

2016-17 TEAM HANDBOOK

**Metro Nashville Public Schools
Talent Management**



**METRO NASHVILLE
PUBLIC SCHOOLS**

Table of Contents

<u>Overview</u>	Page 1
<u>TEAM Updates: What's New in 2016-17?</u>	Page 3
<u>2016-17 TEAM Timeline</u>	Page 5
<u>2015-16 Summative Conferences</u>	Page 5
<u>2016-17 TEAM Evaluation Composition</u>	Page 5
<u>Observations</u>	Page 6
<u>Growth Measures</u>	Page 11
<u>Achievement Measures</u>	Page 12
<u>TEAM Contacts</u>	Page 12
<u>Appendix</u>	Page 13

Overview

The Tennessee Educator Acceleration Model (TEAM) is about principals and teachers working together to ensure the best possible instruction every day. Through frequent observations, constructive feedback, student data, 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, see the [Tennessee State Board of Education *Teacher and Principal Evaluation Policy 5.201*](#).

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

Component of the Evaluation	Who Selects?	Where do the data live?	When do the data get entered?
Achievement Measure	Educator selects both measure and scale using Achievement Measure Worksheet	Evaluator enters into TN Compass	Measure entered in the fall, score returned the following summer
Growth Measure	Evaluator selects	Evaluator enters into TN Compass	Measure entered in the fall, score returned the following summer
Observations	Evaluator completes throughout the course of the school year	Evaluator enters into TOWER	Throughout the year

This handbook outlines Metro Nashville Public Schools’ processes related to TEAM educator evaluations for the 2016-17 school year.

TEAM Updates: What’s New in 2016-17?

2015-16 Score Calculation Delays

Due to calculation delays, many educators will not have a finalized 2015-16 overall Level of Effectiveness (LOE) score at the beginning of the 2016-17 school year. Because state policy says that the prior year summative conference must take prior to beginning formal observations for the current school year, *evaluators should continue to conduct summative conferences at the beginning of the semester with all educators even if LOE scores are not finalized.*

In the summative conference, evaluators should discuss all available data from the 2015-16 school year (observation average, achievement measure and growth measure selection, and achievement score if available) as well as how the 2015-16 overall score will be calculated (download tier-specific PowerPoint presentations on 2015-16 score calculations [here](#)). The [summative conference](#) should also include the main components of a coaching conversation by discussing areas of progress and goals for the current school year.

Guidance for Conducting Observations

Due to delays in calculating 2015-16 Level of Effectiveness (LOE) scores, observation tracks for 2016-17 should be determined by educator license type at the beginning of the school year. **This means that every educator’s first observation should be an unannounced observation over environment and instruction (16 indicators).** Educators (including interims) should be on the Prof 2-4 track if they hold a Professional license, and the App 2-4 track if they hold any other type of license (Apprentice, Practitioner, Transitional, Out of State, etc.). Please see the table below for more information, or download the 2016-17 Observation Guidance Document [here](#). Once final LOE scores are received, follow the guidance below for any educators whose scores require that their observation track be moved to Track 5.

Observation Track:	Begin Fall Semester With:	Once 2015-16 LOE Scores are Received:
Professional License: Prof 2-4	(Recommended) Conduct 1 informal walkthrough by September 1 st Conduct 1 unannounced observation over environment and instruction domains by December 16 th (16 indicators)	<i>If educator remains on Prof 2-4 track (2015-16 LOE score of 2, 3, or 4):</i> Continue using the Suggested Pacing Guide: <ul style="list-style-type: none"> Conduct 1 announced observation over planning and instruction (15 indicators) in the spring semester recommended by April 28th. <i>If educator moves to Track 5 (2015-16 LOE score of 5):</i> Conduct 1 announced observation over planning domain only (3 indicators) before December 16 th . Use the observation conversation form to inform educator of change to observation schedule. Conduct 2 informal walkthroughs in the spring semester.
Practitioner, Apprentice, Transitional, or Out of State License: App 2-4	(Recommended) Conduct 1 informal walkthrough by September 1 st Conduct 1 unannounced observation over environment and instruction domains recommended by October 21 st (16 indicators)	<i>If educator remains on App 2-4 track (2015-16 LOE score of 2, 3, or 4):</i> Continue using the Suggested Pacing Guide: <ul style="list-style-type: none"> Conduct 1 announced observation over planning and instruction domains (15 indicators) by December 16th. In the spring semester, conduct 1 announced observation over planning and instruction domains (15 indicators) recommended by February 17th and 1 unannounced observation over environment domain (4 indicators) recommended by April 28th. <i>If educator moves to Track 5 (2015-16 LOE score of 5):</i> Conduct 1 announced observation over planning domain only (3 indicators) before the end of the fall semester. Use the observation conversation form to inform educator of change to observation schedule. Conduct 2 informal walkthroughs in the spring semester.

TEAM Ambassadors

TEAM Ambassadors are a new teacher leadership role designed to increase teacher awareness of and engagement in the TEAM evaluation process and policy. For the 2016-17 school year, over 100 MNPS schools appointed a TEAM Ambassador to serve as a liaison 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 teacher voice to the Office of Talent Management. TEAM Ambassadors will not have access to teacher-level evaluation data or school-level observation audit data.

TEAM Ambassadors' primary responsibilities include:

- Attend several 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 data systems

TNCompass Enhancements

Several enhancements have recently been made to [TNCompass](#), the state evaluation database:

- The 'Print to PDF' button on the educator evaluation page produces a printable PDF document containing all 2015-16 evaluation information. This document should be signed by both the educator and evaluator during the summative conference and kept on file by the evaluator. See the [Appendix](#) for guidance on accessing this form.
- The new 'Reports' tab allows administrators to download charts and reports related to evaluation data, staff assignments, and licensure for both current and prior school years.
- When viewing an educator's evaluation page, the newly added 'Licensure' tab allows both educators and evaluators to view licensure information including license type, endorsements, degrees held, and experience

2016-17 TEAM Timeline

The timeline below provides an overview of key TEAM evaluation deadlines for the 2016-17 school year:



2015-16 Summative Conferences

To close out the 2015-16 evaluation cycle, evaluators must conduct a summative conference with each educator to review evaluation results from the prior year within the first few weeks of school. Per state policy, the summative conference must take place before formal observations begin for the current school year. Evaluators should conduct the summative conference even if the educator’s overall Level of Effectiveness (LOE) score is not yet available. In addition to discussing the scores from the previous year, summative conferences should incorporate the main components of a coaching conversation by discussing areas of progress and goals for the current school year.

Evaluators should print the educator’s 2015-16 evaluation information using the ‘Print to PDF’ button on the educator’s 2015-16 evaluation page in [TNCompass](#). See the [Appendix](#) for guidance on accessing this form. Evaluators should bring a copy of this document to the summative conference. Both the educator and evaluator should sign and date the document at the conclusion of the conference, and the evaluator should keep the signed copy on file. During the summative conference, the following should be discussed:

- 2015-16 evaluation components and scores (where available): overall score, observation average, achievement measure and score, growth measure and score
- 2015-16 Level of Effectiveness score calculation (download tier-specific PowerPoint presentations on score calculations [here](#))
- Strengths and areas for growth
- 2016-17 observation track (based on licensure if LOE score is not available)

Any data not available prior to the summative conference should be communicated to the educator as soon as possible either in a follow up in-person meeting or via email.

TEAM Evaluation Composition

2015-16 Score Calculations

As a result of the [Part II TNReady testing cancellation](#) for grades 3-8 as well as [legislative changes](#) that took place during the 2015-16 school year, adjustments were made to TEAM component weightings. It is important that educators understand how these changes impact the calculation of their 2015-16 LOE score. For tier-specific 2015-16 score calculation information, click [here](#).

2016-17 Score Calculations

As of July 2016, the Tennessee Department of Education (TDOE) has not yet communicated evaluation compositions for the 2016-17 school year. Talent Management will distribute further guidance related to how 2016-17 Level of Effectiveness scores will be calculated as soon as information is received from the state. Score calculations differ by teacher type due to variations in the weighting of TEAM evaluation

components. Teacher types include: tested teachers with prior data, tested teachers without prior data, non-tested teachers, and teachers using a fine arts portfolio. The table below provides definitions and examples for each teacher type:

Teacher Type Definition	Examples
<p>Tested teachers with prior data: All 4th - 12th grade teachers who generated an individual growth score in at least 1 of the previous two school years and whose students take TCAP or EOC tests</p>	<ul style="list-style-type: none"> • English II teacher who taught 7th grade math for the past two years • 8th grade science teacher who was not teaching last year, but taught 8th grade science in 2014-15 • 4th grade teacher who has taught 4th grade for the past 10 years in another Tennessee school district • Biology I teacher who taught Biology I as a first year teacher last year
<p>Tested teachers without prior data: All 4th - 12th grade teachers who have not generated an individual growth score in either of the past two years and whose students take TCAP or EOC tests</p>	<ul style="list-style-type: none"> • 6th grade math teacher in first year of teaching • Algebra II teacher who is new to Tennessee from out of state • 4th grade teacher who taught 2nd grade for the past two years
<p>Non-tested teachers: Teachers whose students do not generate TVAAS data from TCAP or EOC tests</p>	<ul style="list-style-type: none"> • All Pre-K through 3rd grade teachers* • World Languages teachers and PE teachers • Deans, librarians, counselors, multi-classroom leaders • Any non-tested teacher who previously taught a tested grade or subject
<p>Teachers with portfolios: All fine arts teachers</p>	<ul style="list-style-type: none"> • Choir, art, music, dance, or band teacher • Any fine arts teacher who previously taught a tested or non-tested grade or subject

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

Observations

Observation Tracks

Due to delays in calculating 2015-16 Level of Effectiveness (LOE) scores, observation tracks for 2016-17 should be determined by educator license type at the beginning of the school year. **This means that every educator’s first observation should be an unannounced observation over environment and instruction (16 indicators).** Educators (including interims) should be on the Prof 2-4 track if they hold a Professional license, and the App 2-4 track if they hold any other type of license (Apprentice, Practitioner, Transitional, Out of State, etc.). Please see the table below for more information. Once final LOE scores are received, follow the guidance below for any educators whose scores require that their observation track be moved to Track 5.

Observation Track:	Begin Fall Semester With:	Once 2015-16 LOE Scores are Received:
Professional License: Prof 2-4	(Recommended) Conduct 1 informal walkthrough by September 1 st Conduct 1 unannounced observation over environment and instruction domains by December 16 th (16 indicators)	<i>If educator remains on Prof 2-4 track (2015-16 LOE score of 2, 3, or 4):</i> Continue using the Suggested Pacing Guide: <ul style="list-style-type: none"> Conduct 1 announced observation over planning and instruction (15 indicators) in the spring semester recommended by April 28th. <i>If educator moves to Track 5 (2015-16 LOE score of 5):</i> Conduct 1 announced observation over planning domain only (3 indicators) before December 16 th . Use the observation conversation form to inform educator of change to observation schedule. Conduct 2 informal walkthroughs in the spring semester.
Practitioner, Apprentice, Transitional, or Out of State License: App 2-4	(Recommended) Conduct 1 informal walkthrough by September 1 st Conduct 1 unannounced observation over environment and instruction domains recommended by October 21 st (16 indicators)	<i>If educator remains on App 2-4 track (2015-16 LOE score of 2, 3, or 4):</i> Continue using the Suggested Pacing Guide: <ul style="list-style-type: none"> Conduct 1 announced observation over planning and instruction domains (15 indicators) by December 16th. In the spring semester, conduct 1 announced observation over planning and instruction domains (15 indicators) recommended by February 17th and 1 unannounced observation over environment domain (4 indicators) recommended by April 28th. <i>If educator moves to Track 5 (2015-16 LOE score of 5):</i> Conduct 1 announced observation over planning domain only (3 indicators) before the end of the fall semester. Use the observation conversation form to inform educator of change to observation schedule. Conduct 2 informal walkthroughs in the spring semester.

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:

	Track 1	App 2-4*	Prof 2-4	Track 5
	All teachers scoring 1 on overall evaluation or individual growth	Apprentice teachers scoring 2-4 on overall evaluation and neither a 1 nor 5 on individual growth	Professional teachers scoring 2-4 on overall evaluation and neither a 1 nor 5 on individual growth	All teachers scoring 5 on overall evaluation or individual growth
	Beginning of the school year	Beginning of the school year	Beginning of the school year	Beginning of the school year
	<i>Initial Coaching Conversation</i>			
First Semester	1 Unannounced Visit 1 Instruction Environment 1 Instruction Planning Deadline: October 21	1 Unannounced Visit 1 Instruction Environment 1 Instruction Planning Deadline: October 21	1 Unannounced Visit 1 Instruction Environment 1 Instruction Planning Deadline: December 16	1 Unannounced Visit 1 Instruction Environment 1 Instruction Planning Deadline: December 16
	1 Announced Visit 1 Instruction Planning Deadline: December 16	1 Announced Visit 1 Instruction Planning Deadline: December 16	1 Announced Visit 1 Instruction Planning Deadline: December 16	1 Announced Visit 1 Instruction Planning Deadline: December 16
	End of semester	End of semester	End of semester	End of semester
Second Semester	1 Announced Visit 1 Instruction Planning Deadline: February 17	1 Announced Visit 1 Instruction Planning Deadline: February 17	1 Announced Visit 1 Instruction Planning Deadline: April 28	1 Walkthrough Deadline: February 17
	1 Unannounced Visit 1 Environment Deadline: April 28	1 Unannounced Visit 1 Environment Deadline: April 28	1 Unannounced Visit 1 Environment Deadline: April 28	1 Walkthrough Deadline: April 28
	Professionalism Scoring	Professionalism Scoring	Professionalism Scoring	Professionalism Scoring
	End of year	End of year	End of year	End of year

*Educators with a practitioner license who are new to MNPS should be placed on the App 2-4 track.

2016-17 Observation Timeline	
9/1/2016	Recommended deadline to conduct 1 informal walkthrough for all educators
10/1/2016	Use observation conversation form to document adjusted observation schedule for all new hires after this date
10/21/2016	Recommended deadline for App 2-4 unannounced observation over environment + instruction
12/16/2016	Formal deadline for all fall semester observations: <ul style="list-style-type: none"> App 2-4: announced planning + instruction Prof 2-4: unannounced environment + instruction LOE 5: announced planning
1/31/2017	Recommended deadline to conduct 1 informal walkthrough for all educators
2/17/2017	Recommended deadline for App 2-4 announced observation over planning + instruction and LOE 5 walkthrough #1
4/28/2017	Formal deadline for all spring semester observations: <ul style="list-style-type: none"> App 2-4: unannounced environment Prof 2-4: announced planning + instruction LOE 5: walkthrough #2

Formal Observation Process

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. As a general rule, educators who spend more than 50% of their time providing direct instruction to students are observed using the 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. We recommend that principals conduct professional learning sessions with their teachers, which allow both teachers and administrators to be normed on definitions and expectations.

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

All formal observations must be entered into [TOWER](#). 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. Unlike informal walkthroughs, formal observations are included in an educator’s overall observation average.

MNPS district policy uses the state minimum required formal observations (as outlined in the Pacing Guide above) as the maximum number of observations that can be scored in TOWER. Evaluators should not enter scores for observations beyond the state minimum. However, we do encourage administrators to perform informal walkthroughs and provide feedback regularly. Informal walkthroughs are opportunities to provide teachers with unscored feedback. Walkthroughs can be entered into TOWER using the walkthrough tool, but are not included in the teacher’s overall level of effectiveness calculation.

Pre-Conferences

A pre-conference is required for all announced observations. The pre-conference is an opportunity for the educator to share how he or she plans to execute the lesson and for the evaluator to coach the teacher into improved practices to increase student learning. Below are guiding questions that can be used during a pre-conference.

- What do you want students to know and be able to do?
- What will the students and teacher be doing to show progress toward the objective?
- How do you know if they got there?

Self-Assessment

Educators will complete the TOWER self-assessment form after each formal observation. Educators must complete the form within five school days of the observation, but are encouraged to complete it as soon as possible so that evaluators may consider the self-scores as a piece of evidence when scoring the observation. Educators should refer to the TEAM observation rubric used for their role when completing the self-assessment form. Scores from the self-assessment may be discussed during the post conference.

Post-Conferences

Post-conferences are required for all formal observations. They must be conducted within five 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:

- Finalize the observation in TOWER
- Complete the post-conference form in TOWER
- Select one area of reinforcement and one area of refinement per observation

The post conference should include a discussion of the educator’s areas of reinforcement and refinement, as well as the sharing of scores. At the completion of the post-conference, the evaluator should release the observation scores to the educator in TOWER using the ‘Release to Educator’ function.

Professionalism

During the final six weeks of school, evaluators must score each educator on the [Professionalism rubric](#) and conduct a professionalism conference to discuss scores. Professionalism scores must be entered using the Professionalism form in TOWER and are included in the educator’s overall observation average.

Part Time Employees and Late Hires

All full time employees (.6 FTE or higher) who are hired prior to Thanksgiving break require a complete observation cycle. The table below provides guidance on when an evaluation is required:

Employee	Required to Evaluate?
.5 FTE or 120 day contract	NO
.5 in your school and .5 in another school*	YES
.6 or .8 FTE teachers	YES
.2 or .4 FTE teachers	NO
Teachers hired after the first day of school	YES, if hired before Thanksgiving Break

*Both schools are jointly responsible for determining a plan to complete the educator’s observation cycle. This plan should be communicated to Talent Management.

Partial Year Exemption

Educators may receive a partial year exemption (PYE) in lieu of an overall level of effectiveness score if they do not meet the criteria for a complete TEAM evaluation. The table below outlines both acceptable and unacceptable reasons for partial year exemption. Acceptable reasons for PYE are largely due to teacher circumstance, such as extended leave or change of role. Unacceptable reasons for PYE are due to evaluator/observer error in the evaluation process.

Acceptable Reasons	Unacceptable Reasons
<ul style="list-style-type: none"> ✓ Change of role that requires change of rubric ✓ Working 120 days or less ✓ Teacher resignation or termination ✓ Teacher leave resulting in working less than 120 days ✓ Partial position, .5 or less 	<ul style="list-style-type: none"> ✓ Formal observations, not meeting minimum requirements/exceeding district maximum ✓ Failure to enter growth or achievement measure selections ✓ Failure to enter achievement measure scores

For educators who received a partial year exemption in 2015-16, evaluators should use licensure to determine the educator’s observation track.

Growth Measures

The growth measure is the component of the TEAM evaluation that is comprised of either individual growth data or school-wide TVAAS data. Regardless of whether or not a teacher will generate his/her own individual growth data, the evaluator must select a school-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. Evaluators are encouraged to choose the growth measure that most closely aligns with the educator’s role. Growth measure options are as follows:

- School-Wide or System-Wide TVAAS Composite (includes all tested subjects)
- School-Wide or System-Wide TVAAS Literacy
- School-Wide or System-Wide TVAAS Numeracy
- School-Wide or System-Wide TVAAS Literacy & Numeracy
- School-Wide or System-Wide TVAAS Science
- School-Wide or System-Wide TVAAS Social Studies

Additional specifiers for the growth measures listed above may also be available. These include: TCAP only (excludes EOC data), EOC only (excludes TCAP data), CTE Students only, or CTE Concentrator only.

For educators who generate individual growth data, the individual growth score will replace the evaluator-selected school-wide TVAAS growth measure. The table below outlines what is included in the growth component of the evaluation for various teacher types:

Teacher Type	Growth Component
<p>Tested teachers with prior data: Teachers who generated an individual growth score in 2015-16 and/or 2014-15 and whose students generate TVAAS calculations from TCAP/EOC exams</p>	<ul style="list-style-type: none"> • The growth component of the educator’s evaluation will be comprised of the individual TVAAS growth score found on the TVAAS restricted site. This replaces the school-wide growth measure selected by the evaluator. • The individual growth score includes up to three years of data when available. • If a teacher teaches more than one tested subject, data from all tested subjects will be included in the individual growth score. • 2016-17 data (if applicable) will be excluded from the educator’s evaluation if it does not benefit the overall score.
<p>Tested teachers without prior data: Teachers who did not generate an individual growth score in 2015-16 or 2014-15 and whose students generate TVAAS calculations from TCAP/EOC exams</p>	<ul style="list-style-type: none"> • The growth component of the educator’s evaluation will be comprised of the individual TVAAS growth score found on the TVAAS restricted site. This replaces the school-wide growth measure selected by the evaluator. • The individual growth score includes data from the current school year only. • If a teacher teaches more than one tested subject, data from all tested subjects will be included in the individual growth score.
<p>Non-tested teachers: Teachers whose students will not generate TVAAS calculations from TCAP/EOC exams</p>	<ul style="list-style-type: none"> • The growth component of the educator’s evaluation will be comprised of a one-year school-wide or system-wide TVAAS score based on the growth measure selected by the evaluator. School-wide and system-wide TVAAS scores can be found on the TVAAS public site.
<p>Fine arts teachers: All fine arts teachers including art, music, dance, choir, band, etc.</p>	<ul style="list-style-type: none"> • The growth component of the educator’s evaluation will be comprised of an individual growth score from the educator’s fine arts portfolio. • The portfolio score is based on evidence from the current school year only.

Achievement Measures

The achievement measure is the component of TEAM evaluation comprised of a measure of student achievement selected by the educator. Per state policy, each educator has the final say in selecting his/her own achievement measure from a list of state-approved options and creates a 1-5 scale to be used in calculating the achievement score. 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 October 17th, 2016.

Educators are encouraged to select an achievement measure that is closely aligned to their role and to create a scale that is both ambitious and fair. If the evaluator disagrees with the educator's selection and believes there is a more aligned achievement measure, the evaluator should submit the Achievement Measure Disagreement Form (see [Appendix](#)) to Talent Management. This form will be submitted to the TDOE for review.

Per [State Board of Education policy](#), if a teacher generates an individual growth score of 3, 4, or 5 (either from individual TVAAS or a fine arts portfolio) and that score is higher than the achievement score, the individual growth score will automatically override the achievement score. For example, if a teacher receives an individual growth score of 3 and an achievement score of 2, the individual growth score would override the achievement score and the teacher would receive a score of 3 for both the growth and achievement components of the evaluation. Additionally, if a teacher generates an individual growth score of 4 or 5 (either from individual TVAAS or a fine arts portfolio) and that score is higher than the overall score, the individual growth score will automatically override the overall score and will comprise all 3 components of the evaluation. This override happens automatically in TNCompass as final score calculations take place.

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, evaluation scores (including observation scores) are not grievable.

Educators are encouraged to begin with an informal procedure to address evaluation concerns. 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, in an effort to resolve the problem informally. As part of the informal process, the parties may seek advice from the appropriate division of the Central Office, and the TEAM Observation Conversation 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 to carefully track their observation cycles in TOWER to prevent potential grievances. Additionally, evaluators should utilize the Observation Conversation form (see [Appendix](#)) as a way to document nuances or changes that occur during the school year.

TEAM Contacts

The Talent Management team is available to support both educators and administrators in understanding and implementing the TEAM evaluation process. With any questions, please email mnpsTEAM@mnps.org or reach out to your school's TEAM Ambassador where applicable.

Appendix

Guidance on Locating Educator Evaluation Forms in TNCompass

2016-17 Observation Conversation Form

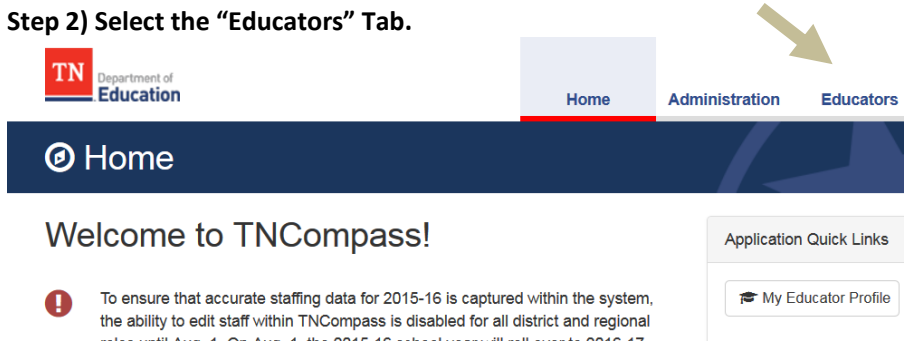
2016-17 Achievement Measure Worksheet and List of Approved Measures

2016-17 Achievement Measure Disagreement Form

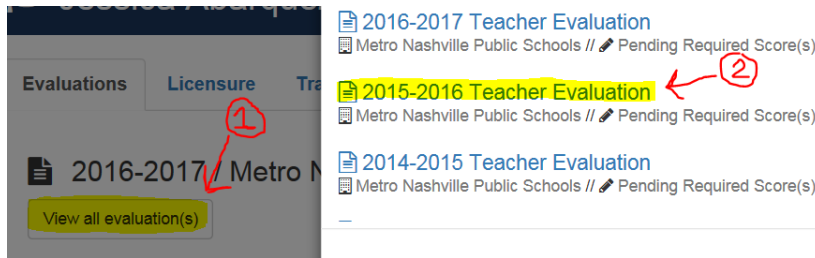
Locating 2015-16 Educator Evaluation Forms in TNCompass

Step 1) Login to [TNCompass](#) using the username and password you created. This will not necessarily be your MNPS credentials.

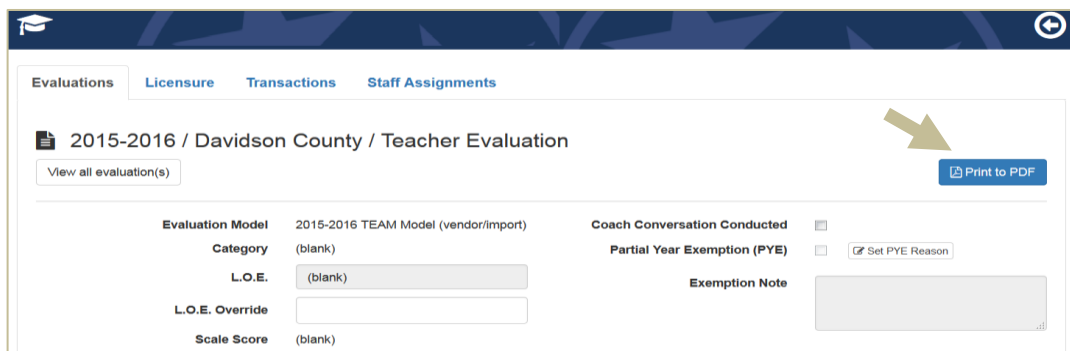
Step 2) Select the “Educators” Tab.



Step 3) Click on the educator’s name, then click the ‘View All Evaluation(s)’ button. Select 2015-16 Teacher Evaluation as shown below.



Step 4) Clicking on the educator’s name, then select the “Print to PDF” button in the top right corner of the educator page.



Step 5) After downloading the PDF, locate the educator and evaluator signature page at the end of the document.

2016-17 Observation Cycle Documentation

General Information

School Name _____

Teacher Name _____

Evaluation Track _____

LOE 1/IG 1 App 2-4 Prof 2-4 LOE 5

Observer Name _____

Process

Observer describes the nature of the error to educator and presents potential solution options.

Observer and educator jointly decide on a solution and sign the form.

Observer sends form via PDF scan to mnpsteam@mnps.org.

Though we prefer email, if faxing is necessary, please fax to 615-214-8892

Talent Management will make changes only after receipt of signed documentation.

Nature of Error

Be as specific as possible—list date and time of observation and licensure information where necessary

Solution

Be as specific as possible—identify exact dates, times and/or indicators to be changed where necessary

LOE 1 or IG 1	App 2-4	Prof 2-4	LOE 5
2 planning 2 environment 3 instruction	2 planning 2 environment 3 instruction	1 planning 1 environment 2 instruction	1 planning 1 environment 1 instruction
4 total observations, half announced and half unannounced.	4 total observations, half announced and half unannounced	2 total observations, half announced and half unannounced	1 total observation, unannounced, and 2 walkthroughs

Educator Signature: _____

Observer Signature: _____

Date: _____

Date: _____

2016-17 Achievement Measure Worksheet



Educator Name _____ School Name _____

Position _____

Parts A & B: To be completed and signed by educator and evaluator by October 17, 2016.

Part A: Achievement Measure Category (Select One) ¹		Part B: Achievement Measure and Scale	
State Assessments (EOC, TCAP, WIDA, TCAP ALT)		Measure:	
TVAAS (School-Wide or System-Wide only)		Level:	
ACT/SAT Suite of Assessments		Details (if applicable):	
Off the Shelf Assessments		Score	Measurable Criteria to Meet Score
Early Postsecondary Exam (AP, IB)		5	
Industry Certifications		4	
Graduation Rate		3	
		2	
		1	

Educator Signature² _____ Date _____

Evaluator Signature _____ Date _____

Part C: To be completed prior to summative conference in Fall 2017

Part C: Summative Effectiveness Rating (for evaluator use only) Achievement Measure Outcome (on measure selected above)	Final Achievement Score ³
	Date

Educator Signature _____ Date _____

Evaluator Signature _____ Date _____

¹ For a detailed list of achievement measure types within each approved achievement measure, see the following pages.

² Signatures indicate that the information contained in this document has been discussed.

³ When current year data is released, if a teacher has an individual growth score of a 3, 4, or 5 and that score is higher than the achievement score, the individual growth score will automatically replace the achievement score when final scores are submitted.

2016-17 State Approved Achievement Measures (MNPS O Measures Highlighted in Yellow)

State Assessments				
Assessment Name	Classroom Level	Grade Level	School Level	System Level
*EOC: Algebra I or II	•	•	•	•
*EOC: Biology I	•	•	•	•
*EOC: Chemistry I	•	•	•	•
*EOC: English I, II, or III	•	•	•	•
*EOC: Geometry I	•	•	•	•
*EOC: Integrated Math I, II, or III	•	•	•	•
*EOC: US History	•	•	•	•
TCAP: ALT	•	•	•	•
TCAP: Science	•	•	•	•
TCAP: WIDA ACCESS	•	•	•	•
<i>*Achievement measure can be scaled using AMO</i>				
Overall TVAAS				
Assessment Name	Classroom Level	Grade Level	School Level	System Level
Composite			•	•
Literacy			•	•
Literacy and Numeracy			•	•
Numeracy			•	•
Science			•	•
Social Studies			•	•
CTE Concentrators				
CTE Concentrator			•	•
CTE Concentrator: Literacy			•	•
CTE Concentrator: Literacy and Numeracy			•	•
CTE Concentrator: Numeracy			•	•
CTE Concentrator: Science			•	•
CTE Concentrator: Social Studies			•	•
CTE Students				
CTE Students			•	•
CTE Students: Literacy			•	•
CTE Students: Literacy and Numeracy			•	•
CTE Students: Numeracy			•	•
CTE Students: Science			•	•
CTE Students: Social Studies			•	•
Early Grades				
Early Grades Composite			•	•
Early Grades Literacy			•	•
Early Grades Literacy and Numeracy			•	•
Early Grades Numeracy			•	•

Overall TVAAS				
Assessment Name	Classroom Level	Grade Level	School Level	System Level
EOC				
EOC Composite			•	•
EOC Literacy			•	•
EOC Literacy and Numeracy			•	•
EOC Numeracy			•	•
EOC Science			•	•
EOC Social Studies			•	•
TCAP				
TCAP Composite			•	•
TCAP Literacy			•	•
TCAP Literacy and Numeracy			•	•
TCAP Numeracy			•	•
TCAP Science			•	•
TCAP/EOC				
TCAP/EOC Composite			•	•
TCAP/EOC Literacy			•	•
TCAP/EOC Literacy and Numeracy			•	•
TCAP/EOC Numeracy			•	•
TCAP/EOC Science			•	•
TCAP/EOC Social Studies			•	•

ACT/SAT Suite of Assessments	
ACT	SAT
ACT Aspire	PSAT
Early Postsecondary Exams	
AP Assessment	Dual Credit Exams
Cambridge	IB Assessment
CLEP	SDC
Off-the-Shelf Assessments	
AIMS Web	Limelight
Children's Progress Academic Assessment	Linguafolio
Classworks	MAP
DIBELS	Michigan Model
Discovery Ed/ThinkLink	National Greek Exam
DRA	National Latin Exam
easy CBM	NOELLA
FAST	SAT 10
Fountas-Pinnell	Scholastic Suite of Assessments
GOLD Assessment	STAMP
iReady	STAR Early Literacy
Istation	STAR Math
Kindergarten Readiness	STAR Reading
Learning.com	Terranova
	Voyager

Other Measures	
Graduation Rate	

Industry Certifications
Advanced Manufacturing
American Welding Society Certified Welder
AWS SENSE Entry Level Welder
AWS SENSE Advanced Level Welder
Level I Siemens Certified Mechatronic Systems Assistant
Machining Level I – Measurement, Materials, and Safety Certification (NIMS)
Production Certification (CPT)
Agriculture, Food, & Natural Resources
Commercial Pesticide Certification – Core (03)
Tennessee-Specific Industry Certification – Animal Science
Architecture & Construction
EPA Section 608 Universal
HVAC Excellence Employment Ready Certifications
HVAC Excellence, Heating, Electrical, Air Conditioning Technology (H.E.A.T.)
NCCER Carpentry Level One
NCCER Carpentry Level Two
NCCER Construction Technology
NCCER Core Curriculum
NCCER Electrical Level One
NCCER Plumbing Level One
Universal R-410A
Business Management & Administration
Microsoft Office Expert (pass the two-part Expert Exam in Excel)
Microsoft Office Expert (pass the two-part Expert Exam in Word)
Microsoft Office Master – Track 1 (Word Expert + Excel Core + Elective)
Microsoft Office Master – Track 2 (Excel Expert + Word Core + Elective)
Microsoft Office Master – Track 3 (Excel Expert + Word Expert)
Microsoft Office Specialist (Excel)
Microsoft Office Specialist (PowerPoint)
Microsoft Office Specialist (Word)

Finance
National Certified Compliance Officer (NCCO)
Health Science
Certified Clinical Medical Assistant
Certified EKG Technician
Certified Nursing Assistant
Certified Personal Trainer
Certified Pharmacy Technician

Human Services
CDA – Child Development Associate
TN Board of Cosmetology & Barbering – TN Cosmetology 1010
TN Board of Cosmetology & Barbering – TN Master Barber 1010
Emergency Medical Responder (First Responder)
Information Technology
CCNA Cisco Certified Network Associate
Cisco Certified Entry Network Tech (CCENT)
CIW Web Design Specialist
CompTIA A+
CompTIA IT Fundamentals
CompTIA Network+
CompTIA Security+
STEM
Certified Solidworks Associate (CSWA) – Academic
Transportation, Distribution, & Logistics
Automotive Service Excellence Student Certification: Maintenance & Light Repair Certification
Automotive Service Excellence Student Certification: Nonstructural Analysis/Repair
Automotive Service Excellence Student Certification: Painting and Refinishing
Automotive Service Excellence Student Certification: Structural Analysis/Repair
I-CAR Refinish Technician ProLevel 1 or I-CAR Non-Structural Technician ProLevel 1

This form should be completed by the evaluator when the evaluator disagrees with the achievement selection made by the person being evaluated. Please fully complete this form and sign it, share with the person being evaluated and have him/her sign it, and submit the form to [Shannon Black](#) no later than October 17, 2016. The district will forward all disagreements to the Tennessee Department of Education; staff at the TDOE will make the final call on the measure and inform the district. If the TDOE changes any measures, we will let both the evaluator and person being evaluated know as soon as possible.

Date: _____

Name of evaluator: _____ Position: _____

Name of person being evaluated: _____ Position: _____

School: _____

The person being evaluated selected the following achievement measure:

The person being evaluated selected the following achievement measure scale:

Score	Scale
5	
4	
3	
2	
1	

The person being evaluated included the following rationale for the selection:

As the evaluator, I disagree with this decision because:

Signature of person being evaluated

Signature of evaluator