The Importance of Evaluation Data

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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.

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.

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

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.

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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

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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.

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As you read the TEAM Theory of Action, let's reflect on a few 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

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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

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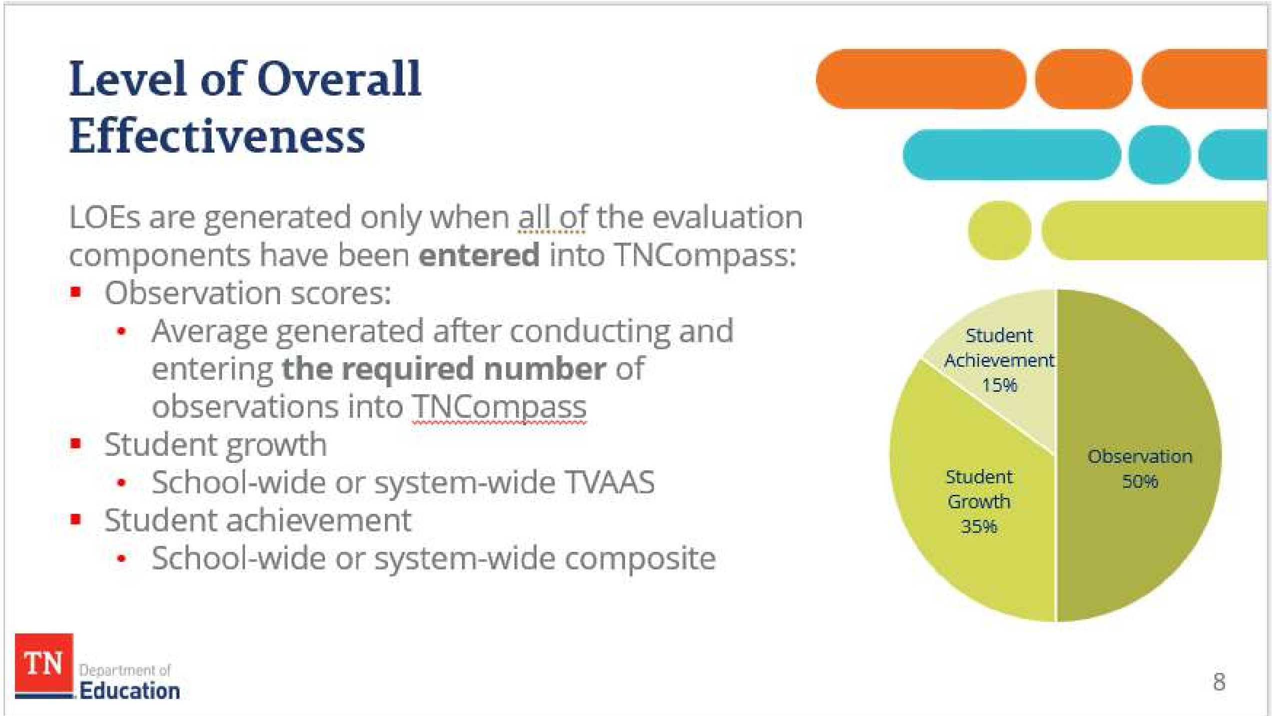
Let's explore how level of overall effectiveness scores are generated for administrators.



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 an LOE.

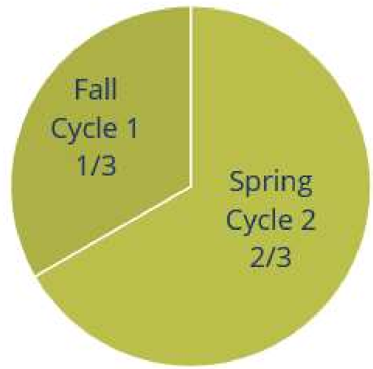
50% of the LOE is based on an average observation score. State board policy requires that 2 observations of administrators be conducted each year. The fall observation data is weighted at 1/3 and the spring observation data is weighted at 2/3. It is worth noting that some districts opt into an evaluation 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.

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

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.

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

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Growth **and** achievement measure selections must be entered into TN Compass by **Oct.15.**

The Observation Cycle

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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.

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Remember that observation is a process, not an event. The process involves planning, collecting evidence of leadership practice, assessing and scoring that practice, 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

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The observation cycle is most impactful on improving leader practice when planned for intentionally. 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 administrator, 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 here

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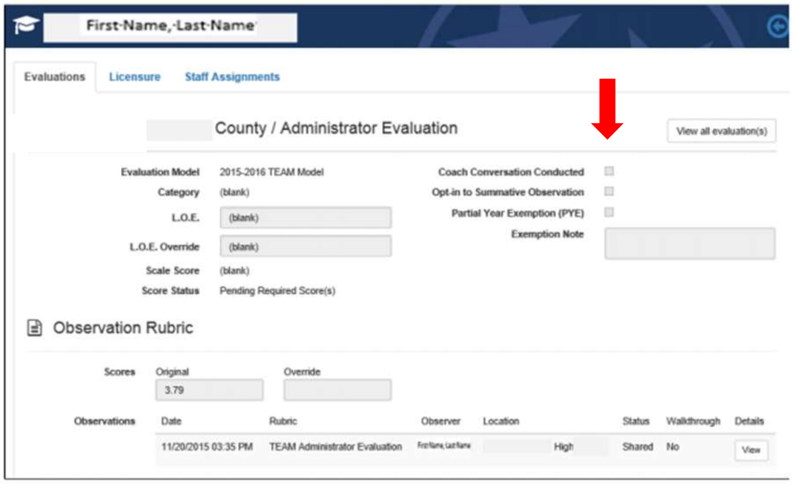
Observation Cycle: Plan the Bridge Conference

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 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



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The 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.

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Notice, because the administrator evaluation process measures school leadership, it is NOT meant to be 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.

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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 here:

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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.

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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, district-created parent or climate survey, etc.

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**

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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.