TEAM Observation Guidance Documents: Cover Sheet

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

COMPONENTS

The accompanying documents for each educator group are broken down into two components.
 	
 1. The *Observation Guidance* document provides:
 • a quick glance at some guiding questions and overarching concerns for each educator group; and
 • examples of pre-observation questions, key areas to focus evidence gathering, and examples of appropriate evidence/artifacts the evaluator may collect.
      o NOTE: Key areas for evidence are not intended to replace the indicators in the TEAM evaluation model, but rather are more detailed guidelines for evaluating indicators that educators have identified as particularly tricky to observe.
 2. The *Observation Support* document provides:
 • additional context for the evaluator when considering the responsibilities of each educator,
 • detailed examples to illuminate some of the key indicators and areas for evidence, and
 • a platform for meaningful discussion between educators and evaluators around best practices.
      o NOTE: This can be especially useful for structuring pre-conference discussions.

Available observation guidance documents include:

GENERAL EDUCATOR RUBRIC	SCHOOL SERVICES PERSONNEL RUBRIC
• Alternative Educators • College, Career and Technical Educators (CCTE) • Early Childhood Educators • Pre-K Educators • Early Literacy K-3 Educators • Gifted Educators • Interventionists • Online Educators • Special Educators	• School Audiologists • School Counselors • School Psychologists • School Social Workers • Speech/Language Pathologists (SLP) • Vision Specialists

TEAM Observation Guidance: Physical Educators

PRE-OBSERVATION QUESTIONS

1. How do you ensure that your instruction addresses the individualized behavior and curricular goals/objectives of students?
2. How do you actively engage students in learning?
3. How do you communicate expectations for student behavior?
4. How do you reinforce a respectful culture?
5. What techniques do you use to encourage students to treat one another with respect?
6. How do you decide which objectives are appropriate for students?
7. How will students demonstrate mastery of objectives?
8. What types of problem-solving will you teach or reinforce throughout the lesson?
9. What are the unique circumstances in the classroom setting where you will be observed? (e.g., shared space, co-teaching, etc.)
10. How do you decide which grouping practice would be best in different learning environments?
11. How do you assure a safe environment in your classroom for medically fragile students? How do you follow safety plans for at-risk youth?

KEY AREAS FOR EVIDENCE

1. **Instruction—Questioning**
   - Questions are related to content (cues, tactics, strategies, rules, procedures, or equipment).
   - They occur throughout the lesson (Activate Prior Knowledge, Skill Development, Guided Practice, Lesson Closure).
   - The majority should extend learning of skill acquisition, strategy and/or rule application.
   - Questions are not intended to embarrass students, but to be inclusive.

2. **Instruction—Academic Feedback**
   - Teacher uses verbal or physical reinforcement of proper skill technique, related to cues, tactics, strategies taught (specific).
   - Teacher adjusts complexity of task accordingly (refine to make the quality better, provide a self-testing or game-like challenge, etc.) at the individual, small group, or class level.
   - Specific feedback among peers is reinforced, as developmentally appropriate.

3. **Instruction—Thinking**
   - Students apply the skills and strategies in individual practice, small group, large group, or culminating activities.
   - Teacher and students generate tactics and strategies that lead to success.
   - Teacher ensures students are aware of the learning strategies they are using and why.

4. **Instruction—Problem Solving**
   - Students demonstrate critical thinking skills through physical and verbal responses.
   - Teacher may facilitate problem solving and critical thinking through game situations (e.g., offensive and defensive strategies, rules application) and/or creative group projects.

5. **Planning—Student Work**
   - Student work is primarily movement oriented.
   - Teacher instructs, reinforces, and assesses all domains as appropriate to the standard (cognitive, affective, and physical) systematically, using a variety of learning experience and assessment techniques through implementation of state academic standards.

6. **Planning—Assessment**
   - Assessment plans have clear measurement criteria and allow students to demonstrate mastery in a variety of ways.
   - Teacher informs students of the criteria for determining their grades, including the rationale behind each criterion.

KEY AREAS FOR EVIDENCE
7. Environment—Expectations
- A "Try again; mistakes are okay" learning environment is present in which students practice skills at high rates of success, adjusted for individual skill levels.   - A clear environment conducive to learning is evident.
EXAMPLES OF EVIDENCE/ARTIFACTS
- Rubrics and checklists   - Fitness data/logs   - Student growth portfolio (if opted in)   - Conversations with students   - Lesson plans, unit plans, and scope & sequence   - Rationale for grouping or other teaching strategies

TEAM Observation Support: Physical Educators

I.   PLANNING

EXAMPLE—STUDENT WORK
Planning—Student Work:
Student work in physical education is primarily kinesthetic/performance. Examples of what to look for in student work include: skill practice, applying skills and strategies in small group games, creating and performing routines, student-designed games, creation of rhythmical sequences or gymnastics routines, execution of game strategies, decision-making opportunities, higher-order thinking questions (requiring possibly a physical or verbal response), and peer evaluation of critical elements of skills. Evaluators may record visual documentation with photos or video for reflection with the educator.

EXAMPLE—ASSESSMENT
Planning—Assessment:
Standards within the cognitive domain usually require a physical component to express or demonstrate mastery. This may be achieved by the teacher asking "can you show me how to…" or "what would it look like to…" if the necessary elements are not observable in individual or group skill practice. Assessment plans may include some of the following as developmentally appropriate to measure student performance and provide clear illustrations of student progress toward mastery: Thumbs-up/down, show of hands, rank yourself, color strips, self-assessment task cards, charts/posters, written or skill test of content, written or verbal analysis of skill or tactic performance, progress reports, performance rubrics, or projects.

II.   ENVIRONMENT

EXAMPLE—EXPECTATIONS
Environment—Expectations:
Clear routines and effective classroom management techniques are evident. Transitions and distribution of equipment are clearly planned. Students respect the learning environment by following skill practice or gameplay rules and using appropriate sideline or supporting-role behavior when not engaged in skill practice. Students do not treat the classroom as a playground. Students know how to progress beyond baseline success once it is achieved or are able to make modifications for a different learning experience. The teacher adapts activities for students at different ability levels, including those with temporary disabilities.

III. INSTRUCTION

EXAMPLE—QUESTIONING

Instruction—Questioning:

During skill introduction or practice, physical educators use situational questions (What happens if/when…? What should you do if/when…?). Student responses may be shared with teacher, a partner, or a group. Frequently, questions require physical response where the teacher is looking for specific form or technique (Can you show me how to dribble a ball? How should you hold your hands to catch above the waist? Can you try it a different way?) Students may also respond with signals (thumbs up, hold up a card/piece of equipment, use small white boards). To further inquiry and self-directed learning, students should be allowed and encouraged to ask questions that directly pertain to the task, skill, or activity and to select the level of difficulty for their skill practice.

EXAMPLE—ACADEMIC FEEDBACK

Instruction—Academic Feedback:

Academic feedback in physical education instruction may include a physical demonstration that addresses skills, strategies, rules, content knowledge, etc. Corrective feedback should be coupled with additional practice time/opportunities or immediate observation of the performance adjustment. Supportive feedback should be followed with an opportunity to support a peer or encouragement to enrich the experience at a higher level of performance. Physical educators should regularly reinforce appropriate collaboration and feedback among peers as part of the state academic standards (Component 4: Personal & Social Responsibility). Student communication can include coaching peers, teams discussing strategies, partners discussing a prompt, etc. Examples of student collaboration include exhibiting sportsmanship, encouraging classmates, performance activities, and coaching peers.

EXAMPLE—THINKING

Instruction—Thinking:

A large component of physical education is movement oriented in order to practice and explore the skills and concepts being reinforced. Much of the thinking and problem solving process happens in the moment. The teacher provides feedback as students apply strategies, tactics, and skills to encourage decision making, problem solving, application of skill transfer and adjustments to performance. Questions outside of skill or game practice may sound like: "What happens if…?", "Why is this activity beneficial?" or "Where could you use this skill at recess, in the neighborhood, or at the park?"

EXAMPLE—PROBLEM SOLVING

Instruction—Problem Solving:

Students may engage in small group problem solving activities or exploratory movement wherein they explain solutions. They may design their own games, gymnastics/dance/fitness/rope jumping routines, game strategies, or obstacle courses. Teachers can design cooperative activities and group challenges for students to generate a personalized solution to an open-ended problem. In skill practice or game-like play, students problem solve when performing, modify and adjust through trial and error, find and get to open space, decide the best teammate to pass the ball to, or execute a ball strike to a desired target area.