



BEST FOR ALL

We will set all students on a path to success.

TEAM Administrator Evaluator Recertification Training Module

2020-21



BEST FOR
ALL

We will set all students on a path to success.

ACADEMICS

ALL TENNESSEE STUDENTS WILL
HAVE ACCESS TO A HIGH-QUALITY
EDUCATION, NO MATTER WHERE
THEY LIVE

WHOLE CHILD

TENNESSEE PUBLIC SCHOOLS
WILL BE EQUIPPED TO SERVE THE
ACADEMIC AND NON-ACADEMIC
NEEDS OF ALL STUDENTS

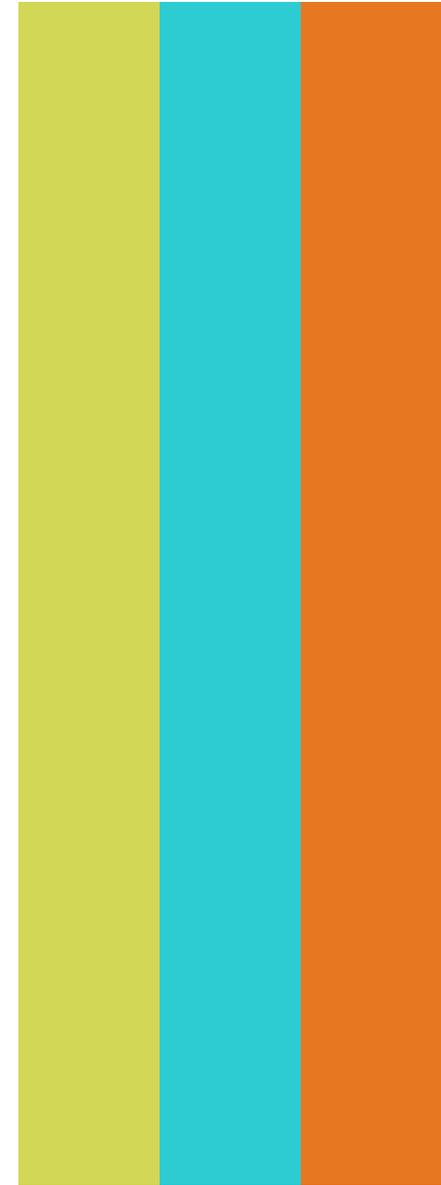
EDUCATORS

TENNESSEE WILL SET A NEW PATH
FOR THE EDUCATION PROFESSION
AND BE THE TOP STATE TO
BECOME AND REMAIN A TEACHER
AND LEADER



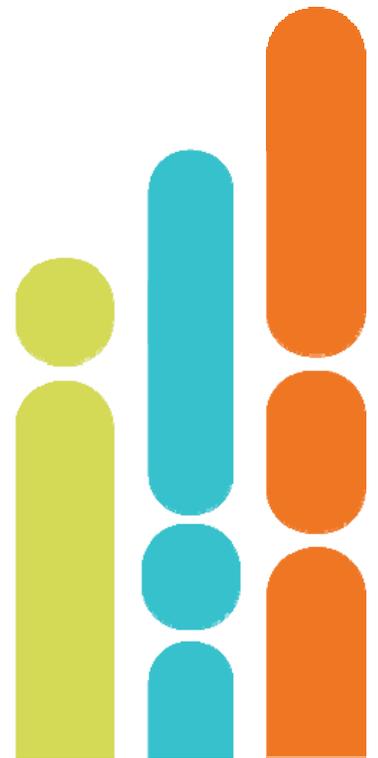
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Norms

- Be open to learning.
- Approach this work through the lens of effective leadership practices to bring positive teacher and student outcomes.
- Be present and engaged.
 - Limit distractions.
 - Pause and return if necessary.
- Thoughtfully interact with the tasks.
- Consider how to integrate new learning with current practices.



Learning Outcomes

TEAM administrator evaluator training will prepare leaders to:

- implement an accurate, fair, credible, rigorous, and transparent evaluation system
- create meaningful and actionable feedback for administrators,
- pass the TEAM certification test, and
- utilize TEAM to improve educational outcomes for administrators, teachers, and students.





Agenda

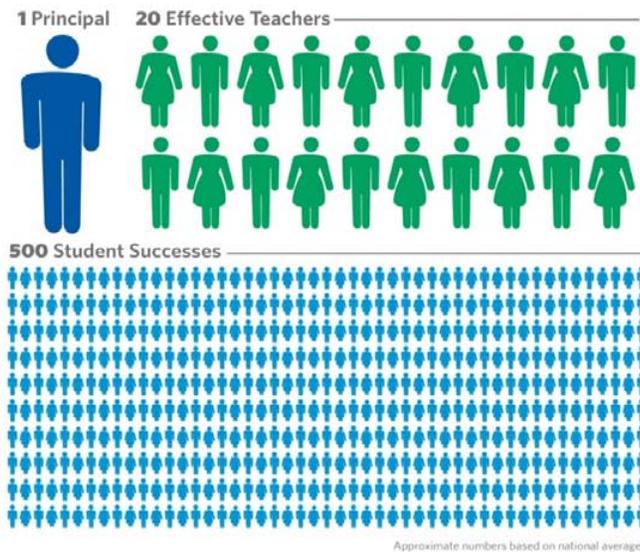
- Overview of TEAM
 - Value of Evaluation Data
 - Theory of Action
- Generating a LOE
- Observation Cycle
- Deadlines
- Tennessee Instructional Leadership Standards & TEAM Administrator Observation Rubric
- Feedback
- Logistics



Leadership Matters

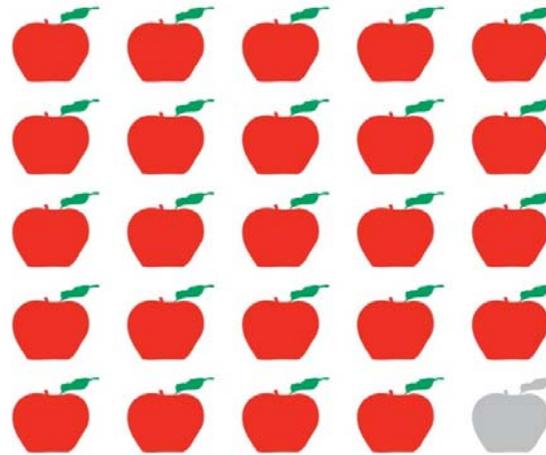
Amplify learning outcomes

LEADERS HAVE A MULTIPLIER EFFECT



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.

EDUCATORS

Why Evaluate Administrators

“An investment in knowledge always pays the best interest.”

-Benjamin Franklin



Improved leader performance

High-quality actionable feedback

Improved teaching and learning

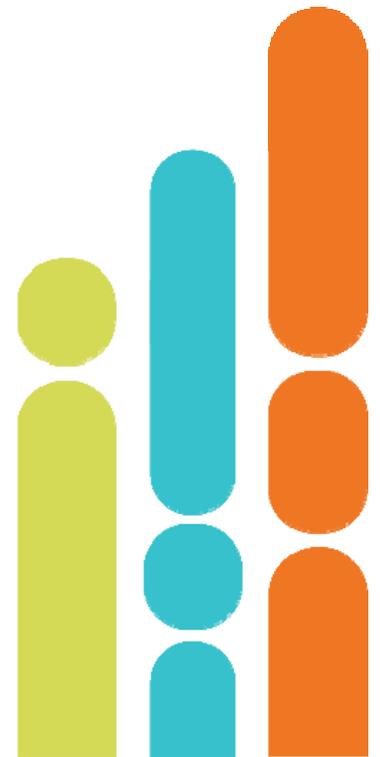
Better outcomes for students

The Importance of Evaluation Data



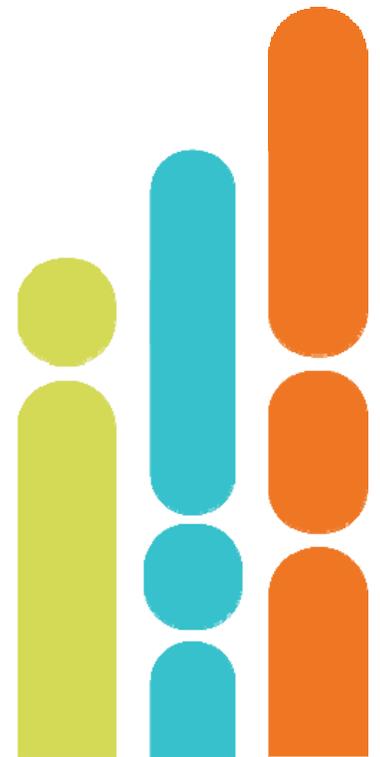
The Importance of Evaluation Data

- The primary purpose of annual teacher and school administrator evaluation is to **identify and support instruction** that will lead to **high levels of student achievement**.
- Evaluations may be a factor in **employment decisions**, including, but not necessarily limited to, promotion and retention.



The Importance of Evaluation Data

- Educator preparation programs (EPPs) receive aggregate TEAM evaluation scores for their graduates.
- This data is used to make programmatic decisions.



Implementing TEAM

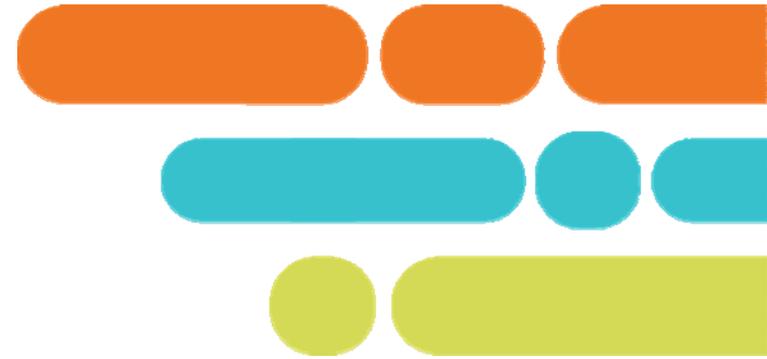


TEAM: Theory of Action

If TEAM is implemented:

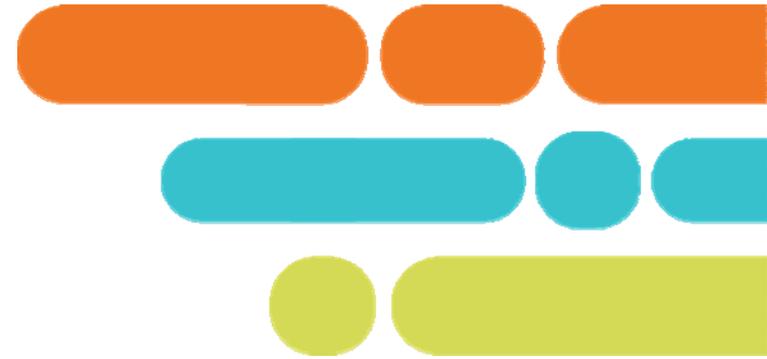
- accurately,
- fairly,
- credibly,
- rigorously, and
- transparently

then educators will believe in and utilize it to improve educational outcomes for all.



How should TEAM be implemented?

- **Accurately** – implemented with fidelity
- **Fairly** – completed without bias or distortion
- **Credibly** – produced by sources that are knowledgeable and reliable with similar results expected in similar situations
- **Rigorously** – based on clear standards of instructional excellence (as evidenced in the TEAM rubric) that prioritize student learning
- **Transparently** – shared expectations and outcomes are clear



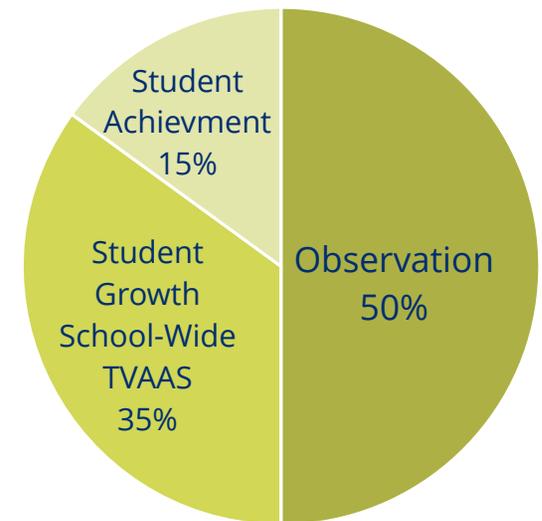
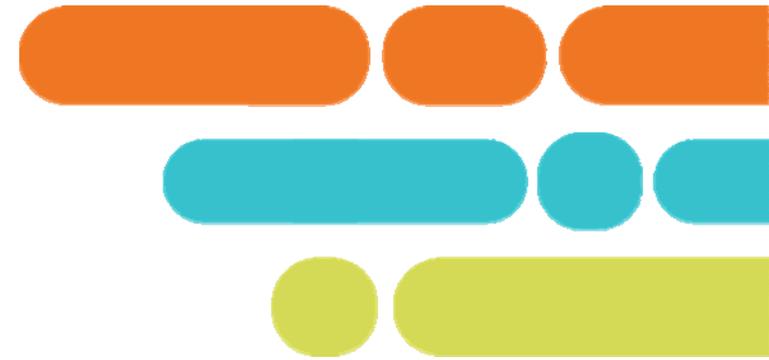
Creating Levels of Overall Effectiveness Scores



Level of Overall Effectiveness

LOEs are generated only when all of the evaluation components have been **entered** into TNCompass:

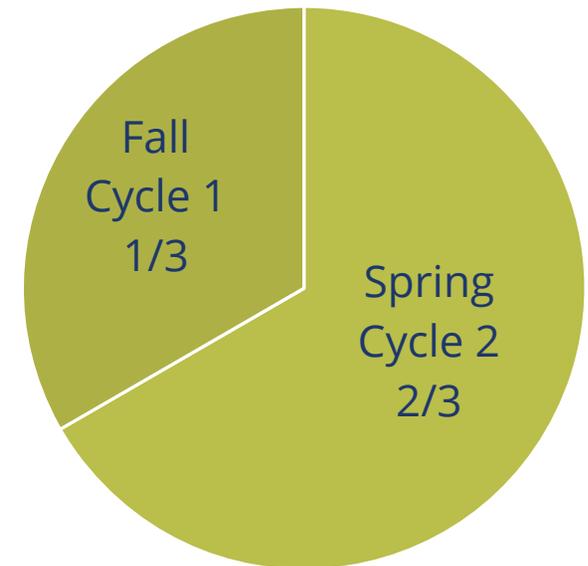
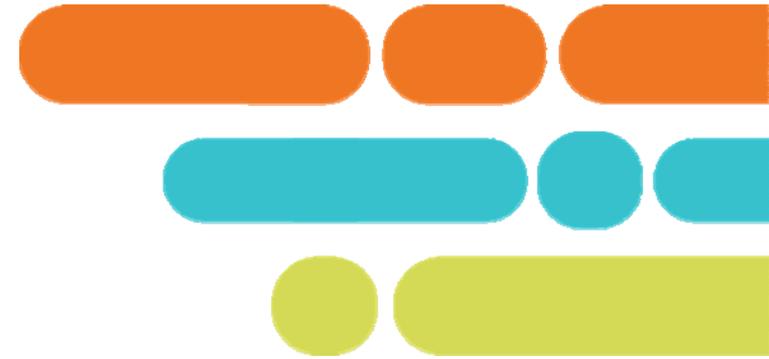
- Observation scores:
 - Average generated after conducting and entering **the required number** of observations into TNCompass
- Student growth
 - School-wide or system-wide TVAAS
- Student achievement
 - School-wide or system-wide composite



Observation Scores

Scoring is designed to allow administrators to show growth over the course of a school year.

- Cycle 1
 - Weighted at 1/3 of total observation score
 - Conducted in the fall
 - Standards A,B, and C of the rubric
- Cycle 2
 - Weighted at 2/3 of total observation score
 - Conducted in the spring
 - Standards A, B, C, and D of the rubric



Growth & Achievement

Growth

- System-wide or school-wide composite based on a single year's reporting
- Selections include TVAAS:
 - overall,
 - literacy,
 - numeracy,
 - a combined literacy and numeracy,
 - science, and
 - social studies.

Achievement

- The department approves assessments that show alignment to Tennessee's academic standards and meet all other state board requirements.
- Evaluators should meet with educators early in the school year to choose the measure most closely aligned to the educator's assignment.

Growth is the impact teachers and leaders have on their students' academic progress. Growth compares student performance to their own prior performance.

Achievement measures student performance at a single point in time and is often measured by percentage reaching proficiency.

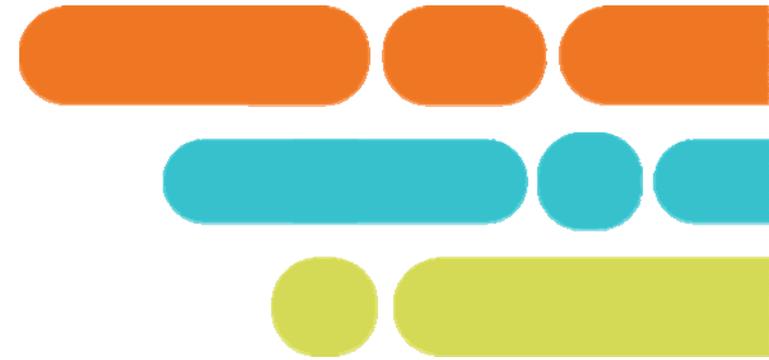
The Observation Cycle



The Observation Cycle

Consider the observation process as a cycle of:

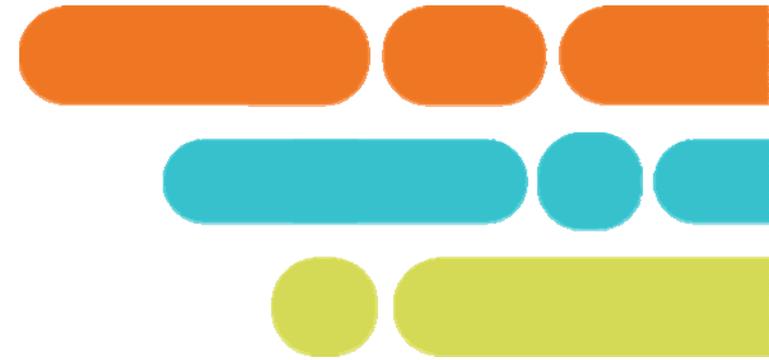
- planning,
- collecting evidence of leadership practice,
- coding and scoring that evidence, and
- providing feedback.



Observation Cycle: Plan the Bridge Conference

Step 1: A bridge conference that consists of two parts:

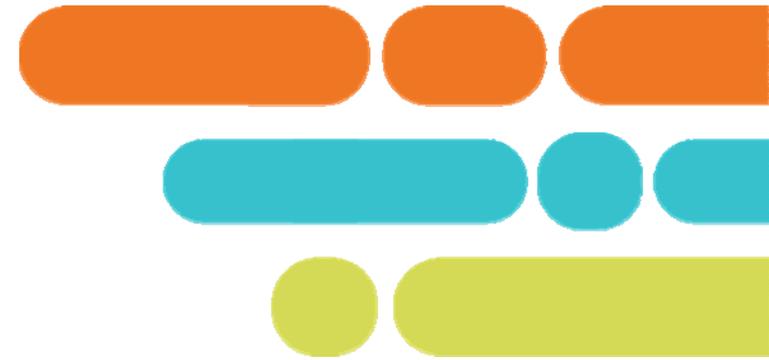
- A **summative conference** that includes a review of previous observation data and student outcome data
- A **formative conference** to identify administrator's individual growth goals



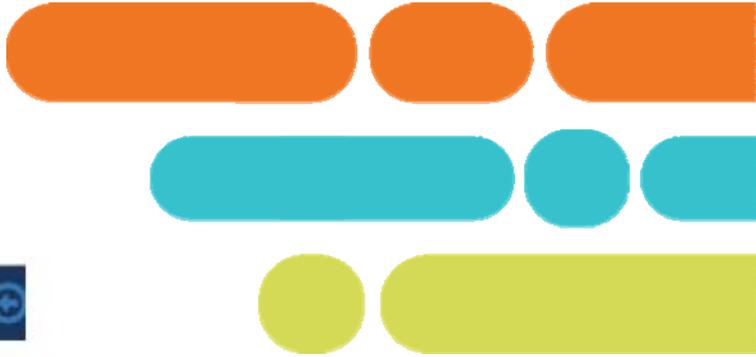
Observation Cycle: Plan the Bridge Conference

Bridge conference tips:

- Closely **review** evaluation data from the previous school year.
- Communicate the **purpose and goals** of the conference.
- Emphasize the need for **continuous improvement**.
- Provide **specific strategies**, based on your analysis of the administrator's areas for growth.
- **Include timelines** for regular check-ins.



Observation Cycle: Plan the Bridge Conference



First-Name, -Last-Name

Evaluations | **Licensure** | Staff Assignments

2015-2016 / County / Administrator Evaluation [View all evaluation\(s\)](#)

Evaluation Model: 2015-2016 TEAM Model
Coach Conversation Conducted:
Category: (blank)
Opt-in to Summative Observation:
L.O.E.: (blank)
Partial Year Exemption (PYE):
L.O.E. Override: (blank)
Exemption Note:
Scale Score: (blank)
Score Status: Pending Required Score(s)

Observation Rubric

Scores: Original: 3.79, Override:

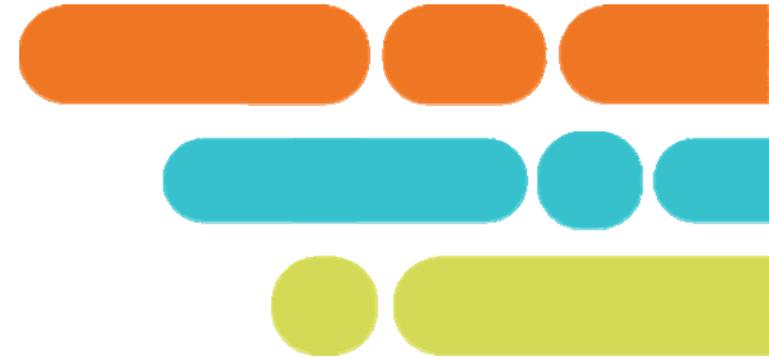
Observations	Date	Rubric	Observer	Location	Status	Walkthrough	Details
	11/20/2015 03:35 PM	TEAM Administrator Evaluation	Fritsler, Jazelle	High	Shared	No	View



Observation Cycle: Collect Evidence

Step 2: Schedule evidence collection opportunities.

- Given the wide range of responsibilities administrators have, it is vital to **collect evidence over time** rather than in a single school visit.
- Be **intentional** about the purpose of site visits and evidence sought.
- **Leverage multiple sources of evidence** that include observation of practices and analysis of outcomes.



Observation Cycle: Assess & Provide Feedback

Step 3:

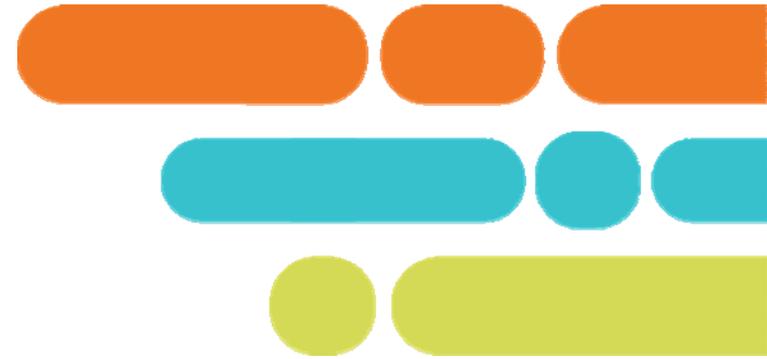
- Use the [TEAM administrator evaluation rubric](#) as a resource to assist in accurately rating practice and providing actionable feedback.



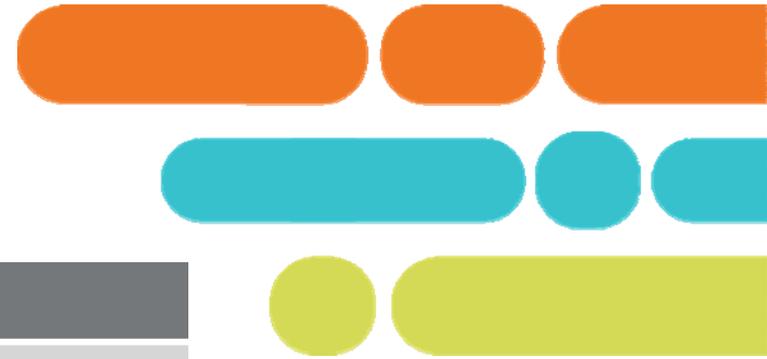
Stakeholder Surveys

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](#).



Key Evaluation Deadlines



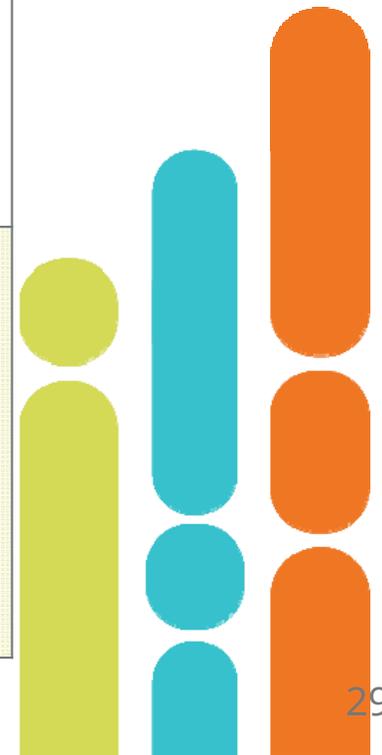
Activity	Deadline
Growth and Achievement Selections	Oct. 15
Cycle 1 evidence collection complete with scores submitted	Jan. 15
Cycle 2 evidence collection complete with scores submitted	June 15
Bridge conference complete	Prior to the beginning of the school year

Understanding the Standards (TILS)



What are the Tennessee Instructional Leadership Standards?

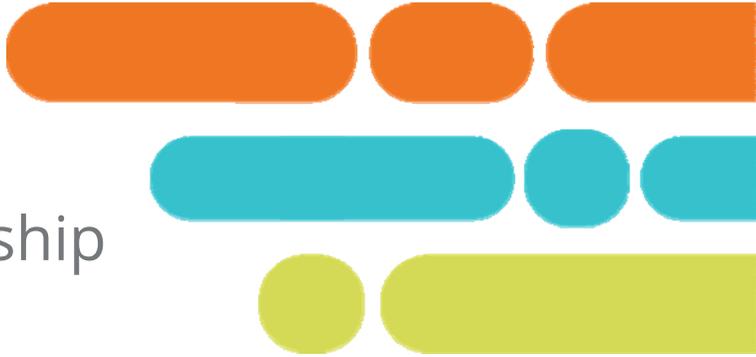
<p>Standard A: Instructional Leadership for Continuous Improvement</p> <p>An ethical and effective instructional leader <u>facilitates professional practice</u> that continually improves student learning.</p>	<p>Standard B: Culture for Teaching and Learning</p> <p>An ethical and effective instructional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



Understanding the TEAM Administrator Rubric

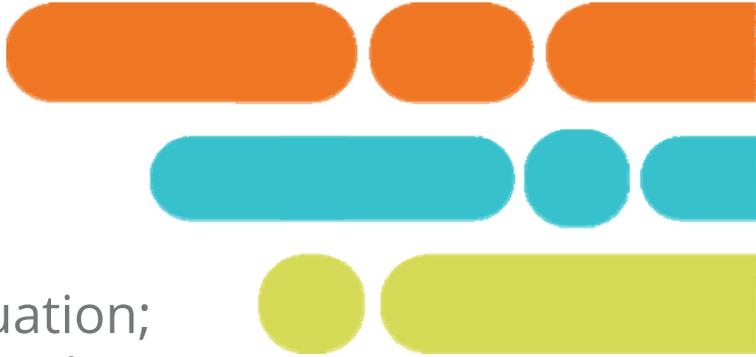


TEAM Administrator Rubric



- Aligns 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
- Allows for reflective dialogue among and between peers and evaluators to improve practice

TEAM Administrator Rubric



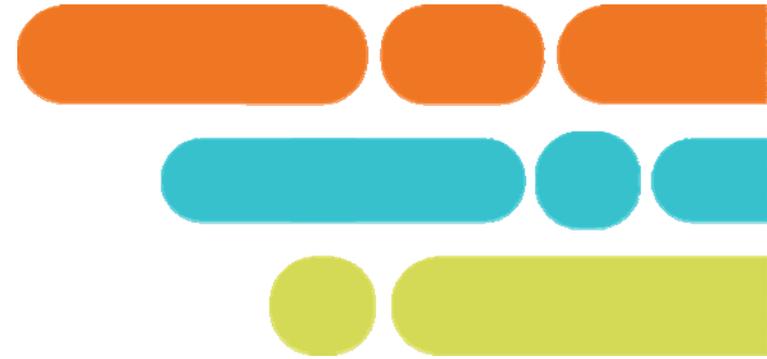
The TEAM administrator rubric is designed to:

- guide a fair and transparent administrator evaluation;
- establish a culture of support for instructional leaders;
- encourage reflective dialogue and to improve leader practice;
- support school leaders by acknowledging a leader's effective practices and results; and
- supportive a leader's opportunities for improvement by offering guidance on professional growth and learning.

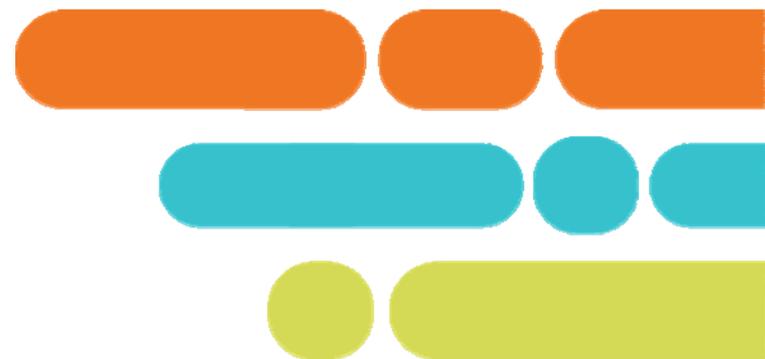
TEAM Administrator Rubric

The Administrator Evaluation Rubric is not:

- A checklist
- Inclusive of all salient aspects of a school leader's role
- Meant to address areas of performance related to personal conduct as described in district and state policies



Videos



Standard A: Instructional Leadership for Continuous Improvement



The Tennessee Instructional Leadership Standards

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The Tennessee Instructional Leadership Standards

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



Video



Checkpoint

As you support leaders through the evaluation process, what are the overarching leadership practices you will want to guide and support?



TEAM Rubric:

A1. 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
<p>A1. Capacity Building</p> <p>Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee 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 	<p>Practice/Observation</p> <ul style="list-style-type: none"> 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) <p>Outcomes</p> <ul style="list-style-type: none"> Demonstrated growth on observations Met or exceeded goals for: <ul style="list-style-type: none"> student achievement gap closure college/career readiness TVAAS

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Capacity Building: What to look for

3
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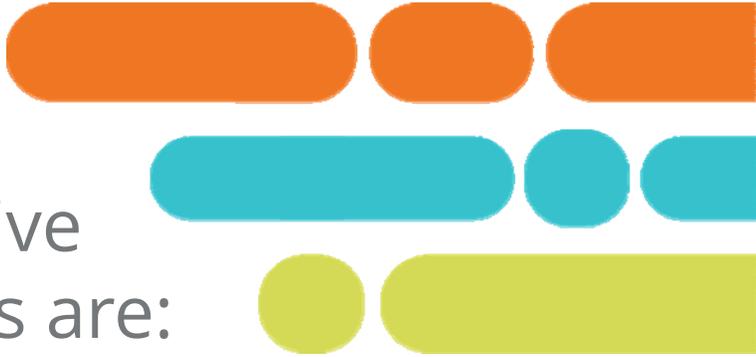


Through multiple sources of data, it is evident that:

- 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.

EDUCATORS

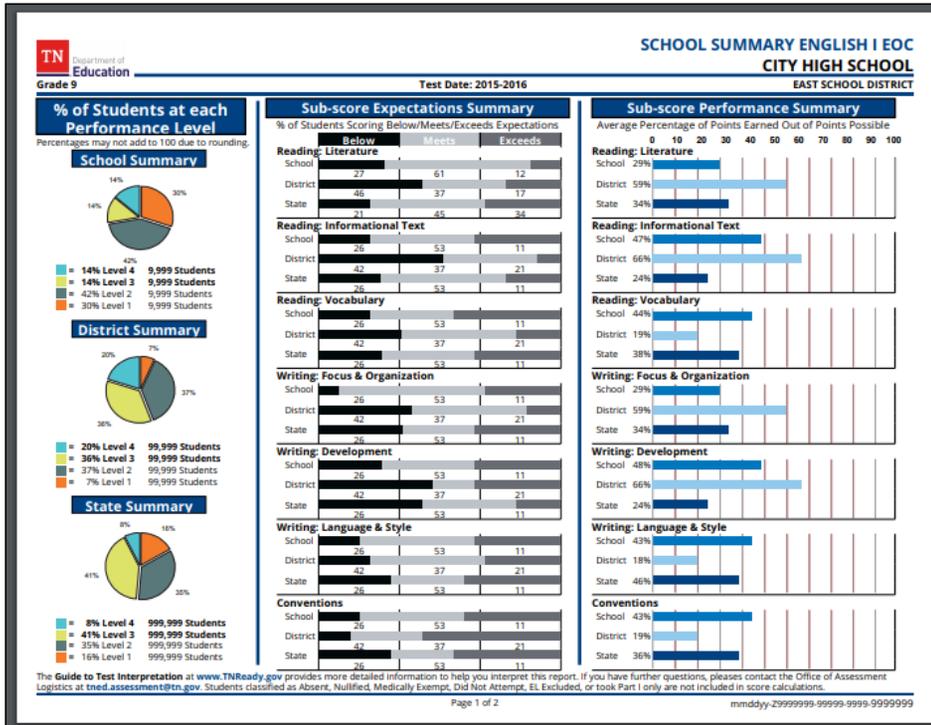
Capacity Building: Data Sources



What data sources of data (quantitative and qualitative) 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?

School Summary Report



SCHOOL SUMMARY ENGLISH I EOC
CITY HIGH SCHOOL
 EAST SCHOOL DISTRICT
 Test Date: 2015-2016
 Grade 9

	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

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

Students classified as Absent, Nullified, Medically Exempt, Did Not Attempt, EL Excluded, or took Part 1 only are not included in score calculations. Percentages may not add to 100 due to rounding.

Page 2 of 2 mmddyy-Z9999999-99999-9999-99999999

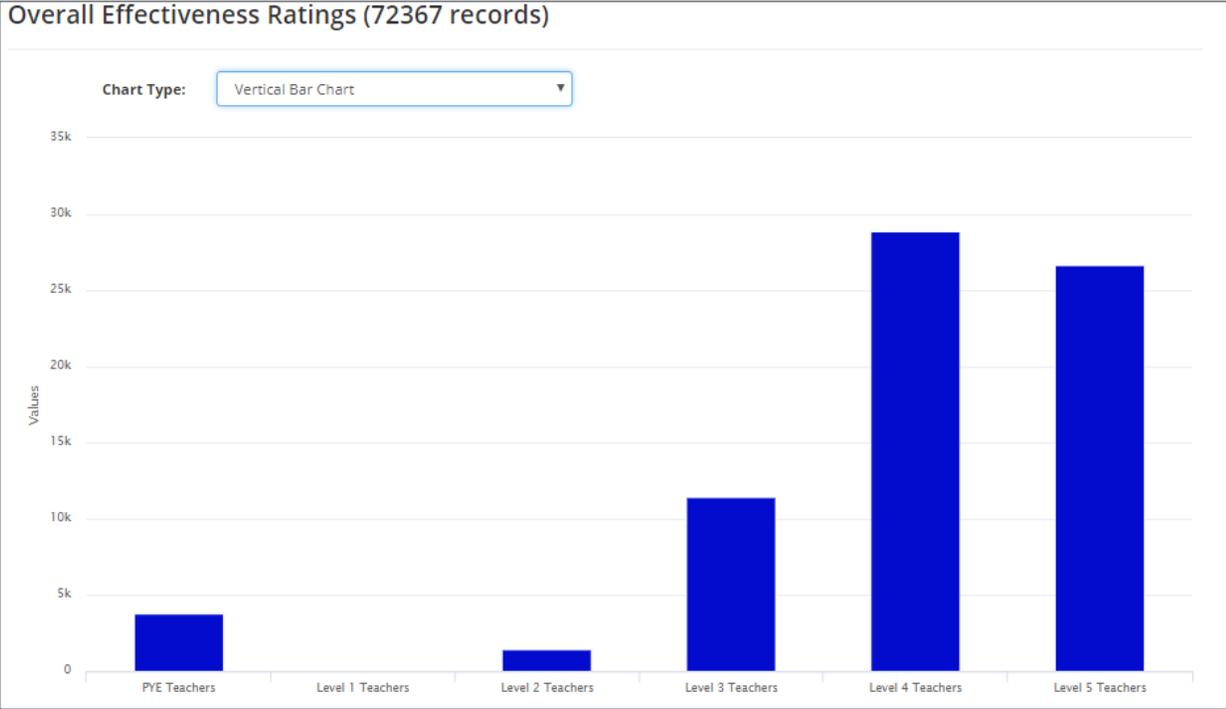
Standards Analysis Report



TN Department of Education		CLASS STANDARDS ANALYSIS SUMMARY REPORT						
ALGEBRA II EOC		CITY HIGH SCHOOL CITY SCHOOLS DISTRICT						
Total Students Tested in Class: 99		Administrator: LASTNAME, FIRSTNAME - TAGID		Test Date: 2015-2016				
Total Number of Items on Test: 99								
<p>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.</p>								
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-REL.2	2	3	75	57	76%	76%	61%	57%
A-REL.7	1	2	50	40	80%	53%	80%	76%
A-REL.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](http://www.TNready.gov) 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.

TNCompass

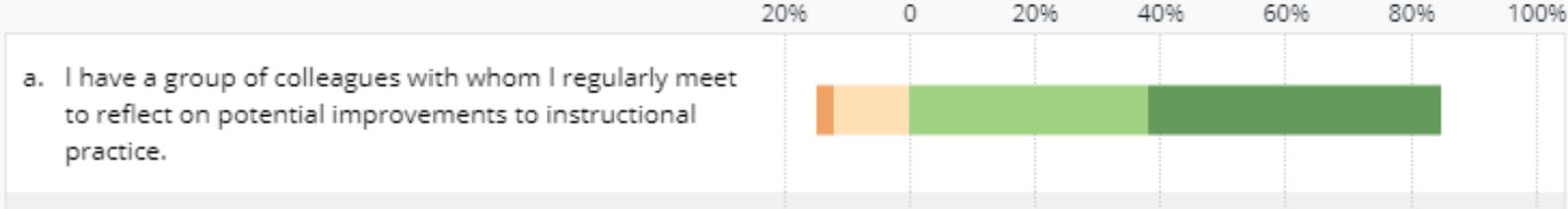


Tennessee Educator Survey

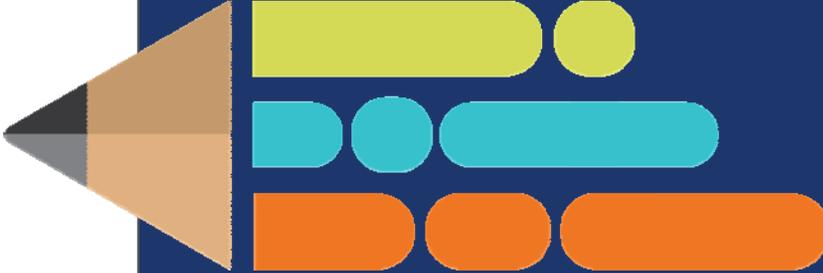


How often are each of the following true at your school?

Never Rarely Sometimes Almost Always

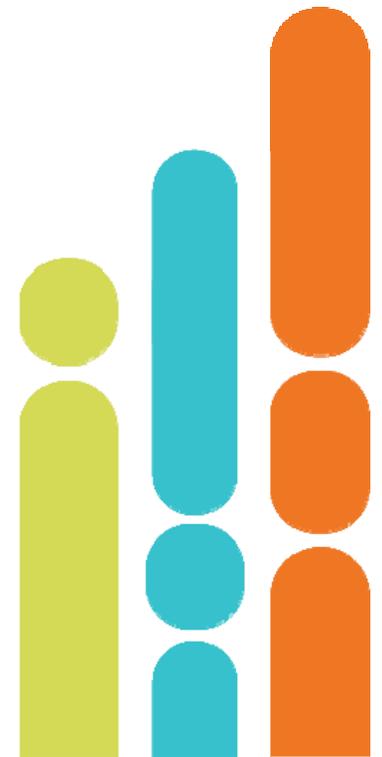


Practice: Performance Level Differentiation



Defining Performance Levels

Indicator	5 Significantly Above Expectations	3 Meets Expectations	1 Significantly Below Expectations	Possible Evidence Sources
A1. Capacity Building				
A2. Data Analysis & Use				
A3. Interventions				
A4. Progress Monitoring				



TEAM Rubric:

A2. Data Analysis & Use

Indicator	5	3	1	Possible Sources of Evidence
<p>A2. Data Analysis & Use</p> <p>Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth</p>	<p>Utilizes shared leadership practices and structures:</p> <ul style="list-style-type: none"> Builds capacity among nearly all educators for analyzing and using multiple sources of student, educator, and school-wide data Develops and monitors a school-wide data plan that includes a) student progress tracking; b) establishing specific strategies to meet or exceed academic and behavioral growth and achievement goals; c) baseline comparisons to benchmarks throughout the year; and d) time for instructional adjustments informed by data Maintains shared accountability for instructional decisions targeting achievement and growth goals Establishes data-specific growth and achievement targets that result in gains 	<p>Collaborates with educators to:</p> <ul style="list-style-type: none"> Use multiple sources of student, educator, and school-wide data Determine specific data to analyze when tracking student progress Establish specific strategies to meet or exceed academic and behavioral growth goals Identify a data baseline for comparing benchmarks throughout the year Communicate expectations for adjusting instruction in response to formative and summative assessment data Establish shared accountability for instructional decisions targeting student achievement and growth goals 	<p>Shows limited or no use of:</p> <ul style="list-style-type: none"> Multiple student, educator, and school-wide data Specific data when analyzing and tracking student progress Academic and behavioral growth goals Baseline data for comparing benchmarks throughout the year Expectations for adjusting instruction based on data Shared accountability for instructional decisions targeting student achievement and growth goals 	<p>Practice/Observations</p> <ul style="list-style-type: none"> Data tracking and training Data meetings Intervention schedules and plan Work sample scores Benchmark assessments Use of rubrics Attendance rates Discipline referrals and reports <p>Outcomes</p> <ul style="list-style-type: none"> Formative and summative teacher-administered test data Data tracking Graduation rates ACT/SAT scores Advanced placement scores TVAAS

TEAM Rubric:

A3. Interventions

<p>A3. Interventions</p> <p>Leads educators to develop and execute interventions to address all student learning needs grounded in multiple sources of data (academic, social, and/or emotional).</p>	<p>Utilizes shared leadership practices that demonstrate support for educators in:</p> <ul style="list-style-type: none"> Using multiple sources of data to develop and implement differentiated interventions within and outside normal class structures Setting and meeting goals and targets for individual students and sub-groups Developing intervention schedules Monitoring and adjusting interventions, as needed Establishing an organizational system whereby general and special educators jointly develop and deliver appropriate interventions Maintaining shared accountability for implementation, fidelity, and quality of intervention outcomes 	<ul style="list-style-type: none"> Leads educators to implement interventions based on annual goals Supports educators in: <ul style="list-style-type: none"> utilizing multiple sources of data to develop and implement interventions within and outside normal class structures aligning interventions and student achievement outcomes monitoring and adjusting interventions, as needed collaborating with general and special educators to develop and deliver appropriate interventions Develops shared accountability for implementation, fidelity, and quality of intervention outcomes 	<p>Shows limited or no use of interventions based on annual goals</p> <ul style="list-style-type: none"> No observable alignment between interventions and student achievement outcomes Lack of support structures to: <ul style="list-style-type: none"> develop and implement interventions based on annual goals monitor and adjust interventions, as needed Inconsistent selection and use of interventions No process for general and special educators to jointly develop and deliver interventions Inadequate accountability for implementation, fidelity, and quality of intervention outcomes 	<p>Practice/Observations</p> <ul style="list-style-type: none"> Intervention schedules and plans Lesson plans (collaboratively created by general and special educators) At-risk list <p>Outcomes</p> <ul style="list-style-type: none"> Formative assessment data/ benchmark data for TCAP Met or exceeded student growth and achievement TVAAS
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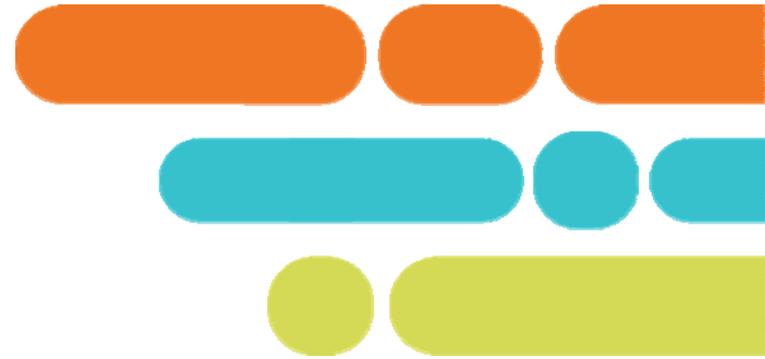
TEAM Rubric:

A4. Progress Monitoring

Indicator	5	3	1	Possible Sources of Evidence
<p>A4. Progress Monitoring</p> <p>Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.</p>	<ul style="list-style-type: none"> Incorporates collaborative school-wide planning that addresses students' academic growth goals (and behavior growth goals as needed) Supports educators to lead monitoring and adjusting planned and implemented school, grade, and classroom level strategies Regularly leads processes for educators to assess and provide input on practices that present evidence of improvement 	<ul style="list-style-type: none"> Incorporates planning that addresses students' academic growth goals (and behavior growth goals as needed) Collaborates with educators to monitor and adjust planned and implemented strategies that are goal-aligned Regularly facilitates procedures and practices that present evidence of improvement 	<p>Shows limited or no:</p> <ul style="list-style-type: none"> Planning that addresses students' academic growth goals (and behavior growth goals as needed) Goal-aligned adjustments Implementation of procedures showing evidence of improvement 	<p>Practice/Observations</p> <ul style="list-style-type: none"> Intervention schedules and plans Lesson plans (collaborative General Education and Special Education) At-risk list Conversations with stakeholders Review of goals and action plans Review of leader's data analysis SIP implementation data- gaps identified through data analysis and strategy developed to close them Leader self-reports Teacher and staff questionnaires District records Teacher and staff interviews and focus groups <p>Outcomes</p> <ul style="list-style-type: none"> Formative assessment data/ benchmark data for TCAP Met or exceeded student growth and achievement

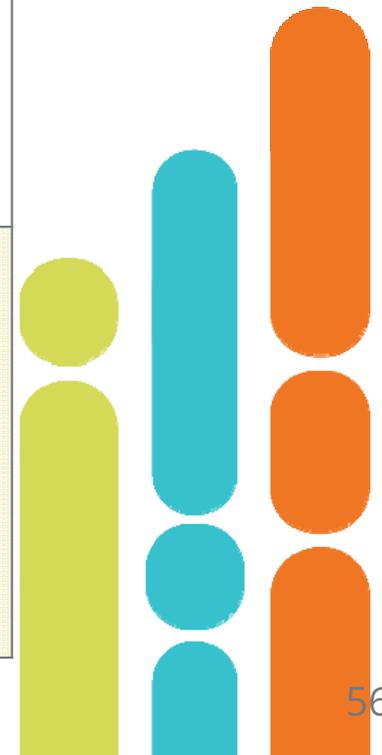
Checkpoint

What threads of exemplary practice connect the indicators of standard A?



The Tennessee Instructional Leadership Standards

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



The Tennessee Instructional Leadership Standards

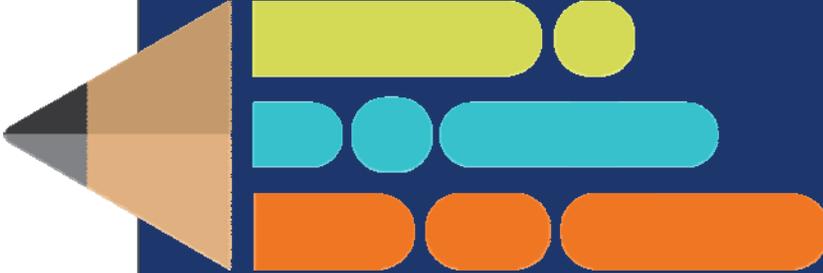
<p>Standard A: Instructional Leadership for Continuous Improvement</p> <p>Capacity Building Data Analysis & Use Interventions Progress Monitoring</p>	<p>Standard B: Culture for Teaching and Learning</p> <p>Leveraging Educator Strengths Environment Family Involvement Ownership Recognition & Celebration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



Video



Practice: Performance Level Differentiation



Defining Performance Levels

Indicator	5 Significantly Above Expectations	3 Meeting Expectations	1 Significantly Below Expectations	Possible Evidence Sources
B1.Leveraging Educator Strengths				
B2. Environment				
B3. Family Involvement				
B4. Ownership				
B5. Recognition and Celebration				



TEAM Rubric:

B1. Leveraging Educator Strengths

Standard B: Culture for Teaching & Learning

"Effective principals understand that they cannot reach instructional goals alone, so they distribute leadership across their schools, which in turn contributes to sustainable improvements within the school organization."

—May, H. & Supovitz, J.A., *The Scope of Principal Efforts to Improve Instruction*, 2011

Indicator	5	3	1	Possible Sources of Evidence
<p>B1. Leveraging Educator Strengths</p> <p>Leverages educator strengths to engage all students in meaningful, relevant learning opportunities</p>	<ul style="list-style-type: none"> Engages with the school leadership team to review multiple data sources (including school goals and student learning needs) to determine optimal educator grade level and/or content area placement Creates a coherent system to extend impact of educators at all performance levels Develops and/or sustains a collegial environment where learning communities use their collective strengths, skills, and experience to improve classroom practice 	<ul style="list-style-type: none"> Assigns educators based on: <ul style="list-style-type: none"> student learning needs demonstrated effectiveness school goals Provides opportunities to extend impact of high performing teachers based on area(s) of demonstrated effectiveness Develops and/or sustains a collegial environment by using collective educator strengths, skills, and experience to improve classroom practice 	<ul style="list-style-type: none"> Shows limited or no assignment of educators based on: <ul style="list-style-type: none"> student learning needs demonstrated effectiveness school goals Shows limited or no opportunities to extend impact of high-performing teachers (i.e., use of collective educator strengths, skills, and experiences to improve classroom practice) 	<p>Practice/Observation</p> <ul style="list-style-type: none"> Leadership team agendas and meeting notes PLCs, Grade-level and Content Teams Conversations with educators <p>Outcomes</p> <p>Teacher assignments to grade/content areas using demonstrated effectiveness (e.g., student achievement, observations, TVAAS, climate surveys, etc.)</p>

TEAM Rubric: B2 and B3. Environment and Family Involvement

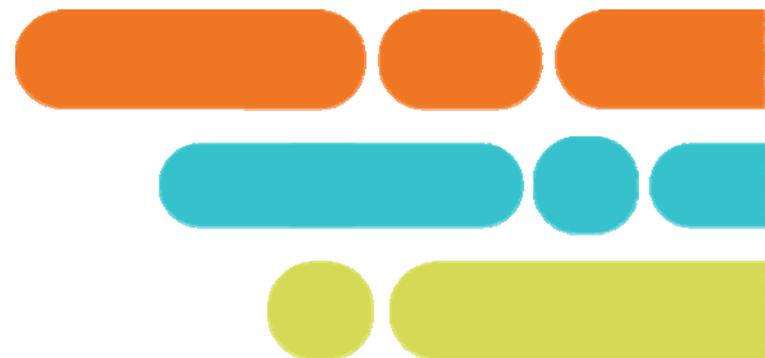
Indicator	5	3	1	Possible Sources of Evidence
<p>B2. Environment</p> <p>Fosters a safe, respectful, and orderly learning environment for all</p>	<p>In addition to Level 3 descriptors, facilitates educator participation in:</p> <ul style="list-style-type: none"> Helping set expectations for the learning environment that are mission and vision aligned Reviewing behavioral data to assess the effectiveness of routines and making any needed adjustments Identifying classroom-level behavioral/safety targets and recognizing students when targets are met or exceeded 	<ul style="list-style-type: none"> Expectations are aligned with the school's mission and vision School and district conduct policies are: <ul style="list-style-type: none"> clearly communicated implemented consistently and fairly related to students' physical and emotional safety School routines include smooth transitions that maximize instructional time Establishes practices that support educators in: <ul style="list-style-type: none"> analyzing student behavioral data to assess the effectiveness of routines making needed adjustments to routines based on data implementing classroom protocols to maximize learning and decrease distractions Sufficient evidence of: <ul style="list-style-type: none"> student support for adhering to behavioral and learning expectations shared accountability for all students' social and emotional safety 	<ul style="list-style-type: none"> Expectations are not clearly aligned with the school's mission and vision School and district conduct policies are not: <ul style="list-style-type: none"> clearly communicated implemented consistently and fairly related to students' physical and emotional safety Learning transitions do not maximize instructional time Inadequate support for: <ul style="list-style-type: none"> analyzing of behavioral data to assess the effectiveness of routines use of data to adjust routines use of protocols to maximize learning and decrease distractions 	<p>Practice/Observation</p> <ul style="list-style-type: none"> School-wide code of conduct Halway transitions Cafeteria protocols and schedule Emergency drills Classroom codes of conduct School climate surveys of faculty and staff Student, parent, community stakeholder, teacher and staff interviews Observations of appropriate student behaviors Attendance rates Discipline referrals and reports (suspension and expulsion rates) <p>Outcomes</p> <ul style="list-style-type: none"> School safety plan Climate survey data
<p>B3. Family Involvement</p> <p>Takes measures to actively involve families in the education of their children</p>	<p>In addition to Level 3 descriptors:</p> <ul style="list-style-type: none"> Establishes a two-way communication process for families that: <ul style="list-style-type: none"> provides information about student progress and learning expectations is readily accessible to all regardless of socioeconomic, cultural or linguistic diversity Facilitates family and community partnerships that are visible and sustainable 	<ul style="list-style-type: none"> Welcomes and engages all families Offers opportunities for families to participate in decision-making and school initiatives Provides educators with sufficient resources (time, finances, space, printing, technology) needed to communicate regularly with families Creates flexible scheduling for meetings, gatherings and celebrations in response to parent needs 	<p>Shows limited or no evidence of:</p> <ul style="list-style-type: none"> Welcoming and engaging families Offering timely, relevant, and accessible communication Offering opportunities for families to participate in decision-making and school initiatives Providing educators with sufficient resources (time, finances, space, printing, technology) needed to communicate regularly with families Creating flexible scheduling for meetings, gatherings and celebrations in response to parent needs 	<p>Practice/Observation</p> <ul style="list-style-type: none"> Newsletters Website Meeting agendas and schedules Phone/contact logs Parent surveys Parental volunteer log <p>Outcomes</p> <p>Climate/ stakeholder perception survey data</p>

TEAM Rubric: B4 and B5. Ownership, Recognition & Celebration

Indicator	5	3	1	Possible Sources of Evidence
<p>B4. Ownership</p> <p>Models and communicates expectations for individual and shared ownership of student, educator, and school success</p>	<ul style="list-style-type: none"> Enacts procedures that reflect a school-wide commitment to the possibility of success for all students Frequently assesses shared ownership by seeking feedback and input from members of the school community Clearly and consistently uses multiple means to communicate educators' individual responsibility for whole school success Establishes a culture where nearly all members of the school community address low expectations about student potential 	<ul style="list-style-type: none"> Models commitment to the possibility of success for all students Designs and/or implements structures to increase shared ownership in school success Clearly and consistently communicates high expectations for educators' individual responsibility for whole school success Addresses adults who display low expectations about student potential 	<p>Shows limited or no:</p> <ul style="list-style-type: none"> Modeling commitment to the possibility of success for all students Designing and/or implementing structures that increase shared ownership in school success Setting high expectations for educators' individual responsibility for whole school success Addressing adults who display low expectations about student potential 	<p>Practice/Observation</p> <ul style="list-style-type: none"> Conversations with educators and students Leader's self-reflection <p>Outcomes</p> <ul style="list-style-type: none"> Climate surveys Policies and procedures
<p>B5. Recognition & Celebration</p> <p>Recognizes and celebrates improved educator and student performance related to school vision and goals</p>	<p>In addition to Level 3 descriptors, utilizes shared leadership with members of school community to:</p> <ul style="list-style-type: none"> Create school rituals, traditions, and initiatives Recognize educator and student performance 	<ul style="list-style-type: none"> Creates clear criteria for recognition and celebration of educators and students Implements regular recognition and celebration of student performance and growth through a variety of communication methods and activities Implements regular recognition and celebration of educator performance and growth through a variety of communication methods and activities 	<p>Shows limited or no use of:</p> <ul style="list-style-type: none"> Clear criteria for recognition and celebration of educators and students Regular recognition and celebration of student performance and growth through a variety of communication methods and activities Regular recognition and celebration of educator performance and growth through a variety of communication methods and activities 	<p>Practice/Observation</p> <ul style="list-style-type: none"> Recognition awards Newsletter/newspaper articles Award assemblies/documentation Conversations with educators and students Attendance rates Discipline referrals and reports (suspension and expulsion rates) <p>Outcomes</p> <p>Data walls (school, class/subject)</p>

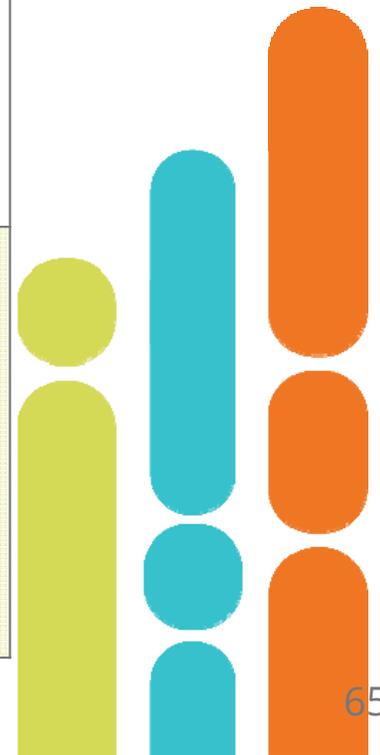
Checkpoint

What threads of exemplary practice connect the indicators of standard B?



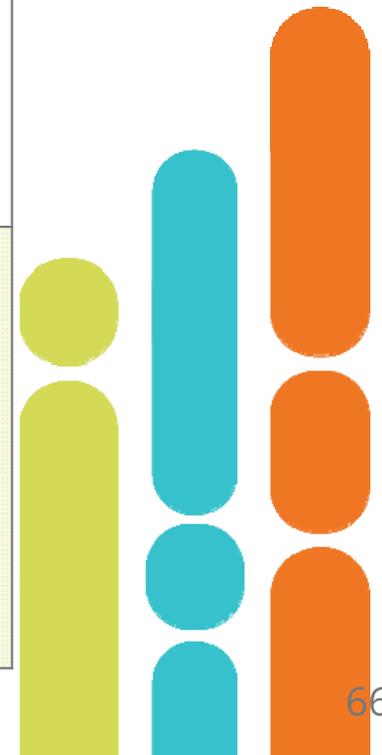
The Tennessee Instructional Leadership Standards

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



The Tennessee Instructional Leadership Standards

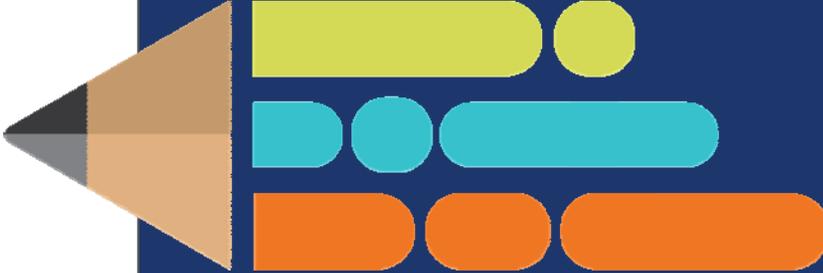
<p>Standard A: Instructional Leadership for Continuous Improvement</p> <p>Capacity Building Data Analysis & Use Interventions Progress Monitoring</p>	<p>Standard B: Culture for Teaching and Learning</p> <p>Leveraging Educator Strengths Environment Family Involvement Ownership Recognition & Celebration</p>
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Video

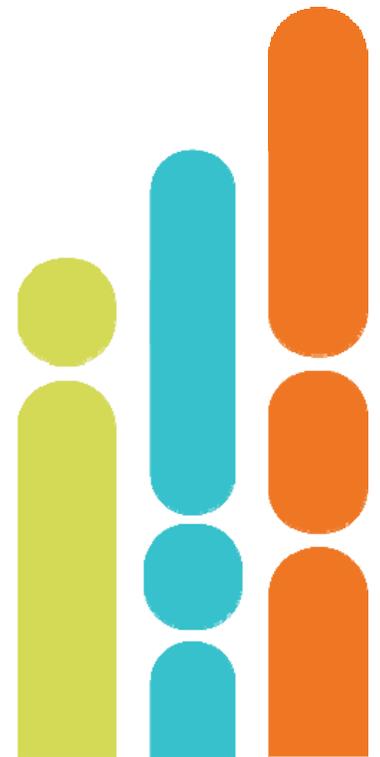


Practice: Performance Level Differentiation



Defining Performance Levels

Indicator	5 Significantly Above Expectations	3 Meeting Expectations	1 Significantly Below Expectations	Possible Evidence Sources
C1. Evaluation				
C2. Differentiated Professional Learning				
C3. Induction, Support, Retention, & Growth				
C4. Teacher Leaders				
C5. Self- Practice				



TEAM Rubric:

C1. Evaluations

Standard C: Professional Learning & Growth

"Highly effective principals work explicitly to improve instruction in the classroom in the form of conducting observations and giving feedback, leading professional development sessions, leading data-driven instruction teams and insisting on high expectations for all students. [They] provide ways for teachers to continuously grow in their careers. [Highly effective principals] arrange opportunities for staff to learn from one another, and they delegate leadership roles."

—Adams, E.; Taliaferro, L.; & Ikemoto, G., *Playmakers: How Great Principals Build and Lead Great Teams of Teachers*, 2012

Indicator	5	3	1	Possible Sources of Evidence
<p>C1. Evaluation</p> <p>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</p>	<p>In addition to Level 3 descriptors:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Encourages educators to use the evaluation process for professional learning and growth Adheres to all evaluation processes, which include: <ul style="list-style-type: none"> timelines for feedback follow-up support finalizing all required observations conducting summative conferences Ensures the classroom observation process includes: <ul style="list-style-type: none"> 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 	<p>Shows limited or no use of:</p> <ul style="list-style-type: none"> Encouragement for educators to use the evaluation process for professional learning and growth Adherence to all evaluation processes, which include: <ul style="list-style-type: none"> timelines for feedback follow-up support finalizing all required observations conducting summative conferences Sufficient implementation of classroom observation processes: <ul style="list-style-type: none"> 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 	<p>Practice/Observation</p> <ul style="list-style-type: none"> Documented observation records, which may include, but are not limited to: <ul style="list-style-type: none"> observation notes evidence coding and rating Post-conference notes Educator refinement follow-up notes Observation of school leader engaged in any portion of the observation process, specifically providing actionable feedback to improve practice Educator survey responses related to the observation and feedback processes Review of observation data analysis and related action plan Observation data analysis and related action plan with attention to noted plan adjustments Educators' professional growth and learning/improvement plans related to observation data Compliance reports <p>Outcomes</p> <ul style="list-style-type: none"> Improved teaching practice (evaluation score increases) Improved teacher support TVAAS

TEAM Rubric: C2 and C3. Differentiated Professional Learning, Induction, Support, Retention, and Growth

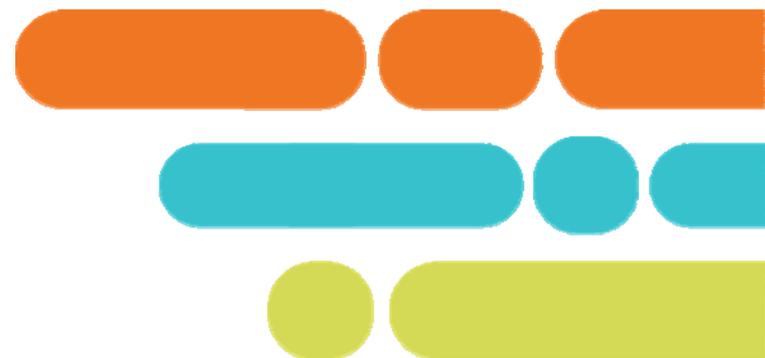
Indicator	5	3	1	Possible Sources of Evidence
<p>C2. Differentiated Professional Learning</p> <p>Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the <i>Tennessee Standards for Professional Learning</i></p>	<ul style="list-style-type: none"> Ensures all professional learning activities align with the <i>Tennessee Standards for Professional Learning</i> Engages leadership team to: <ul style="list-style-type: none"> differentiate professional learning opportunities based on educator needs and preferences facilitate implementation of knowledge and skills gained from professional learning activities Develops accountability structures whereby nearly all educators seek to share knowledge gained from learning opportunities 	<ul style="list-style-type: none"> Engages staff in activities aligned with the <i>Tennessee Standards for Professional Learning</i> Differentiates professional learning opportunities based on individual educator needs Communicates expectations for implementing knowledge and skills gained from professional learning activities Holds educators accountable for implementing knowledge and skills gained from professional learning opportunities 	<p>Rarely or never differentiates professional learning for faculty and self by:</p> <ul style="list-style-type: none"> Engaging in activities aligned with the <i>Tennessee Standards for Professional Learning</i> Differentiating professional learning opportunities based on individual educator needs Communicating expectations for implementing knowledge and skills gained from professional learning activities Holding educators accountable for implementing knowledge and skills gained from professional learning opportunities 	<p>Practice/Observation</p> <ul style="list-style-type: none"> Leader's self-reflection Leader's participation in professional development trainings within the state and/or district Leader's attendance at national professional association conferences and development of portfolio artifacts aligned with core leadership competencies Data displays related to professional learning and observation data Refinement observations and reviews Individual educator professional learning plans to gauge differentiated support Conversations with educators about professional learning and growth <p>Outcomes</p> <ul style="list-style-type: none"> Student performance data results in relationship to the school-wide professional learning plan TVAAS
<p>C3. Induction, Support, Retention, & Growth</p> <p>Collaborates with others to induct, support, retain and grow/extend effective educators based on evidence of student and educator outcomes</p>	<p>Engages with leadership team to:</p> <ul style="list-style-type: none"> Design and implement an induction program for new educators Develop strategies for retaining high-performing educators Develop strategies for fostering leadership skills in the most effective educators based on evidence of student and educator outcomes Support the development of nearly all teachers utilizing a variety of methods 	<ul style="list-style-type: none"> Designs and implements an induction program for new educators Develops strategies for: <ul style="list-style-type: none"> retaining high-performing educators fostering leadership skills in the most effective educators based on evidence of student and educator outcomes utilizing a variety of methods to support the development of all teachers 	<ul style="list-style-type: none"> Rarely or never inducts, supports, retains, and grows educators by designing and implementing an induction program for new educators Develops strategies for: <ul style="list-style-type: none"> retaining high performing educators fostering leadership skills in the most effective educators based on student outcomes utilizing a variety of methods to support the development of most teachers 	<p>Practice/Observation</p> <p>Data regarding induction, support, retention, and growth, which may include:</p> <ul style="list-style-type: none"> Surveys Educator focus group interview/conversation Student and stakeholder feedback <p>Outcomes</p> <ul style="list-style-type: none"> Quality of induction program Increased rates of high performing educators Increased retention rates

TEAM Rubric: C4 and C5. Teacher Leaders and Self-Practice

Indicator	5	3	1	Possible Sources of Evidence
<p>C4. Teacher Leaders</p> <p>Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the <i>Tennessee Teacher Leadership Standards</i></p>	<p>Engages with leadership team to:</p> <ul style="list-style-type: none"> Involve teacher-leaders in activities aligned with the <i>Tennessee Teacher Leadership Standards</i> Use a variety of data to identify potential teacher-leaders Communicate a clear leadership pathway for potential teacher-leaders Provide sufficient growth opportunities to address specific leadership actions and behaviors Provide potential teacher-leaders with varied leadership opportunities Monitor teacher-leaders in a variety of settings and providing specific feedback to support their continued development 	<ul style="list-style-type: none"> Engages in activities aligned with the <i>Tennessee Teacher Leadership Standards</i> Uses a variety of effectiveness data Communicates a clear leadership pathway Provides adequate growth opportunities to address specific leadership actions and behaviors Provides potential teacher-leaders with varied leadership opportunities Monitors teacher-leaders in a variety of settings and providing specific feedback to support their continued development 	<p>Rarely or never identifies and supports potential teacher-leaders by:</p> <ul style="list-style-type: none"> Engaging in activities aligned with the <i>Tennessee Teacher Leadership Standards</i> Using effectiveness data Communicating a clear leadership pathway Developing specific leadership actions and behaviors Providing teacher-leaders with varied leadership opportunities Monitoring teacher-leaders in a variety of settings and providing specific feedback to support their continued development 	<p>Practice/Observation</p> <ul style="list-style-type: none"> Teacher-leader plan in alignment with the <i>Tennessee Teacher Leadership Standards</i> Conversations with leadership team about design and implementation of the teacher leader plan List of selected teacher leaders and their student achievement and growth data Teacher-leaders engaged with their colleagues Conversations with teacher leaders and other teachers <p>Outcomes</p> <ul style="list-style-type: none"> Improved teaching practice (evaluation score increases) Improved teacher support TVAAS
<p>C5. Self-Practice</p> <p>Improves self-practices based on multiple sources of feedback, including performance evaluation results and self-reflection</p>	<p>In addition to Level 3 descriptors:</p> <ul style="list-style-type: none"> Actively seeks feedback from a variety of sources to reflect on personal instructional leadership practices and makes any necessary changes for improvement Connects personal leadership practices to student achievement and educator performance by sharing his/her performance evaluation results with staff Reflects on leadership alignment with core values, school vision, and goal attainment 	<ul style="list-style-type: none"> Uses feedback from a variety of sources to reflect on personal instructional leadership practices and make any necessary changes for improvement Engages in professional learning aligned to student, educator, and self-need Develops an understanding of performance expectations associated with Tennessee state standards Implements new, relevant learning from feedback and professional learning opportunities with evidence of improvement 	<p>Rarely or never improves self-practice by:</p> <ul style="list-style-type: none"> Using feedback from sources to reflect on personal instructional leadership practices and does not make any necessary changes for improvement Engaging in professional learning: <ul style="list-style-type: none"> aligned to student, educator, and self-need focused on developing an understanding of performance expectations associated with the Tennessee state standards Implementing new, relevant learning from feedback and professional learning opportunities 	<p>Practice/Observation</p> <ul style="list-style-type: none"> Leader's self-reflection Leader's personal professional growth and support plan in relationship to the school's core values, vision, and goals Conversations with school leader, leadership team, and other educators Portfolio artifacts of principal performance aligned to state, district or national professional standards The degree to which the leader achieved goals from the previous year's professional growth plan Observations of leader's practice 360-degree surveys of faculty, staff and evaluators <p>Outcomes</p> <ul style="list-style-type: none"> Improved leadership practices Improved educator practices Improved student outcomes TVAAS

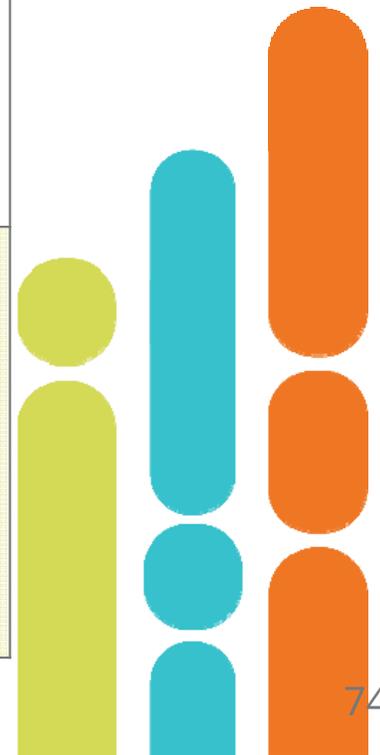
Checkpoint

What threads of exemplary practice connect the indicators of standard C?



The Tennessee Instructional Leadership Standards

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



The Tennessee Instructional Leadership Standards

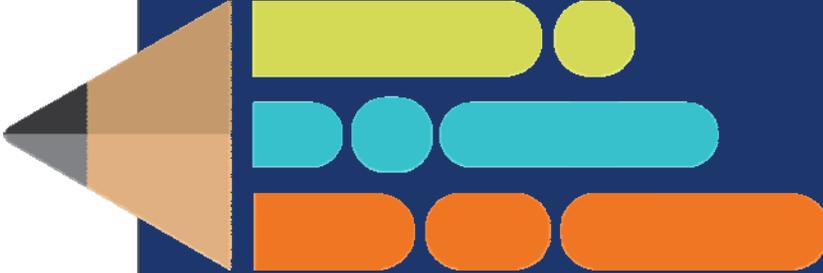
<p>Standard A: Instructional Leadership for Continuous Improvement</p> <p>Capacity Building Data Analysis & Use Interventions Progress Monitoring</p>	<p>Standard B: Culture for Teaching and Learning</p> <p>Leveraging Educator Strengths Environment Family Involvement Ownership Recognition & Celebration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



Video

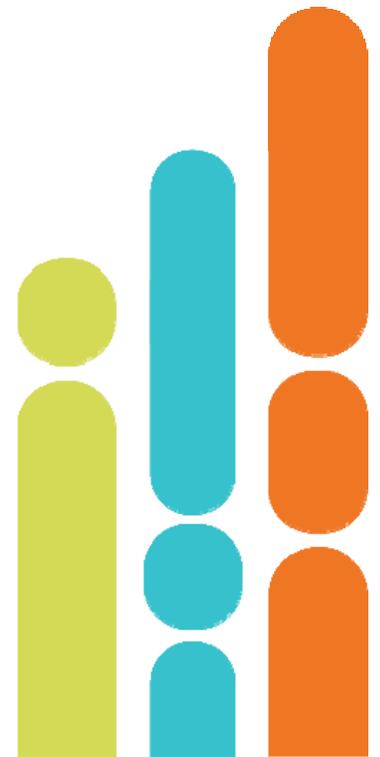


Practice: Performance Level Differentiation



Defining Performance Levels

Indicator	5 Significantly Above Expectations	3 Meeting Expectations	1 Significantly Below Expectations	Possible Evidence Sources
D1. Community Resources				
D2. Diversity				
D3. Employee and Fiscal Management				



TEAM Rubric: D1 and D2. Community Resources and Diversity

Standard D: Resource Management “When principals provide teachers with the resources they need to build social capital—time, space, and staffing—the quality of instruction in the school [is] higher and students’ scores on standardized tests in both reading and math [increase].” —Carrie, Leana, <i>The Missing Link in School Reform</i> , 2011				
Indicator	5	3	1	Possible Sources of Evidence
D1. Community Resources Strategically utilizes community resources and partners to support the school’s mission, vision and goals	In addition to Level 3 descriptors: <ul style="list-style-type: none"> Assesses potential community partners and secures additional resources that support teaching and learning Highlights usage of resources and shares school accomplishments by regular communication with community partners 	<ul style="list-style-type: none"> Conducts an accurate assessment of community partners and resources Ensures accepted resources support the school’s mission, vision, and goals Allocates fiscal, human, technological, and physical resources to align with the school’s mission, vision, and goals 	Rarely or never utilizes community resources and partners by: <ul style="list-style-type: none"> Conducting an assessment of community partners and resources Accepting resources that are not in support of the school’s mission, vision, and goals Allocating fiscal, human, technological, and physical resources or allocates these with misalignment to the school’s vision, mission, and goals 	Practice/Observation <ul style="list-style-type: none"> Community assets inventory Documented partnership activities Donations and contributions to the school Community support notes Displays of partnership and partnering activities Community support surveys Conversations with community partners and educators Outcomes Met or exceeded goals for community engagement
D2. Diversity Includes a diverse set of educators and stakeholders in school improvement decisions	<ul style="list-style-type: none"> Develops capacity of educators to implement structures for engaging diverse stakeholders to provide input and feedback in school improvement decisions 	<ul style="list-style-type: none"> Develops structures to encourage diverse stakeholders¹ to provide input and feedback in school improvement decisions 	<ul style="list-style-type: none"> Engages limited or non-diverse stakeholders to provide input and feedback in school improvement 	Practice/Observation Conversations with stakeholders Outcomes Increased diversity among stakeholders

TEAM Rubric:

D3. Employee & Fiscal Management

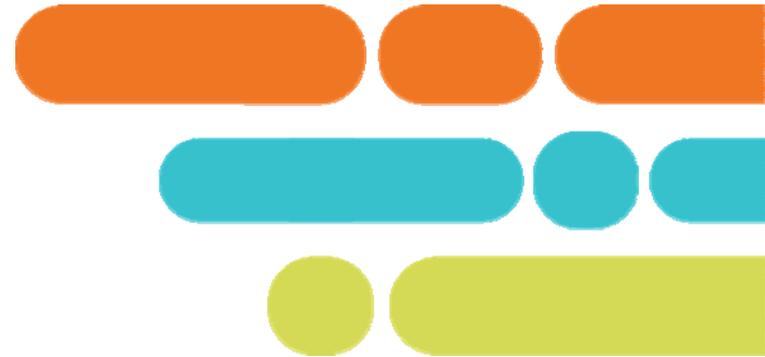
Indicator	5	3	1	Possible Sources of Evidence
<p>D3. Employee & Fiscal Management</p> <p>Establishes, communicates and enforces a set of standard operating procedures and routines aligned with district, state and federal policy and performs all budgetary responsibilities with accuracy, transparency, and in the best interest of students and staff</p>	<p>In addition to Level 3 descriptors:</p> <ul style="list-style-type: none"> Leads staff and students in frequent reviews of standard operating procedures to vet effectiveness of procedures and routines supporting the effective and efficient operation of the school Leads staff in frequent reviews of fiscal resource allocation to support the effective and efficient operation of the school 	<ul style="list-style-type: none"> Establishes, communicates and enforces a set of standard operating procedures and routines by: <ul style="list-style-type: none"> aligning them with district, state, and federal policies utilizing a variety of methods to communicate the established standard operating procedures and routines ensuring that educators and students understand and are accountable to the school's standard operating procedures and routines Performs timely, accurate, transparent budgetary responsibilities by: <ul style="list-style-type: none"> allocating fiscal resources in alignment with the school and district priorities to increase student achievement ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines 	<ul style="list-style-type: none"> Rarely or never establishes, communicates, and enforces a set of standard operating procedures and routines by: <ul style="list-style-type: none"> aligning them with district, state, and federal policies utilizing methods to communicate established standard operating procedures and routines ensuring that educators and students understand and are accountable to them Rarely or never performs all budgetary responsibilities by: <ul style="list-style-type: none"> allocating fiscal resources in alignment with the school and district priorities to increase student achievement ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines 	<p>Practice/Observation</p> <ul style="list-style-type: none"> Handbook Compliance agreements Audit report Conversations with educators <p>Outcomes</p> <ul style="list-style-type: none"> Compliance with operating procedures Compliance with budgetary procedures

Video



Checkpoint

What threads of exemplary practice connect the indicators of standard D?



Feedback



The Observation Cycle

Consider the observation process as a cycle of:

- planning,
- collecting evidence,
- rating leadership practice, and
- providing feedback.

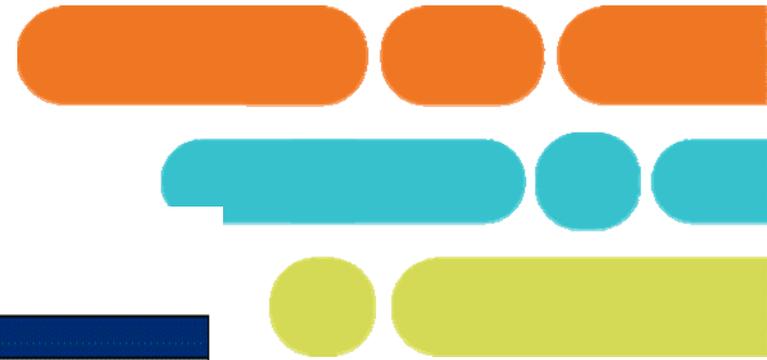


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Self-Reflection

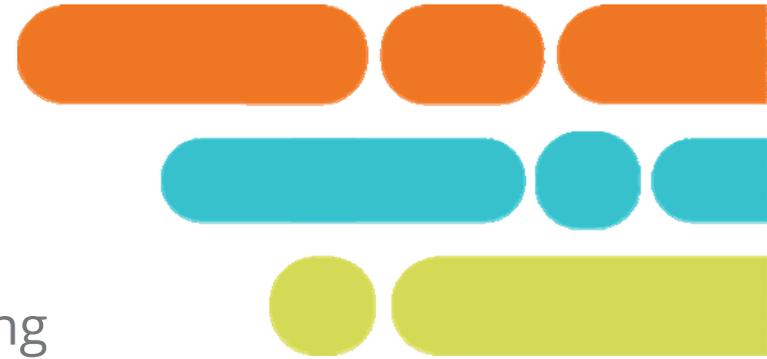
Administrator Evaluation Observation Self-Reflection Tool

School Administrator	Evaluator	Observation Date	Rating Descriptors				
			5—significantly above expectations 4—above expectations				
Self-Reflection / Formal Observation	School Name	School Year	3—at expectations 2—below expectations 1—significantly below expectations				
Standards & Indicators	5	4	3	2	1	Comments	Score
Standard A: Instructional Leadership for Continuous Improvement							
A1. Capacity Building							
A2. Data Analysis & Use							
A3. Interventions							
A4. Progress Monitoring							
Standard B: Culture for Teaching & Learning							



Feedback: The Key to Improving

- Include at least one 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.



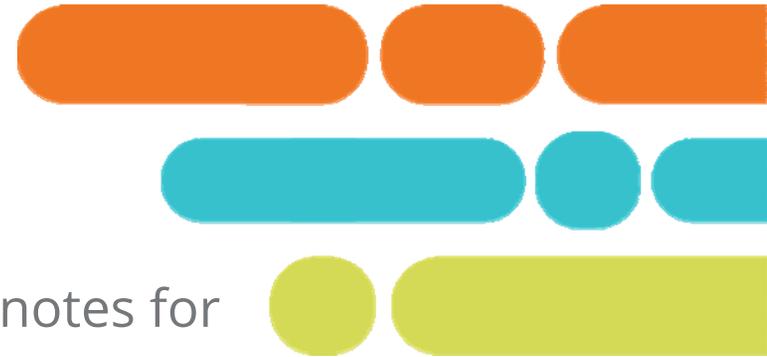
Reinforcement and Refinement

- Ensure that identified areas of refinement and reinforcement are from different indicators.
 - For example, 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 you 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 by 8 percent.”

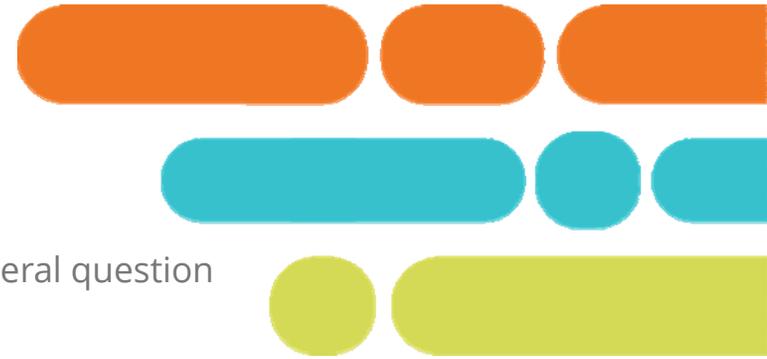


Identify Examples: Refinement

- 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

- 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

- 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?”

Action Plan

Administrator Evaluation Individual Action Plan

School Administrator Name		Position	
School Name		School Year	
Tennessee Instructional Leadership Standard (TILS, 2013) to be strengthened: <i>(select one)</i>			
1) Standard A: Instructional Leadership for Continuous Improvement 2) Standard B: Culture for Teaching & Learning 3) Standard C: Professional Learning & Growth			
Identify 2-4 SMART goals you plan to achieve during this academic school year based on a self-identified area of refinement in the TEAM rubric and the TILS standard you circled above. All goals/outcomes must align with TILS (2013) and the TEAM Administrator Evaluation Rubric and should be SMART: specific, measurable, achievable, relevant, and time sensitive.			
SMART Goal 1:			
SMART Goal 2:			
SMART Goal 3:			
SMART Goal 4:			
Action Steps	Timeline of Action Steps	Mid-Year Adjustments	Expected Outcomes

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Scoring

Scoring and Evidence Template

Evidence Notes	Standard A: Instructional Leadership for Continuous Improvement	Score
	A1: Capacity Building	

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Logistics



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.**
- 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**.

The Certification Test

- State law **requires** all observers to be certified.
- You **must** pass the certification test before you begin any administrator observations.
- **Conducting observations without passing the certification test can lead to a grievance.**



The Certification Test

General Knowledge of TEAM Administrator Evaluation

- Twenty multiple choice items on a variety of topics related to TEAM administrator evaluation
- Success criteria: Correct response on at least 16 items
- Download and save the certificate.
- Credentialed in TNCompass.
 - Must be staffed as an observer in order to complete observations.



TASL Credit

- This training is a TASL-approved event for 7 hours.
- You will receive an email from the department confirming your attendance.
- This email may be uploaded in TNCompass as documentation of attendance.



Satisfaction Survey

Thank you for providing feedback.



Congratulations!

You have completed TEAM Administrator Evaluator Training.

