2018-19 TEAM Teacher Evaluator Recertification: Early Grades Literacy
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
Why focus on early grades literacy?
**2017 NAEP: 4th Grade Reading**

**GRADE 4 | READING**


<table>
<thead>
<tr>
<th>Assessment Year</th>
<th>below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
<th>Percentage at or above Proficient</th>
<th>Average Scale Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>36</td>
<td>32</td>
<td>25</td>
<td>8</td>
<td>33</td>
<td>219</td>
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<td>34</td>
<td>32</td>
<td>26</td>
<td>8</td>
<td>33</td>
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<td>33</td>
<td>26</td>
<td>8</td>
<td>34</td>
<td>220</td>
</tr>
<tr>
<td>2011</td>
<td>40</td>
<td>35</td>
<td>21*</td>
<td>5*</td>
<td>26*</td>
<td>215*</td>
</tr>
<tr>
<td>2009</td>
<td>37</td>
<td>35</td>
<td>22</td>
<td>6</td>
<td>28*</td>
<td>217</td>
</tr>
</tbody>
</table>
Only 1/3 of Tennessee’s 2nd and 3rd graders are achieving at a proficient level.
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?

- No: 75%
- Not really, but there were some promising practices: 18%
- Yes, but only in some areas: 7%
- Yes: 1%
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?

Fall 2016

- Excellent / Strong: 17%
- Weak / Not at all: 83%

N = 162 assignments.

Fall 2017

- Excellent / Strong: 20%
- Weak / Not at all: 80%

N = 161 assignments.
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.
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

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

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.
### General Educator Rubric: Planning

**Significantly Above Expectations (5)**
- Instructional plans include:
  - **measurable and explicit** 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, 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.

**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.

**Significantly Below Expectations (1)**
- Instructional plans include:
  - few goals aligned to state content standards,
  - activities, materials, and assessments that:
    - 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.
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.
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*. 
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.
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.
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 1 instruction to all students.

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.
At your table, take time to review the steps included in the design of an effective literacy unit.

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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.

**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).

**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 prompt students to draw the conclusions needed to gain the enduring understanding.

**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 provide a deep level of thinking.

**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 text analytic skills and convey conceptual knowledge around the enduring understandings of the unit.

**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.
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Significantly Above Expectations (5)
Instructional plans include:

- measurable and explicit goals aligned to state content standards;
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Planning: Early Grades Literacy

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Instructional plans include:

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- evidence that the plan provides regular opportunities to accommodate individual student needs.
**Planning: Early Grades Literacy**

**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.

**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.

---

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- evidence that the plan provides regular opportunities to accommodate individual student needs.
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.
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.

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.
**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 tasks.

In addition, tasks should be authentic 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).

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

<table>
<thead>
<tr>
<th>At Expectations (3)</th>
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<tbody>
<tr>
<td>Teacher sets high and demanding academic expectations for every student.</td>
</tr>
<tr>
<td>Teacher encourages students to learn from mistakes.</td>
</tr>
<tr>
<td>Teacher creates learning opportunities where most students can experience success.</td>
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<td>Students complete their work according to teacher expectations.</td>
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## Environment Domain Review

### Expectations

**General Educator Rubric: Environment**

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<td>Teacher creates learning opportunities where all students can experience success.</td>
<td>Teacher creates learning opportunities where most students can experience success.</td>
<td>Students demonstrate little or no pride in the quality of their work.</td>
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<td>Students take initiative and follow through with their own work.</td>
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<tr>
<td></td>
<td>Teacher optimizes instructional time, teaches more material, and demands better performance from every student.</td>
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## Environment Domain Review Expectations

### General Educator Rubric: Environment

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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?”
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?
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?
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?
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: 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.
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:
DURING INSTRUCTION: KEY PRACTICES

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-迎接大多数成员和客人
-组织和可理解性
-用品、设备和资源
-可访问
-展示学生作品
-布置旨在促进个人和小组学习的环境
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.
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

<table>
<thead>
<tr>
<th>Standards and Objectives</th>
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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.
What would you see from students if the expectations of this indicator are met in the lesson?

- 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.
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.
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

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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?
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
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.
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.
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?
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.
As you observe the students interact, look for evidence of thinking and problem solving.

What evidence of other indicators might you have seen?
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.
Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.