



**2018-19 TEAM Administrator
Evaluator Recertification**

Outcomes

- The administrator evaluator will gain a deeper understanding of:
 - How the TEAM Administrator rubric supports best practices (TILS) for instructional leadership
 - The process, content, and purpose regarding administrator evaluation
 - Selected indicators: Building Capacity, Data Analysis & Use, Ownership, and Evaluation



TN



Tennessee Succeeds

®

TENNESSEE SUCCEEDS.

1 Tennessee will rank in the top half of states on NAEP by 2019.

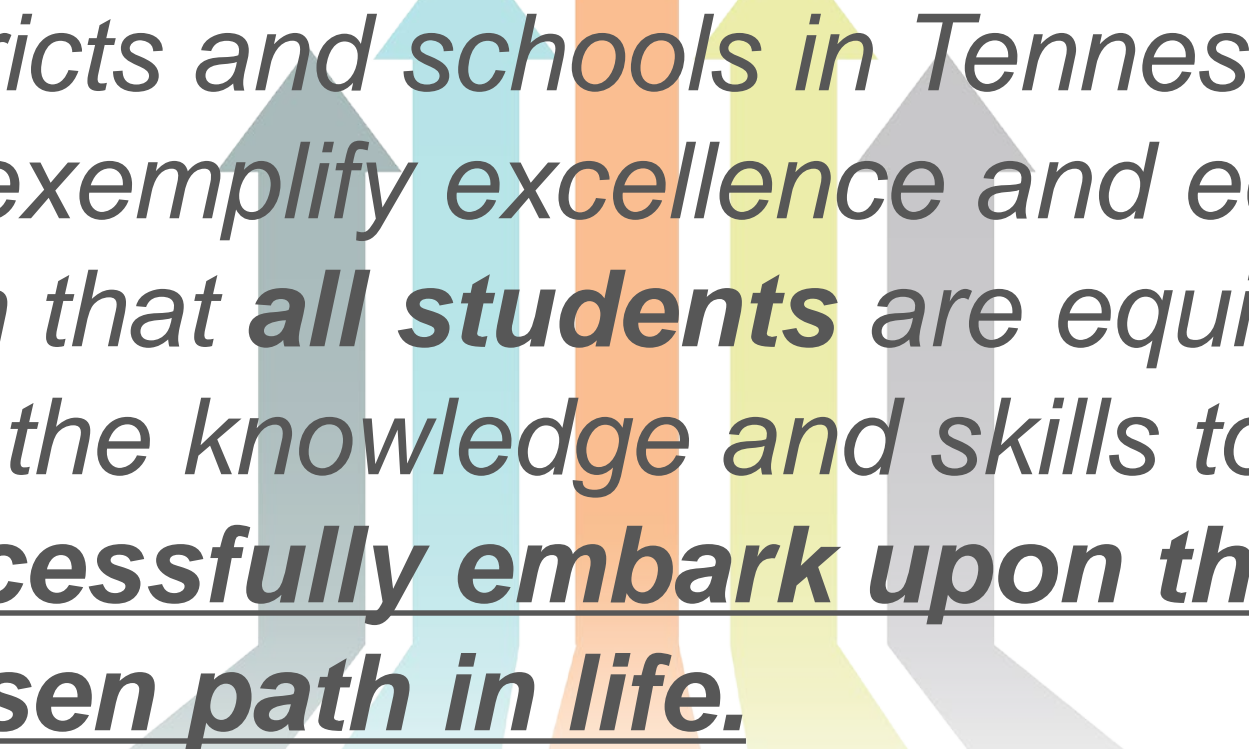
2 The average ACT score in Tennessee will be a 21 by 2020.

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



STANDARDS | ASSESSMENT | ACCOUNTABILITY

Tennessee Succeeds: Our Vision

The background features five upward-pointing arrows of varying heights and colors. From left to right, the colors are light blue, orange, light green, and grey. The arrows are positioned behind the text, with the orange arrow being the tallest and most prominent.

*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.*

Tennessee Succeeds: 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

Tennessee Succeeds: 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.



Teachers and Leaders: Our Vision

Our vision is to ensure that **all students** have access to an **effective teacher and leader** in **every** classroom and school in Tennessee.

Why do we evaluate administrators?

To provide high-quality school leaders with feedback that deepens skills and improves leader performance, thereby improving student learning.

Accurate
evidence
collection and
scoring

High-quality
feedback

Improved
leader
performance

Increased
student
learning

A Director of School's Perspective

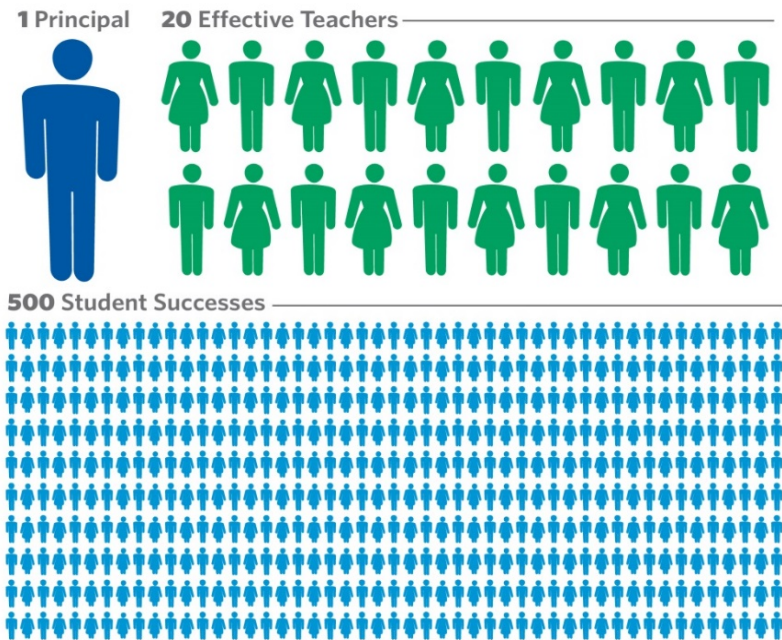
“The administrator evaluation encourages intensive, instructionally focused dialogue between myself and my administrators. It allows me to direct them to be more reflective in their practices. Reflection and the intensity of the practices in the rubric, will result in improved student achievement.”

Shawn Kimble, Superintendent of
Lauderdale County Schools

Leadership Matters

- Amplify learning outcomes

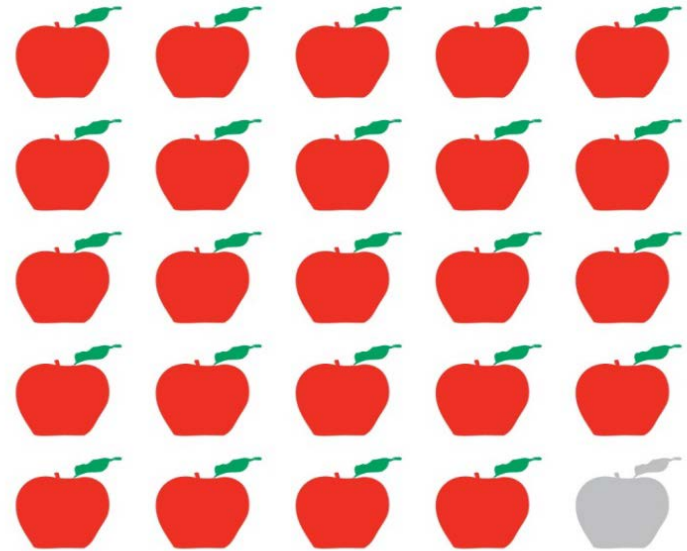
LEADERS HAVE A MULTIPLIER EFFECT



Approximate numbers based on national averages

- Attract great teachers

A high-quality principal will hire, develop and support talented teachers...



...and 24 out of 25 teachers say that the number one factor in whether or not they stay at a school is their principal.

Impact of School Leaders

An effective principal accounts for 25 percent of a school's impact on student gains.

25%

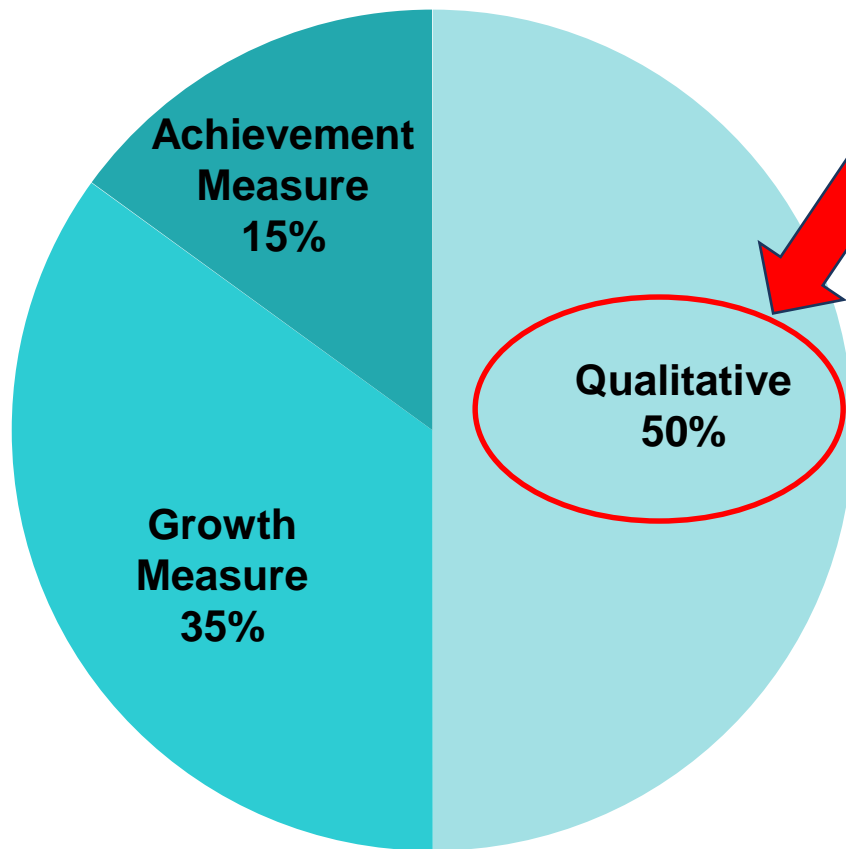
The logo consists of a red square containing the letters 'TN' in white, serif font. Below the red square is a dark blue horizontal bar.

TN

The Administrator Evaluation Process

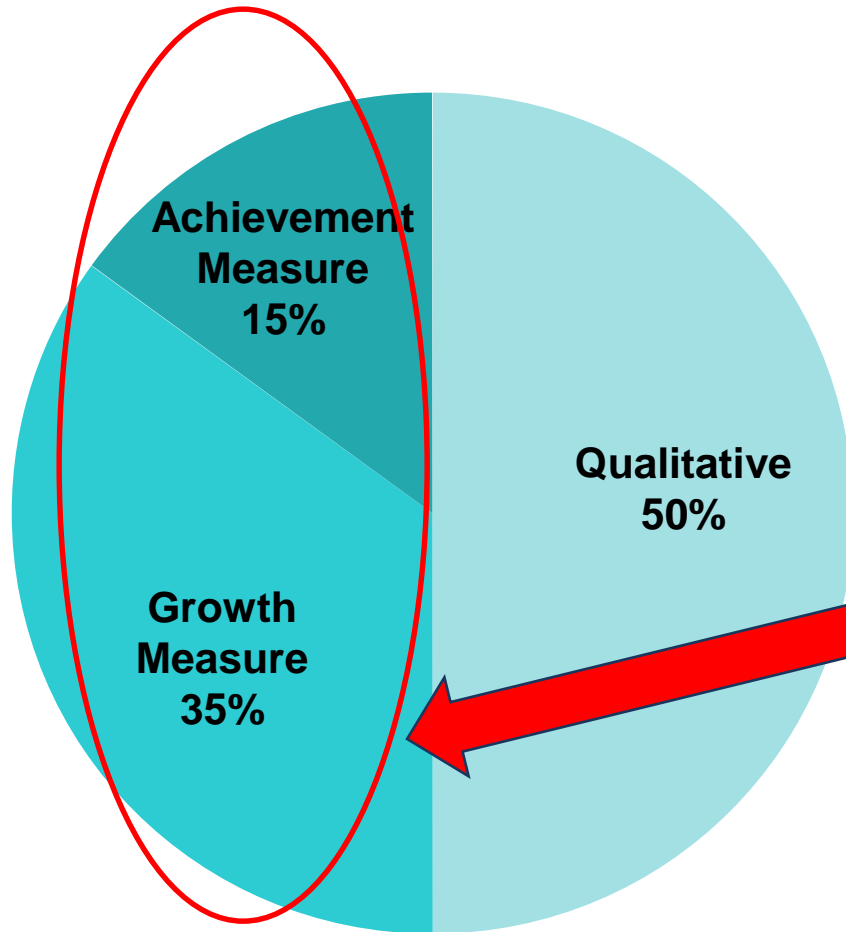
®

Components of Administrator Evaluation



- **Qualitative includes:**
 - Evidence collection based on administrator evaluation rubric
- **Quantitative includes:**
 - **Growth measure**
 - School-wide or system-wide TVAAS
 - **Achievement measure**
 - Goal set by administrator and evaluator

Components of Administrator Evaluation



- **Qualitative includes:**
 - Evidence collection based on administrator evaluation rubric
- **Quantitative includes:**
 - **Growth measure**
 - School-wide or system-wide TVAAS
 - **Achievement measure**
 - Goal set by administrator and evaluator

Components of Administrator Evaluation: Student Growth

- Single-year measures based entirely on the current year's reporting.
- Weigh the value-added measures that are included in the composite according to the number of students associated with each value-added measure.
 - Six types of evaluation composites: Overall, Numeracy, Literacy, a combined Numeracy and Literacy, Science, and Social Studies

Components of Administrator Evaluation: Achievement

- What do administrator observers need to know about selecting/scaling an achievement measure?
 - The 15 percent achievement measure is a yearly goal set by the educator and his/her evaluator that is based on current year data

Scales should be determined with the following spirit in mind:

Score	Equivalent Scale
1	0- ½ years of growth
2	½-1 years of growth
3	1- 1 ½ years of growth
4	1 ½ - 2 years of growth
5	2+ years of growth

Components of Administrator Evaluation: Observation of TILS

- Given the wide range of responsibilities administrators have, it is vital to **collect evidence over time** rather than in a single school visit.
- Evidence collection should include:
 - Multiple school visits
 - Multiple sources of evidence that include observation of practices and analysis of outcomes
 - Multiple observers whenever possible
- Evaluators should intentionally seek specific evidence to accurately score indicators and provide quality feedback.

Components of Administrator Evaluation: Observation of TILS

Cycle 1

- August–December
- First round of evidence collection focused on Standards **A, B and C**
 - First semester feedback conversation and scoring
- Scores for Standards **A, B, and C** submitted into TNCompass following feedback conversation

Components of Administrator Evaluation: Observation of TILS

Cycle 2

- January–May
- Second round of evidence collection focused on Standards **A, B, C, and D**
- Second semester feedback conversation and scoring
- Scores for Standards **A, B, C and D** submitted into TNCompass following second feedback conversation

Components of Administrator Evaluation: Scoring Methodology

- Scoring is designed to allow administrators to show growth over the course of a school year.
- Scoring in the first cycle only considers standards **A, B, and C** of the rubric. First cycle scores make up **one-third** of an administrator's qualitative score.
- Scoring in the second cycle considers all four standards. Second cycle scores make up **two-thirds** of an administrator's qualitative score.

Optional Versus Required Indicators

- Scoring standard D indicators is **optional** for assistant principals.
- However, unless there is a compelling reason **not** to score APs on standard D indicators, **all** indicators should be scored.
- **Standards A, B, and C are mandatory for all administrators.**

Local Decisions

- **Using survey data to inform scoring (required)**
 - Stakeholder surveys, especially those of teachers, are a valuable source of feedback for administrators. The Teacher Perception Survey is one available option, but it is not required. This is available on the [TEAM website](#).
- **Using self-reflections (optional)**
 - When used prior to feedback conversations, self-reflections are a great way to jump start reflective feedback conversations.
- **Using action plans (optional)**
 - Documenting specific, actionable feedback and agreeing to follow up at a specific times can help educators manage their own development throughout the year.

Key Evaluation Deadlines

Activity	Deadline
Growth and Achievement Selections	October 15
Cycle 1 evidence collection complete with scores submitted	January 18
Cycle 2 evidence collection complete with scores submitted	June 24
Bridge conference complete	Prior to first day of school in 2018-19

Administrator Evaluation Process: Feedback

Summer

- Bridge conference
- Evaluators conduct a summative bridge conference with administrators to communicate a final score and to discuss **reinforcement and refinement areas** for the following school year.

Administrator Evaluation Process: Feedback

- The bridge conference consists of two parts:
 - A **summative conference** evaluating qualitative evaluation data **and *student*** outcome data
 - A **formative conference** setting individual growth plans and school goals for the administrator
- Bridge conferences may be combined with other summer meetings such as school improvement planning or goal setting meetings, but should occur ***after student*** outcome data is available.

The logo consists of a red square with the letters 'TN' in white, serif font. Below the red square is a dark blue horizontal bar.

TN

**Understanding the
TEAM Administrator
Rubric**

®

TEAM Administrator Rubric

- Informed by **Tennessee leaders** as well as deep research base on evaluation systems across the nation
- Aligned to **Tennessee Instructional Leadership Standards (TILS)** that have been recently updated
- Outlines **skills, knowledge, and responsibilities** that successful leaders should master
- **Four standards**
 - Instructional Leadership for Continuous Improvement
 - Culture for Teaching and Learning
 - Professional Learning and Growth
 - Resource Management

Rubric Study

- **Instructions:** For the following indicators, compare the language in performance levels 5, 3, 1. Then, create differentiated “look fors” at each level.
 - Capacity Building
 - Data Analysis and Use
 - Ownership
 - Evaluation

- Capacity Building is modeled for you. See the following two slides.
 - The next slide uses highlights to differentiate between performance levels
 - The second slide describes what an administrator evaluator might expect to see in a building at each performance level

Capacity Building

Indicator	5	3	1
<p>A1: Capacity Building</p> <p>Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted state standards</p>	<p>Utilizes shared leadership practices to build capacity of nearly all educators for:</p> <ul style="list-style-type: none"> Developing an accurate understanding of Tennessee-adopted standards and instructional practices Studying, analyzing, and evaluating approved curriculum resources, including texts Maintaining shared accountability when making needed adjustments to deepen classroom rigor Maintaining a system for monitoring student work for rigor and curriculum alignment Implementing on-going strategies and feedback for peers 	<p>Builds capacity among educators for:</p> <ul style="list-style-type: none"> Developing an accurate understanding of Tennessee-adopted standards and instructional practices Demonstrating fidelity to state and district-approved curriculum standards Studying, analyzing, and evaluating approved curriculum resources, including texts Establishing a system for monitoring student work for rigor and curriculum alignment Establishing collective accountability when making needed adjustments to deepen classroom rigor 	<p>Builds limited or no capacity among educators for:</p> <ul style="list-style-type: none"> Developing educator understanding of Tennessee-adopted standards and instructional practices Demonstrating fidelity to state and district-approved standards Studying, analyzing, and evaluating approved curriculum resources Establishing a system for monitoring student work for rigor Establishing collective accountability when making needed adjustments to deepen classroom rigor

Capacity Building- “Look Fors”

Indicator	Significantly Above Expectations	At Expectations	Significantly Below Expectations
<p>Capacity Building:</p> <p>Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted state standards</p>	<p>Through multiple data sources it is evident that...</p> <p>Educators in the building are proactively working together to identify ways to strengthen their understanding of standards and instructional practices ...and</p> <p>Educators in the building are proactively working together to ensure that students are engaged in and successfully meeting the appropriate level of rigor of the standards and curriculum ...and</p> <p>Educators in the building are strategically providing ongoing support and feedback to one another.</p>	<p>Through multiple data sources it is evident that...</p> <p>Teachers are improving in their implementation of state standards and the instructional practices that lead to student success in meeting those standards ...and</p> <p>Teachers are improving in the alignment of tasks they use to generate student work, as well as their ability to effectively analyze and use student work ...and</p> <p>Teachers are improving in their collaboration around ensuring classroom rigor</p>	<p>Through multiple data sources it is evident that...</p> <p>Teachers are struggling to implement state standards, curriculum resources, and instructional practices that lead to student success in meeting those standards in the classroom ...and</p> <p>Teachers are struggling to produce student work that demonstrates rigor and/or struggling to use student work to make adjustments</p>

Indicator “Look Fors”

Indicator (Data Analysis & Use, Ownership, Evaluation)	Significantly Above Expectations	At Expectations	Significantly Below Expectations

The logo consists of a red square with the letters 'TN' in white, serif font. Below the square is a dark blue horizontal bar.

TN

®

Feedback

Feedback

- Evidence-based, high-quality feedback leads to improved leadership practices that, in turn, lead to increased student learning.
- At minimum, include a feedback conversation during each evidence collection cycle.
- Evaluators may elect to hold more than two feedback conversations during the school year.
- Follow-up after feedback conversations on recommended changes in practice.

Selecting Areas of Reinforcement and Refinement

- Choose a performance area that will give you the “biggest bang for your buck” (i.e., areas that have the most impact on student achievement).
- Make sure that identified areas of refinement and reinforcement do not overlap.
 - E.g., do not cite Capacity Building as a refinement **and** reinforcement area.
- Choose areas for which you have **specific and sufficient evidence**.

Identify Examples: Reinforcement

- Identify specific examples from your evidence notes for the area of reinforcement. Examples should contain exact quotes and vivid descriptions that evaluators observed and/or data that highlights key outcomes.
- For example, if the area of reinforcement is Interventions, you might highlight the following:
 - “In your faculty meeting on September 23, you set clear expectations for general education and special education teachers to collaborate.”
 - “Your progress monitoring data indicates the literacy gap between special education and general education students has already shrunk 8 percent.”

Identify Examples: Refinement

- Identify specific examples from your evidence notes for the area of refinement. Examples should contain exact quotes and vivid descriptions that evaluators observed and/or data that highlights key outcomes.
- If your area of refinement is Leveraging Educator Strengths, you might highlight the following example:
 - “You stated earlier that you ask for volunteers to serve as grade level chairs. How might setting up specific criteria to select the grade level chairs rather than asking for volunteers for these positions affect the quality of your leadership team?”

Feedback Conversations

- Introduction
 - Include purpose of meeting, note timing in the school year, and ask a general question such as “How do you feel the school year is progressing so far?”
- Reinforcement (area of relative strength)
 - Ask a self-analysis question
 - Provide evidence from notes
 - To help establish the reinforcement area, you may ask: “Which area of strength, if leveraged, will have the greatest impact on student learning, teacher practice, and/or school improvement?”
- Refinement (area of relative improvement)
 - Ask a self-analysis question
 - Provide evidence from notes
 - Give a recommendation for future practice or district support
 - To help establish the refinement area, you may ask: “Which area of refinement, if leveraged, will have the greatest impact on student learning, teacher practice, and/or school improvement?”

Feedback Conversation



Administrator Feedback Conversations

- Prepare a list of open-ended, reflective questions in advance of the post-conference.
- Begin the feedback conversation by communicating the purpose and goals of the conference.
- Emphasize administrator growth and improvement, not the need “to bring up school scores this year.”

Administrator Feedback Conversation

- Use formative and summative data to discuss patterns in leadership practices related to teacher effectiveness and student growth.
- Propose specific strategies, based on identified areas for growth, with clear “look fors” and timelines for regular check-ins.
- Delivering effective and ongoing feedback takes practice.

Developing Coaching Questions

What did you hear?

- Open-ended questions to prompt reflection and dialogue?
- Questions that aligned to language in the rubric?
- Questions that probed for specific evidence of performance outcomes?

Characteristics of a Highly Effective Feedback Conversation

- What characteristics did you notice?
- What role did the evaluator play?
- How did the administrator respond?

Expectations for the Year

- Please continue to communicate the purpose and expectations of the rubric with your administrators and colleagues.
- If you have questions about the rubric or evaluation process, please email TEAM.Questions@tn.gov.
- You ***must*** pass the certification test before you begin any administrator observations.
 - Conducting observations without passing the certification test is a grievable offense and will invalidate observation scores.

Immediate Next Steps

- **Review the additional indicators of the TEAM Administrator Rubric.**
- **Continue to keep focused on expected outcomes of the evaluation process.**
- **Please remember:**
 - You must pass the certification test before conducting observations.
 - Once you pass the certification test, print the certificate and submit it to your district HR representative.

Resources

E-mail

- Director, Educator Evaluation: Kaneal.Alexander@tn.gov
- Questions: TEAM.Questions@tn.gov
- Training: TNEP.Registration@tn.gov

Websites

- EE PASS: Portal with professional development resources. www.eepass.org
- TEAM website: www.team-tn.org

Newsletters

- Weekly TEAM Updates: www.team-tn.org/resources/team-update/



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.

Excellence | Optimism | Judgment | Courage | Teamwork