TEAM Administrator Evaluator Training 2018-19

Welcome to TEAM Training!

- **Name**
- **Name** (card stock name tent)

We encourage you to share this experience on Twitter with **#eval4learning** and **#TEAM4TN @TNedu**

Norms

- Keep your focus on students and educators
- Be present and engaged.
  - Limit distractions and sidebar conversations.
  - If urgent matters come up, please step outside.
- Assume positive intentions when communicating with others
- Challenge with respect
- Be solutions-oriented.
  - For the good of the group, look for the possible.
- Risk productive struggle.
  - This is a safe space to get out of your comfort zone.

Today's Learning Objectives

- Describe the Tennessee Educator Acceleration Model (TEAM) and its overarching purpose in Tennessee
- Demonstrate an understanding of evaluation policy
- Make connections within and between rubric domains
- Describe the expectations of leader practice as articulated in the TILS
- Identify evidence sources needed to accurately score indicators
- Examine high-quality, actionable feedback to school leaders

Tennessee Succeeds

Tennessee Succeeds: Our Vision

*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

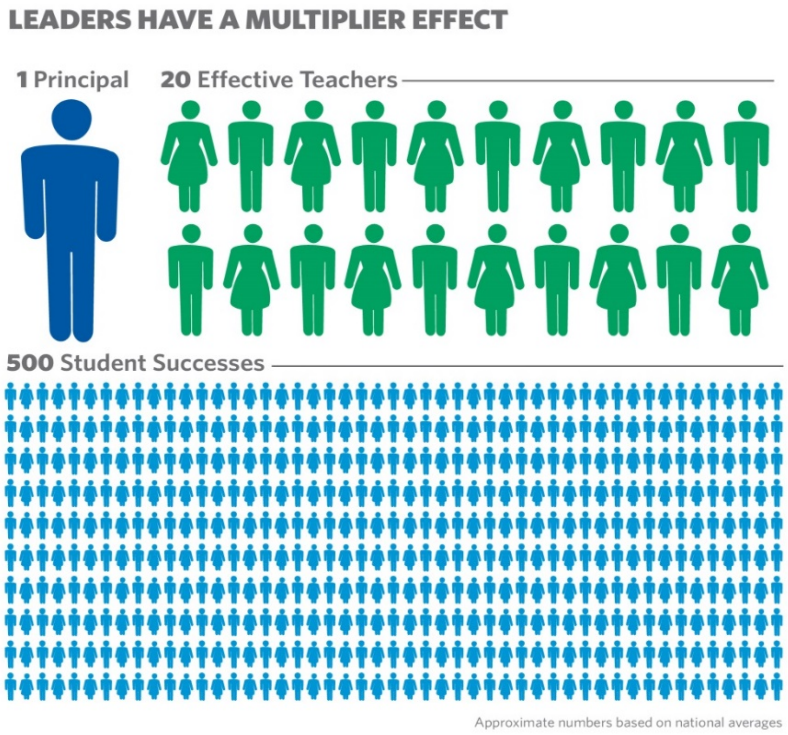
All Means All
Providing individualized support and opportunities for all students with a focus on those who are furthest behind

Educator Support
Supporting the preparation and development of an exceptional educator workforce

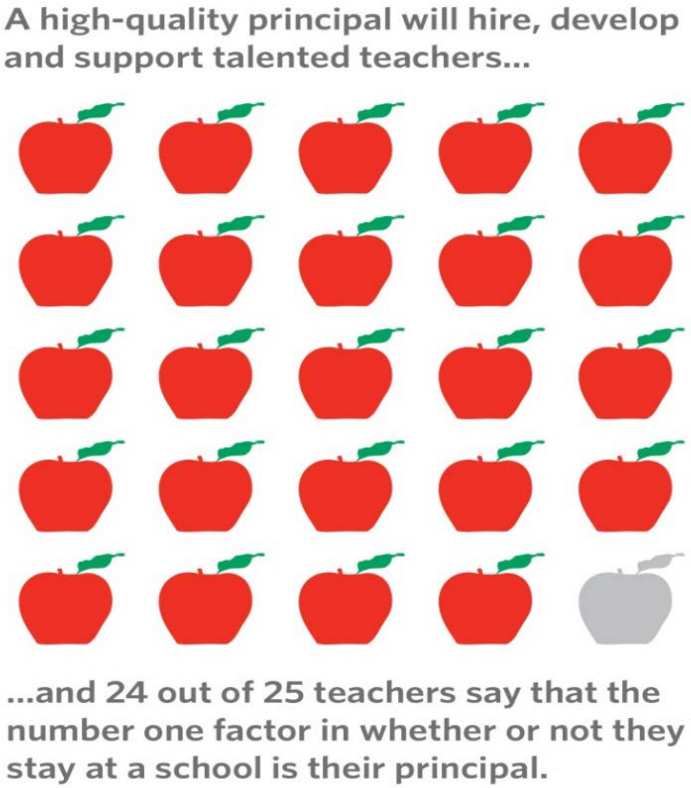
District Empowerment
Providing districts with the tools and autonomy they need to make the best decisions for students

Leadership Matters

- Amplify learning outcomes



- Attract great teachers



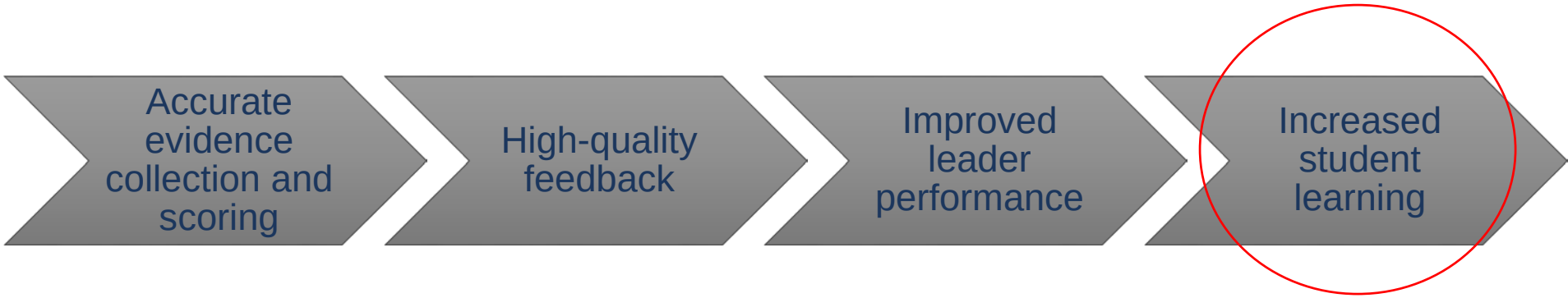
Impact of School Leaders

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

How Leadership Influences Student Learning, (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

Why Do We Evaluate Administrators?

To provide high-quality feedback that deepens skills and improves leader performance, leading to 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

TEAM Theory of Action

TEAM: Theory of Action

- If TEAM is implemented rigorously, transparently, credibly, and equitably and is utilized as a model for continuous improvement then educators will 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**
  - Tennessee Instructional Leadership Standards (TILS): research-based/proven standards of instructional leadership
    - Standard A: instructional leadership for continuous improvement
    - Standard B: culture for teaching and learning
    - Standard C: professional learning & growth
    - Standard D: resources management
      - described at five differentiated levels of performance
  - Includes evidence of student performance

TEAM: Rigor

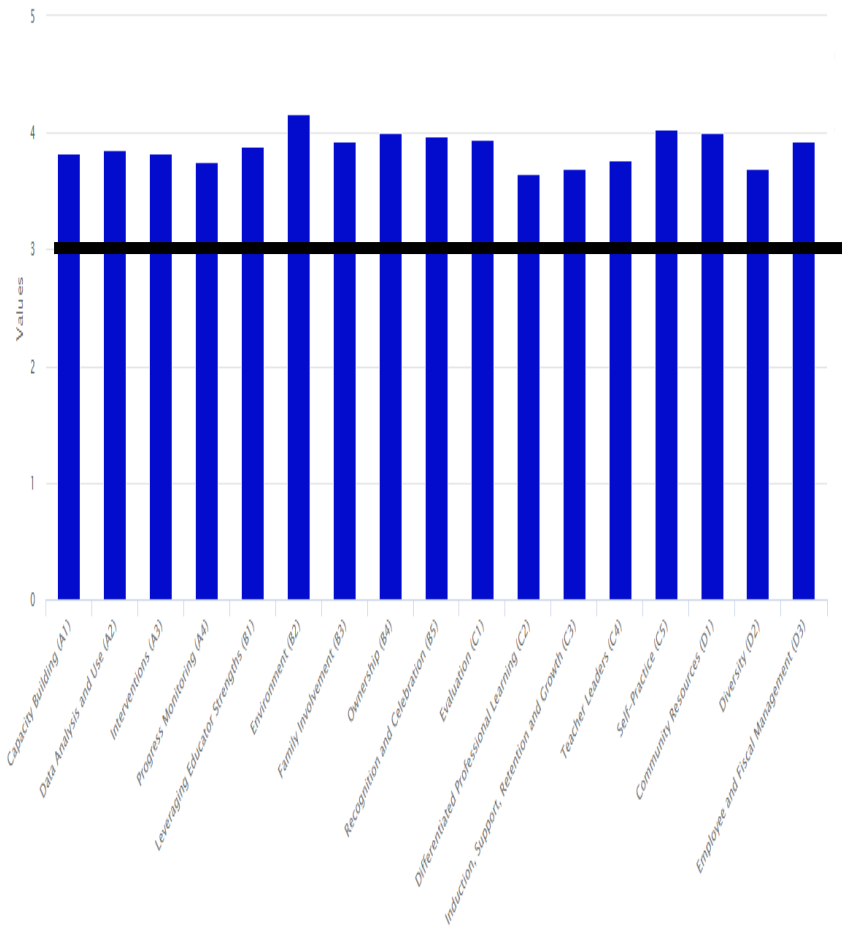
- Through TEAM, leaders are held accountable for school improvement through multiple measures:
  - School improvement based on the current year's **school-wide TVAAS reporting**
  - School improvement based **on school-wide student achievement** between two or more points in time based on a full year's instructional support
  - School improvement based on **daily leadership practices** observed through the TEAM administrator rubric

TEAM: Transparency

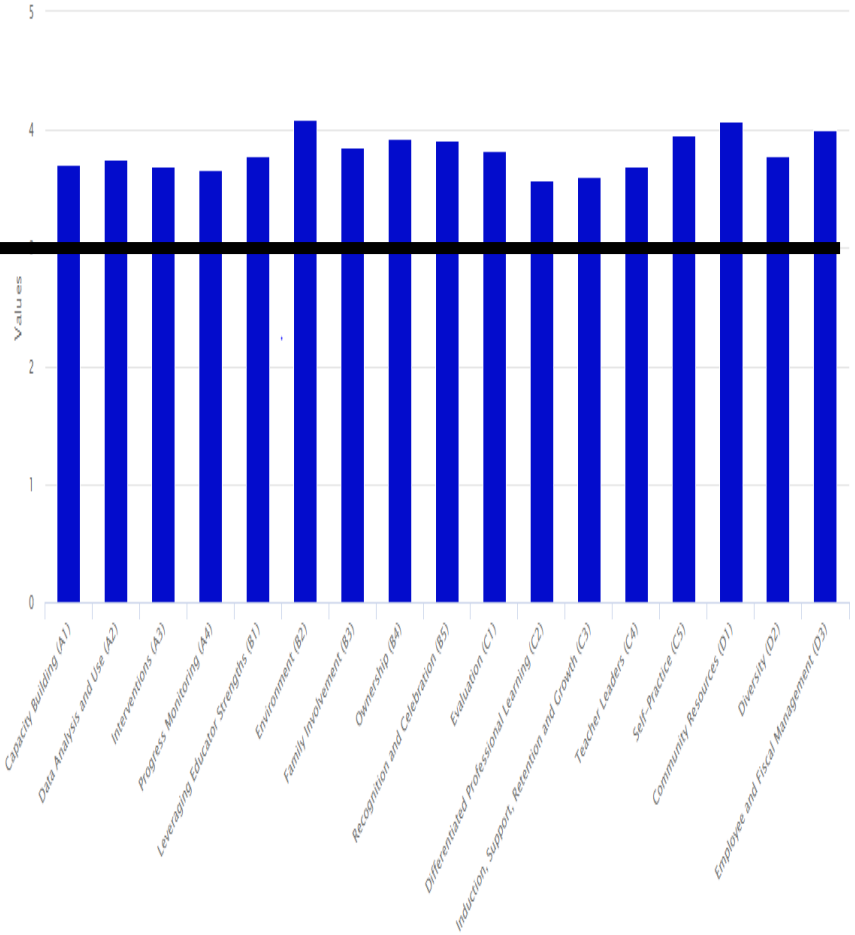
- Transparency: expectations are clear and include descriptions, criteria, and model exemplars.
  - TEAM fosters transparency to ensure that teacher and student performance continually improves through the work of excellent leaders through
    - the descriptors on the rubrics
    - ongoing, deliberate, meaningful, and timely feedback provided by evaluators
      - Feedback is communicated through quantitative and qualitative data

Quantitative Feedback: Indicator Average

2016-17



2017-18



Quantitative Feedback: Misalignment

TN Department of Education

Table 3a. Misalignment between TVAAS Individual Growth and Average Observation Scores (2016-17)		
	Teachers Misaligned by Three or More Levels	**Percent Misaligned by Three or More Levels**
State	3280	4.00%

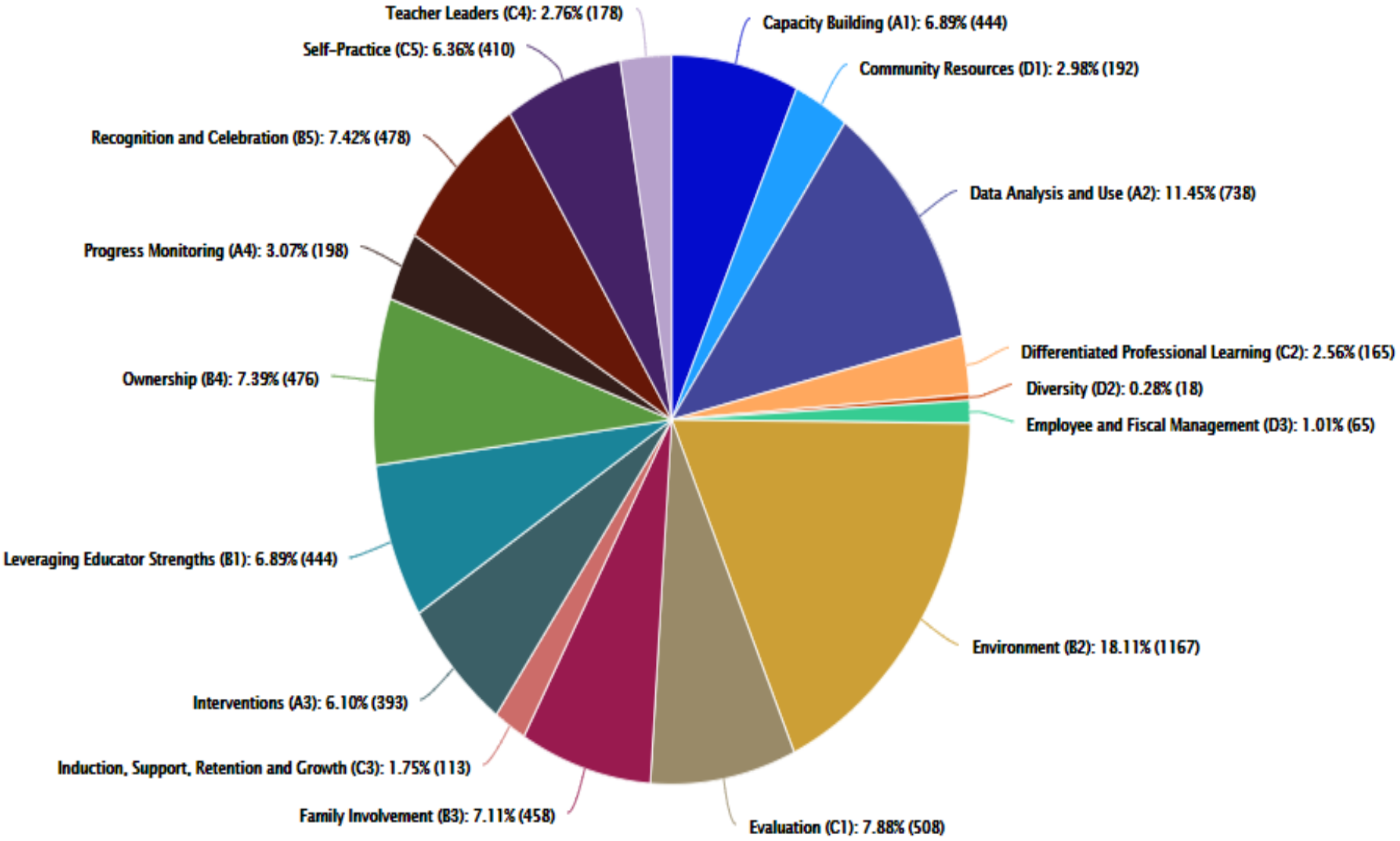
Note: Table includes teachers with both individual growth and observation scores.

Table 3b. Misalignment between TVAAS Schoolwide Growth and Average Observation Scores (2016-17)		
	Administrators Misaligned by Three or More Levels	**Percent Misaligned by Three or More Levels**
State	705	22.0%

Note: Table includes administrators (principals and assistant principals) with both schoolwide growth and observation scores.

Observation Reinforcement Breakdown (17 records)

Chart Type: Pie Chart



Qualitative Reinforcements Currently Identified

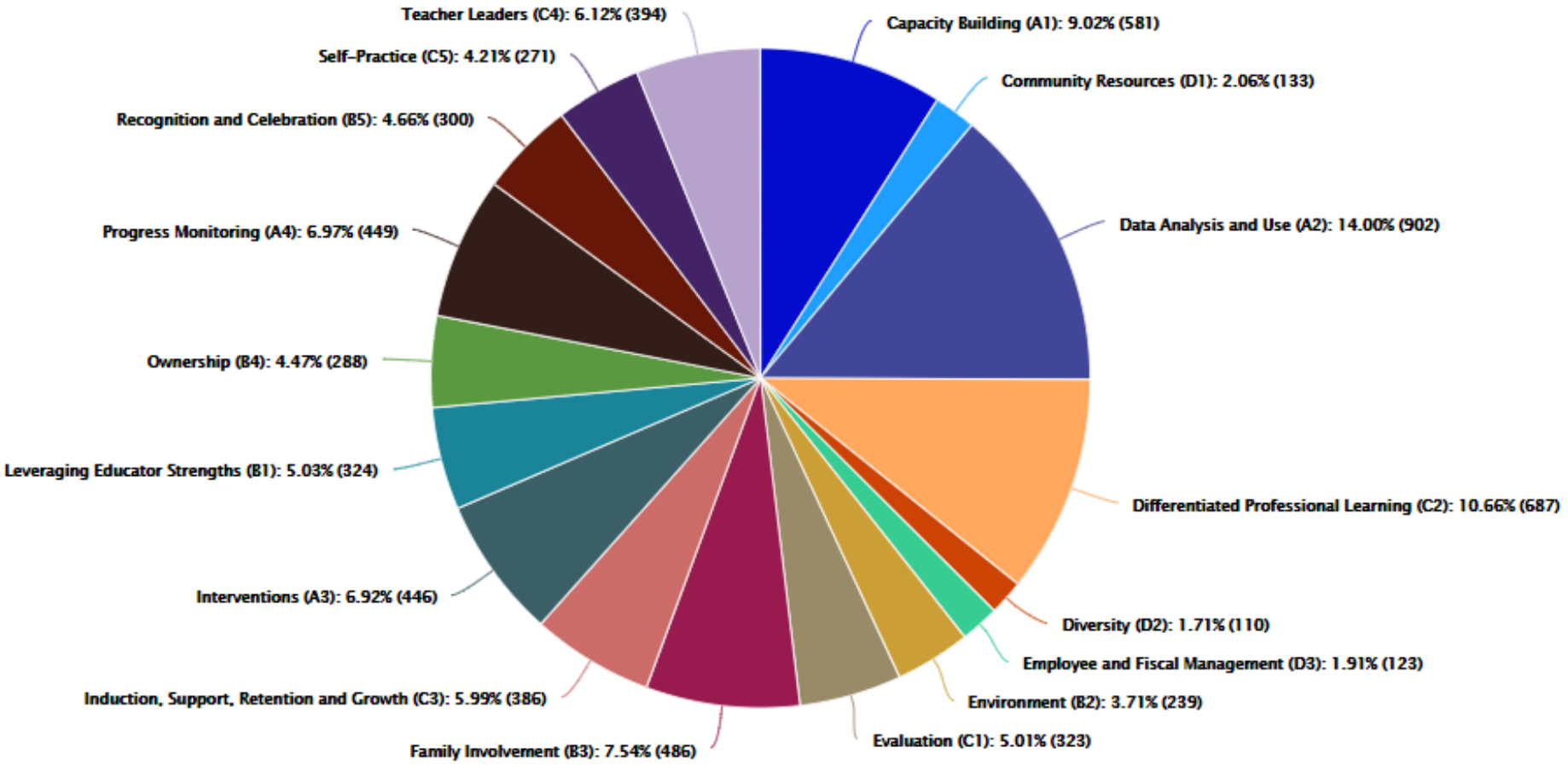
- Fostering a safe, respectful, and orderly learning ENVIRONMENT for all. Almost **1/5 of TN leaders** were identified as having a strength in this area**.**
- Collaborating with educators to **analyze and use multiple forms of DATA** throughout the year to establish specific goals and strategies **targeting student achievement and growth**.
- **RECOGNIZING and CELEBRATING** improved educator and student **performance related to** school **vision and goals.**

Qualitative Feedback: Reinforcement

Qualitative Feedback: Refinement

Observation Refinement Breakdown (17 records)

Chart Type: Pie Chart



Qualitative Refinements Currently Identified

- Collaborating with educators to **analyze and use multiple forms of DATA** throughout the year to establish specific goals and strategies **targeting student achievement and growth**.
- Engaging faculty and self in **data-informed, differentiated professional learning opportunities** for educators, aligned with the Tennessee Standards for Professional Learning
- **Building capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee state standards**

Qualitative Feedback: Refinement

Rigor and Transparency: Meaningful Feedback

What does it mean to conduct rigorous and transparent evaluations of school leadership?

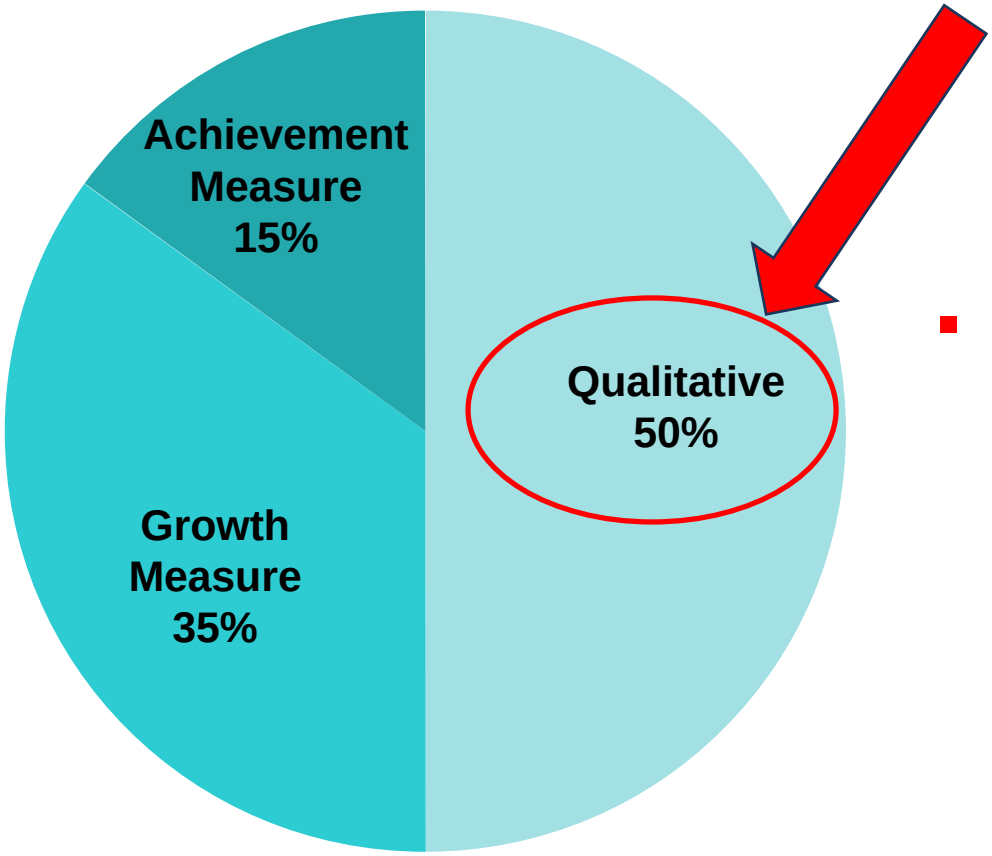
Why is it critical that those who evaluate school leaders do so rigorously and transparently?

TEAM: Credible

- Leaders value evaluation when it is transparent and fosters improvement (rigorous). Leaders value their evaluators when they implement evaluation transparently and rigorously.
- A knowledgeable (credible) evaluator is critical to this process. Evaluators must be highly trained to ensure that the process is both rigorous and transparent.
  - Training, both initially and periodically, is critical.

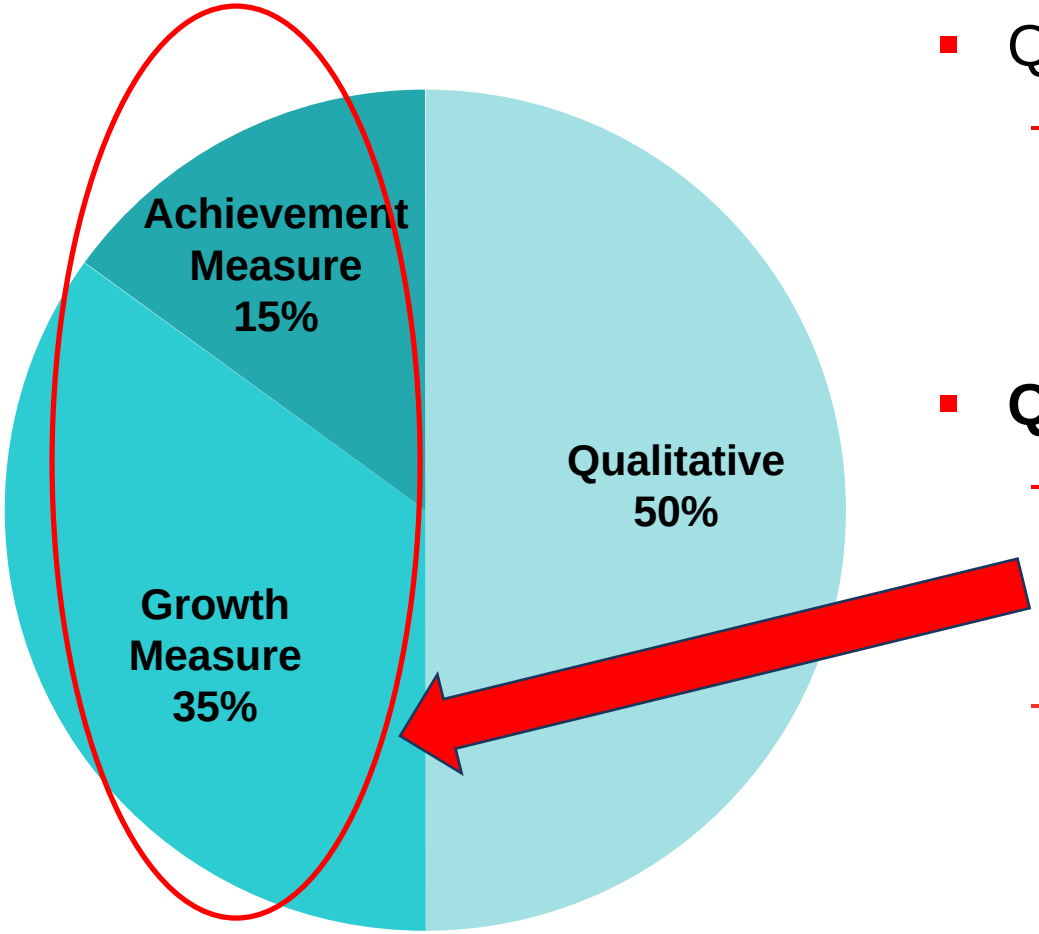
The Administrator Evaluation Process

Components of Evaluation: Administrators



- **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 Evaluation: Administrators



- 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: Observation of TILS

- Evaluators should intentionally seek specific evidence to accurately score indicators and provide quality feedback.
- 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

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 (Resource Management) indicators is **optional** for Assistant Principals based on the structure of responsibilities.

- **Scoring of standards A, B, and C is mandatory for all administrators.**

Local Decisions

- **The use of survey data to inform scoring is required.**
  - Stakeholder surveys, especially that of teachers, are a valuable source of feedback for administrators. The Teacher Perception Survey is one available option, but it is not required. More information is available on the TEAM website.
- **The use of administrator self-reflection is optional.**
  - When used prior to feedback conversations, self-reflections are a great way to jump start reflective feedback conversations.
- **The development of administrator action plans is optional.**
  - Documenting specific, actionable feedback and agreeing to follow up at a specific times can help administrators improve throughout the year.

Key Evaluation Deadlines

Activity	Deadline
Growth and Achievement Selections	**October 15**
Cycle 1 evidence collection complete with scores submitted	**January 15**
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

- 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.

Break

- Please enjoy a 10 minute break

Understanding the Standards (TILS)

TILS

- **Standard A: Instructional Leadership for Continuous Improvement**
  - An ethical and effective instructional leader facilitates professional practice that continually improves student learning.
- **Standard B: Culture for Teaching and Learning**
  - An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.
- **Standard C: Professional Learning and Growth**
  - An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.
- **Standard D: Resource Management**
  - An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

TILS

- **Standard A: Instructional Leadership for Continuous Improvement**
  - Capacity Building
  - Data Analysis & Use
  - Interventions
  - Progress Monitoring
- **Standard B: Culture for Teaching and Learning**
  - Leveraging Educator Strengths
  - Environment
  - Family Involvement
  - Ownership
  - Recognition & Celebration
- **Standard C: Professional Learning and Growth**
  - Evaluation
  - Differentiated Professional Learning
  - Induction, Support, Retention, & Growth
  - Teacher Leaders
  - Self-Practice
- **Standard D: Resource Management**
  - Community Resources
  - Diversity
  - Employee & Fiscal Management

TILS

- At your table, review the TILS draft policy document, as well as the introduction and glossary of terms (p. 14) included with TEAM Administrator Evaluation Rubric document.
  - What key concepts or ideas do you think are important and worth holding on to from the text?
  - Draft a 30 second “in a nutshell” in which you differentiate between the TILS.
    - **Instructional Leadership for Continuous Improvement**
    - **Culture for Teaching and Learning**
    - **Professional Learning and Growth**
    - **Resource Management**

Understanding the TEAM Administrator Rubric

TEAM Administrator Rubric

- Aligned to **Tennessee Instructional Leadership Standards** (TILS)
- Outlines **skills, knowledge, and responsibilities** that successful leaders should master
- Provides 5 performance levels that allow for growth in practice over time
- Intended to help engage educators in reflective dialogue among and between peers and evaluators to improve practice

Standard A: Instructional Leadership for Continuous Improvement-Capacity Building

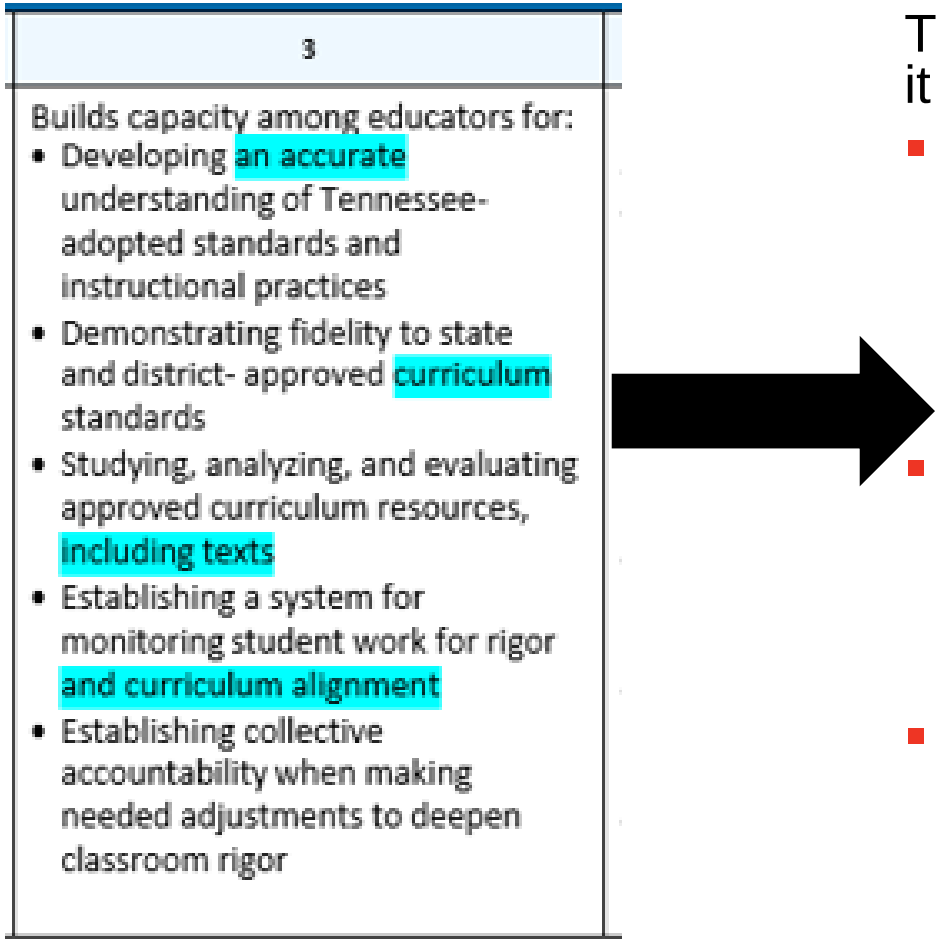
Standard A: Instructional Leadership for Continuous Improvement

"Good leadership is not about you. It is about what you leave behind…In the process of improvement, it is almost inevitable that significant barriers will arise. Great leaders learn to build trenches under barriers and find ladders to use to climb over them."

-Joseph Murphy, Essential Lessons for School Leaders, 2011

Indicator	5	3	1	Possible Sources of Evidence
A1: Capacity Building Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted standards	Utilizes shared leadership practices to build capacity of nearly all educators for: • 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	Builds capacity among educators for: • 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	Builds limited or no capacity among educators for: • 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	**Practice/Observation** • Lesson plans and feedback on the plans • Agendas and meeting notes from Professional Learning Communities • Course offerings (range of levels and types- Advanced Placement and Dual Enrollment offerings for high schools) **Outcomes** • Demonstrated growth on observations • Met or exceeded goals for: ▶ student achievement ▶ gap closure ▶ college/career readiness

Capacity Building: "Look Fors"



3
Builds capacity among educators for: • 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

Through multiple sources of data, it is evident that…

- Teachers are improving in their implementation of state standards and the instructional practices that lead to student success in meeting those standards
- 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
- Teachers are improving in their collaboration around rigor in their classrooms

Standard A: Instructional Leadership for Continuous Improvement

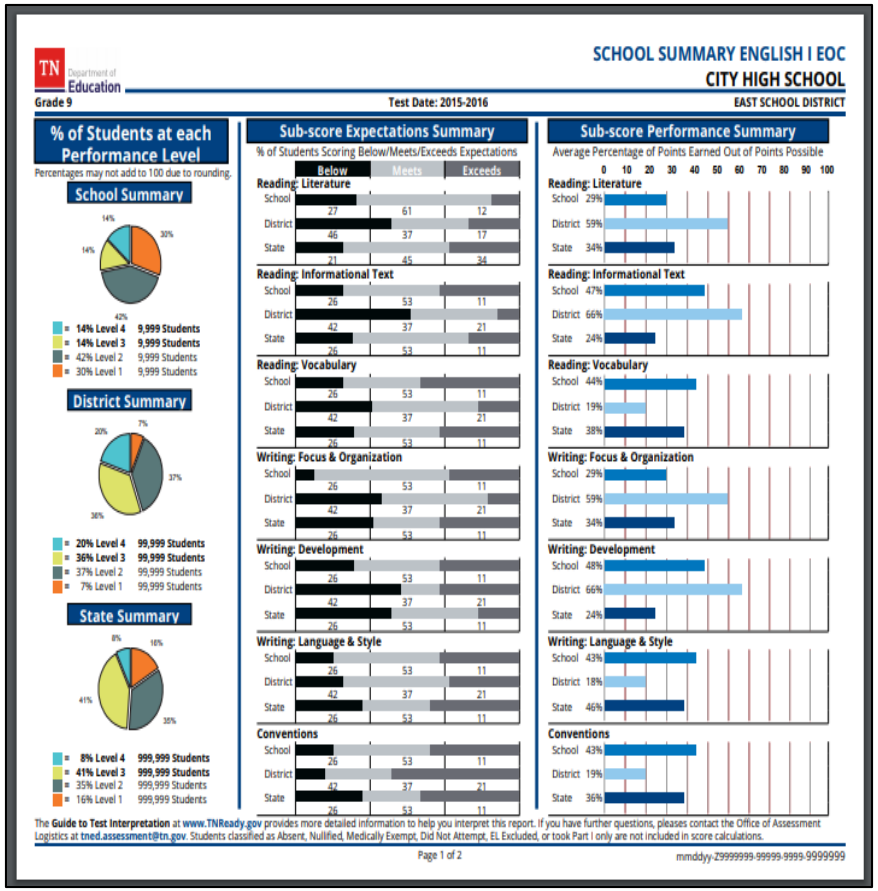
Look Fors

Indicator	5 Significantly Above Expectations	3 At Expectations	1 Significantly Below Expectations
A1: Capacity Building Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted standards	Through multiple data sources it is evident that… Educators in the building are proactively working together to identify ways to strengthen their understanding of standards and instructional practices …and 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 Educators in the building are strategically providing ongoing support and feedback to one another.	Through multiple data sources it is evident that… Teachers are improving in their implementation of state standards and the instructional practices that lead to student success in meeting those standards …and 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 Teachers are improving in their collaboration around ensuring classroom rigor	Through multiple data sources it is evident that… 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 Teachers are struggling to produce student work that demonstrates rigor and/or struggling to use student work to make adjustments

Capacity Building: Where should I "look for" evidence?

- What are the sources of data (quantitative and qualitative) that would indicate that teachers are…
  - improving in their implementation of state standards?
  - improving in their instructional practices?
  - improving in the alignment of classroom tasks with standards?
  - generating student work?
  - analyzing student work?
  - using their analysis of student work to improve?
  - collaborating with colleagues ensure classroom rigor?
- Those are the sources of evidence you should consider when rating this indicator.
- Those are the sources of evidence you should share with school leaders when providing feedback and support.

School Summary Report



TN Department of Education

SCHOOL SUMMARY ENGLISH I EOC
CITY HIGH SCHOOL

Grade 9 | Test Date: 2015-2016 | EAST SCHOOL DISTRICT

% of Students at each Performance Level

Percentages may not add to 100 due to rounding.

School Summary

14% Level 4 9,999 Students
14% Level 3 9,999 Students
42% Level 2 9,999 Students
30% Level 1 9,999 Students

District Summary

20% Level 4 99,999 Students
36% Level 3 99,999 Students
37% Level 2 99,999 Students
7% Level 1 99,999 Students

State Summary

8% Level 4 999,999 Students
41% Level 3 999,999 Students
35% Level 2 999,999 Students
16% Level 1 999,999 Students

Sub-score Expectations Summary

% of Students Scoring Below/Meets/Exceeds Expectations

	Below	Meets	Exceeds
Reading: Literature			
School	27	61	12
District	46	37	17
State	21	45	34
Reading: Informational Text			
School	26	53	11
District	42	37	21
State	26	53	11
Reading: Vocabulary			
School	26	53	11
District	42	37	21
State	26	53	11
Writing: Focus & Organization			
School	26	53	11
District	42	37	21
State	26	53	11
Writing: Development			
School	26	53	11
District	42	37	21
State	26	53	11
Writing: Language & Style			
School	26	53	11
District	42	37	21
State	26	53	11
Conventions			
School	26	53	11
District	42	37	21
State	26	53	11

Sub-score Performance Summary

Average Percentage of Points Earned Out of Points Possible

	0 10 20 30 40 50 60 70 80 90 100
Reading: Literature	
School	29%
District	59%
State	34%
Reading: Informational Text	
School	47%
District	66%
State	24%
Reading: Vocabulary	
School	44%
District	19%
State	38%
Writing: Focus & Organization	
School	29%
District	59%
State	34%
Writing: Development	
School	48%
District	66%
State	24%
Writing: Language & Style	
School	43%
District	18%
State	46%
Conventions	
School	43%
District	19%
State	36%

The **Guide to Test Interpretation** at www.TNReady.gov provides more detailed information to help you interpret this report. If you have further questions, pleases contact the Office of Assessment Logistics at tned.assessment@tn.gov. Students classified as Absent, Nullified, Medically Exempt, Did Not Attempt, EL Excluded, or took Part I only are not included in score calculations.

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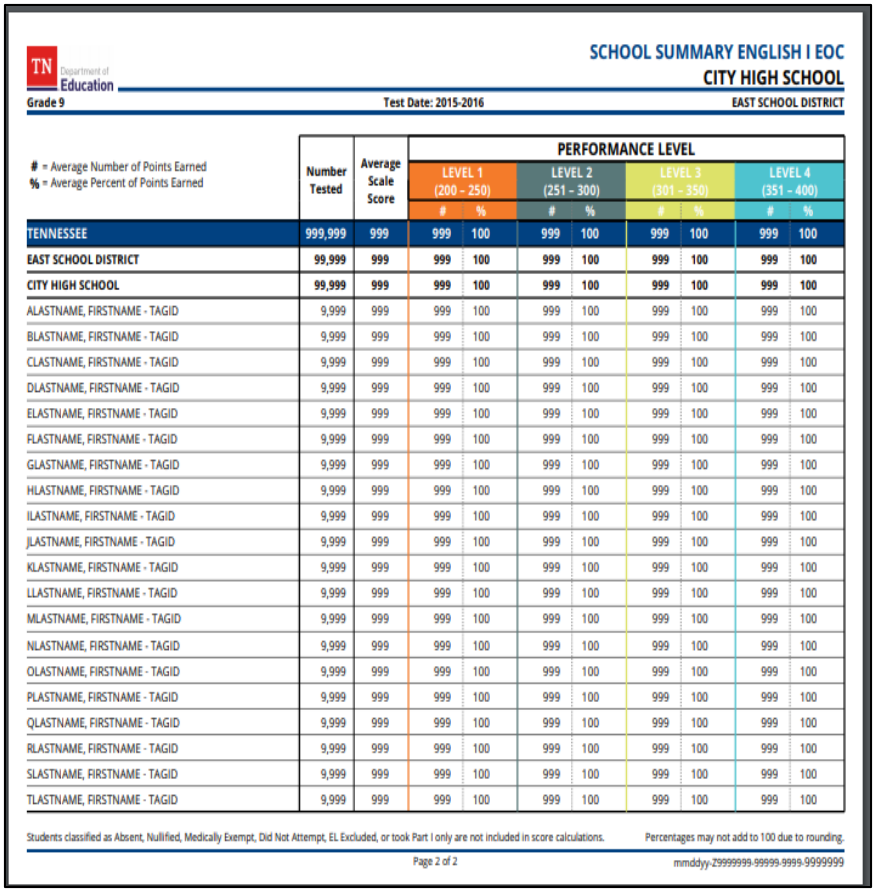

TN Department of Education

SCHOOL SUMMARY ENGLISH I EOC
CITY HIGH SCHOOL

Grade 9 | Test Date: 2015-2016 | EAST SCHOOL DISTRICT

= Average Number of Points Earned
% = Average Percent of Points Earned

	Number Tested	Average Scale Score	PERFORMANCE LEVEL							
			LEVEL 1 (200 – 250)		LEVEL 2 (251 – 300)		LEVEL 3 (301 – 350)		LEVEL 4 (351 – 400)	
			#	%	#	%	#	%	#	%
TENNESSEE	999,999	999	999	100	999	100	999	100	999	100
EAST SCHOOL DISTRICT	99,999	999	999	100	999	100	999	100	999	100
CITY HIGH SCHOOL	99,999	999	999	100	999	100	999	100	999	100
ALASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
BLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
CLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
DLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
ELASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
FLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
GLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
HLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
ILASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
JLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
KLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
LLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
MLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
NLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
OLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
PLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
QLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
RLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
SLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
TLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100

Students classified as Absent, Nullified, Medically Exempt, Did Not Attempt, EL Excluded, or took Part I only are not included in score calculations.

Percentages may not add to 100 due to rounding.

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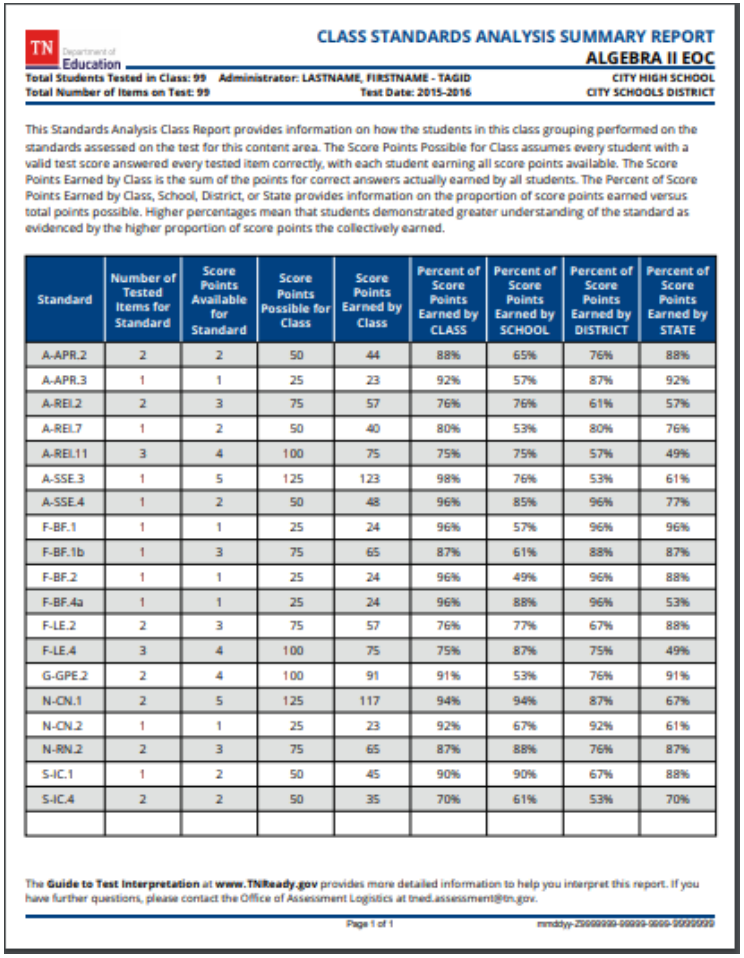
Standards Analysis Reports



TN Department of Education

CLASS STANDARDS ANALYSIS SUMMARY REPORT

ALGEBRA II EOC

Total Students Tested in Class: 99 **Administrator: LASTNAME, FIRSTNAME - TAGID** **CITY HIGH SCHOOL**

Total Number of Items on Test: 99 **Test Date: 2015-2016** **CITY SCHOOLS DISTRICT**

This Standards Analysis Class Report provides information on how the students in this class grouping performed on the standards assessed on the test for this content area. The Score Points Possible for Class assumes every student with a valid test score answered every tested item correctly, with each student earning all score points available. The Score Points Earned by Class is the sum of the points for correct answers actually earned by all students. The Percent of Score Points Earned by Class, School, District, or State provides information on the proportion of score points earned versus total points possible. Higher percentages mean that students demonstrated greater understanding of the standard as evidenced by the higher proportion of score points the collectively earned.

Standard	Number of Tested Items for Standard	Score Points Available for Standard	Score Points Possible for Class	Score Points Earned by Class	Percent of Score Points Earned by CLASS	Percent of Score Points Earned by SCHOOL	Percent of Score Points Earned by DISTRICT	Percent of Score Points Earned by STATE
A-APR.2	2	2	50	44	88%	65%	76%	88%
A-APR.3	1	1	25	23	92%	57%	87%	92%
A-REI.2	2	3	75	57	76%	76%	61%	57%
A-REI.7	1	2	50	40	80%	53%	80%	76%
A-REI.11	3	4	100	75	75%	75%	57%	49%
A-SSE.3	1	5	125	123	98%	76%	53%	61%
A-SSE.4	1	2	50	48	96%	85%	96%	77%
F-BF.1	1	1	25	24	96%	57%	96%	96%
F-BF.1b	1	3	75	65	87%	61%	88%	87%
F-BF.2	1	1	25	24	96%	49%	96%	88%
F-BF.4a	1	1	25	24	96%	88%	96%	53%
F-LE.2	2	3	75	57	76%	77%	67%	88%
F-LE.4	3	4	100	75	75%	87%	75%	49%
G-GPE.2	2	4	100	91	91%	53%	76%	91%
N-CN.1	2	5	125	117	94%	94%	87%	67%
N-CN.2	1	1	25	23	92%	67%	92%	61%
N-RN.2	2	3	75	65	87%	88%	76%	87%
S-IC.1	1	2	50	45	90%	90%	67%	88%
S-IC.4	2	2	50	35	70%	61%	53%	70%

The **Guide to Test Interpretation** at **www.TNReady.gov** provides more detailed information to help you interpret this report. If you have further questions, please contact the Office of Assessment Logistics at tned.assessment@tn.gov.

Page 1 of 1

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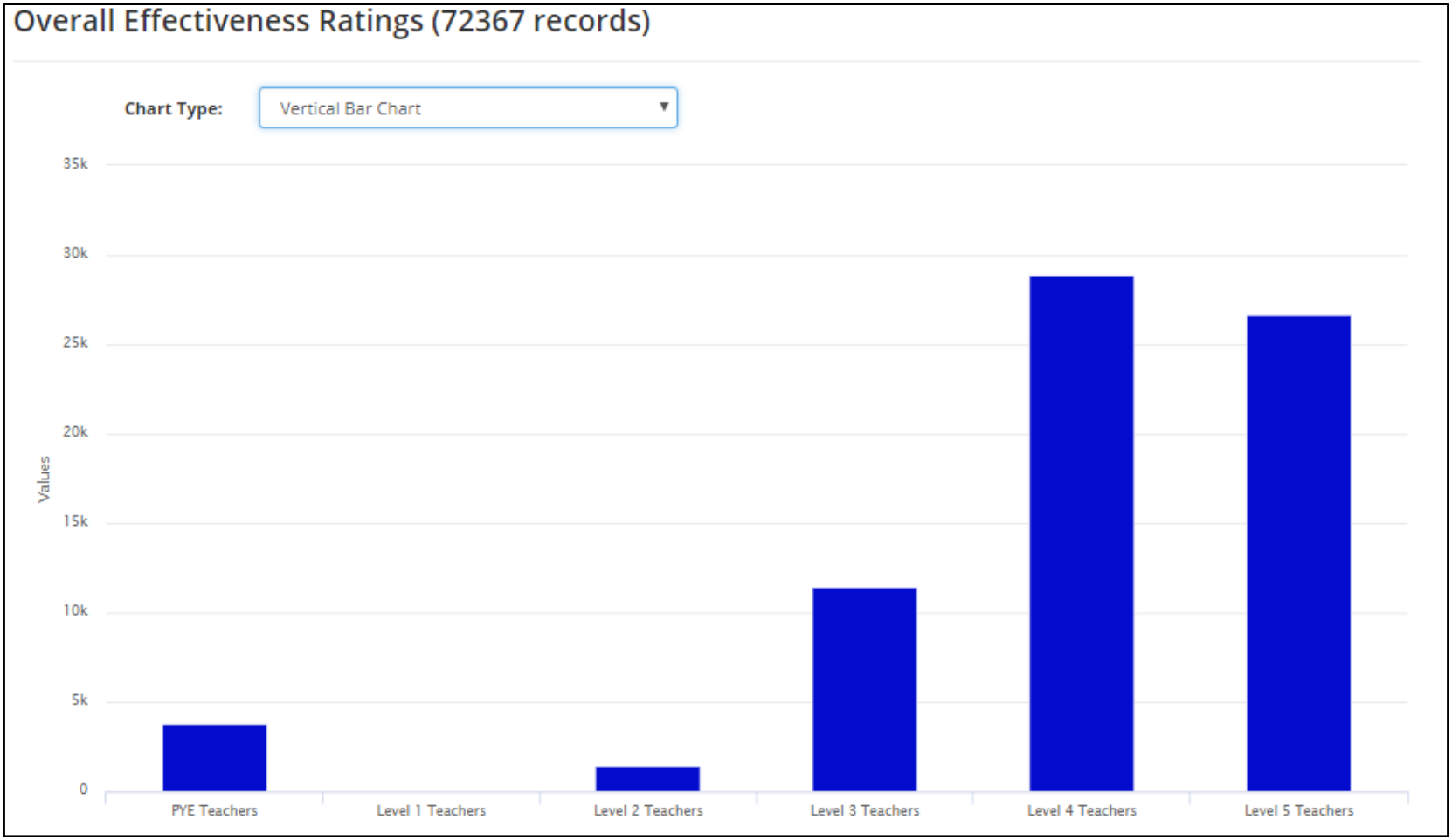
TNCompass


Overall Effectiveness Ratings (72367 records)
Chart Type:
Vertical Bar Chart
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30k
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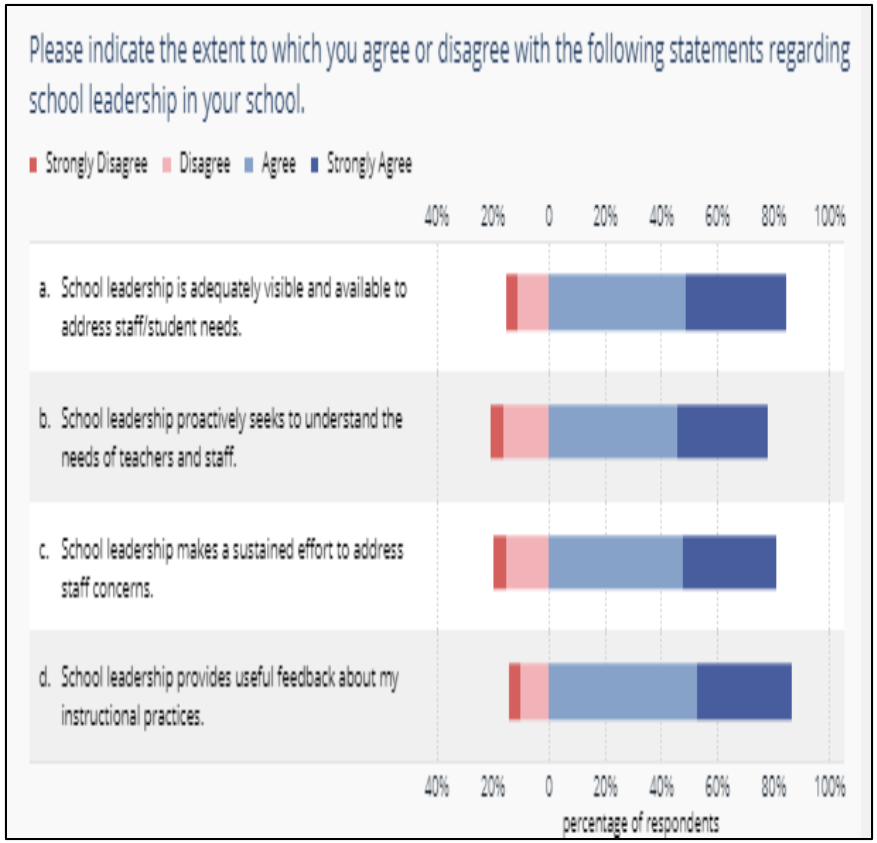
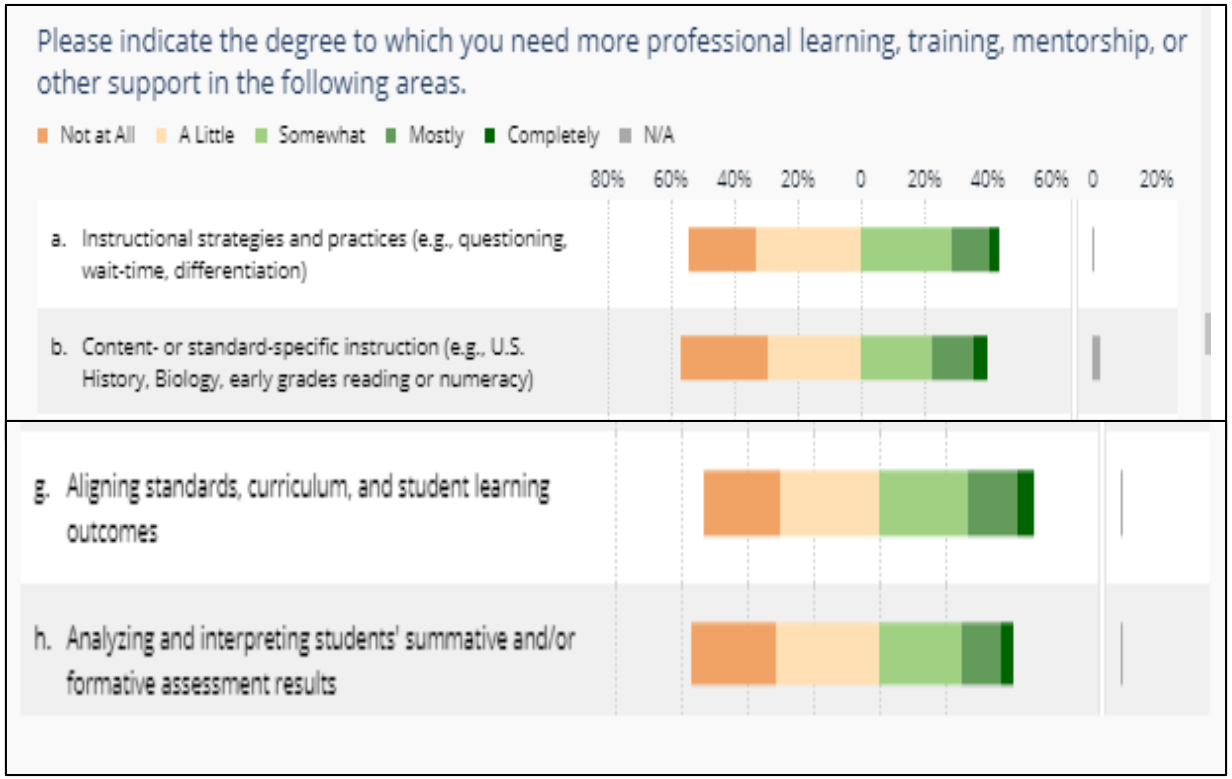
Values
PYE Teachers
Level 1 Teachers
Level 2 Teachers
Level 3 Teachers
Level 4 Teachers
Level 5 Teachers

Tennessee Educator Survey



Tennessee Educator Survey



A1: Capacity Building Debrief

- At your table, discuss the following:
  - what you have learned about the expectations for this indicator
  - what you have learned about evidence collection for this indicator
  - what you have learned about how to build your knowledge of other indicators on the rubric

Lunch

- Please enjoy a 1 hour lunch.

Standard C: Professional Learning & Growth- Evaluation

Examination Process

- Step 1: Read the standard and description of the indicator.
- Step 2: Read and consider the meaning of the indicator in its entirety at performance level 3.
- Step 3: Differentiate between the performance levels by identifying unique elements in each.

Standard C: Professional Learning & Growth			
Indicator	**5**	**3**	**1**
C1: Evaluation Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model and uses educator evaluation data to inform, assess, and adjust professional learning goals and plans	In addition to Level 3 descriptors: • Builds and sustains a culture focused on continuous improvement, such that educators view the evaluation process as an opportunity for professional learning and growth • Holds self and others accountable for customizing supports for educators • Creates a school-wide plan for professional learning aligned to the school's vision for professional learning and growth • Accurately modifies school or grade-level professional learning goals and plans	• Encourages educators to use the evaluation process for professional learning and growth • Adheres to all evaluation processes, which include: ► timelines for feedback ► follow-up support ► finalizing all required observations ► conducting summative conferences • Ensures the classroom observation process includes: ► gathering evidence balancing educator and student actions related to teaching and learning ► grounding all evidence coding and scoring to the rubric with accuracy to ensure fidelity of the process ► using a preponderance of evidence to evaluate teaching ► using the rubric to structure feedback to educators ► offering specific, actionable feedback recommendations connected to improving student achievement ► facilitating educator implementation of recommended improvement strategies • Uses evaluation data to determine trends and assess educator strengths and growth opportunities	Limited or no use of: • Encouragement for educators to use the evaluation process for professional learning and growth • Adherence to all evaluation processes, which include: ► timelines for feedback ► follow-up support ► finalizing all required observations ► conducting summative conferences • Sufficient implementation of classroom observation processes: ► gathering evidence balancing educator and student actions related to teaching and learning ► grounding all evidence coding and scoring to the rubric with accuracy to ensure fidelity of the process ► using a preponderance of evidence to evaluate teaching ► using the rubric to structure feedback to educators ► offering specific, actionable feedback recommendations connected to improving student achievement ► facilitating educator implementation of recommended improvement strategies • Limited or no use of evaluation data to determine trends and assess educators strengths and growth opportunities

Examination Process: Reflection

- How is the overall structure of this indicator different from the Capacity Building structure?
- How is the structure of performance level 5 for this indicator different from performance level 5 in Capacity Building?

Standard C: Professional Learning & Growth			
Indicator	**5**	**3**	**1**
C1: Evaluation Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model and uses educator evaluation data to inform, assess, and adjust professional learning goals and plans	In addition to Level 3 descriptors: • Builds and sustains a culture focused on continuous improvement, such that educators view the evaluation process as an opportunity for professional learning and growth • Holds self and others accountable for customizing supports for educators • Creates a school-wide plan for professional learning aligned to the school's vision for professional learning and growth • Accurately modifies school or grade-level professional learning goals and plans	• Encourages educators to use the evaluation process for professional learning and growth • Adheres to all evaluation processes, which include: ▶ timelines for feedback ▶ follow-up support ▶ finalizing all required observations ▶ conducting summative conferences • Ensures the classroom observation process includes: ▶ gathering evidence balancing educator and student actions related to teaching and learning ▶ grounding all evidence coding and scoring to the rubric with accuracy to ensure fidelity of the process ▶ using a preponderance of evidence to evaluate teaching ▶ using the rubric to structure feedback to educators ▶ offering specific, actionable feedback recommendations connected to improving student achievement ▶ facilitating educator implementation of recommended improvement strategies • Uses evaluation data to determine trends and assess educator strengths and growth opportunities	Limited or no use of: • Encouragement for educators to use the evaluation process for professional learning and growth • Adherence to all evaluation processes, which include: ▶ timelines for feedback ▶ follow-up support ▶ finalizing all required observations ▶ conducting summative conferences • Sufficient implementation of classroom observation processes: ▶ gathering evidence balancing educator and student actions related to teaching and learning ▶ grounding all evidence coding and scoring to the rubric with accuracy to ensure fidelity of the process ▶ using a preponderance of evidence to evaluate teaching ▶ using the rubric to structure feedback to educators ▶ offering specific, actionable feedback recommendations connected to improving student achievement ▶ facilitating educator implementation of recommended improvement strategies • Limited or no use of evaluation data to determine trends and assess educators strengths and growth opportunities

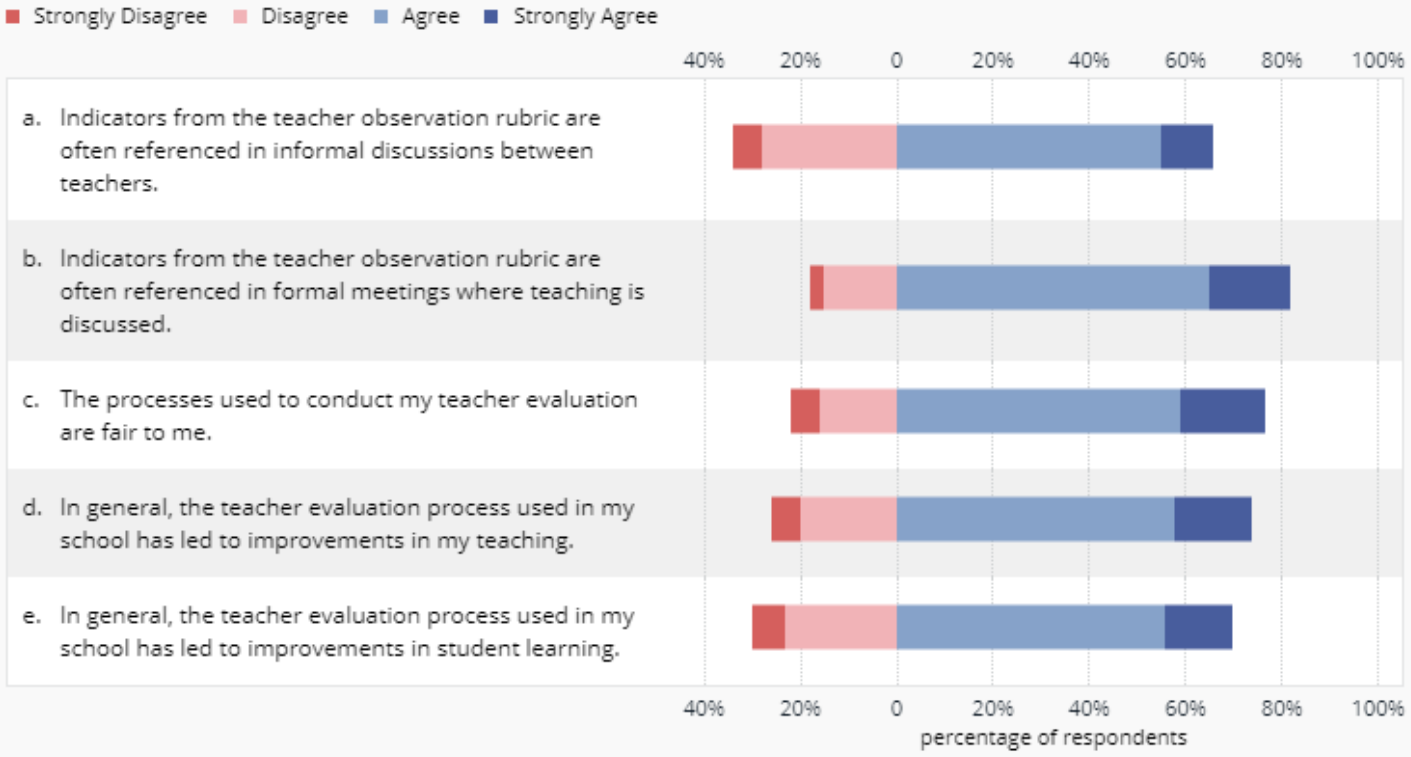
C1 Evaluation: Where should I "look for" evidence?

- What are the sources of data (quantitative and qualitative) that would indicate that leaders are…
  - encouraging teachers to use evaluation for professional learning?
  - meeting evaluation timelines for feedback?
  - providing follow-up support?
  - finalizing all required observations?
  - conducting summative conferences?
  - gathering balanced evidence of teaching and learning in observations?
  - scoring accurately?
  - using the rubric to structure feedback?
  - offering specific, actionable feedback recommendations connected to improve student achievement?
  - facilitating the implementation of recommended improvement strategies?
  - using evaluation data to determine trends and assess educators strengths and growth opportunities?

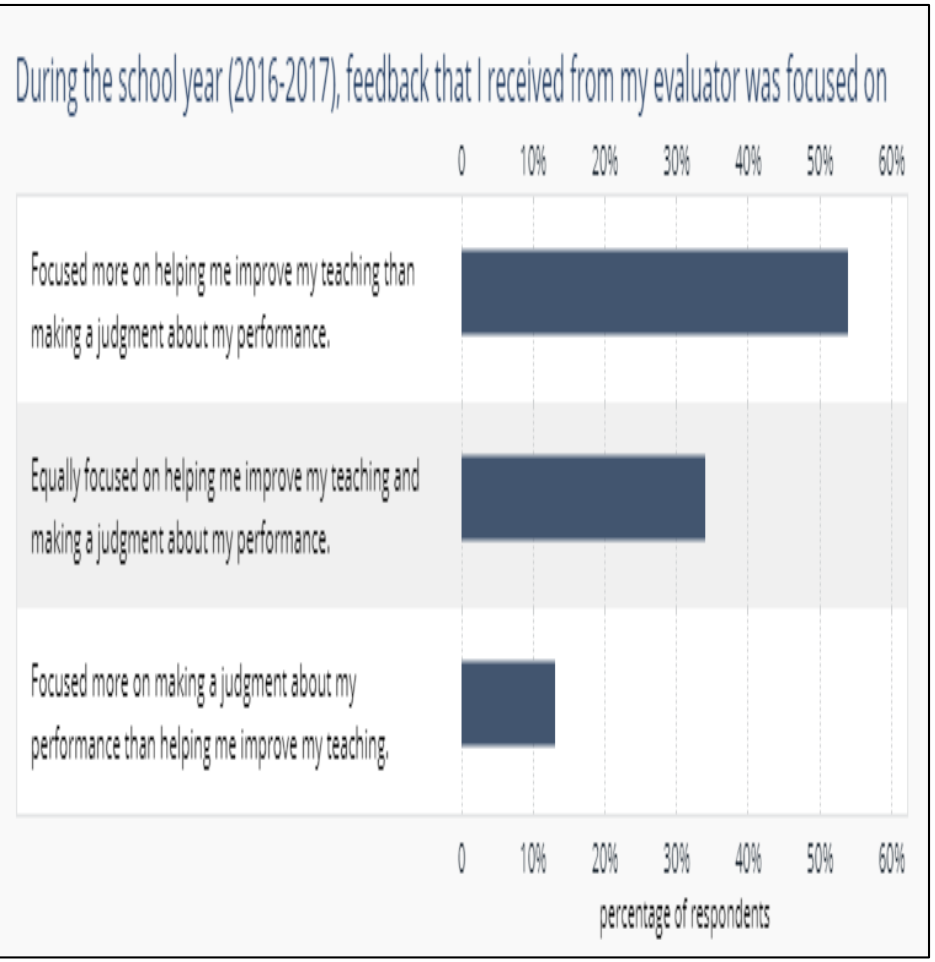
TN Educator Survey

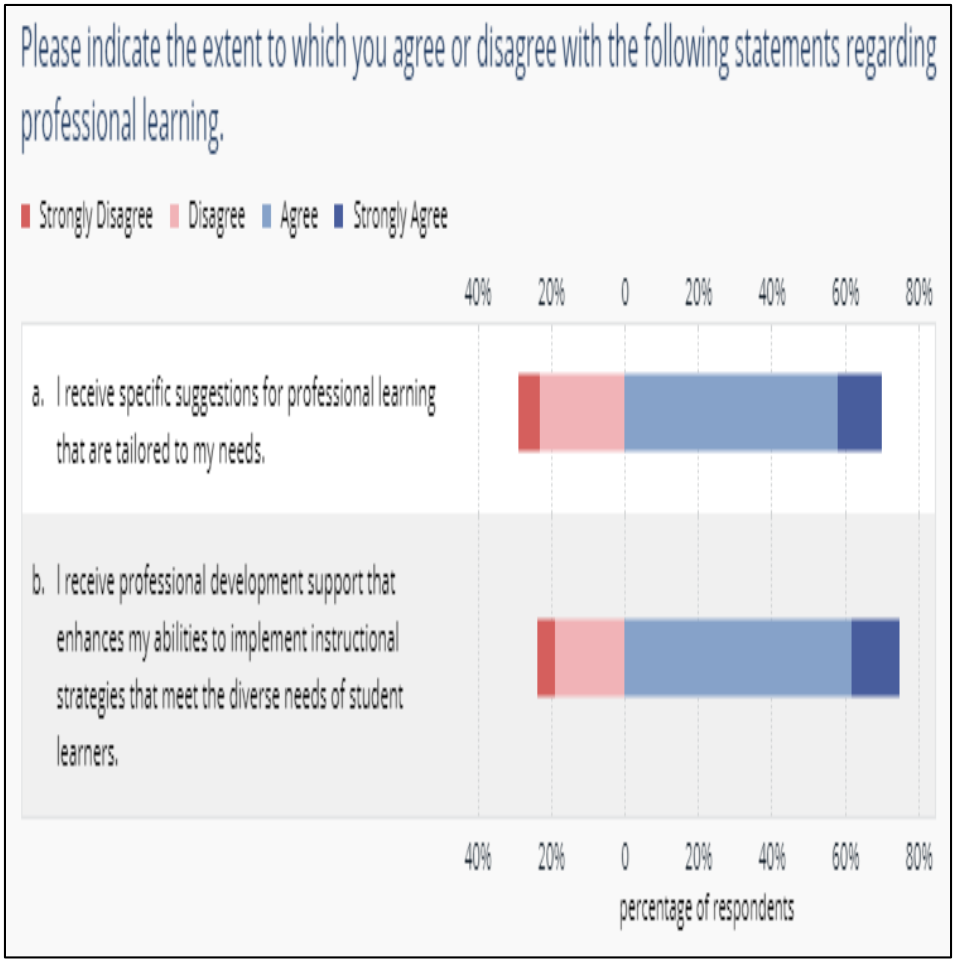
Teacher Evaluation and Instructional Improvement

Please indicate the extent to which you agree or disagree with the following statements regarding the teacher evaluation process used in your school during this school year (2016-2017).



TN Educator Survey

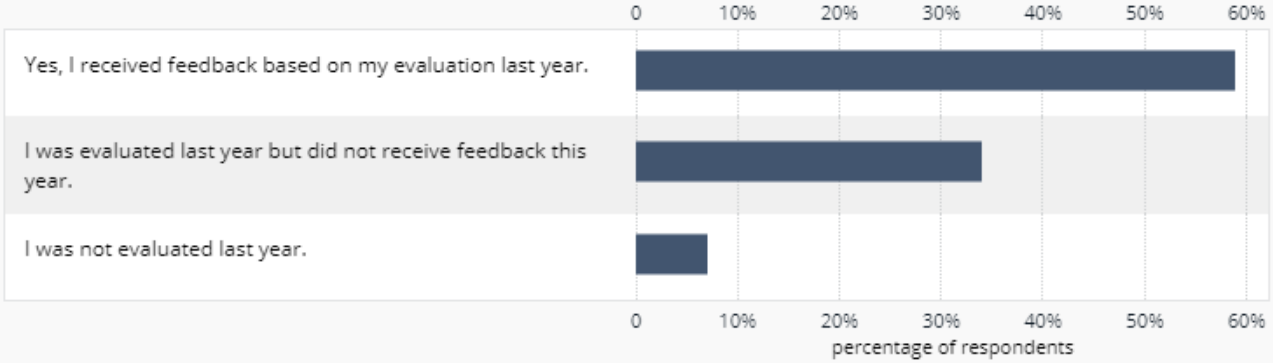




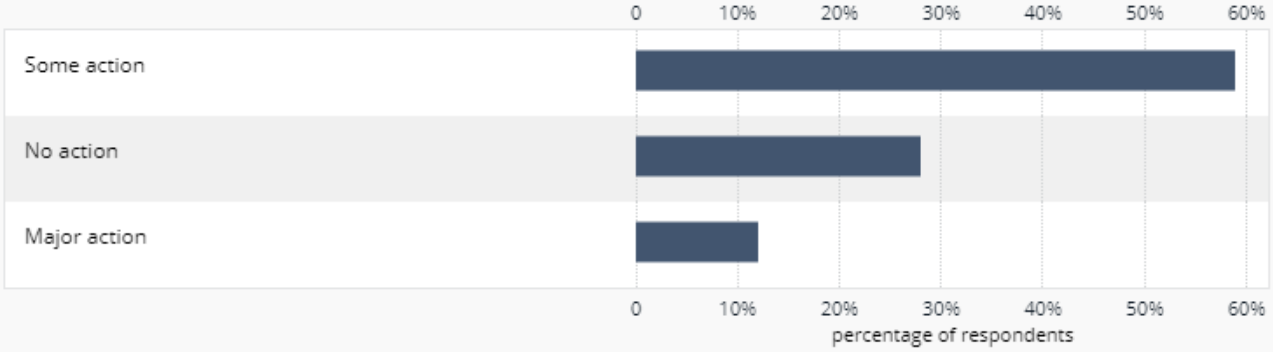
TN Educator Survey

Evaluation

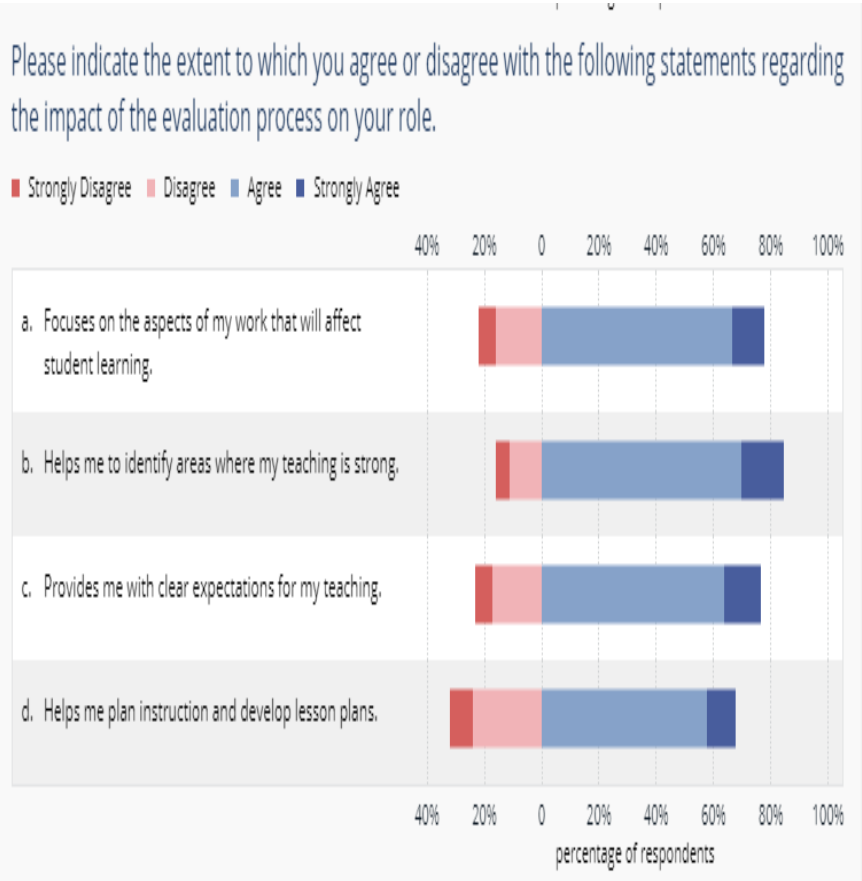
At the beginning of the year, did your principal, instructional coach, or another member of your school's leadership team review your evaluation data from last year to give you feedback?

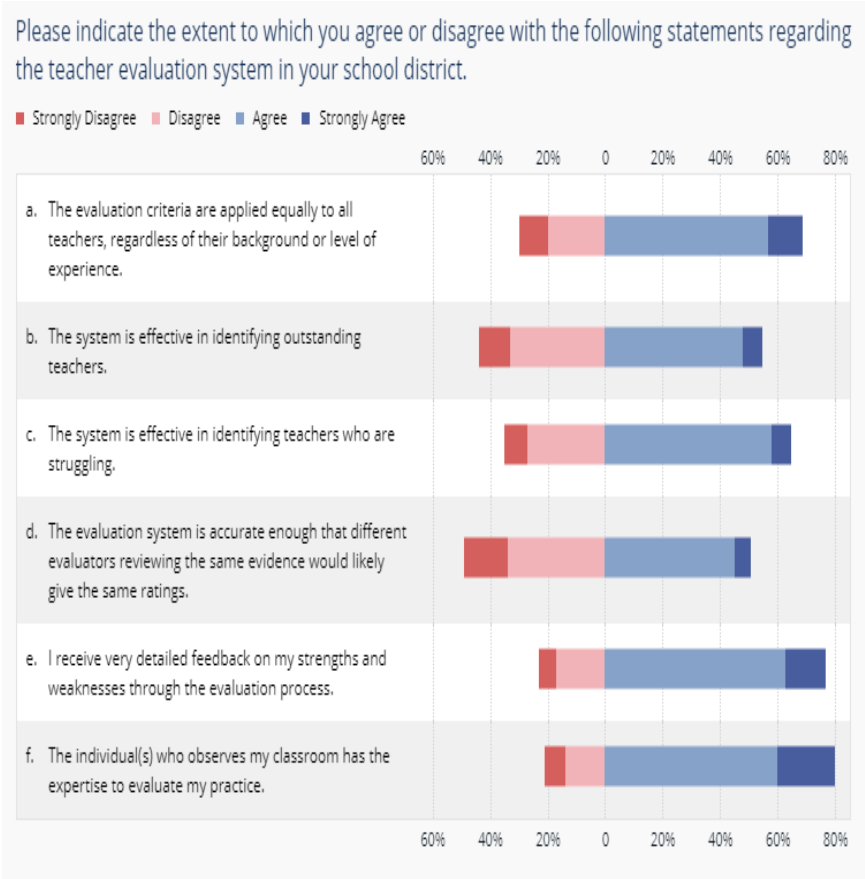


How much action did you take this year as a result of that feedback?

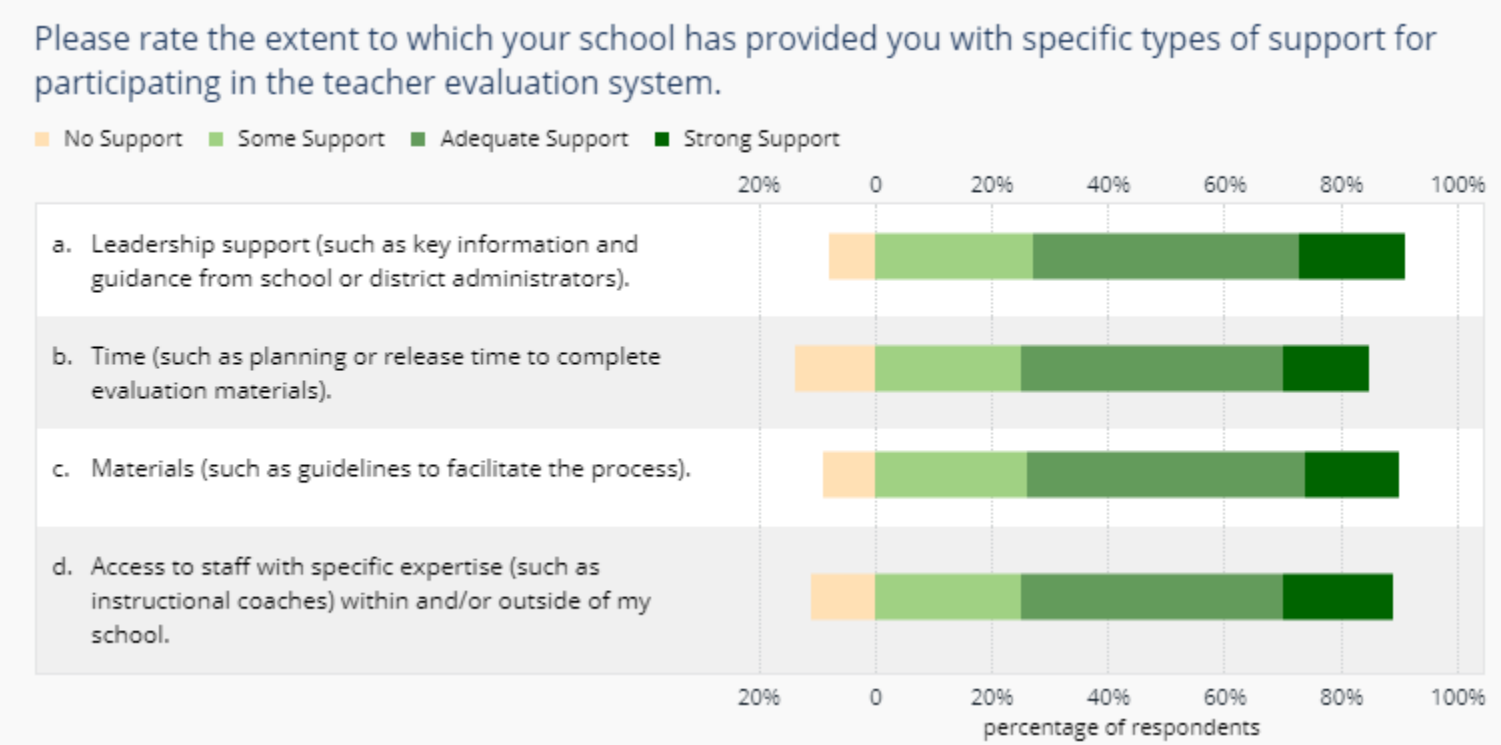


TN Educator Survey





TN Educator Survey



TN Compass

- Growth and Achievement Selection
- Evaluation Scores by Educator
- Observation Data Export

C1 Evaluation- “Look Fors”

Standard C: Professional Learning & Growth Look Fors			
Indicator	**5** **Significantly Above Expectations**	**3** **At Expectations**	**1** **Significantly Below Expectations**
C1: Evaluation Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model and uses educator evaluation data to inform, assess, and adjust professional learning goals and plans			

C1: Evaluation Debrief

- At your table, discuss the following:
  - what you have learned about the expectations for this indicator
  - what you have learned about evidence collection for this indicator
  - what you have learned about how to build your knowledge of other indicators on the rubric

Understanding the Rubric

- At your table, repeat the process and chart your findings for the following indicators:
  - Ownership
  - Evaluation

- Differentiate between performance levels 5, 3, 1.
- Identify the “look fors” for the indicator.
- Identify the potential sources of evidence.

Feedback

Feedback: The Key to Improving

- 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

Feedback Conversation

Feedback Conversation

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.”
- 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?

Grievances

Grievances

- Statute and policy require districts to implement **local-level grievance procedures** to provide a means for evaluated leaders to challenge **accuracy of the data** used in evaluations and **adherence to evaluation policies.**

- **Observation ratings cannot be challenged.**

Greivances

- Situations in which an educator can file a grievance:
  - **Fidelity** of the TEAM **process**
  - **Accuracy** of the TVAAS or achievement **data**

- Grievances must be filed **no later than 15 days** from date educator receives the results for each component, otherwise grievance considered **untimely and invalid.**

- Access **Guidance for Grievance** document.

The Certification Test

The Certification Test

- Once you **pass** the certification test, you will:
  - Be **notified via email** that you have passed certification
  - Receive an **evaluation credential** in TNCompass.
  - Be given **access to the evaluation process** in TNCompass

The Certification Test

- Within the next **7–10 working days**, you should receive an email with login information for certification test.
- **Be sure your attendance information is complete and correct, especially your official work e-mail address.**
- **Testing window ends Feb. 15.**
  - In the absence of correct information, you will not receive the testing information, and will not be able to take the certification test. If this occurs, you will not be certified to conduct observations in 2018-19.
  - There are ***NO*** exceptions!
- Contact TDOE.LMS@tn.gov with any problems or questions related to the testing platform.

The Certification Test

- Once you **pass** the certification test, you will:
  - Be **notified via email** that you have passed certification
  - Receive an **evaluation credential** in TNCompass.
  - Be given **access to the evaluation process** in TNCompass.

TASL

- This training is a TASL-approved event for 7 hours.
- To receive TASL credit, upload the certification email that you receive on Feb. 17 into TNCompass.
- The event name is TEAM Administrator Evaluator Training-January 2019.

Resources

- For more information on TEAM, visit the TEAM website at http://team-tn.org
- Be sure to sign up for the weekly TEAM Update when visiting the TEAM website!!
- With policy questions related to TEAM, contact TEAM.Questions@tn.gov.
- With technical questions related to TNCompass, contact support@TNCompass.org.
- With technical questions related to certification, contact TDOE.LMS@tn.gov.

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