

2021-2022 District & Charter Evaluation Flexibility Options Overview

Background

Each year, the department administers the Evaluation Flexibility Options Survey to identify how local education agencies (LEAs) and public charter schools choose to operationalize the various components of the Tennessee Educator Acceleration Model (TEAM) teacher and leader evaluation system.

In completing this survey, LEAs and public charter schools reflect on the implementation of local educator evaluation and make selections that best support LEA and charter school plans. Responses from the survey influence the configuration of TNCompass for LEAs and public charter schools. Additionally, the department uses survey responses to inform and deploy appropriate supports throughout the year.

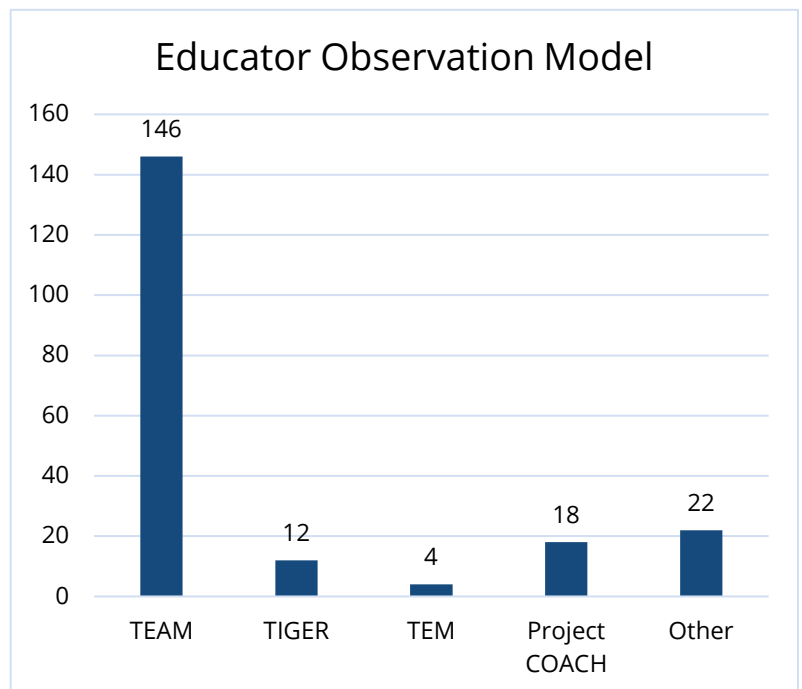
Guidance and support for survey completion are available on the [TEAM website](#).

Results Overview

Teacher Observation

LEAs and public charter schools must implement the Tennessee Educator Acceleration Model (TEAM) or another state-approved observation model as described in State Board of Education Policy [5.201](#).

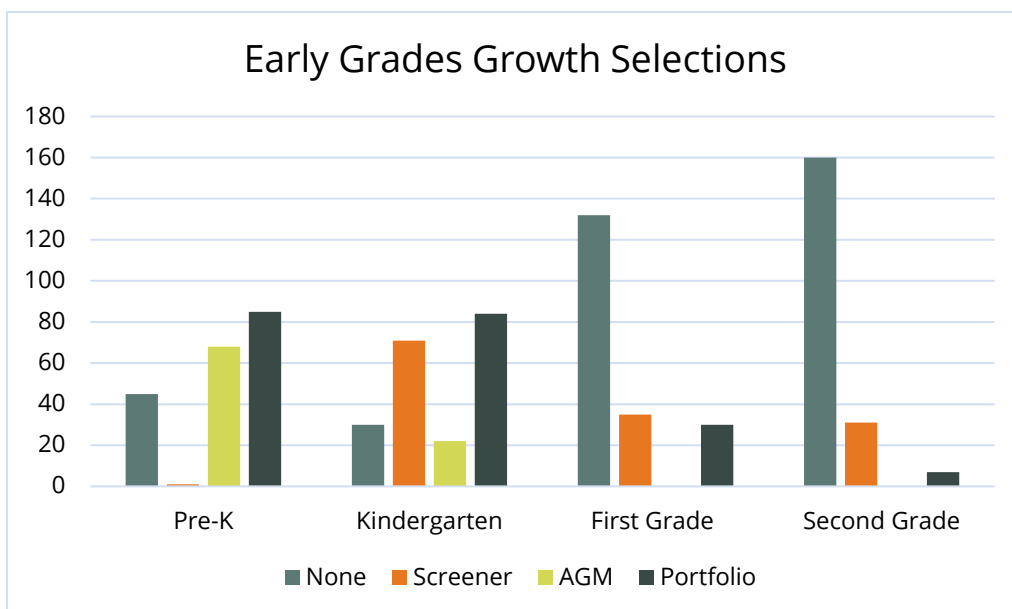
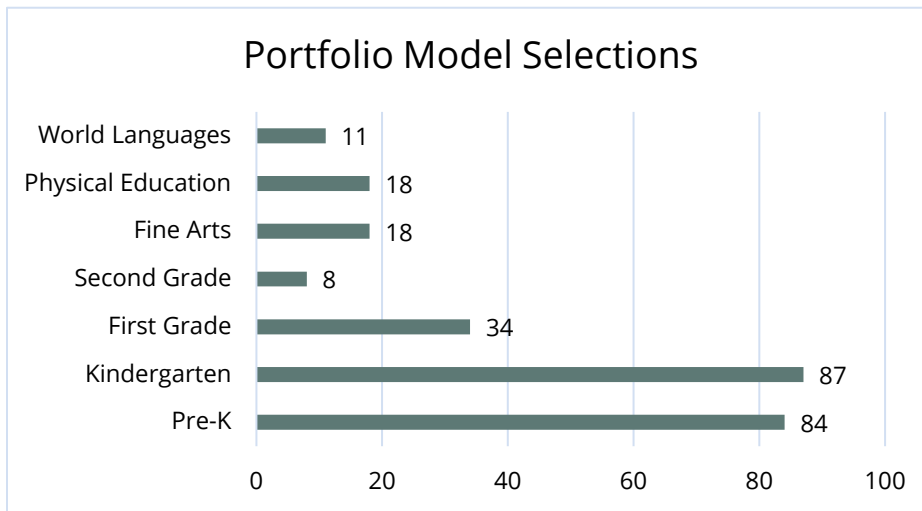
- The **Teacher Instructional Growth for Effectiveness and Results (TIGER)** model is a process developed by practitioners within the Association of Independent and Municipal Schools (AIMS).
- The **Teacher Effectiveness Measure (TEM)** evaluation system considers multiple measures to develop a holistic picture of teacher performance. These may include student growth, achievement, perceptions, observations, and professionalism.
- **Project COACH** is a collaborative coaching model based on brief unannounced observations over the course of the school year. Each observation is followed with a feedback conference focused on actionable steps.
- LEAs and public charter schools may also select an alternate observation model from a State Board-approved list.



Growth Measure Options

Educators in non-tested grades and subject areas have the option to receive an individualized growth score through the use of portfolios or an alternative growth measure. These options provide educators access to a valid and reliable classroom-level measure of student growth as part of the evaluation process (see State Board Policy [5.201](#). Per [T.C.A. § 49-1-302](#) and [State Board Evaluation Rule 0520-02-01](#), every LEA and public charter school is required to utilize at least one approved student growth portfolio or alternative growth measure (AGM).

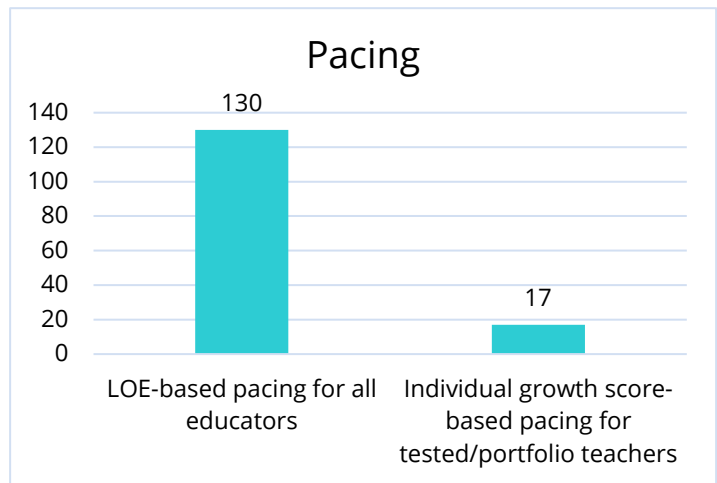
In 2021-22, 70% of Tennessee LEAs receive voluntary pre-K (VPK) funding. Note that all LEAs with VPK programs must implement the pre-K and kindergarten portfolios or an AGM. Implementation of pre-K/K portfolios or an AGM meets the requirements of [T.C.A. § 49-6-103—110](#). Additional participation in the student growth portfolio model is a district flexibility option.



Evaluation Flexibility Options

Pacing

As per State Board Policy [5.201](#), the number of observations required for teachers is based on the license type and either the level of overall effectiveness (LOE) or individual growth score from the previous year. LEAs and public charter schools may select the LOE to guide the number of observations for all teachers. They may also select the individual growth score to guide the number of observations for teachers with individual growth scores (from TVAAS, portfolio, or alternative growth measure), even if their LOE was higher.

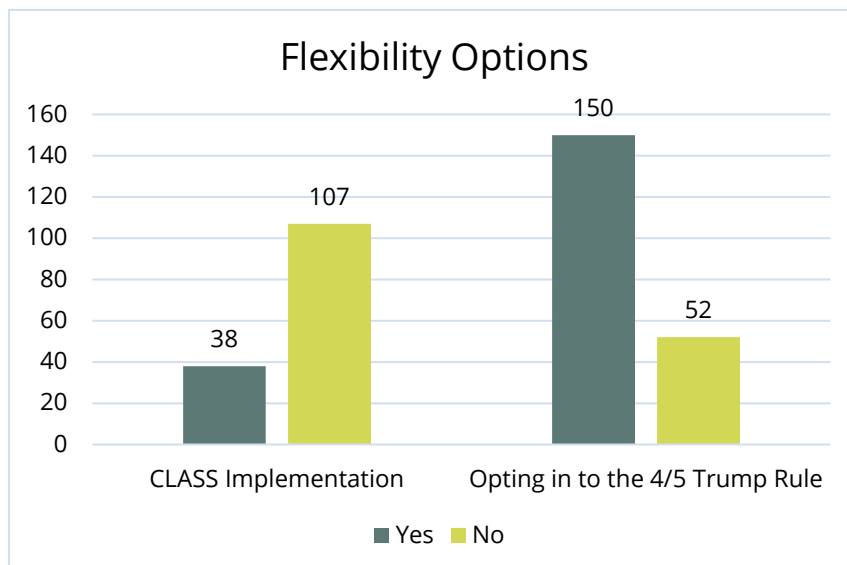


CLASS

The Classroom Assessment Scoring System (CLASS®) is an observation instrument that assesses the quality of teacher-child interactions in center-based preschool classrooms. CLASS® includes three domains or categories of teacher-child interactions that support children’s learning and development: emotional support, classroom organization, and instructional support. This observation model is available to LEAs and public charter schools that implement TEAM for all other educators.

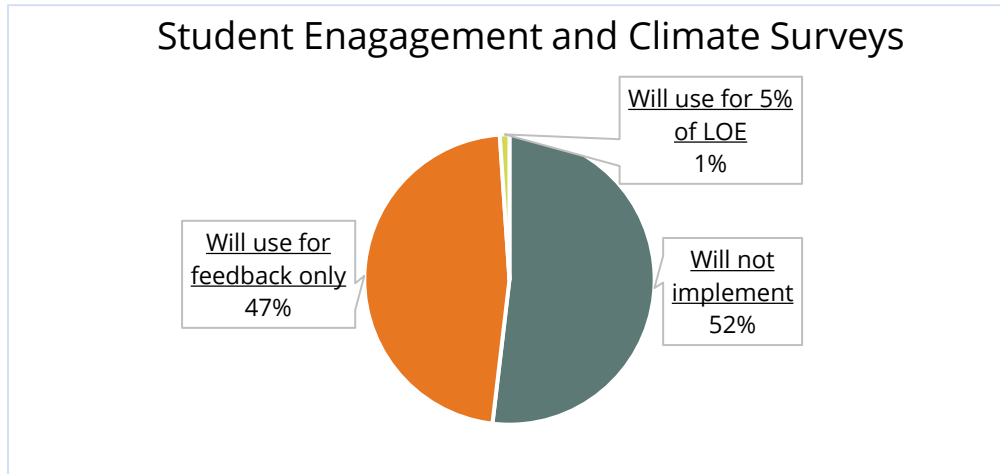
The 4/5 Trump Rule

According to State Board Rule [0520-02-01-02](#), local boards of education may adopt a policy allowing teachers whose individual student growth data demonstrates an effectiveness level of 4 or 5 to use the individual student growth score as one hundred percent (100%) of the teacher’s final evaluation score.



Student Engagement and School Climate Survey

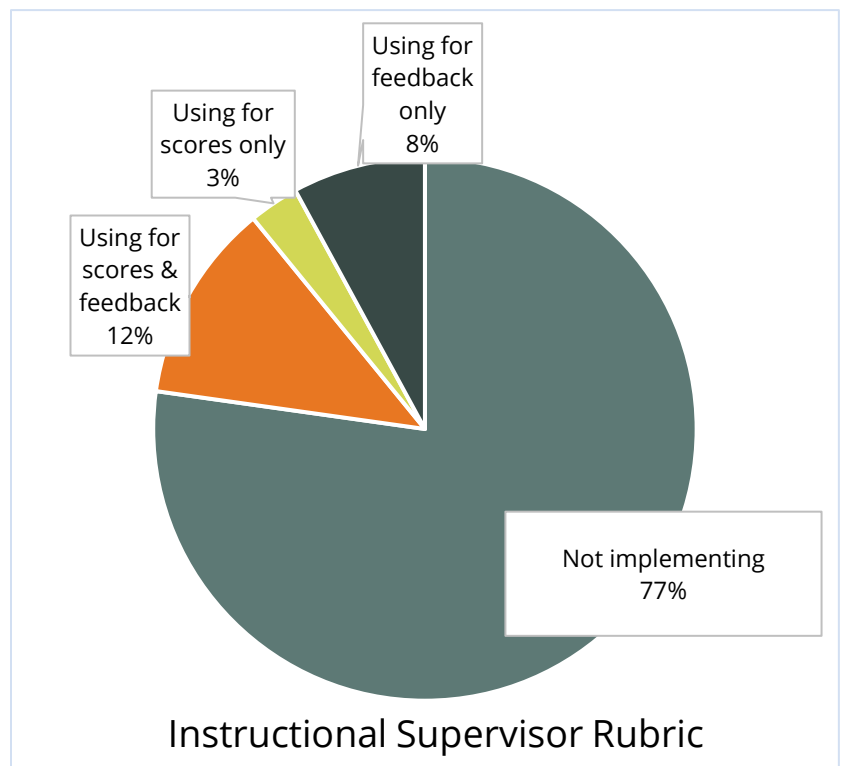
TEAM and Project COACH LEAs and public charter schools may opt into the use of student surveys for five percent of a teacher’s LOE or for feedback purposes only (see State Board Policy [5.201](#)).



Instructional Supervisor Rubric

The Tennessee instructional supervisor observation rubric helps define and foster professional growth by providing guidance around the vital role instructional supervisors play in impacting student achievement. This voluntary observation tool for instructional supervisors builds upon the strong foundation and impact of the TEAM teacher and administrator observation tools.

LEAs and public charter schools may elect to use scoring and/or feedback in TNCompass for instructional supervisor observations with this tool. LEAs and public charter schools may use all or portions of the observation rubric. The LEA or public charter school determines how scores generated from the supervisor rubric are used. Average observation scores are for local use only; this process does not result in an LOE, as no growth or achievement measures are selected in TNCompass.



Administrator Observation Models

LEAs or public charter schools that employ TEAM, TEM, and TIGER rubrics for teacher observations use the TEAM rubric for administrator observations. Project COACH rubrics for teachers and administrators work in tandem.

Administrator evaluation flexibility refers to the frequency and weight of administrator evaluations. LEAs and public charter schools can select to enter only one set of summative scores based on multiple observations throughout the school year that will constitute the entire average observation score. Otherwise, LEAs or public charter schools enter scores from two observations: a fall observation that constitutes one-third of the average observation score and a spring observation that constitutes two-thirds of the average observation score.

