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TEAM Evaluation for Teachers



All certificated educators who work more than 120 days in a school year are evaluated using the TEAM evaluation system. For the 2014-15 school year, TEAM evaluations are based on the following components and weights:

- Tested Teachers
 - Observation: 50%
 - Growth: 35%
 - Achievement: 15%
- Non-Tested Teachers
 - Observation: 60%
 - Growth: 25%
 - Achievement: 15%

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Observations

TEAM includes observations of practice for all certificated educators. The number of observations per teacher varies based on the teacher's type of teaching license and his/her previous evaluation results. Apprentice teachers who received a 1, 2, 3, or 4 on the previous year's individual growth rating or TEAM composite rating are observed a minimum of four times. Apprentice teachers who received a 5 on the previous year's individual growth rating or TEAM composite rating are observed a minimum of one time in addition to two walk-through observations.

Evaluators may choose to observe educators over and above the required minimum. However, only the minimum required number of observations may be scored in CODE under the TEAM evaluation system.

Professionally licensed teachers who received a 1 on the previous year's individual growth rating or TEAM composite rating are observed a minimum of four times. Professionally licensed teachers who received a 2, 3 or 4 on the previous year's individual growth rating or TEAM composite rating are observed a minimum of two times. Professionally licensed teachers who received a 5 on the previous year's individual growth rating or TEAM composite rating are formally observed a minimum of one time in addition to two walk-through observations.

At least half of all observations are unannounced.

Observation Track	Number of Observations	Announced/ Unannounced	Domains to be covered during the 14-15 observation cycle
Out-of-State, Transitional, or Apprentice license with LOE of 2-4 in the prior year	4	1/2 announced 1/2 unannounced	3 instruction 2 planning 2 environment
LOE of 1 and/or Individual growth of 1	4	1/2 announced 1/2 unannounced	3 instruction 2 planning 2 environment
Professional license with LOE of 2-4 in the prior year	2	1/2 announced 1/2 unannounced	2 instruction 1 planning 1 environment
LOE of 5	1 and 2 walkthroughs	unannounced	1 instruction 1 planning 1 environment

The state has developed a suggested [Pacing Guide](#) that can be useful to principals.

Evaluators have an initial coaching conversation with teachers who scored a 1 on their overall evaluation or individual growth score. The coaching conversations include the number of required observations and what supports the teacher will receive during the year to improve student achievement. These initial coaching conversations take place before the first official observation of the year.

Observing General Education Teachers

General education teachers should be observed using the [General Educator Rubric](#). For all announced observations, the observer sets up a time with the teacher for a pre-conference and for the observation. In pre-conferences, the evaluator asks questions about the observation to gather information and context and any potential areas of concern are addressed. The teacher answers questions and provides evidence of planning for the delivery of services. The evaluator reviews the lesson plan and discusses the teacher's goals for the lesson during the pre-conference. Teachers provide the observer with the lesson plan for the observed class, but evaluators may also request additional plans if they wish.

For unannounced observations, the evaluator visits the classroom without notifying the teacher in advance, and there is usually not a pre-conference. In some cases, the evaluator may choose to hold a pre-conference, but the date and time of the observation are unannounced. Evaluators can collect a lesson plan after the classroom visit if desired.

All observations are followed by a post-conference where the evaluator and teacher discuss areas of reinforcement and refinement. The evaluator who conducts the observation must also be the person who conducts the pre and post conference.

Observing Library Media Specialists and School Services Personnel

Library Media Specialists are observed using the [TEAM Alternate Rubric: Library Media Specialist](#). School services personnel, including audiologists, counselors, social workers, instructional coaches, psychologists and speech/language therapists, should be observed using the [TEAM Alternate Rubric: School Services Personnel](#). This rubric should also be used for other educators who do not have direct instructional contact with students, such as, for example, instructional coaches who work only with teachers. For educators in these categories, observations will consist of observations and/or conversations in which the evaluator will seek to understand the educator's performance in delivery of services, planning of services, and environment. Library Media Specialists and School Services Personnel are also rated on the [Professionalism Rubric](#) (the same as all other educators).

All observations for School Support Personnel are announced, since they require scheduling within the day and may require the educator to gather requested evidence or artifacts. Rather than dividing the observations into 15-minute or lesson-length, the length of observations for educators using the school support services rubric shall be at the evaluator's discretion. However, educators with a professional license must receive four observations, with a minimum of 60 minutes of contact time over the course of the four observations. Those with an apprentice license receive six observations with a minimum of 90 minutes of contact time over the course of the six observations.

Educator Self-Scores

Educators will self-score after each observation using the [TEAM Educator Observation Form](#) and submit their self-score form to the evaluator. Educators should refer to their TEAM observation rubric when completing the self-score. Self-scores may be used in post conference for coaching conversations.

Feedback for Teacher

Evaluators will provide written feedback and schedule an in-person debrief with the educator after each observation. Written feedback should be provided within one week of each observation visit when practicable. For the post-conference, the evaluator will:

1. Identify an area of reinforcement (relative strength of the lesson)
2. Identify an area of refinement (area in which the observer needs to help the teacher improve)
3. Provide specific and high quality feedback (focused and specific to helping educators improve teaching practice in a specific way)
4. Share the performance ratings with the teacher

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Achievement Measures

Per [State Board of Education policy](#), if a teacher receives a Level 3, 4, or 5 on individual growth, and that score is higher than the achievement score of the measure selected, TDOE will automatically override the achievement score with the individual growth score. For example, if a teacher received a 3 on individual growth and a 2 on achievement, the individual growth score would override the achievement score, giving the teacher a 3 on both measures. This override happens automatically in CODE when evaluators submit final data in CODE.

Previously, the evaluator (usually the principal) made the final call on the teacher's 15% measure when there was a disagreement. The new policy states that if there is a disagreement between the evaluator and teacher, the person being evaluated may make the final selection. The person being evaluated needs to know that they have the right to select any measure on the state-approved list, and the person being evaluated also has the right to set the scale for measuring progress. The measure should be aligned to their role and job responsibilities.

MNPS Recommended 15% Achievement Measure Options

Category of Educator	Approved Measures
K-2 teachers K-8 teachers	<ul style="list-style-type: none"> DIBELS (<i>grade- or class-level</i>) TCAP math, science, social studies, or reading -- including ACH, MAAS, or ELSA (<i>school- or grade-level</i>)
9-12 teachers (and 8th grade when applicable)	<ul style="list-style-type: none"> End-of-Course Exams in Algebra I & II, English I, II, & III, U.S. History, Biology I, and Chemistry (<i>school-, grade-, or class-level</i>) CTE Concentrator AP/IB suites of assessments (<i>school-, grade-, or class-level with a minimum of 6 full-time students</i>)
K-12 teachers	<ul style="list-style-type: none"> TVAAS, including Literacy, Numeracy, Literacy/Numeracy, or Composite (<i>schoolwide or individual for those teachers generating their own teacher effect data</i>)
5, 8, and 11 teachers	<ul style="list-style-type: none"> TCAP Writing Assessment (<i>school-, grade-, or class-level</i>)
<ul style="list-style-type: none"> Teachers at the Academies (Opry Mills, Hickory Hollow, Old Cockrill), and Bass Guidance Counselors 	<ul style="list-style-type: none"> Graduation Rate
<ul style="list-style-type: none"> 3-8 grade Newcomer Academy Teachers of high school course ELD 1A and 1B 	<ul style="list-style-type: none"> ELDA (<i>class-level, minimum of 6 full-time students</i>) Teacher has to have 40% of active EL students to use ELDA
Exceptional Education Teachers (must have portfolio students)	<ul style="list-style-type: none"> TCAP Alt Portfolio (<i>class-level</i>)

We recommend that teachers select one of the measures above and use the corresponding scale below. The TCAP and End-of-Course (EOC) achievement scale is based on student proficiency comparisons from the previous year to the current year for the teacher's group of students:

Achievement Score	% Proficient/Advanced on TCAP/End-of-Course
5	Increase (from previous year) of 7.0% or more
4	Increase of 3.0% through 6.9%
3	Decrease of -0.9% through an increase of 2.9%
2	Decrease of 5.0% through 0.9%
1	Decrease of more than 5.0%

The TVAAS scale is as follows:

Achievement Score	Value-Added School Effectiveness Index*
5	Greater than 2.00
4	1.00 through 1.99
3	-1.00 through 0.99
2	-2.00 through -1.01
1	Below -2.00

The ELDA scale is as follows:

Achievement Score	ELDA Growth
5	85.01-100% increase in student's total proficiency level, which includes reading + writing + listening + speaking
4	70.01-85.00% increase in student's total proficiency level, which includes reading + writing + listening + speaking
3	50.01-70.00% increase in student's total proficiency level, which includes reading + writing + listening + speaking
2	25.01-50.00% increase in student's total proficiency level, which includes reading + writing + listening + speaking
1	0-25.00% increase in student's total proficiency level, which includes reading + writing + listening + speaking

The TCAP Alt Portfolio scale is as follows:

Achievement Score	% Proficient and Advanced on TCAP Alt Portfolio
5	80-100.00%
4	60-79.99%
3	40-59.99%
2	20-39.99%
1	0-19.99%

The Mean Achievement for TCAP/EOC math, science, and reading scale is based on a conversion of performance categories to a numeric measure and then an average of all scores.

Achievement Score	Numeric Conversion
5	3.4-4
4	2.8-3.39
3	2.2-2.79
2	1.6-2.19
1	1-1.59

The TCAP/EOC social studies and U.S. History assessments produce three performance categories. The scale is based on a conversion of those categories to a numeric measure and then an average of all scores.

Achievement Score	Numeric Conversion
5	2.6-3
4	2.2-2.59
3	1.8-2.19
2	1.4-1.79
1	1-1.39

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Growth Measures

Tested Teachers and 35% Growth Measure

Individual TVAAS composites are the growth score for educators who teach in grades and subjects tested through the state assessment process. These scores are reported on a 1-5 scale and count for 35% of tested educators' overall TEAM effectiveness rating. For teachers who teach multiple subjects/classes, all growth scores will be combined to create one composite score. Individual TVAAS composites will include up to three years of data when available. Only subjects that the teacher currently teaches will be included; scores from previous years will not be included if the teacher no longer teaches that subject.

For 2013-14, K-3rd grade teachers will not have individual growth scores because SAT 10 will not be administered. Fourth through 8th grade teachers in tested subjects will have TVAAS growth data derived from TCAP. High school teachers in tested content areas will have individual TVAAS growth data derived from an end-of-course (EOC) assessment.

After the conclusion of TCAP Achievement and End of Course testing this spring, teachers will link to the students they taught during the school year through the Teacher-Student Connection process. The data gathered in Teacher-Student Connection generates Teacher Effect scores which are used for a number of diagnostic and evaluative purposes. Tennessee licensed teacher who instruct students in the following grades and subjects will participate in Teacher-Student Connection: 4th through 8th grade Reading/Language Arts, Math, Science, Social Studies, Algebra I, Algebra II, English I, English II, English III, Biology, Chemistry, and U.S. History.

Non-Tested Teachers and 25% Growth Measure

Twenty-five percent of the TEAM composite for non-tested teachers is a growth measure derived from school-wide TVAAS, which can be in the form of four different measures: literacy, numeracy, literacy/numeracy, or composite (literacy, numeracy, science, social studies). The selected measure must be relevant to the teacher's role at the school and align as closely as possible with each teacher's responsibilities. The evaluator selects this measure. When evaluators have selected the growth measures for their non-tested teachers, evaluators should inform the teachers which growth measure has been selected.

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Professionalism

As part of the TEAM observation component, educators are evaluated on their professionalism using the state's [Professionalism Rubric](#) in four areas:

- **Professional Growth and Learning:** Educator self-reflection observation forms or other evidence of self-reflection, active participation in post conferences, incorporating feedback into lessons in a timely fashion, evidence of growth across observations throughout the year
- **Use of Data:** Evidence of instructional decisions based on data from formative assessments, effective differentiation based on assessments, use of district, school or grade level formative assessments to inform planning, evidence of adjustments in planning based on assessments
- **School and Community Involvement:** Partnerships with community organizations and actors, productive member of PLCs and grade level teams, visibility during class transitions
- **Leadership:** Evidence of planning with grade and subject peers, membership on leadership teams, mentorship of inexperienced or struggling teachers, effective planning for in-service days and faculty meetings

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Evaluator Certification

Evaluator Eligibility

All MNPS personnel observing and evaluating educators must be Certified TEAM Evaluation Observers prior to conducting any TEAM conferences or observations.

At the building level, only individuals serving in administrative roles are eligible to observe teachers in MNPS. Individuals must meet the following definition to be eligible to be an observer:

- Holding an active administrator license; and/or
- Serving in an administrative role in the school (such as, for example, principals, assistant principals, Multi-Classroom Leaders)

Additionally, central office personnel who have been certified by the state to be TEAM Evaluation Observers are eligible to be observers.

Certification Training

The Tennessee Department of Education (TDOE) requires all evaluators to be certified by the state. TDOE provides training throughout summer and fall each year. The training runs for two days. Currently TDOE requires evaluators to be certified each year. Currently, only TDOE can train evaluators.

All evaluators in schools on the TDOE's School Support List must attend a two-day evaluation training in addition to the certification training. If a school remains on the Support List for two years or more, evaluators must attend a two-day norming feedback session in addition to the two-day evaluation training and certification training.

Certification Test

Once the administrator has completed the training, he/she takes on [online certification test](#) on the National Institute for Excellence in Teaching (NIET) portal. The certification test consists of two steps: 1) a lesson observation with assigned scores; and 2) video-integrated questions about the post-observation conference process. TDOE recommends setting aside at least two hours to ensure adequate time to complete the test

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Grievance Process

Definition of Grievance

A grievance is a teacher claim that there has been violation, misinterpretation or misapplication of MNPS policy. Evaluation scores, including observation ratings, TVAAS scores, and other metrics, are not grievable; however, the process and procedures are grievable. If a teacher thinks that his/her evaluator did not follow evaluation policies and procedures, then the teacher may elect to begin the grievance process.

Informal Procedure

If a teacher feels that he/she has a grievance, he/she shall first discuss the matter with his/her principal or other appropriate administrator, in an effort to resolve the problem informally. The parties shall seek to adjust the difficulty at the point of origin by obtaining advice from any appropriate division of the Central Office. If the problem is not resolved informally, then the teacher may declare that a grievance exists and the formal procedure invoked.

Formal Procedure

Level One

a) If the grievant is not satisfied with the outcome of the informal procedure, he/she may present his/her alleged grievance formally in writing to the principal or other appropriate administrator. A written grievance shall contain the following information: Name and position of grievant; a statement of the grievance and the facts involved, including relevant dates; a reference to the applicable provisions of MNPS policy; the corrective action requested; signature of the grievant.

b) At the time of filing the Level 1 grievance, the grievant may request a conference prior to the rendering of the decision. If a conference is requested, the act of scheduling the conference shall occur within five (5) school days following the receipt of the grievance.

c) The principal, or other appropriate administrator, within ten (10) school days after the receipt of the grievance or the grievance conference (if one is requested) shall render a written decision to the grievant.

[Evaluation Grievance Form - Step 1](#)

Level Two

a) If the grievant wishes to appeal the decision at Level One, the grievant may appeal in writing to the Chief Human Capital Officer within five (5)

school days after the decision at Level One.

b) At the time of filing the Level 2 grievance, the grievant may request a conference prior to the rendering of the decision. If a conference is requested, the act of scheduling the conference shall occur within five (5) school days following the receipt of the grievance.

c) The Chief Human Capital Officer or his/her designee, within ten (10) school days after the receipt of the grievance or the conference (if one is requested) shall render a written decision to the grievant.

Evaluation Grievance Form - Step 2

Level Three

a) If the grievant wishes to appeal the decision at Level Two, the grievant may appeal in writing to the Director of Schools within five (5) school days after the decision at Level Two.

b) At the time of filing the Level 2 grievance, the grievant may request a conference prior to the rendering of the decision. If a conference is requested, the act of scheduling the conference shall occur within five (5) school days following the receipt of the grievance.

c) Within ten (10) school days after receipt of the grievance or the grievance conference (if one is requested), the Director of Schools or his/her designee shall render a written decision to the aggrieved person. This decision is final.

Evaluation Grievance Form - Step 3

Additional Notes

Generally, grievance conferences will be scheduled for times that do not interfere with the teacher's assigned duties. When grievance conferences are scheduled to occur during regularly assigned working hours, the involved teachers shall be released from duties without reduction in salary.

Grievance conferences shall be conducted in private. An affected teacher shall, however, have the right to request the presence of one certificated employee representative or a representative of a recognized professional teacher organization. If the representative is not available at the scheduled time, the conference shall be delayed for one (1) work day. If the representative is still not available, the conference may proceed without the representative.

A grievance may be withdrawn at any level without prejudice or record.

Failure by the aggrieved person or group at any level to appeal a grievance to the next level within the specified time limit herein shall be deemed to be acceptance of the decision rendered at that level.

No grievance shall be recognized by the district unless it shall have been presented to the appropriate level in writing within forty (40) school days after the aggrieved person knew, or should have known, of the act or condition on which the grievance is based and if not so presented, the grievance shall be considered as waived.

Nothing in this section should be construed as denying to any teacher the opportunity to consult with any supervisory or administrative officer in the school system.

At any level, time limits in this agreement may be mutually extended. However, the intent of this policy is to expedite the processing of all grievances.

No reprisals shall be invoked against any employee for processing a grievance or participating in any way in the grievance procedure.

When a grievance involves more than one teacher, the group of teachers may submit a collective grievance at the appropriate level.

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