

# 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.

### General Requirements

- (1) The primary purpose of annual teacher and school administrator evaluation is to identify and support instruction that will lead to high levels of student achievement.
- (2) Evaluations will 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.
- (3) Annual evaluation will differentiate teacher and school administrator performance into five (5) effectiveness groups according to the individual educator's evaluation results. The five 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 will 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 will 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).
- (4) Performance level discrepancies, between individual student achievement growth scores and observation scores, of three (3) or more will 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 will 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.

### Evaluation Weighting Flexibility

The Tennessee Teaching Evaluation Enhancement Act of 2015 (T.C.A. § 49-1-302) adjusted the weighting of student growth data in an educator's evaluation to lessen the evaluation score impact of TNReady, as well as the social studies and science assessments. Public Chapter 192 of the *Tennessee Public Acts of 2017* updated the Tennessee Teaching Evaluation Enhancement Act to extend the phase-in approach for how TNReady assessments administered in school years 2015-16 through 2018-19 will be weighted in an educator's evaluation. Details of the weighting adjustments for the 2016-17 school year are contained in Appendix B.

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### 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.

- (1) Fifty percent (50%) student achievement data. This portion of the evaluation model will use multiple data sources to evaluate educators' effectiveness in affecting student learning growth.
  - (a) Thirty-five percent (35%) student growth measures.
    1. For teachers with individual Tennessee Value Added Assessment System (TVAAS) scores, the student growth measures shall be comprised of TVAAS scores.
    2. For teachers, librarians, counselors and other groups of educators who do not have individual TVAAS scores, LEAs may choose from a list of student growth portfolio models that have been shown capable of generating an individual student growth measure. The list of options will be approved by the Department of Education prior to the start of each school year. The current list of student growth portfolio models includes:
      - i. Fine Arts Student Growth Portfolio Model
      - ii. World Languages Student Growth Portfolio Model
      - iii. Physical Education Student Growth Portfolio Model
      - iv. Pre-K/Kindergarten Student Growth Portfolio Model
      - v. 1<sup>st</sup> grade Student Growth Portfolio Model
    3. In order to implement one of the student growth portfolio models above, LEAs must:
      - i. Assign a district portfolio lead to verify portfolio submissions and to facilitate committee reviews as needed;
      - ii. Select and provide portfolio evaluators at a ratio of one (1) evaluator for every ten (10) portfolios in each content area;
      - iii. Ensure all portfolio evaluators are trained and credentialed by the Department to assess student growth according to the portfolio model; and
      - iv. Implement the state's multiple rating categories to measure levels of performance on the growth model.
    4. All pre-kindergarten and kindergarten teachers employed by an LEA that offers an approved VPK (voluntary pre-K) program shall implement the State Board-approved pre-kindergarten and kindergarten portfolio models.

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5. For educators without individual student growth measures who are not school administrators, TVAAS school composite scores will be the standard student growth measure and shall account for fifteen percent (15%) of the overall evaluation score. The qualitative portion of the overall evaluation for these educators shall be increased to seventy percent (70%) and the other measures of student achievement shall account for fifteen percent (15%).
  6. For school administrators who spend at least fifty percent (50%) of their time on administrative duties, the student growth measure will be school-level value-added scores.
  7. 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 overall level of effectiveness.
- (b) Fifteen percent (15%) other measures of student achievement.
1. 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. The agreed-upon measure should be a measure aligned as closely as possible to the educator's primary responsibility. If the two parties do not agree on a measure, the educator being evaluated will select a measure.
  2. 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.
  3. The Department of Education will 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.
- (2) Fifty percent (50%) qualitative measure (observation). This portion of the evaluation model will use multiple data sources to evaluate educator practice against the qualitative appraisal instrument contained in each approved observation model.
- (a) 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.
1. At least half ( $\frac{1}{2}$ ) 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.

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2. 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.,
3. Observation pacing for teachers shall meet the requirements included in the chart below:

Licensure Status	Previous Year Individual Growth or Level of Overall Effectiveness <sup>1</sup>	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

4. An LEA or charter schools using the TEAM model may choose to allow observers to combine domains during classroom observations provided the requisite

<sup>1</sup> LEAs may elect to base pacing on a teacher’s previous year individual growth or on level of overall effectiveness, pursuant to local policy.

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minimum time, semester, distribution and notice (announced versus unannounced) are met.

- (b) 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 a Level of Overall Effectiveness in the previous year shall have the maximum number of observations conducted based on the educator's license type.
- (c) 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.
- (d) 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. .
- (e) All evaluations shall be conducted by certified evaluators. To be certified, an evaluator must meet certification requirements as determined by the Department of Education.

**Alternate Observation Models**

- (1) 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).
  - (a) The list of currently approved alternate observation models for LEAs, state special schools, and charter schools includes:
    - 1. The Teacher Instructional Growth for Effectiveness and Results (TIGER)
    - 2. Project COACH

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3. Teacher Effectiveness Model (TEM)
  - (b) The list of currently approved alternate school administrator observation models includes:
    1. Project COACH Administrator
- (2) 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:
  - (a) Be research-based, effectively differentiate teacher performance, and meet all legal requirements regarding evaluation;
  - (b) 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;
  - (c) 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 of Education;
  - (d) Require yearly certification of all evaluators;
  - (e) Include a formal feedback component; and
  - (f) Include at least the same number of observations required by the TEAM evaluation model.
- (3) LEAs may propose to pilot an alternate observation model to the Department of Education via the following process:
  - (a) A formal request to pilot a new alternate observation model shall be submitted to the Department of Education by January 15 of the year prior to implementation of the pilot.
  - (b) 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.
  - (c) The Department of Education shall review the proposed pilot and shall approve or deny the proposed pilot.
  - (d) If approved, data regarding the outcome of the pilot shall be submitted to the Department of Education no later than July 1 following the piloted school year.
  - (e) The Department of Education shall review the data from the proposed observation model

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and shall recommend approval or denial of the alternate observation model to the State Board.

- (4) Charter schools or charter management organizations, if applicable, may propose an alternate observation model via the following process:
  - (a) A proposal shall be submitted to the Department of Education by January 15 of the year prior to implementation.
  - (b) 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.
  - (c) The Department of Education shall review the proposed model and shall recommend to the State Board either approval or denial of the model.
- (5) LEAs using an approved alternate observation model shall submit the following documents to the Department of Education by June 1 each year:
  - (a) Documents noting any proposed changes to the evaluation model for the following school year.
  - (b) An annual plan for ensuring all evaluators are certified.
- (6) 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.
- (7) Any evaluation model from which results will be used to inform licensure advancement shall be approved by the State Board.

**Local-Level Grievance Procedure**

- (1) T.C.A. § 49-1-302, provides for "a local-level evaluation grievance procedure to 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."
- (2) 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.
- (3) 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.

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- (4) Every attempt should be made to resolve grievances at the lowest possible step in the process.
- (5) 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.
- (6) 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.
- (7) A grievance must 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.
- (8) 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.
- (9) Each grievance submitted shall contain:
  - (a) The teacher or school administrator's name, position, school, and additional title, if any;
  - (b) The name of the teacher or school administrator's immediate supervisor;
  - (c) The name of the evaluator/reviewer;
  - (d) The date the challenged evaluation was received;
  - (e) The evaluation period in question;
  - (f) The basis for the grievance;
  - (g) The corrective action desired by grievant; and
  - (h) Sufficient facts or other information to begin an investigation.
- (10) A failure to state the basis for the grievance shall result in the grievance being considered invalid.

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

(a) Step I—Evaluator

1. 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.
2. Local administrative investigation and fact finding.
3. Decision clearly communicated in writing to grievant within fifteen (15) days of receipt of the complaint.
4. 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.

(b) 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.

1. 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.
2. 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.
3. Local investigation, fact finding, and written final decision communicated to grievant in writing within fifteen (15) days of discussion.
4. 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.

(c) Step III—Local Board of Education

1. Teachers and school administrators may request a hearing before the local board of education by submitting a written grievance and all relevant

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documentation to the local board of education within fifteen (15) days of receipt of decision from Step II.

2. 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.

3. 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.
4. 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.
5. The local board of education shall serve as the final step for all grievances.

- (d) 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.

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**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 of Education (TDOE) to determine the appropriate number of survey administrations and/or pilot participants.
- **Step 3:** Vendor shares data generated from pilot with TDOE for analysis.
- **Step 4:** Vendor proposes rating scale based on pilot data.
- **Step 5:** TDOE reviews instrument, rating scale, and analyzes pilot data.
- **Step 6:** TDOE 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.

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**Appendix B: Charter School Approved Alternate Observation Models**

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

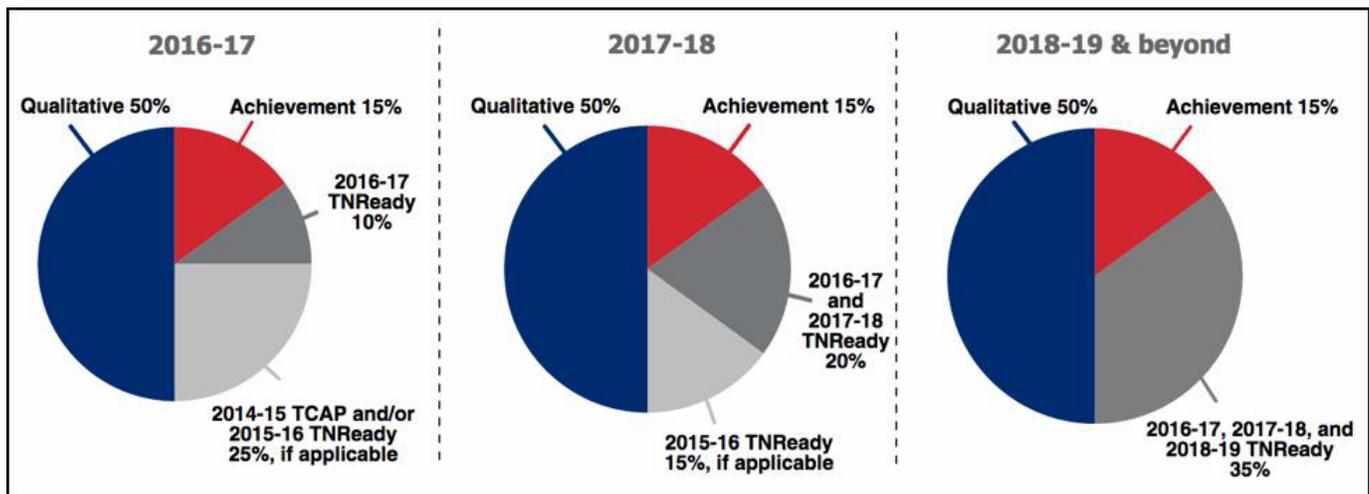
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### Appendix C: How individual TVAAS scores from TNReady will factor into evaluation

TNReady scores will factor into evaluation scores at 10 percent for the 2016-17 school year, 20 percent for the 2017-18 school year and 35 percent for the 2018-19 school year and thereafter. Additionally, 2015-16 growth will only be used if it benefits the educator. If it does not, or if the educator does not have scores from the 2015-16 year, the qualitative component of the evaluation composite will increase.



#### Evaluation options for high school teachers of a tested course

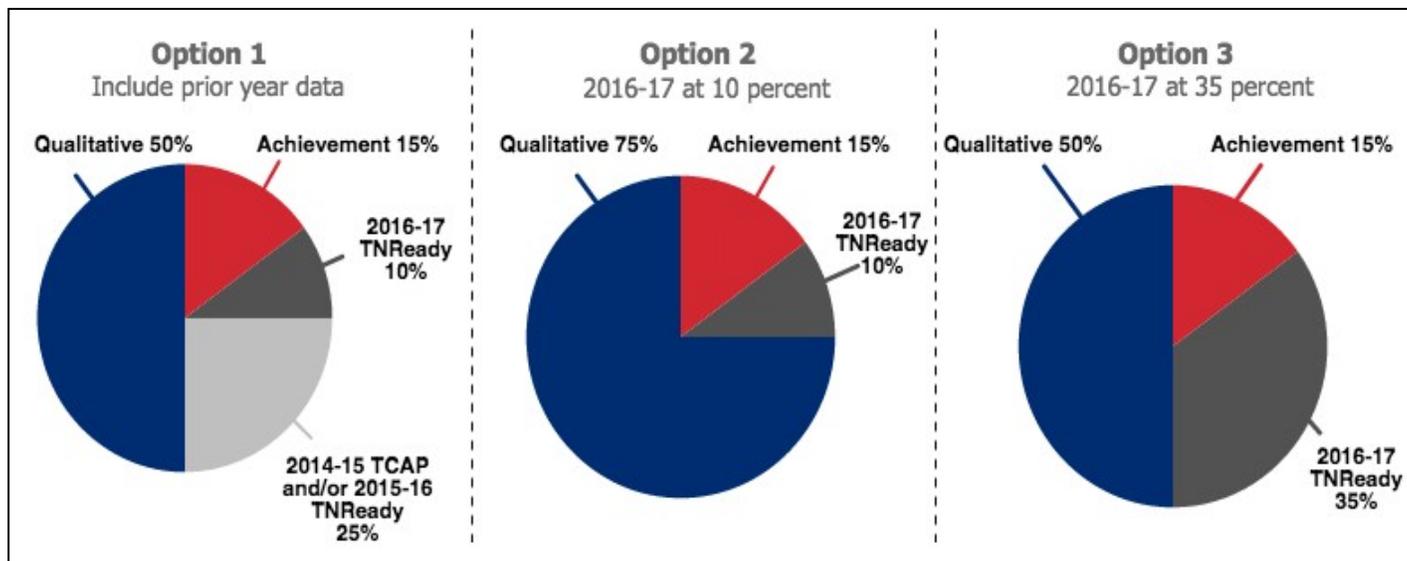
High school teachers will have the following options for how their evaluations could be calculated. The teacher will automatically receive the highest option. (See chart on next page.)

- Option 1: Include prior year data
  - If a teacher has 2014-15 and 2015-16 TVAAS data, both years will comprise 25 percent portion of the student growth component if this calculation benefits the teacher. If the 2015-16 TVAAS data does not benefit the teacher, the 2014-15 data will comprise the entire 25 percent.
  - If a teacher only has 2015-16 TVAAS data, this score will comprise the entirety of the 25 percent portion if it benefits the teacher.
- Option 2: 2016-17 at 10 percent
  - If a teacher does not have 2014-15 TVAAS data, and if the 2015-16 TVAAS score does not benefit the teacher or is not available, the qualitative component of the evaluation will increase.
- Option 3: 2016-17 at 35 percent
  - The most recent year's student growth score will count for the full 35 percent student growth component if this results in the highest overall evaluation score for the teacher.

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### Evaluation options for grades 5–8 teachers of a tested grade or subject (excluding social studies)

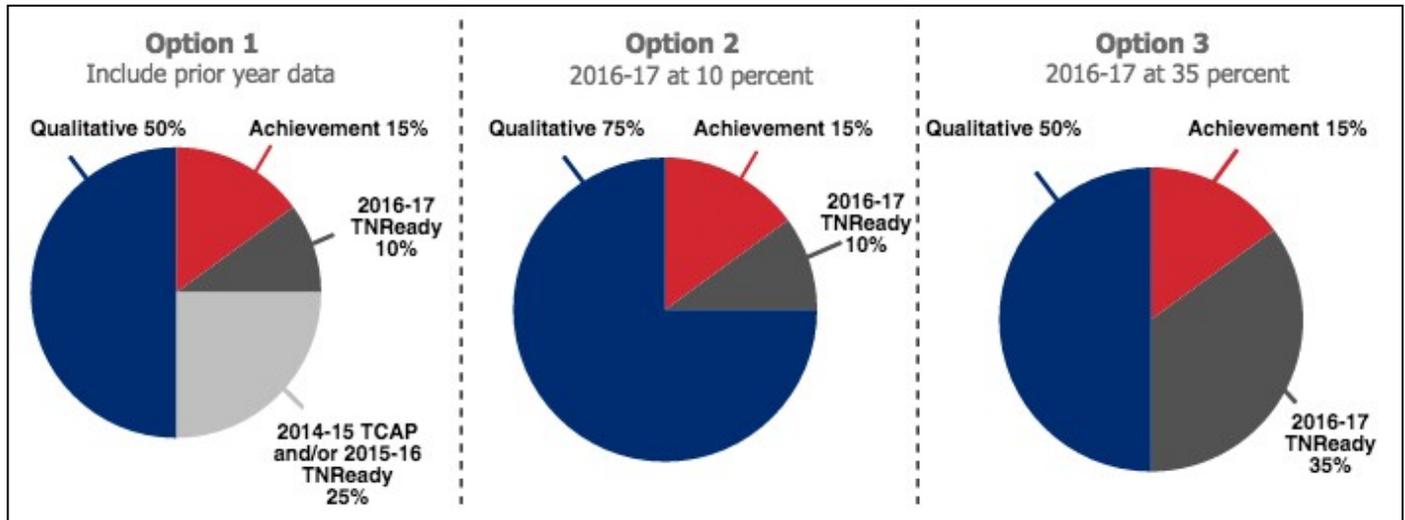
Teachers in grades 5–8 will have the following options for how their evaluations could be calculated. The teacher will automatically receive the highest option based on available data.

- Option 1: Include prior year data
  - If a teacher has 2014-15 and 2015-16 TVAAS data, both years will comprise the 25 percent portion of the student growth component if this calculation benefits the teacher. If the 2015-16 TVAAS data does not benefit the teacher or does not exist, the 2014-15 data will comprise the entire 25 percent prior year growth portion.
  - Most teachers in grades 5–8 will not have 2015-16 data however, some middle school teachers who teach EOC courses, like Algebra I, will have TVAAS scores from 2015-16.
    - If a teacher only has 2015-16 TVAAS data, this score will factor in for the entirety of the 25 percent portion if it benefits the teacher.
- Option 2: 2016-17 at 10 percent
  - If the teacher does not have 2014-15 TVAAS data and the 2015-16 score does not benefit the teacher or does not exist, the qualitative component of the evaluation will increase.
- Option 3: 2016-17 at 35 percent
  - The most recent year's student growth score will count for the full 35 percent student growth component if this results in the highest overall evaluation score for the teacher.

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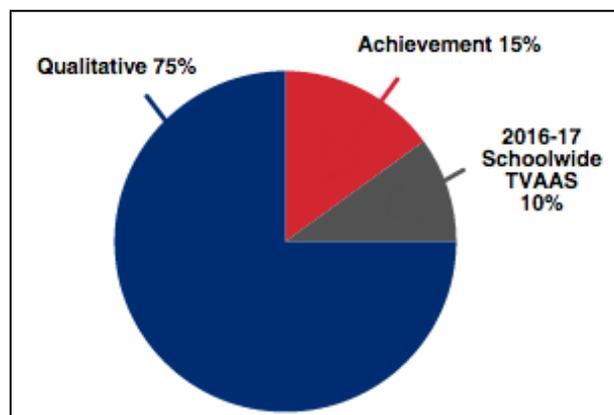
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### Evaluation calculation for fourth grade teachers

Because TNReady was not administered to students in grades 3–8 last year these teachers will have the same evaluation composite as teachers in non-tested grades and subjects.



### Evaluation options for second and third gradeteachers

The options for 2016-17 are as follows. The option that generates the highest score for the educator will be automatically selected.

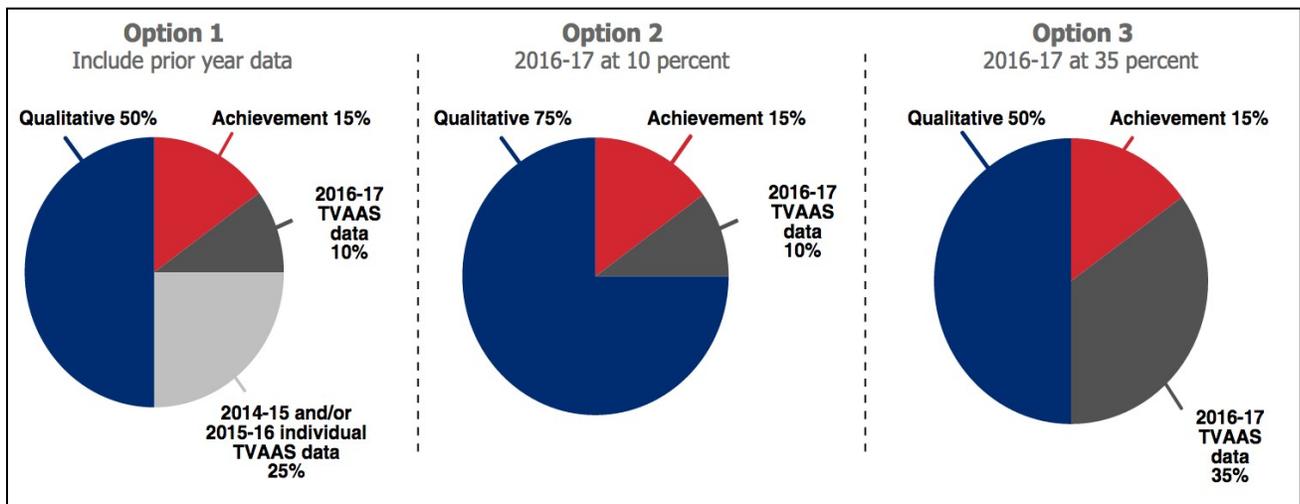
- Option 1: Include prior year data
  - If a teacher has 2014-15 and 2015-16 TVAAS data, both years will comprise the 25 percent portion of the student growth component if this calculation benefits the teacher.
  - If the 2015-16 TVAAS data does not benefit the teacher or does not exist, the 2014-15 data will comprise the entire 25 percent prior year growth portion.

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- If a teacher only has 2015-16 TVAAS data, this score will factor in for the entirety of the 25 percent portion if it benefits the teacher.
- Option 2: 2016-17 at 10 percent
  - If the teacher does not have 2014-15 TVAAS data and the 2015-16 score does not benefit the teacher, the qualitative component of the evaluation will increase.
- Option 3: 2016-17 at 35 percent
  - The most recent year's student growth score can count for the full 35 percent growth component if this results in the highest overall evaluation score for the educator.



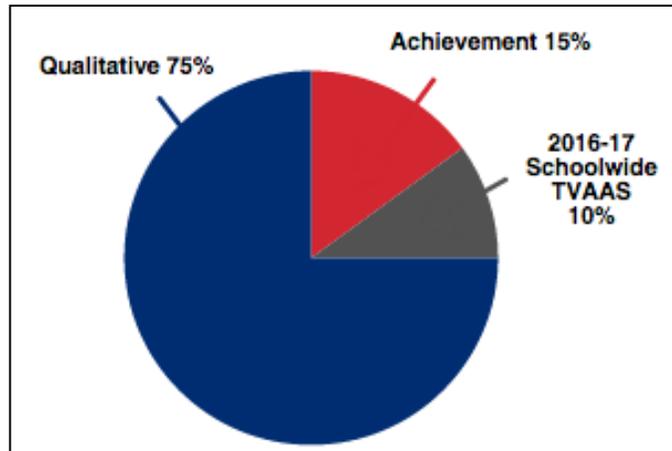
### Evaluation for social studies teachers in grades 3–8

These educators are treated as non-tested teachers and will have one evaluation composite this year. Starting in 2017-18, individual TVAAS for grades 3–8 social studies will be available.

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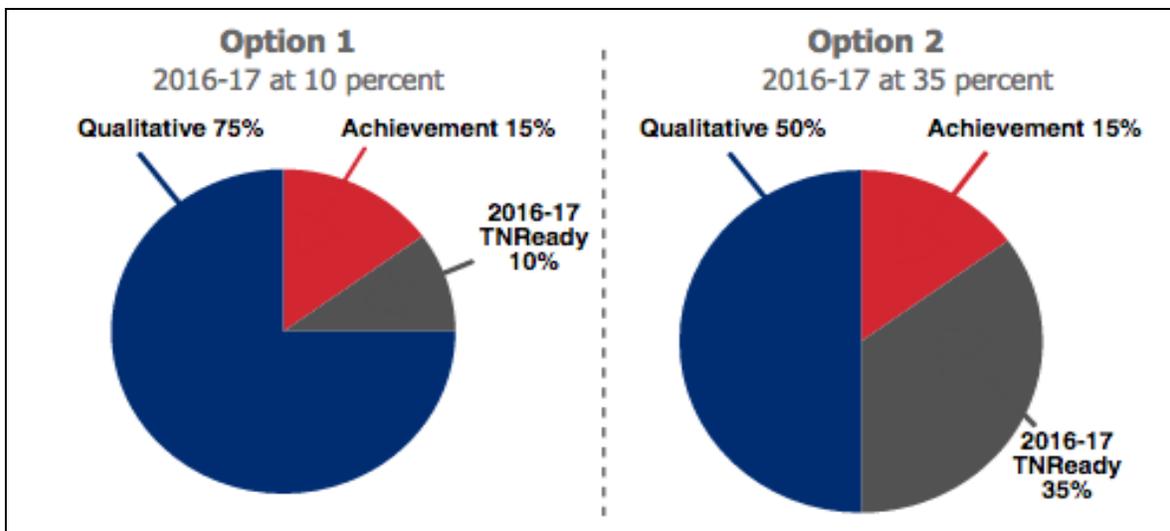
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### Evaluation options for new teachers or teachers that do not have prior TVAAS data

Teachers who are new and/or who do not have prior TVAAS data will have the following options in 2016-17. The educator will automatically receive the highest score.

- Option 1: 2016-17 at 10 percent
  - Growth scores from 2016-17 TCAP exams, including TNReady, will factor in at 10 percent.
- Option 2: 2016-17 at 35 percent
  - The most recent year's student growth score will count for the full 35 percent student growth component if this results in the higher overall evaluation score for the educator.



### Evaluation calculation for teachers of students who took the TCAP-Alt or MSAA (special education), or WIDA ACCESS (English Learners)

There is no TVAAS data generated from TCAP-Alt, MSAA, or WIDA ACCESS. Instead, these educators will be classified as non-tested teachers for evaluation purposes.

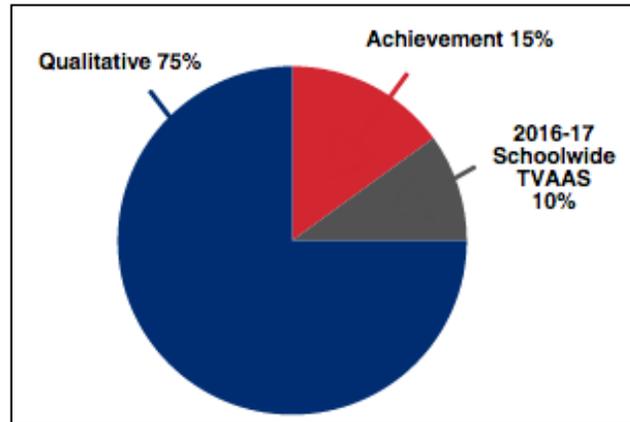
Adopted: 09/29/1994

Revised: 04/20/2018

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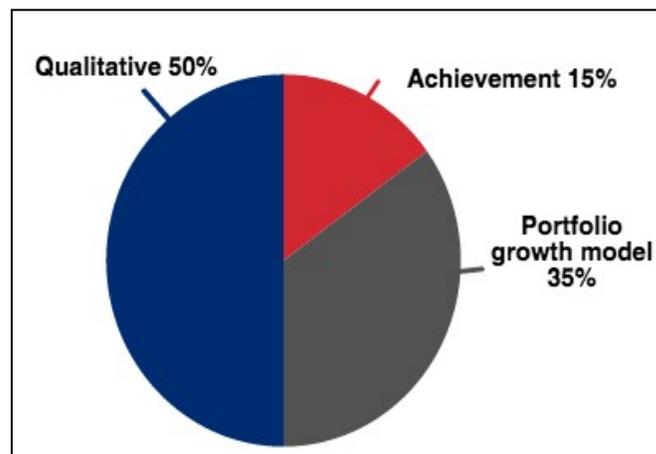
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**Evaluation calculation for teachers in a non-tested grade or subject**

In 2016-17, schoolwide TVAAS will factor in at 10 percent of a teacher's overall evaluation composite.



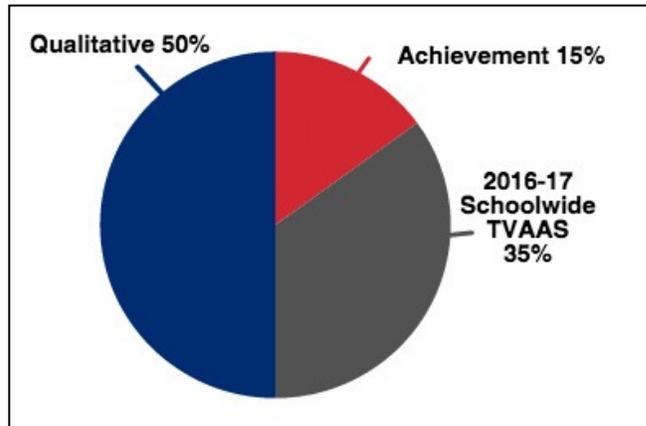
**Evaluation calculation for teachers evaluated using a portfolio model**

The weighting for these teachers will continue to be 35 percent individual growth from the portfolio growth model, 15 percent from the achievement measure, and 50 percent from qualitative measures.

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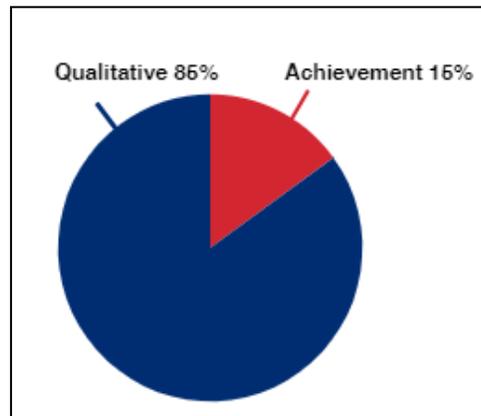
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### Evaluation calculation for administrators

Schoolwide TVAAS will factor in at 35 percent, as follows.



### Evaluation for teachers or leaders in a school that does not generate a schoolwide TVAAS score due to the suspension of TNReady last year

- Teachers and leaders in any school that does not receive a schoolwide TVAAS score (e.g., a K–4 school without fourth grade data in 2016-17) and who do not have another growth option (e.g., portfolios) would have an evaluation calculation of 85 percent qualitative and 15 percent achievement. This option is not available for teachers who generate individual growth scores or have portfolio scores.

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**Appendix D:  
Achievement Measure Worksheet 2017-18**

**Achievement Measure Worksheet 2017-18**

Educator Name \_\_\_\_\_ School Name \_\_\_\_\_  
 Position \_\_\_\_\_

**To be completed at fall conference**

Part A: Approved Achievement Measures (Check One) <sup>2</sup>	
State Assessments	
TVAAS	
ACT/SAT Suite of Assessments	
Off the Shelf Assessments	
Early Postsecondary Exam (AP, Cambridge, CLEP IB, SDC, or dual credit exam)	
Industry Certifications	
Graduation Rate	

Part B: Chosen Measure (from Part A) and Rationale	
Achievement Score	Measurable Criteria to Meet Effectiveness Rating <sup>3</sup> <i>To be completed by administrator and teacher</i>
1	
2	
3	
4	
5	

Educator Signature<sup>4</sup> \_\_\_\_\_ Date \_\_\_\_\_  
 Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

**To be completed prior to summative conference**

Part C: Summative Effectiveness Rating <i>(for evaluator use only)</i> Achievement Measure Outcome (on measure selected above)	Final Achievement Score <sup>5</sup>
	Date

Educator Signature<sup>6</sup> \_\_\_\_\_ Date \_\_\_\_\_  
 Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

<sup>2</sup> For a detailed list of achievement measure types within each approved achievement measure, see the following pages.

<sup>3</sup> 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>

Adopted: 09/29/1994  
 Revised: 04/20/2018

<sup>4</sup> Signatures indicate that the information contained in this document has been discussed.

<sup>5</sup> 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.

<sup>6</sup> Signatures indicate that the information contained in this document has been discussed.

# TENNESSEE STATE BOARD OF EDUCATION

## TEACHER AND ADMINISTRATOR EVALUATION POLICY

**5.201**

### Approved Achievement Measures 2017-18

State Assessments				
Assessment Name	Classroom Level	Grade Level	School Level	System Level
* <sup>o</sup> EOC: Algebra I or II	•	•	•	•
* <sup>o</sup> EOC: Biology I	•	•	•	•
* <sup>o</sup> EOC: Chemistry I	•	•	•	•
* <sup>o</sup> EOC: English I, II, or III	•	•	•	•
* <sup>o</sup> EOC: Geometry I	•	•	•	•
* <sup>o</sup> EOC: Integrated Math I, II, or III	•	•	•	•
* <sup>o</sup> EOC: US History	•	•	•	•
* <sup>o</sup> TCAP: Math	•	•	•	•
* <sup>o</sup> TCAP: ELA	•	•	•	•
* <sup>o</sup> TCAP: Science	•	•	•	•
TCAP: ALT	•	•	•	•
MSAA				
WIDA ACCESS	•	•	•	•
<i>*Achievement measure can be scaled using AMO</i>				
<i><sup>o</sup>Feeder/Custom option available for this measure</i>				
Overall TVAAS				
Assessment Name	School Level	System Level		
<sup>o</sup> Composite	•	•		
<sup>o</sup> Literacy	•	•		
<sup>o</sup> Literacy and Numeracy	•	•		
<sup>o</sup> Numeracy	•	•		
<sup>o</sup> Science	•	•		
<sup>o</sup> Social Studies	•	•		
CTE Concentrators				
<sup>o</sup> CTE Concentrator	•	•		
<sup>o</sup> CTE Concentrator: Literacy	•	•		
<sup>o</sup> CTE Concentrator: Literacy and Numeracy	•	•		
<sup>o</sup> CTE Concentrator: Numeracy	•	•		
<sup>o</sup> CTE Concentrator: Science	•	•		
<sup>o</sup> CTE Concentrator: Social Studies	•	•		
CTE Students				
<sup>o</sup> CTE Students	•	•		
<sup>o</sup> CTE Students: Literacy	•	•		
<sup>o</sup> CTE Students: Literacy and Numeracy	•	•		
<sup>o</sup> CTE Students: Numeracy	•	•		
<sup>o</sup> CTE Students: Science	•	•		
<sup>o</sup> CTE Students: Social Studies	•	•		
Early Grades				
<sup>o</sup> Early Grades Composite	•	•		
<sup>o</sup> Early Grades Literacy	•	•		
<sup>o</sup> Early Grades Literacy and Numeracy	•	•		
<sup>o</sup> Early Grades Numeracy	•	•		
Grade 2 Composite				
<sup>o</sup> Grade 2 Composite	•	•		
<sup>o</sup> Grade 2 ELA	•	•		
<sup>o</sup> Grade 2 Math	•	•		

Overall TVAAS		
Assessment Name	School Level	System Level
EOC		
<sup>o</sup> EOC Composite	•	•
<sup>o</sup> EOC Literacy	•	•
<sup>o</sup> EOC Literacy and Numeracy	•	•
<sup>o</sup> EOC Numeracy	•	•
<sup>o</sup> EOC Science	•	•
<sup>o</sup> EOC Social Studies	•	•
TCAP		
<sup>o</sup> TCAP Composite	•	•
<sup>o</sup> TCAP Literacy	•	•
<sup>o</sup> TCAP Literacy and Numeracy	•	•
<sup>o</sup> TCAP Numeracy	•	•
<sup>o</sup> TCAP Science	•	•
TCAP/EOC		
<sup>o</sup> TCAP/EOC Composite	•	•
<sup>o</sup> TCAP/EOC Literacy	•	•
<sup>o</sup> TCAP/EOC Literacy and Numeracy	•	•
<sup>o</sup> TCAP/EOC Numeracy	•	•
<sup>o</sup> TCAP/EOC Science	•	•
<sup>o</sup> TCAP/EOC Social Studies	•	•

ACT/SAT Suite of Assessments	
ACT	SAT
ACT Aspire	PSAT
Early Postsecondary Exams	
AP Assessment	Dual Credit Exams
Cambridge	IB Assessment
CLEP	SDC

<sup>6</sup> Overall TVAAS TCAP Science will not be available for schools that serve grade PK-4 only.

# TENNESSEE STATE BOARD OF EDUCATION

## TEACHER AND ADMINISTRATOR EVALUATION POLICY

**5.201**

Industry Certifications
<b>Advanced Manufacturing</b>
American Welding Society Certified Welder
AWS SENSE Entry Level Welder
AWS SENSE Advanced Level Welder
Level I Siemens Certified Mechatronic Systems Assistant
Machining Level I – Measurement, Materials, and Safety Certification (NIMS) Production Certification (CPT)
<b>Agriculture, Food, &amp; Natural Resources</b>
Commercial Pesticide Certification – Core (03)
Tennessee-Specific Industry Certification – Animal Science
<b>Architecture &amp; Construction</b>
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
Universal R-410A
<b>Business Management &amp; Administration</b>
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 (Excel Expert + Word Expert)
Microsoft Office Specialist (Excel)
Microsoft Office Specialist (PowerPoint)
Microsoft Office Specialist (Word)
<b>Health Science</b>
Certified Clinical Medical Assistant
Certified EKG Technician
Certified Nursing Assistant
Certified Personal Trainer
Certified Pharmacy Technician

CDA – Child Development Associate
TN Board of Cosmetology & Barbering – TN Cosmetology 1010
TN Board of Cosmetology & Barbering – TN Master Barber 1010
Emergency Medical Responder (First Responder)
<b>Information Technology</b>
CCNA Cisco Certified Network Associate
Cisco Certified Entry Network Tech (CCENT)
CIW Web Design Specialist
CompTIA A+
CompTIA IT Fundamentals
CompTIA Network+
CompTIA Security+
<b>STEM</b>
Certified Solidworks Associate (CSWA) – Academic
<b>Transportation, Distribution, &amp; Logistics</b>
Automotive Service Excellence Student Certification: Maintenance & Light Repair Certification
Automotive Service Excellence Student Certification: Nonstructural Analysis/Repair
Automotive Service Excellence Student Certification: Painting and Refinishing
Automotive Service Excellence Student Certification: Structural Analysis/Repair
I-CAR Refinish Technician ProLevel 1 or I-CAR Non-Structural Technician ProLevel 1

Off-the-Shelf Assessments <sup>8</sup>	
AIMS Web	Limelight
Children’s Progress Academic Assessment	Linguafolio
	MAP
Classworks	Michigan Model
DIBELS	National Greek Exam
Discovery Ed/ThinkLink	National Latin Exam
DRA	National French Exam
easy CBM	NOELLA
FAST	SAT 10
Fountas-Pinell	Scholastic Suite of Assessments
GOLD Assessment	STAMP
iReady	STAR Early Literacy
Istation	STAR Math
Kindergarten Readiness	STAR Reading
Learning.com	Terranova
	Voyager
Other Measures	
Graduation Rate	

Industry Certifications
<b>Human Services</b>

Evaluator Signature \_\_\_\_\_

Date \_\_\_\_\_

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<sup>8</sup> Off-the-shelf assessments are commonly used assessments nationally or state-wide.

Adopted: 09/29/1994

Revised: 10/14/2016

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# TENNESSEE STATE BOARD OF EDUCATION

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Assessment Name	Classroom Level	Grade Level	School Level	System Level
* <sup>0</sup> EOC: Algebra I or II	•	•	•	•
* <sup>0</sup> EOC: Biology I	•	•	•	•
* <sup>0</sup> EOC: Chemistry I	•	•	•	•
* <sup>0</sup> EOC: English I, II, or III	•	•	•	•
* <sup>0</sup> EOC: Geometry I	•	•	•	•
* <sup>0</sup> EOC: Integrated Math I, II, or III	•	•	•	•
* <sup>0</sup> EOC: US History	•	•	•	•
* <sup>0</sup> TCAP: Math	•	•	•	•
* <sup>0</sup> TCAP: ELA	•	•	•	•
* <sup>0</sup> TCAP: Science	•	•	•	•
TCAP: ALT	•	•	•	•
MSAA				
WIDA ACCESS	•	•	•	•
<i>*Achievement measure can be scaled using AMO</i>				
<sup>0</sup> Feeder/Custom option available for this measure				
Overall TVAAS				
Assessment Name	School Level	System Level		
<sup>0</sup> Composite	•	•		
<sup>0</sup> Literacy	•	•		
<sup>0</sup> Literacy and Numeracy	•	•		
<sup>0</sup> Numeracy	•	•		
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<sup>0</sup> CTE Concentrator: Literacy	•	•		
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<sup>0</sup> CTE Students	•	•		
<sup>0</sup> CTE Students: Literacy	•	•		
<sup>0</sup> CTE Students: Literacy and Numeracy	•	•		
<sup>0</sup> CTE Students: Numeracy	•	•		
<sup>0</sup> CTE Students: Science	•	•		
<sup>0</sup> CTE Students: Social Studies	•	•		
Early Grades				
<sup>0</sup> Early Grades Composite	•	•		
<sup>0</sup> Early Grades Literacy	•	•		

<sup>0</sup> Early Grades Literacy and Numeracy	•	•
<sup>0</sup> Early Grades Numeracy	•	•
Grade 2 Composite		
<sup>0</sup> Grade 2 Composite	•	•
<sup>0</sup> Grade 2 ELA	•	•
<sup>0</sup> Grade 2 Math	•	•

Overall TVAAS		
Assessment Name	School Level	System Level
EOC		
<sup>0</sup> EOC Composite	•	•
<sup>0</sup> EOC Literacy	•	•
<sup>0</sup> EOC Literacy and Numeracy	•	•
<sup>0</sup> EOC Numeracy	•	•
<sup>0</sup> EOC Science	•	•
<sup>0</sup> EOC Social Studies	•	•
TCAP		
<sup>0</sup> TCAP Composite	•	•
<sup>0</sup> TCAP Literacy	•	•
<sup>0</sup> TCAP Literacy and Numeracy	•	•
<sup>0</sup> TCAP Numeracy	•	•
<sup>0</sup> TCAP Science	•	•
TCAP/EOC		
<sup>0</sup> TCAP/EOC Composite	•	•
<sup>0</sup> TCAP/EOC Literacy	•	•
<sup>0</sup> TCAP/EOC Literacy and Numeracy	•	•
<sup>0</sup> TCAP/EOC Numeracy	•	•
<sup>010</sup> TCAP/EOC Science	•	•
<sup>0</sup> TCAP/EOC Social Studies	•	•

ACT/SAT Suite of Assessments	
ACT	SAT
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<b>Health Science</b>
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Certified EKG Technician
Certified Nursing Assistant
Certified Personal Trainer
Certified Pharmacy Technician

Industry Certifications
<b>Human Services</b>
CDA - Child Development Associate
TN Board of Cosmetology & Barbering - TN Cosmetology 1010
TN Board of Cosmetology & Barbering - TN Master Barber 1010
Emergency Medical Responder (First Responder)
<b>Information Technology</b>
CCNA Cisco Certified Network Associate
Cisco Certified Entry Network Tech (CCENT)
CIW Web Design Specialist
CompTIA A+
CompTIA IT Fundamentals
CompTIA Network+
CompTIA Security+
<b>STEM</b>
Certified Solidworks Associate (CSWA) - Academic
<b>Transportation, Distribution, &amp; Logistics</b>
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Off-the-Shelf Assessments <sup>11</sup>	
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Children's Progress Academic Assessment	Linguafolio MAP
Classworks	Michigan Model
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Discovery Ed/ThinkLink	National Latin Exam
DRA	National French Exam
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Fountas-Pinell	Scholastic Suite of Assessments
GOLD Assessment	STAMP
iReady	STAR Early Literacy
Istation	STAR Math
Kindergarten Readiness	STAR Reading
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Other Measures	
Graduation Rate	

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