



BEST FOR ALL

We will set all students on a path to success.

TEAM Administrator Evaluator Recertification Training Module 1



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We will set all students on a path to success.

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ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

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.



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.





Agenda



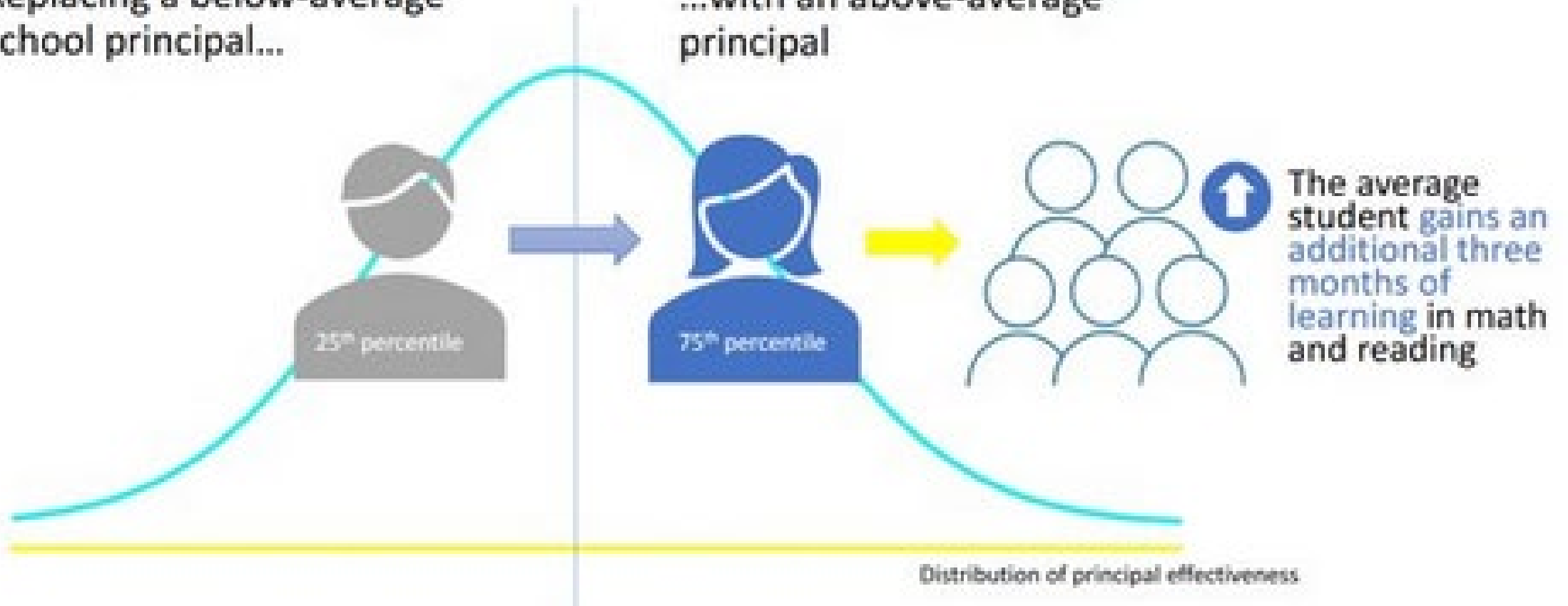
- Overview of TEAM
 - Value of Evaluation Data
 - Theory of Action
- Generating a LOE
- Observation Cycle
- Deadlines
- Tennessee Instructional Leadership Standards & TEAM Administrator Observation Rubric
- Feedback
- Logistics



Leadership Matters

Replacing a below-average school principal...

...with an above-average principal



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.



The Importance of Evaluating Principals and Assistant Principals

Insert video 1



Why Evaluate Administrators

“An investment in knowledge always pays the best interest.”

-Benjamin Franklin

Improved leader performance

High-quality actionable feedback

Improved teaching and learning

Better outcomes for students

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.



Evaluation Rule and Policy



Insert video 2

The Importance of Evaluation Data



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.



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.



Implementing TEAM



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.



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



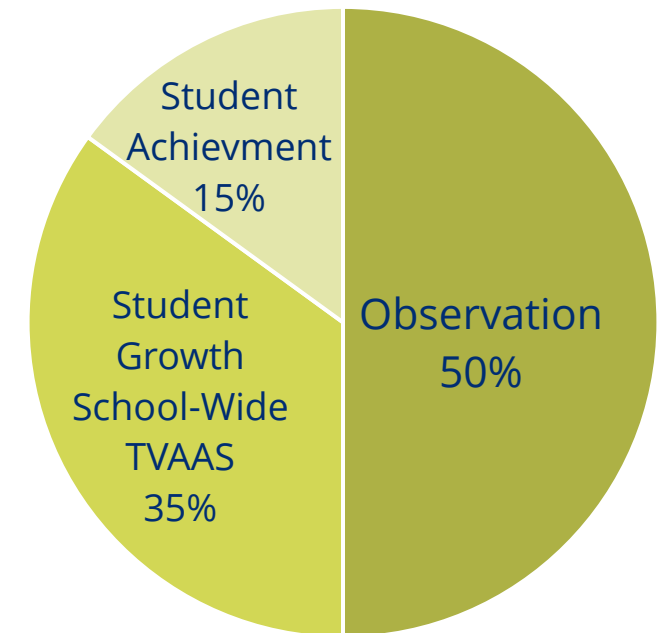
Creating Levels of Overall Effectiveness Scores



Level of Overall Effectiveness

LOEs are generated only when all of the evaluation components have been **entered** into TNCompass:

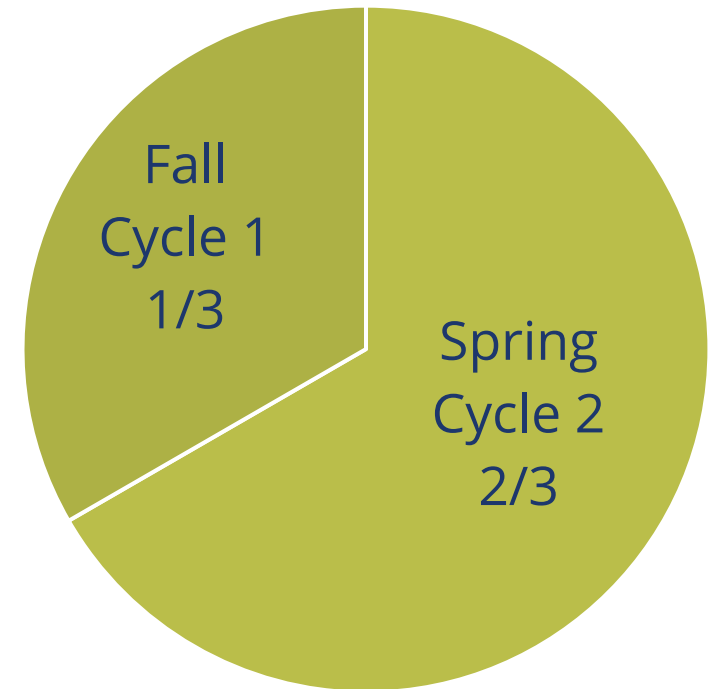
- Observation scores:
 - Average generated after conducting and entering **the required number** of observations into TNCompass
- Student growth
 - School-wide or system-wide TVAAS
- Student achievement
 - School-wide or system-wide composite



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



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.

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.

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

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

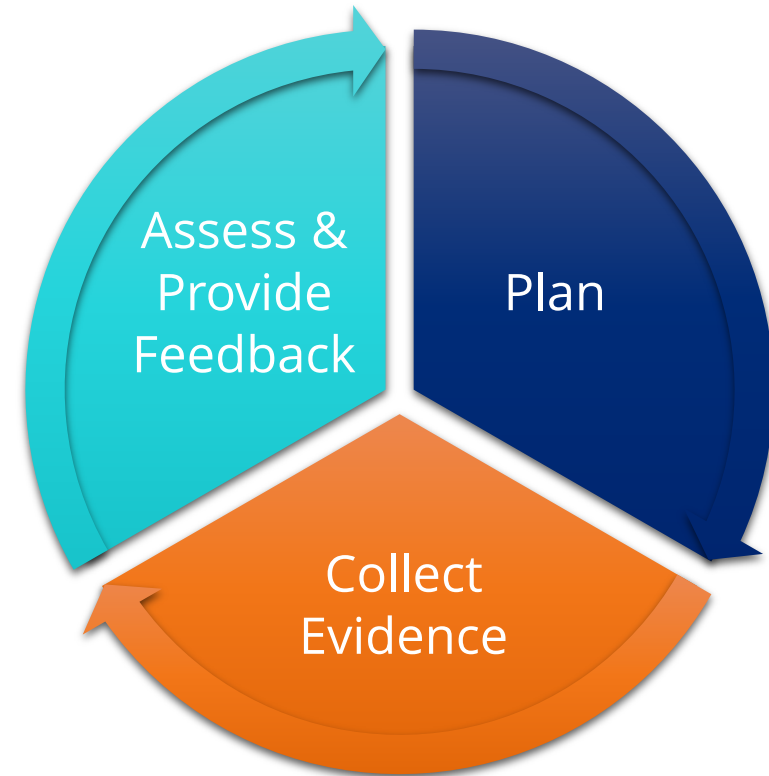
The Observation Cycle



The Observation Cycle

Consider the observation process as a cycle of:

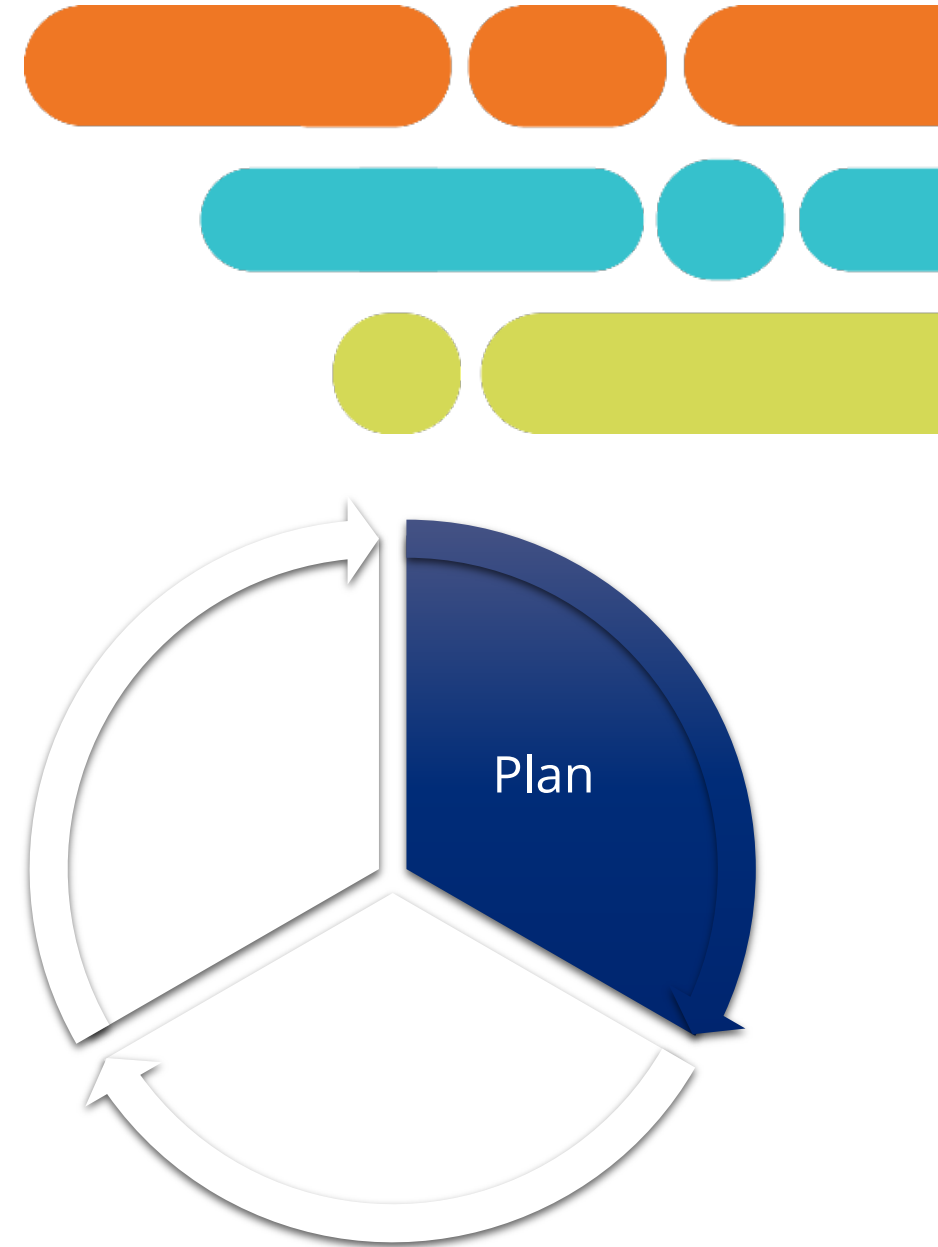
- planning,
- collecting evidence of leadership practice,
- assessing and scoring that evidence, and
- providing feedback.



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



Summative/Bridge Conference

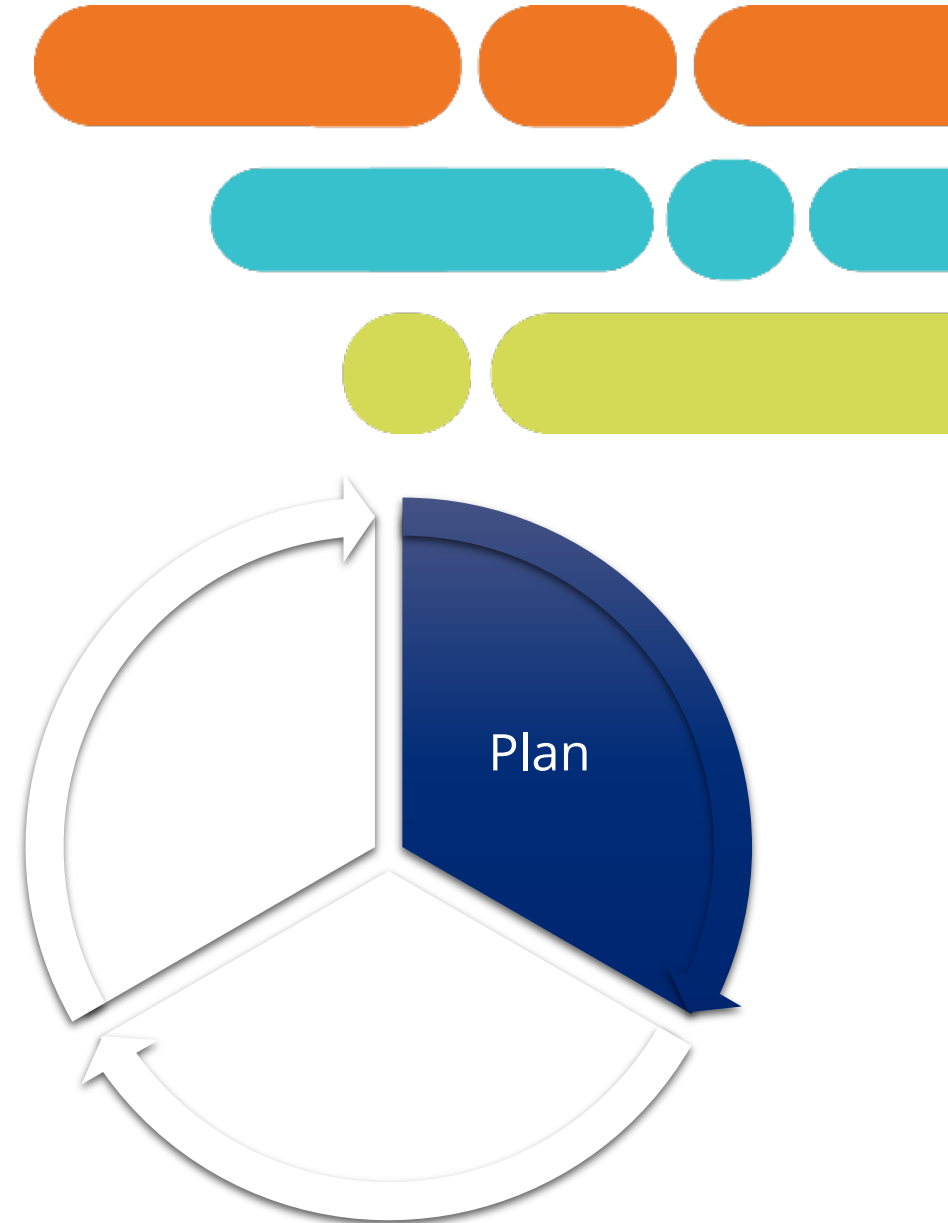
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Observation Cycle: Plan the Bridge Conference

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.



Observation Cycle: Plan the Bridge Conference

First-Name, -Last-Name

Evaluations | Licensure | Staff Assignments

2015-2016 / County / Administrator Evaluation View all evaluation(s)

Evaluation Model	2015-2016 TEAM Model	Coach Conversation Conducted	<input type="checkbox"/>
Category	(blank)	Opt-in to Summative Observation	<input type="checkbox"/>
L.O.E.	(blank)	Partial Year Exemption (PYE)	<input type="checkbox"/>
L.O.E. Override	(blank)	Exemption Note	
Scale Score	(blank)		
Score Status	Pending Required Score(s)		

Observation Rubric

Scores	Original	Override
	3.79	

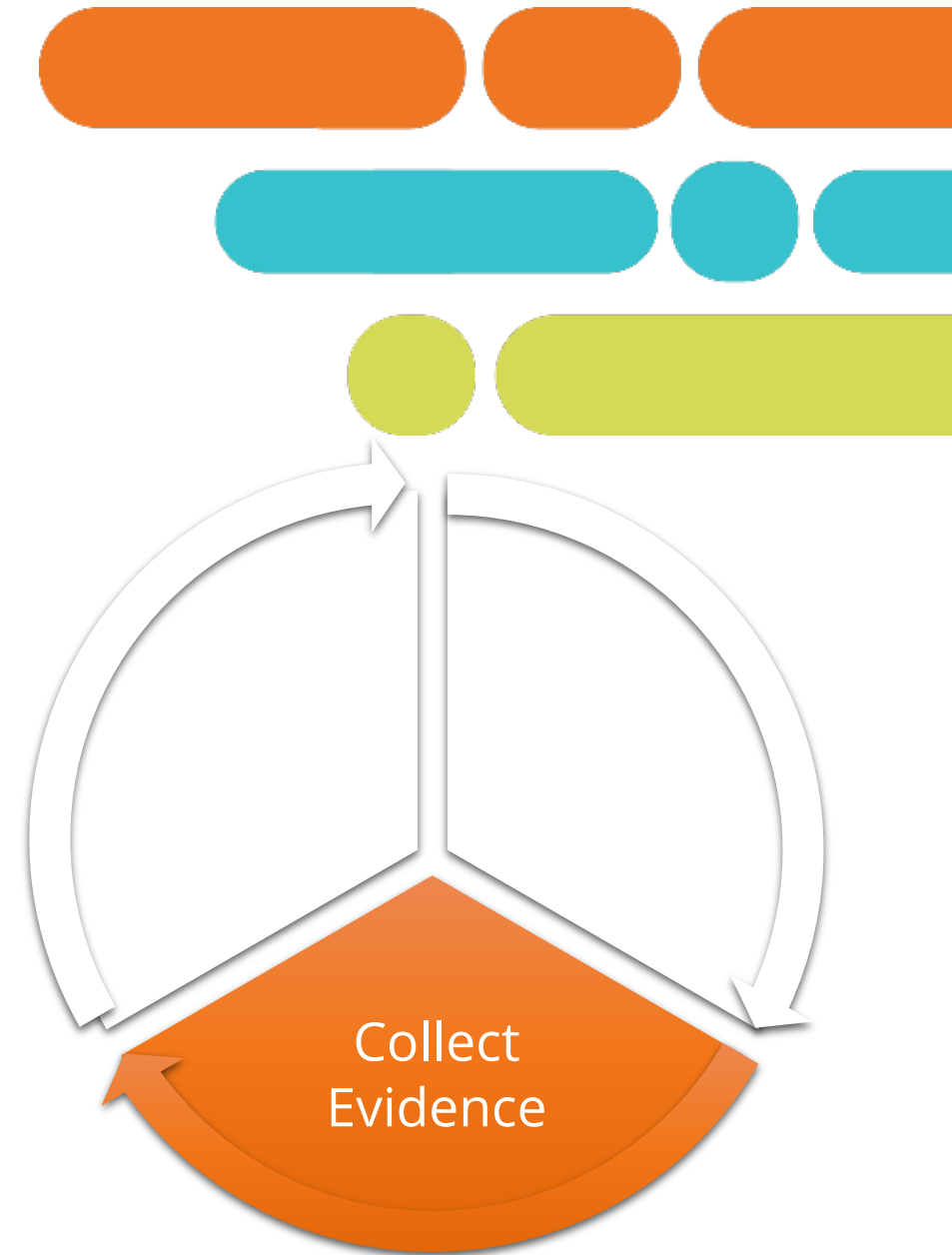
Observations	Date	Rubric	Observer	Location	Status	Walkthrough	Details
	11/20/2015 03:35 PM	TEAM Administrator Evaluation	First Name, Last Name	High	Shared	No	View



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.



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.



Observation Feedback Conversation

Insert video 4



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](#).



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

Understanding the Standards (TILS)



What are the Tennessee Instructional Leadership Standards?

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



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



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
- supportive a leader's opportunities for improvement by 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
- Meant to address areas of performance related to personal conduct as described in district and state policies



Thank you for completing Module 1 of the TEAM Administrator Evaluator Recertification Training.

You may pause the training here, or you can continue to
Module 2.

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