

SHELBY COUNTY SCHOOLS  
TEACHER EFFECTIVENESS  
MEASURE (TEM) GUIDE  
2017-18



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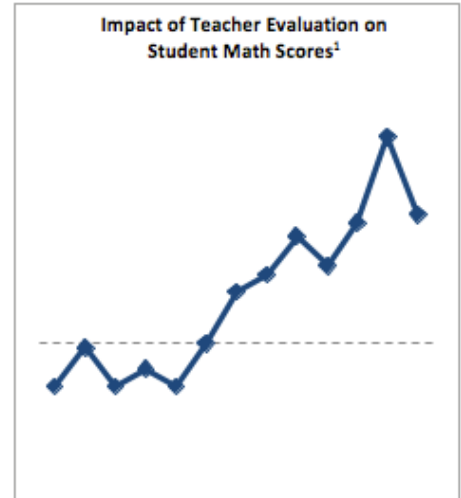
# INTRODUCTION

The Teacher Effectiveness Measure (TEM) is more than an evaluation system; it is designed to help you become more successful by giving you regular, meaningful insights about your practice. Our goal in implementing the TEM is to ensure that you always know where you stand and what you need to do to improve your teaching. Research shows that teachers improve more quickly when they get feedback through observations, and the gains can be long lasting, even if the evaluation itself is limited to a single year.<sup>1</sup>

We also use TEM data to provide targeted support and coaching to address your high-priority development needs.

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 certified school-level employees across multiple measures of teacher 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 perception surveys and teacher professionalism will 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** – Both teachers and principals will have the ability to determine targeted support and growth opportunities based on individual TEM performance, so teachers will be able to get the support they need to improve practice.



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<sup>1</sup> Taylor, E. & Tyler, J. (2011). The effect of evaluation on performance: Evidence from longitudinal student achievement data on mid-career teachers, *NBER Working Paper#16877*. Cambridge, MA: National Bureau for Economic Research

# PURPOSE OF THE TEM MANUAL

The Teacher Effectiveness Measure (TEM) is the teacher evaluation system implemented in Shelby County Schools (SCS) system. The purpose of the TEM evaluation system is to ensure that all educators receive honest feedback about their practice to enable continuous improvement in their practice and ultimately high quality instruction for our students. This document is intended to prepare you for the performance evaluation process during which all teachers will receive data and ratings for each of the multiple measures of teacher effectiveness that contribute to an overall TEM score.

This manual is designed to give you an overview of the TEM and the ways in which it will support you to improve your students' performance by improving your own practice. In this manual, you will find information about each of the components of the TEM and how they are scored, logistical information about the TEM, and information about how to get additional questions answered.

Details are provided on:

1. Descriptions of the TEM components for each educator group,
2. Updates to the observation rubric and process,
3. SY17-18 Timeline for the evaluation process, and
4. Description of how each component will be scored for use in the TEM profile.

If you have additional questions about any of the TEM Components, please contact [EPS@scsk12.org](mailto:EPS@scsk12.org).

# COMPONENTS OF TEM

The TEM considers multiple measures to develop a holistic picture of your performance. Depending on your teaching placement, these may include:

Student Growth	Student Achievement	Student Perceptions	Observations	Professionalism
<ul style="list-style-type: none"><li>•We incorporate data from state-produced TVAAS Score reports or approved alternate growth measures (dependent on the content you teach) to analyze a teacher's impact on student learning and growth over the course of the school year. This data represents how much students have grown across the course of a year (compared to what we would expect to see).</li></ul>	<ul style="list-style-type: none"><li>•We consider how well our students have performed against an absolute bar. Teachers select the student achievement measure to be included in their evaluation from a list of options given by the state.</li></ul>	<ul style="list-style-type: none"><li>•Research shows that student surveys are a reliable indicator of teacher effectiveness. Teachers who work with only very young students (PreK), ELL students, or students with IEPs will not have student perception survey data as a part of their evaluation.</li></ul>	<ul style="list-style-type: none"><li>•Research shows that classroom observations are a valid predictor of teacher effectiveness. Your performance in the classroom will be measured on the TEM Observation of Practice Rubric, with observers looking for hallmarks of effective teaching expected in every classroom, regardless of subject area or grade level taught.</li></ul>	<ul style="list-style-type: none"><li>•Professionalism ratings provide teachers the opportunity to reflect upon and ultimately further their own professional development while also receiving recognition for supporting their school community. Evidence for this is measure collected over the course of the year.</li></ul>

## MEASURE 1: STUDENT GROWTH

The Student Growth measure makes up 35% of a teacher's overall TEM Score. Student growth is measured by either *Tennessee Value-Added Assessment System (TVAAS)* scores or teacher portfolio submission scores.

The *Tennessee Value-Added Assessment System (TVAAS)* measures the impact schools and teachers have on their students' academic progress. TVAAS measures student growth from one year to the next. The general expectation for TVAAS is that a year's worth of instruction should result in a year's worth of student growth.

For tested teachers, the state requires that districts use a teacher's Student Growth (TVAAS) data. Tested teachers with individual TVAAS include core subjects in grades 3-8 and all End of Course (EOC) subject teachers. The End of Course subjects include: Algebra I, Algebra II, Geometry, Biology I, Chemistry I, English I, English II, English III, and U.S. History.

Instructors who teach one of the following subjects – Pre-K/Kindergarten, Fine Arts K-12, World Languages K-12, and HPELW K-5 – will use the portfolio model to demonstrate their students' growth. Those teachers will receive individual information from their content advisors regarding the type of portfolio materials to collect throughout the year. The district will provide a score of 1-5 for portfolio-based teachers' growth component at the same time all other Student Growth (TVAAS) data is released.

Teachers without individual-level TVAAS data – teachers in non-tested subjects – will use the 1-year school-wide\* TVAAS composite data as their Student Growth score. Those non-tested teachers who are not closely aligned to a test content area will be able to choose which composite they wish to select (e.g., Overall, Literacy, or Numeracy). For non-school-site based educators, such as those in the Bond Building, district-level TVAAS will be used for their Student Growth component. District-wide scores will also be used for teachers at schools without school-level data (e.g., some alternative schools).

*\*Overall school-wide composite is comprised of all Literacy, Numeracy, Science and Social Studies from all assessments (e.g., TNReady, SAT-10, and EOC). Literacy school-wide composite is comprised of all Literacy scores from all assessments given at the school. Numeracy school-wide composite is comprised from Numeracy data from all assessments.*

## MEASURE 2 – STUDENT ACHIEVEMENT

The Student Achievement measure makes up 15% of a teacher’s overall TEM Score. Student Achievement outcomes are based on a state-provided menu of options for each educator group. The selections available for each educator group will be pre-populated on the Achievement Selection form. As with all TEM components, each of these achievement outcomes will be scored on a scale of 1-5 and will be provided by the district or by the teacher (as a part of the selection process for the Achievement measure).

Each fall, teachers are required to select an appropriate student achievement measure. The teacher will submit his/her selections, which will then be reviewed by the principal. By state regulation, if a teacher and principal cannot reach consensus on the selection, the teacher shall choose the Student Achievement measure. However, a principal may file an appeal with the State of Tennessee if the principal believes the teacher has selected a measure that is not appropriately aligned to the teacher’s grade/subject. Evaluators must submit appeals by the state deadline, which will be communicated to principals. All appeals will be reviewed by the Tennessee Department of Education before a final determination is made. Shelby County Schools will provide principals with all *available* Student Achievement data and corresponding TEM scores from the previous academic year prior to the selection deadline to assist teachers and principals with this process.

## MEASURE 3 – OBSERVATION OF PRACTICE

The Observation of Practice measure makes up 40% of a teacher's overall TEM Score dependent on whether a teacher has student perception data. (*Student Perception Data will be discussed in the next section of this document.*) All certified administrators and peer observers are expected to complete all observations by the date established by the district office. This will be communicated throughout the course of the year.

Classroom teachers and other educators are assigned tracks based on their previous year's TOPs data. General Education tracks are assigned as follows:

- **Novice** – Educators who are new to Shelby County Schools or educators with no prior year TEM Level of Effectiveness score
- **Focus**- Educators who are assigned an Instructional Coaching Conversations (ICC) having received either an overall average of Level 1 or 2 the previous school year in observation of practice, portfolio, student survey (TRIPOD), and/or TEM Level of Effectiveness score.
- **Proficient** – Educators who do not meet any of the previously mentioned categories, neither Novice nor Focus

Educators using alternate rubrics (School Counselors, Librarians, Instructional Coaches, Social Workers and School Psychologists) are placed on tracks using the same criteria as General Education teachers.

An educator who has received a promotion for the school year will be assigned to the appropriate New Hire track if new to their position. **Example:** A classroom teacher promoted to a position of a PLC Coach will be placed on the **Instructional Coach Novice** track.

An educator who moves into a lateral position from one year to the next will also be placed on the appropriate Novice track. **Example:** A classroom teacher accepts a position of school Librarian. The educator will be placed on the **Librarian Novice** track.

**Why?** The two positions use different rubrics to measure effectiveness. Because there is no prior data to generate track assignment; the teacher is placed on a Novice track in the new position.

An educator that has taken a position which they previously held will be placed on the observation rubric that aligns to their current position and the prior year's **Level of Effectiveness score** will determine his/her observation track.

**Example:** An Instructional Coach earning a TEM Level of Effectiveness score of 4 who is moving back into a classroom teacher position will be assigned to the **Proficient** track.



OBSERVATION OF PRACTICE PROCESS OVERVIEW

Observation Component	Process Requirement
<p><b>Initial Coach Conversation (ICC)</b></p>	<ul style="list-style-type: none"> <li>• Initiated based on <b>at least one</b> of the following:               <ul style="list-style-type: none"> <li>○ TEM Composite of 1 or 2 (required)</li> <li>○ Observation Composite of 1 or 2 (as requested)</li> <li>○ Individual TVAAS Score of 1 or 2 (as requested)</li> <li>○ Student Perception Score of 1 or 2 (as requested)</li> <li>○ NTGS Portfolio Score of 1 or 2 (as requested)</li> </ul> </li> <li>• Discussion of prior year performance as well as completion and submission of the form by the principal before the formal observation process begins</li> <li>• <b>Completed TEN (10)</b> working days <b>BEFORE</b> the first FORMAL observation</li> </ul>
<p><b>Announced Observation</b></p>	<ul style="list-style-type: none"> <li>• Pre-Conference is <b>MANDATORY</b> for <b>all teachers</b> before the announced observation</li> <li>• Pre-conference and Observation schedule submitted to teacher at least <b>THREE (3)</b> working days prior to the announced observation</li> <li>• Pre-Conference Form <b>completed by teacher at least 48 hours before</b> the pre-conference meeting</li> <li>• Pre-Conference meeting held at least <b>24-hours</b> prior to the ANNOUNCED observation</li> <li>• Post-Conference occurs within <b>five (5)</b> working days following observation; teacher shares self-score (with evidence provided) with observer <b>24 hours</b> following observation</li> <li>• Observer shares scores with teacher <b>during</b> the conference <u>after discussing teacher strength and improvement areas. Discussion must occur before scores are provided.</u></li> <li>• All forms acknowledged by teacher and finalized by evaluator <b>during</b> the Post-Conference</li> </ul>
<p><b>Unannounced Observation</b></p>	<ul style="list-style-type: none"> <li>• Observation scheduled in PLZ <b>but not submitted to teacher</b> at least <b>THREE (3)</b> working days in advance of the observation</li> <li>• Post-Conference occurs within <b>five (5)</b> working days following observation; teacher shares self-score (with evidence provided) with observer <b>24 hours</b> following observation</li> <li>• Observer shares scores with teacher <b>during</b> the conference <u>after discussing teacher strength and improvement areas. Discussion must occur before scores are provided.</u></li> <li>• All forms acknowledged by teacher and finalized by evaluator <b>during</b> the Post-Conference</li> </ul>
<p><b>Professionalism</b></p>	<ul style="list-style-type: none"> <li>• Teacher gathers professionalism artifacts throughout the course of the school year</li> <li>• Teacher submits artifacts along with self-score by date established by the district office</li> <li>• Administrator submits form to teacher at least <b>24 hours</b> prior to post-conference</li> <li>• All forms acknowledged by teacher and finalized by administrator <b>during</b> the Post-Conference</li> <li>• Professionalism Post-Conference may be combined with TOP Conference</li> </ul>
<p><b>Personal Learning Plan (PLP)</b></p>	<ul style="list-style-type: none"> <li>• Can be added to any teacher on any evaluation track</li> <li>• Required for teachers whose observation resulted in <b>two or more indicators scored at Level 1 and/or 2</b></li> </ul>
<p><b>Informal Observation (Informal Walkthrough)</b></p>	<ul style="list-style-type: none"> <li>• Conducted by observer</li> <li>• Used to capture best practices to ensure teachers are providing students with high quality instruction</li> </ul>
<p><b>Instructional Practice Guides (IPGs)</b></p>	<ul style="list-style-type: none"> <li>• Informal walkthrough coaching document designed to support teachers in making key shifts in their instructional practice</li> <li>• IPGs will be utilized to look at the instructional practices required for English Language Arts, Mathematics, and Science informal walkthroughs</li> </ul>
<p><b>Ad-Hoc elements</b></p>	<p>Assigned by the Principal Do not average into the overall observation score</p>

## OBSERVATION RATINGS

As with all TEM components, observation ratings are scored on a scale of 1 – 5. Teachers receive a composite observation score, which is comprised of the overall average of all the teacher’s observations scores for that year. For example, if a teacher has 4 observations for the academic year, the four scores are added together and then divided by 4 to determine the teacher’s composite observation score. Unlike the other TEM components, teachers’ observation composite averages will be rounded to the nearest 0.01 instead of the nearest whole number. Teachers in the General Education group will only receive scores for the indicators in the TEM Observation of Practice Rubric, whereas other educator groups will receive scores for the domains in their specialized rubrics.

## OBSERVATION TRACKS

Requirements for complete observation scores will vary for teachers because they are based on past evaluation scores. All teachers will receive observations that are both formative (for feedback only) and evaluative (scored for the summative evaluation).

### NOVICE TRACK

Educators who are new to Shelby County Schools or have no prior year TEM Level of Effectiveness score will receive four observations – one announced and 3 unannounced

#### Number of Observations

Announced Observation #1

Unannounced Observation #1

Unannounced Observation #2

Unannounced Observation #3

### FOCUS TRACK

Educators who are assigned an Instructional Coaching Conversations (ICC) having received either an overall average of Level 1 or 2 the previous school year. Principal may request that teacher be placed on an ICC track because of one or more of the following: Scoring level 1 or 2 for previous year’s observation composite, individual TVAAS, TRIPOD, or NTGS Portfolio.

#### Number of Observations

Announced Observation #1

Unannounced Observation #1

Unannounced Observation #2

### PROFICIENT TRACK

Educators who received a TEM Level of Effectiveness score of 3 or higher will receive two observations – one announced and one unannounced.

#### Number of Observations

Announced Observation #1

Unannounced Observation #1

## MEASURE 4 – STUDENT PERCEPTION SURVEY

The Student Perception Survey data measure makes up 5% of a teacher's overall TEM score (when applicable). For teachers with complete and valid results, the composite score will be used to determine the Student Perception Survey score. **For teachers with missing, incomplete, and/or invalid results, the 5% Student Perception Survey weighting will be added to the Observation of Practice weighting.** (Note: If a teacher's surveyed class had too few respondents, the survey administrator may determine the survey scores invalid and not use them in the teachers overall average.)

The survey asks students to assess observable teaching practices in their classroom based on what we refer to as 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** lesson (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."

Student Perception Survey data for a teacher will be factored into a single score based on a Normal Curve Equivalent (NCE), similar to a percentile rank and create an index score of 1-5, similar to TVAAS scores. The ratings for the Student Perception Survey are calculated based on the comparison of all teachers in each SCS survey level.

### Example:

- Ms. Jones is a 2<sup>nd</sup> grade teacher.
- Her students completed the Student Perception Survey.
- Ms. Jones scored higher than 68% of her peers. Her overall NCE is 68.
- Ms. Jones' Student Perception Survey score is a 4 based on the survey quintile ratings (1-5).

Teachers will receive a detailed report of their survey results as soon as they become available.

Student Perception Survey questions will vary by student population. Currently, the district administers four grade based surveys: K-2, 3-5, and 6-8, 9-12. 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.

## MEASURE 5 – PROFESSIONALISM

The Professionalism measure makes up 5% of a teacher’s overall TEM score. The Professionalism component is designed to capture a teacher’s efforts to enhance their practice through professional learning and growth, use of data, school and community involvement, and leadership. Evidence is collected over the course of the school year and scored at the close of the school year.

Teachers and school administrators will collect and document evidence of a teachers’ professionalism throughout the course of the school year. The school administrator will then review the evidence and determine a final score during the TOP Conference at the end of the school year.

All professionalism evidence should indicate what the educator has done over the course of the academic year. Below is a summary of data and evidence sources that are available for evaluators to consider in scoring. Administrators will determine whether a teacher’s behavior and performance aligns to standards outlined in school and district policy at Level 3 – “Meeting Expectations.” Administrators and teachers are encouraged to use the Professionalism Rubric Scoring Guide below to assist in evidence, artifact collection, and assigning ratings. **Teachers should submit 3-5 relevant artifacts per indicator from the current school year (SY17-18).**

Rubric Indicator	Level 3	Data & Evidence Examples
<b>Professional Learning &amp; Growth</b>	<p><i>The educator:</i></p> <ul style="list-style-type: none"> <li>Reflects on feedback from observations to improve identified areas of need and demonstrates evidence of implementation.</li> <li>Selects professional learning opportunities related to self-assessed and/or identified growth areas.</li> <li>Is prepared and engaged with the content during professional learning opportunities that are directly targeted at improving or enhancing practice.</li> </ul>	<ul style="list-style-type: none"> <li>Transcript of Professional Development course completion</li> <li>Lesson Plans</li> <li>TEM Observation Reflections (<b>Ex:</b> Alignment between teachers’ self-scores and observer’s ratings)</li> </ul>
<b>Use of Data</b>	<p><i>The educator:</i></p> <ul style="list-style-type: none"> <li>Uses student data to anticipate and plan for differentiation and scaffolding needs so that students consistently meet through-course and end-of-course goals.</li> <li>Analyzes data results to assess and determine student progress as well as determine content re-teaching or acceleration.</li> <li>Routinely records and monitors student progress data and uses a system that allows for easy analysis of student progress toward mastery.</li> <li>Consistently aligns performance and measures outcomes with district/school vision and goals.</li> </ul>	<ul style="list-style-type: none"> <li>PLC and/or data team meeting participation</li> <li>Data within Lesson Plans</li> <li>Data notebooks</li> </ul>
<b>School &amp; Community Involvement</b>	<p><i>The educator:</i></p> <ul style="list-style-type: none"> <li>Supports and contributes to school activities and events that positively impact school results/culture and are not mandated by school leadership.</li> <li>Adheres to school and district personnel policies with no noted policy violation.</li> <li>Works with peers to contribute to a safe and orderly learning environment.</li> <li>Participates in opportunities to collaborate with community organization and stakeholders that support student development and promote positive school/community partnerships.</li> <li>Actively promotes the school in the larger community by consistently messaging the school’s vision, mission, and core values to parents and community members.</li> <li>Generally meets interal/external customer needs, and works to prevent potential problems.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance awards</li> <li>School or community-related volunteer experiences</li> <li>Sponsor a student club</li> </ul>

	<ul style="list-style-type: none"> <li>• Is present at least 95% of total contracted days (not including vacation days) and reports to work on time.</li> </ul>	
<b>Leadership</b>	<p><i>The educator:</i></p> <ul style="list-style-type: none"> <li>• Contributes to the school community by assisting others in at least 2 of the following: <ul style="list-style-type: none"> <li>○ Collaborative planning with subject &amp;/or grade level teams</li> <li>○ Actively participating in a Professional Learning Community</li> <li>○ Coaching/mentoring</li> <li>○ Supervising clinical experiences</li> <li>○ Leading data driven Professional Learning Communities.</li> </ul> </li> <li>• Serves in leadership roles beyond the school level when presented with opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer coaching &amp; mentoring experience</li> <li>• PLC and/or data team participation</li> <li>• Presentations at meetings and/or conferences</li> </ul>

## TEACHER EFFECTIVENESS MEASURE (TEM) WEIGHTS

The district aims to consider as much evidence as possible in evaluating your performance through the TEM. Because educators will be evaluated in alignment with Tennessee state law, the subject area that you teach will determine the weightings of your evaluation score.

## OVERALL TEM COMPOSITE SCORE

The overall TEM Composite score is created using a state-mandated weighting system. That system assigns each component of a teacher's TEM profile a rating on a scale of 1-5. Those ratings will then be weighted and added together to create an overall score.

The following hyperlinked document detail current evaluation weightings:

### [16-17 Evaluation Options for Educators](#)

Once the total weighted score has been calculated, a TEM Composite Score (Teacher Effectiveness Rating) is assigned based on the ranges provided below:

<b>Total TEM Score Range</b>	<b>TEM Level of Effectiveness</b>	<b>Teacher Effectiveness Descriptions</b>
100 – 200	TEM 1	Performing Significantly Below Expectations
200 – 274.99	TEM 2	Performing Below Expectations
275 – 349.99	TEM 3	Meeting Expectations
350 – 424.99	TEM 4	Performing Above Expectations
425 – 500	TEM 5	Performing Significantly Above Expectations

## TOP REPORT

The TOP (Tripod, Observation, and Professionalism) Report is released in May of each school year. The report includes the following TEM components: Tripod (Student Perception Survey), Observation of Practice, and Professionalism. During the end of year summative conference, the evaluator reviews the scores for each component of the TOP report with the educator.

Each conference should include discussion around the following components:

- Professionalism scores
- Observation and Student Perception data scores
- How and when and the overall score will be calculated

An overall TEM score will be available during the Fall semester of the new school year. The educator may access this score via the State's evaluation platform - [TNCompass](#) .

## PERSONAL LEARNING PLAN (PLP)

A Personal Learning Plan (PLP) is assigned to educators scoring below expectations (Level 1 or 2) in two or more indicators on a formal observation. Observers are encouraged to wait a minimum of **ten (10)** working days after the PLP conference before conducting the next formal observation.

The conference is scheduled and conducted by the building principal. During this conference, the principal and the teacher discuss areas to be improved while receiving additional support. In addition to the Teach Indicators, Literacy and/or Numeracy support may be identified at this time. A goal – with specific steps, timeline and expected outcomes – is devised and agreed upon during the conference.

One of the decisions made during this conference is to determine the Support Provider. The Support Provider can vary. One of the school administrators – principal, vice-principal, or assistant principal – as well as the PLC Coach and/or Instructional Facilitator may be the support provider. In addition, the principal may designate someone else to provide support for the teacher. Types of support include:

Type of Support	Explanation of Support Options
<b>Planning (Independent)</b>	Ideal for teachers who will benefit from receiving immediate feedback on day to day lesson plans for a designated period of time. The teacher will submit daily or weekly lessons to the Administrator, PLC Coach, or peer to receive immediate feedback and support. The teacher will reflect daily to make adjustments to lesson plans to establish autonomy in planning effective lessons.
<b>Co-Planning (w/Peer)</b>	Ideal for teachers who will benefit from receiving support and feedback on lesson plans. The selected teacher and peer will meet to co-plan upcoming lessons. This may include reviewing standards, curriculum guides, and using the TEM Observation of Practice Rubric to effectively plan to meet the needs of all students.
<b>Reflective Practice (w/Peer)</b>	Ideal for teachers who will benefit from watching and reflecting upon their own instructional practices. The teacher and peer will review and reflect on the lesson together to identify effective practices and areas identified as needing improvement. Teachers must agree to the use of reflective practice as part of their PLP support.
<b>Reflective Practice (Independent)</b>	Ideal for teacher who will benefit from watching and reflecting upon their own instructional practices. The administrator may request a reflection summary from the educator when reflective practice is conducted independently.
<b>Peer Observation (w/Peer)</b>	Ideal for teachers who will benefit from seeing effective instructional practices in real time. The teacher and peer will observe another teacher together as the cooperating teacher models a lesson specific to the area to improve. The peer will identify specific instructional practices as they occur during the lesson. (The use of reflective practice can be used with peer observation by recording the cooperating teacher’s lesson.)
<b>Peer Observation (Independent)</b>	Ideal for teachers who will benefit from seeing effective instructional practices in real time. The teacher will observe another teacher modeling a lesson specific to the area to improve. The support provider will identify specific instructional practices as they occur during the lesson. (The use of reflective practice can be used with peer observations by recording the cooperating teacher’s lesson.)
<b>Group Learning</b>	Ideal to give teachers specific professional development session that will assist them in improving their instructional practices. Group learning may be school-based and provided by the PLC Coach, grade level meetings, or the teacher may be asked to attend district level professional development sessions. District PD options may be found in the online Professional Development catalog.
<b>Professional Reading Assignment</b>	Ideal for teachers that will benefit from reading an educational article, a specific chapter or pages of a book, or a specific instructional technique. After completing the reading, the teacher will summarize the reading, identify specific instructional practices that will be implemented and provide a written reflection to the administrator or leadership team.

**Non-Summative  
(Ad-Hoc)  
Observation**

Used to give teachers specific feedback on a lesson based on the TEM Observation of Practice Rubric. These scores are not included in the teacher's summative evaluation scores.

The Support Provider will work with the teacher a minimum of **five (5)** working days on strategy of support identified during the conference. Once the goal(s) of the PLP have been met, the support provider will meet with the principal to update him/her on the teacher's progress. The principal will finalize the PLP process at the conclusion of that meeting.



# Appendix

# FREQUENTLY ASKED QUESTIONS

## **General**

### **Q: Who is considered a “tested” teacher?**

A: Tested teachers include those with individual TVAAS Scores.

### **Q: What is TVAAS?**

A: The Tennessee Value-Added Assessment System (TVAAS) measures the impact schools and teachers have on their students’ academic progress. TVAAS measures student growth, not whether the student is proficient on the state assessment. The purpose of TVAAS is to help educators identify best practices and implement programs that best meet the needs of their students, as well as make informed decisions about where to focus resources to ensure growth opportunities for all students.

## **Growth & Achievement**

### **Q: What makes up the school-wide composite score?**

A: School-wide composite is comprised of all Literacy, Numeracy, Science, and Social Studies from all state assessments administered at the school over the course of the school year.

### **Q: I work in a school without TVAAS data. What selections should I make for growth?**

A: The most appropriate selection for teachers/administrators in early childhood centers, alternative schools, career and technology centers and schools serving special needs is a “district-wide” measure. The district-wide measures are: District-wide Composite, District-wide Literacy, District-wide Numeracy, and District-wide Literacy & Numeracy.

### **Q: I work in a school without TVAAS data. What selections should I make for achievement?**

A: The most appropriate selection for teachers/administrators in early childhood centers, alternative schools, career and technology centers and schools serving special needs is a “district-wide” measure. The district-wide measures are: District-wide Composite, District-wide Literacy, District-wide Numeracy, and District-wide Literacy & Numeracy. Off-the-Shelf selections are also an option (i.e. iStation).

### **Q: Educators are allowed to select their own achievement measure. I do not agree with the educator’s selection. What is the next step?**

A: The administrator may submit an appeal if he/she feels that the teacher or administrator being evaluated has selected an achievement measure that is not appropriate. The administrator must submit the appeal to the state by the date determined by the Tennessee Department of Education. All appeals will be reviewed by the TDOE before a final determination is made.

***The following questions are only applicable to teachers without TVAAS who complete a portfolio (Pre-K/Kindergarten, Fine Arts K-12, World Languages K-12, and HPELW K-5).***

### **Q: Teachers are automatically assigned their individual TVAAS scores or Growth scores for the growth component. Are they allowed to use this same score for the achievement measure?**

A: According to state mandate, a teacher with individual growth data can use it for achievement if the score is a 3, 4, or 5.

### **Q: I have an individual TVAAS/portfolio score. Can I select to take the school-wide score for my growth component?**

A: No.

**Q: What if my portfolio score is higher than the school-wide score I selected for achievement?**

A: If your portfolio score is a 3 or higher **and** is higher than the school-wide score, you will receive the portfolio score.

*Examples:*

**Teacher A**

**Selected Achievement Measure:** School-wide Composite = 4

**Growth Measure:** Fine Arts Portfolio = 5

Teacher receives portfolio score for growth and achievement.

**Teacher B**

**Selected Achievement Measure:** School-wide Literacy = 2

**Growth Measure:** World Languages Portfolio – 1

Teacher receives the portfolio score for growth only. Teacher receives school-wide literacy for achievement only.

# TVAAS: GROWTH MEASURES

The selections below are used for the growth component

Growth Measure	Description
School-wide: Composite	This includes all tested grades and subjects in the school.
School-wide: Literacy	This includes all tested grades but only subjects specifically associated with literacy. These subjects are Early Grades Reading and Language, TNReady Reading, and EOC English I, II, and III.
School-wide: Numeracy	This includes all tested grades but only subjects specifically associated with numeracy. These subjects are Early Grades Math, TNReady Math, and EOC Algebra I, Algebra II and Geometry.
School-wide: Literacy & Numeracy	This includes all tested grades but only subjects specifically associated with literacy and numeracy as listed above.
School-wide: Social Studies	This includes all tested grades but only subjects specifically associated with Social Studies.
School-wide: Science	This includes all tested grades but only subjects specifically associated with Science.
TNReady: School- wide Composite	This includes all TNReady tested grades and subjects in grades 3-8. Algebra I EOC administered in 8 <sup>th</sup> grade would not be included.
TNReady: School- wide Literacy	This includes only the growth associated with TNReady Reading for students in grades 3-8.
TNReady: School- wide Numeracy	This includes only the growth associated with TNReady Math for students in grades 3-8. Algebra I EOC administered in 8 <sup>th</sup> grade would not be included.
TNReady: School- wide Literacy & Numeracy	This includes only the growth associated with TNReady Reading and Math for students in grades 3-8. Algebra I EOC administered in 8 <sup>th</sup> grade would not be included.
CTE Concentrator: School-wide	This includes all students identified as CTE concentrators in all EOC tested areas.
CTE Concentrator: School-wide Literacy	This includes all students identified as CTE concentrators but only subjects associated with literacy. These subjects are English I, II, and III.
CTE Concentrator: School-wide Numeracy	This includes all students identified as CTE concentrators but only subjects associated with numeracy. These subjects are Algebra I, Algebra II and Geometry.
CTE Concentrator: School-wide Literacy & Numeracy	This includes all students identified as CTE concentrators but only subjects associated with literacy and numeracy as listed above.
District-wide: Composite	This includes all tested grades and subjects in the district.
District-wide: Literacy	This includes all tested grades but only subjects specifically associated with literacy. These subjects are Early Grades Reading and Language, TNReady Reading, and EOC English I, II, and

	III.
District-wide: Numeracy	This includes all tested grades but only subjects specifically associated with numeracy. These subjects are Early Grades Math, TNReady Math, and EOC Algebra I, Algebra II and Geometry.
District-wide: Literacy & Numeracy	This includes all tested grades but only subjects specifically associated with literacy and numeracy as listed above.
Fine Arts Growth Measure	This includes Fine Arts teachers in grades K-12 with state approved peer-reviewed portfolios.
World Languages Growth Measure	This includes World Languages teachers in grades K-12 with state approved peer-reviewed portfolios.
HPELW K-5 Growth Measure	This includes all HPELW teachers in grades K-5 with state approved peer-reviewed portfolios.
Pre-K/Kindergarten Growth Measure	This includes all Pre-K/Kindergarten teachers with state approved peer-reviewed portfolios.

# TEM OBSERVATION PROCESS GUIDE: QUICK REFERENCE

<b>Announced Observation</b>	
<b>Pre-Conference</b>	
Observer Responsibilities	Educator Responsibilities
<ul style="list-style-type: none"> <li>Schedule pre-conference and announced observation through the electronic evaluation system (PLZ). Scheduling should occur a <b>minimum of three (3) working days prior</b> to the observation.</li> <li>Observer reviews Pre-conference Form submitted by teacher.</li> <li>Pre-conference Form can be finalized at this time or when all elements are awaiting finalization.</li> <li>Conduct pre-conference with teacher <b>24-hours prior to observation.</b></li> </ul>	<ul style="list-style-type: none"> <li>Accept pre-conference and observation schedule proposed by administrator.</li> <li>Complete the Pre-conference Form available only after the schedule has been accepted.</li> <li>Submit Pre-conference Form at least <b>48-hours prior to pre-conference meeting.</b></li> <li>Attend pre-conference meeting with the observer. <b>(Note: Pre-conference is MANDATORY for all teachers.)</b></li> </ul>
<b>Observation</b>	
Observer Responsibilities	Educator Responsibilities
<ul style="list-style-type: none"> <li>Conduct observation and collect evidence using the proper tool within the electronic evaluation system, PLZ.</li> <li>Align the scripted evidence and assign scores for the lesson.</li> <li>View educator self-score and all relevant evidence submitted following the observation.</li> </ul>	<ul style="list-style-type: none"> <li>Complete self-score along with appropriate evidence to support scores.</li> <li>Submit scores to observer within <b>24 hours</b> of the observed lesson.</li> </ul>
<b>Post-Conference</b>	
Observer Responsibilities	Educator Responsibilities
<ul style="list-style-type: none"> <li>Plan for post-conference feedback (Precise Praise, Specific Development Area, and Action Steps).</li> <li>Post-conference occurs <b>within five (5) working days</b> following the observation. Review educator self-score and all relevant evidence submitted following the observation.</li> <li>Share scores with teacher <b>during</b> the post-conference.</li> <li>Finalize all components of this element at the conclusion of the post-conference.</li> </ul>	<ul style="list-style-type: none"> <li>Attend scheduled post-conference.</li> <li>Bring any evidence, artifacts, etc. to contribute to the conversation with the evaluator.</li> <li>Acknowledge observer's scores and form at the conclusion of the post-conference. <b>(Note: Acknowledgement does not signify agreement. This is strictly verification that you have seen and examined the form and MUST BE completed at the end of the post conference.)</b></li> </ul>
<b>Unannounced Observation</b>	
<b>Observation</b>	
Observer Responsibilities	Educator Responsibilities
<ul style="list-style-type: none"> <li>Schedule observation. This should occur a <b>minimum of three (3) days prior to</b> observation. Even though this is unannounced, it should be scheduled within the system to prevent duplicity.</li> <li>Conduct observation and collect evidence using the proper tool within the electronic evaluation system (PLZ).</li> <li>Align the scripted evidence and assign scores for the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Complete self-score along with appropriate evidence to support scores.</li> <li>Submit scores to observer within <b>24 hours</b> of the observed lesson.</li> </ul>

## Post-Conference

Observer Responsibilities	Educator Responsibilities
<ul style="list-style-type: none"><li>• Plan for post-conference feedback (Precise Praise, Specific Development Area, and Action Steps).</li><li>• Post-conference occurs within five (5) working days following the observation. Review educator self-score and all relevant evidence submitted following the observation.</li><li>• Share scores with teacher <b>during</b> the post-conference.</li><li>• Finalize all components of this element at the conclusion of the post-conference.</li></ul>	<ul style="list-style-type: none"><li>• Attend scheduled post-conference.</li><li>• Bring any evidence, artifacts, etc. to contribute to the conversation with the evaluator.</li><li>• Acknowledge observer's scores and form at the conclusion of the post-conference. <b><i>(Note: acknowledgement does not signify agreement – this is strictly verification that you have seen and examined the form.)</i></b></li></ul>

# NON-TESTED GRADES & SUBJECTS (NTGS) WITH PORTFOLIO GROWTH MEASURES

## **OVERVIEW**

The **First to the Top Act of 2010** outlined that 35 percent of a teacher's evaluation score must come from TVAAS or another comparable measure of student growth. As such, developing comparable measures for teachers in non-tested grades is a priority for the state. Currently, there are four growth measures approved to create individual growth scores for teachers and used in Shelby County Schools:

- Fine Arts K-12
- Pre-K/Kindergarten
- World Languages K-12
- Health, Physical Education & Lifetime Wellness (HPELW) K-5

The portfolio score counts for the growth component (35%) of the overall TEM score. The portfolio is mandatory for all teachers in the educator groups listed above. In the event that a portfolio is not completed, the educator will be subject to the following consequences:

1. Receive a Level 1 rating for student growth;
2. Referral to Labor Relations; and
3. Have a "refusal to submit document for reflection" noted in the educator's Professionalism score

## **PROCESS**

**Training & Support:** Training and support is provided for by the Content/Instructional Advisors in Curriculum & Instruction. Teacher training will be provided at times that minimize disruption to the school day (e.g. district learning days, before/after school, etc.). Large group training by content areas will be provided for teachers on various dates.

**Sampling Student Work:** Each teacher is expected to select a representative and purposeful sample of his/her student population and teaching assignment. **Example: A** Spanish teacher has a three Level II classes and two Level III classes. The portfolio should have a proportionate amount of student work samples from both Level II and Level III students.

The quantity and type of student work samples may vary by teacher.

**Portfolio Submission:** The portfolio will be submitted using an online system. Different types of evidence can be uploaded (e.g. video, audio, and paper artifacts). Principals will have access to view their teachers' work samples at any time.

The deadline for submission and all benchmark dates will be communicated to all NTGS teachers at the beginning of the school year.

**Portfolio Review & Scoring:** There are multiple stages of review and scoring. As part of the reflective process, teachers will provide a self-score for each collection of evidence (student work samples). A peer reviewer will then examine the student work samples (without viewing the teacher's self-score and teacher's identity) and assign a score to the collections. If the teacher's self-score and peer reviewer's score are aligned, then the score stands. If there is more than a 1-point difference in the teacher's self-score and the peer reviewer's score, the collection and/or entire portfolio will be sent to a second reviewer in the district or state.

## **AUDITS**



A portfolio audit is a review of a random selection of portfolios. The portfolios will be checked for authenticity of work each year the portfolio is submitted. Five percent of portfolios will be selected for review in each content area. If a teacher has multiple years of portfolios, the past three years of portfolios will be reviewed.

### **FREQUENTLY ASKED QUESTIONS**

#### **Q: What subject areas have a state-approved portfolio growth measure for use in Shelby County Schools?**

A: Pre-K/Kindergarten, Fine Arts K-12, World Languages K-12, and HPELW K-5.

#### **Q: Are all teachers in those subjects and grades required to submit a portfolio?**

A: Yes. If a teacher does not submit a portfolio, the non-submission will result in insubordination as outlined in guidelines provided by Labor Relations.

#### **Q: Are there any reasons a teacher may be exempt from completing a portfolio?**

A: Exemptions are only granted for reasons listed in SCS policies regarding approved leave (e.g. FMLA, family emergency, military leave, etc.). A teacher must submit a request for exemption and support documentation. The NTGS advisors will determine the process and deadline to request an exemption.

#### **Q: What happens if a teacher is suspected of unethical behavior?**

A: The peer reviewer must *simultaneously* notify Human Resources and the Content Advisor. Failure to do so can result in no action being taken. A collective decision will be made whether or not to forward the information to Labor Relations. ***(Please refer to Staff Ethics Policy 4002 for definitions and consequences of Unprofessional Behavior and Unethical Behavior.)***

#### **Q: Are time extensions granted for submitting the portfolio?**

A: A teacher may submit a request for a time extension with supporting documentation. Human Resources will review the request. An extension will only be granted for extenuating circumstances with supporting documentation. A response will be provided in 5-10 school days.

#### **Q: How will the portfolio growth measure impact teachers' TEM scores?**

A: All teachers with a portfolio growth measure must use the portfolio score for the growth component (35%) of the overall TEM Score. Teachers who score a 3 or higher on the portfolio also have the option of using the portfolio score for the achievement measure component (15%) as well.

#### **Q: What is the principal's role in the portfolio collection and submission process?**

A: The level of involvement by the principal may vary by subject area. Principals may be asked for recommendations for potential Peer Reviewers and other supporting roles. Principals are also notified if a teacher is not meeting benchmarks.

#### **Q: I teach at an alternative school. Do I have to complete a portfolio?**

A: Please contact Human Resources to clarify whether you are required to submit a portfolio.

## PORTFOLIO EXEMPTION GUIDE

All teachers must submit a request for exemption by the date specified. A teacher may be exempt from submitting a portfolio for the reasons listed below. The teacher should continue to make progress on the portfolio until a decision has been communicated. Please note the implications for an exemption.

Reason for Exemption	Observations for Current Year	TEM Score	Track Assignment Next Year	Supporting Documentation
Employed <121 days	Yes	No	Based on most recent TEM score – New teacher track if no previous TEM score in SCS	Letter from Human Resources with start date OR Letter from principal with start date
Fewer than six (6) teachers in a subject area across participating districts	Yes	Yes	Based on most recent TEM score – New teacher track if no previous TEM score in SCS	Automatic email from Employee Support Services
Transferred to a different school after the first 60 days of school	Yes	Yes – School-wide score for growth most aligned with teaching assignment	Based on most recent TEM score	Letter from principal or Human Resources documenting transfer and date of transfer
Assigned to 3 or more schools	Yes	Yes – District-wide score for growth and achievement	Based on most recent TEM score	Letter from Human Resources
Teaches TVAAS subject in addition to portfolio content area	Yes	Yes – Individual TVAAS for growth	Based on most recent TEM score	Letter from principal

If the teacher has a course load with two portfolio content areas, the teacher will submit a portfolio for the primary teaching assignment (e.g. 4 sections of Dance, 2 section of PE – teacher submits a Fine Arts portfolio).

### **PORTFOLIO EXEMPTION PROCESS**

The process begins when the teacher submits the request for exemption. If supporting documentation is not provided at that time, HRIS, Data Analytics and Employee Evaluation will request the supporting documentation from the teacher. The teacher should submit the supporting documentation within two weeks of the request. If the teacher does not submit the requested documentation within the two-week period, the request for exemption will not be granted. If the teacher is not granted an exemption, a time extension *may* be granted based on supporting documentation. In all cases, within 5-10 days, the teacher, principal and committee will be notified in writing of the outcome and the rationale.

# THE TEM EVALUATION TIMELINE

Key dates for completing the TEM process for the 2017-18 school year are provided below:

Dates	TEM Timeline Milestone
<b>June – August</b>	TEM Observer Certification Trainings
<b>July 28-29</b>	New Teacher Orientation – TEM Introduction
<b>August 21-28</b>	PLZ Observation Train the Trainer Trainings for Teacher Experts by Zones (Location: TBD)
<b>August 23</b>	Informal Observations open in PLZ
<b>August 29 – September 15</b>	PLZ Teacher Experts re-deliver PLZ Observation platform trainings to their faculty
<b>September</b>	Principals finalize SY16-17 TEM Summative reports in TN Compass
<b>September 11</b>	TEM evaluation tracks open in PLZ <ul style="list-style-type: none"> <li>• Principals verify teachers on their roster in the online evaluation tool</li> <li>• Observers are assigned all appropriate personnel to observe</li> <li>• Observations may begin during this time</li> <li>• Teachers may begin entering Professionalism artifacts/data</li> </ul>
<b>September 29</b>	Portfolio Plan developed. Content advisors work with cohort leaders and principals to understand the portfolio process.
<b>October</b>	State training for new portfolio platform – EDUCOPIA - begins
<b>October 17</b>	All Growth & Achievement selections made via PLZ
<b>November</b>	Student Perception Survey to be administered
<b>November 17</b>	<b>Upload 1<sup>st</sup> Pre-assessment uploaded to Educopia</b>
<b>December 20</b>	<b>40% of total observations</b> for school completed <b>40% of portfolio assessment products uploaded to Educopia</b>
<b>December 20</b>	<b>TEAM (Administrator) Observation #1 completed in PLZ</b>
<b>February 5 - 23</b>	Student Perception Survey to be administered
<b>February 9</b>	<b>60% of total observations</b> for school completed
<b>March</b>	<b>75% of portfolio assessment products uploaded to Educopia</b>
<b>April 13</b>	<b>100% of total observations</b> for school completed <b>100% of portfolio uploads complete in Educopia</b> Teachers can begin to submit Professionalism self-score
<b>May 25</b>	<b>100% TOP Conferences completed for school</b> <b>100% Professionalism component completed</b>
<b>June 8</b>	<b>TEAM (Administrator) Observation #2 completed in PLZ</b>

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