



TN

Department of
Education

Tennessee Educator Acceleration Model

TEAM Administrator Evaluator Handbook

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Table of Contents

TEAM Administrator Evaluator Handbook.....	1
Tennessee Educator Acceleration Model.....	3
Core Beliefs	3
Observation Processes.....	4
Certification Process	4
Tennessee Instructional Leadership Standards	4
Administrator Observation Rubric.....	5
Observation Weighting	5
Opportunities for Collecting Evidence.....	6
Observation Feedback Conversation.....	6
Bridge Conference	7
Individual Action Plan and Self Reflection Tool.....	7
Scoring Ranges.....	8
Grievance Process.....	8
Evaluation Flexibility Option Determined by the District.....	8
Administrator Evaluation Flexibility.....	8
Business Rules Applied to Evaluation Data	9
3-4-5 Rule.....	9
Level of Effectiveness (LOE) Calculations.....	9
Resources	10
Additional Support.....	10

Tennessee Educator Acceleration Model

The Tennessee Educator Acceleration Model (TEAM) is designed around principals and teachers working together to ensure the best possible instruction occurs every day in every classroom. Through use of frequent observation, constructive feedback, student data, and professional development, TEAM is designed to support all educators doing their best work to help every student learn and grow.

The goal of the TEAM evaluation process is to provide educators with a model that helps them continuously improve their practice. Administrator evaluation combines self-reflection, observation, input of school staff, and student data to create a complete picture of an administrator's performance.

By using observations and data together, TEAM allows districts and school leaders to have an ongoing dialogue about how what happens in the classroom impacts student performance.

All guidance provided in this handbook is in accordance with [T.C.A. § 49-1-302](#), State Board Rule [0520-02-01](#), and State Board Policy [5.201](#).

Highly effective principals provide ways for teachers to continuously grow in their careers, arrange opportunities for staff to learn from one another, and delegate leadership roles.

Core Beliefs

As evaluators:

- We **observe** instructional practice; we **evaluate** student learning.
 - The rubric is designed to present a rigorous vision of excellent instruction so every educator can see areas where he/she can improve student learning.
- We value **growth** and **improvement**.
 - Growth and improvement come through effort by engaging in co-observations, consulting content area experts in the building, and asking questions.
- We understand the rubric is **not** a checklist.
 - Observers should look for the preponderance of evidence based on the impact of practice on student learning.
- We know that **common understandings** and **connections** are critical.
 - Student learning will improve when teachers and leaders are able to communicate around the connections between the instructional shifts necessitated by the standards and the instructional expectations outlined in the TEAM rubric.

Observation Processes

Certification Process

According to State Board Rule [0520-02-01](#) and State Board Policy [5.201](#), all educators must be evaluated annually by a certified evaluator. The department conducts initial certification and recertification training, administers certification tests, issues evaluator credentials, and provides continuous evaluator support for the TEAM rubric.

Observers conducting observations must be certified. An educator may file a grievance if an observation is conducted by an observer without full certification. Certification entails participating in an official state-sponsored TEAM training and passing the subsequent online certification test. **Certification is valid through June of the current school year regardless of the certification date.**

Tennessee Instructional Leadership Standards

The Tennessee Instructional Leadership Standards (TILS) were updated by the [State Board of Education](#) in July 2018, and are located in [Policy 5.106](#).

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

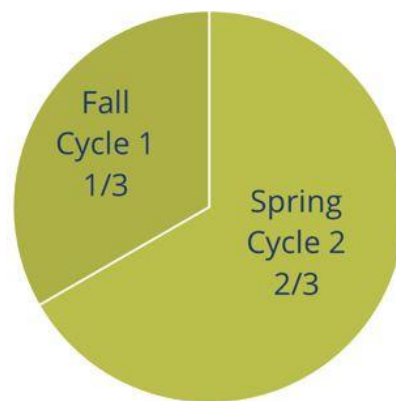
Administrator Observation Rubric

The TEAM Administrator rubric aligns to Tennessee Instructional Leadership Standards (TILS). It outlines skills, knowledge, and responsibilities that successful leaders should master. Additionally, it provides five (5) performance levels for growth in practice over time. This rubric also encourages reflective dialogue among and between peers and evaluators to improve practice.

The TEAM administrator rubric is designed to:

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

Observation Weighting



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

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

Standard D is optional for assistant principals.

Opportunities for Collecting Evidence

- Given the wide range of responsibilities administrators have, it is vital to **collect evidence over time** rather than in a single school visit.
- Observers must be **intentional** about the purpose of site visits and evidence sought.
- Observer must **leverage multiple sources of evidence** that include observation of practices and analysis of outcomes.
- There should be a minimum of **one site visit** per semester. For more information about site visits, see the resource [Practices in Administrator Evaluation and Principal Site Visits](#)

Observation Feedback Conversation

After each semester observation is scored, there should be a feedback conversation. The administrator should lead the bulk of the conversation after the evaluator asks self-reflecting questions.

- **Introduction**
 - Include the purpose of meeting, note the timing in the school year, and ask a general question such as “How do you feel the school year is progressing so far?”
- **Reinforcement**
 - 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?”
 - The administrator should provide evidence to support his/her selected area(s) of strength.
- **Refinement**
 - To help establish the reinforcement area, you may ask: “Which area of refinement, if leveraged, will have the greatest impact on student learning, teacher practice, and/or school improvement?”
 - The administrator should provide evidence to support his/her selected area(s) of improvement.
 - The evaluator should work with the administrator to plan next steps for improving the refinement area(s).

Bridge Conference

A bridge conference is held in the summer/fall (once the school-wide data is available) and consists of two parts:

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

Summative Conference Components

- Share final qualitative data (observation score average).
- Share final 15% achievement score.
- Review the school-wide growth measure data.
- Explain how the overall score (LOE) will be calculated.

Formative Conference Components

- Commend areas of progress.
- Focus on the areas in need of continued refinement.
- Ensure administrators view their data in TNCompass prior to the meeting.
 - Both the administrator and the evaluator sign off on the evaluation in TNCompass for the prior year.
 - Note that there is no required form for the bridge conference. Any documentation required is at the district's discretion.
- Discuss an Individual Action Plan and Self Reflection Tool (optional).

Individual Action Plan and Self Reflection Tool

Districts may choose to use the Individual Action Plan and Observation Self-Reflection Tool to help administrators develop their SMART goals and identify an area of refinement. This is not a required component of the administrator evaluation process.

- [Administrator Evaluation Individual Action Plan](#)
- [Administrator Evaluation Observation Self-Reflection Tool](#)

Scoring Ranges

Score Range	Level of Overall Effectiveness (LOE) Scale
<200	1
200-274.99	2
275-349.99	3
350-424.99	4
425-500	5

Grievance Process

T.C.A (Tennessee Code Annotated). § 49-1-302 provides for a local-level evaluation grievance procedure, which shall provide a means for evaluated teachers and school administrators to challenge only the accuracy of the data used in the evaluation and the adherence to the evaluation rules and policies adopted by the State Board. Observation scores cannot be grieved. Grievances may be filed at the end of each of the three (3) components of the evaluation model: qualitative appraisal; student growth measures; and other measures of student achievement. A grievance shall be filed no later than fifteen (15) days from the date educators receive the results for each component; otherwise, the grievance shall be considered untimely and invalid. Nothing shall preclude educators from filing a grievance at any time prior to the deadlines stated herein.

Evaluation Flexibility Option Determined by the District

Administrator Evaluation Flexibility

Administrator evaluation flexibility refers to the frequency and weight of administrator evaluations. LEAs and public charter schools can select to enter only one set of summative scores based on multiple observations throughout the school year that will constitute the entire average observation score. Otherwise, LEAs or public charter schools enter scores from two observations: a fall observation that constitutes one-third of the average observation score and a spring observation that constitutes two-thirds of the average observation score.

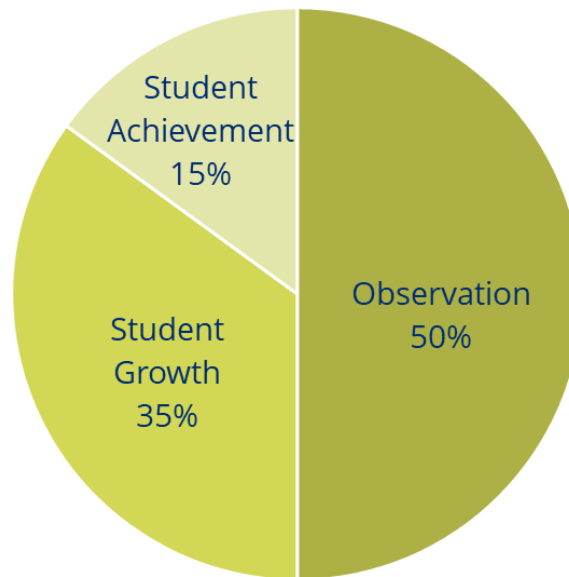
Business Rules Applied to Evaluation Data

3-4-5 Rule

If a school administrator's student growth data reflects attainment of an achievement level three (3), four (4), or five (5), then the student growth data shall comprise the full fifty percent (50%) student achievement data portion of the teacher's evaluation if such use results in a higher evaluation score for the administrator. **This is automatically applied without any action by the district.**

Level of Effectiveness (LOE) Calculations

For Level of Effectiveness (LOE), the calculation is as follows:



Resources

The [TEAM website](#) provides resources and support for all components of the state’s evaluation process including statute and policy, evaluator training, teacher and principal observation, and growth and achievement measure selection. Additionally, teachers and leaders have access to TNCompass resources, support for roster verification, and copies of the monthly evaluation configurator emails.

General TEAM Resources:

- [Observation FAQ](#)
- [TEAM Observation Guidance Documents](#)
- [TEAM Certification FAQ](#)
- [Level of Effectiveness \(LOE\) FAQ](#)
- [Partial Year Exemptions \(PYE\) Guidance](#)

TNCompass Resources: After evaluators have completed an observation for an educator, data should be put in TNCompass, the evaluation data management platform.

- [TNCompass User Guide](#)
- [TNCompass Evaluation Data Management](#)

Additional Support

With additional questions or needs for support, please reach out to the following contacts:

Questions about:	Contact	Resources
Evaluation questions	TEAM.Questions@tn.gov	https://team-tn.org/evaluation/
TNCompass technical support	Support@tncompass.org	https://tncompass.org
Portfolium technical support	Support@portfolium.com	https://portfolium.com
Portfolio content support	Portfolio.Questions@tn.gov	https://team-tn.org/portfolio-resources/
Accountability	TNEA.Accountability@tn.gov	https://www.tn.gov/education/data/accountability.html
Licensure, PDPs, and experience	Educator.Licensure@tn.gov	https://www.tn.gov/education/licensing.html
TVAAS technical support	evaas_support@sas.com	https://tvaas.sas.com/contact.html
Claiming questions	Claiming.Questions@tn.gov	https://team-tn.org/data/claiming-guidance/
Assessments	TNEA.Assessment@tn.gov	https://www.tn.gov/education/assessment.html