

BESTALL

We will set all students on a path to success.

TEAM Administrator Evaluator Training Module 6







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 D: Resource Management





The Tennessee Instructional Leadership Standards

Standard A:

Instructional Leadership for Continuous Improvement

An ethical and effective instructional leader <u>facilitates professional practice</u> that continually improves student learning.

Standard C: Professional Learning and Growth

An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

Standard B: Culture for Teaching and Learning

An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

Standard D: Resource Management

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.



The Tennessee Instructional Leadership Standards

Standard A:

Instructional Leadership for Continuous Improvement

Capacity Building
Data Analysis & Use
Interventions
Progress Monitoring

Standard C: Professional Learning and Growth

Evaluation
Differentiated Professional Learning
Induction, Support, Retention, &
Growth
Teacher Leaders
Self-Practice

Standard B:

Culture for Teaching and Learning

Environment
Family Involvement
Ownership
Recognition & Celebration

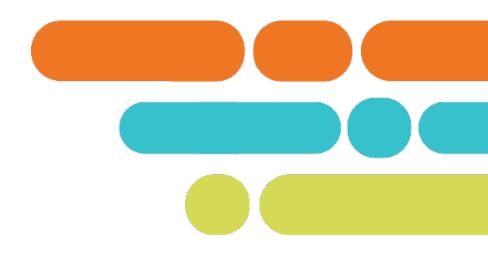
Standard D: Resource Management

Community Resources
Diversity
Employee & Fiscal Management



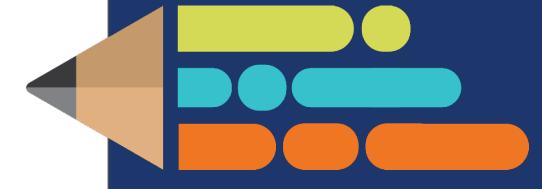
Evidence Collection for Standard D

Insert video 8 here





Practice: Performance Level Differentiation





Defining Performance Levels

Indicator	5 Significantly Above Expectations	3 Meeting Expectations	1 Significantly Below Expectations	Possible Evidence Sources
D1. Community Resources				
D2. Diversity				
D3. Employee and Fiscal Management				





TEAM Rubric: D1 and D2. Community Resources and Diversity

Standard D: Resource Management

"When principals provide teachers with the resources they need to build social capital—time, space, and staffing—the quality of instruction in the school [is] higher and students' scores on standardized tests in both reading and math [increase]."

—Carrie, Leana, The Missing Link in School Reform, 2011

—Carrie, Leana, The Missing Link in School Reform, 2011						
Indicator	5	3	1	Possible Sources of Evidence		
D1. Community Resources Strategically utilizes community resources and partners to support the school's mission, vision and goals	Assesses potential community partners and secures additional resources that support teaching and learning Highlights usage of resources and shares school accomplishments by regular communication with community partners	Conducts an accurate assessment of community partners and resources Ensures accepted resources support the school's mission, vision, and goals Allocates fiscal, human, technological, and physical resources to align with the school's mission, vision, and goals	Rarely or never utilizes community resources and partners by: Conducting an assessment of community partners and resources Accepting resources that are not in support of the school's mission, vision, and goals Allocating fiscal, human, technological, and physical resources or allocates these with misalignment to the school's vision, mission, and goals	Practice/Observation Community assets inventory Documented partnership activities Donations and contributions to the school Community support notes Displays of partnership and partnering activities Community support surveys Conversations with community partners and educators Outcomes Met or exceeded goals for community engagement		
Includes a diverse set of educators and stakeholders in school improvement decisions	 Develops capacity of educators to implement structures for engaging diverse stakeholders to provide input and feedback in school improvement decisions 	 Develops structures to encourage diverse stakeholders¹ to provide input and feedback in school improvement decisions 	Engages limited or non-diverse stakeholders to provide input and feedback in school improvement	Practice/Observation Conversations with stakeholders Outcomes Increased diversity among stakeholders		



TEAM Rubric: D3. Employee & Fiscal Management

Indicator	5	3	1	Possible Sources of Evidence
D3. Employee & Fiscal Management Establishes, communicates and enforces a set of standard operating procedures and routines aligned with district, state and federal policy and performs all budgetary responsibilities with accuracy,	In addition to Level 3 descriptors: • Leads staff and students in frequent reviews of standard operating procedures to vet effectiveness of procedures and routines supporting the effective and efficient operation of the school • Leads staff in frequent reviews of fiscal resource allocation to support the effective and efficient operation of the school	Establishes, communicates and enforces a set of standard operating procedures and routines by: aligning them with district, state, and federal policies utilizing a variety of methods to communicate the established standard operating procedures and routines ensuring that educators and students understand and are accountable to the school's standard operating procedures and routines Performs timely, accurate, transparent budgetary	Rarely or never establishes, communicates, and enforces a set of standard operating procedures and routines by: aligning them with district, state, and federal policies utilizing methods to communicate established standard operating procedures and routines ensuring that educators and students understand and are accountable to them Rarely or never performs all budgetary responsibilities by: allocating fiscal resources in alignment with the school and	Practice/Observation Handbook Compliance agreements Audit report Conversations with educators Outcomes Compliance with operating procedures Compliance with budgetary procedures
transparency, and in the best interest of students and staff		responsibilities by: allocating fiscal resources in alignment with the school and district priorities to increase student achievement ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines	district priorities to increase student achievement ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines	

Thank you for completing Module 6 of the TEAM Administrator Evaluator Training.

You may pause the training here, or you can continue to Module 7.

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