
Teacher and Administrator Evaluation Policy 5.201

The Background:

T.C.A. § 49-13-111(a)(2) states that a charter school must “meet the same performance standards and requirements adopted by the state board of education for public schools” and State Board Rule 0520-14-02-.01 states that charter schools shall not be granted a waiver from requirements related to teacher evaluation. State Board Policy 5.201 sets forth the requirements for teacher observations by state-approved models and allows charter schools or charter management organizations to propose alternate observation models for the purpose of meeting state teacher observation requirements.

This item includes three charter school proposals for alternate observation models to be added to Appendix B of this policy. 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.

On first reading, the department reviewed and recommended the following alternate observation models for approval:

Charter School	Observation Model
Emerald Charter Schools	Teacher Development and Evaluation
Gestalt Community Schools	GCS Leverage Leadership Principal Evaluation Rubric

Since first reading, the department has also reviewed and recommends the following alternate observation model for approval:

Charter School	Observation Model
Green Dot	Green Dot Public Schools TN School Leader Evaluation
Freedom Prep Charter Schools	Principal Evaluation Framework
Capstone	Capstone Education Observation Model

There are additional changes since first reading to Appendix C, Approved Achievement Measures.

State Board Policy 5.201 and T.C.A. § 49- 1-302(b)(2)(B)(iii) require that fifteen percent (15%) of an educator's level of overall effectiveness scores be comprised of a measure of student achievement. School administrators, classroom teachers, librarians, and all other educators in grades kindergarten through eight (K-8) and nine through twelve (9-12) will select, in collaboration with the evaluator, from the list of achievement measures included in Appendix C. 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.

Since first reading, the Department has completed an annual review of Appendix C: Approved Achievement Measures and recommends the updates provided. These updates align the language of the achievement measure worksheet to the accountability files and TVAAS website, adding clarity to the selection process and accuracy to the list of measures. No measures have been removed.

Fiscal Analysis Impact:

T.C.A. § 49-1-212 requires that the Department prepare a fiscal analysis of any policy, rule, or regulation proposed to the State Board of Education. These items have no fiscal impact on an LEA.

Policy Justification:

T.C.A. § 4-5-230 requires that justification for adopting an item as a policy instead of a rule be submitted to the chair of the Government Operations Committee. This item is proposed to be adopted as a policy because it defines or explains the meaning of a statute or rule and/or concerns only the internal management of state government that does not affect private rights or privileges.

The Recommendation:

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