Welcome to TEAM evaluator administrator evaluator recertification for 2019-20!

Completing this professional learning course and passing the recertification test is required prior to conducting administrator evaluations.
Agenda

- Learning outcomes and certification information
- TEAM defined, value in evaluation, and a theory of action
- Research
- Implementing TEAM
  - LOE
  - Score distribution
  - Growth vs. achievement
- Observation cycle
  - Plan: Tennessee instructional leadership standards (TILS)
  - Collect evidence: TEAM administrator rubric and other sources of evidence
  - Feedback
Learning Outcomes

The learning in this module is designed to assist administrator evaluators in:

- strengthening TEAM administrator observation, rating, and feedback practices,
- accurately evaluating leadership practices aligned to the Tennessee Instructional Leadership Standards (TILS),
- providing actionable feedback based on that evaluation, and
- preparing to pass the recertification test.
Recertification Test

General knowledge of TEAM administrator evaluation:

- Twenty multiple choice items based on the learning opportunities provided in this training module
  - Success criteria: Correct response on at least 16 items
- There are two opportunities to pass the certification test.
- If a second attempt is needed, please contact TEAM.Questions@tn.gov.
- If the second attempt is not successful, a face-to-face class is required. Registration for this class can be found at https://team-tn.org/training/schedule/.
- The window for online recertification closes 11:59 on June 30.
Evaluator Certification

- State law **requires** all observers to be certified.
- You **must** pass the certification test before you begin any administrator observations.
- **Conducting observations without passing the certification test can lead to a grievance.**
What is TEAM?

- TEAM is the state’s teacher and administrator evaluation system, authorized by *Tenn. Code Ann. § 49-1-302* and describe in state board policy *5.201*.

- **Tennessee Educator Acceleration Model**
  - The primary purpose of annual teacher and school administrator evaluation is to identify and **support instruction and leadership practices** that will lead to **high levels of student achievement**.
  - Evaluations shall be a factor in **employment decisions**, including, but not necessarily limited to, promotion, retention, and termination.
Why do we evaluate educators?

Educators are evaluated in order to provide high-quality feedback that deepens skills, improves performance, and leads to increased student learning.

Accurate evidence collection and scoring → High-quality feedback → Improved teacher performance → Increased student learning

“An investment in knowledge always pays the best interest.”

-Benjamin Franklin
The Principal Workforce 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.


Reference to any resource, organization, activity, product, or service does not constitute or imply endorsement by the Tennessee Department of Education.
Impact of School Leaders

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


Reference to any resource, organization, activity, product, or service does not constitute or imply endorsement by the Tennessee Department of Education.
Educators will believe in and utilize TEAM to improve educational outcomes for all if evaluations are implemented:

- accurately,
- fairly,
- credibly,
- rigorously, and
- transparently.
TEAM: Theory of Action

- **Accurate**: implemented with fidelity
- **Fair**: free of bias or distortion
- **Credible**: produced by sources that are knowledgeable and reliable with similar results expected in similar situations
- **Rigorous**: based on clear standards of excellence (Tennessee Instructional Leadership Standards-TILS)
- **Transparent**: expectations and outcomes are clear
Implementing the TEAM System
Evaluation Composite Weighting for Administrators

An LOE is generated only after all evaluation composites have been entered into TNCompass:

- **Observation**: 50%
- **Student Growth**
  - School-Wide TVAAS: 35%
- **Student Achievement**: 15%
An LOE is generated only when all of the following evaluation composites have been entered into TNCompass:

- **Observation scores**
  - Average generated after conducting and entering the required number of observations into TNCompass

- **Student growth**
  - School-wide or system-wide

- **Student achievement**
  - Based on a measure most closely related to an educator’s assignment
    - School-wide composite
For each administrator, a growth measure **and** achievement measure selection must be entered into TNCompass by **Oct. 15**.

### Components of Administrator Evaluation: Growth & Achievement

**Growth**
- System-wide or school-wide composite based on a single year’s reporting
- Types include:
  - overall literacy,
  - overall numeracy,
  - a combined literacy and numeracy,
  - science, and
  - social studies.

**Achievement**
- State Board of Education approves assessments that show alignment to Tennessee’s academic standards.
- Evaluators should meet with educators early in the school year to choose the measure most closely aligned to the educator’s assignment.
- * Districts can exercise discretion in setting scoring criteria to meet achievement goals.

Growth is the impact teachers and leaders have on their students’ academic progress. Growth compares student performance to their own prior performance. Achievement measures student performance at a single point in time and is often measured by percentage reaching proficiency.
## Human Capital Data Report

### Table 1b. Distribution of Administrator Scores (2017-18)

<table>
<thead>
<tr>
<th>Total Administrators: 3,679</th>
<th>Admin with Data</th>
<th>Admin Missing Data</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of Overall Effectiveness</strong></td>
<td>State</td>
<td>3,457</td>
<td>222</td>
<td>1.5%</td>
<td>15.9%</td>
<td>24.8%</td>
<td>26.4%</td>
</tr>
<tr>
<td><strong>Observation Average</strong></td>
<td>State</td>
<td>3,535</td>
<td>144</td>
<td>0.1%</td>
<td>1.1%</td>
<td>25.6%</td>
<td>45.0%</td>
</tr>
<tr>
<td><strong>Growth Measure</strong></td>
<td>State</td>
<td>3,553</td>
<td>126</td>
<td>27.1%</td>
<td>9.1%</td>
<td>16.8%</td>
<td>10.0%</td>
</tr>
<tr>
<td><strong>Achievement Measure</strong></td>
<td>State</td>
<td>3,488</td>
<td>191</td>
<td>11.4%</td>
<td>7.1%</td>
<td>14.9%</td>
<td>16.6%</td>
</tr>
</tbody>
</table>

**Note:** “Administrators with Data” includes all administrators with evaluation data who do not have partial year exemptions (PYE).
Consider the observation process as a cycle of:

- planning,
- collecting evidence,
- assessing leadership practices, and
- providing feedback.
A bridge conference consists of two parts:

- a **summative conference** that includes a review of previous observation data and student outcome data, and
- a **formative conference** to identify administrator’s individual growth goals.
Bridge conference tips:

- Closely review evaluation data from the previous school year.
- Communicate the purpose and goals of the conference.
- Emphasize the need for continuous improvement.
- Provide specific strategies, based on your analysis of the administrator’s areas for growth, including timelines for regular check-ins.
Observation Cycle: Collect Evidence

Schedule evidence collection opportunities.

- Given the wide range of responsibilities administrators have, it is vital to collect evidence over time rather than in a single school visit.
- Be intentional about the purpose of site visits and evidence sought.
- Leverage multiple sources of evidence that include observation of practices and analysis of outcomes.
Use the TEAM administrator evaluation rubric as a resource to assist in accurately rating practice and providing actionable feedback.
Administrator Observation

- Cycle 1: August-December
- Cycle 2: January-May
- Conduct post-conferences
- Submit scores and feedback into TNCompass

Administrative Qualitative Score
Learning Activity #1: The TILS

- Review the Tennessee Instructional Leadership Standards (TILS) included in Administrator Observation Rubric found on the TEAM website.
- For each of the TILS, explain how an ethical and effective leader might meet the standard.
## Learning Activity #1: The TILS

<table>
<thead>
<tr>
<th>Standard A: Instructional Leadership for Continuous Improvement</th>
<th>Standard B: Culture of Teaching and Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does a leader meet this standard?</td>
<td>How does a leader meet this standard?</td>
</tr>
</tbody>
</table>

<table>
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<th>Standard C: Professional Learning and Growth</th>
<th>Standard D: Resource Management</th>
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<td>How does a leader meet this standard?</td>
<td>How does a leader meet this standard?</td>
</tr>
<tr>
<td>An ethical and effective instructional leader facilitates professional practice that continually improves student learning.</td>
<td>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.</td>
</tr>
</tbody>
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<td>How does a leader meet this standard?</td>
</tr>
<tr>
<td>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.</td>
<td>An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.</td>
</tr>
</tbody>
</table>
TILS and Indicators

- **Standard A: Instructional Leadership for Continuous Improvement**
  - Capacity Building
  - Data Analysis & Use
  - Interventions
  - Progress Monitoring

- **Standard B: Culture for Teaching and Learning**
  - Leveraging Educator Strengths
  - Environment
  - Family Involvement
  - Ownership
  - Recognition & Celebration

- **Standard C: Professional Learning and Growth**
  - Evaluation
  - Differentiated Professional Learning
  - Induction, Support, Retention, & Growth
  - Teacher Leaders
  - Self-Practice

- **Standard D: Resource Management**
  - Community Resources
  - Diversity
  - Employee & Fiscal Management
Learning Activity #2: The TILS

Review the TILS, 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 an elevator speech in which you differentiate between the TILS.
  - Instructional Leadership for Continuous Improvement
  - Culture for Teaching and Learning
  - Professional Learning and Growth
  - Resource Management
Understanding the TEAM Administrator Rubric
Understanding the TEAM Administrator Rubric

- Aligns to **Tennessee Instructional Leadership Standards** (TILS)
- Outlines **skills, knowledge, and responsibilities** that successful leaders should master
- Includes 5 performance levels that allow for growth in practice over time
- Allows for reflective dialogue among and between peers and evaluators to improve practice
# Understanding the TEAM Administrator Rubric

## 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*

<table>
<thead>
<tr>
<th>Indicator</th>
<th>5</th>
<th>3</th>
<th>1</th>
<th>Possible Sources of Evidence</th>
</tr>
</thead>
<tbody>
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<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>
<td><strong>Practice/Observation</strong></td>
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<td></td>
<td>• Developing an accurate understanding of Tennessee-adopted standards and instructional practices</td>
<td>• Developing understanding of Tennessee-adopted standards and instructional practices</td>
<td>• Developing educator understanding of Tennessee-adopted standards and instructional practices</td>
<td>• Lesson plans and feedback on the plans</td>
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<td></td>
<td>• Studying, analyzing, and evaluating approved curriculum resources, including texts</td>
<td>• Demonstrating fidelity to state and district-approved curriculum standards</td>
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<td></td>
<td>• Maintaining shared accountability when making needed adjustments to deepen classroom rigor</td>
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<td>• Establishing system for monitoring student work for rigor and curriculum alignment</td>
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<td>• Establishing a system for monitoring student work for rigor</td>
<td><strong>Outcomes</strong></td>
</tr>
<tr>
<td></td>
<td>• Implementing ongoing strategies and feedback for peers</td>
<td>• Establishing collective accountability when making needed adjustments to deepen classroom rigor</td>
<td>• Establishing collective accountability when making needed adjustments to deepen classroom rigor</td>
<td>• Demonstrated growth on observations</td>
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<td></td>
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<td>• Met or exceeded goals for:</td>
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<td>► college/career readiness</td>
</tr>
</tbody>
</table>
Through multiple sources of data, 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.
- 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.
- Teachers are improving in their collaboration around rigor in their classrooms.
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.
Possible Sources of Evidence: School Summary Report
Possible Sources of Evidence: Standards Analysis Reports

![Class Standards Analysis Summary Report](image)

This Standards Analysis Class Report provides information on how the students in this class 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 related 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 collectively earned.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Number of Tested Items for Standard</th>
<th>Score Points Available for Standard</th>
<th>Score Points Possible for Class</th>
<th>Score Points Earned by Class</th>
<th>Percent of Score Points Earned by CLASS</th>
<th>Percent of Score Points Earned by SCHOOL</th>
<th>Percent of Score Points Earned by DISTRICT</th>
<th>Percent of Score Points Earned by STATE</th>
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</thead>
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<tr>
<td>A.APR.1</td>
<td>2</td>
<td>2</td>
<td>50</td>
<td>44</td>
<td>88%</td>
<td>65%</td>
<td>76%</td>
<td>88%</td>
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<tr>
<td>A.APR.1</td>
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<td>1</td>
<td>25</td>
<td>23</td>
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<td>57%</td>
<td>87%</td>
<td>92%</td>
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<tr>
<td>A.REI.2</td>
<td>2</td>
<td>3</td>
<td>75</td>
<td>57</td>
<td>76%</td>
<td>76%</td>
<td>61%</td>
<td>57%</td>
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<tr>
<td>A.REI.7</td>
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<td>2</td>
<td>50</td>
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<td>80%</td>
<td>53%</td>
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<td>A.REI.11</td>
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<td>77%</td>
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<tr>
<td>F.BF.1</td>
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<td>1</td>
<td>25</td>
<td>24</td>
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<td>57%</td>
<td>96%</td>
<td>96%</td>
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<tr>
<td>F.BF.1a</td>
<td>1</td>
<td>1</td>
<td>25</td>
<td>24</td>
<td>96%</td>
<td>49%</td>
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<td>F.BF.2</td>
<td>1</td>
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<td>25</td>
<td>24</td>
<td>96%</td>
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<tr>
<td>F.BF.4a</td>
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<td>1</td>
<td>25</td>
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<td>53%</td>
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<tr>
<td>F.LE.2</td>
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<td>75</td>
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<td>76%</td>
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<td>91%</td>
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<td>94%</td>
<td>87%</td>
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<td>N-CN.2</td>
<td>1</td>
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<td>87%</td>
<td>88%</td>
<td>76%</td>
<td>87%</td>
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<tr>
<td>S.IC.1</td>
<td>1</td>
<td>2</td>
<td>50</td>
<td>45</td>
<td>90%</td>
<td>90%</td>
<td>67%</td>
<td>88%</td>
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<td>2</td>
<td>2</td>
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<td>61%</td>
<td>53%</td>
<td>70%</td>
</tr>
</tbody>
</table>
Possible Sources of Evidence: TNCompass

Overall Effectiveness Ratings (72367 records)

Chart Type: Vertical Bar Chart

Values:
- PYE Teachers
- Level 1 Teachers
- Level 2 Teachers
- Level 3 Teachers
- Level 4 Teachers
- Level 5 Teachers
Possible Sources of Evidence: Tennessee Educator Survey

How often are each of the following true at your school?

- Never
- Rarely
- Sometimes
- Almost Always

How often do you have a group of colleagues with whom you regularly meet to reflect on potential improvements to instructional practice?

- 0%
- 20%
- 40%
- 60%
- 80%
- 100%
Possible Sources of Evidence: Tennessee Educator Survey

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

e. In general, the professional learning I have received this year has led to improvements in my teaching.
### Understanding the TEAM Administrator Rubric: Possible Sources of Evidence

#### Standard A: Instructional Leadership for Continuous Improvement

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# Understanding the TEAM Administrator Rubric

## Standard A: Instructional Leadership for Continuous Improvement

### Look Fors

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<td>Significantly Above Expectations</td>
<td>At Expectations</td>
<td>Significantly Below Expectations</td>
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</table>

Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted standards

- Through multiple data sources it is evidence that
  - teachers are improving implementation of state standards and instructional practices, and
  - teachers are improving curriculum implementation, and
  - teachers are improving use of curriculum resources and texts, and
  - teachers are improving alignment of tasks with standards and use of student work to monitor progress, and
  - teachers are collaborating to raise expectations for student outcomes.

Other Sources of Evidence: TNCompass, Tennessee Educator Survey, School Summary Report, Standards Analysis Report
Learning Activity #3: Understanding the TEAM Administrator Rubric

For each of the indicators in the TEAM administrator rubric, identify at least one “look for” at performance level 3 and a source of evidence to support that “look for”.

Evidence-based, high-quality feedback leads to improved leadership practices that, in turn, leads to increased student learning.

At a 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.
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 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?”
Congratulations! You have completed the TEAM administrator observation learning session. You may now move to the certification test.

Please help the department improve evaluation training by completing a brief survey here.
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.