



TEAM Administrator Evaluator Training 2016-17

Today's Agenda

- **Chapter 1:** Introductions, Welcome and Purpose
- **Chapter 2:** Administration Evaluation Process
- **Chapter 3:** Understanding the Rubric
- **Chapter 4:** Evidence Collection and Scoring
- **Chapter 5:** Providing Feedback, Taking Action
- **Chapter 6:** Quantitative Components



Chapter 1: Introductions, Welcome and Purpose

Introductions

Please put the following information on your name tent.

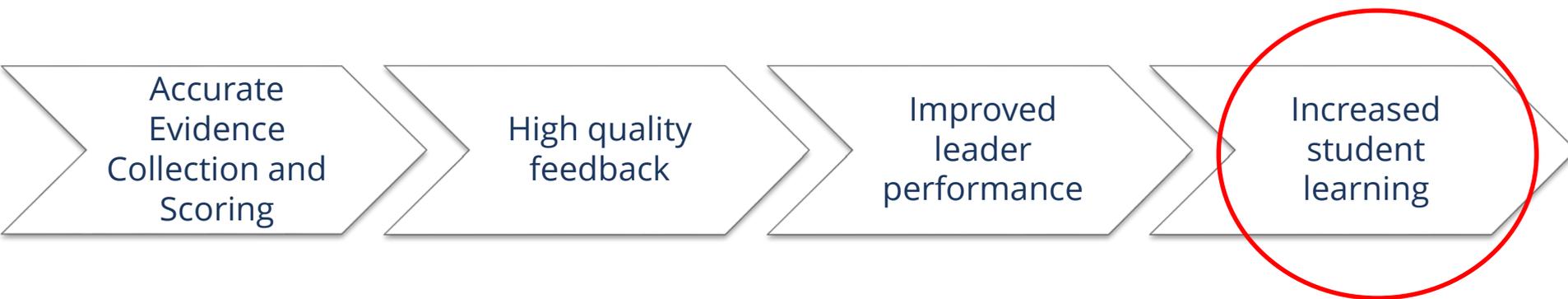
- Name
- District/School
- Role

Norms

- Keep your focus and decision making centered on students and educators.
- Be present and engaged.
 - Limit distractions and sidebar conversations.
 - If urgent matters come up, please step outside.
- Challenge with respect, and respect all intentions.
- 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.

Why Do We Evaluate Administrators?

To provide high quality feedback that deepens skills and improves leader performance, leading to increased student learning.



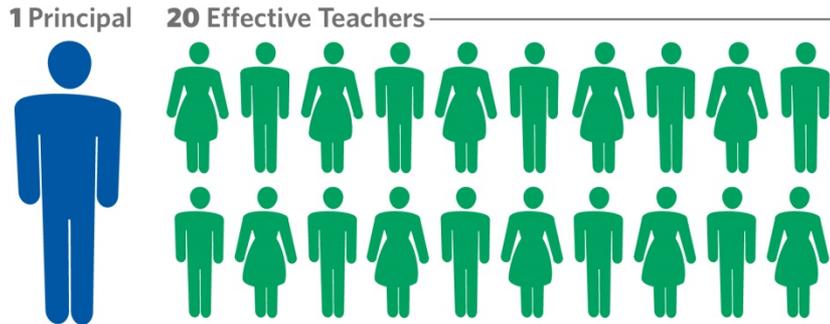
The administrator evaluation encourages intensive, instructionally focused dialogue between myself and my administrators. It allows me to direct them to be more reflective in their practices. Reflection and the intensity of the practices in the rubric will result in improved student achievement.

Shawn Kimble, director of schools, Lauderdale County Schools

Leadership Matters

Amplify Learning Outcomes

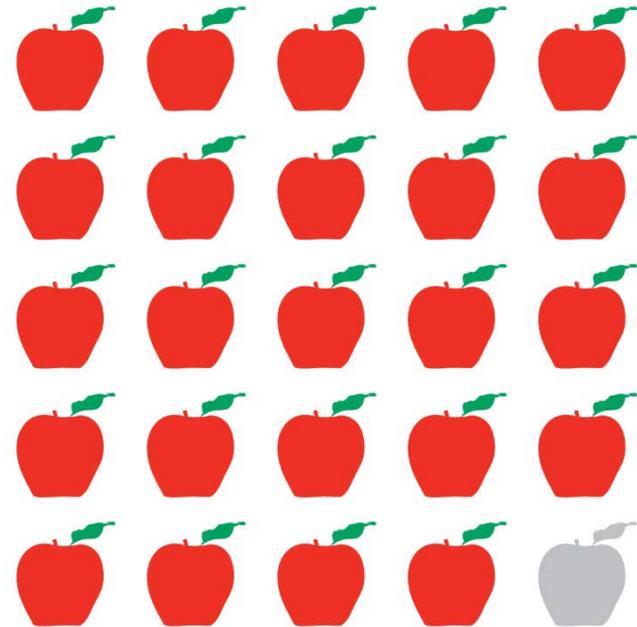
LEADERS HAVE A MULTIPLIER EFFECT



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.

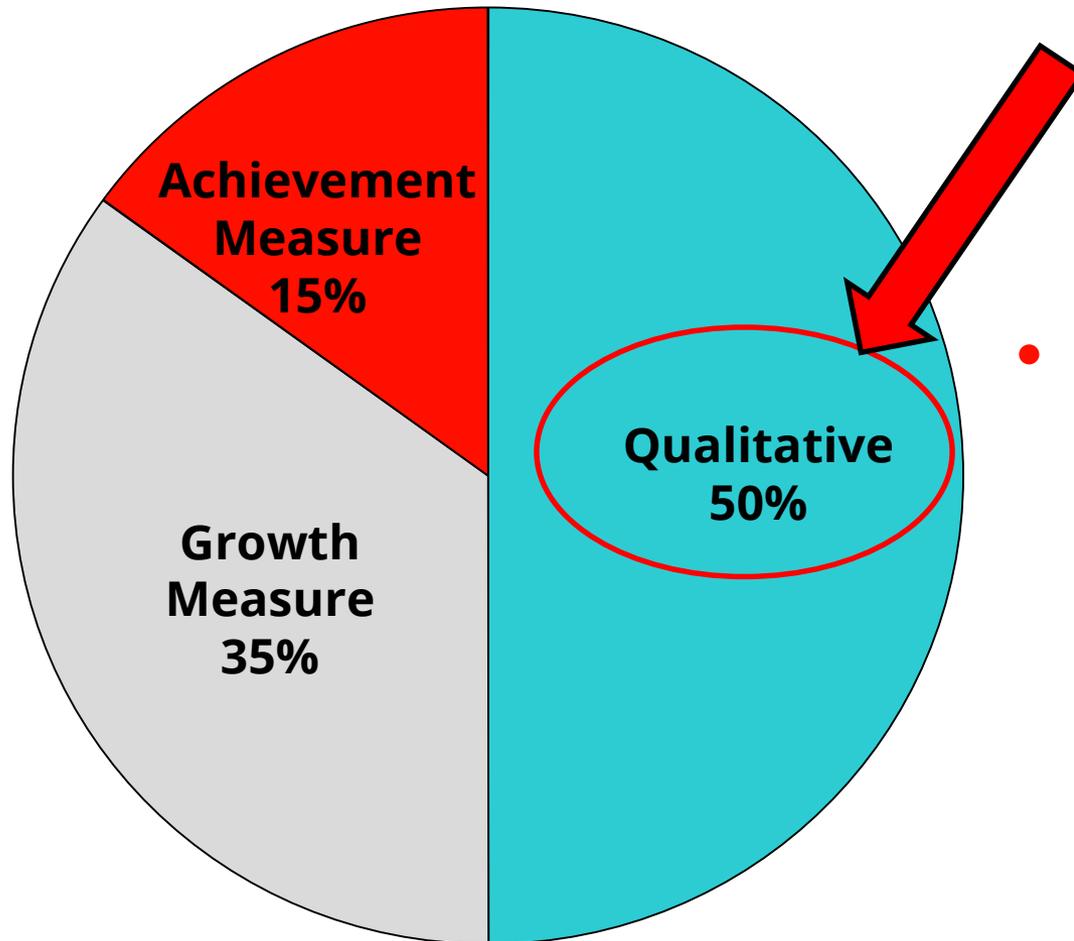
25%

Leithwood, K., Louis, K.S., Anderson, S., & Wahlstrom, K. (2004). How leadership influences student learning. New York: The Wallace Foundation. Available at www.wallacefoundation.org/knowledge-center/schoolleadership/key-research/Pages/How-Leadership-InfluencesStudent-Learning.aspx



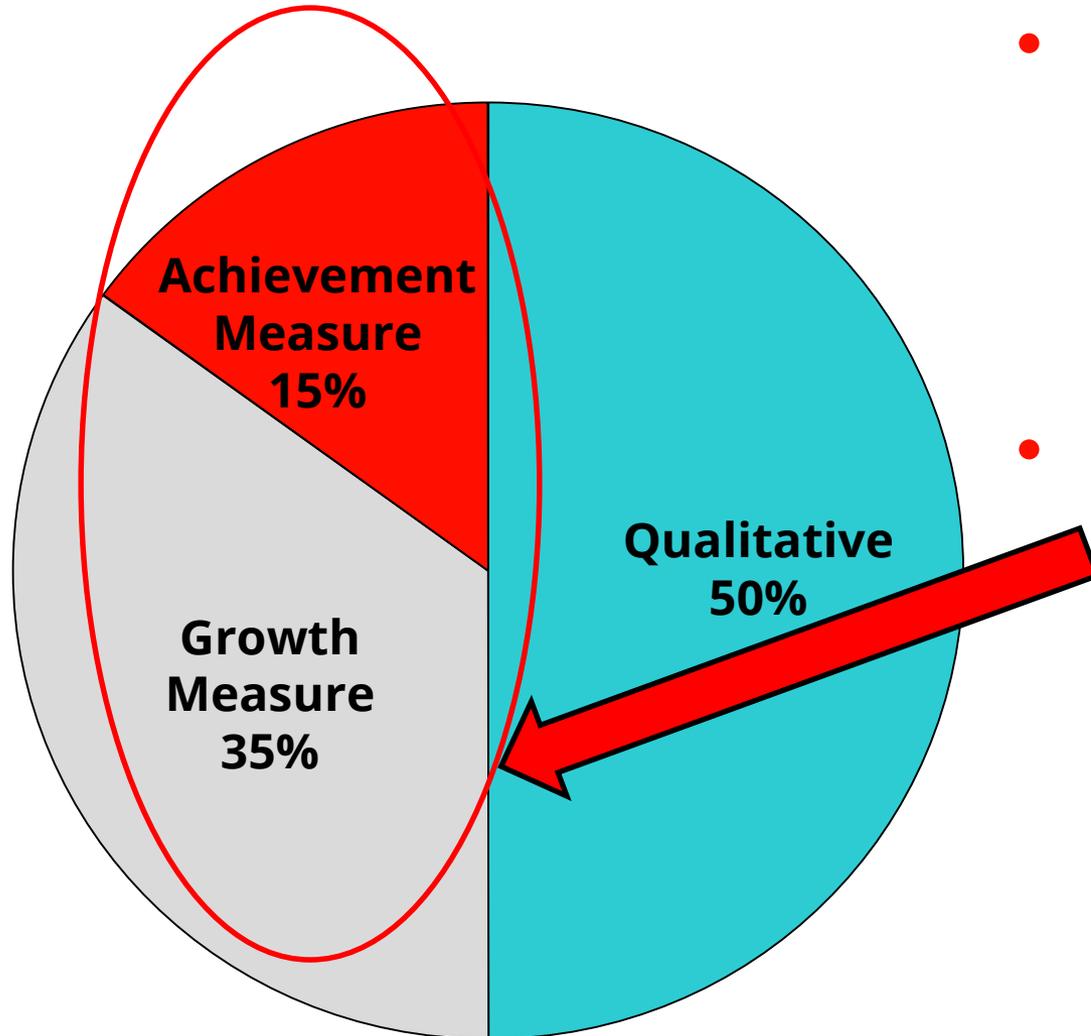
Chapter 2: The Administrator Evaluation Process

School Leader Evaluation Components



- **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

School Leader Evaluation Components



- **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

TVAAS

The Tennessee Value-Added Assessment System (TVAAS) measures the impact schools and teachers have on their students' academic progress. ***TVAAS measures student growth, not whether the student is proficient on the state assessment.*** TVAAS helps educators identify best practices and implement programs that best meet the needs of their students, as well as make informed decisions about where to focus resources to ensure growth opportunities for all students.

HISTORY OF TVAAS

- In Tennessee, the Tennessee Value-Added Assessment System (TVAAS) was developed in an attempt to measure the impact teachers have on students' academic growth.
- TVAAS was created on the foundational belief that “society has a right to expect that schools will provide students with the opportunity for academic gain **regardless** of the level at which the students enter the educational venue.”
- In other words, those schools or teachers labeled as most effective by a TVAAS measure *should* be those who provide high-quality educational opportunities for all students.

TVAAS Activity

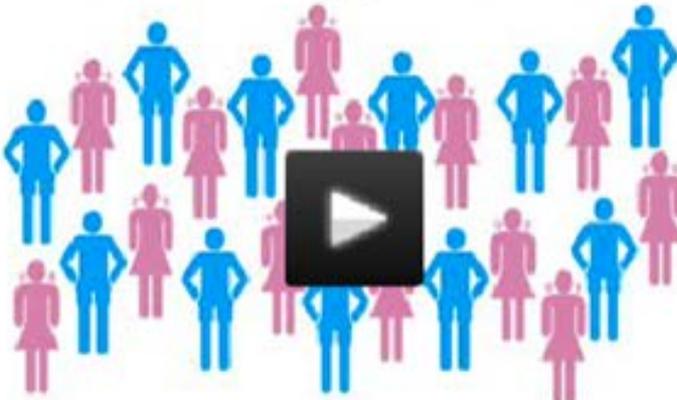
- Participants will read the TVAAS information in their supplemental materials for 7 minutes
- Participants will share their information beginning with:
StandUp, HandUp, PairUp
 - Participants stand up, put their hand up and quickly find a partner with whom to share or discuss starting with “the most important fact(s) I found in this article is (are).”
- Participants will now move to **Timed Pair Share**
 - In pairs, participants will be given 2 minutes each to share with their partners what they thought were the important points made in the TVAAS article—try not to repeat what your partner has said

How TVAAS Works



SchoolTube

**To measure a teacher's impact,
we don't look at just one student**



but at the performance of the entire class.

0:00 / 0:00

Administrator Evaluation Process

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

Administrator Evaluation Process

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

Administrator Evaluation Process

Summer

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

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.**

Key Evaluation Deadlines

Activity	Deadline
Growth and Achievement Selections	Oct. 15
Cycle 1 evidence collection complete with scores submitted	Jan, 15
Cycle 2 evidence collection complete with scores submitted	June 24
Bridge conference complete	Prior to first day of school in 2016-17

Evidence Collection Periods

- 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.

Bridge Conference

- 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.

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.

Local Decisions

While the formal process for administrator evaluation has been streamlined, there are several powerful practices that local districts have flexibility in implementing:

- Using survey data to inform scoring (required)
- Using self reflections (optional)
- Using action plans (optional)



Chapter 3: Understanding the Rubric

Focus on Leadership

- Research* shows that the two most important leadership factors in increasing student achievement are:
 - Cultivating leadership in others
 - Improving the quality of instruction
- These themes are greatly emphasized throughout the administrator evaluation rubric.

**How Leadership Influences Student Learning* Leithwood, Louis, Anderson and Wahlstrom (2004)

Getting to Know the Rubric

The rubric includes:

- An overview that emphasizes the importance of a school's vision
- Research that informed the Administrator Rubric
- 4 TILS Standards (3 instructional standards and 1 management)
- 17 indicators
- Multiple descriptors for each indicator
- 2 types of evidence for each indicator
 - Practices = Qualitative Data
 - Outcomes= Observable Data
- A brief *Glossary of Terms*

Standard A: Instructional Leadership for Continuous Improvement

Capacity Building

Data Analysis and Use

Interventions

Progress Monitoring

Standard B: Culture for Teaching & Learning

Leveraging Educator Strengths

Environment

Family Involvement

Ownership

Recognition and Celebration

Standard C: Professional Learning & Growth

Evaluation

Differentiated Professional Learning

Induction, Support, Retention, & Growth

Teacher Leaders

Self Practice

Standard D: Resource Management

Community Resources

Diversity

Employee & Fiscal Management

Indicator	5	3
<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

Rubric Study

Instructions:

- Trainer will assign the standards to table/groups.
- Highlight key words and phrases at a Level 3 (proficient) for the assigned standard.
- Then, highlight key words and phrases at a Level 5 (exemplary) for the assigned standard.
- Compare Level 5 and Level 3 practices and note differences. Discuss with a partner.
- Participants will report out.

Professional Learning Community Defined

- A professional learning community, or **PLC**, is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.*
- Visiting a PLC can offer the opportunity for an evaluator to gather evidence from multiple indicators
- It can also reflect shared leadership

*DuFour, DuFour, Eaker and Many, 2010, p. 11.

Visualizing Specific Indicators

Indicators	Looks Like	Sounds Like	Sample Evidence	District Supports
Capacity Building				
Interventions				
Leveraging Educator Strengths				
Differentiated Professional Learning				
Induction, Support, Retention, & Growth				
Teacher Leaders				
Evaluation				

Visualizing Specific Indicators

Indicator	Looks Like
Capacity Building	<p>Principal identifies a teacher who is highly effective at using complex and appropriately challenging texts to drive student achievement.</p> <p>The principal supports this teacher in leading a group of peers on how to incorporate complex texts in their classrooms.</p>

Visualizing Specific Indicators

Indicator	Sounds Like
Capacity Building	<p>Principal engages in conversation with teacher asking questions about her use of complex and appropriately challenging texts to drive student achievement.</p> <p>Principal models protocols for teacher directed dialogue around best practices for use of complex texts. Teacher leader asks guiding questions developed in collaboration with the principal. Questions focus on student achievement outcomes.</p>

Visualizing Specific Indicators

Indicator	Sample Evidence
Capacity Building	<p>Classroom observations that reflect changes in teaching practices based on the teacher-led peer group.</p> <p>Pre- and post-test data following implementation of a collaboratively developed lesson plan using complex text.</p>

Visualizing Specific Indicators

Indicator	District Supports
Capacity Building	<p>District leader creates an opportunity for a principal to observe a school with strong teacher-led peer groups.</p> <p>A district coach supports principal in analyzing teacher evaluation and student achievement data to identify potential teacher leaders.</p> <p>The district coach supports principal in giving high quality feedback to the teacher leader to improve future peer group meetings.</p>



Chapter 4: Evidence Collection

Importance of Evidence Collection

- The following opportunity to collect evidence will provide a valuable snapshot of specific leader practices but is not all-inclusive.
- Collecting multiple sources of evidence (balanced between practices and outcomes) through a variety of methods over time helps inform a more comprehensive picture of leader strengths and areas for growth.

Scoring Steps

1. Use your collected evidence to discuss with your shoulder partner your observation of this practice around the identified indicators
2. Discuss with your table group your take-aways from this practice
3. Facilitator will call on groups to share out

Indicators:

- Capacity Building
- Data Analysis and Use
- Leveraging Educator Strengths
- Teacher Leaders

Kingsport City Video



Scoring Steps

1. Use your collected evidence to discuss with your shoulder partner your observation of this practice around the identified indicators
2. Discuss with your table group your takeaways from this practice
3. Facilitator will call on groups to share out

Indicators:

- Capacity Building
- Data Analysis and Use
- Leveraging Educator Strengths
- Teacher Leaders

Shared Leadership Culture

What needs to be in place in order to achieve a culture of shared leadership that we just witnessed in the Kingsport City video?

The Kind of Culture We Seek



=



Shared Leadership

Shared leadership refers to the school leader's ability to maximize all of the human resources in an organization by strategically developing and supporting individuals and giving them an opportunity to take leadership positions in their areas of expertise.

Building Capacity in Shared Leadership

Creating and sustaining schools committed to student-centered personalization and instructional practices requires substantial investment in developing and supporting staff capacity. Listed are a few of the capacity building elements:

- An investment in creating a shared school-wide vision
- Supporting grade level teacher collaboration
- Enriching teacher expertise in pedagogy
- Curriculum
- Assessment
- Academic support
- Providing opportunities for staff to reflect on their practice
- Distributing leadership to include teachers

Shared Leadership Indicators in the Rubric

- Capacity Building
- Data Analysis and Use
- Interventions
- Leveraging Educator Strengths
- Recognition and Celebration
- Differentiated Professional Learning
- Induction, Support, Retention and Growth
- Teacher Leaders

Shared Leadership Connections found in the Teacher Professionalism Rubric

- Review the professionalism rubric for teachers
- Where do you see the connection(s) of shared leadership in the administrator rubric to the professionalism rubric for teachers?
- How will this impact your evidence collection of shared leadership?

Professionalism Rubric

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Professional Growth and Learning	<ul style="list-style-type: none"> • Uses feedback from observations and self-assessment to significantly improve performance in identified areas of need • Consistently prepared and highly engaged in professional learning opportunities • Engages in evaluation process with eagerness by seeking out feedback from both supervisors and colleagues • Consistently self-reflects on evidence of instruction, accurately matching evidence to the rubric in both areas of strength and areas of growth 	<ul style="list-style-type: none"> • Uses feedback from observations and self-assessment to implement and reflect on personal improvement strategies • Prepared and engaged in professional learning opportunities • Engages in evaluation process with evidence of focus on improving practice and openness to feedback • Self-reflections on evidence on instruction largely match the expectations of the rubric 	<ul style="list-style-type: none"> • Inconsistently uses feedback from observations to improve. Demonstrates little evidence of growth on targeted indicators • Unprepared or disengaged in professional learning opportunities provided • Engages in evaluation process without evidence of focus on continuous improvement of practice • Self-reflections do no match the expectations of the rubric or assessment of the evaluator
Use of Data	<ul style="list-style-type: none"> • Systematically and consistently utilizes formative and summative school and individual student achievement data to: <ul style="list-style-type: none"> ○ Analyze the strengths and weaknesses of all his/her students ○ Plan, implement, and assess instructional strategies to increase student achievement and decrease achievement gaps between subgroups of students ○ Plan future instructional units based on the analysis of his/her students' work ○ Reflect on use of instructional strategies that led or impeded student learning 	<ul style="list-style-type: none"> • Utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions to increase student achievement • Analyzes student work to guide planning of instructional units 	<ul style="list-style-type: none"> • Rarely utilizes student achievement data to address strengths and weaknesses of students to guide instructional decisions related to student achievement

Professionalism Rubric

School and Community Involvement	<ul style="list-style-type: none"> Regularly organizes and leads school activities and events that positively impact school results and culture Always adheres to school and district personnel policies and serves as a leader and model for others Regularly works with peers to contribute to a safe and orderly learning environment and actively facilitates improvement in school-wide culture 	<ul style="list-style-type: none"> Regularly supports and contributes to school activities and events Regularly adheres to school and district personnel policies Regularly works with peers to contribute to a safe and orderly learning environment 	<ul style="list-style-type: none"> Rarely supports school activities and events Inconsistently adheres to school and district personnel policies Rarely works with peers to contribute to a safe and orderly learning environment
Significantly Above Expectations (5)		At Expectations (3)	Significantly Below Expectations (1)
Leadership	<p>Actively and consistently contributes to the school community by assisting and/or mentoring others, including successful engagement in three or more of the following:</p> <ul style="list-style-type: none"> Collaborative planning with subject and/or grade level teams Actively leading in a professional learning community Coaching/mentoring Supervising clinical experiences Leading data-driven professional opportunities 	<p>Contributes to the school community by assisting others, including at least two of the following:</p> <ul style="list-style-type: none"> Collaborative planning with subject and/or grade level teams Actively participating in a professional learning community Coaching/mentoring Supervising clinical experiences 	<p>Inconsistently contributes to the school community by assisting and/or mentoring others</p>



Chapter 5: Providing 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.
 - Ex. 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.”

Reinforcement Activity

Principal has established a culture of shared leadership. The leadership team makes decisions with his oversight. Teachers are engaged in the analysis of data—all data. Parents and community are strongly encouraged to participate and to participate in the overall school program.

Actual statement found from previous evaluations

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?”

Refinement Activity

Principal should provide specific feedback on the lesson plans observed in Tier 1 fidelity monitoring. Some teachers need more standards-based planning. There is also a need for more detail in some lesson plans. These teachers should be monitored more than once per nine weeks to ensure fidelity in the Tier 1 instruction.

Actual statement found from previous evaluations

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?”*

Characteristics of a Highly Effective Feedback Conversation

- The administrator being evaluated does most of the talking.
- The administrator being evaluated reflects on strengths and areas for improvement.
- Evaluator asks open ended questions to prompt reflection.
- The administrator being evaluated actively seeks recommendations for improvement.
- Dialogue focuses on leadership practices, student learning, and desired outcomes.
- Both administrators collaborate to develop improvement goals.

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 Conversations

- 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

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?
- That coaching questions can be found on the <http://team-tn.org> website?

Common Practices: Multiple Observers

Use teams for principal observations. Newer principals have teams of three, while more experienced principals have teams of two. The superintendent is always on the team for new principals. Six district administrators also conduct principal evaluations. Each principal has a lead evaluator who is consistent for both observations. The other team members will change. The lead evaluator is responsible for facilitating the consensus meeting when the team reviews notes from the visit and scores the educator on each indicator. The lead is also responsible for recording the scores in TNCompass and conducting the post-conference.

Common Practices: Collection of Artifacts

- Use a shared OneNote notebook, with tabs for each of the TILS. This makes it easier for principals to collect, share, and receive feedback about evidence and artifacts throughout the year.
- Establish a shared OneNote folder for each administrator, organized by strands, so he/she can share further evidence for indicators. For example, administrators may include samples of staff, parent, or community newsletters in the folder to highlight specific indicators.

Common Practices: Observation Practices

- Observe a school leadership meeting and look for the diversity of team members, shared leadership, and accountability among staff.
- Observe TEAM walk-throughs and ask the administrator to send a copy of the feedback shared with the teachers following the walk-through.
- Observe a post-conference with a teacher. It is a good idea to have the principal check with the teacher first to make sure he/she is comfortable with being observed in that setting.

Principal Peer Partnership (P3)

- Given the isolating, overwhelming, and changing nature of the demands facing instructional leaders, P3 was launched to establish a system of collaboration and support for instructional leaders.
- It is intended to help administrators engage in reflective dialogue among peers to improve practices.
- P3 places participating administrators, selected by their director of schools, with a peer administrator in a neighboring district to form a peer partnership.
- This peer partnership seeks to improve refinement practices as identified in the administrator evaluation process for both administrators.

The Principal Peer Partnership (P3)

P3 is a system of collaboration and support for school leaders based on Teacher Peer Excellence Groups (TPEG)

Superintendents
select principals
who will be paired
with a peer
principal in a
neighboring
district



Site Visits



Follow-Up
Conversations

Possible Site Visit Activities

Collaboration around Individual Action Plans related to identified refinement indicators

Observation of a leadership team meeting or PLC

Observation of a school leader engaged in some component of teacher evaluation

Discussion of intervention schedules and plans

Collaboration around school culture

Review of key school and grade level data to identify strategies for gap closure.

Self-Reflection and Action Plan-Why?

- The Self-Reflection and Action Plan are useful tools to start a conversation at the beginning of the year between the evaluator and the administrator. They can be found on the TEAM-tn.org website.
- Instead of administrators waiting until January to begin working on a refinement area, they can begin in August.

*Remember that the Self-Reflection and Action Plan are ***recommended*** resources, but are not required.



Chapter 6: Quantitative Measures

Growth Overview

- State law requires value-added to count as 35 percent of the total evaluation score for administrators.
- Administrators use school-wide or system-wide TVAAS composites.
- There are different school-wide and system-wide TVAAS composites available including:
 - Overall
 - Literacy
 - Numeracy
 - Literacy and numeracy

Achievement Overview

The 15 percent achievement measure is a yearly goal set by the educator and his/her evaluator that is based on current year data.

Scaling the Achievement Measure

Scales should be determined with the following frame 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

NOTE: Scaling is not necessarily standardized for all administrators. School and student baselines should inform scale and goal attainment.

Beginning of the Year Conference

- Evaluator communicates the growth measure selection.
- Evaluator and administrator choose the 15 percent achievement measure.
- Evaluator and administrator scale the 15 percent achievement measure.

Resources

E-mail

- Director of TEAM Training: Kaneal.Alexander@tn.gov
- Questions: TEAM.Questions@tn.gov
- Training: TNEP.Registration@tn.gov

Websites

- NIET Best Practices Portal: Portal with hours of video and professional development resources.
www.nietbestpractices.org
- TEAM website: www.team-tn.org

Newsletter

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

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

- **MAKE SURE YOU HAVE PUT AN 'X' BY YOUR NAME ON THE ELECTRONIC ROSTER!**
 - Please also make sure all your information is correct.
 - If you don't sign in, you will not be able to take the certification test and will have to attend another training. There are **NO** exceptions!
- Within the next 7-10 working days, you should receive an email invite to the portal.
 - Contact support@niet.org with any problems or questions.
- 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.



Department of
Education

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