



# 2017-18 TEAM HANDBOOK

MNPS Human Resources  
Talent Management

## Table of Contents

<a href="#"><u>Overview</u></a>	Page 1
<a href="#"><u>TEAM Updates: What's New in 2017-18?</u></a>	Page 6
<a href="#"><u>2017-18 TEAM Timeline</u></a>	Page 7
<a href="#"><u>2017-18 Summative Conferences</u></a>	Page 8
<a href="#"><u>TEAM Evaluation Composition</u></a>	Page 8
<a href="#"><u>Observations</u></a>	Page 10
<a href="#"><u>Achievement Measures</u></a>	Page 14
<a href="#"><u>Growth Measures</u></a>	Page 14
<a href="#"><u>TEAM Contacts</u></a>	Page 16
<a href="#"><u>Appendix</u></a>	Page 17

## Overview

### What is the TEAM Evaluation?

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. Each school year, 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. The LOE score has implications for tenure eligibility and professional development points, which are detailed in the [TEAM Evaluation Composition](#) section on page 8.

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 in the fall; score returned the following summer
<b>Growth Measure</b>	Evaluator selects growth measure on educator’s behalf and enters in TNCompass	Measure entered in the fall, score returned the following summer
<b>Observations</b>	Evaluator completes throughout the school year in TNCompass	Ongoing (see <a href="#">observation pacing guide</a> for more information)

This handbook outlines Metro Nashville Public Schools’ processes related to TEAM educator evaluations for the 2017-18 school year.

### 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. Typically, this includes educators in special circumstances such as late hires, interim positions, intra-district transfers, and itinerant roles. The table below summarizes TEAM evaluation requirements by employee type, and the following subsections provide guidance for each of these special circumstances.

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 hired before Thanksgiving break
Interim positions	YES, if eligible to work over 120 days in the school year
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

### Late Hires

Full time (.6 FTE or higher) certificated educators or administrators hired prior to Thanksgiving break are eligible to work over 120 days in the school year and thus will require a TEAM evaluation. Evaluators are responsible for ensuring that achievement and growth measures are selected and entered in TNCompass for late hires.

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 may need to develop a plan to complete the educator’s observation cycle on an adjusted timeframe. This plan should be documented using the [Observation Cycle Documentation Form](#) in the Appendix.

### Interim Positions

Educators serving in an interim capacity should receive an overall level of effectiveness score for the 2017-18 school year if they work over 120 days in total. As itinerant educators often serve multiple schools in the same school year, evaluators should place interim teachers on their school’s observation schedule even if they do not expect the interim teacher to be in their building for over 120 days. It is recommended that evaluators:

- Follow the suggested pacing guide for all educators serving as interims in their schools, paying close attention to observations completed in TNCompass
- Encourage educators to select 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 should receive an overall level of effectiveness score for the 2017-18 school year if they work over 120 days total. Within three weeks of the educator transfer date, the new evaluator should complete the [Educator Transfer Guidance Document](#) (see Appendix A) and submit electronically to Talent Management.

### Itinerant Roles

Educators in an itinerant role (e.g. EL itinerants) should receive an overall level of effectiveness score for the 2017-18 school year if they work over 120 days total. As itinerants often serve multiple schools in the same school year, it is recommended that evaluators:

- Follow the suggested pacing guide for all itinerant roles in their schools, paying close attention to observations completed in TNCompass and coordinating with other evaluators who may be observing this educator
- Encourage educators to specify all schools served when selecting an achievement measure

### Educators on Temporary Leave

Educators who take a temporary leave of absence during the school year should receive an overall level of effectiveness score for the 2017-18 school year 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 may need to develop a plan to complete the educator’s observation cycle on an adjusted timeframe. This plan should be documented using the [Observation Cycle Documentation Form](#) in Appendix A. Additionally, educators who are on leave during the last six weeks of school and thus unable to receive professionalism scores may need to be given a partial year exemption (PYE) in lieu of an overall level of effectiveness score (see section below for more details).

### Partial Year Exemption

Educators who do not meet the criteria for a TEAM evaluation or whose TEAM evaluation is incomplete 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 for PYE are due to evaluator/observer error in the evaluation process. When an evaluator believes an educator has met one or more criteria for PYE, he or she must complete the [Partial Year Exemption Documentation Form](#) and submit to Talent Management.

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>

For educators who received a partial year exemption in 2016-17, evaluators should use licensure and the educator’s most recent LOE score (if applicable) to determine the educator’s observation track.

### Who Can Evaluate?

In order to conduct formal observations, administrators must attend TEAM training through the Tennessee Department of Education (TDOE) to become certified TEAM evaluators. The training schedule and registration information can be accessed [here](#). TEAM certification is valid for the duration of the current school year (designated on the TEAM evaluator certificate) before the evaluator must take an online re-certification test. If the evaluator fails two consecutive re-certification test attempts, he or she must register for and attend an in-person TEAM recertification training. Without a valid TEAM certification, administrators are not permitted to conduct formal observations.

### TEAM Evaluation Audits

The MNPS Talent Management team provides quarterly audit reports to principals and principal managers, which include metrics related to TEAM evaluation policy/process implementation and indicators of quality feedback.

Policy/process implementation metrics within the audit report focus on identifying educators who are not on track for a complete observation cycle as per the [observation pacing guide](#), or who have evaluation errors that require troubleshooting. An error troubleshooting guidance document is provided to evaluators along with each audit report.

Metrics related to indicators of quality feedback use self-assessment data, post-conference data, indicator and domain level scores, and demographic information to provide administrators with a comprehensive picture of instructional practice and feedback in their school. These metrics can be used to inform observer norming, professional development needs, and goal setting.

## TEAM Updates: What’s New in 2017-18?

### TNCompass as Observation Platform

At the start of the 2017-18 school year, TNCompass will replace Tower as the TEAM observation platform for MNPS. TNCompass will be used for all aspects of the TEAM evaluation: scoring observations, conducting post conferences, inputting achievement and growth measure information, and viewing summative and historical evaluation data. All evaluators should attend a training session offered by Talent Management. See the [Appendix](#) to access TNCompass observation platform user guides for educators and evaluators.

### 2016-17 Score Calculation Delays

Due to calculation delays, many educators will not have a finalized 2016-17 overall Level of Effectiveness (LOE) score at the beginning of the 2017-18 school year. Because state policy says that the [summative conference](#) must take prior to beginning formal observations for the current school year, *evaluators should conduct summative conferences with all educators even if LOE scores are not finalized.*

In the summative conference, evaluators should discuss all available data from the 2016-17 school year (observation average, achievement measure and growth measure selection, and achievement score if available) as well as how the 2016-17 overall score will be calculated. 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 2016-17 Level of Effectiveness (LOE) scores, observation tracks for 2017-18 should be determined by educator license type if an overall score is not available. This means that educators should be placed on the Prof 2-4 track if they hold a Professional license, and on 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 2017-18 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 2016-17 LOE Scores are Finalized:
<b>Professional License:</b> Prof 2-4	(Recommended) Conduct 1 informal walkthrough by September 1 <sup>st</sup>  Conduct 1 unannounced observation over environment and instruction domains by December 15 <sup>th</sup> (16 indicators)	<b><i>If educator remains on Prof 2-4 track (2016-17 LOE score of 2, 3, or 4):</i></b> Continue using the Suggested Pacing Guide: <ul style="list-style-type: none"> <li>Conduct 1 announced observation over planning and instruction (15 indicators) in the spring semester recommended by April 27<sup>th</sup>.</li> </ul> <b><i>If educator moves to Track 5 (2016-17 LOE score of 5):</i></b> Conduct 1 observation over planning domain only (3 indicators) by April 28 <sup>th</sup> . Use the observation conversation form to inform educator of change to observation schedule. Conduct 2 informal walkthroughs in the spring semester.
<b>Practitioner, Apprentice, Transitional, or Out of State License:</b> App 2-4	(Recommended) Conduct 1 informal walkthrough by September 1 <sup>st</sup>  Conduct 1 unannounced observation over environment and instruction domains recommended by October 21 <sup>st</sup> (16 indicators)	<b><i>If educator remains on App 2-4 track (2016-17 LOE score of 2, 3, or 4):</i></b> Continue using the Suggested Pacing Guide: <ul style="list-style-type: none"> <li>Conduct 1 announced observation over planning and instruction domains (15 indicators) by December 15<sup>th</sup>.</li> <li>In the spring semester, conduct 1 announced observation over planning and instruction domains (15 indicators) recommended by February 16<sup>th</sup> and 1 unannounced observation over environment domain (4 indicators) recommended by April 27<sup>th</sup>.</li> </ul> <b><i>If educator moves to Track 5 (2016-17 LOE score of 5):</i></b> Conduct 1 observation over planning domain only (3 indicators) by April 27 <sup>th</sup> . Use the observation conversation form to inform educator of change to observation schedule. Conduct 2 informal walkthroughs in the spring semester.

## 2017-18 TEAM Ambassadors

### Program Overview

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 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 do 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

As this is an optional teacher leadership role, TEAM Ambassadors are selected by principals who must allocate a \$1500 leadership stipend in their 2017-18 budget.

### 2016-17 Program Impact

The TEAM Ambassador program is in its second year after a successful implementation in 2016-17. The success of the program's first year was demonstrated by increased educator engagement in the evaluation process: educators in schools with a TEAM Ambassador were more likely to self-assess their observations and to ask questions about the policy and process. Additionally, ambassadors partnered with Vanderbilt University professors to give feedback on graduate students' education policy projects, served as state-level educator policy fellows, and designed the scope and sequence for the 2017-18 TEAM Ambassadors program. This year, TEAM Ambassadors will create and launch an interactive observation rubric for all MNPS educators to use.

## 2017-18 TEAM Timeline

The timeline below provides an overview of key TEAM evaluation deadlines for the 2017-18 school year:



## Summative Conferences

To close out the 2016-17 evaluation cycle, evaluators must conduct a summative conference during the first few weeks of school with each educator, including both returning educators and educators who are new to the building. Per state policy, the summative conference must take place before formal observations begin

for the current school year. The summative conference should include a review of evaluation results from the prior year for those who received a 2016-17 TEAM evaluation, as well as a discussion of expectations and goals for the current school year.

During the summative conference, evaluators should inform educators of their 2017-18 observation track (based on licensure if LOE score is not available), and should review and discuss the following with educators who received a 2016-17 TEAM evaluation:

- 2016-17 evaluation components and scores: overall score, observation average, achievement measure and score, growth measure and score
- 2016-17 Level of Effectiveness score (see evaluation component weightings [here](#))

Evaluators may also communicate expectations for professionalism during the conference. At the conclusion of the discussion, both the evaluator and educator should pin the educator’s 2016-17 evaluation page in [TNCompass](#) (see [Appendix](#) for guidance). 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

### Educator Types

Score calculations differ by educator type due to variations in the weighting of TEAM evaluation components. Educator 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:

Educator Type Definition:	Examples:
<b>Tested teachers with prior data:</b> All 4 <sup>th</sup> - 12 <sup>th</sup> 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	<ul style="list-style-type: none"> <li>• English II teacher who taught 7<sup>th</sup> grade math for the past two years</li> <li>• Biology I teacher who was not teaching last year but taught Biology I in 2015-16</li> <li>• 5<sup>th</sup> grade science teacher who taught 5<sup>th</sup> grade science as a first year teacher in 2016-17</li> </ul>
<b>Tested teachers without prior data:</b> All 4 <sup>th</sup> - 12 <sup>th</sup> 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	<ul style="list-style-type: none"> <li>• 6<sup>th</sup> grade math teacher in first year of teaching</li> <li>• Algebra II teacher who is new to Tennessee from out of state</li> <li>• 4<sup>th</sup> grade teacher who taught 2<sup>nd</sup> grade for the past two years</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>• World Languages teachers 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> All fine arts teachers, Pre-K teachers, and Kindergarten teachers	<ul style="list-style-type: none"> <li>• Choir, art, music, dance, or band teacher</li> <li>• Any fine arts teacher who previously taught a tested or non-tested grade or subject</li> <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, they do not have prior testing data points from which TVAAS can be calculated.



### 2016-17 Score Calculations

The table below outlines 2016-17 TEAM evaluation component weightings for each educator type:

<b>Evaluation Component</b>	<b>Tested Teachers (with Prior Data)</b> (All 5 <sup>th</sup> -12 <sup>th</sup> grade teachers who have generated individual growth scores in the past two years and whose students take TCAP or EOC exams)	<b>Tested Teachers (without Prior Data)</b> (All 5 <sup>th</sup> -12 <sup>th</sup> grade teachers who have not generated individual growth scores in the past two years and whose students take TCAP or EOC exams)	<b>Non-Tested Teachers</b> (Middle and high school world languages and PE teachers, all deans, librarians, counselors, multi classroom leaders, and middle school social studies teachers**)	<b>Teachers with Portfolios</b> (All fine arts teachers)	<b>Elementary Educators*</b> (All elementary educators except fine arts teachers)
<b>Achievement Measure</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>
<b>Growth Measure</b>	<b>10%</b> 2016-17 TVAAS Composite  <b>25%</b> 2014-15 and 2015-16 TVAAS Composite	<b>10%</b> 2016-17 TVAAS Composite	<b>10%</b> 2016-17 School-Level TVAAS Score	<b>35%</b> 2016-17 Portfolio Score	--
<b>Observations</b>	<b>50%</b>	<b>75%</b>	<b>75%</b>	<b>50%</b>	<b>85%</b>

\*For the 2016-17 school year, elementary educators (with the exception of elementary fine arts teachers) were considered a separate teacher type as MNPS elementary schools did not generate TVAAS data due to the testing cancellation that took place in the prior school year. As a result, elementary educators' 2016-17 TEAM evaluations did not include a growth component.

\*\*Middle school social studies teachers were considered non-tested for the 2016-17 school year as new social studies standards were being piloted.

### 2017-18 Score Calculations

<b>Evaluation Component</b>	<b>Tested Teachers (with Prior Data)</b> (All 4 <sup>th</sup> - 12 <sup>th</sup> grade teachers who have generated individual growth scores in the past two years and whose students take TCAP or EOC exams)	<b>Tested Teachers (without Prior Data)</b> (All 4 <sup>th</sup> -12 <sup>th</sup> grade teachers who have not generated individual growth scores in the past two years and whose students take TCAP or EOC exams)	<b>Non-Tested Teachers</b> (1 <sup>st</sup> -3 <sup>rd</sup> grade teachers, middle and high school world languages and PE teachers, deans, librarians, counselors, and multi classroom leaders)	<b>Teachers with Portfolios</b> (All fine arts teachers, Pre-K and K teachers)
<b>Achievement Measure</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>
<b>Growth Measure</b>	<b>20%</b> 2017-18 and 2016-17 TVAAS  <b>15%</b> 2015-16 TVAAS (only included if doing so benefits the educator)	<b>20%</b> 2017-18 TVAAS	<b>15%</b> 2017-18 School-Level TVAAS	<b>35%</b> 2017-18 Portfolio Score
<b>Observations</b>	<b>50%</b>	<b>65%</b>	<b>70%</b>	<b>50%</b>

## Overall Score Rounding Rules, Descriptors, and Implications

Qualitative data, student growth, and student achievement data are combined to create a scale score ranging from 100 to 500. The table below shows how scale scores correspond to overall Level of Effectiveness (LOE) ratings, and includes descriptors for each level of effectiveness developed by the TDOE:

Score Range	Overall Level of Effectiveness	Level of Effectiveness Descriptor
<200	1	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.
200-274.99	2	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.
275-349.99	3	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.
350-424.99	4	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.
425-500	5	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.

Educators are awarded professional development points (PDPs) for an LOE score of 3, 4, or 5 that can be used to advance or renew their TN teaching license. Educators receive 10 PDPs for an LOE score of 3, 15 PDPs for an LOE score of 4, and 20 PDPs for an LOE score of 5. PDP points will be awarded automatically and educators do not need to submit additional documentation.

The LOE score also has implications for educator tenure eligibility. In addition to meeting all other eligibility criteria, educators must receive an LOE score of 4 or 5 during the two most recent years of service to receive tenure in MNPS.

## Observations

### Observation Tracks

Due to delays in calculating 2016-17 Level of Effectiveness (LOE) scores, observation tracks for 2017-18 should be determined by educator license type at the beginning of the school year. This means that educators 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 2016-17 LOE Scores are Finalized:
<b>Professional License:</b> Prof 2-4	(Recommended) Conduct 1 informal walkthrough by September 1 <sup>st</sup>  Conduct 1 unannounced observation over environment and instruction domains by December 15 <sup>th</sup> (16 indicators)	<b><i>If educator remains on Prof 2-4 track (2016-17 LOE score of 2, 3, or 4):</i></b> Continue using the Suggested Pacing Guide: <ul style="list-style-type: none"> <li>Conduct 1 announced observation over planning and instruction (15 indicators) in the spring semester recommended by April 27<sup>th</sup>.</li> </ul> <b><i>If educator moves to Track 5 (2016-17 LOE score of 5):</i></b> Conduct 1 observation over planning domain only (3 indicators) by April 28 <sup>th</sup> . Use the observation conversation form to inform educator of change to observation schedule. Conduct 2 informal walkthroughs in the spring semester.

<b>Practitioner, Apprentice, Transitional, or Out of State License:</b> App 2-4	(Recommended) Conduct 1 informal walkthrough by September 1 <sup>st</sup>  Conduct 1 unannounced observation over environment and instruction domains recommended by October 21 <sup>st</sup> (16 indicators)	<b>If educator remains on App 2-4 track (2016-17 LOE score of 2, 3, or 4):</b> Continue using the Suggested Pacing Guide: <ul style="list-style-type: none"> <li>Conduct 1 announced observation over planning and instruction domains (15 indicators) by December 15<sup>th</sup>.</li> <li>In the spring semester, conduct 1 announced observation over planning and instruction domains (15 indicators) recommended by February 16<sup>th</sup> and 1 unannounced observation over environment domain (4 indicators) recommended by April 27<sup>th</sup>.</li> </ul> <b>If educator moves to Track 5 (2016-17 LOE score of 5):</b> Conduct 1 observation over planning domain only (3 indicators) by April 27 <sup>th</sup> . Use the observation conversation form to inform educator of change to observation schedule. Conduct 2 informal walkthroughs in the spring semester.
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### 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
First Semester	<i>Initial Coaching Conversation</i>			
	1 Unannounced Visit 1 Instruction Environment Deadline: 10/20/2017	1 Unannounced Visit 1 Instruction Environment Deadline: 10/20/2017	1 Unannounced Visit 1 Instruction Environment Deadline: 12/15/2017	1 Unannounced Visit 1 Instruction Environment 1 Planning Deadline: 12/15/2017
	1 Announced Visit 1 Instruction Planning Deadline: 12/15/2017	1 Announced Visit 1 Instruction Planning Deadline: 12/15/2017		
	End of semester	End of semester	End of semester	End of semester
Second Semester	1 Announced Visit 1 Instruction Planning Deadline: 2/16/2018	1 Announced Visit 1 Instruction Planning Deadline: 2/16/2018	1 Announced Visit 1 Instruction Planning Deadline: 4/27/2018	1 Walkthrough Deadline: 2/16/2018
	1 Unannounced Visit 1 Environment Deadline: 4/27/2018	1 Unannounced Visit 1 Environment Deadline: 4/27/2018		1 Walkthrough Deadline: 4/27/2018
	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 do not meet the criteria for Track 1 or Track 5 should be placed on the App 2-4 track. Educators with a JROTC license who do not meet the criteria for Track 1 or Track 5 should be placed on the Professional track.

2017-18 Observation Timeline	
<b>9/1/2017</b>	Recommended deadline to conduct 1 informal walkthrough for all educators
<b>10/2/2017</b>	Use observation conversation form to document adjusted observation schedule for all new hires after this date
<b>10/20/2017</b>	Recommended deadline for App 2-4/Track 1 unannounced environment + instruction
<b>12/15/2017</b>	Formal deadline for all fall semester observations: <ul style="list-style-type: none"> <li>App 2-4/Track 1: unannounced environment + instruction; announced planning + instruction</li> <li>Prof 2-4: unannounced environment + instruction</li> </ul>

	<ul style="list-style-type: none"> <li>• LOE 5: unannounced planning, environment, and instruction</li> </ul>
<b>1/31/2018</b>	Recommended deadline to conduct 1 informal walkthrough for all educators
<b>2/16/2018</b>	Recommended deadline for App 2-4/Track 1 announced planning + instruction and LOE 5 walkthrough #1
<b>4/27/2018</b>	Formal deadline for all spring semester observations: <ul style="list-style-type: none"> <li>• App 2-4/Track 1: announced planning + instruction; unannounced environment</li> <li>• Prof 2-4: announced environment + instruction</li> <li>• LOE 5: walkthrough #2</li> </ul>

### 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:
<b>Educator Rubric</b>	<ul style="list-style-type: none"> <li>• Full-time teacher</li> <li>• Teacher/Coach</li> <li>• Interventionist</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> </ul>
<b>Library Media Specialist Rubric</b>	<ul style="list-style-type: none"> <li>• Librarian</li> </ul>

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. Unlike informal walkthroughs, formal observations are included in an educator’s overall observation average.

MNPS district policy uses the state minimum required number of formal observations for an educator’s observation track (as outlined in the [Pacing Guide](#)) as the maximum number of formal observations that the educator can receive. Evaluators should not conduct formal observations beyond what is outlined in the pacing guide; however, frequent informal feedback is strongly encouraged. See the [walkthroughs](#) section below for additional information.

### 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. Evaluators should give timely notice to educators (at least 24 hours) before the announced observation is to occur. 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-Assessments

Educators should complete a self-assessment in TNCompass after each formal observation. Educators are encouraged to complete the self-assessment as soon as possible before the post-conference takes place 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. Scores and reflection comments 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 TNCompass
- Complete the post-conference form in TNCompass
- 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 TNCompass using the 'Release to Educator' function.

### 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 2017-18 professionalism scoring window will take place from April 16<sup>th</sup> through May 25<sup>th</sup>. Scores must be recorded on the professionalism form in TNCompass and discussed during the end of year conference (see section below).

### 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.

### Walkthroughs

Walkthroughs are opportunities to provide teachers with informal, unscored feedback. Evaluators are encouraged to conduct frequent walkthroughs for all educators, and should record walkthroughs using the walkthrough tool in TNCompass. Walkthroughs do not factor in to an educator's overall level of effectiveness calculation.

As outlined in the pacing guide, educators who earned a 2016-17 overall level of effectiveness score or individual growth score of 5 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 via an informal conversation or written communication.

## 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 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 16<sup>th</sup>, 2017. Evaluators are responsible for reviewing and entering each educator’s measure and scale selection in TNCompass.

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.

In some cases, an educator’s achievement score may be overridden by their individual growth score. See the ‘Growth Measures’ section below for additional information.

## Growth Measures

The growth measure component of the TEAM evaluation 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. 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
<b>Tested teachers with prior data:</b> Teachers who generated an individual growth score in 2016-17 and/or 2015-16 and whose students generate TVAAS calculations from TCAP/EOC exams	<ul style="list-style-type: none"> <li>• The growth component of the educator’s evaluation will be comprised of the individual TVAAS growth score found on the <a href="#">TVAAS restricted site</a>. This replaces the school-wide growth measure selected by the evaluator.</li> <li>• The individual growth score includes up to three years of data when available.</li> <li>• If a teacher teaches more than one tested subject, data from all tested subjects will be included in the individual growth score.</li> <li>• 2017-18 data (if applicable) will be excluded from the educator’s evaluation if it does not benefit the overall score.</li> </ul>
<b>Tested teachers without prior data:</b> Teachers who did not generate an individual growth	<ul style="list-style-type: none"> <li>• The growth component of the educator’s evaluation will be comprised of the individual TVAAS growth score found on the</li> </ul>



score in 2016-17 or 2015-16 and whose students generate TVAAS calculations from TCAP/EOC exams	<p><a href="#">TVAAS restricted site</a>. This replaces the school-wide growth measure selected by the evaluator.</p> <ul style="list-style-type: none"> <li>The individual growth score includes data from the current school year only.</li> <li>If a teacher teaches more than one tested subject, data from all tested subjects will be included in the individual growth score.</li> </ul>
<b>Non-tested teachers:</b> Teachers whose students will not generate TVAAS calculations from TCAP/EOC exams	<ul style="list-style-type: none"> <li>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 <a href="#">TVAAS public site</a>.</li> </ul>
<b>Fine arts teachers:</b> All fine arts teachers including art, music, dance, choir, band, etc.	<ul style="list-style-type: none"> <li>The growth component of the educator’s evaluation will be comprised of an individual growth score from the educator’s fine arts portfolio.</li> <li>The portfolio score is based on evidence from the current school year only.</li> </ul>

Per [State Board of Education policy](#), an educator’s individual growth score (whether from individual TVAAS or a fine arts, Pre-K, or Kindergarten portfolio) may override other components of the TEAM evaluation score as follows:

- 3/4/5 Override Rule:** If a teacher generates an individual growth score of 3, 4, or 5 and that score is higher than the achievement score, the individual growth score will 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. 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 overall score, the individual growth score will automatically override the overall score and will comprise all 3 components of the evaluation. This override is applied 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 TNCompass 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](mailto:mnpsTEAM@mnps.org) or reach out to your school's TEAM Ambassador where applicable.



## Appendix

Use the links below to access Talent Management forms via OneDrive:

[2017-18 Accessing and Signing Summative Conference Form](#)

[2017-18 Observation Documentation Form](#)

[2017-18 Achievement Measure Worksheet and List of Approved Measures](#)

[2017-18 Achievement Measure Disagreement Form](#)

[2017-18 Educator Transfer Guidance Document](#)

[2017-18 Evaluation Grievance Process](#)

[2017-18 TNCompass Observation Platform User Guide for Evaluators](#)

[2017-18 TNCompass User Guide for Educators](#)

[2017-18 PYE Documentation Form](#)