



BEST **FOR**
ALL

We will set all students on a path to success.

TEAM Teacher Evaluator Training Module 1



BEST FOR
ALL

We will set all students on a path to success.

ACADEMICS

**ALL TENNESSEE STUDENTS WILL
HAVE ACCESS TO A HIGH-QUALITY
EDUCATION, NO MATTER WHERE
THEY LIVE**

WHOLE CHILD

**TENNESSEE PUBLIC SCHOOLS
WILL BE EQUIPPED TO SERVE THE
ACADEMIC AND NON-ACADEMIC
NEEDS OF ALL STUDENTS**

EDUCATORS

**TENNESSEE WILL SET A NEW PATH
FOR THE EDUCATION PROFESSION
AND BE THE TOP STATE TO
BECOME AND REMAIN A TEACHER
AND LEADER**

Learning Outcomes: Module 1 TEAM Teacher Evaluator Training

Participants will:

- Prepare to implement an accurate, fair, credible, rigorous, and transparent evaluation system by:
 - demonstrating knowledge of the TEAM evaluation process, and
 - utilizing resources to stay abreast of the policies that will contribute to teacher understanding of the evaluation process.
- Utilize TEAM resources to enhance evaluation and observation practices to improve outcomes for teachers and students.

EDUCATORS

Why Evaluate Instruction

"An investment in knowledge always pays the best interest."

-Benjamin Franklin



Improved teaching
and learning

High-quality
actionable feedback

Improved leader
performance

Better outcomes
for students

Norms

- Be open to learning.
- Approach this work through the lens of leadership.
- Be present and engaged.
 - Limit distractions.
 - Pause and return if necessary.
- Thoughtfully interact with the tasks.
- Consider how to integrate new learning with current practices.



Agenda



Module 1

- TEAM Introduction
- Evaluation Composites and Level of Overall Effectiveness (LOE)
- TEAM Resources
- Observation Logistics

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TEAM: Tennessee Educator Acceleration Model



What is TEAM?



- TEAM is the state's teacher and administrator evaluation system, authorized by [*Tenn. Code Ann. § 49-1-302*](#) and described in Tennessee State Board [*Policy 5.201*](#).
- The policy can be found on the Team website: <https://team-tn.org/>

Policy Overview



TENNESSEE STATE BOARD OF EDUCATION	
TEACHER AND ADMINISTRATOR EVALUATION POLICY	5.201

Local boards of education and charter schools shall adopt and implement an approved evaluation model for teachers and school administrators.

Policy Sections:

1. General Requirements
2. State Evaluation Model (TEAM)
3. Alternate Observation Models
4. Local-Level Grievance Procedure

Policy 5.201

General Requirements



- 1(a) “The primary purpose of annual teacher and administrator evaluation is to identify and support instruction through feedback and transparency that will lead to high levels of student achievement.”
- Other general requirements include:
 - five performance levels,
 - identification of significant discrepancies between teacher performance and student outcomes resulting in misalignment, and
 - authorization of evaluations to be used in human capital decisions.

Policy 5.201: TEAM Evaluation Model



Key components of the TEAM section include:

- data based weighting of each section of the evaluation,
- observation pacing guidelines,
- use of student surveys in final evaluation scores, and
- requirement of annual observer certification.

Policy 5.201: Alternate Observation Models



- This section identifies the current approved alternate to TEAM observation models.
- Guidance is also given on applying to pilot a new alternate observation model, along with dates and requirements for the pilot.

Policy 5.201: Grievance Procedures



- Local-level grievance procedures are outlined, including specifically what can and cannot be grieved as well as time parameters around filing grievances.
- All LEAs are required to have a local grievance policy approved by the board of education and available to all employees.

Policy 5.201: Appendices



- Appendix A: Student Surveys
- Appendix B: Charter School Approved Alternate Observation Models
- Appendix C: Approved Achievement Measures
- Appendix D: Student Growth Portfolio Models
- Appendix E: Pre-K / Kindergarten Alternative Growth Measures

Checkpoint

Why should evaluators have a working knowledge of State Board Policy 5.201?



The Importance of Evaluation Data



The Importance of Evaluation Data

- The primary purpose of annual teacher and school administrator evaluation is to **identify and support instruction** that will lead to **high levels of student achievement**.
- Evaluations may be a factor in **employment decisions**, including, but not necessarily limited to, promotion and retention.



The Importance of Evaluation Data

TEAM teacher evaluation data:

- reflects Tier I instruction,
- informs professional learning plans,
- signals strengths and areas of needed improvement, and
- generates professional development points (PDPs) for license renewal, and
- in some cases, generates data for performance-based compensation.



The Importance of Evaluation Data

- Educator preparation programs (EPPs) receive aggregate TEAM evaluation scores for their graduates.
- This data is used to make programmatic decisions.



Expectations for School Administrators

Indicator	5	3
C1. Evaluation Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model and uses educator evaluation data to inform, assess, and adjust professional learning goals and plans	In addition to Level 3 descriptors: <ul style="list-style-type: none"> • Builds and sustains a culture focused on continuous improvement, such that educators view the evaluation process as an opportunity for professional learning and growth • Holds self and others accountable for customizing supports for educators • Creates a school-wide plan for professional learning aligned to the school's vision for professional learning and growth • Accurately modifies school or grade-level professional learning goals and plans 	<ul style="list-style-type: none"> • Encourages educators to use the evaluation process for professional learning and growth • Adheres to all evaluation processes, which include: <ul style="list-style-type: none"> ◦ timelines for feedback ◦ follow-up support ◦ finalizing all required observations ◦ conducting summative conferences • Ensures the classroom observation process includes: <ul style="list-style-type: none"> ◦ gathering evidence balancing educator and student actions related to teaching and learning ◦ grounding all evidence coding and scoring to the rubric with accuracy to ensure fidelity of the process ◦ using a preponderance of evidence to evaluate teaching ◦ using the rubric to structure feedback to educators ◦ offering specific, actionable feedback recommendations connected to improving student achievement ◦ facilitating educator implementation of recommended improvement strategies • Uses evaluation data to determine trends and assess educator strengths and growth opportunities



Checkpoint

Describe how each of the following are supported by evaluation data:

1. Administrator evaluations
2. Educator preparation programs
3. Educator career trajectories



Implementing TEAM



How should TEAM be implemented?



- **Accurately:** implemented with fidelity
- **Fairly:** free of bias or distortion
- **Credibly:** produced by sources that are knowledgeable and reliable with similar results expected in similar situations
- **Rigorously:** based on clear standards of instructional excellence (as evidenced in the TEAM rubric) that prioritize student learning
- **Transparently:** expectations and outcomes are clear

TEAM: Theory of Action



If TEAM is implemented:

- accurately,
- fairly,
- credibly,
- rigorously, and
- transparently

then educators will believe in and utilize it to improve educational outcomes for all.

Evaluation Requirements



- District must ensure that:
 - all full-time, certified educators are evaluated, and
 - evaluations result in a level of overall effectiveness (LOE).
- Educators include:
 - teachers with individual TVAAS scores,
 - teachers implementing student growth portfolios or alternative,
 - teachers, librarians, counselors, and other certified school services personnel who receive a school-wide growth score, and
 - administrators.

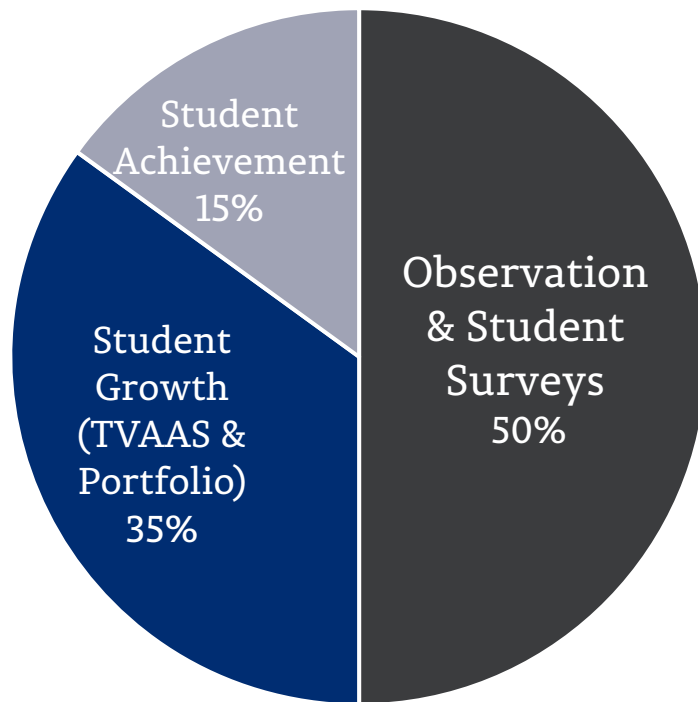
Creating Level of Overall Effectiveness Scores



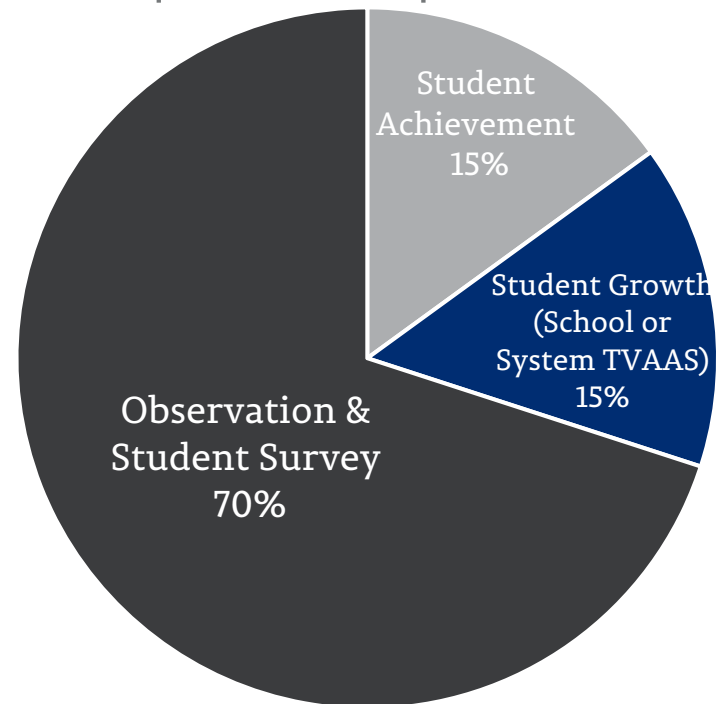
Evaluation Composite Weightings



Educators with individual TVAAS or that implement a portfolio:



Educators who do not receive individual TVAAS or implement a portfolio:



Student Growth Portfolios



Portfolio Models
Pre-K
Kindergarten
First grade
Second grade
Fine arts
World languages
Physical education

Level of Overall Effectiveness (LOE)



A LOE generates only when all evaluation components have been entered into TNCompass. These include:

- All required observations
- Student growth scores
- Student achievement scores

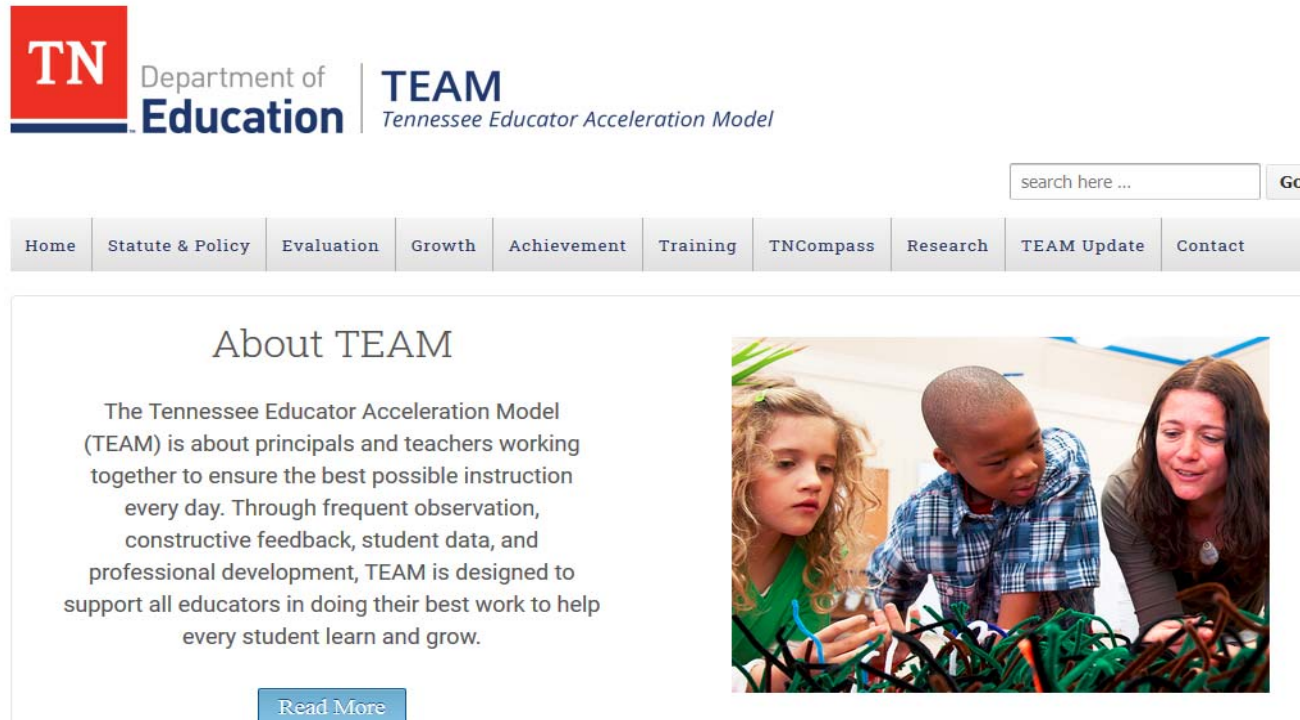
Note: Some districts opt to use student surveys as an evaluation component.

Implementation Resources



TEAM Website

The TEAM website, www.team-tn.org, is a valuable resource that can help you implement TEAM in your school.



TEAM Website: Statute and Policy

- Evaluation Flexibility Options
- Educator Evaluation: Charters
- Partial Year Exemptions (PYE)
- Guidance on Grievances
- Pre-K Quality Act
- Alternate Observation Models



TEAM Website: Evaluation

- Teacher Evaluation
- Administrator Evaluation
- Instructional Supervisor Evaluation



TEAM Website: Growth

- TVAAS (claiming)
- Portfolio Resources
 - Peer Review
 - Fine Arts
 - First Grade
 - Physical Education
 - Pre-K/Kindergarten
 - Second Grade
 - World Languages



TEAM Website: Achievement

- Achievement measure selection
- Using “Off the Shelf” assessments as an achievement measure
- Choosing achievement measures for teachers at multiple schools
- Using CTE industry certifications as an achievement measure
- Achievement measure mediation



TEAM Website: Training

- TEAM Training Schedule
- Training Materials

TN Compass

- TN Compass Resources
- TN Compass Updates
- TN Compass Support



TEAM Website: Research

- Research on teacher evaluation
- Background of TEAM evaluation / implementation in Tennessee
- Tennessee Educator Survey
- Additional projects and research

TEAM Update

- TEAM Update (archived copies)
- Application for Human Capital Update



Checkpoint

- Go to TEAM-tn.org.
- On the home tab click the blue box that says Read More.
- Find three resources that could be used to support your role as an evaluator and briefly explain these resources.



Scheduling Observation and Coaching Conversations



Observation Pacing



- Evaluators hold pre-conferences, conduct observations, and conduct post-conferences as necessary to fulfill policy requirements.
- The number and type of required observations is outlined in the TEAM pacing policy.
- Pacing is based on both the educator's license type and evaluation data from the previous year.
- Observation pacing is impacted by the district's choice to use individual growth scores vs. level of overall effectiveness as the basis for pacing.

Observation Pacing



Evaluators are encouraged to:

- schedule observations at the beginning of the year to avoid conflicts, and
- rate the planning, environment, and instruction domains in conjunction with one another when possible.

Pacing Guidelines



Educator Licensure Status ¹	Previous Individual Growth or Level of Overall Effectiveness (LOE) ²	Minimum Required Observations	Minimum Required Observations per Domain	Minimum Number of Minutes per School Year
Practitioner³	Levels 1-4	Six (6) domains observed with a minimum of three (3) domains observed in each semester.	3 instruction 2 planning 2 environment	90 minutes
	Level 5	One (1) formal observation covering all domains first semester; two (2) walk-throughs second semester	1 instruction 1 planning 1 environment	60 minutes
Professional	Level 1	Six (6) domains observed with a minimum of three (3) domains observed in each semester.	3 instruction 2 planning 2 environment	90 minutes
	Level 2-4	Four (4) domains observed with a minimum of two (2) domains observed in each semester	2 instruction 1 planning 1 environment	60 minutes
	Level 5	One (1) formal observation covering all domains first semester; two (2) walk-throughs second semester.	1 instruction 1 planning 1 environment	60 minutes

Implementing TEAM: Observation Pacing



- At least one-half of all observations for every teacher must be unannounced and at least one observation must be announced.
- For teachers that score a 5 in the previous year, the one required observation will be unannounced and conducted in the first semester.

Considerations for Scheduling Observations



- School schedule
- Planned breaks
- Classroom activities
- Meeting observation timelines
- Intervals between required observations
- Non-PYE leaves of absence

Initial Coaching Conversations



- Prior to conducting any observations, evaluators should schedule initial coaching conversations with **all educators receiving an LOE or individual TVAAS score of 1.**
- All educators benefit from initial coaching conversations, but they are not required for those educators with an LOE of 2 or higher.

Initial Coaching Conversations



- Coaching conversations should be a collaborative conversation between the educator and evaluator.
 - Review evaluation data from the previous school year.
 - Emphasize the need for teacher growth and improvement.
 - Develop specific strategies for growth based on the educators growth areas.
 - Identify timelines for regular check-ins.
- This is also a time to close any evaluations that have not yet closed due to measures that arrive after the end of the school year.

Checkpoint

Why is an observation schedule key to the evaluation process?



Assessment Task: Module 1



Assessment

- You have been asked to support a first year teacher who is unfamiliar with the TEAM evaluation process.
- Using the TEAM website (www.team-tn.org) identify three documents you will share during your initial coaching conversation to increase the teacher's understanding of the evaluation process.
- Next, articulate how you expect to use observations to support this educator.



Congratulations!

- You have completed module 1 of TEAM teacher evaluator training. When ready, you may proceed to module 2.
- Questions related to module 1 will be included in the final assessment for evaluator certification.

