of teacher practice and evaluation of student learning
- The #1 responsibility of school leaders is to support teachers and students in the mastery of daily learning so they are able to demonstrate the full breadth of learning required for the grade level/content area.

Quantitative Feedback

Area of need	% of teachers who report needing more than just a little support	State-wide Indicator Average
Instructional strategies and practices (e.g., Questioning)	Pre-K 80% K-8 45% All teachers 44%	Q: 3.61 AF: 3.73 A/M: 3.84
Standard-specific instruction	Pre-K 68% K-8 43% All teachers 40%	S/O: 3.78 TCK: 4.33
Aligning standards, curriculum, & student learning outcomes	Pre-K 75% K-8 48% All teachers 47%	Planning: 4.11 TCK: 4.33
Analyzing/interpreting student summative & formative assessments	Pre-K 71% K-8 42% All teachers 41%	Assess: 3.75 S/O: 3.78

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TEAM: Core Beliefs

Observation: Core Beliefs

- We **observe** instructional practice; we **evaluate** student learning.
 - The rubric is designed to present a rigorous vision of excellent instruction so every teacher can see areas where he/she can improve student learning.
- We value growth and improvement.
 - Growth and improvement come only through effort. Engage in co-observations, consult content area experts in your building, ask questions!

Observation: Core Beliefs

- We understand the rubric is **not** a checklist.
 - Observers should look for the preponderance of evidence based on the **impact of practice on student learning**.
- We know that common understandings and connections are critical.
 - Student learning will improve when teachers and leaders are able to communicate around the connections between the instructional shifts necessitated by the standards and the instructional expectations outlined in the TEAM rubric.

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**TEAM: Planning
Domain**

Planning Domain Review: Step 1

- **Step 1:** Read the indicator at performance level 3 and the TEAM handbook description of the indicator.
- Then, with a partner, consider what the indicator is conveying at performance level 3.

Instructional Plans

At Expectations (3)

Instructional plans include:

- goals aligned to state content standards,
- activities, materials, and assessments that:
 - are aligned to state standards,
 - are sequenced from basic to complex,
 - build on prior student knowledge, and
 - provide appropriate time for student work, and lesson and unit closure;
- evidence that plan is appropriate for the age, knowledge, and interests of most learners; and
- evidence that the plan provides some opportunities to accommodate individual student needs.

Planning Domain Review: Step 2

- **Step 2:** Differentiate between the performance levels by identifying unique elements in each.
- Reconsider the meaning at performance level 3.

Instructional Plans

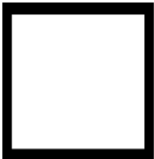
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Planning Domain Review: Step 2

General Educator Rubric: Planning

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Instructional Plans 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> • measurable and explicit goals aligned to state content standards; • activities, materials, and assessments that: <ul style="list-style-type: none"> ◦ are aligned to state standards, ◦ are sequenced from basic to complex, ◦ build on prior student knowledge, are relevant to students' lives, and integrate other disciplines, and ◦ provide appropriate time for student work, student reflection, and lesson unit and closure; • evidence that plan is appropriate for the age, knowledge, and interests of all learners; and • evidence that the plan provides regular opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> • goals aligned to state content standards, • activities, materials, and assessments that: <ul style="list-style-type: none"> ◦ are aligned to state standards, ◦ are sequenced from basic to complex, ◦ build on prior student knowledge, and ◦ provide appropriate time for student work, and lesson and unit closure; • evidence that plan is appropriate for the age, knowledge, and interests of most learners; and • evidence that the plan provides some opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> • few goals aligned to state content standards, • activities, materials, and assessments that: <ul style="list-style-type: none"> ◦ are rarely aligned to state standards, ◦ are rarely logically sequenced, ◦ rarely build on prior student knowledge, and ◦ inconsistently provide time for student work, and lesson and unit closure; and • little evidence that the plan provides some opportunities to accommodate individual student needs.

Planning Domain Review: Step 2

- Instructional Plans provide the **expectations for the instructional moves and strategies** that a teacher should plan to ensure the progression of students' **building of knowledge and mastery of state standards**.

Planning Domain Review

Repeat this process at your table with the **Student Work** and **Assessment** indicators

- **Step 1:** Read the indicator at performance level 3 and the TEAM handbook description of the indicator. Then, with a partner, consider what the indicator is conveying at performance level 3.
- **Step 2:** Differentiate between the performance levels by identifying unique elements in each. Reconsider the meaning at performance level 3.

Planning Domain Review

- The **Planning** domain is foundational to an effective instructional cycle.
 - *Instructional Plans provide the **expectations for the instructional moves and strategies** that a teacher should plan to ensure the progression of students' **building of knowledge and mastery of state-standards**.*
 - Student Work provides the **expectations** that the **tasks** included in the instructional plan **generate thinking and problem solving aligned to state-standards**.
 - Assessment provides the expectations that **standards-aligned** tasks and measurement criteria used to **formatively and summatively assess student work** is included in the instructional plan.

Planning Domain Review

- The spirit of the Planning domain is to assess **HOW** a teacher creates instructional plans that lead to student mastery of the learning goals.
- Announced observations of planning that are conducted in the classroom are encouraged. This could be coupled with a post-conference that leads to improved planning and instructional delivery.

Break

- Enjoy a 10 minute break.

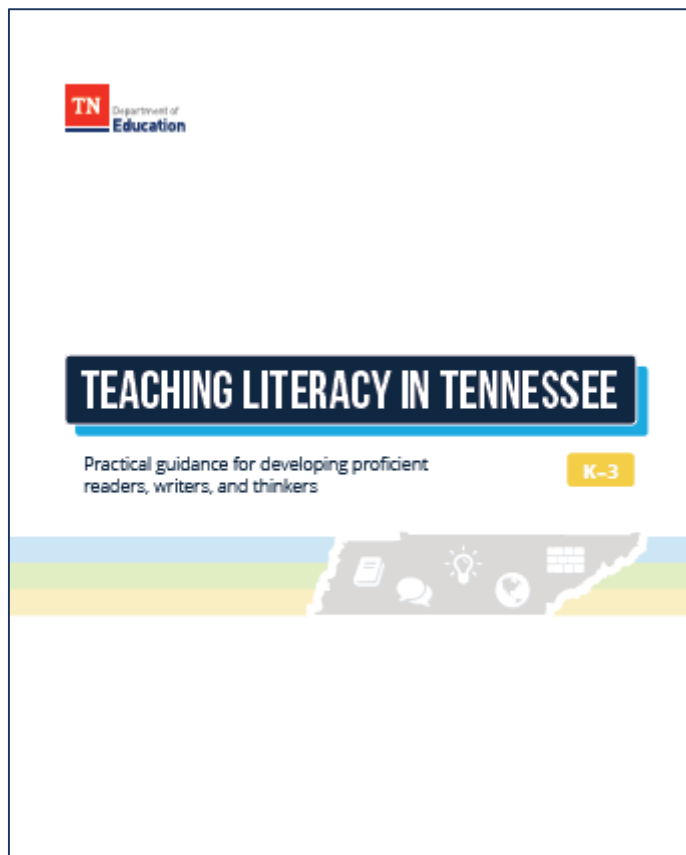
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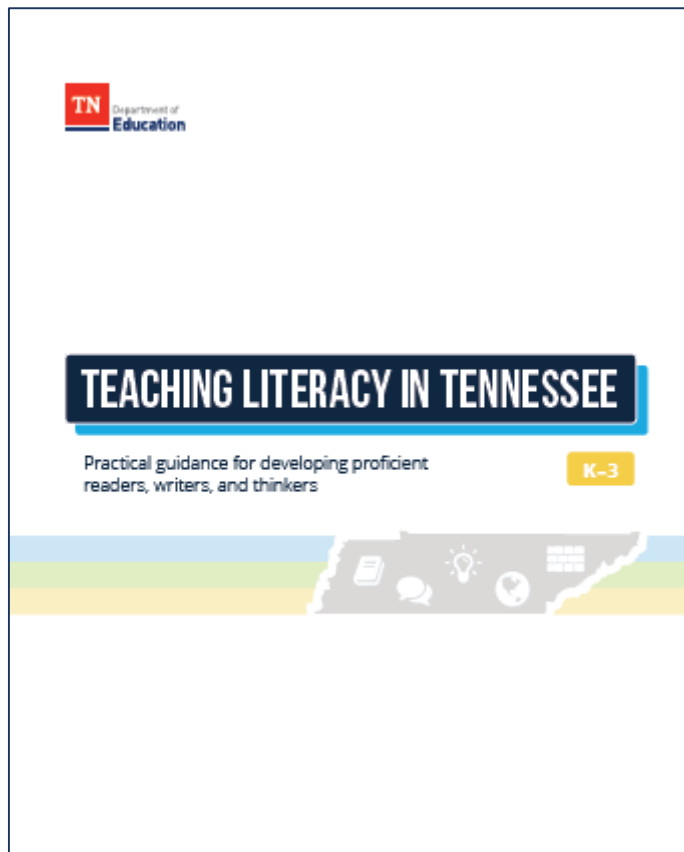
Planning Domain in the Context of Early Grades Literacy

Teaching Literacy in Tennessee Theory of Action



- Read page 9 of the TLiT document “Vision for Reading Proficiency” to set the tone for effective planning.
- What is proficient reading all about?
- What do proficient readers do?

Teaching Literacy in Tennessee Theory of Action



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

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

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

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

Planning: Early Grades Literacy

A FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

Our theory of action for *Teaching Literacy in Tennessee* is reflected in the instructional framework that follows. The framework highlights the ways in which teachers create the types of daily opportunities outlined in the theory of action by utilizing:

- literacy-based instructional strategies,
- multiple sources of data, and
- differentiation

to provide effective Tier I instruction to all students.

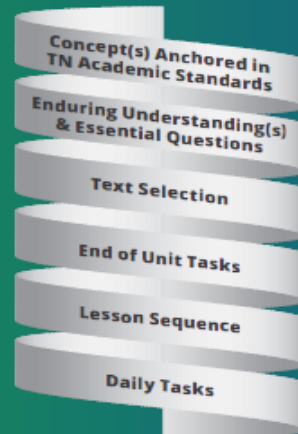
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FRAMEWORK

FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.



STUDENT NEEDS

Students should always be at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

Planning: Early Grades Literacy

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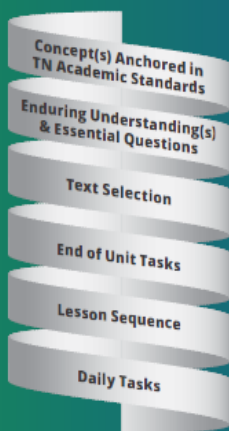
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STEP 1

IDENTIFY CONCEPT(S)

Teachers should first identify a concept(s) that will become the foundation of the unit. This step should be guided by an integration of the [Tennessee Academic Standards](#) including ELA, science, social studies, and fine arts. The standards provide a general guide for the types of knowledge students should gain in their respective grade levels, which will help in identifying appropriate concept(s).

STEP 2

DETERMINE ENDURING UNDERSTANDING(S) AND GENERATE ESSENTIAL QUESTIONS

Teachers should determine enduring understanding(s) and generate essential questions that prioritize the learning around the concept(s). Enduring understanding(s) are statements reflecting the conclusions students will draw as a result of engaging with the concept, and essential questions are open-ended questions that spark students to draw the conclusions needed to gain the enduring understanding.^{23, 24, 25, 26}

STEP 3

SELECT MULTIPLE TEXTS

Teachers should select multiple texts that reflect the expectations of grade-level standards and support the enduring understandings. Texts should be worthy of students' time and attention, be of exceptional craft and quality, and provoke a deep level of thinking.

STEP 4

DEVELOP END-OF-UNIT TASKS

Teachers should develop end-of-unit tasks, which should allow students opportunities to apply what they have read, heard, and seen during unit in an authentic and meaningful way. End-of-unit tasks should allow students to demonstrate critical thinking and textual analysis skills and convey conceptual knowledge around the enduring understandings of the unit.

STEP 5

DESIGN LESSON SEQUENCES

Teachers should design lesson sequences that build in complexity over time and support students in gaining the enduring understandings. The lesson sequences should utilize a variety of instructional strategies that ensure students have opportunities to deepen their understanding.

STEP 6

CREATE DAILY TASKS

Teachers should create standards-aligned daily tasks that allow students to incrementally show their knowledge and skills until they are able to fully demonstrate their learning through the more comprehensive end-of-unit task.

Over time, units connect to develop a cohesive scope and sequence that ensures students have access to a standards-based guaranteed and viable curriculum.

4

FRAMEWORK

Planning: Early Grades Literacy

STEP 1



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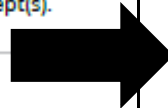
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Planning: Early Grades Literacy

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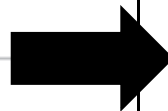
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Student Work

Planning: Early Grades Literacy Student Work

STEP 1



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FRAMEWORK

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.

Planning: Early Grades Literacy Student Work

- Go to the “Before Instruction: Planning For the Unit” section of the TLiT document.
- Review the section looking for connections to the student work indicator.

Planning: Early Grades Literacy Student Work

- Examine the end of unit task in the Kindergarten Unit Starter included in the training materials.
 - What in the task requires students to produce work that would meet or exceed the expectation of the student work indicator?
- Examine the sample task in the Kindergarten ELA Portfolio Scoring Resource Guide included in the training materials.
 - What in the task requires students to produce work that would meet or exceed the expectation of the student work indicator?



END OF UNIT TASKS

What will I expect students to know and be able to do at the end of the unit?

Before instruction happens, the teacher should also consider how learning the concept(s), enduring understanding(s), and selected standards will be assessed.

End-of-unit tasks should allow students to demonstrate their critical thinking and textual analysis skills and their conceptual knowledge. These standards-aligned tasks are rigorous and ask students to:

- organize, interpret, analyze, synthesize, and evaluate information rather than simply reproduce;
- draw conclusions, make generalizations, and develop 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.

Since rigorous end-of-unit tasks are multi-dimensional, multiple English language arts standards are integrated and assessed in the process.

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DAILY TASKS

What daily tasks do I need students to complete in order to reach the end of unit task?

As teachers consider the end-of-unit task, they should determine how they will assess students' progress towards this culminating task. Teachers should consider broader, knowledge-based aspects of the texts (e.g., central concept, key ideas, supporting details, etc.) and how they will move students towards high-level

In addition, tasks should be authentic¹⁰ and should help address the essential questions over time. Students should read and write with the intent of:

- answering questions (e.g., How do the interactions of plants and animals impact humans?);
- solving problems (e.g., brainstorming solutions for preserving the environment);
- constructing arguments (e.g., constructing an argument from a character's point of view);
- pursuing interests (e.g., selecting and reading additional books of interest related to the concept being studied);
- building new knowledge (e.g., engaging in multiple reading and writing experiences within the concept).

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Planning: Early Grades Literacy

Student Work

- At your table, reflect on what you have learned about planning for and using student work in a literacy classroom?
- How will this learning enhance your ability to provide more meaningful quantitative and qualitative feedback to teachers in pre-K through 3rd grade? In later grades?

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Assessment

Planning: Early Grades Literacy Assessment

Think Aloud 2: Assessment

I use information about student learning to make decisions about how to group my students and to adjust my lesson plans to address my students' needs. A variety of assessment data sources informed decisions I made about today's lesson:



ASSESSMENT OF ORAL READING FLUENCY

I assess regularly each of my students' accuracy and fluency when reading. I use assessments, such as running records, to help me determine which students need additional support with decoding and which might just need additional fluency practice. This evidence helps me differentiate my small group instruction so my students spend time on the skills they are working to acquire and not those they have already mastered. For example, in a recent assessment of accuracy, I realized that some of my students were mispronouncing the final "s" sounds when it makes the plural. That is why I used my small group time to review this skill and provide additional practice opportunities.

5

VIGNETTE

Planning: Early Grades Literacy Assessment

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1
2
3

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2

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.

Planning: Early Grades Literacy Assessment

- In order to measure student growth through the portfolio, teachers submit the student work from a task that they have assigned. This student work is scored using measurement criteria in the scoring rubrics.
- Examine the sample task in the Kindergarten ELA Portfolio Scoring Resource Guide included in the training materials.
 - How might having measurement criteria for tasks benefit students? teachers? classroom evaluators?
 - What is the expectation for measurement criteria outlined in the assessment indicator?

Planning: Early Grades Literacy Assessment

- At your table, reflect on what you have learned about planning for and using assessment in a literacy classroom.

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Planning Wrap Up



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Lunch

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**Environment
Domain**

Environment Domain Review

Expectations


- **Step 1:** Read the indicator at performance level 3 and the TEAM handbook description of the indicator. Then, with a partner, consider what the indicator is conveying at performance level 3.
- **Step 2:** Differentiate between performance levels by identifying unique elements in each. Reconsider the meaning at performance level 3.
- **Step 3:** Using the specific language in the environment domain, prepare a 30 second “in a nutshell” that summarizes the indicator.

Expectations

At Expectations (3)
<ul style="list-style-type: none">• Teacher sets high and demanding academic expectations for every student.• Teacher encourages students to learn from mistakes.• Teacher creates learning opportunities where most students can experience success.• Students complete their work according to teacher expectations.


Environment Domain Review Expectations

General Educator Rubric: Environment

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Expectations 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where all students can experience success. Students take initiative and follow through with their own work. Teacher optimizes instructional time, teaches more material, and demands better performance from every student. 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where most students can experience success. Students complete their work according to teacher expectations. 	<ul style="list-style-type: none"> Teacher expectations are not sufficiently high for every student. Teacher creates an environment where mistakes and failure are not viewed as learning experiences. Students demonstrate little or no pride in the quality of their work.

Environment Domain Review Expectations

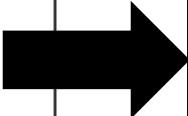
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Environment Domain Review

Expectations

At Expectations (3)

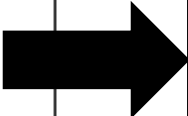
- Teacher sets high and demanding academic expectations for every student.
 - Teacher encourages students to learn from mistakes.
 - Teacher creates learning opportunities where most students can experience success.
 - Students complete their work according to teacher expectations.
- 

- These teachers use positive language to express their appreciation of what a student has done and to express their expectation that he or she will persist in completing the task. For example: “You’re almost there. I know you can find the last piece?”

Environment Domain Review

Expectations

At Expectations (3)

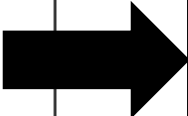
- Teacher sets high and demanding academic expectations for every student.
 - Teacher encourages students to learn from mistakes.
 - Teacher creates learning opportunities where most students can experience success.
 - Students complete their work according to teacher expectations.
- 

- They protect the integrity of their lessons by redirecting students when needed rather than accepting off the mark responses.
- They insist their students use precise, technical vocabulary.
- What else do they do?

Environment Domain Review

Expectations

At Expectations (3)

- 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.
- 

- These students are setting and owning rigorous academic goals.
- They are organizing their thoughts and their work, interpreting, analyzing, synthesizing, and evaluating information.
- They are making corrections and asking questions.
- What else do they do?

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Expectations in the Context of Early Grades Literacy

Expectations: Early Grades Literacy

- At your table, review the TEAM Observation Guidance- Early Literacy document in light of the thoughts you have just had about expectations. Share any insights you have gleaned
- How will what you've learned impact the way you rate the expectations indicator and provide feedback?
- How will what you've learned impact the way you rate other indicators across domains?

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Environment

Environment Domain Review

Environment

- **Step 1:** Read the indicator at performance level 3 and the TEAM handbook description of the indicator. Then, with a partner, consider what the indicator is conveying at performance level 3.
- **Step 2:** Differentiate between the performance levels by identifying unique elements in each. Reconsider the meaning at performance level 3.

Environment Domain Review

Environment

- **Environment:** Young learners are in the process of rapid brain development. Because they spend a large portion of their waking hours in a classroom setting, the learning environment has a significant impact on their development.
 - This indicator establishes the expectation that the learning environment is safe, responsive, nurturing and serves as a 2nd teacher in the classroom. Therefore, observing and providing feedback on the environment is critical for student success.

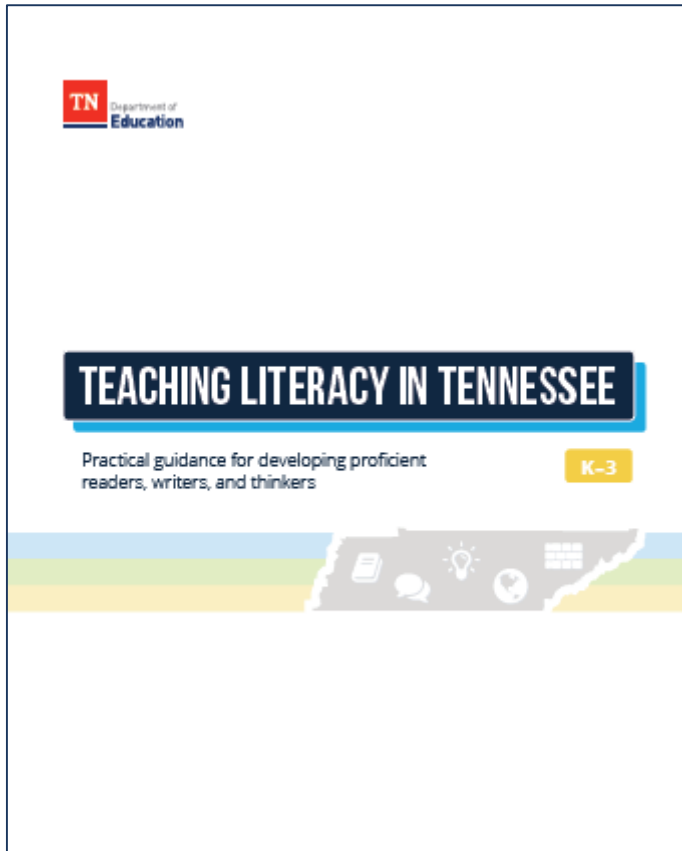
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Environment Domain in the Context of Early Grades Literacy

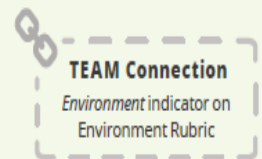
Environment: Early Grades Literacy (p. 45)



DURING INSTRUCTION: KEY PRACTICES

Teachers should structure the classroom environment to promote literacy.

Classroom design, layout, and materials are essential elements to creating a classroom that promotes literacy. Spaces for instructional strategies like interactive read aloud and small group reading should be well designed and organized and create a warm environment that encourages reading. Teachers should consider including the following elements for their classroom environment:



Environment: Early Grades Literacy (p. 45)

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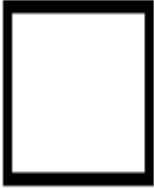


The classroom:

- 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.

Environment: Early Grades Literacy Expectations

- As you observe the environment in the video, consider how it aligns with what you've read in TLiT regarding an [environment](#) conducive to early literacy instruction.

Environment 	The classroom: <ul style="list-style-type: none">• welcomes all members and guests,• is organized and understandable to all students,• supplies, equipment, and resources are all easily and readily accessible,• displays student work that frequently changes, and• is arranged to promote individual and group learning.	The classroom: <ul style="list-style-type: none">• welcomes most members and guests,• is organized and understandable to most students,• supplies, equipment, and resources are accessible,• displays student work, and• is arranged to promote individual and group learning.	The classroom: <ul style="list-style-type: none">• is somewhat cold and uninviting,• is not well organized and understandable to students,• supplies, equipment, and resources are difficult to access,• does not display student work, and• is not arranged to promote group learning.
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Instruction Domain

Instruction Domain Review

Standards/Objectives

- **Step 1:** Read the indicator and the handbook.
Consider the meaning of the indicator in its entirety at performance level 3.
- **Step 2:** Differentiate between the performance levels by identifying unique elements in each.
Reconsider the meaning at performance level 3.
- **Step 3:** Describe the outcome.

Standards and Objectives

At Expectations (3)


- 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.

Rubric Enhancement

- Note a change in the instructional rubric for the 2018-19 school year in Standards and Objectives.
 - There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of **the standard(s)**.

Instruction Domain Review

Standards/Objectives

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives 	<ul style="list-style-type: none"> • All learning objectives are clearly and explicitly communicated, connected to 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(s). 	<ul style="list-style-type: none"> • 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(s). 	<ul style="list-style-type: none"> • 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(s).

Instruction Domain Review

Standards/Objectives

- **Learning** objectives, **lesson** objective(s), and **sub-objectives** are referenced. The expectations for these in a lesson are different.
- Coherence of the lesson is achieved through its position within larger instructional plan for achieving the learning goal and through its communication to students.
- There is an expectation that a lesson produce evidence that most students demonstrate mastery of the lesson objective. This can only be determined by the students' response to the lesson.

Instruction Domain Review

Standards/Objectives

At Expectations (3)

- 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.

- What would you see from students if the expectations of this indicator are met in the lesson?

Instruction Domain Review

Standards/Objectives

At Expectations (3)

- 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.

- Students are demonstrating critical thinking skills and conceptual knowledge by
 - interpreting information rather than reproducing it,
 - drawing conclusions and supporting them through writing, and
 - connecting what they are learning to prior learning and some life experiences.

Instruction Domain Review

Standards/Objectives

At Expectations (3)

- 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.


- Students are engaged in producing work through tasks that allow them to incrementally show their knowledge and skills until they are able to fully demonstrate their learning through the more comprehensive end-of-unit or culminating tasks.

Instruction: Early Grades Literacy (p. 14)

Standards/Objectives

- Based on the vignette of Mr. Hermann's reading lesson in the TLiT document, the main objective was for students to continue to learn more about how animals depend on trees in the rainforest.
 - What concepts might he be developing for the unit?
 - What sub-objectives did Mr. Hermann include in this lesson?
 - What evidence is available in the vignette that speaks to students demonstrating mastery of the objective?

Instruction: Early Grades Literacy Standards/Objectives

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives 	<ul style="list-style-type: none"> • All learning objectives are clearly and explicitly communicated, connected to 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(s). 	<ul style="list-style-type: none"> • 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(s). 	<ul style="list-style-type: none"> • 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(s).

Instruction: Early Grades Literacy Standards/Objectives

- At your table, reflect on what you have learned about standards and objectives in an early literacy classroom.
- How will your assessment of this indicator shape the way you look at other indicators?
- What would indicate to you that a teacher needs support in this area?
- How will this learning enhance your ability to provide more meaningful feedback to teachers in pre-K through 3rd grade... and beyond?

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Activities & Materials & Questions in an Early Literacy Context

Instruction Domain: Early Literacy

- At your table, review the handbook for insight and consider the meaning of the indicator in its entirety at performance level 3.
 - Differentiate between the performance levels by identifying unique elements in each and consider again at performance level 3.
 - Describe the outcome at performance level 3.
 - Utilize the TLiT document and the Observation Guidance Document to learn more about the rubric in context.
- Chart three key learnings for each indicator:
 - Activities and Materials
 - Questioning

Instruction: Early Grades Literacy

Activities and Materials

Activities and Materials are the experiences and resources students engage in and use to achieve the learning objective and larger learning goals.

- This indicator establishes expectations regarding the rigor and cognitive demand of activities and materials that a teacher chooses to implement and use during a lesson.
 - Challenging activities and materials ask students to engage in complex **thinking and problem solving aligned to the rigor of the standards.**
 - Effective A&M **motivate** students to participate more actively in the learning.
 - Variety in A&M, based on **TKS**, addresses various learning styles and abilities.

Early Grades Literacy: Questioning

Questioning

- Provides students the opportunities to **engage in dialogue** with the teacher or among peers in order to build knowledge
- Supports students in developing their literacy expertise

Questions must reflect the complexities of a particular text, and be purposefully **selected** and **sequenced** to deepen knowledge and understanding throughout the lesson.

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**Thinking & Problem
Solving**

Instruction Domain: Early Literacy Thinking and Problem Solving

- Find and read the Thinking and Problem Solving indicators in the handbook.
- What are the implications of these two indicators on the other indicators in the instruction domain? In other domains?

Instruction Domain: Early Literacy

Thinking and Problem Solving

Thinking and Problem Solving

- These indicators provide the expectations for the types of thinking and problem solving that **students should demonstrate** throughout the lesson and that should be **observed in student work produced in daily and culminating tasks**.
- These types of thinking and problem solving skills are critical for students to successfully demonstrate **mastery** of lesson objectives, content standards, and enduring understandings.

Instruction Domain: Early Literacy

Thinking and Problem Solving

- As you observe the students interact, look for evidence of [thinking and problem solving](#).
- What evidence of other indicators might you have seen?

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Wrap-up

Training Outcomes

- Observers of early grades literacy instruction will have a deeper understanding of how to support
 - instructional planning of standards-aligned end-of-unit and daily tasks
 - instructional environment that fosters student success with end-of-unit and daily tasks
 - instructional delivery that support student success with end-of-unit and daily tasks

by making explicit connections to the TEAM rubrics.

Evaluation Practices Considerations

- What did you notice about the connections we made throughout the day today?
- Why might it be important to evaluate all three domains for an observation?
- Why is it important to conduct pre- and post-conferences in the classroom setting?
- How can collecting evidence after a lesson but before a pre-conference be gathered? Why is this a helpful practice for teachers and observers?

Wrap Up

- On a sticky note, please jot down and leave with us:
 - 3 ways that your TEAM evaluations in early learning and literacy will change as a result of today's training.
 - 2 connections to teacher professional learning needs that you identified.
 - 1 area where you would like to learn more and 1 person/resource you can go to in order to gain that learning.



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