

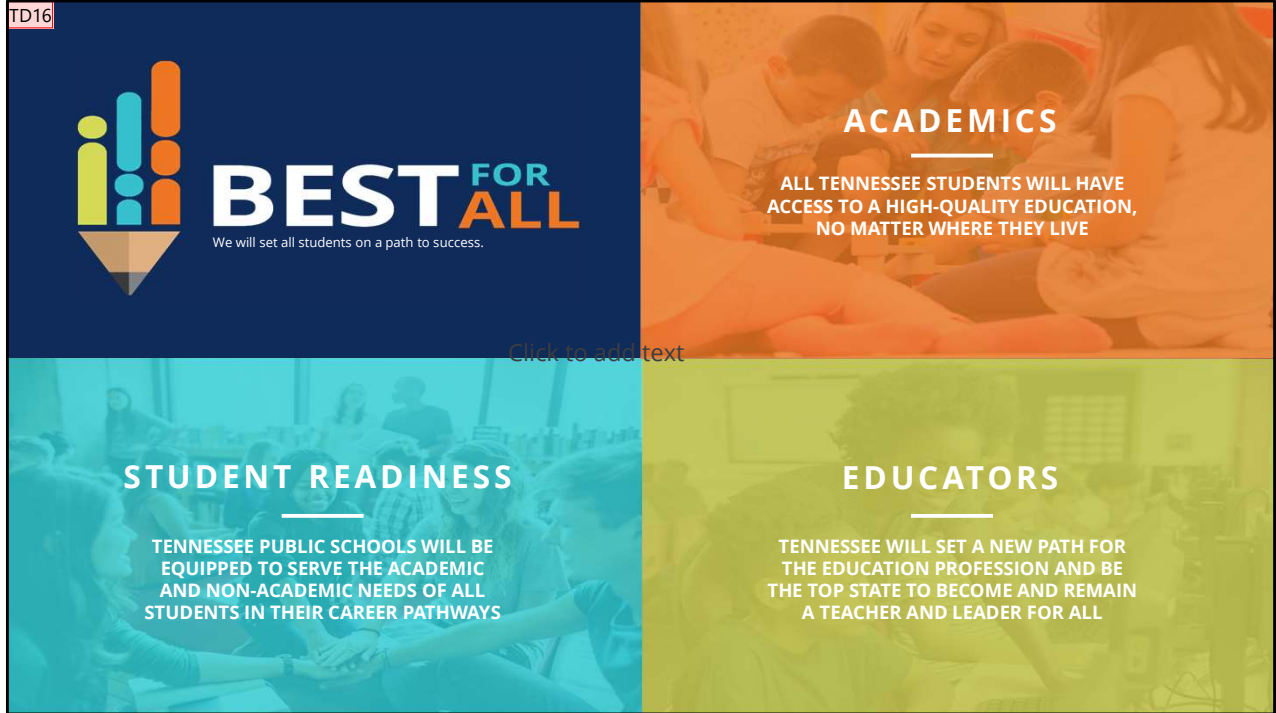


Welcome to TEAM Administrator Evaluator Recertification Training Module. This module is designed to increase your familiarity with the components of TEAM Evaluation System, Tennessee’s multi-measure system for evaluating administrator impact on student progress and learning. TEAM depends on student growth scores, student achievement scores, and administrator observation scores to create a well-rounded picture of instructional impact for each educator in our state.

The observation tool used in Tennessee, the TEAM rubric, is a critical, research based component of our evaluation system and, when implemented accurately and with fidelity, produces gains in student learning through improved educator practice.

Research suggests that effective principals are associated with better instructional practices, more positive learning environments, and higher teacher morale (e.g., Baker & Cooper, 2005; Brewer, 1993; Boyd et al., 2011; Ladd, 2011; Sebastian & Allensworth, 2012). APs play a part in those outcomes, too.

Leadership matters-it’s clear. And whether you are here to certify to evaluate APs, principals, or both, the goal of this training is to provide you with the tools and skills to develop strong school leaders.



The best for all strategic plan has three key components: academics, student readiness, and educators. All three are focused on setting all students on a path to success.

Our goal for educators is to make Tennessee the top state to become and remain a teacher and a leader. In order to do this, not only must we regularly review our practices to identify areas in which we excel and areas in which we have room to grow, but we must also support the growth and development of all educators in every stage of their careers. Effective use of the multi-measure TEAM evaluation system creates a well-rounded picture of practices in education. This allows leaders to develop clear action plans to strengthen and support those practices.

Norms

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



As you interact with this online learning module, please

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Learning Outcomes

TEAM administrator evaluator training will prepare leaders to:

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



This module will help you prepare to become a certified TEAM administrator evaluator. Our goals for this module are to enhance your understanding of the team evaluation and observation processes and to increase your familiarity with the policies and resources that support evaluation in our state. The ultimate goal with TEAM evaluation is to improve student outcomes by providing high quality feedback and support for educators' practices.



Agenda



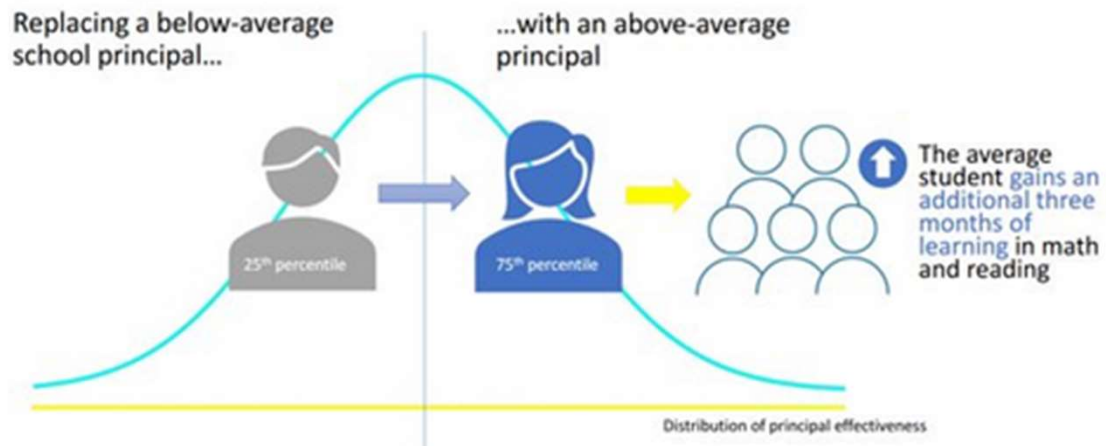
- Overview of TEAM
 - Value of Evaluation Data
 - Theory of Action
- Generating a LOE
- Observation Cycle
- Deadlines
- Tennessee Instructional Leadership Standards & TEAM Administrator Observation Rubric
- Feedback
- Logistics

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This module is an overview of TEAM administrator evaluation policies and implementation. We will explore how administrator level of overall effectiveness scores (LOEs) are generated, the observation cycle and feedback, TILS, the Tennessee Instructional Leadership Standards, and explore resources designed to assist you in successfully implementing administrator evaluation in your school and district.

MM1

Leadership Matters



Grissom, Jason A., Anna J. Egalite, and Constance A. Lindsay. 2021. "How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research." New York: The Wallace Foundation. Available at <http://www.wallacefoundation.org/principalsynthesis>.

Before diving into TEAM, let's explore a bit of research about leader impact on learning.

Research supports what we already know about school leadership. Leadership matters in our schools. In fact, one highly effective school leader impacts student outcomes almost as much as a classroom teacher does.

Changes in school leadership that replace an ineffective principal with an effective one increase student achievement by **0.18** standard deviations in **math** and **0.12** standard deviations in **reading**.

This is **three additional months** of learning. Leadership matters.

MM2

What leader actions create this impact?

Engaging

- Engaging in instructionally focused interactions such as **teacher evaluation**, instructional coaching, and the establishment of a data-driven, school-wide instructional program.

Building

- Building a productive school climate marked by trust, efficacy, teamwork, engagement with data, organizational learning, and continuous improvement.

Facilitating

- Facilitating productive collaboration and professional learning communities that promote teachers working together to improve their practice and enhance student learning.

Managing

- Managing personnel and allocation of resources strategically.



Grissom, Jason A., Anna J. Egalite, and Constance A. Lindsay. 2021. "How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research." New York: The Wallace Foundation. Available at <http://www.wallacefoundation.org/principalsynthesis>.



What leader actions create this impact? Leaders create impact through:

- **Engaging** in instructionally focused interactions such as **teacher evaluation**, instructional coaching, and the establishment of a data-driven, school-wide instructional program
- **Building** a productive school climate marked by trust, efficacy, teamwork, engagement with data, organizational learning, and continuous improvement.
- **Facilitating** productive collaboration and professional learning communities that promote teachers working together to improve their practice and enhance student learning.
- **Managing** personnel and allocation of resources strategically.

Studies demonstrate that schools led by strong principals also have lower rates of chronic absenteeism, higher teacher satisfaction rates, and lower teacher turnover.

The Importance of Evaluating Principals and Assistant Principals

video 1



Why Evaluate Administrators

"An investment in knowledge always pays the best interest."

-Benjamin Franklin



We have the opportunity to improve teaching and learning through high-quality actionable feedback and follow-up by evaluating the quality of leadership in each school. Providing administrators with strong feedback and with action plans not only improves instruction, but helps administrators feel supported and successful. Providing quality feedback is also a way we work toward our state-wide goal of making Tennessee the best state to become and remain an educator. Further, providing quality feedback will help you become a stronger leader.

The indicators and descriptors in the TILS rubric in all domains: Instructional Leadership for Continuous Improvement, Culture for Teaching & Learning, Professional Learning & Growth, and Resource Management are grounded in education psychology and cognitive science research.

The rubric should be used to

- define and convey expectations for administrator performance,
- assess current abilities, and
- plan feedback/professional development in service of developing higher levels of professional competence.

In addition to providing feedback that leads to improved instruction and student outcomes, data from observations may be used to inform human capital decisions such as performance pay, staffing decisions, tenure, and retention. We will be talking about these important issues during this module– so get ready to learn!!

What is TEAM?

- TEAM, or Tennessee Educator Acceleration Model, is Tennessee's teacher and administrator evaluation system.
- It is authorized by [Tenn. Code Ann. § 49-1-302](#) and described in Tennessee State Board of Education (SBE) Policy [5.201](#) and [Evaluation Rule 0520-02-01](#).
- Supporting resources may be found on the TEAM website at www.team-tn.org.

TEAM is an acronym for Tennessee Educator Acceleration Model.

What are we accelerating by utilizing TEAM? We are accelerating student access to highly effective teachers and leaders.

TEAM was authorized by the legislature in 2011 as the statewide teacher and leader evaluation model in Tennessee.

State Board of Education Policy 5.201 and [Evaluation Rule 0520-02-01](#) describe the parameters of the evaluation system in detail. Let's explore these together.

Evaluation Rule and Policy

video 2



The Importance of Evaluation Data



The data generated through the observation and evaluation processes impacts decisions made by teachers, schools, districts, the state, and the colleges and universities that prepare our future teachers and leaders.

The Importance of Evaluation Data

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



As educators, what impact do we desire from TEAM implementation? (pause)

Ultimately, we want all students to have access to highly effective teachers and leaders. As stated in section 1a of state board policy 5.201, the goal of TEAM evaluation is to support high quality instruction through actionable feedback. Simply put, the goal of TEAM evaluation is continuous improvement for all educators. When approached as a tool for improvement and support, administrators have the latitude to take risks on behalf of their teachers and students and seek input and support from their leaders. Leaders feel empowered to develop plans to support teachers at all performance levels. Students benefit from the improvement and innovation.

Additionally, because it is critical that all students have access to a highly effective teacher **and** leader, evaluations are a factor in decisions around recruitment, retention, and promotion. We want to ensure our students have the best possible teachers and leaders in their schools every year.

The Importance of Evaluation Data

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



Not only does evaluation data impact decisions at the district level, it also has an impact on Educator Preparation Programs. These programs receive evaluation data generated for their graduates and use that data to inform changes in the instruction their students – our future teachers – receive. The evaluation data you will create through observation helps our colleges of education design their programs. This data has the ability to impact our profession for decades.

Because the impact of evaluation data is so far reaching, you have a professional responsibility to create observation data that is accurate, credible, and reliable.

Implementing TEAM



How can TEAM be leveraged to realize the best possible outcomes?

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.



As you read the TEAM Theory of Action, let's reflect on some questions:

What if the observation scores are not accurate or reliable? Among other consequences, human capital decisions may be inappropriately informed, and EPPS will receive faulty data about recent graduates.

What if the feedback based on scores is not helpful in improving practice? Among other consequences, strong educators will find better feedback, even in another district. Educators in need of support will not improve. Likewise, student performance will not improve.

What is the impact on leaders if evaluation is done poorly? Among other consequences, administrator perception of the leader is impacted; high quality observation practice is a professional responsibility.

How should TEAM be implemented?

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

We believe that TEAM should be implemented accurately, fairly, credibly, rigorously, and transparently.

In order to build and sustain a culture of continuous growth, leaders must implement observations rigorously, fairly and accurately. Credibility is earned through a leader's understanding of standards and best practices. Additionally, when educators know what is expected and outcomes are clear, they will view the process as transparent. This alleviates the fear of the unknown – which can inhibit growth.

Creating Levels of Overall Effectiveness Scores

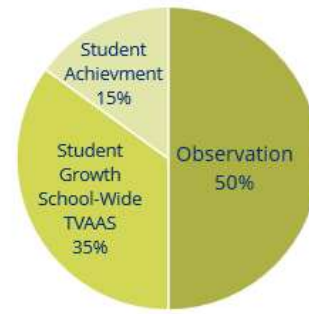


Let's review how level of overall effectiveness scores are generated for administrators.

Level of Overall Effectiveness

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

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



The TEAM evaluation system is based upon multiple measures and results in the generation of a Level of Overall Effectiveness or LOE. The observation process leads to an average observation score which is weighted at 50%. The student growth component is weighted at 35% and student achievement is weighted at 15%.

Data for each component must be present in TNCompass for a LOE or Level of Overall Effectiveness to be generated. Absence of a LOE can lead to an administrator filing a grievance. Additionally, PDP points cannot be generated in the absence of a LOE.

50% of the LOE is based on an average observation score. State board policy requires that 2 observations of administrators be conducted each year. The fall observation data is weighted at 1/3 and the spring observation data is weighted at 2/3. It is worth noting that some districts opt into an evaluation flexibility that allows for the entry of one set of summative scores in the spring rather than two sets of observation scores. Contact your district's evaluation configurator for more information on local requirements.

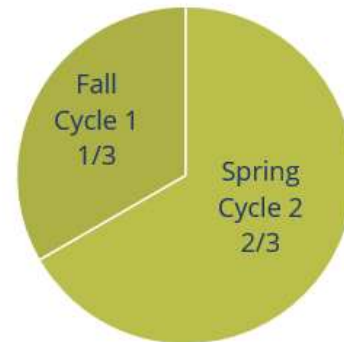
35% of the LOE is based on school wide or system wide TVAAS and 15% is based on student achievement.

Observation Scores

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

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

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



Observation scoring in the first cycle only considers standards A, B, and C of the rubric. First cycle scores make up one-third of an administrator's qualitative score.

Observation scoring in the second cycle considers all four standards. Second cycle scores make up two-thirds of an administrator's qualitative score.

Growth & Achievement

Growth

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

Achievement

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

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

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

Growth and achievement measure selections must be entered into TNCompass by Oct.15.

The Observation Cycle

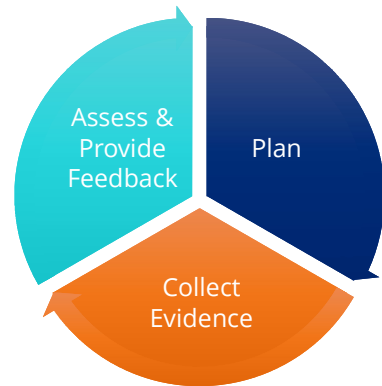


Let's explore the observation cycle.

The Observation Cycle

Consider the observation process as a cycle of:

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



Remember that observation is a process, not an event. The process involves planning, collecting evidence of leadership practice, assessing and scoring that evidence, providing feedback, and then beginning the process again.

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



Plan

The observation cycle is most impactful on improving leader practice when intentionally planned for. The first step in planning for TEAM in a new school year is to conduct a bridge conference. The term bridge indicates that it connects last year to the new year.

There are two parts to the bridge conference. The first includes a review of the previous year's observation data and student outcome data as available. The second part involves goal setting for the upcoming school year. In situations where you may not have data for an educator, such as a year in which LOEs were not generated, you will use the data sources available to you. These might include completed observations or data from the most recent year in which LOEs were generated.

Summative/Bridge Conference

Video 3



Observation Cycle: Plan the Bridge Conference

Bridge conference tips:

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



As you prepare for the bridge conference, be ready to communicate the purpose and goals of the conference, closely review evaluation data from the previous year, emphasize the need for continuous improvement, and provide specific strategies based on your analysis of the administrator's areas for growth. Include timelines for regular check-ins.

Observation Cycle: Plan the Bridge Conference

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

Bridge conference should be documented in TNCompass by clicking "coach conversation conducted."

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 and through multiple points of engagement** 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.



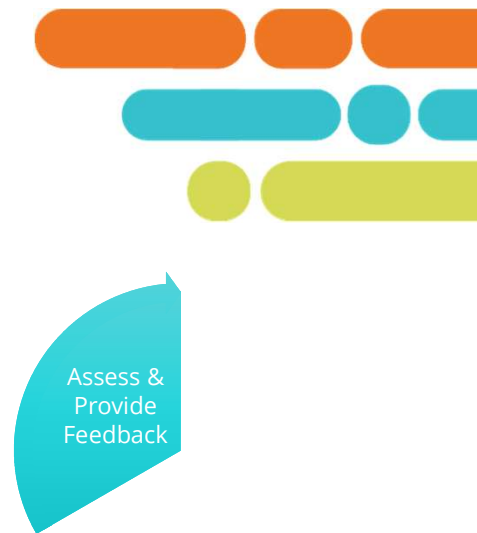
Notice, because the administrator evaluation process measures school leadership, it is NOT meant to be conducted as a one time observation. Evidence should be collected throughout the year and from multiple data sources.

Also consider collecting evidence from the Tennessee Educator Survey, evaluation reports, and TVAAS. We will look more closely at what evidence to collect as the module progresses.

Observation Cycle: Assess & Provide Feedback

Step 3:

- Use the [TEAM administrator evaluation rubric](#) as a resource to assist in accurately rating practice and providing actionable feedback.
- Hold an observation feedback conversation (post-conference) with the administrator to share scores and actionable feedback based on formal and informal observations each semester.



Finally, use the TEAM administrator rubric, found on the TEAM website, to assist in rating practice and providing actionable feedback to the administrator. Each semester there should be an observation feedback conversation based on observations throughout the semester.

Observation Feedback Conversation

video 4



Stakeholder Surveys

The use of survey data to inform scoring is required.

- Stakeholder surveys, especially that of teachers, are a valuable source of feedback for administrators.
- [The Teacher Perception Survey](#) is one available option, but it is not required. More information is available on the [TEAM website](#).

Stakeholder surveys are required but there is flexibility about the type of survey that a district chooses to implement. Examples could include: teacher perception survey and district-created parent or climate surveys.

Key Evaluation Deadlines

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

Please note the following key dates associated with TEAM administrator observation completion. These dates are also shared on the TEAM website. Bridge conferences typically happen after TVAAS scores are returned, but, in the absence of TVAAS scores should occur prior to the first observation of the year.

Understanding the Standards (TILS)



Let's now explore the Tennessee Instructional Leadership Standards. 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.

What are the Tennessee Instructional Leadership Standards?

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



The 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.

Let's connect the standards to the evaluation rubric.

Understanding the TEAM Administrator Rubric



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

The TEAM Administrator Rubric directly aligns to the Tennessee Instructional Standards. The TEAM rubric outlines the skills, knowledge, and responsibilities that are advantageous in role as an administrator. The rubric provides 5 performance levels that promote growth in practice over time and allows for reflective dialogue among and between peers and evaluators to improve practice.

TEAM Administrator Rubric



The TEAM administrator rubric is designed to:

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

The TEAM Administrator Evaluation Rubric is a tool used to guide a fair and transparent administrator evaluation. It was developed to establish a culture of support for instructional leaders and intended to help engage educators in reflective dialogue among and between peers and evaluators to improve practice. The rubric should be used to support school leaders and those who support school leaders in acknowledging a leader's effective practices and results, and is designed to be supportive of a leader's opportunities for improvement, offering guidance on professional growth and learning.

TEAM Administrator Rubric

The Administrator Evaluation Rubric is not:

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

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