
Teacher and Principal Evaluation Policy 5.201

The Background:

The 2012-13 school year was the second year of full implementation of the Tennessee Educator Acceleration Model (TEAM). At the conclusion of the 2011-12 school year, the Department of Education made a number of policy changes in response to feedback that was gathered throughout the first year of implementation. The department continued to collect feedback throughout the second year of implementation and has proposed additional policy changes as a result of that feedback.

1. Redefining the Acceptable Range of Results

In July 2012, the department recommended and the State Board of Education approved a policy change that allowed the department to monitor observation scores throughout the year and enforce consistent application of standards across schools and districts, particularly where there was a high percentage of misalignment between observation scores and individual growth scores. This policy specified that the relationship between value-added and observation scores should, at a minimum, be within one performance level.

The department conducted additional research on the relationship between value-added and observation scores and found that when excluding teachers who received a 1 on their individual TVAAS scores, the rates of misalignment dropped dramatically. Beginning in the 2013-14 school year, the department recommends that the relationship between individual growth scores and observation scores should be no more than two performance levels apart. This policy change would ensure that the department focuses its efforts on the schools and evaluators with the most significant rates of misalignment.

2. Approved Comparable Measures for Individual Growth

Since the implementation of the TEAM evaluation system, the department has been committed to identifying and developing ways of measuring student growth for teachers who do not have individual growth scores. Last year, the board approved the use of the Fine Arts portfolio model for the 2012-13 school year. Based on the results of pilot work conducted during the 2012-13 school year, the department recommends adding portfolio models in physical education and world languages to the list of approved growth options. These models have demonstrated the ability to effectively differentiate educator levels of effectiveness.

3. Approved Alternate Observation Models

Under SBE Teacher and Principal Evaluation Policy 5.201 “in lieu of the approved model, LEAs may select another model from an approved list.” The department recommends including the list of approved observation models in state board policy:

Tennessee Educator Acceleration Model (TEAM)
The Teacher Instructional Growth for Effectiveness and Results (TIGER)
Project COACH
Teacher Effectiveness Model (TEM)
Achievement School District Evaluation Model (pending SBE approval)

The Recommendation:

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

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1. Redefining the Acceptable Range of Results

General Guidelines. (4) For the purposes of these guidelines, performance level discrepancies between individual student achievement growth scores and observation scores of three or more will be considered outside the acceptable range of results. The 10 percent of schools with the highest percentage of teachers falling outside the acceptable range of results will be required to participate in additional training and support as determined by the department. Districts that have 20 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.

2. Approved Comparable Measures for Individual Growth

Local Evaluation of Teachers, Principals and Non-Instructional, Certified Staff. (1)(a)(2). For teachers, librarians, counselors and other groups of educators who do not have individual TVAAS scores, LEAs will choose from a list of options that have been shown capable of measuring student growth. The list of options will be approved by the Department of Education prior to the start of each school year. The list of options includes:

- Stanford 10
- Fine Arts Portfolio Model
- Physical Education Portfolio Model (pending SBE approval)
- World Languages Portfolio Model (pending SBE approval)

The Department of Education will continually monitor and revise the list of options under this category based on increasing availability of high quality measures of performance. Additionally, the Department of Education will continue work to develop valid and reliable student growth measures for those educator groups that do not currently have them. In lieu of the availability of growth measures for all educators without individual TVAAS scores, school-level value-added scores will be the standard student growth measure.

3. Approved Alternate Observation Models

Local Evaluation of Teachers, Principals and Non-Instructional, Certified Staff. (2)(a). For all classroom teachers and non-instructional, certified staff other than principals and assistant principals who spend at least 50 percent of their time on administrative duties, the State Board of Education will approve an evaluation model by which to evaluate all educators' effectiveness. In lieu of the approved state model, LEAs may select another model from an approved list. *The list of currently approved options includes:*

TIGER

COACH

Teacher Effectiveness Model (TEM)

Achievement School District Evaluation Model (placeholder name)

All approved models must adhere to statutory and policy requirements. Models must include a qualitative appraisal instrument that addresses the following domains: Planning, Environment, Professionalism, and Instruction. All approved models shall include, but are not limited to: a review of prior evaluations, personal conferences to discuss strengths, weaknesses and remediation, and classroom or school observation visits.