

# TENNESSEE STATE BOARD OF EDUCATION

## EDUCATOR EVALUATION POLICY

5.201

### Policy Sections:

- I. General Requirements
- II. Observation Pacing and Support.
- III. Alternate Observation Models

#### I. General Requirements

- (1) Local boards of education and charter schools shall implement annual evaluations for educators in accordance with T.C.A. § 49-1-302, State Board Rules 0520-02-01 Evaluations, and this policy. This policy serves to further define State Board Rules 0520-02-01 Evaluations.<sup>1</sup> The primary purpose of educator evaluation is to identify and support instruction through feedback and transparency that will lead to high levels of student achievement.
- (2) Evaluations shall be a factor in employment decisions, including, but not limited to, individual and group professional development plans, hiring, assignment, attainment of tenure status, promotion, retention, retention, termination/dismissal, and compensation.

#### II. Observation Pacing and Support

- (1) Observation pacing for teachers, school services personnel, and library media specialists shall meet the requirements included in the chart below:

---

<sup>1</sup> Definitions contained in State Board Rule 0520-02-01 Evaluations also apply to this policy.

# TENNESSEE STATE BOARD OF EDUCATION

## EDUCATOR EVALUATION POLICY

**5.201**

Licensure Status	Previous Year Individual Growth or Level of Overall Effectiveness <sup>2</sup>	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

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

- (2) An LEA or charter school 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 educators who received a partial year exemption (PYE) in the previous year, shall 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) School administrators shall have at least two (2) onsite observations annually, conducted by the director of schools or designee. The evaluation process for school administrators shall also include a review of the quality of the school administrators' implementation of teacher evaluations, and school climate and/or teaching and learning conditions surveys.

# TENNESSEE STATE BOARD OF EDUCATION

## EDUCATOR EVALUATION POLICY

5.201

- (5) The Department of Education shall monitor observation scores each year and ensure consistent application of observation standards across districts pursuant to State Board Evaluations Rule 0520-02-01. In the event that the average of all teacher observation scores assigned by an observer differs by three (3) or more from the average student growth score for the same group of teachers, those results may be considered outside the acceptable range of alignment for observers. The top ten percent (10%) of schools with observers whose observation trends fall outside the acceptable range of results may be required to participate in additional training and support as determined by the Department. Training and support provided by the Department shall not require or imply that individual observation results must align with TVAAS growth data.

### II. 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 pursuant to State Board Educator Evaluation Rule 0520-02-01. 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) pursuant to State Board Evaluations Rule 0520-02-01.
- (2) The list of currently approved alternate observation models for LEAs, state special schools, and charter schools includes:
  - (a) The Teacher Instructional Growth for Effectiveness and Results (TIGER)
  - (b) Project COACH
  - (c) Teacher Effectiveness Model (TEM)
  - (d) Classroom Assessment Scoring System (CLASS) (for pre-K only)
- (3) The list of currently approved alternate school administrator observation models includes:
  - (a) Project COACH Administrator
- (4) 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.

<b>TENNESSEE STATE BOARD OF EDUCATION</b>	
<b>EDUCATOR EVALUATION POLICY</b>	<b>5.201</b>

### **Appendix A: Student Surveys**

LEAs and charter schools may use a State Board-approved student survey instrument weighted in accordance with the approved observation model.

Currently approved student survey instruments are:

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

Additional surveys instruments may be 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 school year.

## 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 regarding the achievement measure selection process can be found on the TEAM website. 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.

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

#### State Assessments<sup>8</sup>

##### *Classroom, Grade, or School Level*<sup>3</sup>

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Grade 2 Success Rate</li> <li>• Grade 2 ELA Success Rate</li> <li>• Grade 2 Math Success Rate</li> <li>• Grades 3-8 Success Rate*</li> <li>• Grades 3-8 ELA Success Rate*</li> </ul> | <ul style="list-style-type: none"> <li>• Grades 3-8 Math Success Rate*</li> <li>• Grades 3-8 Science Success Rate</li> <li>• Grades 3-8 Social Studies Success Rate*</li> <li>• EOC Success Rate*</li> <li>• EOC Algebra I or II Success Rate*</li> <li>• EOC Geometry Success Rate*</li> </ul> | <ul style="list-style-type: none"> <li>• EOC Integrated Math I, II, or III Success Rate*</li> <li>• EOC English I or II Success Rate</li> <li>• MSAA</li> <li>• TCAP Alt</li> <li>• WIDA ACCE</li> </ul> |
|---|---|--|

#### TVAAS Composites<sup>4,8</sup>

##### *School Level*<sup>5</sup>

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Overall</li> <li>• Literacy</li> <li>• Literacy and Numeracy</li> <li>• Numeracy</li> <li>• Social Studies</li> <li>• Science</li> <li>• EOC Numeracy</li> <li>• Early Grades (Grade 3)<sup>6</sup></li> <li>• Overall</li> </ul> | <ul style="list-style-type: none"> <li>• Early Grades (Grade 3) Literacy and Numeracy</li> <li>• Early Grades (Grade 3) Numeracy</li> <li>• Early Grades (Grade 3) Science</li> <li>• Early Grades (Grade 3) Social Studies</li> <li>• TCAP (Grades 4-8) Overall</li> <li>• TCAP (Grades 4-8) Literacy</li> <li>• TCAP (Grades 4-8) Literacy and Numeracy</li> <li>• TCAP (Grades 4-8) Numeracy</li> <li>• TCAP (Grades 4-8) Science</li> </ul> | <ul style="list-style-type: none"> <li>• TCAP (Grades 4-8) Social Studies</li> <li>• TCAP (Grades 4-8) /EOC Overall</li> <li>• TCAP (Grades 4-8)/EOC Literacy</li> <li>• TCAP(Grades 4-8)/EOC Literacy and Numeracy</li> <li>• TCAP(Grades 4-8)/EOC Numeracy</li> <li>• TCAP(Grades 4-8)/EOC Social Studies</li> </ul> |
|--|---|--|

#### Off-the-Shelf

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• ACT Aspire</li> <li>• AIMSweb</li> <li>• Children’s Progress Academic Assessment</li> <li>• Classworks</li> <li>• Connect 4 Learning–Formative Assessment<sup>7</sup></li> <li>• Developmental Reading Assessment (DRA)</li> <li>• DIBELS</li> <li>• Discovery Ed/ThinkLink</li> <li>• EasyCBM Fast</li> </ul> | <ul style="list-style-type: none"> <li>• Fountas-Pinell</li> <li>• GOLD Assessment</li> <li>• Houghton Mifflin Harcourt Early Childhood Inventory (Big Day)</li> <li>• iReady</li> <li>• Istation</li> <li>• Kindergarten Readiness</li> <li>• Learning.com</li> <li>• Limelight</li> <li>• Linguafolio</li> <li>• MAP</li> <li>• Michigan Model</li> <li>• NOELLA</li> </ul> | <ul style="list-style-type: none"> <li>• Oregon Project</li> <li>• PowerSchool</li> <li>• Reading Recovery: Observation Survey of Early Literacy Achievement</li> <li>• Scholastic Suite of Assessments</li> <li>• STAMP</li> <li>• STAR Early Literacy</li> <li>• STAR Math</li> <li>• STAR Reading</li> <li>• Study Island</li> <li>• Terranova</li> <li>• Voyager</li> </ul> |
|---|---|---|

<sup>1</sup> 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.

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

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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 Assessments<sup>11</sup>

#### *Classroom, Grade, or School Level<sup>8</sup>*

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

### TVAAS Composites

#### *School Level<sup>9</sup>*

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

### Off-the-Shelf

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

### Graduation Rate<sup>10</sup>

#### ACT/SAT Suite of Assessments

- ACT
- SAT
- PSAT

### Early Postsecondary Exams

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

<sup>7</sup> 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.

<sup>8</sup> 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.

<sup>9</sup> Teachers may select the appropriate school- or system-wide measure.

<sup>10</sup> 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 ISC2 certified.)
- 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) Pursuant to T.C.A. 49-1-302 and State Board Evaluations Rule 0520-02-01-.03, for teachers and other educators who do not have individual TVAAS scores, LEAs may choose from an alternative student growth model approved by the State Board of Education in accordance with this policy.
  
- (2) 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.
  
- (3) 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.
  
- (4) 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-.03, 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) 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.