TENNESSEE STATE BOARD OF EDUCATION	
TEACHER AND ADMINISTRATOR EVALUATION POLICY	**5.201**

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

Policy Sections:

(1)   General Requirements
(2)   State Evaluation Model (TEAM)
(3)   Alternate Observation Models
(4)   Local-Level Grievance Procedure

(1)   General Requirements

(a)   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.

(b)   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.

(c)   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).

(d)   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%) 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)   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.

(a)   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.

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

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

(ii)   For teachers, librarians, counselors, and other groups of educators who do not have individual TVAAS scores, LEAs may choose from a list of TEAM student growth portfolio models that have been shown capable of generating an individual student growth measure. By the 2019-20 school year, in order to provide individual growth scores to teachers in non-tested grades and subjects, LEAs shall use at least one (1) appropriate alternative growth model that has been approved by the State Board. The list of options will be approved by the Department prior to the start of each school year. The current list of TEAM portfolio models includes:

(I)   Fine Arts TEAM Portfolio Model
(II)   World Languages TEAM Portfolio Model
(III)   Physical Education TEAM Portfolio Model
(IV)   Pre-K/Kindergarten TEAM Portfolio Model
(V)   First grade TEAM Portfolio Model
(VI)   Second grade TEAM Portfolio Model

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 in the evaluation of pre-kindergarten and kindergarten teachers.

(ii)   In order to implement one of the TEAM portfolio models above, LEAs shall:

(I)   Assign a district TEAM portfolio lead to maintain accurate teacher rosters, distribute portfolio-related information and

> (II) Assign a technology lead to provide local platform support;
>
> (III) Select and provide TEAM portfolio reviewers at a ratio of one (1) evaluator for every ten (10) portfolios in each content area; and
>
> (IV) Ensure all TEAM portfolio reviewers are trained and certified by the Department to assess student growth according to the portfolio model.

(iii) 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.

(iv) 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%).

(v) 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%).

(vi) 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.

(vii) 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.

2. Fifteen percent (15%) other measures of student achievement.

(i) 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 or duty assignments of each educator.

(ii) 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.

(iii) 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.

(b) 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.

1. 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.

(i) 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.

(ii) 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.

(iii) Observation pacing for teachers shall meet the requirements included in the table below:

Licensure Status	Previous Year Individual Growth or Level of Overall Effectiveness [1]	Minimum Required Observations*	Minimum Required Observations per Domain*	Minimum Number of Minutes per School Year
Practitioner	Levels 1-4	Six (6) domains observed, with a minimum of three (3) domains observed in each semester.	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	Six (6) domains observed, with a minimum of three (3) domains observed in each semester.	3 Instruction 2 Planning 2 Environment	90 minutes
	Levels 2-4	Four (4) domains observed with a minimum of two (2) domains observed in each semester.	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

    (iv)   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.

  (c)   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

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

in the previous year shall have the maximum number of observations conducted based on the educator's license type.

(d)   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.

(e)   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:

    1.   A review of the quality of the school administrators' implementation of teacher evaluations;

    2.   School climate and/or teaching and learning conditions surveys; and

    3.   School administrators shall have at least two (2) onsite observations annually, conducted by the director of schools or designee.

(f)   All evaluations shall be conducted by certified evaluators. To be certified, an evaluator must meet certification requirements as determined by the Department.

(3)   Alternate Observation Models

(a)   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).

    1.   The list of currently approved alternate observation models for LEAs, state special schools, and charter schools includes:

        (i)   The Teacher Instructional Growth for Effectiveness and Results (TIGER)

        (ii)   Project COACH

        (iii)   Teacher Effectiveness Model (TEM)

    2.   The list of currently approved alternate school administrator observation models includes:

        (i)   Project COACH Administrator

(b) 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:

1. Be research-based, effectively differentiate teacher performance, and meet all legal requirements regarding evaluation;

2. 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;

3. 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;

4. Require yearly certification of all evaluators;

5. Include a formal feedback component; and

6. Include at least the same number of observations required by the TEAM evaluation model.

(c) LEAs may propose to pilot an alternate observation model to the Department via the following process:

1. 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.

2. 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.

    a. The Department shall review the proposed pilot and shall approve or deny the proposed pilot.

    b. 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.

    c. 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.

(d) Charter schools or charter management organizations, if applicable, may propose an alternate observation model via the following process:

   1. A proposal shall be submitted to the Department by January 15 of the year prior to implementation.

   2. 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.

   3. The Department shall review the proposed model and shall recommend to the State Board either approval or denial of the model.

(e) LEAs using an approved alternate observation model shall submit the following documents to the Department by June 1 each year:

   1. Documents noting any proposed changes to the evaluation model for the following school year.

   2. An annual plan for ensuring all evaluators are certified.

(f) 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.

(g) 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.

(4) Local-Level Grievance Procedure

(a) 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.

(b) The local-level 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.

(c) 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.

(d) Every attempt should be made to resolve grievances at the lowest possible step in the process.

(e) Minor procedural errors in implementing the evaluation model shall be resolved at the lowest possible step in the grievance 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.

(f) 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.

(g) 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.

(h) 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.

(i) Each grievance submitted shall contain:

   1. The teacher or school administrator's name, position, school, and additional title, if any;

   2. The name of the teacher or school administrator's immediate supervisor;

   3. The name of the evaluator/reviewer;

   4. The date the challenged evaluation was received;

   5. The evaluation period in question;

   6. The basis for the grievance;

   7. The corrective action desired by grievant; and

   8. Sufficient facts or other information to begin an investigation.

(j)   A failure to state the basis for the grievance shall result in the grievance being considered invalid.

(k)   Procedures. The grievance process shall be conducted in accordance with the following three (3) steps:

   1.   Step I—Evaluator

     (i)   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.

     (ii)   Local administrative investigation and fact finding.

     (iii)   Decision clearly communicated in writing to grievant within fifteen (15) days of receipt of the complaint.

     (iv)   To allow disputes to be resolved at the lowest level possible, the evaluator may take any action necessary, based on the circumstances, to immediately correct any procedural errors made in the evaluation process.

   2.   Step II—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.

     (i)   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.

     (ii)   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.

     (iii)   Local investigation, fact finding, and written final decision communicated to grievant in writing within fifteen (15) days of discussion.

     (iv)   To allow disputes to be resolved at the lowest level possible, the Director of Schools may take any action necessary, based on the circumstances, to immediately correct any procedural errors made in the evaluation process.

3. Step III—Local Board of Education

(i) 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.

(ii) 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.

(iii) 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.

(iv) 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.

(v) The local board of education shall serve as the final step for all grievances.

4. 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.

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 school year.

Appendix B: Charter School Approved Alternate Observation Models

Approved Model	Charter Management Organization(s) or School(s)	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
EEP 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 (HQTI)	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

Approved alternative observation models will be added to this Appendix upon approval.

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 Assessments
Classroom, Grade, or School Level[2]

- Grade 2 Composite
- Grade 2 ELA
- Grade 2 Math
- Grades 3-8 ELA[*]
- Grades 3-8 Math[*]
- Grades 3-8 Science[*]

- Grades 6-8 Social Studies[*]
- EOC Algebra I or II[*]
- EOC Geometry I[*]
- EOC Integrated Math I, II, or III[*]
- MSAA
- TCAP Alt

- TCAP Composite
- WIDA ACCESS

Overall TVAAS[3]
School Level[4]

- Composite
- Literacy
- Literacy and Numeracy
- Numeracy
- Social Studies
- EOC Numeracy
- Early Grades (Grade 3)[5] Composite
- Early Grades (Grade 3) Literacy

- Early Grades (Grade 3) Literacy and Numeracy
- Early Grades (Grade 3) Numeracy
- TCAP (Grades 4-8) Composite
- TCAP (Grades 4-8) Literacy
- TCAP (Grades 4-8) Literacy and Numeracy
- TCAP (Grades 4-8) Numeracy
- TCAP (Grades 5-8) Science

- TCAP (Grades 6-8) Social Studies
- TCAP/EOC Composite
- TCAP/EOC Literacy
- TCAP/EOC Literacy and Numeracy
- TCAP/EOC Numeracy
- TCAP/EOC Social Studies

Off-the-Shelf

- ACT Aspire
- AIMSweb
- Children's Progress Academic Assessment
- Classworks
- Connect 4 Learning–Formative Assessment[6]
- 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

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[2] 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.

[3] A feeder/custom option is available for all overall TVAAS measures.

[4] 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.

[5] 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.

[6] 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.

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

State Assessments
Classroom, Grade, or School Level[7]

- EOC Algebra I or II*
- EOC Biology*
- EOC English I or II*
- EOC Geometry I*

- EOC Integrated Math I, II, or III*
- EOC US History*
- MSAA
- TCAP Alt

- TCAP Composite
- WIDA ACCESS

Overall TVAAS
School Level[8]

- Composite
- Literacy
- Literacy and Numeracy
- Numeracy
- Social Studies
- CTE Concentrator
- CTE Concentrator Literacy
- CTE Concentrator Literacy and Numeracy
- CTE Concentrator Numeracy

- CTE Concentrator Social Studies
- CTE Students
- CTE Students Literacy
- CTE Students Literacy and Numeracy
- CTE Students Numeracy
- CTE Students Social Studies
- EOC Composite
- EOC Literacy
- EOC Literacy and Numeracy

- EOC Numeracy
- EOC Social Studies
- Grades 4-8/EOC Composite
- Grades 4-8/EOC Literacy
- Grades 4-8/EOC Literacy and Numeracy
- Grades 4-8/EOC Numeracy
- Grades 6-8/EOC Social Studies

Off-the-Shelf

- ACT Aspire
- iReady
- MAP
- National French Exam

- National Greek Exam
- National Latin Exam
- National Spanish Exam
- Precision Measurement

- Instruments (PMI)
- STAR Early Literacy
- STAR Math
- STAR Reading

Graduation Rate[9]

ACT/SAT Suite of Assessments

- ACT
- PSAT
- SAT

Early Postsecondary Exams

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

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[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.

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 in Excel)
- Microsoft Office Expert (pass the two-part Expert Exam in 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)

Adopted: 09/29/1994
Revised: 09/18/2019

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:
Achievement Measure Worksheet 2019-20

Educator Name_____   School Name_____

Position _____

Part A: Approved Achievement Measures (Check One)[10]		Part B: Chosen Measure (from Part A) and Rationale	
State Assessments			
Overall TVAAS		**Achievement Score**	**Measurable Criteria to Meet Effectiveness Rating[11]** *To be completed by administrator and teacher*
ACT/SAT Suite of Assessments		**1**	
Off-the-Shelf Assessments		**2**	
Early Postsecondary Exams		**3**	
Industry Certifications		**4**	
Graduation Rate		**5**	

Educator Signature[12]_____ Date_____

Evaluator Signature_____ Date_____

To be completed prior to summative conference

Part C: Summative Effectiveness Rating *(for evaluator use only)* Achievement Measure Outcome (on measure selected above)	Final Achievement Score[13]
	Date

Educator Signature[14]_____ Date_____

Evaluator Signature_____ Date_____

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[10] For a detailed list of achievement measure types within each approved achievement measure, see the following pages.
[11] Data for the chosen measure must be quantifiable. For additional guidance on the setting of achievement levels, see guidance documents available at http://team-tn.org.

[12] Signatures indicate that the information contained in this document has been discussed.
[13] When current year data is released, if a teacher has an individual growth score of a 3, 4, or 5 and that score is higher than the achievement score, the individual growth score will automatically replace the achievement score when final scores are submitted.
[14] Signatures indicate that the information contained in this document has been discussed. Districts/administrators must enter all teacher and administrator growth measure selections into TNCompass by the October deadline noted in the evaluation timeline outlined on the TEAM website here.

Adopted: 09/29/1994
Revised: 09/18/2019

State Assessments				
Assessment Name	Classroom Level	Grade Level	School Level	System Level
*ºEOC: Algebra I or II	●	●	●	●
*ºEOC: Biology I	●	●	●	●
*ºEOC: English I or II	●	●	●	●
*ºEOC: Geometry I	●	●	●	●
*ºEOC: Integrated Math I, II, or III	●	●	●	●
*ºEOC: US History	●	●	●	●
*ºGrades 3-8: Math	●	●	●	●
*ºGrades 3-8: ELA	●	●	●	●
*ºGrades 6-8: Social Studies	●	●	●	●
TCAP: ALT	●	●	●	●
TCAP: Composite	●	●	●	●
MSAA	●	●	●	●
WIDA ACCESS	●	●	●	●
Grade 2 Composite	●	●	●	●
Grade 2 ELA	●	●	●	●
Grade 2 Math	●	●	●	●

Overall TVAAS		
Assessment Name	School Level	System Level
ºComposite	●	●
ºLiteracy	●	●
ºLiteracy and Numeracy	●	●
ºNumeracy	●	●
ºSocial Studies	●	●

CTE Concentrators		
ºCTE Concentrator	●	●
ºCTE Concentrator: Literacy	●	●
ºCTE Concentrator: Literacy and Numeracy	●	●
ºCTE Concentrator: Numeracy	●	●
ºCTE Concentrator: Social Studies	●	●

CTE Students		
ºCTE Students	●	●
ºCTE Students: Literacy	●	●
ºCTE Students: Literacy and Numeracy	●	●
ºCTE Students: Numeracy	●	●
ºCTE Students: Social Studies	●	●

Early Grades[15]		
ºEarly Grades Composite	●	●
ºEarly Grades Literacy	●	●

Assessment Name	School Level	System Level
Early Grades, cont.		
ºEarly Grades Literacy and Numeracy	●	●
Early Grades Numeracy	●	●

EOC		
ºEOC Composite	●	●
ºEOC Literacy	●	●
ºEOC Literacy and Numeracy	●	●
ºEOC Numeracy	●	●
ºEOC Social Studies	●	●

TCAP		
ºGrades 4-8 Composite	●	●
ºGrades 4-8 Literacy	●	●
ºGrades 4-8 Literacy and Numeracy	●	●
ºGrades 4-8 Numeracy	●	●
ºGrades 6-8 Social Studies	●	●

TCAP/EOC		
ºGrades 4-8/EOC Composite	●	●
ºGrades 4-8/EOC Literacy	●	●
ºGrades 4-8/EOC Literacy and Numeracy	●	●
ºGrades 4-8/EOC Numeracy	●	●
ºGrades 6-8/EOC Social Studies (includes grades 6-8 and EOC data)	●	●

Off-the-Shelf Assessments[16]	
AIMS Web	Learning.com
Children's Progress Academic Assessment	Limelight
	Linguafolio
Classworks	MAP
Connect 4 Learning – Formative Assessment[17]	Michigan Model
	National Greek Exam
DIBELS	National Latin Exam
Discovery Ed/ThinkLink	National French Exam
DRA	NOELLA
easy CBM	Oregon Project
FAST	Reading Recovery: Observation Survey of Early Literacy Achievement
Fountas-Pinell	Scholastic Suite of Assessments
GOLD Assessment	STAMP
Houghton Mifflin Harcourt Early Childhood Inventory (Big Day)	STAR Early Literacy
	STAR Math
iReady	STAR Reading
Istation	Terranova
Kindergarten Readiness	Voyager

ACT/SAT Suite of Assessments	
ACT	SAT
ACT Aspire	PSAT

Early Postsecondary Exams	
AP Assessment	Dual Credit Exams
Cambridge	IB Assessment
CLEP	SDC

Graduation Rate
Graduation Rate

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[15] Early Grades Composites include 3rd grade TVAAS data and are available in districts that have administered the Grade 2 Assessment to their current 3rd grade students.

[16] Off-the-shelf assessments are commonly used nationally or state-wide.

[17] 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.

Industry Certifications[18]	Health Science
Advanced Manufacturing	Certified Clinical Medical Assistant
American Welding Society Certified Welder	Certified EKG Technician
AWS SENSE – Advanced Level Welder	Certified Nursing Assistant
AWS SENSE – Entry Level Welder	▪Certified Patient Care Technician
FANUC	Certified Personal Trainer
Level I Siemens Certified Mechatronic Systems Assistant	Certified Pharmacy Technician
Machining Level I – Measurement, Materials, and Safety Certification (NIMS)	Emergency Medical Responder (First Responder)
▪NCCER Core Curriculum	▪National Entry Level Dental Assistant
▪OSHA 10	▪OSHA 10 Health Care
▪OSHA 30 General Industry	**Hospitality & Tourism**
▪Precision Measurement Instruments Certification (includes all subtests)	▪Certified Fundamentals Cook (CFC)
Production Certification (CPT)	▪Certified Hospitality & Tourism Professional
Agriculture, Food, & Natural Resources	ServSafe Food Manager
▪Briggs and Stratton Basic Small Engine Certification	**Human Services**
▪Briggs and Stratton Master Service Technician	Tennessee Specific Industry Certification – Dietetics & Nutrition
Commercial Pesticide Certification – Core (03) (Note: Must be 18 years old)	Tennessee Specific Industry Certification – Social Health Services
▪OSHA 10	TN Board of Cosmetology & Barbering – TN Cosmetology 1010
▪OSHA 30 General Industry	TN Board of Cosmetology & Barbering – TN Master Barber 1010
▪Precision Measurement Instruments Certification (includes all subtests)	**Information Technology**
Tennessee Specific Industry Certification – Animal Science	▪Advanced HTML5/CSS3
Tennessee Specific Industry Certification – Horticulture	Associate of ISC2 (Note: Teacher must be ISC2 certified.)
Architecture & Construction	CCNA Cisco Certified Network Associate
▪AutoCAD	Cisco Certified Entry Network Tech (CCENT)
▪Certified Solidworks Associate	▪Cisco IT Essentials PC Hardware & Software Certification
EPA Section 608 Universal	CIW Web Design Specialist
HVAC Excellence Employment Ready Certifications	▪CIW Web Foundation
HVAC Excellence, Heating, Electrical, Air Conditioning Technology (H.E.A.T.)	CompTIA A+
NCCER Carpentry Level One	CompTIA IT Fundamentals
NCCER Carpentry Level Two	CompTIA Network+
NCCER Construction Technology	CompTIA Security+
NCCER Core Curriculum	▪JavaScript Specialist
NCCER Electrical Level One	▪Microsoft Technology Associate Infrastructure
NCCER Plumbing Level One	Microsoft Technology Associate Software Development Fundamentals
OSHA 10	**Marketing**
OSHA 30 Construction	▪Certified Logistics Technician
▪Precision Measurement Instruments Certification (includes all subtests)	▪Hootsuite Platform Certification
▪Precision Measurement Instruments Certification (includes all subtests)	▪Hootsuite Social Media Certification
Universal R-410A	▪Microsoft Office Specialist (Excel)
Arts & A/V	**STEM**
▪Adobe Certified Associate	Autodesk Inventor Certified User
Business Management & Administration	Certified Solidworks Associate (CSWA) – Academic
Microsoft Office Expert (pass the two-part Expert Exam in Excel)	FANUC
Microsoft Office Expert (pass the two-part Expert Exam in Word)	▪Precision Measurement Instruments Certification (includes all subtests)
Microsoft Office Master – Track 1 (Word Expert + Excel Core + Elective)	**Transportation, Distribution, & Logistics**
Microsoft Office Master – Track 2 (Excel Expert + Word Core + Elective)	Automotive Service Excellence Certification: Painting and Refinishing
Microsoft Office Master – Track 3 (Word Expert + Excel Expert)	Automotive Service Excellence Student Certification: Maintenance & Light Repair Certification
Microsoft Office Specialist (Excel)	Automotive Service Excellence Student Certification: Nonstructural Analysis/Repair
Microsoft Office Specialist (PowerPoint)	Automotive Service Excellence Student Certification: Structural Analysis/Repair
Microsoft Office Specialist (Word)	I-CAR Refinish Technician ProLevel 1 or I-CAR Non-Structural Technician ProLevel 1
Education & Training	Precision Measurement Instruments Certification (includes all subtests)
CDA- Child Development Associate	
Finance	
▪Intuit QuickBooks Certified User	

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[18] For more information on industry certifications, visit the Department website here or see list of certifications here.
▪*Indicates a new promoted certification.*