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**Educator Evaluation Policy 5.201**

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**The Background:**

Educator Evaluation Policy 5.201 further defines Educator Evaluation Rule Chapter 0520-02-01 to provide additional context and detail regarding evaluation requirements. This first read item presents additions to Appendix A and Appendix B of the policy as well as revisions to include the Tennessee universal screener or other universal reading screener approved by the State Board as an alternative growth model pursuant to the Literacy Success Act.

Charter School Alternative Observation Model

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.” Educator Evaluation Rule Chapter 0520-02-01 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. Appendix A of the Educator Evaluation Policy includes the approved charter school alternative observation models.

Charter schools or charter management organizations may propose an alternate observation model via the following process:

- A proposal shall be submitted to the Department by January 15 of the year prior to implementation.
- 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.
- The Department shall review the proposed model and shall recommend to the State Board either approval or denial of the model.

This item includes the approval of one (1) new charter proposal for an alternate observation model.

<b>Charter School</b>	<b>Observation Model</b>
Noble Education Initiative	Teacher Feedback and Evaluation Tool

Approved Achievement Measures Updates

This item also presents updates to the approved achievement measures in Appendix B of the policy. Pursuant to T.C.A. § 49-1-302(d)(2)(B)(iii) and Educator Evaluation Rule Chapter 0520-02-01, educators and evaluators are responsible for selecting a closely aligned achievement measure from either the Pre-K-8 or 9-12 grade band. The selected measure must align with the level of the educator’s work assignment, and school administrators select a school-level measure. The Department monitors implementation and provides feedback to districts to ensure all measure selections comply with statute and policy.

In order for an assessment to be recommended for State Board approval as an achievement measure, it must meet the following conditions:

- Align properly to the Tennessee Academic Standards for the grade level or content area being measured;
- Demonstrate the level of rigor needed to embody the full range of expectations in the Tennessee Academic Standards; and
- Show all students' culmination of understanding, strengths, and areas for improvement.

The following measure has been reviewed by Department experts and recommended for use as achievement measures for the 2021-22 school year and beyond:

- Lexia® RAPID™ Assessment – Core5, Grades PreK-5

Additionally, in November 2020, the Department revised the process to review and promote industry credentials, which include certifications, licenses, and badges for secondary students. This item also includes revisions to add several industry credentials to the approved achievement measure list.

#### Universal Reading and Math Screener as Alternative Growth Model

Pursuant to the Literacy Success Act (Public Chapter 3 of the 2021 First Extraordinary Session) and the Learning Loss Remediation and Student Acceleration Act (Public Chapter 1 of the 2021 First Extraordinary Session), this item also makes a revision to allow teachers in non-tested grades in Pre-K-2 to use the Tennessee universal reading screener, Tennessee universal math screener, or other universal reading screener approved by the State Board as an approved alternative growth model.

#### **The 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. This item has no financial impact on the department. Any costs will be incurred by the charter management organization at their discretion.

#### **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 first and final reading. The SBE staff concurs with this recommendation.