

## Teacher and Principal Evaluation Policy

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### **The Background:**

The First to the Top Legislation passed in the Extraordinary Session of 2010 calls for teachers and principals to be evaluated annually. The legislation established a Teacher Evaluation Advisory Council (TEAC) and charged it with the responsibility to develop and recommend to the criteria and guidelines for teacher and principal evaluations for the State Board to consider. The legislation also charged the TEAC to recommend to the State Board a grievance procedure for LEAs to implement regarding the accuracy of the data and the fidelity to the process used to evaluate teachers and principals.

The State Board approved the implementing rules at its January 2011 meeting and the Educator Evaluation policy at its April 2011 meeting.

Based on widespread feedback from directors, principals, and teachers throughout the state during the early stages of implementation the Department of Education has identified two issues that require State Board attention.

The changes to the policy include the reporting of an anticipated range of evaluation scores and clarification regarding the number and type of educator observations.

### **The Master Plan Connection:**

This item supports the State Board's *Master Plan* to improve the quality of teachers and leaders in Tennessee's schools.

### **The Race to the Top Connection:**

This item implements the requirement of the First to the Top legislation to evaluate teachers and principals annually.

### **The Recommendation:**

The State Department of Education staff recommends this item be adopted on final reading. SBE staff concurs with this recommendation.

## Tennessee State Board of Education

### Teacher and Principal Evaluation Policy 5.201

#### Guidelines and Criteria

##### General Guidelines

- (3) Annual evaluations will differentiate teacher and principal performance into five effectiveness groups according to the individual educator's evaluation results. The five effectiveness groups are: significantly above expectations, above expectations, at expectations, below expectations, significantly below expectations. **By August 1 of each year, the State Department of Education will publish an anticipated range of distribution of evaluation results for the coming school year, subject to variation based on differences in student achievement growth in individual schools and districts. The Department of Education will monitor observation scores throughout the year and enforce consistent application of standards across districts. Upon the conclusion of the school year and relevant data collection, the department will publish evaluation results by district. Districts that fall outside the acceptable range of results, subject to student achievement scores, will not be approved to use alternate models for the following school year, and will be subject to additional training and monitoring by the department.**

##### Local Evaluation of Teachers, Principals and Non-Instructional, Certified Staff

- (2)
- (c) All educators, other than apprentice teachers and administrators, will have a minimum of four observations, with at least two observations in each semester, for a minimum total of at least 60 minutes each school year. At least half of all observations will be unannounced. Apprentice teachers will have at least six observations, with three in each semester, for a minimum total of at least 90 minutes each school year. **An LEA may choose to allow principals to conduct a required observation relative to the instructional domain in conjunction with a required observation relative to the planning or environment domain, provided the requisite minimum time, semester distribution and notice (announced versus unannounced) are met.**