2018-19 TEAM Administrator Evaluator Recertification
The administrator evaluator will gain a deeper understanding of:

- How the TEAM Administrator rubric supports best practices (TILS) for instructional leadership
- The process, content, and purpose regarding administrator evaluation
- Selected indicators: Building Capacity, Data Analysis & Use, Ownership, and Evaluation
TENNESSEE SUCCEEDS.

1. Tennessee will rank in the top half of states on NAEP by 2019.
2. The average ACT score in Tennessee will be a 21 by 2020.
3. The majority of high school graduates from the class of 2020 will earn a postsecondary certificate, diploma, or degree.

STANDARDS | ASSESSMENT | ACCOUNTABILITY
Districts and schools in Tennessee will exemplify excellence and equity such that **all students** are equipped with the knowledge and skills to **successfully embark upon their chosen path in life.**
Tennessee Succeeds: Our Priorities

Early Foundations & Literacy
Building skills in early grades to contribute to future success

High School & Bridge to Postsecondary
Preparing significantly more students for postsecondary completion

All Means All
Providing individualized support and opportunities for all students with a focus on those who are furthest behind

Educator Support
Supporting the preparation and development of an exceptional educator workforce

District Empowerment
Providing districts with the tools and autonomy they need to make the best decisions for students
<table>
<thead>
<tr>
<th></th>
<th>Tennessee Succeeds: Our Big Goals</th>
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<tbody>
<tr>
<td>1</td>
<td>Tennessee will rank in the top half of states on the National Assessment of Educational Progress (NAEP) by 2019.</td>
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<tr>
<td>2</td>
<td>75 percent of Tennessee third graders will be proficient in reading by 2025.</td>
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<tr>
<td>3</td>
<td>The average ACT composite score in Tennessee will be a 21 by 2020.</td>
</tr>
<tr>
<td>4</td>
<td>The majority of high school graduates from the class of 2020 will earn a postsecondary certificate, diploma, or degree.</td>
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</table>
Our vision is to ensure that all students have access to an effective teacher and leader in every classroom and school in Tennessee.
Why do we evaluate administrators?

To provide high-quality school leaders with feedback that deepens skills and improves leader performance, thereby improving student learning.

Accurate evidence collection and scoring → High-quality feedback → Improved leader performance → Increased student learning
“The administrator evaluation encourages intensive, instructionally focused dialogue between myself and my administrators. It allows me to direct them to be more reflective in their practices. Reflection and the intensity of the practices in the rubric, will result in improved student achievement.”

Shawn Kimble, Superintendent of Lauderdale County Schools
Leadership Matters

- Amplify learning outcomes
  - **LEADERS HAVE A MULTIPLIER EFFECT**
  - 1 Principal
  - 20 Effective Teachers
  - 500 Student Successes
  - Approximate numbers based on national averages

- Attract great teachers
  - A high-quality principal will hire, develop and support talented teachers...
    - ...and 24 out of 25 teachers say that the number one factor in whether or not they stay at a school is their principal.
Impact of School Leaders

An effective principal accounts for 25 percent of a school’s impact on student gains.
Components of Administrator Evaluation

- Qualitative includes:
  - Evidence collection based on administrator evaluation rubric

- Quantitative includes:
  - Growth measure
    - School-wide or system-wide TVAAS
  - Achievement measure
    - Goal set by administrator and evaluator
Components of Administrator Evaluation

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  - **Achievement measure**
    - Goal set by administrator and evaluator
Components of Administrator Evaluation: Student Growth

- Single-year measures based entirely on the current year’s reporting.
- Weigh the value-added measures that are included in the composite according to the number of students associated with each value-added measure.
  - Six types of evaluation composites: Overall, Numeracy, Literacy, a combined Numeracy and Literacy, Science, and Social Studies
Components of Administrator Evaluation: Achievement

- What do administrator observers need to know about selecting/scaling an achievement measure?
  - The 15 percent achievement measure is a yearly goal set by the educator and his/her evaluator that is based on current year data

Scales should be determined with the following spirit in mind:

<table>
<thead>
<tr>
<th>Score</th>
<th>Equivalent Scale</th>
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<tbody>
<tr>
<td>1</td>
<td>0- ½ years of growth</td>
</tr>
<tr>
<td>2</td>
<td>½-1 years of growth</td>
</tr>
<tr>
<td>3</td>
<td>1- 1 ½ years of growth</td>
</tr>
<tr>
<td>4</td>
<td>1 ½ - 2 years of growth</td>
</tr>
<tr>
<td>5</td>
<td>2+ years of growth</td>
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</table>
Components of Administrator Evaluation: Observation of TILS

- Given the wide range of responsibilities administrators have, it is vital to **collect evidence over time** rather than in a single school visit.

- Evidence collection should include:
  - Multiple school visits
  - Multiple sources of evidence that include observation of practices and analysis of outcomes
  - Multiple observers whenever possible

- Evaluators should intentionally seek specific evidence to accurately score indicators and provide quality feedback.
Components of Administrator Evaluation: Observation of TILS

Cycle 1

- August–December
- First round of evidence collection focused on Standards A, B and C
  - First semester feedback conversation and scoring
- Scores for Standards A, B, and C submitted into TNCompass following feedback conversation
Components of Administrator Evaluation: Observation of TILS

Cycle 2

- January–May
- Second round of evidence collection focused on Standards A, B, C, and D
- Second semester feedback conversation and scoring
- Scores for Standards A, B, C and D submitted into TNCompass following second feedback conversation
Components of Administrator Evaluation: Scoring Methodology

- Scoring is designed to allow administrators to show growth over the course of a school year.

- Scoring in the first cycle only considers standards A, B, and C of the rubric. First cycle scores make up one-third of an administrator’s qualitative score.

- Scoring in the second cycle considers all four standards. Second cycle scores make up two-thirds of an administrator’s qualitative score.
Optional Versus Required Indicators

- Scoring standard D indicators is **optional** for assistant principals.

- However, unless there is a compelling reason **not** to score APs on standard D indicators, **all** indicators should be scored.

- Standards A, B, and C are mandatory for all administrators.
Local Decisions

- **Using survey data to inform scoring (required)**
  - Stakeholder surveys, especially those of teachers, are a valuable source of feedback for administrators. The Teacher Perception Survey is one available option, but it is not required. This is available on the [TEAM website](#).

- **Using self-reflections (optional)**
  - When used prior to feedback conversations, self-reflections are a great way to jump start reflective feedback conversations.

- **Using action plans (optional)**
  - Documenting specific, actionable feedback and agreeing to follow up at a specific times can help educators manage their own development throughout the year.
## Key Evaluation Deadlines

<table>
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<tr>
<th>Activity</th>
<th>Deadline</th>
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<tr>
<td>Growth and Achievement Selections</td>
<td>October 15</td>
</tr>
<tr>
<td>Cycle 1 evidence collection complete with scores submitted</td>
<td>January 18</td>
</tr>
<tr>
<td>Cycle 2 evidence collection complete with scores submitted</td>
<td>June 24</td>
</tr>
<tr>
<td>Bridge conference complete</td>
<td>Prior to first day of school in 2018-19</td>
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Summer

- Bridge conference

- Evaluators conduct a summative bridge conference with administrators to communicate a final score and to discuss **reinforcement and refinement areas** for the following school year.
The bridge conference consists of two parts:
- A **summative conference** evaluating qualitative evaluation data and **student** outcome data
- A **formative conference** setting individual growth plans and school goals for the administrator

Bridge conferences may be combined with other summer meetings such as school improvement planning or goal setting meetings, but should occur **after student** outcome data is available.
Understanding the TEAM Administrator Rubric
Informed by Tennessee leaders as well as deep research base on evaluation systems across the nation

Aligned to Tennessee Instructional Leadership Standards (TILS) that have been recently updated

Outlines skills, knowledge, and responsibilities that successful leaders should master

Four standards
- Instructional Leadership for Continuous Improvement
- Culture for Teaching and Learning
- Professional Learning and Growth
- Resource Management
Rubric Study

- **Instructions**: For the following indicators, compare the language in performance levels 5, 3, 1. Then, create differentiated “look fors” at each level.
  - Capacity Building
  - Data Analysis and Use
  - Ownership
  - Evaluation

- Capacity Building is modeled for you. See the following two slides.
  - The next slide uses highlights to differentiate between performance levels
  - The second slide describes what an administrator evaluator might expect to see in a building at each performance level
## Capacity Building

<table>
<thead>
<tr>
<th>Indicator</th>
<th>5</th>
<th>3</th>
<th>1</th>
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<tbody>
<tr>
<td><strong>A1: Capacity Building</strong></td>
<td><strong>Utilizes shared leadership practices to build capacity of nearly all educators for:</strong></td>
<td><strong>Builds capacity among educators for:</strong></td>
<td><strong>Builds limited or no capacity among educators for:</strong></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Developing an accurate understanding of Tennessee-adopted standards and instructional practices</strong></td>
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<td></td>
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<td></td>
<td><strong>Demonstrating fidelity to state and district-approved curriculum standards</strong></td>
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<td></td>
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<td><strong>Studying, analyzing, and evaluating approved curriculum resources, including texts</strong></td>
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<td></td>
<td></td>
<td></td>
<td><strong>Establishing a system for monitoring student work for rigor and curriculum alignment</strong></td>
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<td></td>
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<td><strong>Establishing collective accountability when making needed adjustments to deepen classroom rigor</strong></td>
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<td><strong>Maintaining shared accountability when making needed adjustments to deepen classroom rigor</strong></td>
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<td></td>
<td><strong>Maintaining a system for monitoring student work for rigor</strong></td>
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<td></td>
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<td><strong>Implementing on-going strategies and feedback for peers</strong></td>
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### Capacity Building- “Look Fors”

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Significantly Above Expectations</th>
<th>At Expectations</th>
<th>Significantly Below Expectations</th>
</tr>
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<tr>
<td>Capacity Building: Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted state standards</td>
<td>Through multiple data sources it is evident that… Educators in the building are proactively working together to identify ways to strengthen their understanding of standards and instructional practices …and Educators in the building are strategically providing ongoing support and feedback to one another.</td>
<td>Through multiple data sources 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 …and 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 …and Teachers are improving in their collaboration around ensuring classroom rigor</td>
<td>Through multiple data sources it is evident that… Teachers are struggling to implement state standards, curriculum resources, and instructional practices that lead to student success in meeting those standards in the classroom …and Teachers are struggling to produce student work that demonstrates rigor and/or struggling to use student work to make adjustments</td>
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*Through multiple data sources 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 …and 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 …and Teachers are improving in their collaboration around ensuring classroom rigor*
# Indicator “Look Fors”

<table>
<thead>
<tr>
<th>Indicator (Data Analysis &amp; Use, Ownership, Evaluation)</th>
<th>Significantly Above Expectations</th>
<th>At Expectations</th>
<th>Significantly Below Expectations</th>
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Evidence-based, high-quality feedback leads to improved leadership practices that, in turn, lead to increased student learning.

At minimum, include a feedback conversation during each evidence collection cycle.

Evaluators may elect to hold more than two feedback conversations during the school year.

Follow-up after feedback conversations on recommended changes in practice.
Selecting Areas of Reinforcement and Refinement

- Choose a performance area that will give you the “biggest bang for your buck” (i.e., areas that have the most impact on student achievement).

- Make sure that identified areas of refinement and reinforcement do not overlap.
  - E.g., do not cite Capacity Building as a refinement and reinforcement area.

- Choose areas for which you have specific and sufficient evidence.
Identify specific examples from your evidence notes for the area of reinforcement. Examples should contain exact quotes and vivid descriptions that evaluators observed and/or data that highlights key outcomes.

For example, if the area of reinforcement is Interventions, you might highlight the following:

– “In your faculty meeting on September 23, you set clear expectations for general education and special education teachers to collaborate.”

– “Your progress monitoring data indicates the literacy gap between special education and general education students has already shrunk 8 percent.”
Identify Examples: Refinement

- Identify specific examples from your evidence notes for the area of refinement. Examples should contain exact quotes and vivid descriptions that evaluators observed and/or data that highlights key outcomes.

- If your area of refinement is Leveraging Educator Strengths, you might highlight the following example:
  - “You stated earlier that you ask for volunteers to serve as grade level chairs. How might setting up specific criteria to select the grade level chairs rather than asking for volunteers for these positions affect the quality of your leadership team?”
Feedback Conversations

- **Introduction**
  - Include purpose of meeting, note timing in the school year, and ask a general question such as “How do you feel the school year is progressing so far?”

- **Reinforcement (area of relative strength)**
  - Ask a self-analysis question
  - Provide evidence from notes
  - To help establish the reinforcement area, you may ask: “Which area of strength, if leveraged, will have the greatest impact on student learning, teacher practice, and/or school improvement?”

- **Refinement (area of relative improvement)**
  - Ask a self-analysis question
  - Provide evidence from notes
  - Give a recommendation for future practice or district support
  - To help establish the refinement area, you may ask: “Which area of refinement, if leveraged, will have the greatest impact on student learning, teacher practice, and/or school improvement?”
Administrator Feedback Conversations

- Prepare a list of open-ended, reflective questions in advance of the post-conference.

- Begin the feedback conversation by communicating the purpose and goals of the conference.

- Emphasize administrator growth and improvement, not the need “to bring up school scores this year.”
Administrator Feedback Conversation

- Use formative and summative data to discuss patterns in leadership practices related to teacher effectiveness and student growth.

- Propose specific strategies, based on identified areas for growth, with clear “look fors” and timelines for regular check-ins.

- Delivering effective and ongoing feedback takes practice.
Developing Coaching Questions

What did you hear?

- Open-ended questions to prompt reflection and dialogue?
- Questions that aligned to language in the rubric?
- Questions that probed for specific evidence of performance outcomes?
Characteristics of a Highly Effective Feedback Conversation

- What characteristics did you notice?
- What role did the evaluator play?
- How did the administrator respond?
Expectations for the Year

- Please continue to communicate the purpose and expectations of the rubric with your administrators and colleagues.

- If you have questions about the rubric or evaluation process, please email TEAM.Questions@tn.gov.

- You **must** pass the certification test before you begin any administrator observations.
  - Conducting observations without passing the certification test is a grievable offense and will invalidate observation scores.
Immediate Next Steps

- Review the additional indicators of the TEAM Administrator Rubric.

- Continue to keep focused on expected outcomes of the evaluation process.

- Please remember:
  - You must pass the certification test before conducting observations.
  - Once you pass the certification test, print the certificate and submit it to your district HR representative.
Resources

E-mail

▪ Director, Educator Evaluation: Kaneal.Alexander@tn.gov
▪ Questions: TEAM.Questions@tn.gov
▪ Training: TNED.Registration@tn.gov

Websites

▪ EE PASS: Portal with professional development resources. www.eepass.org
▪ TEAM website: www.team-tn.org

Newsletters

▪ Weekly TEAM Updates: www.team-tn.org/resources/team-update/
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Excellence | Optimism | Judgment | Courage | Teamwork