

Educator Evaluation Policy and Rule

The Background:

The First to the Top Legislation passed in the Extraordinary Session of 2010 calls for teachers and principals to be evaluated annually. The legislation established a Teacher Evaluation Advisory Council (TEAC) and charged it with the responsibility to develop and recommend to the criteria and guidelines for teacher and principal evaluations for the Board to consider. The legislation also charged the TEAC to recommend to the Board a grievance procedure for LEAs to implement regarding the accuracy of the data and the fidelity to the process used to evaluate teachers and principals.

This item proposes both rule and policy changes needed to implement the criteria and guidelines recommended by the TEAC. The TEAC continues to work on the grievance procedures at this time.

The Master Plan Connection:

This item supports the State Board's Master Plan to improve the quality of teachers and leaders in Tennessee's schools.

The Race to the Top Connection:

This item implements the requirement of the First to the Top legislation to evaluate teachers and principals annually.

The Recommendation:

The SBE staff recommends this item be accepted on first reading. This will allow the evaluation process to be field tested this year with results brought back to the Board next spring when the policy will be considered on final reading.

TEAC Policy Recommendations for Annual Evaluations of Teachers and Principals

Part 1: Overarching Perspectives on Educator Evaluation

The State Board will adopt policies and rules for teacher and principal evaluation, which will be the basis for the model plan for all educators in Tennessee developed by the Department of Education. However, local boards of education may develop evaluation procedures, to be approved by the Department of Education, in accordance with the policies and rules adopted by the State Board of Education.

The primary purpose of annual teacher and principal evaluations is to identify and support instruction that will lead to high levels of student achievement. 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.

Annual evaluations will differentiate teacher and principal performance into five effectiveness groups according to the individual educator's evaluation results. The five effectiveness groups are: significantly above expectations, above expectations, at expectations, below expectations, significantly below expectations.

Part 2: Criteria for the Evaluations

Fifty percent of the evaluation criteria is based on student achievement data, including thirty-five percent based on student growth data as represented by Tennessee Value-Added Assessment System (TVAAS) or another comparable measure of student growth, if TVAAS data is unavailable, and fifteen percent based on other measures of student achievement, selected by the individual being evaluated and his/her evaluator from a list of such measures approved by the Department of Education.

The remaining fifty percent of the evaluation criteria will be based on the educator's summative rating against a qualitative appraisal instrument approved by the Department of Education, as determined through observations, surveys or other methods.

Part 3: Guidelines for the Evaluations

This portion of the evaluation system will use multiple data sources to evaluate educators' effectiveness in affecting student learning growth:

Thirty-five percent student growth measures

For teachers with individual value-added scores, the student growth measures are TVAAS scores as required by Public Acts, 2010, Public Chapter 2. The Department of Education will continually monitor the evaluation process and use of TVAAS data.

For teachers, librarians, counselors and other groups of educators who do not have individual TVAAS scores, LEAs will choose from a list of options that have been shown capable of measuring student growth. The list of options will be approved by the Department of Education prior to the start of each school year. The Department of Education will continually monitor and revise the list of options under this category based on increasing availability of higher-quality measures of performance. Additionally, the Department of Education will work to develop valid and reliable student growth measures for those areas that do not currently have them. LEAs must provide training to evaluators to assess whether the students instructed by the educator being evaluated have demonstrated sufficient growth for the chosen measure. LEAs must implement the state's multiple rating categories to measure levels of performance for the chosen measure.

In lieu of the availability of growth measures for all educators without individual TVAAS scores, school-level value-added scores will be the standard student growth measure while other growth measures are in development.

For principals and assistant principals who spend 50 percent or more of their time on administrative duties, the student growth measure will be school-wide TVAAS scores.

Fifteen percent other measures of student achievement

For principals and assistant principals, classroom teachers, librarians and all other educators in grades K-8 and 9-12, the educator being evaluated will select, in collaboration with his/her evaluator, from a list of acceptable measures. The list of acceptable measures includes, but is not be limited to, graduation rate, percent proficient on TCAP assessments, percent proficient on state-approved district assessments, and other measures approved by the Department of Education. The list of acceptable measures will be refined and approved by the Department of Education prior to the start of each school year. If the two parties do not agree on a measure, the evaluator will select a measure.

Principals and teachers in the top three quintiles for student growth may elect to use their growth scores for fifty percent of their evaluation in lieu of selecting another achievement measure for the fifteen percent.

Fifty percent other mandatory criteria

This portion of the evaluation system will use multiple data sources to evaluate educator practice against a predetermined qualitative appraisal instrument, which shall include but are not limited to:

- Review of prior evaluations
- Personal conferences to discuss strengths, weaknesses and remediation
- Classroom or school observation visits

For all classroom teachers and non-instructional, certified staff other than principals and assistant principals who spend at least 50 percent of their time on administrative duties, the Department of Education, in consultation with the State Board of Education, will approve a qualitative appraisal instrument by which to evaluate all educators' effectiveness. In lieu of the approved appraisal instrument, LEAs may select a qualitative appraisal instrument from a list of approved options. The qualitative appraisal instruments will be based on appropriate standards for each category of educators and determined by the Department of Education in consultation with the State Board of Education. The standard qualitative appraisal instrument and additional qualitative appraisal instruments will be approved by the Department of Education prior to the start of each school year.

Qualitative appraisal instruments must address the following domains: Planning, Environment, Professionalism, and Instruction.

Principals and assistant principals who spend 50 percent or more of their time on administrative duties will be evaluated according to a qualitative appraisal instrument based on the Tennessee Instructional Leadership Standards (TILS) and approved by the Department of Education. The evaluation process will also include a review of the quality of the principals' teacher evaluations.

Principal and assistant principal qualitative appraisals should include school climate and/or teaching and learning conditions surveys. The Department of Education will develop a list of approved surveys that LEAs can use.

All educators, other than apprentice teachers and administrators, will have a minimum of four observations, with at least two observations in each semester, for a minimum total of at least 60 minutes each school year. At least half of all observations will be unannounced. Apprentice teachers will have at least six observations, with three in each semester, for a minimum total of at least 90 minutes each school year.

Principals will have at least two onsite observations annually, conducted by the director of schools or his/her designee.

The Department of Education will provide user friendly, manageable standardized forms to document observation visits and/or personal conferences. The approved forms will provide space for feedback in enough detail to allow the teacher or principal to understand specific areas of strength and areas for development. LEAs that elect to use an alternative appraisal instrument for evaluation must submit the observation recording forms to the Department of Education for approval.

Evaluators will provide written feedback within one week of each observation visit to the educator, and schedule an in-person debrief with the educator within one week of each observation visit. At the end of each school year, evaluators will rate educators based on the selected qualitative appraisal instrument, using notes collected through observation visits, conferences, a review of progress made in relation to the prior year's evaluation (when available) and other means.

Part 4: Putting It All Together

For the 50 percent achievement and 50 percent other components, educators will receive a rating based on a 5-point system developed by the Department of Education. A second system developed by the Department of Education will help the evaluators combine the student growth and teacher practice components into a single rating.

Educator Evaluation Rule

Rule 0520-02-01-.01 General Requirements for Evaluations is amended by deleting the present language in its entirety and replacing it with the following:

GENERAL REQUIREMENTS FOR EVALUATIONS.

- (1) The Department of Education shall adopt a model plan for teacher evaluation developed in accordance with these rules and the guidelines and criteria adopted by the State Board of Education.
- (2) Local boards of education shall use either the model plan for teacher evaluation or evaluation procedures approved by the Department of Education, in accordance with the guidelines and criteria adopted by the State Board of Education.
- (3) Annual evaluation shall be made of all educators in the state.

Rule 0520-02-01-.02 Local Evaluations is amended by deleting the present language in its entirety and replacing it with the following:

Procedures for Approval and Monitoring of Local Evaluations

- (1) Prior to the beginning of the 2011-2012 school year, each LEA shall submit the evaluation system that has been approved by the local board of education to the Commissioner of Education.
- (2) The Commissioner of Education shall verify that each LEA's evaluation system complies with the State Board approved guidelines and criteria no later than September 1 of each year. Changes made in a locally developed evaluation system shall be submitted to the Commissioner of Education by July 1 prior to the proposed implementation year.
 - a. By May 15 annually, LEAs' evaluation plans and recommendations of all apprentice teachers who are in their final apprentice year shall be submitted for state review and approval.
 - b. Evaluation deadlines for first and second year apprentice teachers and professionally licensed teachers may be determined by the local school system, but must occur no later than May 15.
- (3) The Department of Education shall collect data from each LEA on approved teacher evaluation models and shall make an annual report to the State Board of Education. Such data shall include but not be limited to the following: the evaluation model being implemented, the relationship between the principal's rating and student achievement, the percentage of licensed staff trained as evaluators, the percentage of licensed staff grieving the evaluation, and the distribution of teachers by effectiveness group.
- (4) Training of Evaluators. Anyone conducting an evaluation and/or observation must complete a training process approved by the Department of Education. The approved training process must be conducted by a trainer certified by the

Department of Education. Local boards of education that choose an alternative evaluation plan shall present their training plans to the Department of Education by August 15 of each year.

Rule 0520-02-01-.03 Evaluation of Third Year Apprentice Educators is amended by deleting the present language in its entirety.

Educator Evaluation Policy

Guidelines and Criteria

Local boards of education shall develop or adopt evaluation systems for teachers and principals. To be approved, these evaluation systems must meet the following guidelines and criteria.

General Guidelines

- (1) The primary purpose of annual teacher and principal evaluations 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 evaluations will differentiate teacher and principal performance into five effectiveness groups according to the individual educator's evaluation results. The five effectiveness groups are: significantly above expectations, above expectations, at expectations, below expectations, significantly below expectations.

Local evaluation of teachers, principals and non-instructional, certified staff.

- (1) Content.
 - (a) Fifty percent of the evaluation criteria shall be comprised of student achievement data, including thirty-five percent based on student growth data as represented by Tennessee Value-Added Assessment System (TVAAS) or another comparable measure of student growth, if TVAAS data is unavailable; and fifteen percent based on other measures of student achievement, selected by the individual being evaluated and his/her evaluator from a list of such measures approved by the State Board of Education.
 - (b) The remaining fifty percent of the evaluation criteria shall be based on the educator's summative rating against a qualitative appraisal instrument approved by the Department of Education, as determined through observations, surveys or other methods.
- (2) Fifty percent student achievement data. This portion of the evaluation system will use multiple data sources to evaluate educators' effectiveness in affecting student learning growth.
 - (a) Thirty-five percent student growth measures.

Comment [RH1]: Did not use "based on" since law says "comprised of."

Comment [RH2]: The law specifies that the board must approve the list of measures developed by TEAC and approved by the State Board (not the Dept.).

Comment [RH3]: I did not include "The Department of Education will continually monitor the evaluation process and the use of TVAAS data," since that seems better placed in the grievance procedure.

1. For teachers with individual value-added 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 will choose from a list of options that have been shown capable of measuring student growth. The list of options will be approved by the Department of Education prior to the start of each school year. The Department of Education will continually monitor and revise the list of options under this category based on increasing availability of higher-quality measures of performance. Additionally, the Department of Education will work to develop valid and reliable student growth measures for those areas that do not currently have them. In lieu of the availability of growth measures for all educators without individual TVAAS scores, school-level value-added scores will be the standard student growth measure while other growth measures are in development. LEAs must:
 - (i) Provide training to evaluators to assess whether the students instructed by the educator being evaluated have demonstrated sufficient growth for the chosen measure, and
 - (j) Implement the state’s multiple rating categories to measure levels of performance for the chosen measure.
 3. For principals and other school administrators who spend at least 50 percent of their time on administrative duties, the student growth measure will be school-level value-added scores.
- (b) Fifteen percent other measures of student achievement.
1. Principals and assistant principals, classroom teachers, librarians and all other educators in grades K-8 and 9-12 will select, in collaboration with his/her evaluator, from the following list of measures: graduation rate, percent proficient on Tennessee Comprehensive Assessment Program (TCAP) assessments, percent proficient on state-approved district assessments. If the two parties do not agree on a measure, the evaluator will select a measure.

Principals and teachers in the top three quintiles for student growth may elect to use their growth scores for fifty percent of their evaluation in lieu of selecting another achievement measure for the fifteen percent.
 2. The State Department of Education will continually monitor and make recommendations to the State Board of Education for

Comment [RH4]: “All other educators” is either duplicative or confusing.

Comment [RH5]: Again, the law requires this list to be recommended by TEAC and approved by the board. So, it can’t be approved by the Dept. and cannot be a list that “includes but is not limited to. . .” See #2, below, which addresses TEACs recommendation that the list be monitored and updated (but keeps approval with the board).

Comment [RH6]: What are these?

revising the menu of options under this category based on increasing availability of higher-quality measures of performance.

(c) Fifty percent other mandatory criteria. This portion of the evaluation system will use multiple data sources to evaluate educator practice against a predetermined qualitative appraisal instrument, which shall include, but is not limited to:

1. Review of prior evaluations
2. Personal conferences to discuss strengths, weaknesses and remediation
3. Classroom or school observation visits

(3) Fifty percent other criteria. For all classroom teachers and non-instructional, certified staff other than principals and assistant principals who spend at least 50 percent of their time on administrative duties, the Department of Education, in consultation with the State Board of Education, will approve a qualitative appraisal instrument by which to evaluate all educators' effectiveness. In lieu of the approved appraisal instrument, LEAs may select a qualitative appraisal instrument from a list of approved options. The qualitative appraisal instruments will be based on appropriate standards for each category of educators and determined by the Department of Education in consultation with the State Board of Education. The standard qualitative appraisal instrument and additional qualitative appraisal instruments will be approved by the Department of Education prior to the start of each school year.

(a) Qualitative appraisal instruments must address the following domains: Planning, Environment, Professionalism, and Instruction.

1. Principals and assistant principals who spend 50 percent or more of their time on administrative duties will be evaluated according to a qualitative appraisal instrument based on the Tennessee Instructional Leadership Standards (TILS) and approved by the Department of Education. The evaluation process will also include a review of the quality of the principals' teacher evaluations. Principal and assistant principal qualitative appraisals should include school climate and/or teaching and learning conditions surveys. The Department of Education will develop a list of approved surveys that LEAs can use.

(b) All educators, other than apprentice teachers and administrators, will have a minimum of four observations, with at least two observations in each semester, for a minimum total of at least 60 minutes each school year. At least half of all observations will be unannounced. Apprentice teachers will have at least six observations, with three in each semester, for a minimum total of at least 90 minutes each school year.

1. Principals will have at least two onsite observations annually, conducted by the director of schools or his/her designee.
2. The Department of Education will provide user friendly, manageable standardized forms to document observation visits and/or personal conferences. The approved forms will provide space for feedback in enough detail to allow the teacher or principal to understand specific areas of strength and areas for development. LEAs that elect to use an alternative appraisal instrument for evaluation must submit the observation recording forms to the Department of Education for approval.
3. Evaluators will provide written feedback within one week of each observation visit to the educator, and schedule an in-person debrief with the educator within one week of each observation visit. At the end of each school year, evaluators will rate educators based on the selected qualitative appraisal instrument, using notes collected through observation visits, conferences, a review of progress made in relation to the prior year's evaluation (when available) and other means.