TEAM Administrator Evaluator Certification Training Module 4

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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Standard B:
Culture for Teaching and Learning

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

The Tennessee Instructional Leadership Standards

Standard A: **Instructional Leadership for Continuous Improvement**	**Standard B:** **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

Evidence Collection for Standard B

Insert video 6 here-
https://youtu.be/e_bFpCXZMwM

Practice: Performance Level Differentiation

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:
		  o student learning needs
		  o demonstrated effectiveness
		  o 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:
			  o student learning needs
			  o demonstrated effectiveness
			  o 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.)

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)

Thank you for completing Module 4 of the TEAM Administrator Evaluator Training.

You may pause the training here, or you can continue to Module 5.

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