

# TEAM Administrator Evaluator Training Module 5







## 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



#### Standard C: ProfeStanssional Learning and Growth





#### The Tennessee Instructional Leadership Standards

Standard A: Instructional Leadership for Continuous Improvement	Standard B: Culture for Teaching and Learning	
An ethical and effective instructional leader <u>facilitates professional practice</u> that continually improves student learning.	An ethical and effective instructional leader collaborates with stakeholders to <u>create and sustain an inclusive,</u> <u>respectful and safe environment</u> conducive to learning and growth for all.	
Standard C: Professional Learning and Growth	Standard D: Resource Management	
An ethical and effective instructional leader develops capacity of all educators by <u>designing, facilitating, and</u> <u>participating in collaborative learning</u> <u>informed by multiple sources of data.</u>	An ethical and effective instructional leader facilitates the <u>development of a</u> <u>highly effective learning community</u> through processes that enlist diverse stakeholders and resources.	

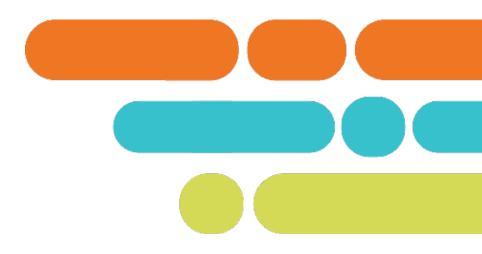
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#### The Tennessee Instructional Leadership Standards

Standard A:	Standard B:	
Instructional Leadership for Continuous Improvement	Culture for Teaching and Learning	
Capacity Building Data Analysis & Use Interventions Progress Monitoring	Leveraging Educator Strengths Environment Family Involvement Ownership Recognition & Celebration	
Standard C: Professional Learning and Growth	Standard D: Resource Management	
Evaluation Differentiated Professional Learning Induction, Support, Retention, & Growth Teacher Leaders Self-Practice	Community Resources Diversity Employee & Fiscal Management	
Department of . Education	© Tenne	s <mark>see Depar</mark> tment o

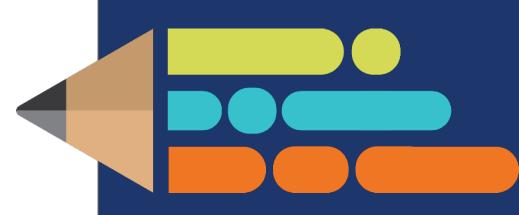
## **Evidence Collection for Standard C**

Insert video 7 here:





## **Practice: Performance Level Differentiation**





## **Defining Performance Levels**

Indicator	5 Significantly Above Expectations	3 Meeting Expectations	1 Significantly Below Expectations	Possible Evidence Sources
C1. Evaluation				
C2. Differentiated Professional Learning				
C3. Induction, Support, Retention, & Growth				
C4. Teacher Leaders				
C5. Self- Practice				



#### **TEAM Rubric: C1. Evaluations**

Standard C: Professional Learning & Growth "Highly effective principals work explicitly to improve instruction in the classroom in the form of conducting observations and giving feedback, leading professional development sessions, leading data-driven instruction teams and insisting on high expectations for all students. [They] provide ways for teachers to continuously grow in their careers. [Highly effective principals] arrange opportunities for staff to learn from one another, and they delegate leadership roles." —Adams, E.; Taliaferro, L.; & Ikemoto, G., <i>Playmakers: How Great Principals Build and Lead Great Teams of Teachers</i> , 2012				
Indicator	5	3	1	Possible Sources of Evidence
C1. Evaluation Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model and uses educator evaluation data to inform, assess, and adjust professional learning goals and plans	<ul> <li>In addition to Level 3 descriptors:</li> <li>Builds and sustains a culture focused on continuous improvement, such that educators view the evaluation process as an opportunity for professional learning and growth</li> <li>Holds self and others accountable for customizing supports for educators</li> <li>Creates a school-wide plan for professional learning aligned to the school's vision for professional learning and growth</li> <li>Accurately modifies school or grade-level professional learning goals and plans</li> </ul>	<ul> <li>Encourages educators to use the evaluation process for professional learning and growth</li> <li>Adheres to all evaluation processes, which include:         <ul> <li>timelines for feedback</li> <li>follow-up support</li> <li>finalizing all required observations</li> <li>conducting summative conferences</li> </ul> </li> <li>Ensures the classroom observation process includes:         <ul> <li>gathering evidence balancing educator and student actions related to teaching and learning</li> <li>grounding all evidence coding and scoring to the rubric with accuracy to ensure fidelity of the process</li> <li>using a preponderance of evidence to evaluate teaching</li> <li>offering specific, actionable feedback recommendations connected to improving student achievement</li> <li>facilitating educator implementation of recommended improvement strategies</li> </ul> <li>Uses evaluation data to determine trends and assess educator</li> </li></ul>	<ul> <li>Shows limited or no use of:</li> <li>Encouragement for educators to use the evaluation process for professional learning and growth</li> <li>Adherence to all evaluation processes, which include: <ul> <li>timelines for feedback</li> <li>follow-up support</li> <li>finalizing all required observations</li> <li>conducting summative conferences</li> </ul> </li> <li>Sufficient implementation of classroom observation processes: <ul> <li>gathering evidence balancing educator and student actions related to teaching and learning</li> <li>grounding all evidence coding and scoring to the rubric with accuracy to ensure fidelity of the process</li> <li>using a preponderance of evidence to evaluate teaching</li> <li>using the rubric to structure feedback to educators</li> <li>offering specific, actionable feedback recommendations connected to improving student achievement</li> <li>facilitating educator implementation of recommended improvement strategies</li> </ul> </li> </ul>	<ul> <li>Practice/Observation</li> <li>Documented observation records, which may include, but are not limited to:         <ul> <li>observation notes</li> <li>evidence coding and rating</li> </ul> </li> <li>Post-conference notes</li> <li>Educator refinement follow-up notes</li> <li>Observation of school leader engaged in any portion of the observation process, specifically providing actionable feedback to improve practice</li> <li>Educator survey responses related to the observation and feedback processes</li> <li>Review of observation data analysis and related action plan</li> <li>Observation data analysis and related action plan with attention to noted plan adjustments</li> <li>Educators' professional growth and learning/improvement plans related to observation data</li> <li>Compliance reports</li> <li>Outcomes</li> <li>Improved teaching practice (evaluation score increases)</li> <li>Improved teacher support</li> <li>TVAAS</li> </ul>



#### TEAM Rubric: C2 and C3. Differentiated Professional Learning, Induction, Support, Retention, and Growth

Indicator	5	3	1	Possible Sources of Evidence
C2. Differentiated Professional Learning Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the Tennessee Standards for Professional Learning	<ul> <li>Ensures all professional learning activities align with the <i>Tennessee</i> <i>Standards for Professional Learning</i></li> <li>Engages leadership team to:         <ul> <li>differentiate professional learning opportunities based on educator needs and preferences</li> <li>facilitate implementation of knowledge and skills gained from professional learning activities</li> </ul> </li> <li>Develops accountability structures whereby nearly all educators seek to share knowledge gained from learning opportunities</li> </ul>	<ul> <li>Engages staff in activities aligned with the <i>Tennessee Standards for</i> <i>Professional Learning</i></li> <li>Differentiates professional learning opportunities based on individual educator needs</li> <li>Communicates expectations for implementing knowledge and skills gained from professional learning activities</li> <li>Holds educators accountable for implementing knowledge and skills gained from professional learning opportunities</li> </ul>	<ul> <li>Rarely or never differentiates professional learning for faculty and self by:</li> <li>Engaging in activities aligned with the <i>Tennessee Standards for</i> <i>Professional Learning</i></li> <li>Differentiating professional learning opportunities based on individual educator needs</li> <li>Communicating expectations for implementing knowledge and skills gained from professional learning activities</li> <li>Holding educators accountable for implementing knowledge and skills gained from professional learning opportunities</li> </ul>	Practice/Observation Leader's self-reflection Leader's self-reflection Leader's participation in professional development trainings within the state and/or district Leader's attendance at national professional association conferences and development of portfolio artifacts aligned with core leadership competencies Data displays related to professional learning and observation data Refinement observations and reviews Individual educator professional learning plans to gauge differentiated support Conversations with educators about professional learning and growth Outcomes Student performance data results in relationship to the school-wide professional learning plan TVAAS
C3. Induction, Support, Retention, & Growth Collaborates with others to induct, support, retain and grow/extend effective educators based on evidence of student and educator outcomes	<ul> <li>Engages with leadership team to:</li> <li>Design and implement an induction program for new educators</li> <li>Develop strategies for retaining high-performing educators</li> <li>Develop strategies for fostering leadership skills in the most effective educators based on evidence of student and educator outcomes</li> <li>Support the development of nearly all teachers utilizing a variety of methods</li> </ul>	<ul> <li>Designs and implements an induction program for new educators</li> <li>Develops strategies for:         <ul> <li>retaining high-performing educators</li> <li>fostering leadership skills in the most effective educators based on evidence of student and educator outcomes</li> <li>utilizing a variety of methods to support the development of all teachers</li> </ul> </li> </ul>	<ul> <li>Rarely or never inducts, supports, retains, and grows educators by designing and implementing an induction program for new educators</li> <li>Develops strategies for:         <ul> <li>retaining high performing educators</li> <li>fostering leadership skills in the most effective educators based on student outcomes</li> <li>utilizing a variety of methods to support the development of most teachers</li> </ul> </li> </ul>	Practice/Observation Data regarding induction, support, retention, and growth, which may include: • Surveys • Educator focus group interview/conversation • Student and stakeholder feedback Outcomes • Quality of induction program • Increased rates of high performing educators • Increased retention rates



### TEAM Rubric: C4 and C5. Teacher Leaders and Self-Practice

Indicator	5	3	1	Possible Sources of Evidence
C4. Teacher Leaders Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards	Engages with leadership team to: Involve teacher-leaders in activities aligned with the Tennessee Teacher Leadership Standards Use a variety of data to identify potential teacher-leaders Communicate a clear leadership pathway for potential teacher- leaders Provide sufficient growth opportunities to address specific leadership actions and behaviors Provide potential teacher-leaders with varied leadership opportunities Monitor teacher-leaders in a variety	<ul> <li>Engages in activities aligned with the Tennessee Teacher Leadership Standards</li> <li>Uses a variety of effectiveness data</li> <li>Communicates a clear leadership pathway</li> <li>Provides adequate growth opportunities to address specific leadership actions and behaviors</li> <li>Provides potential teacher-leaders with varied leadership opportunities</li> <li>Monitors teacher-leaders in a variety of settings and providing specific feedback to support their continued development</li> </ul>	Rarely or never identifies and supports potential teacher-leaders by: Engaging in activities aligned with the Tennessee Teacher Leadership Standards Using effectiveness data Communicating a clear leadership pathway Developing specific leadership actions and behaviors Providing teacher-leaders with varied leadership opportunities Monitoring teacher-leaders in a variety of settings and providing specific feedback to support their continued development	<ul> <li>Practice/Observation</li> <li>Teacher-leader plan in alignment with the Tennessee Teacher Leadership Standards</li> <li>Conversations with leadership team about design and implementation of the teacher leader plan</li> <li>List of selected teacher leaders and their student achievement and growth data</li> <li>Teacher-leaders engaged with their colleagues</li> <li>Conversations with teacher leaders and other teachers</li> </ul>
<b>C5. Self-Practice</b> Improves self- practices based on multiple sources of feedback, including performance evaluation results and self-reflection	Monitor teacher-leaders in a variety of settings and providing specific feedback to support their continued development     In addition to Level 3 descriptors:     Actively seeks feedback from a variety of sources to reflect on personal instructional leadership practices and makes any necessary changes for improvement     Connects personal leadership practices to student achievement and educator performance by sharing his/her performance evaluation results with staff	<ul> <li>Uses feedback from a variety of sources to reflect on personal instructional leadership practices and make any necessary changes for improvement</li> <li>Engages in professional learning aligned to student, educator, and self-need</li> <li>Develops an understanding of performance expectations associated with Tennessee state</li> </ul>	Continued development Rarely or never improves self-practice by: Using feedback from sources to reflect on personal instructional leadership practices and does not make any necessary changes for improvement Engaging in professional learning: aligned to student, educator, and self-need focused on developing an	Outcomes  Improved teaching practice (evaluation score increases) Improved teacher support TVAAS Practice/Observation Leader's self-reflection Leader's self-reflection Leader's personal professional growth and support plan in relationship to the school's core values, vision, and goals Conversations with school leader, leadership team, and other educators Portfolio artifacts of principal performance aligned to state, District or national professional standards
	<ul> <li>Reflects on leadership alignment with core values, school vision, and goal attainment</li> </ul>	standards <ul> <li>Implements new, relevant learning from feedback and professional learning opportunities with evidence of improvement</li> </ul>	understanding of performance expectations associated with the Tennessee state standards Implementing new, relevant learning from feedback and professional learning opportunities	The degree to which the leader achieved goals from the previous year's professional growth plan Observations of leader's practice 360-degree surveys of faculty, staff and evaluators     Outcomes     Improved leadership practices     Improved leadership practices     Improved student outcomes     TVAAS



# Thank you for completing Module 5 of the TEAM Administrator Evaluator Training.

You may pause the training here, or you can continue to Module 6.

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