

The Teacher Effectiveness Measure (TEM) Manual

2011-12¹



**EMPOWERING TEACHERS
FOR STUDENT SUCCESS**

¹ This is an early version of the TEM Manual. As additional information on scoring and the TEM components becomes available from the state of Tennessee, we will continue to provide updates. A complete version of the Manual will be printed and shared with all teachers and principals.

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Teacher Credo

Asking More of Our Students, and Ourselves

We have a big job ahead of us in Memphis. Our district has a long history of low student expectations and low graduation rates. But we have started to turn things around. We are holding our students to higher standards, and offering them the encouragement and support they need. And just as we knew they could, they are embracing the challenge and striving to meet new goals.

We are also asking more of our educators. Because just as the young people who walk our halls must strive to meet new challenges, so must we. And as we grow as educators, we are better positioned to lead our students down the path of learning.

The work of effective teachers reverberates far outside of school walls. Their students develop a love of learning and a belief in themselves that they carry with them throughout their lives. They go on to college and to productive careers. They take the foundation they developed in school—guided by their teachers—and build on it, improving their own lives and improving their communities.

All teachers—from the most accomplished to those new to the profession—are capable of improving, of becoming more effective. We owe it to our young people to help every teacher be their best so they can do their best in the classroom.

Our Credo explains and celebrates the qualities that make teachers effective. By embracing this Credo, and upholding its tenets during each and every class period, you are playing a pivotal part in transforming our district and improving the future for our students. **Teaching Effectiveness means:**

- 1. Accepting no excuses** for moving any student along the path of learning, and building the skills and confidence required to do so.
- 2. Taking responsibility for student achievement** advancing students one grade level or more per year.
- 3. Mastering pedagogy as well as content knowledge** to ensure student engagement with the subject matter.
- 4. Continuously developing one's own skills and professionalism** in order to increase student achievement through active self-assessment as well as the integration of principal, peer, and parental feedback.
- 5. Leading the classroom** with purposeful planning, objective-driven lessons, and sound management techniques providing encouragement, discipline, and praise as warranted.
- 6. Engaging students at all levels** of ability rather than teaching to the middle, and readily identifying those levels in students.
- 7. Building strong relationships with students** that cultivate them socially as well as intellectually.
- 8. Working collaboratively** with other teachers and administrators, to create a culture of excellence and active encouragement - align lesson plans, fill gaps in student learning, and address issues that impede academic success.
- 9. Strengthening trust-based relationships with families** to help bridge a student's home and school life.

Putting Growth First

How does the Teacher Effectiveness Measure (TEM) support my professional growth?

The primary purpose of the TEM is to help you become more effective in your work. Our commitment to continuous learning applies not only to our students, but to you as well.

The TEM supports your growth by:

- **Clarifying Expectations** — TEM outlines clear performance expectations for all school-based employees across multiple measures of teaching performance.
- **Providing Feedback** — Quality feedback is a key element of the improvement process. Feedback from classroom observations and data from other TEM components including student test outcomes, student TRIPOD surveys and measures of teacher knowledge will also help guide your growth and development.
- **Facilitating Collaboration** — By providing a common language and multiple measures to discuss performance, the TEM helps support the collaborative process. This is essential, as we know that communication and teamwork create the foundation for student success.
- **Driving Professional Development and Support Resources** — The TEM Resource Guide provides a complete list of all professional development and teacher support resources aligned to the Teacher Evaluation Model (TEM) components. Both teachers and principals will now have the ability to determine targeted support and growth opportunities based on individual TEM profiles.

What are the school district's plans for Teacher Support?

The Department of Teacher Talent and Effectiveness (DTTE) was created in 2009 to further support district strategies to improve teacher effectiveness. Since its inception the department has worked in collaboration with multiple stakeholders such as the Professional Development (PD) Department, Curriculum & Instruction, Memphis Education Association and multiple teacher working groups among others. We recognize that a comprehensive approach is vital to teacher support and to our belief in continuous improvement for children and adults. We recognize that the best schools are focused on both. This is why we are working aggressively to provide you with outstanding teacher support.

Over the past three years, we have dramatically changed our professional development delivery mode in innovative ways. We have also improved our professional development courses in order to correspond to areas of desired enrichment and most recently to align with the Teacher Effectiveness Measure (TEM). DTTE and PD have worked together to create a TEM Resource Guide that will be available in hard copy and electronically in 2011-12.

Teachers will also have the chance to participate in regular observation framework training opportunities including the ability to use the observation rubric to view and rate teacher classroom and lesson videos. Additional online resources and in-person sessions will allow teachers and administrators alike to gain a fluent understanding of all TEM components and how they relate to individualized professional growth.

Moreover, we have provided opportunities for more innovative approaches to professional growth through the Measures of Effective Teaching (MET) project. As a direct result of this project MCS teacher will have increased opportunities to self-select participation in real-time coaching, video enhanced self-reflection, and video enhanced real time coaching.

We are even more excited, though, about our teacher support plans for the future. For example, teachers will eventually have access to video clips of exemplary practice of fellow MCS teachers as well as lesson plans and assessment tools. In addition, educators will be able to connect with one another to develop virtual professional learning communities. All of these efforts will be guided by the performance data captured in your TEM profile, ensuring that our teacher support is targeted to your unique needs.

TEM Components Overview

What are the components of the Teacher Effectiveness Measure (TEM)?

TEM is comprised of four main components described briefly below. Each TEM component is explained in greater detail in the following sections of this manual.

- **Student Growth & Achievement (50%):**
 - **Student Growth (35%)** – Student growth is calculated via the Tennessee Value-Added Assessment System (TVAAS). TVAAS measures whether a teacher’s class has achieved less than one year, one year, or more than one year of academic growth for one year of instruction.
 - **Student Achievement (15%)** – Student achievement will be calculated according to one of several possible measures. The teacher and his or her principal will select a measure from a menu of options provided by the state of Tennessee.
- **Observation of Practice (40%):** Observation scoring will be based on the Teach and Cultivate a Learning Environment portions of the MCS Teaching & Learning Framework. All teachers will receive multiple observations in 2011-12.
- **Stakeholder Perceptions (5%):** MCS will survey students using the TRIPOD survey to gather insights about their classroom experiences. Questions focus on specific observable teaching practices to limit the impact of any subjective student opinions.
- **Teacher Knowledge (5%):** Teacher knowledge will be measured according to one of several possible measures. The teacher will select a measure from a menu of options recommended by the Teacher Evaluation Working Group.

How is the TEM scored?

At the end of the evaluation process, each component of a teacher’s TEM and the TEM as a whole will receive a performance level of 1 - 5 in which:

- 1 means “Significantly Below Expectations”
- 2 means “Below Expectations”
- 3 means “Meeting Expectations”
- 4 means “Above Expectations”
- 5 means “Significantly Above Expectations.”

A more detailed description of TEM scoring can be found in the “Putting It All Together: Getting to a Complete TEM Score” section of this manual.

Student Growth & Achievement

What is TVAAS (Student Growth)?

TVAAS is a measure of growth in performance from one year to the next on state-mandated tests. The TVAAS system calculates growth from tests covered under the Tennessee Comprehensive Assessment Program (TCAP) in reading/language arts, math, science, and social studies. The general expectation for TVAAS is that a year's worth of instruction should result in a year's worth of student growth.

Is TVAAS the same as Adequate Yearly Progress (AYP)?

No. AYP is a required measurement under the No Child Left Behind (NCLB) Act. In short, AYP refers to whether or not a student, class, school, district, or state met a pre-set target of proficiency on a criterion-referenced test (CRT). TVAAS, by contrast, is a *growth* measure. It is based on the *gains* students make (or don't make) compared to their test outcomes in previous years.

Which teachers have individual-level TVAAS results?

Teachers whose students are assessed at the end of the year by a state-mandated test have TVAAS results. At the present time, that means core subject teachers in grades 3 – 8 and teachers in Algebra I, Algebra II, Biology I, English I, English II, and U.S. History have TVAAS results. In 2011–12, English III will be a tested subject that counts for TVAAS, but not for AYP.

What if I don't have individual-level TVAAS?

According to state law, teachers in non-tested subjects must use school-level TVAAS data for 35% of their evaluation (TEM) score until the state approves a system for measuring value-add in non-tested subjects. In 2011-12, we are expecting that the work of several state-level committees will provide a more direct measurement of the impact of teachers in non-tested subjects. For the first time this year, a school-level composite TVAAS score will be calculated. This new statistic will combine TVAAS results from all the teachers in a school and report that as a single number: the TVAAS Composite.

How will Student Growth (35% of TEM) be scored?

As with all TEM components, TVAAS will be scored on a scale of one through five, and these scores will be provided by the state of Tennessee. Those teachers and schools whose students demonstrate less than a year of growth will either receive a score of 1 ("Significantly Below Expectations") or 2 ("Below Expectations"). Teachers and schools with students demonstrating one year of growth will receive a score of 3 ("Meeting Expectations"). Those with Students demonstrating more than one year of growth will receive a score of 4 ("Above Expectations") or 5 ("Significantly Above Expectations").

When will TVAAS scores be available?

The state will provide teacher-level TVAAS results based on student test outcomes from 2010-11, by November 2011. Schools already have access to the TVAAS website, where school-level, grade-level, and student-grouping-level analyses can be reviewed.

How will student achievement (15% of TEM) be scored?

According to state law, 15% of the TEM evaluation score must include a measure of student achievement outcomes based on a menu of options that teachers and principals will jointly select from. As with all TEM components, each these achievement outcomes will be scored on a scale of one through five, and these scores will be provided by the Tennessee Department of Education (TDOE). The options identified by the state are:

- Standardized state assessment scores (TCAP, Gateway, & End of Course)
- School-wide or individual TVAAS
- ACT/SAT suites of assessments
- AP/IB/NIC suites of assessments
- “Off the Shelf” national and state assessments approved by the state
- School graduation rate
- CTE student graduation rate
- Post-secondary enrollment and continuation rates
- Student completion of advanced or dual enrollment coursework
- 9th grade promotion rate to 10th grade

Who decides which of the items from the menu above gets picked?

The TDOE intends for teachers to make the selection from the list above. Principals and teachers should work together to pick the measure that makes the most sense for the person being evaluated. For example, a kindergarten teacher might want to choose AIMSweb scores for her 15%, while a second grade teacher might want to choose his students’ SAT 10 results. Both of these examples are likely inclusions under the “off the shelf” tests. High school teachers may want to choose a measure like promotion rate or the school’s graduation rate as their indicator for the 15%.

Observation of Practice: The MCS Teaching & Learning Framework and the Observation Process

MCS Teaching & Learning Framework Overview

What is the Teaching & Learning Framework?

The Teaching & Learning Framework defines effective teaching behaviors that are expected to be seen inside our MCS classrooms. It outlines the key strategies that we believe lead to increased student growth and achievement. The MCS Teaching & Learning Framework has four domains: Plan, Teach, Cultivate a Learning Environment, and Reflect & Adjust.

Why do we need a Teaching & Learning Framework?

The Teaching & Learning Framework is our district's way of creating a common language for effective teaching that will guide how teachers are evaluated, supported and equipped to bring about student growth. The Framework provides clear expectations for teachers about classroom performance by serving as the foundation for our observation rubric, which comprises 40% of teacher evaluations.

Who developed the Teaching & Learning Framework?

The MCS Teaching & Learning Framework is the result of 18 months of collaborative efforts between teachers, principals and district-level staff via the Teacher Evaluation Working Group. After a Spring 2011 field test involving 500 teachers, 65 trained observers and 3 possible rubrics, the Working Group selected DC IMPACT as the basis of for MCS's observation component. The Framework has been adapted to fit our district's specific goals of teacher effectiveness based on additional teacher and administrator feedback.

Observation Process Overview

Will I be assessed on the entire Teaching & Learning Framework this year?

No. Although we believe all four domains of the MCS Teaching & Learning Framework are critical to identifying and guiding highly effective teaching practices, only the Teach and Cultivate a Learning Environment domains will be incorporated into teachers' TEM scores. This is because the "Teach" and "Cultivate" domains are easily observable during a classroom lesson whereas "Plan" and "Reflect and Adjust" should inform preparation prior to a lesson and modifications after a lesson.

How will my observations (40% of TEM) be scored?

During a formal observation, the observer will rate each standard within the Teach and Cultivate a Learning Environment domains on a scale of 1 – 5 with a score of 1 meaning "Significantly Below Expectations" and a score of 5 meaning "Significantly Above Expectations." All teachers will have multiple formal observations during 2011-12 school year. The cumulative average of these observations will also be scored on the same 1-5 scale and will account for 40% of each teacher's TEM score.

How many formal observations will I have? How long will they last?

According to state law, *tenured teachers* will be observed a minimum of 4 times each academic year, for a combined total of no fewer than 60 minutes. *Pre-tenure teachers* will be observed a minimum of six times, for a combined total of no fewer than 90 minutes.

Will formal observations be announced or unannounced?

Both. *Tenured teachers* must have at least 2 unannounced observations. *Pre-tenure teachers* must have at least 3 unannounced observations.

Who will conduct formal observations?

Either your principal or your assistant principal will conduct the first and last observations for each teacher. However, school-level and/or district-level administrators, such as content specialists, instructional facilitators or others who have administrative licensure and training certification with the MCS Teaching & Learning Framework may conduct other observations.

Will there be a conference after the formal observation?

Yes. According to state law, the teacher and observer must have a conference within 7 days of the observation. Teachers and observers will discuss the observation ratings and scoring, identify areas of strength and areas to strengthen and determine next steps for professional growth, development and support.

What documentation is required for the observation and post-conference processes?

Observation records consist of the four documents outlined below. All documentation will be collected electronically for ease of use beginning in 2011-12.

- **Self-Assessment** – All teachers will complete a self-assessment that includes 1) self-scoring on the indicators in all four domains of the Teaching & Learning Framework (Plan, Teach, Cultivate a Learning Environment, and Reflect & Adjust); 2) Comments on Areas of Strength; and 3) Comments on Areas to Strengthen prior to the first observation post conference.
- **Observation Rubric Score** – Each observer will complete a scored rubric for each classroom observation conducted based on all indicators in the Teach and Cultivate a Learning Environment domains of the Framework. The observer and teacher will discuss the scores at each post-observation conference.
- **Professional Growth & Support Plan (PGSP)** – Following a teacher's first observation, the teacher and observer (either a principal or assistant principal) will develop individualized PGSPs during their first observation post-conference. For the PGSP, the teacher and observer will identify four areas to strengthen based on Teaching & Learning Framework indicators. The teacher and observer will then outline growth goals, planned actions to achieve these goals and plans for administrators to support these goals for each area to strengthen. Teachers and observers will revisit the PGSP after each subsequent observation to determine if additional support is needed.
- **Post-Observation Conference Record** – To ensure compliance with state law, teachers and observers must jointly complete a document confirming that a post-observation conference occurred within seven days of each observation.

Stakeholder Perceptions

How does “Stakeholder Perceptions” relate to TEM?

The Stakeholders Perceptions component of the TEM refers to the ways that a teacher’s stakeholders—such as students, parents and other teachers—assess his or her performance. Whereas MCS’s previous evaluation system consisted solely of principals’ perceptions of teacher performance, this component allows teachers to get feedback from a variety of perspectives. For the 2011-12 school year, only student perceptions will factor into teachers’ TEM evaluation scores.

How will Stakeholder Perceptions be measured?

For 2011-12, Stakeholder Perceptions will be measured through the TRIPOD Student Survey, which students from your class(es) will take twice during the course of the school year. The TRIPOD survey does *not* measure students’ subjective opinions about how much they “like” their teachers. Rather, the survey asks students to assess observable practices in their classrooms according to the “Seven Cs” :

- **Caring** about students (encouragement and support)
 - Ex: “My teacher in this class makes me feel that s/he really cares about me”
- **Controlling** behavior (press for cooperation and peer support)
 - Ex: “Our class stays busy and doesn’t waste time”
- **Clarifying** lessons (success seems feasible)
 - Ex: “My teacher explains difficult things clearly”
- **Challenging** lessons (press for effort, perseverance and rigor)
 - Ex: “My teacher wants me to explain my answers – why I think what I think”
- **Captivating** students (learning seems interesting and relevant)
 - Ex: “My teacher makes learning enjoyable”
- **Conferring** with students (students sense their ideas are respected)
 - Ex: “My teacher wants us to share our thoughts”
- **Consolidating** knowledge (ideas get connected and integrated)
 - Ex: “My teacher takes the time to summarize what we learn each day”

Will TRIPOD questions vary by student population?

Yes. Currently, there are three versions of the TRIPOD student survey according to grade bands: Kindergarten – 2, 3 – 5 and 6 – 12. These multiple versions are designed to cater to students’ different stages of academic development and reading comprehension skills and are based on several years of research and evidence. Student measures for Pre-K teachers and non-classroom educators are still in development at this time.

How will Stakeholder Perceptions (5% of TEM) be scored?

As with all TEM components, Stakeholder Perceptions will be scored on a scale of 1 – 5 based on results from the TRIPOD student survey. Surveys will be administered to students during both the fall and spring semesters. Teachers should have all scores by April 2012.

Teacher Knowledge

What does “Teacher Knowledge” mean?

Teacher Knowledge refers to a teacher’s level of mastery of the content area(s) he or she teaches as well as his or her knowledge of pedagogy, or the teaching methods needed to foster learning among students. Because content and pedagogical needs for students vary immensely across teachers’ subject areas and grade bands, we acknowledge the need to make this TEM component adaptable for different teacher populations.

How will Teacher Knowledge (5% of TEM) be measured?

Teacher Knowledge will be measured according to one of several possible measures listed on a menu of options. These measures were recommended by the Teacher Evaluation Working Group as a *first step* in looking at teacher knowledge for various teacher populations. The Teacher Knowledge menu includes:

- Nine hours of content-specific professional development (within the 57 hour requirement)
- Web-based or hard-copy portfolio
- National Board Certification
- GPA (from any degree, earned at any time)
- Observation by a content-area specialist
- Score from a published and normed test (Praxis, NTE, MKT, etc.)

How will Teacher Knowledge be scored?

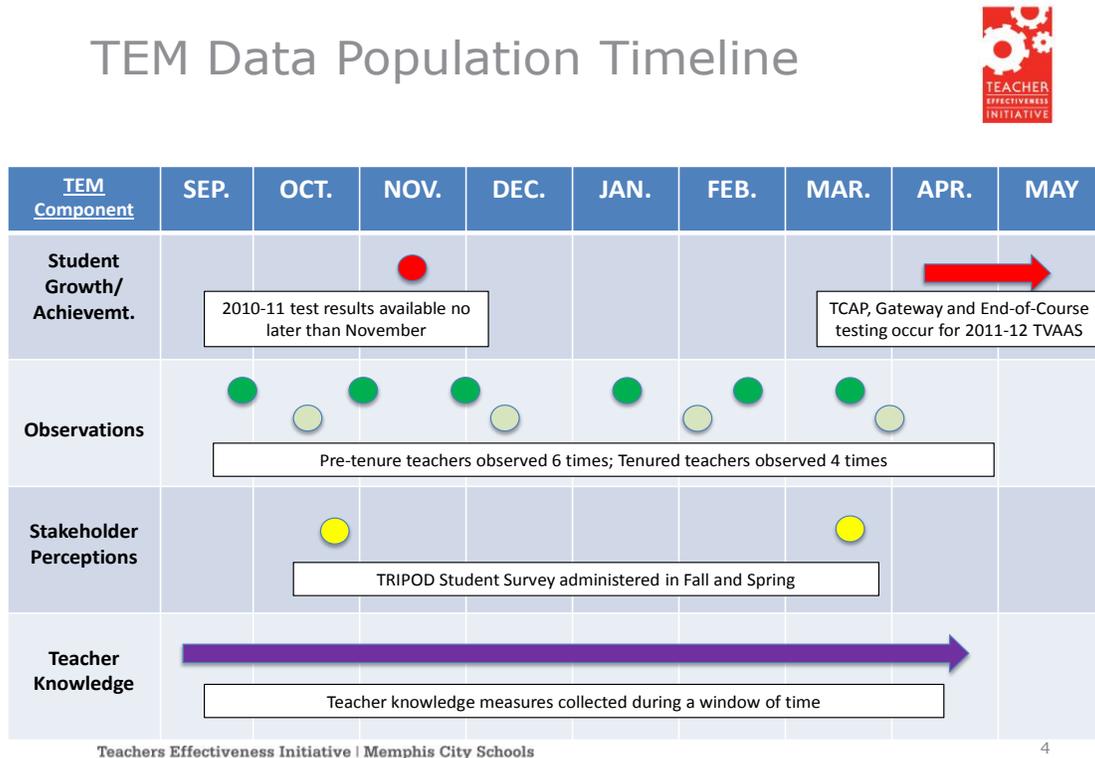
As with all TEM components, each these achievement outcomes will be scored on a scale of 1 – 5. Specifics for the scoring of each menu option will be provided prior to teacher selection.

Putting It All Together: Getting to a Complete TEM Profile

This section is designed to help you understand how all of the components of the Teacher Effectiveness Measure (TEM) will come together to form an overall TEM score and profile.

When will each TEM component be measured?

The graphic below provides a timeline for when each TEM component will be measured. *It should be noted that the dates for observations are not exact and may vary by school and individual teachers.*



How will the TEM as a whole be scored?

Consistent with state policy, each component of the TEM will be scored on a scale of 1 – 5, and then the TEM as a whole will be scored on a scale of 1 – 5 for each teacher based on the scores and weightings of the four main components.

What do these TEM scores mean?

A teacher’s TEM composite score, based on the 4 TEM components, will inform his or her evaluation outcomes for the year. MCS policy is currently in development with various stakeholders concerning the evaluation outcomes and review process for teachers receiving any given TEM score. Yet TEM is not simply meant to “sort” teachers as being effective or ineffective. Rather, TEM provides teachers with a performance profile that enhances professional growth and ultimately leads to student success.

TEM: A Process and a Tool

As educators, we all want to be the best we can for our students. TEM can help. Through the four components of TEM, principals can thoroughly evaluate what their teachers know, the extent to which they grow their students in learning, which practices they employ that resonate with students, and how students react to those practices.

Through targeted feedback from their principals and self-reflection using TEM data, teachers can assess their own performance, take advantage of suggested supports to foster continuous improvement, and chart their progress over the course of the year.

Through this cycle of feedback, reflection and growth, all of our teachers have a vital opportunity to become pioneers in the field of public education. With TEM, every educator in Memphis City Schools can be a model of teaching effectiveness. The tool is in our hands.

Glossary of Terms

- **Descriptor** – A descriptor contains all observable teaching behaviors associated with a specific score on a Teaching & Learning Framework indicator. For example, under the Teach Indicator 7 (Maximize Instructional Time), one of the descriptors for a score of 5 is “Lesson progresses at a rapid pace such that students are never disengaged.”
- **Domain** – A domain is a broad category within the Teaching & Learning Framework containing multiple indicators of effective teaching. The MCS Framework contains four domains: Plan, Teach, Cultivate a Learning Environment, and Reflect & Adjust. Teachers will be observed and scored on the Teach and Cultivate a Learning Environment domains as part of their TEM scores in 2011-12.
- **Evaluation** – Whereas “evaluation” has been synonymous with “observation” previously in MCS, evaluation now refers to a teacher’s whole TEM score and profile. Observation is one component of the TEM evaluation system, which also includes student growth & achievement data, stakeholder perceptions and teacher knowledge.
- **Formal Observer** – A formal observer is a licensed administrator who has received training and certification on the Teaching & Learning Framework and can conduct classroom observations contributing towards a teacher’s TEM score. In 2011-12, both school-level administrators (such as principals and assistant principals) and district-level administrators (such as content specialists) will be formal observers.
- **Indicator** – An indicator is a sub-component of a domain within the Teaching & Learning Framework. For example, the first indicator for the Teach domain is “Engage Students in Objective-Driven Lessons.” Each domain has multiple indicators outlining effective teaching practices, and these indicators can each be scored on a scale of 1 – 5.
- **Observation of Practice** – Observation of Practice is one of four main TEM components and will account for 40% of each teacher’s evaluation in 2011-12. Observations will be scored using the Teach and Cultivate a Learning Environment domains of the Teaching & Learning Framework.
- **Observation Rubric Score (OPTES Document)** – *See OPTES*
- **OPTES: Online Principal-Teacher Evaluation System** – OPTES refers to the electronic system in which all classroom observation scoring and documentation will be stored during 2011-12. The following documentation is required in order to achieve a complete score on the observation component of the TEM:
 - **Self-Assessment** – A teacher’s self-assessment includes 1) self-scoring on the indicators in all four domains of the Teaching & Learning Framework (Plan, Teach, Cultivate a Learning Environment, and Reflect & Adjust); 2) Comments on Areas of Strength; and 3) Comments on Areas to Strengthen.

- **Observation Rubric Score** – A scored observation rubric must be completed after each classroom observation based on the indicators in the Teach and Cultivate a Learning Environment domains of the Framework.
 - **Professional Growth & Support Plan (PGSP)** – A teacher’s PGSP includes four areas to strengthen based on Teaching & Learning Framework indicators. The teacher and observer will then outline growth goals, planned actions to achieve these goals and plans for administrators to support these goals for each area to strengthen.
 - **Post-Observation Conference Record** – The post-observation conference record is a document confirming that a post-observation conference occurred within seven days of each observation as is required by state law.
- **Performance Level** – A performance level is the score of 1 – 5 teachers will receive on each TEM component, on each indicator in the Teaching & Learning Framework, and on the TEM as a whole. The performance levels are as follows:
 - 1 means “Significantly Below Expectations”
 - 2 means “Below Expectations”
 - 3 means “Meeting Expectations”
 - 4 means “Above Expectations”
 - 5 means “Significantly Above Expectations.”
- **Post Observation Conference Record (OPTES Document)** – *See OPTES*
 - **Professional Growth and Support Plan (OPTES Document)** – *See OPTES*
 - **Self-Assessment (OPTES Document)** – *See OPTES*
 - **Stakeholder Perceptions** – Stakeholder Perceptions is one of four main TEM components and will account for 5% of each teacher’s evaluation in 2011-12. Stakeholder Perceptions will be measured using the TRIPOD student survey.
 - **Student Achievement** – Student Achievement—along with Student Growth—contributes to one of four main TEM components and will account for 15% of each teacher’s evaluation in 2011-12. Teachers and principals will select a Student Achievement measure from a menu of options.
 - **Student Growth** – Student Growth—along with Student Achievement—contributes to one of four main TEM components and will account for 35% of each teacher’s evaluation in 2011-12. State law requires that Student Growth is measured by individual-level TVAAS data for teachers in tested subjects and by school-level TVAAS data for teachers in non-tested subjects.
 - **Teacher Knowledge** – Teacher Knowledge is one of four main TEM components and will account for 5% of each teacher’s evaluation in 2011-12. Teachers and principals will select a Teacher Knowledge measure from a menu of options.

- **Teaching & Learning Framework** – The Teaching & Learning Framework defines effective teaching behaviors that are expected to be seen inside all classrooms. The MCS Framework has four domains: Plan, Teach, Cultivate a Learning Environment, and Reflect & Adjust, and these domains each contain multiple indicators and descriptors detailing effective teaching practices. The Framework provides common language and clear expectations for teachers about classroom performance by serving as the foundation for our observation rubric, which comprises 40% of teacher evaluations.
- **TEM: Teacher Effectiveness Measure** – TEM is the evaluation system for all teachers beginning in 2011-12 as well as an individualized profile of performance that will inform how teachers are supported in the spirit of continuous improvement. The TEM consists of four main components: Student Growth & Achievement, Observation of Practice, Stakeholder Perceptions and Teacher Knowledge.
- **TEM Resource Guide** – The TEM Resource Guide identifies teacher support, professional development and growth opportunities for each TEM component and for each domain of the Teaching & Learning Framework. This Guide can help teachers and principals create and adapt teachers’ Professional Growth and Support Plans (PGSP) throughout the school year.
- **TRIPOD Student Survey** – The TRIPOD Student Survey is the instrument that will be used to measure teachers’ Stakeholder Perceptions component, which comprises 5% of the TEM. The survey will be administered in both fall and spring to the students in a teacher’s class(es).
- **TVAAS: Tennessee Value-Added Assessment System** – TVAAS is a measure of growth in performance from one year to the next on state-mandated tests. The TVAAS system calculates growth from tests covered under the Tennessee Comprehensive Assessment Program (TCAP) in reading/language arts, math, science, and social studies. The general expectation for TVAAS is that a year’s worth of instruction should result in a year’s worth of student growth.