Tennessee Educator Acceleration Model
TEAM Administrator Evaluation
Evaluator Handbook
2017-18

The contents of this manual were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.
# Table of Contents

**TEAM Administrator Evaluation Rubric**
- Overview .......................................................... 3
- Standard A: Instructional Leadership for Continuous Improvement .................. 5
- Standard B: Culture for Teaching & Learning .............................................. 8
- Standard C: Professional Learning & Growth ............................................. 11
- Standard D: Resource Management ......................................................... 14
- Glossary of Terms ................................................................................. 16

**Supplemental Materials**
- Looks Like/Sounds Like Document .......................................................... 19
- Scoring and Evidence Template ................................................................. 22
- Administrator Evaluation Observation Self-Reflection Tool ......................... 30
- Individual Action Plan ............................................................................... 32
- Practices in Administrator Evaluations ..................................................... 34
- Leveraging Educator Strengths .................................................................... 35
- Professionalism Rubric ............................................................................ 36
- Measuring Student Growth in Tennessee: Understanding TVAAS .............. 38
- 2016-17 Evaluation Options for Teachers ................................................... 42
Overview

Tennessee Instructional Leadership Standards (TILS)
Recognizing the importance of engaging in a continuous improvement process, Tennessee seeks to transform what it means to be an effective instructional leader at all phases of a leader’s career. This aim is accomplished by setting high standards for effective leadership based upon research and best practices, supporting leaders to reach those standards, and empowering districts to build a network of exceptional instructional leaders who get results.

The Tennessee Instructional Leadership Standards (TILS) establish the structural framework of the Administrator Evaluation Rubric by defining a set of indicators and detailed descriptors that provide a clear set of expectations to schools and districts. The rubric is designed to help instructional leaders develop the type of leadership practices directly related to substantial gains in student achievement. Moreover, the leadership practices embedded in the indicators and descriptors are largely tied to the indirect, but vital, role and impact school leaders have on student achievement. Just as the TILS do not include separate areas to address ethical issues, the rubric does not separate these areas by indicator and descriptor. The premise is the same with the rubric as with the standards—attributes such as honesty, respect, sound judgment, commitment, fairness, compassion, work ethic, and a genuine belief that all children can learn and grow contribute to the foundation of ethical behavior connected to leadership.

The Administrator Evaluation Rubric is...
- Approved by the State Board of Education as a tool used to guide a fair and transparent administrator evaluation
- Developed to establish a culture of support for instructional leaders
- Intended to help engage educators in reflective dialogue among and between peers and evaluators to improve practice
- Used to support school leaders and those who support school leaders in acknowledging a leader’s effective practices and results
- Supportive of a leader’s opportunities for improvement, offering guidance on professional growth and learning for oneself and for other educators

The Administrator Evaluation Rubric is not...
- A checklist, but should be used to weigh the preponderance of evidence over time against the levels of practice defined in the indicators and descriptors
- Inclusive of all salient aspects of a school leader’s role, rather it focuses primarily on the dimensions of leadership most directly linked to managing teacher effectiveness and increasing student achievement
- Meant to address areas of performance related to personal conduct as described in district and state policies

Begin with the End in Mind: The Importance of Vision
In Tennessee, it is expected that the vision of the school, developed in collaboration with multiple partners and aligned with the district’s vision, will drive the actions demonstrated in the indicators and descriptors in this rubric over time to increase student achievement. The vision provides a powerful communication and coalescing tool for all stakeholders in the school, creating a “word picture” of what is to be created and maintained. Crafting an exemplary vision requires
asking an essential question: When a vision for continuous improvement, culture conducive to teaching and learning, and professional learning and growth (standards A, B, and C) has been developed and implemented, what will be different for:

- your students?
- your teachers?
- your school?
- your parents?

An exemplary visioning process occurs when school leaders jointly develop a vision for continuous improvement, contextualized through a) a vision for a culture conducive to teaching and learning and b) a vision for professional learning and growth. The resulting overarching school vision thus exhibits and requires:

- collaboration with key partners to identify and enact clear, measurable, annual goals;
- linkage to goals that support student achievement, gap closure, and college and career readiness with evidence of growth;
- communication to nearly all stakeholders;
- modeling of personal commitment to continuous improvement and a culture conducive to teaching and learning; and
- modeling of school-wide beliefs in professional learning and growth

**Research Supporting the Administrator Evaluation Rubric**

In collaboration with the superintendents’, supervisors’ and principals’ study councils, the drafting process for the Administrator Evaluation Rubric was largely informed by administrators throughout the state whose suggestions, questions, and concerns regarding the rubric’s language were strongly considered during the development of all iterations of the draft. In addition to input from colleagues statewide, the following research supports the content of the rubric:

- American Institutes for Research’s *The Ripple Effect*, 2012
- Georgia Department of Education’s Leader Keys Effectiveness System, 2012
- Indiana Department of Education’s Principal Effectiveness Rubric, 2013
- ISLLC’s Educational Leadership Policy Standards, 2008
- James Stronge’s Principal Evaluation, 2012
- Tennessee’s Standards for Professional Learning, 2012
- McREL’s Principal Evaluation System, 2009
- New Leaders’ Urban Excellence Framework, 2011
- Stronge, Richard, and Catano’s *Qualities of Effective Principals*, 2008
- Tennessee’s Teacher Leader Standards, 2011
- Waters, Marzano, and McNulty’s Balanced Leadership: What 30 Years of Research Tells us about the Effect of Leadership on Student Achievement, 2003
# 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.”


<table>
<thead>
<tr>
<th>Indicator</th>
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<th>Possible Sources of Evidence</th>
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<tbody>
<tr>
<td><strong>A1. Capacity Building</strong></td>
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| Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee state standards | Utilizes shared leadership practices to build capacity of nearly all educators for:  
  - Developing an accurate understanding of Tennessee-adopted standards and instructional practices  
  - Studying, analyzing, and evaluating approved curriculum resources, including texts  
  - Maintaining shared accountability when making needed adjustments to deepen classroom rigor  
  - Maintaining a system for monitoring student work for rigor and curriculum alignment  
  - Implementing on-going strategies and feedback for peers | Builds capacity among educators for:  
  - Developing an accurate understanding of Tennessee-adopted standards and instructional practices  
  - Demonstrating fidelity to state and district-approved curriculum standards  
  - Studying, analyzing, and evaluating approved curriculum resources, including texts  
  - Establishing a system for monitoring student work for rigor and curriculum alignment  
  - Establishing collective accountability when making needed adjustments to deepen classroom rigor | Builds limited or no capacity among educators for:  
  - Developing educator understanding of Tennessee-adopted standards and instructional practices  
  - Demonstrating fidelity to state and district-approved standards  
  - Studying, analyzing, and evaluating approved curriculum resources  
  - Establishing a system for monitoring student work for rigor  
  - Establishing collective accountability when making needed adjustments to deepen classroom rigor | Practice/Observation  
  - Lesson plans and feedback on the plans  
  - Agendas and meeting notes from Professional Learning Communities  
  - Course offerings (range of levels and types—Advanced Placement and Dual Enrollment offerings for high schools)  
  - TVAAS  
Outcomes  
  - Demonstrated growth on observations  
  - Met or exceeded goals for:  
    - Student achievement  
    - Gap closure  
    - College/career readiness  
  - TVAAS
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<tr>
<th>Indicator</th>
<th>Utilizes shared leadership practices and structures:</th>
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| A2. Data Analysis & Use | - 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  
- Collaborates with educators to:  
  - 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  
- Shows limited or no use of:  
  - 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  
- Practice/Observations:  
  - Data tracking and training  
  - Data meetings  
  - Intervention schedules and plan  
  - Work sample scores  
  - Benchmark assessments  
  - Use of rubrics  
  - Attendance rates  
  - Discipline referrals and reports  
- Outcomes:  
  - Formative and summative teacher-administered test data  
  - Data tracking  
  - Graduation rates  
  - ACT/SAT scores  
  - Advanced placement scores  
  - TVAAS  
| Utilizes shared leadership practices that demonstrate support for educators in: |
| --- | --- |
| B3. Interventions | - 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  
- Leads educators to implement interventions based on annual goals  
- Supports educators in:  
  - o utilizing multiple sources of data to develop and implement interventions within and outside normal class structures  
  - o aligning interventions and student achievement outcomes  
  - o monitoring and adjusting interventions as needed  
  - o collaborating with general and special educators to develop and deliver appropriate interventions  
- Shows limited or no use of interventions based on annual goals  
- Practice/Observations:  
  - Intervention schedules and plans  
  - Lesson plans (collaboratively created by general and special educators)  
  - At-risk list  
- Outcomes:  
  - Formative assessment data/benchmark data for TCAP  
  - Met or exceeded student growth and achievement  
  - TVAAS |
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<td><strong>A4. Progress Monitoring</strong></td>
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<td>Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.</td>
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<td>• Incorporates collaborative school-wide planning that addresses students’ academic growth goals (and behavior growth goals as needed)</td>
<td>• Incorporates planning that addresses students’ academic growth goals (and behavior growth goals as needed)</td>
<td>Shows limited or no:</td>
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<td>• Supports educators to lead monitoring and adjusting planned and implemented school, grade, and classroom level strategies</td>
<td>• Collaborates with educators to monitor and adjust planned and implemented strategies that are goal-aligned</td>
<td>• Planning that addresses students’ academic growth goals (and behavior growth goals as needed)</td>
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<td>• Regularly leads processes for educators to assess and provide input on practices that present evidence of improvement</td>
<td>• Regularly facilitates procedures and practices that present evidence of improvement</td>
<td>• Goal-aligned adjustments</td>
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<td>• Incorporates planning that addresses students’ academic growth goals (and behavior growth goals as needed)</td>
<td>• Collaborates with educators to monitor and adjust planned and implemented strategies that are goal-aligned</td>
<td>• Implementation of procedures showing evidence of improvement</td>
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<td></td>
<td>• Supports educators to lead monitoring and adjusting planned and implemented school, grade, and classroom level strategies</td>
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<td>Practice/Observations</td>
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<td>• Intervention schedules and plans</td>
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<td>• Lesson plans (collaborative General Education and Special Education)</td>
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<td>• At-risk list</td>
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<td>• Conversations with stakeholders</td>
<td>• Conversations with stakeholders</td>
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<td>• Review of goals and action plans</td>
<td>• Review of goals and action plans</td>
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<td>• Review of leader’s data analysis</td>
<td>• Review of leader’s data analysis</td>
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<td>• SIP implementation data- gaps identified through data analysis and strategy developed to close them</td>
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<td>• Leader self-reports</td>
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<td>• Teacher and staff questionnaires</td>
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<td>• District records</td>
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<td>• Teacher and staff interviews and focus groups</td>
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<td><strong>Outcomes</strong></td>
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<td>• Formative assessment data/ benchmark data for TCAP</td>
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<td>• Met or exceeded student growth and achievement</td>
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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.”


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| B1. Leveraging Educator Strengths | • 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 | • Assigns educators based on: o student learning needs o demonstrated effectiveness o school goals | • Shows limited or no assignment of educators based on: o student learning needs o demonstrated effectiveness o school goals | Practice/Observation
• Leadership team agendas and meeting notes
• PLCs, Grade-level and Content Teams
• Conversations with educators |
| | • Creates a coherent system to extend impact of educators at all performance levels | • Provides opportunities to extend impact of high performing teachers based on area(s) of demonstrated effectiveness | • 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) | Outcomes
Teacher assignments to grade/content areas using demonstrated effectiveness (e.g., student achievement, observations, TVAAS, climate surveys, etc.) |
| | • Develops and/or sustains a collegial environment where learning communities use their collective strengths, skills, and experience to improve classroom practice | • Develops and/or sustains a collegial environment by using collective educator strengths, skills, and experiences to improve classroom practice | | |

Leverages educator strengths to engage all students in meaningful, relevant learning opportunities
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| **B2. Environment** Fosters a safe, respectful, and orderly learning environment for all | In addition to Level 3 descriptors, facilitates educator participation in:  
  - 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 | Expectations are aligned with the school's mission and vision  
  - School and district conduct policies are:  
    - 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:  
    - 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:  
    - student support for adhering to behavioral and learning expectations  
    - shared accountability for all students' social and emotional safety | Expectations are not clearly aligned with the school's mission and vision  
  - School and district conduct policies are not:  
    - clearly communicated  
    - implemented consistently and fairly  
    - related to students' physical and emotional safety  
  - Learning transitions do not maximize instructional time  
  - Inadequate support for:  
    - 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 | Practice/Observation  
  - School-wide code of conduct  
  - Hallway 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)  

**Outcomes**  
- School safety plan  
- Climate survey data |
| **B3. Family Involvement** Takes measures to actively involve families in the education of their children | In addition to Level 3 descriptors:  
  - Establishes a two-way communication process for families that:  
    - 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 | 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  
  - Shows limited or no evidence of:  
    - 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 | Practice/Observation  
  - Newsletters  
  - Website  
  - Meeting agendas and schedules  
  - Phone/contact logs  
  - Parent surveys  
  - Parental volunteer log  

**Outcomes**  
- Climate/ stakeholder perception survey data |
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<tr>
<td><strong>B4. Ownership</strong></td>
<td>• Models and communicates expectations for individual and shared ownership of student, educator, and school success</td>
<td>• Models commitment to the possibility of success for all students</td>
<td>Shows limited or no: • Modeling commitment to the possibility of success for all students</td>
<td>Practice/Observation • Conversations with educators and students • Leader's self-reflection</td>
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<td>• Enacts procedures that reflect a school-wide commitment to the possibility of success for all students</td>
<td>• Designs and/or implements structures to increase shared ownership in school success</td>
<td>• Designing and/or implementing structures that increase shared ownership in school success</td>
<td>Outcomes • Climate surveys • Policies and procedures</td>
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<td>• Frequently assesses shared ownership by seeking feedback and input from members of the school community</td>
<td>• Clearly and consistently communicates high expectations for educators' individual responsibility for whole school success</td>
<td>• Setting high expectations for educators' individual responsibility for whole school success</td>
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<td>• Clearly and consistently uses multiple means to communicate educators' individual responsibility for whole school success</td>
<td>• Addresses adults who display low expectations about student potential</td>
<td>• Addressing adults who display low expectations about student potential</td>
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<td>• Establishes a culture where nearly all members of the school community address low expectations about student potential</td>
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<td><strong>B5. Recognition &amp; Celebration</strong></td>
<td>In addition to Level 3 descriptors, utilizes shared leadership with members of school community to: • Create school rituals, traditions, and initiatives • Recognize educator and student performance</td>
<td>• Creates clear criteria for recognition and celebration of educators and students</td>
<td>Shows limited or no use of: • Clear criteria for recognition and celebration of educators and students</td>
<td>Practice/Observation • Recognition awards • Newsletter/newspaper articles • Award assemblies/documentation • Conversations with educators and students</td>
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<td>• Implements regular recognition and celebration of student performance and growth through a variety of communication methods and activities</td>
<td>• Regular recognition and celebration of student performance and growth through a variety of communication methods and activities</td>
<td>Outcomes • Attendance rates • Discipline referrals and reports (suspension and expulsion rates)</td>
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<td>• Implements regular recognition and celebration of educator performance and growth through a variety of communication methods and activities</td>
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<td>Data walls (school, class/subject)</td>
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“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.”


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| **C1. Evaluation** | Impects and monitors a rigorous evaluation system using an approved Tennessee evaluation model and uses educator evaluation data to inform, assess, and adjust professional learning goals and plans | In addition to Level 3 descriptors:  
- Builds and sustains a culture focused on continuous improvement, such that educators view the evaluation process as an opportunity for professional learning and growth  
- Holds self and others accountable for customizing supports for educators  
- Creates a school-wide plan for professional learning aligned to the school’s vision for professional learning and growth  
- Accurately modifies school or grade-level professional learning goals and plans | Encourages educators to use the evaluation process for professional learning and growth  
- Adheres to all evaluation processes, which include:  
  - timelines for feedback  
  - follow-up support  
  - finalizing all required observations  
  - conducting summative conferences  
- Ensures the classroom observation process includes:  
  - gathering evidence balancing educator and student actions related to teaching and learning  
  - grounding all evidence coding and scoring to the rubric with accuracy to ensure fidelity of the process  
  - using a preponderance of evidence to evaluate teaching  
  - using the rubric to structure feedback to educators  
  - offering specific, actionable feedback recommendations connected to improving student achievement  
  - facilitating educator implementation of recommended improvement strategies  
- Uses evaluation data to determine trends and assess educator strengths and growth opportunities | Shows limited or no use of:  
- Encouragement for educators to use the evaluation process for professional learning and growth  
- Adherence to all evaluation processes, which include:  
  - timelines for feedback  
  - follow-up support  
  - finalizing all required observations  
  - conducting summative conferences  
- Sufficient implementation of classroom observation processes:  
  - gathering evidence balancing educator and student actions related to teaching and learning  
  - grounding all evidence coding and scoring to the rubric with accuracy to ensure fidelity of the process  
  - using a preponderance of evidence to evaluate teaching  
  - using the rubric to structure feedback to educators  
  - offering specific, actionable feedback recommendations connected to improving student achievement  
  - facilitating educator implementation of recommended improvement strategies | Practice/Observation  
- Documented observation records, which may include, but are not limited to:  
  - 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 |
| **Outcomes** |  |  |  |  |
| - Improved teaching practice  
  (evaluation score increases)  
- Improved teacher support  
- TVAAS |
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| **C2. Differentiated Professional Learning** | Ensures all professional learning activities align with the *Tennessee Standards for Professional Learning*  
Engages leadership team to:  
- 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 | Engages staff in activities aligned with the *Tennessee Standards for Professional Learning*  
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 | Rarely or never differentiates professional learning for faculty and self by:  
- Engaging in activities aligned with the *Tennessee Standards for Professional Learning*  
- 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 | Practice/Observation  
- 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  
Outcomes  
- Student performance data results in relationship to the school-wide professional learning plan  
- TVAAS |

**C3. Induction, Support, Retention, & Growth**  
Collaborates with others to induct, support, retain and grow/extend effective educators based on evidence of student and educator outcomes

| | Engages with leadership team to:  
- 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 | Designs and implements an induction program for new educators  
Develops strategies for:  
- 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 | Rarely or never inducts, supports, retains, and grows educators by designing and implementing an induction program for new educators  
Develops strategies for:  
- 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 | Practice/Observation  
Data regarding induction, support, retention, and growth, which may include:  
- Surveys  
- Educator focus group interview/conversation  
- Student and stakeholder feedback  
Outcomes  
- Quality of induction program  
- Increased rates of high performing educators  
- Increased retention rates |
<table>
<thead>
<tr>
<th>Indicator</th>
<th>5</th>
<th>3</th>
<th>1</th>
<th>Possible Sources of Evidence</th>
</tr>
</thead>
</table>
| **C4. Teacher Leaders** | Engages with leadership team to:  
• Involve teacher-leaders in activities aligned with the Tennessee Teacher Leadership Standards  
• 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 | Engages in activities aligned with the Tennessee Teacher Leadership Standards  
• 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 | Rarely or never identifies and supports potential teacher-leaders by:  
• Engaging in activities aligned with the Tennessee Teacher Leadership Standards  
• 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 | Teacher-leader plan in alignment with the Tennessee Teacher Leadership Standards  
• 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 |
| Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards | **Practice/Observation**  
• Engaging in professional learning:  
  • Improved student outcomes (evaluation score increases)  
  • Improved teacher support  
  • TVAAS  
**Outcomes**  
• Improved teaching practice  
• Improved teacher support  
• TVAAS | **Possible Sources of Evidence** |
| **C5. Self-Practice** | In addition to Level 3 descriptors:  
• Actively seeks feedback from a variety of sources to reflect on personal instructional leadership practices and make 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 | 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 | Rarely or never improves self-practice by:  
• Using feedback from sources to reflect on personal instructional leadership practices and does not make any necessary changes for improvement  
• Engaging in professional learning:  
  • 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 | 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 |
| Improves self-practices based on multiple sources of feedback, including performance evaluation results and self-reflection | **Outcomes**  
• Improved leadership practices  
• Improved educator practices  
• Improved student outcomes  
• TVAAS |
### 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].”


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<tr>
<th>Indicator</th>
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<th>1</th>
<th>Possible Sources of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D1. Community Resources</strong></td>
<td>In addition to Level 3 descriptors:</td>
<td></td>
<td></td>
<td>Practice/Observation</td>
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<td></td>
<td>• Assesses potential community partners and secures additional resources that support teaching and learning</td>
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<td>• Community assets inventory</td>
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<td>• Highlights usage of resources and shares school accomplishments by regular communication with community partners</td>
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<td>• Documented partnership activities</td>
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<td></td>
<td>• Conducts an accurate assessment of community partners and resources</td>
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<td>• Donations and contributions to the school</td>
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<td></td>
<td>• Ensures accepted resources support the school's mission, vision, and goals</td>
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<td>• Community support notes</td>
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<tr>
<td></td>
<td>• Allocates fiscal, human, technological, and physical resources to align with the school's mission, vision, and goals</td>
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<td>• Displays of partnership and partnering activities</td>
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<td>Rarely or never utilizes community resources and partners by:</td>
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<td>• Community support surveys</td>
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<td></td>
<td>• Conducting an assessment of community partners and resources</td>
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<td></td>
<td>• Conversations with community partners and educators</td>
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<tr>
<td></td>
<td>• Accepting resources that are not in support of the school's mission, vision, and goals</td>
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<td><strong>Outcomes</strong></td>
<td>Met or exceeded goals for community engagement</td>
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<td></td>
<td>• Allocating fiscal, human, technological, and physical resources or allocates these with misalignment to the school's vision, mission, and goals</td>
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<tr>
<td><strong>D2. Diversity</strong></td>
<td>• Develops capacity of educators to implement structures for engaging diverse stakeholders to provide input and feedback in school improvement decisions</td>
<td><strong>Practice/Observation</strong></td>
<td>Conversations with stakeholders</td>
<td><strong>Outcomes</strong></td>
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<tr>
<td></td>
<td>• Develops structures to encourage diverse stakeholders ¹ to provide input and feedback in school improvement decisions</td>
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<td></td>
<td>• Engages limited or non-diverse stakeholders to provide input and feedback in school improvement</td>
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¹ Diverse stakeholders include diversity in race, culture, gender, experience, thought, voice, opinion, and role.
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</table>
| **D3. Employee & Fiscal Management** | 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 | Establishes, communicates and enforces a set of standard operating procedures and routines by:  
- 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 | Rarely or never establishes, communicates, and enforces a set of standard operating procedures and routines by:  
- 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 | Practice/Observation  
- Handbook  
- Compliance agreements  
- Audit report  
- Conversations with educators |
| | In addition to Level 3 descriptors:  
- 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 | Performs timely, accurate, transparent budgetary responsibilities by:  
- 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 | Rarely or never performs all budgetary responsibilities by:  
- 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 | Outcomes  
- Compliance with operating procedures  
- Compliance with budgetary procedures |
| | | | | |
Glossary of Terms

Standard A1: Capacity Building

Build Capacity: The term is also noted as “capacity building” in several descriptors of the rubric and refers to a school leader’s ability to develop the knowledge base and skill set of educators related to the specific indicator in which the term appears. Options and examples of how building capacity is measured are found in the rubric’s Possible Sources of Evidence column.

Shared Leadership: The term 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.

Standard B1: Leveraging Educator Strengths

Extend Impact: The term refers to a school leader’s ability to use the demonstrated skills and expertise of educators to support, not only the academic growth and achievement of their assigned students, but to also create conditions for educators to support the growth and learning of other educators. The goal of extending the impact or positive reach of all educators is to have school leaders appropriately distribute leadership across the school community as a way to create and/or sustain students’ ability to meet or exceed academic and or behavioral growth and achievement targets.

Standard C2: Differentiated Professional Learning

Tennessee Standards for Professional Learning define the tenets for implementing and monitoring effective Differentiated Professional Learning. To see the standards in detail, go to [http://www.tn.gov/sbe/policies.shtml](http://www.tn.gov/sbe/policies.shtml)

Data: Professional learning that increases educator effectiveness and results for all students, uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. Examples include clearly articulating the critical link between increased student learning and educator professional learning.

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning. Examples include:

- Developing capacity for learning and leading at all levels support
- Providing constructive feedback to refine new practices
- Sustaining implementation of new educator practice and student learning through ongoing
- Facilitating implementation of knowledge and skills gained from professional learning activities
- Communicating expectations for implementing knowledge and skills gained from professional learning activities
- Monitoring implementation of knowledge and skills gained from professional learning activities

Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning. Examples include prioritizing, monitoring, and coordinating human, fiscal, material, technology, and time resources needed for professional learning to occur.

Standard C4: Teacher Leaders
The standards consist of seven domains describing the diverse and varied dimensions of teacher leadership and are in direct alignment with the national Teacher Leader Model Standards. To see the standards in detail, go to [http://www.tn.gov/sbe/policies.shtml](http://www.tn.gov/sbe/policies.shtml)

Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning

Domain II: Accessing and Using Research to Improve Practice and Student Achievement

Domain III: Promoting Professional Learning for Continuous Improvement

Domain IV: Facilitating Improvements in Instruction and Student Learning

Domain V: Using Assessments and Data for School and District Improvement

Domain VI: Improving Outreach and Collaboration with Families and Community

Domain VII: Advocating for Student Learning and the Profession

Standard D3: Employee and Fiscal Management
Standard operating procedures: The term is defined by state and district policies related to specific laws that govern school operations, fiscal management, personnel, and safety procedures.
Tennessee Educator Acceleration Model
TEAM Administrator Evaluation
Supplemental Materials
<table>
<thead>
<tr>
<th>Indicators at Level 5</th>
<th>Looks Like</th>
<th>Sounds Like</th>
<th>Sample Evidence</th>
<th>District Supports</th>
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<tbody>
<tr>
<td>Capacity Building</td>
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<td>Interventions</td>
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<td>Leveraging Educator Strengths</td>
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## Scoring and Evidence Template

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<thead>
<tr>
<th>Evidence Notes</th>
<th>Standard A: Instructional Leadership for Continuous Improvement</th>
<th>Score</th>
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<tbody>
<tr>
<td></td>
<td>A1: Capacity Building</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A2: Data Analysis and Use</td>
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<tr>
<td>Evidence Notes</td>
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<td></td>
<td>A3: Interventions</td>
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<td>A4: Progress Monitoring</td>
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<tr>
<td>Evidence Notes</td>
<td>Standard B: Culture for Teaching and Learning</td>
<td>Score</td>
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<td>B1: Leveraging Educator Strengths</td>
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<td>B2: Environment</td>
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<td></td>
<td><strong>B3: Family Involvement</strong></td>
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<td><strong>B4: Ownership</strong></td>
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<td></td>
<td>B5: Recognition and Celebration</td>
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<th>Evidence Notes</th>
<th><strong>Standard C:</strong> Professional Learning &amp; Growth</th>
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<td>C3: Induction, Support, Retention, and Growth</td>
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<td>C4: Teacher Leaders</td>
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<tr>
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<td>C5: Self-Practice</td>
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</tbody>
</table>

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<tr>
<th>Evidence Notes</th>
<th>Standard D: Resource Management</th>
<th>Score</th>
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<tr>
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<td>D1: Community Resources</td>
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<tr>
<td>Evidence Notes</td>
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<tr>
<td></td>
<td>D2: Diversity</td>
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<td></td>
<td>D3: Employee and Fiscal Management</td>
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### Administrator Evaluation Observation Self-Reflection Tool

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<thead>
<tr>
<th>School Administrator</th>
<th>Evaluator</th>
<th>Observation Date</th>
<th>Rating Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>5—significantly above expectations</td>
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<td></td>
<td></td>
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<td>4—above expectations</td>
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<td>3—at expectations</td>
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<td></td>
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<td>2—below expectations</td>
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<td></td>
<td></td>
<td></td>
<td>1—significantly below expectations</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Self-Reflection / Formal Observation</th>
<th>School Name</th>
<th>School Year</th>
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</table>

<table>
<thead>
<tr>
<th>Standards &amp; Indicators</th>
<th>5</th>
<th>4</th>
<th>3</th>
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<th>Comments</th>
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<td><strong>Standard A: Instructional Leadership for Continuous Improvement</strong></td>
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<td>A2. Data Analysis &amp; Use</td>
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<td>A3. Interventions</td>
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<td>A4. Progress Monitoring</td>
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<td><strong>Standard B: Culture for Teaching &amp; Learning</strong></td>
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<td>B1. Leveraging Educator Strengths</td>
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<td><strong>Standard C: Professional Learning &amp; Growth</strong></td>
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<td>C4. Teacher Leaders</td>
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<td>C5. Self-Practice</td>
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<tr>
<td><strong>Standard D: Resource Management</strong> <em>(optional for assistant principals)</em></td>
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<td>D2. Diversity</td>
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<td>D3. Employee &amp; Fiscal Management</td>
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<td>Reinforcement Objective</td>
<td>Indicator</td>
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<th>Refinement Objective</th>
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*Signatures below indicate that the school administrator and supervisor have discussed the information contained in this document.*

School Administrator Signature __________________________________________ Date ____________

Supervisor Signature _________________________________________________ Date ____________
Administrator Evaluation Individual Action Plan

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<thead>
<tr>
<th>School Administrator Name</th>
<th>Position</th>
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<tr>
<th>School Name</th>
<th>School Year</th>
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</table>

Tennessee Instructional Leadership Standard (TILS, 2013) to be strengthened: *(select one)*
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.

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<tr>
<th>SMART Goal 1:</th>
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<th>Action Steps</th>
<th>Timeline of Action Steps</th>
<th>Mid-Year Adjustments</th>
<th>Expected Outcomes</th>
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Practices in Administrator Evaluations & Principal Site Visits

Below you will find some examples of common practices shared with us by directors of schools and assistant directors of schools from the following districts: Bristol City, Kingsport City, Lauderdale County, and Lincoln County.

Multiple Observers

- Conduct principal evaluations with a team, which includes the superintendent, the supervisor of curriculum and instruction, and the supervisor of accountability and school improvement. This lends added expertise, helps calibrate scores, and provides a better mix of feedback and coaching.
- 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.
- With a team made up of the superintendent and district staff, monitor each school's data and implementation of key initiatives, such as RTI², CFAs, and progress monitoring. Then the team collaboratively discusses collected evidence.

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.
- Collect of artifacts over the year. Artifacts can include
  - school leadership team and collaborative session notes/handouts,
  - intervention plans and instructional schedules, and
  - teacher perception survey results.
- Allow principals to use the district's 360 cameras at any time to film activities such as leadership team PLCs for sharing.
Data Monitoring

- Conduct quarterly data meetings with principals that delve deeply into student results. The conversation naturally flows to a range of topics, including schedules, teacher performance and evaluations, PLCs, and other professional development initiatives. This provides information on where principals fall on a continuum of using data to drive instructional decisions.
- Observe grade-level planning meetings or data conferences that involve the administrator, and conduct multiple visits with each principal to discuss relevant student data with attention to action steps based on the analysis of that data.

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.
- Reserve about 30 minutes at the end of a site visit for questioning around indicators that were not able to be observed during the visit.
- Visit teacher-led and administrator-led collaborative sessions frequently.
- Observe classrooms at each school to monitor classroom practices and culture.
- Go to the school for visits before school begins (e.g., during car rider or bus rider time) to see how the tone is set for the day. Consider staying through announcements and other morning routines to visit with staff and teachers.

Coaching Conversations

- Hold brief coaching and goal-setting sessions around key elements of the rubric. The following are highly impactful areas of focus, but conversations and goals are not limited to these:
  - shared leadership,
  - building teacher leaders, and
  - leveraging educator strengths.
- Have administrators complete the department's self-reflection document and schedule a follow-up conversation to discuss it.
- Ask the principal to have prepared evidence and discussion points on the indicator they feel they are doing the best job with this year. This allows them to begin the evaluation process on a positive note, and makes them feel like they have more control of driving the conservation and support.
- During the initial visit, discuss what needs improvement and how administrators plan to improve before the end of the semester. Setting a concrete goals allows the tone to be set as, “Let's do this together,” rather than, “I'm out to get you.”
# Leveraging Educator Strengths

## Teacher Reinforcement Areas: Instruction

<table>
<thead>
<tr>
<th>Standards &amp; Objectives</th>
<th>Motivating Students</th>
<th>Presenting Instructional Content</th>
<th>Lesson Structure &amp; Content</th>
<th>Activities &amp; Materials</th>
<th>Questioning</th>
<th>Academic Feedback</th>
<th>Grouping Students</th>
<th>Teacher Content Knowledge</th>
<th>Teacher Knowledge of Students</th>
<th>Thinking</th>
<th>Problem Solving</th>
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<tbody>
<tr>
<td>Smith</td>
<td>Green</td>
<td>Adams</td>
<td>Roberts</td>
<td>James</td>
<td>Johnson</td>
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<td>Jones</td>
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**Using the chart:**

1. The principal identified teachers who earned a level 4 or 5 in the indicators of the teacher evaluation rubric.
2. During the post conference for teachers who earned a level 1 or 2 in a specific indicator, the principal would share the names of peers who earned a level 4 or 5 in the same identified indicator. This matching could provide peer support for teachers in their areas of refinement.
## Professionalism Rubric

<table>
<thead>
<tr>
<th>Professional Growth and Learning</th>
<th>Significantly Above Expectations (5)</th>
<th>At Expectations (3)</th>
<th>Significantly Below Expectations (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses feedback from observations and self-assessment to significantly improve performance in identified areas of need</td>
<td>Uses feedback from observations and self-assessment to implement and reflect on personal improvement strategies</td>
<td>Inconsistently uses feedback from observations to improve. Demonstrates little evidence of growth on targeted indicators</td>
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<tr>
<td>Consistently prepared and highly engaged in professional learning opportunities</td>
<td>Prepared and engaged in professional learning opportunities</td>
<td>Unprepared or disengaged in professional learning opportunities provided</td>
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<tr>
<td>Engages in evaluation process with eagerness by seeking out feedback from both supervisors and colleagues</td>
<td>Engages in evaluation process with evidence of focus on improving practice and openness to feedback</td>
<td>Engages in evaluation process without evidence of focus on continuous improvement of practice</td>
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<tr>
<td>Consistently self-reflects on evidence of instruction, accurately matching evidence to the rubric in both areas of strength and areas of growth</td>
<td>Self-reflections on evidence on instruction largely match the expectations of the rubric</td>
<td>Self-reflections do not match the expectations of the rubric or assessment of the evaluator</td>
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<tr>
<th>Use of Data</th>
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<tr>
<td>Systematically and consistently utilizes formative and summative school and individual student achievement data to:</td>
<td>Utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions to increase student achievement</td>
<td>Rarely utilizes student achievement data to address strengths and weaknesses of students to guide instructional decisions related to student achievement</td>
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<tr>
<td>o Analyze the strengths and weaknesses of all his/her students</td>
<td>o Analyzes student work to guide planning of instructional units</td>
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<td>o Plan, implement, and assess instructional strategies to increase student achievement and decrease achievement gaps between subgroups of students</td>
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<td>o Plan future instructional units based on the analysis of his/her students' work</td>
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<td>o Reflect on use of instructional strategies that led or impeded student learning</td>
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<tr>
<th>School and Community Involvement</th>
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<tr>
<td>Regularly organizes and leads school activities and events that positively impact school results and culture</td>
<td>Regularly supports and contributes to school activities and events</td>
<td>Rarely supports school activities and events</td>
<td></td>
</tr>
<tr>
<td>Always adheres to school and district personnel policies and serves as a leader and model for others</td>
<td>Regularly adheres to school and district personnel policies</td>
<td>Inconsistently adheres to school and district personnel policies</td>
<td></td>
</tr>
<tr>
<td>Regularly works with peers to contribute to a safe and orderly learning environment and actively facilitates improvement in school-wide culture</td>
<td>Regularly works with peers to contribute to a safe and orderly learning environment</td>
<td>Rarely works with peers to contribute to a safe and orderly learning environment</td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>Significantly Above Expectations (5)</td>
<td>At Expectations (3)</td>
<td>Significantly Below Expectations (1)</td>
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|            | Actively and consistently contributes to the school community by assisting and/or mentoring others, including successful engagement in three or more of the following:  
• 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 | Contributes to the school community by assisting others, including at least two of the following:  
• Collaborative planning with subject and/or grade level teams  
• Actively participating in a professional learning community  
• Coaching/mentoring  
• Supervising clinical experiences | Inconsistently contributes to the school community by assisting and/or mentoring others |
Measuring Student Growth in Tennessee: Understanding TVAAS

The following pages contain an excerpt from this report published by the State Collaborative on Reforming Education (SCORE) in October 2014. Use this link to access the full report: http://tnscore.org/research-reports/policy-memos/

For more about the Tennessee Value-Added Assessment System (TVAAS), visit the TVAAS website at http://tvaas.sas.com, or the department website at www.tn.gov/education/topic/tvaas.

To read more about SCORE, visit http://tnscore.org.
**VALUE OF TVAAS MEASURES**

Accurate TVAAS data has the potential to help stakeholders at all levels of the education system promote high-quality teaching and contribute to improved achievement for all students. Tables 2-4 outline how teachers, principals, district leaders, and state policymakers can use TVAAS data to improve student achievement in Tennessee.

### HOW DOES TVAAS HELP TEACHERS?

#### STUDENT SUPPORT

TVAAS data have the potential to facilitate meaningful conversations between teachers and students about a student’s strengths and to set goals for students’ academic growth during the school year. TVAAS data provide teachers with information that can help them identify students in need of early intervention and to group students based on their unique needs. These practices help teachers differentiate their instruction for different groups of students, improving students’ potential for growth.

#### INSTRUCTIONAL IMPROVEMENT

TVAAS data allow teachers to reflect on their instruction, identifying instructional strengths as well as opportunities for growth. This kind of data-driven self-reflection allows teachers to identify strengths and weaknesses in certain subject areas and with certain groups of students.

#### TEACHER COLLABORATION

TVAAS data can also set the stage for more directed and effective collaboration between teachers. This data can help principals identify highly effective teachers who can serve as instructional leaders and mentors for newer teachers or teachers struggling with specific areas of instruction.

Table 2

**TVAAS SHIFTS**

**THE CONVERSATION FROM PROFICIENCY TO GROWTH:**

**NORMAN SMITH ELEMENTARY**

Norman Smith Elementary, a school serving over 600 students in grades pre-kindergarten to five in Middle Tennessee, has achieved high levels of growth over the last three years. If you ask school leaders at Norman Smith what makes them so successful, one of the things they point to is building the confidence of their students. Former principal Beth Unfried explains, “We have to provide opportunities for students to have success in school. Once they experience success, they want it even more.” One of the things Norman Smith staff point to as a key to helping all students experience success is their continued focus on growth. Using TVAAS and other growth data, teachers at Norman Smith are able to set overall growth targets for students and incrementally milestones along the way that help students build self-confidence and perseverance. Unfried cites TVAAS and other growth data as a game changer for students from low-income backgrounds. She emphasizes, “If students are never celebrated for their growth, then they feel defeated. It’s not always about students making 100 percent on the test. For some students, going from a 20 percent to a 80 percent is just as important.”

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**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, schools or teachers labeled as most effective by a TVAAS measure should be those who provide high-quality educational opportunities for all students. In the late 1990s, Dr. William L. Sanders and Dr. Robert A. McCan of the University of Tennessee used longitudinal data to measure the impact different teachers had on student outcomes, laying the foundation for the statistical model employed in TVAAS. Throughout the 1980s and 1990s, Tennessee passed several pieces of legislation that emphasized the importance of statewide assessment and accountability systems on the path toward Tennessee’s education improvement goals. TVAAS was one recognized measure that could be used to evaluate Tennessee’s progress toward accomplishing its educational goals. This research and legislation laid the foundation for the use of TVAAS in Tennessee’s education system today. Table 1 outlines the history of TVAAS in Tennessee:

<table>
<thead>
<tr>
<th>1992 EDUCATION IMPROVEMENT ACT</th>
<th>1993-2010 TVAAS REPORTS</th>
<th>2010 FIRST TO THE TOP ACT</th>
<th>2013 TEACHER AND PRINCIPAL EVALUATION POLICY</th>
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<tbody>
<tr>
<td>The Education Improvement Act introduced TVAAS in 1992, requiring the state to monitor student gains.</td>
<td>Principals and teachers recalled TVAAS reports annually, but these reports were not informational. There was no standardized method for discussing or utilizing these results.</td>
<td>TVAAS data was incorporated into Tennessee’s teacher evaluation system, requiring 25% of a teacher’s summative evaluation to come from TVAAS scores.</td>
<td>Teachers were given the option of having TVAAS account for an additional 10% of their summative evaluation scores if they scored a 3, 4, or 5 on TVAAS.</td>
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</table>

TVAAS uses data from Tennessee’s achievement tests to calculate yearly growth for all students in the state. To calculate yearly growth for students, TVAAS looks at a student’s past testing data and predicts his or her growth based on the average growth of students statewide with similar initial levels of achievement. This component of the “TVAAS model is designed to ensure that students’ initial achievement level will not affect the accuracy of the measure.” While other growth models explicitly adjust for students’ background characteristics such as race, ethnicity, and poverty status, TVAAS uses students’ prior achievement levels to account for these factors. A TVAAS score for a teacher is determined by looking at the amount of growth above, below, or just at expectations that each of the teacher’s students make in a given school year. Each student’s growth is compared to the growth they were predicted to make during that school year.

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**SCORE**

HOW DOES TVAAS HELP PRINCIPALS AND DISTRICT LEADERS?

TEACHER DISTRIBUTION
TVAAS data can be used at the district and school levels to ensure that high-quality teachers are distributed equivalently between and within schools. This data could help administrators and districts create systemic incentives to attract and retain high-quality teachers in historically low-performing, low-income schools. Additionally, TVAAS data provide insight into teachers’ instructional strengths, whether in certain subject areas or with specific groups of students. For example, TVAAS data may indicate that a teacher is more effective teaching math than English language arts or that a teacher yields high levels of academic growth for higher-achieving students. School leaders can use this information to capitalize on teachers’ strengths, placing them with groups of students or in subject areas where they are most effective instructionally.22

STUDENT INSTRUCTIONAL INTERVENTIONS
TVAAS data also inform school and district leaders of individual students or groups of students that need targeted instructional interventions. This information can inform professional development opportunities for teachers, the implementation of before or after-school tutoring programs, or the hiring and distribution of instructional coaches.

TEACHER SUPPORT PRACTICES
One of the most important uses of TVAAS data occurs at the school level and involves principals practices around teacher support. When schools have instructional coaches or teacher leaders present, TVAAS data can guide these instructional leaders toward the teachers who need that help and support the most. In this way, TVAAS data can serve as foundational evidence for teacher improvement practices, giving insight into teachers’ opportunities for growth and providing them with the support they need to be successful.

Maryville City Schools serves approximately 4,000 students. Dr. Mike Winnstead, Maryville’s current Director of Schools, points to the time that Maryville spent working with school leaders as a key to the success the district has with data. Winnstead says, “We’ve always had a good culture here in Maryville, but in recent years we’ve really invested time and energy into helping school leaders understand and effectively use data. We have at least one person on each building’s leadership team who is truly a data expert.23 Winnstead and his team spent time working with school leaders to ensure they knew what TVAAS data told them and using that information to inform school-level decisions. School leaders use TVAAS and other data to ensure teachers are assigned to subjects and grade levels where they are most effective instructionally. In addition, school leaders carefully examine TVAAS data to gain a clear understanding of how the school is addressing the needs of all learners, from those in the top 25 percent to those in the bottom 25 percent. This information helps schools to understand if there are students who are not being served well by the school and to direct resources to those students.”

HOW DOES TVAAS HELP STATE POLICYMAKERS?

PROFESSIONAL DEVELOPMENT
TVAAS measures provide state and districts with data that can inform investments in professional development opportunities that more effectively align with their teachers’ greatest needs.24 For example, the state’s TVAAS data indicate that students in grades 3-5 made little growth in reading over the last few years.25 For this reason in 2013-2014, the Tennessee Department of Education invested in professional development opportunities for teachers in reading intervention.

TEACHER PREPARATION
As TVAAS is more widely implemented, it can be used to track teacher preparation program graduates throughout their career. In 2007, the Tennessee General Assembly passed legislation that required the State Board of Education to create an assessment on the effectiveness of teacher preparation programs. This legislation requires that 8 assessment of data programs include TVAAS data, teacher placement and retention rates, and Praxis II scores.26 This report card is currently used to help Tennessee identify best practices in teacher preparation and scale-up programs that consistently produce high-performing teachers.

USING VALUE-ADDED DATA TO SUPPORT ALL TEACHERS: FRANK P. BROWN ELEMENTARY
At Frank P. Brown Elementary in Crossville, data are used to continually inform teacher support and improvement efforts. When TVAAS data indicate that a teacher is struggling in a certain subject area or with a certain group of students, school leaders will ask an instructional coach to spend time in the classroom with that teacher. Instructional coaches will observe, offer constructive feedback, collaborate on lesson planning, and model effective instruction for these teachers. Additionally, when value-added data show that a teacher is struggling in a particular subject or with a particular group of students, school leaders will pair them with a teacher who excels in the same area. The teacher will have a chance to spend a few days observing his or her colleague, learning from their instructional practices and classroom management style. At Frank P. Brown, teachers are given the opportunity to watch best practices in action and are provided with the resources they need to improve upon their own practices.27

ASSESSMENT AND TVAAS
As noted before, TVAAS uses data from Tennessee’s Achievement Tests to calculate students’ yearly growth. These achievement tests include Tennessee Comprehensive Assessment Program (TCAP) for students in grades 3-8 and end of course (EOC) exams for students in grades 9-12. Research has shown that in order for the TVAAS measure to be accurate, standardized tests must be a reliable measure of what students know and can do, produce similar results in different environments and at different times, be aligned with academic standards, and be designed to measure the progress of students with diverse ability.
levels. A recent statement by the American Statistical Association emphasizes that “value-added measures are only as good as the data fed into them.”

Recent research on other states’ assessments calls into question whether current assessments accurately measure student learning. These analyses have found gaps in alignment between state standards and state assessments, both in terms of the content covered as well as in the depth and rigor of testing items. These analyses found that, on average, state assessments cover around 15 percent of the standards’ content in English language arts and reading and 27 percent of the standards’ content in math. Additionally, these analyses found that 15 percent of items in math assessments and 25 percent of items in English language arts and reading are misaligned due to different levels of depth and rigor. If state assessments are not reflective of the state standards teachers are required to teach in their classrooms, value-added measures could be an inaccurate reflection of a teachers’ ability to effectively create academic growth for their students.

While these classroom observations provided teachers with an opportunity to receive feedback, the quality of the notices used and the infrequency of observations limited their ability to truly inform teacher support and improvement practices. Additionally, prior to 2010, student growth and student achievement data were not included as components of the teacher evaluation.

With Tennessee’s passage of the First to the Top Act in 2010, multiple measures of teaching effectiveness were incorporated into the Tennessee teacher evaluation. While TVAAS serves as a foundational component of Tennessee’s teacher evaluation system, the evaluation incorporates additional measures of teaching effectiveness to improve the accuracy, reliability, and utility of the evaluation as a whole. Since 2010, new rubrics for classroom observations have been implemented that aim to provide teachers with more detailed and rigorous feedback on their practice. The teacher evaluation also requires teachers to be observed multiple times each year.

While TVAAS provides important information about teaching effectiveness and insight into what kinds of students teachers are most effective at teaching, TVAAS provides teachers with limited information on what they can do to improve. By balancing the weight of different measures, the teacher evaluation aims to present teachers from focusing too narrowly on one aspect of practice. Additionally, providing teachers with feedback on different areas of practice increases the usefulness of the evaluation and provides more effective data that can better inform professional growth opportunities.

For example, while value-added data allow teachers to identify strengths and opportunities for growth in certain subject areas or with certain groups of students, feedback from classroom observations allows teachers to identify strengths and opportunities for growth in classroom management, instructional practices, or lesson planning. When these measures are combined with additional measures of teaching effectiveness, teacher evaluations have the potential to provide more accurate, informative, and complete feedback to teachers. This information can inform the improvement and development of support systems for teachers and increase student access to high-quality teaching.

A MULTIPLE MEASURES APPROACH: TVAAS AND TEACHER EVALUATION

Prior to 2010, teacher evaluations in Tennessee relied only on information collected during formal and informal observations, which were not required for all teachers on an annual basis. From these observations, principals scored teachers on a rubric with general categories intended to indicate levels of teaching effectiveness.

While these classroom observations provided teachers with an opportunity to receive feedback, the quality of the notices used and the infrequency of observations limited their ability to truly inform teacher support and improvement practices. Additionally, prior to 2010, student growth and student achievement data were not included as components of the teacher evaluation.

With Tennessee’s passage of the First to the Top Act in 2010, multiple measures of teaching effectiveness were incorporated into the Tennessee teacher evaluation. While TVAAS serves as a foundational component of Tennessee’s teacher evaluation system, the evaluation incorporates additional measures of teaching effectiveness to improve the accuracy, reliability, and utility of the evaluation as a whole. Since 2010, new rubrics for classroom observations have been implemented that aim to provide teachers with more detailed and rigorous feedback on their practice. The teacher evaluation also requires teachers to be observed multiple times each year.

While TVAAS provides important information about teaching effectiveness and insight into what kinds of students teachers are most effective at teaching, TVAAS provides teachers with limited information on what they can do to improve. By balancing the weight of different measures, the teacher evaluation aims to present teachers from focusing too narrowly on one aspect of practice. Additionally, providing teachers with feedback on different areas of practice increases the usefulness of the evaluation and provides more effective data that can better inform professional growth opportunities.

For example, while value-added data allow teachers to identify strengths and opportunities for growth in certain subject areas or with certain groups of students, feedback from classroom observations allows teachers to identify strengths and opportunities for growth in classroom management, instructional practices, or lesson planning. When these measures are combined with additional measures of teaching effectiveness, teacher evaluations have the potential to provide more accurate, informative, and complete feedback to teachers. This information can inform the improvement and development of support systems for teachers and increase student access to high-quality teaching.

Growth measures for teachers of traditionally non-tested grades and subjects: Diverse stakeholders often voice concerns related to the use of TVAAS to measure teaching effectiveness in grades or subject areas that are traditionally not subject to end-of-year assessments. This is a valid concern that deserves continued attention, but it is also an area where Tennessee has made considerable progress. Since the implementation of the new teacher evaluation system, the Tennessee Department of Education has used portfolio-based assessments to develop innovative growth measures for teachers of creative arts, physical education, and world language classes. While innovations such as portfolio-based assessments provide additional teachers with growth measures, these innovations should be continually monitored and evaluated for accuracy and reliability.

Tennessee should also learn from the Innovative assessment models other states have implemented for these grades and subjects, evaluating their utility and relevance in the Tennessee context.

Links to professional development and teacher support practices: The information the teacher evaluation system provides school leaders, districts, and state policymakers offers the opportunity to improve professional development and teacher support systems currently in place in Tennessee. Data from TVAAS could be linked to professional development practices, identifying teachers in the greatest need of support. At the school level, school leaders have the opportunity to use TVAAS data to help identify their most effective teachers to serve as instructional leaders. These teachers could provide targeted support to novice and struggling teachers in their efforts toward instructional improvement. Further, this data can inform professional learning communities at the school level, providing a forum for data-driven conversations across subjects and grade levels that are centered on the needs of students.

While the above concerns and opportunities necessitate continued research and improvement efforts around the TVAAS measure, its use as one of multiple measures of teaching effectiveness in Tennessee’s teacher evaluation system should continue, unless research indicates that changes to the measure and its uses will yield better outcomes for teachers and students. The state’s current teacher evaluation system provides more in-depth and comprehensive information to teachers, principals, districts, and policymakers than was previously available, ensuring that decisions ranging from professional development supports to teacher placement can be made with a more robust set of data.

CONCLUSION

TVAAS measures in combination with improved observations, innovative student perception surveys, and other measures of teaching effectiveness provide teachers, school leaders, district leaders, and state policymakers with valuable information about the state of teaching in Tennessee. While none of these measures are perfect on their own, they provide individuals at diverse levels of the education system with information that improves their ability to support effective teaching and improve outcomes for students. As outlined in this report, TVAAS offers schools and school districts the opportunity to better understand teachers’ Impact on student outcomes. This understanding can help school leaders and policymakers make data-driven decisions that improve Tennessee student access to high-quality instruction and, in turn, improve student achievement levels statewide.
The *Tennessee Teaching Evaluation Enhancement Act of 2015* created a phase-in of TNReady in a teacher's evaluation score to acknowledge the state's move to a new assessment, fully aligned to Tennessee state standards, with new types of test questions. Under that law, TNReady data would be weighted at 20 percent for the 2016-17 year.

However, to ensure all teachers are able to benefit from the spirit of the *Teaching Evaluation Enhancement Act*, the department proposed and the General Assembly approved legislation that resets the phase-in of student growth scores from TNReady assessments to 10 percent for this year. Additionally, moving forward, the most recent year's growth score will be used for a teacher's entire growth component if such use results in a higher evaluation score for the teacher.

This document walks through the options available for educators this year and outlines how growth scores from all TCAP assessments, including TNReady, will phase in over time. As the department announced last year, if ever the 2015-16 individual growth score negatively impacts an educator's overall evaluation, it will be excluded.

*Note for these charts: Student growth data is generated from all TCAP assessments, regardless of subject or grade, including TNReady. The student growth data that factors into the score for a specific educator would come from the results of that teacher’s students, in whichever grade(s)/subject(s) that educator taught them. These weightings assume stability in the number of tested students per teacher year to year.*

1. **Generally, how will individual TVAAS scores from TNReady factor into evaluation over time?**

The new legislation resets the weighting of TNReady scores at 10 percent for the 2016-17 school year, 20 percent for the 2017-18 school year; and 35 percent for the 2018-19 school year and thereafter. Additionally, 2015-16 growth will only be used if it benefits the educator. If it does not, or if the educator does not have scores from the 2015-16 year, the qualitative component of the evaluation composite will increase.
2. What is included in my evaluation if I am a high school teacher for a tested course?
   a. What is included in my evaluation if I teach grades 5–8 for a tested grade or subject (excluding social studies)?
   b. What is included in my evaluation if I am a new teacher or do not have prior TVAAS data?
   c. What is included in my evaluation if I am a social studies teacher in grades 3–8?
   d. What is included in my evaluation if my students took the TCAP-Alt or MSAA (special education), or WIDA ACCESS (English Learners)?
   e. What is included in my evaluation if I am a teacher in a non-tested grade or subject?
   f. What is included in my evaluation if I am a teacher who is evaluated by a portfolio model?
   g. What is included in my evaluation if I am an administrator?

3. What else does this legislation do?

   a. What is included in my evaluation if I am a high school teacher for a tested course?

   High school teachers will have the following options for how their evaluations could be calculated. The teacher will automatically receive the highest option.

   • Option 1: Include prior year data
     o If a teacher has 2014-15 and 2015-16 TVAAS data, both years will comprise 25 percent portion of the student growth component if this calculation benefits the teacher. If the 2015-16 TVAAS data does not benefit the teacher, the 2014-15 data will comprise the entire 25 percent.
     o If a teacher only has 2015-16 TVAAS data, this score will comprise the entirety of the 25 percent portion if it benefits the teacher to do so.
   
   • Option 2: 2016-17 at 10 percent
     o If a teacher does not have 2014-15 TVAAS data, and if the 2015-16 TVAAS score does not benefit the teacher or is not available, the qualitative component of the evaluation will increase.

   • Option 3: 2016-17 at 35 percent
     o The most recent year’s student growth score will count for the full 35 percent student growth component if this results in the highest overall evaluation score for the teacher.

   b. What is included in my evaluation if I teach grades 5–8 for a tested grade or subject
Teachers in grades 5–8 will have the following options for how their evaluations could be calculated. The teacher will automatically receive the highest option based on available data.

- **Option 1: Include prior year data**
  - If a teacher has 2014-15 and 2015-16 TVAAS data, both years will comprise the 25 percent portion of the student growth component if this calculation benefits the teacher. If the 2015-16 TVAAS data does not benefit the teacher or does not exist, the 2014-15 data will comprise the entire 25 percent prior year growth portion.
    - Most teachers in grades 5–8 will not have 2015-16 data due to the suspension of TNReady. However, some middle school teachers who teach End-of-Course exams, like Algebra I, will have TVAAS scores from 2015-16.
      - If a teacher only has 2015-16 TVAAS data, this score will factor in for the entirety of the 25 percent portion if it benefits the teacher to do so.

- **Option 2: 2016-17 at 10 percent**
  - If the teacher does not have 2014-15 TVAAS data and the 2015-16 score does not benefit the teacher or does not exist, the qualitative component of the evaluation will increase.

- **Option 3: 2016-17 at 35 percent**
  - The most recent year’s student growth score will count for the full 35 percent student growth component if this results in the highest overall evaluation score for the teacher.
c. What is included in my evaluation if I am a fourth grade teacher?
Because TNReady was not administered to students in grades 3–8 last year, we are unable to generate individual TVAAS for all fourth grade teachers this year. Therefore, these teachers will have the same evaluation composite as teachers in non-tested grades and subjects.

![Chart]

2016-17:
- Qualitative 75%
- Achievement 15%
- Schoolwide TVAAS 10%

d. What is included in my evaluation if I am a third grade teacher?
Historically, we have provided third grade teachers with individual TVAAS data if their students have taken the optional assessment in grade 2—either the old SAT-10 exam or the new Tennessee-specific grade 2 assessment. This year, we are able to generate the typical TVAAS data for the grade 2 assessment, so it will continue to be provided for third grade teachers in those districts who have chosen to opt into the assessment.

Third grade teachers are also able to benefit from the three year phase-in provided by the new legislation, so their options for 2016-17 are as follows. The option that generates the highest score for the educator will be automatically selected. (See charts on the next page.)

- **Option 1: Include prior year data**
  - If a third grade teacher has 2014-15 and 2015-16 TVAAS data, both years will comprise the 25 percent portion of the student growth component if this calculation benefits the teacher.
  - If the 2015-16 TVAAS data does not benefit the teacher or does not exist, the 2014-15 data will comprise the entire 25 percent prior year growth portion.
  - If a teacher only has 2015-16 TVAAS data, this score will factor in for the entirety of the 25 percent portion *if it benefits the teacher to do so*.

- **Option 2: 2016-17 at 10 percent**
  - If the teacher does not have 2014-15 TVAAS data and the 2015-16 score does not benefit the teacher, the qualitative component of the evaluation will increase.

- **Option 3: 2016-17 at 35 percent**
  - The most recent year’s student growth score can count for the full 35 percent growth component if this results in the highest overall evaluation score for the educator.
e. **What is included in my evaluation if I am a social studies teacher in grades 3–8?**
Due to various situations, we do not have individual TVAAS data from our social studies test in grades 3–8 for 2014-15 or 2015-16. Additionally, in 2016-17, TVAAS data will not be generated due to the field test in those grades. While many social studies educators in grades 3–8 are likely to have prior or current year TVAAS data from teaching other subjects, we recognize that some educators, particularly in middle schools, exclusively teach social studies and therefore will not have any individual student growth data from the past three years. These educators are treated as non-tested teachers and will have one evaluation composite this year. Starting in 2017-18, individual TVAAS for grades 3–8 social studies will be available.

f. **What is included in my evaluation if I am a new teacher or do not have prior TVAAS data?**
Teachers who are new and/or who do not have prior TVAAS data will have the following options in 2016-17. The educator will automatically receive the highest score. *(See charts on the next page.)*

- **Option 1: 2016-17 at 10 percent**
  - Growth scores from 2016-17 TCAP exams, including TNReady, will factor in at 10 percent.

- **Option 2: 2016-17 at 35 percent**
  - The most recent year's student growth score will count for the full 35 percent student growth component if this results in the higher overall evaluation score for the educator.
g. What is included in my evaluation if my students took the TCAP-Alt or MSAA (special education), or WIDA ACCESS (English Learners)?

There is no TVAAS data generated from TCAP-Alt, MSAA, or WIDA ACCESS. Instead, these educators will be classified as non-tested teachers for evaluation purposes.

h. What is included in my evaluation if I am a teacher in a non-tested grade or subject?

Teachers in non-tested grades or subjects also benefit from this legislation by having a reduced weight for the schoolwide TVAAS measure. In 2016-17, this will factor in at 10 percent of a teacher's overall evaluation composite.

i. What is included in my evaluation if I am a teacher who is evaluated by a portfolio model?

Nothing has changed with evaluations for teachers who are evaluated by student growth portfolio models.

Teachers who receive an individual growth score from an approved student growth portfolio growth model (i.e., fine arts, physical education, world languages, first grade, or pre-K/kindergarten) will continue to use the same weighting as in prior years. The weighting for these teachers will continue to be 35 percent individual growth from the portfolio growth model, 15 percent from the achievement measure, and 50 percent from qualitative measures. (See chart on the following page.)
j. What is included in my evaluation if I am an administrator?
Nothing has changed with evaluations for administrators. Schoolwide TVAAS will still factor in at 35 percent, as follows.

3. What else does this legislation do?
This legislation also includes more flexibility for students in this transition to a new assessment by phasing in TNReady's weight in students' final grades: 10 percent for the 2016-17 school year; 15 percent for the 2017-18 school year; and between 15 percent and 25 percent, based on local board decision, for the 2018-19 school year and beyond.

Pursuant to Chapter 256 of the Public Acts of 2015, districts may still choose to exclude a student's TCAP scores from the student's final grades if scores are not received at least five instructional days before the end of the school year. For 2016-17, we anticipate we will have this data available by late May.

Finally, this legislation will permit teacher effect scores to be used for research purposes only. Individual teacher effect results will not be made public. This provision will allow for deeper research on the effectiveness of Tennessee's evaluation model.

4. Will teachers know what their score would have been for all composite options that were available to them?
Yes. Through TNCompass, educators will not only be able to see their evaluation composite scores, they will also see what their scores would have been for every composite option that was available to them. The highest score will be automatically chosen for each educator's evaluation score.
5. **How long does a student need to be in a teacher’s classroom in order to be included when calculating a teacher’s TVAAS data?**

As in past years, only students who are available for instruction for at least 150 days (as defined by local policy) will be included when calculating TVAAS scores. Click here for more information about this and other elements of the teacher-student claiming process.

6. **Will the 3, 4, 5 override and the 4/5 trump rule still apply?**

Yes. If a school leader receives a 3, 4, or 5 student growth score and that score is higher than the achievement score, the growth score will be used in lieu of the achievement score. If a teacher scores a 3, 4, or 5 in individual student growth and that score is higher than the achievement score, the individual student growth score will be used in lieu of the achievement score.

If a district opted into the 4/5 trump rule, it will apply as well. If a teacher’s individual growth score is a 4 or 5 and that score is higher than the level of overall effectiveness, the individual growth score will trump the level of overall effectiveness.

7. **What individual TVAAS composites will be provided for the 2016-17 school year?**

Where applicable, teachers can receive up to three individual TVAAS composites this year in support of the flexibility options described in this document:

1. Single-year composite: includes only individual TVAAS data from the 2016-17 school year.
2. Multi-year composite with 2015-16 data: weights individual TVAAS data from the 2016-17 school year at 10 percent and any available 2014-15 and/or 2015-16 data at 25 percent.
3. Multi-year composite without 2015-16 data: weights individual TVAAS data from the 2016-17 school year at 10 percent and any available 2014-15 data at 25 percent.

As described in previous questions, the applicable composite that results in the highest overall level of effectiveness for the educator will automatically be used.

8. **Will TVAAS be stable during these transitions?**

Yes. TVAAS always looks at relative growth from year to year, not absolute test scores. Because students’ performance will be compared relative to the performance of their peers, because their peers are making the transition at the same time, any drops in statewide proficiency rates resulting from increased rigor of the new assessments will have no impact on the ability of teachers, schools, and districts to earn strong TVAAS scores. While there is no set distribution of scores that TVAAS can be expected to produce, we expect to see a relatively stable and balanced distribution of scores through the transition.