

# Feedback



Evidence-based, high-quality feedback leads to improved leadership practices that, in turn, leads to increased student learning. Now that you are familiar with the standards and the rubric, let's explore this vital component of evaluation.

## The Observation Cycle

Consider the observation process as a cycle of:

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



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Remember that observation is a process, not an event. The process involves planning, collecting evidence, rating leadership practice, providing feedback, and then beginning the process again. Let's explore the feedback component of the observation cycle in a little more depth.

# Self-Reflection

## Administrator Evaluation Observation Self-Reflection Tool

School Administrator	Evaluator	Observation Date	Rating Descriptors				
			5—significantly above expectations 4—above expectations				
Self-Reflection / Formal Observation	School Name	School Year	3—at expectations 2—below expectations 1—significantly below expectations				
Standards & Indicators	5	4	3	2	1	Comments	Score
<b>Standard A: Instructional Leadership for Continuous Improvement</b>							
A1. Capacity Building							
A2. Data Analysis & Use							
A3. Interventions							
A4. Progress Monitoring							
<b>Standard B: Culture for Teaching &amp; Learning</b>							

While self-reflection is an optional component of the administrator evaluation process, it is not optional for leaders who strive to improve the quality of their leadership. Reflection identifies areas in which improvement is needed-or might provide areas in which a stellar job is already being done. When used prior to feedback conversations, self-reflections are a great way to jump start reflective feedback conversations. This template can be found on the team-tn.org website under Administrator Evaluation.

## Feedback: The Key to Improving

- Include at least one 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.

While the process should include at least one feedback conversation during each evidence collection cycle, evaluators may elect to hold more than two feedback conversations during the school year.

Evaluators should follow-up after feedback conversations on recommended changes in practice. This is true regardless of how many times scores are submitted (each semester or only once as per your district's decision). As feedback is the vital component of evaluation in improving instruction and education outcomes, we encourage you to continue to invest in further coaching and feedback professional development.

## Reinforcement and Refinement

- Ensure that identified areas of refinement and reinforcement are from different indicators.
  - For example, do not cite Capacity Building as a refinement **and** reinforcement area.
- Choose areas for which you have **specific and sufficient evidence**.

In selecting areas of reinforcement and refinement, ensure that identified areas of refinement and reinforcement are from different indicators.

- For example, do not cite Capacity Building as a refinement **and** reinforcement area. Choose areas for which you have **specific and sufficient evidence**.

This is very similar to the process of identifying reinforcement and refinement with teacher observation.

## Identify Examples: Reinforcement

- Identify **specific examples** from your evidence notes for the area of reinforcement.
- Examples should contain exact quotes and vivid descriptions that you 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 by 8 percent."

Identify specific examples from your evidence notes for the area of reinforcement.

- Examples should contain exact quotes and vivid descriptions that you 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 an special education teachers to collaborate."
  - "Your progress monitoring data indicates the literacy gap between special education and general education students has already shrunk by 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?”

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

- 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

- 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 conversations should include three main sections. In the introduction, include the 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?” In the reinforcement portion, ask a self-analysis question and provide specific evidence from your 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?” In the area of refinement, also ask a self-analysis question and provide evidence from your notes.



# Feedback and Next Steps

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# Action Plan

## Administrator Evaluation Individual Action Plan

School Administrator Name	Position		
School Name	School Year		
Tennessee Instructional Leadership Standard (TILS, 2013) to be strengthened: <i>(select one)</i>			
1) Standard A: Instructional Leadership for Continuous Improvement			
2) Standard B: Culture for Teaching & Learning			
3) Standard C: Professional Learning & Growth			
Identify 2-4 SMART goals you plan to achieve during this academic school year based on a self-identified area of refinement in the TEAM rubric and the TILS standard you circled above. All goals/outcomes must align with TILS (2013) and the TEAM Administrator Evaluation Rubric and should be SMART: specific, measurable, achievable, relevant, and time sensitive.			
SMART Goal 1:			
SMART Goal 2:			
SMART Goal 3:			
SMART Goal 4:			
Action Steps	Timeline of Action Steps	Mid-Year Adjustments	Expected Outcomes

While the development of action plans based on observation and reflection is optional, having clear direction regarding how improvement will be accomplished will provide leaders with a better leadership toolkit. Documenting specific, actionable feedback and agreeing to follow up at a specific times can help administrators improve throughout the year. This optional tool is provided on the [team-tn.org](http://team-tn.org) website under Administrator Evaluation.

# Scoring

## Scoring and Evidence Template

Evidence Notes	Standard A: Instructional Leadership for Continuous Improvement	Score
	A1: Capacity Building	

As you score evidence, there is a worksheet provided on the team-tn.org website under Administrator Evaluation that you may use to guide you. Remember to ground your score in the rubric and the evidence collected.

# Logistics



Now let's discuss:

- Resources and support
- Grievances
- Certification next steps
- TASL credit and
- The survey

## TEAM Website Contact Us

- [Team.Questons@tn.gov](mailto:Team.Questons@tn.gov)
- [Portfolio.Questions@tn.gov](mailto:Portfolio.Questions@tn.gov)
- [Support@portfolium.com](mailto:Support@portfolium.com)
- [Support@tncompass.org](mailto:Support@tncompass.org)
- [Evaas\\_support@sas.com](mailto:Evaas_support@sas.com)
- [Claiming.Questions@tn.gov](mailto:Claiming.Questions@tn.gov)
- [Tned.assessment@tn.gov](mailto:Tned.assessment@tn.gov)
- [Educator.Licensure@tn.gov](mailto:Educator.Licensure@tn.gov)
- [TASL.information@tn.gov](mailto:TASL.information@tn.gov)



Under the contact us tab of the team website, you will find a list of email addresses to contact for specific questions and/or issues, as well as guidance on which email might be the most appropriate one to use for a particular situation.

## 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.**
- 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**.

Grievances are used to document a request for a resolution to any problems that have occurred due to a error in evaluation procedures. The process of documenting a grievance offers protection for all parties involved – the problem must be captured in writing, as must the solution. Grievances are designed to be solved at the local level as efficiently as possible. The process for all parties is outlined step-by-step in evaluation rule.

Please note that only the process of evaluation may be challenged, not observation ratings. For example, if an educator's growth or achievement data is erroneously attributed to another teacher, that can be grieved and resolved. Scores provided through the observation process are not grounds for a grievance. Please contact your district's TEAM evaluation configurator to learn more about the local grievance process. Individuals may also reach out to the educator effectiveness team (through [Team.Questions@tn.gov](mailto:Team.Questions@tn.gov)) for support as needed.

## 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.**

According to state law, all observers must be certified and that conducting observations without being certified is grievable .

## The Certification Test

### General Knowledge of TEAM Administrator Evaluation

- Twenty multiple choice items on a variety of topics related to TEAM administrator evaluation
- Success criteria: Correct response on at least 16 items
- Download and save the certificate.
- Credentialed in TNCompass.
  - Must be staffed as an observer in order to complete observations.

Upon module completion, you will have access to the certification test. The certification test consists of an assessment of general Knowledge of TEAM Administrator Evaluation. It includes twenty multiple choice items on a variety of topics related to TEAM administrator evaluation wherein correct responses on at least 16 items is considered passing.

There are two opportunities to pass the certification test.

One you have passed the test, you will receive a credential in TNCompass.

In order to be granted administrator evaluation permissions, you must be correctly staffed in TNCompass by your district.



## TASL Credit

- This training is a TASL-approved event for 7 hours.
- You will receive an email with the TASL grid from the department within a week of the completion of certification.
- This email may be uploaded in [TNCompass](#) as a pdf for documentation of TASL hours.
- **Please note: only the TASL grid email will be approved for TASL hours. The certificate of completion that is generated at the end of certification will not be accepted for TASL hours.**



This training is approved for 7 TASL hours.

You will receive a TASL grid email from the department within a week of completion. You may upload this email in TNCompass under the TASL tab.

This email – not the completion certificate – contains the information needed to document TASL hours. Please do not discard or misplace it.

## End-of Course Survey

- Following the completion of this certification course, you will be asked to complete a survey.
- The survey consists of both multiple-choice questions and open-ended responses.
- We use the feedback we receive on this survey to plan for next year's training.



Please take time to provide feedback regarding this training on the survey at the end of the course. We use this feedback to plan for next year's certification modules.

# The Importance of Administrator Evaluation

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You have completed  
TEAM Administrator  
Evaluator Recertification  
Training.

Please use the “Next”  
button below to proceed  
to the recertification test.

