



TEAM Teacher Evaluator Training 2018-19

Welcome to TEAM Training!

Name

Title/School and District

Email

Name

Title/School and District

Email



We encourage you to share this experience on Twitter with
#eval4learning and **@TNedu**

Norms

- Keep your focus on students and educators
- Be present and engaged.
 - Limit distractions and sidebar conversations.
 - If urgent matters come up, please step outside.
- Assume positive intentions when communicating with others
- Challenge with respect
- Be solutions-oriented.
 - For the good of the group, look for the possible.
- Risk productive struggle.
 - This is a safe space to get out of your comfort zone.

Learning Outcomes

- Teacher evaluators will understand the **critical nature** of teacher evaluation as a **professional responsibility** and the **impact of evaluation** on teacher and student growth.
- Teacher evaluators will be able to conduct **accurate, credible, and fair** observations by:
 - effectively **collecting, categorizing, and rating evidence** of instructional practice and its **impact** on **student learning**.
 - using the evidence collected through observation to create **meaningful and actionable feedback** for classroom educators.
 - coaching teachers to **reflect** on and **enhancing their instructional techniques**.

Learning Outcomes

- Teacher evaluators will demonstrate an **understanding of growth and achievement measures** and evaluation policy related to those measures
- Teacher evaluators will demonstrate **external rating reliability** through deep dives into practice and development of **student look fors**

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**The Power of
Instructional
Leadership**

Consider Your Legacy

You have chosen the path of leadership for a reason. What are your **fundamental beliefs** about how you will serve as a leader in education? What is your vision for how **you will be remembered** as an instructional leader?

- What do you want your leadership legacy to be?
- What do you want others to identify as the central contribution you make to your school?

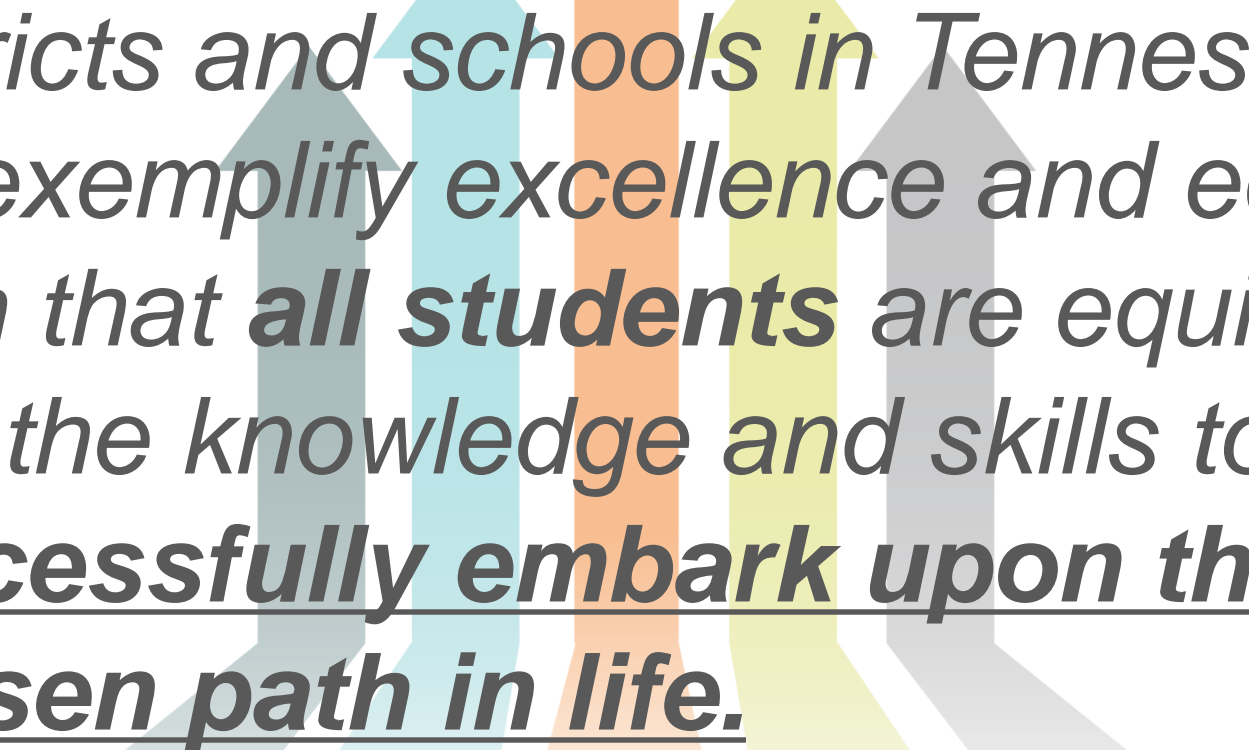


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**Tennessee Succeeds:
Ensuring the Vision**

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Tennessee Succeeds: Our Vision



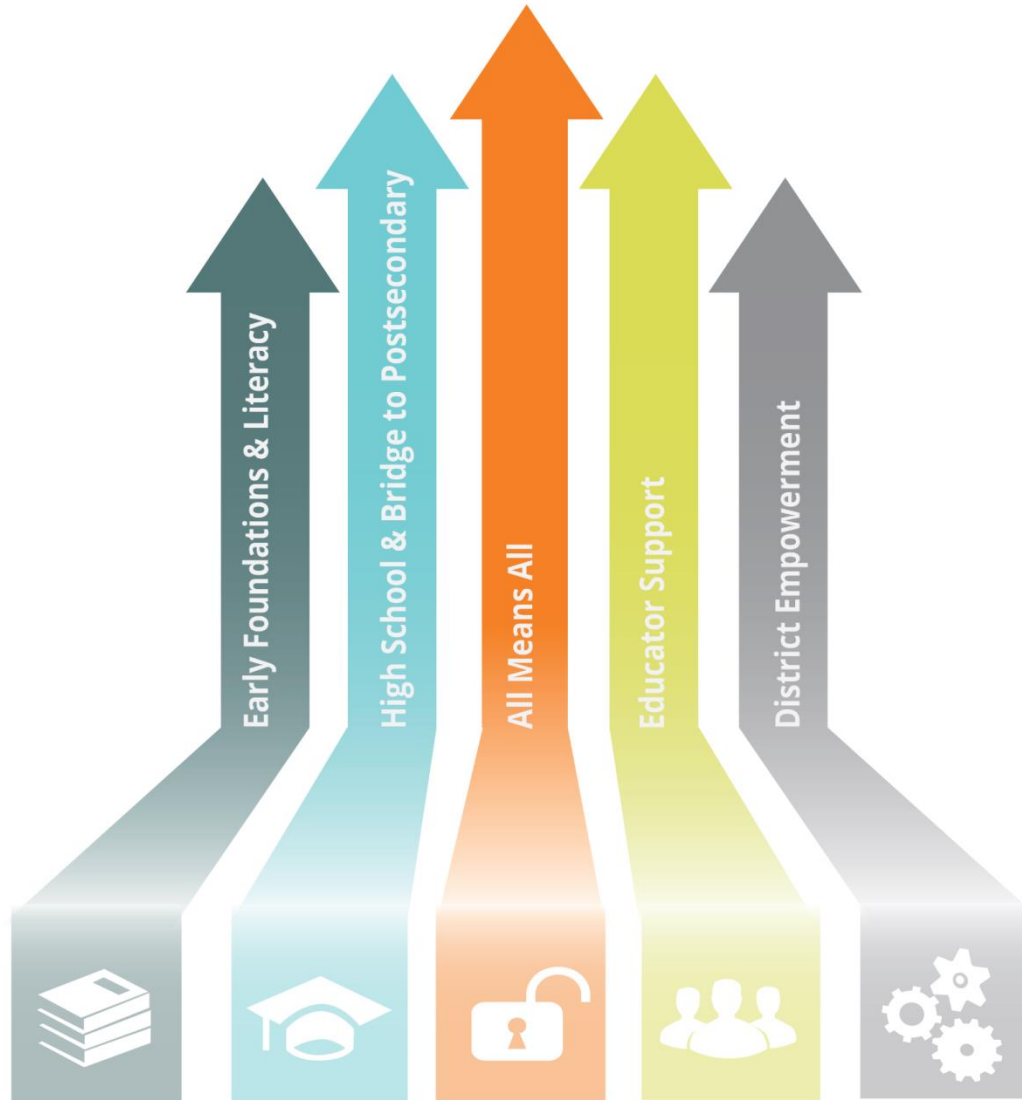
*Districts and schools in Tennessee will exemplify excellence and equity such that **all students** are equipped with the knowledge and skills to successfully embark upon their chosen path in life.*

TENNESSEE SUCCEEDS.

1 Tennessee will rank in the top half of states on NAEP by 2019.

2 The average ACT score in Tennessee will be a 21 by 2020.

3 The majority of high school graduates from the class of 2020 will earn a postsecondary certificate, diploma, or degree.



STANDARDS | ASSESSMENT | ACCOUNTABILITY

Tennessee Succeeds: Our Priorities

Early Foundations & Literacy

Building skills in early grades to contribute to future success

High School & Bridge to Postsecondary

Preparing significantly more students for postsecondary completion

All Means All

Providing individualized support and opportunities for all students with a focus on those who are furthest behind

Educator Support

Supporting the preparation and development of an exceptional educator workforce

District Empowerment

Providing districts with the tools and autonomy they need to make the best decisions for students

Teachers Matter


- Teachers are the single most important in-school factor that affects student achievement. A growing body of research suggests that the expectations a teacher sets for an individual student can significantly affect the student's performance.

*~The Progress of Education
Reform, Vol. 13, No. 6*



Why Do We Evaluate Teachers?

To provide high-quality feedback that deepens skills and improves teacher performance, leading to increased student learning



Accurate
evidence
collection and
scoring

High-quality
feedback

Improved
teacher
performance

Increased
student
learning

“An investment in knowledge always pays
the best interest”

Benjamin Franklin

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**TEAM: Theory of
Action**

TEAM: Theory of Action

- If TEAM is implemented rigorously, transparently, credibly, and equitably and is utilized as the model for continuous improvement of
 - **standards-based instruction fostering the instructional shifts** needed for all students to produce work reflective of grade and content expectations;
- then educators believe in and utilize TEAM to improve educational outcomes for all.

TEAM: Rigor

- Rigor: quality that leads to success is in meeting consistently high standards.
- Rigor in TEAM
 - High Standards
 - Includes research-based/proven standards of instructional practice (environment, planning, and instruction domains) described at five differentiated levels of performance
 - Measures practice in alignment to appropriate state content standards
 - Success
 - Evidence of its connection to student performance

TEAM: Rigor

- Evidence of connection to student performance:
 - Student growth- based on a full year's instructional support (3rd grade TVAAS, 2nd grade assessment, portfolio)
 - Student achievement -between two or more points in time based on a full year's instructional support
 - Student mastery of daily learning objectives- based on observation of instructional planning, environment, and instructional deliver
- School leaders must help teachers successfully progress to end of year evaluation of student growth and achievement through classroom observation and feedback.

TEAM: Transparent

- Transparent: Expectations are clear and include descriptions, criteria, and model exemplars
 - TEAM fosters transparency to ensure that student performance continually improves through the work of excellent teachers
 - Feedback is communicated through quantitative and qualitative data

Quantitative Feedback

Area of need	% of teachers who report needing more than just a little support	State-wide Indicator Average
Instructional strategies and practices (ex. Questioning)	Pre-K 80% K-8 45% All teachers 44%	Q-3.61 AF-3.73 A/M-3.84
Standard-specific instruction	Pre-K 68% K-8 43% All teachers 40%	S/O- 3.78 TCK- 4.33
Aligning standards, curriculum, & student learning outcomes	Pre-K 75% K-8 48% All teachers 47%	Planning- 4.11 TCK- 4.33
Analyzing/interpreting student summative & formative assessments	Pre-K 71% K-8 42% All teachers 41%	Assess- 3.75 S/O- 3.78

Rigor and Transparency: Meaningful Feedback

What does it mean to conduct rigorous and transparent classroom evaluation?

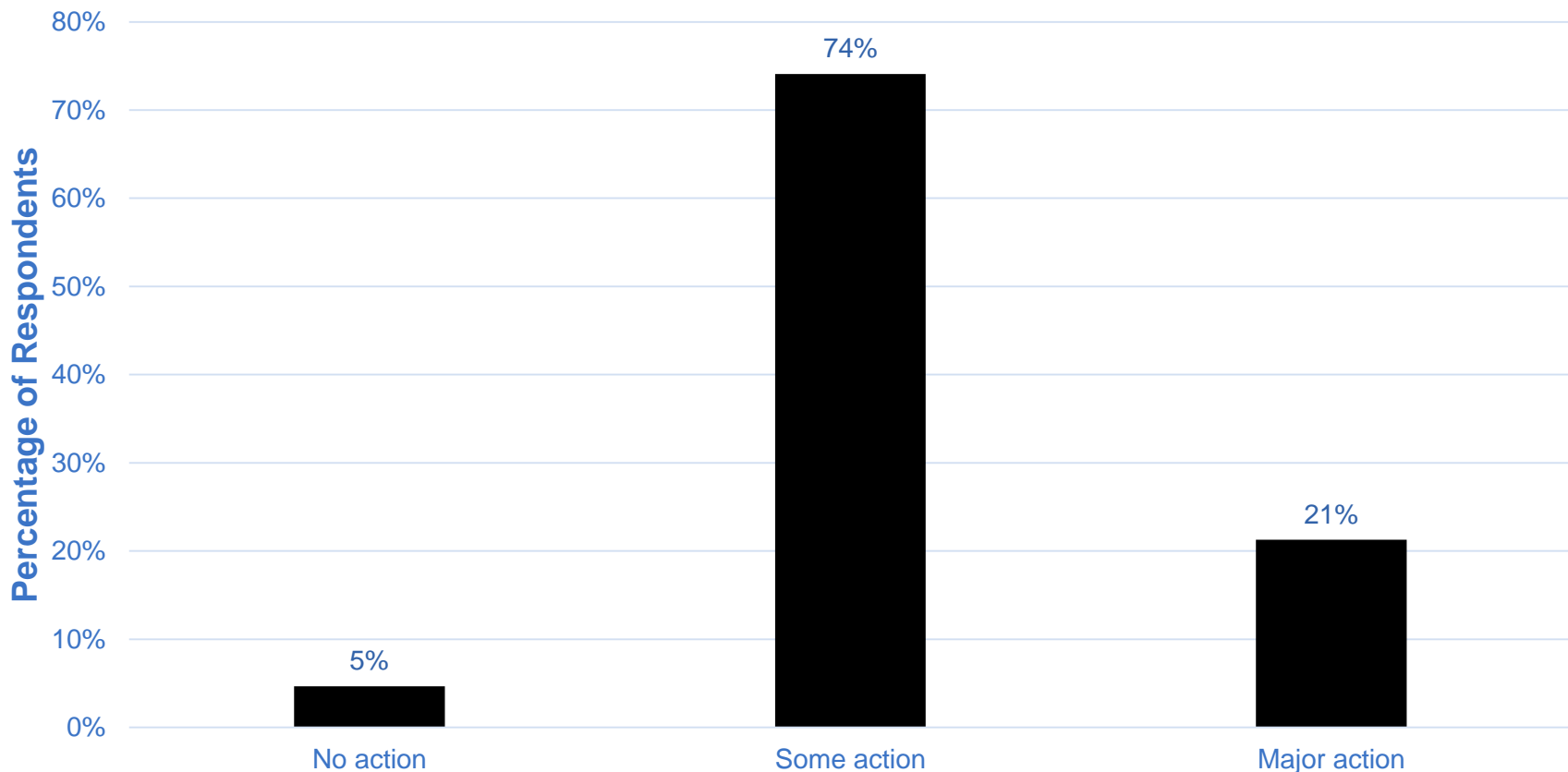
Why is it critical that school leaders conduct rigorous and transparent classroom evaluation?

- What skills and knowledge do YOU need to provide meaningful feedback to your teachers?

Data on Evaluation Practices

Of teachers receiving feedback, **95 percent reported some or major changes** to classroom practices.

How much action did you take this year as a result of that feedback?



TEAM: Credible

- To ensure trust in the evaluation process and effectively support teachers, evaluators must be highly trained to ensure that the process is rigorous and transparent.
 - Training, both initially and periodically, especially during a transition to new standards, is critical.

The Importance of Evaluation Data

- Classroom evaluations are **50-75 percent of a teacher's level of overall (LOE) effectiveness**, and factor into **human capital decisions**.
- Research by The New Teacher Project (TNTP) found high-quality feedback was among the most influential factors that determine **how long top-performing teachers plan to stay at their schools**.

The Importance of Evaluation Data

- The Tennessee Instructional Leadership Standards, on which the TEAM administrator evaluation rubric is based, establish the expectation that leaders **use educator evaluation data to inform, assess, and adjust professional learning goals and plans.**
- Educator preparation programs (EPPs) receive aggregate TEAM evaluation scores for their graduates and make **programmatic decisions** based on this data.

Reflection

- Why are **teachers responding to** evaluation feedback in these ways?
- How does providing effective **feedback** connect to **administrator impact**?
- How does providing effective **feedback** connect to **administrator evaluation**?
- What do *you* need to have in place to begin the evaluation process?

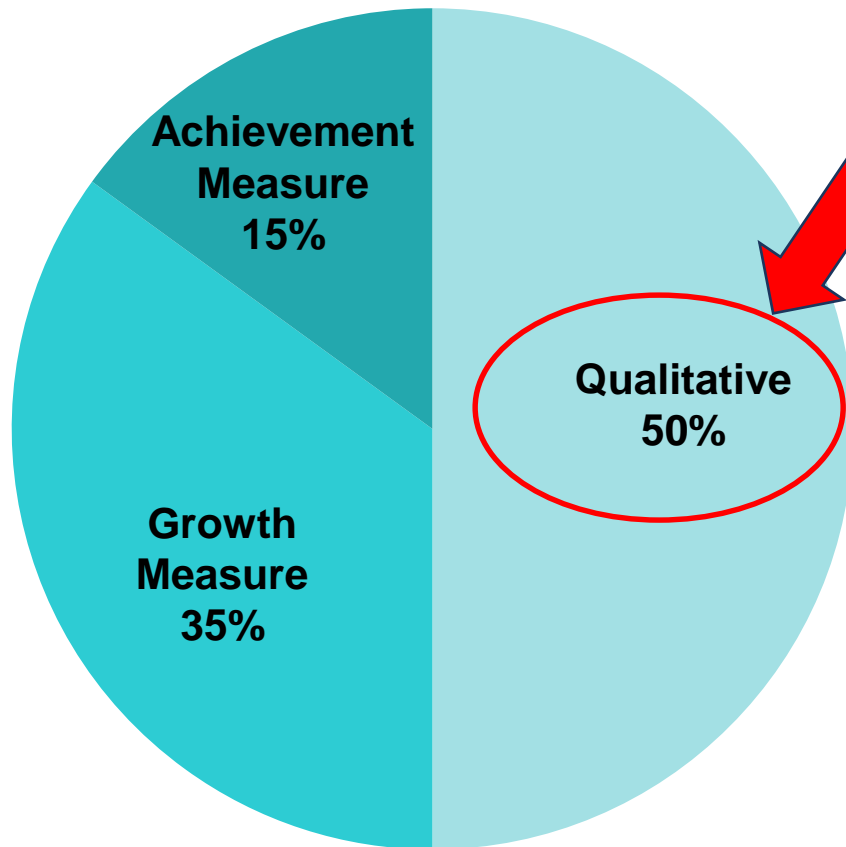
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The Teacher Evaluation Process

Components of Evaluation



- **Qualitative includes:**

- Evidence collection based on TEAM teacher evaluation rubric

- **Quantitative includes:**

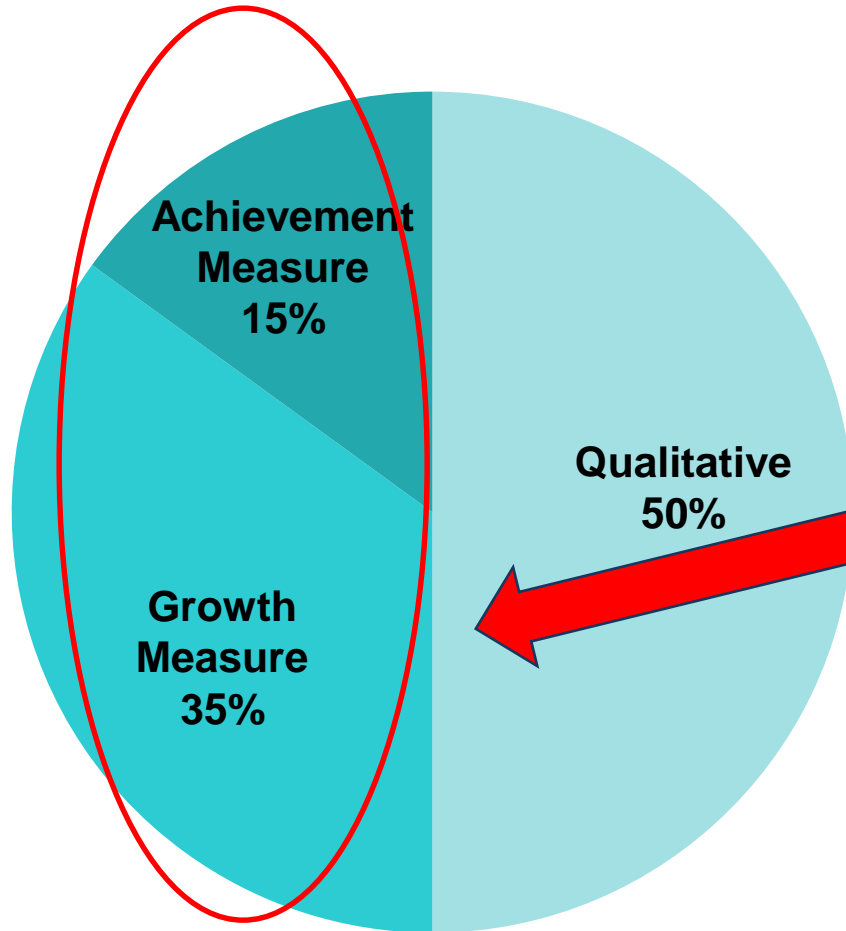
- **Growth measure**
 - School-wide or individual TVAAS
- **Achievement measure**
 - Goal set by teacher and evaluator

Optional Component-Student Survey

- In districts that opt into the use of student surveys as part of the evaluation composite, this data may be used for **up to five percent** of the overall evaluation score.
- Contact your district's evaluation administrator for more information.



Components of Evaluation



- **Qualitative includes:**

- Evidence collection based on TEAM teacher evaluation rubric

- **Quantitative includes:**

- Growth measure**

- School-wide or individual TVAAS

- **Achievement measure**

- Goal set by teacher and evaluator

Components of Evaluation

Tested Grades and Subjects

- **Qualitative includes:**
 - Observations in planning, environment, instruction, and professionalism
- **Quantitative includes:**
 - Growth measure
 - **Individual** TVAAS or comparable measure
 - Achievement measure
 - **Proficiency at two points in time**

Non-Tested Grades and Subjects

- **Qualitative includes:**
 - Observations in planning, environment, instruction, and professionalism
- **Quantitative includes:**
 - Growth measure
 - **Composite** TVAAS or comparable measure
 - Achievement measure
 - **Proficiency at two points in time**

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Observation of Instructional Practice

Observation: Core Beliefs

- We observe instructional practice; we evaluate student learning.
 - The rubric is designed to present a rigorous vision of excellent instruction so every teacher can see areas where he/she can improve.
- Educators have a right to honest and quality feedback provided in the spirit of continuous improvement
 - Because our work has **a direct impact on our students'** futures and the opportunities they will have, we must take seriously the **professional obligation of honestly assessing effectiveness** and supporting each other in improving.

Observation: Core Beliefs

- The rubric is NOT A CHECKLIST.
 - Observers should look for the **preponderance of evidence** based on the **impact of practice on student learning**.
- Evaluators also have room to improve.
 - To develop skills, engage in co-observations, consult content area experts in your building, ask questions.
- Shared understanding is critical.
 - While the rubric provides shared language, it is important to develop a shared understanding of that language with educators.

Observation: Core Beliefs

- At your table, discuss the following:
 - What is the impact of the belief that we “observe instructional practice and evaluate student learning?”
 - What might be some barriers to providing honest, high-quality feedback?
 - What does observing based on the “preponderance of evidence” mean for scoring practices?
 - How will you develop a shared understanding of the rubric with those you observe?
 - Identify some **positive practices** you will bring to your evaluation practice and some **undesirable practices** you will avoid based on your prior experience with evaluation.

Observation: Setting the Stage

- For teachers who are observed multiple times based on state board policy, a minimum of 1 is announced and at least half are unannounced.
- Written feedback, as well as an in-person post-conference, based on observation should occur within 1 week.

Observation: Setting the Stage

- Coaching Conversation
 - A targeted conversation with any teacher who scored a 1 on overall evaluation or individual growth about the number of required observations and what supports they will receive throughout the year to improve student achievement.
- Observing Multiple Domains
 - Districts are encouraged to observe the **instruction domain** during the same classroom visit along with the **planning domain** *and* the **environment domain**.

Observation: Supporting Documents

- Tennessee's Teacher Evaluator Handbook
- TEAM Administrator Rubric
- Various observation templates and trackers
 - <http://team-tn.org>

Observation: TEAM Rubrics

- **General Educator**
- **Library Media Specialist**
- **School Services Personnel**
 - School Audiologist PreK-12
 - School Counselor PreK-12
 - School Social Worker PreK-12
 - School Psychologist PreK-12
 - Speech/Language Therapist
 - May be used at the discretion of LEA for other educators who do not have direct instructional contact with students, such as instructional coaches who work with teachers.

Observation: TEAM General Educator Rubric

The department has worked with NIET to define a set of professional indicators, known as the **TEAM Rubrics**, to measure **teaching skills, knowledge, and responsibilities** of the teachers in a school.

Standards and Objectives	Domain		Instruction	
	Significantly Above Expectations (5)	At Expectations (3)	At Expectations (3)	Significantly Below Expectations (1)
	<p>Indicator</p> <ul style="list-style-type: none">• All learning objectives are clearly and explicitly communicated, connected to state standards and referenced throughout lesson.• Learning objectives are clearly and explicitly communicated, connected to state standards and referenced throughout lesson.• Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines.• Expectations for student performance are clear, demanding, and high.• There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.	<p>Performance Level</p> <ul style="list-style-type: none">• Most learning objectives are communicated, connected to state standards and referenced throughout lesson.• Sub-objectives are mostly aligned to the lesson's major objective.• Learning objectives are connected to what students have previously learned.• There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.	<p>Descriptors</p> <ul style="list-style-type: none">• Few learning objectives are communicated, connected to state standards and referenced throughout lesson.• Sub-objectives are inconsistently aligned to the lesson's major objective.• Learning objectives are rarely connected to what students have previously learned.• Expectations for student performance are vague.• There is evidence that few students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.	

Performance Levels

The performance level ratings are used to indicate the **success of implementation** of the instructional skills, knowledge, and responsibilities as described in the TEAM rubric.

Level	Performance Level Descriptions
1	Significantly Below Expectations
2	Below Expectations
3	At Expectations
4	Above Expectations
5	Significantly Above Expectations

Performance Level Descriptions

Level	Performance Level Descriptions
1	Significantly Below Expectations: A teacher at this level has limited knowledge of the instructional skills, knowledge, and responsibilities described in the rubric and struggles to implement them. He/she makes little attempt to use data to set and reach appropriate teaching and learning goals and has little to no impact on student achievement.
2	Below Expectations: A teacher at this level demonstrates some knowledge of the instructional skills, knowledge, and responsibilities described in the rubric but implements them inconsistently. He/she may struggle to use data to set and reach appropriate teaching and learning goals. His/her impact on student achievement is less than expected.
3	At Expectations: A teacher at this level understands and implements most of the instructional skills, knowledge, and responsibilities described in the rubric. He/she uses data to set and reach teaching and learning goals and makes the expected impact on student achievement.
4	Above Expectations: A teacher at this level comprehends the instructional skills, knowledge, and responsibilities described in the rubric and implements them consistently. He/she is skilled at using data to set and reach appropriate teaching and learning goals and makes a strong impact on student achievement.
5	Significantly Above Expectations: A teacher at this level exemplifies the instructional skills, knowledge, and responsibilities described in the rubric and implements them without fail. He/she is adept at using data to set and reach ambitious teaching and learning goals. He/she makes a significant impact on student achievement and should be considered a model of exemplary teaching.

Performance Level Descriptions

Level	Performance Level Descriptions
1	Significantly Below Expectations: A teacher at this level has limited knowledge of the instructional skills, knowledge, and responsibilities described in the rubric and struggles to implement them. He/she makes little attempt to use data to set and reach appropriate teaching and learning goals and has little to no impact on student achievement .
2	Below Expectations: A teacher at this level demonstrates some knowledge of the instructional skills, knowledge, and responsibilities described in the rubric but implements them inconsistently . He/she may struggle to use data to set and reach appropriate teaching and learning goals . His/her impact on student achievement is less than expected .
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Planning Domain

Learning the Planning Domain

- Step 1: Read the indicator and the handbook.
Consider the meaning of the indicator in its entirety at performance level 3.
- Step 2: Differentiate between the performance levels by identifying unique elements in each.
Reconsider the meaning at performance level 3

Instructional Plans

Instructional plans include:

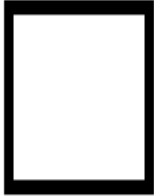
- goals aligned to state content standards,
- activities, materials, and assessments that:
 - are aligned to state standards,
 - are sequenced from basic to complex,
 - build on prior student knowledge, and
 - provide appropriate time for student work, and lesson and unit closure;
- evidence that plan is appropriate for the age, knowledge, and interests of most learners; and
- evidence that the plan provides some opportunities to accommodate individual student needs.

Learning the Planning Domain: Step 1

- The Tennessee's Teacher Evaluation System Handbook provides **in depth explanations of indicators and descriptors**, as well as **guidance** on how to use the rubrics **fluidly and holistically**.
 - Access the **Teacher Evaluation System Handbook** and the **TEAM Instructional Rubric**
 - What **insight** does the handbook provide for this indicator?


Learning the Planning Domain: Step 2

General Educator Rubric: Planning

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Instructional Plans 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> measurable and explicit goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards, are sequenced from basic to complex, build on prior student knowledge, are relevant to students' lives, and integrate other disciplines, and provide appropriate time for student work, student reflection, and lesson unit and closure; evidence that plan is appropriate for the age, knowledge, and interests of all learners; and evidence that the plan provides regular opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> goals aligned to state content standards, activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards, are sequenced from basic to complex, build on prior student knowledge, and provide appropriate time for student work, and lesson and unit closure; evidence that plan is appropriate for the age, knowledge, and interests of most learners; and evidence that the plan provides some opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> few goals aligned to state content standards, activities, materials, and assessments that: <ul style="list-style-type: none"> are rarely aligned to state standards, are rarely logically sequenced, rarely build on prior student knowledge, and inconsistently provide time for student work, and lesson and unit closure; and little evidence that the plan provides some opportunities to accommodate individual student needs.

Learning the Planning Domain: Step 2

General Educator Rubric: Planning

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
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Learning the Planning Domain

- Using the specific language in the planning domain, prepare a 30 second “in a nutshell” response to “How are the indicators in this domain connected?”

Learning the Planning Domain

- The Planning domain is foundational to an effective instructional cycle.
 - Instructional Plans provide the **expectations for the instructional moves and strategies** that a teacher should plan to ensure the progression of **student mastery** of state-standards.
 - Student Work provides the **expectations** that the **tasks** included in the instructional plan **generate thinking and problem solving aligned to state-standards**.
 - Assessment provides the expectations that **standards-aligned formative and summative assessments** and the **measurement criteria** by which student growth and achievement can be determined is included in the instructional plan.

Learning the Planning Domain

- The spirit of the Planning domain is to assess **HOW a teacher develops instructional plans** that lead to student mastery of the content.
- Specific requirements for the design template of a unit or lesson plans are entirely a district and/or school decision.
- Announced observations to discuss the quality of planning is encouraged
- When observation of planning is unannounced, it should be accompanied by an observation of instruction and the environment.
 - Collect the instructional plans after the lesson in order to gather needed evidence

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Environment Domain

Learning the Environment Domain (Expectations)

- Step 1: Read the indicator and the handbook.
Consider the meaning of the indicator in its entirety at performance level 3.
- Step 2: Differentiate between the performance levels by identifying unique elements in each.
Reconsider the meaning at performance level 3

Expectations

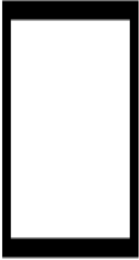
At Expectations (3)
<ul style="list-style-type: none">• Teacher sets high and demanding academic expectations for every student.• Teacher encourages students to learn from mistakes.• Teacher creates learning opportunities where most students can experience success.• Students complete their work according to teacher expectations.

Learning the Environment Domain: Step 1 (Expectations)

- The Tennessee's Teacher Evaluation System Handbook provides **in depth explanations of indicators and descriptors**, as well as **guidance** on how to use the rubrics **fluidly and holistically**.
 - Access the **Teacher Evaluation System Handbook** and the **TEAM Instructional Rubric**
 - What **insight** does the handbook provide for this indicator?

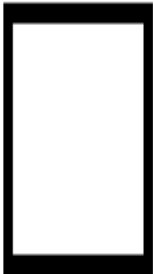
Learning the Environment Domain: Step 2 (Expectations)

General Educator Rubric: Environment

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Expectations 	<ul style="list-style-type: none">Teacher sets high and demanding academic expectations for every student.Teacher encourages students to learn from mistakes.Teacher creates learning opportunities where all students can experience success.Students take initiative and follow through with their own work.Teacher optimizes instructional time, teaches more material, and demands better performance from every student.	<ul style="list-style-type: none">Teacher sets high and demanding academic expectations for every student.Teacher encourages students to learn from mistakes.Teacher creates learning opportunities where most students can experience success.Students complete their work according to teacher expectations.	<ul style="list-style-type: none">Teacher expectations are not sufficiently high for every student.Teacher creates an environment where mistakes and failure are not viewed as learning experiences.Students demonstrate little or no pride in the quality of their work.

Learning the Environment Domain: Step 2 (Expectations)

General Educator Rubric: Environment

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Expectations 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where all students can experience success. Students take initiative and follow through with their own work. Teacher optimizes instructional time, teaches more material, and demands better performance from every student. 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where most students can experience success. Students complete their work according to teacher expectations. 	<ul style="list-style-type: none"> Teacher expectations are not sufficiently high for every student. Teacher creates an environment where mistakes and failure are not viewed as learning experiences. Students demonstrate little or no pride in the quality of their work.

Learning the Environment Domain

- Using the specific language in the environment domain, prepare a 30 second “in a nutshell” that summarizes the indicator.

Learning the Environment Domain (Expectations)

- This indicator establishes the expectation that the teacher is being intentional to ensure students are exceeding expectations by being strategic with time and closing achievement gaps.
- The teacher is consistently encouraging, engaging, motivating, and empowering students to reflect and self-assess progress toward their learning goals and to identify their own strengths and needs.
- What differentiates a level 3 from 5 is that students take initiative to identify what they already understand and look for ways to grow, improve, and meet their own learning goals.

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Instruction Domain

Learning the Instruction Domain

- Step 1: Read the indicator and the handbook.
Consider the meaning of the indicator in its entirety at performance level 3.
- Step 2: Differentiate between the performance levels by identifying unique elements in each.
Reconsider the meaning at performance level 3
- Step 3: Describe the outcome

Standards and Objectives

At Expectations (3)

- Most learning objectives are communicated, connected to state standards, and referenced throughout lesson.
- Sub-objectives are mostly aligned to the lesson's major objective.
- Learning objectives are connected to what students have previously learned.
- Expectations for student performance are clear.
- There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.

Learning the Instruction Domain: Step 1

The Tennessee's Teacher Evaluation System Handbook provides **in depth explanations of indicators and descriptors**, as well as **guidance** on how to use the rubrics **fluidly and holistically**.

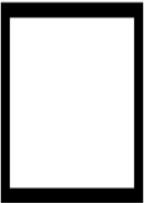
- Access the **Teacher Evaluation System Handbook** and the **TEAM Instructional Rubric**
 - What **insight** does the handbook provide for this indicator?

Rubric Enhancement

- Note a change in the instructional rubric for the 2018-19 school year in Standards and Objectives.
 - There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of **the standard(s)**.

Learning the Instruction Domain:

Step 2

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives 	<ul style="list-style-type: none"> • All learning objectives are clearly and explicitly communicated, connected to state standards, and referenced throughout lesson. • Sub-objectives are aligned and logically sequenced to the lesson's major objective. • Learning objectives are: (a) consistently connected to what students have previously learned, (b) known from life experiences, and (c) integrated with other disciplines. • Expectations for student performance are clear, demanding, and high. • There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard(s). 	<ul style="list-style-type: none"> • Most learning objectives are communicated, connected to state standards, and referenced throughout lesson. • Sub-objectives are mostly aligned to the lesson's major objective. • Learning objectives are connected to what students have previously learned. • Expectations for student performance are clear. • There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard(s). 	<ul style="list-style-type: none"> • Few learning objectives are communicated, connected to state standards, and referenced throughout lesson. • Sub-objectives are inconsistently aligned to the lesson's major objective. • Learning objectives are rarely connected to what students have previously learned. • Expectations for student performance are vague. • There is evidence that few students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard(s).

Learning the Instruction Domain:

Step 2

- **Learning** objectives, **lesson** objective(s), and **sub-objectives** are referenced. The expectations for these in a lesson are different.
- Coherence of the lesson is achieved through its position within larger instructional plan for achieving the learning goal and through its communication to students.
- There is an expectation that a lesson produce evidence that most students demonstrate mastery of the lesson objective. This can only be determined by the students' response to the lesson.

Learning the Instruction Domain:

Step 3

At Expectations (3)

- Most learning objectives are communicated, connected to state standards, and referenced throughout lesson.
- Sub-objectives are mostly aligned to the lesson's major objective.
- Learning objectives are connected to what students have previously learned.
- Expectations for student performance are clear.
- There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.

- What would you see from students if the expectations of this indicator are met in the lesson?

Learning the Instruction Domain:

Step 3

At Expectations (3)

- Most learning objectives are communicated, connected to state standards, and referenced throughout lesson.
- Sub-objectives are mostly aligned to the lesson's major objective.
- Learning objectives are connected to what students have previously learned.
- Expectations for student performance are clear.
- There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.

- Students are demonstrating critical thinking skills and conceptual knowledge by
 - interpreting information rather than reproduce it
 - drawing conclusions and supporting them through writing
 - connecting what they are learning to prior learning and some life experiences.

Learning the Instruction Domain:

Step 3

At Expectations (3)

- Most learning objectives are communicated, connected to state standards, and referenced throughout lesson.
- Sub-objectives are mostly aligned to the lesson's major objective.
- Learning objectives are connected to what students have previously learned.
- Expectations for student performance are clear.
- There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.

- Students are engaged in producing work through tasks that allow them to incrementally show their knowledge and skills until they are able to fully demonstrate their learning through the more comprehensive end-of-unit or culminating tasks.

Learning the Instruction Domain

- At your table, repeat this process
 - Review the handbook for insight and consider the meaning of the indicator in its entirety at performance level 3.
 - Differentiate between the performance levels by identifying unique elements in each and consider again at performance level 3.
 - Describe the outcome at performance level 3

- Motivating Students
- Presenting Instructional Content
- Activities & Materials
- Questioning
- Academic Feedback

Learning the Instruction Domain: Thinking and Problem Solving

- Find and read the Thinking and Problem Solving indicators in the handbook.
- What are the implications of these two indicators on the other indicators in the instruction domain? In other domains?

Observation: Connections

At Expectations (3)

- Most learning objectives are communicated, connected to state standards, and referenced throughout lesson.
- Sub-objectives are mostly aligned to the lesson's major objective.
- Learning objectives are connected to what students have previously learned.
- Expectations for student performance are clear.
- There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.

At Expectations (3)

- Activities and materials include most of the following:
 - support the lesson objectives,
 - are challenging,
 - sustain students' attention,
 - elicit a variety of thinking;
 - provide time for reflection,
 - are relevant to students' lives,
 - provide opportunities for student-to-student interaction,
 - induce student curiosity and suspense;
 - provide students with choices,
 - incorporate multimedia and technology, and
 - incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).
- Texts and tasks are appropriately complex.

Based on what you have learned about these indicators, what connections do you notice?

Observation: Connections

- At your table, identify at least 5 additional connections that exist within and/or between domains.

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How to Effectively Analyze Student Work

Student Work

- When you analyze student work within the teacher evaluation process, how might you collect evidence of the following indicators?
- Thinking
- Problem Solving
- Activities and Materials
- Standards and Objectives

Video Clip on Student Work

Script Analysis

- Access your **scripting notes**.
- Use the **Script Analysis Tool** to **categorize the evidence** from your script as modeled below:

Teacher Specific	Teacher Vague
Teacher models the expected word/picture connections by fully completing and entire cycle of the context activity.	Teacher explains activity well.
Student Specific	Student Vague
Students move efficiently between centers at the sound of the chime; all students know where supplies are stored for each center and keep work areas neat during and after use.	Students know procedures and respect the classroom and each other.

Script Analysis

Debrief: What **patterns** can you identify in your script analysis?

Teacher Specific	Teacher Vague
Student Specific	Student Vague

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**Using Student Work
to Support Rating**

Assessing Current Practices

- What is your **current experience** with **using student work** to assign observation ratings?
- Using student work to inform observation ratings changes the conversation **from “What did the teachers teach?” to “What did the students learn?”**
- To be most effective, the leader should collect student work immediately **after the lesson** and map the work to the instructional rubric.

Reflection

- What is the **value** of using student work samples to inform evaluation ratings?
- How might you **capture** student work samples for **your use**?

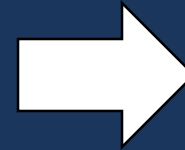
Next Steps

- For the **observation** process:
 - What **questions** might you have about the lesson?
 - What **other information** might help you with this process?
- For teacher **feedback**:
 - How might you design **feedback** for this teacher?
 - How might your **evidence collection** impact post-conferencing?
- For your **own practice**:
 - Where might you need to **focus your efforts** in your evidence collection practice?

Connections to Leader Best Practices

- Where do you see connections to your **administrator** evaluation?
- What **strategies** will you use to ensure that you and your teachers **share a common understanding** of these practices?
- For which specific **standards/indicators** on the administrator rubric would you now be able to provide **evidence**?

Self-Reflection:



- Plus (+)
 - In what part(s) of my evaluation practice do I currently feel **confident**?
- Minus (-)
 - In what part(s) of my evaluation practice do I currently see gaps or identify a **lack of understanding**?
- Delta (Δ)
 - In what area of my practice will I **focus on for improvement** during the next observation video?
- Arrow (→)
 - What **action steps** will I take to ensure my practice improves?

Impact: Accuracy, Credibility, Fairness



Evidence

Scoring

Feedback

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Evaluator Bias

Evaluator Bias

Definition: **any** preference that might lead an evaluator rate differently than called for by the rating criteria.

- May be the tendency to **favor or disfavor** something
- May relate to **areas of instruction** as addressed in the rubric
- May relate to **characteristics** of the teacher, students, or classroom environment
- Biases are **normal**-everyone has these
- Biases **do not** necessarily indicate an ethical issue

Six Common Examples of Observer Bias

Effect	Explanation	Examples
Familiarity	Prior knowledge causes observer to be lenient or overly strict when rating a lesson	Observer “knows” teacher or students are capable of more based on previous visits
Halo	Exceptional performance on one aspect of teaching leads observer to inflate ratings on unrelated aspects of teaching	Observer so impressed with “questioning” that other ineffective practices are unnoticed
Fatal Flaw	Low performance on one aspect of teaching colors observer’s impression of other aspects of teaching	After teacher makes mistake (ex., give a wrong answer) observer views remainder of lesson in a negative light
Central Tendency	Observers tend to give undeserved middle ratings rather than using the high and low end of the rating scale	Observers give “safe scores” due to lack confidence in accuracy of ratings or ability to give feedback OR observer believes highly effective practice so rare they miss it when it occurs
Consequence	Perceived stakes attached to results lead observers to rate inaccurately	Observer inflates ratings when he/she perceives teacher at risk of negative consequences due to low performance
Drift	Over time observers gradually and unknowingly tend to inflate or deflate ratings	Observer rating accuracy decreases over time, inflating ratings OR observer teams exhibit tendency consistently rate higher or lower as a group

Activity: Combating Observer Bias

Effect	Explanation	Strategies to Prevent
Familiarity	Prior knowledge causes observer to be lenient or overly strict when rating a lesson	
Halo	Exceptional performance on one aspect of teaching leads observer to inflate ratings on unrelated aspects of teaching	
Fatal Flaw	Low performance on one aspect of teaching colors observer's impression of other aspects of teaching	
Central Tendency	Observers tend to give undeserved middle ratings rather than using the high and low end of the rating scale	
Consequence	Perceived stakes attached to results lead observers to rate inaccurately	
Drift	Over time observers gradually and unknowingly tend to inflate or deflate ratings	

Other Evaluator Biases

Preference Type	Examples	Question
Instructional Methods	Favoring lessons with differentiation or inquiry regardless of impact of practice	<i>What specific techniques might you favor as a result of your personal classroom experience?</i>
Demographics	Expecting different levels of practice based on the background of the teacher or of the students	<i>What expectations do you have for classrooms or groups at differing levels?</i>
Style	Scoring more strictly if teacher is dressed casually OR scoring higher simply because students are out of their desks.	<i>What impact could your personal preference for a noisy vs. quiet (or any other factor) classroom have on your ratings?</i>
Speech	Giving lower ratings when students respond in vernacular or when teachers use colloquialisms OR giving higher ratings to teachers with foreign accents	<i>How might you react to the communication style of a teacher from a different geographic region than yours?</i>

Self-Reflection: Know, Understand, Do

K

- What evaluator biases might I self-identify?

U

- What impact might these biases have on my evaluation practice?

D

- What strategies might I use to combat these preferences?

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Feedback

Five Forms of Feedback

Evaluative

- **Personal Opinions:** statements focus on the evaluator and his/her personal opinion/likes, dislikes
- **Inferences:** statements focus on the evaluator's own interpretation of the lesson
- **Judgement:** statements focus on the teacher and are positive or negative in nature

Coaching

- **Data:** statements focus on facts or figures
- **Mediative Questions:** questions that lead the teacher to self-reflect on their own data

Categorize the following using the five forms of feedback:

- I think the kids enjoyed the lesson!
- Here is a map of the classroom that shows where you stood and moved during different parts of the lesson, you interacted with Eric 5 times, Paula 3 times, and Mary Ann 2 times.
- 80 percent of the students mastered the lesson.
- Your lesson went well.
- What were students saying that gave you some feedback that let you know they were ready to move to the next level of learning?
- Your questioning strategy could be improved.

Effective Feedback

- **Neutral** and not personal
- Includes external data (**student work**) and internal data (**self-reflection**)
- **Frequent** and **constructive**
- **Timely**

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Pre-Conference

Pre-Conference Round Table

- What is the purpose of a pre-conference?
- What artifacts should be included in the pre-conference?
- What are the benefits of the pre-conference for the students, teacher, and evaluator?
- As an evaluator, what do you want from a pre-conference?
- As a evaluator what do you not want from a pre-conference?

Pre-Conference Coaching

School Leader	Teacher	Students
How might this pre-conference coaching benefit the school leader, the teacher, and the students?		
How could this coaching session be strengthened?		

Strong Pre-Conferences

Strong pre-conferences include the following:

Evaluator “look fors”

Clear expectations of the content standards supported by...

Strong instructional practices that reflect the depth of the rubric that lead to...

Students demonstrating learning



To obtain the “look fors,” have teachers do the following:

Clarify goals

Specify student success indicators and a plan for collecting evidence

Anticipate approaches, strategies, and decisions

Reflect on the lesson and making adjustments

P.E. Pre-Conference

Strong Pre-Conferences

Strong pre-conferences include the following:

Evaluator “look fors”

Clear expectations of the content standards supported by...

Strong instructional practices that reflect the depth of the rubric that lead to...

Students demonstrating learning



To obtain the “look fors,” have teachers do the following:

Clarify goals

Specify student success indicators and a plan for collecting evidence

Anticipate approaches, strategies, and decisions

Reflect on the lesson and making adjustments

Algebra Pre-Conference

Strong Pre-Conferences

Strong pre-conferences include the following:

Evaluator “look fors”

Clear expectations of the content standards supported by...

Strong instructional practices that reflect the depth of the rubric that lead to...

Students demonstrating learning



To obtain the “look fors,” have teachers do the following:

Clarify goals

Specify student success indicators and a plan for collecting evidence

Anticipate approaches, strategies, and decisions

Reflect on the lesson and making adjustments

Application

What are your next steps for conducting pre-conferences based on today's training?

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**Consulting and
Coaching**

Consulting and Coaching

- Evaluator promotes **self-discovery** by questioning and providing information.
- Evaluator supports the teacher to **achieve his/her own growth** while attending to a specific area of need.
- Evaluator **maximizes teacher's commitment to implement their own solutions** or suggested solutions.

Why coach?

Existing State

- Tentative plans
- Superficial reflection
- Problem

The path of conversations cause:

Desired State

- Clear plan of action
- Deep self-reflection
- Resourcefulness to solve problem

Coaching Communication Skills for Evaluators

- Questioning
- Pausing (active listening and wait time)
- Paraphrasing
- Summarizing
- Non judgmental/factual (unbiased)
- Positive non-verbal communication

Paraphrase

- Listen with the intent to understand
- Make paraphrase shorter than original statement
- Lead with the pronoun “you” instead of “I”

Instead of, “I think I heard you say...”

Say, “So it is important to you that...”

Pause

A pause can occur:

- After the evaluator poses a question
- After the teacher responds
- Before the evaluator responds

Posing Questions

- Open-ended
- Reflective
- Intentional

“What strategies are you...”

“What is your thinking about...”

All Write Round Robin

- What strategies might be included in instructional coaching?
- What are the most essential skills in effective coaching?
- What are some of the results of effective coaching?
- What are possible mistakes that coaches can make?

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The Classroom Observation Process

Your Role: Collecting Evidence

Prior to the Lesson Being Observed

- Pre-conference (announced only)
- Review of lesson plan as applicable

During the Lesson

- Record what the teacher says and does
- Record what the students say and do
- Ask clarifying questions if needed prior to the post-conference
 - E.g., What thought process did you use to group your students?
- Collect samples of student work

After the Lesson

Your Role: Collecting Evidence in the Classroom

Unbiased notes about what occurs during a classroom lesson capture:

- What **students** say/do
- What the **teacher** says/does
- Wording from **visuals**
- **Time** segments to document lesson **structure/transitions**
- **Student work samples**

Please note: using the rubric as a checklist will **not** capture the quality of student learning.

The collection of detailed evidence is ESSENTIAL for the evaluation process to be implemented accurately, fairly, and credibly.

Evidence Collecting Tips

- Monitor and record **time** segments, paying attention to **transitions**.
- Use **short-hand** as appropriate for you.
- Pay special attention to **questions and feedback**.
- Record **key evidence verbatim**.
- **Circulate** without disrupting.
- Focus on what **students** are saying and doing, not only the teacher.

Considerations

- What factors might you keep in mind as you **collect evidence** for this lesson?
- What **resources** might you use to support your scoring process?

Focus: Accuracy, Credibility, Fairness

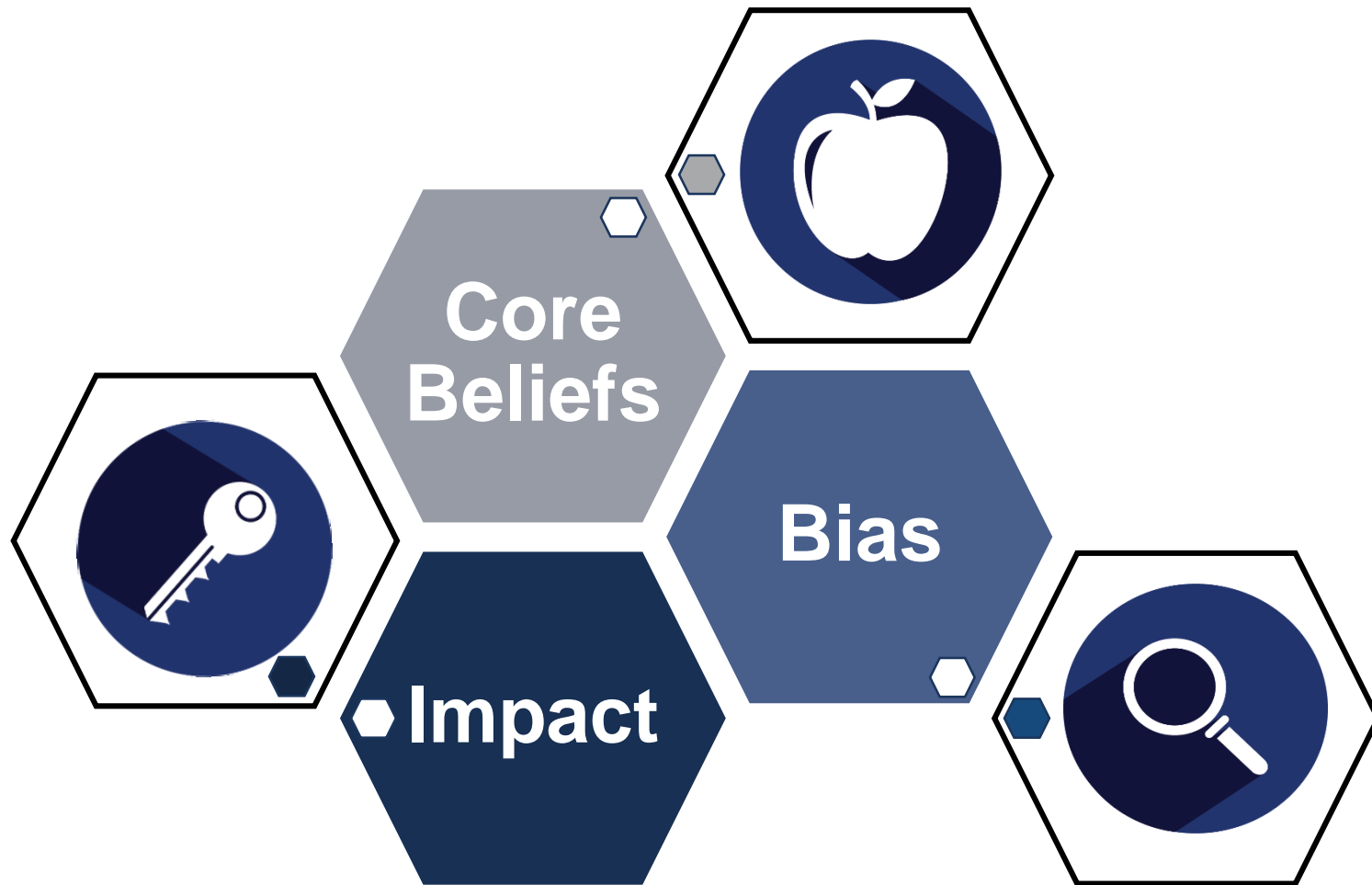


Evidence

Scoring

Feedback

Be mindful of:



Middle School ELA

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Categorizing Evidence

Categorizing Evidence

Identify the indicator under which the following statements would fall.

- *Students did not cite evidence when responding to questions.*
- *Student work showed students demonstrated understanding of assignment, which was aligned to standard.*
- *Teacher paraphrased student responses and used statements like, “you guys have good memories.”*
- *Content of lesson was logically sequenced and visuals were used throughout.*
- *Teacher displays some understanding of anticipated student difficulties by providing choices—pictures, words or sentences.*

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Norming: Calibrating Your Scores

Norming—Step One

- We will review and discuss the **evidence** for each indicator, as well as what you saw/did not see in the lesson, **using the TEAM Teacher Evaluation Handbook to help guide thinking.**
- Access the **TEAM Teacher Evaluator Handbook** and look at **Standards and Objectives** in the **General Educator Rubric (Instruction)**
- Let's review the meanings of the descriptors in **Standards and Objectives.**
 - Consider how this learning might cause you to **adjust your score** on Standards and Objectives.
 - Consider how you might use this information to **shape your thoughts** on rating instructional practice?

Activity: Norming

- With a partner, review and discuss the **evidence** for each indicator and what you saw/did not see in the lesson, **using the handbook to help guide thinking.**
- **Score** all 12 instructional indicators and 4 environment indicators
- **Share** scores with your table, coming to a **table consensus** for scores.
- A representative of the group should **chart scores** for the facilitator on the chart provided.

Planning

- Access the **planning rubric** in the **handbook**.
- With your **partner**, make **connections** between the **evidence** you have collected and the **planning rubric indicators**.
- What information regarding the **quality of the lesson design and planning** can you identify from your evidence collection?

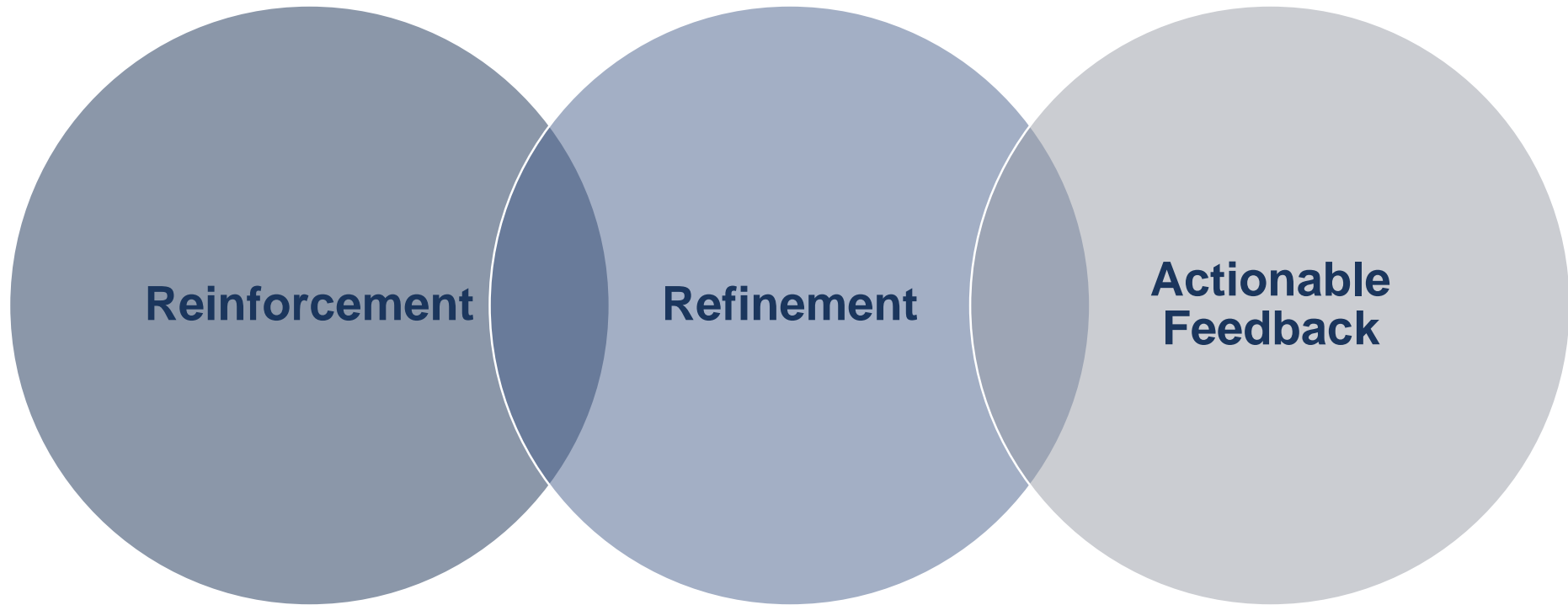
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Identifying Reinforcement and Refinement

Supporting Teacher Growth



Identifying a Reinforcement Area

- As an evaluator, ask yourself:
 - What did the **students** say and do that you, as an evaluator, would like to ensure is a **continued practice**?
 - What **teacher actions** lead to these **student actions**?
 - To what indicator are these actions **most** aligned?
 - To which descriptor are these actions **most** aligned?
- When choosing between options, ask yourself—which indicator created in the **most positive** impact on student learning?

Reinforcement

- **Identify specific examples from your evidence notes of the area being reinforced. Examples should contain exact quotes from the lesson or vivid descriptions of actions taken.**
- For example, if your area of reinforcement is academic feedback, you might highlight the following:
 - In your opening, you adjusted instruction by giving specific academic feedback.
 - “You counted the sides to decide if this was a triangle. I think you missed a side when you were counting. Let’s try again,” instead of just saying “Try again”.

Identifying a Refinement Area

- As an evaluator, ask yourself:
 - What **specific part(s) of student learning** needs to improve?
 - What **change in teacher practice** would lead to improved student learning?
 - To what indicator are these actions **most** aligned?
 - To which descriptor are these actions **most** aligned?
- When choosing between options, ask yourself—which indicator, if selected, will result in the **greatest** impact on student learning?

Refinement

- **Identify specific examples from your evidence notes of the area being refined. Examples should contain exact quotes from the lesson or vivid descriptions of actions taken.**
- For example, if your area of refinement is questioning, you might highlight the following:
 - Throughout your lesson you asked numerous questions, but they all remained at the ‘remember level’.
 - Ex. “Is this a triangle?” instead of “How do you know this is a triangle?”
 - Additionally, you only provided wait time for three of the six questions you asked.

Connections to Leader Best Practices

- Where do you see connections to your **administrator** evaluation?
- What **strategies** will you use to ensure that you and your teachers **share a common understanding** of these practices?
- For which specific **standards/indicators** on the administrator rubric would you now be able to provide **evidence**?

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Post-Conferencing

Post-Conference Round Table

- What is the purpose of a post-conference?
- What artifacts should be included in the post-conference?
- What are the benefits of the post-conference for the students, teacher, and evaluator?
- As an evaluator, what do you want from a post-conference?
- As a evaluator what do you not want from a post-conference?

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Using Student Work in Post-Conferences

Assessing Current Practices

- What is your **current experience** with **using student work** during post-conferences?
- Using student work during feedback changes the conversation **from obstacles to student growth**.
- To be most effective, the leader should have analyzed student work **after the lesson** and **developed questions** specific to the work **to encourage deep reflection**.

Student Work

- Why might you want to look at student work samples before having a post conference with a teacher?
- Identify **connections** between analyzing student work samples and instructional indicators.
- What **data** might these samples provide for the conversation you are about to have?

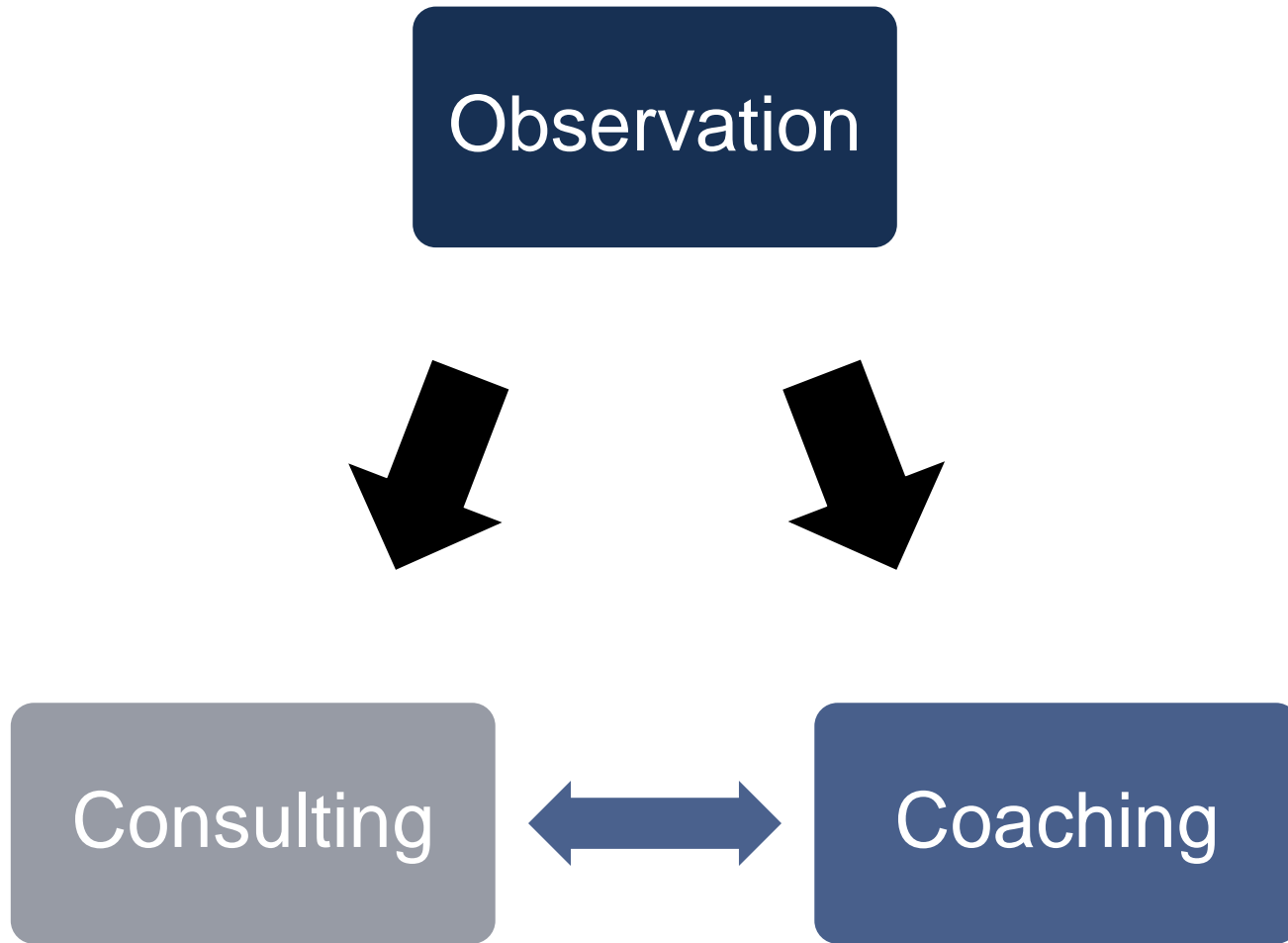
Reflection

- What is the **value** of using student work samples to inform post-conferences?
- How might you **capture** student work samples for **your use**?

Characteristics of an Ideal Post-Conference

- **Discussion about student learning and mastery anchored by student work**
- Professional dialogue about **student-centered instruction**
- **Teacher** does a lot of the talking
- **Teacher** reflects on strengths and areas for improvement
- **Teacher** actively seeks help to improve
- **More asking**, less telling
- Coaching and consulting **centered on improvement**

Characteristics of an Ideal Post-Conference



Parts of the Post-Conference

■ Introduction

- Greeting, purpose, time, and general impression question

■ Reinforcement–Consult and Coach

- Ask self-analysis question
- Elicit/provide student-specific evidence from notes
- Identify potential opportunities for sharing this strength
 - *E.g.*, Peer partnership, sharing at a faculty meeting or PLC, etc.

■ Refinement–Consult and Coach

- Ask self-analysis question
- Elicit/provide student-specific evidence from notes
- Elicit/provide a recommendation for actionable next steps
- Give a definite follow-up timeline

■ Share Scores

Post-Conference Video: Gather evidence regarding forms of feedback and coaching

Forms of Feedback

- **Personal Opinions:** statements focus on the evaluator and his/her personal opinion/likes, dislikes
- **Inferences:** statements focus on the evaluator's own interpretation of the lesson
- **Judgement:** statements focus on the teacher and are positive or negative in nature
- **Data:** statements focus on facts or figures
- **Mediative Questions:** questions that lead the teacher to self-reflect on their own data

Coaching Communication Skills

- Questioning
- Pausing (active listening and wait time)
- Paraphrasing
- Summarizing
- Non judgmental/factual (unbiased)
- Positive non-verbal communication

Post-Conference in a Bubble

Post-Conference Coaching

School Leader	Teacher	Students
How might this post-conference coaching benefit the school leader, the teacher, and the students?		
How could this coaching session be strengthened?		

Post-Conference Video: Gather evidence regarding forms of feedback and coaching

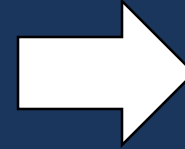
Forms of Feedback

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Coaching Communication Skills

- Questioning
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Self-Reflection:



- Plus (+)
 - In what part(s) of my evaluation practice do I currently feel **confident**?
- Minus (-)
 - In what part(s) of my evaluation practice do I currently see gaps or identify a **lack of understanding**?
- Delta (Δ)
 - In what area of my practice will I **focus on for improvement** during the next observation video?
- Arrow (→)
 - What action steps will I take to **ensure my practice improves**?

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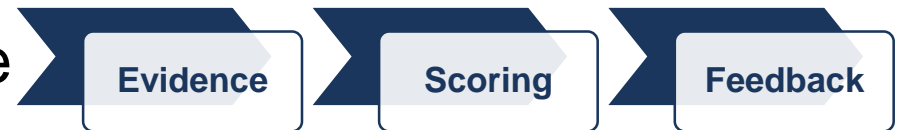
Rating Instructional Practice

Revisit Performance Level Descriptions

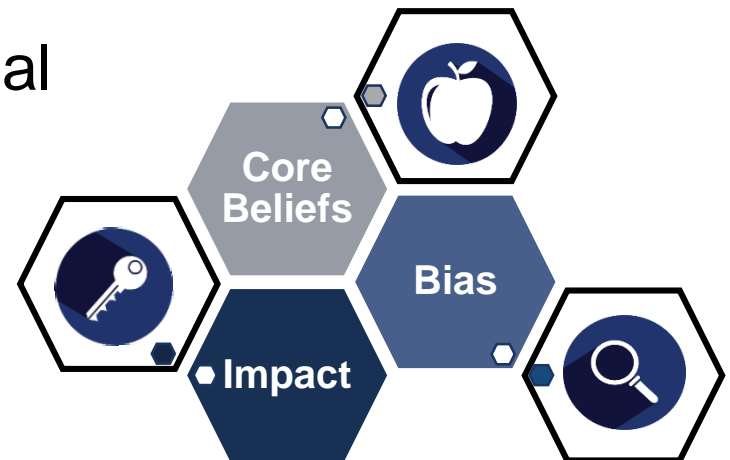
Level	Performance Level Descriptions
1	Significantly Below Expectations: A teacher at this level has limited knowledge of the instructional skills, knowledge, and responsibilities described in the rubric and struggles to implement them. He/she makes little attempt to use data to set and reach appropriate teaching and learning goals and has little to no impact on student achievement .
2	Below Expectations: A teacher at this level demonstrates some knowledge of the instructional skills, knowledge, and responsibilities described in the rubric but implements them inconsistently . He/she may struggle to use data to set and reach appropriate teaching and learning goals . His/her impact on student achievement is less than expected .
3	At Expectations: A teacher at this level understands and implements most of the instructional skills, knowledge, and responsibilities described in the rubric. He/she uses data to set and reach teaching and learning goals and makes the expected impact on student achievement.
4	Above Expectations: A teacher at this level comprehends the instructional skills, knowledge, and responsibilities described in the rubric and implements them consistently . He/she is skilled at using data to set and reach appropriate teaching and learning goals and makes a strong impact on student achievement .
5	Significantly Above Expectations: A teacher at this level exemplifies the instructional skills, knowledge, and responsibilities described in the rubric and implements them without fail . He/she is adept at using data to set and reach ambitious teaching and learning goals . He/she makes a significant impact on student achievement and should be considered a model of exemplary teaching .

Continue to be mindful of:

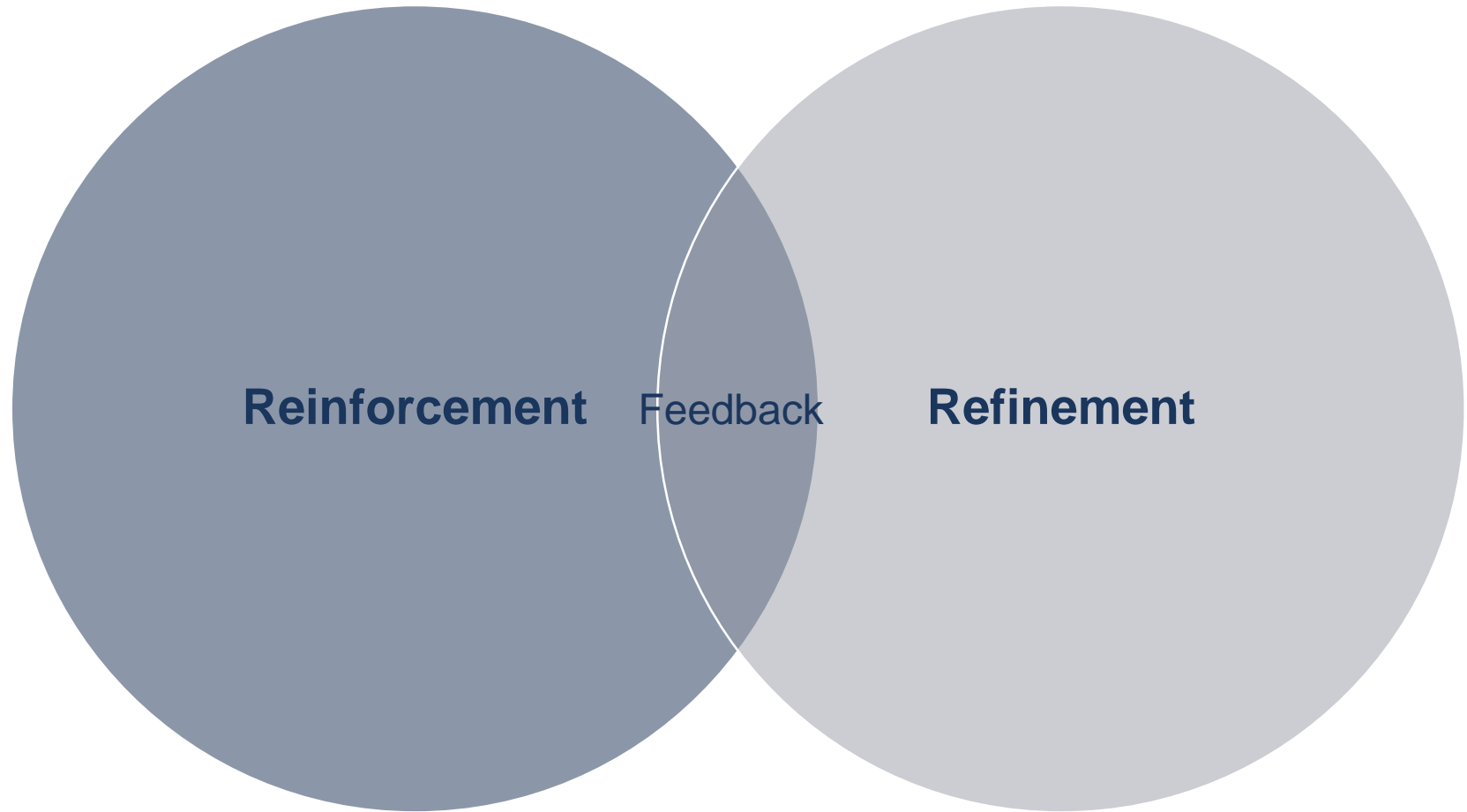
- Impact of Accurate Evidence Collection



- Critical Nature of your Professional Responsibility



Additional Focus



The Certification Test

Requirements for certification:

- No indicator scored ± 3 away
- No more than two indicators scored ± 2 away
- Average of the twelve indicators must be within $\pm .90$

HS ELA

Score Reveal: High School ELA

- I will reveal the **Tennessee raters' scores** for the remaining indicators.
- **Compare** your scores, identifying areas of **alignment** and **misalignment**.

Indicator	Score
Standards and Objectives	3
Motivating Students	3
Presenting Instructional Content	4
Lesson Structure and Pacing	3
Activities and Materials	3
Questioning	3
Academic Feedback	3
Grouping Students	3
Teacher Content Knowledge	4
Teacher Knowledge of Students	3
Thinking	3
Problem Solving	4

Connections to Leader Best Practices

- Where do you see connections to your **administrator** evaluation?
- What **strategies** will you use to ensure that you and your teachers **share a common understanding** of these practices?
- For which specific **standards/indicators** on the administrator rubric would you now be able to provide **evidence**?

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Final Scoring Component: Professionalism

Professionalism Scores

- Apply to **all teachers**
- Complete within **last six weeks** of school year
- Base on activities from **full year**
- **Discuss** with teacher in a conference
- **Four indicators:**
 - Professional Growth and Learning
 - Use of Data
 - School and Community
 - Leadership

Rubric Activity

- Access the **professionalism** rubric in the **handbook** and **Professionalism Rating Report** document.
- Consider descriptors from **professionalism rubric**.
- Identify examples of **evidence** that could be used to guide ratings for each indicator.
- Identify **connections** to practices in **instructional** domain.

Professionalism Rating Report



TEAM Professionalism Rating Report

Teacher Name _____ Date _____

License Number _____

Evaluator Name _____ School Name _____

Indicator	Score
1. Professional Growth and Learning	
2. Use of Data	
3. School and Community Involvement	
4. Leadership	

Area of Reinforcement:

Area of Refinement:

Evaluator Signature _____ Date _____

Teacher Signature _____ Date _____

- Used to document **professionalism** scores
- Follows the practice of identifying **reinforcement** and **refinement** areas

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Evaluation Process (revisited) and Pacing

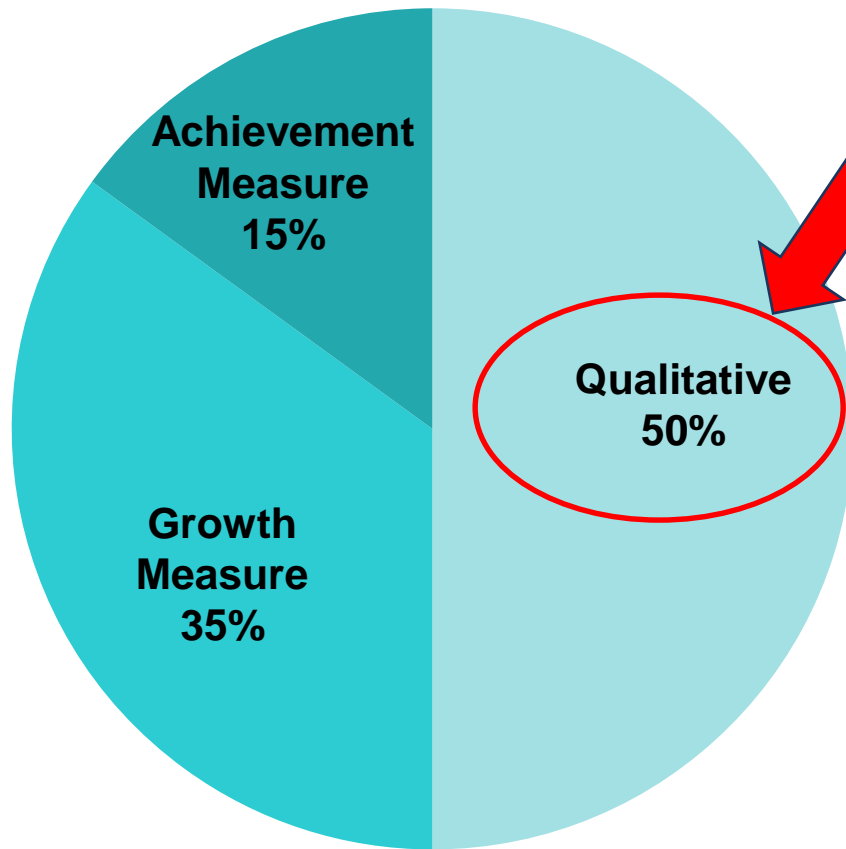
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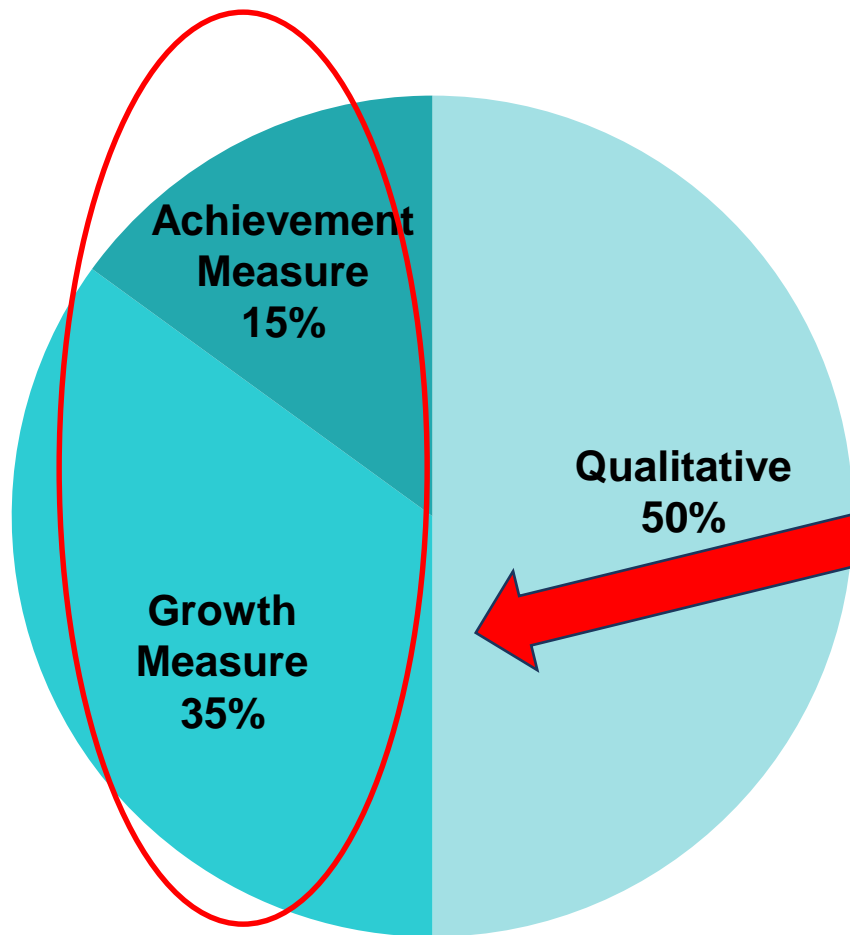
The Teacher Evaluation Process

Components of Evaluation



- **Qualitative includes:**
 - Evidence collection based on TEAM teacher evaluation rubric
 - Student survey (district opt in)
- **Quantitative includes:**
 - Growth measure
 - School-wide/individual TVAAS or portfolio
 - Achievement measure
 - Goal set by teacher and evaluator

Components of Evaluation



- Qualitative includes:
 - Evidence collection based on TEAM teacher evaluation rubric
- Quantitative includes:
 - Growth measure
 - School-wide/ individual TVAAS or portfolio
 - Achievement measure
 - Goal set by teacher and evaluator

Achievement vs. Student Growth

Achievement

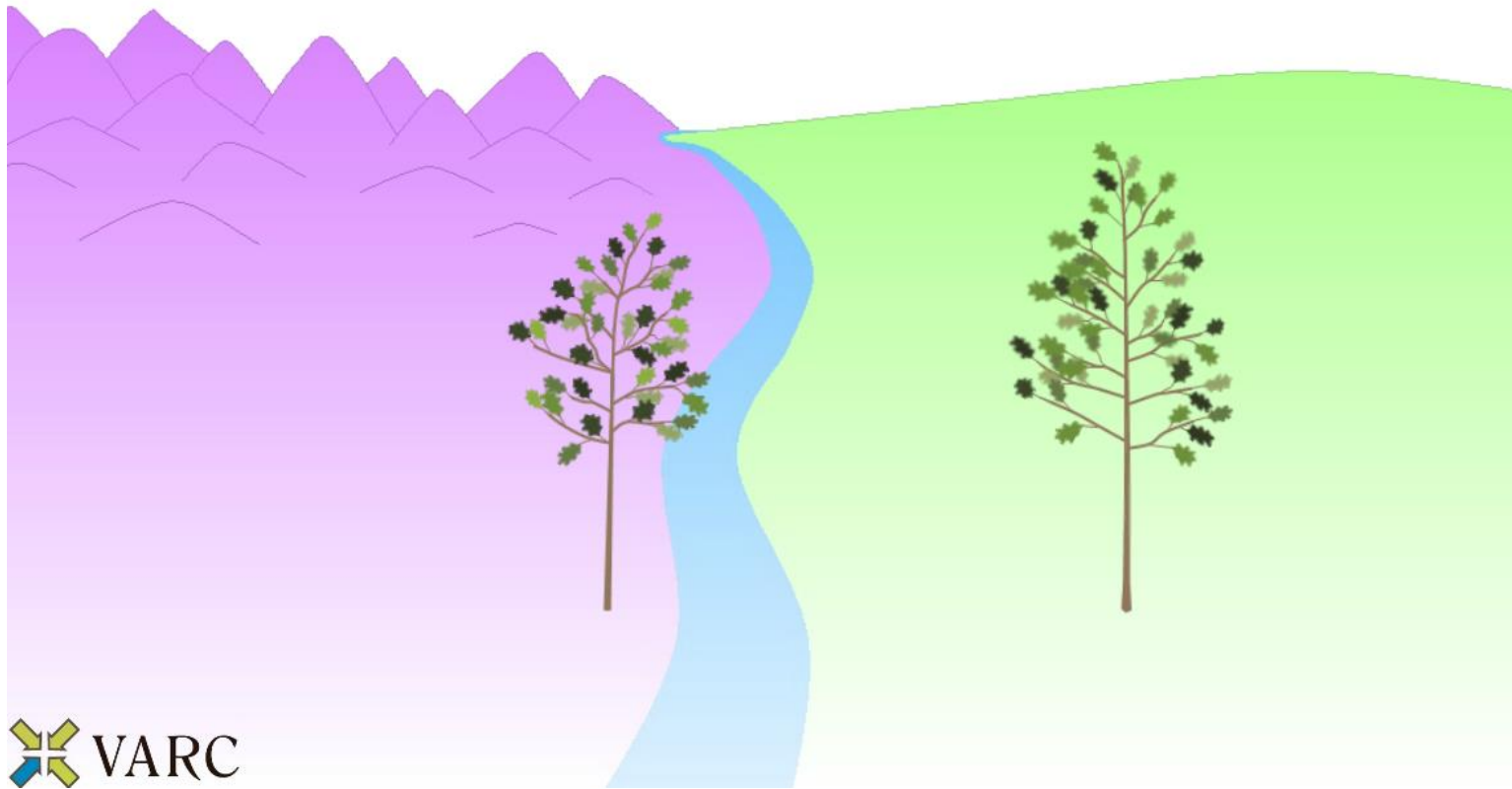
Measures student performance at a single point in time
Often measured by percentage reaching proficiency

Student Growth

Compares student performance to their own prior performance

Student Growth & Achievement Measures

The Oak Tree Analogy



Achievement Measure Selection



Achievement Measure Worksheet 2018-19

Educator Name _____ School Name _____

Position _____

To be completed at fall conference

Part A: Approved Achievement Measures (Check One) ¹	
State Assessments	<input type="checkbox"/>
TVAAS	<input type="checkbox"/>
ACT/SAT Suite of Assessments	<input type="checkbox"/>
Off the Shelf Assessments	<input type="checkbox"/>
Early Postsecondary Exam (AP, Cambridge, CLEP IB, SDC, or dual credit exam)	<input type="checkbox"/>
Industry Certifications	<input type="checkbox"/>
Graduation Rate	<input type="checkbox"/>



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

Educator Signature³ _____

Date _____

Evaluator Signature _____

Date _____

Achievement Measure Selection

Approved Achievement Measures 2017-18

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

* Overall TVAAS TCAP Science will not be available for schools that serve grade PK-4 only.

Overall TVAAS		
Assessment Name	School Level	System Level
EOC		
*EOC Composite	•	•
*EOC Literacy	•	•
*EOC Literacy and Numeracy	•	•
*EOC Numeracy	•	•
*EOC Science	•	•
*EOC Social Studies	•	•
TCAP		
*TCAP Composite	•	•
*TCAP Literacy	•	•
*TCAP Literacy and Numeracy	•	•
*TCAP Numeracy	•	•
*TCAP Science	•	•
TCAP/EOC		
*TCAP/EOC Composite	•	•
*TCAP/EOC Literacy	•	•
*TCAP/EOC Literacy and Numeracy	•	•
*TCAP/EOC Numeracy	•	•
*TCAP/EOC Science	•	•
*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

Industry Certifications	
Advanced Manufacturing	
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)	
Agriculture, Food, & Natural Resources	
Commercial Pesticide Certification – Core (03)	
Tennessee-Specific Industry Certification – Animal Science	
Architecture & Construction	
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	
Business Management & 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 (Excel Expert + Word Expert)	
Microsoft Office Specialist (Excel)	
Microsoft Office Specialist (PowerPoint)	
Microsoft Office Specialist (Word)	
Health Science	
Certified Clinical Medical Assistant	
Certified EKG Technician	
Certified Nursing Assistant	
Certified Personal Trainer	
Certified Pharmacy Technician	

Industry Certifications	
Human Services	
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)	
Information Technology	
CCNA Cisco Certified Network Associate	
Cisco Certified Entry Network Tech (CCENT)	
CIW Web Design Specialist	
CompTIA A+	
CompTIA IT Fundamentals	
CompTIA Network+	
CompTIA Security+	
STEM	
Certified Spreadsheets Associate (CSWA) – Academic	
Transportation, Distribution, & Logistics	
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 ⁷	
AIMS Web	LimeLight
Children's Progress Academic Assessment	Lexia Lexia
MAP	MAP
Classworks	Michigan Model
DIBELS	National Greek Exam
Discovery Ed/ QuickLink	National Latin Exam
DRA	National French Exam
easy CBM	NOELLA
FAST	SAT 10
Florida Assessments	Scholastic Suite of Assessments
GOLD Assessment	STAMP
Ready	STAR Early Literacy
Ready	STAR Math
KinderGarden Readiness	STAR Reading
Learning.com	Terranova
	Voyager
Other Measures	
Graduation Rate	

⁷ Off-the-shelf assessments are commonly used assessments nationally or state-wide.

Achievement Measure Selection

Approved Achievement Measures 2017-18

State Assessments				
Assessment Name	Classroom Level	Grade Level	School Level	System Level
*EOC: Algebra I or II	•	•	•	•
*EOC: Biology I	•	•	•	•
*EOC: Chemistry I	•	•	•	•
*EOC: English I, II, or III	•	•	•	•
*EOC: Geometry II	•	•	•	•
*EOC: Integrated Math I, II, or III	•	•	•	•
*EOC: US History	•	•	•	•
*TCAP: Math	•	•	•	•
*TCAP: ELA	•	•	•	•
*TCAP: Science	•	•	•	•
TCAP: ALT	•	•	•	•
MSAA	•	•	•	•
WIDA ACCESS	•	•	•	•
Grade 2 Composite	•	•	•	•
Grade 2 ELA	•	•	•	•
Grade 2 Math	•	•	•	•

*Achievement measure can be scaled using AMD
 *Feeder/Custom option available for this measure

Overall TVAAS		
Assessment Name	School Level	System Level
*Composite	•	•
*Literacy	•	•
*Literacy and Numeracy	•	•
*Numeracy	•	•
*Science	•	•
*Social Studies	•	•
CTE Concentrators		
*CTE Concentrator	•	•
*CTE Concentrator: Literacy	•	•
*CTE Concentrator: Literacy and Numeracy	•	•
*CTE Concentrator: Numeracy	•	•
*CTE Concentrator: Science	•	•
*CTE Concentrator: Social Studies	•	•
CTE Students		
*CTE Students	•	•
*CTE Students: Literacy	•	•
*CTE Students: Literacy and Numeracy	•	•
*CTE Students: Numeracy	•	•
*CTE Students: Science	•	•
*CTE Students: Social Studies	•	•
Early Grades		
*Early Grades Composite	•	•
*Early Grades Literacy	•	•
*Early Grades Literacy and Numeracy	•	•
*Early Grades Numeracy	•	•

* Overall TVAAS TCAP Science will not be available for schools that serve grade PK-4 only.

Overall TVAAS		
Assessment Name	School Level	System Level
EOC		
*EOC Composite	•	•
*EOC Literacy	•	•
*EOC Literacy and Numeracy	•	•
*EOC Numeracy	•	•
*EOC Science	•	•
*EOC Social Studies	•	•
TCAP		
*TCAP Composite	•	•
*TCAP Literacy	•	•
*TCAP Literacy and Numeracy	•	•
*TCAP Numeracy	•	•
*TCAP Science	•	•
TCAP/EOC		
*TCAP/EOC Composite	•	•
*TCAP/EOC Literacy	•	•
*TCAP/EOC Literacy and Numeracy	•	•
*TCAP/EOC Numeracy	•	•
*TCAP/EOC Science	•	•
*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

Achievement Measure Selection & Scoring

■ State Assessment

- score entered locally based on annual measurable objectives (AMO)
- AMO targets are provided by the department based on a goal of reducing the percent of students who are not on track for state assessment
- available at the classroom, grade, school, and district level
- districts have the option to scale on local goals rather than AMOs

■ Overall TVAAS

- score entered automatically in TNCompass
- single-year TVAAS measure at the school or district level (composite, literacy, numeracy, literacy/numeracy)

Achievement Measure Selection



Achievement Measure Worksheet 2018-19

Educator Name _____ School Name _____

Position _____

To be completed at fall conference

Part A: Approved Achievement Measures (Check One) ¹	
State Assessments	<input type="checkbox"/>
TVAAS	<input type="checkbox"/>
ACT/SAT Suite of Assessments	<input type="checkbox"/>
Off the Shelf Assessments	<input type="checkbox"/>
Early Postsecondary Exam (AP, Cambridge, CLEP IB, SDC, or dual credit exam)	<input type="checkbox"/>
Industry Certifications	<input type="checkbox"/>
Graduation Rate	<input type="checkbox"/>



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

Educator Signature³ _____

Date _____

Evaluator Signature _____

Date _____

Achievement Measure-Scaling for Other Categories

- Scales for other achievement measure categories should align to the following guidance, but are **ultimately determined by the LEA**.
- Scaling is a local decision.

Score	Description
1	decreased by more than ____ points
2	decreased by more than ____ points and less than ____ points
3	increased by no more than ____ points or decreased by no more than ____ point.
4	increased by more than ____ points and no more than ____ points
5	increased by more than ____ points

Achievement Measure: Characteristics

- *Tenn. Code Ann. §49-1-302*: an educator being evaluated must **mutually agree** with the evaluator on which achievement measure is employed as part of the level of overall effectiveness (LOE)
 - Measure must be **aligned as closely as possible** to **teaching assignment** of individual teachers and **duty assignments** for each individual administrator.
 - In cases of substantive disagreement, contact the district evaluation configurator to begin a mediation process. See the TEAM website for more information.

Achievement vs. Student Growth

Achievement

Measures student performance at a single point in time
Often measured by percentage reaching proficiency


Student Growth

Compares student performance to their own prior performance

Student Growth Measure-TVAAS

- The Tennessee Value-Added Assessment System (**TVAAS**) refers to a statistical analysis used to determine the amount of **academic progress** students make from year to year.

School-Wide or System-Wide Composites	Individual TVAAS
<p>A single-year TVAAS measure based entirely on the current year's reporting</p> <p>Six types of evaluation composites: Overall, Numeracy, Literacy, a combined Numeracy and Literacy, Science, and Social Studies</p>	<p>A single or multi-year TVAAS measure based on the current or multiple year's reporting</p> <p>Based on the tested grade/content area</p>

 A school or system-wide measure is selected at the beginning of the year for ALL teachers. If an individual TVAAS or portfolio score is generated, it will override the school/system wide in TNCompass.

Student Growth Measure—Value Added

- [TVAAS webpage](https://www.tn.gov/education) on the TN.gov/education website
- [TVAAS Tennessee](https://www.tvaas.tn.gov/) website

Tennessee Value-Added Assessment System



The Tennessee Value-Added Assessment System (TVAAS) measures the impact schools and teachers have on their students' academic progress. **TVAAS measures student growth, not whether the student is proficient on the state assessment.** TVAAS helps educators identify best practices and implement programs that best meet the needs of their students, as well as make informed decisions about where to focus resources to ensure growth opportunities for all students.



Student Growth & Achievement Measures

- If a student growth or achievement measure or score is not entered into TNCompass, the educators will not generate a Level of Overall Effectiveness for that year.
- All student growth and achievement measures must be entered into TNCompass by October 15.

Evaluation Process

- Initial Coaching Conversation
 - Required for teachers who received a **level of overall effectiveness (LOE) rating or individual growth score of 1 in the previous year**; best practice for all teachers
 - Pre-Conference
 - Classroom Visit
 - Post-Conference
- Repeat as needed
depending on number of
required observations
- Professionalism Scoring
 - Summative Conference

Observation Guidelines

Licensure Status	*Previous Individual Growth or Level of Overall Effectiveness (LOE)	Minimum Required Observations	Minimum Required Observations per Domain
Practitioner*	1-4	Six (6) domains observed, with a minimum of three (3) domains observed in each semester	3 Instruction 2 Planning 2 Environment
	5	One (1) formal observation covering all domains first semester; two walk-throughs second semester	1 Instruction 1 Planning 1 Environment
Professional	1	Six (6) domains observed, with a minimum of three (3) domains observed in each semester	3 Instruction 2 Planning 2 Environment
	2-4	Four (4) domains observed with a minimum of two (2) domains observed in each semester	2 Instruction 1 Planning 1 Environment
	5	One (1) formal observation covering all domains first semester; two walk-throughs second semester	1 Instruction 1 Planning 1 Environment

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

Summative Conference

- **Time:** 15-20 minutes
- **Required Components:**
 - Discuss **professionalism scores**
 - Share final **qualitative data** (observation scores)
 - Share final 15 percent **quantitative data** (if measure available)
 - Let teacher know when overall score calculation will be finalized.
- **Other Components:**
 - **Collaborative** conversations regarding **professional learning** plans for upcoming year



**Alternate Rubrics:
Library Media
Specialist and School
Services Personnel**

Library Media Specialist Rubric

- Access the **Library Media Specialist** rubric in the **handbook**.
- Review the document and **identify similarities** to general educator rubric:
 - Instruction
 - **Similar** indicators, some **different descriptors**
 - Environment
 - **Same** at the descriptor level
 - Planning
 - **Specific** to duties
 - Professionalism
 - **Same** at the descriptor level

Evaluation Process for Library Media Specialist

- Process remains the **same**.
- Use knowledge of **general educator rubric** to guide use of this rubric.

School Services Personnel Rubric

- Use for:
 - School Audiologist
 - School Counselor
 - School Social Worker
 - School Psychologist
 - Speech/Language Therapist
- May be used for **other educators** such as instructional coaches who **do not have direct instructional contact** with students at the discretion of LEA.
- Guidance documents that provide more information around observing in special population settings can be found on the TEAM website.

Guidance: Choosing the School Services Personnel Rubric

- When the bulk of the educator's time spent on **delivery of services rather than delivery of instruction**, select the school services personnel rubric.
- Instructional rubric **may** be chosen if **compelling evidence** exists to avoid the alternative rubric.
- If unclear on which rubric to use, **consult with the educator, district specialist, or state specialist.**
- When evaluating interventionists, pay special attention to activity being observed:
 - **Delivery of services**
 - **Delivery of instruction**

School Services Personnel Evaluation Requirements

- **All announced**
- **Conversation** with **possible observation** of delivery
- **Suggested** observation practice
 - 10-15 minute delivery of services (when possible)
 - 20-30 minute meeting
- Keep **students' privacy** at the forefront of your evaluation practice

School Services Personnel Evaluation Pacing

- **Professional License**

- Minimum **two** evaluation conversations
- Minimum 60 contact minutes

- **Practitioner/Apprentice License**

- Minimum **four** evaluation conversations
- Minimum 90 contact minutes

School Services Personnel Rubric

- Access the **School Services Personnel** rubric in the **handbook**.
- Review the document and **identify similarities and differences** to general educator rubric:
 - Instruction
 - **Similar** indicators, some **different descriptors**
 - Environment
 - **Same** at the descriptor level
 - Planning
 - **Specific** to duties
 - Professionalism
 - **Same** at the descriptor level

School Services Personnel Planning

- Planning indicators should be evaluated based on yearly plans.
 - Scope of work
 - Analysis of work products
 - Evaluation of services and program—assessment
- When observing planning two separate times:
 - First time—**review plan** and discuss how it was **developed**.
 - Second time—**review implementation** of plan and how plan was **adjusted to meet changing stakeholder needs**.

School Services Personnel Delivery of Services

- **Evidence** collected **may be different** than the evidence collected under the general educator rubric.

- Some examples might be:
 - Surveys of stakeholders
 - Evaluations by stakeholders
 - Interest inventories
 - Discipline/attendance reports or rates
 - Progress to IEP goals
 - Career Inventories
 - Student Intervention plans
 - School-wide program management and delivery/implementation

School Services Personnel Environment

- **Indicators** the **same** to general educator rubric; descriptors very similar.
- **Environment for SSP**
 - May be applied to **work space (as opposed to classroom)** and **interactions** with students, parents, community, and other stakeholders.
 - Consider **programs and services delivered** by educator and **impact on** creating a safe and **positive learning environment**.

Alternate Rubrics: Key Takeaways

- Planning is based on an **annual plan**, not a **lesson plan**.
- Use when bulk of educator time is spent on **services vs. instruction**.
- **Data used may be different** than classroom teacher data.
- Maintain **high standards for all educator groups**.
- The **job description and role** of the educator should be the **basis for evaluation**.

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Grievances

Grievance Process

- Statute and policy require districts to implement **local-level grievance procedures** to provide a means for evaluated teachers and principals to challenge **accuracy of the data** used in evaluations and **adherence to evaluation policies**.
- **Observation ratings cannot be challenged.**
- Check with your **supervisor** regarding the **local grievance policy**.

Grievance Process

- Situations in which an educator can file a grievance:
 - **Fidelity** of the TEAM **process**
 - **Accuracy** of the TVAAS or achievement **data**
- Grievances must be filed **no later than 15 days** from date educator receives the results for each component, otherwise grievance considered **untimely and invalid**.
- Access **Guidance for Grievance** document.

For Additional Policy Information

- TEAM-tn.org
- [TEAM Update](#)
- TEAM.Questions@tn.gov

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The Certification Test

The Certification Test

- State law **requires** all observers to be certified.
- You ***must*** pass the certification test before you begin any teacher observations.
- **Conducting observations without passing the certification test is a grievable offense and will invalidate observations.**

The Certification Test

- **Watch** the lesson, **collect** and **categorize** evidence, then **score** the instructional indicators **on your own**.
- Requirements for certification:
 - No indicator scored +/- 3 away
 - No more than two indicators scored +/- 2 away
 - Average of the twelve indicators must be within +/- .90
- Question include pre- and post-conferencing which may include video examples
- TVAAS questions included

The Certification Test

- Within the next **7–10 working days**, you should receive an email with login information for certification testing on EE PASS from NIET. (NIET portal no longer valid)
- **Be sure your attendance information is complete and correct; teacher license number and official work e-mail addresses are critical.**
 - In the absence of correct information, you will not receive the testing information, and will not be able to take the certification test. If this occurs, you will have to attend another training.
 - There are **NO** exceptions!
- Contact support@niet.org with any problems or questions.

The Certification Test

Once you **pass** the certification test, you will:

- Receive an **evaluation credential** in TNCompass.
- Be given **access to the evaluation process** in TNCompass.
- Be given **TASL credit** for your training.

Resources

EE PASS (<https://www.eepass.org>)

- Lesson videos
- National rater scores
- Evidence

■ Growth/Achievement information

- <http://team-tn.org>

■ TEAM coaches

- Assigned regionally
- Evaluation experts
- <http://team-tn.org>

TNCompass Processes

- Leader User Guide on [TNCompass home page](#)
- TNCompass Information [TEAM-tn.org](#)
- Contact TNCompass via support@tncompass.org

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Wrap Up and Review

Reconsider Your Legacy

- At the beginning of day one, you considered your legacy. Access that statement.
 - Are there any changes you want to make?
 - What do you want your leadership legacy to be?
 - What do you want others to identify as the central impact of your work?
- Now consider:
 - ***How will you meet your professional obligation to share a common understanding of the evaluation of instructional practices with your teachers?***

The Instructional Leader's Legacy

Ensuring that observers can provide **accurate and meaningful feedback...** is **essential for improving teaching and learning.** Significant [student] progress...will require that **every teacher** gets **individualized feedback** and **support.** Quality observation provides not only that but also the data... to evaluate and **improve system wide supports for better teaching.**

~Better Feedback for Better Teaching, J. Archer, et al.

Learning Outcomes

- Teacher evaluators will understand the **critical nature** of teacher evaluation as a **professional responsibility** and the **impact of evaluation** on teacher and student growth.
- Teacher evaluators will be able to conduct **accurate, credible, and fair** observations by:
 - effectively **collecting, categorizing, and rating evidence** of instructional practice and its **impact** on **student learning**.
 - using the evidence collected through observation to create **meaningful and actionable feedback** for classroom educators.
 - coaching teachers to **reflect** on and **enhancing their instructional techniques**.

Learning Outcomes

- Teacher evaluators will demonstrate an **understanding of growth and achievement measures** and evaluation policy related to those measures
- Teacher evaluators will demonstrate **external rating reliability** through deep dives into practice and development of **student look fors**

Websites

- EE PASS: www.eepass.org
 - Portal with hours of video and professional development resources.
- TEAM website: <http://team-tn.org>
 - Evaluation resources and tools
 - **TEAM Update** archives and subscription service
- Ayers Institute: eduToolbox.org
 - Resource sharing portal with access to documents, webpages, and videos that support instructional practices and evaluation

Immediate Next Steps

- MAKE SURE YOU HAVE PUT AN 'X' BY YOUR NAME ON THE ELECTRONIC ROSTER!
- Please also make sure all your information is correct.
- If you don't sign in, you will not be able to take the certification test and will have to attend another training. There are NO exceptions!
- Within the next 7-10 **working days**, you should receive an email invite to the portal.
- Contact support@niet.org with any problems or questions.
- You must pass the certification test before conducting observations.
- Once you pass the certification test, print the certificate and submit it to your district HR representative.

Thank You for All You Do!



- Supporting Students
- Engaging Parents
- Empowering Teachers
- Leading Instruction

**You are
appreciated!**

Contact Information

- Director of Educator Evaluation
Kaneal.Alexander@tn.gov
- Director of Leader Effectiveness
Martha.Moore@tn.gov
- Lead TEAM Coach
Scott.Duncan@tn.gov
- Questions
TEAM.Questions@tn.gov
- Training
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Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork