

Administrator Evaluation Rubric

Contents

Overview	2
Standard A: Instructional Leadership for Continuous Improvement.....	4
Standard B: Culture for Teaching & Learning.....	7
Standard C: Professional Learning & Growth	10
Standard D: Resource Management	13
Glossary of Terms	15



Overview

Tennessee Instructional Leadership Standards (TILS)

Recognizing the importance of engaging in a continuous improvement process, Tennessee seeks to transform what it means to be an effective instructional leader at all phases of a leader's career. This aim is accomplished by setting high standards for effective leadership based upon research and best practices, supporting leaders to reach those standards, and empowering districts to build a network of exceptional instructional leaders who get results.

The Tennessee Instructional Leadership Standards (TILS) establish the structural framework of the Administrator Evaluation Rubric by defining a set of indicators and detailed descriptors that provide a clear set of expectations to schools and districts. The rubric is designed to help instructional leaders develop the type of leadership practices directly related to substantial gains in student achievement. Moreover, the leadership practices embedded in the indicators and descriptors are largely tied to the indirect, but vital, role and impact school leaders have on student achievement. Just as the TILS do not include separate areas to address ethical issues, the rubric does not separate these areas by indicator and descriptor. The premise is the same with the rubric as with the standards—attributes such as honesty, respect, sound judgment, commitment, fairness, compassion, work ethic, and a genuine belief that all children can learn and grow contribute to the foundation of ethical behavior connected to leadership.

The Administrator Evaluation Rubric is...

- Approved by the State Board of Education as a tool used to guide a fair and transparent administrator evaluation
- Developed to establish a culture of support for instructional leaders
- Intended to help engage educators in reflective dialogue among and between peers and evaluators to improve practice
- Used to support school leaders and those who support school leaders in acknowledging a leader's effective practices and results
- Supportive of a leader's opportunities for improvement, offering guidance on professional growth and learning for oneself and for other educators

The Administrator Evaluation Rubric is not...

- A checklist, but should be used to weigh the preponderance of evidence over time against the levels of practice defined in the indicators and descriptors
- Inclusive of all salient aspects of a school leader's role, rather it focuses primarily on the dimensions of leadership most directly linked to managing teacher effectiveness and increasing student achievement
- Meant to address areas of performance related to personal conduct as described in district and state policies

Begin with the End in Mind: The Importance of Vision

In Tennessee, it is expected that the vision of the school, developed in collaboration with multiple partners and aligned with the district's vision, will drive the actions demonstrated in the

indicators and descriptors in this rubric over time to increase student achievement. The vision provides a powerful communication and coalescing tool for all stakeholders in the school, creating a “word picture” of what is to be created and maintained. Crafting an exemplary vision requires asking an essential question: When a vision for continuous improvement, culture conducive to teaching and learning, and professional learning and growth (standards A, B, and C) has been developed and implemented, what will be different for:

- your students?
- your teachers?
- your school?
- your parents?

An exemplary visioning process occurs when school leaders jointly develop a vision for continuous improvement, contextualized through a) a vision for a culture conducive to teaching and learning and b) a vision for professional learning and growth. The resulting overarching school vision thus exhibits and requires:

- collaboration with key partners to identify and enact clear, measurable, annual goals;
- linkage to goals that support student achievement, gap closure, and college and career readiness with evidence of growth;
- communication to nearly all stakeholders;
- modeling of personal commitment to continuous improvement and a culture conducive to teaching and learning; and
- modeling of school-wide beliefs in professional learning and growth

Research Supporting the Administrator Evaluation Rubric

In collaboration with the superintendents’, supervisors’ and principals’ study councils, the drafting process for the Administrator Evaluation Rubric was largely informed by administrators throughout the state whose suggestions, questions, and concerns regarding the rubric’s language were strongly considered during the development of all iterations of the draft. In addition to input from colleagues statewide, the following research supports the content of the rubric:

- American Institutes for Research’s *The Ripple Effect*, 2012
- Georgia Department of Education’s Leader Keys Effectiveness System, 2012
- Indiana Department of Education’s Principal Effectiveness Rubric, 2013
- ISLLC’s Educational Leadership Policy Standards, 2008
- James Stronge’s *Principal Evaluation*, 2012
- Kim Marshall’s *Principal Evaluation Rubrics*, 2012
- Tennessee’s *Standards for Professional Learning*, 2012
- McREL’s *Principal Evaluation System*, 2009
- New Leaders’ *Urban Excellence Framework*, 2011
- Stronge, Richard, and Catano’s *Qualities of Effective Principals*, 2008
- Tennessee’s *Teacher Leader Standards*, 2011
- Waters, Marzano, and McNulty’s *Balanced Leadership: What 30 Years of Research Tells us about the Effect of Leadership on Student Achievement*, 2003

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 	Builds limited or no capacity among educators for: <ul style="list-style-type: none"> • Developing educator understanding of Tennessee-adopted standards and instructional practices • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Demonstrated growth on observations • Met or exceeded goals for: <ul style="list-style-type: none"> ◦ student achievement ◦ gap closure ◦ college/career readiness • TVAAS

Indicator	5	3	1	Possible Sources of Evidence
<p>A2. Data Analysis & Use</p> <p>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</p>	<p>Utilizes shared leadership practices and structures:</p> <ul style="list-style-type: none"> 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 	<p>Collaborates with educators to:</p> <ul style="list-style-type: none"> 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 	<p>Shows limited or no use of:</p> <ul style="list-style-type: none"> 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 	<p>Practice/Observations</p> <ul style="list-style-type: none"> Data tracking and training Data meetings Intervention schedules and plan Work sample scores Benchmark assessments Use of rubrics Attendance rates Discipline referrals and reports <p>Outcomes</p> <ul style="list-style-type: none"> Formative and summative teacher-administered test data Data tracking Graduation rates ACT/SAT scores Advanced placement scores TVAAS
<p>A3. Interventions</p> <p>Leads educators to develop and execute interventions to address all student learning needs grounded in multiple sources of data (academic, social, and/or emotional).</p>	<p>Utilizes shared leadership practices that demonstrate support for educators in:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Leads educators to implement interventions based on annual goals Supports educators in: <ul style="list-style-type: none"> 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 	<p>Shows limited or no use of interventions based on annual goals</p> <ul style="list-style-type: none"> No observable alignment between interventions and student achievement outcomes Lack of support structures to: <ul style="list-style-type: none"> 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 	<p>Practice/Observations</p> <ul style="list-style-type: none"> Intervention schedules and plans Lesson plans (collaboratively created by general and special educators) At-risk list <p>Outcomes</p> <ul style="list-style-type: none"> Formative assessment data/ benchmark data for TCAP Met or exceeded student growth and achievement TVAAS

Indicator	5	3	1	Possible Sources of Evidence
<p>A4. Progress Monitoring</p> <p>Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<p>Shows limited or no:</p> <ul style="list-style-type: none"> • Planning that addresses students' academic growth goals (and behavior growth goals as needed) • Goal-aligned adjustments • Implementation of procedures showing evidence of improvement 	<p>Practice/Observations</p> <ul style="list-style-type: none"> • 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 <p>Outcomes</p> <ul style="list-style-type: none"> • Formative assessment data/ benchmark data for TCAP • Met or exceeded student growth and achievement

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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Assigns educators based on: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Shows limited or no assignment of educators based on: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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.)

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: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Expectations are aligned with the school's mission and vision School and district conduct policies are: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> student support for adhering to behavioral and learning expectations shared accountability for all students' social and emotional safety 	<ul style="list-style-type: none"> Expectations are not clearly aligned with the school's mission and vision School and district conduct policies are not: <ul style="list-style-type: none"> clearly communicated implemented consistently and fairly related to students' physical and emotional safety Learning transitions do not maximize instructional time Inadequate support for: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Establishes a two-way communication process for families that: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Newsletters Website Meeting agendas and schedules Phone/contact logs Parent surveys Parental volunteer log Outcomes Climate/ stakeholder perception survey data

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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Conversations with educators and students Leader's self-reflection Outcomes <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Create school rituals, traditions, and initiatives Recognize educator and student performance 	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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)

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., *Playmakers: How Great Principals Build and Lead Great Teams of Teachers*, 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

Indicator	5	3	1	Possible Sources of Evidence
<p>C2. Differentiated Professional Learning</p> <p>Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the <i>Tennessee Standards for Professional Learning</i></p>	<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 	<p>Rarely or never differentiates professional learning for faculty and self by:</p> <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 	<p>Practice/Observation</p> <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 <p>Outcomes</p> <ul style="list-style-type: none"> Student performance data results in relationship to the school-wide professional learning plan TVAAS
<p>C3. Induction, Support, Retention, & Growth</p> <p>Collaborates with others to induct, support, retain and grow/extend effective educators based on evidence of student and educator outcomes</p>	<p>Engages with leadership team to:</p> <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 	<p>Practice/Observation</p> <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 <p>Outcomes</p> <ul style="list-style-type: none"> Quality of induction program Increased rates of high performing educators Increased retention rates

Indicator	5	3	1	Possible Sources of Evidence
<p>C4. Teacher Leaders</p> <p>Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the <i>Tennessee Teacher Leadership Standards</i></p>	<p>Engages with leadership team to:</p> <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 	<p>Rarely or never identifies and supports potential teacher-leaders by:</p> <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 	<p>Practice/Observation</p> <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 <p>Outcomes</p> <ul style="list-style-type: none"> Improved teaching practice (evaluation score increases) Improved teacher support TVAAS
<p>C5. Self-Practice</p> <p>Improves self-practices based on multiple sources of feedback, including performance evaluation results and self-reflection</p>	<p>In addition to Level 3 descriptors:</p> <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 	<p>Rarely or never improves self-practice by:</p> <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 	<p>Practice/Observation</p> <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 <p>Outcomes</p> <ul style="list-style-type: none"> Improved leadership practices Improved educator practices Improved student outcomes TVAAS

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, *The Missing Link in School Reform*, 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

¹ Diverse stakeholders include diversity in race, culture, gender, experience, thought, voice, opinion, and role.

Indicator	5	3	1	Possible Sources of Evidence
<p>D3. Employee & Fiscal Management</p> <p>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</p>	<p>In addition to Level 3 descriptors:</p> <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 	<p>Practice/Observation</p> <ul style="list-style-type: none"> Handbook Compliance agreements Audit report Conversations with educators <p>Outcomes</p> <ul style="list-style-type: none"> Compliance with operating procedures Compliance with budgetary procedures

Glossary of Terms

Standard A1: Capacity Building

Build Capacity: The term is also noted as “capacity building” in several descriptors of the rubric and refers to a school leader’s ability to develop the knowledge base and skill set of educators related to the specific indicator in which the term appears. Options and examples of how building capacity is measured are found in the rubric’s *Possible Sources of Evidence* column.

Shared Leadership: The term refers to the school leader’s ability to maximize all of the human resources in an organization by strategically developing and supporting individuals and giving them an opportunity to take leadership positions in their areas of expertise.

Standard B1: Leveraging Educator Strengths

Extend Impact: The term refers to a school leader’s ability to use the demonstrated skills and expertise of educators to support, not only the academic growth and achievement of their assigned students, but to also create conditions for educators to support the growth and learning of other educators. The goal of extending the impact or positive reach of all educators is to have school leaders appropriately distribute leadership across the school community as a way to create and/or sustain students’ ability to meet or exceed academic and or behavioral growth and achievement targets.

Standard C2: Differentiated Professional Learning

Tennessee Standards for Professional Learning define the tenets for implementing and monitoring effective Differentiated Professional Learning. To see the standards in detail, go to

<http://www.tn.gov/sbe/policies.shtml>

Data: Professional learning that increases educator effectiveness and results for all students, uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. Examples include clearly articulating the critical link between increased student learning and educator professional learning.

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning. Examples include:

- Developing capacity for learning and leading at all levels support
- Providing constructive feedback to refine new practices
- Sustaining implementation of new educator practice and student learning through ongoing
- Facilitating implementation of knowledge and skills gained from professional learning activities
- Communicating expectations for implementing knowledge and skills gained from professional learning activities
- Monitoring implementation of knowledge and skills gained from professional learning activities

Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning. Examples include prioritizing, monitoring, and coordinating human, fiscal, material, technology, and time resources needed for professional learning to occur.

Standard C4: Teacher Leaders

The standards consist of seven domains describing the diverse and varied dimensions of teacher leadership and are in direct alignment with the national Teacher Leader Model Standards. To see the standards in detail, go to <http://www.tn.gov/sbe/policies.shtml>

Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning

Domain II: Accessing and Using Research to Improve Practice and Student Achievement

Domain III: Promoting Professional Learning for Continuous Improvement

Domain IV: Facilitating Improvements in Instruction and Student Learning

Domain V: Using Assessments and Data for School and District Improvement

Domain VI: Improving Outreach and Collaboration with Families and Community

Domain VII: Advocating for Student Learning and the Profession

Standard D3: Employee and Fiscal Management

Standard operating procedures: The term is defined by state and district policies related to specific laws that govern school operations, fiscal management, personnel, and safety procedures.