

The Teacher Effectiveness Measure (TEM) Manual

2015-2016 School Year





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Summary of Changes to (2015-16) TEM by Component

Growth

Growth weightings can vary from 10-35% for TEM educators depending on the teaching assignment. See **Appendix B**. Two new growth measures were added for the 2015-16 school year – School-wide Social Studies and School-wide Science.

Achievement

Educators must select an achievement measure that can be compared on a scale based on previous year's scores. Per state guidance, teachers in ELA, Mathematics, and Social Studies, teachers in these three subject areas will not be able to select an achievement measurement based on state-required assessments. However, these teachers will have the opportunity to select other achievement measures.

Tripod: Student Perceptions

A shorter version that limits questions specifically to the "Seven Cs" will be administered.

Observation of Practice

Pre-Conference

A pre-conference **must** be **scheduled** by the observers and **accepted** by the teacher. The pre-conference form **must** be completed and submitted to the observer. The teacher has the **option** of declining the actual meeting, but the form must be submitted to the observer.

Scheduling

When scheduling any element (announced or unannounced), observers do not need to click the 'Notify User' box. The default setting for **Announced** elements is to "Notify User", and **Unannounced** elements are set so the 'Notify User' box is unchecked.

After the Observation

- Educators have 24 hours after the observation to submit the self-score to the observer. Educators **must** submit scores, evidence, and a reflection. Evidence is **not required but strongly suggested**.
- The observer submits the form to the educator at least 24 hours prior to the post-conference.
- Educators **acknowledge** the form **during** the post-conference. Observers **finalize** the form following teacher acknowledgment.

Professionalism

A Professionalism Rubric Scoring Guide is available in **Appendix E** to ensure consistency of implementation within and across schools for this component.

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 evaluations, and the gains can be long lasting, even if the evaluation itself is limited to a single year.¹ We also use TEM data to provide targeted support and coaching to address your high-priority development needs.

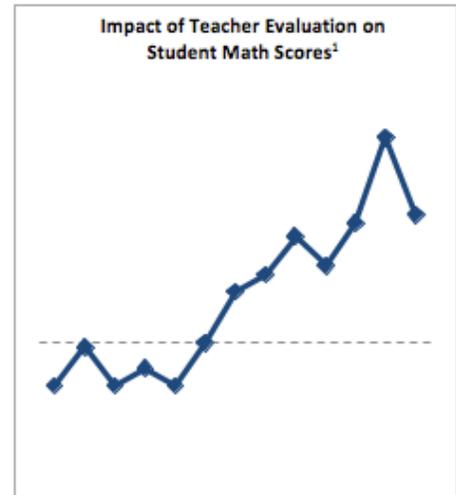
Our commitment to continuous learning applies not only to our students, but to you as well. The TEM supports your growth by:

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 TRIPOD surveys and measures of teacher knowledge 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.



¹ Taylor, E. & Tyler, J. (2011). The effect of evaluation on performance: Evidence from longitudinal student achievement data of 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 that will be implemented in Shelby County Schools (SCS) system during 2015-16. The purpose of the TEM evaluation system is to ensure that all educators receive honest feedback about their practice that will enable them to continue to improve their practice and ultimately better serve 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. Updates to the TEM rubric and process,
2. Descriptions of the TEM components for each educator group,
3. SY15-16 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 the appropriate member of the TLE or the Employee Performance and Support Teams indicated below:

TEM Component	Contact
<ul style="list-style-type: none"> • TEM Rubric • Professionalism Rubric • ICC – Initial Coaching Conversation • PLP – Personal Learning Plan 	<p>Teacher and Leader Effectiveness Team:</p> <ul style="list-style-type: none"> • Dr. Tracy Brittmon – Manager (brittmonty@scsk12.org) • Pam Haney (haneypj@scsk12.org) • Dr. Sonya Johnson (johnsonsl2@scsk12.org)
<ul style="list-style-type: none"> • Achievement Selection • Growth Selection • Tripod: Student Perceptions • Summative Process • TEM Data • OASYS Platform 	<p>Employee Performance and Support Team:</p> <ul style="list-style-type: none"> • Anasa Franklin – Manager (franklina@scsk12.org) • Barbara Arnett (arnettby@scsk12.org) – OASYS & Tripod • Matthew Bowser (bowserma@scsk12.org) - OASYS • Meghan Carr (carrmm@scsk12.org) - Tripod • Dr. Jennifer Shorter (shorterjr@scsk12.org) – Growth & Achievement

What are the components of the 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
<p>We incorporate data from state-produced TVAAS Score reports or approved alternate growth measure 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).</p>	<p>We consider how well our students have performed against an absolute bar. Teachers select the student achievement measure that will be included in their evaluation from a list of options given by the state.</p>	<p>Research shows that student surveys are a reliable indicator of teacher effectiveness and student feedback will be part of our TEM evaluation. That said teachers who work with only very young students (preK), ELL students, or students with IEPs will not have Tripod: Student Perceptions as a part of their evaluation.</p>	<p>Research shows that classroom observations are a valid predictor of teacher effectiveness. Your performance on the TEM, with observers looking for hallmarks of effective teachers expected in every classroom, regardless of subject area or grade level taught.</p>	<p>Professionalism ratings provide teachers the opportunity to reflect on and ultimately further their own professional development while also receiving recognition for supporting their school community. Evidence for this is collected over the course of the year.</p>

*TEM frequently asked questions are provided in **Appendix A**.*

How do I know which TEM measures will be incorporated into my evaluation?

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.

The tables below outline the new weightings for each TEM component:

Teachers in Tested Subjects with Multiple Years of Data (including Portfolio-Based Teachers)

TEM Component	Measurement Used	Weighting
Student Growth	Individual Value-Added (TVAAS) Evaluation Composite or, Non-Tested Growth Portfolio ²	35%
Student Achievement	Menu of Options in OASYS	15%
Observations	TEM General Education Rubric	40-45%
Tripod: Student Perceptions	Tripod Student Survey Results	0 - 5%
Professionalism	TEM Professionalism Rubric	5%

Tested Teachers with NO Prior Test Data

TEM Component	Measurement Used	Weighting
Student Growth	Individual Value-Added (TVAAS) based on TNReady scores	10% (State Mandated)
Student Achievement	Menu of Options in OASYS	15% (State Mandated)
Observations	TEM General Education Rubric	65-70%
Tripod: Student Perceptions	Tripod Student Survey Results	0 - 5%
Professionalism	TEM Professionalism Rubric	5%

Teachers in Non-Tested Subjects & Other TEM Educators

TEM Component	Measurement Used	Weighting
Student Growth	School-Level 1-Year TVAAS Composite	10% (State Mandated)
Student Achievement	Menu of Options in OASYS	20% (State Mandated)
Observations	TEM General Education Rubric	60-65%
Tripod: Student Perceptions	Tripod Student Survey Results ³	0 - 5%
Professionalism	TEM Professionalism Rubric	5%

² For 2015-16, teacher groups with a Non-Tested Growth Portfolio are Fine Arts K - 12, World Languages K - 12, and PE/Wellness K – 5.

³ Teachers who work exclusively with Pre-K, ELL and/or Special Education students are exempt from the Tripod: Student Perceptions component. Their observations weighting will be 55% to accommodate for this.

Librarians

TEM Component	Measurement Used	Weighting
Student Growth	School-Level 1-Year TVAAS Composite	10% (State Mandated)
Student Achievement	Menu of Options in OASYS	20% (State Mandated)
Observations	TEM Librarians' Rubric	65%
Tripod: Student Perceptions	<i>Not Applicable</i>	0%
Professionalism	TEM Professionalism Rubric	5%

School Counselors

TEM Component	Measurement Used	Weighting
Student Growth	School-Level 1-Year TVAAS Composite	10% (State Mandated)
Student Achievement	Menu of Options in OASYS	20% (State Mandated)
Observations	TEM School Counselor Rubric	65%
Tripod: Student Perceptions	<i>Not Applicable</i>	0%
Professionalism	TEM Professionalism Rubric	5%

Psychologists and Social Workers

TEM Component	Measurement Used	Weighting
Student Growth	School-Level 1-Year TVAAS Composite	10% (State Mandated)
Student Achievement	Menu of Options in OASYS	20% (State Mandated)
Observations	TEM Psych/Social Workers Rubric	65%
Tripod: Student Perceptions	<i>Not Applicable</i>	0%
Professionalism	TEM Professionalism Rubric	5%

Instructional Coaches

TEM Component	Measurement Used	Weighting
Student Growth	School-Level 1-Year TVAAS Composite	10% (State Mandated)
Student Achievement	Menu of Options in OASYS	20% (State Mandated)
Observations	TEM Instructional Coaches' Rubric	65%
Tripod: Student Perceptions	<i>Not Applicable</i>	0%
Professionalism	TEM Professionalism Rubric	5%

A more detailed view of TEM Component Weightings for all educators is included in **Appendix H**.

Measure 1 - Student Growth

What is TVAAS (Student Growth)?

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, not whether the student is proficient on the state assessment. TVAAS calculates growth from tests covered under the TNReady in Reading/Language Arts, Math, Science, and Social Studies as well as End of Course (EOC) subjects including, Algebra I, Algebra II, Biology I, English I, English II, and English III. The general expectation for TVAAS is that a year's worth of instruction should result in a year's worth of student growth.

Which teachers have individual-level TVAAS results?

For tested teachers, the state requires that districts use teachers' most stable Student Growth (TVAAS) data according to the number of years they have taught in a tested subject, weighted at 35%. Tested teachers with individual TVAAS include core subjects in grades 4 – 8, Algebra I, Algebra II, Biology I, Chemistry I; English I, English II, English III and U. S. History.

Which teachers use portfolio scores for their growth score?

Instructors who teach Kindergarten, Fine Arts K-12, World Languages K-12, and Health/PE will be using the portfolio model to demonstrate their students' growth. Those teachers should have received individual information about the portfolio materials to collect throughout the year. The district will provide a score of 1 – 5 for portfolio-based teachers' growth component in OASYS at the same time that all other Student Growth (TVAAS) data for 2015-16 is released in Summer 2016.

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

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

What makes up a school-wide composite score?

School-wide composite is comprised of all Literacy, Numeracy, Science, Social Studies and Literacy and Numeracy scores from all assessments (e.g. TNReady, SAT-10, & EOC).

*Additional information on Student Growth is available in **Appendix B – TVAAS Growth Selections**.*

Measure 2 - Student Achievement

How will Student Achievement (15% of TEM) be scored?

15% of the TEM is comprised of student achievement outcomes based on a state-provided menu of options for each educator group. These will be available for selection on the Achievement and Growth Selection form in MLP. As with all TEM components, each of these achievement outcomes will be scored on a scale of one through five, and these scores will either be provided by the district or by the teacher (as a part of the selection process for the Achievement measure).

What is the selection process for the Student Achievement measure?

In Fall 2015, teachers will be able to select an appropriate Student Achievement measure using their MyLearningPlan account. The teacher will submit their 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 can submit appeals **no later than Friday, November 16th**. All appeals will be reviewed by the Tennessee Department of Education before a final determination is made. SCS will provide principals with all available Student Achievement data and corresponding TEM scores from the 2014-15 academic year prior to the selection deadline to assist teachers and principals in this process.

Measure 3 – Observation of Practice

Classroom teachers and other educators are assigned tracks based on their previous year’s overall TEM score. General Education tracks are assigned as follows:

- GenEd New Hire – Teachers who are new to Shelby County Schools
- GenEd 1-2 – Teachers with Level 1 – 2 composite from 2014-15
- GenEd 3-4 – Teachers with Level 3 – 4 composite from 2014-15
- GenEd 5 – Teachers with Level 5 composite from 2014-15

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

Evaluation Track for Newly Promoted Educators:

An educator that has received a promotion for the 15-16 school year will be assigned to a **New Hire** track; they are new to the role. **Example:** If an educator goes from being a Level 5 Classroom Teacher in 14-15 to a new role as an Instructional Coach, the educator will be placed on a **15-16 Instructional Coach New-Hire** Evaluation Track.

Evaluation Track for Educators in Newly Assigned Lateral Positions:

An educator that has moved into a lateral position from 14-15 to 15-16 will be assigned to a **New Hire** track; they are new to the role. **Example:** If a Level 5 Classroom Teacher takes the role of Librarian, the educator will be placed on a **15-16 Librarian New Hire** Evaluation Track. The rationale behind this is that the two positions use different rubrics to measure effectiveness and because there is no prior data to generate track assignment, they are placed on a New Hire Track in the new position.

Evaluation Track for Educators Moving to Previously Held Positions:

An educator that has taken a position that they have previously held will be placed on the 15-16 Evaluation Track that aligns to their position. The level of the track will be determined by their **14-15 FINAL TEM Data Report**. **Example:** If an educator was a TEM 4 Instructional Facilitator in 14-15, but will serve as a Classroom Teacher in 15-16, the educator will be on a GenEd 3-4 Track.

The track assignments and observation requirements by semester (e.g., Semester 1 = S1; Semester 2 = S2) are summarized below.

Evaluation Track	Initial Coaching Conversation (ICC)	Announced	Unannounced #1	Unannounced #2	Unannounced #3	Professionalism	Self-Assessment	Learning Walk	Personal Learning Plan (PLP)
GenEd New Hire		S1	S1	S1/S2	S2	S2	Optional	Optional	As Needed
GenEd 1-2	S1	S1	S1	S1/S2	S2	S2	Optional	Optional	As Needed
GenEd 3-4		S1	S1	S2		S2	Optional	Optional	As Needed
GenEd 5		S1	S2			S2	Optional	Optional	As Needed

Observation Process Overview

Observation Component	Process Requirement
Initial Coaching Conversation (ICC)	<ul style="list-style-type: none"> · Initiated based on at least one of the following: TEM Composite of 1 or 2 (required) Observation Composite of 1 or 2 (as requested) Individual TVAAS Score of 1 or 2 (as requested) TRIPOD Score of 1 or 2 (as requested) NTGS Portfolio Score of 1 or 2, if applicable (as requested) · Completed and submitted by the principal before the observation begins. Discussion with teacher at beginning of the year. · Ten (10) working days must pass between the ICC and the first observation.
Announced	<ul style="list-style-type: none"> · Conference/Observation schedule submitted to teacher at least five (5) working days in advance · Pre-Conference Form (meeting by teacher request, indicated on teacher-submitted form). · Pre-Conference held 24-48 hours before observation at teacher's request · Self-score submitted by teacher within 24 hours following observation · Observation Form (includes post-conference section): Submitted by observer 24 hours prior to post-conference. · All post-conference forms acknowledged by teacher and finalized by evaluator during the Post-Conference.
Unannounced	<ul style="list-style-type: none"> · Observation scheduled but not submitted to teacher at least five (5) working days in advance · Self-score submitted by teacher within 24 hours following observation · Observation Form (includes post-conference section): Submitted by observer 24 hours prior to post-conference. · All post-conference forms acknowledged by teacher and finalized by evaluator during the Post-Conference.
Professionalism	<ul style="list-style-type: none"> · Observation Form (includes post-conference section): Submitted by observer at the end of the year. · Self-score submitted by teacher · All post-conference forms acknowledged by teacher and finalized by evaluator during the Post-Conference (may be combined with Summative Conference.).
Self-Assessment	<ul style="list-style-type: none"> · Optional. Principal may add in Ad-Hoc* section of Process View and assign to any teacher.
Walk-Through (Learning Walk)	<ul style="list-style-type: none"> · Optional. Principal may add in Ad-Hoc* section of Process View and assign to any teacher.
Personal Learning Plan (PLP)	<ul style="list-style-type: none"> · Can be added to any teacher on any evaluation track. · Added based on observation in which multiple indicators were scored at Levels 1 and/or 2. · See handout in the appendix entitled – Personal Learning Plan (PLP) 15-16. This handout is located in <i>Appendix F</i>.

* **Only the Principal can add ad-Hoc elements.**

How will observations be scored?

As with all TEM components, observation ratings are scored on a scale of one to five. SCS will average all of the indicator ratings across all of a teacher's observations to generate a 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 educator group will only receive scores for the indicators in the ***Teach*** domains, whereas other educator groups will receive scores for the domains in their specialized rubrics.

What are the requirements for a complete observation score?

Requirements 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).

How will observation scores be weighted?

Observation weightings depend on whether or not a teacher is tested as well as whether or not he/she has Tripod Student Survey results

- Tested Teachers (including teachers with portfolio) with Tripod will have a weighting of 40%
- Tested Teachers (including teachers with portfolio) without Tripod will have a weighting of 45%
- Non-Tested Teachers with Tripod will have a weighting of 50%
- Non-Tested Teachers without Tripod will have a weighting of 55%
- First Year Tested Teachers with Tripod will have a weighting of 65%
- First Year Tested Teachers without Tripod will have a weighting of 70%

When will the composite TEM observation score be available?

Certified administrators and peer observers are expected to complete all observations by March 31, 2016. Individual observation scores will be made available to teachers 24 hours prior to the scheduled post conference. SCS will provide teachers and principals with the overall observation score along with all available TEM data in May 2016. Final TEM Composite Scores will be available to teachers and principals in Fall 2016.

Measure 4 – Tripod: Student Perceptions

How will Student Perceptions be scored?

Student Perceptions will be measured using the fall 2015 and spring 2016 results from the Tripod Student Survey. The survey asks students to assess observable teaching 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”

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

Example:

- ✓ Ms. Jones is a 2nd grade teacher.
- ✓ Her students completed the SCS Early Elementary survey.
- ✓ Ms. Jones scored higher than 68% of her peers. Her overall NCE (Normal Curve Equivalent) is 68.
- ✓ Ms. Jones’ Tripod level is a 4, based on the Tripod quintile ratings (1-5).

*More details are available in the **Tripod FAQs**.*

When will the Tripod Student Perceptions score be available?

Teachers will receive a detailed report of their fall and spring results as soon as they become available. All available Tripod survey data for a teacher will factor into a single score based on a Normal Curve Equivalent (NCE), similar to a percentile rank, and be released in May 2016 when teachers’ TEM profiles are updated for the summative process.

Will Tripod questions vary by student population?

Yes. Currently, there are three versions of the Tripod student survey according to grade bands: K – 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.

Measure 5 - Professionalism

What is Professionalism, and why is it a part of the TEM?

The Professionalism component captures teachers' 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 is recorded and scored based on a rubric in a single report at the close of the school year.

How will Professionalism be scored?

Teachers and school administrators will collect evidence of a teacher's professionalism and document this in the OASYS/My Learning Plan online system throughout the 2015-16 school year. Teachers and administrators will then review the evidence and determine a final score during the TEM summative conference in May 2016.

All evidence should indicate what the educator has done. Below is a summary of data and evidence sources that are available for evaluators to consider in scoring. Evaluators should consider that a teacher whose behaviors and performance align to standards outlined in school and district policy as a Level 3 – "Meeting Expectations." Principals and teachers are encouraged to use the Professionalism Rubric Scoring Guide below to assist in evidence or artifact collection as well as assigning ratings. Likewise, **principals** should determine the minimum quantity of artifacts to be submitted for Professionalism indicators and communicate the standard to teachers during the fall semester.

RUBRIC INDICATOR	LEVEL 3	DATA & EVIDENCE SOURCE
Professional Learning & Growth	<p><i>The educator:</i></p> <ul style="list-style-type: none"> • Reflects on feedback from observations to improve identified areas of need and demonstrates evidence of implementation. • Selects professional learning opportunities related to self-assessed and/or identified growth areas • Is prepared and engaged with the content during professional learning opportunities that are directly targeted at improving or enhancing practice. 	<ul style="list-style-type: none"> • School Handbook • MLP Transcript of PD course completion • Lesson Plans • TEM Observation Reflections <p><i>Example: Alignment between teachers' self-scores and observers' ratings</i></p>
Use of Data	<p><i>The educator:</i></p> <ul style="list-style-type: none"> • Uses student data to anticipate and plan for differentiation and scaffolding needs so that students consistently meet through-course and end-of-course goals. • Analyzes data results to assess and determine student progress as well as determine content re-teaching or acceleration • Routinely records and monitors student progress data and uses a system that allows for easy analysis of student progress toward mastery. 	<ul style="list-style-type: none"> • PLC &/or data team meeting participation • Growth & Achievement Selections • Lesson Plans • Data notebooks

RUBRIC INDICATOR	LEVEL 3	DATA & EVIDENCE SOURCE
School & Community Involvement	<p><i>The educator:</i></p> <ul style="list-style-type: none"> • Supports and contributes to school activities and events that positively impact school results/culture and are not mandated by school leadership. • Adheres to school and district personnel policies with no noted policy violation. • Works with peers to contribute to a safe and orderly learning environment. • Participates in opportunities to collaborate with community organizations and stakeholders that support student development and promote positive school/community partnerships. • Actively promotes the school in the larger community by consistently messaging the school’s vision, mission and core values to parents and community members. 	<ul style="list-style-type: none"> • School handbook (i.e., expectation of school and community events) • District policy • School/ community-related volunteer experiences • Progressive Discipline violations
Leadership	<p><i>The educator:</i></p> <ul style="list-style-type: none"> • Contributes to the school community by assisting others in at least 2 of the following: <ul style="list-style-type: none"> ○ Collaborative planning w/subject &/or grade level teams ○ Coaching/mentoring ○ Supervising clinical experiences ○ Leading data driven professional learning communities • Serves in leadership roles beyond the school level when presented with opportunities. 	<ul style="list-style-type: none"> • Peer coaching & mentoring experience • PLC &/or data team meeting participation • Presentations at meetings and conferences

When will Professionalism scores be available?

Teachers and administrators will review a final score for the 5% Professionalism component during the TEM summative conference in May 2016.

How Is 2015-16 TEM Different From My Previous Evaluation?

While TEM shares many similarities with the previous SCS teacher evaluation systems, some notable improvements have been made based largely on the feedback of teachers and administrators in our district and across the state of Tennessee. Changes for all teachers are summarized below:

Student Growth

For the 2015-16 school year, three growth measures have been designated as state-approved to create individual growth scores for teachers:

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

The portfolio score counts for the growth component (35%) of the TEM score and 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) receive a “refusal to submit documentation for reflection” in the educator’s Professionalism score.

Additional information on non-tested grades and subjects with portfolio growth measures is provided in **Appendix E**.

Achievement Scores

- All teachers will have the opportunity to be the final selectors of their achievement measure, which accounts for 15% of the total TEM score. 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.

Observation of Practice

- All teachers will be observed using the **TEM rubric**. Rubrics and/or addenda have been customized for the following teacher groups: Classroom Teachers, School Counselors, Librarians, Instructional Coaches, Social Workers and School Psychologists.
- The number of observations will **vary based on the teachers’ composite score from the previous year**. Each “observation track” is described in detail in the Observation section of this manual:
 - GenEd New Hire – Teachers who are new to Shelby County Schools
 - GenEd 1-2 – Teachers with Level 1 – 2 composite from 2014-15
 - GenEd 3-4 – Teachers with Level 3 – 4 composite from 2014-15
 - GenEd 5 – Teachers with Level 5 composite from 2014-15

Professionalism (5% of the TEM)

- All teachers will be observed using the TEM Professionalism Rubric, which is a revised version of Professionalism domain from the State of TN TEAM observation rubric. A Professionalism Rubric Scoring Guide is available in Appendix F.

How is the TEM scored?

As with TVAAS and TEM observations, each component of a teacher's TEM profile will receive a rating on a scale of 1 – 5. Those ratings will then be weighted⁴ and added together to create an overall score. The sample table below shows how each component is weighted for a tested teacher with all five components of the TEM:

Component	Range of TEM Component Scores (Min – Max)	Weighting	Weighted Score (Min – Max)
Student Growth (TVAAS)	1 – 5	X 35	35 – 175
Student Achievement	1 – 5	X 15	15 – 75
Observations	1.00 – 5.00 (avg rounded to the nearest .01)	X 40	40 – 200
Tripod: Student Perceptions	1 – 5	X 5	5 – 25
Professionalism	1 - 5	X 5	5 - 25
Total			100-500

Once the total weighted score is calculated, a TEM teacher effectiveness rating is assigned based on the ranges provided below:

TEM Score Range	Effectiveness Rating
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

⁴ This table reflects the TEM profile of a teacher with all five possible TEM components. The weighted calculations vary somewhat for educator groups with fewer than five TEM components as outlined in the previous section on pages 6-8.

The TEM Timeline

Key dates for completing the TEM process for 2015-16 are provided below:

Dates	TEM Timeline Milestone
June 22-August 30	• TEM Observer Certification Trainings
July 24	• New Teacher Institute – TEM Introduction
August 3-7	• TEM Teacher Training (in-school led by School Leadership Teams)
August 10-31	• Principals finalize SY14-15 TEM Summative reports
September 15	• Teacher SY15-16 TEM evaluation tracks open in OASYS
September 15-30	• Principals verify all teachers on their rosters available in Process View in OASYS • Evaluators are assigned all appropriate personnel to observe
September 21	• Evaluations can begin
September 21 – October 2	• All ICCs must be completed
October 5 – November 13	• Teachers complete and submit Growth & Achievement selections in OASYS
October 19-23	• Fall Tripod Student Survey administration
October 30	• 30% of total observations for school should be completed
November 16	• Last day for evaluators to appeal Student Achievement selections to the State DOE
November 30	• 40% of total observations for school should be completed
December 18	• 50% of total observations for school should be completed
January 29	• 70% of total observations for school should be completed
February 29	• 85% of total observations for school should be completed
February 22-26	• <i>Tentative</i> Spring Tripod Student Survey administration
March 28	• Teachers submit Professionalism Self-Score
March 31	• 100% of total observations for school should be completed
April 4	• Portfolios must be submitted • Professionalism Component completed – 100%
May 1 – May 27	• TEM Summative Conferences completed

The TEM Summative Process and Timeline

How can the TEM evaluation be used for reelection decisions?

The TEM is a management tool providing school leaders the ability to readily identify appropriate support and development opportunities for teachers aligned to their individual performance data. Tennessee law states that a district **may** also use teacher performance data as grounds for a teacher's dismissal if he or she is performing "Below Expectations" or "Significantly Below Expectations." For SCS, this means that teachers scoring a TEM 1 or TEM 2 **may** be considered for non-reelection. Teachers scoring a TEM 3 or higher will not be eligible for dismissal based on their TEM evaluation scores because they are meeting performance expectations.

However, a teacher's TEM score alone does not determine whether or not he or she will be reelected.

If a teacher scores a TEM 1 or 2, school leaders must ultimately make recommendations based on whether or not a teacher's performance or potential to improve will lead to positive student outcomes. Further, **please note** that a teacher's TEM score is not the only factor influencing reelection recommendations. As with prior school years, any teacher may be considered for non-reelection for criteria other than, or in combination with, TEM scores including 1) incompetence; 2) inefficiency; 3) neglect of duty; 4) unprofessional or improper conduct; and 5) insubordination. As with previous years, teachers who are recommended for non-reelection based on TEM scores or for any other reason will have their file reviewed by district personnel before a final determination is made.

Unless displaced because of a reduction in positions, teachers who are reelected in May will remain with the district for the 2016-17 school year. Teachers with tenure are guaranteed due process. If teachers are recommended for non-reelection for reasons other than, or in addition to, their TEM scores, Labor Relations will make a final determination.

Please note that all evaluation grievances and/or non-reelection appeals must be filed no later than fifteen (15) days from the end of the post-observation conference and/or the end-of-year summative conference, respectively. Otherwise, the grievance will be considered untimely and invalid. Teachers may only grieve errors related to the evaluation process and the accuracy of the quantitative data assigned to them. Teachers who wish to file grievances must complete the Evaluation Grievance Form and submit to Labor Relations. Refer to SCS' Teacher Evaluation Policy (4046) for details on the grievance process.

What is the decision-making process for teacher reelections based on TEM scores?

In May 2016, teachers and principals will receive partial TEM profiles, including scores for each component and composite TEM scores of 1 - 5. Student Growth and Achievement data for the current year will not be available at that time. Scores for the other TEM components (Observations, Tripod: Student Perceptions and Professionalism) will be provided for the current year by May 2016. Once teachers and principals receive these TEM Profiles, school-level administrators will schedule and conduct a summative evaluation meeting with each teacher to review his or her TEM data and notify teachers of reelection recommendation. **Please note** that a Final TEM Composite Score will **not** be available at this time.

The Teacher Effectiveness Measure (TEM) Manual

2015-2016 School Year



Appendix

APPENDIX A: TEM 2015-16 FREQUENTLY ASKED QUESTIONS

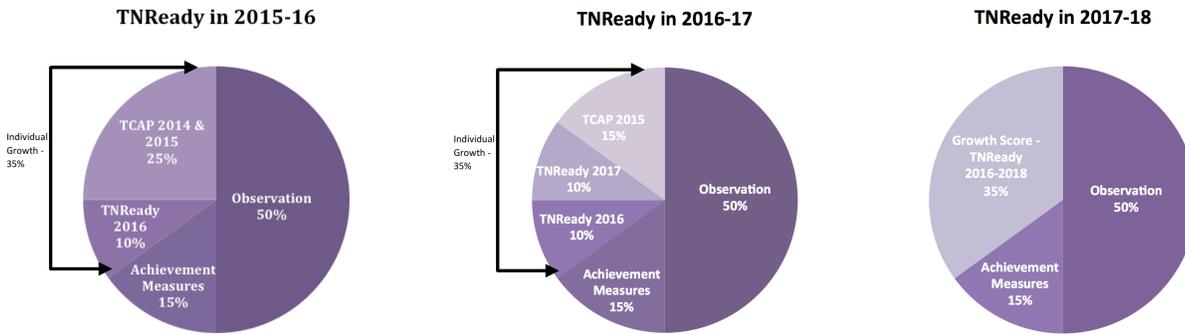
GENERAL

Q: Who is considered a “tested” teacher?

A: Tested teachers include those with Individual TVAAS Scores, Fine Arts K-12, World Languages K-12 and Health, Physical Education and Lifetime Wellness teachers K-5.

Q: I am a brand-new teacher this year. How will my scores look different from a veteran teacher?

A: Teachers of tested subjects in SY15-16 will receive a gradual incorporation of TNReady scores in their overall Individual Student Growth Score. In 2015-16, TNReady will account for 10% of the Student Growth Score. *Note: During the school years 2015-16 through 2017-18, a teacher’s most recent student growth data will account for the entire individual growth score if such use results in a higher evaluation rating for the teacher.*



**The percentages above do not reflect the 5% for Professionalism (for all educators) or 5% Tripod (for eligible educators). These percentages are taken out of the total Observation %.*

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 from one year to the next, not whether the student is proficient on the state assessment. TVAAS calculates growth from tests covered under the TNReady in Reading/Language Arts, Math, Science, and Social Studies.

GROWTH & ACHIEVEMENT

Q: What are all the options for growth?

A: A list and description of all growth options is available in **Appendix B – TVAAS: Growth Selections**.

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 assessments (e.g. TNReady, SAT10, & EOC).

Q: What is the difference between School-wide Literacy and TNReady School-wide Literacy?

A: School-wide Literacy is comprised of SAT10 and TNReady data. TNReady School-wide Literacy is TNReady Only.

Q: I am a “tested” teacher. Can I choose my own scoring scale if I opt to use my growth component for Achievement?

A: No. The educator may ONLY opt to use a different scale to score NON-GROWTH selections.

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 my teachers 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: Teachers are allowed to select their own achievement measure. I do not agree with a teacher’s selection. What is the next step?

A: The evaluator may submit an appeal if he/she feels that the teacher or administrator being evaluated has selected an achievement measure or created a scoring scale that is not appropriate. Evaluators can submit an appeal **no later than Friday, November 16**. All appeals will be reviewed by the State Department of Education before a final determination is made.

This next section is only applicable to: teachers with TVAAS, Fine Arts K-12, World Languages K-12 and HPELW K-5 teachers.

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 15% achievement measure?

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 from SY 15-16. Can I take the school-wide score for my growth (35%) component?

A: No.

Q: I have an Individual TVAAS/portfolio score. Why should I choose a back-up measure for achievement (15%)?

A: If your 2015-16 TVAAS/portfolio score is less than a 3, you are not eligible to use your TVAAS/portfolio score for Achievement. If your TVAAS/portfolio score is 3 or higher, you are eligible to use it for the Achievement component. By selecting a “back-up measure” now, you will receive the most accurate selection and faster scores.

Q: What if my SY 15-16 portfolio score is higher than the school-wide score I selected?

A: If your SY 15-16 portfolio score is a 3, 4 or 5 AND higher than the school-wide score, you will receive the portfolio score.

Example(s):

Teacher A

School-wide Composite = 4

Fine Arts Portfolio = 5

Teacher receives portfolio score for growth and achievement.

Teacher B

School-wide Literacy = 2

World Languages Portfolio = 1

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

****Per state mandate, your TVAAS/portfolio score must be a 3, 4 or 5 to be used for Achievement.***

Appendix B: TVAAS: Growth Selections

The selections below are used for the growth component (35%).

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 SAT 10 – Reading and Language, TNReady – Reading, EOC – English I, II, and III.
School-wide: Numeracy	This includes all tested grades but only subjects specifically associated with numeracy. These subjects are SAT 10 – Math, TNReady – Math, EOC – Algebra I and II.
School-wide: Literacy & Numeracy	This includes all tested grades but only subjects specifically associated with numeracy and literacy 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. For high schools this includes Biology and Chemistry.
TNReady: School-wide Composite	This includes all TNReady tested grades and subjects from third to eighth grade. Algebra I administered in eighth grade would not be included.
TNReady: School-wide Literacy	This includes only the growth associated with TNReady Reading for students in third through eighth grade.
TNReady: School-wide Numeracy	This includes only the growth associated with TNReady Math for students in third through eighth grade. Algebra I administered in eighth grade would not be included.
TNReady: School-wide Literacy & Numeracy	This includes only the growth associated with TNReady Math and Reading for students in third through eighth grade. Algebra I administered in eighth grade would not be included.
SAT 10: School-wide Composite	For first and second grade this includes growth associated with all three SAT 10 subject areas for all students who took the SAT 10 in spring 2014 and spring 2015. For third grade this includes growth associated with all TNReady subject areas for all students who took the SAT 10 in spring 2015 and TNReady in spring 2016.

SAT 10: School-wide Literacy	For first and second grade this includes the growth associated with SAT 10 Reading and Language. For third grade this includes the growth associated with TNReady Reading in 2015 for students who took SAT 10 in the Spring of 2016.
SAT 10: School-wide Numeracy	For first and second grade this includes the growth associated with SAT 10 Math. For third grade this includes the growth associated with TNReady Math in spring 2015 for students who took SAT 10 in spring 2016.
SAT 10: School-wide Literacy & Numeracy	For first and second grade this includes the growth associated with SAT 10 Math, Reading and Language. For third grade this includes the growth associated with TNReady Math and Reading in 2015 for students who took SAT 10 in the spring 2016.
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 specifically 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 specifically associated with numeracy. These subjects are Algebra I and II.
CTE Concentrator: School-wide Literacy & Numeracy	This includes all students identified as CTE concentrators but only subjects specifically associated with numeracy and literacy as listed above.
District-wide: Composite	This includes all tested grades and subjects in the system.
District-wide: Literacy	This includes all tested grades but only subjects specifically associated with literacy. These subjects are SAT 10 – Reading and Language, TNReady – Reading, EOC – English I, II and III.
District-wide: Numeracy	This includes all tested grades but only subjects specifically associated with numeracy. These subjects are SAT 10 – Math, TNReady – Math, EOC – Algebra I and II.
District-wide: Literacy & Numeracy	This includes all tested grades but only subjects specifically associated with numeracy and literacy as listed above.
Fine Arts Growth Measure	This includes all subject areas and grade levels in Fine Arts with State approved peer-reviewed portfolios.

<p>World Languages Growth Measure</p>	<p>This includes all subject areas and grade levels in World Languages with State approved peer-reviewed portfolios.</p>
<p>Health, Physical Education & Lifetime Wellness Growth Measure K-5</p>	<p>This includes grade levels K-5 in HPELW with State approved peer reviewed portfolios.</p>

Appendix C: TEM Process Guide: Quick Reference

Announced Observation

Pre-Conference	
Observer Responsibilities	Educator Responsibilities
<ul style="list-style-type: none"> Pre-conference & Announced observation scheduled by observer via calendar icon in Process View. Scheduling should occur a minimum of five (5) school days prior to observation to give teacher sufficient notification. Pre-conference Form reviewed by observer prior to pre-conference - noting whether the teacher has accepted or declined the in-person pre-conference meeting. Pre-conference Form finalized by observer (can instead be done when all elements are awaiting finalization). Pre-conference conducted by observer if teacher selects “Yes, I want” on the Pre-conference Form (24–48 hours prior to observation). 	<ul style="list-style-type: none"> Pre-conference and observation schedules accepted by teacher. Upon pre-conference schedule acceptance by teacher, Pre-conference Form will appear in teacher’s ‘Action Required’ section of OASYS. Pre-conference Form completed and submitted by teacher at least 24 hours prior to pre-conference meeting.
Observation	
Observer Responsibilities	Educator Responsibilities
<ul style="list-style-type: none"> Announced observation conducted and evidence collected by observer (via the scripting tool icon in the Process View). Observer aligns scripted evidence and scores observation. Observer submits scores to teacher 24 hours prior to the post-conference. 	<ul style="list-style-type: none"> Educator scores observation – submits self-scores and evidence 24 hours after the observation. Educator is able to submit comments to the observer through the “Comments” section on the form. Educator views scores submitted by observer prior to the post-conference.
Post-Conference	
Observer Responsibilities	Educator Responsibilities
<ul style="list-style-type: none"> Observer plans post-conference (Area of Strength, Area for Improvement, Recommendations). Observer views educator self-score and includes relevant evidence to support scores. Observer submits scores/form to the teacher at least 24 hours prior to the post-conference. Post-conference occurs within 7 calendar days (5 school days) of the observation. Announced Observation Form finalized by observer during or immediately following the post-conference. 	<ul style="list-style-type: none"> Teacher attends scheduled post-conference. Teacher brings any evidence, artifacts, etc. to post-conference to discuss with evaluator. Teacher acknowledges observer’s scores/form at the conclusion of the post-conference.

Unannounced Observation

Observation	
Observer Responsibilities	Educator Responsibilities
<ul style="list-style-type: none"> • Scheduling should occur a minimum of five (5) school days prior to observation. Even though this is an unannounced observation, it should be scheduled in the system to prevent duplicity. • Unannounced observation conducted/evidence collected by observer (via the scripting tool icon in the Process View). • Observer aligns evidence and scores observation. • Observer plans post-conference (Area of Strength, Area for Improvement, Recommendations). • Observer views educator self-score and includes relevant evidence to support scores. • Observer submits scores/form to the teacher at least 24 hours prior to the post conference. • Post conference occurs within 7 calendar days (5 school days) of the observation. • Observer finalizes the observation form during or immediately following the post-conference. 	<ul style="list-style-type: none"> • Educator scores observation – submits self-score and evidence 24 hours after the observation. • Educator views scores prior to post-conference.
Post- Conference	
Observer Responsibilities	Educator Responsibilities
<ul style="list-style-type: none"> • Observer plans post-conference (Area of Strength, Area for Improvement, Recommendations). • Observer views educator self-score and includes relevant evidence to support scores. • Observer submits scores/form to the teacher at least 24 hours prior to the post conference. • Post conference occurs within 7 calendar days (5 school days) of the observation. • Observer finalizes the observation form during or immediately following the post-conference. 	<ul style="list-style-type: none"> • Teacher attends scheduled post-conference. • Teacher brings any evidence, artifacts, etc. to post-conference to discuss with evaluator. • Teacher acknowledges observer’s scores/form at the conclusion of the post-conference.

Appendix D: 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 three growth measures approved to create individual growth scores for teachers:

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

The portfolio score counts for the growth component (35%) of the TEM score and 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 “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 Specialists 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 area will be provided for teachers on various dates. These dates will be announced at a later time.

Sampling Student Work: Each teacher is expected to select a representative and purposeful sample of his or her student population and teaching assignment. **Example:** Spanish teacher has 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). Principals will have access to view their teachers’ work samples at any time. The deadline for submission is **Monday, April 4, 2016**.

Benchmark Deadlines: These deadlines exist to assist you with completion of the portfolio.

Benchmark	Deadline
Upload Practice Video	September 25, 2015
Upload Plan 1	September 25, 2015
Upload Plan 2	September 25, 2015
50% of assessments uploaded to GLADIS	December 18, 2015
70% of assessments uploaded to GLADIS	February 5, 2016
80% of assessments uploaded to GLADIS	March 18, 2016
100% of assessments uploaded to GLADIS	April 4, 2016
Deadline for Portfolio Submission	April 4, 2016
Last day to submit Portfolio without penalty	April 15, 2016

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.

Student Selection: Teachers select students at the end of each pre-assessment. This ensures fairness. Teachers should identify the student (anonymously or first name only) in the pre-assessment upload. In the event that there is an audit, the students identified in the pre-assessment should align with the post-assessment.

Frequently Asked Questions

- 1. What subject areas have a state-approved portfolio growth measure?** Fine Arts K-12, World Languages K-12 and Health, Physical Education & Lifetime Wellness (K-5 only)
- 2. Are all teachers in those subjects and grades required to submit a portfolio?** Yes. All teachers in Fine Arts K-12, World Languages K-12, and HPELW K-5 are required to submit a portfolio. If a teacher does not submit a portfolio, the non-submission will result in insubordination as outlined in guidelines provided by Labor Relations.
- 3. Are there any reasons a teacher may be exempt from completing a portfolio?** 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 supporting documentation. The process to request an exemption request will be determined by the NTSG advisors. This request must be submitted by **Friday, March 18, 2016**.
- 4. What happens if a teacher is suspected of unethical behavior?** The peer reviewer must SIMULTANEOUSLY notify Employee Performance & Support (formerly Performance Management) and the Content Advisor. Failure to do so can result in no action being taken. Employee Performance & Support and the Content Advisor will schedule a time with the peer reviewer to examine the portfolio in question. A collective decision will be made to forward the information to Labor Relations.
- 5. Are time extensions granted for submitting the portfolio?** A teacher may submit a request for a time extension with supporting documentation. Employee Performance & Support will review the request. An extension will only be granted for extenuating circumstances with supporting documentation. A response will be provided in **five (5)** school days.
- 6. How will the portfolio growth measure impact teachers' TEM scores?** All teachers with a portfolio growth measure must use the portfolio score for the growth component (35%) of the evaluation. Teachers who score a 3, 4 or 5 on the portfolio also have the option of using the portfolio score for the achievement component of the evaluation (15%).
- 7. What is the principal's role in the portfolio collection and submission process?** The level of involvement by the principal may vary by subject area. Principals may be asked for recommendations from potential Peer Reviewers and other supporting roles.
- 8. I teach at an alternative school. Do I have to complete a portfolio?** Please contact Employee Performance and Support to clarify whether you are required to submit a portfolio.

Policies & Procedures for Unethical/Unprofessional Behavior

SCS outlines definitions and consequences of Unprofessional Behavior and Unethical Behavior in the Staff Ethics Policy 4002.

Procedures for Suspicion of Unethical Behavior

1. Once unethical behavior is suspected, the Peer Review is recused from an "Individual" Peer Review.
2. The Peer Reviewer flags the portfolio for Committee review and submits a detailed statement regarding the rationale for Committee Review.
 - a. The Committee must consist of a minimum of three SCS employees; of whom two must be current SCS teachers in the content area of the portfolio in question. The two SCS teachers will also participate in the actual portfolio scoring. The third committee member (employed by SCS) may be a district administrator who will not score the portfolio, but may add context by providing feedback and asking questions.
3. The Committee will review the portfolio in its entirety and assign the appropriate score(s) based on content.
4. The Committee will make a decision:
 - a. Yes, unethical behavior is evident OR
 - b. No, unethical behavior is not evident **AND**
 - c. Supporting documentation for the decision
5. If the Committee decides "**unethical behavior is evident**", the Content Advisor must notify Labor Relations, the principal, and the teacher to determine next steps. Labor Relations and the principal should also be provided supporting documentation at this point.
6. No further action should be taken by the either principal or Content Advisor until notified by Labor Relations.
7. If the Committee decides "**unethical behavior is not evident**", the committee releases the portfolio with corresponding scores.

Procedures for Suspicion of Unprofessional Behavior

Portfolio progress should be monitored by the Content Area Advisor throughout the year. As the Principal is the direct supervisor for teachers, the principal will initiate communications and designate the appropriate action.

1. If a teacher has not started on the portfolio by the beginning of Fall Break, the Content Advisor must notify Employee Performance & Support (formerly Performance Management). Employee Performance & Support will notify principals as appropriate.
2. The principal or principal's designee should take one or more of the following actions to determine why progress has not been made:
 - a. Communicate with the teacher(s) via e-mail
 - b. Schedule a meeting with the teacher(s)
3. If there is no plausible, documented reason (e.g. medical, family emergency, etc.) for lack of progress, the principal will recommend a course of action (e.g. Professional Learning Plan and/or any other options that may be assigned in OASYS).
4. The principal must document the course action (e.g. taking action within OASYS suffices).
5. If the teacher has not made progress by Spring Break, the Content Advisor must notify Employee Performance & Support and provide supporting documentation before the end of Spring Break.

6. Employee Performance & Support will notify Labor Relations to determine the next course of action.
7. If a teacher has made progress throughout the school year and for any reason does not submit a portfolio for approval for evaluation, the Content Advisor must notify Employee Performance & Support.
8. Employee Performance & Support will submit a collective list of all teachers across all portfolio content areas to the respective principal and Labor Relations.

See Appendix G for **Portfolio Exemption** information.

Appendix E: Professionalism Rubric Evidence & Scoring Guide

Scoring Professionalism

All evidence should indicate what the educator has done. Below is a summary of data and evidence sources that are available for evaluators to consider in scoring. Evaluators should consider that a teacher whose behaviors and performance align to standards outlined in school and district policy as a Level 3 – “Meeting Expectations.”

RUBRIC INDICATOR	LEVEL 3	POSSIBLE DATA & EVIDENCE SOURCE
Professional Learning & Growth	<p><i>The educator:</i></p> <ul style="list-style-type: none"> • Reflects on feedback from observations to improve identified areas of need and demonstrates evidence of implementation. • Selects professional learning opportunities related to self-assessed and/or identified growth areas. • Is prepared and engaged with the content during professional learning opportunities that are directly targeted at improving or enhancing practice. 	<ul style="list-style-type: none"> • School Handbook • MLP Transcript of PD course completion • Lesson Plans • TEM Observation Reflections <ul style="list-style-type: none"> ○ Teacher’s self-score alignment to observer’s ratings
Use of Data	<p><i>The educator:</i></p> <ul style="list-style-type: none"> • Uses student data to anticipate and plan for differentiation and scaffolding needs so that students consistently meet through-course and end-of-course goals. • Analyzes data results to assess and determine student progress as well as determine content re-teaching or acceleration. • Routinely records and monitors student progress data and uses a system that allows for easy analysis of student progress toward mastery. 	<ul style="list-style-type: none"> • PLC &/or data team meeting participation • Growth & Achievement Selections • Lesson Plans • Data notebooks
School & Community Involvement	<p><i>The educator:</i></p> <ul style="list-style-type: none"> • Supports and contributes to school activities and events that positively impact school results/culture and are not mandated by school leadership. • Adheres to school and district personnel policies with no noted policy violation. • Works with peers to contribute to a safe and orderly learning environment. 	<ul style="list-style-type: none"> • School handbook (i.e., expectation in school and community events) • District policy • School/community-related volunteer experiences • Progressive Discipline violations

RUBRIC INDICATOR	LEVEL 3	POSSIBLE DATA & EVIDENCE SOURCE
	<ul style="list-style-type: none"> • Participates in opportunities to collaborate with community organizations and stakeholders that support student development and promote positive school/community partnerships. • Actively promotes the school in the larger community by consistently messaging the school’s vision, mission and core values to parents and community members. 	
Leadership	<p><i>The educator:</i></p> <ul style="list-style-type: none"> • Contributes to the school community by assisting others in at least 2 of the following: <ul style="list-style-type: none"> ○ Collaborative planning w/subject &/or grade level teams ○ Coaching/mentoring ○ Supervising clinical experiences ○ Leading data driven professional learning communities • When presented with opportunities, serves in leadership roles beyond the school level. 	<ul style="list-style-type: none"> • Peer coaching & mentoring experience • PLC &/or data team meeting participation • Presentations at meetings and conferences

Appendix F: Personal Learning Plan (PLP)

A Personal Learning Plan (PLP) is assigned to educators scoring below expectations 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 evaluation.

Who conducts the PLP Conference?

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.

Who provides support for the teacher while on a PLP?

The Support Provider may 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.

What types of support are available?

See Table 1 below for types of support and explanations.

What happens after support has been completed?

The Support Provider will work with the teacher a minimum of **five (5)** working days on strategies 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 form in OASYS at the conclusion of that meeting.

Table 1: Types of PLP Support

Type of Support	Explanation of Support Options
Planning (Independent)	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 lesson plans 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.
Co-Planning (with Peer)	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 rubric to effectively plan to meet the needs of all students.
Reflective Practice (with Peer)	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.
Reflective Practice (Independent)	Ideal for teachers 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.

<p>Peer Observation (with Peer)</p>	<p>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 observations by recording the cooperating teacher’s lesson.)</p>
<p>Peer Observation (Independent)</p>	<p>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.)</p>
<p>Group Learning</p>	<p>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 My Learning Plan.</p>
<p>Professional Reading Assignment</p>	<p>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 would summarize the reading, identify specific instructional practices that will be implemented and provide a written reflection to the administrator or leadership team.</p>
<p>Non-Summative (Ad-Hoc) Observation</p>	<p>Used to give teachers specific feedback on a lesson based on the TEM rubric. These scores are not included in the teacher’s summative evaluation scores.</p>

Appendix G: NTGS Portfolio Exemption Guide

Portfolio Exemption

All teachers must submit a request for exemption no later than March 18, 2016. A teacher may be exempt from submitting a portfolio for the reasons listed below. The teacher should continue making progress on the portfolio until a decision is communicated. Please note the implications for an exemption.

Reason for Exemption	Observations for Current Year	TEM Score	Track Assignment Next Year	Supporting Documentation
1. Employed <120 days	Yes	No	Based on most recent TEM score New teacher track if no previous TEM score in SCS	Letter from Human Resources w/start date OR Letter from principal w/start date
2. 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
3. Transferred to a different school after the first 60 days of school	Yes	Yes School-wide score for growth most aligned w/teaching assignment	Based on most recent TEM score	Letter from principal or Human Resources documenting transfer and date of transfer
4. 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
5. 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 sections of PE teacher submits Fine Arts portfolio).

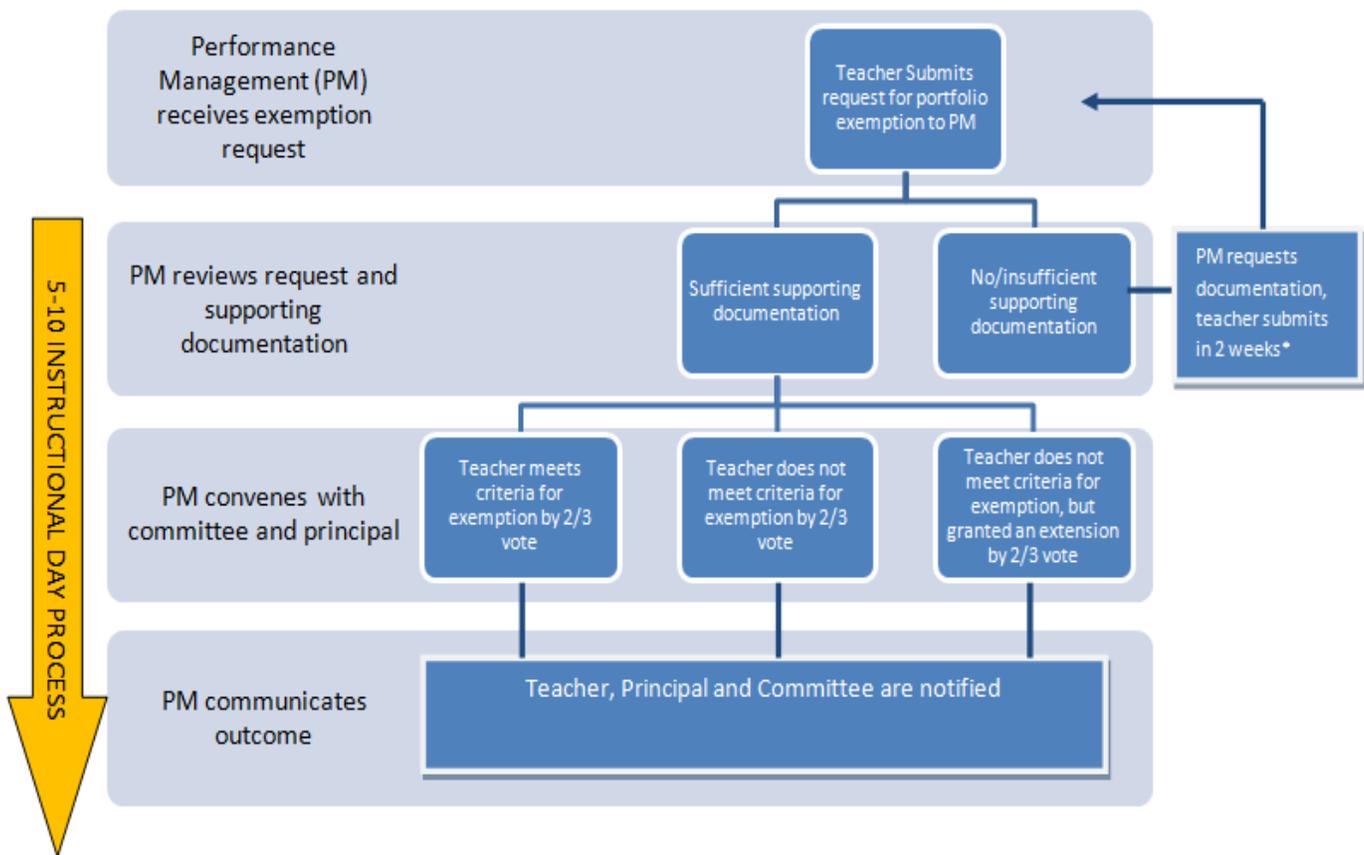
If teaching one course in a portfolio content area, the teacher must complete a portfolio for that course.

Portfolio Exemption Process

The process begins when the teacher submits the request for exemption. If supporting documentation is not provided at that time, Employee Performance & Support (formerly Performance Management) will request the supporting document 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.

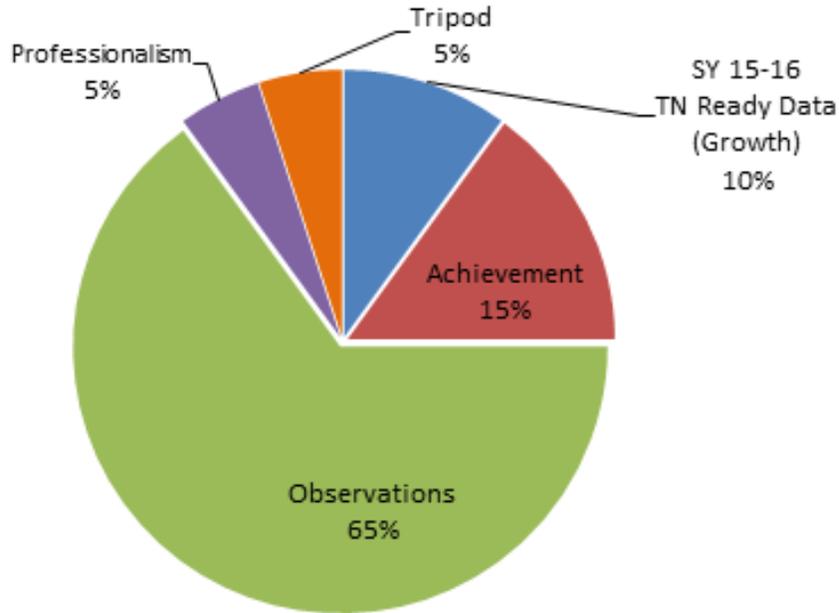
If the teacher is not granted an exemption, a time extension *may* be granted based on supporting documentation.

In all cases, within 5 to 10 days the teacher, principal and committee will be notified in writing of the outcome and the rationale.



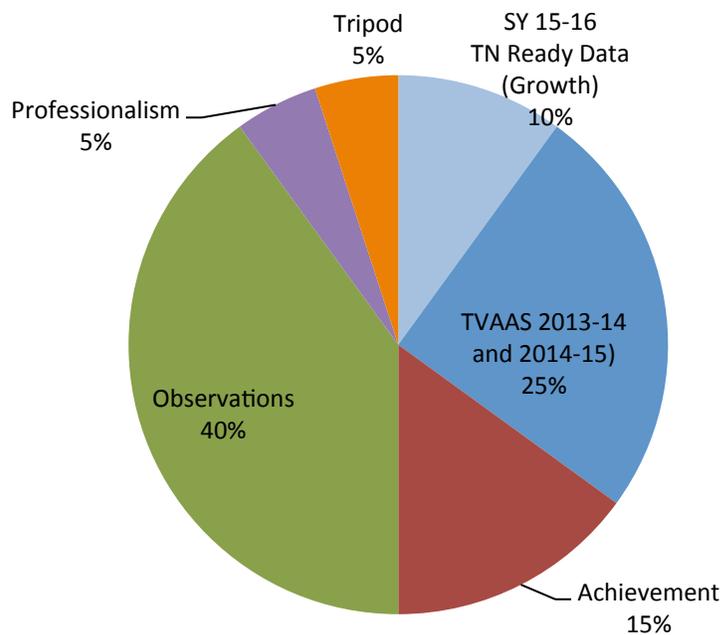
Appendix H: 15-16 TEM Component Weightings

Tested Teacher *with no* Prior Testing Data - This could be a brand new 1st year teacher, someone who is looping, taught a non-tested grade last year and is moving to a tested grade or taught Geometry last year and is teaching Algebra. If this teacher does not have Tripod, observation rating increases to 70%.

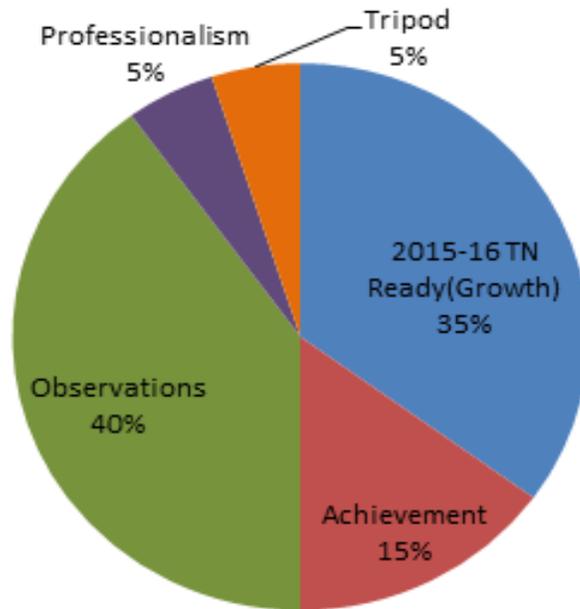


Tested Teacher *with* Prior Data - Tested teachers with prior data have two possibilities, but in the end the growth weighting will be 35%. If this teacher does not have Tripod the observation rating increases to 45%. This allows for a teacher's most recent student growth data to account for the entire individual growth score if use of such results in a higher evaluation rating for the teacher.

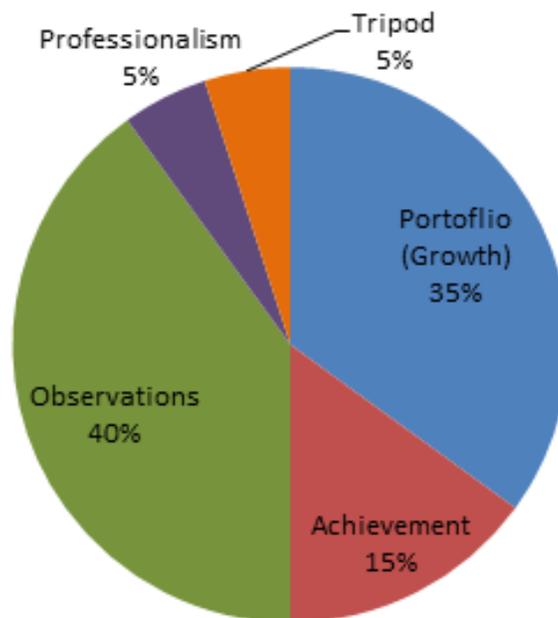
OPTION 1: 3-year Composite



OPTION 2: 1 year TNReady



Non-Tested Teacher using the Portfolio Model - This is the only category of teachers whose TEM weightings have not changed since last year. These are your Health PE, Lifetime Wellness (K-5 only), Fine Arts K-12, World Languages K-12. If this teacher does not have Tripod, the observation rating increases from 40 to 45%. The most current year data is always used.



Teachers in Non-Tested Subjects & Other TEM Educators - If this teacher does not have Tripod the observation rating increases to 65%. **Please note** this is the only group of teachers with a 20% weighting for achievement. This would be your SPED, ESL, calculus teacher, etc.

