



Tennessee Educator Acceleration Model Training Information

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Tennessee's Educator Acceleration Model: TEAM

The
Vision:

Accountability:
valid, reliable,
defensible

Professional
growth:
collegial and
collaborative



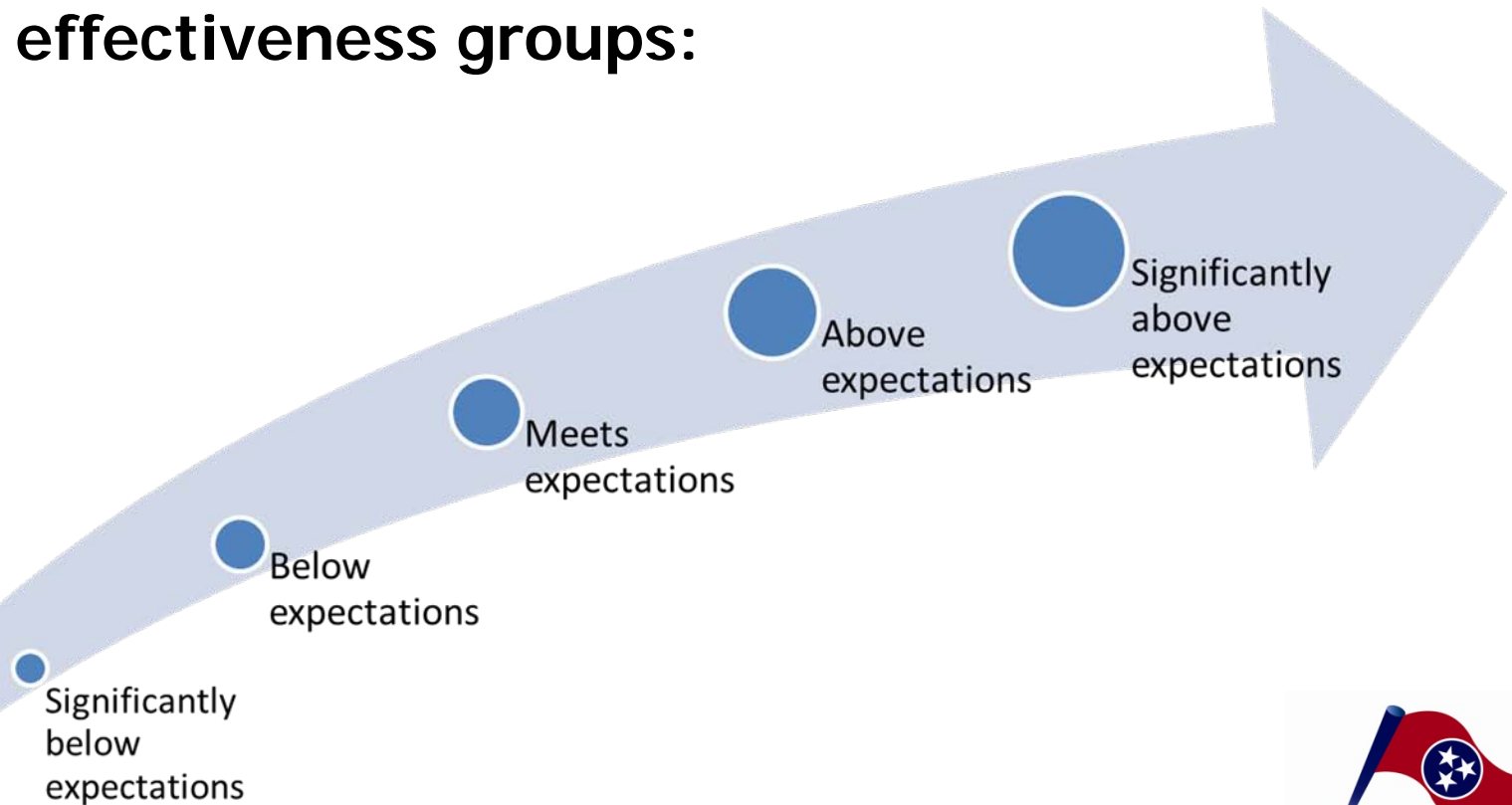
First to the Top Act, January 2010

- 50% based on quantitative student data:
 - 35% student growth, 15% approved student achievement measures
- 50% based on qualitative instrument/process
- Authorizes teacher effect data to be shared with approved teacher preparation programs if the data does not personally identify particular teachers
- Requires annual evaluation of all teachers and principals and that evaluations be **a factor** in personnel decisions, including promotion, retention, tenure, and compensation.

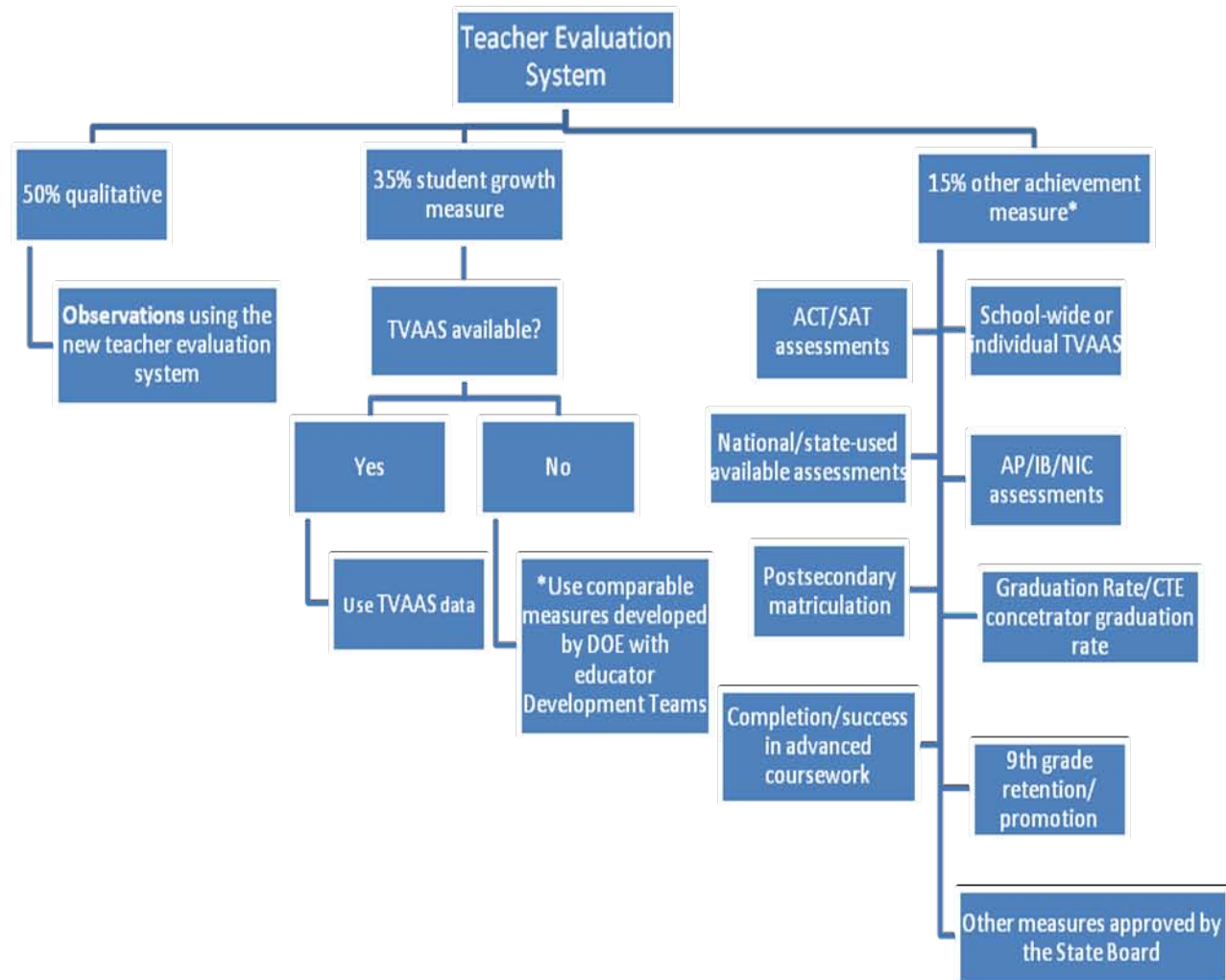


Effectiveness Ratings

- Evaluations will differentiate teachers and principals into **five effectiveness groups**:



Educator Evaluation: An Overview



Guidelines for 50% Qualitative Component

- Observation rubric shared and available to all educators
- All observers and evaluators directly trained by expert trainers; ongoing support from state
- DOE to provide forms and web-based data system for collecting observation scores and info
- Feedback from observation visits within 1 week
- Minimum of 4 observations for non-apprentice teachers
- Minimum of 6 observations for apprentice teachers



Selection of the TAP Rubric

■ Research

- Nearly 2 decades of research and refinement, with large-scale implementations
- Research has shown positive correlation between TAP rubric ratings and student growth.
- TN CRED survey results have been positive.

■ Resources

- TAP Training Portal with extensive videos and other instructional resources
- TAP has capacity to train all observers and evaluators; not train-the-trainer
- TAP prepared to administer certification tests for all observers

■ Meaningful, but Manageable



TAP Training Portal: Building Shared Understanding of Teaching Excellence

The portal will provide videotaped lessons that will be used in the training process.

Observers will complete a certification test through the portal.

Teachers will view lessons together and practice scoring them. They will determine how they might help improve the lessons.

Individual teachers will use the portal as a resource following observations and post-conferences.



Required Observations

Professional Teachers-Four Observations Annually

1. 15-minute observation (3 indicators)
2. Lesson-length observation (12 indicators)
3. 15-minute observation (4 indicators)
4. Lesson-length observation (12 indicators)

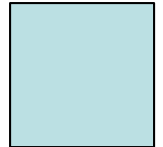
Apprentice Teachers—Six Observations Annually

1. 15-minute observation (3 indicators)
2. Lesson-length observation (12 indicators)
3. 15-minute observation (4 indicators)
4. Lesson-length observation (12 indicators)
5. 15-minute observation (7 indicators)
6. Lesson-length observation (12 indicators)



Thinking about the Pacing of the Observations...

1. Number of professional teachers ____ X 2 lesson-length observations _____
2. Number of apprentice teachers ____ X 3 lesson-length observations _____
- 3. Total number of lesson-length observations per year** _____
4. Number of observers on team _____
5. Divide line 3 by line 4 (lesson-length observations for each observer) _____
- 6. Divide line 5 by 30 (number of observation weeks) This is the number of full lessons each observer will need to see each week to keep on track.**



Follow the same process to plan the pacing for the 15-minute observations.



Teacher Evaluation Roll-Out Plans

- The TDOE will provide training for a team from every Tennessee school that is implementing the state model.
 - Observation teams will include principals and assistant principals.
 - Teams may include others who will be involved in the observation process, such as district level supervisors, instructional coaches, department or grade level chairs, even retired educators whom districts use on a limited contract.
 - Registration begins on May 2 through the Electronic Learning Center. Registrants will need to supply their full name, a correct e-mail address, school affiliation, district affiliation, and position.
 - Training cohorts begin May 31 and run throughout the summer.



Teacher Evaluation Roll-Out Plans

- Training cohorts are 4 days in length.
- Cohorts will be limited to 50 participants.
- Training will be led by master trainers from the TAP organization AND contracted Tennessee trainers. (together)
- These 9 Tennessee contracted trainers will continue to provide ongoing and on-demand support throughout the next school year.
- Participants will have to pass a certification test, which will be administered online.
- All administrators who complete evaluation training will receive 14 hours of TASL credit. (That's new!)



When school starts...

- Each school should be planning for a minimum of half a day to introduce teachers to the new plan and rubric and begin to build shared understanding. The summer team will lead the session.
- Principals should plan a minimum of 3-4 additional short follow-up sessions with staff (think faculty meeting length).



Critical conversations for districts to be having now...

- Who will be on the observation team? These are the folks who will need to be trained this summer.
- Plan the back-to-school time to introduce the rubric and system.
- How do we help teachers understand and become comfortable with a different rating norm?
- What can we as a district do to approach this change positively and constructively?





Questions