



Department of
Education

**TEAM Administrator
Evaluator Training
2018-19**

Welcome to TEAM Training!

Name

Title/School and District

Email



We encourage you to share this experience on Twitter with
#eval4learning and **#TEAM4TN @TNedu**

Today's Learning Objectives

- Describe the Tennessee Educator Acceleration Model (TEAM) and its overarching purpose in Tennessee
- Demonstrate an understanding of evaluation policy
- Make connections within and between rubric domains
- Describe the expectations of leader practice as articulated in the TILS
- Identify evidence sources needed to accurately score indicators
- Examine high-quality, actionable feedback to school leaders

Norms

- Keep your focus on students and educators
- Be present and engaged.
 - Limit distractions and sidebar conversations.
 - If urgent matters come up, please step outside.
- Assume positive intentions when communicating with others
- Challenge with respect
- Be solutions-oriented.
 - For the good of the group, look for the possible.
- Risk productive struggle.
 - This is a safe space to get out of your comfort zone.



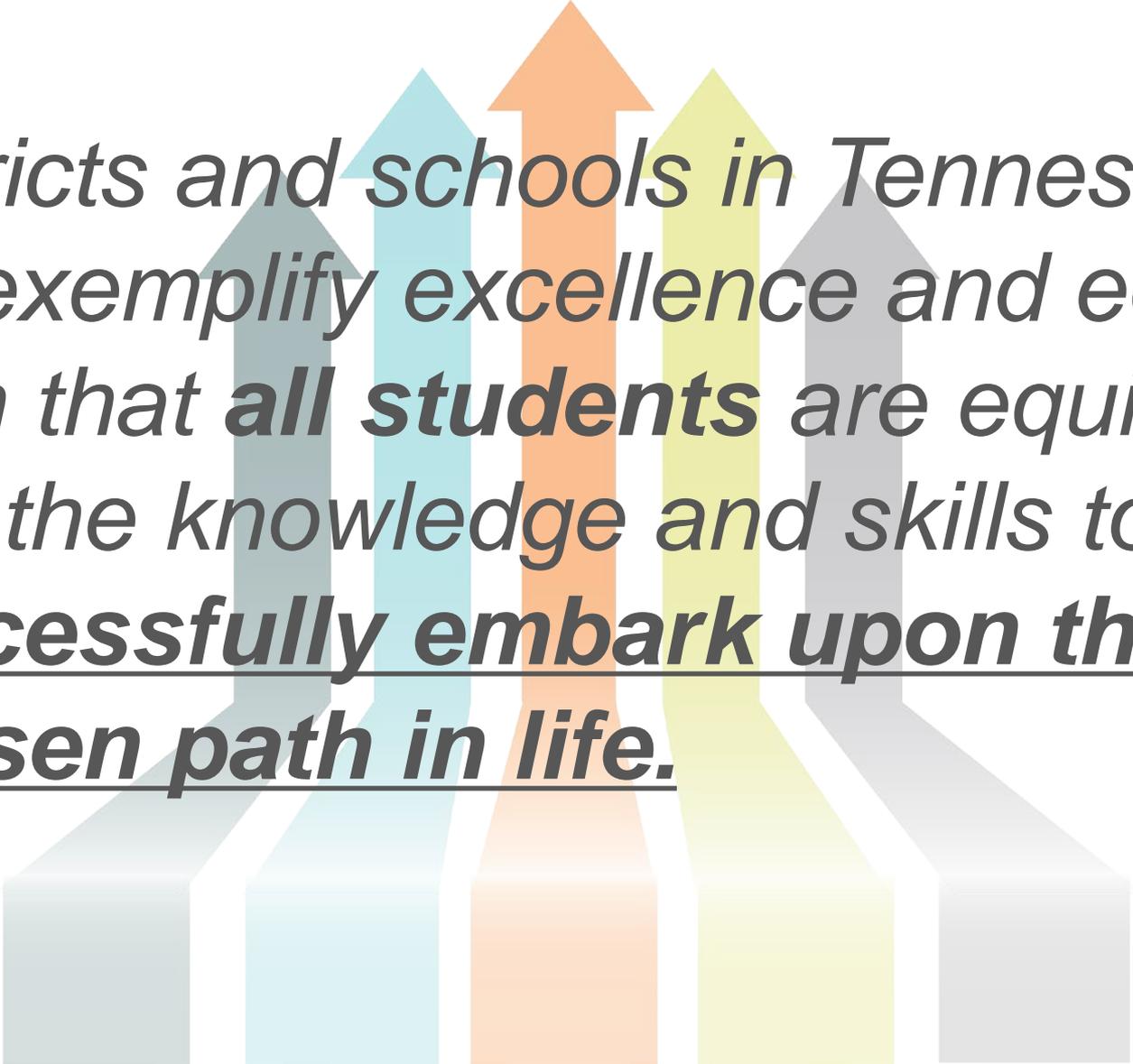
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Tennessee Succeeds

®

Tennessee Succeeds: Our Vision

The background features five large, upward-pointing arrows of varying heights and colors. From left to right, the colors are light blue, orange, light green, and grey. The arrows are positioned behind the text, with the central orange arrow being the tallest and most prominent.

*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

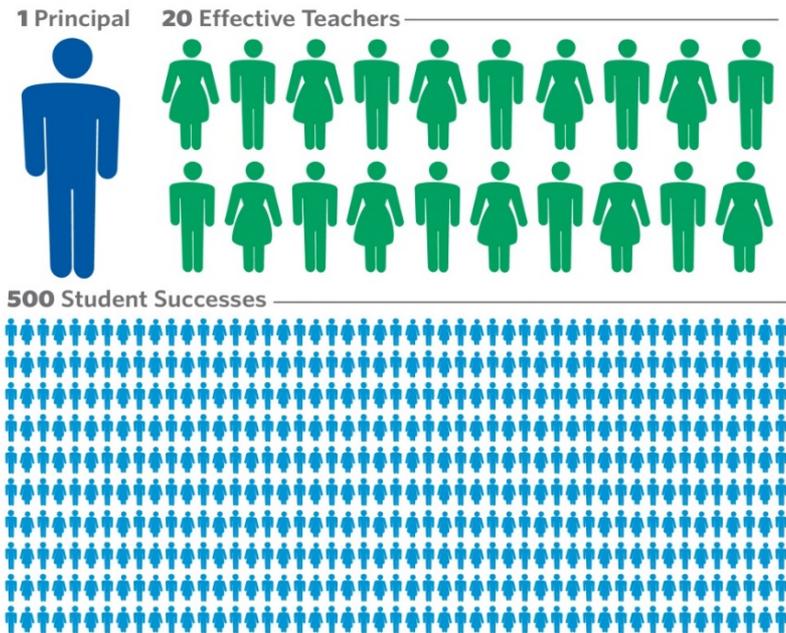
District Empowerment

Providing districts with the tools and autonomy they need to make the best decisions for students

Leadership Matters

- Amplify learning outcomes

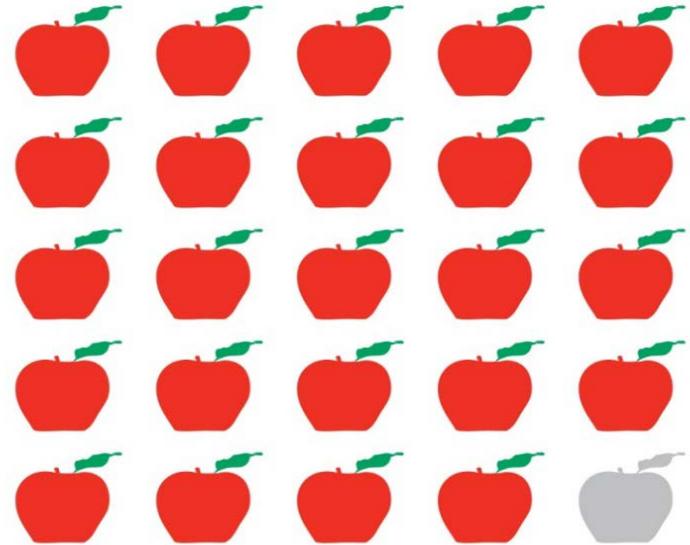
LEADERS HAVE A MULTIPLIER EFFECT



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.

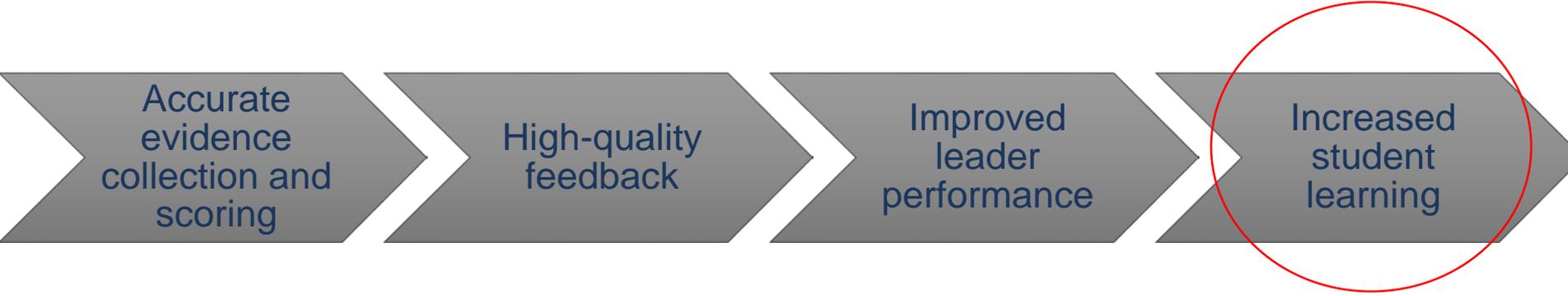
Impact of School Leaders

An effective principal accounts for 25 percent of a school's impact on student gains.

25%

Why Do We Evaluate Administrators?

To provide high-quality feedback that deepens skills and improves leader performance, leading to increased student learning.



Accurate
evidence
collection and
scoring

High-quality
feedback

Improved
leader
performance

Increased
student
learning

A Director of School's Perspective

“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

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**TEAM Theory of
Action**

®

TEAM: Theory of Action

- If TEAM is implemented rigorously, transparently, credibly, and equitably and is utilized as a model for continuous improvement then educators will believe in and utilize TEAM to improve educational outcomes for all.

TEAM: Rigor

- Rigor: quality that leads to **success** is in meeting consistently **high standards**
 - Tennessee Instructional Leadership Standards (TILS): research-based/proven standards of instructional leadership
 - Standard A: instructional leadership for continuous improvement
 - Standard B: culture for teaching and learning
 - Standard C: professional learning & growth
 - Standard D: resources management
 - described at five differentiated levels of performance
 - Includes evidence of student performance

TEAM: Rigor

- Through TEAM, leaders are held accountable for student performance through multiple measures:
 - School improvement based on the current year’s school-wide TVAAS reporting
 - School improvement based on student achievement between two or more points in time based on a full year’s instructional support
 - School improvement based on the implementation of leadership practices articulated in the TILS

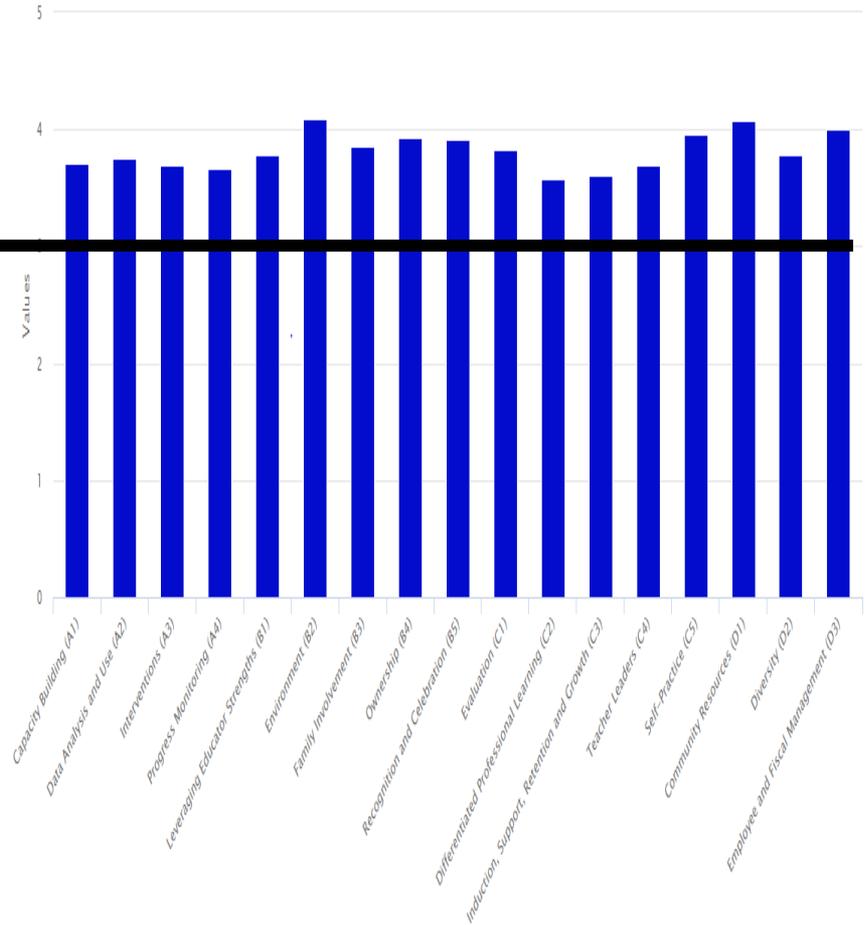
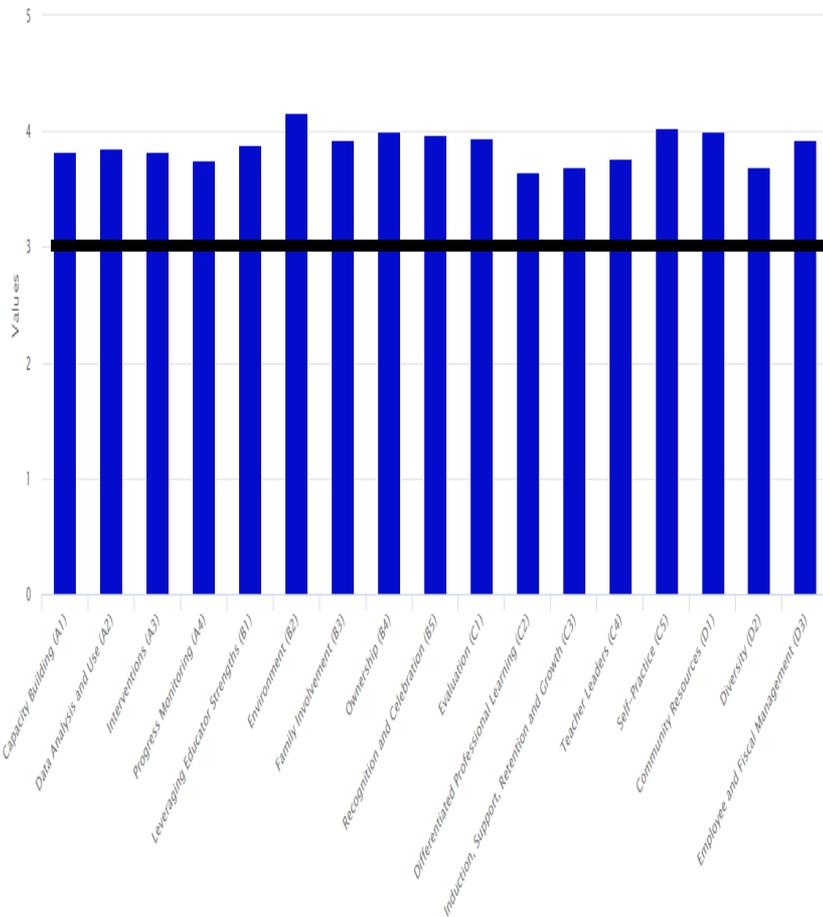
TEAM: Transparency

- Transparency: expectations are clear and include descriptions, criteria, and model exemplars.
 - TEAM fosters transparency to ensure that teacher and student performance continually improves through the work of excellent leaders
 - Ongoing, deliberate, meaningful, and timely feedback
 - Feedback is communicated through quantitative and qualitative data

Quantitative Feedback: Indicator Average

2016-17

2017-18



Quantitative Feedback: Misalignment



Table 3a. Misalignment between TVAAS Individual Growth and Average Observation Scores (2016-17)		
	Teachers Misaligned by Three or More Levels	Percent Misaligned by Three or More Levels
State	3280	4.00%

Note: Table includes teachers with both individual growth and observation scores.

Table 3b. Misalignment between TVAAS Schoolwide Growth and Average Observation Scores (2016-17)		
	Administrators Misaligned by Three or More Levels	Percent Misaligned by Three or More Levels
State	705	22.0%

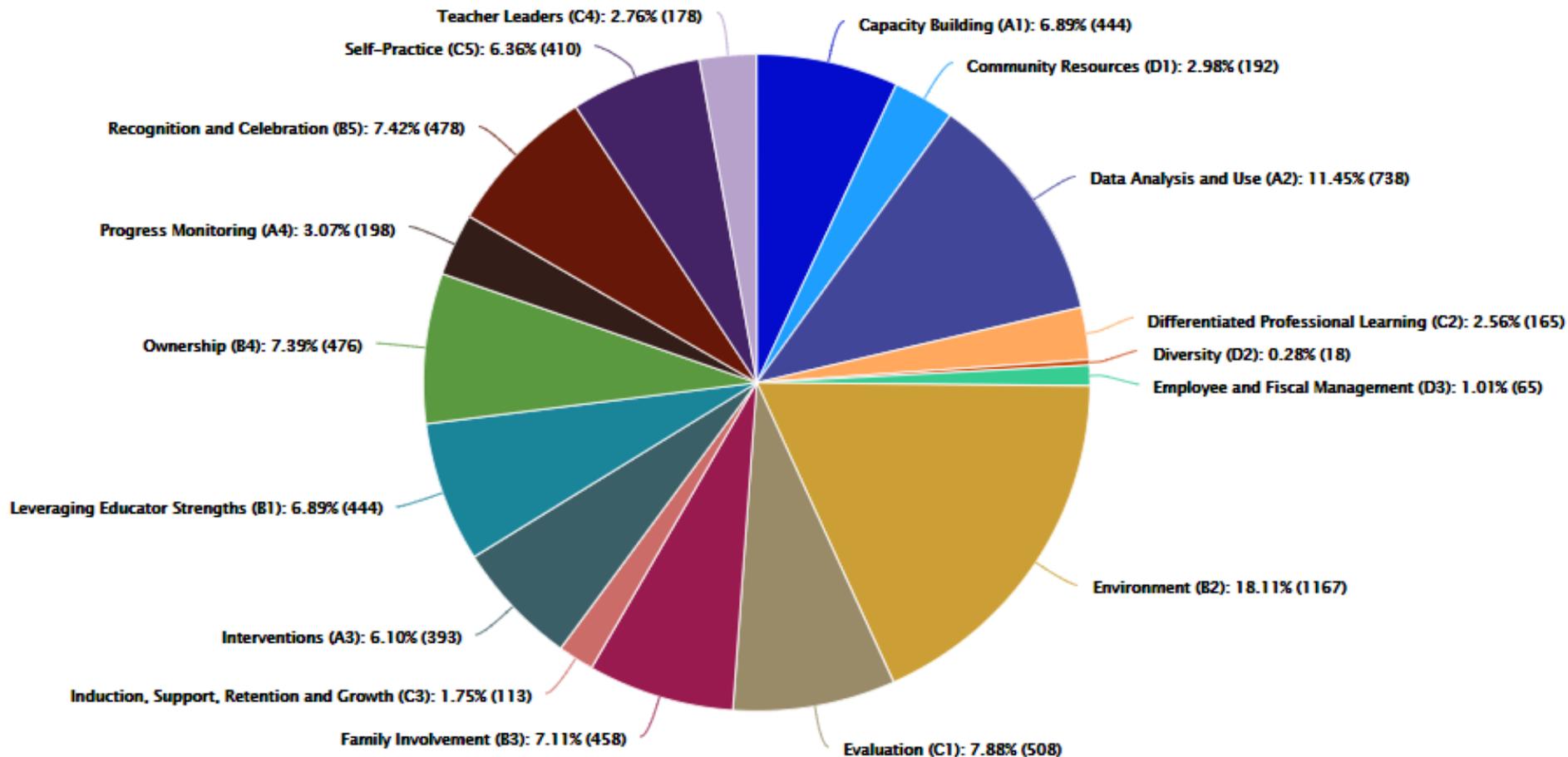
Note: Table includes administrators (principals and assistant principals) with both schoolwide growth and observation scores.

Qualitative Feedback: Reinforcement

Observation Reinforcement Breakdown (17 records)

Chart Type:

Pie Chart

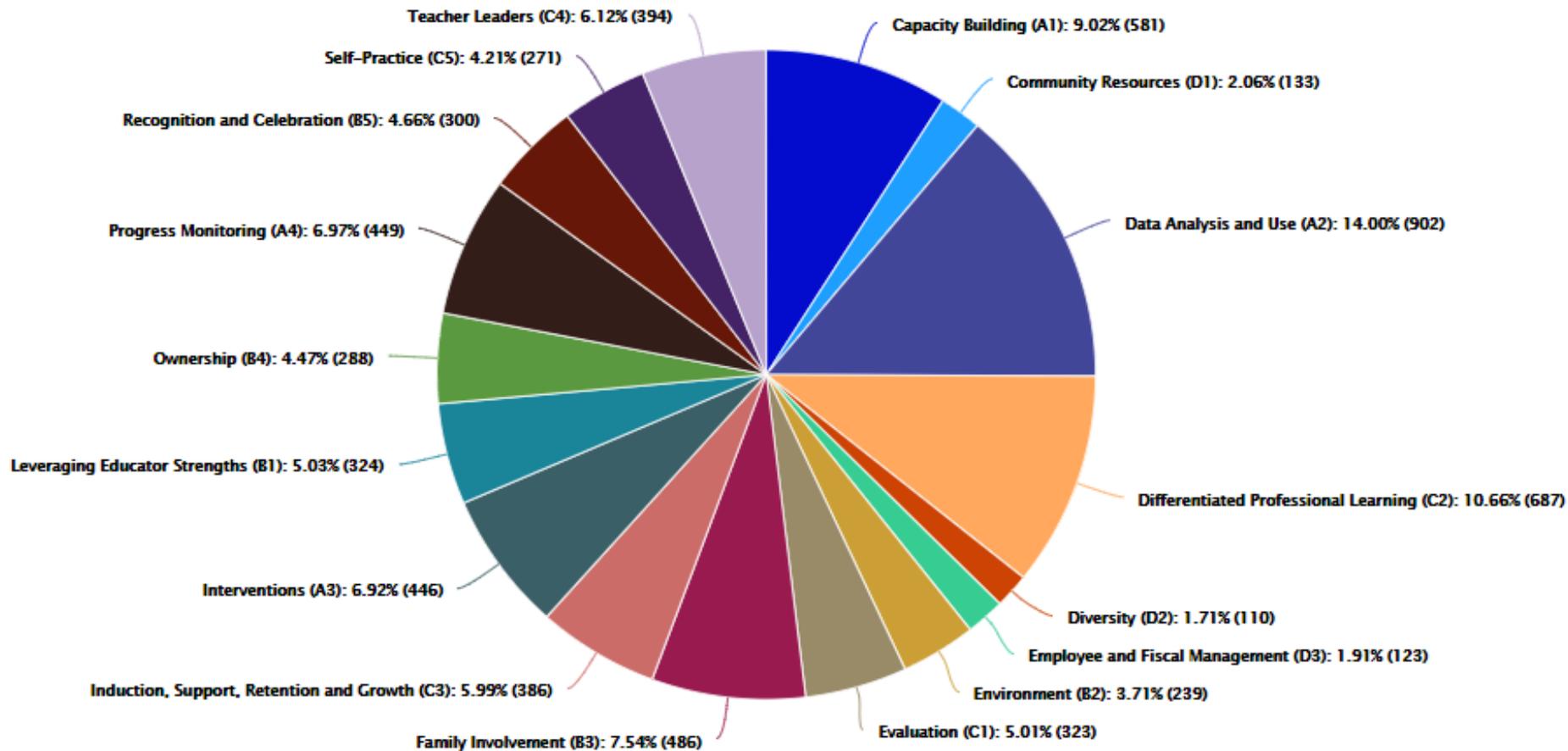


Qualitative Feedback: Refinement

Observation Refinement Breakdown (17 records)

Chart Type:

Pie Chart



Rigor and Transparency: Meaningful Feedback

What does it mean to conduct rigorous and transparent evaluations of school leadership?

Why is it critical that those who evaluate school leaders do so rigorously and transparently?

TEAM: Credible

- To ensure trust in the evaluation process and effectively support leaders, evaluators must be highly trained to ensure that the process is rigorous and transparent.
 - Training, both initially and periodically, is critical.

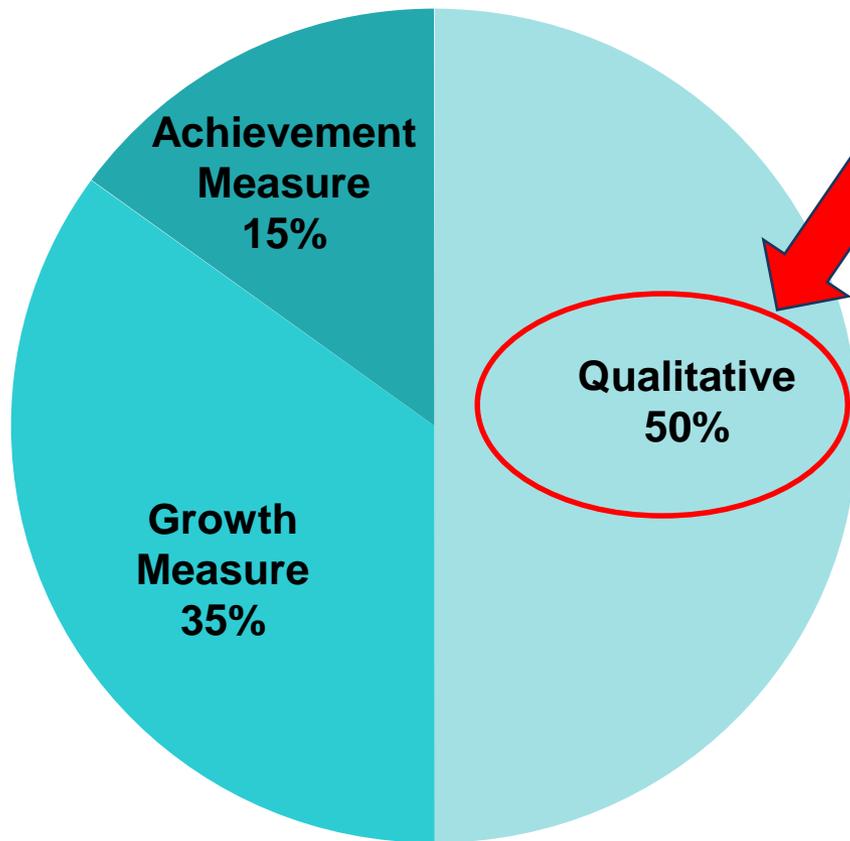
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The Administrator Evaluation Process

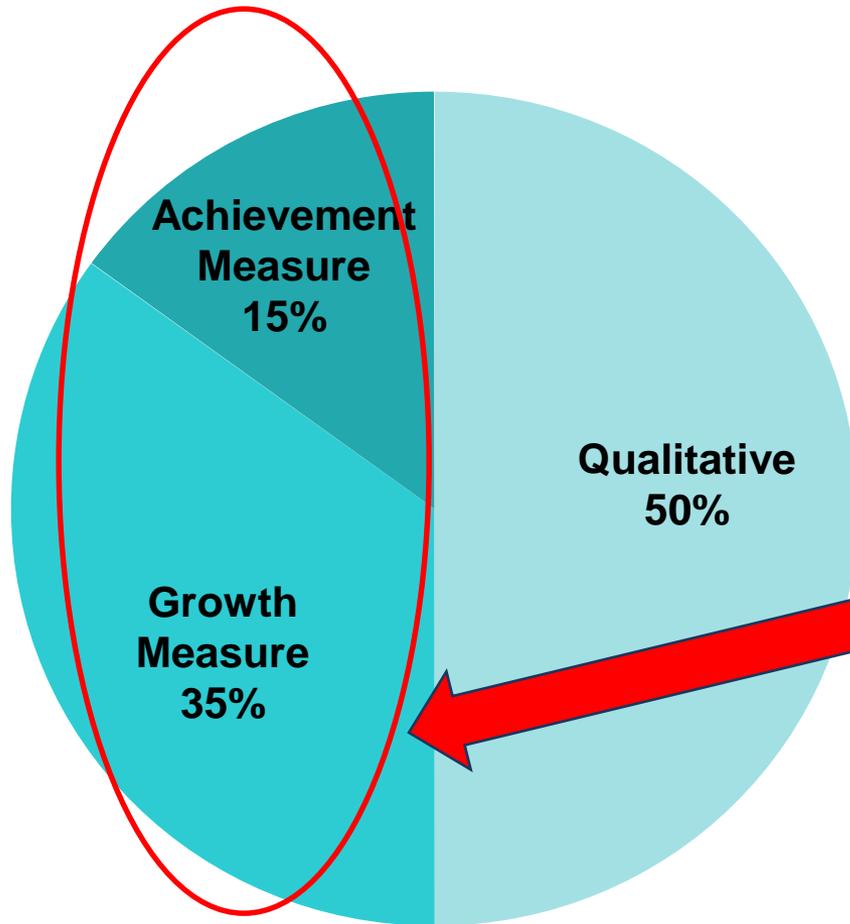
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Components of Evaluation: Administrators



- **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 Evaluation: Administrators



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Components of Administrator Evaluation: Student Growth

- Single-year TVAAS measure based entirely on the current year's reporting.
 - Calculated by weighing 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.
- Growth measure is entered into TNCompass.

Components of Administrator Evaluation: Student Achievement

- Achievement is a point-in-time measure of performance against a standard. As part of administrator evaluation, it is based on a number of approved measures.
- As per state board policy, the selected achievement measure should be as closely aligned to the educator's school/classroom assignment as possible.
- Appropriate categories for school leaders include state assessment, overall TVAAS, ACT, and graduation rate.

Achievement: State Assessment

State Assessments

Assessment Name	Classroom Level	Grade Level	School Level	System Level
*EOC: Algebra I or II	•	•	•	•
*EOC: Biology I	•	•	•	•
*EOC: Chemistry I	•	•	•	•
*EOC: English I, II, or III	•	•	•	•
*EOC: Geometry I	•	•	•	•
*EOC: Integrated Math I, II, or III	•	•	•	•
*EOC: US History	•	•	•	•
*TCAP: Composite	•	•	•	•
*TCAP: Math	•	•	•	•
*TCAP: ELA	•	•	•	•
*TCAP: Science (5-8 only)	•	•	•	•
TCAP: ALT	•	•	•	•
MSAA	•	•	•	•
WIDA ACCESS	•	•	•	•
Grade 2 Composite	•	•	•	•
Grade 2 ELA	•	•	•	•
Grade 2 Math	•	•	•	•

- Administrators can select a state assessment on which to create an achievement target. Often this achievement target is aligned to an annual measurable objective (AMO) for the school.
- Currently, all AMO targets are based on a goal of reducing by 50 percent in eight years the percent of students who are not on track for state assessments.

Achievement Measure: Overall TVAAS

Overall school-wide TVAAS, which is a single-year measure, can be selected to serve as an achievement measure.

Overall TVAAS		
Assessment Name	School Level	System Level
⁰ Composite	•	•
⁰ Literacy	•	•
⁰ Literacy and Numeracy	•	•
⁰ Numeracy	•	•
⁰ Science	•	•
⁰ Social Studies	•	•
CTE Concentrators		
⁰ CTE Concentrator	•	•
⁰ CTE Concentrator: Literacy	•	•
⁰ CTE Concentrator: Literacy and Numeracy	•	•
⁰ CTE Concentrator: Numeracy	•	•
⁰ CTE Concentrator: Science	•	•
⁰ CTE Concentrator: Social Studies	•	•
CTE Students		
⁰ CTE Students	•	•
⁰ CTE Students: Literacy	•	•
⁰ CTE Students: Literacy and Numeracy	•	•
⁰ CTE Students: Numeracy	•	•
⁰ CTE Students: Science	•	•
⁰ CTE Students: Social Studies	•	•
Early Grades		
⁰ Early Grades Composite	•	•
⁰ Early Grades Literacy	•	•
⁰ Early Grades Literacy and Numeracy	•	•
⁰ Early Grades Numeracy	•	•

Overall TVAAS		
Assessment Name	School Level	System Level
EOC		
⁰ EOC Composite	•	•
⁰ EOC Literacy	•	•
⁰ EOC Literacy and Numeracy	•	•
⁰ EOC Numeracy	•	•
⁰ EOC Science	•	•
⁰ EOC Social Studies	•	•
TCAP		
⁰ TCAP Composite	•	•
⁰ TCAP Literacy	•	•
⁰ TCAP Literacy and Numeracy	•	•
⁰ TCAP Numeracy	•	•
⁰ TCAP Science (grades 5-8 only)	•	•
⁰⁶ TCAP Social Studies (grades 5-8 only)	•	•
TCAP/EOC		
⁰ TCAP/EOC Composite	•	•
⁰ TCAP/EOC Literacy	•	•
⁰ TCAP/EOC Literacy and Numeracy	•	•
⁰ TCAP/EOC Numeracy	•	•
⁰⁷ TCAP/EOC Science (includes grades 5-8 and EOC data)	•	•
⁰ TCAP/EOC Social Studies (includes grades 5-8 and EOC data)	•	•

Achievement-ACT & Graduation Rate

- ACT or grade graduation rate can be selected to serve as an achievement measure. Scaling is a local decision.

- Example

Score	Description
1	decreased by more than ___ points
2	decreased by more than ___ points and less than ___ points
3	increased by no more than ___ points or decreased by no more than ___ point.
4	increased by more than ___ points and no more than ___ points
5	increased by more than ___ points

Components of Administrator Evaluation: Observation of TILS

- Evaluators should intentionally seek specific evidence to accurately score indicators and provide quality feedback.
- 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

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 (Resource Management) indicators is **optional** for Assistant Principals based on the structure of responsibilities.
- **Scoring of standards A, B, and C is mandatory for all administrators.**

Local Decisions

- **The use of survey data to inform scoring is required.**
 - Stakeholder surveys, especially that of teachers, are a valuable source of feedback for administrators. The Teacher Perception Survey is one available option, but it is not required. More information is available on the [TEAM website](#).
- **The use of administrator self-reflection is optional.**
 - When used prior to feedback conversations, self-reflections are a great way to jump start reflective feedback conversations.
- **The development of administrator action plans is optional.**
 - Documenting specific, actionable feedback and agreeing to follow up at a specific times can help administrators improve throughout the year.

Key Evaluation Deadlines

Activity	Deadline
Growth and Achievement Selections	October 15
Cycle 1 evidence collection complete with scores submitted	January 15
Cycle 2 evidence collection complete with scores submitted	June 24
Bridge conference complete	Prior to first day of school in 2018-19

Administrator Evaluation Process: Feedback

- 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.

Break

- Please enjoy a 10 minute break

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Understanding the Standards (TILS)

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

- An ethical and effective instructional leader facilitates professional practice that continually improves student learning.

- **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 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 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.

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

- Capacity Building
- Data Analysis & Use
- Interventions
- Progress Monitoring

- **Standard C: Professional Learning and Growth**

- Evaluation
- Differentiated Professional Learning
- Induction, Support, Retention, & Growth
- Teacher Leaders
- Self-Practice

- **Standard B: Culture for Teaching and Learning**

- Leveraging Educator Strengths
- Environment
- Family Involvement
- Ownership
- Recognition & Celebration

- **Standard D: Resource Management**

- Community Resources
- Diversity
- Employee & Fiscal Management

TILS

- At your table, review the TILS draft policy document, as well as the introduction and glossary of terms (p. 14) included with TEAM Administrator Evaluation Rubric document.
 - What key concepts or ideas do you think are important and worth holding on to from the text?
 - Draft a 30 second “in a nutshell” in which you differentiate between the TILS.
 - **Instructional Leadership for Continuous Improvement**
 - **Culture for Teaching and Learning**
 - **Professional Learning and Growth**
 - **Resource Management**

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**Understanding the
TEAM Administrator
Rubric**

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TEAM Administrator Rubric

- Aligned 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
- Intended to help engage educators in reflective dialogue among and between peers and evaluators to improve practice

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**Standard A:
Instructional Leadership
for Continuous
Improvement-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
<p>A1: Capacity Building</p> <p>Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted standards</p>	<p>Utilizes shared leadership practices to build capacity of nearly all educators for:</p> <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 	<p>Builds capacity among educators for:</p> <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 	<p>Builds limited or no capacity among educators for:</p> <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 	<p>Practice/Observation</p> <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) <p>Outcomes</p> <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



Standard A: Instructional Leadership for Continuous Improvement



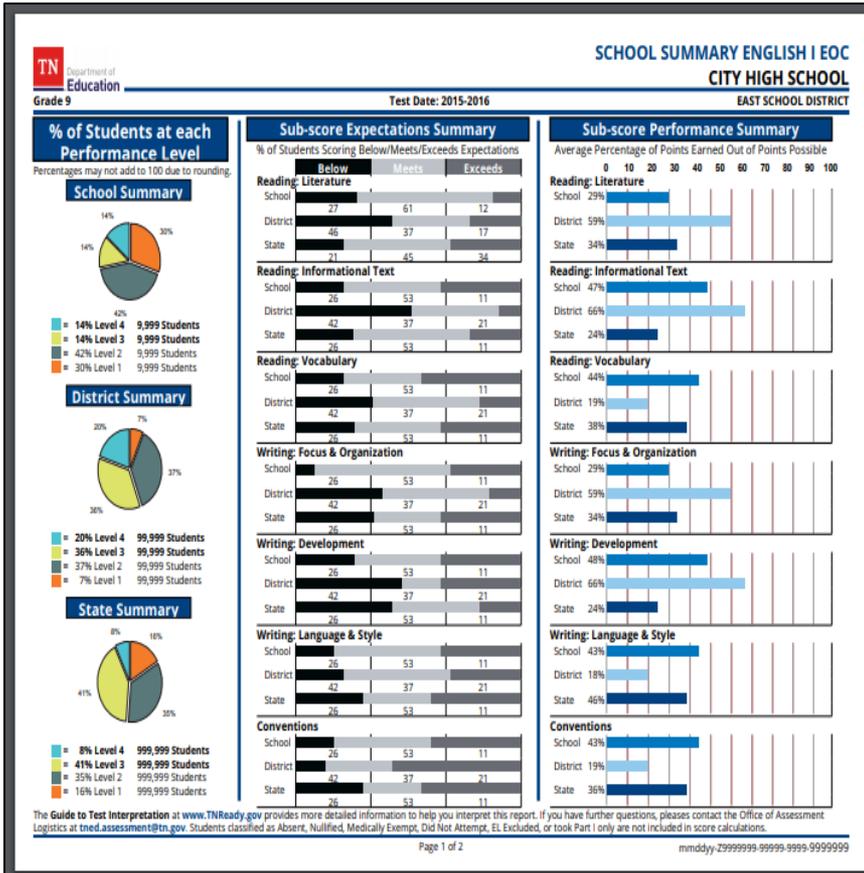
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Indicator	5 Significantly Above Expectations	3 At Expectations	1 Significantly Below Expectations
<p>A1: Capacity Building</p> <p>Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted standards</p>	<p>Through multiple data sources it is evident that...</p> <p>Educators in the building are proactively working together to identify ways to strengthen their understanding of standards and instructional practices</p> <p>...and</p> <p>Educators in the building are proactively working together to ensure that students are engaged in and successfully meeting the appropriate level of rigor of the standards and curriculum</p> <p>...and</p> <p>Educators in the building are strategically providing ongoing support and feedback to one another.</p>	<p>Through multiple data sources it is evident that...</p> <p>Teachers are improving in their implementation of state standards and the instructional practices that lead to student success in meeting those standards</p> <p>...and</p> <p>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</p> <p>...and</p> <p>Teachers are improving in their collaboration around ensuring classroom rigor</p>	<p>Through multiple data sources it is evident that...</p> <p>Teachers are struggling to implement state standards, curriculum resources, and instructional practices that lead to student success in meeting those standards in the classroom</p> <p>...and</p> <p>Teachers are struggling to produce student work that demonstrates rigor and/or struggling to use student work to make adjustments</p>

Capacity Building: Where should I “look for” evidence?

- What are the sources of data (quantitative and qualitative) that would 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?
- Those are the sources of evidence you should consider when rating this indicator.
- Those are the sources of evidence you should share with school leaders when providing feedback and support.

School Summary Report



Grade 9

SCHOOL SUMMARY ENGLISH I EOC
CITY HIGH SCHOOL
 EAST SCHOOL DISTRICT

Test Date: 2015-2016

	Number Tested	Average Scale Score	PERFORMANCE LEVEL							
			LEVEL 1 (200 - 250)		LEVEL 2 (251 - 300)		LEVEL 3 (301 - 350)		LEVEL 4 (351 - 400)	
			#	%	#	%	#	%	#	%
TENNESSEE	999,999	999	999	100	999	100	999	100	999	100
EAST SCHOOL DISTRICT	99,999	999	999	100	999	100	999	100	999	100
CITY HIGH SCHOOL	99,999	999	999	100	999	100	999	100	999	100
ALASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
BLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
CLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
DLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
ELASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
FLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
GLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
HLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
ILASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
JLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
KLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
LLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
MLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
NLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
OLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
PLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
QLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
RLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
SLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100
TLASTNAME, FIRSTNAME - TAGID	9,999	999	999	100	999	100	999	100	999	100

Students classified as Absent, Nullified, Medically Exempt, Did Not Attempt, EL Excluded, or took Part 1 only are not included in score calculations. Percentages may not add to 100 due to rounding.

Page 2 of 2 mmddyy.Z9999999-9999-9999-99999999

Standards Analysis Reports

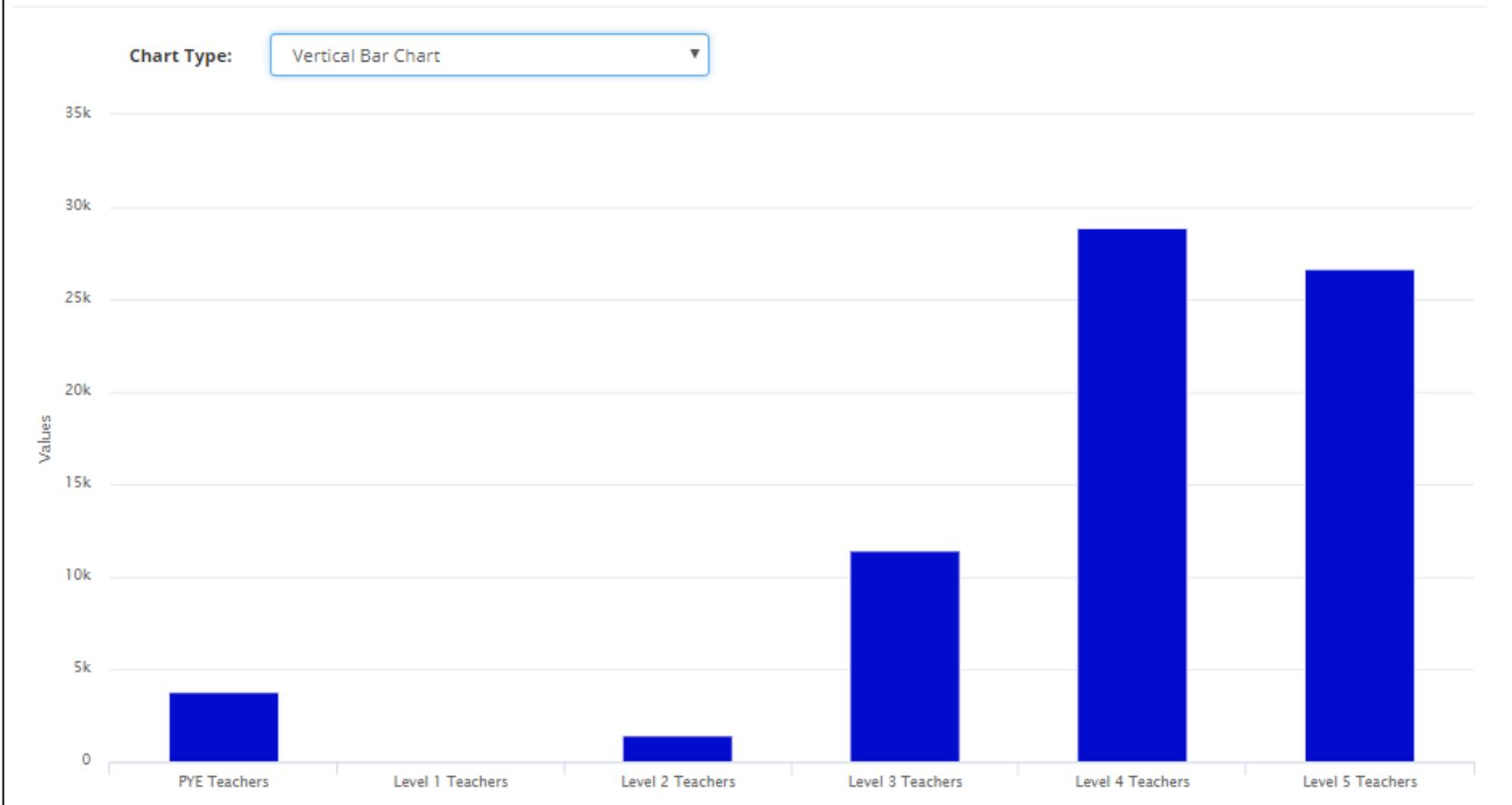
		CLASS STANDARDS ANALYSIS SUMMARY REPORT ALGEBRA II EOC						
Total Students Tested in Class: 99		Administrator: LASTNAME, FIRSTNAME - TAGID			CITY HIGH SCHOOL			
Total Number of Items on Test: 99		Test Date: 2015-2016			CITY SCHOOLS DISTRICT			
<p>This Standards Analysis Class Report provides information on how the students in this class grouping performed on the standards assessed on the test for this content area. The Score Points Possible for Class assumes every student with a valid test score answered every tested item correctly, with each student earning all score points available. The Score Points Earned by Class is the sum of the points for correct answers actually earned by all students. The Percent of Score Points Earned by Class, 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 the collectively earned.</p>								
Standard	Number of Tested Items for Standard	Score Points Available for Standard	Score Points Possible for Class	Score Points Earned by Class	Percent of Score Points Earned by CLASS	Percent of Score Points Earned by SCHOOL	Percent of Score Points Earned by DISTRICT	Percent of Score Points Earned by STATE
A-APR.2	2	2	50	44	88%	65%	76%	88%
A-APR.3	1	1	25	23	92%	57%	87%	92%
A-REL.2	2	3	75	57	76%	76%	61%	57%
A-REL.7	1	2	50	40	80%	53%	80%	76%
A-REL.11	3	4	100	75	75%	75%	57%	49%
A-SSE.3	1	5	125	123	98%	76%	53%	61%
A-SSE.4	1	2	50	48	96%	85%	96%	77%
F-BF.1	1	1	25	24	96%	57%	96%	96%
F-BF.1b	1	3	75	65	87%	61%	88%	87%
F-BF.2	1	1	25	24	96%	49%	96%	88%
F-BF.4a	1	1	25	24	96%	88%	96%	53%
F-LE.2	2	3	75	57	76%	77%	67%	88%
F-LE.4	3	4	100	75	75%	87%	75%	49%
G-GPE.2	2	4	100	91	91%	53%	76%	91%
N-CN.1	2	5	125	117	94%	94%	87%	67%
N-CN.2	1	1	25	23	92%	67%	92%	61%
N-RN.2	2	3	75	65	87%	88%	76%	87%
S-IC.1	1	2	50	45	90%	90%	67%	88%
S-IC.4	2	2	50	35	70%	61%	53%	70%

The [Guide to Test Interpretation at www.TNReady.gov](http://www.TNReady.gov) provides more detailed information to help you interpret this report. If you have further questions, please contact the Office of Assessment Logistics at tned.assessment@tn.gov.

Page 1 of 1 emddy-2000020-0000-0000-00000000

TNCompass

Overall Effectiveness Ratings (72367 records)



Tennessee Educator Survey

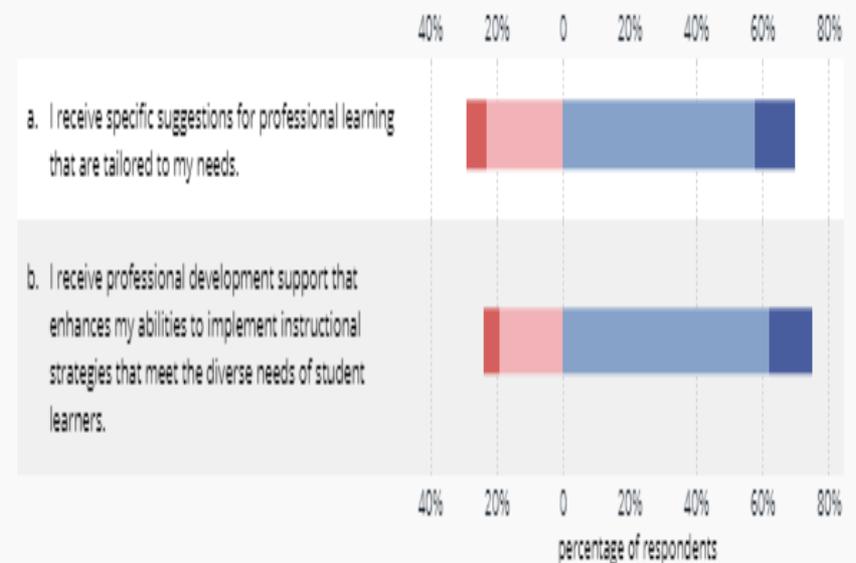
Please indicate the extent to which you agree or disagree with the following statements regarding school leadership in your school.

■ Strongly Disagree ■ Disagree ■ Agree ■ Strongly Agree

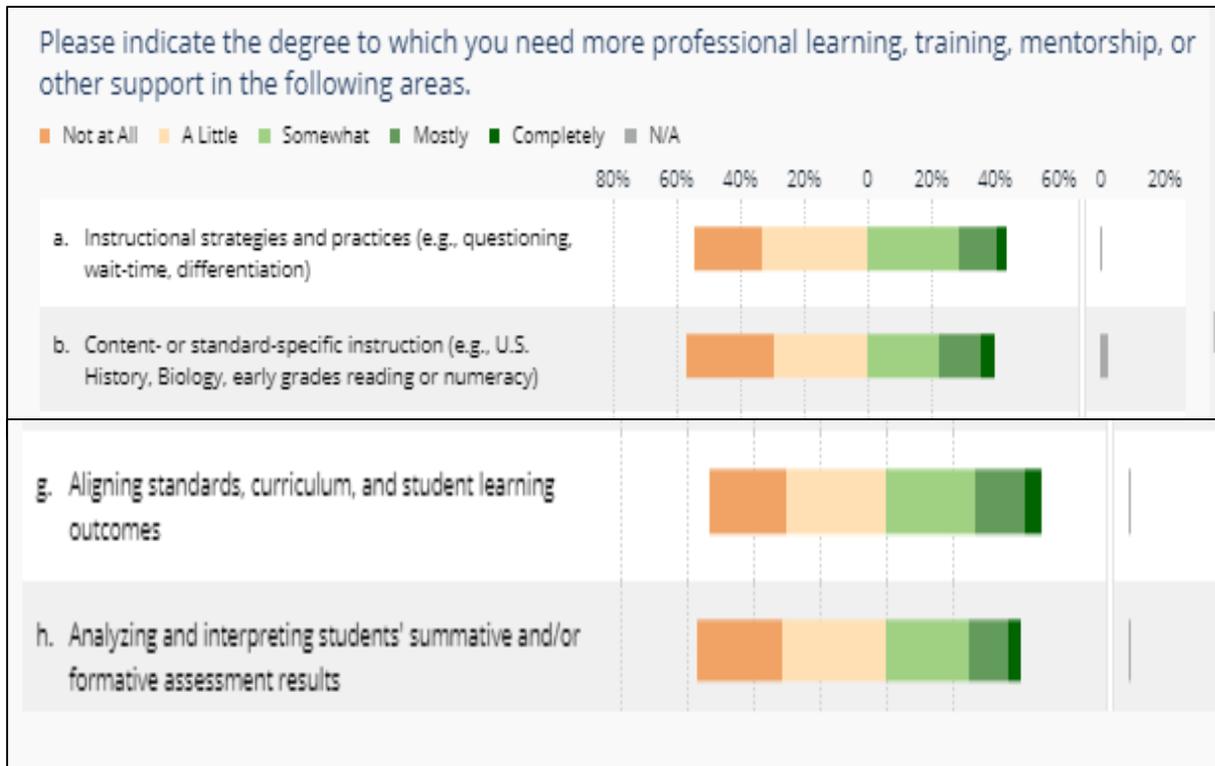


Please indicate the extent to which you agree or disagree with the following statements regarding professional learning.

■ Strongly Disagree ■ Disagree ■ Agree ■ Strongly Agree



Tennessee Educator Survey



A1: Capacity Building Debrief

- At your table, discuss the following:
 - what you have learned about the expectations for this indicator
 - what you have learned about evidence collection for this indicator
 - what you have learned about how to build your knowledge of other indicators on the rubric

Lunch

- Please enjoy a 1 hour lunch.

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TN

**Standard C: Professional
Learning & Growth-
Evaluation**

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Examination Process

- Step 1: Read the standard and description of the indicator.
- Step 2: Read and consider the meaning of the indicator in its entirety at performance level 3.
- Step 3: Differentiate between the performance levels by identifying unique elements in each.

Standard C: Professional Learning & Growth			
Indicator	5	3	1
<p>C1: Evaluation</p> <p>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</p>	<p>In addition to Level 3 descriptors:</p> <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 	<p>Limited or no use of:</p> <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 educators strengths and growth opportunities]

Examination Process: Reflection

- In a nutshell, what is the key different in the performance levels for this indicator?
- How is the overall structure of this indicator different from the Capacity Building structure?
- How is the structure of performance level 5 for this indicator different from performance level 5 in Capacity Building?

Standard C: Professional Learning & Growth			
Indicator	5	3	1
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 	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 educators strengths and growth opportunities

C1 Evaluation: Where should I “look for” evidence?

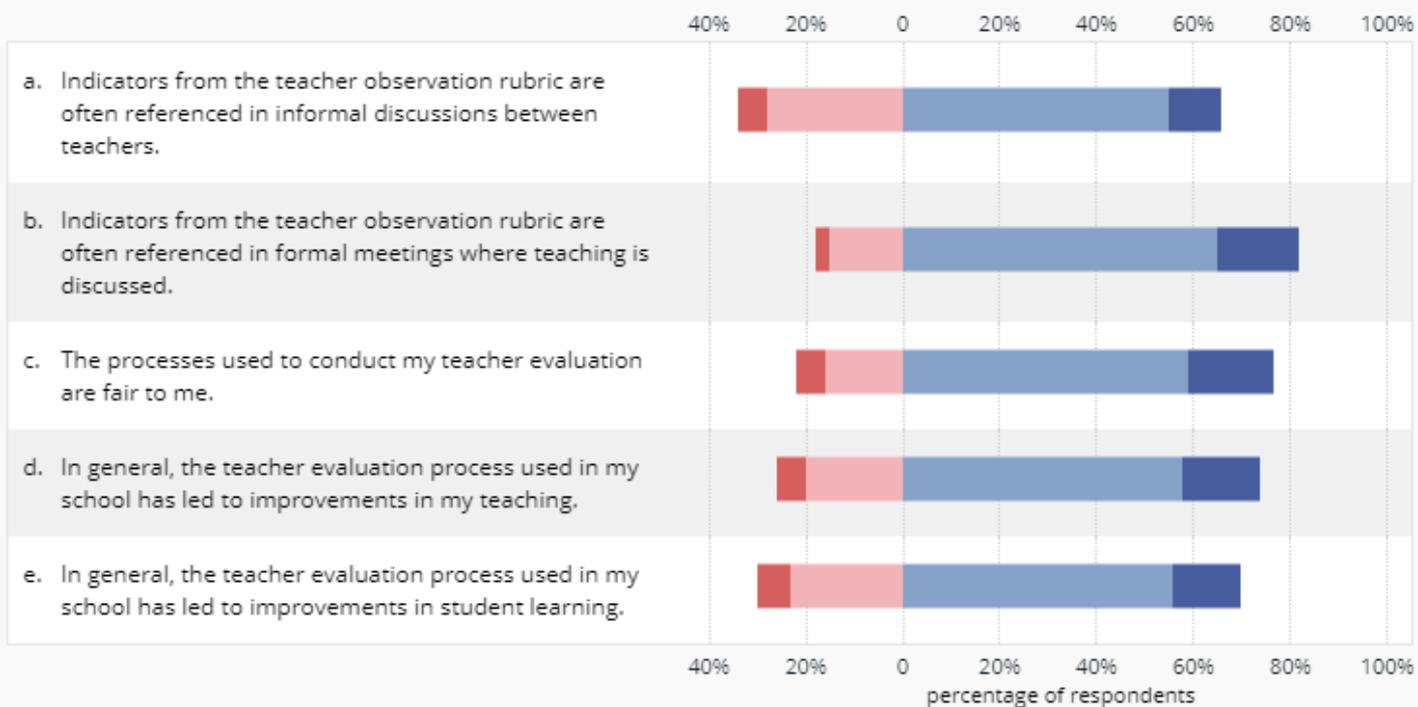
- What are the sources of data (quantitative and qualitative) that would indicate that leaders are...
 - encouraging teachers to use evaluation for professional learning?
 - meeting evaluation timelines for feedback?
 - providing follow-up support?
 - finalizing all required observations?
 - conducting summative conferences?
 - gathering balanced evidence of teaching and learning in observations?
 - scoring accurately?
 - using the rubric to structure feedback?
 - offering specific, actionable feedback recommendations connected to improve student achievement?
 - facilitating the implementation of recommended improvement strategies?
 - using evaluation data to determine trends and assess educators strengths and growth opportunities?

TN Educator Survey

Teacher Evaluation and Instructional Improvement

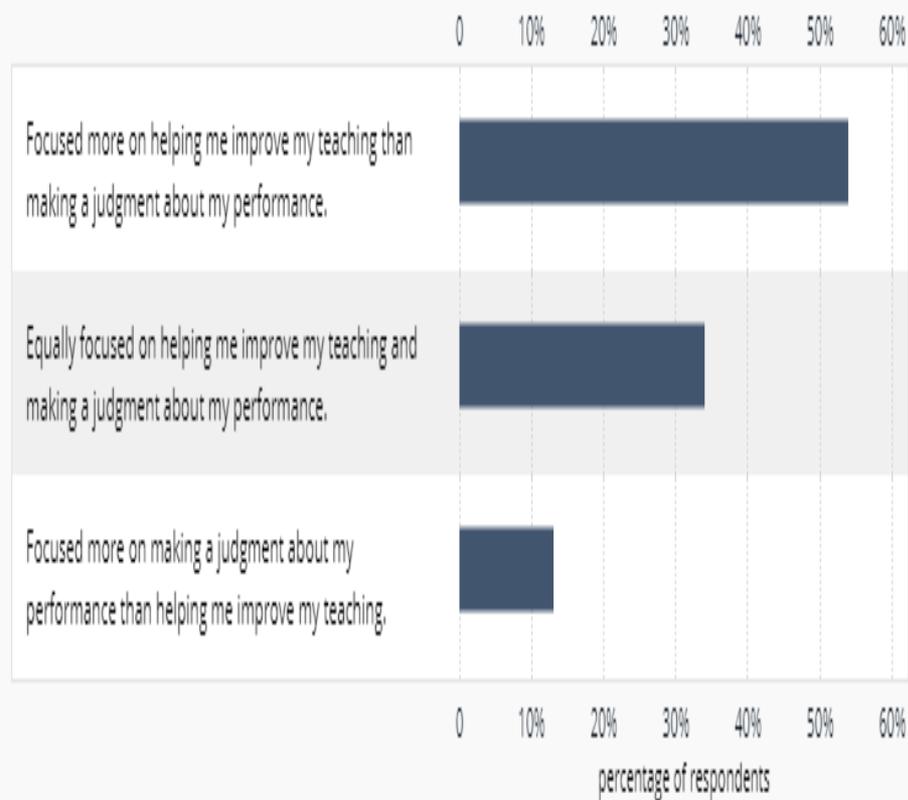
Please indicate the extent to which you agree or disagree with the following statements regarding the teacher evaluation process used in your school during this school year (2016-2017).

■ Strongly Disagree ■ Disagree ■ Agree ■ Strongly Agree



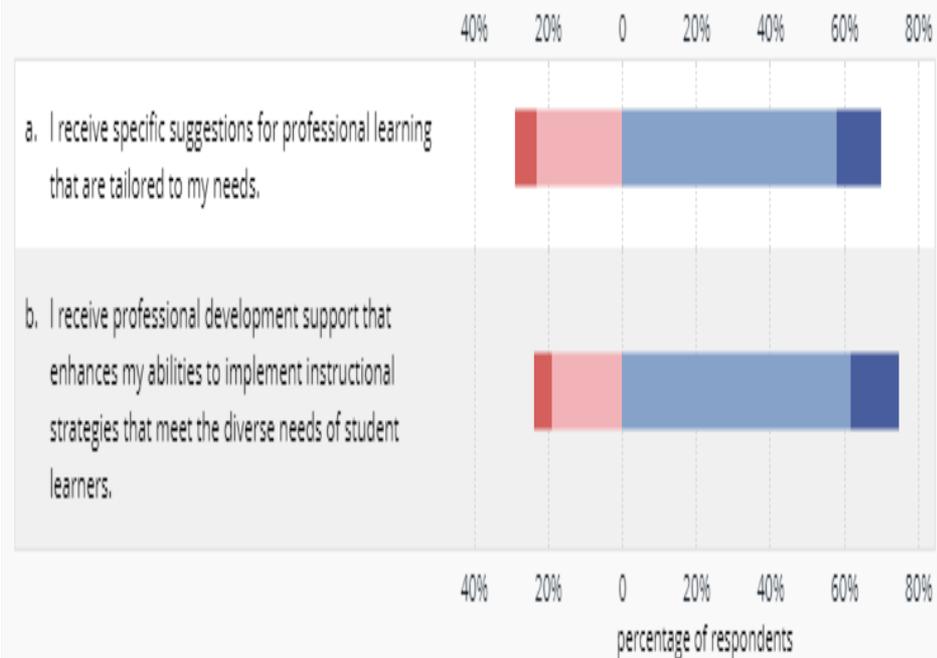
TN Educator Survey

During the school year (2016-2017), feedback that I received from my evaluator was focused on



Please indicate the extent to which you agree or disagree with the following statements regarding professional learning.

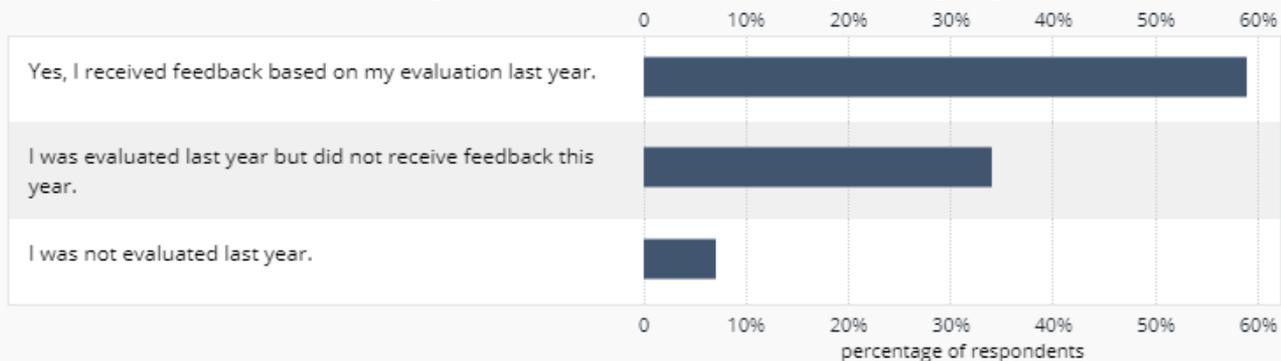
■ Strongly Disagree ■ Disagree ■ Agree ■ Strongly Agree



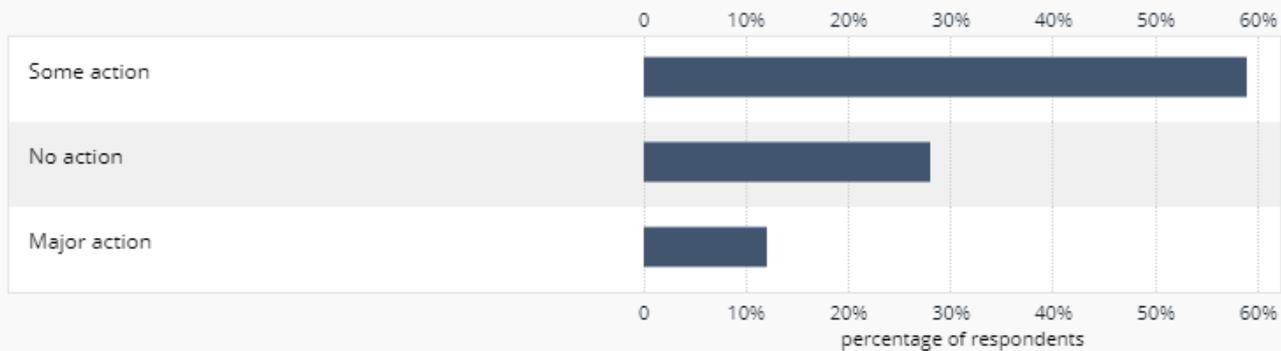
TN Educator Survey

Evaluation

At the beginning of the year, did your principal, instructional coach, or another member of your school's leadership team review your evaluation data from last year to give you feedback?



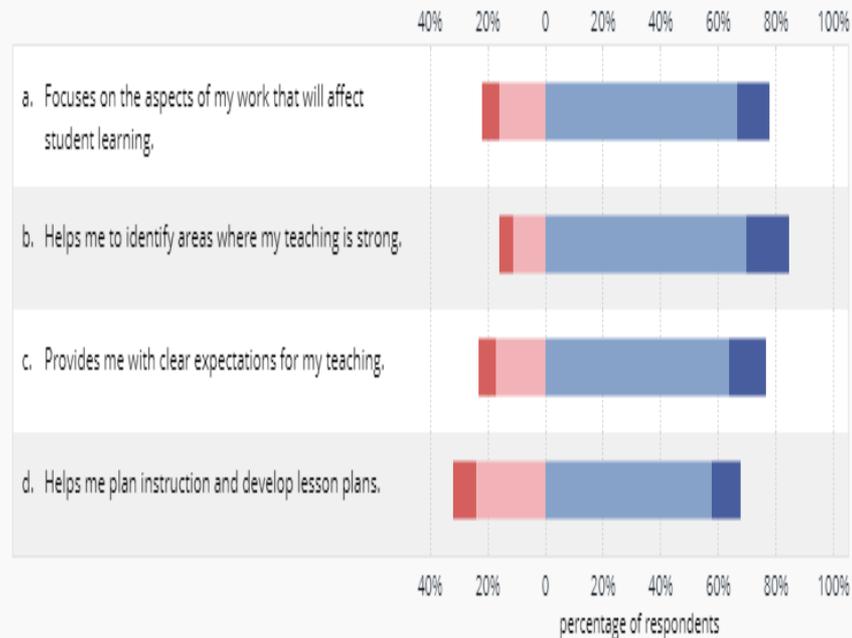
How much action did you take this year as a result of that feedback?



TN Educator Survey

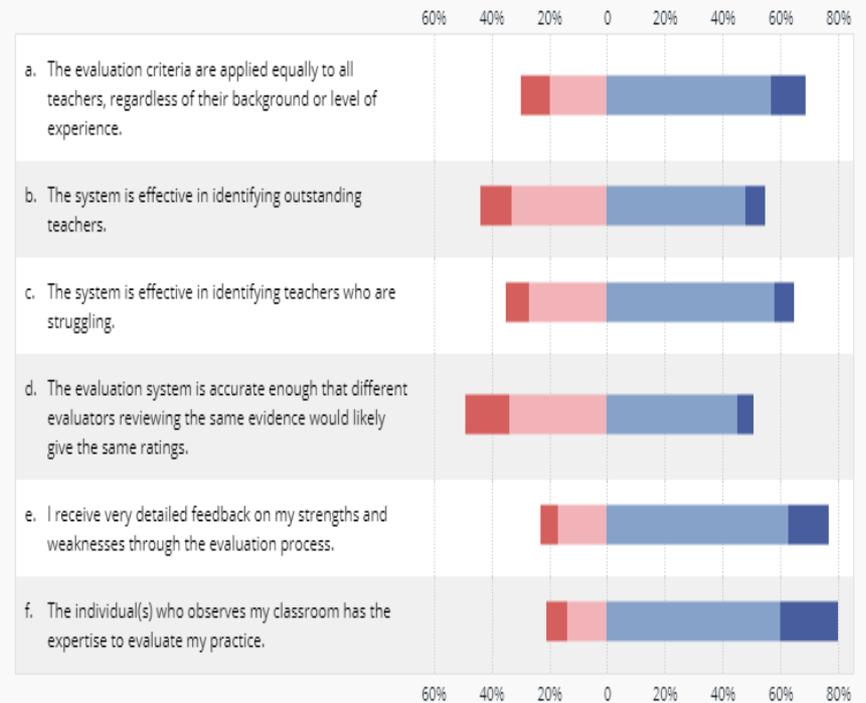
Please indicate the extent to which you agree or disagree with the following statements regarding the impact of the evaluation process on your role.

Strongly Disagree Disagree Agree Strongly Agree



Please indicate the extent to which you agree or disagree with the following statements regarding the teacher evaluation system in your school district.

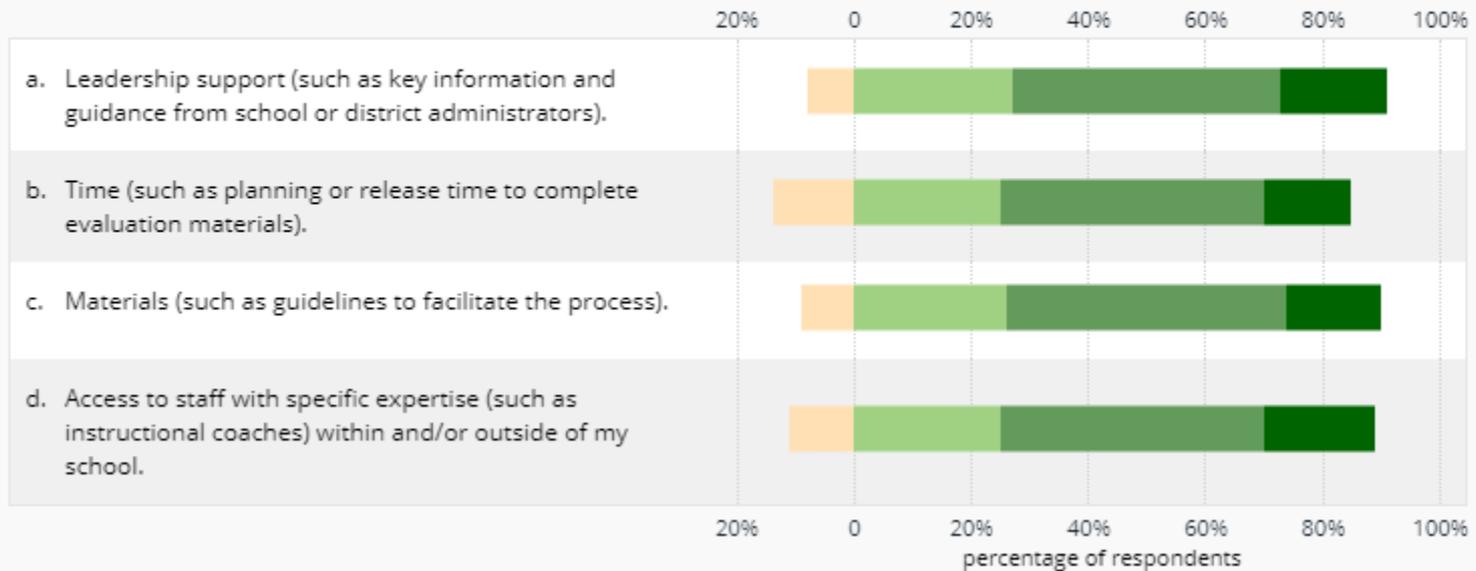
Strongly Disagree Disagree Agree Strongly Agree



TN Educator Survey

Please rate the extent to which your school has provided you with specific types of support for participating in the teacher evaluation system.

■ No Support ■ Some Support ■ Adequate Support ■ Strong Support



TN Compass

- Growth and Achievement Selection
- Evaluation Scores by Educator
- Observation Data Export

C1 Evaluation- “Look Fors”



Standard C: Professional Learning & Growth



Look Fors

Indicator	5 Significantly Above Expectations	3 At Expectations	1 Significantly Below Expectations
<p>C1: Evaluation</p> <p>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</p>			

C1: Evaluation Debrief

- At your table, discuss the following:
 - what you have learned about the expectations for this indicator
 - what you have learned about evidence collection for this indicator
 - what you have learned about how to build your knowledge of other indicators on the rubric

Understanding the Rubric

- At your table, repeat the process and chart your findings for the following indicators:
 - Ownership
 - Evaluation

- Differentiate between performance levels 5, 3, 1.
- Identify the “look fors” for the indicator.
- Identify the potential sources of evidence.



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Feedback

Feedback: The Key to Improving

- 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 Examples: Reinforcement

- 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?”

Feedback Conversation



Feedback Conversation



Feedback Conversation



Feedback Conversation



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.”
- 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?

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**Quantitative
Measures**

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.

Today's Learning Outcomes

- Describe the Tennessee Educator Acceleration Model (TEAM) and its overarching purpose in Tennessee
- Demonstrate an understanding of evaluation policy
- Make connections within and between rubric domains
- Describe the expectations of leader practice as articulated in the TILS
- Identify evidence sources needed to accurately score indicators
- Examine high-quality, actionable feedback to school leaders

Immediate Next Steps

- **MAKE SURE YOU HAVE PUT AN 'X' BY YOUR NAME ON THE ELECTRONIC ROSTER!**
- Please also make sure all your information is correct.
- If you don't sign in, you will not be able to take the certification test and will have to attend another training. There are **NO** exceptions!
- Within the next **7-10 working days**, you should receive an email invite to the portal.
 - Contact support@niet.org with any problems or questions.
- 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: TNEP.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/



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork