TEAM Administrator Evaluator Certification Training Module 3

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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

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Understanding the Standards (TILS)

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The Tennessee Instructional Leadership

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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Understanding the TEAM Administrator Rubric

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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

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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
- support a leader's opportunities for improvement by offering guidance on professional growth and learning.

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TEAM Administrator Rubric

The Administrator Evaluation Rubric is not:

- a checklist,
- inclusive of all salient aspects of a school leader's role, or
- meant to address areas of performance related to personal conduct as described in district and state policies.

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Standard A:
Instructional Leadership for Continuous Improvement

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The Tennessee Instructional Leadership Standards

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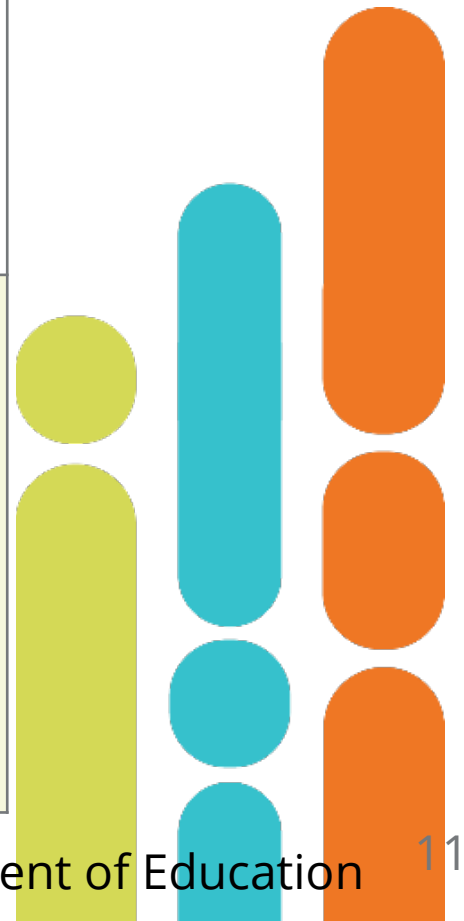
The Tennessee Instructional Leadership Standards

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

Insert video 5 here- https://youtu.be/vmgcgdGBV3s

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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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			• Demonstrating fidelity to state and district-approved standards
			• Studying, analyzing, and evaluating approved curriculum resources
			• 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.

EDUCATORS

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Capacity Building: Data Sources

What 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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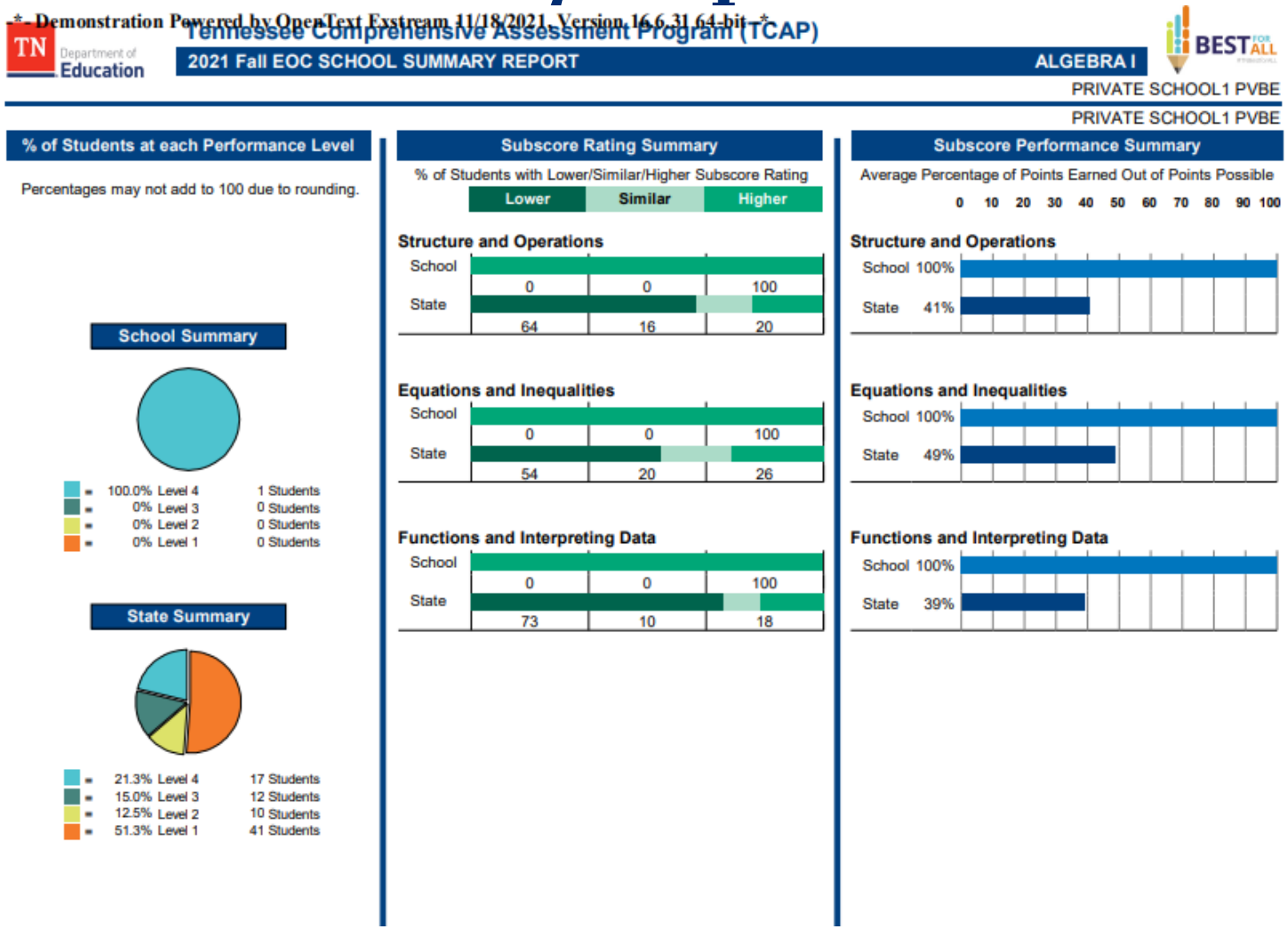
School Summary Report



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Standards Analysis Report

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Tennessee Comprehensive Assessment Program (TCAP)

2021 Fall EOC STANDARDS ANALYSIS SUMMARY REPORT

BEST for ALL

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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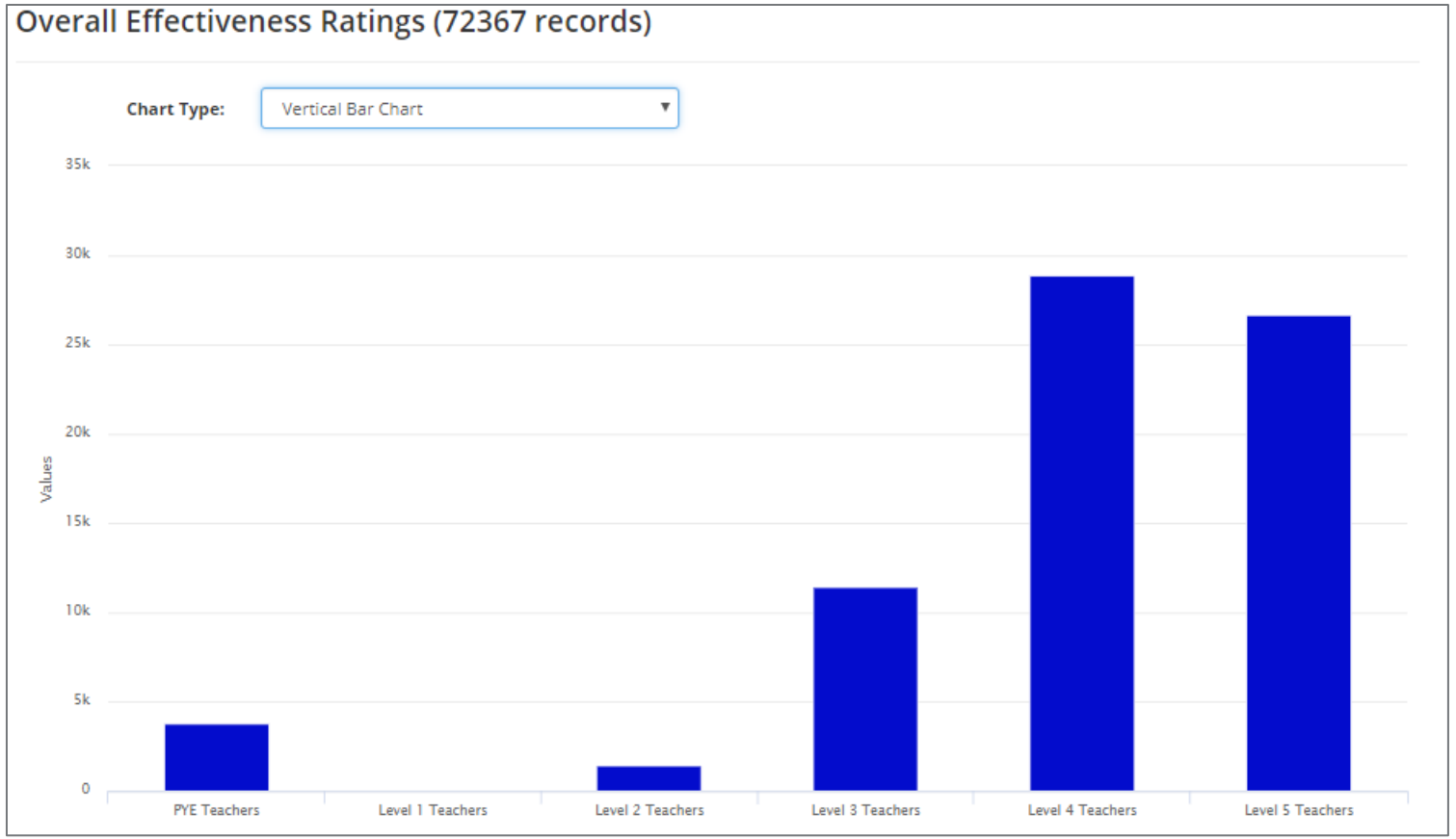

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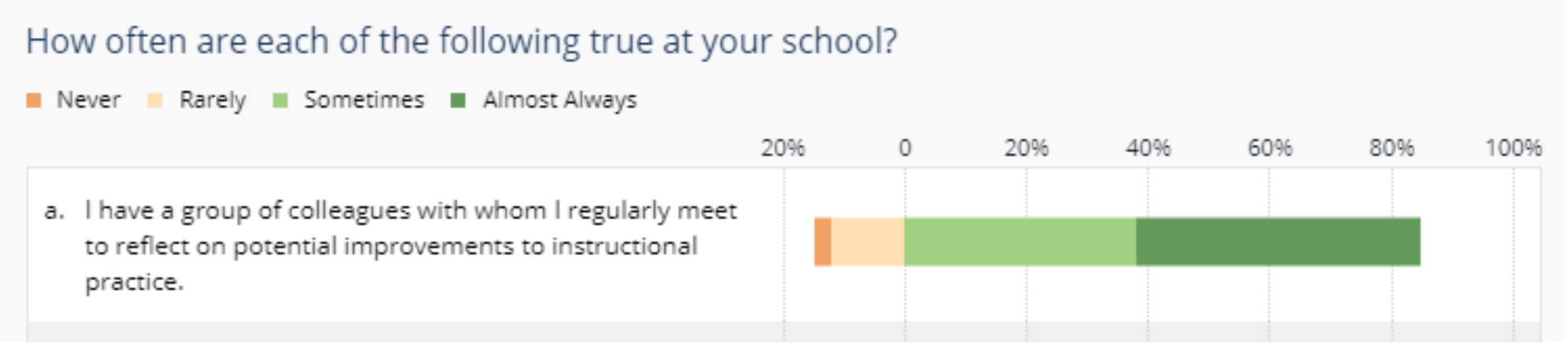
Tennessee Educator Survey



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Practice: Performance Level Differentiation

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

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

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