Welcome to TEAM Teacher Evaluator Recertification for 2019-20!

Completing this professional learning course and passing the recertification test is required prior to conducting teacher evaluations.

The learning in this module is designed to assist you in accurately evaluating mathematics instruction aligned to Tennessee’s standards and providing actionable feedback based on that evaluation.

This training module should take approximately 2 hours to complete.
Agenda

- Learning outcomes
- Recertification test
- TEAM defined
- Teaching and learning in early grades literacy
- Current findings
- State resources
- Observation cycle
  - Plan
  - Collect evidence
    - TEAM indicator: Instructional plans
    - TEAM indicator: Student work
    - TEAM indicator: Assessment
    - TEAM domains: Environment & instruction
  - Assess & provide feedback
- Reminders
- Next steps
Learning Outcomes

Participants in this training will:

- strengthen TEAM observation, rating, and feedback practices as it relates to early literacy instruction by making connections to *Teaching Literacy in Tennessee*, and
- prepare to pass the recertification test by engaging in the observation cycle
- take an online assessment consisting of two parts:
  - Lesson analysis
  - General knowledge
Recertification Test

- Part 1: Lesson Analysis
  - After viewing a lesson, assign a rating to each of the 12 indicators of the TEAM Instruction domain.
  - Success criteria:
    - No more than ± 1 point away from the benchmark rating for at least 8 indicators, **and**
    - Average observation score is within ± 0.9 points away from the benchmark average observation score

- Part 2: General Knowledge
  - Eight multiple choice items on a variety of topics related to TEAM
  - Success criteria:
    - Correct response on at least 6 items

- Both parts of the recertification test must be successfully completed in order to be recertified.

- There are two opportunities to pass the certification test.
  - If a second attempt is needed, please contact TEAM.Questions@tn.gov.
  - If the second attempt is not successful, a face-to-face class is required. Registration for this class can be found at [https://team-tn.org/training/schedule/](https://team-tn.org/training/schedule/).
What is TEAM?

- TEAM is the state’s teacher and administrator evaluation system, authorized by TCA § 49-1-302.

- Tennessee Educator Acceleration Model
  - 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.
  - Evaluations shall be a factor in employment decisions, including, but not necessarily limited to, promotion, retention, and termination.
Through TEAM classroom evaluation, teacher evaluators can assess:

- teacher content knowledge,
- use of instructional practices, and
- impact of instruction on student outcomes.

TEAM also provides:

- student growth and achievement data,
- opportunities for professional learning through pre-conferences, post-conferences, and on-going feedback, and
- data to plan additional professional learning opportunities.
Expert teachers:

- must have a deep understanding of the art and science of literacy instruction in order to develop lifelong readers,
- provide carefully guided and mentored literacy instruction that engages **students in authentic and purposeful** reading, writing, listening, and speaking activities with outcomes of meaningful text discussions, applications of concepts across the curriculum, and knowledge production, and
- approach literacy instruction comprehensively,
  - integrating English language arts throughout the curriculum,
  - supporting students’ connections across academic subjects, and
  - and building knowledge that is broad-based and useful for solving real-life problems.
Current Findings: 2017 NAEP: 4th Grade Reading


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Current Findings: Standards Aligned Instruction

Of the 180 classroom hours in each core subject during the school year, students spent...

- **133** hours on assignments that were not grade appropriate
- **47** hours on assignments that were grade appropriate
- **151** hours on lessons with weak instruction
- **29** hours on lessons with strong instruction

Reference to any resource, organization, activity, product, or service does not constitute or imply endorsement by the Tennessee Department of Education.
Were students engaged in content that met the demands of the standards?

Did teachers' instructional practices effectively engage students in rigorous content?

Did students have a chance to do the deep thinking in this lesson?

Yes (percent of the time) 33%
No (percent of the time) 67%

Yes (percent of the time) 20%
No (percent of the time) 80%

Yes (percent of the time) 14%
No (percent of the time) 86%

(N=355 observations)
The Tennessee Standards for English Language Arts are statements of what students should know, understand, and be able to do at each grade level.

Teaching Literacy in Tennessee is a guidance document which serves as a "how" resource for teaching literacy.

The TEAM Observation Guidance Document: Early Literacy K-3 Educators provides additional context for observing instruction in this area.
Consider the observation process as a cycle of:
- planning,
- collecting evidence,
- assessing teaching and learning, and
- providing feedback.
Observation Cycle: Plan

- **Step 1:** Prior to the pre-conference or unannounced observation, use the teacher’s instructional plans to identify the ELA and content standards.
- **Step 2:** Utilize *Teaching Literacy in Tennessee* to learn more about the expectations for strong literacy planning and instruction.
- **Step 3:** Based on that review, collect evidence for the planning domain.
Observation Cycle: Plan

Step 1: Prior to the pre-conference or unannounced observation use the teacher’s instructional plans to identify the ELA and content standards.
Observation Cycle: Plan

Step 2: Use the *Teaching Literacy in Tennessee* to learn more about the expectations for strong literacy planning as it relates to the instructional plans indicator of the TEAM rubric.

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Read page 9 of the *Teaching Literacy in Tennessee* document “Vision for Reading Proficiency” to set the tone for effective planning.

Consider:

- What is proficient reading all about?
- What do proficient readers do?
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.
Teaching Literacy in Tennessee
Planning in Context

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.

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 tests 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.

Designing units is not a completely linear process. Teachers should continually think about the integration of standards and student needs as they plan units.
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 can create the types of daily opportunities outlined in the theory of action by utilizing:

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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 comprehension 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.

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 spark 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 provoke 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 textual analysis skills and convey conceptual knowledge around the enduring understandings of the unit.

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.

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

**STEP 1**
IDENTIFY CONCEPT(S)
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**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.
Learning Activity: #1

- How is step 1 of the literacy framework, **identify concepts**, connected to the instructional plans indicator?

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- How is step 2 of the literacy framework, **determine enduring understandings** and **generate questions**, connected to the instructional plans indicator?
**Teaching Literacy in Tennessee**

**Planning in Context**

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**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.

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**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.

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- 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.
Learning Activity: #1

- How is step 3 of the literacy framework, **select multiple texts**, connected to the instructional plans indicator?

- How is step 4 of the literacy framework, **develop end-of-unit tasks**, connected to the instructional plans indicator?

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Teaching Literacy in Tennessee
Planning in Context

**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.

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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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### Learning Activity: #1

- How is step 5 of the literacy framework, **design lesson sequences**, connected to the instructional plans indicator?
- How is step 6 of the literacy framework, **create daily tasks**, connected to the instructional plans indicator?

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<td>- little evidence that the plan provides some opportunities to accommodate individual student needs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Observation Cycle: Plan

Step 2: Use *Teaching Literacy in Tennessee* to learn more about the expectations for strong literacy planning as it relates to the student work indicator of the TEAM rubric.

<table>
<thead>
<tr>
<th>Student Work</th>
<th>Assignments require students to:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>• 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.</td>
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<table>
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<tr>
<th>Assignments require students to:</th>
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<tr>
<td>• mostly reproduce information, rarely draw conclusions and support them through writing, and rarely connect what they are learning to prior learning or life experiences.</td>
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</table>
Planning: Early Grades Literacy
Student Work

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 concepts. Enduring understandings 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 provoke 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 textual analysis skills and convey conceptual knowledge around the enduring understandings of the unit.

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.

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

Significantly Above Expectations (5)
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 Activity

- Go to page 36 of the *Teaching Literacy in Tennessee* document entitled, “Before Instruction: Planning For the Unit.”
- In the section, look for explicit connections to the TEAM rubric, 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

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.
Learning Activity: #2

Connect what you read in the *Teaching Literacy in Tennessee* document to the **student work indicator**.

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Observation Cycle: Plan

Step 2: Use *Teaching Literacy in Tennessee* to learn more about the expectations for strong literacy planning as it relates to the assessment indicator of the TEAM rubric.

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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.
Learning Activity: #3

Connect what you read in the *Teaching Literacy in Tennessee* document to the assessment indicator.

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Learning Activity: #4 Plan

- Step 3: Based on that review, collect evidence for the planning domain.
- Activity: Read the vignette on pages 14-16 to find out what Mr. Hermann has planned to foster student learning in this unit.
- Collect evidence for each indicator of the planning domain.
### Instructional Plans

<table>
<thead>
<tr>
<th>What are Mr. Hermann’s instructional goals for the unit? What information and sources does he consider when creating these goals (i.e., standards)?</th>
<th>Instructional goals are based on Tennessee Academic Standards, understandings of students’ strengths and needs, and relevant curricular resources. Mr. Hermann lays out the concepts to be addressed during the unit: conservation, interdependence of living things, and the importance of geography and habitat.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does Mr. Hermann consider students’ strengths, interests, and prior knowledge when planning for instruction?</td>
<td></td>
</tr>
<tr>
<td>How does Mr. Hermann consider students’ needs when planning for instruction?</td>
<td></td>
</tr>
<tr>
<td>Student Work</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>What are students expected to know and do at the end of the unit?</td>
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<p>| How do the tasks allow students to demonstrate their critical thinking and textual analysis skills and their conceptual knowledge? |</p>
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<td>How do students demonstrate knowledge in different ways through the different instructional strategies Mr. Hermann uses?</td>
</tr>
<tr>
<td>How does Mr. Hermann use student data to make decisions about instruction throughout his literacy block?</td>
</tr>
</tbody>
</table>
Observation Cycle: Collect Evidence

- Read pages 45-49 of *Teaching Literacy in Tennessee*.
- Read pages 103-112 of the TEAM Observation Guidance Document: Early Literacy K-3 Educators.
- Reread the story of Mr. Hermann's first grade class (pages 14-34) to learn more about his lesson.
- Collect evidence for indicators in the environment and instruction domains.
## Learning Activity: #5 Collect Evidence

<table>
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<tr>
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<tr>
<td>How did the learning environment support student learning?</td>
<td>Mr. Hermann uses a variety of spaces to support the instructional strategies (e.g., reading rug for whole group, desks for independent practice and stations). Additionally, Mr. Hermann's library is full of texts about the trees, animals, and people in a variety of habitats and ecosystems.</td>
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| How was a respectful culture promoted during the lesson? |  |
## Learning Activity: #5 Collect Evidence

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<th>Instruction</th>
<th>How were students led to think and make meaning through questioning?</th>
<th>Mr. Hermann uses a variety of spaces to support the instructional strategies (e.g., reading rug for whole group, desks for independent practice and stations). Additionally, Mr. Hermann's library is full of texts about the trees, animals, and people in a variety of habitats and ecosystems.</th>
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<td>How were student engagement, thinking, and opportunities for interaction promoted through the lesson's activities?</td>
<td></td>
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</table>

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<thead>
<tr>
<th>Instruction</th>
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<tbody>
<tr>
<td>How was student thinking supported through the teacher's presentation of content?</td>
<td></td>
</tr>
<tr>
<td>How were students supported in providing high quality academic feedback to one another?</td>
<td></td>
</tr>
</tbody>
</table>
Read page 51 of *Teaching Literacy in Tennessee*. How can the REFLECT protocol help in provide actionable feedback to teachers?

Respond here:
Learning Outcomes

Participants in this training will:

▪ strengthen TEAM observation, rating, and feedback practices as it relates to early literacy instruction by making connections to *Teaching Literacy in Tennessee*, and

▪ prepare to pass the recertification test by taking an online assessment consisting of two parts:
  – Lesson analysis
  – General knowledge
Reminders

- The purpose of educator observation, found in state law, is to build teacher capacity and ultimately improve student growth and achievement.
- Observation details should be entered into TNCompass. Please refer to the timeline to ensure compliance.
- Updated information can be found here.
Next Steps

Congratulations! You have completed the early literacy-focused TEAM learning session. Please move to the certification test.

Please help the department improve evaluation training by completing a brief survey here.
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.