TN ASD Teacher Evaluation
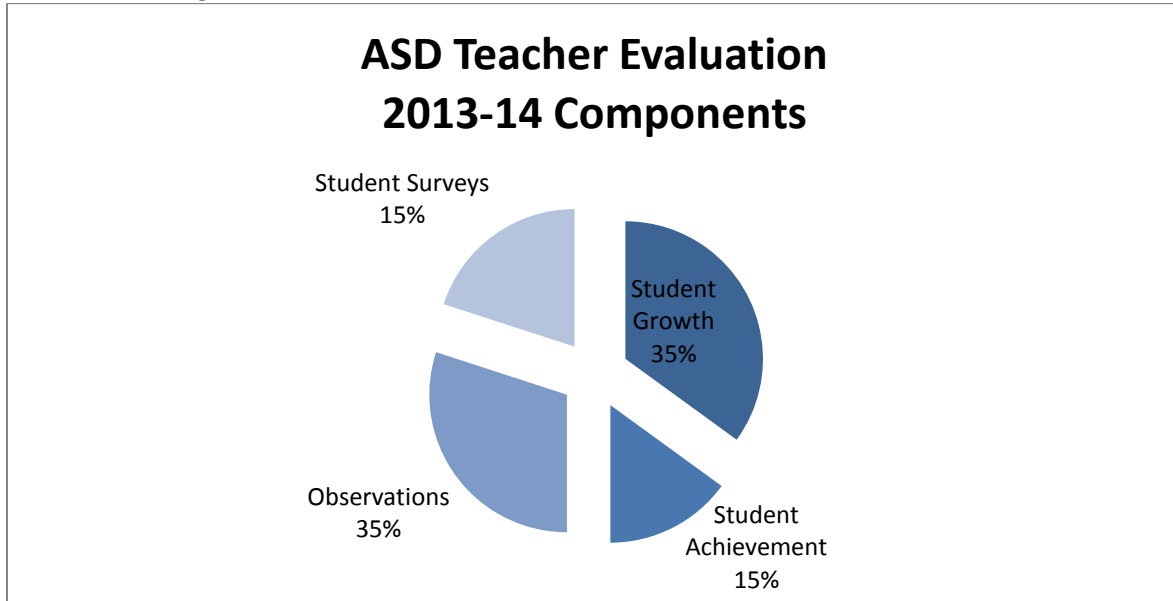# Proposed System Revisions

System Revision Rationale

The goals of evaluation system revision are to create an evaluation system that gathers accurate performance data for ASD teachers to drive decisions from professional development, to compensation and personnel decisions. The goals of revising the system revolve around creating a system that is more intuitive and supportive of evaluators and teachers in creating a meaningful, natural conversation about teacher performance in the ASD.

More specifically, revisions seek to:

Goal	Specific Revisions
Create a more precise language around instruction in the ASD.	1. Revision of the ASD observation tool.
Ensure that all components of a teacher's evaluation are meaningful and robust.	2. Eliminate content knowledge as a component. 3. Increase the weight of student surveys to ensure it is a meaningful measure. 4. Narrow the focus of individual observations to ensure that rubric ratings are targeted and meaningful.
Ensure that observation and rating practices support accurate and fair ratings of teacher practice.	5. Ensure that language in the rubric supports accurate rating that allows evaluators to use their discretion (if appropriate, for example). 6. Narrow the focus of formal observations to ensure that evaluators are able to collect ample evidence. 7. Weight observation ratings to ensure that end practice carries more weight than beginning of the year practice.
Ensure that system components and processes support an efficient and effective use of time by evaluators. Ensure that process components support a balance between structure and flexibility for teachers and evaluators as they have important authentic conversations about teacher performance.	8. Reduce the amount of scoring done for each formal observation. 9. Keep requirements around conferencing and observations minimal.

System Components For Tested Grades and Subjects

A teacher's evaluation will be comprised of the following components, weighted to create a final evaluation rating.

ASD Teacher Evaluation 2013-14 Components

- Student Surveys 15%
- Student Growth 35%
- Student Achievement 15%
- Observations 35%

Student Growth and Student Achievement (50%)

Student growth and achievement measures represent 50% of a teacher's evaluation rating, and they are comprised of teacher and evaluator-selected student outcome measures chosen from a state-approved menu of options.
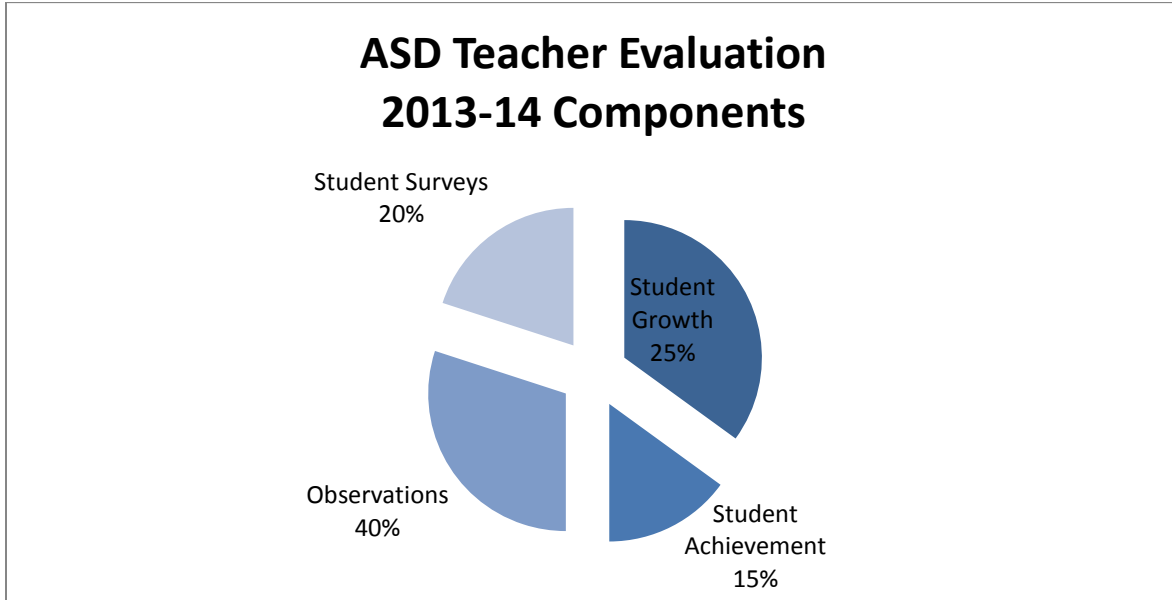
Observations (35%)

Ratings from observations of practice (classroom practice, as well as professional practice within the school community) will make up 35% of a teacher's overall evaluation rating. Evaluators will observe teachers throughout the year and rate their practice in the classroom and in the professional setting four times, using the ASD's Framework for Excellent Teaching. Teachers will be rated on a four-point scale, and ratings from the last two rounds of rating will be weighted more heavily than in earlier rounds.

Student Surveys (15%)

The ASD will administer the TRIPOD, or a comparable student survey, to all students to comprise the student perception/survey portion of teachers' evaluations. Please refer to the evaluation calculation section for more detailed information about scoring.

System Components For Non-Tested Grades and Subjects

A teacher's evaluation will be comprised of the following components, weighted to create a final evaluation rating.

ASD Teacher Evaluation
2013-14 Components

Student Surveys
20%

Student
Growth
25%

Observations
40%

Student
Achievement
15%

Student Growth and Student Achievement (40%)

Student growth and achievement measures represent 40% of a teacher's evaluation rating, and they are comprised of teacher and evaluator-selected student outcome measures chosen from a state-approved menu of options.

Observations (40%)

Ratings from observations of practice (classroom practice, as well as professional practice within the school community) will make up 40% of a teacher's overall evaluation rating. Evaluators will observe teachers throughout the year and rate their practice in the classroom and in the professional setting four times, using the ASD's Framework for Excellent Teaching. Teachers will be rated on a four-point scale, and ratings from the last two rounds of rating will be weighted more heavily than in earlier rounds.

Student Surveys (20%)

The ASD will administer the TRIPOD, or a comparable student survey, to all students to comprise the student perception/survey portion of teachers' evaluations. Please refer to the evaluation calculation section for more detailed information about scoring.

Evaluation Process

Student Growth and Achievement

The portion of the teacher evaluation system that is comprised of student growth and achievement, as well as the menu of options available, is mandated by the state department. However, ASD teachers should select student growth and achievement measures and set goals in October—this would change from current practice of selecting these measures in February or March (the state requirement), in order to allow teachers to set goals earlier to have for reference and reflection throughout the year.

Student Surveys

Student surveys should be administered once in the fall and once in the spring. Scores from student surveys can be an average of both, capture growth between survey administrations, and/or take the most recent survey rating.
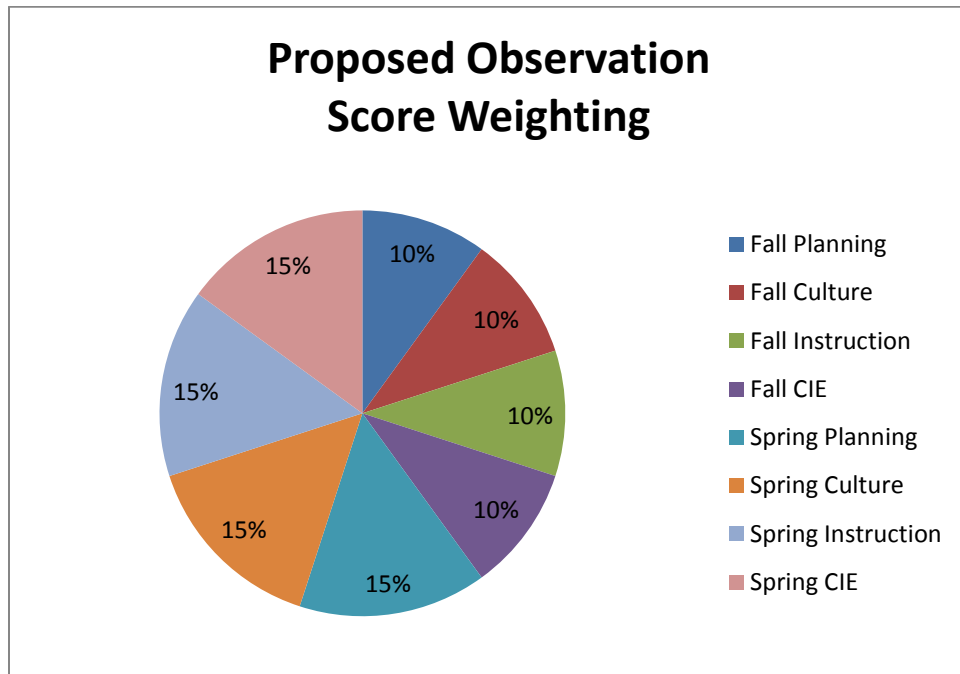
Observations

Teachers will be observed a minimum of four times formally throughout the year, with two announced and two unannounced visits (evaluator's choice as to when they conduct which ones); observers in the ASD will conduct frequent informal observations to gather data and drive teacher practice. Formal observations should last at a minimum 20 minutes in length, although between 30-45 minutes is recommended. Where Planning is rated, an observer should also review lesson and unit plans for a teacher. Announced observations are those where the teacher has at least 24 hours' notice prior to the observation.

Teachers will be rated at four points throughout the year, using formal observations as the primary source of evidence for ratings. However, if informal observations show consistent evidence that is different from formal observations, evaluators may use this evidence to inform ratings when appropriate. Pre-conferences will take place before the 2 announced formal observations. Post-conferences will occur following formal observations/ratings according to the schedule below; conferences should occur within five working days of the formal observation, and conferences should include some form of discussion of performance ratings and determining next steps for teachers' development of practice.

A note on multiple observers: where possible, teachers will have at least two evaluators who split their evaluative observations. Increasing the number of raters will assist in generating more reliable evaluation ratings for ASD teachers.

Proposed Rating Schedule for Informal Observations/Focus Areas for Feedback[1]

Month	Rated Domains
End of August	Full or targeted (based on teacher need) rubric informal ratings (highly recommended)
September	Planning, Culture
October/November	Instruction, CIE
January	Planning, Culture
February/March	Instruction, CIE

Proposed Observation Score Weighting

- Fall Planning — 10%
- Fall Culture — 10%
- Fall Instruction — 10%
- Fall CIE — 10%
- Spring Planning — 15%
- Spring Culture — 15%
- Spring Instruction — 15%
- Spring CIE — 15%

---

[1] This schedule should not be construed to prevent evaluators and coaches from focusing on or rating scheduled domains as areas of growth for teachers. For example, if a teacher is observed in September and her key lever for improvement is in Checking for Understanding, her observer would rate her Planning and Culture, share those ratings with the teacher, and then use the rubric rows around Checking for Understanding to identify key next steps for the teacher to focus on for her improvement.

Key Timelines

Month	Proposed Key Evaluation Actions
August	• Optional: conference with all teachers to review informal performance data and set professional growth goals for the year.
September	• Observe 1st formal; rate Planning and Student Culture • Post-conference with teacher to share ratings and determine next steps. • Teachers/evaluators select student growth/achievement measures for the year.
November	• Observe 2nd formal; rate Instruction and CIE • Post-conference with teacher • First administration of student surveys
January	• Mid-year performance conversation with all teachers
February	• Observe 3rd formal: rate Planning and Student Culture • Post-conference with teacher
March	• Observe 4th formal: rate Instruction and CIE • Post-conference with teacher • Second administration of student surveys
April	• End of year performance conversations

A note on optional and recommended practices

We want all evaluation conversations and conferences to be authentic and tailored to teachers' and school leaders' specific needs; therefore, during summer induction, evaluators will receive training on practices around conferencing and preparation for conferences. School leaders and teachers are responsible for creating/agreeing to the specific practices around conferences that best support conversations at their schools.

The following practices are some optional practices:

• Teachers complete a reflection/information sheet prior to an announced observation
• Teachers complete self-rating following each formal observation and prior to a post-conference
• Observers give frequent informal rubric ratings given throughout the year, to give teachers a pulse check on areas of development and strength in their individual classrooms.
• Evaluators and teachers have beginning, mid-year, and end of year check-ins to talk about performance more broadly over the course of the year.

Evaluation Calculations

The proposed observation of practice tool will rate teachers on a four-point scale. As a result, the scoring of the evaluation system must change slightly in order to determine each teacher's summative rating on a five-point scale, as required by state law.

The ASD's revised 4-step scoring approach maintains accuracy, precision, and transparency in the calculation of the teacher's overall effectiveness rating while simultaneously satisfying state reporting requirements. It is also straightforward and fairly similar to the existing scoring model, making it easy for principals to explain and for teachers to understand.

Step 1: Convert the four-point scale observation of practice score to an equivalent score on a five-point scale.
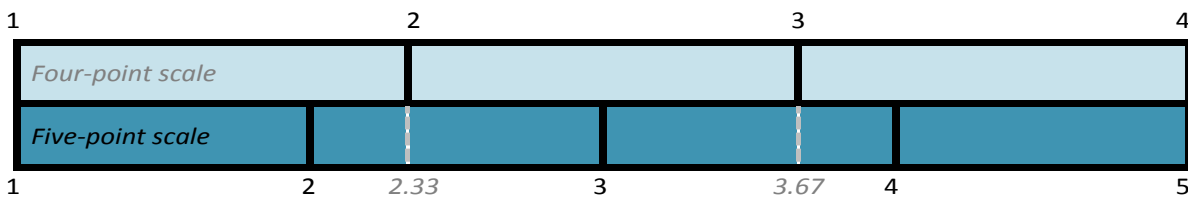
The formula for this computation is: start with the 4-point scale observation of practice score, subtract one, divide by three, multiply by four, and add one. This computation generates an equivalent score on a five-point scale and accommodates non-integer values (e.g. an observation of practice score of 3.6 of out 4 converts to 4.51 out of 5).
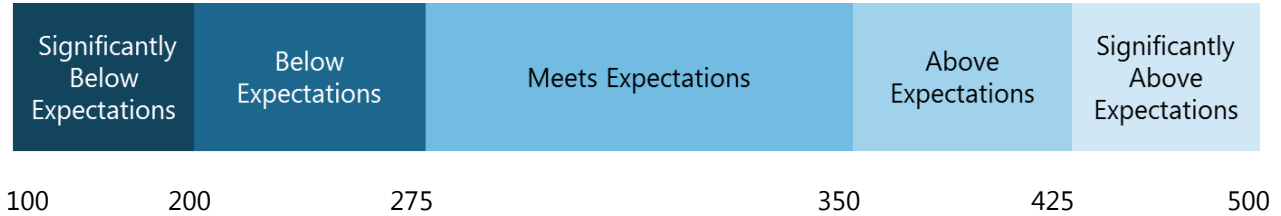
- **Step 2: Calculate a score, based on a 5-point scale, for each component.**

- **Step 3: Compute final score by adding each weighted score together.**

Component	Component Score		Percent Weight		Weighted Score
Student Growth	2	x	35	=	70
Student Achievement	2	x	15	=	30
Observation of Practice	4.51	x	35	=	156
Student Survey	5	x	15	=	75
Final Score					**331**

These are the components and weights for teachers in Tested Grades

and Subjects. For teachers in Non-Tested Grades and Subjects, percent weights will be adjusted accordingly, ensuring that they sum to 100%.

- **Step 4: Determine summative rating based on cut points**

Significantly Below Expectations	Below Expectations	Meets Expectations	Above Expectations	Significantly Above Expectations

| 100 | 200 | 275 | 350 | 425 | 500 |

Once 2012-13 evaluation ratings are available, the ASD may shift the actual cut points for 2013-14 to ensure an accurate distribution of summative ratings.

Observation of Practice Tool- The ASD Framework for Excellent Teaching

The observation of practice tool is attached in an additional document.

Training and Certification for Evaluators and Teachers

In order to ensure that the ASD Framework is used rigorously and consistently to assess and drive teacher performance, the ASD will invest time in intensive development for leaders and teachers on the Framework, both prior to and throughout the school year.

Evaluators will be required to demonstrate consistent and high levels of inter-rater reliability in order to formally evaluate teachers in the ASD. Evaluators will undergo significant training in observing classroom (and outside-classroom) practice, gathering evidence and determining ratings, and communicating effective feedback for teacher growth in the summer. They will receive additional support and norming practice throughout the year, both in district-wide group settings, and in school team/individual settings. Central support team members will use scoring data to provide additional support and norming practice to ensure that evaluators are consistently above inter-rater reliability targets set by the district.

Teachers in the ASD will receive intensive training on the new rubric during teacher induction in July 2013, as well as ongoing development on rubric competencies and best practices throughout the year. Training will include exemplars of different levels of practice on the rubric, as well as time for teachers to self-assess on specific competencies and plan for improvement of their practice.

Support for the Proposed ASD Framework

Rubric Development and Relevant Research

The rubric's initial foundation comes from the study rubrics used in both Uncommon Schools and ASPIRE. Both organizations have demonstrated records of success in improving student achievement levels. Additionally, the ASD worked with Insight Education Group to finalize the development of the rubric. The organization supports rigorous instruction through the Common Core and based the structure of the rubric off of both a Core Framework and robust research base, both of which are described in the attached documents.

Field Testing and Feedback

School leaders played an integral role in the development of the initial draft of the rubric. After 3 rounds of feedback conversations with school leaders, the rubric was field tested in classrooms at each Achievement School, providing another round of feedback on the use of the tool. Additionally, teacher focus groups were held at each Achievement School in order to receive teacher feedback on the tool and the evaluation process as a whole. Each group contained six teachers that represented a range of experience levels.