

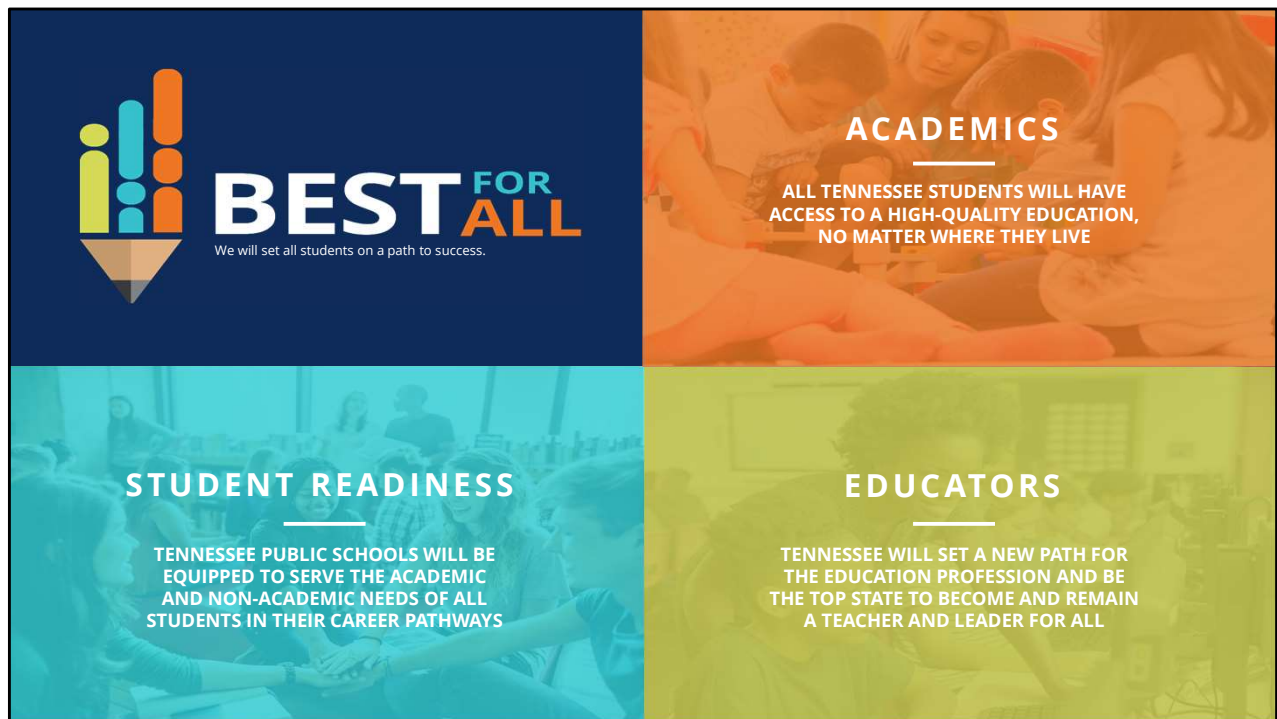


Welcome to the TEAM Administrator Evaluator Training, which is divided into several modules. This module is designed to increase your familiarity with the components of TEAM Evaluation System, Tennessee’s multi-measure system for evaluating administrator impact on student progress and learning. TEAM 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 teacher 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

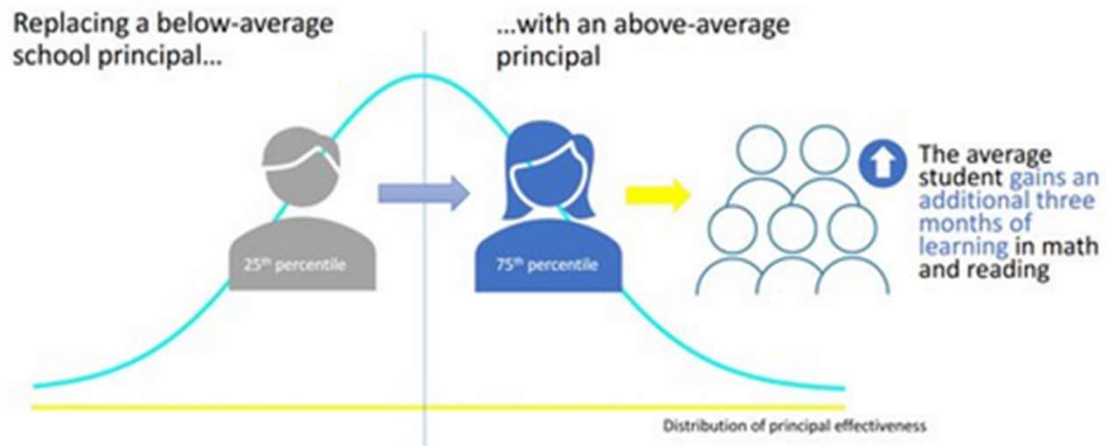
- Overview of TEAM
 - State Policy
 - Value of Evaluation Data
 - Theory of Action
- Generating a LOE
- Observation Cycle
- Deadlines
- TILS (the Tennessee Instructional Leadership Standards), & TEAM Administrator Observation Rubric
- Feedback
- Resources and Logistics

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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.

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.

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

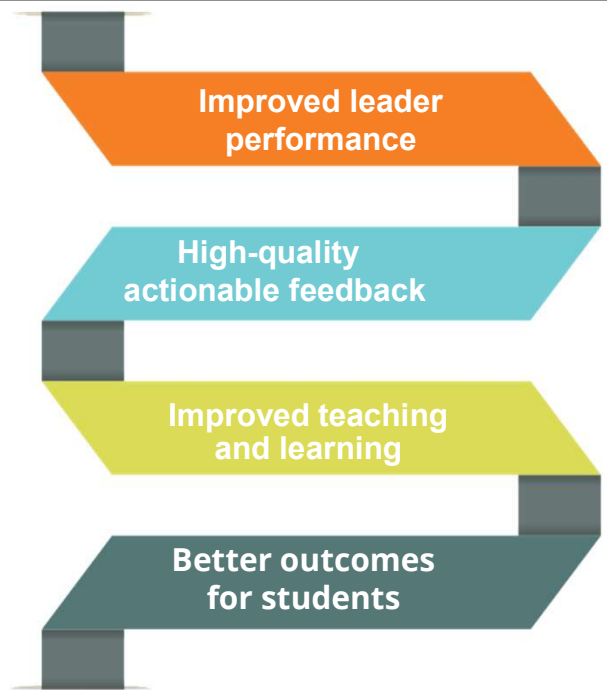
video 1 here



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 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!!

TEAM: Tennessee Educator Acceleration Model



Let's explore the foundations of evaluation practices in Tennessee.

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 Overview

SBE Evaluation Rule 0520-02-01 is divided into several parts:

- Definitions
- General Requirements for Evaluation
- Evaluation Components
- Observation Models
- Requirements for Evaluators
- Partial Year Exemptions
- Local Level Grievances



State Board of Education Evaluation Rule 0520-02-01 is divided into several parts, each of which outlines the requirements for measure selection and use as well as all parameters for observations. The specific areas included in this rule are listed here.

Key Components



Key components addressed in the General Requirements section include:

- Level of Overall Effectiveness (LOE) ratings
- LOE weightings for teachers and administrators
 - 3/4/5 Override Rule
 - 4/5 Trump Rule

The General Requirements section of the Evaluation Rule addresses Level of Overall Effectiveness (LOE) ratings and weightings, including possible adjustments based on teacher growth scores.

This section defines the 3/4/5 Override Rule which allows a teacher's growth score of 3, 4, or 5 to override the teacher's achievement score if it results in a higher LOE for the teacher. This is automatically applied in TNCompass.

This section also identifies the 4/5 Trump Rule which allows the teacher's individual growth score to comprise 100% of the teacher's final evaluation score if it benefits the teacher. This is applied **only** when a district opts into this for its teachers.

Key Components

Key components addressed in the Evaluation Components section include:

- Student Growth Data
- Alternative Growth Measures
 - Portfolio
 - Alternatives to Portfolio
- Achievement Measures
- Evaluation Pacing

The Evaluation Components section of the Evaluation Rule addresses student growth data (also known as TVAAS data) and alternative growth measures (Portfolio and Alternatives to Portfolio), along with achievement measures and evaluation pacing.

Please note that the evaluation rule clearly defines the types of observations (announced vs. unannounced) educators must receive. It also clearly identifies the parameters for providing feedback. It is key that school leaders are aware of and accurately implementing evaluation processes.

Key Components

Key components addressed in the Observation Models section include:

- Available Observation Models
- Alternate Observation Models
 - Currently Available
 - Process to Propose or Pilot a New Model

The Observation Models section outlines what flexibility is allowed with observation model selection and how a district or charter may propose or pilot a new model.

Key Components

Key components addressed Evaluator Requirements section include:

- Requirement for Evaluator Certification
- Training of Evaluators
- Validity Period of Certification

The Evaluator Requirements section states:

All educators must be evaluated annually by a certified evaluator. To become a certified observer, an educator must participate in an official state-sponsored evaluation training or the training model for an approved alternative evaluation plan and pass the subsequent certification test. Certification is valid through June 30 of the current school year **regardless of the certification date.**

Key Components

Key components addressed Partial Year Exemption and Local Level Grievance sections include:

- Partial Year Exemption Qualifications and Results
- Grievance Requirements and Processes

The final two sections of the Evaluation Rule provide guidance on Partial Year Exemption (PYE) and grievance processes.

An educator may earn PYE status in three ways:

- Providing instruction for 120 days or less due to a leave of absence or transfer of schools
- Transitioning to a new role during the school year, thus not providing the minimum amount of instruction
- Being a contracted employee of no more than 120 days.

The grievance process describes what an educator can grieve, how to file a grievance, and when a grievance should be elevated beyond the local level. Please note, only the accuracy of testing data and adherence to evaluation process can be grieved. Observation scores cannot be grieved.

Policy Overview

TENNESSEE STATE BOARD OF EDUCATION	
EDUCATOR EVALUATION POLICY	5.201

Policy Sections:

- I. General Requirements
- II. Observation Pacing and Support.
- III. Alternate Observation Models



Recently updated, state board policy 5.201 clarifies the evaluation rule. Policy now has three sections: general requirements, observation pacing and support, and alternate observation models.

Policy 5.201 Observation Pacing and Support

Licensure Status	Previous Year Individual Growth or Level of Overall Effectiveness ²	Minimum Required Observations*	Minimum Required Observations per Domain*	Minimum Number of Minutes per School Year
Practitioner	Levels 1-4	All domains observed, with a minimum of three (3) domains observed in each semester and a minimum of three (3) formal observations.	3 Instruction 2 Planning 2 Environment	90 minutes
	Level 5	One (1) formal observation covering all domains first semester; two walk-throughs second semester.	1 Instruction 1 Planning 1 Environment	60 minutes
Professional	Level 1	All domains observed, with a minimum of three (3) domains observed in each semester and a minimum of three (3) formal observations.	3 Instruction 2 Planning 2 Environment	90 minutes
	Levels 2-4	All domains observed with a minimum of two (2) domains observed in each semester and a minimum of two (2) formal observations.	2 Instruction 1 Planning 1 Environment	60 minutes
	Level 5	One (1) formal observation covering all domains first semester; two (2) walk-throughs second semester.	1 Instruction 1 Planning 1 Environment	60 minutes



Policy 5.201 identifies how observation pacing is determined. Observation pacing is based on an educator’s license type and previous level of overall effectiveness (LOE) or individual growth score. The score used for determining pacing is a district decision.

An LEA using the TEAM model may allow observers to combine the domains of planning, environment, and instruction during one classroom visit. At least half of all observations shall be unannounced and a minimum of one observation shall be announced. For teachers scoring level 5 on individual growth or LOE, the required observation shall be unannounced during the first semester.

The remainder of this section address teacher observation pacing based on partial year exemption vs. no LOE and observation pacing for administrators.

Policy 5.201: Alternate Observation Models

In lieu of the state observation model (TEAM), LEAs and state special schools may select an alternate observation model from a State Board-approved list pursuant to State Board Educator Evaluation Rule 0520-02-01.

- The Teacher Instructional Growth for Effectiveness and Results (TIGER)
- Project COACH
- Teacher Effectiveness Model (TEM)
- Classroom Assessment Scoring System (CLASS) (for pre-K only)



The last portion of policy 5.201 addresses approved observation models other than the TEAM model. These include TIGER, Project COACH, TEM, and CLASS. CLASS applies to pre-K only and is considered part of the TEAM model. As such it is supported in the observation data collection platform, TNCompass.

Policy 5.201: Appendices

- Appendix A: Student Surveys
- Appendix B: Charter School Approved Alternate Observation Models
- Appendix C: Approved Achievement Measures
- Appendix D: Student Growth Portfolio Models
- Appendix E: Pre-K/Kindergarten Alternative Growth Measures

The remaining pages of policy 5.201 encompass the listed appendices, each of which supports teacher and/or district flexibility within the evaluation processes. These flexibilities include the use of student surveys, charter observation model flexibility, approved achievement measure options, student growth portfolio models, and alternative growth measure models. Appendices may be revised, added, or removed as needed by the state board of education. Observers should remain abreast of policies and policy changes as these policies drive specific pieces of the evaluation process.

Evaluation Rule and Policy

video 2 here

