

Welcome to TEAM Training

- Sign in using one of the following links.
- **Be sure your attendance information is complete and correct; teacher license number and official work e-mail addresses are critical.**
- <https://bit.ly/2W9rDMn> or



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



**TEAM Administrator
Evaluator Training
2019-20**



ACADEMICS

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

WHOLE CHILD

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

EDUCATORS

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

Norms

- Be open to learning.
- Be present and engaged.
 - Limit distractions and sidebar conversations.
 - Step outside if urgent matters arise.
- Assume positive intentions when communicating with others.
- Challenge with respect.
- Be solutions-oriented.
- Risk productive struggle.
 - Move outside of your comfort zone.

Learning Outcomes

TEAM administrator evaluator training participants will:

- prepare to implement an accurate, fair, credible, rigorous, and transparent evaluation system
 - by effectively **collecting, categorizing, and rating evidence** of leadership practice, and
 - by using the evidence collected through observation to create **meaningful and actionable feedback** for administrators,
- pass the TEAM certification test, and
- utilize TEAM to improve educational outcomes for administrators, teachers, and students.

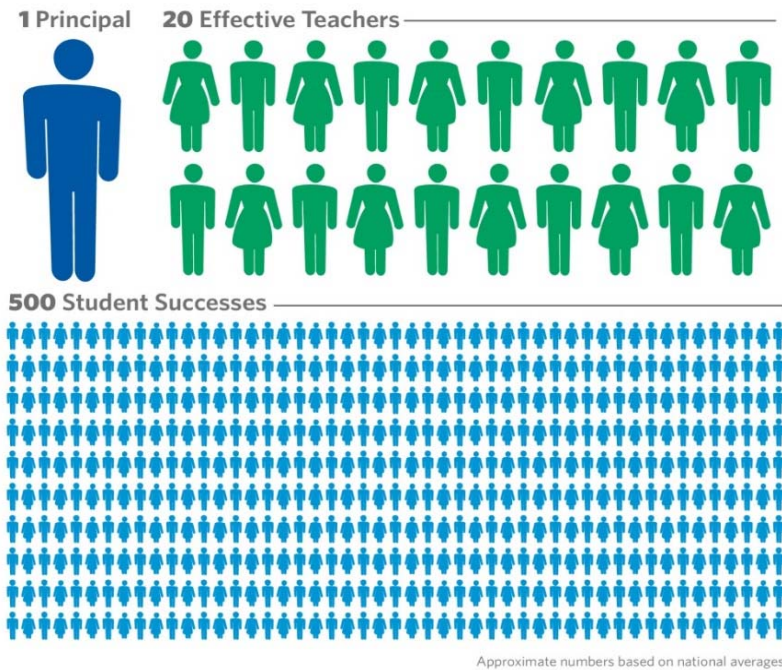
Agenda

- Sign In
- Overview of TEAM
- Growth and Achievement
- Break-9:45
- Tennessee Instructional Leadership Standards
- TEAM Administrator Observation Rubric
- Lunch-11:30-12:30
- Sign In
- TEAM Administrator Observation Rubric cont.
- Break-2:45
- Feedback
- Grievances
- Certification Test
- Resources
- Survey

Leadership Matters

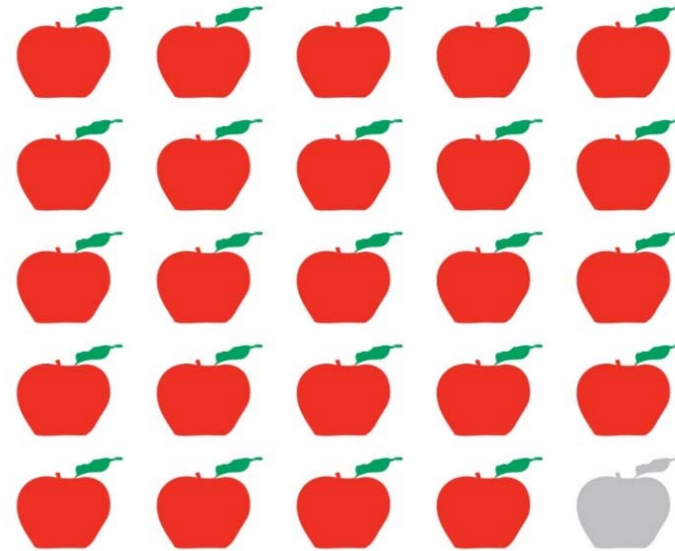
■ Amplify learning outcomes

LEADERS HAVE A MULTIPLIER EFFECT



■ Attract great teachers

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



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

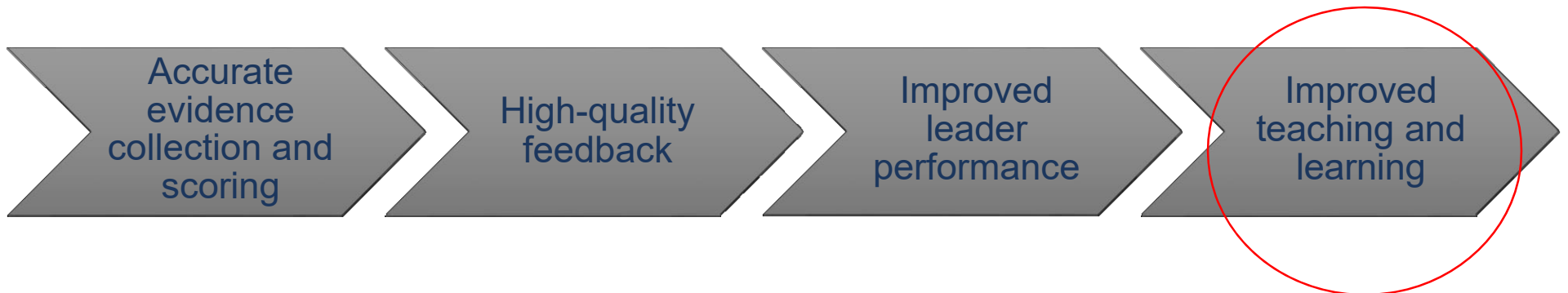
Impact of School Leaders

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

25%

Why do we evaluate educators?

Educators are evaluated in order to provide high-quality feedback that deepens skills, improves performance, and leads to improved teaching and learning.



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

-Benjamin Franklin

A Director of School's Perspective

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

Shawn Kimble, Superintendent of
Lauderdale County Schools



**TEAM: Tennessee
Educator
Acceleration Model**

What is TEAM?

- TEAM is the state's teacher and administrator evaluation system, authorized by *Tenn. Code Ann. § 49-1-302* and describe in TN State Board Policy 5.201.
- Tennessee Educator Acceleration Model
 - The primary purpose of annual teacher and school administrator evaluation is to identify and **support instruction and leadership practices** that will lead to **high levels of student achievement**.
 - Evaluations shall be a factor in **employment decisions**, including, but not necessarily limited to, promotion, retention, and termination.

TEAM: Theory of Action

If TEAM is implemented:

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

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

TEAM: Theory of Action

- **Accurate:** implemented with fidelity
- **Fair:** free of bias or distortion
- **Credible:** produced by sources that are knowledgeable and reliable with similar results expected in similar situations
- **Rigorous:** based on clear standards of excellence that prioritize student learning
- **Transparent:** expectations and outcomes are clear

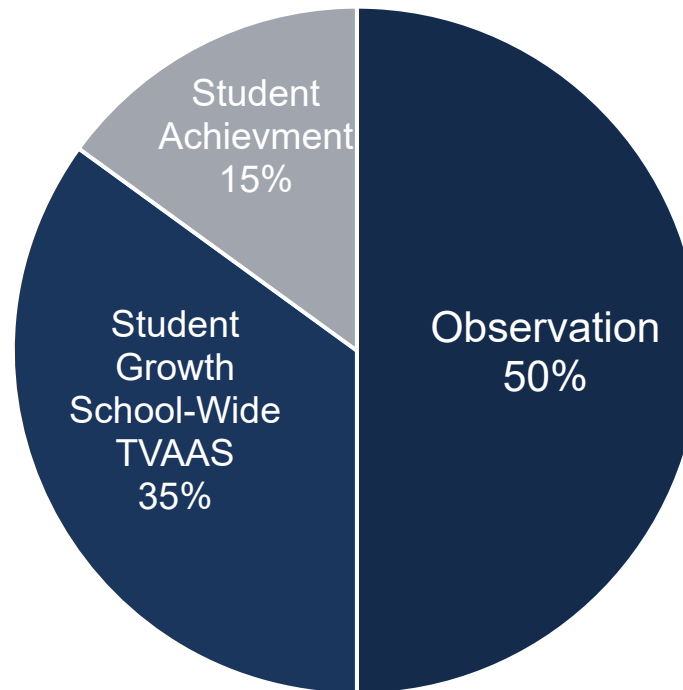
The logo consists of a red square containing the white letters 'TN' in a bold, serif font. Below the red square is a thin horizontal blue bar.

TN

Implementing the TEAM System

Evaluation Composite Weighting for Administrators

A LOE is generated only after all evaluation composites have been entered into TNCompass:



Level of Overall Effectiveness (LOE)

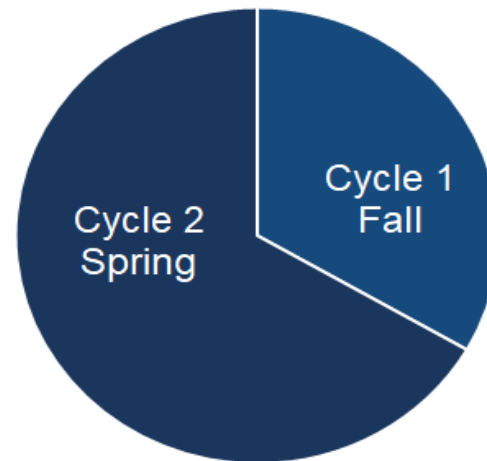
A LOE is generated only when all of the following evaluation composites have been **entered** into TNCompass:

- Observation scores
 - Average generated after conducting and entering **the required number** of observations into TNCompass
- Student growth
 - School-wide or system-wide TVAAS
- Student achievement
 - Based on a measure most closely related to an educator's assignment
 - School-wide composite

Components of Administrator Evaluation: Scoring Methodology

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

- Cycle 1-weighted at 1/3 of total
- Cycle 2-weighted at 2/3 of total



Components of Administrator Evaluation: Growth & Achievement

For each administrator, a growth measure **and** achievement measure selection must be entered into TNCompass by **Nov.15**.

Growth	Achievement
<ul style="list-style-type: none"> ■ System-wide or school-wide composite based on a single year's reporting ■ Types include: <ul style="list-style-type: none"> — overall, — literacy, — numeracy, — a combined literacy and numeracy, — science, and — social studies. <p>*Individual TVAAS and portfolio scores automatically override the growth selection when generated.</p> <p>*Social studies teachers in grades 6-8, science teachers in grades 5-8, and biology teachers are eligible to receive individual TVAAS scores for the 2019-20 school year, but are not included in composites.</p>	<ul style="list-style-type: none"> ■ State Board of Education approves assessments that show alignment to Tennessee's academic standards. ■ Evaluators should meet with educators early in the school year to choose the measure most closely aligned to the educator's assignment. <p>*Districts can exercise discretion in to setting scoring criteria to meet achievement goals.</p>
<p>Growth is the impact teachers and leaders have on their students' academic progress. Growth compares student performance to their own prior performance.</p>	<p>Achievement measures student performance at a single point in time and is often measured by percentage reaching proficiency.</p>

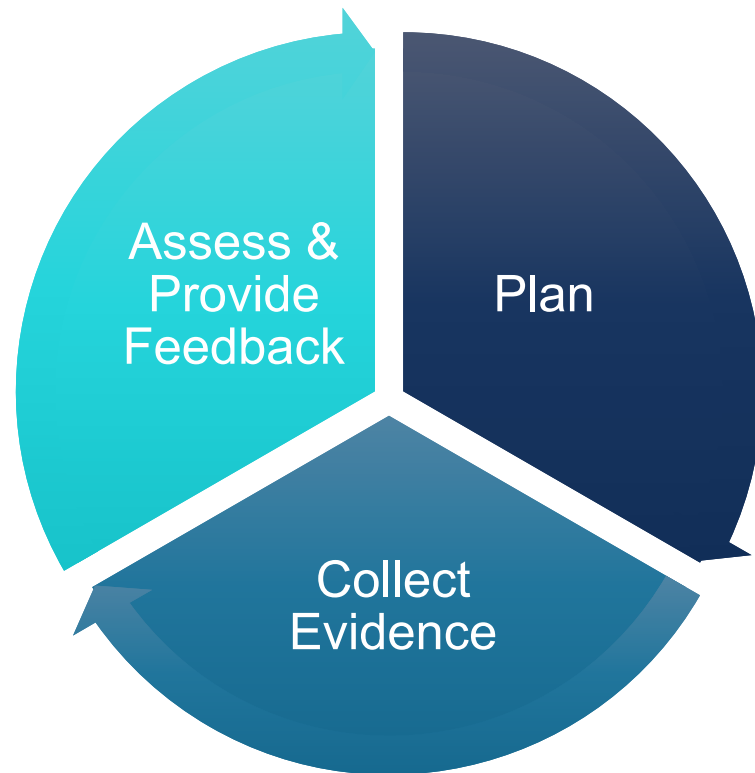
Human Capital Data Report

Table 1b. Distribution of Administrator Scores (2017-18)

Total Administrators: 3,679		Admin with Data	Admin Missing Data	Level 1	Level 2	Level 3	Level 4	Level 5
Level of Overall Effectiveness	State	3,457	222	1.5%	15.9%	24.8%	26.4%	31.4%
Observation Average	State	3,535	144	0.1%	1.1%	25.6%	45.0%	28.3%
Growth Measure	State	3,553	126	27.1%	9.1%	16.8%	10.0%	37.0%
Achievement Measure	State	3,488	191	11.4%	7.1%	14.9%	16.6%	50.1%

Note: "Administrators with Data" includes all administrators with evaluation data who do not have partial year exemptions (PYE).

Observation Cycle



Consider the observation process as a cycle of:

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

Observation Cycle: Plan the Bridge Conference



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

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

Observation Cycle: Plan the Bridge Conference

Bridge conference tips:

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

Observation Cycle: Plan the Bridge Conference

First-Name, Last-Name

Evaluations Licensure Staff Assignments

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

Evaluation Model 2015-2016 TEAM Model
Category (blank)
L.O.E. (blank)
L.O.E. Override (blank)
Scale Score (blank)
Score Status Pending Required Score(s)

Coach Conversation Conducted ☐
Opt-in to Summative Observation ☐
Partial Year Exemption (PYE) ☐
Exemption Note

Observation Rubric

Scores Original 3.79 Override

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

Observation Cycle: Collect Evidence

Step 2: Schedule evidence collection opportunities.

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



Observation Cycle: Assess & Provide Feedback



Assess &
Provide
Feedback

Step 3: Which of the resources are most utilized when assessing leader practice and providing feedback?

- [TEAM Administrator Evaluation Rubric](#)

Local Decisions

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

Key Evaluation Deadlines

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

TN

Break



Understanding the Standards (TILS)

What are the Tennessee Instructional Leadership Standards?

- **Standard A: Instructional Leadership for Continuous Improvement**

- An ethical and effective instructional leader facilitates professional practice that continually improves student learning.

- **Standard C: Professional Learning and Growth**

- An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

- **Standard B: Culture for Teaching and Learning**

- An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

- **Standard D: Resource Management**

- An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

TILS and Indicators

- **Standard A: Instructional Leadership for Continuous Improvement**

- Capacity Building
- Data Analysis & Use
- Interventions
- Progress Monitoring

- **Standard C: Professional Learning and Growth**

- Evaluation
- Differentiated Professional Learning
- Induction, Support, Retention, & Growth
- Teacher Leaders
- Self-Practice

- **Standard B: Culture for Teaching and Learning**

- Leveraging Educator Strengths
- Environment
- Family Involvement
- Ownership
- Recognition & Celebration

- **Standard D: Resource Management**

- Community Resources
- Diversity
- Employee & Fiscal Management

TILS

Review the TILS and the introduction and glossary of terms (p.14) included with [TEAM Administrator Evaluation Rubric](#) document.

- What key concepts or ideas do you think are important and worth holding on to from the text?
- Draft an elevator speech in which you differentiate between the TILS.
 - **Instructional Leadership for Continuous Improvement**
 - **Culture for Teaching and Learning**
 - **Professional Learning and Growth**
 - **Resource Management**



Understanding the TEAM Administrator Rubric

TEAM Administrator Rubric

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



**Standard A:
Instructional Leadership
for Continuous
Improvement**

TEAM Rubric: A1. Capacity Building

Standard A: Instructional Leadership for Continuous Improvement

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

—Joseph Murphy, *Essential Lessons for School Leaders*, 2011

Indicator	5	3	1	Possible Sources of Evidence
A1. Capacity Building 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: <ul style="list-style-type: none"> • Developing an accurate understanding of Tennessee-adopted standards and instructional practices • Studying, analyzing, and evaluating approved curriculum resources, including texts • Maintaining shared accountability when making needed adjustments to deepen classroom rigor • Maintaining a system for monitoring student work for rigor and curriculum alignment • Implementing on-going strategies and feedback for peers 	Builds capacity among educators for: <ul style="list-style-type: none"> • Developing an accurate understanding of Tennessee-adopted standards and instructional practices • Demonstrating fidelity to state and district-approved curriculum standards • Studying, analyzing, and evaluating approved curriculum resources, including texts • Establishing a system for monitoring student work for rigor and curriculum alignment • Establishing collective accountability when making needed adjustments to deepen classroom rigor 	Builds limited or no capacity among educators for: <ul style="list-style-type: none"> • Developing educator understanding of Tennessee-adopted standards and instructional practices • Demonstrating fidelity to state and district-approved standards • Studying, analyzing, and evaluating approved curriculum resources • Establishing a system for monitoring student work for rigor • Establishing collective accountability when making needed adjustments to deepen classroom rigor 	Practice/Observation <ul style="list-style-type: none"> • Lesson plans and feedback on the plans • Agendas and meeting notes from Professional Learning Communities • Course offerings (range of levels and types—Advanced Placement and Dual Enrollment offerings for high schools) Outcomes <ul style="list-style-type: none"> • Demonstrated growth on observations • Met or exceeded goals for: <ul style="list-style-type: none"> ◦ student achievement ◦ gap closure ◦ college/career readiness • TVAAS

TEAM Rubric: A1. Capacity Building

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Capacity Building: “Look Fors”

3

Builds capacity among educators for:

- Developing an accurate understanding of Tennessee-adopted standards and instructional practices
- Demonstrating fidelity to state and district- approved curriculum standards
- Studying, analyzing, and evaluating approved curriculum resources, including texts
- Establishing a system for monitoring student work for rigor and curriculum alignment
- Establishing collective accountability when making needed adjustments to deepen classroom rigor



Through multiple sources of data, it is evident that:

- Teachers are improving in their implementation of state standards and the instructional practices that lead to student success in meeting those standards.
- Teachers are improving in the alignment of tasks they use to generate student work, as well as their ability to effectively analyze and use student work.
- Teachers are improving in their collaboration around rigor in their classrooms.



Standard A: Instructional Leadership for Continuous Improvement



Look Fors

Indicator	5 Significantly Above Expectations	3 At Expectations	1 Significantly Below Expectations
A1: Capacity Building Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted standards			
Other Sources of Evidence:			



Standard A: Instructional Leadership for Continuous Improvement

Look Fors



Indicator	5 Significantly Above Expectations	3 At Expectations	1 Significantly Below Expectations
A1: Capacity Building Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted standards		Through multiple data sources it is evidence that <ul style="list-style-type: none">• teachers are improving implementation of state standards and instructional practices, and• teachers are improving curriculum implementation, and• teachers are improving use of curriculum resources and texts, and• teachers are improving alignment of tasks with standards and use of student work to monitor progress, and• <u>teachers</u> are collaborating to raise expectations for student outcomes.	
Other Sources of Evidence:			



Standard A: Instructional Leadership for Continuous Improvement



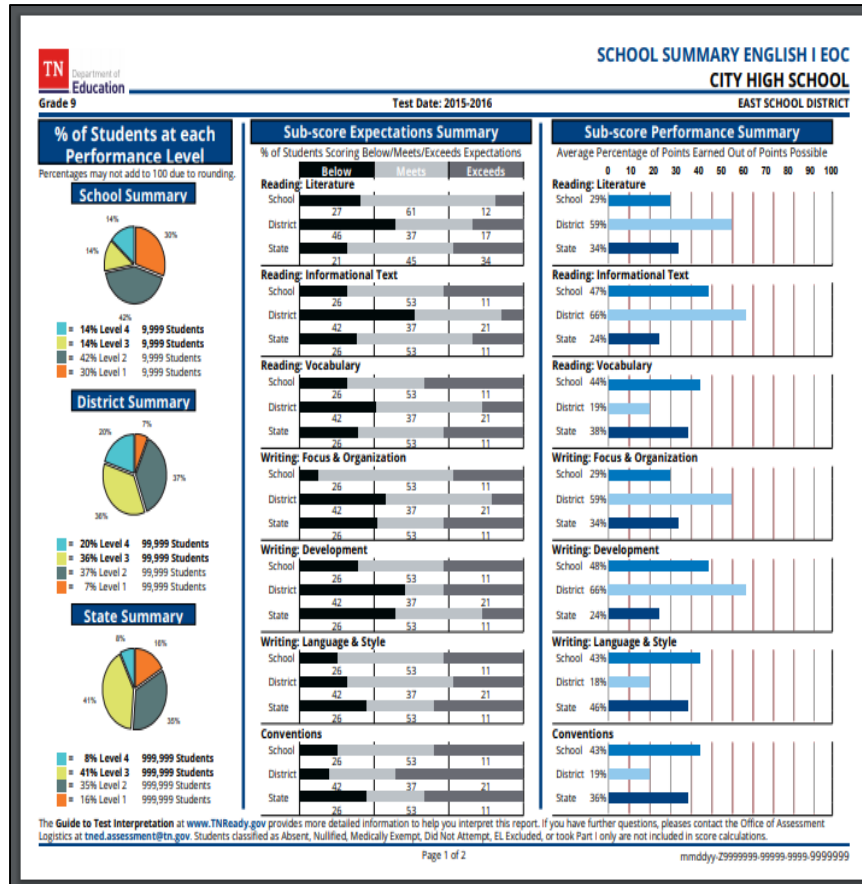
Look Fors

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

Capacity Building: Data Sources

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

School Summary Report



SCHOOL SUMMARY ENGLISH I EOC
CITY HIGH SCHOOL
EAST SCHOOL DISTRICT

Grade 9 Test Date: 2015-2016


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

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

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

Page 2 of 2 mmdydy.Z9999999-99999-9999-99999999

Standards Analysis Reports



CLASS STANDARDS ANALYSIS SUMMARY REPORT

ALGEBRA II EOC

Total Students Tested in Class: 99 Administrator: LASTNAME, FIRSTNAME - TAGID
Total Number of Items on Test: 99 Test Date: 2015-2016

CITY HIGH SCHOOL
CITY SCHOOLS DISTRICT

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

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

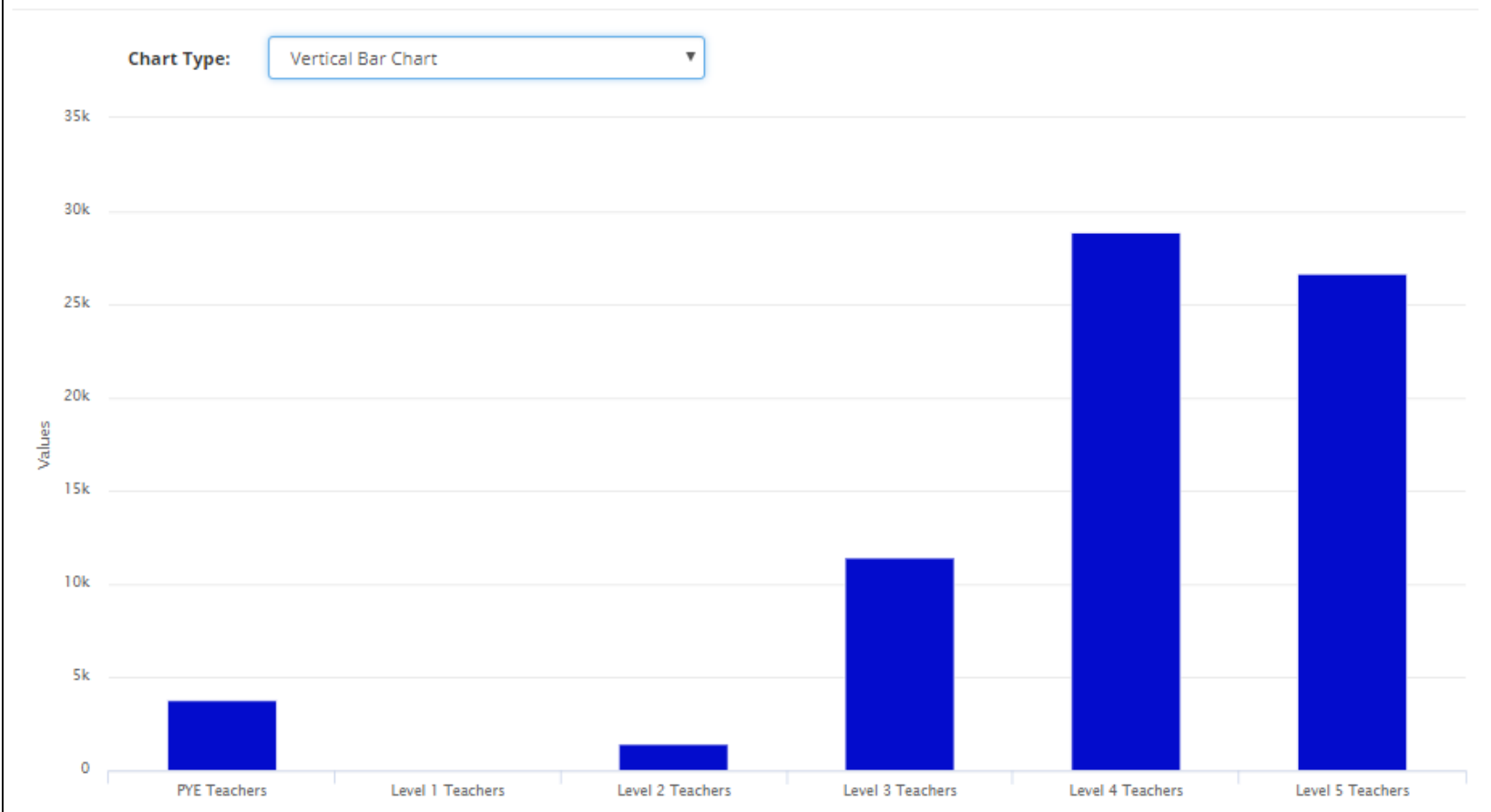
The [Guide to Test Interpretation at www.TNReady.gov](http://www.TNReady.gov) provides more detailed information to help you interpret this report. If you have further questions, please contact the Office of Assessment Logistics at tned.assessment@tn.gov.

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rmdtpp-20000000-00000-0000-00000000

TNCompass

Overall Effectiveness Ratings (72367 records)

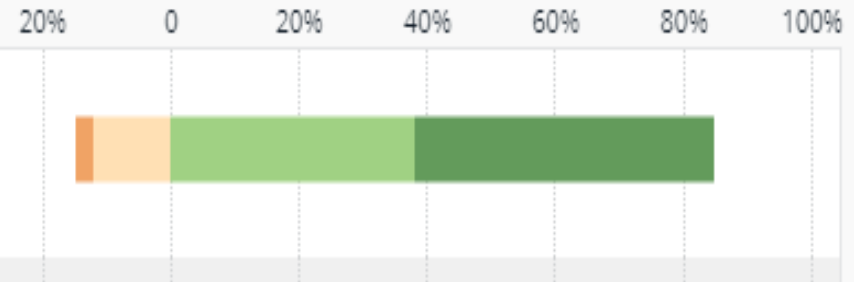


Tennessee Educator Survey

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

Never Rarely Sometimes Almost Always

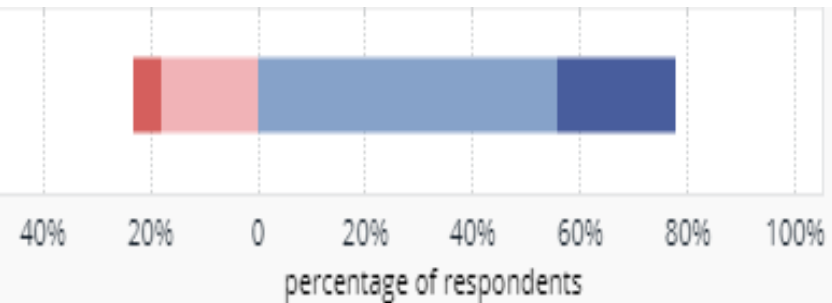
a. I have a group of colleagues with whom I regularly meet to reflect on potential improvements to instructional practice.



Tennessee Educator Survey

Please indicate the extent to which you agree or disagree with the following statements regarding the instructional improvement processes in your school.


e. In general, the professional learning I have received this year has led to improvements in my teaching.



Standard A: Instructional Leadership for Continuous Improvement

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

-Joseph Murphy, *Essential Lessons for School Leaders*, 2011

Indicator	5	3	1	Possible Sources of Evidence
A1: Capacity Building Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted standards	Utilizes shared leadership practices to build capacity of nearly all educators for: <ul style="list-style-type: none"> Developing an accurate understanding of Tennessee-adopted standards and instructional practices Studying, analyzing, and evaluating approved curriculum resources, including texts Maintaining shared accountability when making needed adjustments to deepen classroom rigor Maintaining a system for monitoring student work for rigor and curriculum alignment Implementing on-going strategies and feedback for peers 	Builds capacity among educators for: <ul style="list-style-type: none"> Developing an accurate understanding of Tennessee-adopted standards and instructional practices Demonstrating fidelity to state and district- approved curriculum standards Studying, analyzing, and evaluating approved curriculum resources, including texts Establishing a system for monitoring student work for rigor and curriculum alignment Establishing collective accountability when making needed adjustments to deepen classroom rigor 	Builds limited or no capacity among educators for: <ul style="list-style-type: none"> Developing educator understanding of Tennessee-adopted standards and instructional practices Demonstrating fidelity to state and district- approved standards Studying, analyzing, and evaluating approved curriculum resources Establishing a system for monitoring student work for rigor Establishing collective accountability when making needed adjustments to deepen 	Practice/Observation <ul style="list-style-type: none"> Lesson plans and feedback on the plans Agendas and meeting notes from Professional Learning Communities Course offerings (range of levels and types- Advanced Placement and Dual Enrollment offerings for high schools) Outcomes <ul style="list-style-type: none"> Demonstrated growth on observations Met or exceeded goals for: <ul style="list-style-type: none"> ▶ student achievement ▶ gap closure ▶ college/career readiness



Standard A: Instructional Leadership for Continuous Improvement



Look Fors

Indicator	5 Significantly Above Expectations	3 At Expectations	1 Significantly Below Expectations
A1: Capacity Building Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted standards		Through multiple data sources it is evidence that <ul style="list-style-type: none">• teachers are improving implementation of state standards and instructional practices, and• teachers are improving curriculum implementation, and• teachers are improving use of curriculum resources and texts, and• teachers are improving alignment of tasks with standards and use of student work to monitor progress, and• <u>teachers</u> are collaborating to raise expectations for student outcomes.	
Other Sources of Evidence: <u>TNCompass</u> , Tennessee Educator Survey, School Summary Report, Standards Analysis Report			

A1: Capacity Building Debrief

At your table, discuss the following:

- what you have learned about the expectations for this indicator,
- what you have learned about evidence collection for this indicator, and
- what you have learned about how to build your knowledge of other indicators on the rubric.



**Please enjoy an hour
lunch.**

Welcome back

In order to receive access to the certification test, you must check back in by using one of the following links:

<https://bit.ly/2JwnSKY>



Be sure your attendance information is complete and correct; teacher license number and official work e-mail addresses are critical.



TEAM Administrator Rubric

Examination Process

- Step 1: Read the standard and description of the indicator.
- Step 2: Differentiate between the performance levels by identifying unique elements in each.
- Step 3: On your handout, complete the look-for at level 3 and any additional sources of evidence.
- Step 4: Chart these look-fors for a gallery walk.

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

TN

Gallery Walk and Debrief

Debrief

At your table, discuss the following:

- what you have learned about the expectations for these indicator,
- what you have learned about evidence collection for this indicator, and
- what you have learned about how to build your knowledge of other indicators on the rubric.





Feedback

Feedback: The Key to Improving

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

Selecting Areas of Reinforcement and Refinement

- Make sure that identified areas of refinement and reinforcement do not overlap.
 - E.g., do not cite Capacity Building as a refinement **and** reinforcement area.
- Choose areas for which you have **specific and sufficient evidence**.

Identify Examples: Reinforcement

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

Identify Examples: Refinement

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

Feedback Conversations

- **Introduction**

- Include purpose of meeting, note timing in the school year, and ask a general question such as “How do you feel the school year is progressing so far?”

- **Reinforcement (area of relative strength)**

- Ask a self-analysis question.
- Provide evidence from notes.
- To help establish the reinforcement area, you may ask: “Which area of strength, if leveraged, will have the greatest impact on student learning, teacher practice, and/or school improvement?”

- **Refinement (area of relative improvement)**

- Ask a self-analysis question.
- Provide evidence from notes.
- Give a recommendation for future practice or district support.
- To help establish the refinement area, you may ask: “Which area of refinement, if leveraged, will have the greatest impact on student learning, teacher practice, and/or school improvement?”

Feedback Conversation

Feedback Conversation

Feedback Conversation

Feedback Conversation

Did you hear:

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

Characteristics of a Highly Effective Feedback Conversation

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



Grievances

Grievances

- Statute and policy require districts to implement **local-level grievance procedures** to provide a means for evaluated leaders to challenge **accuracy of the data** used in evaluations and **adherence to evaluation policies**.
- **Observation ratings cannot be challenged.**

Grievances

- Situations in which an educator can file a grievance:
 - **Fidelity** of the TEAM **process**
 - **Accuracy** of the TVAAS or achievement **data**
- Grievances must be filed **no later than 15 days** from date educator receives the results for each component, otherwise grievance considered **untimely and invalid**.

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TN

The Certification Test

The Certification Test

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

The Certification Test

- You will receive an email with login information for the certification test today.
- **Testing window ends Feb. 28.**
 - In the absence of correct information, you will not receive the testing information.
- Contact TEAM.Question@tn.gov with questions.

Certification Test

General Knowledge of TEAM Administrator Evaluation

- There are twenty multiple choice items on a variety of topics related to TEAM administrator evaluation.
 - Success criteria: Correct response on at least 16 items
- There are two opportunities to pass the certification test.
- If a second attempt is needed, contact TEAM.Questions@tn.gov.

The Certification Test

Once you **pass** the certification test, you will be:

- notified that you have passed certification,
- able to download and save the certificate, and
- assigned an evaluation credential in TNCompass.

TASL

- This training is a TASL-approved event for 7 hours.
- To receive TASL credit, upload the certificate into TNCompass.
- The event name is TEAM Administrator Evaluator Training-Winter 2019-20.

Resources

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

Thank you for all you do!

You are appreciated!



Please provide the
department feedback about
your training experience by
following one of the links
below.

<https://bit.ly/32hjiG0>



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork