

## 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.

## The Tennessee Instructional Leadership

<p><b>Standard A: Instructional Leadership for Continuous Improvement</b></p> <p>An ethical and effective instructional leader <u>facilitates professional practice</u> that continually improves student learning.</p>	<p><b>Standard B: Culture for Teaching and Learning</b></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><b>Standard C: Professional Learning and Growth</b></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><b>Standard D: Resource Management</b></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 Leadership Standards. The TEAM rubric outlines the skills, knowledge, and responsibilities that are advantageous in an administrator role. 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
- support 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 by acknowledging a leader's effective practices and results. It 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, or
- 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

## Standard A: Instructional Leadership for Continuous Improvement



Let's now look closely at the leadership standards and the evaluation rubric. First, we'll investigate Standard A: Instructional Leadership for Continuous Improvement.

## The Tennessee Instructional Leadership Standards

<p><b>Standard A: Instructional Leadership for Continuous Improvement</b></p> <p>An ethical and effective instructional leader <u>facilitates professional practice</u> that continually improves student learning.</p>	<p><b>Standard B: Culture for Teaching and Learning</b></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>
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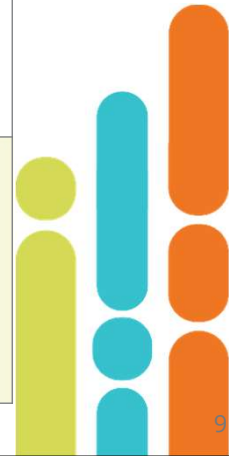


Standard A focuses on instructional leadership and continuous improvement and supports an ethical and effective instructional leader that facilitates professional practice that continually improves student learning.



## The Tennessee Instructional Leadership Standards

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



The domains included under standard A include capacity building, data analysis and use, interventions, and progress monitoring.

# Evidence Collection for Standard A

video 5 here



# TEAM Rubric:

## A1. Capacity Building

Standard A: Instructional Leadership for Continuous Improvement				
"Good leadership is not about you. It is about what you leave behind.... In the process of improvement, it is almost inevitable that significant barriers will arise. Great leaders learn to build trenches under barriers and find ladders to use to climb over them." —Joseph Murphy, Essential Lessons for School Leaders, 2011				
Indicator	5	3	1	Possible Sources of Evidence
<b>A1. Capacity Building</b>  Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee state standards	Utilizes shared leadership practices to build capacity of nearly all educators for: <ul style="list-style-type: none"> <li>Developing an accurate understanding of Tennessee-adopted standards and instructional practices</li> <li>Studying, analyzing, and evaluating approved curriculum resources, including texts</li> <li>Maintaining shared accountability when making needed adjustments to deepen classroom rigor</li> <li>Maintaining a system for monitoring student work for rigor and curriculum alignment</li> <li>Implementing on-going strategies and feedback for peers</li> </ul>	Builds capacity among educators for: <ul style="list-style-type: none"> <li>Developing an accurate understanding of Tennessee-adopted standards and instructional practices</li> <li>Demonstrating fidelity to state and district-approved curriculum standards</li> <li>Studying, analyzing, and evaluating approved curriculum resources, including texts</li> <li>Establishing a system for monitoring student work for rigor and curriculum alignment</li> <li>Establishing collective accountability when making needed adjustments to deepen classroom rigor</li> </ul>	Builds limited or no capacity among educators for: <ul style="list-style-type: none"> <li>Developing educator understanding of Tennessee-adopted standards and instructional practices</li> <li>Demonstrating fidelity to state and district-approved standards</li> <li>Studying, analyzing, and evaluating approved curriculum resources</li> <li>Establishing a system for monitoring student work for rigor</li> <li>Establishing collective accountability when making needed adjustments to deepen classroom rigor</li> </ul>	<b>Practice/Observation</b> <ul style="list-style-type: none"> <li>Lesson plans and feedback on the plans</li> <li>Agendas and meeting notes from Professional Learning Communities</li> <li>Course offerings (range of levels and types—Advanced Placement and Dual Enrollment offerings for high schools)</li> </ul> <b>Outcomes</b> <ul style="list-style-type: none"> <li>Demonstrated growth on observations</li> <li>Met or exceeded goals for:               <ul style="list-style-type: none"> <li>student achievement</li> <li>gap closure</li> <li>college/career readiness</li> </ul> </li> <li>TVAAS</li> </ul>



Let's now dive into the specifics of the rubric. We are going to spend time differentiating between the performance levels of each indicator. We will do the first one together, and you will complete the rest on your own. Being intimately familiar with each indicator will help guide you in your evaluation practices such as gathering evidence and identifying areas for reinforcement and refinement. Capacity building refers to a school leader's ability to develop the knowledge base and skill set of educators. Notice that options and examples of how building capacity is measured are found in the rubric's Possible Sources of Evidence column.

Additionally, note the intent of this indicator, shared in the left most column, is to measure a leader's ability to build capacity of educators to provide all students a rigorous curriculum aligned with Tennessee state standards.

# TEAM Rubric:

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I am going to start at a performance level 3 because that is where we need our leaders to be performing in order to be successful in their craft. We will then look at level 1 and move to level 5.

At level 3, leaders ARE building capacity in their teachers:

At level 3, capacity is being built in all of these areas-the learning is accurate, the curriculum is being implemented, teachers are learning about their texts, and they are ensuring curriculum alignment with the tasks they ask students to engage in.

At a level 3, the administrator is taking more of the leadership role in that teachers' capacity are in the primary stages of becoming teacher leaders within the school and the leader's influence will be key to leading those supports.

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I'm going to move now to performance level 1. The first thing I notice is that administrators at this level are building limited or no capacity among educators. When I look at performance level 3, I see that administrators are building capacity, so I will highlight "limited or no" to help me differentiate between the performance levels. Leaders in this performance level will show through evidence sources that:

There is limited or no learning for teachers related to academic standards or aligned instructional practices. And therefore:

There is limited or no fidelity in the implementation of those standards.

There is limited or no learning for teachers related to approved curriculum resources.

There is limited or no learning for teachers related to analyzing student work.

There is limited or no learning for teachers related to deepening classroom rigor.

This is the primary difference. If a school leader does not ensure that teachers are building capacity around their standards AND their instructional practices AND ensuring fidelity to the standards AND around their curriculum AND in analyzing student work AND in strengthening classroom rigor, the performance level is a level 1 or level 2.

# TEAM Rubric:

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Now let's look at the performance level 5. One of the first things to note at performance level 5 is that the leader utilizes shared leadership practices to build capacity. Shared leadership involves maximizing all of the human resources in a school by empowering individuals and giving them an opportunity to take leadership positions in their areas of expertise. To be effective in managing a shared leadership approach, administrators must be clear on the roles and responsibilities of team members and cultivate a climate in which people feel empowered. Responsibility for success still falls to the leader, so appropriate follow-up and progress monitoring is required.

Note that at performance level 5, the capacity of nearly all educators continue being built.

Also, we see that systems for monitoring student work and classroom instruction for rigor and curriculum alignment that have been established are now being maintained through shared leadership. Finally, at performance level 5, teachers are collaborating and providing feedback to one another.

## Capacity Building: What to look for

3
<p>Builds capacity among educators for:</p> <ul style="list-style-type: none"><li>• Developing an accurate understanding of Tennessee-adopted standards and instructional practices</li><li>• Demonstrating fidelity to state and district-approved curriculum standards</li><li>• Studying, analyzing, and evaluating approved curriculum resources, including texts</li><li>• Establishing a system for monitoring student work for rigor and curriculum alignment</li><li>• Establishing collective accountability when making needed adjustments to deepen classroom rigor</li></ul>



Through multiple sources of data, it is evident that:

- Teachers are improving in their implementation of state standards and the instructional practices that lead to student success in meeting those standards.
- Teachers are improving in the alignment of tasks they use to generate student work, as well as their ability to effectively analyze and use student work.
- Teachers are improving in their collaboration around rigor in their classrooms.

EDUCATORS

Now, let's refer back to performance level 3. We understand the expectation for the leaders, but what should we look for to determine if the leader has met the expectation?

First, there would always be multiple data sources to support a score.

At expectations, we said that the leader is building capacity among educators

- To develop an accurate understanding of standards and instructional practices
- To demonstrate fidelity to state and district curriculum standards
- To study, analyze, and evaluate curriculum resources and texts
- To establish a system for monitoring student work for rigor and curriculum alignment
- To establish collective accountability when making needed adjustments to deepen rigor

If the leader is doing that, what would be the outcome? Teachers would be improving.

They would be improving in their implementation of standards and instructional practices that lead to student success.

They would be improving in the alignment of the tasks they use to generate student work and their ability to analyze and use the student work.  
They would be improving in their collaboration around rigor.



## Capacity Building: Data Sources

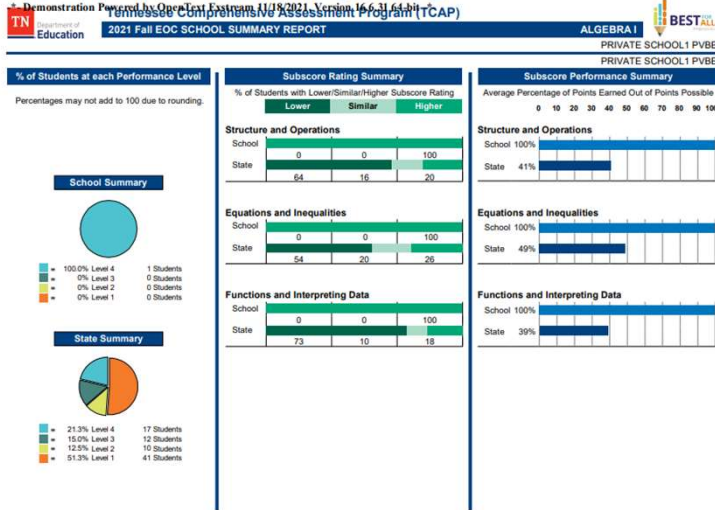
What sources of data (quantitative and qualitative) indicate that teachers are:

- Improving in their implementation of state standards?
- Improving in their instructional practices?
- Improving in the alignment of classroom tasks with standards?
- Generating student work?
- Analyzing student work?
- Using their analysis of student work to improve?
- Collaborating with colleagues ensure classroom rigor?

There are many times and places to gather evidence on how a leader is approaching capacity building. These might include, but are not limited to PLC meetings, data meetings, school summary reports, observation notes and reports from TNCompass, and the TN Educator Survey.

When rating the indicator and when providing feedback and support, include the evidence to support the alignment of the rating and the evidence.

# School Summary Report



The school summary report is a tool that leaders can use to get a building-level perspective on how students performed. Consider how the data for this year compares with last year at this time? Are teachers improving outcomes?

This can inform to what extent a leader is building capacity in their staff.

# Standards Analysis Report

~\*~ Demonstration Powered by OpenText Extrem 11/18/2021, Version 16.6.31 64-bit ~\*~

TN Department of Education Tennessee Comprehensive Assessment Program (TCAP) 2021 Fall EOC STANDARDS ANALYSIS SUMMARY REPORT BEST

Number of Students Tested: 1 PRIVATE SCHOOL: PWR  
Number of Items: 51 ALGEBRA I PRIVATE SCHOOL: PWR

This Standards Analysis Report provides information on how the students performed on the standards assessed on the test for this content area.

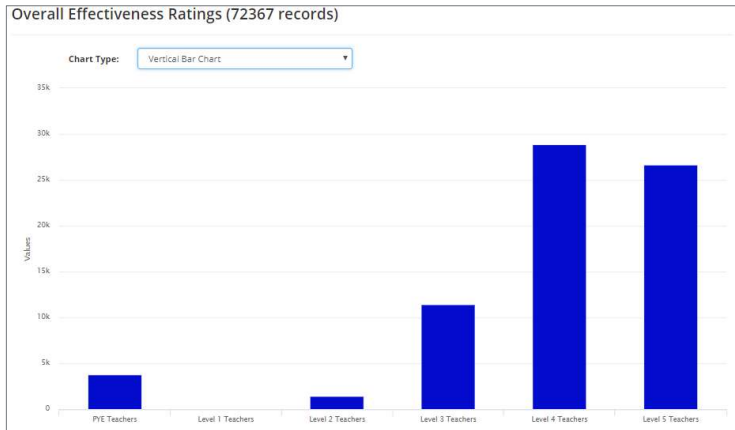
- The Percent of Score Points Earned by School, District, or State provides information on the proportion of score points earned versus total points possible.
- Higher percentages mean that students demonstrated greater understanding of the standard as evidenced by the higher proportion of score points they collectively earned.

Standard	Maximum Number of Tested Items for Standard	Maximum Score Points Available for Standard	Score Points Possible for School	Score Points Earned by School	Percent of Score Points Earned by SCHOOL	Percent of Score Points Earned by DISTRICT	Percent of Score Points Earned by STATE
A1.A.CED.A.1	1	1	1	1	100%	N/A	71%
A1.A.CED.A.2	2	2	2	2	100%	N/A	42%
A1.A.CED.A.3	1	1	1	1	100%	N/A	14%
A1.A.CED.A.4	1	1	1	1	100%	N/A	48%
A1.A.REI.A.1	2	2	2	2	100%	N/A	54%
A1.A.REI.B.2	2	2	2	2	100%	N/A	73%
A1.A.REI.B.3a	1	1	1	1	100%	N/A	61%
A1.A.REI.B.3b	2	2	2	2	100%	N/A	45%
A1.A.REI.C.4	2	2	2	2	100%	N/A	63%
A1.A.REI.D.5	1	1	1	1	100%	N/A	9%
A1.A.REI.D.7	1	1	1	1	100%	N/A	31%
A1.F.BF.A.1a	2	2	2	2	100%	N/A	28%
A1.F.BF.A.1	1	1	1	1	100%	N/A	24%
A1.F.BF.B.2	2	2	2	2	100%	N/A	43%
A1.F.IF.A.1	1	1	1	1	100%	N/A	66%
A1.F.IF.A.2	1	1	1	1	100%	N/A	38%
A1.F.IF.B.3	1	1	1	1	100%	N/A	21%
A1.F.IF.C.6a	1	1	1	1	100%	N/A	44%
A1.F.IF.C.8	1	1	1	1	100%	N/A	53%
A1.F.LE.A.1a	1	1	1	1	100%	N/A	24%
A1.F.LE.A.2	1	1	1	1	100%	N/A	73%
A1.F.LE.B.4	2	2	2	2	100%	N/A	66%
A1.S.ID.A.1	1	1	1	1	100%	N/A	29%
A1.S.ID.B.4a	1	1	1	1	100%	N/A	18%
A1.S.ID.C.5	2	2	2	2	100%	N/A	43%
A1.S.ID.C.6	1	1	1	1	100%	N/A	11%
A1.S.ID.C.7	2	2	2	2	100%	N/A	48%



The standards analysis report is a tool that can provide information to identify areas where students exceeded, met, or were below expectations when compared to other students in Tennessee. This can help a leader evaluator determine where capacity might or might not be developing in teachers.

# TNCompass



TNCompass provides many opportunities to review data. The Observation Indicator Scores report is one tool that may be referenced throughout the year to identify changes in performance levels. We strongly encourage you to explore the reports and charts available in TNCompass.

# Tennessee Educator Survey



The TN Educator Survey results are another important tool to see teacher voice regarding school leadership.

## Practice: Performance Level Differentiation



Now it is time for you to differentiate performance levels for the remaining indicators in Standard A: Instructional Leadership for Continuous Improvement. Access the worksheet provided for this training.

## Defining Performance Levels

Indicator	5 Significantly Above Expectations	3 Meets Expectations	1 Significantly Below Expectations	Possible Evidence Sources
A1. Capacity Building				
A2. Data Analysis & Use				
A3. Interventions				
A4. Progress Monitoring				



Read the standard and the description indicator in the following slides. 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:

## A2. Data Analysis & Use

Indicator	5	3	1	Possible Sources of Evidence
<p><b>A2. Data Analysis &amp; Use</b></p> <p>Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth</p>	<p>Utilizes shared leadership practices and structures:</p> <ul style="list-style-type: none"> <li>Builds capacity among nearly all educators for analyzing and using multiple sources of student, educator, and school-wide data</li> <li>Develops and monitors a school-wide data plan that includes a) student progress tracking; b) establishing specific strategies to meet or exceed academic and behavioral growth and achievement goals; c) baseline comparisons to benchmarks throughout the year; and d) time for instructional adjustments informed by data</li> <li>Maintains shared accountability for instructional decisions targeting achievement and growth goals</li> <li>Establishes data-specific growth and achievement targets that result in gains</li> </ul>	<p>Collaborates with educators to:</p> <ul style="list-style-type: none"> <li>Use multiple sources of student, educator, and school-wide data</li> <li>Determine specific data to analyze when tracking student progress</li> <li>Establish specific strategies to meet or exceed academic and behavioral growth goals</li> <li>Identify a data baseline for comparing benchmarks throughout the year</li> <li>Communicate expectations for adjusting instruction in response to formative and summative assessment data</li> <li>Establish shared accountability for instructional decisions targeting student achievement and growth goals</li> </ul>	<p>Shows limited or no use of:</p> <ul style="list-style-type: none"> <li>Multiple student, educator, and school-wide data</li> <li>Specific data when analyzing and tracking student progress</li> <li>Academic and behavioral growth goals</li> <li>Baseline data for comparing benchmarks throughout the year</li> <li>Expectations for adjusting instruction based on data</li> <li>Shared accountability for instructional decisions targeting student achievement and growth goals</li> </ul>	<p><b>Practice/Observations</b></p> <ul style="list-style-type: none"> <li>Data tracking and training</li> <li>Data meetings</li> <li>Intervention schedules and plan</li> <li>Work sample scores</li> <li>Benchmark assessments</li> <li>Use of rubrics</li> <li>Attendance rates</li> <li>Discipline referrals and reports</li> </ul> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>Formative and summative teacher-administered test data</li> <li>Data tracking</li> <li>Graduation rates</li> <li>ACT/SAT scores</li> <li>Advanced placement scores</li> <li>TVAAS</li> </ul>



Differentiate the performance levels for Data Analysis and Use. Correlate the differentiation with the notes from the video. List additional or more specified possible sources of evidence.



# TEAM Rubric:

## A3. Interventions

<p><b>A3. Interventions</b></p> <p>Leads educators to develop and execute interventions to address all student learning needs grounded in multiple sources of data (academic, social, and/or emotional).</p>	<p>Utilizes shared leadership practices that demonstrate support for educators in:</p> <ul style="list-style-type: none"> <li>• Using multiple sources of data to develop and implement differentiated interventions within and outside normal class structures</li> <li>• Setting and meeting goals and targets for individual students and sub-groups</li> <li>• Developing intervention schedules</li> <li>• Monitoring and adjusting interventions, as needed</li> <li>• Establishing an organizational system whereby general and special educators jointly develop and deliver appropriate interventions</li> <li>• Maintaining shared accountability for implementation, fidelity, and quality of intervention outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Leads educators to implement interventions based on annual goals</li> <li>• Supports educators in:             <ul style="list-style-type: none"> <li>◦ utilizing multiple sources of data to develop and implement interventions within and outside normal class structures</li> <li>◦ aligning interventions and student achievement outcomes</li> <li>◦ monitoring and adjusting interventions, as needed</li> <li>◦ collaborating with general and special educators to develop and deliver appropriate interventions</li> </ul> </li> <li>• Develops shared accountability for implementation, fidelity, and quality of intervention outcomes</li> </ul>	<p>Shows limited or no use of interventions based on annual goals</p> <ul style="list-style-type: none"> <li>• No observable alignment between interventions and student achievement outcomes</li> <li>• Lack of support structures to:             <ul style="list-style-type: none"> <li>◦ develop and implement interventions based on annual goals</li> <li>◦ monitor and adjust interventions, as needed</li> </ul> </li> <li>• Inconsistent selection and use of interventions</li> <li>• No process for general and special educators to jointly develop and deliver interventions</li> <li>• Inadequate accountability for implementation, fidelity, and quality of intervention outcomes</li> </ul>	<p><b>Practice/Observations</b></p> <ul style="list-style-type: none"> <li>• Intervention schedules and plans</li> <li>• Lesson plans (collaboratively created by general and special educators)</li> <li>• At-risk list</li> </ul> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>• Formative assessment data/ benchmark data for TCAP</li> <li>• Met or exceeded student growth and achievement</li> <li>• TVAAS</li> </ul>
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Differentiate the performance levels for Interventions. Correlate the differentiation with the notes from the video. List additional or more specified possible sources of evidence.

# TEAM Rubric:

## A4. Progress Monitoring

Indicator	5	3	1	Possible Sources of Evidence
<p><b>A4. Progress Monitoring</b></p> <p>Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.</p>	<ul style="list-style-type: none"> <li>Incorporates collaborative school-wide planning that addresses students' academic growth goals (and behavior growth goals as needed)</li> <li>Supports educators to lead monitoring and adjusting planned and implemented school, grade, and classroom level strategies</li> <li>Regularly leads processes for educators to assess and provide input on practices that present evidence of improvement</li> </ul>	<ul style="list-style-type: none"> <li>Incorporates planning that addresses students' academic growth goals (and behavior growth goals as needed)</li> <li>Collaborates with educators to monitor and adjust planned and implemented strategies that are goal-aligned</li> <li>Regularly facilitates procedures and practices that present evidence of improvement</li> </ul>	<p>Shows limited or no:</p> <ul style="list-style-type: none"> <li>Planning that addresses students' academic growth goals (and behavior growth goals as needed)</li> <li>Goal-aligned adjustments</li> <li>Implementation of procedures showing evidence of improvement</li> </ul>	<p><b>Practice/Observations</b></p> <ul style="list-style-type: none"> <li>Intervention schedules and plans</li> <li>Lesson plans (collaborative General Education and Special Education)</li> <li>At-risk list</li> <li>Conversations with stakeholders</li> <li>Review of goals and action plans</li> <li>Review of leader's data analysis</li> <li>SIP implementation data- gaps identified through data analysis and strategy developed to close them</li> <li>Leader self-reports</li> <li>Teacher and staff questionnaires</li> <li>District records</li> <li>Teacher and staff interviews and focus groups</li> </ul> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>Formative assessment data/ benchmark data for TCAP</li> <li>Met or exceeded student growth and achievement</li> </ul>



Differentiate the performance levels in Progress Monitoring. Correlate the differentiation with the notes from the video. List additional or more specified possible sources of evidence.