Tennessee Educator Accelerator Model (TEAM) Administrator Evaluation Rubric

Tennessee Department of Education

Overview

Tennessee Instructional Leader Standards (TILS)

Recognizing the importance of engaging in a continuous improvement process, Tennessee seeks to transform what it means to be an effective instructional leader at all phases of a leader's career. This aim is accomplished by setting high standards for effective leadership based upon research and best practice, supporting leaders to reach those standards, and empowering districts to build a network of exceptional instructional leaders who get results. Operating from the belief that ethical behavior permeates the mindset and actions of every effective leader, the revised Tennessee Instructional Leadership Standards (TILS) embed the phrase, "ethical and effective instructional leader," into the opening stem of each leadership standard. The purposeful placement of this phrase articulates the intrinsic nature of ethical behavior in all facets of school leadership. Attributes such as honesty, respect, sound judgment, commitment, fairness, compassion, work ethic, and a genuine belief that all children can learn and grow, contribute to the foundation of ethical behavior connected to leadership. Effectiveness pertains to "educators' capacity to meet performance expectations, implement evidence based practices, create and sustain conditions for effective learning, and increase student learning" (Learning Forward, 2011, p. 20). Based upon best practice and current research, and sharpened by the wisdom of experienced educators, the Tennessee Instructional Leadership Standards (TILS) identify core performance indicators of ethical and effective instructional leaders.

TILS as the Foundation of the Administrator Evaluation Rubric

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

The Administrator Evaluation Rubric Is. . .

- developed to establish a culture of support for instructional leaders
- intended to help engage educators in reflective dialogue among and between peers and evaluators to improve practice
- used to support school leaders and those who support school leaders in acknowledging a leader's effective practices and results
- supportive of a leader's opportunities for improvement, offering guidance on professional growth and learning for oneself and for other educators
- the tool used to guide a fair and transparent evaluation

The Administrator Evaluation Rubric Is Not. . .

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

Research Supporting the Administrator Evaluation Rubric

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

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

Standard A Instructional Leadership for Continuous Improvement	5	3	1	Examples of Evidence

Vision for Continuous Improvement Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.	• Jointly develops or maintains a vision for continuous improvement with extensive:
	  ○ numbers of partners to identify and enact clear, measurable, annual goals
	  ○ linkage to goals that support student achievement, gap closure, and college/career readiness with evidence of growth
	  ○ communication to nearly all stakeholders
	  ○ modeling of personal commitment to continuous improvement
	  ○ promotion of ownership and responsibility for challenging continuous improvement goals through multiple sources
		• Develops or maintains a vision for continuous improvement with sufficient:
		  ○ input from staff or stakeholders
		  ○ focus on clear, measurable annual goals
		  ○ focus on student achievement, gap closure, and college/career readiness goals
		  ○ communication to various internal and external stakeholders
		  ○ modeling of personal commitment to continuous improvement
		  ○ promotion of ownership and responsibility for challenging continuous improvement goals through multiple sources
			• Develops or maintains a vision for continuous improvement with limited or no:
			  ○ input from staff or stakeholders
			  ○ focus on clear, measurable annual goals
			  ○ focus on student achievement, gap closure, and college/career readiness
			  ○ communication to various stakeholders
			  ○ modeling person commitment to continuous improvement
			  ○ promotion of ownership and responsibility for challenging continuous improvement goals through multiple sources
			• Develops a vision for continuous improvement that is not clear and compelling
				Practice/Observation
				• Conversations with stakeholders
				• Review of goals and action plans
				• Review of Leader's data analysis
				• SIP implementation data-gaps identified through data analysis and strategy developed to close them
				• Review of 3-year data trends (averages and scores for growth and achievement)
				• Leader self-reports
				• Teacher and staff questionnaires
				• District records
				• Teacher and staff interviews and focus groups
				Outcomes
				• Met or exceeded student growth and achievement
				• Met or exceeded goals for
				  ○ student achievement
				  ○ gap closure
				  ○ college/career readiness

Capacity Building
Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted standards.
	• Utilizes shared leadership practices to build capacity of nearly all educators for:
	  o developing an accurate understanding of Tennessee-adopted standards and instructional practices
	  o studying, analyzing, and evaluating approved curriculum resources, including texts
	  o maintaining shared accountability when making needed adjustments to deepen classroom rigor
	  o maintaining a system for monitoring student work for rigor and curriculum alignment
	  o implementing on-going strategies and feedback for peers
		• Builds capacity among educators for:
		  o developing an accurate understanding of Tennessee-adopted standards and instructional practices
		  o demonstrating fidelity to state and district-approved curriculum standards
		  o studying, analyzing, and evaluating approved curriculum resources, including texts
		  o establishing a system for monitoring student work for rigor and curriculum alignment
		  o establishing collective accountability when making needed adjustments to deepen classroom rigor
			• Builds little or no capacity among educators for:
			  o developing educator understanding of Tennessee-adopted standards and instructional practices
			  o demonstrating fidelity to state and district-approved standards
			  o studying, analyzing, and evaluating approved curriculum resources
			  o establishing a system for monitoring student work for rigor
			  o establishing collective accountability when making needed adjustments to deepen classroom rigor
				Practice/Observation
				• Lesson plans and feedback on the plans
				• Professional Learning Communities agendas and meeting notes
				• Course offerings (range of levels and types- Advanced Placement and Dual Enrollment offerings for high schools)
				
				Outcomes
				• Demonstrated growth on observations
				• Met or exceeded goals for:
				  o student achievement
				  o gap closure
				  o college/career readiness

Data Analysis and Use
Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.
	• Utilizes shared leadership practices to:
	  o Build capacity among nearly all educators for analyzing and using multiple sources of student, educator, and school-wide data
	  o develop and monitor school-wide data plan that includes:
	    – student progress tracking
	    – establishing specific strategies to meet or exceed academic and behavioral growth and achievement goals
	    – baseline comparisons to
		• Collaborates with educators to:
		  o use multiple sources of student, educator, and school-wide data
		  o determine specific data to analyze when tracking student progress
		  o establish specific strategies to meet or exceed academic and behavioral growth goals
		  o identify a data baseline for comparing benchmarks throughout the year
		  o communicate expectations for adjusting instruction in response
			• Little or no use of:
			  o multiple student, educator, and school-wide data
			  o specific data when analyzing and tracking student progress
			  o academic and behavioral growth goals
			  o baseline data for comparing benchmarks throughout the year
			  o expectations for adjusting instruction based on data
				Practice/Observations
				• Data tracking and training
				• Data meetings
				• Intervention schedules and plan
				• Work sample scores
				• Benchmark assessments
				• Use of rubrics
				• Attendance rates
				• Discipline referrals

	benchmarks throughout the year – time for instructional adjustments informed by data o maintain shared accountability for instructional decisions targeting achievement and growth goals o establish data-specific growth and achievement targets that result in gains	to formative and summative assessment data o establish shared accountability for instructional decisions targeting student achievement and growth goals	o shared accountability for instructional decisions targeting student achievement and growth goals	**Outcomes** • Formative and summative teacher-administered test data • Data tracking • Graduation rates • ACT/SAT scores • Advanced placement scores
Interventions Leads educators to develop and execute interventions to address all student-learning needs grounded in multiple sources of data (academic, social, and/or emotional).	• Utilizes shared leadership practices to develop and execute interventions based on annual goals, demonstrating: o Support for educators in: – utilizing multiple sources of data to develop and implement differentiated interventions within and outside normal class structures – setting and meeting goals and targets for individual students and sub-groups – developing intervention schedules – monitoring and adjusting interventions, as needed o an organizational system whereby general education and special education educators jointly develop and deliver appropriate interventions o maintain shared accountability for implementation, fidelity, and quality of intervention outcomes	• Leads educators to develop and execute interventions based on annual goals, demonstrating: o alignment between interventions and student achievement outcomes o support for educators in: – utilizing multiple sources of data to develop and implement interventions within and outside normal class structures – implementing interventions appropriately – monitoring and adjusting interventions, as needed – collaborating with general education and special education colleagues to develop and deliver appropriate interventions o shared accountability for implementation, fidelity, and quality of intervention outcomes	• Little or no use of interventions based on annual goals, demonstrating: o alignment between interventions and student achievement outcomes o support structures for educators to: – develop and implement interventions based on annual goals – monitor and adjust interventions, as needed o appropriate selection and use of interventions o a process for general education and special education educators to jointly develop and deliver interventions o accountability for implementation, fidelity, and quality of intervention outcomes	**Practice/Observations** • Interventions schedules and plans • Lesson plans (collaboratively created by General Education and Special Education educators) • At-risk list **Outcomes** • Formative assessment data/ Benchmark Data for TCAP • Met or exceeded student growth and achievement

Progress Monitoring				Practice/Observations
Progress Monitoring Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.	• Monitors and adjusts progress toward continuous improvement that incorporates: o collaborative school-wide planning that addresses students' academic and behavior growth goals o supporting educators to lead monitoring and adjusting planned and implemented school, grade, and classroom level strategies o regularly leading processes for educators to assess and provide input on practices that present evidence of improvement	• Monitors and adjusts progress toward continuous improvement that incorporates: o planning that addresses students' academic and behavior growth goals o collaborating with educators to monitor and adjust planned and implemented strategies that are goal-aligned o regularly facilitating procedures and practices that present evidence of improvement	• Monitors and adjusts progress toward continuous improvement with limited or no: o planning that addresses students' academic and behavior growth goals o goal-aligned adjustments o implementation of procedures showing evidence of improvement	**Practice/Observations** • Interventions schedules and plans • Lesson plans (collaborative General Education and Special Education) • At-risk list • Conversations with stakeholders • Review of goals and action plans • Review of Leader's data analysis • SIP implementation data- gaps identified through data analysis and strategy developed to close them • Leader self-reports • Teacher and staff questionnaires • District records • Teacher and staff interviews and focus groups **Outcomes** • Formative assessment data/ Benchmark Data for TCAP Met or exceeded student growth and achievement

Effective principals understand that they cannot reach instructional goals alone, so they distribute leadership across their schools, which in turn contributes to sustainable improvements within the school organization.

Standard B Culture for Teaching and Learning	5	3	1	Examples of Evidence
Vision for Culture Conducive to Teaching and Learning Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning	• Jointly develops or maintains a vision for a culture conducive to teaching and learning with extensive: ○ numbers of partners to identify and enact clear, measurable annual goals ○ linkage to goals that support student achievement, gap closure, and college/career readiness with evidence of growth ○ communication to nearly all stakeholders ○ modeling of personal commitment to a culture conducive to teaching and learning ○ promotion of ownership and responsibility for challenging teaching and learning goals through multiple sources.	• Develops or maintains a vision for a culture conducive to teaching and learning with sufficient: ○ input from staff or stakeholders ○ focus on clear, measurable annual goals ○ focus on student achievement, gap closure, and college/career readiness goals ○ communication to various internal and external stakeholders ○ modeling of personal commitment in a culture conducive to teaching and learning ○ promotion of ownership and support of challenging teaching and learning goals through multiple sources	• Develops or maintains a vision for a culture conducive to teaching and learning with limited or no: ○ input from staff or stakeholders ○ focus on clear, measurable annual goals ○ focus on student achievement, gap closure, and college/career readiness goals ○ communication to various stakeholders ○ evidence of personal commitment • Develops a vision for a culture conducive to teaching and learning that is not clear and compelling	**Practice/Observation** • Conversations with stakeholders • Review of goals and action plans • Review of Instructional Leader's data analysis • Gaps identified through data analysis and strategy developed to close them **Outcomes** • Climate survey data • Met or exceeded student growth and achievement
Leveraging Educator Strengths Leverages educator strengths to engage all students in meaningful, relevant learning opportunities	• Leverages educator strengths by: ○ engaging with the school leadership team to review multiple data sources (including school goals and student learning needs) to determine optimal educator grade level and/ or content area placement ○ creating a coherent system to	• Leverages educator strengths by: ○ assigning educators based on: – demonstrated effectiveness – school goals – student learning needs ○ assigning effective educators to students based on school goals and student learning needs ○ providing opportunities to extend impact of high	• Leverages educator strengths with limited or no: ○ assignment of educators based on: – demonstrated effectiveness – school goals – student learning needs ○ opportunities to extend impact of high performing teachers ○ use of collective educator	**Practice/ Observation** • Leadership team agendas and meeting notes • PLCs, Grade-level and Content Teams • Conversations with educators **Outcome**

	extend impact of educators at all performance levels o developing and/or sustaining a collegial environment where learning communities use their collective strengths, skills, and experience to improve classroom practice	performing teachers based on demonstrated effectiveness o developing and/or sustaining a collegial environment by using collective educator strengths, skills, and experience to improve classroom practice	strengths, skills, and experiences to improve classroom practice	• Teacher assignments to grade/ content areas using demonstrated effectiveness (student achievement, observations, teacher effect data, climate surveys, etc.)
Environment Fosters a safe, respectful, and orderly learning environment for all	• Fosters a learning environment that includes: o processes allowing educators to participate in and contribute to a safe, orderly learning environment by: – helping set expectations for learning environment that are mission and vision aligned – reviewing behavioral data to assess the effectiveness of routines and making any needed adjustments – identifying classroom-level behavioral/safety targets and recognizing students when targets are met or exceeded	• Fosters a learning environment that includes: o expectations aligned with the school's mission and vision o school and district conduct policies that are: – clearly communicated – implemented consistently and fairly – related to students' physical and emotional safety o routines with smooth transitions that maximize instructional time • Practices that: o analyze behavioral data to assess the effectiveness of routines o make needed adjustments to routines based on data o support educators in implementing classroom protocols to maximize learning and decrease distractions • sufficient evidence of: o mutual student support for adhering to behavioral and	• Fosters a learning environment that includes little or no: o expectations aligned with the school's mission and vision o school and district conduct policies that are: – clearly communicated – implemented consistently and fairly – related to students' physical and emotional safety o smooth learning transitions that maximize instructional time o support for: o analysis of behavioral data to assess the effectiveness of routines o use of data to adjust routines o use of protocols to maximize learning and decrease distractions	**Practice/ Observation** o Code of Conduct o Hallway transitions o Cafeteria protocols and schedule o Emergency drills o Classroom code of conduct o School climate surveys of faculty and staff o Student, parent, community stakeholder, teacher and staff interviews o Observations of appropriate student behaviors **Outcome** o School safety plan o Climate survey data

		- learning expectations - shared accountability for all students' social and emotional safety - individual students, subgroups, or entire school meeting or exceeding behavioral/safety targets		

Family Involvement Takes measures to actively involve families in the education of their children.	- In addition to Level 3 descriptors, involves families in the education of their children by: - establishing structures for educators to create and maintain school-wide and classroom-level protocols for family involvement that: - support families with advocating and communicating with other members of the school community about improved student outcomes	- Involves families in the education of their children by: - welcoming and engaging all families - establishing two-way communication process for families that: - provides information about student progress and learning expectations - identifies ways families can participate - are readily accessible to all regardless of socioeconomic, cultural or linguistic diversity - offering opportunities for families to participate in decision-making and school initiatives - providing educators with sufficient resources (time, finances, space, printing, technology) needed to communicate regularly with	- Involves families in the education of their children by little or no use of: - welcoming and engaging families - offering timely, relevant, and accessible communication - offering opportunities for families to participate in decision-making and school initiatives - providing educators with sufficient resources (time, finances, space, printing, technology) needed to communicate regularly with families - creating flexible scheduling for meetings, gatherings and celebrations in response to parent needs	**Practice/ Observation** - Newsletters - Website - Meeting agendas and schedules - Phone/contact logs - Parent surveys - Parental volunteer log **Outcomes** - Climate/ stakeholder perception survey data

		o families o creating flexible scheduling for meetings, gatherings and celebrations in response to parent needs	
Ownership Models and communicates expectations for individual and shared ownership of student, educator, and school success.	• Models and communicates shared ownership by: o enacting procedures that reflect a school-wide commitment to the possibility of success for all students o frequently assessing shared ownership in school success by seeking out feedback and input from members of the school community o clearly and consistently using multiple means to communicate educators' individual responsibility for whole school success o establishing a culture where	• Models and communicates shared ownership by: o modeling commitment to the possibility of success for all students o designing and/or implementing structures to increase shared ownership in school success o clearly and consistently communicating high expectations for educators' individual responsibility for whole school success o addressing adults who display low expectations about student potential	• Models and communicates shared ownership with limited or no: o modeling commitment to the possibility of success for all students o designing and/or implementing structures that increase shared ownership in school success o setting high expectations for educators' individual responsibility for whole school success o addressing adults who display low expectations about student potential	**Practice/ Observation** • Conversations with educators and students • Leader's self-reflection **Outcomes** • Climate surveys • Policies and procedures

	nearly all members of the school community address low expectations about student potential			
Recognition and Celebration Recognizes and celebrates improved educator and student performance related to school vision and goals	• In addition to Level 3 descriptors, recognizes and celebrates improved performance utilizing: o shared leadership with members of school community to: − create school rituals, traditions and initiatives − recognize educator and student performance	• Recognizes and celebrates improved performance utilizing: o clear criteria for recognition and celebration of educators and students o regular recognition and celebration of student performance and growth through a variety of communication methods and activities o regular recognition and celebration of educator performance and growth through a variety of communication methods and activities o structures and supports for educators to recognize and celebrate student performance related to academic and behavioral classroom goals and targets	• Recognizes and celebrates improved performance with limited or no use of: o clear criteria for recognition and celebration of educators and students o regular recognition and celebration of student performance and growth through a variety of communication methods and activities o regular recognition and celebration of educator performance and growth through a variety of communication methods and activities o structures and supports for educators to recognize and celebrate student performance related to academic and behavioral classroom goals and targets	**Practice/ Observation** • Recognition awards • Newsletter/newspaper articles • Award assemblies/ documentation • Conversations with educators and students **Outcomes** • Data walls (school, class/subject)

Highly effective principals work explicitly to improve instruction in the classroom in the form of conducting observations and giving feedback, leading professional development sessions, leading data-driven instruction teams and insisting on high expectations for all students. [They] provide ways for teachers to continuously grow in their careers. [Highly effective principals] arrange opportunities for staff to learn from one another, and they delegate leadership roles.

Adams, E., Taliaferro, L., & Ikemoto, G. (2012) Playmakers: How Great Principals Build and Lead Great Teams of Teachers				
Standard C Professional Learning and Growth	**5**	**3**	**1**	**Examples of Evidence**

Vision for Professional Learning and Growth
Collaborates with stakeholders to establish, communicate, and facilitate a clear, compelling vision for professional learning and growth
	• Jointly develops or maintains a vision for professional learning and growth with extensive:
	   o numbers of partners to identify and enact clear, measurable annual goals
	   o linkage to goals that support student achievement, gap closure, and college/career readiness with evidence of growth
	   o communication to nearly all stakeholders
	   o modeling of school-wide beliefs in professional learning and growth
	   o promotion of ownership and support of rigorous professional learning and growth goals through multiple sources
		• Develops or maintains a vision for professional learning and growth with sufficient:
		   o input from staff or stakeholders
		   o focus on clear, measurable annual goals
		   o strategies that address student achievement, gap closure, and college/career readiness
		   o communication to various internal and external stakeholders
		   o modeling of personal commitment in professional learning and growth
		   o promotion of ownership and support of rigorous professional learning and growth goals through multiple sources
			• Develops or maintains a vision for professional learning and growth with limited or no:
			   o input from staff or stakeholders
			   o focus on clear, measurable annual goals
			   o strategies that address student achievement, gap closure, and college/career readiness
			   o communication to educators
			   o evidence of personal commitment
			   o promotion of ownership and support of rigorous professional learning and growth goals through multiple sources
			• Develops a vision for professional learning and growth that is not clear and compelling
				Practice/ Observation
				• Conversations with educators about professional learning and growth
				• Review of school-wide professional learning and growth goals and action plans
				• Review of instructional leaders' and educators' professional growth and learning plans (self, individual educators, and school-wide)
				• Agendas and notes from stakeholder meetings
				• Tennessee School Improvement Plan
				Outcomes
				• Documented vision of continuous improvement

Evaluation
Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.
	In addition to Level 3 descriptors, implements and monitors a rigorous evaluation system by:
	   o building and sustaining a culture focused on continuous improvement, such that educators accept the evaluation process as an opportunity for professional learning and growth
		• Implements and monitors a rigorous evaluation system by:
		   o encouraging educators to use the evaluation process for professional learning and growth
		   o adhering to all evaluation processes, which include:
		     – timelines for feedback
			• Implements and monitors a rigorous evaluation system with limited or no use of:
			   o encouragement for educators to use the evaluation process for professional learning and growth
			   o adherence to all evaluation processes, which include:
				Practice/ Observation
				• Compliance reports
				• Documented observation records, which may include, but are not limited to:
				   o observation notes
				   o evidence coding

	o offering and allowing educators to give input on actionable feedback recommendations to other educators o holding self and others accountable for customizing supports for educators	– follow-up support – finalizing all required observations – conducting summative conferences o ensuring the classroom observation process includes: – 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	– timelines for feedback – follow-up support – finalizing all required observations – conducting summative conferences o sufficient implementation of classroom observation processes: – 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	and rating • post conference notes • educator refinement follow-up notes • Observation of school leader engaged in any portion of the observation process, specifically providing actionable feedback to improve practice • Educator survey responses related to the observation and feedback processes • Review of observation data analysis and related action plan • **Outcomes** • Improved teaching practice (evaluation score increases) • Improved teacher support
Evaluation Data and Use Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans	• In addition to Level 3 descriptors, uses educator evaluation data for: o regularly engaging leadership team to: – use educator evaluation data trends and patterns – create a school-wide plan for professional learning	• Uses educator evaluation data for: o determining accurate trends o assessing strengths and growth opportunities • Uses teacher effect data for: o creating a school-wide plan for professional learning aligned to the school's vision for professional	• Little or no use of educator evaluation data for: o determining accurate trends o assessing strengths and growth opportunities • Little or no use of teacher effect data for: o creating plans that are aligned to	**Practice/ Observation** • Observation data analysis and related action plan with attention to noted plan adjustments • Educators' professional growth and learning/

	aligned to the school's vision for professional learning and growth – accurately modify school or grade- level professional learning goals and plans	learning and growth o accurately modifying school or grade-level professional learning goals and plans	the school's vision for professional learning and growth o accurately modifying school or grade-level professional learning goals	improvement plans related to observation data **Outcomes** • Improved teaching practice (evaluation score increases) • Improved teacher support
Differentiated Professional Learning Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the *Tennessee Standards for Professional Learning*	• Differentiates professional learning for faculty and self by: o ensuring all professional learning activities align with the *Tennessee Standards for Professional Learning* o engaging leadership team to: – differentiate professional learning opportunities based on educator needs and preferences – facilitate implementation of knowledge and skills gained from professional learning activities o developing accountability structures whereby nearly all educators seek to share knowledge gained from learning opportunities	• Differentiates professional learning for faculty and self by: o engaging in activities aligned with the *Tennessee Standards for Professional Learning* o differentiating professional learning opportunities based on individual educator needs o communicating expectations for implementing knowledge and skills gained from professional learning activities o holding educators accountable for implementing knowledge and skills gained from professional learning opportunities	• Rarely or never differentiates professional learning for faculty and self by: o engaging in activities aligned with the *Tennessee Standards for Professional Learning* o differentiating professional learning opportunities based on individual educator needs o communicating expectations for implementing knowledge and skills gained from professional learning activities o holding educators accountable for implementing knowledge and skills gained from professional learning opportunities	**Practice/ Observation** • Leader's self-reflection • Leader's participation in professional development trainings within the state and/or district • Leader's attendance at national professional association conferences and development of portfolio artifacts aligned with core leadership competencies • Data displays related to professional learning and observation data • Refinement observations and reviews • Individual educator professional learning plans to gauge differentiated support • Conversations with educators about professional learning

				and growth **Outcome** • Student performance data results in relationship to the school-wide professional learning plan

Induction, Support, Retention, and Growth
Collaborates with others to induct, support, retain and grow/extend effective educators based on evidence of student and educator outcomes.
	• Inducts, supports, retains, and grows educators by:
	  o engaging leadership team to:
	    – design and implement an induction program for new educators
	    – develop strategies for retaining high-performing educators
	    – develop strategies for fostering leadership skills in the most effective educators based on evidence of student and educator outcomes
	    – support the development of all teachers utilizing a variety of methods
		• Inducts, supports, retains, and grows educators by:
		  o designing and implementing an induction program for new educators with strategies for:
		    – retaining high-performing educators
		    – fostering leadership skills in the most effective educators based on evidence of student and educator outcomes
		    – utilizing a variety of methods to support the development of all teachers
			• Rarely or never inducts, supports, retains, and grows educators by:
			  o designing and implementing an induction program for new educators with strategies for:
			    – retaining high performing educators
			    – fostering leadership skills in the most effective educators based on student outcomes
			    – utilizing a variety of methods to support the development of most teachers
				Practice/ Observation
				• Data regarding induction, support, retention, and growth, which may include:
				  o Surveys
				  o Educator focus group interview/ conversation
				  o Student and stakeholder feedback
				Outcomes
				• Quality of induction program
				• Increased rates of high performing educators
				• Increased retention rates

Teacher Leaders
Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the *Tennessee Teacher Leadership Standards*
	• Identifies and supports potential teacher-leaders by:
	  o engaging leadership team to:
	    – involve teacher-leaders in activities aligned with the *Tennessee Teacher Leadership Standards*
		• Identifies and supports potential teacher-leaders by:
		  o engaging in activities aligned with the *Tennessee Teacher Leadership Standards*
		  o using a variety of effectiveness data
		  o communicating a clear leadership pathway
			• Rarely or never identifies and supports potential teacher-leaders by:
			  o engaging in activities aligned with the *Tennessee Teacher Leadership Standards*
			  o using effectiveness data
			  o communicating a clear leadership
				Practice/ Observation
				• Teacher-leader plan in alignment with the *Tennessee Teacher Leadership Standards*
				• Conversations with the leadership team about

	– use variety of data to identify potential teacher-leaders – communicate a clear leadership pathway for potential teacher-leaders – provide sufficient growth opportunities to address specific leadership actions and behaviors – provide potential teacher-leaders with varied leadership opportunities – monitor teacher-leaders in a variety of settings and providing specific feedback to support their continued development	o providing adequate growth opportunities to address specific leadership actions and behaviors o providing potential teacher-leaders with varied leadership opportunities o monitoring teacher-leaders in a variety of settings and providing specific feedback to support their continued development	pathway o developing specific leadership actions and behaviors o providing teacher-leaders with varied leadership opportunities o monitoring teacher-leaders in a variety of settings and providing specific feedback to support their continued development	their design and implementation of the teacher leader plan • List of selected teacher leaders and their student achievement and growth data • Teacher-leaders engaged with their colleagues • Conversations with teacher-leaders and other teachers **Outcomes** • Improved teaching practice (evaluation score increases) • Improved teacher support
Self-Practice Improves self-practices based on multiple sources of feedback, including performance evaluation results and self-reflection.	• In addition to Level 3 descriptors, improves self-practice by: o actively seeking feedback from a variety of sources to reflect on personal instructional leadership practices and makes any necessary changes for improvement o connecting personal leadership practices to student achievement and educator performance by: – sharing performance evaluation results with staff o reflecting on leadership-alignment with core values,	• Improves self-practice by: o using feedback from a variety of sources to reflect on personal instructional leadership practices and makes any necessary changes for improvement o engaging in professional learning: – aligned to student, educator, and self-need – develops an understanding of performance expectations associated with Tennessee-adopted state standards o implementing new, relevant learning from feedback and professional learning opportunities with evidence of improvement	• Rarely or never improves self-practice by: o using feedback from sources to reflect on personal instructional leadership practices and does not make any necessary changes for improvement o engaging in professional learning: – aligned to student, educator, and self-need – focused on developing an understanding of performance expectations associated with the Tennessee-adopted state standards	**Practice/ Observation** • Leader's self-reflection • Leader's personal professional growth and support plan in relationship to the school's core values, vision, and goals • Conversations with the school leader • Conversations with the leadership team and other educators • Portfolio artifacts of principal performance aligned to state,

	• school vision, and goal attainment		o implementing new, relevant learning from feedback and professional learning opportunities	• district, or national professional standards • The degree to which the leader achieved goals from the previous year's professional growth plan • Observations of leader's practice • 360-degree surveys of faculty, staff and evaluators • **Outcomes** • Improved leadership practice (increase in evaluation scoring) • Improved educator practice Improved student outcomes

Standard D Resource Management	5	3	1	Examples of Evidence
Community Resources Strategically utilizes community resources and partners to support the school's mission, vision and goals.	• In addition to Level 3 descriptors, utilizes community resources and partners by: o partnering with educators to: – assess potential community partners and secure additional resources that support teaching and learning – highlight usage of resources and share school accomplishments by regular communication with community partners	• Utilizes community resources and partners by: o conducting an accurate assessment of community partners and resources o ensuring accepted resources support the school's mission, vision, and goals o allocating fiscal, human, technological, and physical resources to align with the school's mission, vision, and goals	• Rarely or never utilizes community resources and partners by: o conducting an assessment of community partners and resources o accepting resources that are not in support of the school's mission, vision, and goals o allocating fiscal, human, technological, and physical resources or allocates these with misalignment to the school's vision, mission, and goals	**Practice/ Observation** • Community assets inventory • Documented partnership activities • Donations and contributions to the school • Community support notes • Displays of partnership and partnering activities • Community support surveys • Conversations with community partners and educators **Outcomes** • Met or exceeded goals for community engagement
Diversity Includes a diverse set of educators and stakeholders in school improvement decisions.	• Develops capacity of educators to implement structures for engaging diverse stakeholders to provide input and feedback in school improvement decisions	• Develops structures to encourage diverse stakeholders[1] to provide input and feedback in school improvement decisions	• Engages limited or non-diverse stakeholders to provide input and feedback in school improvement	**Practice/ Observation** • Conversations with stakeholders **Outcomes** • Increased diversity among stakeholders

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

Standard Operating Procedures
 	
Establishes, communicates and enforces a set of standard operating procedures and routines aligned with district, state and federal policy.
	• In addition to Level 3 descriptors, establishes, communicates and enforces a set of standard operating procedures and routines by*:*
	  o leading staff and students in frequent reviews of standard operating procedures to vet effectiveness of procedures and routines supporting the effective and efficient operation of the school
		• Establishes, communicates and enforces a set of standard operating procedures and routines by:
		  o aligning them with district, state, and federal policies
		  o utilizing a variety of methods to communicate the established standard operating procedures and routines
		  o ensuring that educators and students understand and are accountable to the school's standard operating procedures and routines
			• Rarely or never establishes, communicates and enforces a set of standard operating procedures and routines by:
			  o aligning them with district, state, and federal policies
			  o utilizing methods to communicate established standard operating procedures and routines
			  o ensuring that educators and students understand and are accountable to them
				Practice/ Observation
				• Handbook
				• Compliance agreements
				
				Outcomes
				• Compliance with operating procedures

Budgetary Responsibilities
 	
Performs all budgetary responsibilities with accuracy, transparency, and in the best interest of students and staff.
	• In addition to Level 3 descriptors, performs all budgetary responsibilities by:
	  o leading staff in frequent reviews of fiscal resource allocation to support the effective and efficient operation of the school
		• Performs all budgetary responsibilities by:
		  o allocating fiscal resources in alignment with the school and district priorities to increase student achievement
		  o ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines
		  o carrying out budget responsibilities ensuring:
		    − timely and accurate completion
		    − accurate documentation of all transactions
		    − transparency in all decisions communicated to staff and stakeholders
		    − responsibilities are performed within all appropriate district, state, and federal guidelines
			• Rarely or never performs all budgetary responsibilities by:
			  o allocating fiscal resources in alignment with the school and district priorities to increase student achievement
			  o ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines
			  o carrying out budget responsibilities ensuring:
			    − timely and accurate completion
			    − accurate documentation of all transactions
			    − transparency in all decisions communicated to staff and stakeholders
			    − responsibilities are performed within all
				Practice/ Observation
				• Audit report
				• Conversations with educators
				
				Outcomes
				• Compliance with budgetary procedures

			appropriate district, state, and federal guidelines	

Tennessee Administrator Evaluation Rubric Glossary of Terms

Standard A: Capacity Building

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

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

Standard B: Leveraging Educator Strengths

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

Standard C: Differentiated Professional Learning

Tennessee Standards for Professional Learning define the tenets for implementing and monitoring effective Differentiated Professional Learning. To see the standards in detail, go to http://learningforward.org/standards/standards-list#.UbnohPbthtQ

- Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
  Examples include:
  - developing capacity for learning and leading at all levels support
  - providing constructive feedback to refine new practices
  - sustaining implementation of new educator practice and student learning through ongoing
  - facilitating implementation of knowledge and skills gained from professional learning activities
  - communicating expectations for implementing knowledge and skills gained from professional learning activities

- o   monitoring implementation of knowledge and skills gained from professional learning activities
- Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning. Examples include:
- o   prioritizing, monitoring and coordinating human, fiscal, material, technology, and time resources needed for professional learning to occur
- Data: Professional learning that increases educator effectiveness and results for all students, uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. Examples include:
- o   clearly articulating the critical link between increased student learning and educator professional learning
- Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes. Example includes:
- o   applying change research to understanding and supporting work other educators

Tennessee Teacher Leadership Standards

The standards consist of seven domains describing the diverse and varied dimensions of teacher leadership and are in direct alignment with the national Teacher Leader Model Standards. To see the standards in detail, go to http://www.teacherleaderstandards.org/.

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

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

Domain III: Promoting professional learning for Continuous Improvement

Domain IV: Facilitating Improvements in Instruction and Student Learning

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

Domain VI: Improving Outreach and Collaboration with Families and Community

Domain VII: Advocating for Student Learning and the Profession

Standard D: Standard Operating Procedures

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