



Welcome to TEAM Teacher Evaluator Training Module 1. This module is the first of three modules designed to increase your familiarity with the components of TEAM Evaluation System, Tennessee’s multi-measure system for evaluating teacher impact on student progress and learning. TEAM depends on student growth scores, student achievement scores, and teacher observation scores to create a well-rounded picture of instructional impact for each educator in our state.

The observation tool used in Tennessee, the TEAM rubric, is a critical, research-based component of our evaluation system and, when implemented accurately and with fidelity, produces gains in student learning through improved teacher practice.

We often hear that the teacher is the single most important in-school factor that leads to student growth. However, we sometimes fail to realize that only through continuous growth and development will our teachers be able to consistently increase the impact they have on student gains year after year. Tennessee is on a path to set all students on a path to success, which includes setting all teachers on a path to success. TEAM is a critical tool in this work.



The best for all strategic plan has three key components: academics, student readiness, and educators. All three are focused on setting all students on a path to success.

Our goal for educators is to make Tennessee the top state to become and remain a teacher and a leader. In order to do this, not only must we regularly review our practices to identify areas in which we excel and areas in which we have room to grow, but we must also support the growth and development of all educators in every stage of their careers. Effective use of the multi-measure TEAM evaluation system creates a well-rounded picture of classroom practices. This allows leaders to develop clear action plans to strengthen and support those practices.

## 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

In module one of the TEAM teacher evaluator training, you will begin your preparation to become a certified TEAM evaluator. Our goals for this module are to enhance your understanding of the TEAM evaluation and observation processes and to increase your familiarity with the policies and resources that support evaluation in our state. The ultimate goal with TEAM evaluation is to improve student outcomes by providing high-quality feedback and support for teacher practice.

## 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

**TN** Department of Education

We have the opportunity to improve teaching and learning through high-quality actionable feedback and follow-up by evaluating the quality of instruction in each classroom. Providing teachers with strong feedback and action plans not only improves instruction, but helps teachers feel supported and successful. Providing quality feedback is also a way we work toward our state-wide goal of making Tennessee the best state to become and remain an educator. Further, providing quality feedback will help you become a stronger leader.

The indicators and descriptors in the TEAM rubric in all domains (planning, instruction, environment, and professionalism) are based on education psychology and cognitive science research focused on learning and instruction, as well as an extensive review of publications from national and state teacher standards organizations. The rubric should be used to

- define and convey expectations for teacher performance,
- assess current abilities, and
- plan feedback/professional development in service of developing higher levels of professional competence.

In addition to providing feedback that leads to improved instruction and student

outcomes, data from observations may be used to inform human capital decisions such as performance pay, staffing decisions, tenure, and retention. We will be talking about these important issues during the three modules – so get ready to learn!

## 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.



As you interact with this online learning module, please

- 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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This module is an overview of TEAM policies and implementation. Additionally, we will explore how observation pacing and level of overall effectiveness scores (LOEs) are generated. We will review the teacher evaluation policy and the TEAM website – both of which will assist you in successfully implementing teacher evaluation in your school and district.

## TEAM: Tennessee Educator Acceleration Model



Let's explore the foundations of evaluation practices in Tennessee.



## What is TEAM?

- TEAM, or Tennessee Educator Acceleration Model, is Tennessee's teacher and administrator evaluation system.
- It is authorized by [Tenn. Code Ann. § 49-1-302](#) and described in Tennessee State Board of Education (SBE) Policy [5.201](#) and [Evaluation Rule 0520-02-01](#).
- Supporting resources may be found on the TEAM website at [www.team-tn.org](http://www.team-tn.org).



TEAM is an acronym for Tennessee Educator Acceleration Model.

What are we accelerating by utilizing TEAM? (pause) We are accelerating student access to highly effective teachers and leaders.

TEAM was authorized by the legislature in 2011 as the statewide teacher and leader evaluation model in Tennessee.

State Board of Education Policy 5.201 and [Evaluation Rule 0520-02-01](#) describe the parameters of the evaluation system in detail. Let's explore these together.

## Evaluation Rule Overview



SBE Evaluation Rule 0520-02-01 is divided into several parts:

- Definitions
- General Requirements for Evaluation
- Evaluation Components
- Observation Models
- Requirements for Evaluators
- Partial Year Exemptions
- Local Level Grievances

SBE Evaluation Rule 0520-02-01 is divided into several parts, each of which outlines the requirements for measure selection and use as well as all parameters for observations. The specific areas included in this rule are listed here.



## Key Components

Key components addressed in the General Requirements section include:

- Level of Overall Effectiveness (LOE) ratings
- LOE weightings for teachers and administrators
  - 3/4/5 Override Rule
  - 4/5 Trump Rule



The General Requirements section of the evaluation rule addresses Level of Overall Effectiveness (LOE) ratings and weightings, including possible adjustments based on teacher growth scores.

This section defines the 3/4/5 Override Rule, which allows a teacher's growth score of 3, 4, or 5 to override the teacher's achievement score if it results in a higher LOE for the teacher. This is automatically applied in TNCompass.

This section also identifies the 4/5 Trump Rule, which allows the teacher's individual growth score to comprise 100% of the teacher's final evaluation score if it benefits the teacher. This is applied **only** when a district opts into this for its teachers.




## Key Components

Key components addressed in the Evaluation Components section include:

- Student Growth Data
- Alternative Growth Measures
  - Portfolio
  - Alternatives to Portfolio
- Achievement Measures
- Evaluation Pacing

The Evaluation Components section of the evaluation rule addresses student growth data (TVAAS) and alternative growth measures (Portfolio and Alternatives to Portfolio), along with achievement measures and evaluation pacing.


Please note that the evaluation rule clearly defines the types of observations (announced vs. unannounced) educators must receive. It also clearly identifies the parameters for providing feedback. It is key that school leaders are aware of and accurately implementing evaluation processes.




## Key Components

Key components addressed in the Observation Models section include:

- Available Observation Models
- Alternate Observation Models
  - Currently Available
  - Process to Propose or Pilot a New Model




The Observation Models section outlines what flexibility is allowed with observation model selection and how a district or charter may propose or pilot a new model.



## Key Components


Key components addressed in the Evaluator Requirements section include:

- Requirement for Evaluator Certification
- Training of Evaluators
- Validity Period of Certification



The Evaluator Requirements section states:


All educators must be evaluated annually by a certified evaluator. To become a certified observer, an educator must participate in an official state-sponsored evaluation training or the training model for an approved alternative evaluation plan and pass the subsequent certification test. Certification is valid through June 30 of the current school year **regardless of the certification date.**



## Key Components

Key components addressed in the Partial Year Exemption and Local Level Grievance sections include:

- Partial Year Exemption Qualifications and Results
- Grievance Requirements and Processes



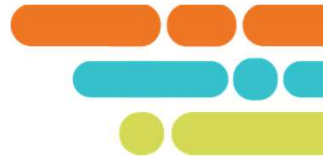
The final two sections of the Evaluation Rule provide guidance on Partial Year Exemption (PYE) and grievance processes.

An educator may earn PYE status in three ways:

- Providing instruction for 120 days or less due to a leave of absence or transfer of schools
- Transitioning to a new role during the school year, thus not providing the minimum amount of instruction
- Being a contracted employee of no more than 120 days

The grievance process describes what an educator can grieve, how to file a grievance, and when a grievance should be elevated beyond the local level. Please note, only the accuracy of testing data and adherence to evaluation process can be grieved. Observation scores cannot be grieved.

# Policy Overview



TENNESSEE STATE BOARD OF EDUCATION	
EDUCATOR EVALUATION POLICY	5.201

**Policy Sections:**

- I. General Requirements
- II. Observation Pacing and Support.
- III. Alternate Observation Models



Recently updated, policy 5.201 clarifies the evaluation rule. Policy now has three sections: general requirements, observation pacing and support, and alternate observation models.



## Policy 5.201 Observation Pacing and Support

Licensure Status	Previous Year Individual Growth or Level of Overall Effectiveness?	Minimum Required Observations*	Minimum Required Observations per Domain*	Minimum Number of Minutes per School Year
Practitioner	Levels 1-4	All domains observed, with a minimum of three (3) domains observed in each semester and a minimum of three (3) formal observations.	3 Instruction 2 Planning 2 Environment	90 minutes
	Level 5	One (1) formal observation covering all domains first semester; two walk-throughs second semester.	1 Instruction 1 Planning 1 Environment	60 minutes
Professional	Level 1	All domains observed, with a minimum of three (3) domains observed in each semester and a minimum of three (3) formal observations.	3 Instruction 2 Planning 2 Environment	90 minutes
	Levels 2-4	All domains observed with a minimum of two (2) domains observed in each semester and a minimum of two (2) formal observations.	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



The second portion of policy 5.201 identifies how observation pacing is determined. Observation pacing is based on an educator's license type and previous level of overall effectiveness (LOE) or individual growth score. The score used for determining pacing is a district decision.

An LEA using the TEAM model may allow observers to combine the domains of planning, environment, and instruction into one classroom visit. At least half of all observations shall be unannounced, and a minimum of one observation shall be announced. For teachers scoring level 5 on individual growth or LOE, the required observation shall be unannounced and during the first semester.

The remainder of this section address teacher observation pacing based on partial year exemption vs. no LOE and observation pacing for administrators.



## **Policy 5.201: Alternate Observation Models**

In lieu of the state observation model (TEAM), LEAs and state special schools may select an alternate observation model from a State Board-approved list pursuant to State Board Educator Evaluation Rule 0520-02-01.

- Teacher Instructional Growth for Effectiveness and Results (TIGER)
- Project COACH
- Teacher Effectiveness Model (TEM)
- Classroom Assessment Scoring System (CLASS) (for pre-K only)

The last portion of policy 5.201 addresses approved observation models other than the TEAM model. These include TIGER, Project COACH, TEM, and CLASS. CLASS applies to pre-K only and is considered part of the TEAM model. As such, it is supported in the observation data collection platform, TNCompass.



## 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

The remaining pages of policy 5.201 encompass the listed appendices, each of which supports teacher and/or district flexibility within the evaluation processes. These flexibilities include the use of student surveys, charter observation model flexibility, approved achievement measure options, student growth portfolio models, and alternative growth measure models. Appendices may be revised, added, or removed as needed by the state board of education. Observers should remain abreast of policies and policy changes as these policies drive specific pieces of the evaluation process.

## The Importance of Evaluation Data



The data generated through the observation and evaluation processes impacts decisions made by teachers, schools, districts, the state, and the colleges and universities that prepare our future teachers.

## 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.



As educators, what impact do we desire from TEAM implementation? (pause)

Ultimately, we want all students to have access to highly effective teachers and leaders. As stated in section 1a of state board policy 5.201, the goal of TEAM evaluation is to support high-quality instruction through actionable feedback. Simply put, the goal of TEAM evaluation is continuous improvement for all educators. When approached as a tool for improvement and support, teachers have the latitude to take risks on behalf of their students and seek input and support from their instructional leaders. Leaders feel empowered to develop plans to support teachers at all performance levels. Students benefit from the improvement and innovation.

Additionally, because it is critical that all students have access to a highly effective teacher **and** leader, evaluations are a factor in decisions around recruitment, retention, and promotion. We want to ensure our students have the best possible teachers and leaders in their schools every year.

## The Importance of Evaluation Data

TEAM teacher evaluation data:

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



TEAM teacher evaluation data should reflect day-to-day instruction within a classroom – often referred to as Tier I instruction. Areas of strength and opportunities for growth are identified through the observation process, one of the three components of educator evaluation. This information may also be used to inform next steps for teachers such as professional learning plans. Observation data has a significant and long-term impact on an educator’s evaluation data, career trajectory, and on each and every student the educator instructs.

Additionally, evaluation data generates professional development points (for teachers scoring a level 3 or higher), which are needed for license renewal.

## 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.




Not only does evaluation data impact decisions at the district level, it also impacts Educator Preparation Programs. These programs receive evaluation data generated for their graduates and use that data to inform changes in the instruction their students – our future teachers – receive. The evaluation data you will create through observation helps our colleges of education design their programs. This data has the ability to impact our profession for decades.

Because the impact of evaluation data is so far-reaching, you have a professional responsibility to create observation data that is accurate, credible, and reliable.

## Expectations for School Administrators

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



As you build and deepen your understanding around teacher observations and the evaluation of student learning, it is important to connect your learning to expectations for administrators. The administrator observation rubric outlines specific expectations around the implementation of evaluation in your school.

Access the Administrator Evaluation rubric and notice indicator C1 - evaluations.

This indicator challenges the administrator to implement a **rigorous** evaluation system and to use data collected through this process to inform, assess, and adjust professional learning goals and plans for all teachers.

Let's look first at a level 3 – which is considered meeting expectations. School leaders are expected to encourage a growth mindset in teachers regarding evaluations.

All evaluation processes should be followed, especially timelines and follow-up support.

All evidence collected should be grounded in the rubric when coding and scoring to ensure fidelity of the process.



The evaluator should offer specific, actionable feedback with follow-up recommendations to improve student performance.

Now look at level 5 – above expectations. The school leader should build and sustain a culture of continuous improvement, in addition to all descriptors at level 3.

You can meet these high expectations with a strategic and evidence-based approach to both observation and evaluation.

Whether you are a district or building administrator or a teacher leader, everyone should adhere to the expectations outlined in the administrator rubric around teacher evaluation.

## Implementing TEAM



How can TEAM be leveraged to realize the best possible outcomes?

## 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

We believe that TEAM should be implemented accurately, fairly, credibly, rigorously, and transparently.

In order to build and sustain a culture of continuous growth, leaders must implement observations rigorously, fairly, and accurately. Credibility is earned through a leader's understanding of standards and classroom best practices. Additionally, when teachers know what is expected and outcomes are clear, they will view the process as transparent. This alleviates the fear of the unknown – which can inhibit teacher growth.

## TEAM: Theory of Action



If TEAM is implemented:

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

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

As you read the TEAM Theory of Action, let's reflect on a few questions:

### Consider:

**What if the observation scores are not accurate or reliable?** Among other consequences, human capital decisions may be inappropriately informed, and EPPs will receive faulty data about recent graduates.

**What if the feedback based on scores is not helpful in improving practice?** Among other consequences, strong teachers will find better feedback, even in another district. Teachers in need of support will not improve. Likewise, student performance will not improve.

**What is the impact on leaders if evaluation is done poorly?** Among other consequences, teacher perception of the leader is impacted; high-quality observation practice is a professional responsibility.

# 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 alternatives,
  - teachers, librarians, counselors, and other certified school services personnel who receive a school-wide growth score, and
  - administrators.

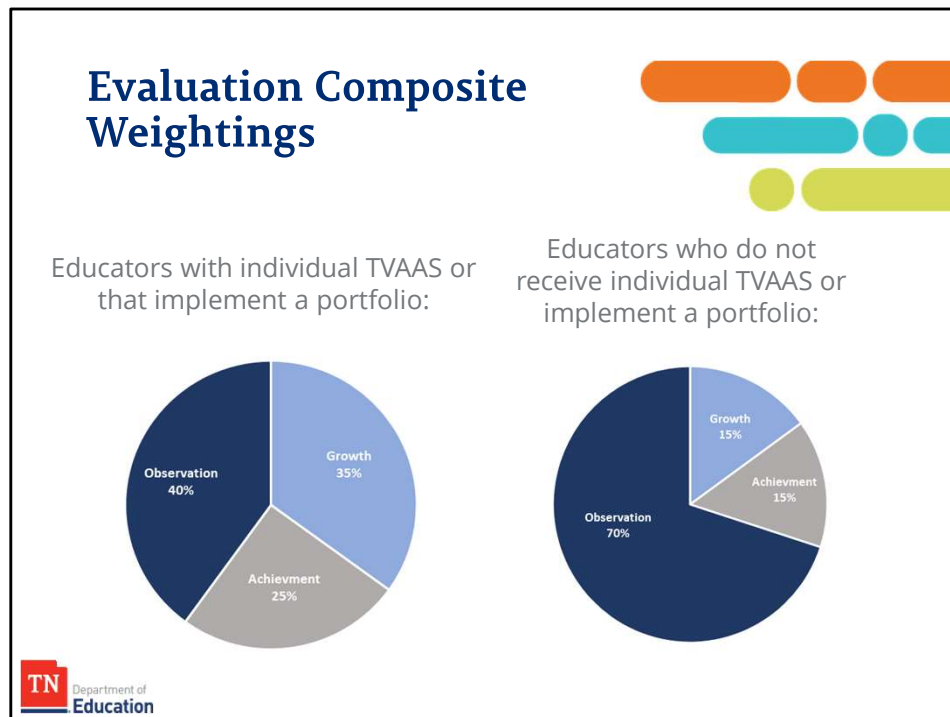
To meet accountability requirements, all educators must be evaluated and those evaluations must result in a level of overall effectiveness.

This module, initial teacher evaluator certification, is focused on evaluating teachers using the general educator rubric. Support for alternate rubrics including Library Media Specialist and School Services Personnel can be found on the TEAM website and will be available in future learning modules.

## Creating Level of Overall Effectiveness Scores



Let's explore how level of overall effectiveness scores are generated.



Level of overall effectiveness scores are comprised of both qualitative and quantitative data. [Public Chapter 991](#): Changes the level of effectiveness score component percentage weighting for tested teachers and teachers assessed by student growth portfolios or alternative growth measures. This was passed in the 2022 spring legislative session.

The qualitative portion comes from classroom observations and comprises 40% of the LOE for tested teachers who receive an individual TVAAS score or complete a portfolio. This data is created at the school level by certified observers.

The quantitative portion comprises the remaining 60% and comes from student assessments. Individual TVAAS scores, student growth portfolio scores, or alternatives are 35% of this portion and the remaining 25% comes from an approved student achievement measure score.

A list of approved achievement measures called the *Student Achievement Measure Worksheet* can be found on the TEAM website under the achievement tab.

For educators without an individual growth score, there is no change to the

component weighting. 70% of the level of overall effectiveness is generated from the classroom observation component. The remaining 30% is composed of school- or district-wide TVAAS and an approved achievement measure, each weighted 15% of the overall score.



## Student Growth Portfolios



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

Every district is required to utilize at least one approved alternative growth measure for non-tested teachers. Implementation of Pre-K and Kindergarten student growth portfolios or an alternative is required for districts that receive VPK funding, and additional participation in the student growth portfolio model or alternatives to portfolios is a district evaluation flexibility option.

## 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.*



Data for each component must be present in TN Compass for a level of overall effectiveness score to generate. The absence of a LOE can lead to a loss of performance pay, professional development points, and may create grounds for a grievance.

As you saw in the previous slides, the average observation score accounts for 40% for tested teachers and portfolio teachers and 70% for teachers in non-tested grades and subjects. The required number of observations is stated in policy (as generated by educator license type and previous year's LOE) and will be discussed more in depth later in this module.

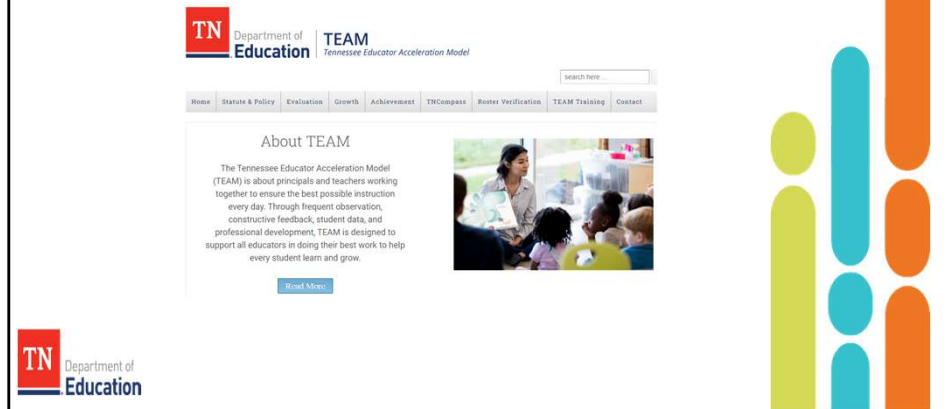
## Implementation Resources



Next, we will explore resources provide by the department to support you in evaluation implementation in your school or district.

## TEAM Website

The TEAM website, found at [www.team-tn.org](http://www.team-tn.org), is a valuable resource that can help you implement TEAM in your school.



The TEAM website is a valuable resource for both teachers and leaders. Topics are listed by tab across the top of the page. Let's explore the types of information that can be found on this website.

## TEAM Website Statute and Policy

- Statute, Rule and Policy Guidance
- Evaluation Flexibility Options
- Alternate Observation Models
- Partial Year Exemptions (PYE)
- Guidance on Grievances
- Pre-K Quality Act
- Tennessee Literacy Success Act
- Legislative State Board Announcements



The statute and policy section of the website provides specific guidance outlined through policy and state law about various components of the teacher evaluation system in Tennessee including flexibility options, partial year exemptions from evaluation, grievances, alternate observation models, and various legislative acts that impact educator evaluation. It is imperative that, as an observer, you understand the impact these laws and policies have on your teachers and your school.

## TEAM Website Evaluation

- Background
- Teacher Evaluation
- Administrator Evaluation
- Instructional Supervisor Evaluation
- High Quality Feedback Click to add text
- Observation Norming  
Session: Calibrating Observation Scores and Feedback



The evaluation tab is the most extensive tab on the TEAM website. Under **Teacher Evaluation**, you will find **General Guidance and Resources**, including the current evaluation timeline, educator evaluation composite weightings for the previous year, Teacher Evaluation Handbook, Observation rubrics and templates, Observation FAQ, Observation Pacing guidelines, and a performance level guide.

You will also find guidance documents specifically designed to support the evaluation of Alternative Educators, Career and Technical educators, Early Childhood and Pre-K educators, Gifted Educators, Interventionists, Online Educators, Special Educators, School Audiologists, Counselors, Psychologists, Speech Language Pathologists and Vision Specialists.

Rubrics are available for General Educators, Library Media Specialists, and School Services Personnel. The professionalism rubric and associated resources are found here. Guidance for planning observations, additional observations, walk-throughs, and summative conferences are included in this section.

Under **Administrator Evaluation**, you will find the administrator rubric and the administrator handbook, as well as the TN Instructional Leadership Standards. A

teacher perception survey is provided as well as several other resources.

Under the **Instructional Supervisor Evaluation** you will find the rubric, observation scoring template, and suggested practices for this optional evaluation model.

Additionally, under the Evaluation tab, you will find two ready-to-implement workshops that can be accessed by districts. One is on **high quality feedback**, and the other is an **observation norming session** to calibrate observation scores and feedback.

## TEAM Website Growth

- Portfolio Resources
- Alternative Growth Measures
- TVAAS



The growth tab of the team website provides several resources for all available growth measures, including portfolios, alternative growth measures, and TVAAS. Each of these growth measures is explained in great detail with supporting guidebooks (as appropriate) as well as an explanation of TVAAS.



## TEAM Website Achievement

- Achievement Measure Selection Resources
- 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



Achievement measure guidance is outlined under the achievement tab, including support for selecting and scaling various measures.

## TEAM Website TN Compass

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



TN Compass resources, including a comprehensive user guide, may be found under the TNCompass tab. An overview of the charts and graphs available in TN Compass is provided. The documents are found on the TNCompass homepage as well.

## TEAM Website Roster Verification

- Description
- Resources
- Additional Guidance



The roster verification tab supports districts in the teacher student claiming process for state testing. Resources and additional guidance are provided to help districts with the claiming process.

## TEAM Website TEAM Training

- Register for TEAM Training
- Training Materials



The TEAM training tab houses the most current information on TEAM training schedules. Individuals needing initial teacher and/or administrator evaluator certification may register for training under this tab. Additionally, all training materials for the online certifications are provided under the TEAM training tab.

## TEAM Website Contact Us

- [Team.Questons@tn.gov](mailto:Team.Questons@tn.gov)
- [Portfolio.Questions@tn.gov](mailto:Portfolio.Questions@tn.gov)
- [Support@portfolium.com](mailto:Support@portfolium.com)
- [Support@tncompass.org](mailto:Support@tncompass.org)
- [Evaas\\_support@sas.com](mailto:Evaas_support@sas.com)
- [Claiming.Questions@tn.gov](mailto:Claiming.Questions@tn.gov)
- [Tned.assessment@tn.gov](mailto:Tned.assessment@tn.gov)
- [Educator.Licensure@tn.gov](mailto:Educator.Licensure@tn.gov)
- [TASL.information@tn.gov](mailto:TASL.information@tn.gov)



Under the contact us tab, you will find a list of email addresses to contact for specific questions and/or issues, as well as guidance on which email might be the most appropriate one to use for a particular situation.

## Scheduling Observation and Coaching Conversations



What factors must be considered while developing an observation schedule?

## 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.

In order to protect the time necessary for conducting pre- and post-conferences along with allotting time for lesson-length observations, each evaluator must have a schedule developed early in the school year. This schedule must be prioritized to ensure fidelity in the process and planned to meet policy guidelines.

Teacher license type and performance level determine the number of observations required. The performance level may be based on the educator's LOE or individual growth score from the previous year. LOE- or growth score-based observation pacing is an individual district option and is reflected in TNCompass.

## 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.



It is best practice to observe and score all three domains together whenever possible. Combining domains allows educators to see the interconnectedness of the domains and can help protect the rubric from being seen as a checklist. Planning should always be observed in conjunction with instruction so that you may see how the teacher's planning impacts instruction.

Establishing a plan for observations for the year helps keep observers on track and lets the observer identify where there might be room for flexibility.



# Pacing Guidelines

Licensure Status	Previous Year Individual Growth or Level of Overall Effectiveness <sup>2</sup>	Minimum Required Observations*	Minimum Required Observations per Domain*	Minimum Number of Minutes per School Year
Practitioner	Levels 1-4	All domains observed, with a minimum of three (3) domains observed in each semester and a minimum of three (3) formal observations.	3 Instruction 2 Planning 2 Environment	90 minutes
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	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



This chart, found in state board policy 5.201, outlines pacing for classroom observations. It is important to know whether your district has chosen to base observation pacing on LOE or individual growth scores.

Pacing for each educator is reflected on their educator profile in TNCompass, visualized by the pacing circles under the evaluation tab. As the educator's pacing is met, the pacing circles will complete.

## 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.

According to state board policy, at least half of all observations should be unannounced and at least one announced.

Educators that score a 5 in the previous year are an exception. These teachers have only one required observation that includes all three domains. This observation should occur first semester, followed by two walk-throughs during the second semester.

## Considerations for Scheduling Observations

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

As you plan your observations for the year, keep in mind that several factors can impact observations. They might include:

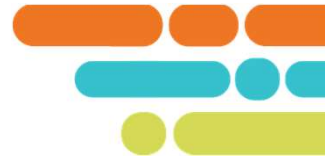
- Daily school schedule, field trips, and planned breaks,
- The balancing of announced and unannounced observations for each individual,
- Time for pre- and post-conferences, and
- Time between observations to allow teachers time to reflect and implement suggested changes.

## 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.

The 'initial coaching conversation' is a meeting between the teacher and administrator to review the previous year and develop a support plan for the current year. This is required for educators with a LOE or individual growth score of 1 but recommended for all educators and should be completed as early in the school year as possible.

## 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 educator's 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.



As our primary purpose with evaluation is **teacher support**, a coaching conversation with **each** classroom educator is the foundation for that support.

This is an opportunity to strengthen the teacher-leader relationship; generate and model reflective practice; learn about the teacher's goals and aspirations; and create a collaborative support plan for the teacher's professional growth and development.

## Assessment Task: Module 1



You are now ready to process your learning from Module 1. Please complete the following assessment task in depth, reflecting on best practices for instructional leaders.