

TO READ AND UNDERSTAND TEAM

TEAM expands *summative* evaluation in a constructive way by providing a *formative* path beyond simple evaluation and summative analysis. Accordingly, **TEAM** presents both a comprehensive summative routine, as well as a dynamic and far-reaching formative layer – and protocol.

HOW TO READ TEAM

TEAM's *summative* narrative covers teacher best practices comprehensively, and each aspect of professional best practice is articulated as a numbered indicator (shown in **RED**).

Domain I: Environment

The teacher establishes an environment that supports high levels of learning through active student engagement by ...

... establishing and maintaining a culture for learning through habitual and real-time behavioral expectations for students that create an environment of respect and rapport. This supports active engagement in learning.

SUMMATIVE INDICATOR

I.1: Teacher plans, establishes, and communicates EXPECTATIONS so that students know what to do and when to do it.

Each numbered summative indicator is explicated by a four-point rubric that depicts a range of teacher performance and, in some cases, relevant ranges of student behavior. Then, for each summative indicator, the formatives (shown in **GREEN**) continue the narrative to explain how a teacher can improve performance related to that summative indicator.

Teacher practices and improves EXPECTATIONS by ...

... preparing steps and materials in anticipation of classroom activities and transitions.

FORMATIVE INDICATORS for I.1

I.1.1: Teacher plans steps and prepares necessary materials to facilitate EXPECTATIONS of children.

Teacher Evaluation & Assistance Model (TEAM)

with Summative and Formative Indicators

Domain I: Environment

(Alberto & Troutman, 2006; Anderson, 1961; Brookhart, Andolina, Zuza & Furman, 2004; Colvin, Sugai, Good & Lee, 1997; Cooper, Heron & Howard, 2007; De Pry & Sugai, 2002; DeRosier, 2004; Ferguson & Houghton, 1997; Godfrey, Grisham-Brown & Schuster, 2003; Greenwood, Horton & Utley, 2002; Heritage, 2007, 2010; Johnson, Stoner & Green, 1996; Kounin, 1970; Lane, Wehby & Menzies, 2003; Lewis & Sugai, 1999; Lo, Loe & Cartledge, 2002; Lohrmann, Forman, Martin & Palmieri, 2008; Marzano, Pickering, D. & Pollock, J. E., 2001; Morrison, 1979; Sadler, 1989; Singer, 2000; Sugai & Horner, 2008; Souter, 2003; Alder & Gunter, 2003)

The teacher establishes an environment that supports high levels of learning through active student engagement by ...

... establishing and maintaining a culture for learning through habitual and real-time behavioral expectations for students that create an environment of respect and rapport. This supports active engagement in learning.

SUMMATIVE INDICATORS

I.1: Teacher plans, establishes, and communicates EXPECTATIONS so that students know what to do and when to do it.

1 – Strategy is missing; should be occurring	2 – Strategy is attempted	3 – Strategy is apparent	4 – Strategy is well done
<p>Student Behavior:</p> <ul style="list-style-type: none"> • Most are unclear about what they are supposed to do. • Most are doing whatever they desire (texting, chatting, roaming, doing work for other classes, etc.) • Most come to class without materials or completed assignments. 	<p>Student Behavior:</p> <ul style="list-style-type: none"> • Many are unclear about what they are supposed to do. • Many are doing whatever they desire (texting, chatting, roaming, other work, horseplay, etc.) • Many come to class without materials or completed assignments. 	<p>Student Behavior:</p> <ul style="list-style-type: none"> • Most know the academic task they are supposed to be doing and are doing it. • Most follow routines and procedures, and satisfy behavioral and academic expectations. • Most come prepared and ready to learn. 	<p>Student Behavior:</p> <ul style="list-style-type: none"> • Generally, all know the academic task they are supposed to be doing and are doing it. • Generally, all follow routines and procedures, and satisfy behavioral and academic expectations. • Generally, all are comfortable in their environment and excited about learning. • Generally, all come prepared and ready to learn.

<p>Teacher...</p> <ul style="list-style-type: none"> • has not set or stated expectations. • has not established procedures. • has not established or employed routines to follow. 	<p>Teacher...</p> <ul style="list-style-type: none"> • has set or stated some expectations. • has stated or established some procedures. • has established, stated or employed some routines to follow. 	<p>Teacher...</p> <ul style="list-style-type: none"> • states or has set expectations. • has taught expectations, as evident by student behavior. • has set and/or employed expectations for procedures and routines. • uses some cueing to reinforce expectations. 	<p>Teacher...</p> <ul style="list-style-type: none"> • states immediate expectations clearly. • has explicitly taught expectations and has re-taught them on an as-needed basis, as evident by student behavioral habits. • has established expectations for procedures and routines. • uses cueing frequently and effectively to reinforce expectations.
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Teacher practices and improves EXPECTATIONS by ...

... preparing steps and materials in anticipation of classroom activities and transitions.

... using a variety of strategies to facilitate a transition or other real-time expectation.

... reinforcing expected habitual procedures and real-time activities transitions with support strategies.

FORMATIVE INDICATORS for I.1

I.1.1: Teacher plans steps and prepares necessary materials to facilitate EXPECTATIONS of children.

I.1.2: Teacher uses clear and supportive language, professional posture, and gestures that are appropriate and support real-time EXPECTATIONS.

I.1.3: Teacher supports and reinforces EXPECTATIONS with cueing, proximity, and other tactics to guide students through steps.