Standard C:
Professional Learning and Growth

Our next domain is Standard C: Professional Learning and Growth

What are the Tennessee Instructional Leadership Standards?
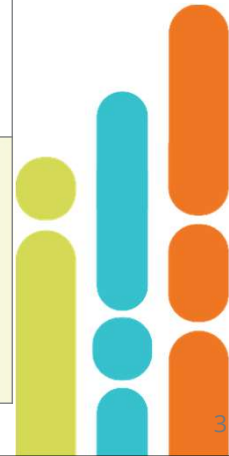
Standard A: **Instructional Leadership for Continuous Improvement** An ethical and effective instructional leader <u>facilitates professional practice</u> that continually improves student learning.	**Standard B:** **Culture for Teaching and Learning** An ethical and effective instructional leader collaborates with stakeholders to <u>create and sustain an inclusive, respectful and safe environment</u> conducive to learning and growth for all.
Standard C: **Professional Learning and Growth** 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>	**Standard D:** **Resource Management** 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.

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Standard C focuses on professional learning and growth and supports an ethical and effective instructional leader that develops the capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

What are the Tennessee Instructional Leadership Standards?

Standard A: **Instructional Leadership for Continuous Improvement** Capacity Building Data Analysis & Use Interventions Progress Monitoring	**Standard B:** **Culture for Teaching and Learning** Leveraging Educator Strengths Environment Family Involvement Ownership Recognition & Celebration
Standard C: **Professional Learning and Growth** Evaluation Differentiated Professional Learning Induction, Support, Retention, & Growth Teacher Leaders Self-Practice	**Standard D:** **Resource Management** Community Resources Diversity Employee & Fiscal Management

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Professional learning and growth includes evaluation, differentiated professional learning, induction, support, retention, and growth, teacher leaders, and self-practice.

Evidence Collection for Standard C

video 7

Practice: Performance Level Differentiation Standard C

Now it is time for you to differentiate performance levels for the indicators in Standard C: Professional Learning and Growth. Access the work sheet provided for this training.

Defining Performance Levels

Indicator	5 Significantly Above Expectations	3 Meeting Expectations	1 Significantly Below Expectations	Possible Evidence Sources
C1. Evaluation				
C2. Differentiated Professional Learning				
C3. Induction, Support, Retention, & Growth				
C4. Teacher Leaders				
C5. Self- Practice				

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Read the standard and the description indicator in the following slides. Read and then consider the meaning of the indicator in its entirety at the performance level 3. Differentiate between the performance levels identifying unique elements in each of the other performance levels. Then document your responses on the chart provided.

TEAM Rubric: C1. Evaluations

Standard C: Professional Learning & Growth

"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., *Playmakers: How Great Principals Build and Lead Great Teams of Teachers*, 2012

Indicator	5	3	1	Possible Sources of Evidence

C1. Evaluation
 	
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:
	• 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
			• Limited or no use of evaluation data to determine trends and assess
				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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Differentiate the performance levels of evaluation. Correlate the differentiation with the notes from the video. List additional or more specific possible sources of evidence.

This section of the rubric differs from standard 1A, our model, in that the indicators here build upon one another vs. being stand alone descriptions of practice. Notice the language of the rubric includes "in addition to" as the stem of each performance level.

TEAM Rubric: C2. and C3. Differentiated Professional Learning, Induction, Support, Retention, and Growth

Indicator	5	3	1	Possible Sources of Evidence

C2. Differentiated Professional Learning
 	
Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the *Tennessee Standards for 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

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Differentiate the performance levels in Differentiated Professional Learning, Induction, Support, Retention, and Growth. Correlate the differentiation with the notes from the video. List additional or more specified possible sources of evidence.

TEAM Rubric: C4. and C5. Teacher Leaders and Self-Practice

Differentiate the performance levels in Teacher Leaders and Self-Practice. Correlate the differentiation with the notes from the video. List additional or more specified possible sources of evidence.

Lastly, we'll investigate Standard D: Resource Management

The Tennessee Instructional Leadership Standards

Standard A: **Instructional Leadership for Continuous Improvement** An ethical and effective instructional leader <u>facilitates professional practice</u> that continually improves student learning.	**Standard B:** **Culture for Teaching and Learning** 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.
Standard C: **Professional Learning and Growth** 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>	**Standard D:** **Resource Management** 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.

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Finally, standard D focuses on resource management. This domain supports an ethical and effective instructional leader that facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

The Tennessee Instructional Leadership Standards

Standard A: Instructional Leadership for Continuous Improvement Capacity Building Data Analysis & Use Interventions Progress Monitoring	Standard B: Culture for Teaching and Learning Leveraging Educator Strengths Environment Family Involvement Ownership Recognition & Celebration
Standard C: Professional Learning and Growth Evaluation Differentiated Professional Learning Induction, Support, Retention, & Growth Teacher Leaders Self-Practice	Standard D: Resource Management Community Resources Diversity Employee & Fiscal Management

Standard D emphasizes processes that enlist diverse stakeholders and resources with a focus on community resources, diversity and employee and fiscal management.

Evidence Collection for Standard D

video 8

Video 8.mp4

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Practice: Performance Level Differentiation Standard D

Now it is time for you to differentiate performance levels for the indicators in Standard D: Resource Management. Access the work sheet provided for this training.

Defining Performance Levels

Indicator	5 Significantly Above Expectations	3 Meeting Expectations	1 Significantly Below Expectations	Possible Evidence Sources
D1. Community Resources				
D2. Diversity				
D3. Employee and Fiscal Management				

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Read the standard and the description indicator in the following slides. Read and then consider the meaning of the indicator in its entirety at the performance level 3. Differentiate between the performance levels identifying unique elements in each of the other performance levels. Then document your responses on the chart provided.

TEAM Rubric:
D1. and D2. Community Resources and Diversity

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]."
—Carrie, Leana, *The Missing Link in School Reform*, 2011

Indicator	5	3	1	Possible Sources of Evidence
D1. Community Resources Strategically utilizes community resources and partners to support the school's mission, vision and goals	In addition to Level 3 descriptors: • Assesses potential community partners and secures additional resources that support teaching and learning • Highlights usage of resources and shares school accomplishments by regular communication with community partners	• Conducts an accurate assessment of community partners and resources • Ensures accepted resources support the school's mission, vision, and goals • Allocates fiscal, human, technological, and physical resources to align with the school's mission, vision, and goals	Rarely or never utilizes community resources and partners by: • Conducting an assessment of community partners and resources • Accepting resources that are not in support of the school's mission, vision, and goals • Allocating fiscal, human, technological, and physical resources or allocates these with misalignment to the school's vision, mission, and goals	**Practice/Observation** • Community assets inventory • Documented partnership activities • Donations and contributions to the school • Community support notes • Displays of partnership and partnering activities • Community support surveys • Conversations with community partners and educators **Outcomes** Met or exceeded goals for community engagement
D2. Diversity Includes a diverse set of educators and stakeholders in school improvement decisions	• Develops capacity of educators to implement structures for engaging diverse stakeholders to provide input and feedback in school improvement decisions	• Develops structures to encourage diverse stakeholders[1] to provide input and feedback in school improvement decisions	• Engages limited or non-diverse stakeholders to provide input and feedback in school improvement	**Practice/Observation** Conversations with stakeholders **Outcomes** Increased diversity among stakeholders

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Differentiate the performance levels in Community Resources and Diversity. Correlate the differentiation with the notes from the video. List additional or more specified possible sources of evidence.

TEAM Rubric:
D3. Employee & Fiscal Management

Indicator	5	3	1	Possible Sources of Evidence

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
	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
		• 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
		• 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 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
			• 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
				Practice/Observation
				• Handbook
				• Compliance agreements
				• Audit report
				• Conversations with educators
				
				Outcomes
				• Compliance with operating procedures
				• Compliance with budgetary procedures

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Differentiate the performance levels in employee and fiscal management. Correlate the differentiation with the notes from the video. List additional or more specified possible sources of evidence.

The term standard operating procedures is defined by state and district policies related to specific laws that govern school operations, fiscal management, personnel, and safety procedures.