TEAM Administrator Evaluator Recertification Training Module 2

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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

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Standard A:
Instructional Leadership for Continuous Improvement

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The Tennessee Instructional Leadership Standards

Standard A: **Instructional Leadership for Continuous Improvement** An ethical and effective instructional leader facilitates professional practice that continually improves student learning.	**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 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 D:** **Resource Management** An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

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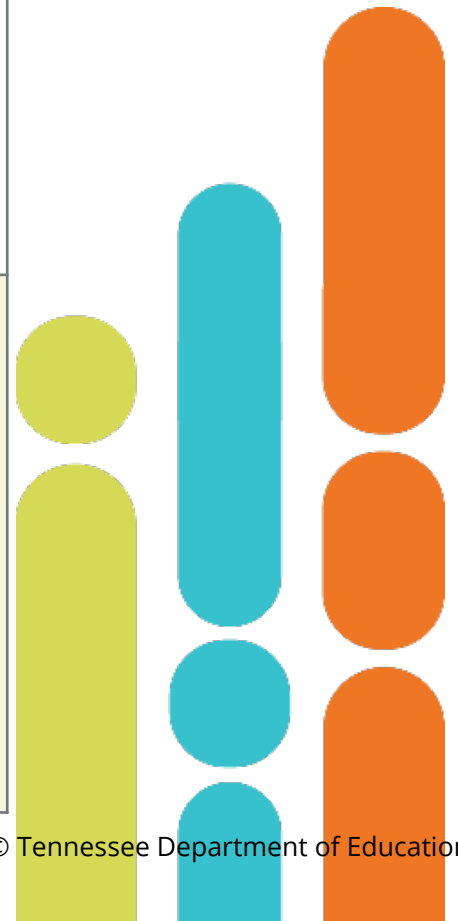
What are the Tennessee Instructional Leadership Standards?

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



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Evidence Collection for Standard A

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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

A1. Capacity Building
 	
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:
	• Developing an accurate understanding of Tennessee-adopted standards and instructional practices
	• Studying, analyzing, and evaluating approved curriculum resources, including texts
	• Maintaining shared accountability when making needed adjustments to deepen classroom rigor
	• Maintaining a system for monitoring student work for rigor and curriculum alignment
	• Implementing on-going strategies and feedback for peers
		Builds capacity among educators for:
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			• Establishing a system for monitoring student work for rigor
			• Establishing collective accountability when making needed adjustments to deepen classroom rigor
				Practice/Observation
				• Lesson plans and feedback on the plans
				• Agendas and meeting notes from Professional Learning Communities
				• Course offerings (range of levels and types—Advanced Placement and Dual Enrollment offerings for high schools)
				
				Outcomes
				• Demonstrated growth on observations
				• Met or exceeded goals for:
				  ○ student achievement
				  ○ gap closure
				  ○ college/career readiness
				• TVAAS

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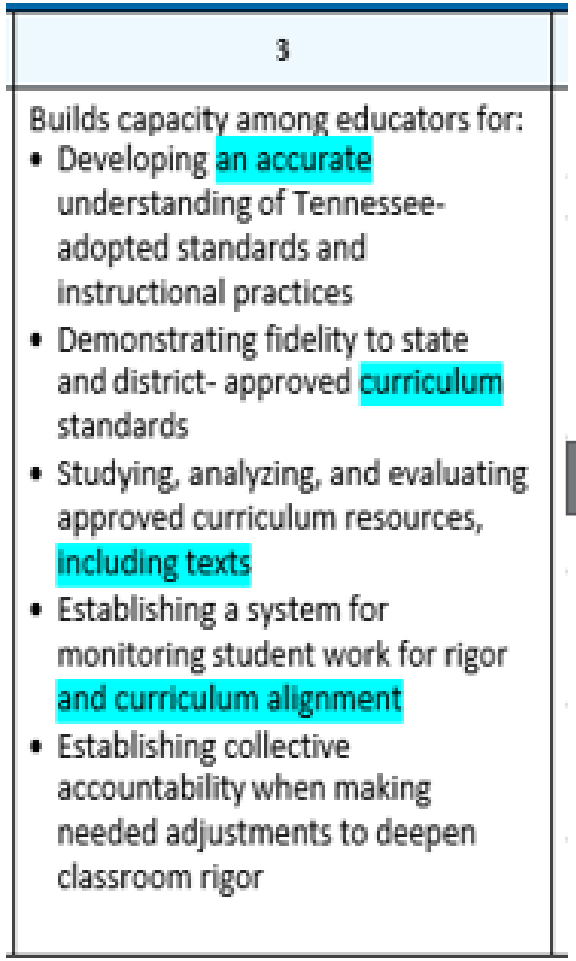
Capacity Building: What to look for



3
Builds capacity among educators for: • Developing an accurate understanding of Tennessee-adopted standards and instructional practices • Demonstrating fidelity to state and district- approved curriculum standards • Studying, analyzing, and evaluating approved curriculum resources, including texts • Establishing a system for monitoring student work for rigor and curriculum alignment • Establishing collective accountability when making needed adjustments to deepen classroom rigor

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.

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Capacity Building: Data Sources

What data 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?

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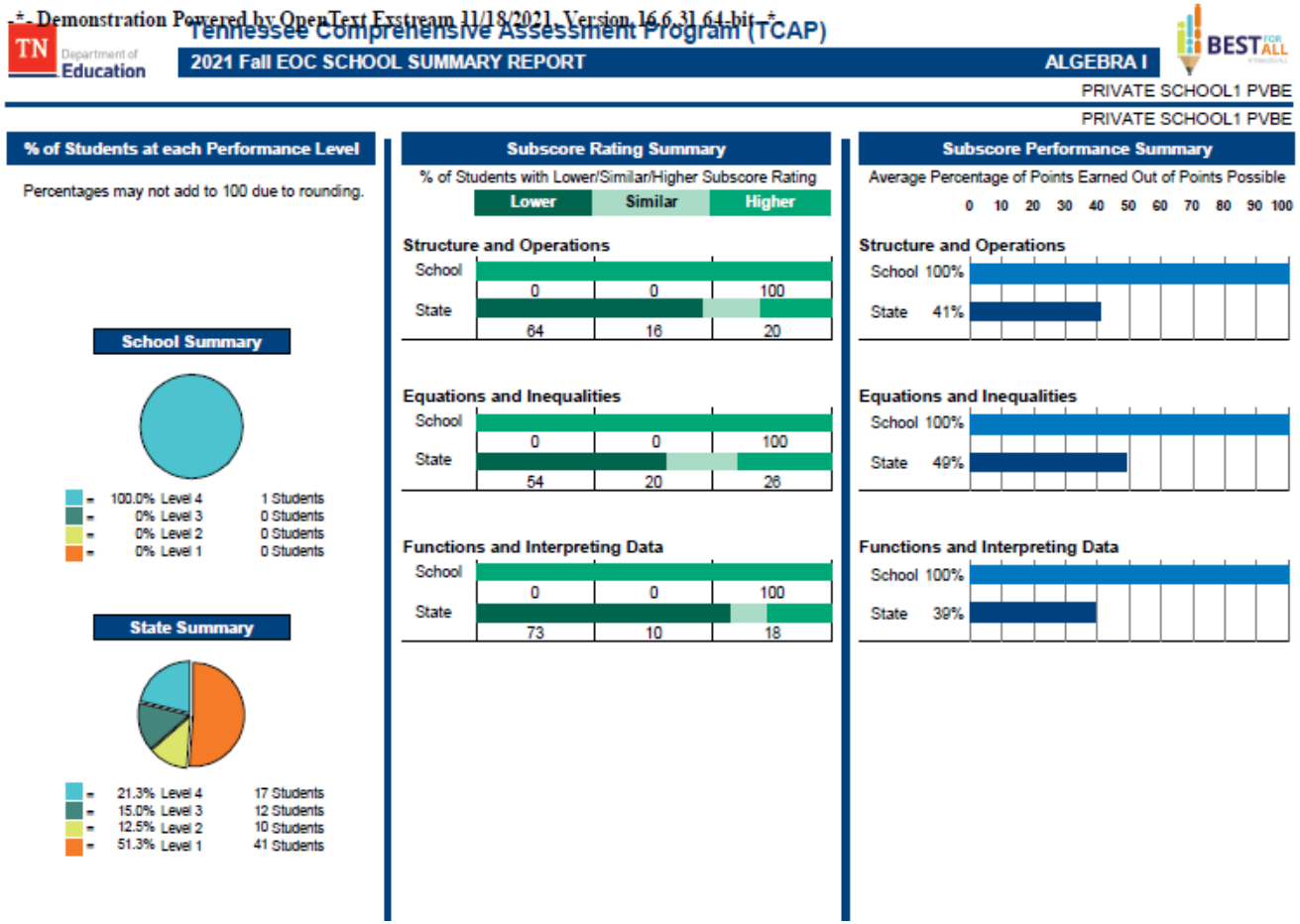
School Summary Report



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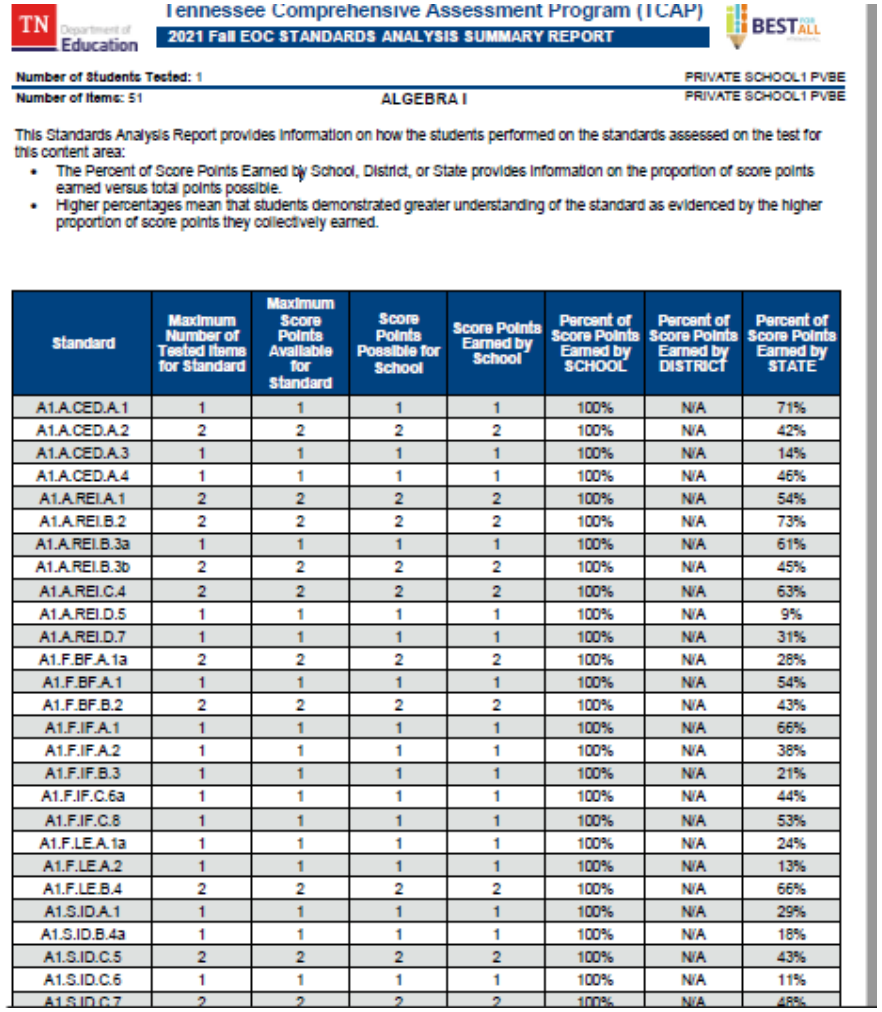
Standards Analysis Report



Tennessee Comprehensive Assessment Program (TCAP)

2021 Fall EOC STANDARDS ANALYSIS SUMMARY REPORT

Number of Students Tested: 1 — PRIVATE SCHOOL1 PVBE

Number of Items: 51 — ALGEBRA I — PRIVATE SCHOOL1 PVBE

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	46%
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	54%
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	13%
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%

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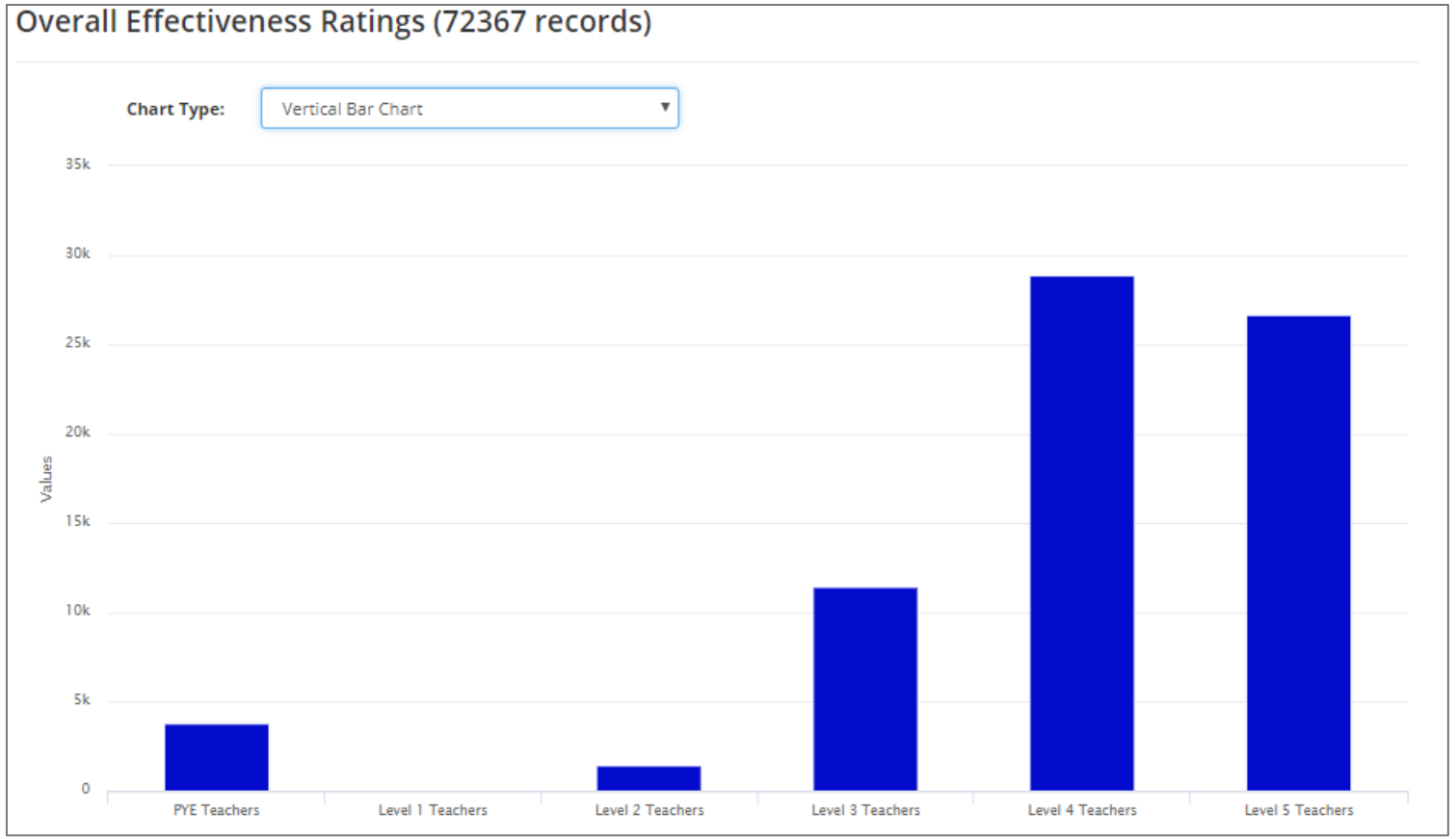

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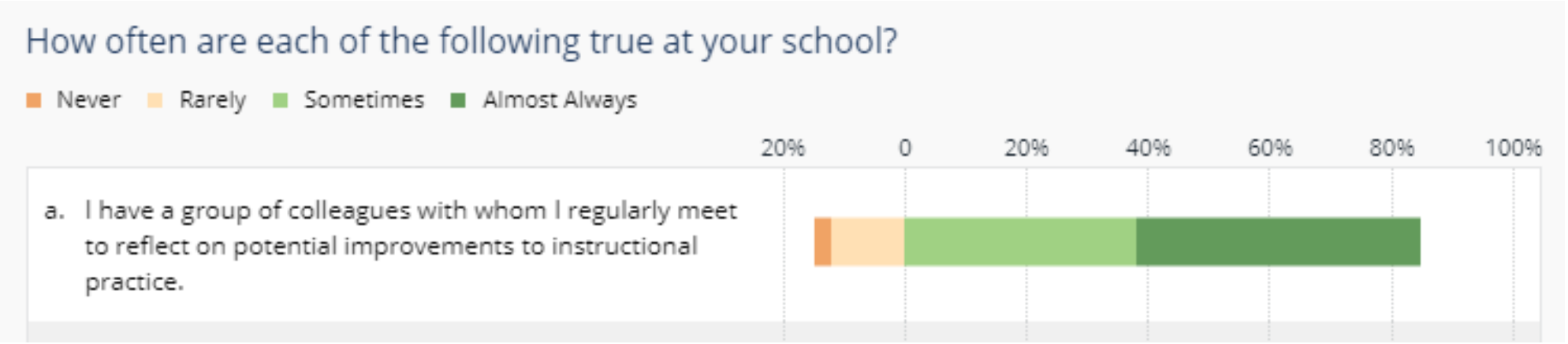
Tennessee Educator Survey



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Practice: Performance Level Differentiation Standard A

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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				

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TEAM Rubric:
A2. Data Analysis & Use

Indicator	5	3	1	Possible Sources of Evidence
A2. Data Analysis & Use 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	Utilizes shared leadership practices and structures: • Builds capacity among nearly all educators for analyzing and using multiple sources of student, educator, and school-wide data • 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 • Maintains shared accountability for instructional decisions targeting achievement and growth goals • Establishes data-specific growth and achievement targets that result in gains	Collaborates with educators to: • Use multiple sources of student, educator, and school-wide data • Determine specific data to analyze when tracking student progress • Establish specific strategies to meet or exceed academic and behavioral growth goals • Identify a data baseline for comparing benchmarks throughout the year • Communicate expectations for adjusting instruction in response to formative and summative assessment data • Establish shared accountability for instructional decisions targeting student achievement and growth goals	Shows limited or no use of: • Multiple student, educator, and school-wide data • Specific data when analyzing and tracking student progress • Academic and behavioral growth goals • Baseline data for comparing benchmarks throughout the year • Expectations for adjusting instruction based on data • Shared accountability for instructional decisions targeting student achievement and growth goals	**Practice/Observations** • Data tracking and training • Data meetings • Intervention schedules and plan • Work sample scores • Benchmark assessments • Use of rubrics • Attendance rates • Discipline referrals and reports **Outcomes** • Formative and summative teacher-administered test data • Data tracking • Graduation rates • ACT/SAT scores • Advanced placement scores • TVAAS

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TEAM Rubric:
A3. Interventions

A3. Interventions
 	
Leads educators to develop and execute interventions to address all student learning needs grounded in multiple sources of data (academic, social, and/or emotional).
	Utilizes shared leadership practices that demonstrate support for educators in:
	• Using multiple sources of data to develop and implement differentiated interventions within and outside normal class structures
	• Setting and meeting goals and targets for individual students and sub-groups
	• Developing intervention schedules
	• Monitoring and adjusting interventions, as needed
	• Establishing an organizational system whereby general and special educators jointly develop and deliver appropriate interventions
	• Maintaining shared accountability for implementation, fidelity, and quality of intervention outcomes
		• Leads educators to implement interventions based on annual goals
		• Supports educators in:
		  ○ utilizing multiple sources of data to develop and implement interventions within and outside normal class structures
		  ○ aligning interventions and student achievement outcomes
		  ○ monitoring and adjusting interventions, as needed
		  ○ collaborating with general and special educators to develop and deliver appropriate interventions
		• Develops shared accountability for implementation, fidelity, and quality of intervention outcomes
			Shows limited or no use of interventions based on annual goals
			• No observable alignment between interventions and student achievement outcomes
			• Lack of support structures to:
			  ○ develop and implement interventions based on annual goals
			  ○ monitor and adjust interventions, as needed
			• Inconsistent selection and use of interventions
			• No process for general and special educators to jointly develop and deliver interventions
			• Inadequate accountability for implementation, fidelity, and quality of intervention outcomes
				Practice/Observations
				• Intervention schedules and plans
				• Lesson plans (collaboratively created by general and special educators)
				• At-risk list
				
				Outcomes
				• Formative assessment data/ benchmark data for TCAP
				• Met or exceeded student growth and achievement
				• TVAAS

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TEAM Rubric:
A4. Progress Monitoring

Indicator	5	3	1	Possible Sources of Evidence
A4. Progress Monitoring Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.	• Incorporates collaborative school-wide planning that addresses students' academic growth goals (and behavior growth goals as needed) • Supports educators to lead monitoring and adjusting planned and implemented school, grade, and classroom level strategies • Regularly leads processes for educators to assess and provide input on practices that present evidence of improvement	• Incorporates planning that addresses students' academic growth goals (and behavior growth goals as needed) • Collaborates with educators to monitor and adjust planned and implemented strategies that are goal-aligned • Regularly facilitates procedures and practices that present evidence of improvement	Shows limited or no: • Planning that addresses students' academic growth goals (and behavior growth goals as needed) • Goal-aligned adjustments • Implementation of procedures showing evidence of improvement	**Practice/Observations** • Intervention schedules and plans • Lesson plans (collaborative General Education and Special Education) • At-risk list • Conversations with stakeholders • Review of goals and action plans • Review of leader's data analysis • SIP implementation data- gaps identified through data analysis and strategy developed to close them • Leader self-reports • Teacher and staff questionnaires • District records • Teacher and staff interviews and focus groups **Outcomes** • Formative assessment data/ benchmark data for TCAP • Met or exceeded student growth and achievement

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Standard B:
Culture for Teaching and Learning

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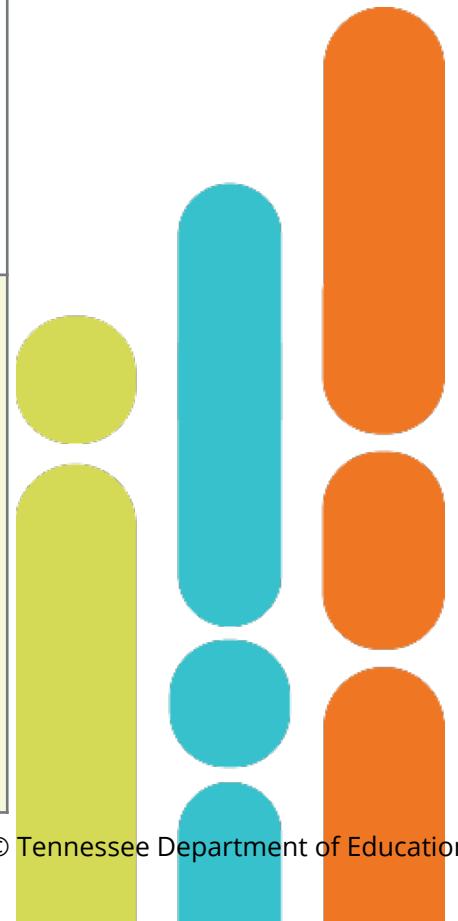

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Evidence Collection for Standard B

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Video 6.mp4

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Practice: Performance Level Differentiation Standard B

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Defining Performance Levels

Indicator	5 Significantly Above Expectations	3 Meeting Expectations	1 Significantly Below Expectations	Possible Evidence Sources
B1.Leveraging Educator Strengths				
B2. Environment				
B3. Family Involvement				
B4. Ownership				
B5. Recognition and Celebration				

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TEAM Rubric:
B1. Leveraging Educator Strengths

Standard B: Culture for Teaching & Learning

"Effective principals understand that they cannot reach instructional goals alone, so they distribute leadership across their schools, which in turn contributes to sustainable improvements within the school organization."
—May, H. & Supovitz, J.A., *The Scope of Principal Efforts to Improve Instruction*, 2011

Indicator	5	3	1	Possible Sources of Evidence

B1. Leveraging Educator Strengths
 	
Leverages educator strengths to engage all students in meaningful, relevant learning opportunities
	• Engages with the school leadership team to review multiple data sources (including school goals and student learning needs) to determine optimal educator grade level and/or content area placement
	• Creates a coherent system to extend impact of educators at all performance levels
	• Develops and/or sustains a collegial environment where learning communities use their collective strengths, skills, and experience to improve classroom practice
		• Assigns educators based on:
		  ○ student learning needs
		  ○ demonstrated effectiveness
		  ○ school goals
		• Provides opportunities to extend impact of high performing teachers based on area(s) of demonstrated effectiveness
		• Develops and/or sustains a collegial environment by using collective educator strengths, skills, and experience to improve classroom practice
			• Shows limited or no assignment of educators based on:
			  ○ student learning needs
			  ○ demonstrated effectiveness
			  ○ school goals
			• Shows limited or no opportunities to extend impact of high-performing teachers (i.e., use of collective educator strengths, skills, and experiences to improve classroom practice)
				Practice/Observation
				• Leadership team agendas and meeting notes
				• PLCs, Grade-level and Content Teams
				• Conversations with educators
				
				Outcomes
				Teacher assignments to grade/ content areas using demonstrated effectiveness (e.g., student achievement, observations, TVAAS, climate surveys, etc.)

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TEAM Rubric:
B2. and B3. Environment and Family Involvement

Indicator	5	3	1	Possible Sources of Evidence

B2. Environment
 	
Fosters a safe, respectful, and orderly learning environment for all
	In addition to Level 3 descriptors, facilitates educator participation in:
	• Helping set expectations for the learning environment that are mission and vision aligned
	• Reviewing behavioral data to assess the effectiveness of routines and making any needed adjustments
	• Identifying classroom-level behavioral/safety targets and recognizing students when targets are met or exceeded
		• Expectations are aligned with the school's mission and vision
		• School and district conduct policies are:
		  ○ clearly communicated
		  ○ implemented consistently and fairly
		  ○ related to students' physical and emotional safety
		• School routines include smooth transitions that maximize instructional time
		• Establishes practices that support educators in:
		  ○ analyzing student behavioral data to assess the effectiveness of routines
		  ○ making needed adjustments to routines based on data
		  ○ implementing classroom protocols to maximize learning and decrease distractions
		• Sufficient evidence of:
		  ○ student support for adhering to behavioral and learning expectations
		  ○ shared accountability for all students' social and emotional safety
			• Expectations are not clearly aligned with the school's mission and vision
			• School and district conduct policies are not:
			  ○ clearly communicated
			  ○ implemented consistently and fairly
			  ○ related to students' physical and emotional safety
			• Learning transitions do not maximize instructional time
			• Inadequate support for:
			  ○ analyzing of behavioral data to assess the effectiveness of routines
			  ○ use of data to adjust routines
			  ○ use of protocols to maximize learning and decrease distractions
				Practice/Observation
				• School-wide code of conduct
				• Hallway transitions
				• Cafeteria protocols and schedule
				• Emergency drills
				• Classroom codes of conduct
				• School climate surveys of faculty and staff
				• Student, parent, community stakeholder, teacher and staff interviews
				• Observations of appropriate student behaviors
				• Attendance rates
				• Discipline referrals and reports (suspension and expulsion rates)
				Outcomes
				• School safety plan
				• Climate survey data

B3. Family Involvement
 	
Takes measures to actively involve families in the education of their children
	In addition to Level 3 descriptors:
	• Establishes a two-way communication process for families that:
	  ○ provides information about student progress and learning expectations
	  ○ is readily accessible to all regardless of socioeconomic, cultural or linguistic diversity
	• Facilitates family and community partnerships that are visible and sustainable
		• Welcomes and engages all families
		• Offers opportunities for families to participate in decision-making and school initiatives
		• Provides educators with sufficient resources (time, finances, space, printing, technology) needed to communicate regularly with families
		• Creates flexible scheduling for meetings, gatherings and celebrations in response to parent needs
			Shows limited or no evidence of:
			• Welcoming and engaging families
			• Offering timely, relevant, and accessible communication
			• Offering opportunities for families to participate in decision-making and school initiatives
			• Providing educators with sufficient resources (time, finances, space, printing, technology) needed to communicate regularly with families
			• Creating flexible scheduling for meetings, gatherings and celebrations in response to parent needs
				Practice/Observation
				• Newsletters
				• Website
				• Meeting agendas and schedules
				• Phone/contact logs
				• Parent surveys
				• Parental volunteer log
				
				Outcomes
				Climate/ stakeholder perception survey data

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TEAM Rubric:
B4. and B5. Ownership, Recognition & Celebration

Indicator	5	3	1	Possible Sources of Evidence
B4. Ownership Models and communicates expectations for individual and shared ownership of student, educator, and school success	• Enacts procedures that reflect a school-wide commitment to the possibility of success for all students • Frequently assesses shared ownership by seeking feedback and input from members of the school community • Clearly and consistently uses multiple means to communicate educators' individual responsibility for whole school success • Establishes a culture where nearly all members of the school community address low expectations about student potential	• Models commitment to the possibility of success for all students • Designs and/or implements structures to increase shared ownership in school success • Clearly and consistently communicates high expectations for educators' individual responsibility for whole school success • Addresses adults who display low expectations about student potential	Shows limited or no: • Modeling commitment to the possibility of success for all students • Designing and/or implementing structures that increase shared ownership in school success • Setting high expectations for educators' individual responsibility for whole school success • Addressing adults who display low expectations about student potential	**Practice/Observation** • Conversations with educators and students • Leader's self-reflection **Outcomes** • Climate surveys • Policies and procedures
B5. Recognition & Celebration Recognizes and celebrates improved educator and student performance related to school vision and goals	In addition to Level 3 descriptors, utilizes shared leadership with members of school community to: • Create school rituals, traditions, and initiatives • Recognize educator and student performance	• Creates clear criteria for recognition and celebration of educators and students • Implements regular recognition and celebration of student performance and growth through a variety of communication methods and activities • Implements regular recognition and celebration of educator performance and growth through a variety of communication methods and activities	Shows limited or no use of: • Clear criteria for recognition and celebration of educators and students • Regular recognition and celebration of student performance and growth through a variety of communication methods and activities • Regular recognition and celebration of educator performance and growth through a variety of communication methods and activities	**Practice/Observation** • Recognition awards • Newsletter/newspaper articles • Award assemblies/documentation • Conversations with educators and students • Attendance rates • Discipline referrals and reports (suspension and expulsion rates) **Outcomes** Data walls (school, class/subject)

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Thank you for completing Module 2 of the TEAM Administrator Evaluator Recertification Training.

You may pause the training here, or you can continue to Module 3.

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