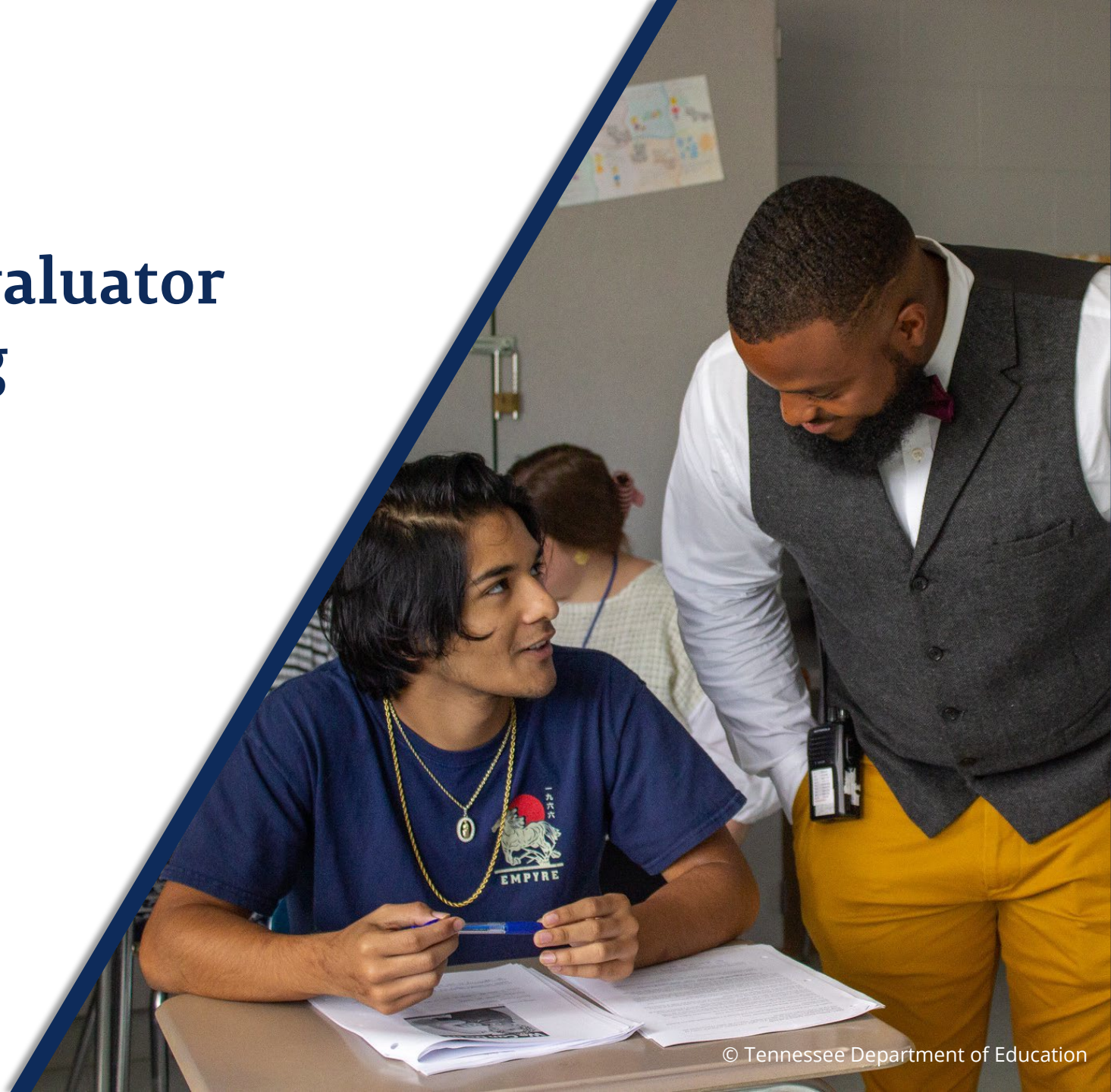




TEAM Administrator Evaluator Recertification Training Module 3





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





Standard C: Professional Learning and Growth



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>





What are the Tennessee Instructional Leadership Standards?

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Evidence Collection for Standard C

Insert video 7-
<https://youtu.be/5odlvImL0aE>





Practice: Performance Level Differentiation Standard C



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	In addition to Level 3 descriptors: <ul style="list-style-type: none"> Builds and sustains a culture focused on continuous improvement, such that educators view the evaluation process as an opportunity for professional learning and growth Holds self and others accountable for customizing supports for educators Creates a school-wide plan for professional learning aligned to the school's vision for professional learning and growth Accurately modifies school or grade-level professional learning goals and plans 	<ul style="list-style-type: none"> Encourages educators to use the evaluation process for professional learning and growth Adheres to all evaluation processes, which include: <ul style="list-style-type: none"> timelines for feedback follow-up support finalizing all required observations conducting summative conferences Ensures the classroom observation process includes: <ul style="list-style-type: none"> gathering evidence balancing educator and student actions related to teaching and learning grounding all evidence coding and scoring to the rubric with accuracy to ensure fidelity of the process using a preponderance of evidence to evaluate teaching using the rubric to structure feedback to educators offering specific, actionable feedback recommendations connected to improving student achievement facilitating educator implementation of recommended improvement strategies Uses evaluation data to determine trends and assess educator strengths and growth opportunities 	Shows limited or no use of: <ul style="list-style-type: none"> Encouragement for educators to use the evaluation process for professional learning and growth Adherence to all evaluation processes, which include: <ul style="list-style-type: none"> timelines for feedback follow-up support finalizing all required observations conducting summative conferences Sufficient implementation of classroom observation processes: <ul style="list-style-type: none"> gathering evidence balancing educator and student actions related to teaching and learning grounding all evidence coding and scoring to the rubric with accuracy to ensure fidelity of the process using a preponderance of evidence to evaluate teaching using the rubric to structure feedback to educators offering specific, actionable feedback recommendations connected to improving student achievement facilitating educator implementation of recommended improvement strategies Limited or no use of evaluation data to determine trends and assess 	Practice/Observation <ul style="list-style-type: none"> Documented observation records, which may include, but are not limited to: <ul style="list-style-type: none"> observation notes evidence coding and rating Post-conference notes Educator refinement follow-up notes Observation of school leader engaged in any portion of the observation process, specifically providing actionable feedback to improve practice Educator survey responses related to the observation and feedback processes Review of observation data analysis and related action plan Observation data analysis and related action plan with attention to noted plan adjustments Educators' professional growth and learning/improvement plans related to observation data Compliance reports Outcomes <ul style="list-style-type: none"> Improved teaching practice (evaluation score increases) Improved teacher support TVAAS

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 <i>Tennessee Standards for Professional Learning</i>	<ul style="list-style-type: none"> Ensures all professional learning activities align with the <i>Tennessee Standards for Professional Learning</i> Engages leadership team to: <ul style="list-style-type: none"> differentiate professional learning opportunities based on educator needs and preferences facilitate implementation of knowledge and skills gained from professional learning activities Develops accountability structures whereby nearly all educators seek to share knowledge gained from learning opportunities 	<ul style="list-style-type: none"> Engages staff in activities aligned with the <i>Tennessee Standards for Professional Learning</i> Differentiates professional learning opportunities based on individual educator needs Communicates expectations for implementing knowledge and skills gained from professional learning activities Holds educators accountable for implementing knowledge and skills gained from professional learning opportunities 	Rarely or never differentiates professional learning for faculty and self by: <ul style="list-style-type: none"> Engaging in activities aligned with the <i>Tennessee Standards for Professional Learning</i> Differentiating professional learning opportunities based on individual educator needs Communicating expectations for implementing knowledge and skills gained from professional learning activities Holding educators accountable for implementing knowledge and skills gained from professional learning opportunities 	Practice/Observation <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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	Engages with leadership team to: <ul style="list-style-type: none"> Design and implement an induction program for new educators Develop strategies for retaining high-performing educators Develop strategies for fostering leadership skills in the most effective educators based on evidence of student and educator outcomes Support the development of nearly all teachers utilizing a variety of methods 	<ul style="list-style-type: none"> Designs and implements an induction program for new educators Develops strategies for: <ul style="list-style-type: none"> retaining high-performing educators fostering leadership skills in the most effective educators based on evidence of student and educator outcomes utilizing a variety of methods to support the development of all teachers 	<ul style="list-style-type: none"> Rarely or never inducts, supports, retains, and grows educators by designing and implementing an induction program for new educators Develops strategies for: <ul style="list-style-type: none"> retaining high performing educators fostering leadership skills in the most effective educators based on student outcomes utilizing a variety of methods to support the development of most teachers 	Practice/Observation <p>Data regarding induction, support, retention, and growth, which may include:</p> <ul style="list-style-type: none"> Surveys Educator focus group interview/conversation Student and stakeholder feedback Outcomes <ul style="list-style-type: none"> 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 <i>Tennessee Teacher Leadership Standards</i>	Engages with leadership team to: <ul style="list-style-type: none"> Involve teacher-leaders in activities aligned with the <i>Tennessee Teacher Leadership Standards</i> 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 of settings and providing specific feedback to support their continued development 	<ul style="list-style-type: none"> Engages in activities aligned with the <i>Tennessee Teacher Leadership Standards</i> Uses a variety of effectiveness data Communicates a clear leadership pathway Provides adequate growth opportunities to address specific leadership actions and behaviors Provides potential teacher-leaders with varied leadership opportunities Monitors teacher-leaders in a variety of settings and providing specific feedback to support their continued development 	Rarely or never identifies and supports potential teacher-leaders by: <ul style="list-style-type: none"> Engaging in activities aligned with the <i>Tennessee Teacher Leadership Standards</i> 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 	Practice/Observation <ul style="list-style-type: none"> Teacher-leader plan in alignment with the <i>Tennessee Teacher Leadership Standards</i> Conversations with leadership team about design and implementation of the teacher leader plan List of selected teacher leaders and their student achievement and growth data Teacher-leaders engaged with their colleagues Conversations with teacher leaders and other teachers Outcomes <ul style="list-style-type: none"> Improved teaching practice (evaluation score increases) Improved teacher support TVAAS
C5. Self-Practice Improves self-practices based on multiple sources of feedback, including performance evaluation results and self-reflection	In addition to Level 3 descriptors: <ul style="list-style-type: none"> 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 Reflects on leadership alignment with core values, school vision, and goal attainment 	<ul style="list-style-type: none"> Uses feedback from a variety of sources to reflect on personal instructional leadership practices and make any necessary changes for improvement Engages in professional learning aligned to student, educator, and self-need Develops an understanding of performance expectations associated with Tennessee state standards Implements new, relevant learning from feedback and professional learning opportunities with evidence of improvement 	Rarely or never improves self-practice by: <ul style="list-style-type: none"> Using feedback from sources to reflect on personal instructional leadership practices and does not make any necessary changes for improvement Engaging in professional learning: <ul style="list-style-type: none"> aligned to student, educator, and self-need focused on developing an understanding of performance expectations associated with the Tennessee state standards Implementing new, relevant learning from feedback and professional learning opportunities 	Practice/Observation <ul style="list-style-type: none"> 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 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 <ul style="list-style-type: none"> Improved leadership practices Improved educator practices Improved student outcomes TVAAS



Standard D: Resource Management



The Tennessee Instructional Leadership Standards

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The Tennessee Instructional Leadership Standards

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<p>Standard C: Professional Learning and Growth</p> <p>Evaluation Differentiated Professional Learning Induction, Support, Retention, & Growth Teacher Leaders Self-Practice</p>	<p>Standard D: Resource Management</p> <p>Community Resources Diversity Employee & Fiscal Management</p>



Evidence Collection for Standard D

Insert video 8-
<https://youtu.be/2BXjugYO2PY>

[Video 8.mp4](#)





Practice: Performance Level Differentiation Standard D



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, <i>The Missing Link in School Reform</i> , 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	In addition to Level 3 descriptors: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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
D2. Diversity Includes a diverse set of educators and stakeholders in school improvement decisions	<ul style="list-style-type: none"> Develops capacity of educators to implement structures for engaging diverse stakeholders to provide input and feedback in school improvement decisions 	<ul style="list-style-type: none"> Develops structures to encourage diverse stakeholders¹ to provide input and feedback in school improvement decisions 	<ul style="list-style-type: none"> 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, transparency, and in the best interest of students and staff	In addition to Level 3 descriptors: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Establishes, communicates and enforces a set of standard operating procedures and routines by: <ul style="list-style-type: none"> 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 responsibilities by: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Rarely or never establishes, communicates, and enforces a set of standard operating procedures and routines by: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 	Practice/Observation <ul style="list-style-type: none"> Handbook Compliance agreements Audit report Conversations with educators Outcomes <ul style="list-style-type: none"> Compliance with operating procedures Compliance with budgetary procedures



Thank you for completing Module 3 of the TEAM Administrator Evaluator Recertification Training.

You may pause the training here, or you can continue to
Module 4.

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