

Tennessee Educator Acceleration Model (TEAM) Performance Standards Research Base

To measure teaching knowledge and skills, one must define the skills and determine how they are demonstrated at different levels of performance. The standards included in the TEAM rubric were developed through a collaboration between the Tennessee Department of Education and the National Institute for Excellence in Teaching (NIET). They are based on education psychology and cognitive science research focusing on learning and instruction, as well as an extensive review of publications from national and state teacher standards organizations.

The research used to develop the TEAM model includes the following:

- Milanowski, Odden & Youngs (1998) argue that the challenge of creating an effective teacher accountability system is to improve the quality of teacher instruction and thereby raise student achievement. To do this, Odden and Clune (1998) instruct states and school districts to identify the knowledge and skills that a teacher needs to teach successfully and then create standards and rubrics to measure teaching performance.
- NIET reviewed instructional guidelines and standards developed by numerous national and state teacher standards organizations and from this information developed its own set of standards for teacher accountability. The work reviewed included guidelines and standards developed by:
 - The Interstate New Teacher Assessment and Support Consortium (INTASC)
 - The National Board for Professional Teacher Standards
 - Massachusetts' Principles for Effective Teaching
 - California's Standards for the Teaching Profession
 - Connecticut's Beginning Educator Support Program
 - The New Teacher Center's Developmental Continuum of Teacher Abilities
- The criteria for the NIET teaching standards came from both experimental design studies and correlation studies that used valid and reliable achievement tests in classrooms (see Schacter & Thum, 2004).
- Danielson (1996) served as a valuable resource for defining the teaching competencies at each level of teacher performance.
- Rubrics were designed based on Rowley (1988) and various teacher accountability systems, including:
 - Rochester (New York) Career in Teaching Program
 - Douglas County (Colorado) Teacher's Performance Pay Plan
 - Vaughn Next Century Charter School (Los Angeles) Performance Pay Plan
 - Rolla (Missouri) School District Professional Based Teacher Evaluation