

TENNESSEE STATE BOARD OF EDUCATION

TEACHER AND ADMINISTRATOR EVALUATION POLICY

5.201

SOME OF THE REQUIREMENTS IN THIS POLICY MAY BE SUPERSEDED BY EMERGENCY RULES DEVELOPED IN RESPONSE TO THE COVID-19 PUBLIC HEALTH EMERGENCY. PLEASE REFER TO THE EMERGENCY RULES PASSED ON FINAL READING ON [APRIL 9, 2020](#) FOR MORE INFORMATION.

Local boards of education and charter schools shall adopt and implement an approved evaluation model for teachers and school administrators.

Policy Sections:

- I. General Requirements
 - II. State Evaluation Model (TEAM)
 - III. Alternate Observation Models
 - IV. Local-Level Grievance Procedure
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- I. General Requirements
 - (1) The primary purpose of annual teacher and school administrator evaluation is to identify and support instruction through feedback and transparency that will lead to high levels of student achievement.
 - (2) Evaluations shall be used to inform human capital decisions, including, but not limited to, individual and group professional development plans, hiring, assignment and promotion, tenure and dismissal, and compensation.
 - (3) Annual evaluation shall differentiate teacher and school administrator performance into five (5) effectiveness groups according to the individual educator’s evaluation results. The five (5) effectiveness groups are: significantly above expectations (level 5), above expectations (level 4), at expectations (level 3), below expectations (level 2), and significantly below expectations (level 1). The Department of Education shall 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 shall publish evaluation results by district. Districts and schools that fall outside the acceptable range of results, subject to student achievement scores, will be subject to additional training and monitoring by the Department as outlined in section (4).
 - (4) Performance level discrepancies, between individual student achievement growth scores and observation scores of three (3) or more shall be considered outside the acceptable range of results. The ten percent (10%) of schools with the highest percentage of teachers falling outside the acceptable range of results shall be required to participate in additional training and support as determined by the Department. Districts that have twenty (20%)

TENNESSEE STATE BOARD OF EDUCATION

TEACHER AND ADMINISTRATOR EVALUATION POLICY

5.201

percent or more of their teachers fall outside the acceptable range of results will, as determined by the Commissioner, lose their ability to apply for or implement alternate evaluation models or TEAM Flexibility the following school year.

II. State Evaluation Model (TEAM)

Fifty percent (50%) of the evaluation criteria shall be comprised of student achievement data, including thirty-five percent (35%) based on student growth data and fifteen percent (15%) based on other measures of student achievement. The remaining fifty percent (50%) of the evaluation criteria shall be based on a rating using the qualitative appraisal instrument contained in each approved evaluation model.

(1) Fifty percent (50%) student achievement data. This portion of the evaluation model shall use multiple data sources to evaluate educators' effectiveness in affecting student learning growth.

(a) Thirty-five percent (35%) student growth measures.

1. For teachers with individual Tennessee Value Added Assessment System (TVAAS) scores, the student growth measures shall be comprised of TVAAS scores.

2. For teachers and other educators who do not have individual TVAAS scores LEAs may choose from the following alternative individual growth score measures¹:

(i) A student growth portfolio model found in Appendix D; or

(ii) A pre-K/Kindergarten alternative growth model approved in accordance with the requirements in Appendix E.

(iii) For educators without individual student growth measures who are not school administrators, TVAAS school composite scores shall be the standard student growth measure and shall account for fifteen percent (15%) of the LOE. The qualitative portion of the LOE for these educators shall be increased to seventy percent (70%) and the other measures of student achievement shall account for fifteen percent (15%).

¹Pursuant to T.C.A. § 49-6-105, LEAs that receive pre-kindergarten program approval under T.C.A. §§ 49-6-103 - 49-6-110 shall utilize the pre-k/kindergarten growth portfolio model or an alternate student growth measure, approved by the State Board in the evaluation of pre-kindergarten and kindergarten teachers.

TENNESSEE STATE BOARD OF EDUCATION

TEACHER AND ADMINISTRATOR EVALUATION POLICY

5.201

- (iv) For educators in state special schools without individual, school, or district TVAAS scores, the qualitative portion of the LOE shall be increased to eighty-five percent (85%). The other measure of student achievement shall account for fifteen percent (15%).
 - (v) For school administrators who spend at least fifty percent (50%) of their time on administrative duties, the student growth measure shall be school-level value-added scores.
 - (vi) LEAs have the option to allow teachers who score a level 4 or 5 on individual growth to use their individual growth score for the entirety of their LOE.
- (b) Fifteen percent (15%) other measures of student achievement.
1. School administrators, classroom teachers, librarians and all other educators in grades kindergarten through 8 (K-8) and nine through twelve (9-12) will select, in collaboration with the evaluator, from the list of achievement measures included in Appendix D. Pursuant to T.C.A. § 49-1-302(b)(2)(B)(iii), the agreed-upon measure shall be a measure aligned as closely as possible to the educator's primary teaching assignment. If the two parties do not agree on a measure, the educator being evaluated will select a measure. The evaluation measures shall be verified by the Department to ensure that the evaluations correspond with the teaching/duty assignments of each educator.
 2. School administrators and teachers may use a student growth measure of level 3, 4, or 5 in lieu of the achievement measure if it results in a higher overall score.
 3. The Department shall continually monitor and make recommendations to the State Board for revising the menu of achievement measures based on increasing availability of higher quality measures of performance.
- (2) Fifty percent (50%) qualitative measure (observation). This portion of the evaluation model shall use multiple data sources to evaluate educator practice against the qualitative appraisal instrument contained in each approved observation model.
- (a) All classroom teachers and non-instructional, licensed staff (other than school administrators who spend at least fifty percent (50%) of their time on administrative duties) shall be observed with a State Board approved observation model.

TENNESSEE STATE BOARD OF EDUCATION

TEACHER AND ADMINISTRATOR EVALUATION POLICY

5.201

1. At least one-half (½) of all observations shall be unannounced and a minimum of one (1) observation shall be announced. For teachers scoring level 5 on individual growth or level of overall effectiveness the required observation shall be unannounced.
2. Evaluators shall provide written feedback, as well as schedule and conduct an in-person debrief with the educator, within one (1) week of each observation.
3. Observation pacing for teachers shall meet the requirements included in the chart below:

Licensure Status	Previous Year Individual Growth or Level of Overall Effectiveness ²	Minimum Required Observations*	Minimum Required Observations per Domain*	Minimum Number of Minutes per School Year
Practitioner	Levels 1-4	All domains observed, with a minimum of three (3) domains observed in each semester and a minimum of three (3) formal observations.	3 Instruction 2 Planning 2 Environment	90 minutes
	Level 5	One (1) formal observation covering all domains first semester; two walk-throughs second semester.	1 Instruction 1 Planning 1 Environment	60 minutes
Professional	Level 1	All domains observed, with a minimum of three (3) domains observed in each semester and a minimum of three (3) formal observations.	3 Instruction 2 Planning 2 Environment	90 minutes
	Levels 2-4	All domains observed with a minimum of two (2) domains observed in each semester and a minimum of two (2) formal observations.	2 Instruction 1 Planning 1 Environment	60 minutes
	Level 5	One (1) formal observation covering all domains first semester; two (2) walk-throughs second semester.	1 Instruction 1 Planning 1 Environment	60 minutes

² LEAs may elect to base pacing on a teacher's previous year individual growth or on level of overall effectiveness, pursuant to local policy.

TENNESSEE STATE BOARD OF EDUCATION

TEACHER AND ADMINISTRATOR EVALUATION POLICY

5.201

4. An LEA or charter schools using the TEAM model may choose to allow observers to combine domains during classroom observations provided the requisite minimum time, semester, distribution and notice (announced versus unannounced) are met.
- (3) The number of required observations for licensed teachers who were PYE (partial year exemption) in the previous year, may be determined by their performance level in the school year immediately preceding the PYE year. Any non-PYE educator without an LOE in the previous year shall have the maximum number of observations conducted based on the educator's license type.
- (4) LEAs may use a State Board approved student survey instrument weighted in accordance with the approved observation model. See Appendix A for the approval process for student survey instruments.
- (5) School administrators who spend fifty percent (50%) or more of their time on administrative duties shall be observed according to an approved observation model based on the Tennessee Instructional Leadership Standards (TILS) and approved by the State Board of Education. The evaluation process will also include:
 - (a) A review of the quality of the school administrators' implementation of teacher evaluations;
 - (b) School climate and/or teaching and learning conditions surveys; and
 - (c) School administrators shall have at least two (2) onsite observations annually, conducted by the director of schools or designee.
- (6) All evaluations shall be conducted by certified evaluators. To be certified, an evaluator must meet certification requirements as determined by the Department.

III. Alternate Observation Models

- (1) In lieu of the state observation model (TEAM), LEAs and state special schools may select an alternate observation model from a State Board-approved list. Public charter schools or charter management organizations, if applicable, may select the state observation model, an alternate observation model approved by the State Board for LEAs, or a charter school alternate observation model from a State Board-approved list (Appendix B).
 - (a) The list of currently approved alternate observation models for LEAs, state special schools, and charter schools includes:
 1. The Teacher Instructional Growth for Effectiveness and Results (TIGER)
 2. Project COACH

TENNESSEE STATE BOARD OF EDUCATION

TEACHER AND ADMINISTRATOR EVALUATION POLICY

5.201

3. Teacher Effectiveness Model (TEM)
 4. Classroom Assessment Scoring System (CLASS) (for pre-K only)
- (b) The list of currently approved alternate school administrator observation models includes:
1. Project COACH Administrator
- (2) LEAs, state special schools, and charter schools may submit an alternate observation model to the Department for review and recommendation to the State Board. All proposed alternate observation models shall, at a minimum:
- (a) Be research-based, effectively differentiate teacher performance, and meet all legal requirements regarding evaluation;
 - (b) Differentiate teacher performance into five (5) performance levels. The use of a conversion plan to convert scores on a different scale to a five-level scale is permitted, if applicable;
 - (c) Include a plan for observation data to be submitted into the state evaluation data system on annual basis in compliance with timelines determined by the Department;
 - (d) Require yearly certification of all evaluators;
 - (e) Include a formal feedback component; and
 - (f) Include at least the same number of observations required by the TEAM evaluation model.
- (3) LEAs may propose to pilot an alternate observation model to the Department via the following process:
- (a) A formal request to pilot a new alternate observation model shall be submitted to the Department by January 15 of the year prior to implementation of the pilot.
 - (b) The request to pilot shall, at a minimum, include the proposed observation rubric, documentation that the proposed model meets the minimum requirements for alternate observation models, the research base for the particular model, and the numbers of teachers and schools to be involved in the pilot.
 1. The Department shall review the proposed pilot and shall approve or deny the proposed pilot.

TENNESSEE STATE BOARD OF EDUCATION

TEACHER AND ADMINISTRATOR EVALUATION POLICY

5.201

2. If approved, data regarding the outcome of the pilot shall be submitted to the Department no later than July 1 following the piloted school year.
 3. The Department shall review the data from the proposed observation model and shall recommend approval or denial of the alternate observation model to the State Board.
- (4) Charter schools or charter management organizations, if applicable, may propose an alternate observation model via the following process:
- (a) A proposal shall be submitted to the Department by January 15 of the year prior to implementation.
 - (b) Each proposal shall include the proposed observation rubric, evidence that the proposed model meets the minimum requirements for alternate observation models, and the research base for the particular model.
 - (c) The Department shall review the proposed model and shall recommend to the State Board either approval or denial of the model.
- (5) LEAs using an approved alternate observation model shall submit the following documents to the Department by June 1 each year:
- (a) Documents noting any proposed changes to the evaluation model for the following school year.
 - (b) An annual plan for ensuring all evaluators are certified.
- (6) The approved evaluation model for non-public school teachers shall be the state's evaluation framework used by all schools prior to 2011-12 school year.
- (7) Any evaluation model from which results will be counted as professional development points for purposes of licensure renewal or advancement shall be approved by the State Board.

IV. Local-Level Grievance Procedure

- (1) T.C.A. § 49-1-302 provides for a local-level evaluation grievance procedure, which "shall provide a means for evaluated teachers and school administrators to challenge only the accuracy of the data used in the evaluation and the adherence to the evaluation policies adopted" by the State Board of Education.
- (2) All local-level grievance procedures shall be aligned with the requirements of this policy and the *Local-Level Grievance Protocol* published by the Department. The local-level

TENNESSEE STATE BOARD OF EDUCATION

TEACHER AND ADMINISTRATOR EVALUATION POLICY

5.201

grievance procedure shall provide for a review of the data used for the calculation of an evaluation score to ensure it is properly attributed to the teacher or administrator. This includes ensuring that all procedures for the calculation of the qualitative portion were followed and that any student scores used as part of the quantitative portion were correctly assigned to the educator.

- (3) The director of schools shall ensure all teachers and school administrators are aware of the local-level grievance procedures and shall ensure the grievance process is conducted without fear, discrimination, or reprisal.
- (4) Each local-level grievance procedure shall provide educators an opportunity to request for a review of the accuracy of the data, including the following:
 - (a) The calculation of the qualitative score to ensure the correct procedures were followed; and
 - (b) Student scores used as part of the quantitative portion to ensure they were correctly assigned to the educator.
- (5) All grievances shall be filed with the educator's LEA. If the grievance decision does not require a change to the educator's evaluation score, the grievance shall be resolved by the LEA. If a grievance decision by an LEA would require a change to an educator's evaluation score, the grievance resolution shall be submitted to the Department for final approval and action.
- (6) Minor procedural errors in implementing the evaluation model shall be resolved by the LEA procedure but shall not constitute grounds for challenging the final results of an evaluation. Minor procedural errors shall be defined as errors that do not materially affect or compromise the integrity of the evaluation results. The final results of an evaluation may only be challenged if the person being evaluated can demonstrate, no later than during step II of the grievance procedure that the procedural errors made could materially affect or compromise the integrity of the evaluation results. The Department shall provide guidance on which procedural errors may materially effect of compromise the results of the evaluation.
- (7) Grievances may be filed at the end of each of the three (3) components of the evaluation model: 1) qualitative appraisal; 2) student growth measures; and 3) other measures of student achievement.
- (8) A grievance shall be filed no later than fifteen (15) days from the date teachers and school administrators receive the results for each component, otherwise the grievance will be considered untimely and invalid. Nothing shall preclude a teacher or school administrator from filing a grievance at any time prior to the deadlines stated herein.

TENNESSEE STATE BOARD OF EDUCATION

TEACHER AND ADMINISTRATOR EVALUATION POLICY

5.201

- (9) LEAs shall develop and make available standard grievance forms. No grievance may be denied because a standard form adopted by an LEA has not been used as long as the components required by this policy are included.
- (10) Each grievance submitted shall contain:
- (a) The teacher or school administrator's name, position, school, and additional title, if any;
 - (b) The name of the teacher or school administrator's immediate supervisor;
 - (c) The name of the evaluator/reviewer;
 - (d) The date the challenged evaluation was received;
 - (e) The evaluation period in question;
 - (f) The basis for the grievance;
 - (g) The corrective action desired by grievant; and
 - (h) Sufficient facts or other information to begin an investigation.
- (11) A failure to state the basis for the grievance shall result in the grievance being considered invalid.
- (12) Procedures. The grievance process shall be conducted in accordance with the following three (3) steps:
- (a) Step I—Evaluator. Educator submits Grievance to Evaluator.
 - 1. Written grievance containing the information required under section 9 is submitted to the evaluator within fifteen (15) days of receipt of the result of the component being grieved.
 - 2. Local administrative investigation and fact finding. Evaluator submits decision to district administrator for review and confirmation of final decision.
 - 3. Decision clearly communicated in writing to grievant within fifteen (15) days of receipt of the complaint. If a grievance is resolved at Step I and requires a change to an educator's evaluation score, the grievance

TENNESSEE STATE BOARD OF EDUCATION

TEACHER AND ADMINISTRATOR EVALUATION POLICY

5.201

resolution shall be submitted to the Department for final approval and action.

4. To allow disputes to be resolved at the lowest level possible, the evaluator may take necessary action, based on the circumstances, to correct any procedural errors made in the evaluation process.
- (b) Step II—Director of Schools. If a grievance is not resolved at Step I the grievance may be escalated to the Director of Schools or his/her designee who shall have had no input or involvement in the evaluation for which the grievance has been filed.
1. Written grievance and prior step decision submitted to the Director of Schools or his/her designee within fifteen (15) days of receipt of decision from Step I. The designee cannot be used in cases involving a school administrator's evaluation.
 2. Informal discussion or hearing of facts, allegations, and testimony by appropriate witnesses as soon as practical. An attorney or a representative of an employee may speak on behalf of the employee during the informal discussion or hearing, but is not required.
 3. Local investigation, fact finding, and written final decision communicated to grievant in writing within fifteen (15) days of discussion.
 4. If a grievance is resolved at Step II and requires a change to an educator's evaluation score, the grievance resolution shall be submitted to the Department for final approval and action.
 5. To allow disputes to be resolved at the lowest level possible, the Director of Schools may take necessary action, based on the circumstances, to immediately correct any procedural errors made in the evaluation process.
- (c) Step III—Local Board of Education. If a grievance is not resolved at Step II the grievance may be escalated to the local board of education.
1. Teachers and school administrators may request a hearing before the local board of education by submitting a written grievance and all relevant documentation to the local board of education within fifteen (15) days of receipt of decision from Step II.

TENNESSEE STATE BOARD OF EDUCATION	
TEACHER AND ADMINISTRATOR EVALUATION POLICY	5.201

2. The board of education, based upon a review of the record, may grant or deny a request for a full board hearing and may affirm or overturn the decision of the Director of Schools with or without a hearing before the board. Any hearing granted by the board of education shall be held no later than thirty (30) days after receipt of a request for a hearing.
 3. The local board of education shall give written notice of the time and place of the hearing to the grievant, Director of Schools and all administrators involved.
 4. If a grievance is resolved at Step III and requires a change to an educator's evaluation score, the grievance shall be submitted to the Department for final approval and action.
 5. The local board of education's decision shall be communicated in writing to all parties, no later than thirty (30) days after conclusion of the hearing.
 6. The local board of education shall serve as the final step for all local-level grievances to resolve issues with the qualitative portions of the evaluation process.
- (d) An attorney may represent a grievant before the local board of education. The grievant and the local board of education may have counsel present at discussions prior to the final step.

TENNESSEE STATE BOARD OF EDUCATION	
TEACHER AND ADMINISTRATOR EVALUATION POLICY	5.201

Appendix A: Student Surveys

Currently approved student survey instruments are:

- Tennessee School Climate Survey
- Tripod Survey
- My Student Survey
- Panorama

Additional surveys instruments may granted approval by the State Board of Education for use as part of an approved evaluation model via the following process:

- **Step 1:** Potential vendor secures an LEA to pilot their instrument.
- **Step 2:** Vendor works with the Tennessee Department to determine the appropriate number of survey administrations and/or pilot participants.
- **Step 3:** Vendor shares data generated from pilot with the Department for analysis.
- **Step 4:** Vendor proposes rating scale based on pilot data.
- **Step 5:** The Department reviews instrument, rating scale, and analyzes pilot data.
- **Step 6:** The Department recommends survey vendors to State Board of Education for final approval.
- **Step 6:** LEAs may use the survey instrument for evaluative purpose in the following schoolyear.

Appendix B: Charter School Approved Alternate Observation Models

Approved Model	Charter Management Organization(s) or	First Implementation Year
Aspire Tennessee Teacher Observation Model	Aspire Public Schools	2019-20
College Ready Teaching Framework	Green Dot	2019-20
Commitment to Continuous Growth (CCG)	Valor Collegiate Academies	2019-20
Compass Community Schools Teacher Observation Model	Compass Community Schools	2019-20
Cornerstone Prep Teacher Observation Model	Cornerstone Prep	2019-20
EET Teacher Development Model	East End Preparatory School	2019-20
Explore Community Schools Observation Model	Explore Community Schools	2019-20
Framework for Effective Instruction and Practice (FEIP)	STEM Prep Academy	2019-20
Freedom Prep Teacher Observation Framework	Freedom Prep	2019-20
GCS Instructional Essentials	Gestalt Community Schools	2019-20
High Quality Teaching Initiative (HQT)	Pathways in Education	2019-20
Intrepid Teacher Observation Model	Intrepid College Prep	2019-20
KIPP Nashville Instructional Excellence Model	KIPP Nashville	2019-20
Nashville Classical Teacher Observation Model	Nashville Classical	2019-20
Purpose Preparatory Evaluation Rubric	Purpose Preparatory Academy	2019-20
RePublic Educator Evaluation System (REES)	RePublic Schools	2019-20
Revolutionary Teaching	Soulsville Charter	2019-20
Rocketship Public Schools Teaching Performance Rubrics	Rocketship Public Schools	2019-20
Strive Teacher Observation Model	Strive Collegiate Academy	2019-20
The New Teacher Project (TNTP) Observation Rubric	Memphis Scholars	2019-20
Teacher Development and Evaluation	Emerald Charter Schools	2020-21
GCS Leverage Leadership Principal Evaluation Rubric	Gestalt Community Schools	2020-21
Green Dot Public Schools TN School Leader Evaluation	Green Dot	2020-21
Principal Evaluation Framework	Freedom Preparatory Charter Schools	2020-21
Capstone Education Observation Model	Capstone	2020-21

Appendix C: Approved Achievement Measures

Additional guidance around achievement measure selection process can be found on the TEAM website.

Achievement Measure Selections: Elementary and Middle School Teachers (pre-K–8)

State Assessments⁸

Classroom, Grade, or School Level³

- Grade 2 Success Rate
- Grade 2 ELA Success Rate
- Grade 2 Math Success Rate
- Grades 3-8 Success Rate*
- Grades 3-8 ELA Success Rate*

- Grades 3-8 Math Success Rate*
- Grades 3-8 Science Success Rate
- Grades 3-8 Social Studies Success Rate*
- EOC Success Rate*
- EOC Algebra I or II Success Rate*
- EOC Geometry Success Rate*

- EOC Integrated Math I, II, or III Success Rate*
- EOC English I or II Success Rate
- MSAA
- TCAP Alt
- WIDA ACCE

TVAAS Composites^{4,8}

School Level⁵

- Overall
- Literacy
- Literacy and Numeracy
- Numeracy
- Social Studies
- Science
- EOC Numeracy
- Early Grades (Grade 3)⁶
- Overall

- Early Grades (Grade 3) Literacy and Numeracy
- Early Grades (Grade 3) Numeracy
- Early Grades (Grade 3) Science
- Early Grades (Grade 3) Social Studies
- TCAP (Grades 4-8) Overall
- TCAP (Grades 4-8) Literacy
- TCAP (Grades 4-8) Literacy and Numeracy
- TCAP (Grades 4-8) Numeracy
- TCAP (Grades 4-8) Science

- TCAP (Grades 4-8) Social Studies
- TCAP (Grades 4-8) /EOC Overall
- TCAP (Grades 4-8)/EOC Literacy
- TCAP(Grades 4-8)/EOC Literacy and Numeracy
- TCAP(Grades 4-8)/EOC Numeracy
- TCAP(Grades 4-8)/EOC Social Studies

Off-the-Shelf

- ACT Aspire
- AIMSweb
- Children’s Progress Academic Assessment
- Classworks
- Connect 4 Learning–Formative Assessment⁷
- Developmental Reading Assessment (DRA)
- DIBELS
- Discovery Ed/ThinkLink
- easy CBM

Fast

- Fountas-Pinell
- GOLD Assessment
- Houghton Mifflin Harcourt Early Childhood Inventory (Big Day)
- iReady
- Istation
- Kindergarten Readiness
- Learning.com
- Limelight
- Linguafolio
- MAP
- Michigan Model
- NOELLA

- Oregon Project
- PowerSchool
- Reading Recovery: Observation Survey of Early Literacy Achievement
- Scholastic Suite of Assessments
- STAMP
- STAR Early Literacy
- STAR Math
- STAR Reading
- Study Island
- Terranova
- Voyager

¹ Teachers assigned to two schools may select the appropriate school-wide score for the school at which they spend the majority of their time. Teachers assigned to three or more schools may select system-wide state assessment measures.

* This achievement measure can be scaled using AMO; a feeder/custom option also available for these state assessments.

² A feeder/custom option is available for all overall TVAAS measures.

³ Teachers assigned to two schools may select the appropriate school-wide score for the school at which they spend the majority of their time. Teachers assigned to multiple schools may also select system-wide overall TVAAS measures. A feeder/Custom option is available for these measures.

⁴ All early grades composites include grade 3 TVAAS data and are available in districts that have administered the grade 2 assessment to their current third grade students. Additionally, districts must continue to administer the optional second grade assessment to their current second grade students in order to generate an early grades composite in any given year.

⁵ The district should *at least* measure the standards that are aligned to [TN-ELDS](#). It is suggested that standards in each math cluster and *all* ELA standards be measured.

⁶ Achievement measure choices for specific grade levels and/or content are dependent upon the assessments given each year.

Achievement Measure Selections: High School Teachers (9-12)

State Assessments¹¹

Classroom, Grade, or School Level⁸

- EOC Algebra I or II Success Rate*
- EOC Biology Success Rate*
- EOC English I or II Success Rate*
- EOC Geometry I Success Rate*
- EOC Integrated Math I, II, or III Success Rate*
- EOC US History Success Rate*
- MSAA
- TCAP Alt
- WIDA ACCESS

TVAAS Composites

School Level⁹

- Overall
- Literacy
- Literacy and Numeracy
- Numeracy
- Social Studies
- Science
- CTE Concentrator Overall
- CTE Concentrator Literacy
- CTE Concentrator Literacy and Numeracy
- CTE Concentrator Numeracy
- CTE Concentrator Social Studies
- CTE Students Overall
- CTE Students Literacy
- CTE Students Literacy and Numeracy
- CTE Students Numeracy
- CTE Students Social Studies
- EOC Overall
- EOC Literacy
- EOC Literacy and Numeracy
- EOC Numeracy
- EOC Social Studies
- EOC Science
- TCAP (Grades 4-8)/EOC Overall
- TCAP (Grades 4-8)/EOC Literacy
- TCAP (Grades 4-8)/EOC Literacy and Numeracy
- TCAP (Grades 4-8)/EOC Numeracy
- TCAP (Grades 4-8)/EOC Social Studies
- TCAP (Grades 4-8)/EOC Science

Off-the-Shelf

- ACT Aspire
- iReady
- MAP
- National French Exam
- National Greek Exam
- National Latin Exam
- National Spanish Exam
- Precision Measurement Instruments (PMI)
- STAR Math
- STAR Reading

Graduation Rate¹⁰

ACT/SAT Suite of Assessments

- ACT
- PSAT
- SAT

Early Postsecondary Exams

- AP Assessment
- Cambridge
- CLEP
- IB Assessment
- Local Dual Credit
- Statewide Dual Credit

⁷ Teachers assigned to two schools may select the appropriate school-wide score for the school at which they spend the majority of their time. Teachers assigned to three or more schools may select system-wide state assessment measures.

⁸ Teachers assigned to two schools may select the appropriate school-wide score for the school at which they spend the majority of their time. Teachers assigned to multiple schools may also select system-wide overall TVAAS measures. A feeder/custom option is available for these measures.

* This achievement measure can be scaled using AMO; a feeder/custom option also available for these state assessments.

⁹ Teachers may select the appropriate school- or system-wide measure.

¹⁰ Achievement measure choices for specific grade levels and/or content are dependent upon the assessments given each year.

Industry Certifications

CTE educators may select a career cluster as an achievement measure. Educators are able to report the number and names of certifications and set criteria based on their goals for the year.

Career Clusters

- Advanced Manufacturing
- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts and A/V
- Business Management and Administration
- Education and Training
- Finance
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Marketing
- STEM
- Transportation, Distribution, and Logistics

Certifications in Each Cluster

Advanced Manufacturing

- American Welding Society Certified Welder
- AWS SENSE – Advanced Level Welder
- AWS SENSE – Entry Level Welder
- FANUC
- Level I Siemens Certified Mechatronic Systems Assistant
- Machining Level I – Measurement, Materials, and Safety Certification (NIMS)
- NCCER Core Curriculum
- OSHA 10
- OSHA 30 General Industry
- Precision Measurement Instruments Certification (includes all subtests)
- Production Certification (CPT)

Agriculture, Food, and Natural Resources

- Briggs and Stratton Basic Small Engine Certification
- Briggs and Stratton Master Service Technician
- Commercial Pesticide Certification – Core (03) (Note: Must be 18 years old)
- OSHA 10
- OSHA 30 General Industry
- Precision Measurement Instruments Certification (includes all subtests)
- Tennessee Specific Industry Certification – Animal Science
- Tennessee Specific Industry Certification – Horticulture

Architecture and Construction

- AutoCAD
- Certified Solidworks Associate
- EPA Section 608 Universal
- HVAC Excellence Employment Ready Certifications
- HVAC Excellence, Heating, Electrical, Air Conditioning Technology (H.E.A.T.)
- NCCER Carpentry Level One
- NCCER Carpentry Level Two
- NCCER Construction Technology
- NCCER Core Curriculum
- NCCER Electrical Level One
- NCCER Plumbing Level One
- OSHA 10
- OSHA 30 Construction
- Precision Measurement Instruments Certification (includes all subtests)
- Precision Measurement Instruments Certification (includes all subtests)
- Universal R-410A

Arts and A/V

- Adobe Certified Associate

Business Management and Administration

- Microsoft Office Expert (pass the two-part Expert Exam Excel)
- Microsoft Office Expert (pass the two-part Expert Exam Word)
- Microsoft Office Master – Track 1 (Word Expert + Excel Core + Elective)
- Microsoft Office Master – Track 2 (Excel Expert + Word Core + Elective)
- Microsoft Office Master – Track 3 (Word Expert + Excel Expert)
- Microsoft Office Specialist (Excel)
- Microsoft Office Specialist (PowerPoint)
- Microsoft Office Specialist (Word)

Education and Training

- CDA – Child Development Associate

Finance

- Intuit QuickBooks Certified User

Health Science

- Certified Clinical Medical Assistant
- Certified EKG Technician
- Certified Nursing Assistant
- Certified Patient Care Technician
- Certified Personal Trainer
- Certified Pharmacy Technician
- Emergency Medical Responder (First Responder)
- National Entry Level Dental Assistant
- OSHA 10 Health Care

Hospitality and Tourism

- Certified Fundamentals Cook (CFC)
- Certified Hospitality & Tourism Professional
- ServSafe Food Manager

Human Services

- Tennessee Specific Industry Certification – Dietetics & Nutrition
- Tennessee Specific Industry Certification – Social Health Services
- TN Board of Cosmetology & Barbering – TN Cosmetology 1010
- TN Board of Cosmetology & Barbering – TN Master Barber 1010

Information Technology

- Advanced HTML5/CSS3
- Associate of ISC2 (Note: Teacher must be ISC2certified.)
- CCNA Cisco Certified Network Associate
- Cisco Certified Entry Network Tech (CCENT)
- Cisco IT Essentials PC Hardware & Software Certification
- CIW Web Design Specialist
- CIW Web Foundation
- CompTIA A+
- CompTIA IT Fundamentals
- CompTIA Network+
- CompTIA Security+
- JavaScript Specialist
- Microsoft Technology Associate Infrastructure
- Microsoft Technology Associate Software Development Fundamentals

Marketing

- Certified Logistics Technician
- Hootsuite Platform Certification
- Hootsuite Social Media Certification
- Microsoft Office Specialist (Excel)

STEM

- Autodesk Inventor Certified User
- Certified Solidworks Associate (CSWA) – Academic
- FANUC
- Precision Measurement Instruments Certification (includes all subtests)

Transportation, Distribution, and Logistics

- Automotive Service Excellence Certification: Painting and Refinishing
- Automotive Service Excellence Student Certification: Maintenance & Light Repair Certification
- Automotive Service Excellence Student Certification: Nonstructural Analysis/Repair
- Automotive Service Excellence Student Certification: Structural Analysis/Repair
- I-CAR Refinish Technician ProLevel 1 or I-CAR Non-Structural Technician ProLevel 1
- Precision Measurement Instruments Certification (includes all subtests)

APPENDIX D: STUDENT GROWTH PORTFOLIO MODELS

- (1) In order to implement one of the TEAM student growth portfolio models, LEAs shall:
 - (a) Assign a district TEAM portfolio lead to maintain accurate teacher rosters, distribute portfolio-related information and resources, monitor and support timely portfolio submissions for all teachers, and ensure portfolio peer reviewing;
 - (b) Assign a technology lead to provide local platform support;
 - (c) Select and provide TEAM portfolio reviewers in each content area; and
 - (d) Ensure all TEAM portfolio reviewers are trained and certified by the Department to assess student growth according to the portfolio model.
- (2) Failure to submit a portfolio shall result in an incomplete evaluation record for the school year, and no level of overall effectiveness (LOE) shall be calculated.
- (3) The following portfolio models have been approved for use by LEAs:
 - (a) Fine Arts TEAM Portfolio Model
 - (b) World Languages TEAM Portfolio Model
 - (c) Physical Education TEAM Portfolio Model
 - (d) Pre-K/Kindergarten TEAM Portfolio Model
 - (e) First grade TEAM Portfolio Model
 - (f) Second grade TEAM Portfolio Model

Appendix E:
Pre-K/Kindergarten Alternative Growth Measures

- (1) Pursuant to T.C.A. § 49-6-105(e)(1) and State Board Rule 0520-02-01-.01, LEAs that receive pre-Kindergarten program approval under T.C.A. §§ 49-6-103 - 49-6-110 shall utilize the pre-K/Kindergarten growth portfolio model approved by the State Board of Education, or a comparable alternative measure of student growth approved by the State Board of Education and adopted by the LEA, in the evaluation of pre-Kindergarten and Kindergarten teachers.
- (2) Pursuant to State Board Rule 0520-02-01-.01, In order for an alternative growth measure for pre-Kindergarten and/or Kindergarten to be considered for conditional approval by the Commissioner, the measure must:
 - (a) Be nationally normed;
 - (b) Be evidence-based;
 - (c) Be available in both mathematics and/or English language arts;
 - (d) Have the ability to evaluate all students in pre-Kindergarten and/or Kindergarten;
 - (e) Produce results that represent student growth, not student achievement; and
 - (f) Produce results that can be scaled to differentiate performance into five (5) effectiveness groups in accordance with the guidelines developed by the Department.
- (3) In addition to the requirements under paragraph (2), each proposed alternative student growth measure shall, at a minimum, be evaluated by the Department for:
 - (a) Purpose or intended use;
 - (b) Alignment to the Tennessee academic standards;
 - (c) Frequency of administration during a school year; and
 - (d) Modality.
- (4) Following the one-year pilot, the Commissioner may recommend to the State Board that the alternate growth measure be approved for continued use. Such recommendation shall be based on the expectations for alternate growth measures set out in paragraphs (2) and (3) of this section.