



Tennessee Teacher Evaluation Model Information Webinar

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Tennessee's New Teacher Evaluation Model

The
Vision:

Accountability:
valid, reliable,
defensible

Professional
growth:
collegial and
collaborative



First to the Top Act, January 2010

- 50% based on student achievement data:
 - 35% TVAAS where available, 15% other objective 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.

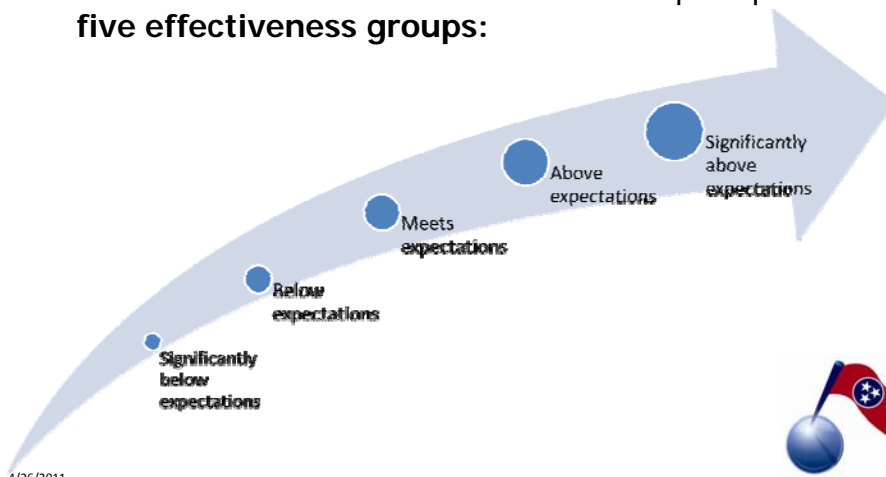


4/26/2011

3

Effectiveness Ratings

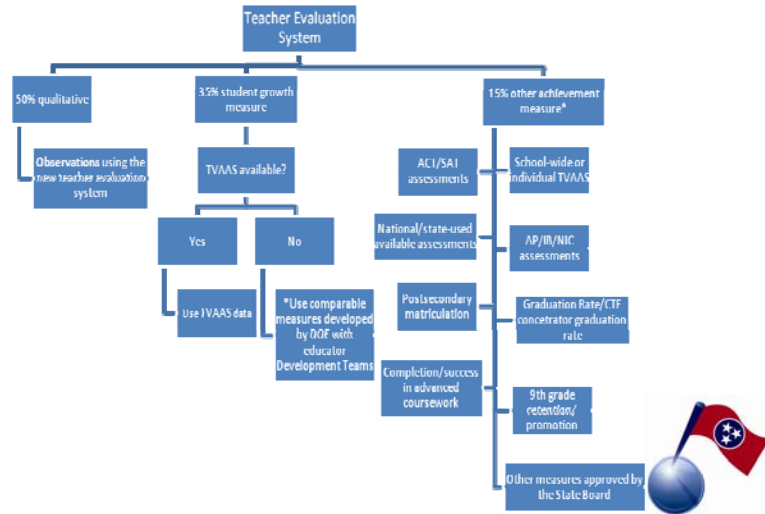
- Evaluations will differentiate teachers and principals into **five effectiveness groups**:



4/26/2011

4

Teacher Evaluation: An Overview



35% Growth Measures

- TVAAS Scores when available
- Groups of 8 –12 educators in each of the non-tested subject and grade groupings have met to recommend measures.
- The DOE and a technical advisory group of state and national experts will review the recommendations of the Development Teams to determine the list of approved measures.

1. Pre-kindergarten-Grade 3
2. Fine Arts
3. Computer Technology
4. Educators with Caseloads
5. Librarian/Media Specialist
6. Physical Education/Health/Wellness
7. Career Technical Education
8. World Languages
9. English Language Learners
10. Special Education
11. High School Courses in English, Math, Science, and Social Studies without State Tests
12. Academic Interventionists

15% Other Achievement Measures

- To develop options for the 15% achievement portion of the teacher evaluation, the Teacher Evaluation Advisory Committee (TEAC) is recommending a menu of options for State Board approval from which teachers may choose, in cooperation with their administrator, for use in their evaluation. The chosen measures should reflect the educator's primary responsibility as directly as possible.
- Measures are under review currently for appropriateness and scalability.



4/26/2011

7

Guidelines for 50% Qualitative Component

- Qualitative appraisal instruments must address the following domains:
 - Planning
 - Environment
 - Professionalism
 - Instruction



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8

Guidelines for 50% Qualitative Component

- Observation rubric shared and available to all teachers; teachers should be trained
- DOE to provide user-friendly, manageable forms to document observations and personal conferences
- Feedback from observation visits provided within one week
- Minimum of 4 observations for non-apprentice teachers
- Minimum of 6 observations for apprentice teachers



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9

Field Testing

- AIMS (Association of Independent Municipal Schools)
- Hamilton County Schools
- Memphis City Schools
- Tennessee Department of Education
- TDOE has chosen a state model that uses the TAP rubric, but districts may choose to apply for a waiver to use other approved models.



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10

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



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11

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.



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12

Required Observations

Professional Teachers—Four Observations Annually

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

Apprentice Teachers—Six Observations Annually

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



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13

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.



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14

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 should 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.
 - Directors will receive a chart with the number of participant slots for their districts as a part of the Commissioner's Memo the week of April 25.
 - Dates and locations of the training cohorts will be sent to Directors, Supervisors, and Principals through the Commissioner's Memo the week of April 25. 102 cohorts are being scheduled, and they occur throughout the summer in every region of the state.
 - Registration will begin 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.



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15

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!)



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16

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).



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17

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?



4/26/2011

18



Questions