

# Handout #1

## TEAM Administrator Rubric: Standard C, Indicator C1: Evaluation

<b>Standard C: Professional Learning &amp; Growth</b> “Highly effective principals work explicitly to improve instruction in the classroom in the form of conducting observations and giving feedback, leading professional development sessions, leading data-driven instruction teams and insisting on high expectations for all students. [They] provide ways for teachers to continuously grow in their careers. [Highly effective principals] arrange opportunities for staff to learn from one another, and they delegate leadership roles.” —Adams, E.; Taliaferro, L.; & Ikemoto, G., <i>Playmakers: How Great Principals Build and Lead Great Teams of Teachers</i> , 2012				
Indicator	5	3	1	Possible Sources of Evidence
<b>C1. Evaluation</b>  Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model and uses educator evaluation data to inform, assess, and adjust professional learning goals and plans	In addition to Level 3 descriptors: <ul style="list-style-type: none"> <li>Builds and sustains a culture focused on continuous improvement, such that educators view the evaluation process as an opportunity for professional learning and growth</li> <li>Holds self and others accountable for customizing supports for educators</li> <li>Creates a school-wide plan for professional learning aligned to the school's vision for professional learning and growth</li> <li>Accurately modifies school or grade-level professional learning goals and plans</li> </ul>	<ul style="list-style-type: none"> <li>Encourages educators to use the evaluation process for professional learning and growth</li> <li>Adheres to all evaluation processes, which include:               <ul style="list-style-type: none"> <li>timelines for feedback</li> <li>follow-up support</li> <li>finalizing all required observations</li> <li>conducting summative conferences</li> </ul> </li> <li>Ensures the classroom observation process includes:               <ul style="list-style-type: none"> <li>gathering evidence balancing educator and student actions related to teaching and learning</li> <li>grounding all evidence coding and scoring to the rubric with accuracy to ensure fidelity of the process</li> <li>using a preponderance of evidence to evaluate teaching</li> <li>using the rubric to structure feedback to educators</li> <li>offering specific, actionable feedback recommendations connected to improving student achievement</li> <li>facilitating educator implementation of recommended improvement strategies</li> </ul> </li> <li>Uses evaluation data to determine trends and assess educator strengths and growth opportunities</li> </ul>	Shows limited or no use of: <ul style="list-style-type: none"> <li>Encouragement for educators to use the evaluation process for professional learning and growth</li> <li>Adherence to all evaluation processes, which include:               <ul style="list-style-type: none"> <li>timelines for feedback</li> <li>follow-up support</li> <li>finalizing all required observations</li> <li>conducting summative conferences</li> </ul> </li> <li>Sufficient implementation of classroom observation processes:               <ul style="list-style-type: none"> <li>gathering evidence balancing educator and student actions related to teaching and learning</li> <li>grounding all evidence coding and scoring to the rubric with accuracy to ensure fidelity of the process</li> <li>using a preponderance of evidence to evaluate teaching</li> <li>using the rubric to structure feedback to educators</li> <li>offering specific, actionable feedback recommendations connected to improving student achievement</li> <li>facilitating educator implementation of recommended improvement strategies</li> </ul> </li> <li>Limited or no use of evaluation data to determine trends and assess</li> </ul>	<b>Practice/Observation</b> <ul style="list-style-type: none"> <li>Documented observation records, which may include, but are not limited to:               <ul style="list-style-type: none"> <li>observation notes</li> <li>evidence coding and rating</li> </ul> </li> <li>Post-conference notes</li> <li>Educator refinement follow-up notes</li> <li>Observation of school leader engaged in any portion of the observation process, specifically providing actionable feedback to improve practice</li> <li>Educator survey responses related to the observation and feedback processes</li> <li>Review of observation data analysis and related action plan</li> <li>Observation data analysis and related action plan with attention to noted plan adjustments</li> <li>Educators' professional growth and learning/improvement plans related to observation data</li> <li>Compliance reports</li> </ul> <b>Outcomes</b> <ul style="list-style-type: none"> <li>Improved teaching practice (evaluation score increases)</li> <li>Improved teacher support</li> <li>TVAAS</li> </ul>