



# 2021-22 TEAM HANDBOOK

MNPS Human Resources and  
Organizational Development

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## Overview

### What's new?

- Observation Pacing Guide: Track One/Practitioner and Professional starts with announced observation.
- Observe educators with pending licensure transactions ('Pending OELP Review' status) ON PAPER while they wait for the TDOE to approve the transaction.
- [All 21-22 Evaluations are subject to Hold Harmless Laws and the Nullification process.](#)
- If an educator and evaluator do not agree on an achievement measure, the educator has the final say in selecting the measure.
- TDOE best practice guidance has been provided in this document for more clear support.

### What is the TEAM Evaluation?

The Tennessee Educator Acceleration Model (TEAM) is about educators and evaluators working together to ensure the best possible instruction every day. It is essential to leadership practices around [developing your team](#). Through frequent observations, constructive feedback, student data analysis, and professional development, TEAM is designed to support all educators in doing their best work to help every student learn and grow. To read more about TEAM evaluation policy and State Board of Education Rules, search those named with *Evaluation and/or 5.201*. The TDOE makes changes to policy and rules on a rolling basis; [click here to search for the most recent version](#) of 5.201 on the state site.

The TEAM evaluation includes both qualitative and quantitative measures of teaching quality. The three components of the TEAM evaluation are observations, achievement measures, and growth measures. See the table below for more information about each component. These three components come together to comprise an educator's overall Level of Overall Effectiveness (LOE) score.

Component of the Evaluation	Who?	When?
<b>Achievement Measure</b>	Educator selects achievement measure and scale using Achievement Measure Worksheet; evaluator enters in TNCompass	Measure and scale selected and entered by 11/30; score returned the following summer or fall
<b>Growth Measure</b>	Evaluator selects growth measure on educator's behalf and enters in TNCompass	Measure entered by 11/30, score returned the following fall
<b>Observations</b>	Evaluator completes throughout the school year in TNCompass	Ongoing (see <a href="#">observation pacing guide</a> for more information)

### Who is Evaluated Using TEAM?

All full time (.6 FTE or higher), certificated educators and administrators working over 120 days in the current school year receive a TEAM evaluation. **This includes late hires, interim positions, intra-district transfers, virtual educators from third party vendors, educators with pending licensure, and itinerant roles.** The table below summarizes TEAM evaluation requirements by employee type, and the following subsections provide guidance for special circumstances.

If a certificated staff is not yet rostered to your location in TNCompass, observe them on paper while abiding by the complete process. Then, enter the observations later. [Click here for paper rubrics.](#)

Employee Type	Receives TEAM Evaluation?
Full time certificated educator or administrator (.6 FTE or higher)	YES
Part time certificated educator or administrator (Below .6 FTE or 120 day contract)	NO
Late hires	YES, if started by 12/2/21
Interim positions	YES
Intra-district transfers	YES
Itinerant roles	YES
Educators on temporary leave during the school year	YES, if eligible to work over 120 days in the school year
Third-Party Virtual Educators (FLVS)	YES

### Educators with an OELP Pending Licensure Transaction

Educators whose license has not been issued and who are also pending OELP review in TNCompass should be evaluated on paper.

### Late Hires

Full time (.6 FTE or higher), certificated educators or administrators employed by **December 2, 2021** are eligible to work over 120 days in the school year and will require a TEAM evaluation. Evaluators are responsible for ensuring that achievement and growth measures are selected and entered in TNCompass for late hires within 20 school days of hire if after 10/15.

If an educator's hire date does not allow enough time to complete the educator's fall semester observation(s) as outlined in the pacing guide, the evaluator will need to develop a plan to complete the educator's observation cycle on an adjusted timeframe. This plan should be documented using the Observation Documentation Form in the [Appendix](#) and emailed to [mnpsteam@mnps.org](mailto:mnpsteam@mnps.org).

### Interim Positions or Third-Party Vendors

Educators serving in an interim capacity or employed by third party vendors should be fully evaluated if they work over 120 days in total **at any number of schools**. As these educators often serve multiple schools in the same school year, **evaluators should place interim and third party vendor educators on their school's observation schedule** even if they do not expect the teacher to be in their building for over 120 days. Evaluators will

- Follow the suggested pacing guide for all educators serving as interims in their schools, paying close attention to observations completed in TNCompass
- Support educators in selecting an achievement measure at the system (district) level (i.e. system-level TCAP, system-wide TVAAS, system-level graduation rate)
- Select a system-level TVAAS composite for the educator's growth measure

### Intra-District Transfers

Educators who transfer from one MNPS school to another MNPS school during the academic year and who are in same or similar roles should be fully evaluated if they work over 120 days in total. When an educator transfers to a new location, notify the Office of Talent Management ([mnpsteam@mnps.org](mailto:mnpsteam@mnps.org)).

### Itinerant Roles or Educators Serving Multiple Locations

Educators in an itinerant role (e.g. EL itinerants and AART) should be fully evaluated if they work over 120 days in total. As itinerants often serve multiple schools in the same school year, evaluators will

- Coordinate with other evaluators who may be observing this educator to develop a schedule and share expectations
- Ensure that educators specify schools when selecting an achievement measure

### Educators on Temporary Leave

Educators who take a leave of absence during the school year shall be fully evaluated if they will work over 120 days in total. If the timing of an educator’s leave of absence does not allow his or her observations to be completed according to the pacing guide, the evaluator will need to develop a plan to complete the educator’s observation cycle on an adjusted timeframe. This plan should be documented using the [Observation Documentation Form](#).

### Partial Year Exemption

Educators who do not meet the criteria for a TEAM evaluation or whose TEAM evaluation is grieved may receive a partial year exemption (PYE) in lieu of an overall level of effectiveness score. The table below outlines both acceptable and unacceptable reasons for PYE. Acceptable reasons for PYE are largely due to teacher circumstance, such as extended leave or change of role. Unacceptable reasons will not be marked PYE unless the evaluation is grieved.

Acceptable Reasons	Unacceptable Reasons
<ul style="list-style-type: none"> <li>✓ Change of role that requires change of rubric</li> <li>✓ Working 120 days or less</li> <li>✓ Employee resignation or termination</li> <li>✓ Extended leave of absence resulting in working less than 120 days</li> <li>✓ Partial position, .5 or less</li> </ul>	<ul style="list-style-type: none"> <li>✗ Formal observations not meeting minimum requirements/exceeding district maximum as outlined in the <a href="#">observation pacing guide</a></li> <li>✗ Failure to enter growth or achievement measure selections</li> <li>✗ Failure to enter achievement measure scores</li> </ul>

### Who Can Evaluate?

To conduct formal observations, evaluators must become [TEAM certified by attending TEAM training through the Tennessee Department of Education \(TDOE\)](#). They must also be in a role approved by MNPS to evaluate educators. Evaluator training is designed to strengthen the evaluator’s knowledge around instruction and the direct relationship to the TEAM rubric. The training schedule and registration information can be found [here](#). TEAM certification is valid through June 2022. Without a valid TEAM certification, evaluators are not permitted to conduct observations. Conducting observations without full certification is a violation of state policy and can be considered grounds for a grievance.

### TNCompass

[TNCompass](#) is used for all aspects of the TEAM evaluation: walk-throughs, scoring observations, conducting post-conferences, entering achievement and growth measure information, and viewing summative and historical evaluation data. All certificated educators and certificated administrators must have a TNCompass account and must personally verify the accuracy of account information throughout the school year. See the [Appendix](#) to access TNCompass platform user guides for educators and evaluators.

## Talent Management Supports

### TEAM Evaluation Audits

The MNPS Talent Management team provides quarterly audit reports to evaluators and evaluator managers, which include metrics related to TEAM evaluation policy/process implementation and indicators of quality feedback. This tool supports the [management of operations, as they relate to performance management](#). Audit Reports are hosted in the [Talent Management SharePoint](#) and available to evaluators and observers. Policy/process implementation metrics within the audit report focus on identifying educators who are not on track for a complete observation cycle (per the observation pacing guide), and/or educators who have evaluation errors that require troubleshooting. An error troubleshooting guidance document is provided to evaluators with each audit report.

## TEAM Ambassadors

A TEAM Ambassador is a teacher leadership role designed to increase teacher awareness of and engagement in the TEAM evaluation process and policy. TEAM Ambassadors serve as liaisons between the Office of Talent Management and the teachers in their building. This creates a cycle of support through which the TEAM Ambassador receives information related to TEAM evaluations throughout the school year, communicates that information and provides ongoing support to teachers, and elevates the teacher voice to the Office of Talent Management. TEAM Ambassadors do not have access to teacher-level evaluation data or school-level observation audit data. TEAM Ambassadors' primary responsibilities include:

- Attend trainings throughout the school year to become a knowledgeable resource and to serve as a first line of support for teachers as it relates to TEAM evaluation
- Support the principal in disseminating information from the Office of Talent Management, including presentations and materials for the following:
  - Achievement and growth measures selections
  - Observation cycle process
  - Licensure advancement
  - Tenure eligibility
  - TVAAS student-teacher linking process
- Support the principal in onboarding new teachers to all TEAM evaluation systems

This is an optional teacher leadership role. TEAM Ambassadors are selected by principals, who must allocate a \$1000 leadership stipend in their budget.

## TEAM Email Inbox

The Talent Management team is available to support both educators and evaluators in understanding and implementing the TEAM evaluation process. Please email [mnpsteam@mnps.org](mailto:mnpsteam@mnps.org) with questions or reach out to your school's TEAM Ambassador, where applicable.

## TEAM Evaluation Composition

### Educator Types

Score calculations differ by educator type due to variations in the weighting of TEAM evaluation components. Educator types include tested teachers, non-tested teachers, and teachers using a portfolio. The table below provides definitions and examples for each teacher type:

Educator Type Definition:	Examples:
<b>Tested teachers:</b>	<ul style="list-style-type: none"> <li>• 4<sup>th</sup> – 8<sup>th</sup> grade teachers teaching courses that administer a TCAP</li> <li>• High school teachers teaching courses that administer an EOC exam</li> </ul>
<b>Non-tested teachers:</b> Teachers whose students do not generate TVAAS data from TCAP or EOC tests	<ul style="list-style-type: none"> <li>• All 1<sup>st</sup> through 3<sup>rd</sup> grade teachers*</li> <li>• Related Arts: World Languages, Fine Arts, and PE teachers</li> <li>• Deans, librarians, counselors, multi-classroom leaders</li> <li>• Any non-tested teacher who previously taught a tested grade or subject</li> </ul>
<b>Teachers with portfolios:</b>	<ul style="list-style-type: none"> <li>• All Pre-K and Kindergarten teachers</li> </ul>

*\*Third grade teachers are considered non-tested teachers for evaluation purposes. Although third grade students do take TCAP exams, in MNPS they do not have prior testing data points from which TVAAS can be calculated.*

## LOE Score Calculations

Each school year, educators receive a LOE score ranging from 1 to 5, with a score of 3 being at expectations. A score of 5 is considered significantly above expectations, and a score of 1 is considered significantly below expectations. The LOE score has implications for employee recognition and placement, tenure eligibility, and professional development points. More information about the LOE is [available here](#).

Evaluation Component	Tested Teachers*	Non-Tested Teachers	Teachers with Portfolios
<b>Achievement Measure</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>
<b>Growth Measure</b>	<b>35%</b> Individual TVAAS	<b>15%</b> School or District-Level TVAAS	<b>35%</b> Portfolio Score
<b>Observations</b>	<b>50%</b>	<b>70%</b>	<b>50%</b>

*\*Recently, the Tennessee Department of Education has been calculating the LOE in multiple ways for teachers. Please navigate to the educator's evaluations tab in TNCompass. Refer to the box on the right that is titled Level of Overall Effectiveness. Click the blue circle with an "i" to see how an educator's LOE has been calculated.*

## Overall Score Ranges and Descriptors

Qualitative data, student growth, and student achievement data are combined to create a scale score ranging from 100 to 500. More information about the LOE is [available here](#). The table below shows how scale scores correspond to LOE ratings, and includes descriptors for each level of effectiveness developed by the TDOE:

Score Range	Level of Overall Effectiveness	Level of Effectiveness Descriptor
<b>&lt;200</b>	<b>1</b>	A teacher at this level has limited knowledge of the instructional skills, knowledge, and responsibilities described in the rubric, and struggles to implement them. He/she makes little attempt to use data to set and reach appropriate teaching and learning goals and has little to no impact on student achievement.
<b>200-274.99</b>	<b>2</b>	A teacher at this level demonstrates some knowledge of the instructional skills, knowledge, and responsibilities described in the rubric, but implements them inconsistently. He/she may struggle to use data to set and reach appropriate teaching and learning goals. His/her impact on student achievement is less than expected.
<b>275-349.99</b>	<b>3</b>	A teacher at this level understands and implements most of the instructional skills, knowledge, and responsibilities described in the rubric. He/she uses data to set and reach teaching and learning goals and makes the expected impact on student achievement.
<b>350-424.99</b>	<b>4</b>	A teacher at this level comprehends the instructional skills, knowledge, and responsibilities described in the rubric and implements them consistently. He/she is skilled at using data to set and reach appropriate teaching and learning goals and makes a strong impact on student achievement.
<b>425-500</b>	<b>5</b>	A teacher at this level exemplifies the instructional skills, knowledge, and responsibilities described in the rubric, and implements them without fail. He/she is adept at using data to set and reach ambitious teaching and learning goals. He/she makes a significant impact on student achievement and should be considered a model of exemplary teaching.

## LOE Implications

Educators earn professional development points (PDPs) for LOE scores which can be used to advance or renew their TN teaching license. PDPs will be awarded automatically in TNCompass, and educators do not need to submit additional documentation to earn those related to evaluation. Educators can access PDPs awarded for LOE scores under the licensure tab in TNCompass. Effective May 24, 2019, teachers in a Priority or Focus school who earn an overall evaluation score of 4 or 5 be awarded five additional professional development points.

The LOE score has implications for educator [tenure eligibility](#) and human resource decisions. In addition to meeting all other tenure eligibility criteria, educators must receive a LOE score of 4 or 5 during the two most recent years of service to earn tenure in MNPS.

## 2021-22 TEAM Timeline

The timeline below provides an overview of key TEAM evaluation deadlines for the 2021-22 school year:



## Summative Conferences

Before beginning observations for the current school year, evaluators should have summative conferences with all educators to review their evaluation results from the previous school year. In addition to discussing scores from the previous year, summative conferences should incorporate the main components of a coaching conversation to ensure that it is productive. Please ensure that you do meet with each person for clear conversations around individual expectations, goals, and available data.

The summative/beginning of the year conference should include the following:

- review of observation scores and available student performance data from the prior year
- discussion of expectations and goals for the current school year
- evaluators should inform educators of their observation track
- review of expectations for the professionalism observation

## Observations

### Observation Tracks

**Evaluators will follow the pacing circles displayed in TNCompass on each educator’s evaluation page.** The prior year LOE score as well as the educator’s license type determine the observation track. Any incomplete evaluation year or gap in service will result in an educator returning to observation Track 1.

### Pacing Guide and Observation Timeline

The table below outlines the number and structure of formal observations for each observation track, as well as dates by which each observation should be completed. **All observations conducted for educators on the School Services Personnel (SSP) Rubric must be announced.** The pacing guide applies to all TEAM educator rubrics.

	<b>Track 1/Practitioner</b>	<b>Professional</b>	<b>Track 5</b>
	Educators with a LOE score of 1, Educators without prior year LOE/PYE, Educators with a practitioner license and LOE score of 2-4 in the prior year.	Educators with a professional license and LOE score of 2-4 in the prior year.	Educators with a LOE score of 5 in the prior year.
	<i>ALWAYS Follow guidance/circles in TNCompass for each educator.</i>		
<b>First Semester</b>	<b>Beginning of Year</b>		
	<b>Initial Coaching/Summative Conversation</b>		
	1 Walkthrough	1 Walkthrough	1 Walkthrough
	Deadline: August 31, 2021		
	1 Announced Visit	1 Instruction 1 Planning	1 Unannounced Visit
		1 Instruction 1 Planning	1 Instruction 1 Environment 1 Planning
	Deadline : October 7, 2021		
	1 Unannounced Visit	1 Instruction 1 Environment	
	Deadline : December 10, 2021		
	<b>End of Semester</b>		
1 Walkthrough	1 Walkthrough	1 Walkthrough	
Deadline : February 4, 2022		Deadline : February 4, 2022	
1 Announced Visit	1 Instruction 1 Planning	1 Unannounced Visit	
	1 Instruction 1 Environment	1 Instruction 1 Environment	
Deadline : March 10, 2022		Deadline : March 10, 2022	
1 Unannounced Visit	1 Environment	1 Walkthrough	
Deadline : May 6, 2022 - All Observations Complete			
Professionalism Scoring	Professionalism Scoring	Professionalism Scoring	
Professionalism Deadline : May 27, 2022 - Last Day of Work			
<b>End of Year</b>			

\*Note - Educators should receive exactly the number of formal observations required for their observation track. Additional formal observations beyond the requirements can be considered an error in the evaluation process.

## Formal Observation Process & Best Practice

Before formal observations begin, all educators need to conference with their evaluator to review any previous year observation data and discuss expectations around evaluation for the current year.

Formal observations are scored using one of three TEAM rubrics ([General Educator](#), [Library Media Specialist](#), or [School Services Personnel](#)), depending on the educator’s role. TDOE’s extensive guidance for evaluators is available [here](#). Generally, educators who spend more than 50% of their time providing direct instruction to students are observed using the general educator rubric.

See the table below for a list of common roles in MNPS and the rubric on which each role is observed. For additional guidance on applying the TEAM rubric to more nuanced roles, see the [role-specific guidance](#) documents created by the TDOE. All rubrics should be used holistically, and not as checklists. MNPS recommends that evaluators conduct professional learning sessions with their educators around TEAM rubrics to be normed on definitions and expectations.

<b>TEAM Rubric:</b>	<b>Roles Observed:</b>
<b>General Educator Rubric</b>	<ul style="list-style-type: none"> <li>• Full-time teacher</li> <li>• Teacher/Coach</li> <li>• Interventionist</li> <li>• AART</li> </ul>
<b>School Services Personnel Rubric</b>	<ul style="list-style-type: none"> <li>• Instructional Coach</li> <li>• Guidance Counselor</li> <li>• Dean of Instruction</li> <li>• Dean of Students</li> <li>• Social Worker</li> <li>• LTDS</li> </ul>

<b>Library Media Specialist Rubric</b>	<ul style="list-style-type: none"> <li>• Librarian/Media Specialist</li> </ul>
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All formal observations must be entered into [TNCompass](#). Formal observations that are announced must have both a pre-conference and post-conference. Formal observations that are unannounced must have a post-conference. All post-conferences must be conducted within 5 school days of the observation. Only formal observations are included in an educator’s overall observation average.

MNPS requires the state minimum required number of domain observations for an educator’s observation track (as outlined in the TNCompass Pacing Guide/Track Circles) as the maximum number of observations that the educator can receive. Evaluators should not conduct formal observations beyond what is outlined in the pacing guide; however, frequent informal feedback should be provided.

### **TDOE Best Practices in Observation**

- **Schedule announced observations 3-5 days in advance.**
- **Arrive early for the observation and stay for the complete lesson.**
- **Script the lesson efficiently and thoroughly.**
- **Engage with students during independent work.**
- **Collect student work at end of the lesson.**

### **Walkthroughs**

Walkthroughs are opportunities to provide teachers with informal, unscored feedback. Evaluators should provide a walk-through aligned to TEAM indicators before beginning formal observations. Evaluators are encouraged to conduct additional, frequent walkthroughs for all educators and should record walkthroughs using the walkthrough tool in TNCompass. Walkthroughs do not factor into an educator’s overall level of effectiveness calculation.

As outlined in the pacing guide, educators who earned a LOE of 5 for the previous year are required to receive two informal walkthroughs in the spring semester. These walkthroughs must be recorded in TNCompass using the walkthrough tool.

Evaluators may choose to focus a walkthrough on a previously identified area of refinement or reinforcement, or on a particular rubric indicator or domain. A formal post-conference is not necessary after a walkthrough; however, feedback should be provided to the educator.

### **Pre-Conferences**

A pre-conference is required for all announced observations. The pre-conference is an opportunity for the educator to share how they plan to execute the lesson and for the evaluator to coach the teacher into improved practices to increase student learning. The [TDOE provides guiding questions to consider using during a pre-conference](#).

### **TDOE Best Practices in Pre-Conference**

- **Schedule the announced observation 3-5 days in advance and hold the pre-conference the day before the scheduled observation.**
- **Conduct the pre-conference in the teacher’s classroom.**
- **Obtain and analyze instructional plans prior to the pre-conference.**
- **Ask probing questions based on a review of instructional plans.**
- **Coach teacher to improve the lesson based on the needs identified in the pre-conference.**
- **Use evidence gathered in the pre-conference when rating the planning domain.**

### **Self-Scores**

Educators should complete a self-score in TNCompass after each formal observation. Educators should refer to the TEAM observation rubric used for their role when completing the self-score. Scores and reflection from the self-score may be discussed during the post conference.

### Post-Conferences

Post-conferences are required for all formal observations. They must be conducted within 5 school days of the date the observation occurred. If the post-conference does not occur within the five-day window (excluding weekends, holidays, and snow days), evaluators should contact Talent Management for guidance.

To prepare for the post-conference, evaluators should:

- Enter indicator scores for observed domains in TNCompass
- Select one area of reinforcement and one area of refinement per observation and provide written feedback in TNCompass
- Plan a growth-oriented conversation to hold with the educator

The post-conference should include a discussion of the educator's areas of reinforcement and refinement, as well as the sharing of scores. For the area of reinforcement, identify potential opportunities for the educator to share this relative strength. For the area of refinement, provide a recommendation with actionable next steps and define a timeline for follow up of the next steps. At the completion of the post-conference, the evaluator should pin the observation scores in TNCompass. Once the evaluator enters the pin, the educator has access to see the scores from the observation.

### TDOE Best Practices in Post-Conference

- **Schedule the post-conference within five business days of the observation.**
- **Conduct post-conference in a confidential area.**
- **Obtain and analyze student work prior to the post-conference.**
- **Ask probing questions based on a review of student work and classroom observation.**
- **Focus on reinforcement and refinement, based on evidence collected in the lesson.**
- **Coach teachers to improve practice.**

### Professionalism

Per state policy, all educators must receive professionalism scores during the final six weeks of school. As professionalism scores are to be informed by evidence from the entire year, evaluators should be sure to clearly communicate performance expectations with educators at the beginning of the school year (e.g. during the summative conference or via school employee handbook, documented school policies, and/or email communication). The 2021-22 professionalism scoring window will take place from April 18<sup>th</sup> through May 27<sup>th</sup>.

### End of Year Conferences

Evaluators should conduct an end of year conference with each educator during the final six weeks of school. During the end of year conference, evaluators should share professionalism scores and share the overall observation average with the educator.

## Achievement Measures

The [achievement measure component of the TEAM evaluation](#) is comprised of a measure of student achievement selected by the educator. Per state policy, each educator selects an achievement measure (from a list of state-approved options) and creates a 1-5 scale to be used in calculating the achievement score. The evaluation measures shall be verified by the Department of Education to ensure that the evaluations correspond with the teaching assignments or duties of each educator.

Educators are asked to select an achievement measure that is closely aligned to their primary role and to create a scale that is both ambitious and fair. If the educator and evaluator do not agree on a measure, the educator being evaluated shall select the measure. Educators must submit a signed copy of the Achievement Measure Worksheet (see [Appendix](#)) documenting their achievement measure and scale selection to their evaluator no later than November 30<sup>th</sup>. Educators must attach the form to the Evaluations page in the current evaluation year in TNCompass.

Evaluators are responsible for reviewing and entering each educator's measure and scale selection in TNCompass by November 30<sup>th</sup>.

## Growth Measures

The growth measure component of the TEAM evaluation is comprised of either individual growth data, school-wide TVAAS, or district-wide TVAAS data. Regardless of whether or not a teacher will generate an individual growth data, the evaluator must select a school or district wide TVAAS growth measure to be used in the event that an individual growth score is not generated. Unlike the achievement measure component of the evaluation, the growth measure selection is chosen by the evaluator on each educator's behalf. This measure should be aligned to the educator's primary role, when possible.

For educators who generate individual growth data, the individual growth score will replace the evaluator selected TVAAS growth measure.

In accordance with policy and the MNPS Memorandum of Understanding with the Tennessee Department of Education, an educator's growth score may override other components of the TEAM evaluation score as follows:

- **3/4/5 Override Rule:** If an educator or administrator generates a growth score of 3, 4, or 5 (whether from individual, school, or district growth) and that score is higher than the achievement score, the growth score will override the achievement score. This override is applied automatically in TNCompass as final score calculations take place.
- **4/5 Override Rule:** If a teacher generates an individual growth score of 4 or 5 and that score is higher than the LOE score, the individual growth score will automatically override the LOE and will comprise all 3 components of the evaluation. This override is applied automatically in TNCompass as final score calculations take place.

### Pre-K/K Student Growth Portfolio

All pre-k and kindergarten teachers employed in MNPS (with the exception of special education) must implement the pre-k and kindergarten portfolio models in the 2021-22 school year. Educators who utilize a portfolio growth model maintain all the rights, responsibilities, and legalities of educators with growth measures attained from a TCAP test. Portfolio growth model scores are treated the same as TCAP test scores within the evaluation process and with human capital decisions. General resources on growth portfolios can be found [here](#).

In 2021, a Portfolio Redesign Advisory Council convened to better align the pre-k and kindergarten student growth portfolio models with instructional best practices. As a result, several updates were made to the pre-k/kindergarten portfolio models (see Revised Portfolio FAQ in the [Appendix](#)).

The deadline to submit all portfolio collections for this school year is **11:59 p.m. on Monday, May 2, 2022**.

## Evaluation Grievance Process

State law allows educators to grieve procedural errors related to the implementation of the evaluation process. While educators can grieve errors related to the evaluation process and assessment data, observation scores cannot be grieved. If a teacher feels that he/she has a grievance, he/she should first discuss the matter with his/her evaluator or other appropriate administrator to resolve the problem informally. As part of the informal process, the parties may seek advice from the Talent Management Team. The TEAM Observation Documentation form (see [Appendix](#)) may be used to document an agreed-upon solution. If the problem is not resolved informally, the educator may declare that a grievance exists and the formal grievance process may be invoked as outlined [here](#).

We encourage evaluators and educators to track their observation cycles in TNCompass carefully to prevent potential grievances. Additionally, evaluators should utilize the Observation Documentation form (see [Appendix](#)) as a way to document nuances or changes that occur during the school year.

## Appendix

Use the links below to access Talent Management resources:

[TEAM Evaluation SharePoint Page](#)

[2021-22 Observation Documentation Form](#)

[2021-22 Achievement Measure Worksheet and List of Approved Measures](#)

[2021-22 Evaluation Grievance Process](#)

[2021-22 Revised Pre-K and Kindergarten Portfolio FAQ](#)

[TNCompass Observation Platform User Guide for Evaluators](#)

[TNCompass User Guide for Educators](#)

[Log in to TNCompass](#)

[Log in to Portfolium](#)