



TEAM Administrator Evaluator Certification 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

<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>





The Tennessee Instructional Leadership Standards

<p>Standard A: Instructional Leadership for Continuous Improvement</p> <p>Capacity Building Data Analysis & Use Interventions Progress Monitoring</p>	<p>Standard B: Culture for Teaching and Learning</p> <p>Leveraging Educator Strengths Environment Family Involvement Ownership Recognition & Celebration</p>
<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 here

<https://youtu.be/2BXjugYO2PY>





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, <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 6 of the TEAM Administrator Evaluator Training.

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

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