U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

APPLICATION FOR NEW GRANTS UNDER THE TEACHER INCENTIVE FUND PROGRAM
CFDA # 84.385A
PR/Award # S385A100143

OMB No. 1810-0700, Expiration Date: 11/30/2010
Closing Date: JUL 06, 2010

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Narratives

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

OMB No.4040-0004 Exp.01/31/2012

Application for Federal Assistance SF-424 Version 02

* 1. Type of Submission	* 2. Type of Application:	* If Revision, select appropriate letter(s):
[ ] Preapplication	[X] New	
[X] Application	[ ] Continuation	* Other (Specify)
[ ] Changed/Corrected Application	[ ] Revision	

* 3. Date Received:	4. Applicant Identifier:
7/6/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	NA

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Tennessee Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
[redacted]	[redacted]

d. Address:

* Street1:	[redacted]
Street2:	[redacted]
* City:	[redacted]
County:	
State:	[redacted]
Province:	
* Country:	[redacted]
* Zip / Postal Code:	[redacted]

e. Organizational Unit:

Department Name:	Division Name:
Federal Programs	

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Dr.	* First Name:	Debbie
Middle Name:			

* Last Name:	Owens
Suffix:	
Title:	Executive Director, Federal Programs
Organizational Affiliation:	
* Telephone Number: [redacted]	Fax Number: [redacted]
* Email: [redacted]	

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

*** 12. Funding Opportunity Number:**

ED-Grants-052110-001

Title:

Office of Elementary and Secondary Education:Teacher Incentive Fund ARRA CFDA 84.385

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

*** 15. Descriptive Title of Applicant's Project:**

Tennessee Teacher Incentive Fund (TN-TIF) Program

Attach supporting documents as specified in agency instructions.

Attachment:
Title :
File :

Attachment:
Title :
File :

Attachment:
Title :
File :

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:
* a. Applicant: TN-005 * b. Program/Project: TN-all

Attach an additional list of Program/Project Congressional Districts if needed.
Attachment:
Title :
File :

17. Proposed Project:
* a. Start Date: 10/1/2010 * b. End Date: 10/1/2015

18. Estimated Funding ($):

a. Federal	$[redacted]
b. Applicant	$
c. State	$ 0
d. Local	$
e. Other	$
f. Program Income	$
g. TOTAL	$[redacted]

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

[ ] a. This application was made available to the State under the Executive Order 12372 Process for review on .
[X] b. Program is subject to E.O. 12372 but has not been selected by the State for review.
[ ] c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

[ ] Yes [X] No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

[X] ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	Dr.	* First Name:	Timothy
Middle Name:	K		
* Last Name:	Webb		
Suffix:			

Title: Commissioner of Education

* Telephone Number: [redacted] Fax Number: [redacted]

* Email: [redacted]

* Signature of Authorized Representative:

* Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Tennessee Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
2. Fringe Benefits	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
3. Travel	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
4. Equipment	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
5. Supplies	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
6. Contractual	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
9. Total Direct Costs (lines 1-8)	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
10. Indirect Costs*	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

***Indirect Cost Information *(To Be Completed by Your Business Office)*:**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: [X] ED [ ] Other (please specify): _____ The Indirect Cost Rate is 7.6%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

[X] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 5.4%

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Tennessee Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:
Name of Authorized Certifying Representative: Dr. Timothy K. Webb
Title: Commissioner
Date Submitted: 07/02/2010

Approved by OMB 0348-0046 Exp.

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action:	**2. Status of Federal Action:**	**3. Report Type:**
[ ] Contract [ ] Grant [ ] Cooperative Agreement [ ] Loan [ ] Loan Guarantee [ ] Loan Insurance	[ ] Bid/Offer/Application [ ] Initial Award [ ] Post-Award	[ ] Initial Filing [ ] Material Change **For Material Change only:** Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: [X] Prime [ ] Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - **Congressional District, if known:**	**5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:** Name: Address: City: State: Zip Code + 4: - **Congressional District,** if known:	
6. Federal Department/Agency:	**7. Federal Program Name/Description:** CFDA Number, if applicable:	
8. Federal Action Number, if known:	**9. Award Amount,** if known: $0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	**b. Individuals Performing Services** (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	Name: Debbir Owens Title: Executive Director, Federal Programs Applicant: Tennessee Department of Education Date: 07/02/2010	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

APPLICANT'S ORGANIZATION	
Tennessee Department of Education	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr. First Name: Timothy	Middle Name: K
Last Name: Webb	Suffix:
Title: Commissioner of Education	
Signature: _____	Date: 07/02/2010

ED 80-0013 03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:
Title : GEPA Statement
File : C:\fakepath\GEPA Statement.doc

GEPA Statement

1. Tennessee will account for the need for equitable access to, and equitable participation, in the Tennessee Teacher Incentive Fund Program (TN-TIF) and will identify and address barriers that impede equitable access and participation, including barriers related to gender, race, color, national origin, disability, and age.
2. The following steps are being taken to ensure that there will be equal access to and equal participation in the TN-TIF program.
    a. From the earliest stages of this initiative, efforts have been made to include teachers in districts across the state in the TN-TIF program.
    b. TN-TIF is an open and voluntary opportunity for districts. All superintendents of all school districts in TN were notified of the opportunity and welcomed to a series of informational resources.
    c. 14 districts and over 100 schools committed voluntarily to the TN-TIF expectations.
    d. These 14 districts represent 4 of the large urban systems and numerous small and/or rural systems from all portions of the State.
    e. Additionally, many of the support services provided to schools in TN-TIF stem from initiatives that are already planned for schools statewide – such as professional development, data access and training, and evaluation systems in First to the Top initiatives
    f. The TN-TIF program has a multi-pronged communication strategy, which is explicitly tied to its efforts to involve a broad representation of educators. The delivery of information will include the following:
        i. Web-based emails
        ii. Video/CD medium
        iii. In-person and electronic engagements
        iv. Professional news media productions
            1. Provide for two-way communications among the TN-TIF Design Team and participating schools and school systems.
            2. Central to this effort will be a series of six online strategic compensation courses offered during the TN-TIF planning year to personnel in participating schools.
            3. These courses will be widely available and provide a comprehensive overview of Performance- Based Compensation Systems (PBCS) and TN-TIF considerations so districts understand fully what is to come before getting too far into implementation.
    g. The TN-TIF communication and key stakeholder involvement plans are considered an immediate and high-priority effort.
        i. Program staff will facilitate a collaborative, multi-stakeholder process for understanding and designing the features of each school's performance-based educator pay plans using the parameters established

by the State and the systematic, iterative learning process offered through these online courses.

ii. Ultimately, this sharp focus on communications and stakeholder buy-in will endure throughout the five-year TN-TIF project period and beyond to ensure school communities are aware of program components, progress, promising practices and options for sustaining the program.

3. The emphasis on multi-faceted communications and stakeholder involvement is an important part of the strategy to overcome barriers related to gender, race, color, national origin, disability, and age that could impede equitable access to and participation in the TN-TIF program. The program actively reaches out to educators across the state through a variety of communication methods to involve them in this program, thereby ensuring equitable access and participation.

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Debbie		Owens	

Address:

* Street1: [redacted]
Street2: [redacted]
* City: [redacted]
County:
* State: [redacted]

* Phone Number (give area code) [redacted]
Fax Number (give area code) [redacted]

Email Address:

[redacted]

2. Applicant Experience

Novice Applicant [ ] Yes [ ] No [X] Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

[ ] Yes [X] No

Are ALL the research activities proposed designated to be exempt from the regulations?

[ ] Yes Provide Exemption(s) #:

[ ] No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:
Title :
File :

Project Narrative

Project Abstract

Attachment 1:
Title: **TN-TIF Project Abstract** Pages: **1** Uploaded File: **TN-TIF Abstract_FINAL.doc**

Abstract for Tennessee's Teacher Incentive Fund Application

The State of Tennessee is applying to the Main Teacher Incentive Fund competition in partnership with more than 100 high-needs schools and key professional organizations, including the Tennessee Education Association, Tennessee Organization of School Superintendents, and Tennessee School Boards Association. The State is in an unprecedented position to implement the proposed Tennessee Teacher Incentive Fund (TN-TIF) reforms as multiple resources and stakeholders, reform initiatives, and legislative changes have converged in a very purposeful manner for the advancement of performance-based teacher and principal compensation systems (PBCS). Up until this time, however, Tennessee has had few funds or craft knowledge to successfully implement differentiated pay plans. Moreover, even though the First to the Top legislation and programs promote compensation reform, it did not require school systems to develop and implement them, although a strong desire does exist among schools and school systems in the State.

Tennessee is requesting a total of [redacted] over five years to develop and implement the TN-TIF program. The TN-TIF program provides the resources for more than 100 high-needs schools in 14 school districts to engage in deliberate and guided design and implementation process. All activities are grounded in best practice personnel policies, informed by empirical research on incentive pay programs, aligned with Tennessee's value-added assessment system and educator evaluation systems, and supported by professional development offerings and technical assistance provided by national and international compensation reform experts.

During the 2010-11 school year, schools and school districts participating in the TN-TIF program will continue to develop and refine design elements of their PBCS. By the 2011-12 school year, the TN-TIF Design Team will initiate implementation of the new compensation systems supported by a comprehensive, multi-pronged communication strategy, a rigorous, fair, and transparent evaluation system, performance-oriented data and information management systems, and state-of-the-art professional development and technical assistance activities. More specifically, these performance-based teacher and principal pay reforms incorporate:

- Multiple performance measures for evaluating educators and their schools, including innovative instruments that gauge student and school well-being and the quality of the teaching and learning environment within schools and classrooms;
- Individual along with team- and/or school-level units of accountability;
- Significant financial incentives, ranging from [redacted] to more than [redacted] and
- Recognition of educators for their leadership in disseminating effective compensation practices statewide.

Ultimately, the TN-TIF program will enhance educators' ability to advance student learning and professional skills, engage on-going professional learning and school development opportunities, advance professional leadership, and provide resources to not only sustain – through new resources and/or reallocation of existing funding streams – but also scale-up promising practices that support effective teaching and leadership.

Project Narrative

Application Narrative

Attachment 1:
Title: **TN-TIF Narrative** Pages: **51** Uploaded File: **TIF Narrative FINAL.pdf**

Table of Contents for TN-TIF Narrative

I) INTRODUCTION

During the 2007-08 school year, the most current year for which national data are available, Tennessee public schools spent [redacted] for salaries and [redacted] for benefits for instructional personnel (U.S. Department of Education, 2009). These compensation payments account for 57 percent of current expenditures in Tennessee's k-12 public schools and 89 percent of instructional expenditures.[1] The current compensation system for Tennessee educators is neither strategic nor integrated. Rather, it is best seen as an amalgam of components, reflecting divergent stakeholder preferences, legislative tinkering, and legacies from earlier vintages of employment contracts.

The single salary schedules for teachers contrast with pay practices in most other professions where merit or performance-based pay is more commonplace. In medicine, for instance, pay of doctors and nurses varies by specialty. Even within the same hospital or HMO, pay differs by specialty field. Similarly, in higher education, large differences exist in pay between faculty by teaching field. Faculty pay structures also tend to be flexible. Starting pay is generally market-driven as institutions often match counter-offers for the more senior faculty they wish to retain. This flexibility in compensation practices typically found in pay policies outside of the public k-12 education sector allow for greater overall cost effectiveness.

Salary schedules would not be as costly if the factors rewarded, teacher experience and graduate education, were strong predictors of teacher productivity. However, the education production function literature finds little support for a master's degrees positively impacting student achievement, and teacher experience has little effect beyond the first few years. A recent

[1] As large as these expenditures are, they do not fully capture the resources committed to K-12 compensation, as they do not include the billions of dollars of unfunded liabilities of pension funds and retiree health insurance for teachers and administrators (Pew Center on the States, 2008, 2010; Clark, 2009).

survey of the empirical literature reports of 41 value-added estimates of the effect of a teacher's education level on his/her effectiveness (primarily M.Ed. degrees) not a single study found a statistically significant positive effect (Hanushek, 2003).

In spite of the depth and consistency of these findings in the research literature, the public k-12 school system in Tennessee continues to spend billions of dollars annually rewarding master's degrees. At present, about 90 percent of teachers' master's degrees are not subject specific and, as noted in a national summary by Roza and Miller (2009), the education-specific master's had the highest growth rate of all master's degrees between 1997 and 2007. Taken from a cost perspective, Hassell (2008) approximates the U.S. public school system could annually award the top 50 percent of teachers with performance bonuses averaging [redacted] with the top teachers earning [redacted] or more, if advanced degree premiums were reduced by approximately 80 percent.

In addition to cost inefficiencies, the rigidity in Tennessee's single salary schedule works to the detriment of overall teacher quality vis-à-vis the market being out of equilibrium. The training, working conditions, and non-teaching opportunities for teachers differ significantly by teaching field, yet the salary schedule within a school district treats all teachers the same. On average the non-teaching opportunities for a high school physical science teacher (or a degree in any technical field) are more remunerative than for elementary education teachers, yet the salary schedule within the State's school systems gives them identical salaries. Consequently, the teacher labor market clears on quality as teachers in specific disciplines have greater earning potential outside of the education sector.

Data from a nationally representative survey of school principals conducted by the U.S. Department of Education nicely illustrates the consequences of these rigidities. School principal

respondents were asked a series of questions about how difficult or easy it was for them to fill teaching vacancies by fields, based on a four point scale ranging from *easy* to *could not fill the vacancy*. Analysis of these data indicate approximately 72 percent of principal respondents in Tennessee who needed to hire an elementary education teacher reported it was *easy* to fill the vacancy in the 2003-04 school year. In contrast, only 29 to 38 percent of Tennessee principal respondents who needed to fill a science, mathematics, or special education opening gave such an assessment.

Furthermore, as displayed in Figure 1, two percent of principals nationwide with elementary education teacher vacancies reported that it was *very difficult* to fill the opening or that they *could not fill the vacancy*. Similar statistics are around 29 percent for science vacancies.[2] It therefore may come as little surprise that science, mathematics, and special education teachers tend to be less likely to have majored in their primary field of instruction and are more likely to be classified as teaching "out of field" than elementary school teachers (Podgursky, 2008; U.S. Department of Education, 2004).

Another critical factor is the growing empirical literature documenting considerable variability in teacher effectiveness (e.g., Aaronson, Barrow, Sander, 2007; Hanushek, Kain, O'Brien, Rivkin, 2005; Kane, Staiger, Rockoff, 2006; Sanders and Horn, 1996). Some teachers are consistently better at raising the achievement of their students than others. Top-performing teachers, as defined by those teachers at the 95th percentile, have been found capable of producing threefold the achievement growth in students when compared to low-performing teachers (Hanushek, 2003). In substantive terms, the achievement gap could be overcome if an economically disadvantaged student encounters an above average teacher for five consecutive

[2] Thirty-three percent of principals with mathematics vacancies reported it was *very difficult* to fill the opening or that they *could not fill the vacancy*. The statistics were 21 and 35 percent for biology and special education vacancies, respectively.

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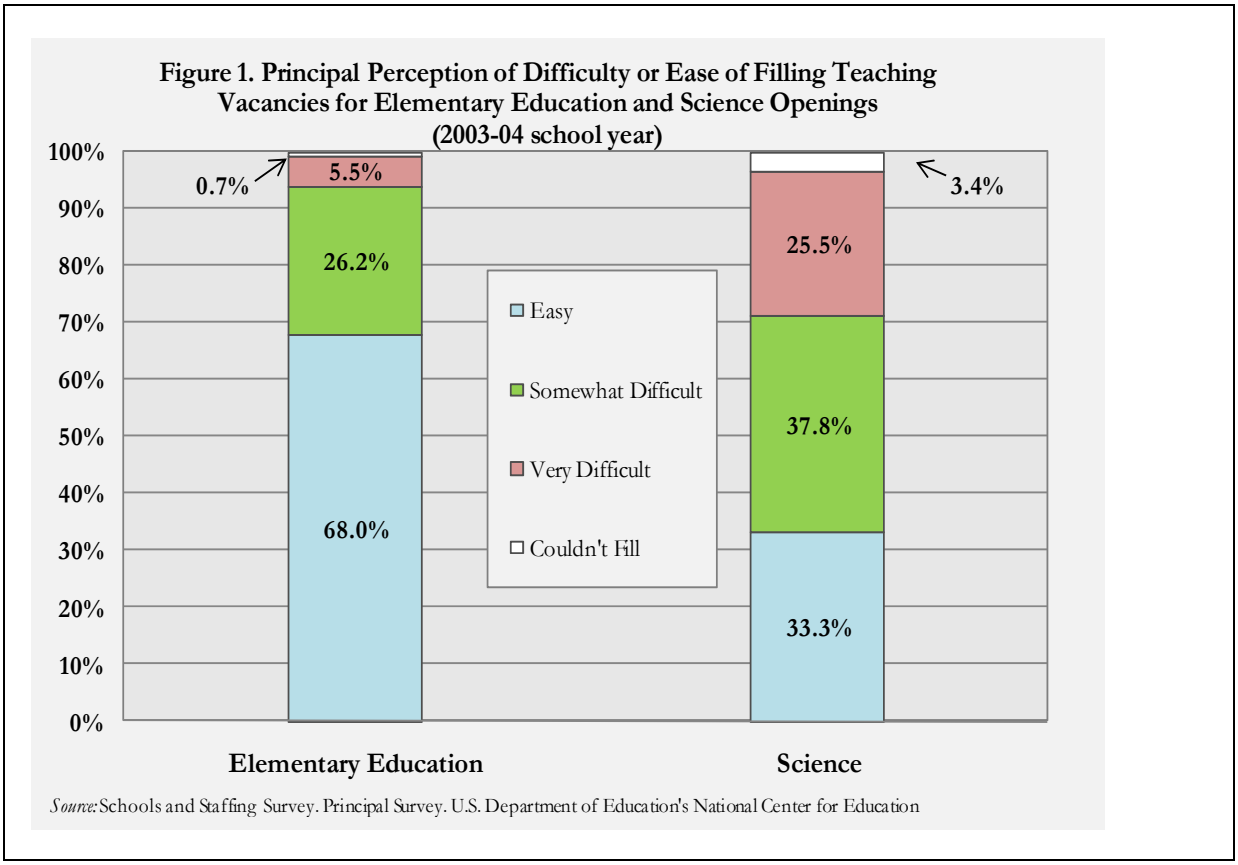
years of schooling (Rivkin et al, 2005). However, by depending so heavily on the single salary schedule, the great majority of U.S. public school systems have not been able to leverage pay incentives to encourage highly-effective teachers to remain in the profession or transfer to a high-needs school.



Evidence from Tennessee paints a similar picture. In 1996, for example, Sanders and Rivers estimated that students assigned to three highly effective teachers in a row would have attained fifth-grade mathematics scores that were as much as 50 percentile points higher than students with comparable beginning mathematics scores but who were assigned to a series of three highly ineffective teachers. Sanders and colleagues further revealed that variability in teacher effectiveness increased across grades and was greatest in mathematics (Rivers and Sanders, 2002), while highly effective teachers tended to be effective with all groups of students

regardless of initial achievement level and highly ineffective teachers produced unsatisfactory gains among all groups of students (Sanders and Rivers, 1996). Moreover, these results were additive and cumulative, so that the contributions of both highly effective and ineffective teachers to students' learning gains in Tennessee could be measured for at least four years after students left their classrooms (Sanders & Rivers, 1996).

A more efficient educator compensation system, by contrast, would be one that is designed to recruit, retain, and develop the highest quality professional workforce for any given level of expenditures while simultaneously recognizing and rewarding educator excellence. These compensation systems would also align to a school's strategic mission, supporting the creation of value for stakeholders and educators in Tennessee. In practice, however, the compensation system found in public school systems tend to be fragmented, uncoordinated, and without systematic assessment of the logic or incentive effects of the whole. The pieces of teacher compensation systems – current salary, salary supplements, benefits, and deferred compensation – are set in ad hoc ways with little coordination or consideration of strategic tradeoffs. Current compensation systems are also rarely tested against labor market benchmarks.

Recognizing an integrated and coherent compensation policy is the central core of an efficient human resource policy, and human resource policies are increasingly identified as a critical variable in the success of an organization. The State of Tennessee has engaged with school systems across the state to advance their capacity to design, implement, sustain, and scale-up more robust compensation policies. These efforts have culminated in the Tennessee Teacher Incentive Fund (TN-TIF) initiative, an effort with 14 school districts and over 100 high-needs public k-12 schools voluntarily participating in a systematic and evidence-driven rethinking of educator compensation practices. Additionally, these efforts have been and

continue to be led by a broad-based set of stakeholders including the Tennessee Education Association, Tennessee Organization of School Superintendents, and Tennessee School Boards Association.

II) TENNESSEE TEACHER INCENTIVE FUND (TN-TIF) PROGRAM

> ***Absolute Priority:*** *Comprehensive approaches to the PBCS system – Applicant must provide evidence that the proposed PBCS is aligned with a coherent and integrated strategy for strengthening the educator workforce, including in the use of data and evaluations for professional development and retention and tenure decisions in the LEAs participating in the project during and after the end of the TIF project period.*

A. The State of the State

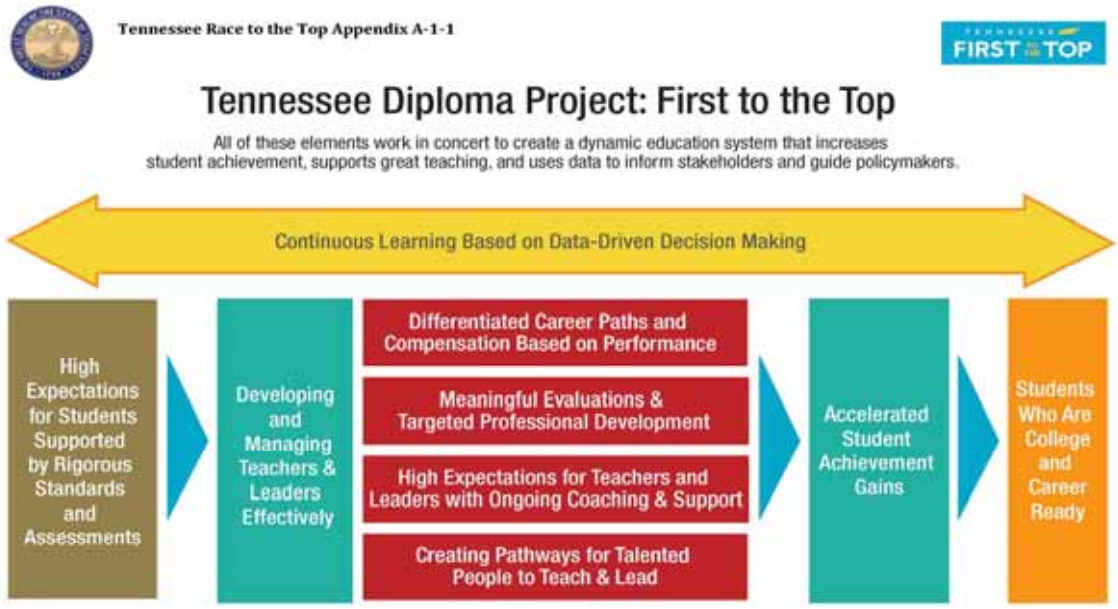
The State of Tennessee finds itself in an unprecedented position to implement the TN-TIF program. Multiple resources and stakeholders, reform initiatives, and legislative changes are converging in a very purposeful manner to provide an integrated and unified reform strategy for the advancement of differentiated compensation plans and the equitable distribution of highly-effective educators. With all of this, educators throughout the State believe adamantly that there is no better time for TN-TIF reforms than now because so many forces are converging to create the perfect opportunity to design, implement, scale-up, and sustain performance-based compensation policy and programs.

For too many years and on too many occasions, PBCS have been blocked by a lack of readiness, technical capacity, and funding for driving reform. Key education stakeholders were not unified in their vision for reform and there was little alignment of other education system policies and the compensation reform. Further, "implementers" of differentiated compensation plans invariably lacked prerequisite understanding and training to tackle the complexities around program design, measurement, and evaluation. Moreover, funding demands to implement and/or sustain the program were either unavailable at the time or not appropriately forecasted.

Tennessee has learned much from the past experiences of performance pay initiatives. Papers by experts in the field, among those Koppich (2008), Koppich and Rigby (2009), Lewis and Springer (2010), Podgursky and Springer (2007), Springer (2009), and Snowden (2007), summarize these lessons well. Indeed, it is widely noted that PBCS benefit from setting clear goals and modes of communicating, securing union-district cooperation, developing organizational capacity, using multiple evaluation measures, and engaging teachers and key stakeholders early in the design process. Common challenges have included the highly technical nature of accurately measuring teachers' contribution to student performance and the often-held doubts about financial sustainability.

Members of the Tennessee education community have spent more than a year discussing and exploring opportunities and challenges associated with PBCS as well as devising ways to address these barriers early-on to enhance chance for success. This leadership team includes members from the Governor's Office of State Planning and Policy, Tennessee Department of Education, Tennessee School Boards Association, Tennessee Board of Education, Tennessee Education Association, and superintendents representing large and small, urban and rural school systems across the State of Tennessee. They have studied best practices and policy alternatives for developing performance incentives based on student achievement outcomes and to recruit and retain effective educators in hard-to-staff schools and areas. As depicted in Figure 2 below, these efforts laid the groundwork for the passage of the First to the Top legislation, the allowance of district level salary schedules, the establishment of an annual multiple measures evaluation system, and this state-led TN-TIF grant application for performance-based teacher and principal compensation system.

Figure 2: Tennessee's Model for Reform



To further illustrate key initiatives that prime Tennessee for implementation of TN-TIF three examples are provided below: (1) standards and assessment; (2) data access, quality, and application; and (3) educator quality initiatives.

Standards and assessments. In 2007, Tennessee joined the American Diploma Project to pursue its college- and career-readiness agenda. After numerous roundtable discussions across Tennessee with representatives from the education system and business sector, the State Board of Education approved new, more rigorous standards in 2008. These have been further advanced as Tennessee will soon adopt the Common Core Standards, introduce aligned assessments, and provide state-of-the-art professional development and training opportunities for educators through statewide, regional, and online coursework. Tennessee has also initiated the process for development of a comprehensive formative assessment item bank as well as interim assessments, benchmark assessments, and summative assessments aligned to the Common Core Standards.

Ultimately, these tools allow educators to more meaningfully assess student performance and academic growth.[3]

Data access, quality, and application. A partnership between the Tennessee Department of Education, the Tennessee Higher Education Commission, and the Center for Business and Economic Research at the University of Tennessee has initiated creation of the P-20 State Longitudinal Data System (SLDS). SLDS combines data on student outcomes pertaining to education, health, children services, among others to provide a "360-degree" view of the student. SAS and Battelle for Kids will also work to expand access to and training on data dashboards using the SLDS, including communicating results from the Tennessee Value Added Assessment System (TVAAS) to teachers and principals and developing several pre-service teacher training institutions.

Student-teacher linkages are managed and verified by Randa Solutions, a Nashville-based educational technology firm. Randa's linkage software records the percentage of time each teacher spent with each student in core academic subjects, including English language arts, mathematics, science, and social studies. While the cumulative amount of time spent for each student-subject sum to 100 percent, the linkages can range anywhere between zero and 100 percent to capture team-teaching situations, student mobility, and so forth. The linkage software also records the number of instructional days a student was present in a teacher's classroom.[4]

Educator quality initiatives. Tennessee is also committed to a cohesive effort aimed at enhancing tools for training, recruiting, evaluating, developing, and retaining highly effective

[3] Appendix 2.A-1 provides a timeline for initiatives pertaining to standards and assessments that were described in Tennessee's Race to the Top application.

[4] Appendix 2.A-2 provides a timeline for initiatives pertaining to data system advancements that were described in Tennessee's Race to the Top application. Appendix 2.A-3 provides an overview of the work being completed by Randa Solutions.

educators. The Tennessee Teacher Evaluation Advisory Committee (TEAC) is currently developing new teacher and principal evaluation systems to be piloted in 2010-11 school year and then implemented statewide by the start of the 2011-12 school year. The new educator evaluation system is one of the monumental outcomes from recent bipartisan legislative efforts during the 2010 special session in which lawmakers enacted one of the most sweeping set of education reform measures in the State's history. Through Tennessee's First to the Top Act of 2010, annual evaluations of teachers and principals will be based on no less than 50 percent student achievement measures (i.e., 35 percent based on student growth measures including TVAAS and 15 percent on other student achievement measures) and 50 percent on multiple classroom observations per school year and other qualitative data.

Tennessee also continues to expand traditional and alternative teacher training programs in an effort to increase the supply of teachers in hard-to-staff subjects. These initiatives include programs such as UTeach, Teach for America, and The New Teacher Project. Other educator quality initiatives include:

- A new reporting system to track the supply and demand of effective teachers and principals and educator's progress in evaluation rankings within and between school systems;
- The New Teaching Center's Teacher Working Conditions Survey to gauge principals' effectiveness in creating positive working conditions; and
- The Leadership Action Tank to disseminate best practices that district and school leaders use to raise student achievement.[5]

As a summary, Tennessee provides an ideal setting to invest resources for the retooling of educator compensation systems. At no other time has there been more of a unified focus among key education stakeholders to revamp educational delivery and management systems with the

[5] Appendix 2.A-4 provides a timeline for these initiatives and others pertaining to educator quality as described in Tennessee's Race to the Top application.

ultimate goal of improving the quality of Tennessee's teacher workforce or the educational opportunity provided to all public school children in the state. But this moment is not an anomaly in the State's history; rather it is an extension of a long-standing commitment to educator quality and progressive education reforms. Even before the historic Race to the Top grant was awarded, the State was strategically aligning resources with various education reform efforts to advance the way in which public school educators are evaluated, licensed and trained, recruited and retained, and provided professional growth opportunities.

> ***Selection Criteria:*** *The Secretary will consider the extent to which the applicant establishes that the high-need schools whose educators would be part of the PBCS have difficulty (1) recruiting highly qualified or effective teachers, particularly in hard-to-staff subjects or specialty areas and (2) retaining highly qualified or effective teachers and principals. Student achievement in each of the schools is lower than what the applicant determines are comparable schools in the LEA, or another LEA in its State.*

B. Participating Schools and Districts

Tennessee has made a concerted effort to identify federally-eligible schools and school systems to participate in the TN-TIF program. More than 100 high-needs public schools meeting the selection criteria set forth in federal TIF priorities have voluntarily committed to participate in the planning, design, implementation and sustainability of new performance-based teacher and principal pay plans that emerge from TN-TIF. For example, as displayed in Table 1, approximately 73 percent of the 66,500 students qualified for free or reduced-price lunch program which stands in sharp contrast to the Tennessee average where about 38 percent of students qualify for free or reduced-price lunch program.[6] Given the large number of schools participating in the TN-TIF program this section summarizes key characteristics of participating

[6] The list of all schools participating in the TN-TIF program and summary statistics on student demographics and academic performance are included in the attachment for High Needs Schools Documentation.

schools, including information on their academic achievement and growth and the recruitment and retention of highly-qualified teachers and principals.[7]

Table 1. Select Summary Statistics on the Schools and School Systems Participating in the TN-TIF Program

Level	*# of Schools*	*# of Districts*	*Total # of Students*	*Average # of Students*	*Average % of Free or Reduced-Price Lunch Students*
Elementary	55	14	26,955	499	76.73%
Middle	27		14,298	529	79.84%
High[1]	23		25,342	933	64.55%

1. Includes mixed grade configuration schools.

Academic achievement. The academic performance of students enrolled in TN-TIF program schools is well below expectation. As displayed in Table 2, for example, the three-year average TCAP Criterion Referenced Test scores on the mathematics, English language arts, science, and social studies assessments ranged between 39 and 45 points, or the equivalent of 5 to 11 points below the average score in Tennessee. Put another way, the average elementary and middle schools in Tennessee were assigned a "B" letter grade for student achievement in each of the core academic subjects while the average TN-TIF program school was assigned a "D" letter grade. The performance of students enrolled in high schools participating in TN-TIF program are similarly below average as evidenced by their three-year average academic ACT achievement scores being significantly below the average score in Tennessee.[8]

[7] A detailed list of the evidence-base, promising practices along with signed commitments from each of the 14 school systems with at least one school voluntarily participating in the TN-TIF program can be found in the attachment called Union, Teacher, Principal Commitment Letters or Surveys.

[8] Academic achievement of students enrolled in high-poverty elementary, middle, and high schools not participating in the TN-TIF program are similar to the average performance of students enrolled in TN-TIF program schools.

Table 2. Select Summary Statistics on the Schools and School Systems Participating in the TN-TIF Program

	Average 3-year TCAP Criterion Referenced Test Scores[1]				
Level	*Mathematics*	*English Language Arts*	*Social Studies*	*Science*	*% High Priority Schools*
Elementary	45	45	43	45	0.30
Middle	40	40	40	39	0.50
	Average 3-Year Academic ACT Achievement Scores[2]				
	Mathematics	*English*	*Composite*	*Science / Reasoning*	
High[3]	16	18	17	18	0.51

Notes: 1. The average score in Tennessee is 50; 2. The average score in Tennessee ranged between 20 and 22; 3. The high school category includes several mixed grade configuration schools.

Academic growth. The three-year average value-added scores of schools participating in the TN-TIF programs are similarly below expectation in mathematics, English language arts, science, and social studies. The value-added scores provide robust estimates of how well a school helps students progress. A score of zero means students enrolled in the school progressed as expected. A score below zero means students did not progress as much as expected and a positive score means students performed better than expected. As displayed in Table 3, the three-year growth measures indicate, on average, that schools participating in the TN-TIF program are routinely low-performing.

Table 3. Select Summary Statistics on the Schools and School Systems Participating in the TN-TIF Program				
Level	**Average 3-year Value-Added (Growth) Scores**			
	Mathematics	*English Language Arts*	*Social Studies*	*Science*
Elementary	-1.03	-0.73	-0.36	-0.18
Middle	-0.89	-0.49	-0.12	-0.09
High[1]	…	…	…	…
1. Growth scores are not available for high schools at this time.				

Educator recruitment and retention. As noted earlier, the rigidity in Tennessee's single salary schedule works to the detriment of overall teacher quality vis-à-vis the market being out of equilibrium. The training, working conditions, and non-teaching opportunities for teachers differ significantly by teaching field, yet the salary schedule within a school district treats all teachers the same.

To further discern the nature of teacher recruitment and retention difficulties in participating schools Tennessee will complete a comprehensive investigation on the supply of teachers and principals. This effort will incorporate data from Tennessee's value-added assessment system as well as other measures of teacher quality to better understand the characteristics of those teachers entering and exiting schools participating in the TN-TIF program as compared to a matched comparison set of school.

III) DESIGN ELEMENTS OF THE TN-TIF PROGRAM

> ***Selection Criteria:*** *The Secretary will consider the extent to which the proposed PBCS uses valid and reliable measures of student growth to determine the effectiveness of teachers, principals, and other personnel; uses performance awards that are of sufficient size to affect the behaviors of teachers, principals, and other personnel; provides a clear explanation of how teachers, principals, and other personnel are determined to be "effective" for the PBCS; includes rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate levels of effectiveness using multiple rating categories that take into account data on student growth as well as classroom observations conducted at least twice during the school year.*

A. Overview

The TN-TIF program is designed to raise student learning and improve educational opportunities by encouraging, guiding, and rewarding educator effectiveness and addressing challenges in the recruitment and retention of highly-effective educators. Indeed, it was through a year-long planning process, in which a team of key education leaders, practitioners, and institutional partners in Tennessee deliberately identified the design elements that must be considered in a performance-based teacher and principal compensation plan. These design components, which are derived from empirical research and field-based knowledge within and outside the education sector, are also well-aligned with the five core elements that must be in place before implementing incentive payments for educators associated with a TIF program. Recognizing the TN-TIF program proposes a one-year planning period, the subsequent discussion is focused on the core design elements as defined by federal-TIF program guidelines.

B. Communication Plan and Key Stakeholder Involvement

The TN-TIF program has a multi-pronged communication strategy, which is explicitly tied to its efforts to involve a broad representation of school and state-level leaders. For more than a year, a broad-based group of stakeholders has engaged school and state-level community leaders in discussion around educator compensation reform generally and the TIF program,

specifically. Tennessee participated, for example, in the National Governors Association's Policy Academy on Differentiated Compensation, which was designed to create new models of teacher compensation. The leadership team not only included members from the Governor's Office of State Planning and Policy, Tennessee Department of Education, Tennessee School Boards Association, Tennessee Board of Education, and Tennessee Education Association but also superintendents and other educators representing large and small, urban and rural school systems.[9]

Following the first year of intensive planning around differentiated compensation plans the State received signed commitments from 14 districts and more than 100 high-needs school.[10] Immediately upon notification of a TIF grant, Tennessee will work with these districts over a one-year period to fine-tune district capacity for an equally effective communications plan. This will be done in an effort to ensure all school personnel are aware of TIF and the parameters of TN-TIF specifically. Because federal priorities came out at the conclusion of the 2009-10 school year, Tennessee plans to make certain that all school-level personnel are intricately aware and supportive of TN-TIF details.

We will implement a multi-pronged communication strategy to delivery information about the program, including web-based emails, video/CD medium, in-person and electronic engagements, and professional news media productions that provide for two-way communications among the TN-TIF Design Team and participating schools and school systems. Central to this effort will be a series of six online strategic compensation courses offered during

[9] Letters of support for the TN-TIF initiatives from each of the members of the policy academy leadership team can be found in the attachment called Union, Teacher, Principal Commitment Letters or Surveys. A sample of communication material regarding the design of the TN-TIF program can be found in Appendix 3.B-1.

[10] See attachments with documentation of TN-TIF schools high-needs status and Union, Teacher, Principal Commitment Letters for a list of these schools and evidence of their commitment to the TN-TIF program.

the TN-TIF planning year to personnel in participating schools. These courses, which are already part of Tennessee's First to the Top reforms, will be widely available and provide a comprehensive overview of PBCS and TN-TIF considerations so districts understand fully what is to come before getting too far into implementation.

Topics to be addressed will include, for example, (1) Overview of PBCS generally and its history, that is what can be learned from past successes and mistakes, (2) What to consider when beginning PBCS, especially alignment between existing policy/infrastructure and TN-TIF goals, (3) Review options for performance measurement within TN-TIF parameters, (4) Steps to move from PBCS design to implementation and payout, (5) How to respond to performance data and feedback, and (6) Strategies to monitor progress of PBCS over time. These online courses will be coupled with other face-to-face learning opportunities such as regional summits and round table meetings within and between TN-TIF communities. A description of learning targets for each course follows in Table 4.

Table 4. Overview of Course Content on Strategic Compensation

Course Topic	*Learning Targets*
Getting started with strategic compensation	1. Review national landscape of strategic compensation 2. Understand benefits and challenges 3. Evaluate how district will staff design committee 4. Examine district resources for design and implementation
Align and design	1. Explore what strategic compensation would actually look like following TN-TIF parameters 2. Analyze alignment between design components and core beliefs 3. Consider communication of design and how to gather broad feedback 4. Examine current state of resources for implementation
Measurement	1. Learn the difference between attainment and progress measurements 2. Examine the type and quality of available data 3. Analyze performance goals and appropriate means of measurement metrics 4. Analyze unintended consequences of measurement metrics
Making program operational	1. Understand the data needed to determine awards 2. Understand importance of linking schools, teachers, subjects

	and students 3. Synthesize processes to determine eligibility and categorization of award recipients 4. Learn how to support pay-out process include a review and grievance process 5. Learn what to consider when calculating and reviewing awards
Response to data	1. Understand importance of having a planned response to award performance data including media. 2. Understand how educators can make better use of performance data starting with a better understanding of data measurement 3. Understand emotional response that educators might have when review performance and award data
Reflect, evaluate, and revise	1. Reflect on strengths and challenges of strategic compensation program 2. Evaluate effectiveness of each component of compensation program 3. Decide how to revise various components, if needed

The TN-TIF communication and key stakeholder involvement plans are considered an immediate and high-priority effort. Program staff will facilitate a collaborative, multi-stakeholder process for understanding and designing the features of each school's performance-based educator pay plans using the parameters established by the State and the systematic, iterative learning process offered through these online courses. Ultimately, this sharp focus on communications and stakeholder buy-in will endure throughout the five-year TN-TIF project period and beyond to ensure school communities are aware of program components, progress, promising practices and options for sustaining the program.

C. Local Needs Assessment, Data-Management Systems, and Professional Development

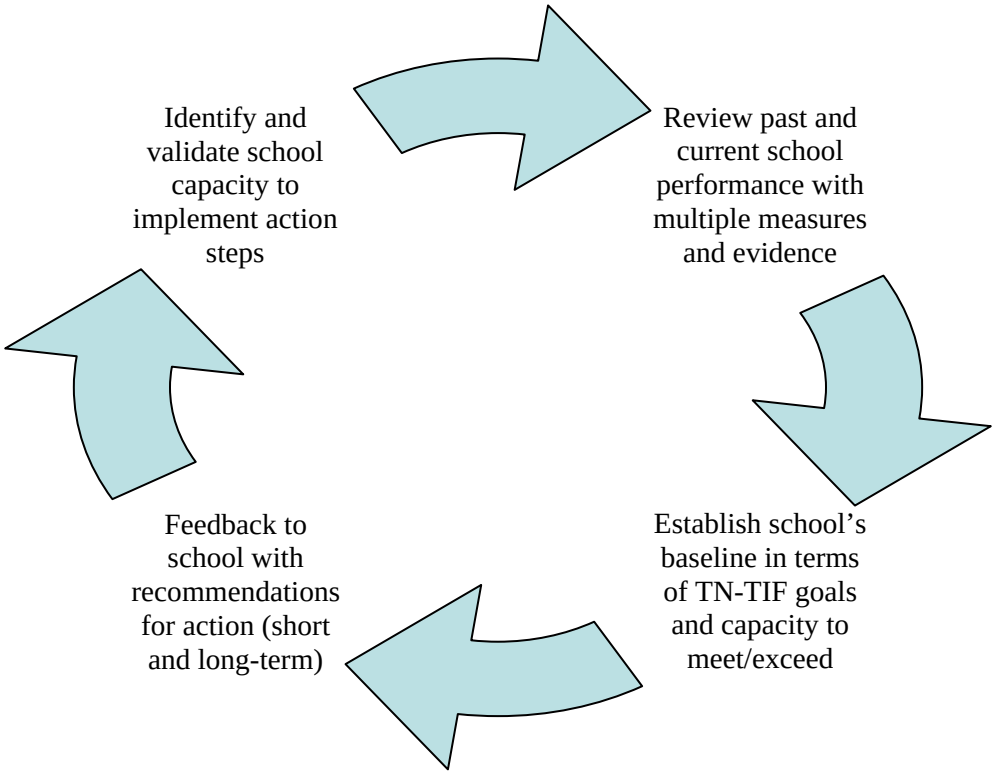
Perhaps at the heart of the TN-TIF program is the empowerment of local school communities and leaders to assess their own strengths and weaknesses along dimensions of teaching and learning, curriculum design, leadership and management practices, and performance-oriented management information systems. Schools and school systems participating in the TN-TIF program will also develop strategies for using inspection results to

achieve actionable goals associated with the TN-TIF program. Tennessee will draw on evidence from similar programs already in use, such as those from the Ofsted System, which is currently used throughout England. The Ofsted System takes evidence from a full range of services, including childcare, children's social care, local authority services for children and provision for education and skills in schools, colleges and adult learning, as well as information on strengths and weaknesses related to teaching and learning, curriculum design, leadership, staff culture, management processes, engagement with data, deployment and redeployment of resources, and student culture (Ofsted Annual Report, 2009).

This is paramount so that local school communities can map what must be accomplished on a school-by-school basis prior to implementation. Moreover, throughout the design and implementation process, the TN-TIF program will be assisted by nationally and internationally recognized compensation experts.

In terms of school inspections, participants will work through a cycle of inquiry for strategic planning similar to the one in Figure 3. Inspections will occur primarily through web-based tools that collect and assist schools in organizing and applying multiple management information sources, including data on school well-being, institutional capacity and climate, organizational leadership, and so on. Multiple measures of well-being and capacity will take into account each school's approaches to teaching and learning, curriculum design, leadership, staff culture, management processes, engagement with data, deployment and redeployment of resources, and student culture. The TN-TIF program will leverage these measures in terms of their association and influence on educator effectiveness and student achievement growth.

Figure 3. TN-TIF Cycle of Inquiry and Learning



This aspect of the TN-TIF program will enable schools to identify and answer the areas in which school performance is below (and above) expectation; how a performance-based teacher and principal compensation system can be integrated into the day-to-day operation of schools to leverage effective change; the means by which schools and school systems can disseminate promising practice; and the technical capacity present and needed to effectively implement a new compensation. Ultimately, the goal for this system will be to not only answer these questions at the school-level, but also at the level of subject area departments, grade levels, and even at the individual classroom level as integration across all levels of the school system is critical to successful program implementation.

Two of the more pressing areas in which the TN-TIF school inspections will focus are on professional development for educators and data-management systems. As required by the TIF

program, professional development must provide mechanisms to ensure that educators understand the PBCS system measures, how they are evaluated, and how to use evaluation feedback to improve practice. Data management systems must link student achievement data to educator payroll and HR systems. Therefore, during the planning year, much attention will be given to understanding each district's and school's current capacity to fulfill those requirements and what action steps they need to complete to have those requirements fulfilled by the close of the TN-TIF planning period. A brief explanation of the capacity that the State has to fulfill these requirements follows, along with plans for new advancements through TN-TIF.

Tennessee is among the nation's leaders in its capacity to collect, analyze, and organize data on student achievement growth and in providing educators with tools to apply data on student achievement growth. The TVAAS system, described previously, makes it possible for the State to provide numerous educator-friendly and school-, grade/department- and classroom-specific reports on student achievement. For example, existing capacity through the SAS Institute provides the most robust progress data currently available nationally. Included in these Web-enabled reporting tools are Webinars and rollover prompts to assist with navigating the reports. They also make possible data dashboards and teacher effect reports to schools and educators throughout Tennessee. These existing systems and educator-friendly tools – examples for which are provided in Appendix 3.C-1 – will be a stand-out resource for TN-TIF schools and educators to understand their performance relative to student achievement growth and well-being and how to translate it into action for instruction and school leadership.

During the TN-TIF planning year, these existing tools would be further advanced to include data gathered from school inspections to make for a more complete picture of school, team, and classroom performance as it relates to not only student achievement but other factors

identified as important to school effectiveness (e.g., leadership and management processes, engagement with data, staff culture, deployment and redeployment of resources).

With such a comprehensive and nuanced set of tools for understanding performance within schools, Tennessee is committed to helping educators leverage data to improve instruction and realize meaningful growth of student and educator learning. Through Race to the Top, the State is already implementing an extensive plan to train educators on making sense of and applying performance data to practice. During the 2010-11 planning year, this existing capacity will take a laser-sharp focus on needs specific to TN-TIF. Highlights of existing capacity that will be implemented during TN-TIF planning include developing a team of credentialed Tennessee specialists in areas of assessment, value-added measurement, and data use, and facilitating a kick-off 4-day Value-Added Academy with regional academies following. Access to online value-added courses, training curriculum and materials will roll out as will support Webinars and video conferencing. Capturing and disseminating learning resources and other promising practices will occur through an Electronic Learning Center.[11]

The planning year is also critical to the success of the TN-TIF program because it is a time in which participant schools will assess and refine their data-management systems to ensure that student and school performance data sources (e.g., student achievement and other measures) are accurately linked to personnel payroll and other human resources systems (e.g., professional development, hiring and personnel assignments, recruitment and retention). This is paramount considering schools participating in the TN-TIF program exist in school systems with varying degrees of data-management and system capacity. Indeed, this process will determine the baseline level to inform and assist the development of individualized assistance, rather than taking a one-size fits all approach.

[11] A more complete description is located in Appendix 3.C-2.

As mentioned earlier, for example, there is a fundamental need to know precisely which teachers have instructional responsibility for individual students, thereby bolstering the validity of teacher evaluation results, such as data required to calculate a value-added measures of teacher effectiveness. Such a linkage system provides for transparent verification of teacher attribution contained within school systems while also allowing for teachers to review and correct data used for high-stakes evaluations of school personnel. The National Center on Performance Incentives – a federally-funded research center located at Vanderbilt University – is currently conducting an independent audit of the linkages defined by Randa Solutions. This data quality audit will provide a critical piece of information about the baseline of data needs in districts throughout the state, and specifically those in TN-TIF, and guide tailored assistance for districts to secure this fundamental technical capacity for a successful PBCS.

Another highly relevant support for TN-TIF is the design and implementation of a transparent and independently validated system that determines the eligibility, categorization, and award payout of educators. In a performance-based compensation system transparency helps unify disparate components because award eligibility and payouts become easily accessible and transparent. Furthermore, these web-based tools and resources help to make readily available program information that is consistently communicated to participants.

D. A Rigorous, Transparent, and Fair Evaluation System for Educators.

Table 5 identifies the primary mechanisms for evaluating educator effectiveness in the TN-TIF program, including the contribution to student learning, evidence of professional skills, ongoing professional learning, contribution to on-going school development; and evidence of professional leadership. As described in this subsection these dimensions will be gauged using

student growth measures, teacher and principal observations, and other measures of educator leadership and contribution to student and community well-being.

Table 5. Mechanisms for Evaluating Educator Effectiveness in the TN-TIF Program

Dimension of Educator Effectiveness	*Student Growth Measures*	*Observations*	*Evidence of Leadership*	*Other*
Contribution to student learning	X			X
Evidence of professional skills		X		
Ongoing professional learning		X		
Contribution to ongoing school development			X	X
Evidence of professional leadership			X	

Note: This table identifies the primary mechanism for evaluating each dimension. We recognize that many dimensions and evaluation strategies are inter-related.

Contribution to student learning. One of the primary reform initiatives coming out of Tennessee's First to the Top Act of 2010 is the revamping of annual evaluations for teachers and principals. The fundamental mandates now guiding the evaluation of educators in the TN-TIF program are as follows:

- No less than 50 percent of teacher and principal evaluations will be based on objective student achievement measures, including at least 35 percent based on TVAAS data where available. The remaining 15 percent shall be based on a selection of other student achievement measures as designated by TEAC.

- Annual evaluations will integrate classroom or position observations followed by written assessment.

- Annual evaluations will integrate reviews from prior educator evaluations and personal conferences to include discussion of strengths, weaknesses, and remediation.

- Principals are also subject to a performance contract that may specify other benchmarks such as graduation rates, ACT scores where applicable, and student attendance.[12]

[12] The First to the Top Act of 2010 states that principal contracts may provide both for bonuses for meeting or exceeding expectations, as well as non-renewal of contract based on inadequate performance as determined by evaluation.

Components of the new educator evaluation system will be piloted during the 2010-11 school year, with a formative evaluation to help refine the system and ready it for statewide implementation in the 2011-12 school year.

Tennessee has a well-established record of using value-added measures to understand how systems, schools, and individual teachers are contributing to student academic growth. The Tennessee Value-Added Assessment System (TVAAS) capitalizes on 18 years of continuous longitudinal data in Tennessee and is based on the SAS Institute's Education Value-Added Assessment System (EVAAS) and the statistical methodology of Dr. William Sanders.[13] The wealth of data in TVAAS, its role in the forthcoming educator evaluation system, and educators' access to and growing understanding of the system, completely addresses the TIF Competitive Priority that performance-based teacher and principal pay plans use value-added as a significant factor in calculating differentiated levels of compensation for teachers and principals.

In an effort to support the use of TVAAS for high-stakes personnel decisions, Tennessee has committed to expanding educators' access to these data. Up until the end of 2009, only 14 percent of Tennessee teachers had their own accounts for directly accessing TVAAS results (which are available through a user-friendly and extensive online interface, examples of which are provided in the previously described Appendix 3.C-1). However, starting in January 2010, every educator in Tennessee was provided with a TVAAS access account and password, and

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[13] TVAAS is a statistical method used to measure the influence of a district, school or teacher on academic progress or growth of individual students or groups of students from year-to-year. It is a statistical analysis of achievement data that reveals academic growth over time for students and groups of students, such as those in a grade level, subject area, or in a school. TVAAS is not only a reporting mechanism, but also a feedback tool for school and district leaders, teachers, and even a school community to understand how student learning is progressing over time. As previously described, many details about the capacity, validity and reliability, and future directions of TVAAS can be found in Appendix 3.C-1.

proper access connections are in place as are hardware and software necessary for access in each school building. Moreover, the State is currently rolling out a large-scale effort to train educators statewide on interpreting and applying TVAAS results as a tool for improving instructional and professional practice.

TVAAS can be used to measure educators' contribution to student growth at the classroom level, within-school team level (e.g., grade and/or department), and at the school level. For example, more than 50 percent of teachers have TVAAS data attributable to them at the classroom level and virtually every principal has TVAAS data reporting the growth of students at their respective schools. For those individuals without classroom-level TVAAS results available to them, the TN-TIF program will measure their contribution to student growth using a within school team- and/or school-level effectiveness score.

Tennessee is currently exploring several paths to measuring student achievement beyond TVAAS as well. TEAC is charged with considering ways to integrate measures of student academic growth beyond TVAAS. For those teachers without individual TVAAS data, such as those in non-state tested areas, TEAC is considering a menu of state-approved, flexible options that a teacher and school principal can select from, with school value-added as one readily accessible and valid option. As described previously, the Tennessee Department of Education is also in process of developing a comprehensive item bank for formative assessments, interim assessments, benchmark assessments and summative assessments aligned to the Common Core. With these assessments, educators can administer meaningful tests, the results of which will be integrated into the new SLDS and provide another option for measuring student growth. And, TEAC will develop a menu of options around measures of student achievement that are not

directly tied to the state's standardized assessments which may, for example, include graduation rate and ACT scores.

Additionally, TEAC is considering concepts similar to the "Student Learning Objectives"(SLOs) utilized by Denver's ProComp, Austin's (TX) REACH program, and Charlotte-Mecklenburg Schools to reward educators' contributions to student learning beyond exclusive reliance on standardized test results. These objectives are generated by educators themselves in a rigorous, systematic fashion and based upon evidence of instructional and student learning needs; there is also precedent in using them for evaluating and rewarding non-tested area teachers and school principals (CTAC, 2008). The SLOs derive from a series of questions that ask educators to consider questions such as: What is the rationale for the SLO? What student population is targeted? Over what period of time do they expect to influence student learning growth, how much growth, and using what strategies? How will growth be measured? This educator-led development of SLOs not only results in a set of objective and authentic performance criteria, but the process of studying students' needs and setting goals from them is a professional growth experience for educators in and of itself. In fact, a study of Denver's ProComp found that the quality of SLOs was linked to a teacher's likelihood of attaining it, as measured by teacher-generated measures and student achievement on organized state and local assessments (CTAC, 2001; CTAC, 2004).

Evidence of professional skills and on-going professional learning. Tennessee's new educator evaluation system requires that no less than 50 percent of an educators' rating be based on objective measures of student achievement, which means that up to 50 percent can be based on other criteria. A central component is multiple, annual observations of principal and teacher professional practice. As specified in the First to the Top Act of 2010, the state's advisory

committee will use the 2010-11 school year to develop and validate the new educator evaluation system, including observations of teacher and principal practice. This, in fact, is one of the primary reasons for requesting a one-year planning period as the systematic development and deployment of high-quality, valid, and reliable observation protocols for educators still need to be completed.

Even though Tennessee's observation system is not yet finalized, the implementation principles and preliminary constructs have been informed by the growing number of empirical studies and policy reports coming out on educator evaluation systems (e.g., Ellet and Garland, 1987; Loup, Garland, Ellet and Ruggut, 1996; Heneman, Milanowski, Kimball, and Odden, 2006; Toch and Rothman, 2008; Weisberg, Sexton, Mulhern and Keeling, 2009). For example, in an effort to learn from past mistakes and emerging evidence on promising practice, the observation system will:

- Be based upon objective, evidence-based rubrics aligned with the state's new standards and assessment;
- Be conducted at least twice a year by trained individuals ensuring a high degree of inter-rater reliability;
- Integrate other forms of evidence to validate observations along four to five rating categories;
- Be used to provide formative feedback and summative results; and
- Be used to gauge practice of both individuals and teams of educators.

Tennessee continues to examine educator observation protocols from several validated and/or commonly used educator evaluation systems, including international examples such as the Ofsted system in England (Ofsted Annual Report, 2009) and the International System for Teacher Observation and Feedback currently under development (Teddlie, Creemers,

Kyriakides, Muijs, and Yu, in press).[14] Domestic systems that have been considered include Charlotte Danielson's Framework for Effective Teaching, the DC Impact evaluation system, Toledo's Peer Assistance Review, and processes employed by the National Board for Professional Teaching Standards, the Teacher Advancement Program, and The New Teacher Project.[15]

Table 6 below provides a sampling of indicators that stem from these promising educator evaluation systems and might be used in an evidence-based rubric of teacher and principal performance. Observation results serve multiple purposes as part of the TN-TIF program. First, they function in a summative role in that they will be tied to the performance-based compensation plan. The observation system also serves in a formative role to provide meaningful and ongoing feedback to help educators improve their own professional practice. Indeed, feedback from these observations will be aligned with Tennessee's standards and assessments so that educators can build upon their successes and work to improve areas of weakness.

[14] A recent survey of teachers who were part of the Ofsted inspection indicated that the process was valuable and contributed to improved practice, especially related to using assessment data to better target needs of students (McCrone et al, 2009).

[15] Appendix 3.D-1 provides samples of the types of research-based reviews that are occurring as part of the state's TEAC efforts to identify valid and reliable observation systems for teachers and principals.

Table 6. Sample Indicators of Educator Professional Practice

Dimension of Professional Practice	*Sample Indicators for Teachers*	*Sample Indicators for Principals*
Professional skills	1. Deep knowledge of academic discipline 2. Deep knowledge of pedagogy 3. Understanding of and use of differentiated instruction 4. Ability to engage students in meaningful learning and metacognitive skills (e.g., through clarity of instruction, use of inquiry, and assessment/feedback of learning) 5. Establishing classroom conditions for learning (e.g., classroom management, social and physical climate)	1. Use of performance data (both student and teacher assessments) to make decisions about instruction, personnel assignments and hiring, and professional development opportunities for personnel. 2. Contribute to a meaningful, annual teacher evaluation process providing feedback and action steps for teachers. 3. Evidence-driven decisions about resource deployment and redeployment.
Ongoing professional learning	1. Engage in meaningful review of evaluation feedback. 2. Understanding of student assessment results (e.g., test scores, classroom assessments. Etc.) 3. Application of student assessment results to professional practice (e.g., adaptations to instruction or planning). 4. Engage in meaningful learning opportunities with peers about instruction and student learning.	1. Guide school through self-analysis or inspection focusing on use of time, professional development, teacher leadership, school leadership, facilities and resources, community involvement and support, managing student conduct, instructional practices and support, and new teacher support. 2. Application of self-analysis and inspection to school leadership practices.

Contribution to on-going school development. The TN-TIF program will integrate measures of student and school community well-being to account for the influence of educators on school learning, climate, and culture. There are several emerging data sources and systems that may be used to understand this performance dimension. For example, First to the Top legislation provides resources to advance SLDS and create the Tennessee 360 Degree View of the Student. As these systems will incorporate data elements from other child-serving

departments beyond education, such as Departments of Children's Services, Health, Human Services, Mental Health and Developmental Disabilities, Correction, TennCare Bureau, and Commission on Children and Youth, the TN-TIF program will be able to assess a more robust set of conditions that influence student learning.

Tennessee will also issue the New Teacher Center's Teacher Working Conditions Survey starting in the 2010-11 school year. The survey contains questions in nine research-based working conditions areas, including time, professional development, teacher leadership, school leadership, facilities and resources, community involvement and support, managing student conduct, instructional practices and support, and new teacher support. In addition, there will be questions in areas of particular relevance in Tennessee, such as teacher recruitment and readiness and principal leadership.

Tennessee is also examining measures of non-cognitive student outcomes. For example, the Gallup Student Poll measures student hope, engagement, and well-being. These constructs were developed through an exhaustive review of literature, field testing period, and predictive study ensuring a relationship between these domains and measures of student academic achievement and attendance. A recent report on the Gallup Student Poll, for instance, describes the relationship between measures of hope, attendance, high school GPA, college retention and success. Measures of engagement differed substantially between high- and low-performing schools, while measures of well-being were predictive of high school credits earned (Lopez, 2009).

Tennessee is additionally looking into the feasibility of frequent school inspections and other public sector services that influence overall student and community well-being. As described previously, England's Ofsted System, for example, takes evidence from a full range of

services, including childcare, children's social care, local authority services for children and provision for education and skills in schools, colleges and adult learning, as well as information on strengths and weaknesses related to teaching and learning, curriculum design, leadership, staff culture, management processes, engagement with data, deployment and redeployment of resources, and student culture (Ofsted Annual Report, 2009).

Given the newness of these measures relative to others – such as value-added measures that have been extensively refined over time – data on student and community well-being may not immediately be tied to high-stakes decisions such as compensation, but they can immediately become a source of valuable feedback for TN-TIF educators to understand more completely the community in which teaching and learning occurs. During the early years of TN-TIF, schools could pilot these measures and determine which provide valid and reliable measures of performance that could be tied to awards.

Evidence of professional leadership. Central to this component of the TN-TIF program are efforts to build upon and implement ideas that are already conceptually in the works in Tennessee but require further refinement to become meaningful in the context of performance-based educator pay plans. Nonetheless, there are several promising initiatives underway. For example, Tennessee's First to the Top program contains a Leadership Action Tank that serves as a principal effectiveness laboratory and will capture the evidence of practices that have been demonstrated to improve student achievement using TVAAS data and other factors of school success. Additionally, a consortium of research and policy experts will work closely with the Tennessee Department of Education to couple quantitative and qualitative methods in an effort to understand how empirically-identified highly effective teachers and principals (e.g., using value-added measures and observation-based ratings) differ in their practice from less effective

educators. This research will begin with evidence of teacher effect from value-added analysis and then introduce qualitative methods to probe into teacher and principal practices.

The TN-TIF program will build on these ideas by creating an incentive and reward system for effective teachers and principals to engage in "effective practice" networks. Effective practice networks will identify high-quality teaching and leadership practices and then synthesize and disseminate these findings statewide. This initiative draws on ideas from well-documented international and domestic programs, such as The Raising Achievement Transforming Learning (RATL) Project in England (Hargreaves and Shirley, 2006) and the Teacher Advancement Program. This approach is also predicated on the belief that meaningful, lasting change in teaching and learning takes place when educators take ownership of their own agenda and improvement strategy.

It is important to note the TN-TIF program incorporates multiple performance measures given the strong empirical foundation in the literature. For example, both empirical and theoretical literature on performance-based pay clearly indicate that if there is disconnect between an organization's mission and the activity to which awards are attached, employees may shift work toward the metered, rewarded activity, and away from other important activities (Holmstrom and Milgrom, 1991; Hannaway, 1992; Dixit, 2002). Thus, a sole reliance on objective measures, such as test scores, runs the risk of educators focusing excessively on the measured criteria. Additionally, educators' support of a program is less likely if they believe the established performance measures do not capture a significant aspect of their job. Furthermore, the use of these multiple measures will be accompanied by ongoing monitoring of performance throughout the school year. That is, performance measures of schools, teams of teachers, or individuals will be checked at various points throughout the school year, in an effort to reduce

the chances for system-gaming and to help capture a more complete story of an individual's or team's professional practice and contribution to student learning.

E. Rewarding Individual and Team Performance

The TN-TIF program will utilize a hybrid model of accountability; that is, eligibility for awards will be determined by both individual performance and the performance of a team and/or school. In a performance-based compensation system utilizing solely the individual unit of accountability, awards are determined exclusively by the individual teacher's performance. The team unit of accountability refers to award eligibility being the product of aggregated performance among members of a group, where the size of a group can range from as few as two employees to all employees within a school. Teams may include, grade-level teams, disciplinary and inter-disciplinary departments, among others. The *school* unit of accountability refers to award eligibility being the product of aggregated performance among all employees within a school.

Tennessee believes that a hybrid model – one that joins elements of both independent and interdependent work – is an optimal design for minimizing limitations and maximizing advantages identified in Table 7.

Table 7. Select Advantages and Limitation of Units of Accountability			
	Individual	*Team*	*School*
Performance attribution	*Strongest link between performance and bonus award recipient:* Creates the strongest connection between variation in award size received and the variation in teacher effectiveness. If measures of effectiveness are of high quality, this sends message to school about who is most effective and why, which ultimately helps in creating more productive workforce.	*Weaker link between performance and award recipient:* The free-rider problem and shirking can arise because some members of team can more easily get away with not carrying their fair share of effort or contribution to outcomes, yet still get awarded if the team – as a whole – performance well. The reverse is also true; effective teachers may not get rewarded if their team – as whole – performance poorly.	*Weakest link between performance and award recipient:* The free-rider problem and shirking are even more problematic.
Performance measurement	*Challenging to accurately pin-point high performing teachers:* Can be difficult to take into account the cumulative effects of learning from one school year to the next and the many influences on student achievement. This is further complicated by the fact that some standardized test results can be influenced the instruction of more than one teacher (for example, if different teachers instruct Reading and Language Arts courses). It is also difficult to include individuals who teach in non-tested subjects.	*Still challenging but not with as much consequence:* Measurement challenges must still be addressed, but become less tricky when measuring team performance such as an entire grade-level or subject area. Allows more easily for the inclusion of those individuals in non-test subject areas.	*Less challenging:* The demands on measurement precision are not as great as with evaluating individual or team contribution to student performance.
Collegiality within schools	*Biggest threat to collegiality:* Rewarding individual performance is perceived as going against the highly collaborative nature of teaching and learning.	*Can encourage team cooperation:* Promotes social cohesion, feelings of fairness, and productivity norms, as improved cohesion among workers can foster knowledge transfer and mutual learning.	*Most inclusive of school community*: Promotes cohesion and egalitarian feelings and has most opportunities for non-core instructional personnel to benefit from awards.

The incentive effect in a hybrid model considers the unique contribution of an individual teacher while also supporting teamwork and collegiality among teachers and staff within a

school. Devising such a model must be carefully thought out and predicated on the various needs and objectives of an education system - a school that has habitually struggled with competition might consider a stronger weight on team units whereas one with chronic free-riders might emphasize individual accountability a bit more. Given such, the TN-TIF program was deliberately designed to allow participating schools modest discretion in determining how much weight to give individual versus team and/or school units of accountability, these determinations will be finalized during the planning year. As a general rule, however, the TN-TIF program requires the greatest emphasis on individual educator performance (e.g., 50 – 75 percent) with less weight on the team and/or school units (e.g., 25 – 50 percent).

F. Structuring Bonus Award Payouts of Sufficient Size to Incentivize Change.

The size of bonus, or payout level, refers to the amount of the total bonus award a school, team of teachers, or individual can earn. In the United States, the size of the bonus award at the program level ranges from a low of 0.4% to a high of 365% of an educator's monthly salary. Both of these estimates come from the Texas Educator Excellence Grant program. Estimates from international incentive pay programs reveal the largest bonus award amounts associated with Mexico's Carrera Magesterial program, which in some cases exceeded 200% of a teacher's monthly salary. While no clear guidance exists on the optimal size of a bonus in a teacher incentive pay program, several studies suggest the size of bonus awards for teachers have been too small, compromising the motivational and compositional value of most incentive systems (Malen 1999; Chamberlin, *et al.*, 2002; Heinrich, 2007; Taylor and Springer, 2009). Previous incentive pay programs in Tennessee, including in Memphis, Knoxville, Nashville and Chattanooga, have had award sizes ranging from [redacted] to [redacted]

Within this context, the TN-TIF program will award high-performing teachers and principals significant financial incentives, ranging from [redacted] for recruitment/retention incentives to more than [redacted] for performance incentives for top performers. The lower bound of this range is targeted for recruitment and retention incentives as prior research from North Carolina and Texas suggests somewhere between [redacted] and [redacted] can significantly decrease a teacher's predictive probability of exiting a high-needs school at the end of the school year (Clotfelter, Ladd, and Vigdor, 2009; Taylor and Springer, 2010). This lower bound also represents the amount awarded for performance-based bonuses for those individuals around the 60th percentile on the performance metric. The upper bound is targeted for those educators whose performance is exemplary, that is, the top 10 to 15 percent of performers. A combination of recruitment/retention and performance incentives will be considered and determined in the planning year for each school and determined based upon the specific academic needs of the school.

An average award amount of [redacted] between both recruitment/retention and performance incentives is anticipated for budget purposes. All districts and unions have committed to these award ranges, though precise award amounts will be determined by the individual LEA and school in concert with their local education association during the planning year. The state will have the authority to approve or disapprove each LEA plan once parameters have been finalized.

G. Financial Sustainability

Sustainability has long been a central concern of PBCS reforms, however the growing number of compensation reforms abandoned for lack of funding has forced the issue to the top of the agenda. Funding has been a barrier to successful PBCS reforms for a number of reasons, including revenue projections indicating the only way to fund programs is to cut funding for

existing programs and underfunded plans often times do not reward all teachers who qualify and educators quickly grow skeptical. Furthermore, systems that underestimate potential personnel costs or miscalculate financial exposure of a PBCS risk serious loss, and possibly legal action and penalties, as well as loss of credibility among teachers and the public (Guthrie and Prince, 2009). With the aim of supporting a financially sustainable PBCS, this subsection provides illustrative examples of the types of plans Tennessee plans to explore to make PBCS fiscally sustainable in the long-run.

The first potential strategy for sustaining a PBCS in Tennessee is to redeploy special program resources currently earmarked for Tennessee's Career Ladder Program. Since the repeal of the Career Ladder program in 1997, the budget for Tennessee has continued to allocate funds for teachers that were grandfathered into the program. Approximately $91 million was earmarked for the Career Ladder program in fiscal year 2001-02. Although the base budget for the program has declined over the years as eligible teachers leave the workforce, the State still spent nearly [redacted] during the 2008-09 fiscal year.

Estimates suggest that approximately 30,000 teachers in the state are Career Ladder teachers and that, during the 2009-10 fiscal year, Career Ladder teachers will receive bonuses of just under [redacted] in the aggregate. If the total allocation to the Career Ladder program is fixed at the [redacted] level of the 2010-11 fiscal year, there would remain [redacted] in earmarked but unallocated resources that could be redeployed to reward effective teachers. Furthermore, the available amount of earmarked but unallocated resources will steadily increase over time as Career Ladder teachers retire or leave the school system. All Career Ladder teachers are expected to exit the profession in the next 20 years.

A second set of potential reform options involves replacing core components of the single salary schedule. Similar to most compensation systems found in public school systems across the United States, the teacher salary schedule in Tennessee rewards teachers with salary increases for each additional year of service as well as permanent salary increases for earning advanced degrees. Recognizing the education production function literature finds little support for teacher experience beyond the first three years of teaching positively impacting student achievement, and earning a master's degrees has little effect on the performance of a teacher's students, Tennessee will explore repurposing a percentage of the teacher experience wage premium and/or a percentage of the teacher degree premium in support of a PBCS. The authority for districts to repurpose and create new salary schedules was created within the First to the Top legislation and the state will encourage these types of shifts in pay premiums.

The proposed budget for TN-TIF is based upon an assumption that approximately 1800 teachers, or 45 percent, in participating schools would receive an average of approximately [redacted] in incentive pay from federal TIF funds in Year 2, following the planning year. In subsequent years, award amounts would be expected to increase overall, with the amount of funding from federal TIF funds decreasing annually while other funding sources increase annually. The budget anticipates an increase in matching funds of at least [redacted] per year per teacher so that by the end of the grant, local matching funds would account for [redacted] or half of estimated bonuses and federal TIF funds would account for the remaining half. The goal for TN-TIF is that federal funds would be replaced entirely in the sixth year of the program by utilizing several possible resources including Career Ladder, reallocation of experience and degree premiums, and private or local funds. Over the course of the planning year, the design team along with leadership in each LEA and local union will work to determine precise sustainability

plans for each school and district using these funding combinations. A premium will be placed on reallocation of existing federal, state and local resources. Sustainability plans will be submitted to and approved by the state.

In summary, Tennessee has already developed – or is currently developing – the core elements necessary for implementation of the proposed compensation reform efforts. As indicated in Table 8, an effective communication plan and the involvement and support of multiple stakeholders are already firmly in place. Tennessee also has a firm grasp of key design features and general design parameters for guiding the next phase of implementation. Additionally, other elements critical to the success of a performance-based compensation system are already in motion and will be ready for complete implementation by the start of the 2011-12 school year.

Table 8. Current Status of Core Design Elements for the TN-TIF Program

Core Element	*Status at State-Level*	*Status in TN-TIF Districts*
Effective communication plan to inform educators and school communities about TN-TIF.	Fulfilled	In progress
Involvement and support of school personnel and unions in participating districts.	Fulfilled	In progress
Rigorous, transparent, and fair evaluation system for educators.	In progress	In progress
Data-management system that links student achievement to personnel payroll and human resources systems.	In progress	In progress
Professional development to ensure educators understand TN-TIF evaluation measures and how to use results to improve practice.	In progress	In progress

IV) ADEQUACY OF SUPPORT FOR TN-TIF

> ***Selection Criteria:*** *The Secretary considers the extent to which the management plan is likely to achieve the objectives of the proposed project on time and within budget, and includes clearly defined responsibilities and detailed timelines and milestones for accomplishing project tasks. The project director and other key personnel are qualified to carry out their responsibilities, and their time commitments are appropriate and adequate to implement the project effectively.*

A. Overview

For the five-year TIF project period, the State of Tennessee requests a total of $34.9 million to address federal TIF priorities and fulfill project activities associated with the TN-TIF program. This section describes the organization structure and key personnel associated with the TN-TIF program. It also provides project-related costs and budget documents related to these activities. A detailed action plan, including details on how key personnel, organizations, and other resources will be pulled together to fulfill TN-TIF project tasks over the 5-year (60 month) project period, is provided in Appendix 4.A-1.

Organizational structure and key personnel for TN-TIF. Tennessee seeks to leverage resources available through the TIF competition to support the design, implementation, and management of a comprehensive compensation reform package. The management plan that will ensure successful and timely implementation of TN-TIF objectives and tasks includes (1) an oversight and management team at the Tennessee Department of Education; (2) an advisory board comprised of local-, state-, and national-level stakeholders and technical experts, (3) a local delivery and support unit, and (4) researchers associated with the Tennessee Consortium on Research, Evaluation, and Development (TN CRED). Resumes for key personnel and statements of organizational capacity can be found in Appendix 4.A-2 with a brief summary of responsibilities outlined below.

The Tennessee Department of Education will use TIF resources to support one full-time project director or education consultant and one full-time support staff member to head up a management and oversight team for the TN-TIF program. Responsibilities will include convening and coordinating the work of all other involved entities and personnel, ensuring timely communication of plans and progress, and working with other department personnel whose work has implications for the successful planning and implementation of the TN-TIF program. The project director will work with staff at TDOE with expertise in the areas of educator professional development, teacher recruitment, legal counsel, policy and planning. Most immediately during the 2010-11 planning year, this will involve regular working meetings with the Delivery and Oversight units that head up implementation and management of Tennessee's Race to the Top initiatives.

The TN-TIF Advisory Board will assume responsibility for convening multiple individuals representing broad interests in the education community, both at the state and local level. The Advisory Board will not serve as a decision-making body but as a body of experts to stay informed about and provide insight for the TN-TIF planning and implementation period. These individuals will represent expertise in fields such as state and local education policy, educator evaluation, strategic compensation, research, school leadership and instruction. Organizations to be represented on this board will include the Governor's Office of State Planning and Policy, Tennessee Department of Education, Tennessee School Boards Association, Tennessee Board of Education, Tennessee Education Association, along with school personnel and leadership representing large and small, urban and rural school systems across Tennessee.

Considering the expansive nature of the TN-TIF program and the fact that more than 100 schools across 14 districts will participate, it is essential that the State make use of personnel for delivery and support at the local level. Local delivery and support will be integrated with Race to the Top support structures that are under development in districts, along with local teams that complete online courses on PBCS funded through Race to the Top. Other local responsibilities will include convening of regular network meetings and assisting district and school personnel in their work with courses on the Electronic Learning Center.

Tennessee also intends to leverage TIF resources to help districts in the short-run build prerequisite support in fulfilling new areas unique to performance-based compensation systems (i.e., outside the scope of initiatives already underway in the state). Examples include development and implementation of school inspections, classroom and principal observations, and data-management systems that provide for linkage and transparency of award models. These funds can be used to hire or train local district personnel and/or contract out work to expert providers.

Finally, TIF funds will support a comprehensive evaluation of the TN-TIF program. The evaluation will be designed and led by the Tennessee Consortium on Research, Evaluation, and Development. Further details of this evaluation, including personnel and responsibilities, can be found in the next section.

V) EVALUATION OF THE TN-TIF PROGRAM

> ***Selection Criteria:*** *The Secretary considers the extent to which the applicant's evaluation plan (1) includes the use of strong and measurable performance objectives for raising student achievement, increasing the effectiveness of educations, and retaining/recruiting effective educators, (2) will produce evaluation data that are quantitative and qualitative, and (3) includes adequate evaluation procedures for ensuring feedback and continuous improvement in the operation of proposed project.*

A. Overview

The TN-TIF program will be accompanied by rigorous and meaningful evaluation that provides both ongoing feedback for continuous improvement along with summative results on the effect of the program on student achievement, educator effectiveness, recruitment/retention of teachers, teacher attitudes and behavior, institutional and organizational dynamics, and measures of student and school well-being. Finally, the evaluation will examine what features of the performance-based compensation system influences those outcomes and under what circumstances with a particular focus on implementation.

While the school inspection process provides for a mechanism by which school communities can monitor their own progress toward desired outcomes, the evaluation of the TN-TIF program will be conducted by an independent, third party in an effort to better understand the impact of the TN-TIF program and to address one of the program's overall objectives; that is, to learn whether the program should be part of a statewide effort to support effective teaching and leading, and if so, what elements of PBCS are most promising and under what conditions.

Evaluator. Established as a key component of Tennessee's expansive reform initiatives under Race to the Top, TN CRED is a consortium of prominent contributors to coordinate research, evaluation, and development activities to ensure reform efforts – including PBCS – are implemented with high quality over time and that lessons learned are accessible to others embarking on similar initiatives. Further details about TN CRED's organizational capacity including strategies for ongoing feedback, established quality assurances, and key personnel are located in Appendix 5.A-1.

Design features and award models. TN CRED will collect, review, and document characteristics of the performance-based pay plans designed and implemented by participating

schools. While Tennessee provides participating schools with parameters for the design of the program, there is flexibility within those parameters for schools to implement pay systems to meet specific local needs. Thus it is essential that the evaluation begin by cataloging various types of plans that are in place.

TN-TIF schools will be asked to document their PBCS design and evaluators will code select features using a unique taxonomy developed by the National Center on Performance Incentives at Vanderbilt University. More specifically, evaluators will characterize each reform effort by the incentive structure, unit of accountability, performance measures, standards and thresholds, and proposed award distribution models. In addition, evaluators will collect data on how awards are actually distributed to personnel to identify the size of awards and how individualistic or egalitarian these payouts are within a school. Coding of design features and award models will occur in each year that the TN-TIF schools implement a PBCS (i.e., Years 2 thru 5 of the TIF project period).

TN-TIF implementation experiences. Through annual surveys administered to district and school officials and interviews, TN CRED will learn about PBCS implementation experiences. Questions of greatest interest include how schools go about designing PBCS, what type of training or assistance do they receive, what are their biggest challenges (predicted and unpredicted), and what adaptations do they make to their PBCS over time. As part of its scope of work under Race to the Top, TN CRED is also charged with studying the implementation of professional development, especially as it relates to TVAAS training, and quality of data-management systems throughout the state. This information will add value to the TN-TIF evaluation in understanding the nature of support systems for PBCS and eventually how those

systems may influence outcomes for teaching and learning. Annual surveys and interviews will be conducted in the spring semester of each of the five years of the TN-TIF program.

School personnel attitudes, behaviors, and school culture. TN CRED will administer annual surveys to school personnel in participating schools and a set of comparison schools to understand educators' attitudes, behaviors, and school culture over the 5-year TIF project period. Survey constructs will include educators' attitudes toward compensation reform and TN-TIF specifically; awareness of and knowledge about TN-TIF; measures of educator self-efficacy, collective efficacy, interest in teaching, intrinsic and extrinsic motivations, and job satisfaction; and measures of team dynamics, team effort, cooperativeness, and competition among professionals at the school. While the goal is to measure the same constructs over time, TN CRED also envisions modifying select items over time, especially as new factors become apparent in the policy environment or through other data collection activities (e.g., implementation issues arising from district and school official surveys and interviews). Annual school personnel surveys will be conducted in the spring semester of each of the five years of the TN-TIF program.

Educator turnover and retention. Analyzing educator mobility is important for determining the efficacy of initiatives designed to (re)allocate talented educators so they can best serve high-need schools, fill hard-to-staff teaching assignments, and educate high-need student populations. If effective, the incentives in TN-TIF should reduce the tendency for educators to move away from these high-need areas and encourage movement of other effective educators into those positions. Therefore, TN CRED will evaluate the levels and trends of educator turnover before and after the implementation of TN-TIF. The evaluation team will study changes in the quality of newly recruited teachers in participant and non-participant schools, using both

credential-based measures of teacher quality and measures of effectiveness based on value-added models to determine the relationship between TN-TIF initiatives, educator mobility and attrition, and the net impact on the distribution of educator quality. Examination of teacher turnover and retention will cover years prior to, during, and following the conclusion of the five-year TN-TIF program.

Student achievement growth. Analyzing the impact of TN-TIF on student achievement growth is of paramount importance, given the centrality of that goal in the state's reform initiatives and TIF, specifically. While the analysis will obviously draw on value-added data (i.e., TVAAS) available in Tennessee, TN CRED will also make use of the other student outcome measures gathered through the educator evaluation process (e.g., non-TVAAS results, non-cognitive measures of student well-being). The methods for conducting these analyses will be determined during the TN-TIF planning year to make sure they are well-aligned with the realities of program implementation. Fortunately, members of TN CRED have extensive expertise in a variety of methods that might be applicable to this research strand, such as randomized controlled trials, regression discontinuity, interrupted time series (differences in differences). Examination of student achievement growth will cover years prior to, during, and following the conclusion of the five-year TN-TIF program.

Together, the evaluation activities and expertise will provide Tennessee with a wealth of rigorous evidence to understand if PBCS can be part of an effective strategy for improving the state's quality of teaching and learning, and if so, which design features are most promising for sustainable compensation reform in various school community contexts.

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Project Narrative

High-Need Schools Documentation

Attachment 1:
Title: **List of TN TIF Schools and High-Needs Status** Pages: **6** Uploaded File: **High School Needs Documentation.pdf**

School_Name	District_Name	Total_Students (school)	Percent_FRPL (school)	FTE_Teachers	High_Priority_Schools_Status	Academic_Achievement_Math	Grade_Math	Academic_Achievement_ELA	Grade_ELA	Academic_Achievement_SocialStudies
BRAINERD HIGH SCHOOL	HAMILTON COUNTY SCHOOL DISTRCT	867	83.39%	64.6	...	15.8	...	14.5	...	15.3
MAPLEWOOD COMPREHENSIVE HIGH SCHOOL	MNPS	1077	81.71%	68.2	...	15.8	...	15.5	...	16
HOWARD ACADEMY OF ACADEMICS TECHNOLOGY	HAMILTON COUNTY SCHOOL DISTRCT	999	92.79%	83.7	State/LEA Reconstitution Plan 1	15.8	...	13.4	...	14.3
STRATFORD COMPREHENSIVE HIGH SCHOOL	MNPS	976	77.05%	59	School Improvement 2	15.9	...	15.3	...	16.3
WHITES CREEK COMPREHENSIVE HIGH SCHOOL	MNPS	1088	70.50%	61	Restructuring 1	16	...	15.5	...	16.1
GLENCLIFF COMP HIGH SCHOOL	MNPS	1413	69.57%	77	Restructuring 2 (Alt. Governance)	17	...	16.2	...	17
ANTIOCH HIGH SCHOOL	MNPS	2552	43.81%	125.7	School Improvement 2	17.3	...	17.4	...	18.1
MCGAVOCK COMPREHENSIVE HIGH SCHOOL	MNPS	2904	44.01%	144.5	Restructuring 1	17.4	...	18.2	...	18.7
FULTON HIGH SCHOOL	KNOX COUNTY SCHOOL DISTRICT	1025	64.20%	74.5	Restructuring 1 - Improving	17.7	...	18.1	...	19
BRADFORD HIGH SCHOOL	BRADFORD SPECIAL SCHOOL DIST	315	50.48%	19.6	School Improvement 2 - Improving	18.3	...	17.5	...	18.3
COVINGTON HIGH SCHOOL	TIPTON COUNTY SCHOOL DISTRICT	835	57.13%	51	...	18.6	...	20.2	...	19.4
SCOTT HIGH SCHOOL	SCOTT COUNTY SCHOOL DISTRICT	810	73.09%	51.4	...	18.8	...	20.4	...	21.2
JOHNSON COUNTY HIGH SCHOOL	JOHNSON COUNTY SCHOOL DISTRICT	738	58.27%	52.6	...	19	...	19.4	...	20.7
MONTEREY HIGH SCHOOL	PUTNAM COUNTY SCHOOL DISTRICT	375	48.00%	19.3	...	19.9	...	20.6	...	21.4
CENTRAL HIGH SCHOOL	KNOX COUNTY SCHOOL DISTRICT	1368	44.08%	79.1	Corrective Action	20.4	...	21.7	...	22.3
UPPERMAN HIGH SCHOOL	PUTNAM COUNTY SCHOOL DISTRICT	609	53.04%	32.7	...	20.9	...	20.8	...	20.8
TIPTON CO ALTERNATIVE LEARNING CENTER	TIPTON COUNTY SCHOOL DISTRICT	153	91.50%	13	...	30	F	31	F	31
ORCHARD KNOB MIDDLE SCHOOL	HAMILTON COUNTY SCHOOL DISTRCT	391	94.88%	25	School Improvement 1	31	F	27	F	26
NAPIER ELEMENTARY ENHANCEMENT OPTION	MNPS	316	99.05%	41	School Improvement 1 - Improving	31	F	33	F	27
BAILEY MIDDLE SCHOOL	MNPS	298	98.99%	24	School Improvement 1	32	F	33	F	30
GRAMAR MIDDLE SCHOOL	MNPS	609	96.06%	39.8	School Improvement 1	33	F	34	F	34
DALEWOOD MIDDLE SCHOOL	HAMILTON COUNTY SCHOOL DISTRCT	263	98.86%	22.6	...	34	F	33	F	34
CALVIN DONALDSON ELEMENTARY	HAMILTON COUNTY SCHOOL DISTRCT	327	89.60%	19.6	School Improvement 1	34	F	33	F	29
HARDY ELEMENTARY SCHOOL	HAMILTON COUNTY SCHOOL DISTRCT	567	99.47%	37	...	35	F	37	F	38
JERE BAXTER MIDDLE SCHOOL	MNPS	500	99.40%	42	Restructuring 1	35	F	34	F	34
BRICK CHURCH MIDDLE SCHOOL	MNPS	577	96.71%	36	School Improvement 2	35	F	35	F	33
GREEN MAGNET MATH & SCIENCE ACADEMY	KNOX COUNTY SCHOOL DISTRICT	335	92.84%	31.3	...	36	F	30	F	27
HILLCREST ELEMENTARY	HAMILTON COUNTY SCHOOL DISTRCT	329	87.54%	18.9	...	36	F	36	F	32
EAST LAKE ACADEMY OF FINE ARTS	HAMILTON COUNTY SCHOOL DISTRCT	401	94.76%	27.6	...	36	F	34	F	34
APOLLO MIDDLE SCHOOL	MNPS	444	94.37%	32	Restructuring 1	36	F	39	F	40
JOHN EARLY PAIDEIA MIDDLE MAGNET SCHOOL	MNPS	222	80.63%	18	School Improvement 1	36	F	40	D	36
ISAAC LITTON MIDDLE SCHOOL	MNPS	369	77.51%	26	School Improvement 1 - Improving	36	F	37	F	37
COTTON ELEMENTARY SCHOOL	MNPS	513	92.20%	36	School Improvement 1	37	F	36	F	34
ANTIOCH MIDDLE SCHOOL	MNPS	885	82.26%	52	Corrective Action	38	F	41	D	40
WEST VIEW ELEMENTARY SCHOOL	KNOX COUNTY SCHOOL DISTRICT	176	98.30%	18	...	38	F	41	D	35
CAMERON MIDDLE SCHOOL	MNPS	621	99.52%	35	Restructuring 2 (Alt. Governance)	38	F	35	F	37
CLIFTON HILLS ELEMENTARY	HAMILTON COUNTY SCHOOL DISTRCT	428	88.79%	25.9	School Improvement 1	38	F	33	F	30
EAST LAKE ELEMENTARY	HAMILTON COUNTY SCHOOL DISTRCT	369	88.08%	31.6	...	39	F	35	F	30
ORCHARD KNOB ELEMENTARY	HAMILTON COUNTY SCHOOL DISTRCT	344	99.13%	29.1	...	39	F	33	F	26
MARGARET ALLEN MIDDLE SCHOOL	MNPS	472	80.93%	28	School Improvement 2	39	F	39	F	40

Grade_SS	Academic_Achievement_Science	Grade_Science	Academic_Achievement_Composite	Academic_Growth_Math	Mean Gain/Observed Score	Academic_Growth_ELA	Mean Gain/Observed Score	Academic_Growth_SS	Mean Gain/Observed Score	Academic_Growth_Science/Reasoning	Mean Gain/Observed Score	Academic_Growth_Composite	Observed Score	Cohort_Dropout	Graduation_Rate	Event_Dropout
...	16.5	...	15.7	NDD	16.02	NDD	14.6	NDD	15.18	NDD	16.77	NDD	15.77	22.1	55.3	11.3
...	16.4	...	16	NDD	15.6	NDD	15.14	NDD	16.11	NDD	16.59	NDD	15.98	19.1	69.5	6.2
...	15.4	...	14.8	NDD	15.54	Below	12.85	NDD	14	NDD	15.71	NDD	14.63	28.3	56.5	3.2
...	16.6	...	16.2	NDD	15.8	Above	15.38	NDD	15.88	NDD	16.46	Above	15.99	14.8	67.6	6.7
...	16.6	...	16.2	NDD	16.27	NDD	15.89	Below	15.8	NDD	16.64	NDD	16.31	17.4	67.5	6.4
...	17.7	...	17.1	NDD	16.86	NDD	16.43	NDD	16.96	NDD	17.76	NDD	17.13	12	73.3	3.8
...	18.3	...	17.9	Above	17.38	Above	17.44	NDD	17.94	Above	18.47	Above	17.95	16.4	74.7	4.8
...	18.8	...	18.4	Below	17.25	NDD	18.39	NDD	18.98	NDD	18.9	NDD	18.5	11.9	75.8	4.6
...	18.8	...	18.5	Above	17.58	NDD	17.25	NDD	18.38	Above	18.63	Above	18.04	24.8	60	4.4
...	18.2	...	18.2	Above	18.66	NDD	17.71	NDD	17.71	NDD	18.37	NDD	18.29	1.4	98	0.5
...	19.3	...	19.5	NDD	18.58	Above	20.2	NDD	19.07	NDD	19.17	Above	19.42	2.2	93.3	0
...	20	...	20.2	NDD	18.78	NDD	20.22	NDD	20.8	NDD	19.82	NDD	20.02	5.1	87.3	2
...	20.1	...	19.9	Below	19.07	Below	19.49	NDD	21.54	NDD	20.19	Below	20.2	6.8	90.5	0.7
...	19.6	...	20.5	NDD	20	NDD	21.21	NDD	22.08	NDD	20.08	NDD	20.96	0	94.9	0.6
...	21.2	...	21.5	Above	20.41	Above	21.26	Above	21.75	Above	21.4	Above	21.28	21.9	70.8	6.5
...	20.9	...	20.9	NDD	21.14	NDD	20.7	Below	20.63	NDD	21.44	NDD	21.12	3.3	92.5	0.8
F	31	F	---	D	-1.8	D	-1.2	D	-1.7	D	-1.5	...	...	...	...	...
F	28	F	---	F	-4.9	F	-3.3	F	-2.7	F	-2.5	...	...	...	...	...
F	26	F	---	F	-3.6	F	-3.9	F	-5.9	F	-6.4	...	...	...	...	...
F	31	F	---	D	-1.8	D	-1.2	D	-1.5	B	0.6	...	...	...	...	...
F	32	F	---	D	-1.9	D	-1.7	D	-1.3	D	-1	...	...	...	...	...
F	32	F	---	F	-2.6	D	-1.2	C	0.1	C	-0.1	...	...	...	...	...
F	29	F	---	B	1.7	D	-0.6	B	1.5	B	0.6	...	...	...	...	...
F	39	F	---	A	1.8	C	0.1	B	1	B	0.9	...	...	...	...	...
F	33	F	---	B	0.6	C	-0.2	B	0.9	B	1	...	...	...	...	...
F	33	F	---	D	-1.8	D	-1.7	F	-2.6	D	-1.2	...	...	...	...	...
F	28	F	---	C	-0.3	B	1.5	C	0.1	B	0.9	...	...	...	...	...
F	32	F	---	D	-0.9	F	-3.4	F	-2.9	F	-2.5	...	...	...	...	...
F	34	F	---	F	-2.3	D	-1.3	C	-0.1	C	-0.5	...	...	...	...	...
D	35	F	---	C	0.1	B	0.5	A	2.6	C	0.1	...	...	...	...	...
F	34	F	---	F	-2.6	D	-1.3	D	-1.6	D	-1.2	...	...	...	...	...
F	36	F	---	D	-0.9	D	-0.8	B	1.3	B	1.2	...	...	...	...	...
F	30	F	---	B	1.2	F	-5.1	C	0.1	F	-2.2	...	...	...	...	...
D	38	F	---	D	-1.1	C	0	C	-0.5	C	-0.4	...	...	...	...	...
F	36	F	---	B	1.6	B	1.3	C	0	C	-0.1	...	...	...	...	...
F	35	F	---	A	2.2	B	1.2	B	1.6	B	1.2	...	...	...	...	...
F	29	F	---	A	3.2	B	0.9	A	2.3	D	-1.1	...	...	...	...	...
F	28	F	---	A	1.9	B	1.2	A	2.7	C	-0.1	...	...	...	...	...
F	26	F	---	A	2.9	B	1.6	B	0.5	B	0.6	...	...	...	...	...
D	37	F	---	D	-0.6	C	-0.1	C	0.2	C	-0.5	...	...	...	...	...

WINFIELD ELEMENTARY SCHOOL	SCOTT COUNTY SCHOOL DISTRICT	270	84.07%	18	...	40	D	42	D	42
JOHN B WHITSITT ELEMENTARY SCHOOL	MNPS	536	97.01%	40	School Improvement 1	40	D	39	F	39
WRIGHT MIDDLE SCHOOL	MNPS	849	89.87%	52	Corrective Action	41	D	39	F	42
EAST SIDE ELEMENTARY	HAMILTON COUNTY SCHOOL DISTRCT	592	99.49%	38.5	...	41	D	33	F	31
WOODSTOCK MIDDLE SCHOOL	SHELBY COUNTY SCHOOL DISTRICT	554	89.89%	45.8	...	41	D	41	D	40
LUCY ELEMENTARY SCHOOL	SHELBY COUNTY SCHOOL DISTRICT	590	65.59%	51	...	42	D	44	D	43
MAYNARD ELEMENTARY SCHOOL	KNOX COUNTY SCHOOL DISTRICT	180	94.44%	13	...	42	D	40	D	39
CHADWELL ELEMENTARY SCHOOL	MNPS	343	86.59%	23	School Improvement 1	42	D	41	D	41
INSKIP ELEMENTARY SCHOOL	KNOX COUNTY SCHOOL DISTRICT	396	86.62%	39.5	...	43	D	44	D	38
NORWOOD ELEMENTARY SCHOOL	KNOX COUNTY SCHOOL DISTRICT	416	80.29%	32.3	...	43	D	43	D	41
HUNTSVILLE MIDDLE SCHOOL	SCOTT COUNTY SCHOOL DISTRICT	275	57.45%	19	...	43	D	50	B	46
WHITTLE SPRINGS MIDDLE SCHOOL	KNOX COUNTY SCHOOL DISTRICT	552	75.18%	42.5	...	43	D	42	D	41
BEAUMONT ELEMENTARY/MAGNET SCHOOL	KNOX COUNTY SCHOOL DISTRICT	455	78.90%	34.8	School Improvement 1	43	D	42	D	39
CHRISTENBERRY ELEMENTARY SCHOOL	KNOX COUNTY SCHOOL DISTRICT	529	90.36%	51.5	School Improvement 1	43	D	37	F	37
BURCHFIELD ELEMENTARY SCHOOL	SCOTT COUNTY SCHOOL DISTRICT	449	81.96%	29	...	44	D	45	C	45
NORTHHAVEN ELEMENTARY SCHOOL	SHELBY COUNTY SCHOOL DISTRICT	470	99.36%	38	...	44	D	38	F	40
LAKEVIEW ELEMENTARY DESIGN CENTER	MNPS	771	74.58%	47.6	School Improvement 1	44	D	45	C	43
COVINGTON INTEGRATED ARTS ACADEMY	TIPTON COUNTY SCHOOL DISTRICT	722	81.16%	55.3	...	45	C	45	C	44
BURKS MIDDLE SCHOOL	PUTNAM COUNTY SCHOOL DISTRICT	306	58.82%	19.4	...	46	C	49	C	46
HIGHLAND OAKS ELEMENTARY	SHELBY COUNTY SCHOOL DISTRICT	855	56.37%	79.5	...	46	C	46	C	45
MOORELAND HEIGHTS ELEMENTARY	KNOX COUNTY SCHOOL DISTRICT	301	66.78%	21.7	...	46	C	45	C	45
ROBBINS ELEMENTARY SCHOOL	SCOTT COUNTY SCHOOL DISTRICT	301	72.43%	21	...	46	C	44	D	46
CRESTVIEW ELEMENTARY SCHOOL	TIPTON COUNTY SCHOOL DISTRICT	942	64.76%	58	...	47	C	46	C	43
CRESTVIEW MIDDLE SCHOOL	TIPTON COUNTY SCHOOL DISTRICT	879	66.10%	49.3	...	47	C	44	D	42
FAIRVIEW ELEMENTARY SCHOOL	SCOTT COUNTY SCHOOL DISTRICT	462	80.52%	32	...	47	C	49	C	46
SOUTHWIND ELEMENTARY SCHOOL	SHELBY COUNTY SCHOOL DISTRICT	1118	50.45%	79	...	47	C	46	C	48
CANE CREEK ELEMENTARY SCHOOL	PUTNAM COUNTY SCHOOL DISTRICT	490	61.02%	30.8	...	48	C	50	B	48
JERE WHITSON ELEMENTARY SCHOOL	PUTNAM COUNTY SCHOOL DISTRICT	316	85.76%	24	...	48	C	46	C	45
UFFELMAN ELEMENTARY SCHOOL	PUTNAM COUNTY SCHOOL DISTRICT	383	84.33%	28	...	48	C	47	C	46
MILLINGTON MIDDLE SCHOOL	SHELBY COUNTY SCHOOL DISTRICT	554	60.29%	40.9	...	48	C	48	C	51
HUNTSVILLE ELEMENTARY SCHOOL	SCOTT COUNTY SCHOOL DISTRICT	386	99.22%	30	...	49	C	50	B	49
PARK VIEW ELEMENTARY SCHOOL	PUTNAM COUNTY SCHOOL DISTRICT	480	69.58%	31.8	...	49	C	51	B	50
JOHNSON COUNTY MIDDLE SCHOOL	JOHNSON COUNTY SCHOOL DISTRICT	360	73.06%	20	...	49	C	47	C	53
BAXTER ELEMENTARY SCHOOL	PUTNAM COUNTY SCHOOL DISTRICT	577	58.75%	34.6	...	50	B	50	B	51
CENTRAL ELEMENTARY SCHOOL	HOLLOW ROCK-BRUCETON SCH DIST	319	99.06%	27.3	...	50	B	47	C	46
DEXTER ELEMENTARY SCHOOL	SHELBY COUNTY SCHOOL DISTRICT	937	40.13%	73.1	...	50	B	51	B	55
DEXTER MIDDLE SCHOOL	SHELBY COUNTY SCHOOL DISTRICT	682	41.79%	45.3	...	50	B	47	C	46
SHADOWLAWN MIDDLE SCHOOL	SHELBY COUNTY SCHOOL DISTRICT	956	40.79%	52.4	...	50	B	49	C	49
MUNFORD ELEMENTARY	TIPTON COUNTY SCHOOL DISTRICT	1082	40.39%	63	...	51	B	51	B	50
MUNFORD MIDDLE SCHOOL	TIPTON COUNTY SCHOOL DISTRICT	950	40.00%	48.3	...	51	B	54	B	54
SYCAMORE ELEMENTARY SCHOOL	PUTNAM COUNTY SCHOOL DISTRICT	425	57.88%	26.8	...	51	B	52	B	55
DRUMMONDS ELEMENTARY SCHOOL	TIPTON COUNTY SCHOOL DISTRICT	857	53.56%	50.4	...	52	B	52	B	51
LAUREL ELEMENTARY SCHOOL	JOHNSON COUNTY SCHOOL DISTRICT	97	69.07%	7.5	...	52	B	47	C	49
PRESCOTT CENTRAL MIDDLE SCHOOL	PUTNAM COUNTY SCHOOL DISTRICT	974	46.41%	56.2	...	52	B	55	A	53

D	40	D	---	D	-1.8	D	-0.7	F	-2.3	D	-1.7	...	...	...	...	...
F	38	F	---	A	3.7	D	-1.5	D	-1.4	D	-1.2	...	...	...	...	...
D	37	F	---	B	1.2	C	0.3	B	0.5	C	-0.3	...	...	...	...	...
F	29	F	---	A	4.9	A	1.9	B	0.7	B	1	...	...	...	...	...
D	41	D	---	D	-1.6	D	-1.6	F	-2.3	C	-0.5	...	...	...	...	...
D	44	D	---	A	2.4	C	0.1	C	-0.4	C	-0.4	...	...	...	...	...
F	36	F	---	F	-2.2	C	-0.1	B	1	D	-0.9	...	...	...	...	...
D	42	D	---	D	-1.7	B	0.8	B	1.6	A	6.7	...	...	...	...	...
F	37	F	---	B	0.6	B	1.2	F	-2.2	D	-1	...	...	...	...	...
D	41	D	---	A	4.7	A	4.6	A	5.6	A	6	...	...	...	...	...
C	53	B	---	D	-1.8	B	0.7	B	0.8	D	-0.9	...	...	...	...	...
D	43	D	---	D	-1.3	B	0.5	C	0.4	B	0.6	...	...	...	...	...
F	40	D	---	A	2.4	A	2.3	A	2.1	A	2.1	...	...	...	...	...
F	38	F	---	C	-0.1	C	0.4	B	0.8	B	1	...	...	...	...	...
C	47	C	---	F	-2.2	C	0.2	C	-0.5	D	-1.7	...	...	...	...	...
D	37	F	---	A	3.1	B	1.1	B	0.8	D	-0.7	...	...	...	...	...
D	41	D	---	D	-0.6	D	-0.9	D	-1.6	D	-1.5	...	...	...	...	...
D	46	C	---	C	0.1	B	0.6	B	0.5	A	2.3	...	...	...	...	...
C	55	A	---	F	-3.4	C	0.4	C	-0.4	A	2.8	...	...	...	...	...
C	42	D	---	B	0.6	B	1	C	0.3	C	-0.3	...	...	...	...	...
C	45	C	---	A	4.8	A	2.1	A	7.7	A	4.2	...	...	...	...	...
C	48	C	---	D	-0.8	C	-0.3	C	0.3	C	0.3	...	...	...	...	...
D	44	D	---	A	3.3	C	0.2	B	0.9	A	1.8	...	...	...	...	...
D	43	D	---	B	0.5	C	0	C	-0.3	B	0.5	...	...	...	...	...
C	49	C	---	C	-0.2	C	0.1	B	1	C	0.2	...	...	...	...	...
C	47	C	---	B	1	C	0.4	C	-0.3	C	0.1	...	...	...	...	...
C	52	B	---	F	-3.3	B	1.4	B	0.7	C	-0.2	...	...	...	...	...
C	47	C	---	B	1.3	A	3.5	B	1.6	A	5.3	...	...	...	...	...
C	47	C	---	F	-2.2	D	-1.8	D	-1.2	F	-3.5	...	...	...	...	...
B	52	B	---	D	-1.1	C	0.4	B	1.3	D	-0.6	...	...	...	...	...
C	52	B	---	F	-3	D	-1.1	D	-1.5	C	-0.1	...	...	...	...	...
B	49	C	---	F	-3.2	B	0.7	A	3	A	1.8	...	...	...	...	...
B	50	B	---	F	-3.5	F	-3.6	D	-1.6	D	-1.7	...	...	...	...	...
B	54	B	---	F	-5.3	C	-0.3	C	-0.3	C	0.3	...	...	...	...	...
C	48	C	---	D	-1	D	-0.9	C	0.2	B	1.3	...	...	...	...	...
A	52	B	---	B	1.7	B	1.7	B	1.1	B	0.9	...	...	...	...	...
C	47	C	---	D	-1.1	D	-1.9	F	-2.3	D	-1.2	...	...	...	...	...
C	49	C	---	B	0.7	D	-1.5	D	-0.7	D	-1	...	...	...	...	...
B	51	B	---	B	1	B	1.1	D	-1.1	C	-0.5	...	...	...	...	...
B	52	B	---	D	-0.7	B	1	B	0.7	B	1.1	...	...	...	...	...
A	55	A	---	B	0.5	A	2.2	B	0.7	C	-0.2	...	...	...	...	...
B	51	B	---	D	-0.9	B	0.6	A	1.8	B	1.3	...	...	...	...	...
C	52	B	---	A	1.8	A	2.7	B	1.7	B	0.8	...	...	...	...	...
B	56	A	---	D	-1.6	B	0.7	D	-1.8	D	-1.5	...	...	...	...	...

ROAN CREEK ELEMENTARY SCHOOL	JOHNSON COUNTY SCHOOL DISTRICT	452	70.58%	31	...	52	B	52	B	55
BRADFORD HIGH SCHOOL	BRADFORD SPECIAL SCHOOL DIST	315	50.48%	19.6	School Improvement 2 - Improving	52	B	50	B	48
BRADFORD ELEMENTARY SCHOOL	BRADFORD SPECIAL SCHOOL DIST	318	64.15%	21.5	...	53	B	54	B	55
GRESHAM MIDDLE SCHOOL	KNOX COUNTY SCHOOL DISTRICT	785	48.92%	47.2	...	53	B	54	B	50
SHADY VALLEY ELEMENTARY SCHOOL	JOHNSON COUNTY SCHOOL DISTRICT	67	89.55%	4.5	...	54	B	52	B	53
WALTER J BAIRD MIDDLE SCHOOL	LEBANON CITY ELEMENTARY S/D	566	45.94%	41	...	55	A	52	B	53
DOE ELEMENTARY SCHOOL	JOHNSON COUNTY SCHOOL DISTRICT	228	74.12%	18.1	...	56	A	54	B	56
PAUL G CAYWOOD ELEMENTARY SCHOOL	LEXINGTON CITY ELEMENTARY	775	48.00%	54.3	...	58	A	55	A	57
MOUNTAIN CITY ELEMENTARY	JOHNSON COUNTY SCHOOL DISTRICT	389	65.55%	25.4	...	65	A	58	A	63
Austin Peay Elementary	TIPTON COUNTY SCHOOL DISTRICT	...	...	...	...	...	...	...	...	...
Hollow Rock-Bruceton	CENTRAL HIGH SCHOOL	...	...	...	...	...	...	...	...	...
Cornerstone Middle School	PUTNAM COUNTY SCHOOL DISTRICT	...	...	...	...	...	...	...	...	...
Lexington Middle School	LEXINGTON CITY ELEMENTARY	...	...	...	...	...	...	...	...	...
Walter J. Baird Middle School	LEBANON CITY ELEMENTARY S/D	...	...	...	...	...	...	...	...	...
WHITE PLAINS ACADEMY	PUTNAM COUNTY SCHOOL DISTRICT	...	...	...	...	...	...	...	...	...
HIGHLAND OAKS PRIMARY SCHOOL	SHELBY COUNTY SCHOOL DISTRICT	367	68.12%	17.5	...	...	...	...	...	...
MONTEREY HIGH SCHOOL	PUTNAM COUNTY SCHOOL DISTRICT	375	48.00%	19.3	...	...	...	...	...	...
SOUTHWIND HIGH SCHOOL	SHELBY COUNTY SCHOOL DISTRICT	929	51.02%	48.5	...	...	...	...	...	...
SOUTHWIND HIGH SCHOOL	SHELBY COUNTY SCHOOL DISTRICT	929	51.02%	48.5	...	...	...	...	...	...
TIPTON CO ALTERNATIVE LEARNING CENTER	TIPTON COUNTY SCHOOL DISTRICT	153	91.50%	13	...	...	...	...	...	...
UPPERMAN HIGH SCHOOL	PUTNAM COUNTY SCHOOL DISTRICT	609	53.04%	32.7	...	...	...	...	...	...
HOWARD ACADEMY OF ACADEMICS TECHNOLOGY	HAMILTON COUNTY SCHOOL DISTRCT	999	92.79%	83.7	State/LEA Reconstitution Plan 1	...	...	...	...	...

A	61	A	---	B	0.7	B	1.6	B	0.7	B	0.8	...	...	...	...	...
C	52	B	---	D	-1	F	-3.4	F	-4	F	-3.2	...	...	...	...	...
A	58	A	---	A	2.2	A	2.3	A	2.3	A	3.1	...	...	...	...	...
B	51	B	---	D	-0.6	B	0.8	C	-0.2	B	0.7	...	...	...	...	...
B	58	A	---	C	-0.2	B	1.7	A	2	F	-3.6	...	...	...	...	...
B	56	A	---	A	3.1	C	0.3	C	-0.5	A	4	...	...	...	...	...
A	58	A	---	B	0.5	A	2.5	C	-0.2	B	0.5	...	...	...	...	...
A	57	A	---	A	2.7	B	1	A	2.1	B	0.9	...	...	...	...	...
A	67	A	---	A	3.6	A	1.9	C	0.1	B	0.8	...	...	...	...	...
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Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:
Title: **LEA and State Partner Commitment Letters** Pages: **54** Uploaded File: **LEA and State.pdf**

Evidence of TN-TIF Commitments from Districts

Below are signed letters of commitments and lists of schools for TN-TIF from the following 14 districts: Bradford Special School District, Hamilton County, Hollow-Rock Bruceton, Johnson County, Knox County, Lebanon Special School District, Lexington City Schools, McMinn County, Metropolitan Nashville Public Schools, Oneida City Schools, Putnam County, Scott County, Shelby County, and Tipton County.

From: Jerry Diviney [divineyj@k12tn.net]
Sent: Wednesday, June 30, 2010 9:50 AM
To: 'Tim Roberto'
Subject: RE: Letter

This email is to confirm that Bradford Elementary and Bradford Middle/High Schools of Bradford Special School District do plan to participate in the TIF program. Both schools exceed 50% free and reduced lunch.

Expectations for LEAs Participating in Tennessee's Teacher Incentive Fund

In order to participate in Tennessee's Teacher Incentive Fund, your LEA must agree to the terms stated below. Please complete the checklist, sign and return to Dr. Robert Greene by email to robert.greene@tn.gov at the Tennessee Department of Education by **Monday, June 28, 2010.**

☐	By no later than close-of-business **Monday, June 28, 2010,** provide the State with a list of high-need schools in your LEA that will agree to participate in TIF, along with evidence of school support. Each school listed must (1) have 50 percent or more of its students from low-income families. The list should also focus on schools that have (2) difficulty recruiting and retaining educators, and (3) low student achievement compared to their peers.
☐	Commit to a planning period (of no longer than one year) to finalize design and implementation of TIF in your LEAs participating schools.
☐	Commit to the overall TIF project period of 60 months (i.e., 5 years).
☐	Commit to sustain the TIF program after the grant period is over (i.e., after the 60 months of federal funding). **The State will provide a menu of feasible options to meet this commitment.**
☐	Commit to responsive communications with the State during the application and implementation process.
☐	Commit to an evaluation of Tennessee's TIF program in order to provide ongoing feedback to participating schools and dissemination of lessons learned from TIF.
☐	Commit to participation in statewide forums throughout the 60-month period to discuss best practices and lessons learned from TIF.

Dan Black, Bradford Special School District
Superintendent Name and Name of LEA

6 – 24 – 10
Superintendent Signature and Date

Don Lannom
Chair of Local Board of Education

Chair of Local Board of Education Signature and Date

Nichi Gearin
[redacted]
Teachers' Association Representative Signature and Date

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☒	Commit to sustain the TIF program after the grant period is over (i.e., after the 60 months of federal funding). **The State will provide a menu of feasible options to meet this commitment.**
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☒	Commit to an evaluation of Tennessee's TIF program in order to provide ongoing feedback to participating schools and dissemination of lessons learned from TIF.
☒	Commit to participation in statewide forums throughout the 60-month period to discuss best practices and lessons learned from TIF.

Jim Scales, Ph.D., Hamilton County Department of Education
Superintendent Name and Name of LEA

Superintendent Signature and Date

Kenny Smith, Board Chairman
Chair of Local Board of Education

Chair of Local Board of Education Signature and Date

Sharon Vandagriff, President, Hamilton County Education Association
Teachers' Association Representative Name

[redacted]nature and Date

Hamilton County Department of Education

Teacher Incentive Fund (TIF)

List of high need schools to participate in TIF –

Calvin Donaldson Elementary
Clifton Hills Elementary
East Lake Elementary
East Side Elementary
Hardy Elementary
Hillcrest Elementary
Orchard Knob Elementary
Woodmore Elementary

Dalewood Middle School
East Lake Academy
Orchard Knob Middle School

Brainerd High School
Howard High School

Expectations for LEAs Participating in Tennessee's Teacher Incentive Fund

In order to participate in Tennessee's Teacher Incentive Fund, your LEA must agree to the terms stated below. Please complete the checklist, sign and return to Dr. Robert Greene by email to robert.greene@tn.gov at the Tennessee Department of Education by **Monday, June 28, 2010.**

✓	By no later than close-of-business **Monday, June 28, 2010**, provide the State with a list of high-need schools in your LEA that will agree to participate in TIF, along with evidence of school support. Each school listed must (1) have 50 percent or more of its students from low-income families. The list should also focus on schools that have (2) difficulty recruiting and retaining educators, and (3) low student achievement compared to their peers.
✓	Commit to a planning period (of no longer than one year) to finalize design and implementation of TIF in your LEAs participating schools.
✓	Commit to the overall TIF project period of 60 months (i.e., 5 years).
✓	Commit to sustain the TIF program after the grant period is over (i.e., after the 60 months of federal funding). **The State will provide a menu of feasible options to meet this commitment.**
✓	Commit to responsive communications with the State during the application and implementation process.
✓	Commit to an evaluation of Tennessee's TIF program in order to provide ongoing feedback to participating schools and dissemination of lessons learned from TIF.
✓	Commit to participation in statewide forums throughout the 60-month period to discuss best practices and lessons learned from TIF.

Rod Sturdivant Hollow Rock-Bruceton S.S.D.
Superintendent Name and Name of LEA

Rod Sturdivant 6-21-2010
Superintendent Signature and Date

Tim Runions
Chair of Local Board of Education

6-21-10
Chair of Local Board of Education Signature and Date

[redacted]

From: Amanda Anderson
To: Robert o, Tim
Date: 6/30/2010 10:10 AM
Subject: Fwd: TIF

>>> Penny Griffith 6/30/2010 10:09 AM >>>
FYI

>>> "Rod Sturdivant" <sturdivantr@hrbk12.org> 6/30/2010 10:01 AM >>>

Hollow Rock-Bruceton would like for Central Elementary School and Central High School to participate in the TIF grant.

Expectations for LEAs Participating in Tennessee's Teacher Incentive Fund

In order to participate in Tennessee's Teacher Incentive Fund, your LEA must agree to the terms stated below. Please complete the checklist, sign and return to Dr. Robert Greene by email to robert.greene@tn.gov at the Tennessee Department of Education by **Monday, June 28, 2010.**

Johnson County School System (which includes the following seven high-needs schools: Johnson County High School, Johnson County Middle School, Doe Elementary School, Laurel Elementary School, Mountain City Elementary School, Roan Creek Elementary School, and Shady Valley Elementary School) makes the following commitments to participate in the state-led TIF Grant:

☑	By no later than close-of-business **Monday, June 28, 2010**, provide the State with a list of high-need schools in your LEA that will agree to participate in TIF, along with evidence of school support. Each school listed must (1) have 50 percent or more of its students from low-income families. The list should also focus on schools that have (2) difficulty recruiting and retaining educators, and (3) low student achievement compared to their peers.
☑	Commit to a planning period (of no longer than one year) to finalize design and implementation of TIF in your LEAs participating schools.
☑	Commit to the overall TIF project period of 60 months (i.e., 5 years).
☑	Commit to sustain the TIF program after the grant period is over (i.e., after the 60 months of federal funding). **The State will provide a menu of feasible options to meet this commitment.**
☑	Commit to responsive communications with the State during the application and implementation process.
☑	Commit to an evaluation of Tennessee's TIF program in order to provide ongoing feedback to participating schools and dissemination of lessons learned from TIF.
☑	Commit to participation in statewide forums throughout the 60-month period to discuss best practices and lessons learned from TIF.

Morris Woodring Johnson County School System
Superintendent Name and Name of LEA

Morris Woodring 6.25.10
Superintendent Signature and Date

Howard Carlton
Chair of Local Board of Education

Howard Carlton 6/25/10
Chair of Local Board of Education Signature and Date

Julie Dunn
Teachers' Association Representative Name

[redacted]

e7

PR/Award # S385A100143

Expectations for LEAs Participating in Tennessee's Teacher Incentive Fund

In order to participate in Tennessee's Teacher Incentive Fund, your LEA must agree to the terms stated below. Please complete the checklist, sign and return to Dr. Robert Greene by email to robert.greene@tn.gov at the Tennessee Department of Education by **Monday, June 28, 2010.**

☒	By no later than close-of-business **Monday, June 28, 2010,** provide the State with a list of high-need schools in your LEA that will agree to participate in TIF, along with evidence of school support. Each school listed must (1) have 50 percent or more of its students from low-income families. The list should also focus on schools that have (2) difficulty recruiting and retaining educators, and (3) low student achievement compared to their peers.
☒	Commit to a planning period (of no longer than one year) to finalize design and implementation of TIF in your LEAs participating schools.
☒	Commit to the overall TIF project period of 60 months (i.e., 5 years).
☒	Commit to sustain the TIF program after the grant period is over (i.e., after the 60 months of federal funding). **The State will provide a menu of feasible options to meet this commitment.**
☒	Commit to responsive communications with the State during the application and implementation process.
☒	Commit to an evaluation of Tennessee's TIF program in order to provide ongoing feedback to participating schools and dissemination of lessons learned from TIF.
☒	Commit to participation in statewide forums throughout the 60-month period to discuss best practices and lessons learned from TIF.

James P. McIntyre, Jr. Knox County Schools
Superintendent Name and Name of LEA

James P McIntyre Jr 6/28/10
Superintendent Signature and Date

Indya Kincannon
Chair of Local Board of Education

Indya Kincannon 6/28/10
Chair of Local Board of Education Signature and Date

Jessica Holman KCEA

[redacted]

KNOX COUNTY SCHOOLS
ANDREW JOHNSON BUILDING

Dr. James P. McIntyre Jr., Superintendent

June 28, 2010

To Whom It May Concern:

As Superintendent of Knox County Schools, I am writing in support of the Tennessee's Teacher Incentive Fund (TIF) grant in partnership with the Coalition of Large School Systems (CLASS), which the Knox County School District is a member. We see the TIF grant as an exceptional opportunity to execute and accomplish a strategic compensation system.

I support the commitments and expectations proposed in the Teacher Incentive Fund grant proposal and personally confirm my support to implementing a strategic compensation system with fidelity. I support KCS's partnership with CLASS in order to employ a system of strategic compensation and thereby implement a system that provides differentiated compensation to teachers that will lead to increased teacher effectiveness and student achievement within the Knox County Schools.

Sincerely,

Dr. James P. McIntyre, Jr.
Superintendent

Tennessee's Teacher Incentive Fund

Knox County Schools Proposed List

High Schools	F/R	Letter Support/Vote
Fulton	73.50	L
Central	54.06	L
Middle Schools		
Whittle Springs	84.00	L
Gresham	53.48	L
Elementary Schools		
Maynard	94.82	L
West View	92.24	L
Green	90.60	L
Christenberry	87.36	L
Inskip	85.15	L
Norwood	80.34	L
Beaumont	79.17	L
Mooreland Heights	72.45	L

KNOX COUNTY SCHOOLS

Fulton High School
2509 North Broadway
Knoxville, TN 37917

Mr. Jon Rysewyk, Principal

June 28, 2010

TO WHOM IT MAY CONCERN:

As the principal of Fulton High School in the Knox County Schools, I am writing to express my strong support of the Tennessee's Teacher Incentive Fund grant in partnership with the Coalition of Large School Systems (CLASS), which the Knox County School District is a member. We see the TIF grant as a unique opportunity to help implement a performance-based compensation system (PBCS).

I support the commitments and expectations proposed in this Teacher Incentive Fund grant proposal and confirm my support to implementing a performance-based compensation system in Fulton High School. I support KCS's partnership with CLASS in order to implement a PBCS and thereby implement a system that provides differentiated compensation to teachers that will lead to increased teacher effectiveness and student achievement in Fulton High School.

Sincerely,

Jon Rysewyk

Name: Jon Rysewyk by EAF after phone conversation approval

Title: Executive Principal - Fulton High School

Date: 6-28-10

KNOX COUNTY SCHOOLS

Central High School
5321 Jacksboro Pike
Knoxville, TN 37918

Mr. Danny Trent, Principal

June 28, 2010

TO WHOM IT MAY CONCERN:

As the principal of Central High School in the Knox County Schools, I am writing to express my strong support of the Tennessee's Teacher Incentive Fund grant in partnership with the Coalition of Large School Systems (CLASS), which the Knox County School District is a member. We see the TIF grant as a unique opportunity to help implement a performance-based compensation system (PBCS).

I support the commitments and expectations proposed in this Teacher Incentive Fund grant proposal and confirm my support to implementing a performance-based compensation system in Central High School. I support KCS's partnership with CLASS in order to implement a PBCS and thereby implement a system that provides differentiated compensation to teachers that will lead to increased teacher effectiveness and student achievement in Central High School.

Sincerely,

Danny Trent

Name: Danny Trent by EA after phone conversation approval

Title: Executive Principal - Central High School

Date: 6-28-10

KNOX COUNTY SCHOOLS
WHITTLE SPRINGS MIDDLE

Dr. Jill Hobby, Principal

June 28, 2010

TO WHOM IT MAY CONCERN:

As the principal of Whittle Springs Middle School in the Knox County Schools, I am writing to express my strong support of the Tennessee's Teacher Incentive Fund grant in partnership with the Coalition of Large School Systems (CLASS), which the Knox County School District is a member. We see the TIF grant as a unique opportunity to help implement a performance-based compensation system (PBCS).

I support the commitments and expectations proposed in this Teacher Incentive Fund grant proposal and confirm my support to implementing a performance-based compensation system in Whittle Springs Middle School. I support KCS's partnership with CLASS in order to implement a PBCS and thereby implement a system that provides differentiated compensation to teachers that will lead to increased teacher effectiveness and student achievement in Whittle Springs Middle School.

Sincerely,

Jill Hobby (EA)

Dr. Jill Hobby, Principal
Whittle Springs Middle School

2700 White Oak Lane · Knoxville, Tennessee 37917 · Telephone (865) 594-4474

KNOX COUNTY SCHOOLS
GRESHAM MIDDLE SCHOOL

Donna Parker, Principal

June 28, 2010

TO WHOM IT MAY CONCERN:

As the principal of Gresham Middle School in the Knox County Schools, I am writing to express my strong support of the Tennessee's Teacher Incentive Fund grant in partnership with the Coalition of Large School Systems (CLASS), which the Knox County School District is a member. We see the TIF grant as a unique opportunity to help implement a performance-based compensation system (PBCS).

I support the commitments and expectations proposed in this Teacher Incentive Fund grant proposal and confirm my support to implementing a performance-based compensation system in Gresham Middle School. I support KCS's partnership with CLASS in order to implement a PBCS and thereby implement a system that provides differentiated compensation to teachers that will lead to increased teacher effectiveness and student achievement in Gresham Middle School.

Sincerely,

Donna Parker (EA)

Donna Parker, Principal
Gresham Middle School

500 Gresham Road · Knoxville, Tennessee 37918 · Telephone (865) 689-1430

GREEN MAGNET MATH AND SCIENCE ACADEMY
801 Townview Dr., Knoxville, TN 37915
Phone (865) 594-1324 Fax (865) 594-1938
Mrs. Sherry B. Hensley, Principal
Mr. Jim M. Wolfenbarger, Asst. Principal

June 28, 2010

TO WHOM IT MAY CONCERN:

As the principal of Green Magnet in the Knox County Schools, I am writing to express my strong support of the Tennessee's Teacher Incentive Fund grant in partnership with the Coalition of Large School Systems (CLASS), which the Knox County School District is a member. We see the TIF grant as a unique opportunity to help implement a performance-based compensation system (PBCS).

I support the commitments and expectations proposed in this Teacher Incentive Fund grant proposal and confirm my support to implementing a performance-based compensation system in Green Magnet. I support KCS's partnership with CLASS in order to implement a PBCS and thereby implement a system that provides differentiated compensation to teachers that will lead to increased teacher effectiveness and student achievement in Green Magnet.

Sincerely,

Sherry Hensley, Principal
Green Magnet

Christenberry Elementary
927 Oglewood Ave.
Knoxville, Tennessee 37917
865-594-8500

Melissa Johnson
Principal

Melissa Blalock
Assistant Principal

June 28, 2010

TO WHOM IT MAY CONCERN:

As the principal of Christenberry Elementary in the Knox County Schools, I am writing to express my strong support of the Tennessee's Teacher Incentive Fund grant in partnership with the Coalition of Large School Systems (CLASS), which the Knox County School District is a member. We see the TIF grant as a unique opportunity to help implement a performance-based compensation system (PBCS).

I support the commitments and expectations proposed in this Teacher Incentive Fund grant proposal and confirm my support to implementing a performance-based compensation system in Christenberry Elementary. I support KCS's partnership with CLASS in order to implement a PBCS and thereby implement a system that provides differentiated compensation to teachers that will lead to increased teacher effectiveness and student achievement in Christenberry Elementary.

Sincerely,

NKM

Name: Melissa Johnson Melissa Johnson

Title: Principal

Date: June 28, 2010

Inskip Elementary
4701 High School Road
Knoxville, Tennessee 37912
865-689-1450

Elisa Luna
Principal

Amy Brace
Assistant Principal

June 28, 2010

TO WHOM IT MAY CONCERN:

As the principal of Inskip Elementary in the Knox County Schools, I am writing to express my strong support of the Tennessee's Teacher Incentive Fund grant in partnership with the Coalition of Large School Systems (CLASS), which the Knox County School District is a member. We see the TIF grant as a unique opportunity to help implement a performance-based compensation system (PBCS).

I support the commitments and expectations proposed in this Teacher Incentive Fund grant proposal and confirm my support to implementing a performance-based compensation system in Inskip Elementary. I support KCS's partnership with CLASS in order to implement a PBCS and thereby implement a system that provides differentiated compensation to teachers that will lead to increased teacher effectiveness and student achievement in Inskip Elementary.

Sincerely,

Name: Elisa Luna AKM Elisa Luna

Title: Principal

Date: June 28, 2010

Norwood Elementary
1909 Merchant Drive
Knoxville, Tennessee 37912
865-689-1460

Beth Lackey
Principal

Carl Whipple
Assistant Principal

June 28, 2010

TO WHOM IT MAY CONCERN:

As the principal of Norwood Elementary in the Knox County Schools, I am writing to express my strong support of the Tennessee's Teacher Incentive Fund grant in partnership with the Coalition of Large School Systems (CLASS), which the Knox County School District is a member. We see the TIF grant as a unique opportunity to help implement a performance-based compensation system (PBCS).

I support the commitments and expectations proposed in this Teacher Incentive Fund grant proposal and confirm my support to implementing a performance-based compensation system in Norwood Elementary. I support KCS's partnership with CLASS in order to implement a PBCS and thereby implement a system that provides differentiated compensation to teachers that will lead to increased teacher effectiveness and student achievement in Norwood Elementary.

Sincerely,

Name: Beth Lackey NKM Beth Lackey

Title: Principal

Date: June 28, 2010

Beaumont Honors Magnet Academy
1211 Beaumont Ave.
Knoxville, Tennessee 37921
865-594-1272

Gwynne Carey
Principal

Daphne Odom
Assistant Principal

June 28, 2010

TO WHOM IT MAY CONCERN:

As the principal of Beaumont Honors Magnet Academy in the Knox County Schools, I am writing to express my strong support of the Tennessee's Teacher Incentive Fund grant in partnership with the Coalition of Large School Systems (CLASS), which the Knox County School District is a member. We see the TIF grant as a unique opportunity to help implement a performance-based compensation system (PBCS).

I support the commitments and expectations proposed in this Teacher Incentive Fund grant proposal and confirm my support to implementing a performance-based compensation system in Beaumont Honors Magnet Academy. I support KCS's partnership with CLASS in order to implement a PBCS and thereby implement a system that provides differentiated compensation to teachers that will lead to increased teacher effectiveness and student achievement in Beaumont Honors Magnet Academy.

Sincerely,

Name: Gwynne Carey TKM Gwynne Carey

Title: Principal

Date: June 28, 2010

West View Elementary
1714 Mingle Ave.
Knoxville, Tennessee 37921
865-689-1450

Carmelita Perry
Principal

June 28, 2010

TO WHOM IT MAY CONCERN:

As the principal of West View Elementary in the Knox County Schools, I am writing to express my strong support of the Tennessee's Teacher Incentive Fund grant in partnership with the Coalition of Large School Systems (CLASS), which the Knox County School District is a member. We see the TIF grant as a unique opportunity to help implement a performance-based compensation system (PBCS).

I support the commitments and expectations proposed in this Teacher Incentive Fund grant proposal and confirm my support to implementing a performance-based compensation system in West View Elementary. I support KCS's partnership with CLASS in order to implement a PBCS and thereby implement a system that provides differentiated compensation to teachers that will lead to increased teacher effectiveness and student achievement in West View Elementary.

Sincerely,

Name: Carmelita Perry NKM Carmelita Perry

Title: Principal

Date: June 28, 2010

Mooreland Heights Elementary School
5315 Magazine Road
Knoxville, Tennessee 37920
(865) 579-2105

Roy Miller
Principal

Leslie May
Secretary

June 28, 2010

TO WHOM IT MAY CONCERN:

As the principal of Mooreland Heights Elementary in the Knox County Schools, I am writing to express my strong support of the Tennessee's Teacher Incentive Fund grant in partnership with the Coalition of Large School Systems (CLASS), which the Knox County School District is a member. We see the TIF grant as a unique opportunity to help implement a performance-based compensation system (PBCS).

I support the commitments and expectations proposed in this Teacher Incentive Fund grant proposal and confirm my support to implementing a performance-based compensation system in Mooreland Heights. I support KCS's partnership with CLASS in order to implement a PBCS and thereby implement a system that provides differentiated compensation to teachers that will lead to increased teacher effectiveness and student achievement in Mooreland Heights.

Sincerely,

Roy Miller NKM

Roy Miller
Principal
June 28, 2010

Maynard Elementary
Project GRAD

Principal
Brenda U. Reliford

737 College Street
Knoxville, Tennessee 37921
Telephone - 865-594-1333
Fax - 865-594-1120

June 28, 2010

TO WHOM IT MAY CONCERN:

As the principal of Maynard Elementary School in the Knox County Schools, I am writing to express my strong support of the Tennessee's Teacher Incentive Fund grant in partnership with the Coalition of Large School Systems (CLASS), which the Knox County School District is a member. We see the TIF grant as a unique opportunity to help implement a performance-based compensation system (PBCS).

I support the commitments and expectations proposed in this Teacher Incentive Fund grant proposal and confirm my support to implementing a performance-based compensation system in Maynard Elementary. I support KCS's partnership with CLASS in order to implement a PBCS and thereby implement a system that provides differentiated compensation to teachers that will lead to increased teacher effectiveness and student achievement in Maynard Elementary School.

Sincerely,

Brenda U. Reliford

Brenda U. Reliford, Principal

Expectations for LEAs Participating in Tennessee's Teacher Incentive Fund

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✓	By no later than close-of-business **Monday, June 28, 2010**, provide the State with a list of high-need schools in your LEA that will agree to participate in TIF, along with evidence of school support. Each school listed must (1) have 50 percent or more of its students from low-income families. The list should also focus on schools that have (2) difficulty recruiting and retaining educators, and (3) low student achievement compared to their peers.
✓	Commit to a planning period (of no longer than one year) to finalize design and implementation of TIF in your LEAs participating schools.
✓	Commit to the overall TIF project period of 60 months (i.e., 5 years).
✓	Commit to sustain the TIF program after the grant period is over (i.e., after the 60 months of federal funding). **The State will provide a menu of feasible options to meet this commitment.**
✓	Commit to responsive communications with the State during the application and implementation process.
✓	Commit to an evaluation of Tennessee's TIF program in order to provide ongoing feedback to participating schools and dissemination of lessons learned from TIF.
✓	Commit to participation in statewide forums throughout the 60-month period to discuss best practices and lessons learned from TIF.

Dr. Sharon Roberts
Superintendent Name and Name of LEA

Dr. Sharon Roberts 6/25/10
Superintendent Signature and Date

Steve D Jones
Chair of Local Board of Education

Steve D Jones 6/25/10
Chair of Local Board of Education Signature and Date

Alexis C. Hamnett - President Leb. Ed. Assoc.
Teachers' Association Representative Name

[redacted]

e23

PR/Award # S385A100143

Lebanon Special School District
"Committed to a Community of Excellence"

Dr. Sharon Roberts
Director of Schools

June 21, 2010

To Whom It May Concern:

As Director of Schools for the Lebanon Special School District, I would respectfully submit this letter of support for the inclusion of Walter J. Baird Middle School and Winfree Bryant Middle School (currently under construction) as participants in "Tennessee's Teacher Incentive Fund" application for a Teacher Incentive Fund Grant.

Winfree Bryant Middle School is scheduled to open August 2011 and will house approximately half of the district's sixth through eighth graders. Currently, Walter J. Baird Middle School serves all seventh and eighth graders in the district. During the 2011-2012 school year, the district will move sixth grade into the middle school arrangement and divide the students between these two middle schools.

Given our district's plans for rezoning, both schools would qualify for this grant based upon our poverty rate for grades six through eight (at approximately 58%). Our middle school program also continues to have concerns with both the recruitment and retention of excellent and experienced teachers. With regard to the performance criteria, Walter J. Baird and our sixth grade program has had academic struggles during the past few years. Although we won't get our data until later in the fall, there is concern within our district due to the implementation of the more rigorous standards and assessments.

Thank you for your consideration of this request to be included in the state's application. Feel free to contact with me if you need additional information.

Sincerely,

Dr. Sharon Roberts

Dr. Sharon Roberts

Cc: Scott Benson, Walter J. Baird Middle School
Lebanon Special School District Board of Education

701 Coles Ferry Pike • Lebanon, TN 37087 • (615) 449-6060 • FAX (615) 449-5673 • www.lssd.org

June 21, 2010

To Whom It May Concern:

As principal of Walter J. Baird Middle School in the Lebanon Special School District, I would like to offer this letter of support for our school's participation in "Tennessee's Teacher Incentive Fund" application for a Teacher Incentive Fund Grant.

Although our staff has not officially been a part of this discussion due to the timing of the request for participation, I feel confident that our teachers would appreciate this opportunity. This opportunity will be presented as soon as appropriate with the staff. With regard to other qualifying components, our student population comes from approximately 56% low-income families and we have experienced difficulty in recruiting and retaining educators at the middle school level. During the past four years, our school has struggled with obtaining Adequate Yearly Progress status and has recently obtained improvement in this area. Given the new standards and accountability expectations coupled with staff changes, there is concern regarding our student achievement status for 2009-2010.

Walter J. Baird Middle School would be excited to discuss our involvement in the "Tennessee Teacher Incentive Fund" and thank you for your consideration.

Sincerely,

Scott Benson
Principal

Cc: Dr. Sharon Roberts, Director of Schools
LSSD Board of Education

LEXINGTON CITY SCHOOL SYSTEM
Joe T. Wood, Director of Schools
70 Dixon Street
Lexington, TN 38351
(731) 967-5591
(731) 967-0794 fax

June 28, 2010

Tennessee Department of Education
Attn: Robert Greene
Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243

Dear Mr. Greene,

The attached signed checklist documents Lexington City School System's agreement to the terms for LEAs participating in Tennessee's Teacher Incentive Fund. We are submitting **Lexington Middle School** and **Caywood Elementary School** as the schools in our district that will agree to participate in TIF. Each school listed has 50 percent or more of its students coming from low-income families. Letters of support can be provided from each school principal if needed.

Please let us know if you need any additional information from us. We appreciate your hard work and efforts for the students in Tennessee.

Sincerely,

Joe T. Wood
Director of Schools

JTW:bl

Enclosure

Expectations for LEAs Participating in Tennessee's Teacher Incentive Fund

In order to participate in Tennessee's Teacher Incentive Fund, your LEA must agree to the terms stated below. Please complete the checklist, sign and return to Dr. Robert Greene by email to robert.greene@tn.gov at the Tennessee Department of Education by **Monday, June 28, 2010.**

☑	By no later than close-of-business **Monday, June 28, 2010**, provide the State with a list of high-need schools in your LEA that will agree to participate in TIF, along with evidence of school support. Each school listed must (1) have 50 percent or more of its students from low-income families. The list should also focus on schools that have (2) difficulty recruiting and retaining educators, and (3) low student achievement compared to their peers.
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☑	Commit to sustain the TIF program after the grant period is over (i.e., after the 60 months of federal funding). **The State will provide a menu of feasible options to meet this commitment.**
☑	Commit to responsive communications with the State during the application and implementation process.
☑	Commit to an evaluation of Tennessee's TIF program in order to provide ongoing feedback to participating schools and dissemination of lessons learned from TIF.
☑	Commit to participation in statewide forums throughout the 60-month period to discuss best practices and lessons learned from TIF.

Joe T. Wood, Director – Lexington City School System
Superintendent Name and Name of LEA

Joe T Wood
Superintendent Signature and Date

Robert P. Helms, Lexington City School Board Chairman
Chair of Local Board of Education

Robert P Helms
Chair of Local Board of Education Signature and Date

Amy Blackwell, Lexington City School System TEA Representative
Teachers' Association Representative Name

[redacted]

Expectations for LEAs Participating in Tennessee's Teacher Incentive Fund

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☑	Commit to an evaluation of Tennessee's TIF program in order to provide ongoing feedback to participating schools and dissemination of lessons learned from TIF.
☑	Commit to participation in statewide forums throughout the 60-month period to discuss best practices and lessons learned from TIF.

David L. Pierce McMinn County Board of Education

Superintendent Name and Name of LEA

6/28/10

Superintendent Signature and Date

Pat Chester

Chair of Local Board of Education

6/28/10

Chair of Local Board of Education Signature and Date

Annette Ray

[redacted]

Teachers' Association Representative Signature and Date

Expectations for LEAs Participating in Tennessee's Teacher Incentive Fund

In order to participate in Tennessee's Teacher Incentive Fund, your LEA must agree to the terms stated below. Please complete the checklist, sign and return to Dr. Robert Greene by email to robert.greene@tn.gov at the Tennessee Department of Education by **Wednesday, June 23, 2010.**

☐	By no later than close-of-business **Wednesday, June 23, 2010**, provide the State with a list of high-need schools in your LEA that will agree to participate in TIF, along with evidence of school support. Each school listed must (1) have 50 percent or more of its students from low-income families. The list should also focus on schools that have (2) difficulty recruiting and retaining educators, and (3) low student achievement compared to their peers.
☐	Commit to a planning period (of no longer than one year) to finalize design and implementation of TIF in your LEAs participating schools.
☐	Commit to the overall TIF project period of 60 months (i.e., 5 years).
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☐	Commit to an evaluation of Tennessee's TIF program in order to provide ongoing feedback to participating schools and dissemination of lessons learned from TIF.
☐	Commit to participation in statewide forums throughout the 60-month period to discuss best practices and lessons learned from TIF.

Jesse Register, Ed. D.
Superintendent Name and Name of LEA

Jesse Register 6/24/10
Superintendent Signature and Date

David A. Fox
Chair of Local Board of Education

David Fox 6/24/10
Chair of Local Board of Education Signature and Date

Erick E. Huth
Teachers' Association Representative Name

[redacted]
Teachers' Association Representative Signature and Date

Metropolitan Nashville Public Schools

List of eligible schools for Teacher Incentive Fund Grant

Schools indicating willingness to participate

June 2010

Elementary Schools

Chadwell Elementary

Hattie Cotton Elementary

Lakeview Elementary

Napier Elementary

Whitsitt Elementary

Middle Schools

Antioch Middle

Apollo Middle

Bailey Middle

Brick Church Middle

Cameron Middle

Gra Mar Middle

Isaac Litton Middle

Jere Baxter Middle

John Early Middle

Margaret Allen Middle

Wright Middle

High Schools

Antioch High School

Glencliff High School

Maplewood High School

McGavock High School

Stratford High School

Whites Creek High School

Expectations for LEAs Participating in Tennessee's Teacher Incentive Fund

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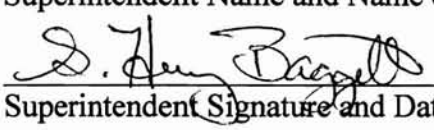
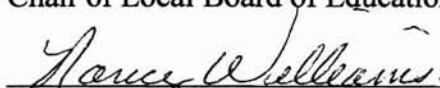
X	By no later than close-of-business **Monday, June 28, 2010**, provide the State with a list of high-need schools in your LEA that will agree to participate in TIF, along with evidence of school support. Each school listed must (1) have 50 percent or more of its students from low-income families. The list should also focus on schools that have (2) difficulty recruiting and retaining educators, and (3) low student achievement compared to their peers.
X	Commit to a planning period (of no longer than one year) to finalize design and implementation of TIF in your LEAs participating schools.
X	Commit to the overall TIF project period of 60 months (i.e., 5 years).
X	Commit to sustain the TIF program after the grant period is over (i.e., after the 60 months of federal funding). **The State will provide a menu of feasible options to meet this commitment.**
X	Commit to responsive communications with the State during the application and implementation process.
X	Commit to an evaluation of Tennessee's TIF program in order to provide ongoing feedback to participating schools and dissemination of lessons learned from TIF.
X	Commit to participation in statewide forums throughout the 60-month period to discuss best practices and lessons learned from TIF.

S. Henry Baggett
Superintendent Name and Name of LEA



Superintendent Signature and Date

Dr. Nancy Williamson
Chair of Local Board of Education



Chair of Local Board of Education Signature and Date

Mary E. Armstrong
Teachers' Association Representative Name

[redacted]

Teachers' Association Representative Signature and Date

From: Amanda Anderson [Amanda.Anderson@tn.gov]
Sent: Tuesday, July 06, 2010 7:22 AM
To: Lewis, Jessica Leanne
Subject: Fwd: List of Schools
Jessica: I don't know if this is a resend, or just late, but please see the below message from Deputy Commissioner Greene's assistant.

Hope all went well this weekend.

Amanda

Amanda Maynord Anderson
Director of Communications
Tennessee Department of Education
(615) 532-7817
Cell (615) 305-0891
www.tn.gov/education

>>> Penny Griffith 7/6/2010 7:18 AM >>>
FYI

>>> "Henry Baggett" <hbaggett@oneidaschools.org> 7/3/2010 8:17 PM >>>
The following schools would like to participate in the Teacher Incentive Fund program for Oneida Special School District:

Oneida Elementary School
Oneida Middle School
Oneida High School

Expectations for LEAs Participating in Tennessee's Teacher Incentive Fund

In order to participate in Tennessee's Teacher Incentive Fund, your LEA must agree to the terms stated below. Please complete the checklist, sign and return to Dr. Robert Greene by email to robert.greene@tn.gov at the Tennessee Department of Education by **Monday, June 28, 2010.**

☑	By no later than close-of-business **Monday, June 28, 2010**, provide the State with a list of high-need schools in your LEA that will agree to participate in TIF, along with evidence of school support. Each school listed must (1) have 50 percent or more of its students from low-income families. The list should also focus on schools that have (2) difficulty recruiting and retaining educators, and (3) low student achievement compared to their peers.
☑	Commit to a planning period (of no longer than one year) to finalize design and implementation of TIF in your LEAs participating schools.
☑	Commit to the overall TIF project period of 60 months (i.e., 5 years).
☑	Commit to sustain the TIF program after the grant period is over (i.e., after the 60 months of federal funding). **The State will provide a menu of feasible options to meet this commitment.**
☑	Commit to responsive communications with the State during the application and implementation process.
☑	Commit to an evaluation of Tennessee's TIF program in order to provide ongoing feedback to participating schools and dissemination of lessons learned from TIF.
☑	Commit to participation in statewide forums throughout the 60-month period to discuss best practices and lessons learned from TIF.

Dr. Kathleen M. Airhart, Putnam County School System
Superintendent Name and Name of LEA

Kathleen M Airhart 6-24-10
Superintendent Signature and Date

David McCormick
Chair of Local Board of Education

[signature] 6-24-10
Chair of Local Board of Education Signature and Date

Billy Stepp
Teachers' Association Representative Name

[redacted] 6-24-10
Date

Mr. Roberto

See note below sent to Robert Greene and Penny Griffith regarding Putnam County Schools participation in the TIF grant.

The additional schools that I fully expect will meet the 50% criteria when we open in July based on our rezone include:

Northeast, 485 students, 49.48% free and reduced
Avery Trace Middle School, 862 students, 49.30%

If it is possible I would like to include them in the grant.

We have scanned and emailed the checklist for participation. Please let me know that you have received both.

I look forward to our collaboration in the TIF grant application.

--
Kathleen

---------- Original Message ----------
Subject: TIF - Putnam County Schools
From: "Dr. Kathleen Airhart" <airhartk1@k12tn.net>
Date: Mon, June 28, 2010 9:14 am
To: Robert.Greene@tn.gov
Cc: Penny.Griffith@tn.gov.

Robert

You should have received the document committing our system to participation in the TIF grant last week. The schools that are currently eligible include (Consolidated Application FY11):

1) Baxter Elementary School, 586 students, 65.87% free and reduced
2) Cane Creek Elementary School, 414 students, 68.36% free and reduced
3) Jere Whitson Elementary School, 303 students, 90.10% free and reduced
4) Park View Elementary School, 409 students, 70.42% free and reduced
5) Sycamore Elementary School, 371 students, 62.80% free and reduced
6) Uffleman Elementary School, 279 students, 87.46% free and reduced

7) Burks Middle School, 352 students, 78.98% free and reduced
8) Cornerstone Middle School, 636 students, 50.63% free and reduced
9) Prescott South Middle School, 814 students, 52.21% free and reduced

10) Monterey High School, 337 students, 57.86% free and reduced

11) White Plains Academy (Alternative), 101 students, 100% free and reduced

We have gone through a district rezone this year and will know the latest status of these and other schools once we begin the school year in late July. With population and enrollment shifts, my assumption is that at least 2 and possibly 4 more schools will become eligible with the rezone. I do not expect that any of the listed above will lose eligibility, however, all will likely lose enrollment with opening of 2 nee schools.

I expect to resubmit the new numbers for school level Title eligibility by early August to the TDOE.

Not sure how this will factor into our system's participation in the grant.

--
Kathleen M. Airhart, Ed.D.
Director of Schools

Putnam County Board of Education
1400 E. Spring St.
Cookeville, TN 38506
931-526-9777

Expectations for LEAs Participating in Tennessee's Teacher Incentive Fund

In order to participate in Tennessee's Teacher Incentive Fund, your LEA must agree to the terms stated below. Please complete the checklist, sign and return to Dr. Robert Greene by email to robert.greene@tn.gov at the Tennessee Department of Education by **Monday, June 28, 2010.**

X	By no later than close-of-business **Monday, June 28, 2010**, provide the State with a list of high-need schools in your LEA that will agree to participate in TIF, along with evidence of school support. Each school listed must (1) have 50 percent or more of its students from low-income families. The list should also focus on schools that have (2) difficulty recruiting and retaining educators, and (3) low student achievement compared to their peers.
X	Commit to a planning period (of no longer than one year) to finalize design and implementation of TIF in your LEAs participating schools.
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X	Commit to sustain the TIF program after the grant period is over (i.e., after the 60 months of federal funding). **The State will provide a menu of feasible options to meet this commitment.**
X	Commit to responsive communications with the State during the application and implementation process.
X	Commit to an evaluation of Tennessee's TIF program in order to provide ongoing feedback to participating schools and dissemination of lessons learned from TIF.
X	Commit to participation in statewide forums throughout the 60-month period to discuss best practices and lessons learned from TIF.

Sharon G. Wilson Scott County Schools
Superintendent Name and Name of LEA

Sharon G. Wilson, 6-25-2010
Superintendent Signature and Date

James D. Sexton James D. Sexton 6-28-2010
Chair of Local Board of Education

[redacted]

Michelle Morrow
Teachers' Association Representative Name

~~Teachers' Association Representative Signature and Date~~

SCOTT COUNTY SCHOOLS
Tennessee's Teacher Incentive Fund
High-Needs School List
June 28, 2010

SCHOOL	PRINCIPAL	% of Low Income
Burchfield Elementary	Randy Shelton	86.86%
Fairview Elementary	Denise Watson	82.41%
Huntsville Elementary	Lisa Hamilton	81.42%
Huntsville Middle School	Lamance Bryant	80.08%
Robbins Elementary	Marva Robbins	78.73%
Winfield Elementary	Sharon Stanley	92.38%
Scott County High School	Bill Hall	76.96%

Expectations for LEAs Participating in Tennessee's Teacher Incentive Fund

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☑	Commit to participation in statewide forums throughout the 60-month period to discuss best practices and lessons learned from TIF.

John S. Aitken, Shelby County Schools

Superintendent Name and Name of LEA

John S. Aitken 6-24-10

Superintendent Signature and Date

David A Pickler

Chair of Local Board of Education

6-24-10

Chair of Local Board of Education Signature and Date

[redacted] 6/24/10

Teachers' Association Representative Signature and Date

Shelby County Schools
Teacher Incentive Fund (TIF)
Ranking of Highest Need Schools - 14
2009-2010

Schools	Poverty Percent 09/10	AYP High Need Ranking 2009	3-yr. Attrition Ranking (High to Low)	Avg. Ranking (AYP and Attrition)
1. Dexter Middle/Title I	57.99%	1	1	1
2. Southwind High/Title I	66.45%	3	6	4.5
3. Lowrance ElementaryTitle I	66.56%	2	8	5
4. Highland Oaks Elementary/Title	67.37%	10	2	6
5. Millington High School/Title	69.59%	5	9	7
6. Rivercrest Elementary/Title	60.71%	9	5	7
7. Woodstock Middle/Title I	81.12%	4	10	7
8. Southwind Elementary/Title	64.96%	11	4	7.5
9. Millington Middle/Title I	65.67%	12	3	7.5
10. Northaven Elementary/Tit	94.86%	6	12	9
11. Highland Oaks Middle/Titl	68.70%	7	13	10
12. Shadowlawn Middle	50.90%	14	7	10.5
13. Lucy Elementary/Title I	76.90%	8	14	11
14. Dexter Elementary/Title I	56.88%	13	11	12

Expectations for LEAs Participating in Tennessee's Teacher Incentive Fund

In order to participate in Tennessee's Teacher Incentive Fund, your LEA must agree to the terms stated below. Please complete the checklist, sign and return to Dr. Robert Greene by email to robert.greene@tn.gov at the Tennessee Department of Education by **Monday, June 28, 2010.**

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Tim Fite Tipton County
Superintendent Name and Name of LEA

Tim Fite 6/28/10
Superintendent Signature and Date

Don Clark
Chair of Local Board of Education

Don Clark 6/28/10
Chair of Local Board of Education Signature and Date

[redacted] 6-28-10
Teachers' Association Representative Signature and Date

PR/Award # S385A100143

From: Amanda Anderson [Amanda.Anderson@tn.gov]
Sent: Wednesday, June 30, 2010 10:43 AM
To: Tim Roberto
Subject: Fwd: Tipton County List of High Need Schools

Amanda Maynord Anderson
Director of Communications
Tennessee Department of Education
(615) 532-7817
Cell (615) 305-0891
www.tn.gov/education

>>> Penny Griffith 6/30/2010 10:42 AM >>>
Is this TIF...

>>> "Georgia Dawson" <gdawson@tipton-county.com> 6/30/2010 10:37 AM >>>
The list of Tipton County Schools determined to be high need as defined by over 50% free and reduced lunch from March 2010 used for the filing of our 2010-2011 Federal Project is as follows:

Tipton County Alternative Learning Center 00060 93.20%
Covington Integrated Arts 00014 83.28%
Crestview Middle School 00013 75.16%
Crestview Elementary 00017 73.80%
Covington High 00015 65.76%
Drummonds Elementary 00020 59.92%
Austin Peay Elementary 00002 55.85%
Munford Elementary 00045 52.88%
Munford Middle 00048 50.86%

PHIL BREDESEN
THE GOVERNOR OF TENNESSEE

29 June 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-0001

Secretary Duncan:

I commend the United States Department of Education for its continued focus on improving teacher effectiveness and request your consideration of Tennessee's Teacher Incentive Fund proposal. As reflected in the recently passed Tennessee First to the Top Act of 2010, I am a firm believer that a highly effective teacher is the single most important factor affecting student achievement and growth. The priorities outlined in the Teacher Incentive Fund grant are consistent with goals in Tennessee to increase teacher effectiveness and ultimately improve student achievement.

Tennessee has the appropriate data systems in place to evaluate teachers and implement performance-based models of compensation. The State has a diverse array of districts stepping up to the plate to test such models.

Tennessee's future depends on our efforts to shape policy in a way that will allow us to keep the most highly effective teachers in the classroom. We appreciate the partnership and support of the United States Department of Education as we work to continue increasing student learning across Tennessee.

Warmest regards,

Phil Bredesen

Evidence of TN-TIF Commitments from State Partners

Below are signed letters of commitments from Governor Bredesen, the chairs of the Senate and House Education Committees, and each member of the NGA Policy Academy Leadership Team that includes the Tennessee State Board of Education, Tennessee Education Association, Tennessee Organization of School Superintendents, Tennessee School Boards Association and district representation from Metro Nashville Public Schools and Lexington City Schools.

July 1, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C.

Dear Secretary Duncan:

As chairs of the respective Tennessee House and Senate Education Committees, we would like to voice our enthusiastic support for the Tennessee Teacher Incentive Fund proposal. On the heels of the Tennessee First to the Top Act of 2010, the time is right for the State to test the ideas of performance-based compensation systems in our high poverty schools. The Act ensures a state of the art tool for the annual evaluations of teachers and principals. This tool will be implemented statewide for the 2011-2012 academic year and will rely substantially on the State's first class value-added system.

The Tennessee plan outlines reforms aligned to the Teacher Incentive Fund absolute priorities:

- Implementing differentiated levels of compensation for effective teachers and principals;
- Developing fiscally sustainable approaches to performance-based compensation; and
- Utilizing comprehensive approaches to performance-based compensation aligned with data-driven decision-making, evaluations of educators, professional development, and retention and tenure decisions

The Tennessee plan will test performance-based compensation in urban, rural and independent municipal schools. We are committed to the statewide dissemination of best practices learned from the Teacher Incentive Fund projects. We are committed to the future of education in Tennessee and will work closely with the schools, districts, and the State to implement the plan once funded. Sincerely,

Senator Dolores Gresham
Chair, Senate Education Committee
State of Tennessee

Representative Harry Brooks
Chair, House Education Committee
State of Tennessee

DR. GARY L. NIXON
EXECUTIVE DIRECTOR

PHIL BREDESEN
GOVERNOR

TENNESSEE
STATE BOARD OF EDUCATION
9TH FLOOR, ANDREW JOHNSON TOWER
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-1050
(615) 741-2966
FAX: (615) 741-0371
www.state.tn.us/sbe

June 29, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C.

Dear Secretary Duncan:

Teacher Incentive Fund provides a great opportunity for Tennessee to further its efforts at raising student learning, advancing teaching and school leadership, and addressing challenges of recruiting and retaining effective teachers and teachers in hard-to-staff fields. On the heels of the Tennessee First to the Top Act of 2010, the time is right for the State to test the ideas of performance-based compensation systems in our high poverty schools. The Act ensures a state of the art tool for the annual evaluations of teachers and principals. This tool will be implemented statewide for the 2011-2012 academic year and will rely substantially on the State's first class value-added system.

Unique in the Tennessee plan is a groundswell of support from the local level and a diverse array of schools from urban, rural and independent-municipal schools. The State Board of Education has been an active participant in the discussions on performance-based systems since the State won a grant under the National Governor's Association in May of 2009 to study new models of teacher evaluation and compensation.

The Tennessee plan outlines reforms aligned to the Teacher Incentive Fund absolute priorities:

- Implementing differentiated levels of compensation for effective teachers and principals;
- Developing fiscally sustainable approaches to performance-based compensation; and

- Utilizing comprehensive approaches to performance-based compensation aligned with data-driven decision-making, evaluations of educators, professional development, and retention and tenure decisions

The State Board of Education enthusiastically supports the Tennessee Teacher Incentive Fund Proposal. We are committed to the future of education in Tennessee and will work to implement the plan once funded.

Sincerely,

Gary L. Nixon, Ed.D.
Executive Director

GLN/pc

July 1, 2010

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C.

Dear Secretary Duncan:

This letter is the Tennessee Education Association's pledge of support for the Tennessee Teacher Incentive Fund proposal. It confirms TEA's commitment to assist Tennessee in achieving the priorities of the Teacher Incentive Fund grant. We have a history of successful collaboration with the state and trust that it places Tennessee in a strong position as contenders for the grant.

The 55,000 teachers, principals and Education Support Professionals who are members of the Tennessee Education Association have an abiding interest in improving the performance of the boys and girls in our schools. Though Tennessee is a right-to-work state ninety percent of our members are covered by contracts negotiated by our local affiliates.

TEA joined the State in discussions on performance-based systems when the State won a grant under the National Governor's Association in May of 2009 to study new models of teacher evaluation and compensation. We have continued these discussions and are committed to assisting the local affiliates as they work with their districts to implement Teacher Incentive Fund plans.

Sincerely,

[redacted]

Gera Summerford, TEA President

[redacted]

Al Mance, TEA Executive Director & Secretary-Treasurer

ACP/jp

801 Second Avenue North | Nashville, Tennessee 37201-1099 | 615.242.8392 | Fax: 615.259.4581
www.teateachers.org

TENNESSEE ORGANIZATION OF SCHOOL SUPERINTENDENTS
501 Union Street • Suite 300 • Nashville, TN 37219
Telephone: (615) 254-1955
Fax: (615) 254-7983
Email: toss@k12tn.net
Website: www.tnsupts.org

Chartered 1975

Dear Director,

The Governor's Planning Office has formed a committee to compose a Teacher Incentive Fund (TIF) grant application to the United States Department of Education (USDOE) and desires to gauge the interest of LEAs. Thus, if you are interested in piloting a pay-for-performance model in your district under a State-led TIF application, please respond by Friday, June 4 to my office, mailto:toss@k12tn.net.

Please be advised that your response is not a commitment. However, a positive response gives the Planning Office the opportunity to obtain a finite number of districts to be placed in the proposal and an adequate monetary request to fund the project for four to five years.

I sincerely hope that you will consider this invitation to participate. Your participation will provide the research data that will determine the effectiveness and possible statewide implementation of an incentive plan for teachers in Tennessee.

Sincerely,

[redacted]

Keith D. Brewer, Ed.D.
Executive Director
Tennessee Organization of School Superintendents

TSBA
Tennessee School Boards Association

June 29, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C.

Dear Secretary Duncan:

Teacher Incentive Fund provides a great opportunity for Tennessee to further its efforts at raising student learning, advancing teaching and school leadership, and addressing challenges of recruiting and retaining effective teachers and teachers in hard-to-staff fields. On the heels of the Tennessee First to the Top Act of 2010, the time is right for the State to test the ideas of performance-based compensation systems in our high poverty schools. The Act ensures a state of the art tool for the annual evaluations of teachers and principals. This tool will be implemented statewide for the 2011-2012 academic year and will rely substantially on the State's first class value-added system.

Unique in the Tennessee plan is a groundswell of support from the local level and a diverse array of schools from urban, rural and independent-municipal schools. To cultivate this support, the Tennessee School Boards Association joined the State in discussions on performance-based systems when the State won a grant under the National Governor's Association in May of 2009 to study new models of teacher evaluation and compensation.

The Tennessee plan outlines reforms aligned to the Teacher Incentive Fund absolute priorities:

- Implementing differentiated levels of compensation for effective teachers and principals;
- Developing fiscally sustainable approaches to performance-based compensation; and
- Utilizing comprehensive approaches to performance-based compensation aligned with data-driven decision-making, evaluations of educators, professional development, and retention and tenure decisions

The Tennessee School Boards Association, the organization and representative agency of school boards in Tennessee enthusiastically supports the Tennessee Teacher Incentive Fund Proposal. We are committed to the future of education in Tennessee and will work closely with the schools, districts, and the State to implement the plan once funded.

Sincerely,

[redacted]

Executive Director

525 Brick Church Park Drive • Nashville, TN 37207 • Telephone (615) 815-3900 • (800) 448-6465 • Fax (615) 815-3911
www.tsba.net
Assisting school boards in effectively governing school districts

METROPOLITAN
Nashville
PUBLIC SCHOOLS
2601 Bransford Ave. • Nashville, TN 37204
615/259-8421 • Fax: 615/214-8850

Jesse B. Register, Ed.D.
Director of Schools

June 29, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-0001

Dear Secretary Duncan:

Teacher Incentive Fund provides a great opportunity for Tennessee to further its efforts at raising student learning, advancing teaching and school leadership, and addressing challenges of recruiting and retaining effective teachers and teachers in hard-to-staff fields. On the heels of the Tennessee First to the Top Act of 2010, the time is right for the State to test the ideas of performance-based compensation systems in our high poverty schools. The Act ensures a state of the art tool for the annual evaluations of teachers and principals. This tool will be implemented statewide for the 2011-2012 academic year and will rely substantially on the State's first class value-added system.

Unique in the Tennessee plan is a groundswell of support from the local level and a diverse array of schools from urban, rural and independent-municipal schools. To cultivate this support, the Metro Nashville Public Schools joined the State in discussions on performance-based systems when the State won a grant under the National Governor's Association in May of 2009 to study new models of teacher evaluation and compensation.

The Tennessee plan outlines reforms aligned to the Teacher Incentive Fund absolute priorities:

- Implementing differentiated levels of compensation for effective teachers and principals;
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- Utilizing comprehensive approaches to performance-based compensation aligned with data-driven decision-making, evaluations of educators, professional development, and retention and tenure decisions

Metro Nashville Public Schools as a workgroup member of the Tennessee National Governor's Association team and as a system participating in the proposal enthusiastically supports the Tennessee Teacher Incentive Fund Proposal. We are committed to the future of education in Tennessee and will work closely with the schools, districts, and the State to implement the plan once funded.

Sincerely,

Jesse B. Register, Ed.D.

JBR/mrb

LEXINGTON CITY SCHOOL SYSTEM

Joe T. Wood, Director of Schools
70 Dixon Street
Lexington, TN 38351
(731) 967-5591
(731) 967-0794 fax

June 28, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C.

Dear Secretary Duncan:

Teacher Incentive Fund provides a great opportunity for Tennessee to further its efforts at raising student learning, advancing teaching and school leadership, and addressing challenges of recruiting and retaining effective teachers and teachers in hard-to-staff fields. On the heels of the Tennessee First to the Top Act of 2010, the time is right for the State to test the ideas of performance-based compensation systems in our high poverty schools. The Act ensures a state of the art tool for the annual evaluations of teachers and principals. This tool will be implemented statewide for the 2011-2012 academic year and will rely substantially on the State's first class value-added system.

Unique in the Tennessee plan is a groundswell of support from the local level and a diverse array of schools from urban, rural and independent-municipal schools. To cultivate this support, the Lexington City School System joined the State in discussions on performance-based systems when the State won a grant under the National Governor's Association in May of 2009 to study new models of teacher evaluation and compensation.

The Tennessee plan outlines reforms aligned to the Teacher Incentive Fund absolute priorities:

- Implementing differentiated levels of compensation for effective teachers and principals;
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- Utilizing comprehensive approaches to performance-based compensation aligned with data-driven decision-making, evaluations of educators, professional development, and retention and tenure decisions

The Lexington City School System, as a workgroup member of the Tennessee National Governor's Association team and as a system participating in the proposal, enthusiastically supports the Tennessee Teacher Incentive Fund Proposal. We are committed to the future of education in Tennessee and will work closely with the schools, districts, and the State to implement the plan once funded.

Sincerely,

Joe T. Wood

Joe T. Wood
Director of Schools

JTW:bl

Project Narrative

Other Attachments

Attachment 1:
Title: **TIF Appendices** Pages: **194** Uploaded File: **TIF Appendices.pdf**

Table of Contents for TN-TIF Attachments

Appendix 2.A-1: Implementation and Development of New Standards and Assessments

Goal: To ensure that Tennessee has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards.

For all activities, the responsible parties will be the Tennessee Department of Education.

Year	Standards development	Assessment development	On-site or in-person workshops	Special activities for school improvement teams	Online professional development	Special activities for High Priority Schools
2010-11	Alignment of current standards to new Common Core standards (spring) Adoption of newly standards by state Board of Education (July) Contract with bid agencies to develop a timely and accurate online needs assessment to ensure quick feedback to meet immediate needs for professional development and other training activities. (October) Needs assessment – continuously assess impact on teacher use and student	Tennessee to participate in state consortia with multi-state participation: Consortium 1: Formative Assessment Consortium: Multiple Options for Student Assessment and Instruction Consortium (MOSAIC). 25 states as of Jan. 11 Consortium 2: Summative Assessment Consortium: Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) 22 states as of Jan. 11. Consortium 3: Performance Assessment Learning	Orientation/introduction to the new standards and assessments. Hold nine work sessions across the state to obtain practitioner input for alignment (July-August, approximately 1,300 participants) Common Core standards and assessments training for school/system-wide improvement teams. “Train the trainer” model provided (October), approximately 350 participants) Tennessee School Counselor Summit for 136 school improvement teams from all districts (February – March	Collaboration with higher education regarding teacher preparation institutions and new standards (see Appendix B-3-2) Collaboration with business, community, and parent representatives on new standards. Hold nine statewide Business Roundtable meetings for public to weigh in on new standards and ensure ownership (June-July, approximately 550 participants) Dashboard professional development: dashboards installed in schools and	Develop online offerings on Electronic Learning Center (ELC) with video, podcasts, and interactive online planning tools (August – December 2010)	Content specialty work sessions for High Priority/Target schools. Ten regional workshops held to deliver new content and effective practice models (January-March)

Goal: To ensure that Tennessee has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards.

For all activities, the responsible parties will be the Tennessee Department of Education.

Year	Standards development	Assessment development	On-site or in-person workshops	Special activities for school improvement teams	Online professional development	Special activities for High Priority Schools
	improvement. Given statewide to 1,734 schools.	System Consortium – Achieve/NGA/CCSSO. 27 states as of Jan. 14. Consortium 4: Florida Common Assessment Consortium. 14 states as of Jan. 14. Consortium 5: Maine Balanced Assessment Consortium Consortium states work to include Tennessee in both formative and summative assessment systems aligned to the Common Core standards (initial consortium work January 2010) Proposal(s) written based on final grant announcements	2011 approximately 2,000 school-based participants) Standards awareness professional development – "Unpacking the Standards" for school/district leadership teams. 13 – 15 regional work sessions held for 3-4 days (June-August, approximately 10,000-15,000 educators) Tennessee Reading Summits held for 136 school systems focused on adolescent literacy in middle and high schools (April, approximately 3,000 – 5,000 participants)	linked to statewide data warehouse. Professional development provided to data teams in 1,734 schools in 136 school systems to develop linkages to data and school/system improvement planning (June-April, approximately 9,000 participants).		

Goal: To ensure that Tennessee has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards.

For all activities, the responsible parties will be the Tennessee Department of Education.

Year	Standards development	Assessment development	On-site or in-person workshops	Special activities for school improvement teams	Online professional development	Special activities for High Priority Schools
		(March 2010) All consortium work aligned with Race to the Top Assessment Program - new generation of assessments aligned to Common Core Standards (March 2010 grants announcement, June 2010 grants due, September 2010 grants awarded) Grant submitted June 2010 in collaboration with multi-state consortium Finalize consortium tasks, issue request for vendors for item banks, instructional modules, professional development, delivery methodology (online), item development and review (March 2010 – March 2011)				

Goal: To ensure that Tennessee has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards.

For all activities, the responsible parties will be the Tennessee Department of Education.

Year	Standards development	Assessment development	On-site or in-person workshops	Special activities for school improvement teams	Online professional development	Special activities for High Priority Schools
		Consortium states submit items to the bank and review, common test forms developed and reviewed, reporting developed and reviewed, item loading for test adaptive delivery engine (March 2010 – August 2011) Baseline data on Common Core standards (August 2010)				
2011-12		Consortium states submit items to the bank and review, common test forms developed and reviewed, reporting developed and reviewed, item loading for test adaptive delivery engine (August 2011 – August 2012) First "point of instruction"	Second round of training workshops based on lessons learned/what worked. "Retrain the trainer" sessions (June-August, approximately 10,000 – 15,000 participants) New "train the trainer" workshops for systems with new teachers/administrators (July, approximately 1,500		ELC interactive and web-based professional development. Develop and display online effective practice networks through podcasts. Work with higher education to provide online coursework for pre-service and in-service teachers (August-January)	Additional training for personnel working with High Priority schools (January-March, approximately 350 participants) Sessions targeted to High Priority schools: effective practices with new standards (October-

Goal: To ensure that Tennessee has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards.

For all activities, the responsible parties will be the Tennessee Department of Education.

Year	Standards development	Assessment development	On-site or in-person workshops	Special activities for school improvement teams	Online professional development	Special activities for High Priority Schools
		test delivery (September 2011) First benchmark test (October 2011) Second benchmark test (January 2012) Third benchmark test (March 2012) Early warning diagnostic reports (October 2011 – April 2012) Set standards on all tests (April 2012) Continued item/test development and implementation cycle (May	participants) "Standards application: what worked?": follow-up training for original cohort (May, approximately 10,000 participants)			January, approximately 550 schools and 25 school systems)

Goal: To ensure that Tennessee has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards.

For all activities, the responsible parties will be the Tennessee Department of Education.

Year	Standards development	Assessment development	On-site or in-person workshops	Special activities for school improvement teams	Online professional development	Special activities for High Priority Schools
		2012 – July 2012) Summative field testing (May 2012)				
2012-13		Continued item/test development and implementation cycle (August 2012–June 2013) Benchmark and summative testing and reporting continues (October 2012) Benchmark and summative testing and reporting continues (January 2013) Benchmark and summative testing and reporting continues (March 2013) Summative calibration/operational testing (May 2013)	Summer 2011 teacher cohort – retrain the trainer. Assemble onsite literacy, numeracy, and graduation coaches for one-week training with one-week follow-up sessions throughout the 2012 school year. Use turnaround specialists and other technical teams for training. (March, 1000+ participants) Follow-up training for school/system-wide improvement teams: nine sites focused on effective practice, use of value-added, and achievement/non-academic data to inform improvement planning (February-April,		Finalize development of professional development portal with online coursework and podcasts on the ELC. (February)	"Bringing it all together": Onsite technical assistance teams visit High Priority schools across Tennessee to model effective practice and coach for literacy (October – March, 350+ participants)

Goal: To ensure that Tennessee has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards.

For all activities, the responsible parties will be the Tennessee Department of Education.

Year	Standards development	Assessment development	On-site or in-person workshops	Special activities for school improvement teams	Online professional development	Special activities for High Priority Schools
		Summative standards setting (July 2013)	approximately 1,000 personnel)			
2013-14		Continued item/test development and implementation cycle (August 2013–June 2014) Benchmark and summative testing and reporting continues (October 2013) Benchmark and summative testing and reporting continues (January 2014) Benchmark and summative testing and reporting continues (March 2014)	Workshops on research-based strategies: what worked and effective practices. Discussion groups in nine state regions for higher education and K-12 practitioners (April-May, 500 participants)	Lessons learned: culminating activities, research abstracts, publications, toolkits. (May)	Sessions on reading and numeracy strategies: trainings and demonstrations online and podcasts through ELC (March-May, approximately 1,500 participants)	

Appendix 2.A-2: Timeline for Implementing New Approaches to Accessing and Using State Data

Goal: To ensure that data from the state's statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders, and to ensure that data is used to improve instruction.

For all of these activities, the responsible party will be the Tennessee Department of Education (TDOE), in coordination with the SAS Institute (existing state contractor), additional contracted training partner and our statewide research & evaluation team.

SAS and an external organization will collaborate to deliver statewide supports in the following areas:

- Building the capacity of teachers and school leaders in the area of balanced assessment
- Enhancing educators' capacity to maximize the robust value-added information at their disposal
- Ensuring quality, transparency, and utility in data systems
- Providing research and innovation expertise in identifying the impact of specific interventions and determine potential for replication statewide
- Supporting districts as they research, develop, implement, and enhance systems of differentiated compensation
- Supporting educators in the Coalition of Large School Systems (CLASS) districts that comprise 34% of the students in our state
- Supporting a select number of schools in the Rural School Improvement Collaborative
- Supporting the Tennessee Department of Education in developing the long-term capacity to deliver the innovative outcomes outlined in the Race to the Top proposal

Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
Equip every teacher with access to value-added data specific to his/her classroom and/or school via the new data dashboard (including account access and passwords).	Monitor and report access and usage of the system on a school and district level.	Monitor and report access and usage of the system on a school and district level.	Monitor and report access and usage of the system on a school and district level.

TDOE will train every teacher and principal in use of value-added data through a partnership with an external organization to focus on using value-added for differentiated instruction, curriculum choices, and more; external organization to train districts in the use of value-added assessment for compensation and direct links to teachers' and principals' evaluation as well.	LEAs conduct annual reviews of their teachers and principals and publicly report data (Appendix D-2-2).	LEAs conduct annual reviews of its teachers and principals and publicly report data (Appendix D-2-2).	LEAs conduct annual reviews of its teachers and principals and publicly report data (Appendix D-2-2).
TDOE will contract for focused support of and consultation to the TDOE staff (regional and in main office) and CLASS to build strong capacity to do this work.	Work with TDOE and CLASS will continue; focused support of and consultation to the Achievement School District and Rural Consortium in this work.	Focused work will continue; ongoing consultation to other districts as needed.	Focused work will continue; ongoing consultation to other districts as needed.
All LEAs have access to the dashboards reporting on students at their enrolled school to affirm the accuracy of the data.	All LEAs have access to the dashboards reporting on students at their enrolled school to affirm the accuracy of the data.	All LEAs have access to the dashboards reporting on students at their enrolled school to affirm the accuracy of the data.	All LEAs have access to the dashboards reporting on students at their enrolled school to affirm the accuracy of the data.
Electronic Learning iPod™ and live interactive WebEx™ training sessions created and	Online access to iPod™ & WebEx™ training developed in year 1. Face-to-face training	Online access to iPod™ & WebEx™ training developed in year 1. Face-to-face training	Online access to iPod™ & WebEx™ training developed in year 1. Face-to-face training

available. Comprehensive training program launched.	sessions captured and available online through the Electronic Learning Center for ongoing access and reference. Training statewide continues.	sessions captured and available online through the Electronic Learning Center for ongoing access and reference. Training statewide continues.	sessions captured and available online through the Electronic Learning Center for ongoing access and reference. Training statewide continues.
Professional Development Tracking Functionality operational.	Professional Development Tracking Functionality ongoing.	Professional Development Tracking Functionality ongoing.	Professional Development Tracking Functionality ongoing.
Establish Tennessee's Consortium on Research, Evaluation, and Development (TN CRED). Outline series of research projects and identify specific areas of expertise that need to be represented. Identify external resource opportunities for funding research and collaborative national efforts for participation.	TN CRED continues work on research and evaluation agenda.	TN CRED continues work on research and evaluation agenda.	TN CRED continues work on research and evaluation agenda.
Benchmark data from the longitudinal data system, TVAAS, and local instructional improvement systems to be available to researchers.	Ongoing data from the longitudinal data system, TVAAS, and local instructional improvement systems to be available to researchers.	Ongoing data from the longitudinal data system, TVAAS, and local instructional improvement systems to be available to researchers.	Ongoing data from the longitudinal data system, TVAAS, and local instructional improvement systems to be available to researchers.
	TDOE teacher and principal evaluation system will be linked to the instructional data system, allowing for alignment and decision-making in the crafting of individualized supports for improving practice.	Enhanced usage of the system on an annual basis.	Enhanced usage of the system on an annual basis.

Teacher and principal preparation programs prepare to include partner developed data training in their coursework (Appendix D-4-1 as well).	Teacher and principal preparation programs to begin including data training in their coursework (Appendix D-4-1 as well).	Teacher and principal preparation programs include data training in their coursework (Appendix D-4-1 as well).	Teacher and principal preparation programs include data training in their coursework (Appendix D-4-1 as well).

Tennessee Department of Education

Office of Assessment, Evaluation, and Research

https://tdoe.randasolutions.com

Chapter 4f – School Administrator and System Level Faculty/Student

User Documentation

Version 0.2

Prepared by
RANDA Solutions, Inc

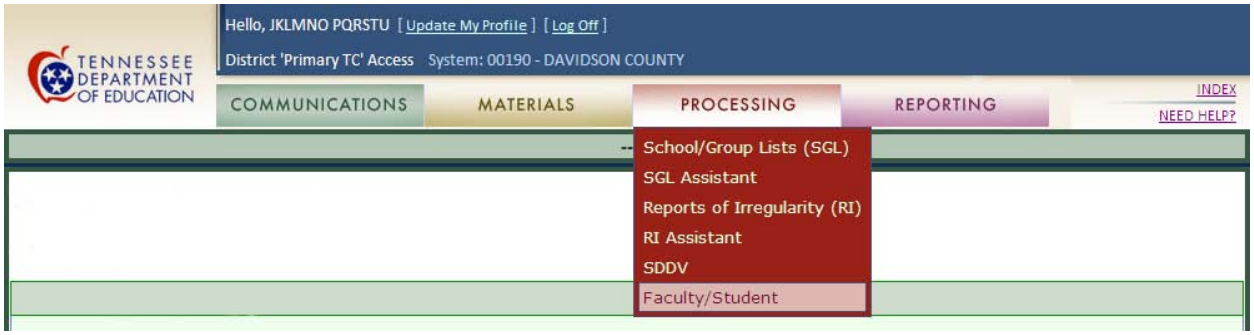
PR/Award # S385A100143

TABLE OF CONTENTS

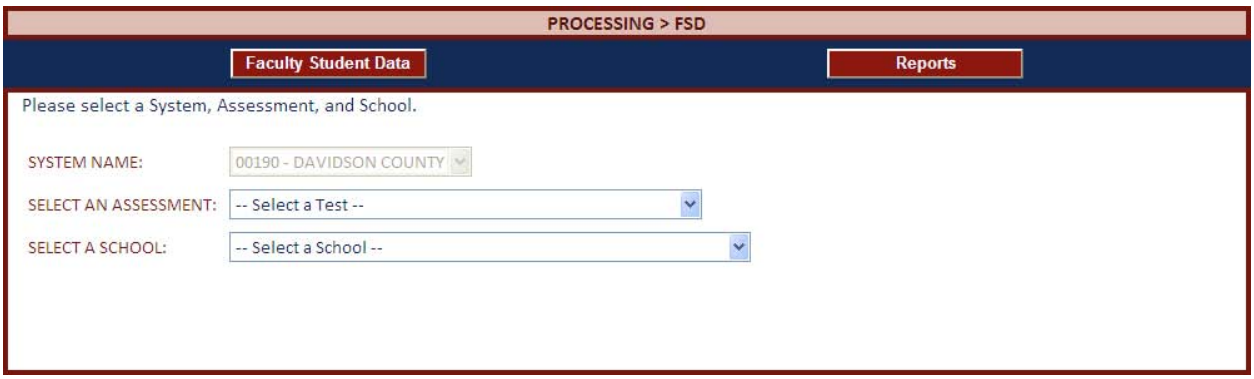
Faculty/Student

The Faculty/Student section of the TDOE website allows school- and system-level users to claim students for teachers, to exclude students from test administrations, to maintain faculty rosters, and to run reports of faculty/student data.

To access the Faculty/Student section, hover your mouse over the red "Processing" tab and select "Faculty/Student".



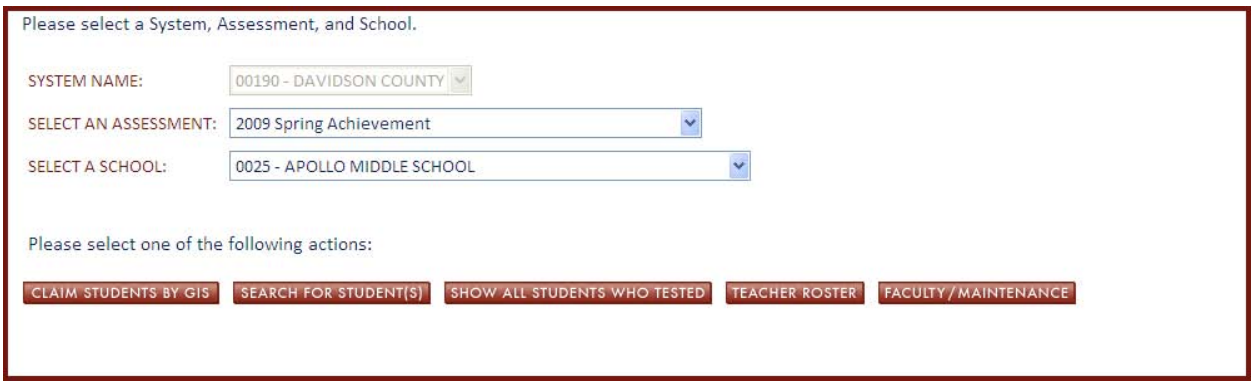
The main Faculty/Student frame will load as shown below.



To work with Faculty Student Data (FSD), use the drop-down menus to select an assessment and school (if you are a school-level user, your school will be selected automatically). If you are a school- or system-level administrator, you also have access to the Reports section. To view reports, click the "Reports" button on the right side of the frame. The Reports section will be covered later in this document.

Faculty Student Data

Once you have selected a test and school from the main Faculty/Student page, you will be presented with a list of actions:

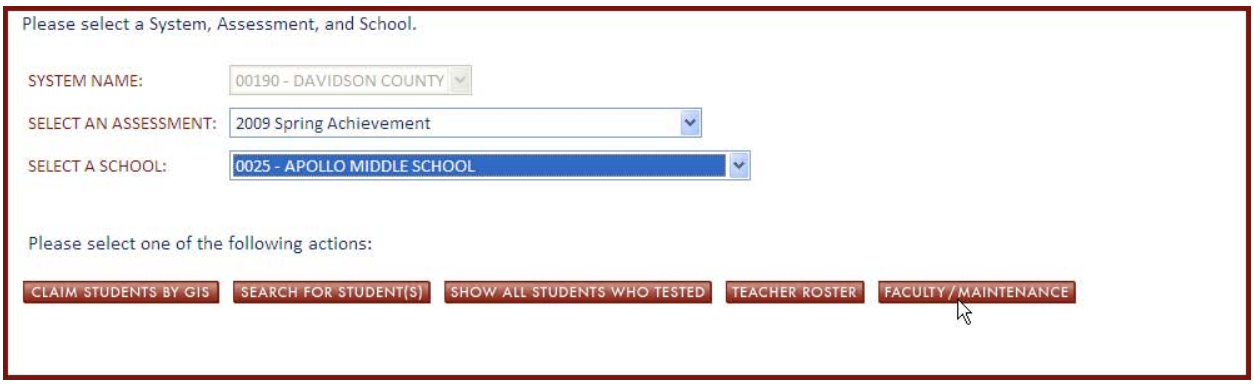


- **Claim Students by GIS**—Use Group Information Sheet (GIS) data to claim students for this assessment.
- **Search for Student(s)**—Search the database for students at the school you selected.
- **Show All Students Who Tested**—View a list of all the students at the school you selected who took this assessment.
- **Teacher Roster**—View a list of teachers available for claiming for this assessment at the school you selected.
- **Faculty/Maintenance**—Maintain the list of faculty at this school who are registered as TDOE website users. Only school and system administrators have access to the Faculty/Maintenance section.

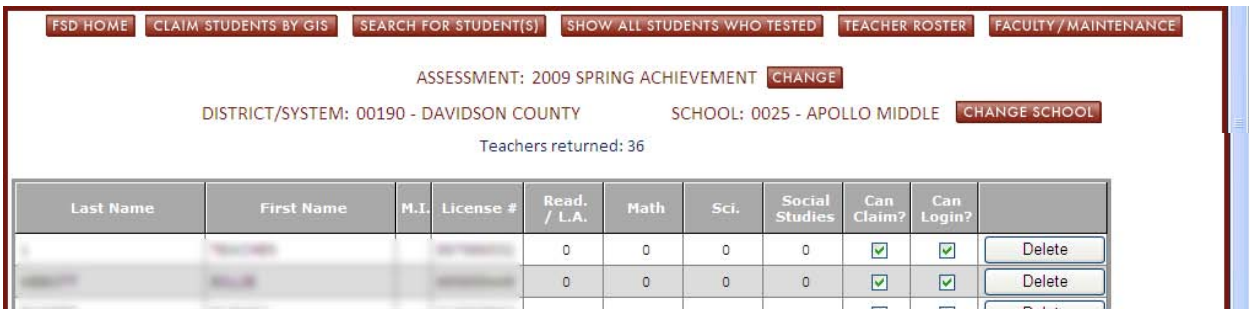
Faculty/Maintenance

With the Faculty/Maintenance section, school and system-administrators can make changes to their school faculty lists for an assessment. **NOTE**: School or system administrators MUST correct and verify the faculty list before claiming starts.

Click on the "Faculty/Maintenance" button (on the far right) to access this section.



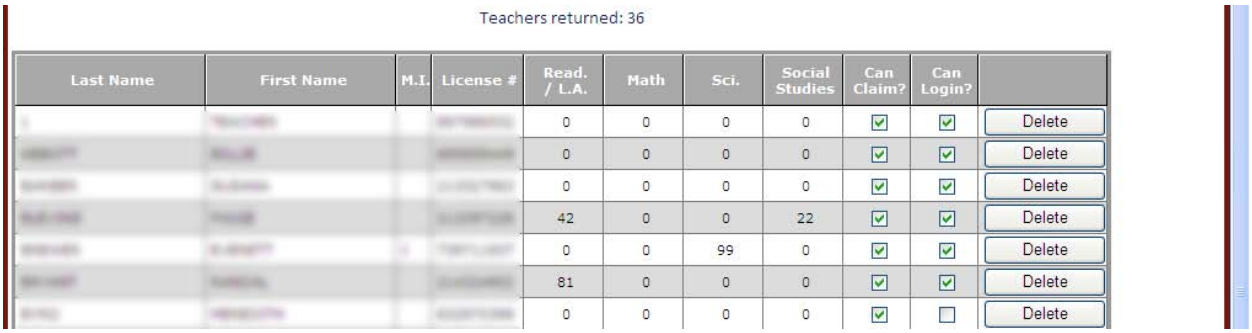
The Faculty/Maintenance page will load:



Teachers' and students' names and ID numbers have been blurred to protect their privacy.

NOTE: The page will alert you if the claiming window for this assessment has already closed.

- You may view a different assessment by clicking the "Change" button next to the assessment name at the top of the frame.
- You may view a different school (if you are a system-level user) by clicking the "Change School" button next to the school name.
- The number of teachers available (in the TDOE web database) at the school for this assessment will be displayed above the list of teachers.

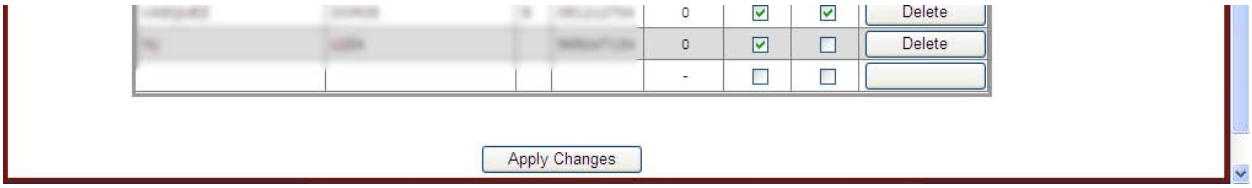


The faculty information is organized into the following columns:

- **Last Name**
- **First Name**
- **Middle Initial**
- **License Number**

You can make changes to a teacher's last name, first name, middle initial, and/or license number by clicking on the cell in the table that you want to edit and typing in your corrections.

- **Number of Students Claimed**—this may be divided into content areas, depending on which assessment you are viewing.
- **Can Claim?**—if checked, this teacher can claim students. Check or uncheck these boxes to give or withdraw permission to claim.
- **Can Login?**—this teacher has permission to log in to the TDOE website. Check or uncheck these boxes to give or withdraw permission to log in.
- **Delete**—use this button to delete the teacher from the faculty list for this assessment. The button will change to "Undelete" once you click it. You can then use it to "un-delete" any teacher you previously deleted by mistake.

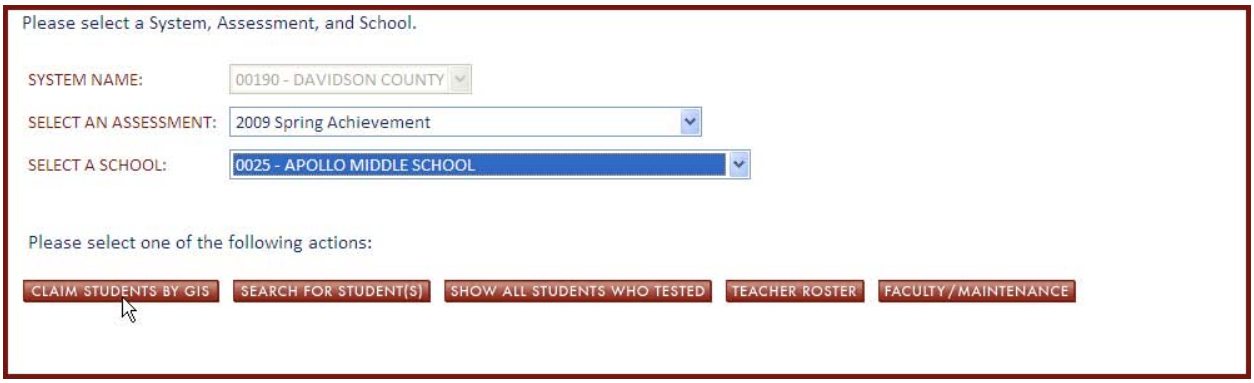


You can add a teacher to the list by scrolling to the bottom of the page. There is an empty row. Click the first cell in the row and type the teacher's last name. Then press your TAB key or click on the other cells in the row and add the teacher's first name, middle initial, and teacher license number. The Number of Students Claimed cells will be filled automatically as students are claimed by this teacher. Use the Can Claim? and Can Login? checkboxes to set claiming and login permissions. Then click outside of the table. A new row will be added and you may add more teachers as needed, one at a time.

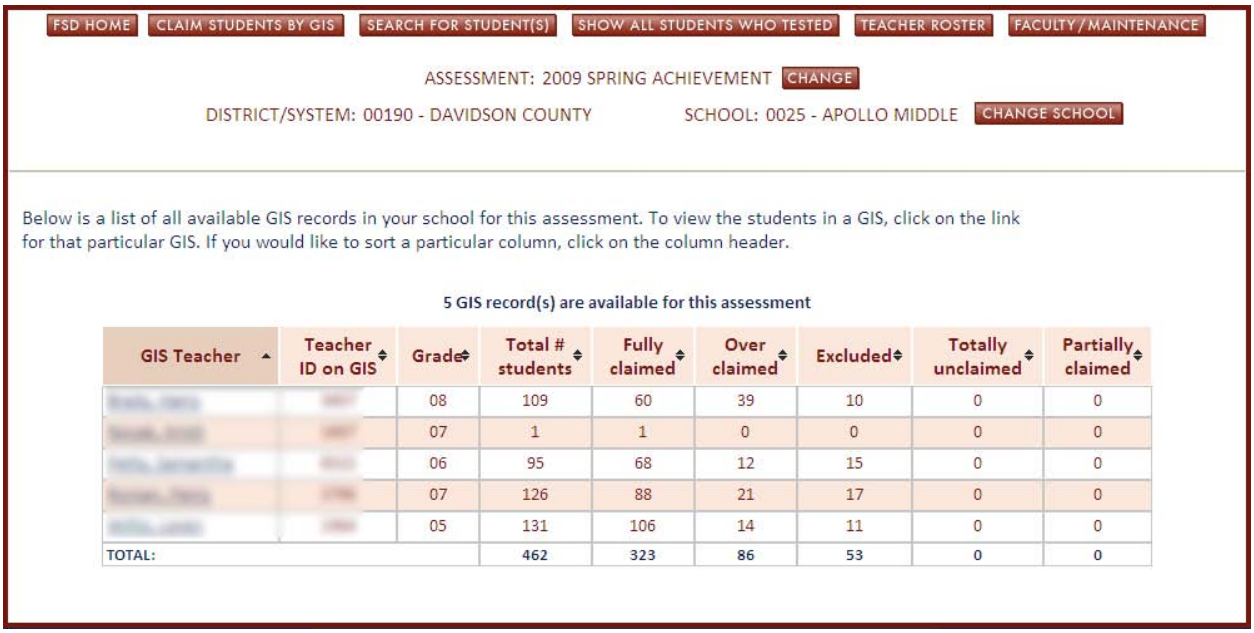
NOTE: If you make any changes or add any teachers to the faculty information table, scroll to the bottom of the page and click the "Apply Changes" button to save your work.

Claim Students by GIS

To claim students for teachers, click the first button on the left, labeled "Claim Students by GIS".



The page will display a list of the GIS records for the assessment and school you selected.

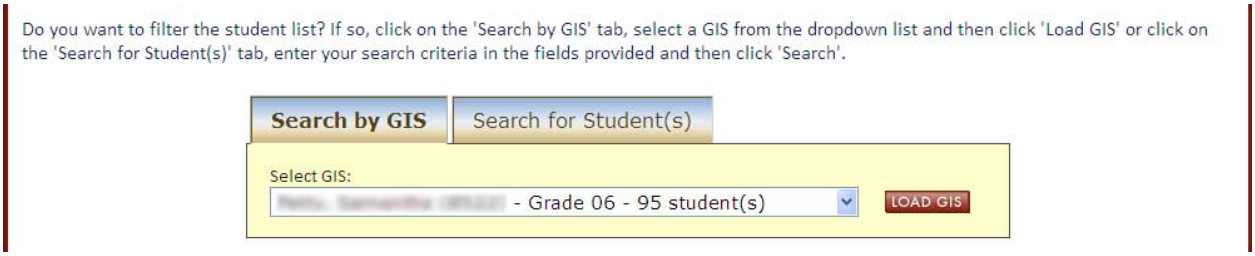


GIS Teacher	Teacher ID on GIS	Grade	Total # students	Fully claimed	Over claimed	Excluded	Totally unclaimed	Partially claimed
[redacted]	[redacted]	08	109	60	39	10	0	0
[redacted]	[redacted]	07	1	1	0	0	0	0
[redacted]	[redacted]	06	95	68	12	15	0	0
[redacted]	[redacted]	07	126	88	21	17	0	0
[redacted]	[redacted]	05	131	106	14	11	0	0
TOTAL:			462	323	86	53	0	0

NOTE: The page will alert you if the claiming window for this assessment has already closed.

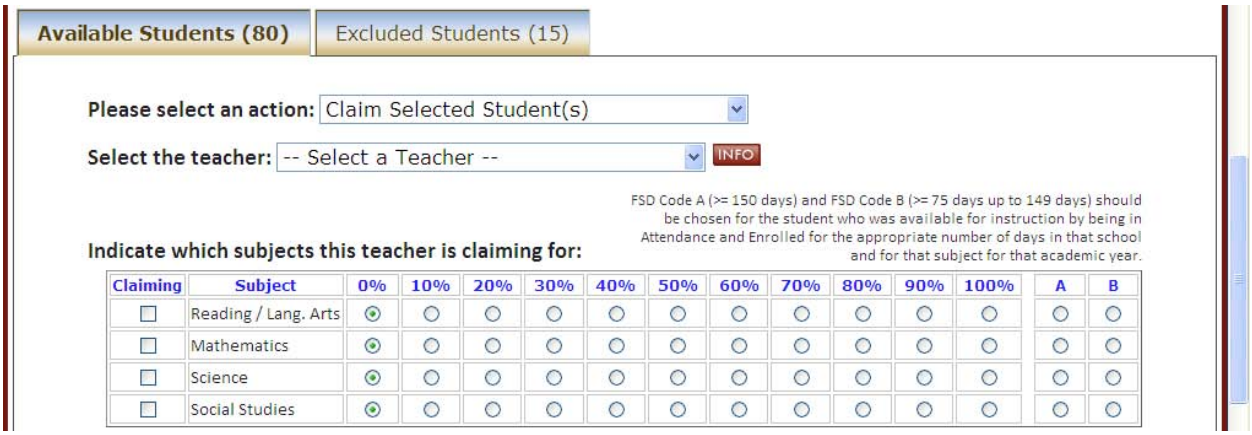
- You may view a different assessment by clicking the "Change" button next to the assessment name at the top of the frame.
- You may view a different school (if you are a system-level user) by clicking the "Change School" button next to the school name.
- You may sort the list of GISs by clicking on the table's column headings.

To view a particular GIS and claim or exclude students, click on the teacher's name (as it appeared on the GIS). The claiming page will load.



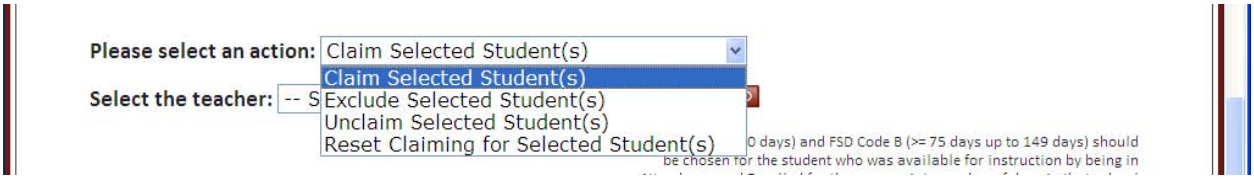
- You may switch your view to a different GIS with the "Select GIS:" drop-down menu. Select a different GIS and click the "Load GIS" button.
- You may click the "Search for Student(s)" tab to find a particular student using name, grade, or student ID. This tab is covered in more detail starting on page 18 of this document.

Scroll down the page to continue.



- The first tab, "Available Students", displays the list of students on this GIS available for claiming.
- The second tab, "Excluded Students", displays the list of students who have been excluded from this assessment. Excluding is discussed starting on page 12 of this document.

Use the first drop-down menu to select an action.

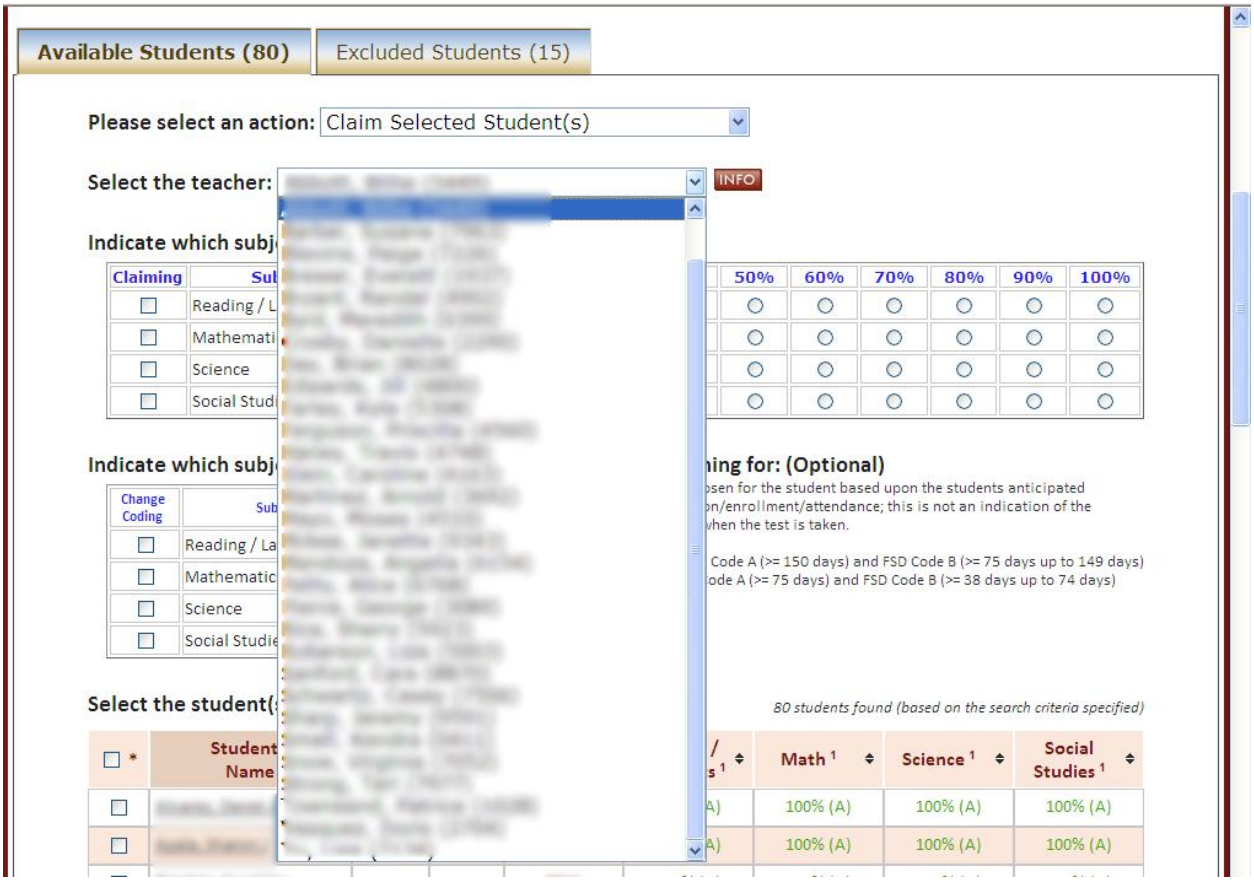


- **Claim Selected Student(s)**—Claim students for the teacher you select.
- **Exclude Selected Student(s)**—Exclude students from this assessment. You must be a school- or system-level administrator to access this option.
- **Unclaim Selected Student(s)**—Unclaim students previously claimed for the teacher you select.
- **Reset Claiming for Selected Student(s)**—Remove claiming information for students. You must be a school- or system-level administrator to access this option.

These actions will be covered in greater detail in the following sections of this document.

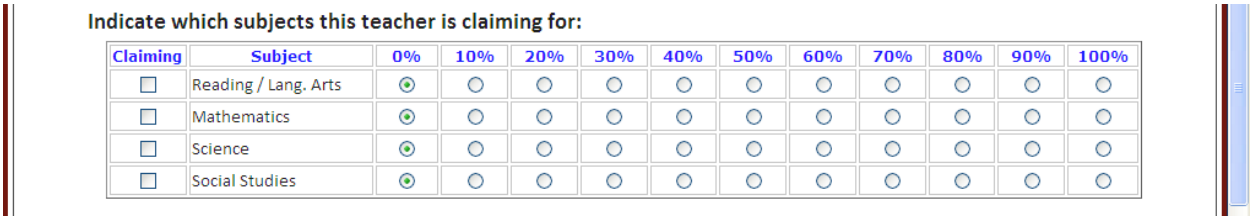
Claim Selected Student(s)

If you have chosen "Claim Selected Student(s)" from the Action drop-down menu, you will use the next drop-down menu to select a teacher. This menu will be populated with a list of the teachers available for claiming at the school you selected earlier. Click on the name of the teacher who will be claiming students. (If you are not an administrator, your own name will be selected automatically and the drop-down menu will be grayed out.)



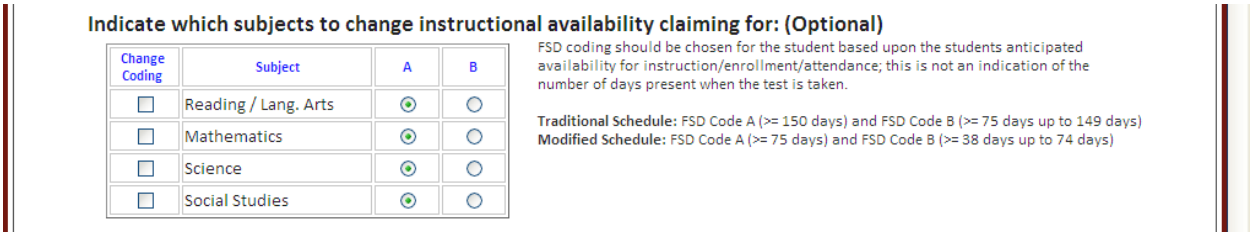
You can use the "Info" button to the right of the drop-down menu to view details about the teacher you select (such as his or her Login Name and current claiming information).

Once you've chosen a teacher, you must select the subject(s) the teacher is claiming.



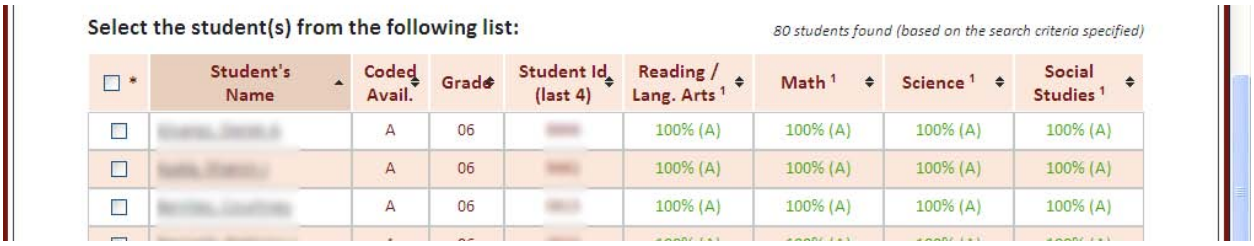
Check the box in the "Claiming" column for each subject the teacher is claiming. Then select the percentage of student time that the teacher is claiming in each subject.

Next, you may indicate one or more subjects to change instructional availability claiming for. This step is optional. Instructional availability is based on the student's expected availability for instruction/enrollment/attendance. If you do not make a selection here, the Coded Availability from the student's answer document will be assumed. If the answer document was not bubbled then "A" will be assumed.



Click the checkbox in the "Change Coding" column for each subject you would like to change. See the on-screen instructions to determine whether to select "A" or "B" for each subject.

Next, scroll down the page to view the table that lists students from the GIS. Select the students you want to claim for this teacher by clicking the checkboxes in the first column.



The right side of the table displays the current claim status for each student in each subject of this assessment. To see more information about any student and his or her current claiming status, you may click on the student's name in the second column.

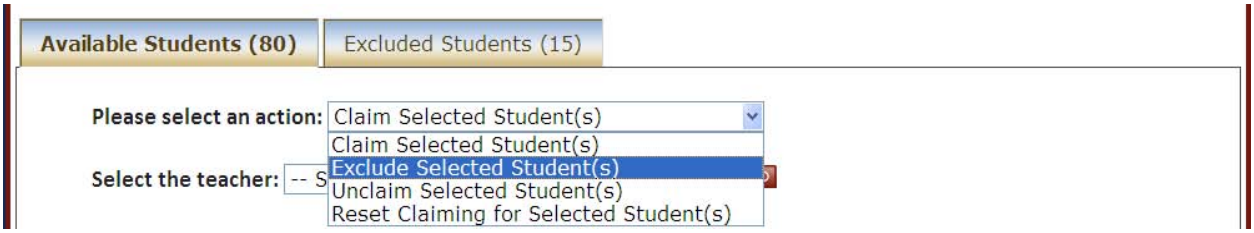
Once you've selected all the students you want to claim, scroll to the bottom of the page. You will see a summary listing the action, teacher, number of students, and subject(s) you selected.

NOTE: If you check the box labeled "Remember my selections", the students, percentages, and teacher you selected will remain selected after you submit your changes and the page refreshes. If you uncheck this box, your claims will be submitted, but your selections will be cleared when the page is refreshed.

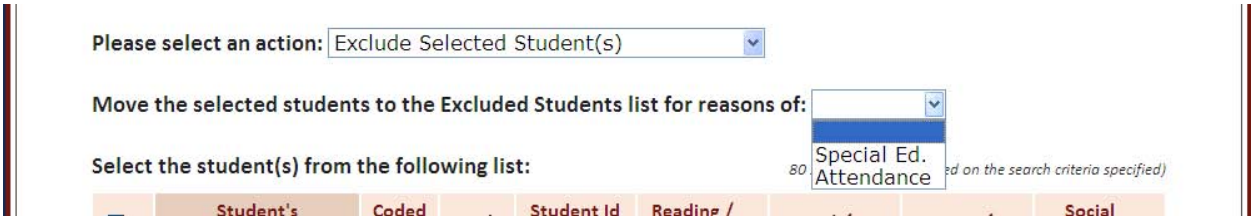
Click the "Claim Selected Student(s) For Teacher Listed Above" button to proceed.

Exclude Selected Student(s)

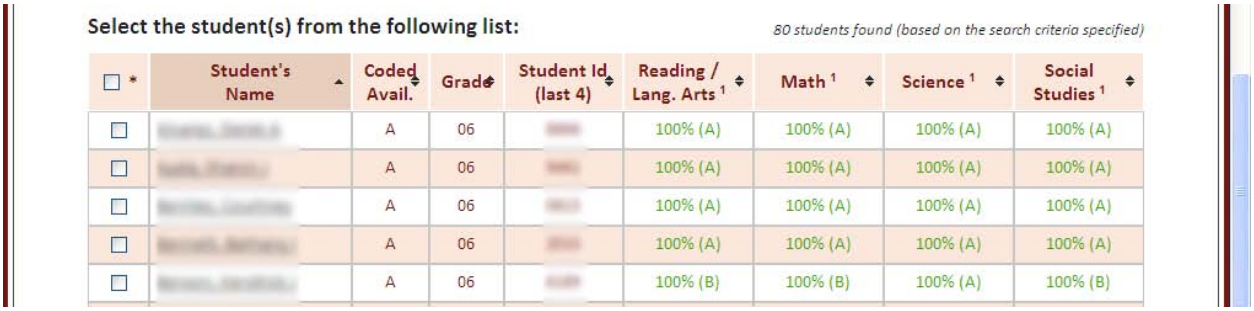
If you are a school or system administrator, the next action you can perform from this page is excluding students. Select "Exclude Selected Student(s)" from the drop-down menu.



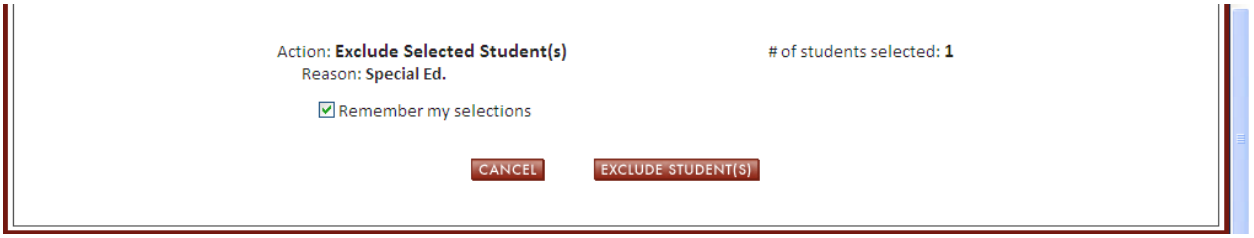
The page will reload. Use the next drop-down box to choose your reason (Special Education or Attendance) for excluding the students you will select.



Once you've selected a reason for excluding, scroll down the page to view the list of students.



Click the checkbox in the far-left column for each student you wish to exclude. Then scroll to the bottom of the page. You will see a summary including the action you chose, the reason for excluding, and the number of students you selected.

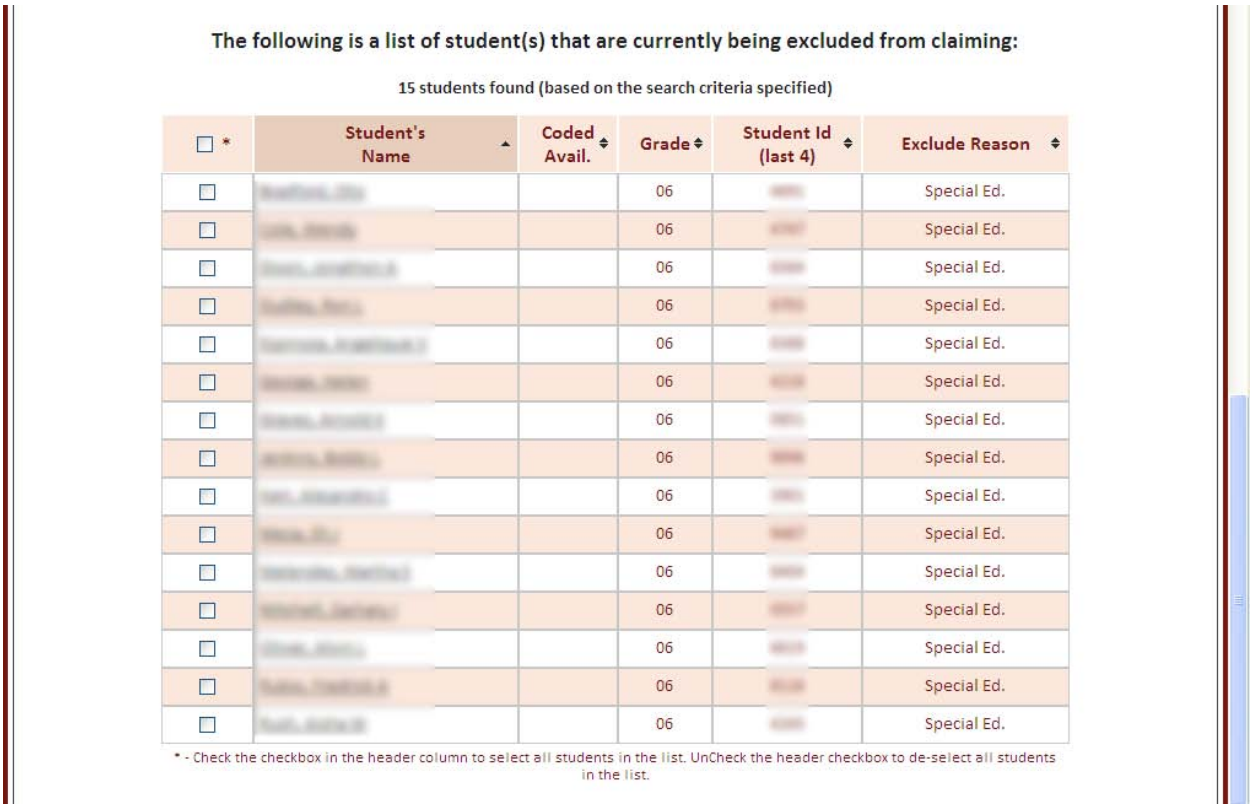


Click the "Exclude Student(s)" button to proceed.

Excluded Students Tab/Un-excluding Students

You can also use the "Excluded Students" tab to view excluded students. If you are a school or system administrator, you can use this tab to un-exclude students.

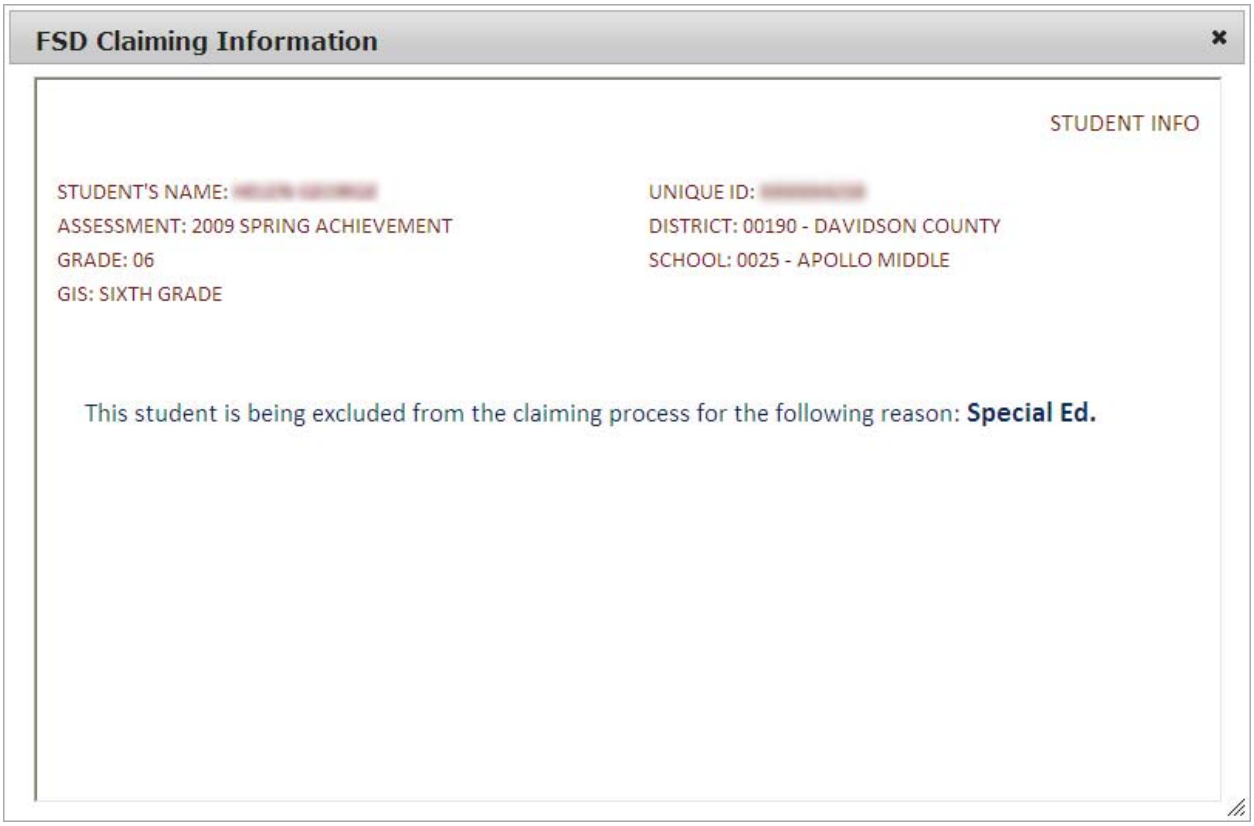
When you click on this tab, the page will display a list of the students at the school currently excluded from claiming:



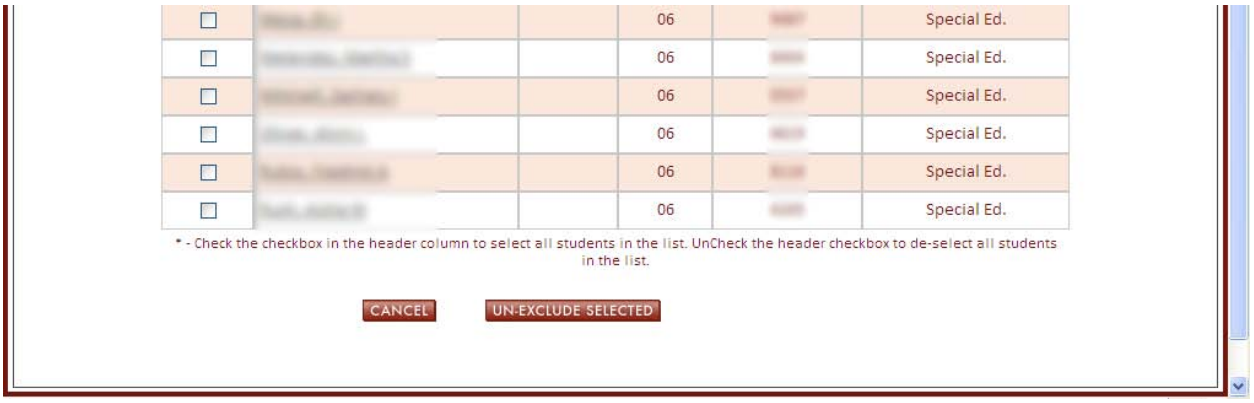
*	Student's Name	Coded Avail.	Grade	Student Id (last 4)	Exclude Reason
☐	[redacted]		06	[redacted]	Special Ed.
☐	[redacted]		06	[redacted]	Special Ed.
☐	[redacted]		06	[redacted]	Special Ed.
☐	[redacted]		06	[redacted]	Special Ed.
☐	[redacted]		06	[redacted]	Special Ed.
☐	[redacted]		06	[redacted]	Special Ed.
☐	[redacted]		06	[redacted]	Special Ed.
☐	[redacted]		06	[redacted]	Special Ed.
☐	[redacted]		06	[redacted]	Special Ed.
☐	[redacted]		06	[redacted]	Special Ed.
☐	[redacted]		06	[redacted]	Special Ed.
☐	[redacted]		06	[redacted]	Special Ed.
☐	[redacted]		06	[redacted]	Special Ed.
☐	[redacted]		06	[redacted]	Special Ed.
☐	[redacted]		06	[redacted]	Special Ed.

- Each student's name, coded availability (if applicable), grade, (last four digits of) student ID, and reason for exclusion will be included in the table.
- Click on the column headings to sort the student list.
- You can click the checkbox in the first column, first row to select all students on the list.
- Click any student's name to see more information about him or her.

If you click on a student's name, a pop-up box will display more information:



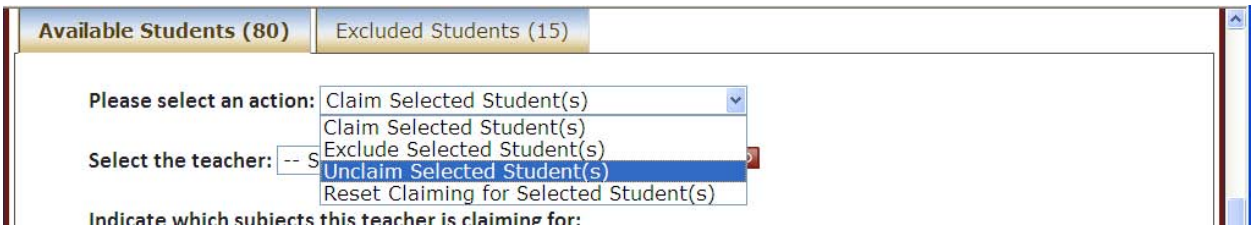
To un-exclude any student(s) from the assessment, click the checkbox next to the student(s) you want to un-exclude. Then scroll to the bottom of the page. Click the "Un-Exclude Selected" button to continue.



NOTE: If the claiming window has expired, you cannot un-exclude students. The web page will alert you if the claiming window has closed.

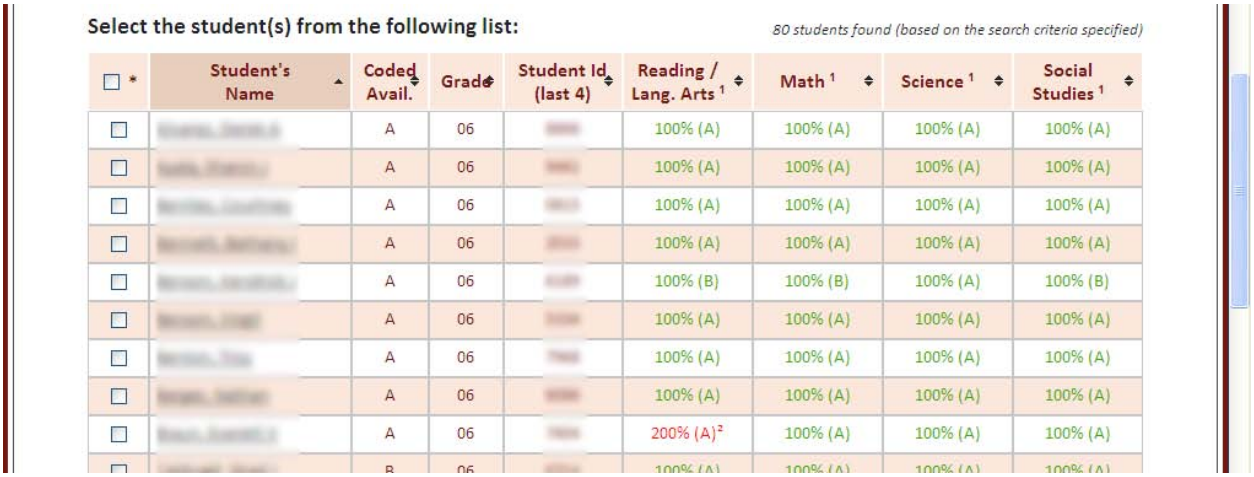
Unclaim Selected Student(s)

You can unclaim students using the third option on the drop-down menu.



After you click "Unclaim Selected Student(s)", the page will reload. With the next drop-down menu, select the teacher you want to unclaim students for.

Once you select a teacher, scroll down the page to view the list of students.

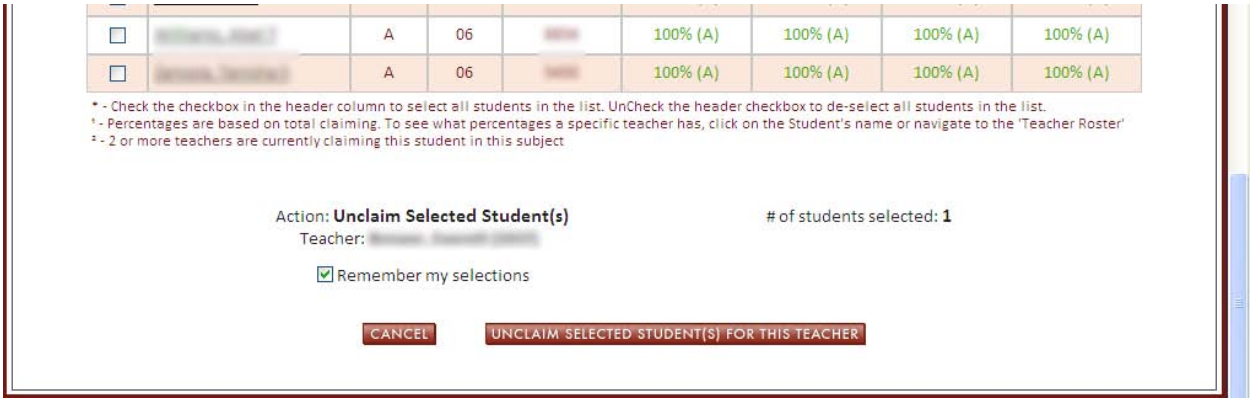


Select the student(s) from the following list:

80 students found (based on the search criteria specified)

*	Student's Name	Coded Avail.	Grade	Student Id (last 4)	Reading / Lang. Arts [1]	Math [1]	Science [1]	Social Studies [1]
☐	[redacted]	A	06	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	06	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	06	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	06	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	06	[redacted]	100% (B)	100% (B)	100% (A)	100% (B)
☐	[redacted]	A	06	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	06	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	06	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	06	[redacted]	200% (A)[2]	100% (A)	100% (A)	100% (A)

Click the checkbox in the far-left column for each student you wish to unclaim. Then scroll to the bottom of the page. You will see a summary including the action, teacher, and number of students you selected.



☐	[redacted]	A	06	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	06	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)

* - Check the checkbox in the header column to select all students in the list. UnCheck the header checkbox to de-select all students in the list.
[1] - Percentages are based on total claiming. To see what percentages a specific teacher has, click on the Student's name or navigate to the 'Teacher Roster'
[2] - 2 or more teachers are currently claiming this student in this subject

Action: **Unclaim Selected Student(s)**
Teacher: [redacted]

# of students selected: **1**

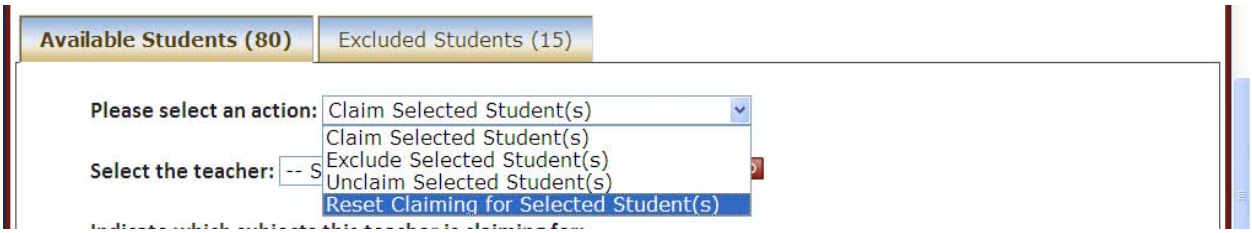
☑ Remember my selections

CANCEL UNCLAIM SELECTED STUDENT(S) FOR THIS TEACHER

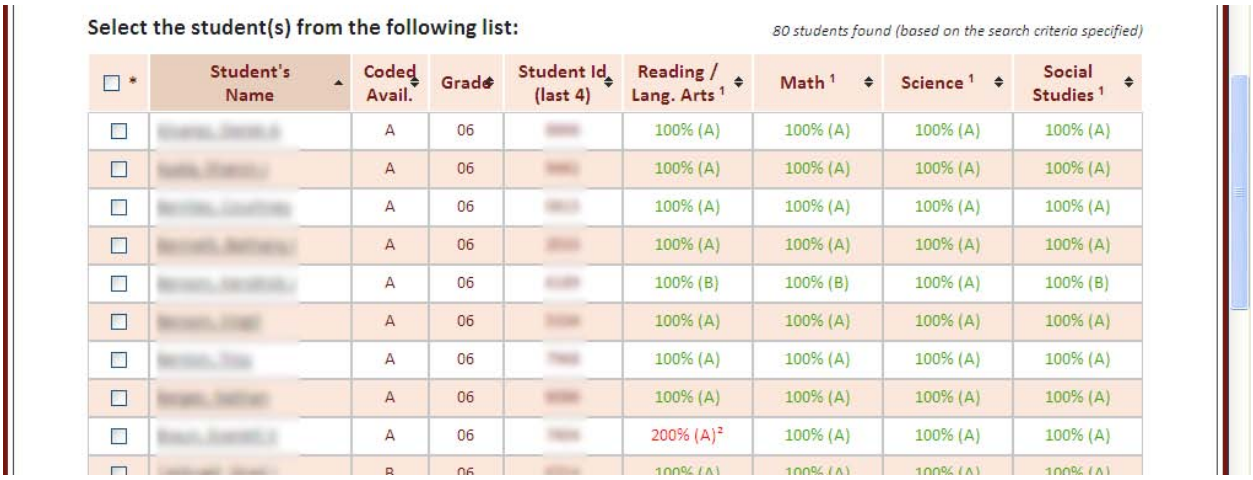
Click “Unclaim Selected Student(s) For This Teacher” to proceed.

Reset Claiming for Selected Student(s)

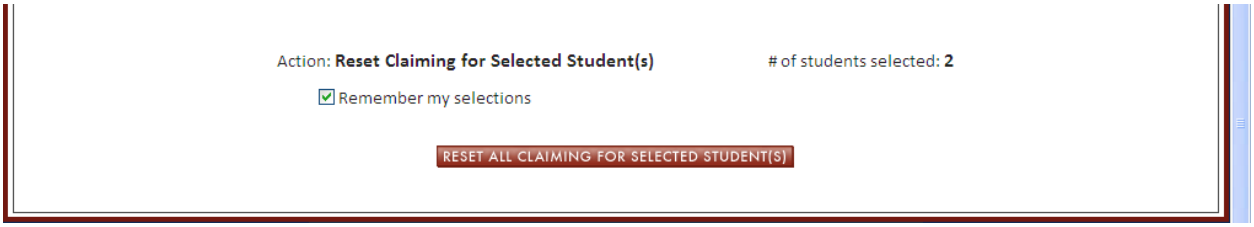
School- and system-level administrators can use the fourth option on the drop-down menu to reset claiming for students.



Once the page has reloaded, you will see the student list.



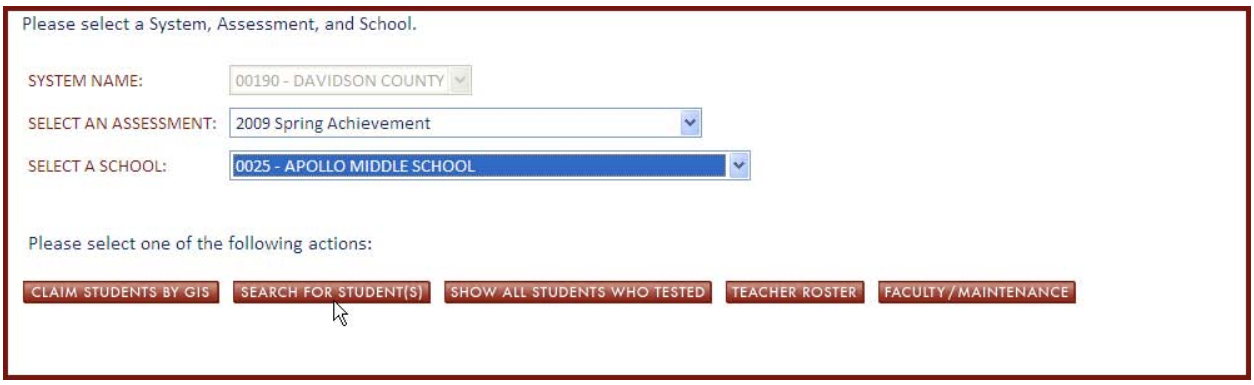
Click the checkbox in the far-left column for each student you wish to reset. Then scroll to the bottom of the page. Underneath the student list, the action and number of students you selected will be displayed.



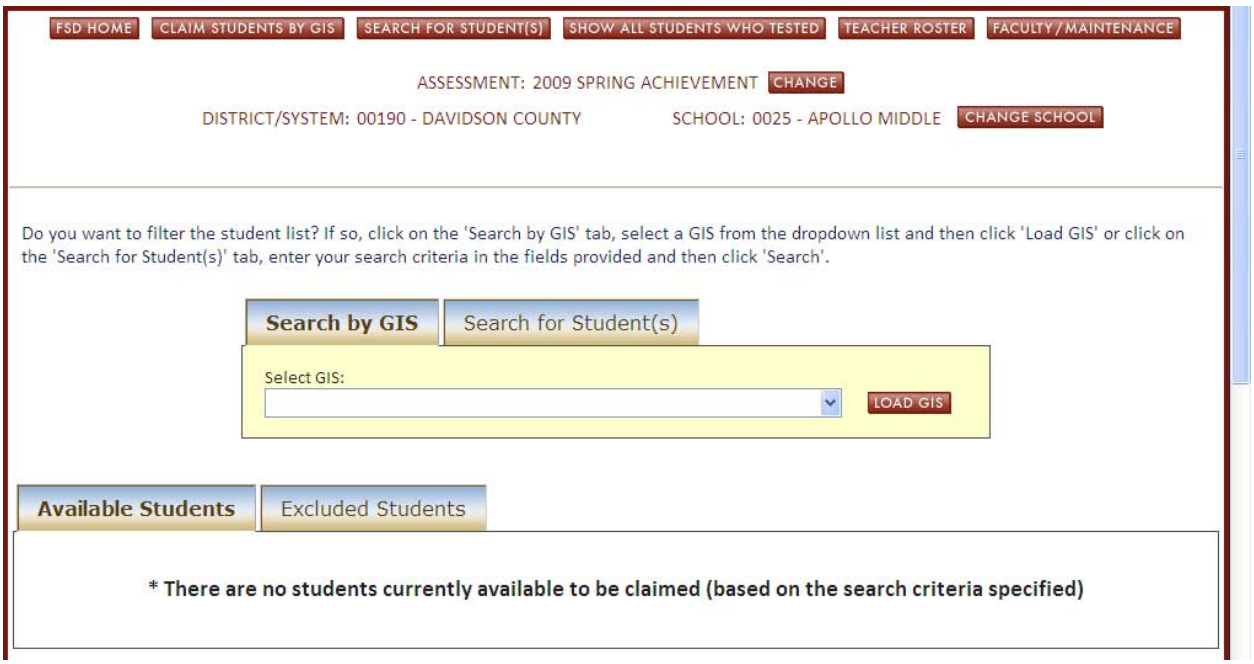
Click “Reset All Claiming For Selected Student(s)” to proceed.

Search For Student(s)

To search for one or more student(s), return to the FSD homepage and click the "Search for Student(s)" button.



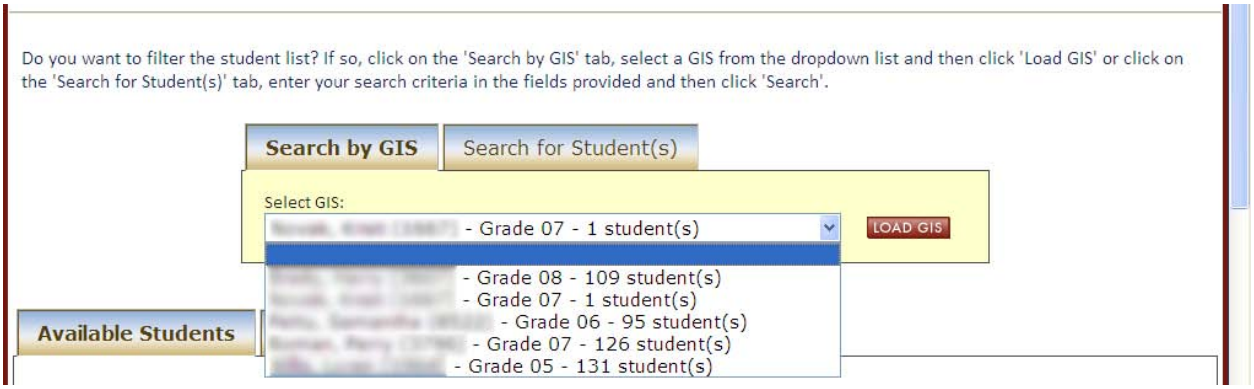
The Search frame will load:



NOTE: The page will alert you if the claiming window for this assessment has already closed.

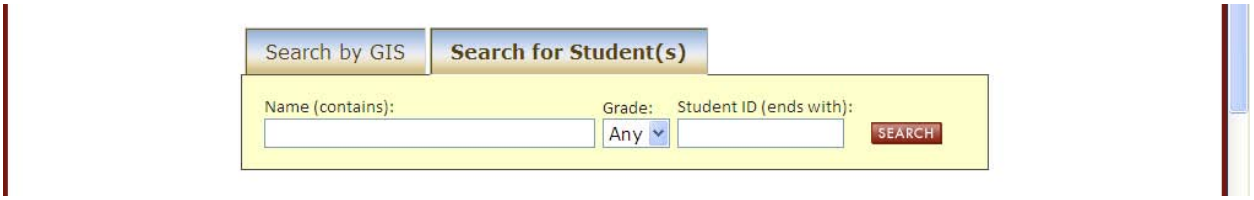
- You may view a different assessment by clicking the "Change" button next to the assessment name at the top of the frame.
- You may view a different school (if you are a system-level user) by clicking the "Change School" button next to the school name.

Use the “Select GIS” drop-down to look for students on a particular GIS.



Choose the GIS you want to search and click the “Load GIS” button.

You may also search for a student without loading a GIS first. Click the “Search for Student(s)” tab.

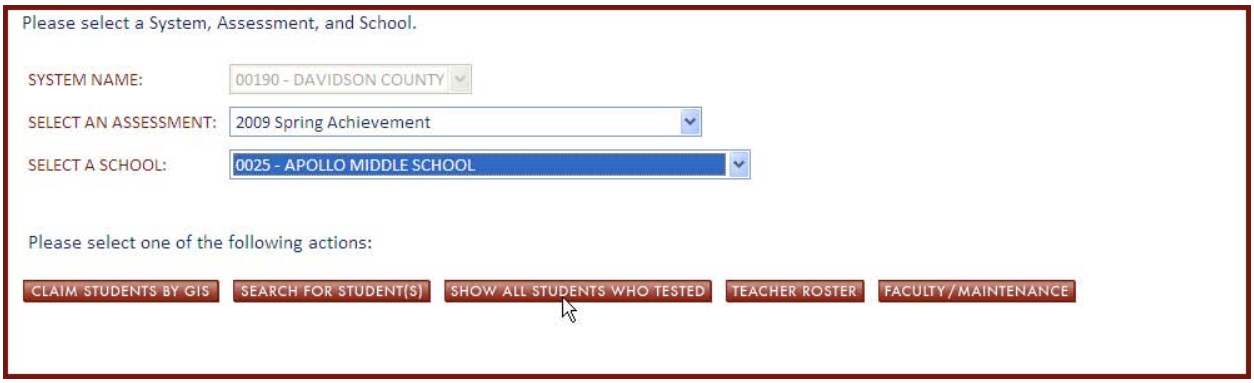


This frame allows you to search by student name, grade, and/or ID. Enter your search terms and click “Search”.

The page will display your results in two tabs: “Available Students” and “Excluded Students”. The page resembles the “Claim Students by GIS” page covered earlier in this manual. Follow the instructions beginning on page 10 to claim, exclude, unclaim, or reset the students in your search results.

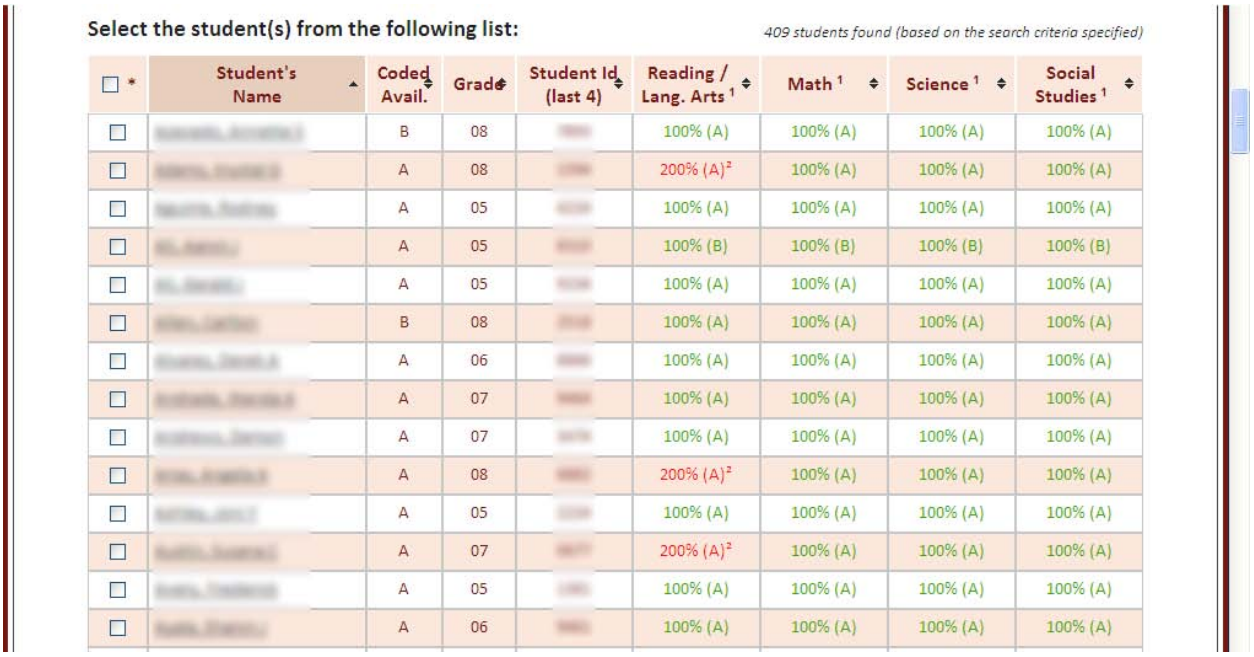
Show All Students Who Tested

To view a list of all the students at the school you selected who participated in this assessment, return to the FSD home page and click the "Show All Students Who Tested" button.



The "Show All Students…" page will load. It resembles the "Claim Students By GIS" page, but if you scroll down the page you will see that **all** the students at the school who took this assessment are listed instead of only those appearing on one GIS.

NOTE: FOR PARTICULARLY LARGE SCHOOLS, THIS PAGE WILL TAKE LONGER TO LOAD AND UPDATE DUE TO THE LENGTH OF THE STUDENT LIST. It may be helpful for you to sort the list by grade level by clicking on the "Grade" column heading.

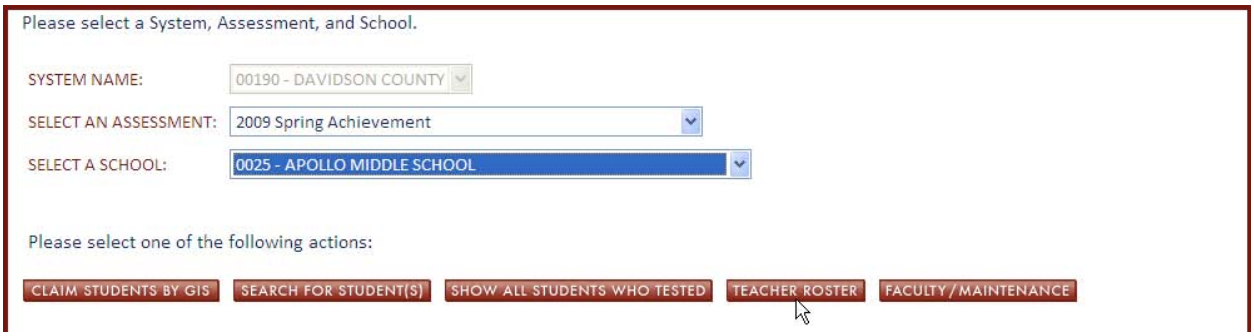


*	Student's Name	Coded Avail.	Grade	Student Id (last 4)	Reading / Lang. Arts [1]	Math [1]	Science [1]	Social Studies [1]
☐	[redacted]	B	08	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	08	[redacted]	200% (A)[2]	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	05	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	05	[redacted]	100% (B)	100% (B)	100% (B)	100% (B)
☐	[redacted]	A	05	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	B	08	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	06	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	07	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	07	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	08	[redacted]	200% (A)[2]	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	05	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	07	[redacted]	200% (A)[2]	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	05	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	06	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)

Use the same methods described earlier in this document (starting on page 10) to claim, exclude, unclaim, or reset students.

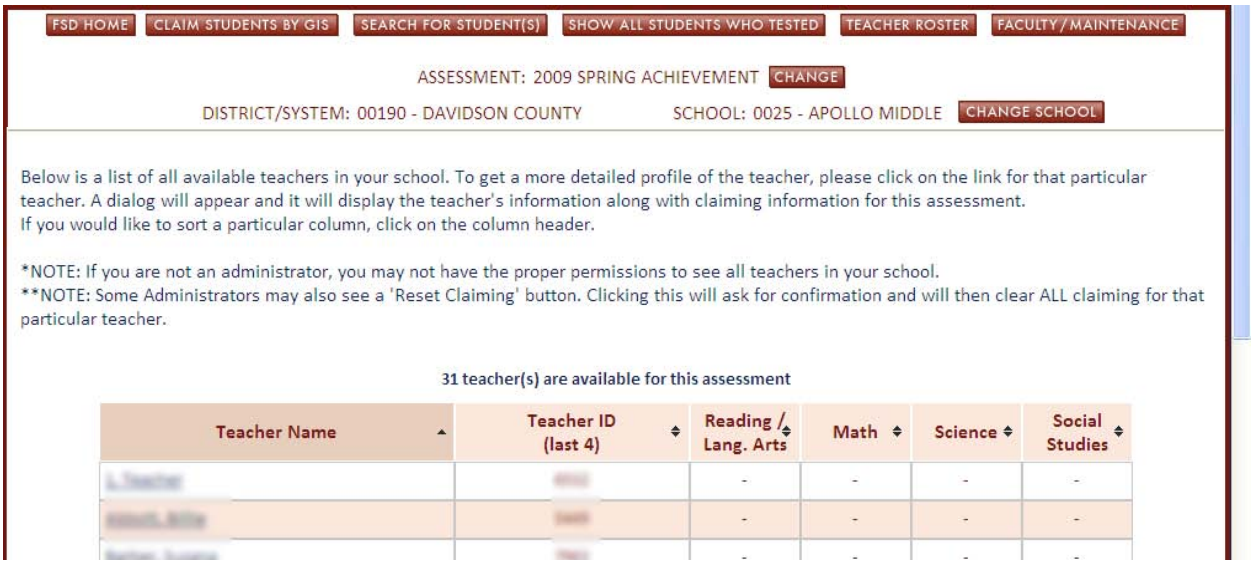
Teacher Roster

To view the school's teacher roster for this assessment, return to the main FSD page and click the "Teacher Roster" button.



The teachers at the school who are available for claiming for this assessment will be listed in a table. You will see the teachers' names, the last four digits of their Teacher License Numbers, and how many students they have claimed for each subject.

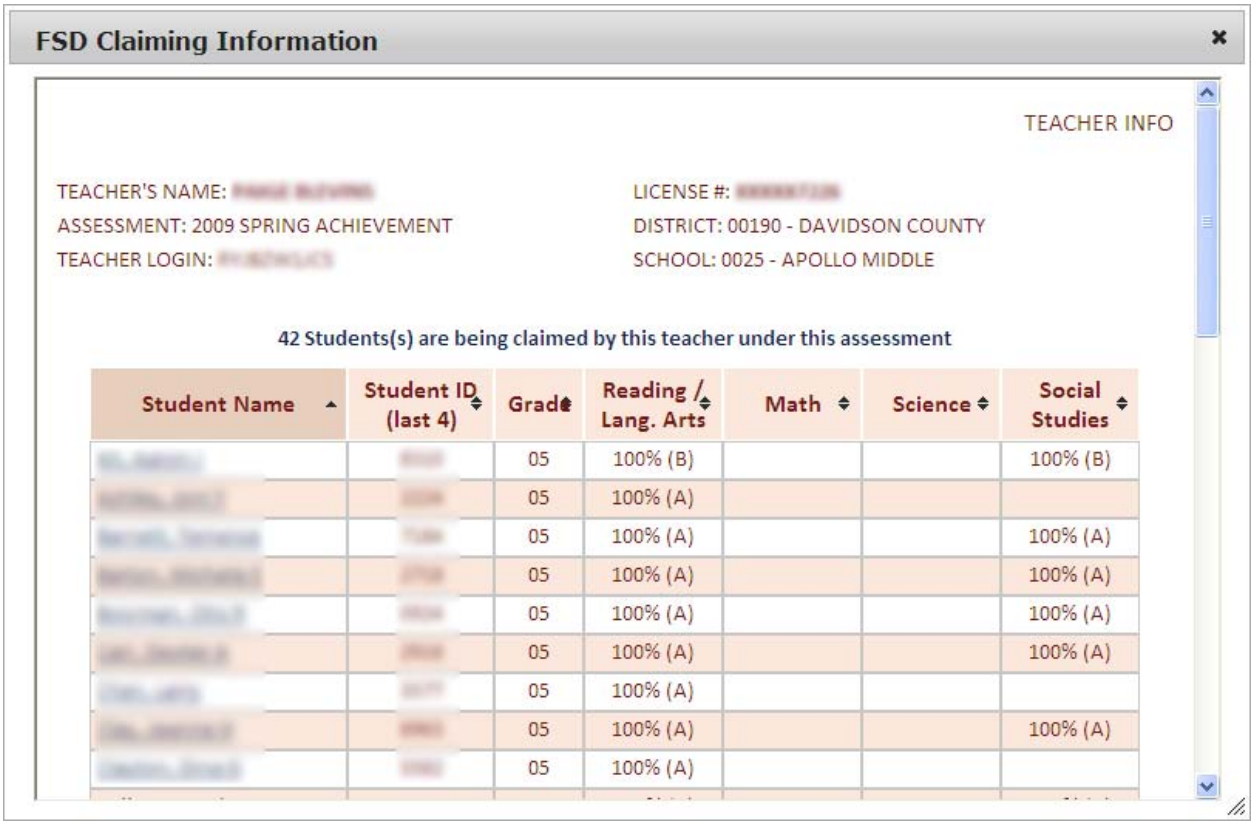
NOTE: If you are an administrator, you will see all the available teachers. If you are a teacher, you will only see your own information.



NOTE: The page will alert you if the claiming window for this assessment has already closed.

- You may view a different assessment by clicking the "Change" button next to the assessment name at the top of the frame.
- You may view a different school (if you are a system-level user) by clicking the "Change School" button next to the school name.
- You may sort the teacher list by clicking on any of the column headings.
- To view more details about any teacher, click his or her name (in the first column).

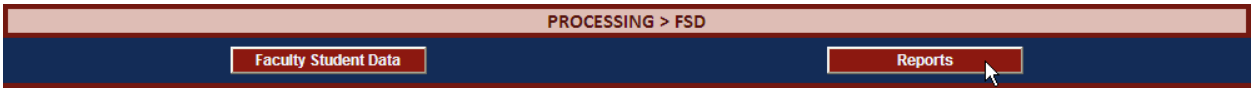
When you click a teacher's name, a pop-up box will display more information about the teacher along with a list of all the students he or she has claimed for this assessment.



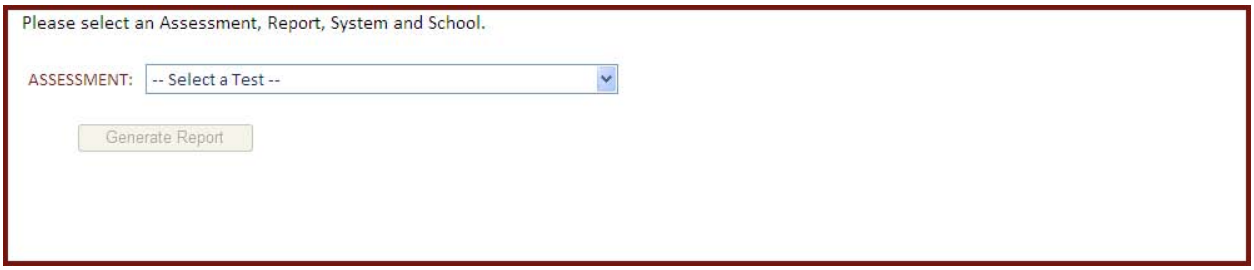
Reports

To access Faculty/Student reports for an assessment, select "Faculty/Student" from the "Processing" tab and then click the "Reports" button located to the right near the top of the page.

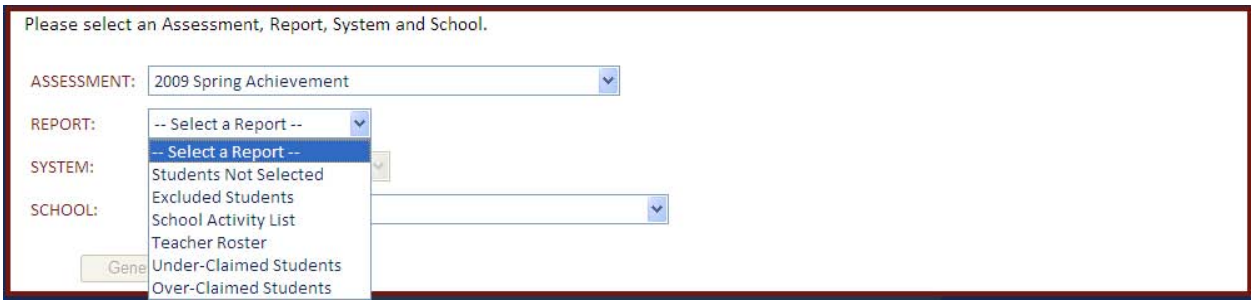
NOTE: You must be a school- or system-level administrator or Primary Testing Coordinator (TC) to access the "Reports" section. Teachers do not have permission to view these reports.



The page will reload. The first step is to select an assessment from the drop-down menu.

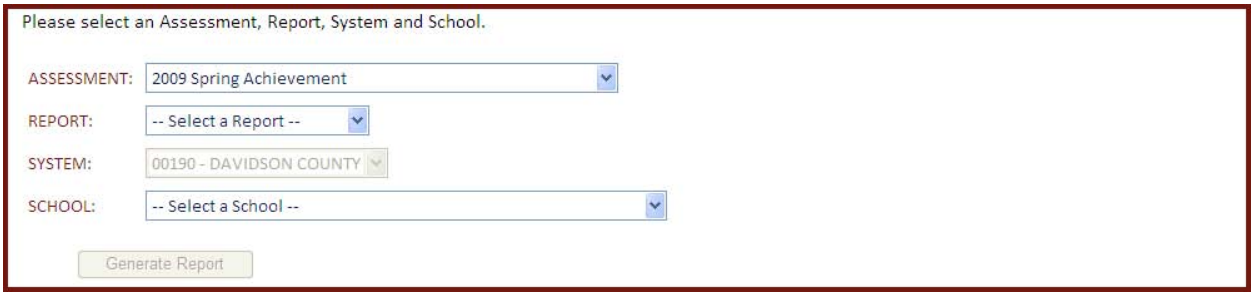


Once you have selected an assessment, the page will reload. Use the next drop-down menu to select a report.

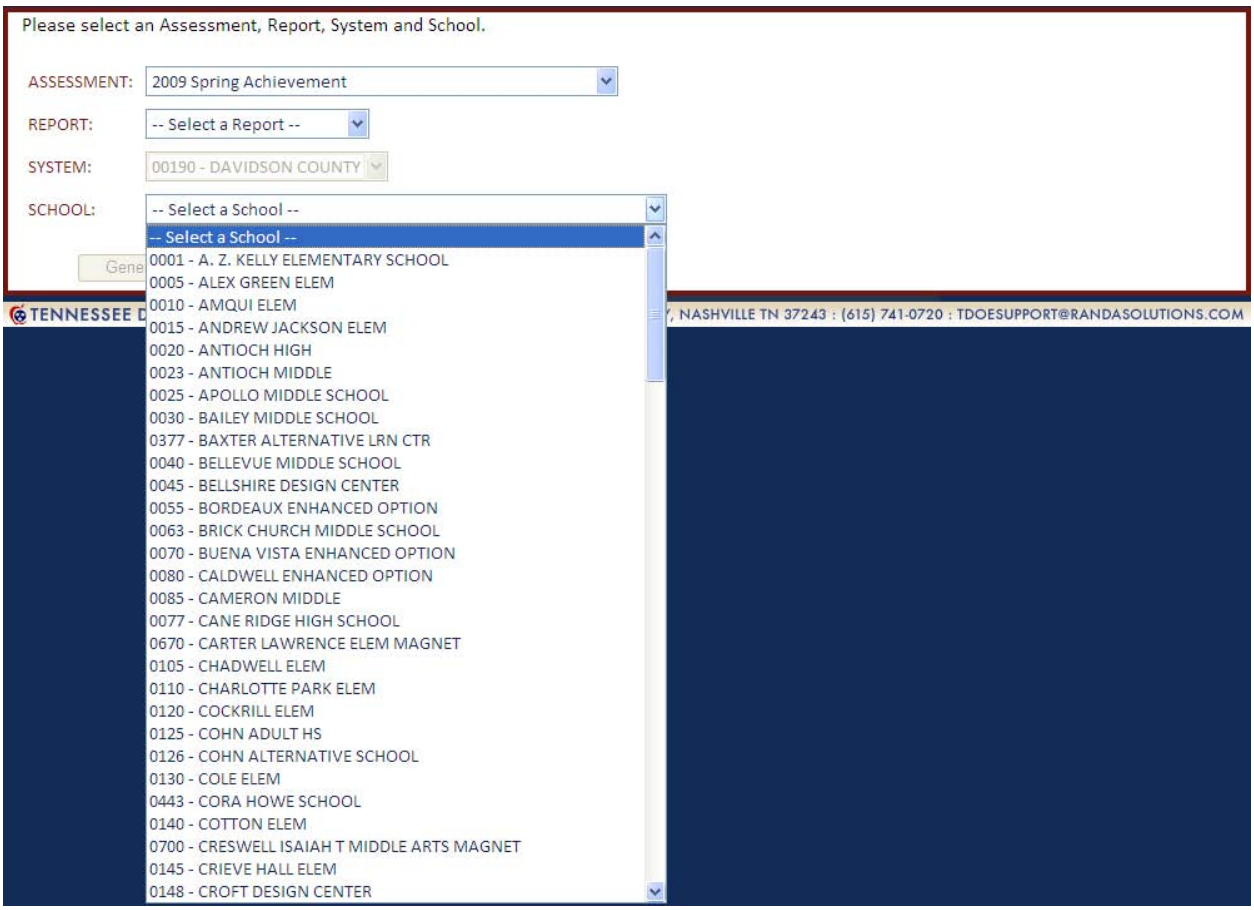


There are several reports to choose from. They will each be covered in more detail in the following sections of this document.

Your school district will be selected automatically.

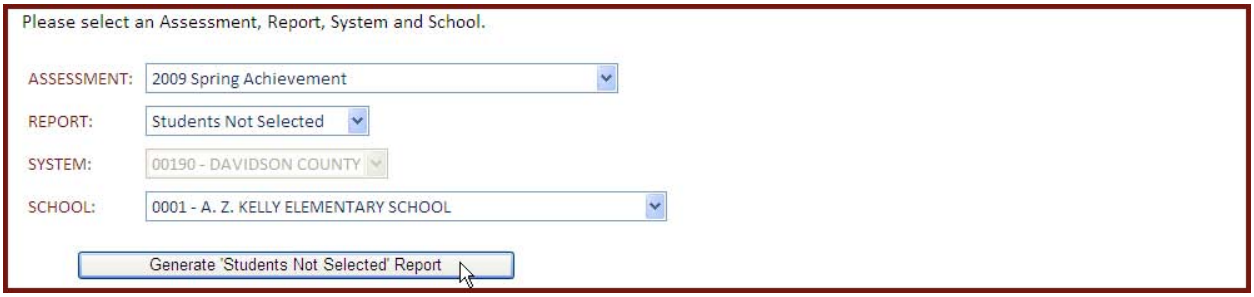


Use the last drop-down menu to select the school whose reports you would like to view. If you are a school-level user, your school will be selected automatically.

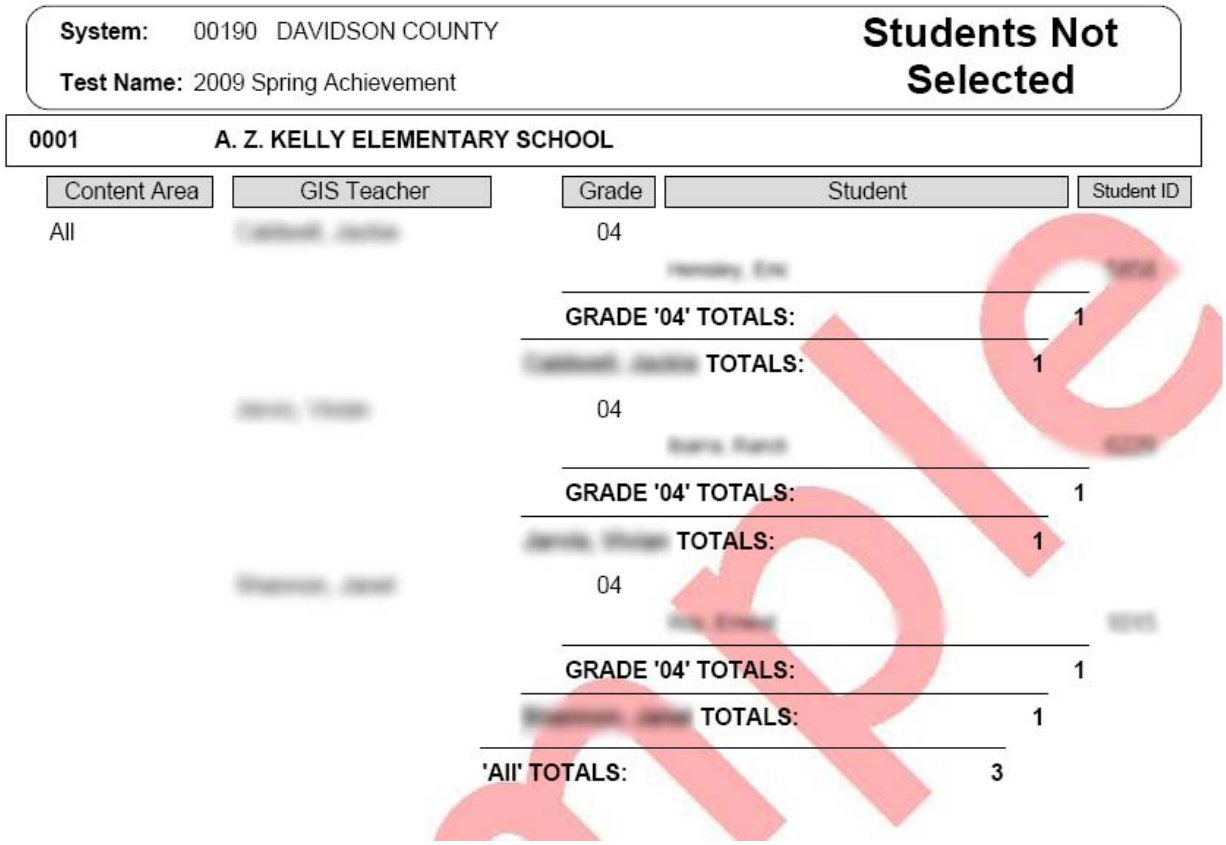


Students Not Selected

The "Students Not Selected" report will list all the students who have been neither claimed nor excluded for this assessment. School- and system-level administrators and Primary TCs can access this report. To view this report, select it from the "Report" drop-down menu and click the "Generate 'Students Not Selected' Report" button.



The TDOE website will generate a PDF of the report which you may print.



System: 00190 DAVIDSON COUNTY

Test Name: 2009 Spring Achievement

Students Not Selected

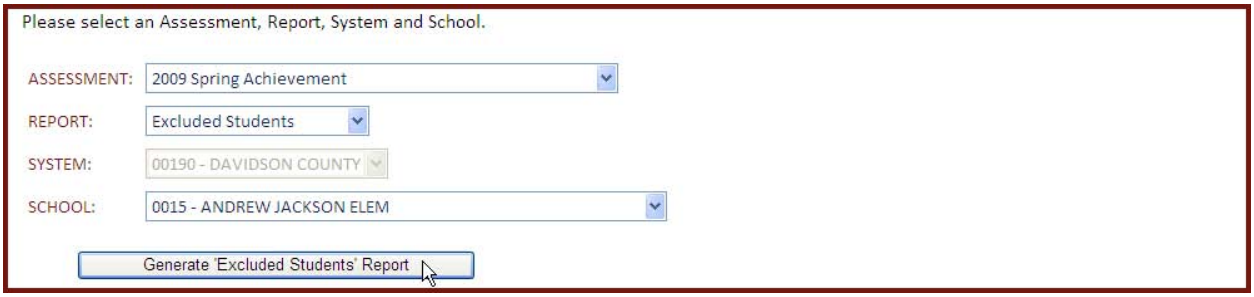
0001 A. Z. KELLY ELEMENTARY SCHOOL

Content Area	GIS Teacher	Grade	Student	Student ID
All	[redacted]	04	[redacted]	[redacted]
			GRADE '04' TOTALS:	**1**
			[redacted] **TOTALS:**	**1**
		04	[redacted]	[redacted]
			GRADE '04' TOTALS:	**1**
			[redacted] **TOTALS:**	**1**
		04	[redacted]	[redacted]
			GRADE '04' TOTALS:	**1**
			[redacted] **TOTALS:**	**1**
			'All' TOTALS:	**3**

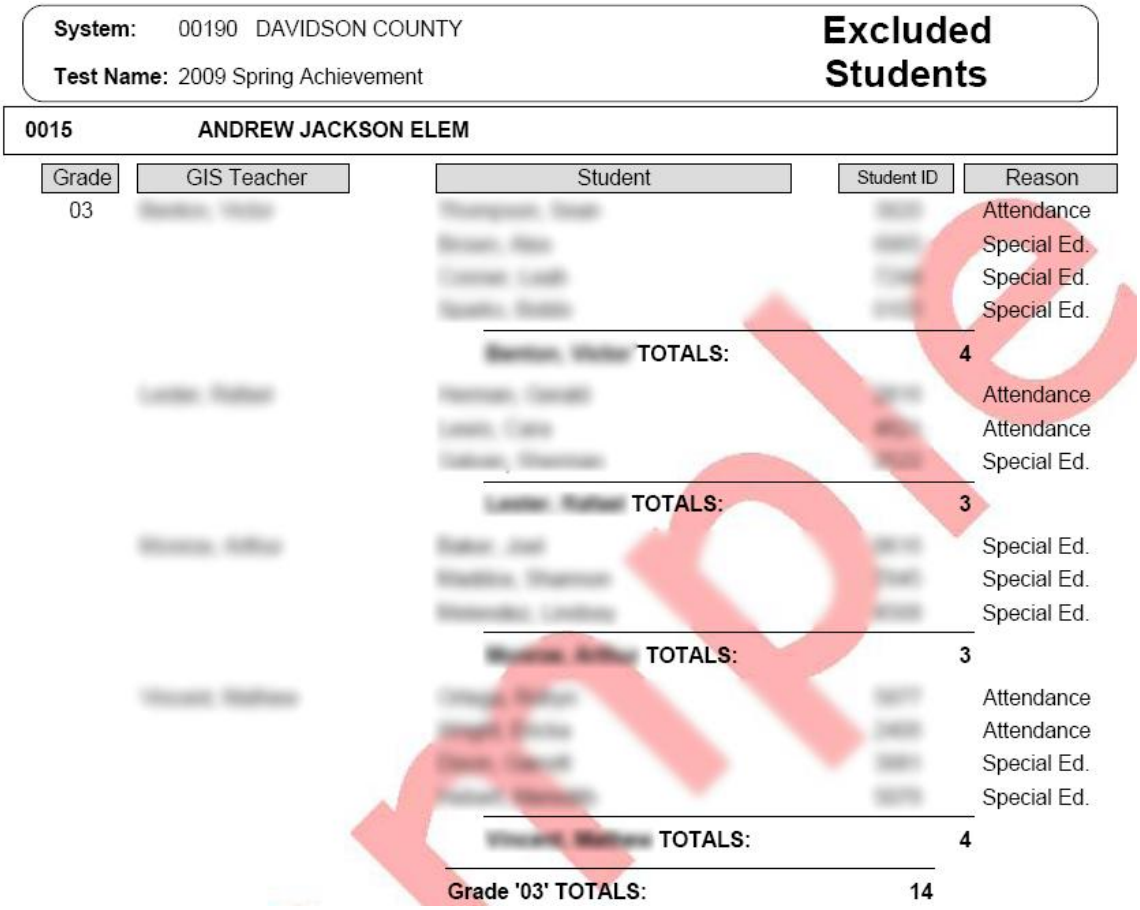
The report is organized by content area, GIS teacher, and grade level. It lists student names and (the last four digits of) their ID numbers and gives total numbers of students not selected for each GIS teacher and grade level.

Excluded Students

The "Excluded Students" report is a list of all the students at a school who have been excluded from this assessment. You must be a school- or system-level administrator or Primary TC to access this report. To view this report, select it from the "Report" drop-down menu and click the "Generate 'Excluded Students' Report" button.



You may print the resulting PDF.



System: 00190 DAVIDSON COUNTY

Test Name: 2009 Spring Achievement

Excluded Students

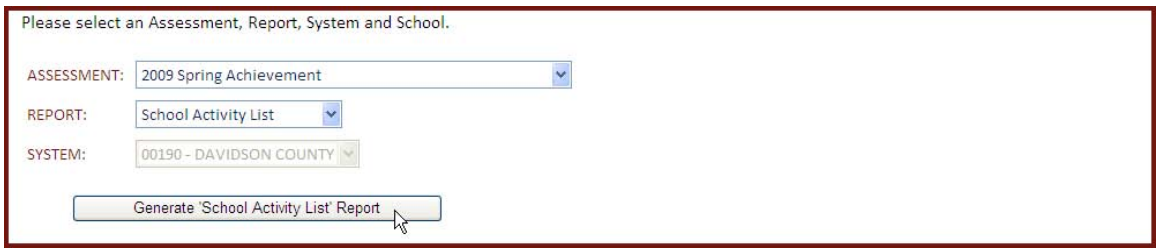
0015 ANDREW JACKSON ELEM

Grade	GIS Teacher	Student	Student ID	Reason
03	[redacted]	[redacted]	[redacted]	Attendance
		[redacted]	[redacted]	Special Ed.
		[redacted]	[redacted]	Special Ed.
		[redacted]	[redacted]	Special Ed.
		[redacted] **TOTALS:**	**4**	
	[redacted]	[redacted]	[redacted]	Attendance
		[redacted]	[redacted]	Attendance
		[redacted]	[redacted]	Special Ed.
		[redacted] **TOTALS:**	**3**	
	[redacted]	[redacted]	[redacted]	Special Ed.
		[redacted]	[redacted]	Special Ed.
		[redacted]	[redacted]	Special Ed.
		[redacted] **TOTALS:**	**3**	
	[redacted]	[redacted]	[redacted]	Attendance
		[redacted]	[redacted]	Attendance
		[redacted]	[redacted]	Special Ed.
		[redacted]	[redacted]	Special Ed.
		[redacted] **TOTALS:**	**4**	
		Grade '03' TOTALS:	**14**	

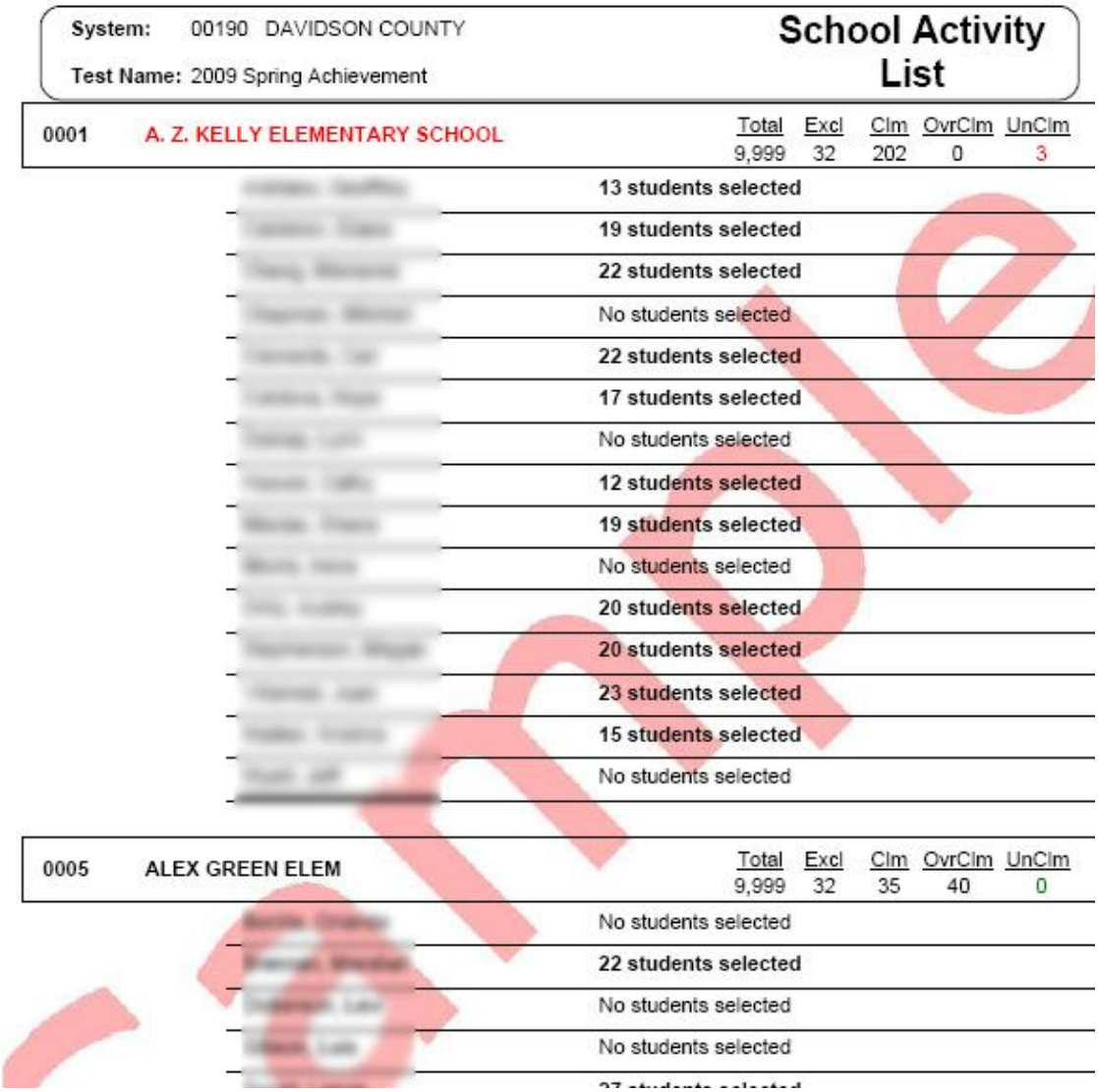
The report is organized by content area, GIS teacher, and grade level. It lists student names, (the last four digits of) their ID numbers, and the reasons for their exclusion. The report also includes total numbers of students excluded for each GIS teacher and grade level.

School Activity List

The "School Activity List" report is a summary of claims and exclusions for your entire school district. School- and system-level administrators and Primary TCs can access this report. To view this report, select it from the main "Report" drop-down menu. You do not need to select a school. Click the "Generate 'School Activity List' Report" button to view the report.



The resulting PDF is organized by school. It will list how many students have been claimed for each teacher and the numbers of excluded, over-claimed, and unclaimed students. Schools with unclaimed students will be listed in red.



System: 00190 DAVIDSON COUNTY

Test Name: 2009 Spring Achievement

School Activity List

0001	A. Z. KELLY ELEMENTARY SCHOOL	Total	Excl	Clm	OvrClm	UnClm
		9,999	32	202	0	3

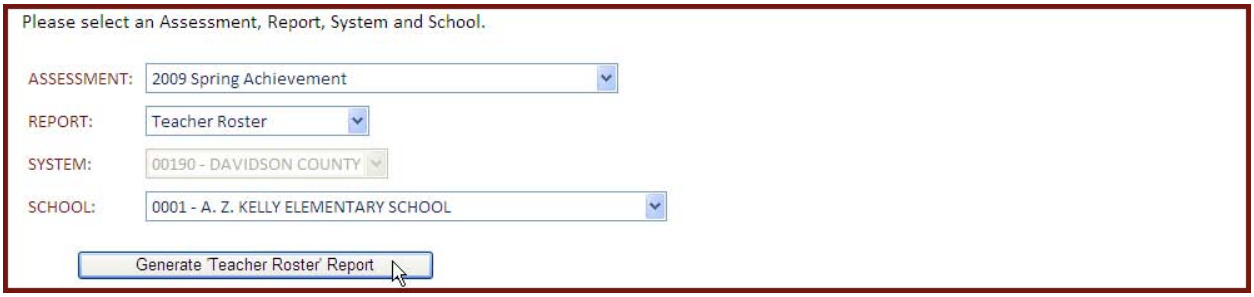
[redacted]	13 students selected
[redacted]	19 students selected
[redacted]	22 students selected
[redacted]	No students selected
[redacted]	22 students selected
[redacted]	17 students selected
[redacted]	No students selected
[redacted]	12 students selected
[redacted]	19 students selected
[redacted]	No students selected
[redacted]	20 students selected
[redacted]	20 students selected
[redacted]	23 students selected
[redacted]	15 students selected
[redacted]	No students selected

0005	ALEX GREEN ELEM	Total	Excl	Clm	OvrClm	UnClm
		9,999	32	35	40	0

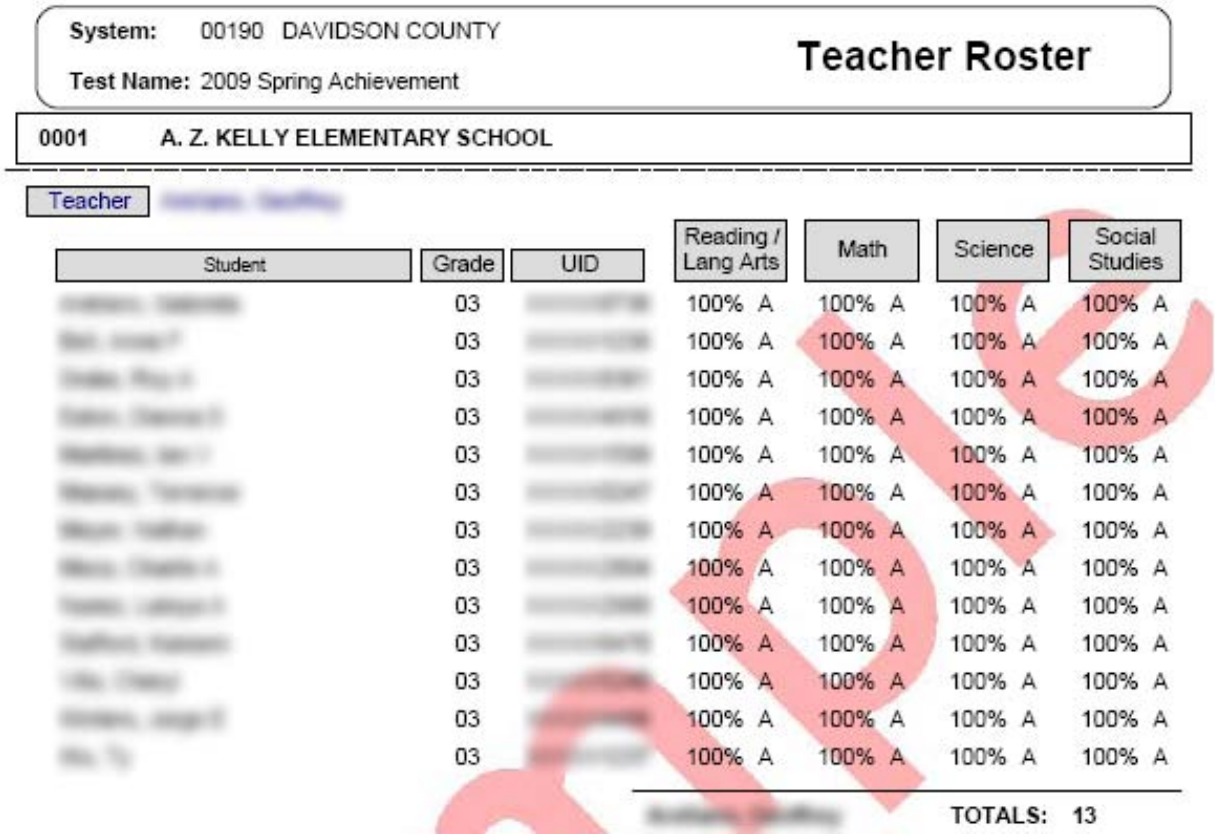
[redacted]	No students selected
[redacted]	22 students selected
[redacted]	No students selected
[redacted]	No students selected

Teacher Roster

The "Teacher Roster" report is a list of teachers and the students they have claimed for this assessment. You must be a school- or system-level administrator or Primary TC to access this report. To view this report, select it from the main "Report" drop-down menu and click the "Generate 'Teacher Roster' Report" button.



The resulting PDF will list all the teachers at the school who have claimed students for this assessment and the names of the students each teacher has claimed. One teacher and his or her claimed students will be listed on each page of the report.



System: 00190 DAVIDSON COUNTY

Test Name: 2009 Spring Achievement

Teacher Roster

0001 A. Z. KELLY ELEMENTARY SCHOOL

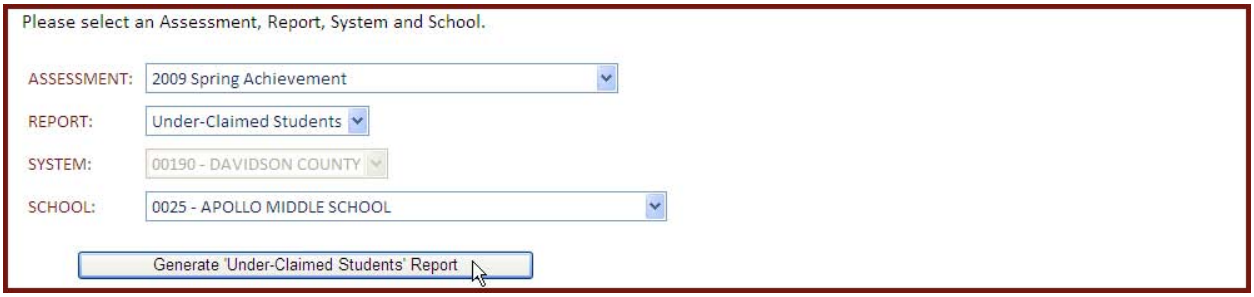
Teacher [redacted]

Student	Grade	UID	Reading / Lang Arts	Math	Science	Social Studies
[redacted]	03	[redacted]	100% A	100% A	100% A	100% A
[redacted]	03	[redacted]	100% A	100% A	100% A	100% A
[redacted]	03	[redacted]	100% A	100% A	100% A	100% A
[redacted]	03	[redacted]	100% A	100% A	100% A	100% A
[redacted]	03	[redacted]	100% A	100% A	100% A	100% A
[redacted]	03	[redacted]	100% A	100% A	100% A	100% A
[redacted]	03	[redacted]	100% A	100% A	100% A	100% A
[redacted]	03	[redacted]	100% A	100% A	100% A	100% A
[redacted]	03	[redacted]	100% A	100% A	100% A	100% A
[redacted]	03	[redacted]	100% A	100% A	100% A	100% A
[redacted]	03	[redacted]	100% A	100% A	100% A	100% A
[redacted]	03	[redacted]	100% A	100% A	100% A	100% A
[redacted]	03	[redacted]	100% A	100% A	100% A	100% A

[redacted] **TOTALS: 13**

Under-Claimed Students

The "Under-Claimed Students" report lists the students who have not been completely claimed for this assessment. School- and system-level administrators and Primary TCs can access this report. To view this report, select it from the "Report" drop-down menu and click the "Generate 'Under-Claimed Students' Report" button.



You can print the resulting PDF. The report will list under-claimed students by name and ID number. Underneath each student's name, the teachers who have put any claims on that student are listed along with the content areas and percentages that the teachers have claimed.

System: 00190 DAVIDSON COUNTY

Test Name: 2009 Spring Achievement

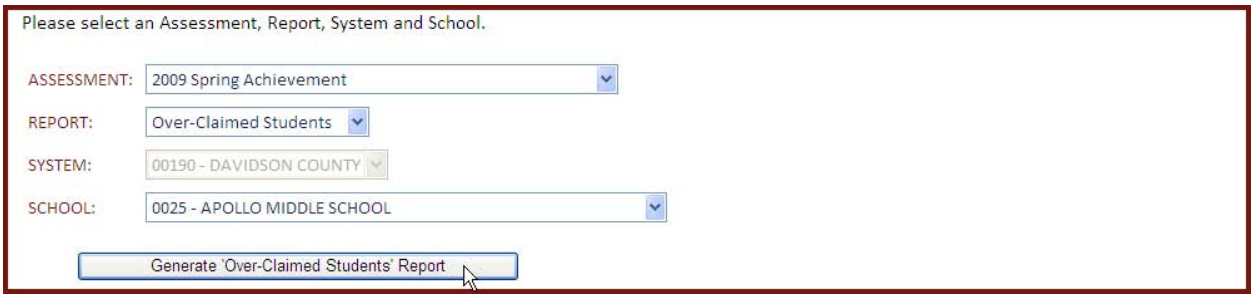
Under Claimed Students

0025 APOLLO MIDDLE SCHOOL

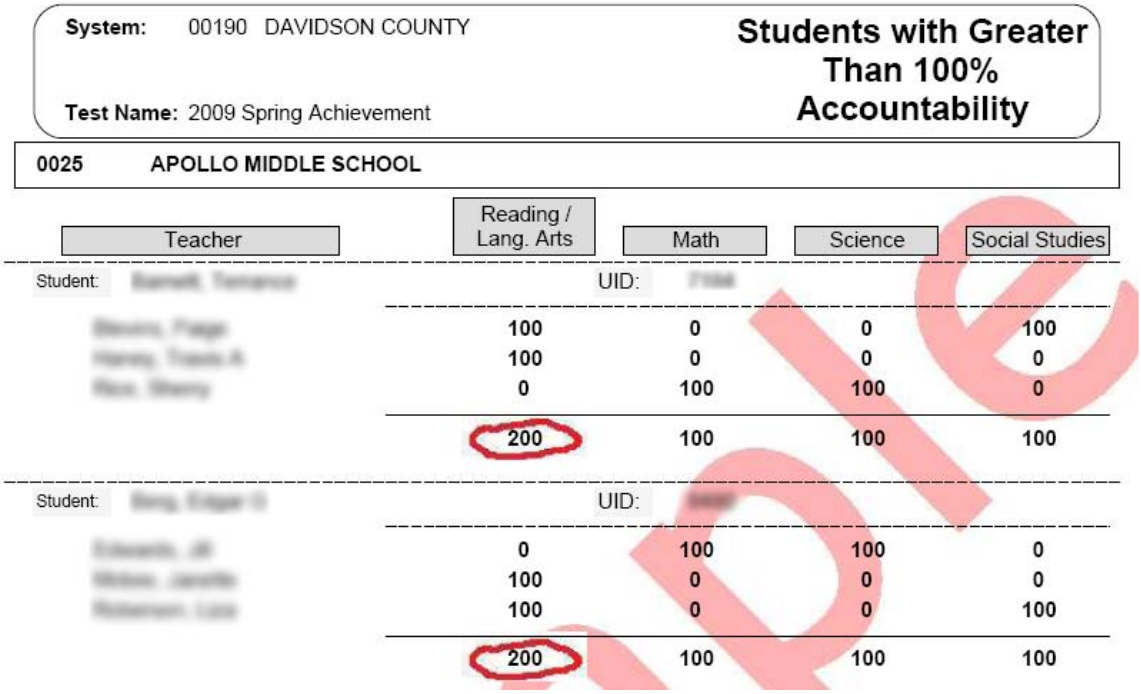
Teacher	Reading / Lang. Arts	Math	Science	Social Studies
Student: [redacted] UID: [redacted]				
[redacted]	100	0	0	100
[redacted]	100	0	0	0
[redacted]	0	100	100	0
Total:	200	100	100	100
Student: [redacted] UID: [redacted]				
[redacted]	0	100	100	0
[redacted]	100	0	0	0
[redacted]	100	0	0	100
Total:	200	100	100	100
Student: [redacted] UID: [redacted]				
[redacted]	100	0	0	100
[redacted]	100	0	0	0
[redacted]	0	100	100	0
Total:	200	100	100	100

Over-Claimed Students

The "Over-Claimed Students" report lists the students at a school whose teacher claims exceed 100% for this assessment (or for a content area of the assessment). You must be a school- or system-level administrator or Primary TC to access this report. You can access this report by selecting it from the "Report" drop-down menu and then clicking the "Generate 'Over-Claimed Students' Report" button.



The resulting PDF lists over-claimed students by name and ID number. Underneath each student's name, the teachers who have put any claims on that student are listed along with the content areas and percentages that the teachers have claimed. Percentages over 100 are circled in red.



System: 00190 DAVIDSON COUNTY

Test Name: 2009 Spring Achievement

Students with Greater Than 100% Accountability

0025 APOLLO MIDDLE SCHOOL

Teacher	Reading / Lang. Arts	Math	Science	Social Studies
Student: [redacted] UID: [redacted]				
[redacted]	100	0	0	100
[redacted]	100	0	0	0
[redacted]	0	100	100	0
	200	100	100	100
Student: [redacted] UID: [redacted]				
[redacted]	0	100	100	0
[redacted]	100	0	0	0
[redacted]	100	0	0	100
	200	100	100	100

Conclusion

The Faculty/Student section of the "Processing" tab enables school- and system-level users to manage claims and exclusions of students for assessments, to maintain faculty rosters, and to view reports of faculty/student information.

Tennessee Department of Education

Office of Assessment, Evaluation, and Research

https://tdoe.randasolutions.com

Chapter 4g – Teacher Level

Faculty/Student

User Documentation

Version 0.2

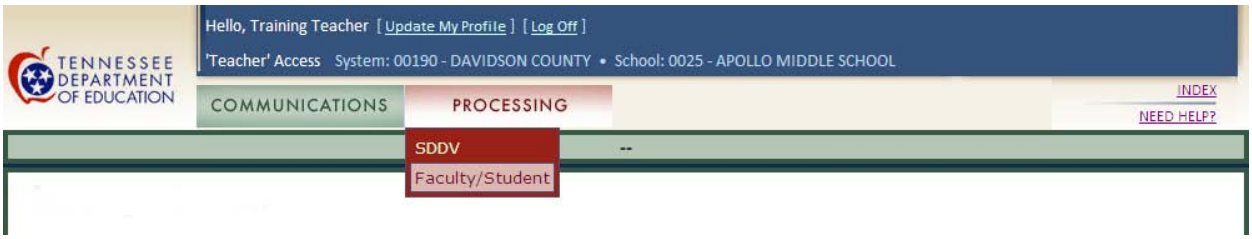
Prepared by
RANDA Solutions, Inc

TABLE OF CONTENTS

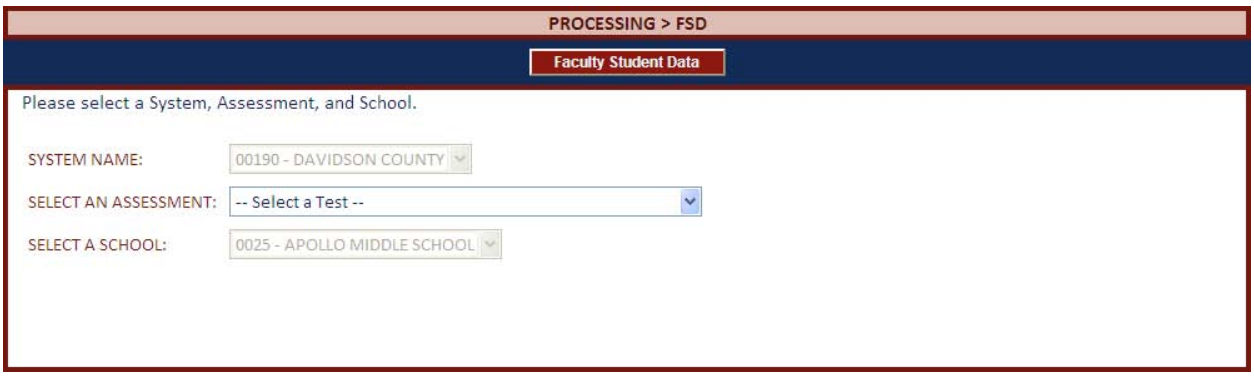
Faculty/Student

Teachers can use the Faculty/Student section of the TDOE website to claim students, unclaim students, and view excluded students.

To access the Faculty/Student section, hover your mouse over the red "Processing" tab and select "Faculty/Student".

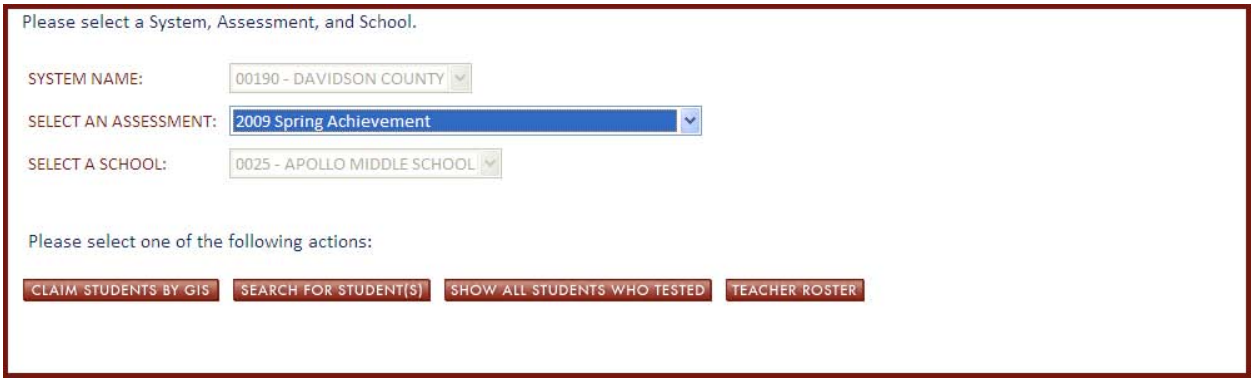


The main Faculty/Student frame will load as shown below.



Your system and school will be selected automatically. To start working with Faculty Student Data (FSD), use the drop-down menu to select an assessment.

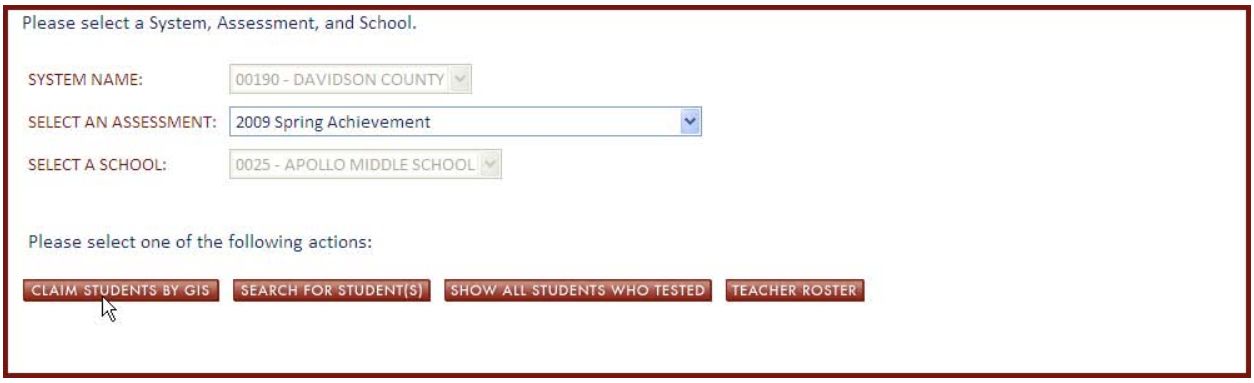
Once you have selected an assessment from the main Faculty/Student page, you will be presented with a list of actions:



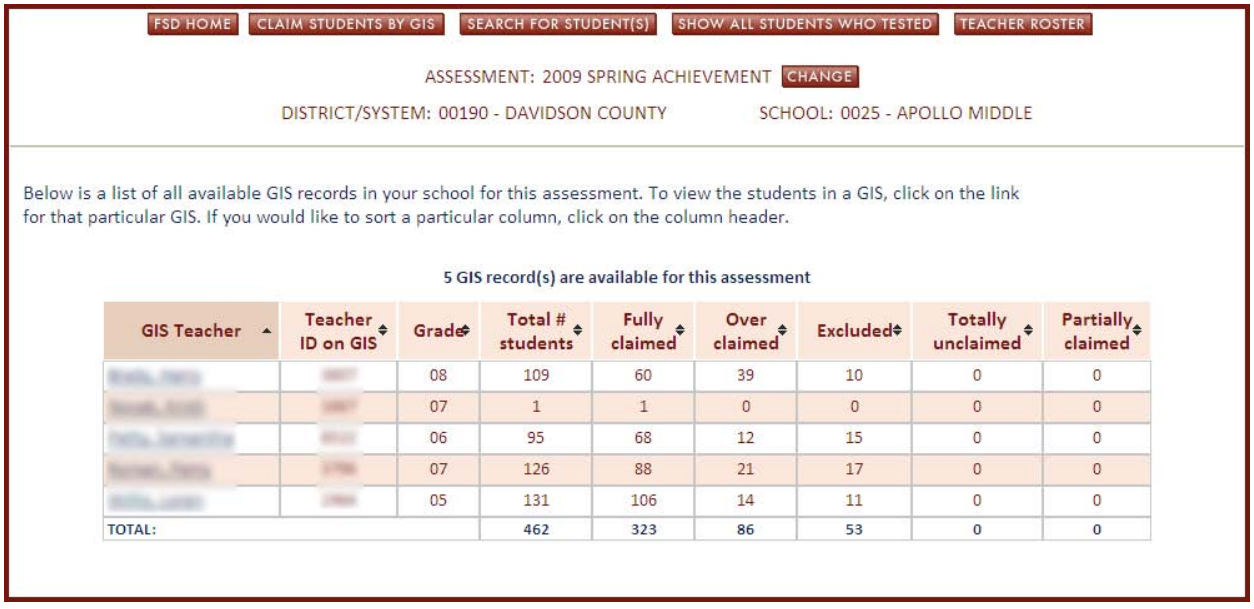
- **Claim Students by GIS**—Use Group Information Sheet (GIS) data to claim students for this assessment.
- **Search for Student(s)**—Search the database for students at your school who took this assessment.
- **Show All Students Who Tested**—View a list of all the students at your school who took this assessment.
- **Teacher Roster**—See how your claiming information appears to administrators who view the full roster of teachers at your school.

Claim Students by GIS

To claim students using GIS data, click the first button on the left, labeled "Claim Students by GIS".



The page will display a list of the GIS records for the assessment you selected.



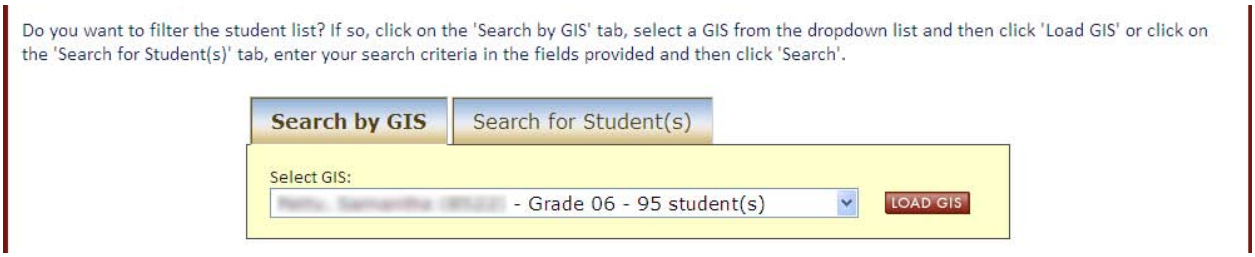
GIS Teacher	Teacher ID on GIS	Grade	Total # students	Fully claimed	Over claimed	Excluded	Totally unclaimed	Partially claimed
[redacted]	[redacted]	08	109	60	39	10	0	0
[redacted]	[redacted]	07	1	1	0	0	0	0
[redacted]	[redacted]	06	95	68	12	15	0	0
[redacted]	[redacted]	07	126	88	21	17	0	0
[redacted]	[redacted]	05	131	106	14	11	0	0
TOTAL:			462	323	86	53	0	0

Teacher and Student names and ID numbers have been blurred to protect their identities.

- You may view a different assessment by clicking the "Change" button next to the assessment name at the top of the frame.
- You may sort the list of GISs by clicking on the table's column headings.

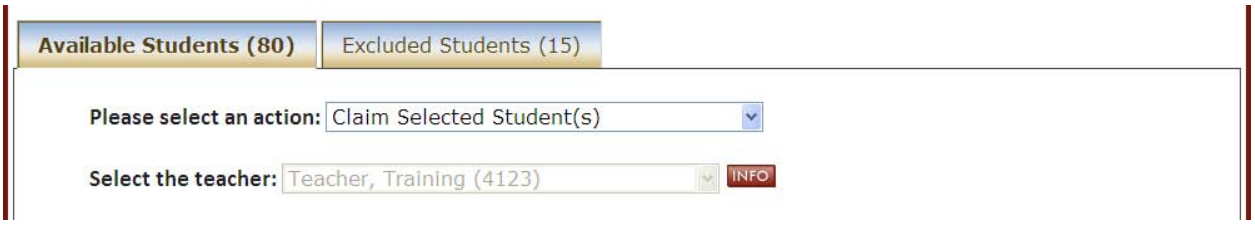
NOTE: The page will alert you if the claiming window for this assessment has already closed.

To view a particular GIS and claim or exclude students, click on the teacher's name (as it appeared on the GIS). The claiming page will load.



- You may switch your view to a different GIS with the "Select GIS" drop-down menu. Select a different GIS and click the "Load GIS" button.
- You may click the "Search for Student(s)" tab to find a particular student using name, grade, or student ID. This tab is covered in more detail starting on page 12 of this document.

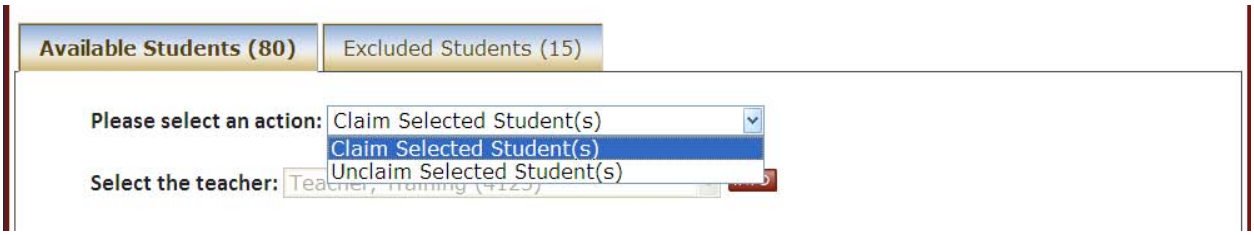
Scroll down the page to continue.



- The first tab, "Available Students", displays the list of students on this GIS available for claiming.
- The second tab, "Excluded Students", displays the list of students on this GIS who have been excluded from this assessment. The Excluded Students tab is discussed starting on page 10 of this document.

Available Students Tab

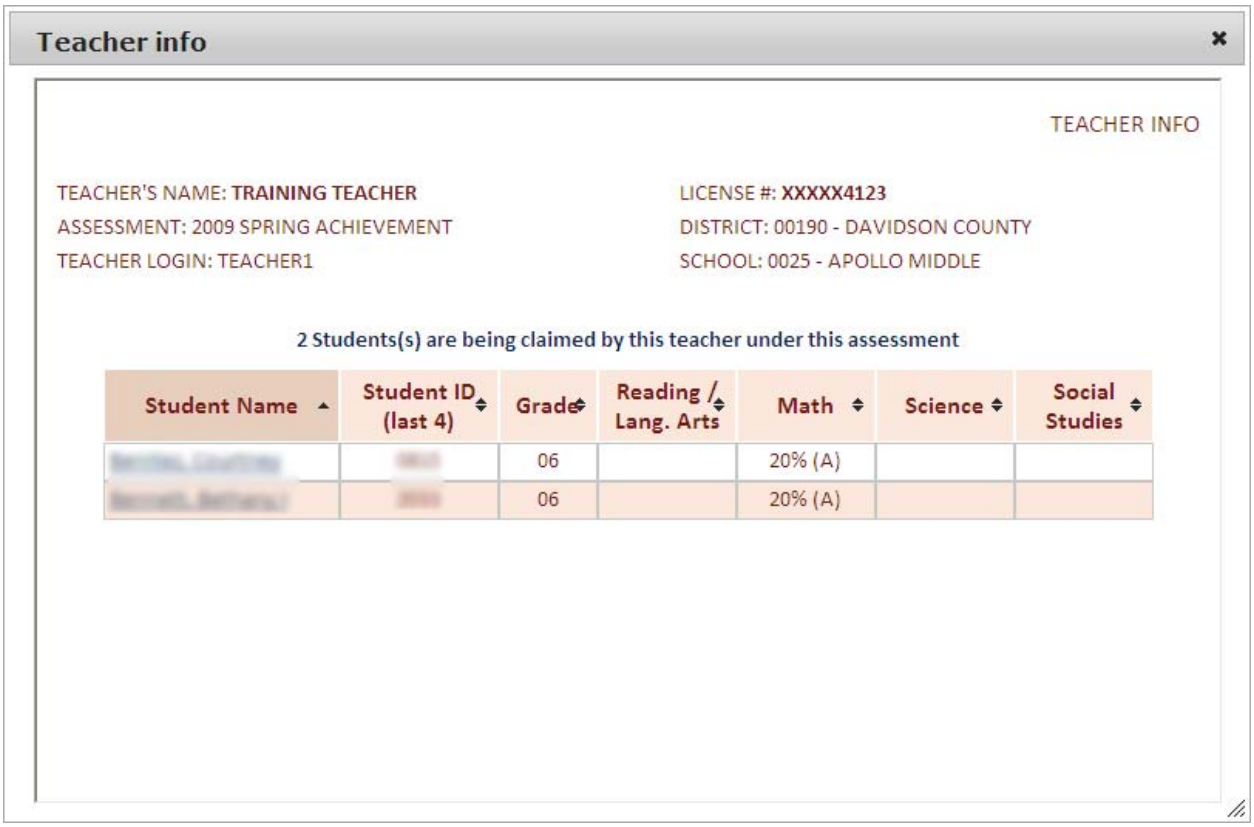
Use the first drop-down menu to select an action.



- **Claim Selected Student(s)**—Claim your students.
- **Unclaim Selected Student(s)**—Unclaim students who were previously claimed for you.

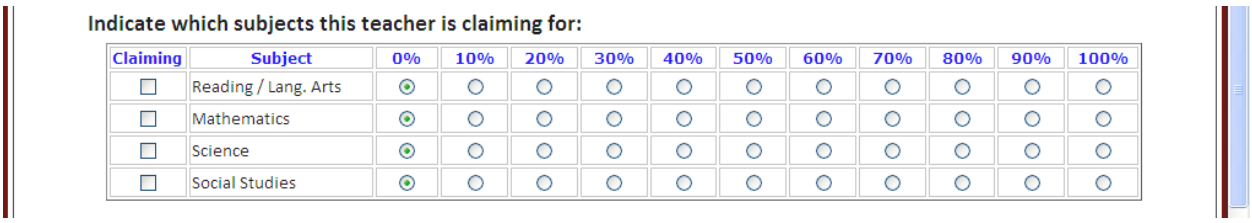
These actions will be covered in greater detail in the following sections of this document.

The second drop-down menu, labeled “Select the teacher”, will display your name automatically. If you click the “Info” button to the right of the drop-down menu, a pop-up window will display the claims you have already made for this assessment.



Claim Selected Student(s)

If you choose "Claim Selected Student(s)" from the Action drop-down menu, your next step is to select the subject(s) you are claiming.

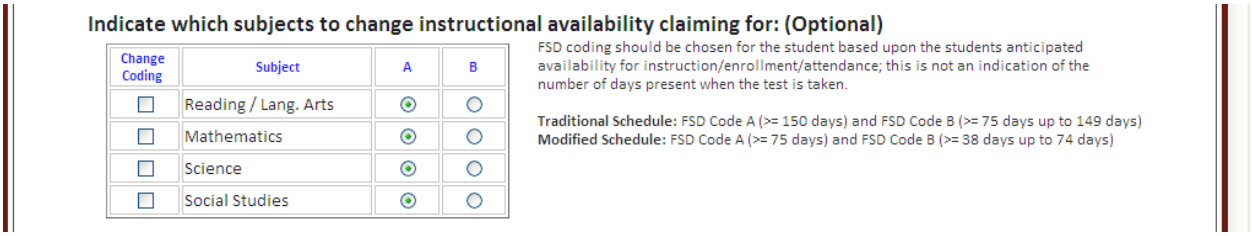


Indicate which subjects this teacher is claiming for:

Claiming	Subject	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
☐	Reading / Lang. Arts	◉	○	○	○	○	○	○	○	○	○	○
☐	Mathematics	◉	○	○	○	○	○	○	○	○	○	○
☐	Science	◉	○	○	○	○	○	○	○	○	○	○
☐	Social Studies	◉	○	○	○	○	○	○	○	○	○	○

Check the box in the "Claiming" column for each subject you want to claim. Then select the percentage of student time that you are claiming in each subject.

Next, you may change instructional availability claiming for one or more subjects. This step is optional. Instructional availability is based on the student's expected availability for instruction/enrollment/attendance. If you do not make a selection here, the Coded Availability from the student's answer document will be assumed. If the answer document was not bubbled then "A" will be assumed.



Indicate which subjects to change instructional availability claiming for: (Optional)

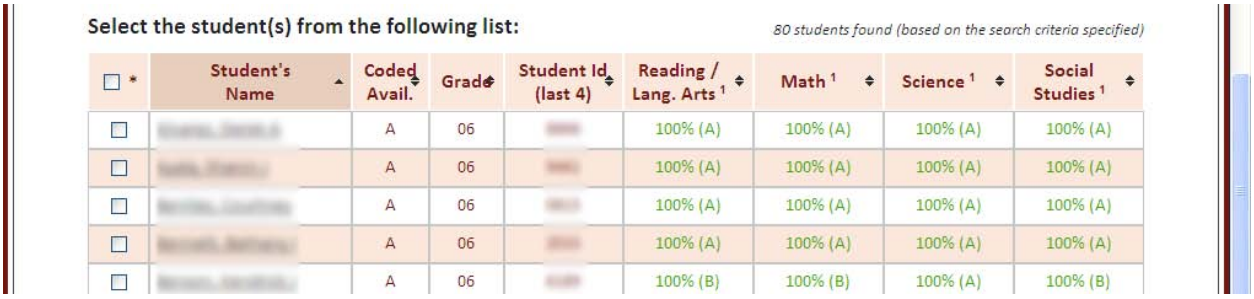
Change Coding	Subject	A	B
☐	Reading / Lang. Arts	◉	○
☐	Mathematics	◉	○
☐	Science	◉	○
☐	Social Studies	◉	○

FSD coding should be chosen for the student based upon the students anticipated availability for instruction/enrollment/attendance; this is not an indication of the number of days present when the test is taken.

Traditional Schedule: FSD Code A (>= 150 days) and FSD Code B (>= 75 days up to 149 days)
Modified Schedule: FSD Code A (>= 75 days) and FSD Code B (>= 38 days up to 74 days)

Click the checkbox in the "Change Coding" column for each subject you would like to change. See the on-screen instructions to determine whether to select "A" or "B" for each subject.

Next, scroll down the page to view the table that lists students from the GIS. Select the students you want to claim by clicking the checkboxes in the first column. To select **all** the students on the page, click the checkbox in the top left corner of the table.

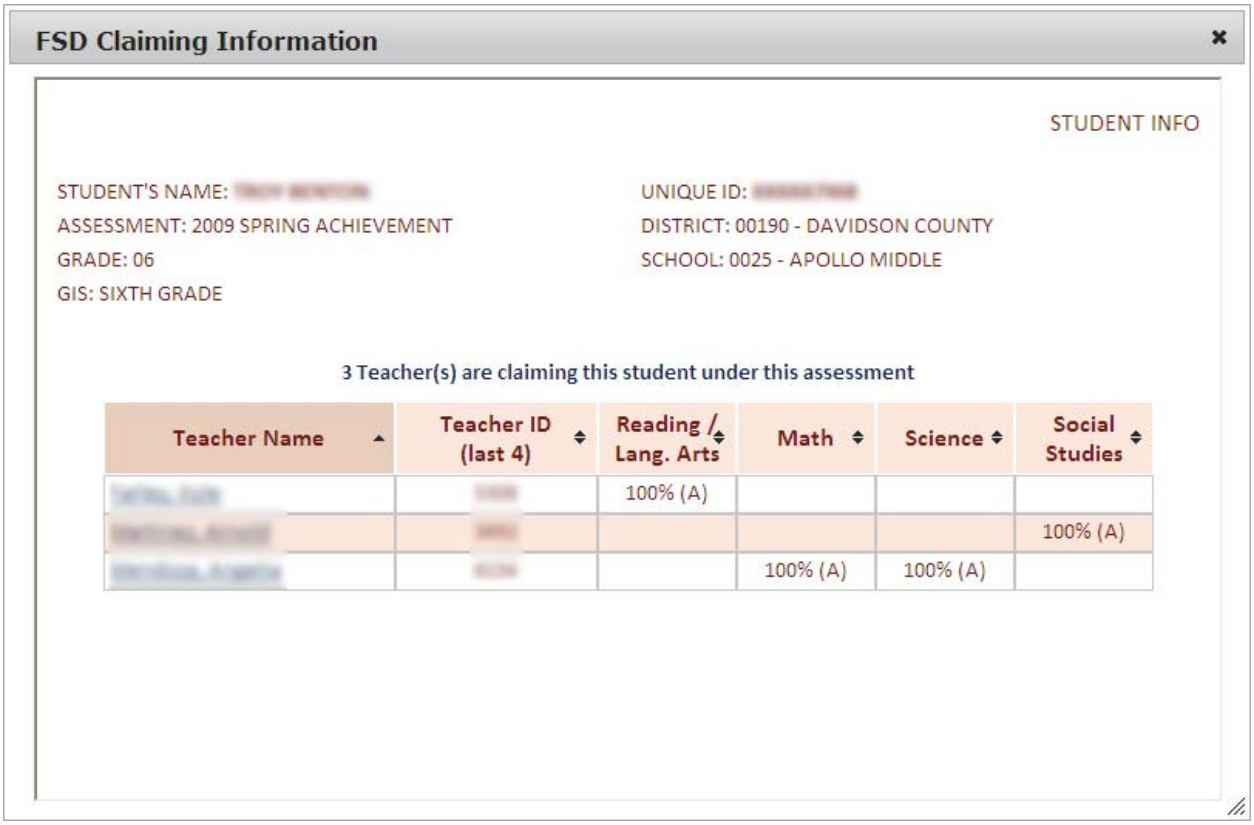


Select the student(s) from the following list: *80 students found (based on the search criteria specified)*

☐ *	Student's Name	Coded Avail.	Grade	Student Id (last 4)	Reading / Lang. Arts [1]	Math [1]	Science [1]	Social Studies [1]
☐	[redacted]	A	06	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	06	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	06	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	06	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	06	[redacted]	100% (B)	100% (B)	100% (A)	100% (B)

The right side of the table displays the current claim status for each student in each subject of this assessment.

To see more information about any student and his or her current claiming status, you may click on the student's name in the second column. A pop-up box will display which teachers have already made claims on the student for this assessment.



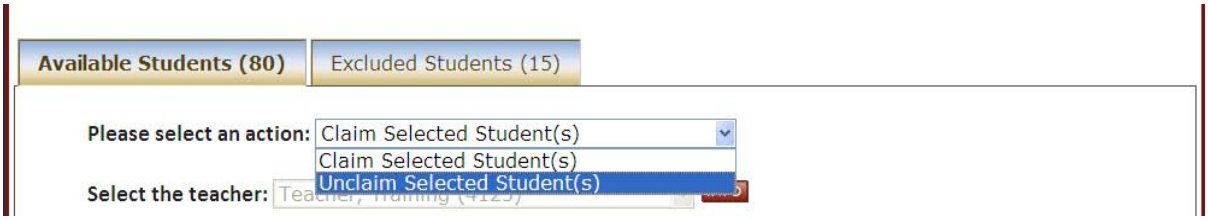
Once you've selected all the students you want to claim, scroll to the bottom of the page. You will see a summary listing the action, teacher (your name), number of students, and subject(s) you selected.

NOTE: If you check the box labeled "Remember my selections", the students, subjects, and percentages you selected will remain checked after you submit your changes and the page refreshes. If you uncheck this box, your claims will be submitted, but your selections will be cleared (unchecked) when the page is refreshed.

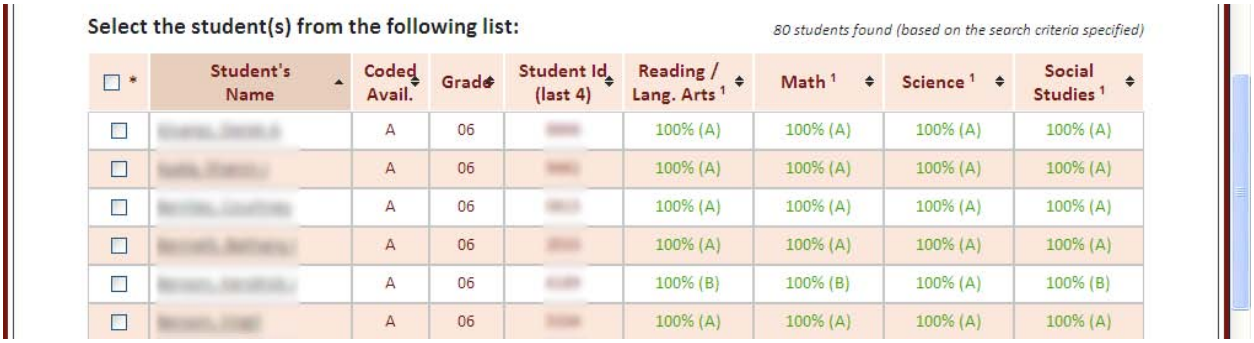
Click the "Claim Selected Student(s) For Teacher Listed Above" button to proceed.

Unclaim Selected Student(s)

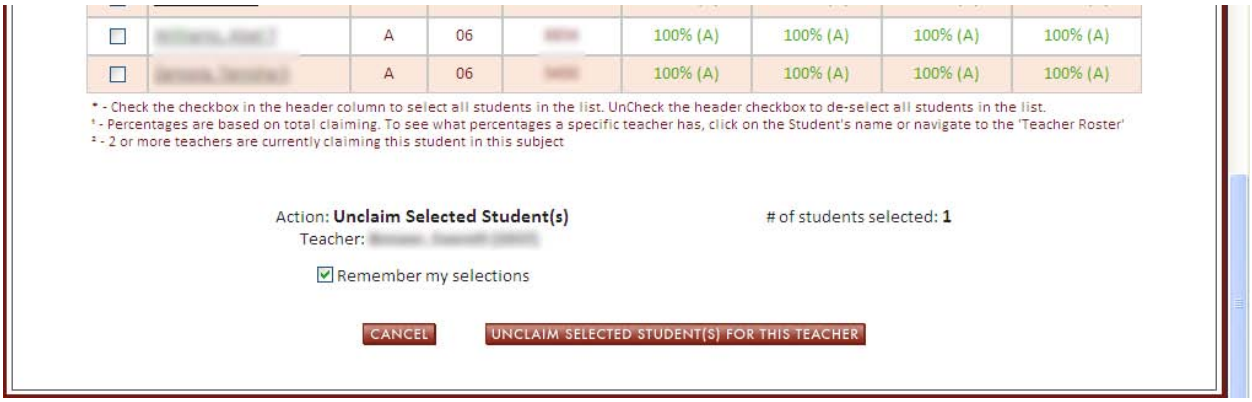
You can unclaim students using the second option on the drop-down menu.



After you click "Unclaim Selected Student(s)", the page will reload to display the student list.



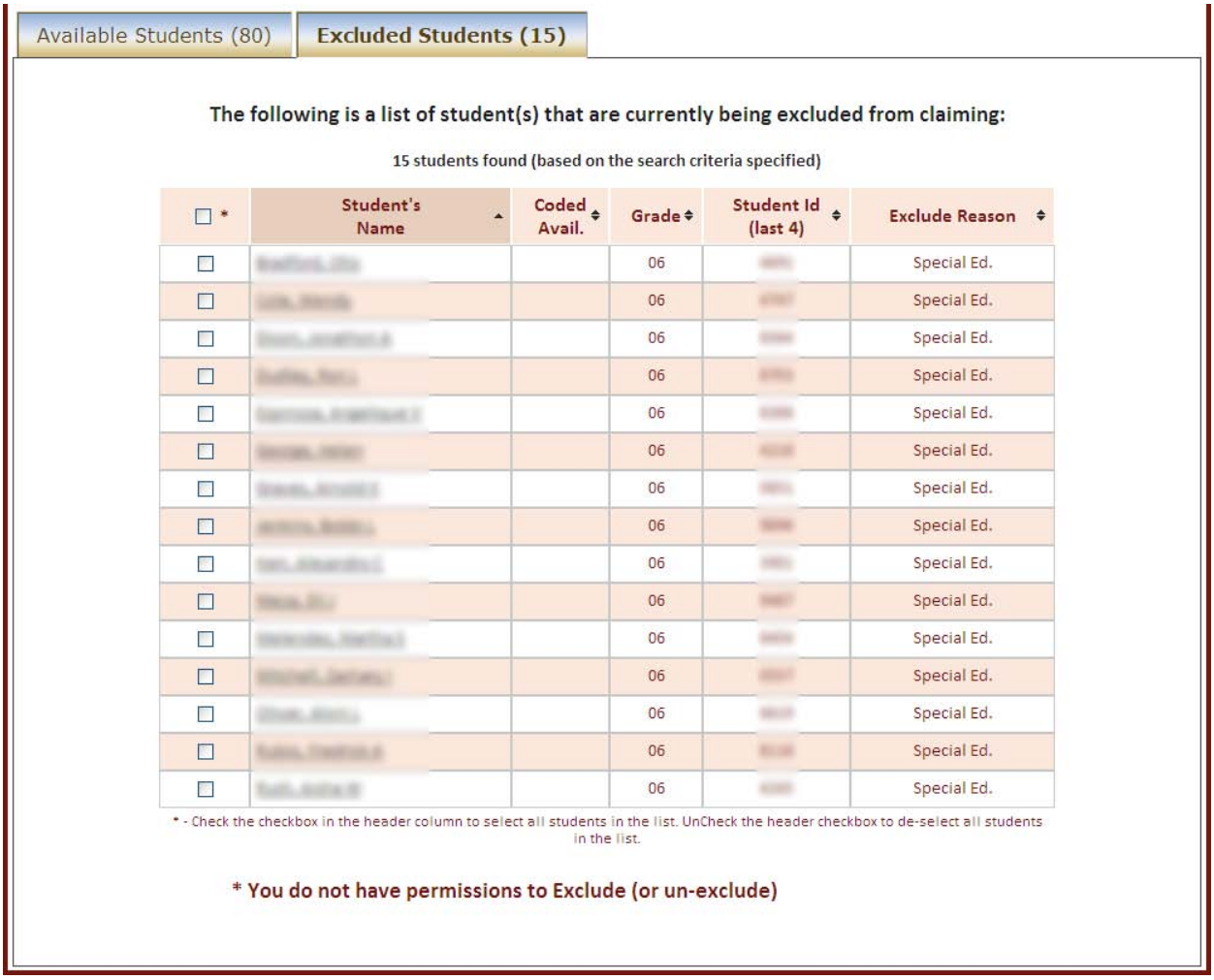
Click the checkbox in the far-left column for each student you wish to unclaim. Then scroll to the bottom of the page. You will see a summary including the action, teacher (your name), and number of students you selected.



Click "Unclaim Selected Student(s) For This Teacher" to proceed.

Excluded Students Tab

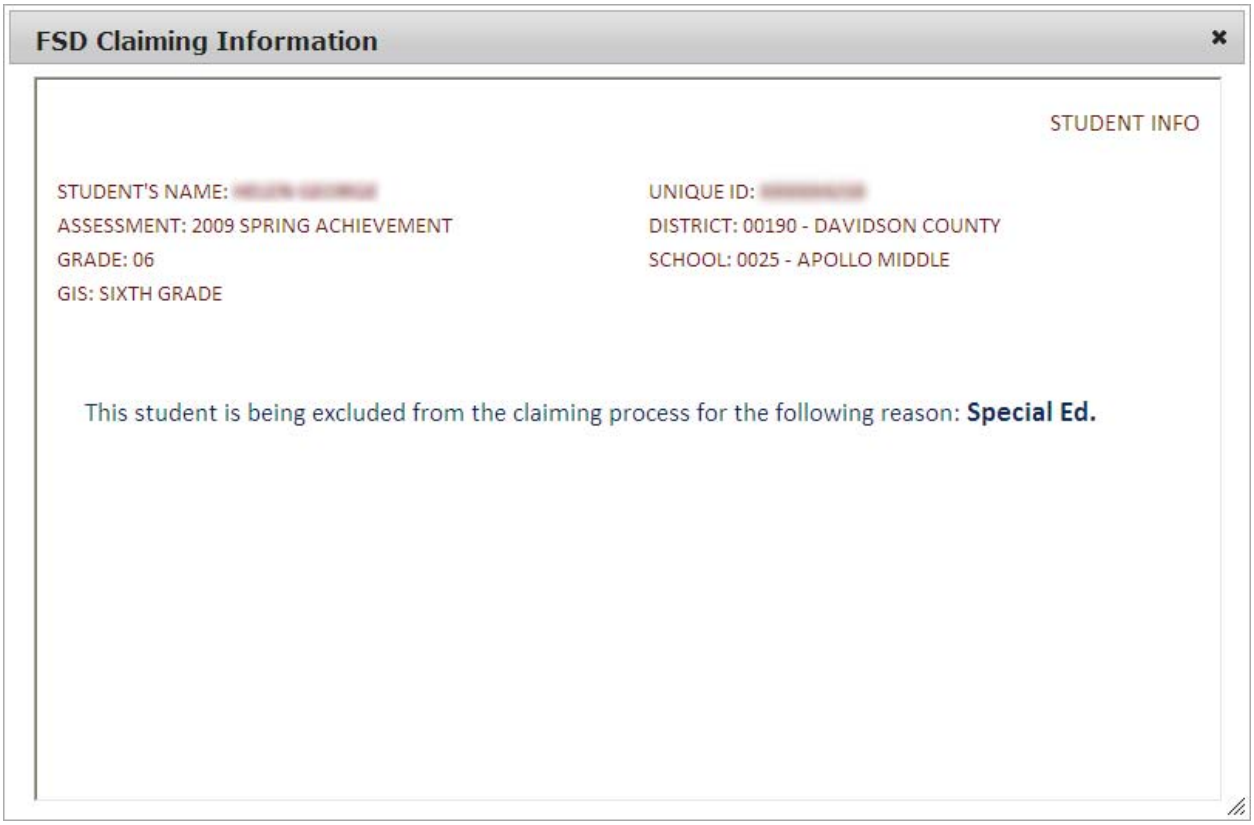
You can use the "Excluded Students" tab to see which students at your school (on this GIS, if you have a GIS loaded) are excluded from this assessment.



*	Student's Name	Coded Avail.	Grade	Student Id (last 4)	Exclude Reason
☐	[redacted]		06	[redacted]	Special Ed.
☐	[redacted]		06	[redacted]	Special Ed.
☐	[redacted]		06	[redacted]	Special Ed.
☐	[redacted]		06	[redacted]	Special Ed.
☐	[redacted]		06	[redacted]	Special Ed.
☐	[redacted]		06	[redacted]	Special Ed.
☐	[redacted]		06	[redacted]	Special Ed.
☐	[redacted]		06	[redacted]	Special Ed.
☐	[redacted]		06	[redacted]	Special Ed.
☐	[redacted]		06	[redacted]	Special Ed.
☐	[redacted]		06	[redacted]	Special Ed.
☐	[redacted]		06	[redacted]	Special Ed.
☐	[redacted]		06	[redacted]	Special Ed.
☐	[redacted]		06	[redacted]	Special Ed.
☐	[redacted]		06	[redacted]	Special Ed.

- Each student's name, coded availability (if applicable), grade, (last four digits of) student ID, and reason for exclusion will be included in the table.
- Click on the column headings to sort the student list.
- Click any student's name to see more information about him or her.

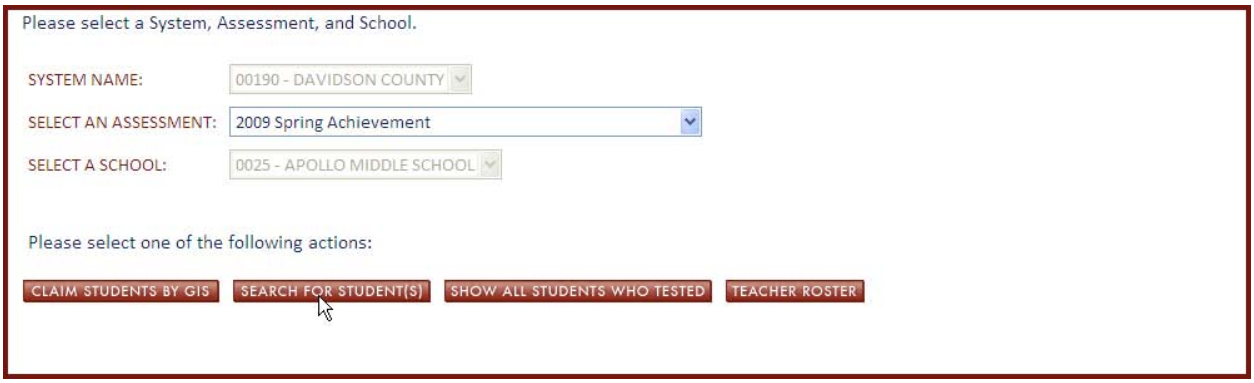
If you click on a student's name, a pop-up box will display more information:



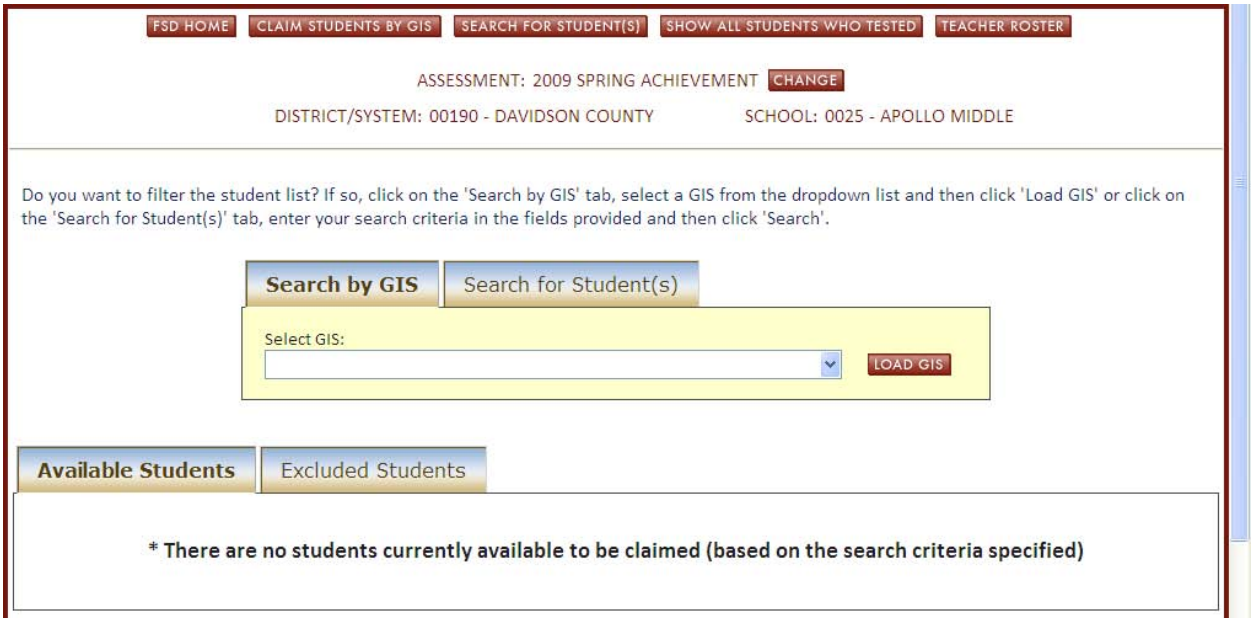
As a teacher, you do not have permission to exclude or un-exclude students.

Search For Student(s)

To search for one or more student(s), return to the FSD homepage and click the "Search for Student(s)" button.

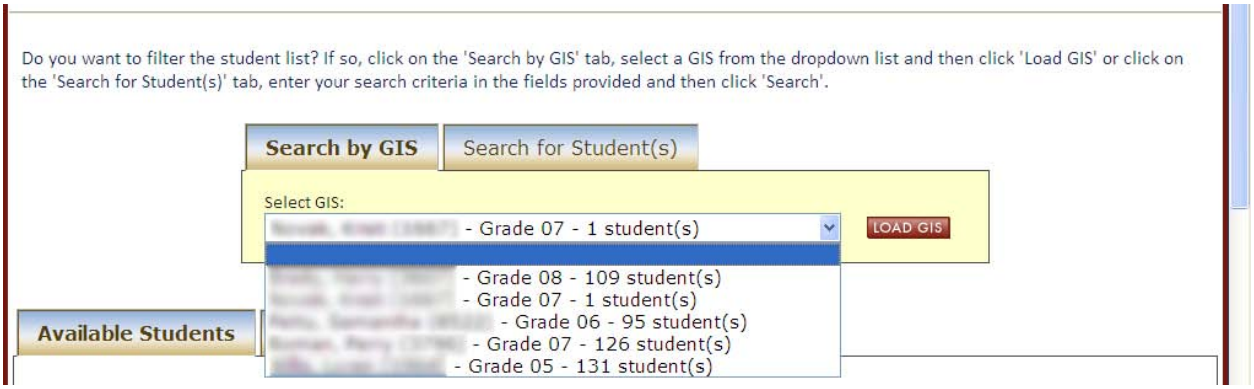


The Search page will load:



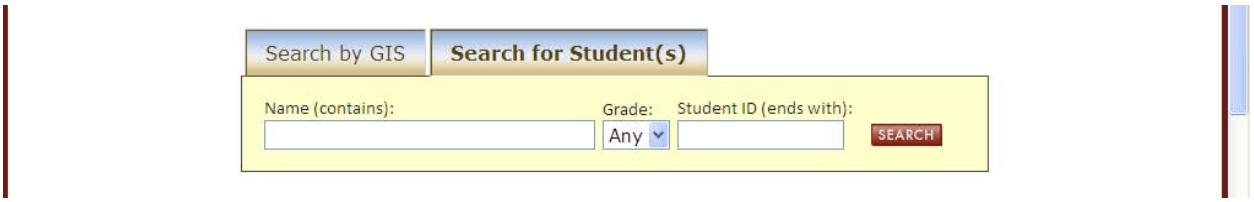
NOTE: The page will alert you if the claiming window for this assessment has already closed.

Use the “Select GIS” drop-down to look for students on a particular GIS.



Choose the GIS you want to search and click the “Load GIS” button. The list of students on that GIS will be displayed. You may claim or unclaim students as described earlier in this document.

Alternatively, you may search for a student without loading a GIS first. Click the “Search for Student(s)” tab.

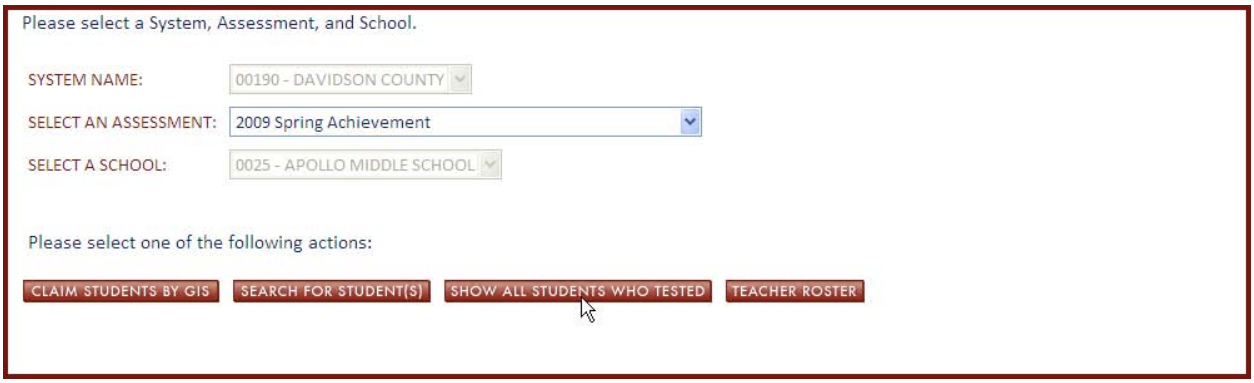


This frame allows you to search by student name, grade, and/or ID. Enter your search terms and click “Search”.

The page will display your results in two tabs: “Available Students” and “Excluded Students”. The page resembles the “Claim Students By GIS” page covered earlier in this manual. Follow the instructions beginning on page 6 to use the “Available Students” tab to claim or unclaim the students in your search results. Use the “Excluded Students” tab to view which students in your search results have been excluded from this assessment.

Show All Students Who Tested

To view a list of all the students at the school you selected who participated in this assessment, return to the FSD home page and click the "Show All Students Who Tested" button.



The "Show All Students…" page will load. It resembles the "Claim Students By GIS" page, but if you scroll down the page you will see that **all** the students at the school who took this assessment are listed instead of only those appearing on one GIS.

NOTE: FOR PARTICULARLY LARGE SCHOOLS, THIS PAGE WILL TAKE LONGER TO LOAD AND UPDATE DUE TO THE LENGTH OF THE STUDENT LIST. It may be helpful for you to sort the list by grade level by clicking on the "Grade" column heading.

Select the student(s) from the following list:

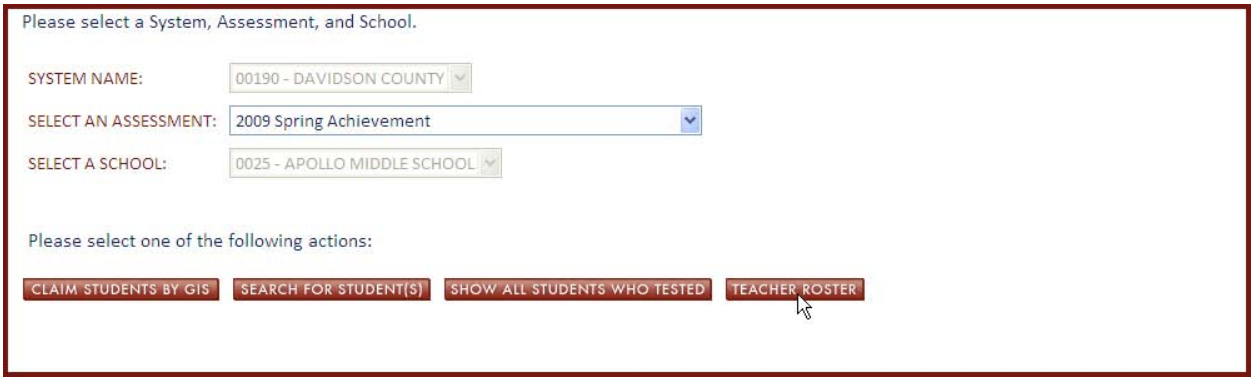
409 students found (based on the search criteria specified)

*	Student's Name	Coded Avail.	Grade	Student Id (last 4)	Reading / Lang. Arts [1]	Math [1]	Science [1]	Social Studies [1]
☐	[redacted]	B	08	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	08	[redacted]	200% (A)[2]	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	05	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	05	[redacted]	100% (B)	100% (B)	100% (B)	100% (B)
☐	[redacted]	A	05	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	B	08	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	06	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	07	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	07	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	08	[redacted]	200% (A)[2]	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	05	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	07	[redacted]	200% (A)[2]	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	05	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)
☐	[redacted]	A	06	[redacted]	100% (A)	100% (A)	100% (A)	100% (A)

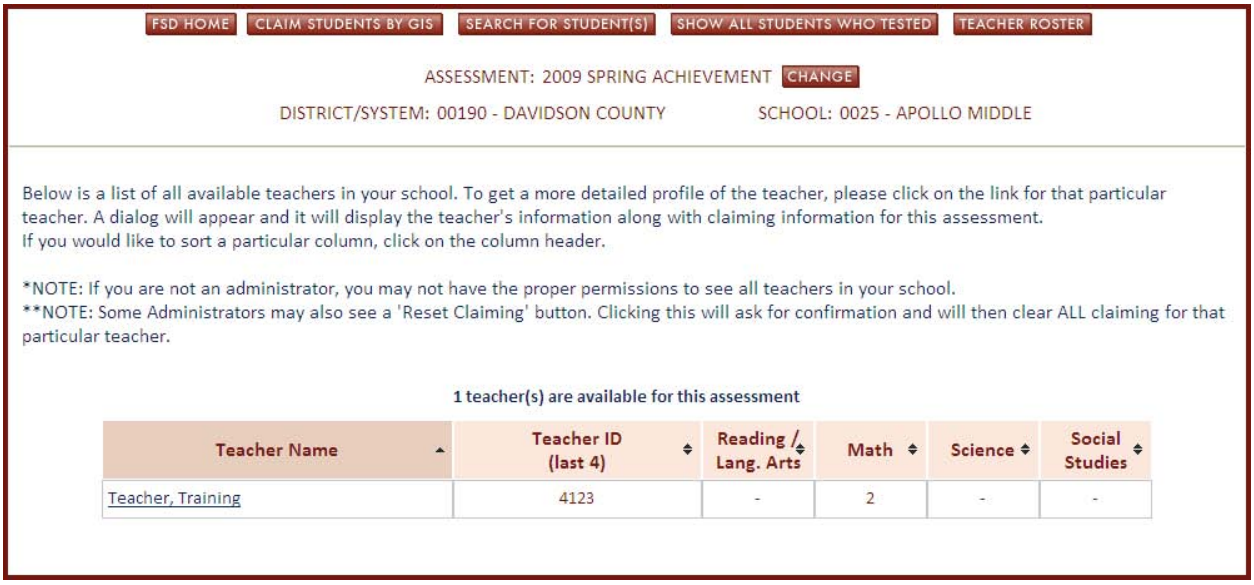
Use the same methods described earlier in this document (starting on page 6) to claim or unclaim students.

Teacher Roster

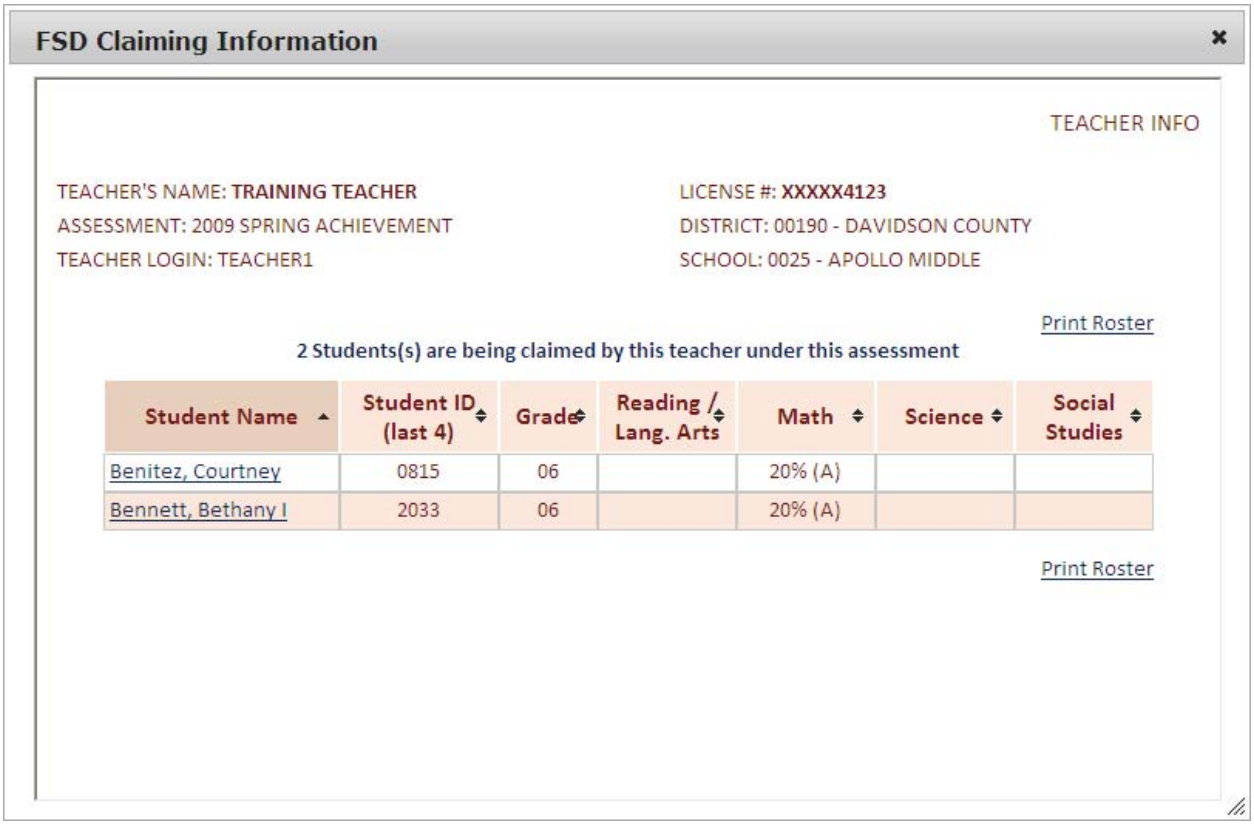
Administrators can use the teacher roster to see a list of all the teachers at your school eligible for claiming for this assessment. However, as a teacher, you will only be able to see your own name and information. To see how your name and claiming information appear on the teacher roster for this assessment, return to the main FSD page and click the "Teacher Roster" button.



You will see your name, the last four digits of your Teacher License Number, and how many students you have claimed for each subject.



If you click on your name, a pop-up box will display more of your information along with a list of all the students you have claimed for this assessment.



You can print this information by clicking either of the "Print Roster" links in the frame, located above and below the list of students you have claimed.

Conclusion

The Faculty/Student section of the "Processing" tab enables teachers to claim students, to unclaim students, to view excluded students, and to see which students they have claimed for a particular test administration.

Appendix 2.A-4: Timeline for New Approaches to Teacher and Principal Effectiveness Based on Performance

Goal: To ensure that the state has a high-quality plan to improve teacher and principal effectiveness through new evaluation systems that will affect all human capital decisions.

For all of these activities, the responsible party will be the Tennessee Department of Education (TDOE), in coordination the State Board of Education, SAS, and LEAs.

Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
Teacher Evaluation Advisory Committee to conclude its work and deliver recommendations to the State Board no later than July 1, 2010.	LEAs continue to set annual improvement goals.	LEAs continue to set annual improvement goals.	LEAs continue to set annual improvement goals.
The State Board to adopt, no later than July 1, 2011, the policies necessary to implement the recommended guidelines and criteria in preparation for implementation.	Board to gather data and input for any additional policy development to guide districts in their work.	Board to gather data and input for any additional policy development to guide districts in their work.	Board to gather data and input for any additional policy development to guide districts in their work.
TDOE work with contractors and LEAs to design and begin conducting training on new evaluation system.	Continued training at the LEAs to launch and support evaluation system usage.	Continued training at the LEAs to launch and support evaluation system usage.	Continued training at the LEAs to launch and support evaluation system usage.

LEAs to solicit teacher and principal input on the evaluation system for implementation at the local level.	LEAs to begin implementation. Share local innovations with TDOE and State Board to inform future direction/policymaking.	LEAs to continue implementation. Share local innovations with TDOE and State Board to inform future direction/policymaking.	LEAs to continue implementation. Share local innovations with TDOE and State Board to inform future direction/policymaking.
TDOE develop reporting mechanisms to disseminate data on performance of LEAs and schools in developing more effective teachers and principals.	Issue report on performance of LEAs and schools in developing more effective teachers and principals along with first-year observations and recommendations for action.	Issue report on performance of LEAs and schools in developing more effective teachers and principals along with observations and recommendations for action.	Issue report on performance of LEAs and schools in developing more effective teachers and principals along with observations and recommendations for action.
Use annual evaluation results to inform teacher and principal professional development (see Appendix D-5-1).	Use annual evaluation results to inform teacher and principal professional development (see Appendix D-5-1).	Use annual evaluation results to inform teacher and principal professional development (see Appendix D-5-1).	Use annual evaluation results to inform teacher and principal professional development (see Appendix D-5-1).
Provide financial support for significant statewide training related to TVAAS data and the use of data dashboards as well as advanced training on using data to differentiate instruction (see Appendix D-5-1)	Data training continues on smaller scale.	Data training continues on smaller scale.	Data training continues on smaller scale.

Expectations for LEAs Participating in Tennessee's Teacher Incentive Fund

In order to participate in Tennessee's Teacher Incentive Fund, your LEA must agree to the terms stated below. Please complete the checklist, sign and return to Dr. Robert Greene by email to robert.greene@tn.gov at the Tennessee Department of Education by **Monday, June 28, 2010.**

☐	By no later than close-of-business **Monday, June 28, 2010**, provide the State with a list of high-need schools in your LEA that will agree to participate in TIF, along with evidence of school support. Each school listed must (1) have 50 percent or more of its students from low-income families. The list should also focus on schools that have (2) difficulty recruiting and retaining educators, and (3) low student achievement compared to their peers.
☐	Commit to a planning period (of no longer than one year) to finalize design and implementation of TIF in your LEAs participating schools.
☐	Commit to the overall TIF project period of 60 months (i.e., 5 years).
☐	Commit to sustain the TIF program after the grant period is over (i.e., after the 60 months of federal funding). **The State will provide a menu of feasible options to meet this commitment.**
☐	Commit to responsive communications with the State during the application and implementation process.
☐	Commit to an evaluation of Tennessee's TIF program in order to provide ongoing feedback to participating schools and dissemination of lessons learned from TIF.
☐	Commit to participation in statewide forums throughout the 60-month period to discuss best practices and lessons learned from TIF.

_____

Superintendent Name and Name of LEA

_____

Superintendent Signature and Date

_____

Chair of Local Board of Education

_____

Chair of Local Board of Education Signature and Date

_____

Teachers' Association Representative Name

_____

Teachers' Association Representative Signature and Date

Tennessee's Teacher Incentive Fund (TIF)

Frequently Asked Questions

1. **What are key dates and the expected timeline for TN's TIF plans?**

   (1) By no later than **Monday June 28, 2010** submit signed commitments for participation in TN TIF plan.

   (2) State of Tennessee will submit TIF application to U.S. Department of Education by **Tuesday July 6, 2010.**

   (3) TIF grant recipients will be notified by U.S. Department of Education by **late-September 2010.**

   (4) TIF project periods will begin **October 1, 2010** and last for the duration of 60 months (i.e., five years).

2. **What should LEAs be doing between now and June 28, 2010?**

Superintendents, school board members, local union affiliates, and other key decision-makers are encouraged to (1) continue discussions around TIF commitments, (2) identify likely schools for TIF participation, and (3) begin discussions on design features of performance-based compensation systems that will be implemented if the State of TN wins a federal TIF grant.

3. **What commitments must LEAs make to participate in the state-led grant?**

As stated in the "Expectations for LEAs Participating in TN's Teacher Incentive Fund" document, LEAs must commit to the following.

   (1) By June 28th, sign and complete checklist of commitments.

   (2) By June 28th, provide TN Department of Education with a list of high-need schools that will participate in TN's TIF.

   (3) Commit to a five-year TN TIF plan which includes up to one year of planning before implementing a performance-based compensation system for teachers and principals.

   (4) Commit to providing an increasing amount of non-TIF funds to support local performance-based compensation systems once the TIF planning period is complete.

(5) Commit to sustaining performance-based compensation systems (if proven successful) after the TIF project period completes.

(6) During the 60-month TIF project period, commit to responsive communication with the State, with other LEAs participating in TN's TIF plan, and with the evaluator of TN's TIF plan.

4. What are school eligibility criteria?

The State of TN will adhere to the federal requirement on school eligibility. Each school must be a high-need school, defined as having 50 percent or more of its students from low-income families. Federal TIF requirements state the following:

> Fifty (50) percent or more of school enrollment must be from low-income families, based on eligibility for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act, or other poverty measures that LEAs use (see section 1113(a)(5) of the ESEA (20 U.S.C. 6313(a)(5)). For middle and high schools, eligibility may be calculated on the basis of comparable data from feeder schools. Eligibility as a high-need school under this definition is determined on the basis of the most currently available data.

In order to meet TIF selection criteria specified in federal requirements, the State of TN will also give priority to high-need schools that:

(1) Have difficulty recruiting and retaining highly qualified or effective educators (including teachers and principals), particularly in hard-to-staff subjects or specialty areas, such as mathematics, science, English language acquisition, and special education; and

(2) Have low student achievement compared to its peers. Specifically, student achievement in each of the schools whose educators would be part of the TIF program is lower than in what the applicant determines are comparable schools in the LEA, or another LEA in its State, in terms of key factors such as size, grade levels, and poverty levels.

5. Is participation in TN's TIF program voluntary or mandatory?

Participation is voluntary for LEAs and for schools. During the planning period (2010-11 school year), eligible schools in committed LEAs will be asked to provide evidence of school personnel support before implementing a TIF performance-based compensation system.

Additionally, the commitments that LEAs submit to the TN Department of Education on or before June 28, 2010 are not legally binding, but a good faith commitment to work with the State on planning, design, and implementation of a state-led TIF plan.

6. What will occur during the TIF planning year (2010-11)?

LEAs will work with the State and other technical assistance providers to fulfill the five core elements described in federal TIF requirements, which include:

(1) A plan for effectively communicating to teachers, administrators, other school personnel, and the community at-large the components of the TIF performance-based compensation system.

(2) The involvement and support of teachers, principals, and other personnel and the involvement and support of unions in participating LEAs that is needed to carry out the grant.

(3) Rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account student growth as a significant factor, as well as classroom observations and principal observations conducted at least twice during a school year.

(4) A data management system that can link student achievement data to teacher and principal payroll and human resources systems.

(5) A plan for ensuring that teachers and principals understand the specific measures of teacher and principal effectiveness included in the performance-based compensation system, and receive professional development that enables them to use data generated by these measures to improve their practice.

7. What will TN's TIF performance-based compensation system look like?

The State of TN will set several guidelines/parameters that participating LEAs and schools will be asked to following when developing their local performance-based compensation systems. An overview of key design considerations follow.

(1) A school must provide differentiated compensation for effective teachers and principals.

(2) A school may also integrate awards to increase recruitment and retention of effective teachers to serve high-need students and in hard-to-staff subjects and specialty areas in high-need schools.

(3) Bonus award amounts must be no less than [redacted] and no more than [redacted] Award amounts should be differentiated based on the level of educator performance.

(4) Bonus award eligibility must be determined by a combination of individual and team and/or school-level performance. Team performance might be that of a disciplinary team or grade-level team within a school.

(5) Bonus award eligibility must be determined – at least in part – by the educator evaluation system recommended by the Tennessee Teacher Evaluation Advisory Committee.

Therefore, LEAs are granted flexibility in designing their TIF performance-based compensation systems as long as they adhere to these design parameters.

8. How do TN's TIF plans relate to Race to the Top initiatives?

Through the Race to the Top grant the State is in a unique position to provide extensive and high-quality support to LEAs interested in the state-led TIF plan. The grant will enhance the use of TVAAS and other student data for improving professional practice. Race to the Top also provides unprecedented focus on developing LEAs ability to identify, nurture, recruit and retain effective educators through an improved evaluation system. The new evaluation system can also be used to inform compensation practices. Finally, numerous LEAs have already indicated interest developing performance-based compensation systems in their Scopes of Work for Race to the Top. The state-led TIF plan provides an avenue to advance those plans in a high-quality, systematic manner.

9. Who should I contact with further questions or to gather more information about TN's TIF plans?

Deputy Commissioner of Education Robert Greene:

robert.greene@tn.gov

10. What other resources exist for me to learn more about the federal TIF program?

You can visit the U.S. Department of Education's website on the Teacher Incentive Fund at http://www2.ed.gov/programs/teacherincentive/index.html.

You can also learn more about the TIF program and previous grant recipients through the Center for Educator Compensation Reform at http://cecr.ed.gov/TIFgrantees/.

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Overview of TIF Federal Grant Competition

- TIF supports projects that develop and implement performance-based compensation systems (PBCS) for teachers and principals in order to increase educator effectiveness and student achievement in high-need schools.
- Budgeted at $600 million ($400 federal appropriations and $200 million ARRA.
- LEAs (including charters) and SEAs are eligible to submit application. Applicants can partner with not-for-profits and/or other SEAs and LEAs.
- Two grant competitions – evaluation competition and main competition.
- Eligibility criteria for districts and schools

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TIF's Absolute Priorities set by U.S. Dept of Ed

- Absolute Priority #1: Differentiated levels of compensation for effective teachers and principals
- Absolute Priority #2: Fiscal sustainability of PBCS
- Absolute Priority #3: Comprehensive approaches to PBCS

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Absolute Priority #1

- Differentiated levels of compensation for effective teachers and principals.
  - Must give significant weight given to student growth (for teachers and principals).
  - Must include observation-based assessments of teachers conducted at multiple points in the year.
  - Must provide incentive amounts that are substantial and justify the level chosen.
  - May include other measures, such as evidence of leadership roles.

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Absolute Priority #2

- Fiscal sustainability of PBCS
  - Must plan to sustain activities and systems of PBCS once grant period has expired.
  - Must effectively estimate the costs associated with development and implementation of PBCS, during project period and beyond.
  - Must provide increasing share of matching funds (i.e., non-TIF) for performance-based compensation in those project years when differentiated compensation is paid to teachers and principals.

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Absolute Priority #3

- Comprehensive approaches to PBCS
  - Must align PBCS with a coherent and integrated strategy for system and educator improvement. PBCS must align with policies and practices related to:
    - Data use and data-driven decision making
    - Evaluations of educators
    - Professional development
    - Retention and tenure decisions

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TIF's Competitive Priorities set by U.S. Dept of Ed

Competitive priorities are ways to earn extra points or serve as a tie-breaker for determining grantees.

- Competitive Priority #1: Use value-added measures to evaluate teacher and principal effectiveness.
- Competitive Priority #2: Increased recruitment and retention of teachers to serve high-need schools in hard-to-staff areas.
- Competitive Priority #3: New applicants to TIF

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Competitive Priorities #1 and #2

- Use value-added measures to evaluate teacher and principal effectiveness.
  - Must ensure capacity to implement value-added model.
  - Must ensure capacity to educate teachers and principals about model and enable them to use data generated to improve classroom practice.
- Increased recruitment and retention of teachers to serve high-need students and in hard-to-staff subjects and in high-need schools.
  - Must serve high-need students.
  - Must retain and fill vacancies with effective teachers in hard-to-staff positions.

(Competitive priorities are ways to earn extra points or serve as tie-breaker.)

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Competitive Priority #3

- New applicants to the Teacher Incentive Fund
  - An eligible entity that has not previously been awarded a grant under the TIF program.
  - A nonprofit organization that previously received funding through TIF, but that is applying to work with a different group of eligible LEAs or SEAs than under any previous TIF grant.

(Competitive priorities are ways to earn extra points or serve as tie-breaker.)

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Tennessee's TIF Plan: Overview

1. Planning period during 2010-11 school year
2. Stakeholder engagement and buy-in (e.g., school board, teacher association, principal, teachers, etc.)
   - Voluntary participation
3. Design elements of incentive system
   - Bonus awards for teachers and principals
   - Unit of accountability
   - Performance measures
4. TN TIF LEAs contribute to design and TN network
5. Participation in state TIF evaluation activities
6. Sustaining reform if proven to be effective

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TN's TIF Plan: Planning Period

- Core elements of planning period
  - LEAs work with school personnel and unions on PBCS design.
  - Effectively communicate to school personnel, unions, and community about PBCS.
  - Ensure ongoing involvement and support of school personnel and unions.
  - Develop rigorous, transparent, and fair evaluation systems for teachers and principals.
  - Develop data-management system that links student achievement data to teacher and principal payroll and HR systems.
  - Ensure teachers and principals understand the measures by which they are evaluated and are given PD to use measures to improve practice.

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TN's TIF Design Elements: Bonus Awards

- Review of considerations
  - What is the minimum and maximum amount?
  - Should bonus amounts vary by educators' level of performance?
- TN's TIF guidelines
  - Minimum of $1,500 and maximum of $10,000.
  - Bonus amounts should be differentiated by levels of educator performance.

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TN's TIF Design Elements: Unit of Accountability

- Review of considerations
  - Individual teacher
  - Team fteachers
    - Example: Disciplinary team and/or Grade-level team
  - School
- TN's TIF guidelines
  - Hybrid model that joins independent and interdependent work.
  - Individual accountability that integrates team and/or school accountability as well.

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TN's TIF Design Elements: Performance Measures

- TN Teacher Evaluation Advisory Committee (TEAC)
  - Multiple measures with significant weight on student achievement growth (e.g., TVAAS)
  - Use of multiple classroom observations
- TN's TIF guidelines
  - Application of evaluation system devised by TN's TEAC.

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TN's TIF Design Elements: Summary of Key Points

- LEA eligibility
  - LEAs completing and signing on to TN's TIF commitments, including planning period and sustainability of proven PBCS strategies.
- School eligibility
  - Each school in "committed LEA" must (1) have 50 percent or more of its students from low-income families. Schools should also have (2) difficulty recruiting and retaining educators, and (3) low student achievement compared to its peers.
- Bonus award amounts in PBCS
  - Minimum of $1,500 and maximum of $10,000.
  - Differentiate award amounts by level of educator performance.
- Unit(s) of accountability in PBCS
  - Combine individual and team and/or school performance.
- Performance measures in PBCS
  - Application of TEAC's educator evaluation system.

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Next Steps: What We Need from LEAs

- Continue discussions with multiple members of LEA community, including representatives of school board, union, and principals.
- Submit signed and completed commitments by June 28th.
- Submit list of high-need participant schools by June 28th.

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QUESTIONS

Contact information:

Jessica L. Lewis	jessica.l.lewis@vanderbilt.edu	615-322-5622
Tim Roberto	tim.roberto@tn.gov	615-253-8853
Matthew G. Springer	matthew.g.springer@vanderbilt.edu	615-322-5538

Appendix 3.C-1: Tennessee Value-Added Assessment System

The Tennessee Value-Added Assessment System (TVAAS) is based on SAS's Education Value-Added Assessment System (EVAAS) and the statistical methodology of Dr. William Sanders. TVAAS is a statistical method used to measure the influence of a district or school on the academic progress (growth) rates of individual students or groups of students from year-to-year. It is a statistical analysis of achievement data that reveals academic growth over time for students and groups of students, such as those in a grade level or in a school.

TVAAS Website

The TVAAS website is a valuable tool that provides data in a user-friendly format. Numerous reports and data sets can be extracted from the TVAAS website.

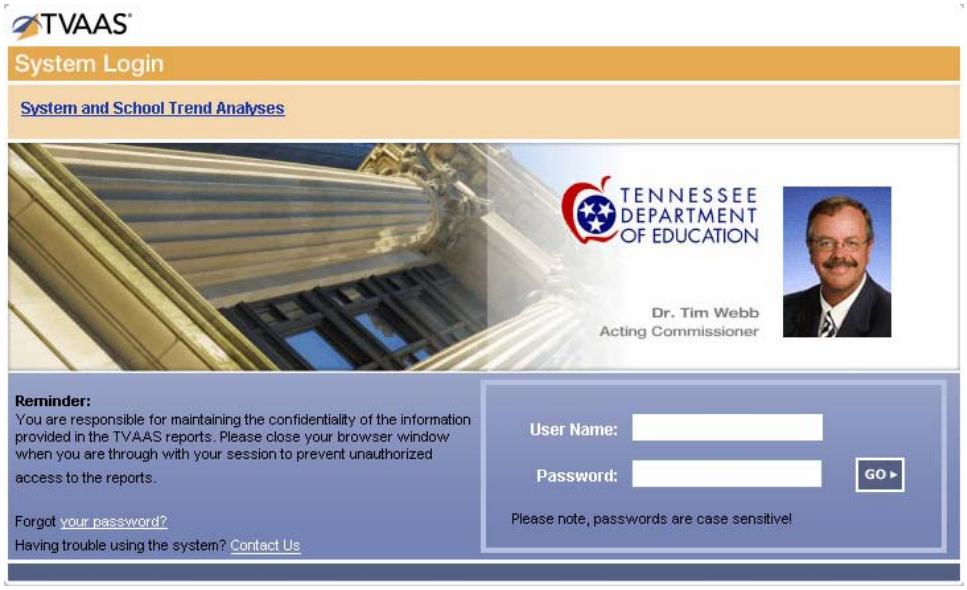
Two options are available when using the TVAAS website:

- Public (no user name and password required)
- Restricted (user name and password required – available to All TN educators who have been set up as restricted site users)

The TVAAS Public Site can be accessed at the following url:
http://www.state.tn.us/education/mdata.shtml
TVAAS reports available on public site are the State Report, School Search, System Value Added Reports, Value Added Summary Reports, System Progress Reports, and School Value Added Reports.

The TVAAS Restricted Site can be accessed at the following url:
https://tvaas.sas.com/evaas/signin.faces

Note: All data (student, school, district) found in this document are examples and not actual data.



It is an individual system-level decision as to whether or not teachers within each system are granted access to the restricted site and to what level of access these teachers receive. The director of each school system is issued a username and password from TDOE and issue user access within their system at their discretion. Directors have access to an administrative function for use in assigning access and the site distributes usernames and passwords. TDOE does not have a list of passwords.

Website Navigation

e.

- Home – Click on "Home" to return to the home page for your system.
- Search – Click on "Search" to search for a school or student.
- My Account – Click on "My Account" to change password.
- Help – Click on "Help" to receive a tutorial for the screen you are viewing at that point or to view/print the complete resource guide.
- Contact Us – Click on "Contact Us" to ask a question or leave a comment. All questions/comments are sent to SAS.
- Logout – Be sure to logout when you are through with your session to prevent unauthorized access to reports.
- Back – Use "Back" button when maneuvering back within the site. Do not use the back button on your browser.
- Print – If printing is desired, click "Print" on the website. Then click print on the browser.

Tabs

- Reports – Click on "Reports" Tab to see selection of different reports available.
- Systems – Select other systems to view system value added only, usage comes with rights.
- Tests – Select from all TCAP tests administered within your system/school.
- Subjects – (Dependent upon what test is selected) Click on "Subjects" to navigate the different subjects within the same report.
- Grade – (Dependent upon grade levels within a test) Click on "Grade" to navigate the different grades within the same report.

- Projections – (Only available when viewing an individual student record) Click on “Projections” to view a projection for an individual student.

TVAAS Reports

The SAS® EVAAS® methodology used for this reporting uses up to five years of available test scores for individual students, merged longitudinally, to provide the best estimates of student achievement for a school or system. The TVAAS database includes scores from the following tests, for the years in which they have been administered:

- Tennessee Comprehensive Assessment Program (TCAP) achievement scores for students in grades three through eight for years 1991 through 2004
- TCAP CRT - Grades three through eight
- Writing Assessment - Eleventh grade
- PLAN®
- EXPLORE®
- ACT®
- EOC - Math Foundations, English I, Physical Science, US History. EOC Math Foundations and Physical Science were not administered in 2009.
- Gateway - Algebra I, Biology I, English II

Scores for all students, even those with partial data, are included in the analyses. Test scores for math, reading, language, science, and social studies are analyzed at the same time, improving the precision of the estimates.

Growth Standard

In 2003, Tennessee set state growth standards for each tested academic subject based on the progress rate of the state’s students in 1998. Since that time, all TCAP Criterion Referenced Test (CRT) scale scores have been converted into state normal curve equivalents (NCEs) consistent with the base year. This conversion provided a way for the TVAAS analyses to measure achievement and academic gain for each system and each school against a consistent metric, expressed in 1998 State NCEs as students moved from grade to grade.

Over the past decade, the state has made some progress in raising academic achievement and this progress has been documented, not only in the TVAAS results, but also in the state’s student performance on NAEP and ACT. Over time, many systems and schools have regularly met the state’s growth standard.

However, in 2010, Tennessee is implementing new curriculum and assessment standards more reflective of national and international student performance in the 21st Century. To meet these standards, new expectations for student academic progress will be necessary. Therefore, in the delivery of the 2009 TVAAS results, the Tennessee Department of Education has reset the growth standard to reflect the state’s average student performance in 2009. These new standards should be viewed as the minimal expectation for student academic progress.

For the 2009 TVAAS analyses, prior scale scores from the 2005, 2006, 2007 and 2008 administrations, as well as those from 2009, were converted to state NCEs within the administration year. In subsequent years, the scale scores will be converted into state NCEs that reflect the performance of the state's students in 2009. This will allow the possibility for all schools to meet these new and higher standards in the future years.

The effect of systems, schools, and teachers on the rate of academic progress is estimated from the massive TVAAS database. Tennessee statute requires the public release of the system and school TVAAS reports and excludes the TVAAS teacher report from public release. Individual teachers and their appropriate administrators receive TVAAS teacher reports.

Understandings

- Gain is the difference between the performance of a student or cohort of students in consecutive years.
- Growth Standard is the minimal acceptable measure of growth for experience from one year of schooling for each student.
- NCE (Normal Curve Equivalent) Score is a score that indicates position of a scaled score from any distribution on a reference scale so that comparisons between different scores from different years can be made.

Elementary/Middle Value-Added Report

Estimated System Mean NCE Gain								
Grade:	3	4	5	6	7	8	Mean NCE Gain over Grades Relative to	
Growth Standard:		0.0	0.0	0.0	0.0	0.0		
State 3-Yr-Avg:		-0.3	-0.1	0.3	0.1	-0.4	Growth Standard	State
2007 Mean NCE Gain:		0.3 G	2.5 G*	-0.9 R	2.6 G*	1.5 G*	1.2	1.3
Std Error:		1.0	0.9	0.8	0.7	0.7	0.4	0.4
2008 Mean NCE Gain:		-0.2 Y	3.6 G*	-0.9 R	2.7 G*	-2.2 R*	0.6	0.7
Std Error:		1.0	0.9	0.8	0.7	0.7	0.4	0.4
2009 Mean NCE Gain:		-5.2 R*	2.4 G*	-1.8 R*	1.2 G*	2.0 G*	-0.3	-0.2
Std Error:		0.9	0.9	0.8	0.7	0.7	0.4	0.4
3-Yr-Avg NCE Gain:		-1.7 R*	2.8 G*	-1.2 R*	2.2 G*	0.4 G	0.5	0.6
Std Error:		0.5	0.5	0.5	0.4	0.4	0.2	0.2
Estimated System Mean NCE Scores								
Grade:	3	4	5	6	7	8		
New State Baseline:	50.0	50.0	50.0	50.0	50.0	50.0		
State 3-Yr-Avg:	48.9	48.4	48.3	47.9	48.1	47.9		
2006 Mean:	48.2	50.9	48.7	48.7	49.9	51.0		
2007 Mean:	48.4	48.6	53.5	47.8	51.4	51.4		
2008 Mean:	51.4	48.2	52.2	52.6	50.5	49.1		
2009 Mean:	45.8	46.2	50.6	50.4	53.8	52.5		

Each year, systems and schools add value to student achievement. Effective ones add at least a year's worth of growth in every grade. Some systems and schools in Tennessee are very effective, while others need to improve. The Tennessee Comprehensive Assessment Program (TCAP) provides estimates of student achievement in grades three through eight. The Tennessee Value Added Assessment System uses the results from the math, reading/language, science, and social studies tests to measure the progress students make from one grade to the next.

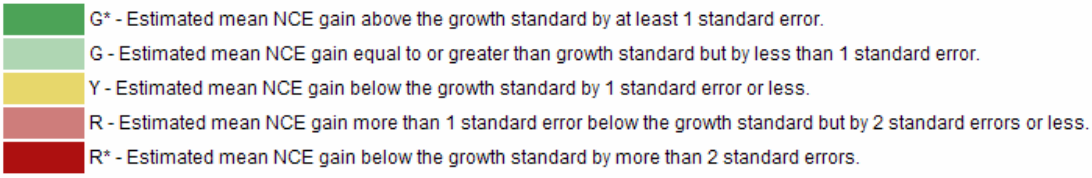
The Elementary/Middle Value-Added Report can be viewed for the system or school and contains information for grades levels in the school that tested using TCAP Achievement. Data for achievement is shown in NCE scores. NCE scores are represented on a scale of 1 – 99. This scale coincides with a percentile rank scale at 1, 50, and 99. Unlike percentile rank scores, the interval between scores is equal. NCE scores can be averaged to compare groups of students or schools.

The Elementary/Middle Value-Added Report can be read:

- Horizontally – how the school/system did for a particular year
- Vertically – how a particular grade level did for that current year
- Diagonally – tracks a group of students as they pass through a school/system

Mean NCE Gain over Grades measures the progress of a system's average student in grades four through eight. This value represents the average gain across grades compared to either the Growth Standard or the State 3-Year Average. 3-Year Average NCE Gain provides a robust estimate of how well the system or school helps students progress. Mean NCE Gain is shown for the current year and one for the three years prior. Standard Errors appear below each individual year and 3-year average. If the 3-Year Average is greater than zero, the average student in this system or school has achieved a year's worth of academic growth in a year. If the 3-Year Average is less than zero, the average student in the system or school has achieved less growth than expected.

The Growth Standard represents the minimum amount of progress you should expect students in a system or school to make in a grade. The State 3-Year Average provides an additional reference point. Mean Gains for the system or school appear immediately below these references. Standard Errors for each gain appear below each estimated mean. Compare the Growth Standard with the gain in an individual year or the average of three years to see how well the system or school helps students learn.



- G* (Dark Green): students made more than a year's worth of growth (gain is one or more standard errors above the Growth Standard). The system is highly effective with this grade.
- G (Light Green): students made at least a year's worth of growth (gain is equal to or above the Growth Standard, but by less than one standard error). The system is effective with this grade.
- Y (Yellow): students achieved somewhat less progress than expected (gain is below the Growth Standard by one standard error or less). The yellow shading provides a caution warning to the system.

- R (Light Red): students in this system fell behind their peers in this grade (gain is more than one but less than two standard errors below the Growth Standard). Light red is a stronger caution than yellow.
- R* (Dark Red): students made little progress (gain is more than two standard errors below the Growth Standard). Dark Red is the most serious of all warnings.

Student achievement levels appear at the bottom of the report in the Estimated Mean NCE Scores section. The State Baseline is by definition set at 50.0. The State 3-Year Average shows the achievement level of students throughout
Tennessee. Estimated Means for the system for specific years follow. Compare the estimated grade/year mean for a system or school to either the State Baseline or the State 3-Year Average. If the system or school mean is greater, the average student in the system or school is performing at a higher achievement level than the average student in the comparison group.

High School Value-Added Report

Test	Year	N	Mean Student Score	Mean Score %-ile	Mean Pred Score	Pred. Score %-ile	System Effect	System Effect %-ile	System vs State Avg
Biology I	2007	622	538.5	52	545.3	57	-6.7	18	Below
	2008	623	546.4	55	543.7	54	2.6	69	NDD
	2009	597	550.4	58	546.3	54	4.0	71	Above
	3-Yr-Avg	1842	545.0	55	545.1	55	-0.0	52	NDD

The High School Value-Added Report offers a conservative estimate of a school's effectiveness. This report compares each school to the average school in the state. This comparison is made for each subject tested in the given year and indicates how a school influences student progress in the subjects tested.

- Progress significantly Above the average school in the state.
- Progress Not Detectably Different from the average school in the state.
- Progress significantly Below the average school in the state.

Above, Below, or NDD (Not Detectably Different) indicate how much progress students at this school made compared to other schools in the state. The Above, Below, and NDD designations are based on the School Effect. This value is a conservative estimate of how effective the school has been in the selected test and subject.

- To be labeled Above, a school must have a School Effect significantly higher than the average.
- Likewise, to be labeled Below, a school must have a School Effect significantly lower than the average.

- Schools with School Effects within 2 standard errors of the state average are labeled NDD (Not Detectably Different from the average).

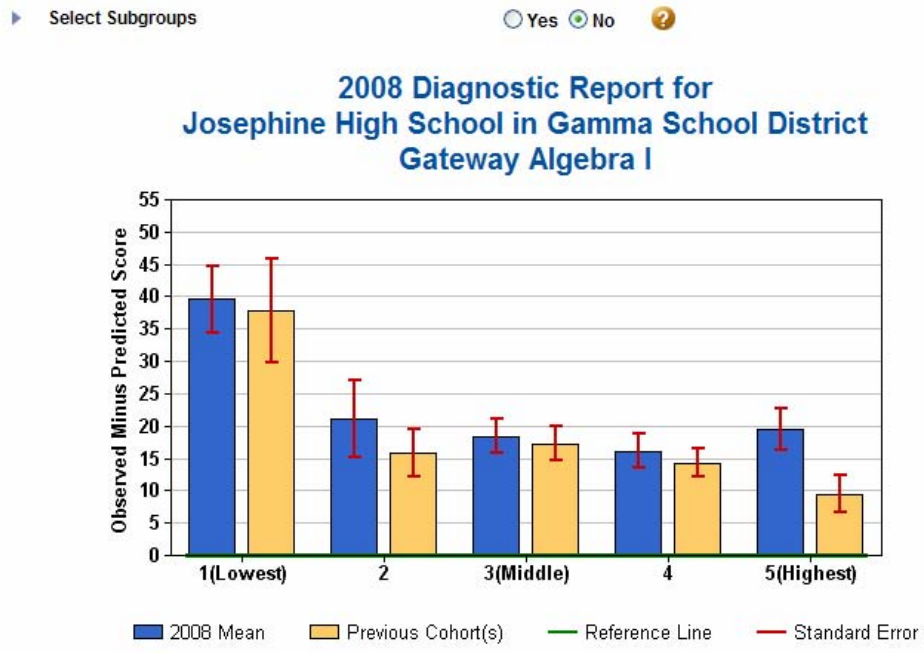
The School Effect is the difference between the Mean Student Score and the Mean Predicted Score. The Mean Predicted Score is what we would expect this school's students to score, on average, based on their past performance. The Mean Student Score indicates what the students actually achieved, on average, in the most recent test administration.

Compare the Mean Predicted Score to the Mean Student Score to see if the students' average scores are in line with what they were expected to score. If the Mean Student Score is significantly higher than the Mean Predicted Score, then students at this school scored higher than expected, indicating that the school is doing a good job on average with this subject.

School Effect is not always exactly the difference between the Mean Student Score and Mean Predicted Score. The reason is that the School Effect is estimated using a methodology that ensures greater statistical precision and reliability.

Among the NDD schools, there will be a range of School Effects. Some of the NDD schools will have very large positive or negative School Effects, while others will be closer to zero. Consider the size of this number in conjunction with local knowledge about the school when drawing conclusions about its effectiveness.

Diagnostic Report



			Observed minus Predicted Score by Predicted Score Quintile				
			1 (Lowest)	2	3 (Middle)	4	5 (Highest)
Physical Science	2008	Mean	25.6	23.5	13.2	15.5	8.6
		Std Err	14.5	2.9	2.3	1.5	2.2
		Nr of Students	14	43	61	95	90
		% of Students	4.6	14.2	20.1	31.4	29.7
	Previous Cohort(s)	Mean	**24.1**	**20.9**	**15.7**	**10.1**	**8.7**
		Std Err	4.7	2.6	1.6	1.2	1.1
		Nr of Students	38	128	199	265	337
		% of Students	3.9	13.2	20.6	27.4	34.9

View Performance Diagnostics Report

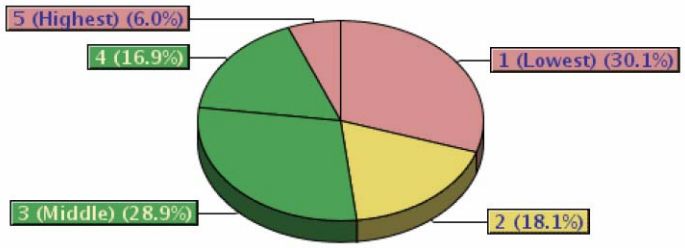
The Diagnostic Report is divided into 5 quintiles. This report disaggregates progress for students at different levels of previous achievement. A student becomes a member of a prior-achievement subgroup based on the average of his or her current and previous year scores. A single student score contains measurement error. Using the average of two years allows a more appropriate assignment. The chart at the top offers a visual representation of the data presented in the table below.

On the graph, the reference line in green represents the state growth standard or the amount of progress students in each subgroup must make in order to maintain their level of achievement from year to year. When Gain is reported in NCE scores, as it is here, the growth standard is 0.0. If a group is below the green line, the average student in the group fell below the state growth standard. Blue bars show the gain in the most recent year. Gold bars show the gain for up to three previous cohorts, when data are available. No bar is presented for subgroups with fewer than eight students. The red vertical line that intersects each bar indicates one standard error above and below the gain. The standard error allows the user to establish a confidence band around the estimate.
Familiarity with the curricular standards in prior, current and future grades by subject is critical to success for all students. The goal should be "all students make excellent progress every year."

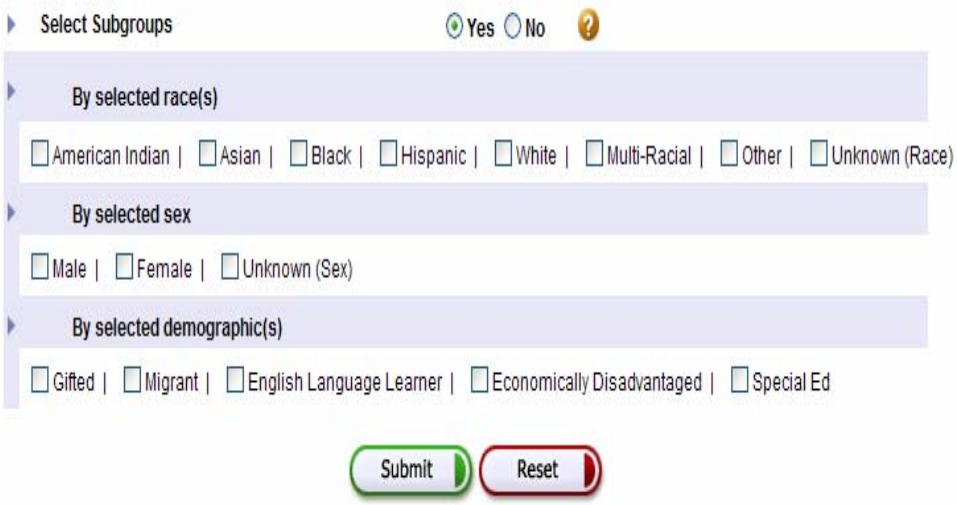
In the table, the observed gain for students in each achievement level, for the current year and for up to three previous cohorts, is displayed in the rows labeled Gain. This is a measure of the relative progress of the school's students in each Prior-Achievement Subgroup compared to the state's growth standard. Progress is shown in State NCE units, basis 2009. A large negative value indicates that students within a subgroup made less progress than the state growth standard. A large positive value indicates that students within a subgroup made more progress than the state growth standard. A value of approximately 0.0 indicates that students within a subgroup made about the same amount of progress as the state growth standard. The Nr of Students row shows the number of students in a subgroup. Some subgroups may contain more students than others because students are assigned to groups on a statewide basis. The assignment pattern shows

schools how their students are distributed compared to other students in the same grade across the state.

To see a pie chart of the data, click on the % of Students link in the table. The Pie Chart shows the percent of students in each subgroup and compares their progress to that of students in the average school in the state.



Selecting Subgroups within Diagnostic Report



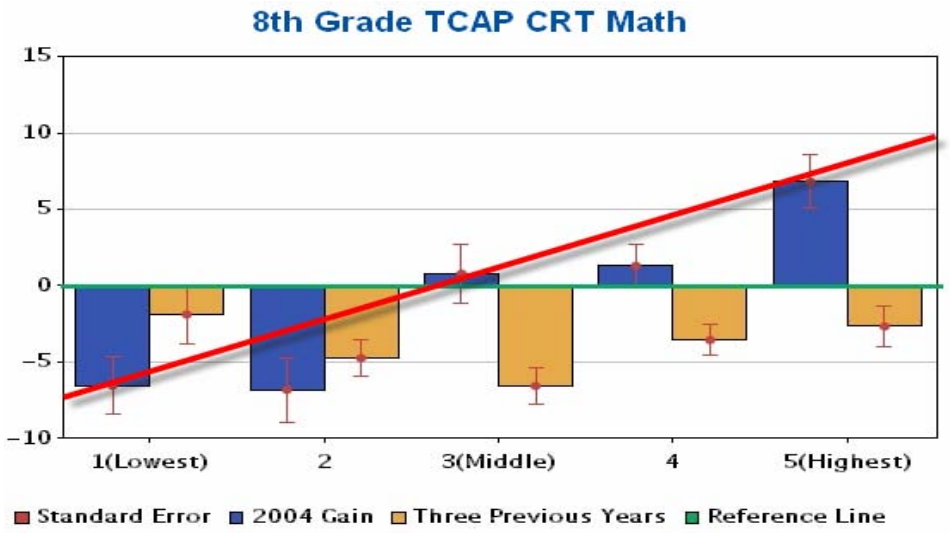
You may choose to see this report for a subset of students based on race, sex, or other demographics. You may also select the specific students that you want to graph by creating a Student Pattern Report. To see a subset of students, click "Yes" at the top of the report. Then, check the boxes for all characteristics you would like to select. You may choose any combination of characteristics. If you choose Black and Hispanic, then the report will include only Black students and Hispanic students. If you also choose Male, then the report will include only Black and Hispanic boys. If you choose Black, Hispanic, Male, and Gifted, then the report will include only Black and Hispanic Males who are designated Gifted.

When you have made your selections for a subset of students, click the Submit button. To erase your selections and return to the default state, which includes all students, click the Reset button.

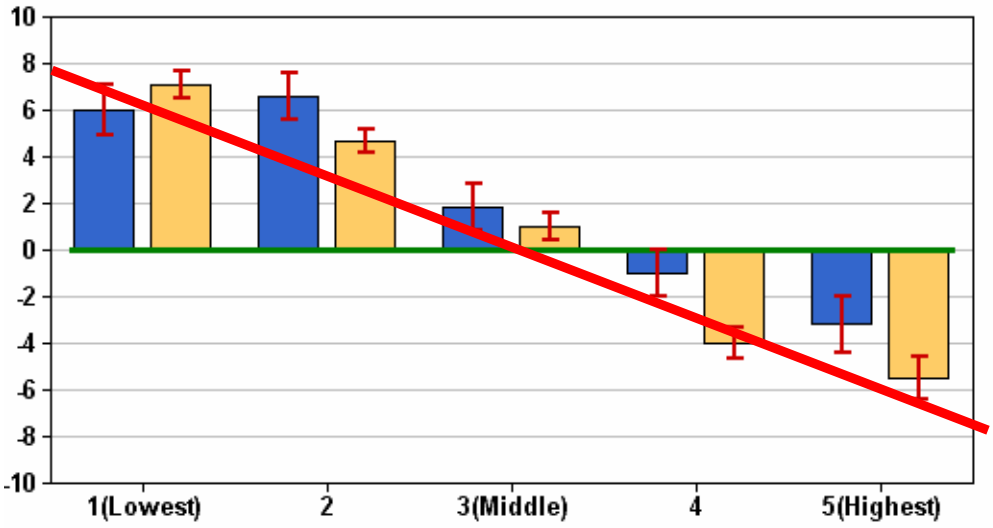
Patterns of Growth within Diagnostic Report

The Diagnostic Report can be used to identify patterns or trends.

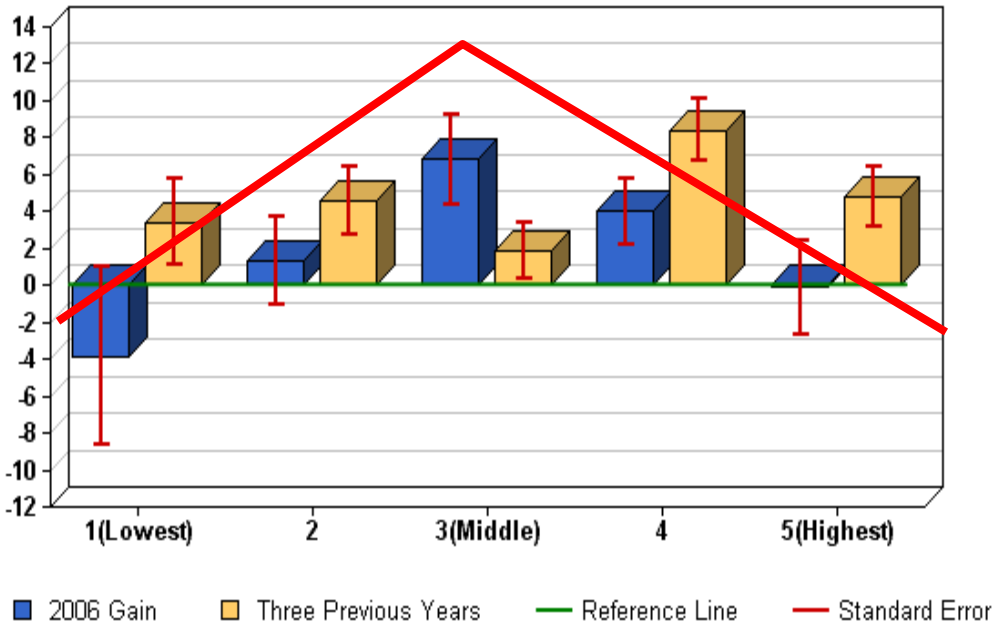
Reverse Shed Pattern
In this pattern, low achieving students have not maintained a year's growth, while high performing students have made more than a year's growth. Narrow curricular focus can cause a reverse shed pattern like this report.



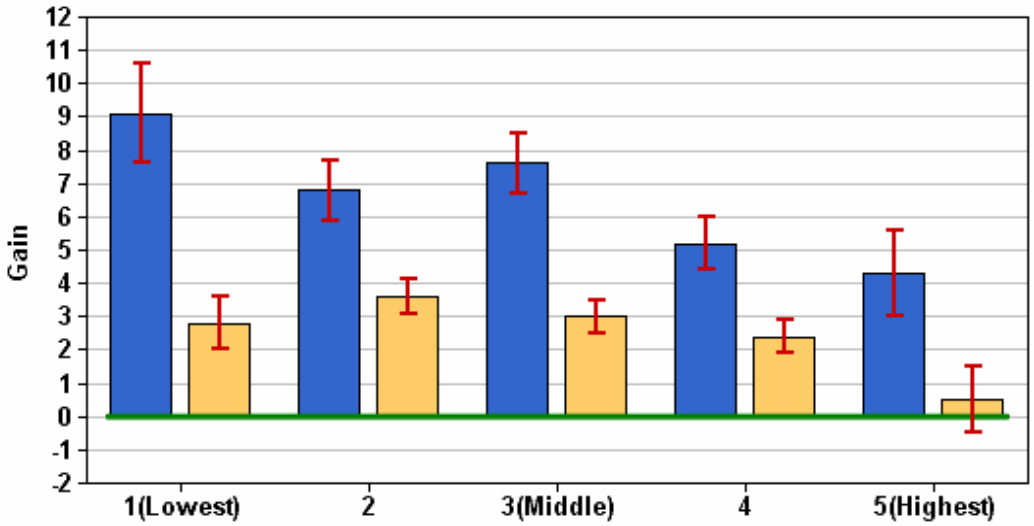
Shed Pattern
In this pattern, high performing students have not maintained a year's growth, while low performing students have made more than a year's growth.



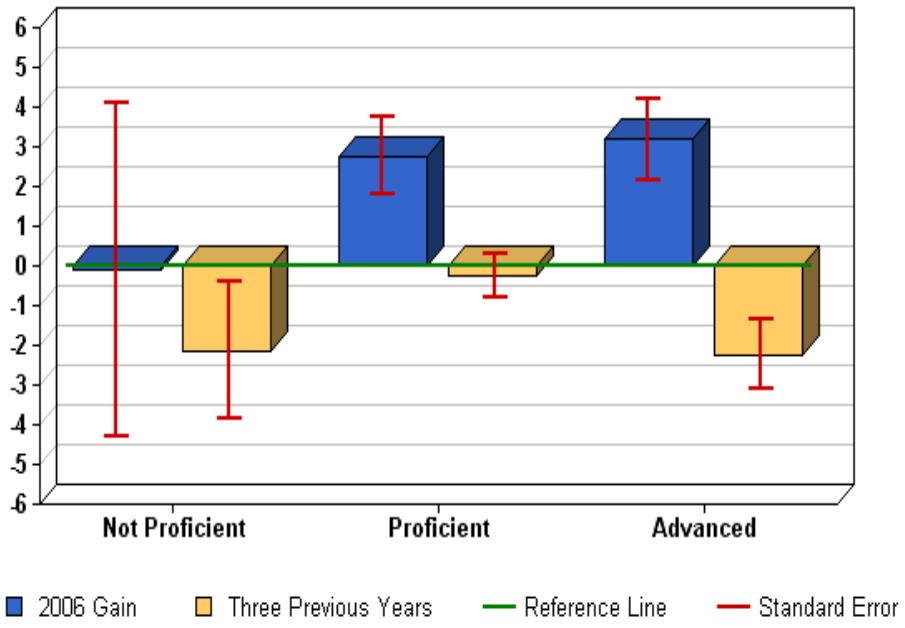
Tent Pattern
In this pattern, high and low performing students are not maintaining a year's growth.



Optimal Pattern
In this pattern, all students are making positive gains with the low achieving students making the most gain.



Performance Diagnostic Report



The Performance Diagnostic Report can be used to identify patterns or trends of progress among students at different projected proficiency levels. When interpreting this report, use caution; the subgroup gains come from a liberal statistical process and are less conservative than the estimates of a school's influence on student progress found in the Value-Added Report.

As a part of the analyses, students are assigned to Predicted Proficiency Groups based on their predicted state NCE scores. A student's predicted score is an expected score, based on his or her performance on previous tests, assuming the student is in an average school.

Both the Diagnostic and the Performance Diagnostic Reports can be viewed by subset of students in a Student List.

Student List

Student List – Achievement

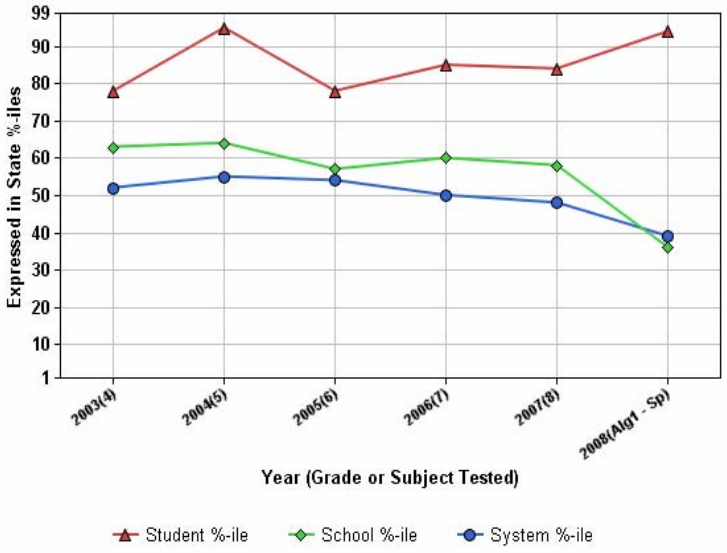
Student Name	State NCE	Perf Level	School Name
ARENDS, BLANCA	76	AD	Celia Elementary School
FERRANTE, NOBLE	61	P	Celia Elementary School
HITCHMAN, SIMONE	55	P	Celia Elementary School
HOLOWAY, CHERRY	65	P	Celia Elementary School
KLOSINSKI, LUISA	65	P	Celia Elementary School
LANGLEY, CONNIE	59	P	Celia Elementary School
LANZETTA, BRUNO	76	AD	Celia Elementary School

Student List - High School

Student Name	Predicted Score	Observed Score	Perf Level	School Name
BABBS, COLE	570.6	566	AD	Ana High School
BEMRICH, BENITO	587.3	592	AD	Ana High School
CHITTESTER, SAMMY	613.3	603	AD	Ana High School
COZZOLINO, MYRA	568.4	603	AD	Ana High School
CRUMMETT, DELLA	571.1	592	AD	Ana High School

The student list allows you to drill down to academic achievement information about individual students. Columns with underlined headings allow sorting.
The list includes students tested in the most recent year in the selected grade or prior-achievement subgroup within a grade. For the elementary tests, the student's observed State NCE score for the subject appears next to his or her name, along with the performance level and the name of the school in which the student was enrolled during the most recent testing window. For EOC, Writing, and ACT, the student's predicted test score for the subject appears next to his or her name, followed by the student's observed score, performance level, and the name of the school in which the student was enrolled during the most recent testing window. A student's predicted score is an expected score, based on his or her performance on previous tests, assuming the student is in the average school in the state. Performance levels are also shown for these tests, when available.

Individual Student Report



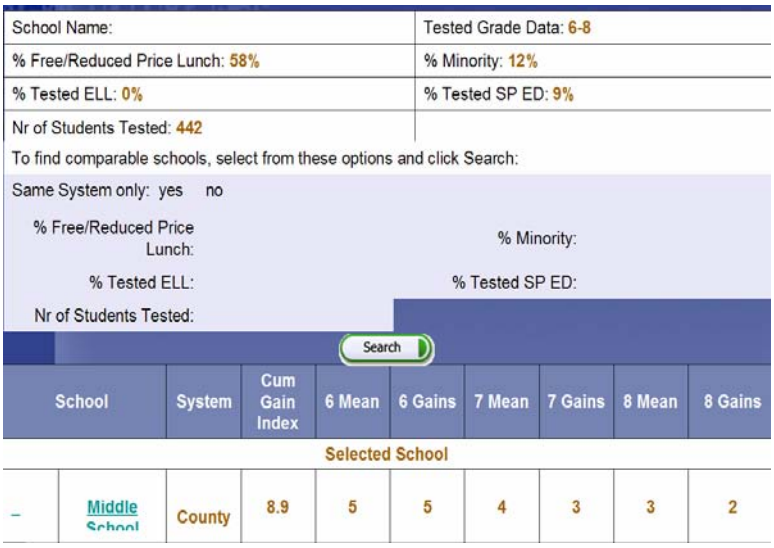
Subject: Algebra I						
	Year (Grade or Subject Tested)					
	TCAP CRT (Math)					Gateway (Algebra I)
	2003(4)	2004(5)	2005(6)	2006(7)	2007(8)	2008(Alg1 - Sp)
State NCE \ Score	65	89	63	71	76	603
%-ile	78	95	78	85	84	94
Perf Level				AD	AD	AD

The Student Report contains all available test scores for an individual student, along with the student's Tennessee Percentile for each test and subject. The accompanying graph provides the student's state percentile and the system's mean state percentile for each test administered. The graph provides a picture of the student's history in the subject selected. The year and grade in which the test was administered appear below the graph.

For TCAP CRT, the student's State NCE is listed for each year. For high school tests, the score the student earned is listed. The student's percentile ranking within Tennessee appears in the row below the State NCEs and scores. Students tested with TCAP-ALT or Portfolio will show only the achieved Performance Level.
For high school tests, the season in which the test was administered, Fall (F), Spring (Sp), or Summer (Su), is also indicated. The year of the test refers to the school year to which the test was attributed. For example, tests administered in the summer and fall of 2007 will be labeled 2008 because they are attributed to the 2007-2008 school year.

The bottom row of the table indicates the State Proficiency Level the student has achieved for each test and year for which this measure is available. The State Proficiency Levels are Not Proficient (NP), Proficient (P), and Advanced (AD).

School Search



The School Search feature allows for the comparison of progress of schools with similar characteristics. Identifying schools that are facing similar challenges may help you pinpoint best practices that can be shared across schools.

The first table lists the school's demographics, including the percentage of students eligible for free or reduced meals, the percentage of minority (non-Caucasian) students, the percentage of students who are English language learners, the percentage of students tested who are receiving special education services, and the number of students tested. The demographic information for this search was extracted from the testing documents. The table also lists the grades served. In order to appear on the list of comparable schools

for TCAP CRT, a school must have at least three years of TVAAS reporting. Schools with only one or two years of value-added results will not be included in the listing.

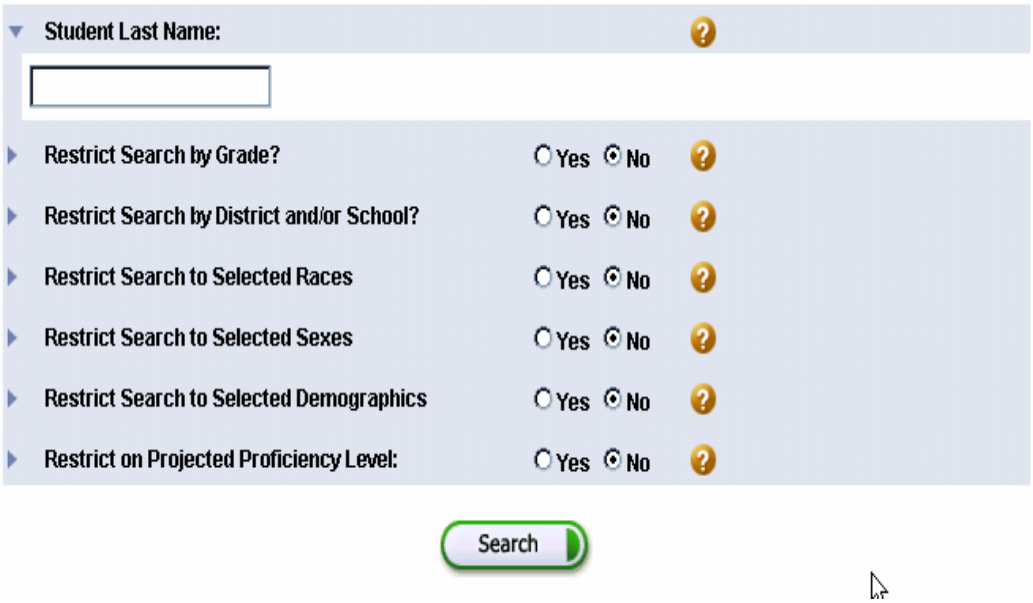
All schools in Tennessee were assigned to an achievement group, according to the rank of their observed Mean NCE for a grade and subject. A "1" indicates the lowest achievement group and a "5" indicates the highest achievement group. Schools in higher achievement groups have students scoring at higher levels than schools in lower achievement groups.

All schools in the state were also assigned to a progress group according to the rank of their estimated Mean NCE Gain for a grade and subject. A "1" indicates the lowest progress group and a "5" indicates the highest progress group. Students completing grades or subjects at schools with higher progress rates will tend to score at higher achievement levels than their previous achievement would have indicated.

The Cumulative Gain Index is a measure of student progress for the selected test and subject. For schools serving students in grades 3-8, the 3-Yr. Average Mean NCE Gain Over Grades Relative to the Growth Standard was divided by the corresponding standard error.

Custom Student Report

The Custom Student Report assists with identifying at-risk students (tutoring), applying resources based on student need (advanced classes), accessing students' probabilities for success in future years (projections), viewing students' historical data, and sharing students' information with students and parents (parent conferences, discipline, goal setting, IEP meetings).



The Custom Student Report allows you to select students by searching on the student's last name or generating a list that may be restricted by grade, district, school, race, sex, demographics, and projected proficiency level.

Search Results: 1 - 100 out of 134

Students who last tested in the 6th grade at Chris Middle School

Next >>

Add	Student	System	School	Sex	Race	Grade	LEP	SpED	Gifted	FRPL	Migrant
☐	AHRENS, BERT	Alpha School District	Chris Middle School	M	B	6	N	Y	N	Y	N
☐	ALLAIN, ELNORA	Alpha School District	Chris Middle School	F	B	6	N	N	N	Y	N
☐	ALLBRIGHT, ALISSA	Alpha School District	Chris Middle School	F	B	6	N	N	N	Y	N
☐	AMINI, NATHANIEL	Alpha School District	Chris Middle School	M	B	6	N	Y	N	Y	N
☐	ANHALT, JERROD	Alpha School District	Chris Middle School	M	B	6	N	N	N	Y	N
☐	ANTHONY, DOLORES	Alpha School District	Chris Middle School	F	B	6	N	N	N	Y	N
☐	BEDNARCZYK, LINWOOD	Alpha School District	Chris Middle School	M	B	6	N	Y	N	Y	N
☐	BERNACCHI, QUINTON	Alpha School District	Chris Middle School	M	B	6	N	Y	N	Y	N
☐	BOEDECKER, WESTON	Alpha School District	Chris Middle School	M	B	6	N	Y	N	Y	N
☐	BONGIORNO, KARLA	Alpha School District	Chris Middle School	F	B	6	N	N	N	Y	N
☐	BOTHMAN, TREVA	Alpha School District	Chris Middle School	F	B	6	N	N	N	Y	N
☐	BOWLING, BONNIE	Alpha School District	Chris Middle School	F	B	6	N	N	N	Y	N
☐	BRUCKNER, MARILYNN	Alpha School District	Chris Middle School	F	B	6	N	Y	N	Y	N

Select This Page | Deselect All | Add Selected Students | Add All Students

By default, the students are listed alphabetically by last name. Underlined column headings allow sorting. Click on a student's name to link to the Student Report for that student. The students' Achievement Probabilities for the test(s) and proficiency level(s) you selected appear in the last column on the right. Click on the student's probability of success to link to the Projection Report for that student.

Custom Student Report (Saved)

Gateway Algebra I (Proficient)

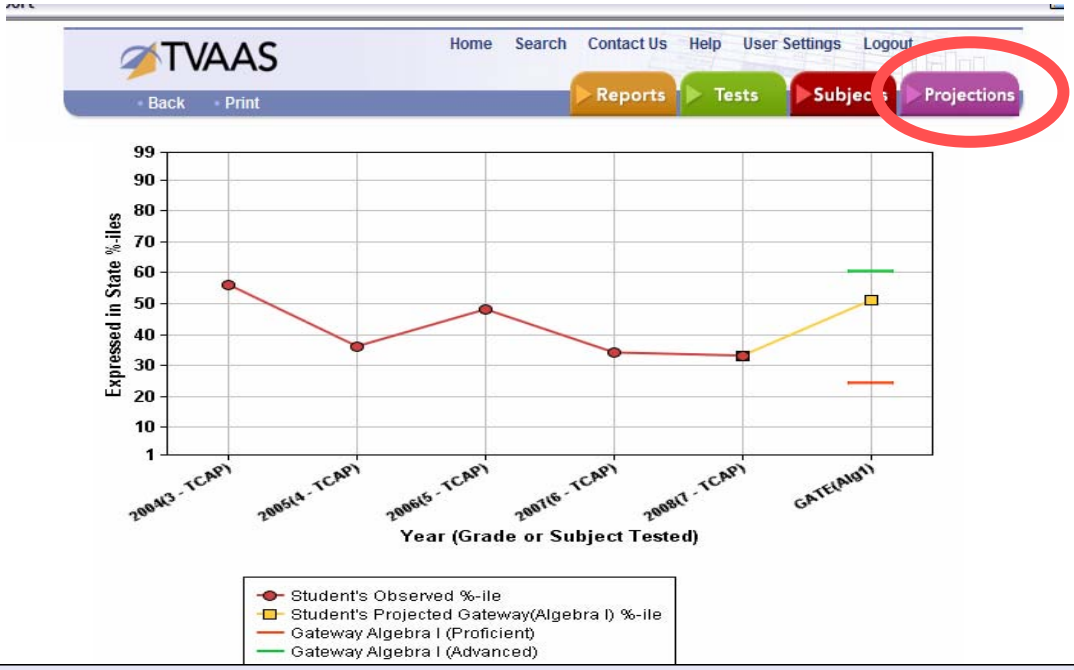
	Remove	Student	System	School	Sex	Race	Grade	Gif	Mig	ELL	ED	SpED	Achievement Probability
1.	☐	AILES, THANH	Beta School District	Debby Middle School	F	W	7	N	N	N	N	Y	0.4
2.	☐	ALTROGGE, BUFORD	Beta School District	Debby Middle School	M	W	7	N	N	N	N	N	99.1
3.	☐	ARNZEN, COLE	Beta School District	Debby Middle School	M	W	7	Y	N	N	N	N	100.0
4.	☐	ASP, PETER	Beta School District	Debby Middle School	M	W	7	N	N	N	Y	Y	21.5
5.	☐	BEASON, KARA	Beta School District	Debby Middle School	F	W	7	N	N	N	Y	N	45.8
6.	☐	BELLUS, ALEC	Beta School District	Debby Middle School	M	B	7	N	N	N	Y	N	85.9
7.	☐	BICKFORD, JANET	Beta School District	Debby Middle School	F	B	7	N	N	N	Y	N	69.2
8.	☐	BORKOWSKI, ROSS	Beta School District	Debby Middle School	M	W	7	N	N	N	N	N	6.1
9.	☐	BORNER, RORY	Beta School District	Debby Middle School	M	W	7	N	N	N	N	N	95.9
10.	☐	BOTTO, ALVA	Beta School District	Debby Middle School	M	B	7	N	N	N	Y	N	88.0
												Mean	61.2
												Std Err	12.5

Students are listed alphabetically with demographic and other information listed by column. To sort by any of the student information provided, click on the blue, underlined column heading. To see a Student Report, click on the student's name.

The last column on the right lists each student's probability of achieving the future academic milestone currently selected. NA is shown for students who have already taken the test you are projecting to and for students without projections due to insufficient data. Mean probability for this list of students along with the standard error is provided at the bottom of the report. Click on the value in the Achievement Probability column to see a student's Projections report.

Students may be added to or removed from the custom report at any time.

Student Projections (Tab)



Projection: Gateway Algebra I		
Projected State Percentile	Probability of Success	
	Proficient	Advanced
51	87.5%	36.4%

Student's Testing History					
	Year (Grade or Subject Tested)				
	TCAP CRT (Math)				
	2004(3)	2005(4)	2006(5)	2007(6)	2008(7)
State NCE \ Score	57	49	57	50	52
%-ile	56	36	48	34	33

Use the Projections tab to see a student's probability for meeting different academic milestones. Options may vary according to the test data available for the student.

This report is useful in placing students in courses and determining long-term strategies for ensuring that your school provides the best opportunity for academic growth for a

student during the K-12 years. For example, if a student has a high probability for being proficient in Gateway Algebra I, consider placing the student in that course rather than EOC Math Foundations.

The number in ( ) is the probability that the student will score at that projection. These projections are best done at the beginning of the school year. Remediation, interventions, etc. can start immediately for those students who are projected not to be proficient.

Student Pattern List

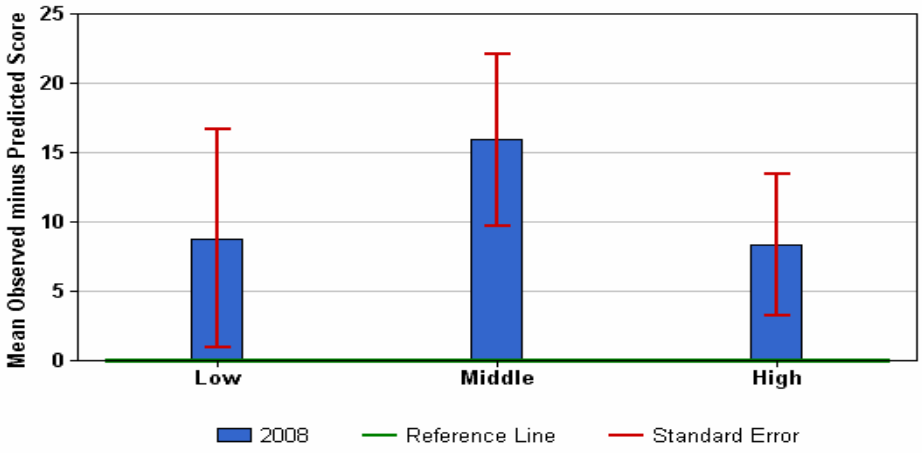
2008 TCAP CRT (Grade 4): Math Students

Select	Student Name	2007 State NCE	2008 State NCE	Avg State NCE	2008 Percentile	Perf Level	School Name
☐	ABBATE, CARSON	57	59	58.0	62	P	Celia Elementary School
☐	AGUADA, MARYBETH	81	65	73.0	72	P	Celia Elementary School
☐	ANTONAKOS, GILDA	21	15	18.0	4	NP	Celia Elementary School
☐	APICELLA, JAVIER	44	43	43.5	31	P	Celia Elementary School
☐	ARENDS, BLANCA	62	76	69.0	86	AD	Celia Elementary School
☐	AUGUSTIN, VELMA		65		72	P	Celia Elementary School
☐	BARANOSKI, ANGELINA	38	47	42.5	37	P	Celia Elementary School
☐	BARKHURST, PHIL	9	25	17.0	8	NP	Celia Elementary School
☐	BEAUSOLEIL, LOYD	57	55	56.0	53	P	Celia Elementary School

This report disaggregates progress for groups of students that you choose. The Student Pattern Report enables you to see how effective the school has been with the lowest, middle, and highest achieving students in the group you have selected. A minimum of fifteen students with two consecutive years of data must be chosen to generate a report.

The Student Pattern List provides the following information for each student on the list: Name, Previous Year NCE, Current Year NCE, Average State NCE, the State Percentile for the most recent test year, the student's performance level, and the name of the school where the student was most recently tested. Each of these columns may be sorted in ascending order by clicking on the column heading. You can access an individual student's testing history by clicking on the student's name. To the left of each student's name is a box that allows you to select the student for inclusion in your Student Pattern Report.

Student Pattern List



Mean Observed minus Predicted Score		
Low	Middle	High
8.8	15.9	8.3

Students by Subgroup		
Low	Middle	High
HORACIO GWALTNEY	HARLAN YZAGUIRRE	DEANN AUBIN
KENYA GEITNER	TROY ZOLLO	BERRY GUGEL
RICO CHUKES	ESMERALDA DORNFELD	ALMA HUDY
DEIDRA KEATE	SHANA BUEHRLE	DEON SCHWEBKE
CHELSEY MCDERMOTT	ISABELLE TUEY	ESTER FERANDEZ
MARGO LEPPER	JEWELL CLAEYS	MAXWELL JAHDE
TARYN FALTERMAN	JUNIOR BLUMENTHAL	EVERETTE DIMLER

After students are selected for the Student Pattern List, students are assigned to one of three groups: Low, Middle, and High. A student becomes a member of the Low, Middle, or High group based on the average of his or her current and previous year scores. The selected students are then split into three equal groups depending upon whether their average score falls in the lowest, middle, or highest third of the resulting distribution. A single student score contains measurement error. Using the average of two years allows a more appropriate assignment.

A chart demonstrating mean gains for each group is provided. The chart at the top offers a visual representation of the data presented in the table below. The blue bars on the graph represent the mean gain for each of the three groups of students. The names of students included in each subgroup are presented in a table below the Mean Gains. Click on a Student's Name to see the testing history for the student.

When interpreting this report, use caution; the subgroup means come from a liberal statistical process and are less conservative than the estimates of a school's influence on student progress found in the School Value Added Report.

Feeder Pattern Report

Elementary School		Middle School				High School		
TCAP		TCAP			GATE	GATE	EOC	ACT
(NCEs)		(NCEs)			(SS)	(SS)		
4	5	6	7	8	Alg1	Alg1	Math	Math

The Feeder Pattern Report allows you to observe and compare opportunities for student academic progress within specific sequences of schools. Using this report, you can assess strengths and weaknesses in educational delivery across grades and determine whether access to effective schooling is distributed equitably to students assigned to different sequences. This report is largely used by the district office in making decision about student equity.

Third Grade Percentages

2008 TCAP CRT 3rd Grade Math Students

Student Name	Sex	Race	LEP	SpED	Gifted	FRPL	Migrant	%-ile	School Name
ANDERMAN, TEODORO	M	B	N	Y	N	Y	N	8	Dora Elementary School
BARNOSKI, OMA	F	B	N	N	N	N	N	56	Dora Elementary School
BEBOUT, MA	F	B	N	N	N	Y	N	56	Dora Elementary School
BECZE, MAXINE	F	B	N	N	N	Y	N	35	Dora Elementary School
BEIEN, NATHAN	M	B	N	N	N	Y	N	96	Dora Elementary School
BIAGIONI, STEWART	M	B	N	N	N	N	N	39	Dora Elementary School
BLACKERBY, MICAH	M	B	N	N	N	N	N	87	Dora Elementary School
BOOTON, MAXINE	F	B	N	N	N	Y	N	67	Dora Elementary School
BRACKENS, BEAU	M	B	N	N	N	Y	N	42	Dora Elementary School
BRICK, LATRICE	F	B	N	N	N	Y	N	79	Dora Elementary School
BRIGNOLO, KIM	M	W	N	N	N	Y	N	67	Dora Elementary School
BRINKERHOFF, JACKLYN	F	B	N	N	N	N	N	75	Dora Elementary School
BROADFOOT, ANTONIA	F	W	N	N	N	Y	N	71	Dora Elementary School
CABANILLA, LUKE	M	B	N	N	N	Y	N	32	Dora Elementary School

The Third Grade Percentages report lists all third grade students at the school who were tested in the most recent year with the TCAP CRT in the chosen subject. It provides demographic information for these students, in addition to their observed state percentile ranking on the third grade test. The last column identifies the school in which they were tested.
You may sort any column by clicking on the column heading. Rolling over the column headings for demographic data reveals a description of the contents of that column.

Conclusion

Educators have a responsibility to utilize the student information that is available to them. Value-added provides a missing piece of data that can and should be used when evaluating student achievement and addressing student needs. TVAAS empowers all schools and districts with the benefits of rigorous statistical analyses that produce the results in an easily understood format. Reporting is at the fingertips of users, available in a secure-access web delivery.

As sound instructional decisions are based on multiple measures of student performance, TVAAS reports should be used complementary to information yielded from other student data reports.

WORK STREAM 1: MAXIMIZING THE USAGE OF VALUE-ADDED DATA

Synopsis

Transformational change occurs when educators understand their instructional issues and feel a sense of urgency. TVAAS® provides a progress measure that allows educators to determine what effect their practices have on the learning of their students. However, having the data available does not mean that educators know how to use it to improve student learning. **It is critical that the link between the data and how the data can be used for school improvement purposes be explicit and directly taught to those who must do the actual work.** People want someone who can tell them what they need to do to get better.

SAS® TVAAS® provides the most robust progress data currently available nationally. Included with SAS's Web-enabled value-added reporting are Webinars and rollover prompts to assist with navigating the reports. While all of this is valuable and useful, it is not sufficient to lead educators through the process of using the data to make instructional decisions. BFK's expertise is to lead the process that helps teachers answer the question—what do I need to do to get better?

Tennessee (TN) wants to provide the best opportunities for every student across the state, and Battelle for Kids (BFK) shares that mission. BFK is committed to ensuring that educators have the resources, data, training and support they need to ensure college- and career-readiness for every child. At the core of this work is a belief that progress measures, more than any other kind of data, are essential to the educational improvement process.

BFK's experience has been that if teachers know how to interpret data available to them (TVAAS® and achievement data) and make instructional adjustments based on those data, their students will perform at higher achievement levels. Armed with knowledge of how to use value-added information as a tool for focusing instructional improvement, educators can begin to better meet their students' individual learning needs**. Principals and other school and district administrators support this process by building school cultures that are data-rich, data-smart and data-driven.**

Tennessee needs a partner who is focused on how to help teachers leverage data to improve instruction and realize meaningful growth of student and teacher learning and performance. BFK is the right partner to do this work. By focusing on how to use data to improve instruction, BFK will prepare TN educators to be knowledgeable consumers of the TVAAS® data available to them. The training and delivery model BFK uses, while significantly different from prior professional development efforts, will build on the good work that has already been done. More importantly, Battelle for Kids is a learning organization that is constantly evolving and refining delivery models.

Over the last decade, BFK has become recognized as a national leader in providing strategic counsel, customized professional development, multi-modal learning resources, communications, technology solutions and research/innovation efforts that that enable school districts to harness the power of their data to inform their decision-making. We have a strong understanding of the SAS® methodology used to create the TVAAS® value-added reports and have experience conducting district, regional, state and national training events using a blended professional development approach. To complement our training model, BFK has developed inquiry-based guides and other resources to help educators understand and make productive use of their value-added reports.

As part of this contract, BFK will provide training and support to the 136 school districts, 1,736 buildings and 78,000 educators via a tiered professional development model. The BFK approach will provide 30 credentialed Tennessee Balanced Assessment Specialists (TBAS) and 450+ individuals trained as District Value-Added Leadership Team (DVALT) members. The DVALT will collaborate with regionally assigned TBAS to train a minimum of one principal and one teacher leader from every building in every district (an estimated 4,000 educators statewide).

This group of building leaders trained by the DVALT will be prepared to help teachers understand and apply the information from their value-added reports to focus and direct their instruction. With strong leadership and clear expectations from the DVALT preparation, every teacher in Tennessee will be able to effectively use value-added data. The timeline is aggressive; this first phase of training will be completed before the end of November 2010.

BFK has worked extensively in Ohio to support the regional rollout of value-added training and support since 2003. Likewise, we have supported the regional rollout of work in Houston Independent School District since 2006. The blended model approach fits the Tennessee landscape as well. With its rich history of providing services and support to its educators through the Tennessee Department of Education (TDE) regional system, BFK can piggy-back on existing resources and events. By scheduling support through recognized entities like the Field Service Centers (FSC), TDE can trust that districts will receive appropriate communications, materials and ongoing TBAS training support in the same manner as other services provided by TDE. The role of the FSC in the value-added rollout will be to house and distribute resources, provide training facilities if needed, schedule the TBAS support to districts and provide regular communications. BFK will provide support to these centers, all the materials, planning and communications. Each FSC will provide a person for BFK who will serve as the primary contact.

Partnerships that link the right people, the right measures and the right practices define our work at BFK. The opportunity to impact the teaching and learning in Tennessee is our number one priority. Tennessee's vision of what is best for children, aligns with our experience and expertise. When we leave Tennessee in 2014, teaching and learning will have improved, the capacity to continue the value-added support will be in place, and Tennessee will be recognized nationally for being First to the Top.

Deliverables

I. Identify, train and credential 30 Tennessee Balanced Assessment Specialists (TBAS)

Purpose

- Create a group of value-added specialists to build ongoing capacity regionally and in districts.
- Develop strong skills and knowledge to use value-added for school improvement.
- Provide ongoing support for credentialing TBAS years 2010--2014.
- Become the eyes and ears and support for the process at the district level.
- Provide feedback to BFK on progress or opportunities for improvement.
- Receive TBAS credentialing and renew years 2, 3 and 4.
- Position the use of value-added information in the larger educational improvement context.

BFK Deliverables

During the 2010–2011 school year, BFK will:

- Develop TBAS job description and expectations.
- Work with key TDE officials to develop a recruitment campaign, interviews and selection of TBAS.
- Facilitate a 4-day Tennessee Value-Added Academy in August 2010 in Nashville.
- Co-facilitate with the TBAS at three Tennessee Value-Added Academies.
- Credential 30 TBAS by August 31, 2010 using BFK-developed criteria.
- Establish a working and trusting relationship with the TBAS members.
- Provide access to online value-added courses.
- Provide training curriculum and materials, including *Understanding and Using Value-Added Analysis: A Toolkit for Educators.*
- Coordinate assignments to one of the FSC.
- Provide dedicated support to the TBAS.
- Maintain appropriate and timely communications.
- Conduct support webinars and video conferencing.
- Post learning resources on the Electronic Learning Center Web site.
- Create a feedback loop for BFK to give ongoing feedback and support to the TBAS.

TBAS Action Items

- Complete the district- and building-level Online Learning Paths.
- Attend the four days of the Tennessee Balanced Assessment Orientation, be an active participant and complete all assignments.
- Participate in the training available in years 2, 3 and 4 to build their ongoing capacity to serve districts.
- Assist BFK with two of the three Tennessee Value-Added Academies as co-trainers to strengthen their training skills and experiences.
- Be responsible for the rollout of support to 4–5 districts in their assigned region or location including the development of district and building Focus Plans.
- Organize and promote regular webinars for their districts.
- Create a feedback loop that requires that TBAS directly report to BFK.

II. Prepare 450 District Value-Added Leadership Team (DVALT) members to use value-added for educational improvement

Purpose

- Enable 450 DVALT members to participate in professional development to quick start their engagement with their 2010 TVAAS® reporting.
- Build participants' understanding of FttT value-added resources available to schools.
- Engage Field Service Center, TDE, university and other stakeholder personnel.
- Build the capacity of district educators to use 2010 TVAAS® data to evaluate the efficacy of current practices and programs.

BFK Deliverables

- Facilitate three 3-day Tennessee Value-Added Academies, August--October 2010 in Nashville (Timing dependent upon availability of the 2010 TVAAS® reports).
- Determine allotment of the 450 DVALT slots by district.
- Communicate and invite to participate.
- Coordinate facilities and refreshments for academies.
- Provide teacher-level guide, materials and curriculums for the academy and use when they return to their districts.
- Provide access to online value-added courses and a quick start guide for all teachers.
- Credential the TBAS and further develop their capacity to assist districts.
- Design and deliver a District Focus Plan Template.
- Introduce the district and building Focus Process and Plan Template.
- Distribute the *Understanding and Using Value-Added Analysis: A Toolkit for Educators* to every district and building.
- Maintain appropriate and timely communications.
- Conduct monthly support webinars and video conferencing.
- Post learning resources on the Electronic Learning Center Web site.

DVALT Action Steps

- Complete the district- and building-level Online Learning Paths.
- Attend and participate in the Tennessee Value-Added Academy.
- Co-train with the TBAS member assigned to them to prepare principals and teacher leader teams in their district.
- Participate in training available in years 2, 3 and 4 to build their ongoing capacity to support teachers.
- Set expectations for the district and building work for year one and revisit for years 2,3, and 4
- Work with school leaders to develop a Building-Level Focus plan.
- Communicate with TBAS member to critique and improve the quality of building-level work.
- Provide each school with the *Understanding and Using Value-Added Information—A Toolkit for Educators*; Provide training on the toolkit and basic reports in all schools.

III. Provide Specialized Value-Added Training Tools to Support Learning

Value-Added Online Learning Courses

Designed for educators to work independently or with a professional learning team, the courses offer the flexibility educators need—any-time, any-place and any-pace learning. In addition to providing access to teachers, the BFK•Learn™ solution offers management resources for administrators. Participants' work is stored in an ePortfolio, which allows educators to save data inquiries and access course transcripts and completed projects. Tennessee teachers will have access to a quick start process to guide their independent use of the online value-added courses available to them. Courses are interactive and include video commentary to build the practical skills associated with accessing, understanding and using value-added information. Implementation questions are included at the end of each course along with opportunities for optional extended learning. Used in connection with SAS's webinar series, focused on report navigation, BFK's courses make explicit the link between these reports and the school improvement process.

Learning Goals

By completing these courses, educators will learn:

- The fundamentals of value-added analysis and basic value-added concepts.
- How to access and interpret value-added reports.
- How to use the information as a diagnostic school improvement tool.

Three value-added learning paths will differentiate learning by end-user need (District, Building and Teacher) and will explore basic data terms and build understanding of value-added analysis.

Testimonial:

"It is with great enthusiasm that I have encouraged my colleagues to complete these value-added online courses. The courses can help any educator become better and more informed in his/her professional decision-making. This has been one of the most user friendly and dynamic informational trainings in which I have had the privilege of participating."—Middle School Teacher, Lexington (TN)

BFK•Learn™ Solution

The BFK•Learn solution is an online learning management system available in the Tennessee Student Progress Portal (www.BattelleforKids.org/Tennessee). BFK•Learn solution will be used to engage the District Value-Added Leadership Team in monitoring: See Addendum 3 for the BFK Learn User Guide for a detailed outline of features.

- User Management: This set of features allows the user to create and maintain a user base of learners.
- Course Management: This set of features allows user to create and maintain basic information about course and learning path offerings.
- Learning Management: This set of features allows leader and learners to monitor, maintain and experience learning. Administrators can assign learning, track learner progress and stay up-to-date on results.
- Administrator Features: Includes course/learning path enrollment: User-initiated; administrator-initiated; and auto-enrollment; Course/learning path withdraw: User-initiated; administrator-initiated; and course/learning path waiver; and Administrator-initiated: Target completion dates with e-mail reminders; administrator alerts/notifications; and administrator view of staff accounts.
- Learner Features: Personalized view of active and completed learning; course review; course completion certificates; and transcripts.
- Reports: This set of features offers quick and valuable snapshots of usage and results information.

Understanding and Using Value-Added Analysis: A Toolkit for Educators
The printed toolkit offers a hands-on resource for learning the value-added content. Included in the toolkit are support materials that provide information that will help educators get ready to understand and use value-added analysis to target and improve instruction. These materials are also useful for engaging the community and other stakeholders in discussion about using value-added analysis for improving teaching and learning.

Included are:
- A brochure and DVD designed to introduce value-added information to educators.
- An overview of the benefits of value-added analysis for districts, schools and teachers.
- Frequently asked questions.
- A glossary that provides explanations of key terms found in the district-, building- and teacher-level guides.
- District-, building- and teacher-level sections designed for specific users. The guides take users through a "data walk" of each of the reports and provide action steps to help users and their teams put value-added information to use.

The toolkit includes various resources to help district, building and teacher leaders:
- Understand how to access or provide access to EVAAS® value-added reports.
- Understand how to navigate, interpret and make diagnostic use of the various reports.
- Understand how to assess and prioritize instructional strengths and challenges associated with the current educational program.
- Develop capacity to use yearly assessment information to modify and improve the quality and effectiveness of teaching and learning.
- Increase/develop capacity to communicate with parents, teachers and other stakeholders.

II. Develop BFK, TBAS and DVAT Embedded Professional Development Feedback Loops

- Have BFK observe TBAS members; credential and coach accordingly based on their performance
- Have TBAS members coach and build relationships with their DVAT members
- Ensure effective execution of the value-added rollout by:
  - Providing direct, ongoing support for TBAS members through (3) face-to-face academies to improve professional development opportunities and service in regions (September, October and November 2010); and (9) Webinars conducted once per month (September through June 2011)
  - Designing and delivering quality monitoring tools for entire process including surveys to gather perceptual data
  - Designing and delivering a District and Building Focus Plan Template
- Provide (4) BFK coaches to provide e-mail and phone support to 30 TBAS (August 2010 to June 2011)

Approach

What gets measured gets improved. Real improvement happens when people understand clearly where they are and why certain things need to get better. Because Battelle for Kids is driven by this notion, we employ a tiered training model that produces improvement through rigorous data analysis, clearly defined accountabilities; and ongoing data based feedback loops associated with the training. This model is similar to traditional train-the-trainer models in that those who are trained are in fact responsible for training others, but it differs from traditional train-the-trainer approaches in its capacity to continually develop the effectiveness of those doing the training. In this model the work outputs associated with training episodes are used to provide substantive ongoing feedback and coaching. This tiered process continues as district level trainees work with other school and building leaders. They do real work with their constituencies but the outcomes of their work are used to provide continuous ongoing feedback and coaching relative to the trainings they have conducted.

This model is powerful because it allows a larger number of educators to be actively involved and accountable within the process than the traditional train-the-trainer model and it continuously develops the capacity of trainers so that the process can continue even after the contract with Battelle for Kids has run its course. The ultimate goal of this approach is to help TN educators understand better how they can work to help all children become college- and career- ready.

One essential component of improvement is an understanding of Tennessee's value-added assessment system. BFK is devoted to building the skills of TN educators to maximize their use of value-added information to increase teacher effectiveness and ultimately to broaden and deepen student learning. To do this, Tennessee educators must understand and learn how to use Tennessee's robust TVAAS® reporting. This will be done through multi-modal professional development process that builds knowledge, understanding and use of value-added information. Our methodology is based on a blended professional development approach for adult learners, including hands-on, high-touch, modeling, guided practice, a gradual release of responsibility and built-in feedback loops. This approach will be supported by the use of various tools, including online classes, an interactive toolkit, customized learning activities, coaching and webinars to be used in addition to face-to-face training. Embedded within our professional development model are some key pedagogical methods and strategies that have proven to be very effective for adult learners. These methods and strategies are described below.

Blended learning combines face-to-face professional development with any time, any place, any pace online learning. To provide this support for the educators of Tennessee, BFK has created role-based, online value-added learning paths. The learning paths include a district-level learning path, a building-level learning path and a teacher-level learning path. Live and recorded webinars also will be used to continue the support of the TBAS members and to enhance the **feedback loops** described above. The research supports this pedagogy for adult learners. "Blended learning adds significantly greater opportunity for the learner to master the material and move towards transfer and performance." (Masie, 2002, p.59)

"*The understanding gained from the BFK online courses will enable me to assist those teachers who do not have a clear understanding of how to read and interpret the TVAAS reports. This learning path has helped me to determine the best approach to looking over these reports, for example, which reports should be viewed first to get the most out of the data provided. I can better guide teachers in devising strategies that will help them improve in areas of weaknesses and to share the strategies and techniques they use that help students make the gains in their achievement levels*."
—Cindy Olive, Lexington City Schools, Lexington, Tennessee

"One shot in-services fail to give learners the time and support they need to learn. In contrast, the gradual release continuum embeds the essential elements for successful and long-term learning."
—Sweeny, 2005

Gradual release of responsibility is a teaching philosophy that is traditionally used for developing literacy skills in young learners (Pearson and Gallagher 1983). This method allows learners to feel a purposeful shift in their level of accountability for the learning. It is often referred to as, "I do, we do, you do."

First, the content is taught and modeled by BFK. Next, the content is synthesized and applied in activities that allow participants to have guided practice, actively using value-added information to think about instructional improvement. Last, participants have opportunities to apply what they know by creating independent district and building based Focus plans. The efficacy of these plans is enhanced through the safety net provided by BFK, TBAS, DVALT or all three.

Inquiry-based learning allows educators to engage in learning that is both relevant and hands-on. In the course of their training participants will move through a discovery process that takes them from the macro level (District Reports) to the mid level (School Reports) to the micro level (Grade level and Student Reports).

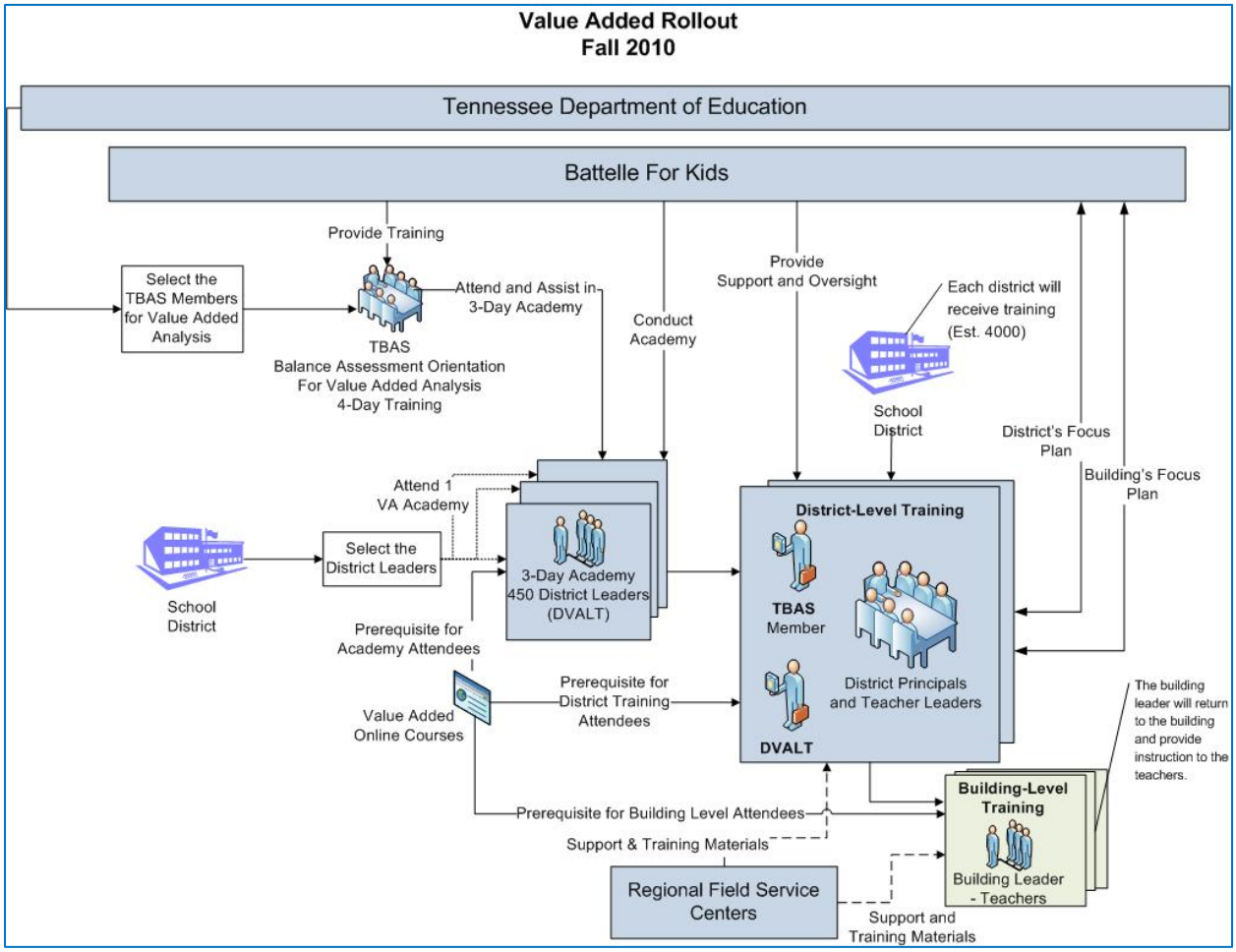
Through this process participants will begin to see a data story unfold that provides a deeper understanding of what is happening in their school district. Once they have taken this step, participants better understand how to uncover the causal factors that produce their own district, building and classroom results. They begin to understand why they have particular areas of strengths and challenges and how they can use this information to formulate goals for improvement.

Through the BFK•Focus™ online resources and the *Using Value-Added Analysis: A Toolkit for Educators* TN educators will have tools to support them as they move through this process with their own value-added information.

All learning occurs in the context of what has already been learned. Battelle for Kids has helped educators connect prior understandings of growth and change to their understanding of value-added analysis. By starting with what educators already know, they are more receptive to a deeper exploration of what, for many, is a brand new idea. Our model is aggressive in that we can assure that by the end of October 2010, 4,000+ educators representing all TN school districts will have at minimum, a working knowledge of value-added analysis and how to use it. These 4,000 educators will be actively involved in this project through providing professional development, completing online learning paths, producing instructional improvement plans or all three.

Timeline

The following diagram depicts our value-added rollout strategy and timeline. The model is explained in detail in the narrative that follows.



August 2010
BFK will initiate our training model by providing a four-day Tennessee Balanced Assessment Orientation to Value-Added Analysis for the 30 professional developers who will become the TBAS. BFK will continue to coach, support and build the capacity of this team throughout the duration of First to the Top.

The goals of the Balanced Assessment Orientation to Value-Added Analysis are to prepare the TBAS to:
- Understand why and how to use value-added information for educational improvement.
- Understand how to lead and support district, school and teacher-based improvement teams.

The **ongoing feedback process** begins as TBAS complete a performance assessment that enables them to be credentialed by BFK as a balanced assessment specialist. This is a formative process that allows for coaching and feedback from BFK. TBAS members will be required to complete assigned online learning path courses after attending the Balanced Assessment Orientation to Value-Added Analysis preparation.

Purpose
- Build capacity of a team of value-added specialists.
- Create a team of people that will be able to support and champion the ongoing work throughout the state.
- Support the regional FSC's delivery model.
- Become the eyes and ears and support of the process at the district- and building-levels.
- Credential the TBAS and further develop their capacity.

August/September 2010
BFK will require the TBAS to participate in guided practice by engaging them in active training roles at the next level of training. This next training level will involve a Tennessee Value-Added Academy for 450 District Value-Added Leadership Team (DVALT) members from all districts in Tennessee, Representatives from the Field Service Centers, TDE and higher education will be invited to participate in the academy as well. The goals of this academy are to simultaneously build the capacity of the TBAS and the DVALT to:
- Understand why and how to use value-added information to assess the strengths and challenges associated with a district's educational program.
- Understand how to use value-added information to plan for and implement district-based improvement.
- Learn a process for developing a District Focus Plan.

This level produces another **feedback loop**. BFK will simultaneously provide training for the 450 DVALT members and coaching for the TBAS with the goal of *gradual release of responsibility* for capacity building. In turn, the DVALT members will leave the academy with the assignment to complete a District Focus Plan with the support of the TBAS. These 450 DVALT members will also be required to take the District-Level Online Learning Path after attending the Value-Added Academy.

Purpose
- Further develop the capacity of TN educators to use value-added analysis for school improvement.
- Equip the 450 DVALT members to be able to analyze district- and building-level value-added reports and conduct training within their own districts.
- Be able to train the district personnel to create a District Focus Plan.

September 2010
Battelle for Kids will support TBAS members as they work with their assigned DVALTs to complete their District instructional improvement Plans. The main goal of step three is to continue to build the capacity of:
- District leaders to understand and use value-added analysis for school improvement.
- TBAS to lead and support district, building and teacher-based improvement teams.

A third **feedback loop** is initiated as district representatives receive feedback and support on their plans from TBAS members. In turn, the TBAS feed those plans back to BFK for feedback on how to best coach district leaders for continued growth.

Purpose

- Add another layer to the feedback loop with BFK supporting the TBAS.
- Build capacity and accountability.
- Encourage school and district personnel to interpret their value-added reports and use the information provided to improve.
- Allow TBAS to serve as accountability and district support, to perpetuate the gradual release of responsibility to the LEAs where the real work has to be done.
- Allow the potential to serve many more than the 1,800 school administrators.
- Promote ownership for the process at the district and building levels.
- Promote relationship building.
- Allow districts to learn with their own data and encourages local log-ins as one metric of accountability.

September/October 2010

Battelle for Kids will support TBAS as they simultaneously support their assigned DVALT to provide a required training for each building leadership team. District Leaders will co-facilitate this professional development event with their assigned TBAS member. The building leaders will be required to take the Building-Level Online Learning Path before attending this professional development event. The building leadership team will leave the school-based professional development with the assignment to complete a Building Focus Plan with the support of the district leaders and the TBAS. In many cases, the Field Service Centers will be responsible for coordinating and hosting these trainings as necessary.

The goals of this school-based training are for building leaders to:

- Understand why and how to use value-added information to assess the strengths and challenges associated with a school's educational program.
- Understand how to use value-added information to plan for and implement school-based improvement.

Throughout this process, feedback is ongoing as BFK provides coaching for the TBAS members who in turn, coach the DVALT in content and processes pertaining to using value-added information for school improvement. Building leadership teams will feed their Building Focus Plans to the DVALT for support and substantive feedback. The TBAS and BFK provide support as needed.

Purpose

- Continue to engage stakeholders to build capacity.
- Promote district-wide awareness of FttT, accountability, personal ownership and responsibility.
- Allow principals and teachers to see how they fit into the big picture.
- Require action at the building level to ensure the learning reaches those that must do the actual work.

Years 2, 3 and 4 (2011—2014)

After year 1, the basic professional development model will be repeated with deepened value-added content and more reports. BFK will provide continued training and support to the TBAS member to build their efficacy. As well, the DVALT members will increase their knowledge and enthusiasm to move into the ranks of the TBAS. The purpose will be to go deeper with the training and to secure the sustainability of the value-added work in Year 1.

BFK Accountability Metrics Overview

Battelle for Kids understands that the process learners use to acquire knowledge and integrate it into their practice is anything but simple or straightforward. For some these adaptations will come easily; for others, multiple explanations and multiple practice opportunities will be required. As a result of these differences in individual learning, the most important variables to focus attention on are not just the learning opportunities and the products produced therein, but whether or not educators are able to use this information to improve students' academic growth. Over the course of this project many metrics will be tracked but the latter is by far the most important. We at Battelle for Kids will hold ourselves accountable not only for developing and delivering high quality professional development and associated products but beyond that, the metric that really matters is increasing student academic growth across the entire state.

The tiers that are represented below are hierarchical and must each be in place to provide effective, impactful professional development around any topic.
BFK has developed a customized rubric to let the TDE, the TN Governor's Office, and every citizen of the state exactly what metrics we are capturing and why as well as where each metric fits into the hierarchical structure of our metrics. BFK will report out on these metrics formatively as well as summatively. The complete set of metrics proposed to be used to capture important evidence about BFK's PD around value-added data is detailed in the Addendum 2: Value-Added Training Metrics.

Knowledge Metrics
Battelle for Kids will monitor who is attending which training. By building a database of participation with district, school and teacher identifiers, we will have real-time participation data as our plan rolls out across the state each year. BFK will know:

- Who attends.
- Who stays for the complete session and who does not.
- What their learning goals were and whether or not they achieved those goals.
- Completion of an assessment to verify that the participants have learned the fundamentals of value-added analysis.
- How the participants rated the effectiveness of the BFK/TN professional development teams.

Based upon whether we are examining the impact of the TBAS teams, the DVALT members, or the district and school staff, the specific metrics may vary.

Integration Metrics
This tier of metrics focuses on the "so what" piece after participants have acquired the knowledge and skills. At this level, BFK will capture evidence that the participants have a plan of action and implementation program to integrate their new knowledge and skills into the practice as educators. These metrics are dependent upon viewing of artifacts like specific district plans for implement change based on value-added data, as well as periodic surveys of the participants, debriefs among the facilitation teams and capture of any other qualitative or quantitative evidence around how educators are changing their practice based on what they learned during the professional development session(s) and from their ongoing expansion of knowledge in this area.

Impact Metrics
BFK has taken into account the realities that depending upon which team one is on (Core team, district facilitators, district and school staff), the direct link to student growth does not exist. For example, the Impact metrics for the CORE team are around content proficiency in the team they have trained. However, for District and School personnel, the impact metric to which BFK will hold ourselves accountable is student growth (value-added metrics at the teacher and school level) as well as scores on ACT (PLAN and EXPLORE) because those are the dependent variables that determine whether or when individual students achieve career and/or college readiness status.

Just as the metrics vary as a function of the specific group being engaged in either face-to-face or online training, the timing of data collection around the metrics will vary. In some instances, the data will be updated in real time throughout the course of the year making it possible for all partners involved in FttT to see a status on most measures. In other situations, for example the value-added indices, since this value-added analysis is now currently only once a year, the metric can only be reported once a year. Should this capability change to include formative or short-cycle assessment data to be incorporated into the value-added analysis, BFK will update these metrics as well.

Evidence of Success

Battelle for Kids has developed partnerships and relationships that have facilitated our growth and success as a value-added professional development provider. Over the last nine years, we have partnered with states, rural, urban and suburban school districts and individual schools to build capacity and understanding of how to use value-added information to accelerate student progress. Following is a synopsis of BFK's impact and experience working to build school districts' capacity to use value-added analysis that makes us the right organization to partner with the state of Tennessee in its statewide, professional development value-added rollout:

- Ohio SOAR. In 2002, Battelle for Kids launched Project *SOAR*—a statewide pilot that provided value-added analysis and professional development to Ohio school districts. The pilot's purpose was to introduce value-added analysis to participating districts and demonstrate how progress information can be used as a diagnostic school improvement tool. Today, *SOAR* is a statewide school improvement collaborative with nearly 100 school districts representing more than 20 percent of the state's students in grades 3–8. *SOAR* districts serve as BFK's "learning laboratory" to discover new ways to use value-added information for school improvement purposes, create innovative tools and conduct cutting-edge research.

  Testimonials:
  "The value-added information I receive from SOAR has been the sole catalyst for many of the changes in my curriculum and instruction in my first seven years of teaching. The increase in my student's value-added scores over the years is directly attributable to my use of value-added information to make decisions about what I teach, how I teach and how I assess student learning." —Katie Hartley, Teacher, Miami East Local School District

  "From the value-added executive summary reports that allow us to readily identify focus areas at the district and building levels to the interactive assessment seminar's "these initiatives have helped transform our teachers and accelerate their instructional efforts. Being a member of SOAR has been extremely beneficial and complementary to our school improvement process." —Jennifer Wene, Director, Teaching & Learning, Worthington City School District

- Statewide Adoption and Rollout of a Value-Added Metric in Ohio. Working with *SOAR* districts provided the impetus to implement value-added statewide in Ohio. With support from *SOAR* districts, Battelle for Kids worked to garner support from Ohio's teachers' unions, education associations, educators and business and community leaders for the inclusion of a value-added progress measure in Ohio's education accountability system. These efforts led to the passage of Ohio House Bill 3 in 2003 that called for a value-added progress measure becoming an official metric in Ohio's education accountability system in 2007–2008. In preparation for Ohio's rollout, BFK and the Ohio Department of Education led a professional development program to develop the skills of a cadre of educators representing Ohio's 16 regions. More than 100 Regional Value-Added Specialists (RVAS) made a two-year commitment to learn to use value-added information to accelerate student progress. In year two, RVAS trained 1,200 District Value-Added Specialists (DVAS). DVAS are extending learning to educators in their districts. For the 2007–2009 school years, BFK is providing continuing education for RVAS, support to Regional School Improvement Teams, professional development for DVAS and principals, communications to support teacher awareness and parent outreach, and new online tools and resources. BFK launched the Ohio Value-Added Portal (www.BattelleforKids.org/ohio) to provide a comprehensive resource for Ohio educators related to this work.

As a result of this partnership:

- More than 1,500 value-added trainers were certified and equipped with the tools to teach school districts to use value-added information. BFK provided region-specific data to RVAS teams about their districts as they were asked to be more strategic in planning for differentiated training and support that would incur the greatest impact. With this information and training, RVAS have trained over 4,500 DVAS, principals and lead teachers. BFK has provided the necessary technical support, communications and troubleshooting to assure the highest quality statewide training was delivered.
- Aside from day-to-day support in responding to individual questions, monthly RVAS updates were sent out along with bi-monthly DVAS updates to keep them apprised of value-added information and assist their use of data for improvement.
- Approximately 5,000 Ohio educators received the *Understanding Value-Added Analysis & Ohio's Accountability System Toolkit*. Battelle for Kids also developed the *Putting Your Value-Added to Use* brochure containing a chart to build awareness of the value-added resources available statewide.
- More than 6,000 Ohio educators have completed nearly 40,000 value-added courses through Ohio•Learn—an online, value-added, professional-development system (customized and provided through the BFK•Learn™ solution) available to educators statewide. In the 2008–2009 school year, districts also began using Ohio•Focus, which provides Ohio educators statewide with an online data-based, goal-setting, instructional improvement process using both progress and achievement data.

- T-CAP (Teachers Connecting Achievement & Progress) Initiative. Grade-level and subject–area value-added information are critical to inform student growth. But, to really improve teaching effectiveness, teachers need reliable information about the students they teach. In 2006, Battelle for Kids launched a three-year pilot with nearly 40 *SOAR* districts to develop and use teacher-level value-added analysis in grades 3–8 to improve teacher effectiveness and student achievement. In 2007, Battelle for Kids began providing professional development to T-CAP building-team members with support from trained T-CAP Regional Value-Added Specialists and delivered the first teacher-level value-added reports. Battelle for Kids also has been investigating the instructional practices of highly effective teachers to learn more about the factors that lead to their students' high academic gains so that this information can be shared, celebrated and replicated. As part of this work, Battelle for Kids:
  - Received endorsements from Ohio Governor Ted Strickland, the Ohio Education Association, Ohio Federation of Teachers and the Buckeye Association of School Administrators.
  - Secured funding to support T-CAP professional development and research from national and state foundations, including The Joyce Foundation, KnowledgeWorks Foundation, Longaberger Foundation, Nationwide Foundation, and others.
  - Delivered professional development to nearly 1,000 T-CAP building-level team members
  - Generated nearly 14,000 T-CAP teacher-level value-added reports over the last three years. Ensured transparency and the use of the most accurate data to create reports by using the patent-pending BFK•Link™ solution to link teachers to the amount of instruction they provide to each student.
  - Assisted the Catholic Diocese Consortium in delivering basic training to principals on accessing, navigating and interpreting their value-added reports.
  - Delivered 8,000+ value-added reports at the district-, school- and grade levels and subject areas and more than 250 teacher-level value-added reports.

  Testimonial:
  "In a Professional Learning Community, authentic professional development begins with teachers examining and dialoging about student learning and data. T-CAP provides teachers and principals with another level of data that provides opportunities for dialogue, reflection, goal setting and continuous improvement."—Bobby Moore, Ed.D., Principal, Jonathan Alder Local School District

- Battelle for Kids' Ohio Value-Added High Schools (OVAHS). Battelle for Kids launched a three-year initiative in 2008 to enable high schools to benefit from providing value-added information to administrators, teachers and counselors. With the support of the Bill & Melinda Gates Foundation and the Carnegie Corporation of New York, 43 Ohio high schools are participating in this initiative that provides: value-added analysis at the building, subject and teacher levels, including projections to ACT outcomes once sufficient data are available; end-of-course exams; professional development to build principals', teachers' and counselors' capacity to use value-added analysis and formative assessment and manage change.

High schools are receiving onsite coaching and the opportunity to learn from the practices of Ohio teachers identified as highly effective in raising student academic gains. Battelle for Kids has provided nearly 40 professional development opportunities at which more than 1,000 of our participating schools' principals, teachers, data contacts and counselors were trained in teacher-student linkage, value-added analysis and usage, assessment for learning and more.

With the inaugural administration of the rigorous, common end-of-course exams, many participating high school leaders and teachers realized that they were not as good as they once believed and that they must reflect on how they teach and what the future holds for their students. Additionally, in February 2009, Governor Strickland announced that Ohio will be dropping the Ohio Graduation test and moving toward the ACT College Entrance exam. The combination of this "perfect storm" has created a sense of urgency. Preliminary OVAHS results are significant, and we attribute some of the effect to moving from a "low-bar" graduation test to a nationally recognized "high-bar" curriculum and assessment. That alone changes the expectations for teachers and the students they serve. When teachers are provided with clear learning targets aligned with college-ready skills/tools and strategies to monitor learning and differentiate instruction, students demonstrate greater degrees of college readiness in a relatively short period of time.

Table 1: ACT College Entrance Exam—OVAHS College Readiness Trends

	Baseline (2008–2009) ***Total OVAHS Pool***	**Current (2/2010)**	**College Readiness**
Test Section	N 4949	N 5969	
English	75%	79%	+4%
Math	53%	58.11%	+5.11%
Science	37%	41%	+3%
Reading	61%	64%	+3%
	CCNY Pilot Schools		
	N 595	N 548	
English	58.27%	65.88%	+7.61%
Math	35.09%	44.16%	+9.15%
Science	23.78%	24.64%	+.83%
Reading	43.50%	50.37%	+6.87%

Table 2: ACT College End-of-Course—OVAHS College Readiness Trends

All OVAHS Pool comparing schools tested in the spring 2009 to schools on semester schedules this school year. On average, students take 2.2 tests per student per year.

	Baseline (2008–2009) ***Total OVAHS Pool***	**Current (2/2010)**	**Gains**
Test Section	N = 52872	N = 4449	
Algebra I	10.13%	12.29%	+2.15%
Algebra II	28.90%	28.15%	-0.75%
Geometry	8.24%	22.56%	+14.32%
Pre-Calculus	78.04%	35.14%	-42.90%
English 9	59.01%	72.16%	+13.15%
English 10	76.04%	96.51%	+20.47%
English 11	52.68%	75.60%	+22.92%
Biology	21.59%	66.74%	+45.15%
Chemistry	6.96%	32.49%	+25.53%

Table 2 shows similar positive results when comparing this year's ACT end-of-course exams to the previous benchmark year in eight of the nine tested areas. Some concern exists around the pre-calculus results where a severe swing occurred in the data. BFK is working with ACT and the schools to determine the reason. If teachers receive value-added data that allows them to judge the impact of their instruction on student growth, and these teachers have access to a rigorous college preparation curriculum, student growth will increase.

However, if these same teachers are provided real-time student formative tools to use daily in combination with formative assessment and differentiated instruction, student growth becomes even more dramatic. The key finding of OVAHS's pilot year is that value-added data can stimulate teacher performance to produce greater student achievement, BUT this growth can be significantly accelerated with the constant use of formative assessment and practices. The increase in student scores also suggests that teachers know what needs to be done instructionally when they have sufficient guiding data. Although data shows progress, a number of students are still lacking sufficient knowledge to attain college-ready scores. Instructional gaps appear to exist in the teacher's pedagogy and/or knowledge that inhibit their ability to reach all students. This finding suggests that teachers need more training in collaboration with subject-level college instructors and/or other professionals to differentiate instruction and meet all students' needs.

- Lexington City School System, TN. Battelle for Kids has provided face-to-face and online formative assessment training as well as access to online value-added courses to Lexington City Schools through the Tennessee Student Progress Portal. From 2008–2009, Lexington City School educators had logged in to view their TVAAS® data 196 times. Since the district engaged in using BFK's online value-added courses, this number increased to more than 1,000 log in's. Educators are using this data to inform instruction like never before.

  Excerpts from Testimonial Letter:
  I would like to take the opportunity to give you my appreciation and support for the Battelle for Kids online value-added training I have recently completed...While keeping my TVAAS account open alongside these courses, I immediately accessed current school and system information and applied my learning throughout the BFK tutorials...These modules can help any educator to become better and more informed in their professional decision making...Lexington City School System has afforded us many professional development opportunities throughout my tenure, and it is my opinion this has been one of the most user friendly and dynamic informational training sessions in which I have had the privilege of participating. Once somewhat of a mystery, value added will now be much easier to navigate, interpret and synthesize the information as a result of this training and will bring clarity to our school improvement efforts.—Lori Maness, Lexington City School System

- Houston Independent School District TX. As the 7th largest district nationwide, HISD has a significant number of programs. Battelle for Kids partners with the district to provide strategic counsel and help synthesize these efforts. Our work related to professional development has included efforts such as:
  - Creating the ASPIRE (*Accelerating Student Progress. Increasing Results & Expectations*) brand and supporting materials, change management learning map, and strategic communications plan to launch ASPIRE—HISD's educational-improvement and performance-management model.
  - Developing and implementing a professional development plan to build the capacity of HISD administrators, central-office staff and teachers to use value-added information for educational improvement and its role in the district's differentiated compensation program.

  Since ASPIRE launched in the 2007–2008 school year, student achievement and progress have significantly increased. HISD's number of schools rated by the Texas Education Agency as Recognized or Exemplary grew from 84 in 2007 to 205 in 2009. In 2010, HISD paid $40.4 million in ASPIRE Awards across 15,688 campus-based employees to recognize their excellence in raising students' academic progress in the 2008−2009 school year.

- Pennsylvania Department of Education. Battelle for Kids supported the Pennsylvania Department of Education's rollout of Pennsylvania Value-Added Assessment System statewide. BFK provided professional development and support for regional specialists in the pilot districts and across Pennsylvania. We also customized professional development materials, including a value-added toolkit and DVD to help districts communicate with school board members about the use of value-added information for school improvement. BFK also developed various case studies to help inform educators about effective implementation strategies.

- New York Capital Region BOCES. Battelle for Kids partnered with the New York Capital Region Boards of Cooperative Educational Services (BOCES) to provide professional development, tools and counsel for districts participating in their value-added pilot.

- Lubbock Independent School District, TX. Battelle for Kids is providing training, communications and technical support as the district develops its educational-improvement framework. This framework includes the use of value-added information and formative assessment practices to inform instruction.

- Fort Worth Independent School District TX. Battelle for Kids is providing strategic consulting to Fort Worth ISD to support their educational-improvement efforts. BFK is helping the district to implement a problem-based approach to using value-added information aligned with district initiatives and goals. Fort Worth ISD also provides its staff with access to BFK's online value-added courses and the BFK•Focus™ process to inform their efforts to use value-added and achievement data to set goals and improve instruction.

- Texas TAP™ schools. Battelle for Kids is providing access to the BFK•Link solution for the 33 Texas TAP™ schools to improve the accuracy and transparency of the data used to produce teacher-level value-added information to accelerate student progress. Schools access this application, online value-added courses and the BFK•Focus™ process through the Texas Educator Performance Awards Portal.

- Longview Independent School District TX. Battelle for Kids is providing strategic consulting, face-to-face, and online professional development to build Longview ISD administrators and educators' capacity to use value-added information for educational improvement.

- National and Statewide Value-Added Events. In addition to targeted state and district value-added work and presentations, for several years, Battelle for Kids hosted *The Power of Two: Progress & Achievement Conference*, the first national conference to provide educators with the opportunity to build their knowledge about how to apply value-added information for school improvement. BFK also hosted an Ohio Value-Added Conference for district and school leader teams. These events attracted 500–600 attendees from 21 different states and Canada.

  Testimonials:
  - *"The 2005 conference was evidence that the work of value-added has grown to new depths with educators and administrators from across the country. What a great collaborative forum for educators to network about this valuable school improvement tool."*
  - *"From the keynote speakers and panels to the learning sessions, this conference was outstanding. Each session I attended was informative and gave me ideas that I can use in my district."*

- Commendations and Awards. Battelle for Kids has been honored to receive the following national and statewide awards for effective communications around the use of value-added analysis on behalf of BFK and the education organizations we serve:
  - **American School Board Journal's Magna Award**
    - In 2009, the HISD Board of Education and District Leadership received the *American School Board Journal's* Magna Award for the district's ASPIRE educational-improvement and performance-management model. A key component of the ASPIRE model involves the use of high-quality data sources, particularly value-added analysis, to develop human capital, improve teaching and learning, inform practice and recognize excellence. Battelle for Kids has been integrally involved in the development and implementation of ASPIRE.

  - **Central Ohio Public Relations Society of America**
    - 2009 Award of Excellence, "Understanding Value-Added Analysis & Ohio's Accountability System: A Toolkit for School Leaders"
    - 2006 Prism Award, "Introduction to Value-Added Brochure"
    - 2004 Prism Award, "Why Add Value in Assessment?"

- **National School Public Relations Association (Ohio Chapter)**
  - 2009 Mark of Excellence, "Understanding Value-Added Analysis & Ohio's Accountability System: A Toolkit for School Leaders" DVD
  - 2006 Pyramid Award, "Introduction to Value-Added Brochure"
  - 2006 Award of Merit, "How Value-Added Helps Improve Schools"
  - 2006 Golden Achievement Award, "National Value-Added Conference"
  - 2006 Pyramid Award, "National Value-Added Conference"
  - 2006 Best of the Best, "Introduction to Value-Added Brochure"
  - 2005 Mark of Excellence, "Professional Development Resources Brochure"

- **Communicator Awards**
  - 2006 Print Media Distinction, "Introduction to Value-Added Brochure"

Battelle for Kids
Bringing clarity to school improvement

1160 Dublin Road, Suite 500
Columbus, OH 43215
(614) 481-3141
(614) 481-8997 fax
www.BattelleforKids.org

Teacher Evaluation Literature Review
AIMS Consortium

INTRODUCTION

Given what we know about the critical role teacher effectiveness plays in student learning, it is important that schools and districts have rigorous processes to validate and improve the quality of teachers in their organizations. However, teacher evaluation, the very system that monitors the teacher quality in our schools, has been suspect and significantly questioned by most interested parties for much of its history. Both the teacher evaluation process and content have come under increasing scrutiny over the last several years, as a result of the country's heightened understanding about the impact of teacher quality on student learning and the questionable value of existing teacher evaluation processes.

With the desire to improve upon this appraisal practice, it may be very instructive to briefly review the history of teacher evaluations to note where it has been, and where it is likely headed, so that this human capital process becomes a much more productive endeavor for the benefit of student learning. After reviewing the history of teacher evaluations, a survey of selected high profile policy papers will be reviewed to glean important lessons to inform thoughtful teacher evaluation designs going forward. Finally, a consideration of relevant evaluation standards, purposes, and legislation will precede a survey of selected evaluation instruments to consider for the development of an improved teacher evaluation system.

BRIEF REVIEW OF TEACHER EVALUATION AND SCHOOL EFFECTIVENESS HISTORY

While acknowledging that students and parents have formed opinions about the quality of their teachers for as long as there have been teachers, more formal appraisals of teachers began in this country shortly after the turn of the 20th century (Shinkfield and Stufflebeam, 1995). The National Education Association reported in 1925 that 75 percent of large city school systems had employed a variety of teacher efficiency evaluations, which mirrored the type of employee appraisals taking place in industry (p. 13). After the more personal criteria used to review teachers previously—like grooming, articulation, confidence, etc., school systems were now focusing more on criteria that paralleled those used in industrial management, such as broad instructional techniques, classroom management strategies, discipline records, professional attitudes, etc. More formalization of teacher evaluation processes would continue through the mid part of the century.

An epoch study occurred during the 1960's that likely impacted the seriousness and attention paid to teacher evaluation systems. The Civil Rights Act of 1964 charged Congress to research the equity of educational opportunity in our country. With that, James Colemen, perhaps one of the most prominent sociologists at the time, was hired to lead a two year study that would have 600,000 students at 4,000 schools as subjects. Coleman and his team of researchers provided one of the first large scale looks at the impact of public schools on student learning. The overwhelming results of this landmark study were not encouraging for practicing educators. Coleman et al. (1966) found, "Schools bring little influence to bear upon a child's achievement that is independent of his background and general social context" (p. 325).

In short, Coleman and his colleagues were saying that schools didn‘t add much value to a child‘s learning beyond what would be predicted by his family background. Schools didn‘t make much difference.

An important note about this study is that Coleman used the best available data and science techniques at that time, and yielded this result, which resonated with most people‘s own observations about schools and communities. Consequently, the findings gained much traction and staying power with the media and the general population. However, available testing regimens, computing power and data structures, limited his options for measuring school outcomes to achievement, and not growth, which restricted his ability to see what influence schools really do have (Fallon, 2004). One wonders how the results of Coleman‘s study impacted the seriousness educators would bring to teacher evaluations, if at all, as questions mounted over time about their value.

Meanwhile, evaluation criteria generally held through the middle part of the century, until roughly the time Madeline Hunter‘s *Mastery Teaching* model gained traction in the field (Danielson & McGreal, 2000). Starting in the 1970‘s, more nuanced observations of teaching dominated teacher evaluation systems, based on more systemic research of quality teaching practices. Examples of this type of teacher evaluation criteria included posted learning objectives, demonstrated anticipatory sets, obvious closure activities, dipsticking, etc. Though such practices reflected the best thinking at the time about quality instructional practice, the sum total of the teacher evaluations usually amounted to ―checking off the boxes‖ when such behaviors were observed during formal evaluations (p. 4). Concerns were emerging about the efficacy of teacher evaluations to improve the system.

An example of the growing distrust about teacher evaluations was provided by The Rand Corporation, which supported a study, written by Linda Darling-Hammond et al. (1983), about the state of teacher evaluation systems. It was not flattering. After extensively reviewing much of the credible observations made about teacher evaluation systems, the authors summarized their findings by saying that most systems are ―illogical, simplistic, unfair, counterproductive or simply unproductive‖ (as reported in Stufflebeam, 1988, p. 158).

Nonetheless, teacher evaluations continued with little alteration. A broader view of quality teaching emerged over time, which increasingly populated the content of teacher evaluation systems. Charlotte Danielson‘s model, ―Enhancing Professional Practice: A framework for teaching‖ (1996) would over time become one of the most popular conceptions of quality teaching in these systems. This model encompassed factors beyond the immediate behaviors observed during teaching. Planning methods, classroom environment design and contributions to the profession complemented the evaluation considerations customarily observed during formal observations up to that point. Some observers credit these broadened criteria to a more humanistic approach to teaching (Shinkfield & Stufflebeam, 1995). Though this development in evaluation instrumentation appeared promising, other research developments were afoot that started to bring the whole teacher evaluation endeavor into question.

Two important studies came out about this time that have echoes still heard today. Ellet and Garland (1987) reported on the state of teacher evaluation systems in our nation's 100 largest school districts, and Loup, Garland, Ellet, and Rugutt (1996) replicated the study ten years later to see what changed since the original study. Four important results emerged in the original study that were still found true after the replicated study more than ten years later:

1. Districts placed more emphasis on the use of the teacher evaluation process for summative purposes (judging teacher quality) than on the formative use of the process (for professional growth).
2. Districts were found to be somewhat deficient in establishing evaluation performance standards and in deploying thorough training programs to equip evaluators to make reliable judgments about classroom teaching quality.
3. Few districts allowed the use of external evaluators or for the use of peer teachers as evaluators.
4. Few districts worked to mitigate the potential adverse effects of evaluation context variables on the quality of teacher evaluation data and processes (i.e., inflated evaluation ~~-s~~cores," lack of any real human resource consequences to teacher evaluation results, etc.)

(Loup et al., 1996, p.1)

During the 1990's, social science research evolved to better observe the influence of schools on student learning, stemming from the availability of a more nuanced measurement of schooling outcomes—student growth. Advanced computers, more sophisticated data structures and more frequent testing regimens allowed researchers and analysts to measure student growth, rather than just achievement, as a product of schools and teachers, rather than just achievement. One of the most replicated and profound findings resulting from this research was the significant impact classroom effectiveness has on student learning. McCaffrey et al. (2003) found after reviewing in detail the largest teacher effectiveness studies to date that the teacher effect is real, may be quite large, and may exist years after first encountered. As time unfolded, these claims about teacher influence on student learning would be overwhelmingly supported (as opposed to refuted) by the scientific community, and would gain the attention of major educational foundations and government policy leaders across the country.

Thus, two major observations about teachers were coming to a head at the turn of the 21st century: teacher effectiveness is likely the strongest school-level factor to influence student learning AND teacher evaluation systems were largely broken. It was the junction of these two demonstrated facts about our schools' most important resource for improving learning that led educational policy leaders to a focus on teacher evaluation. In sum, the very system that monitors our most important school factor was broken.

CONCERNS, ATTENTION AND ENERGY AND FUNDING SUPPORT MOUNT

From 2008 to the present time, major policy think-tanks, the nation's largest teachers' union, the nation's Education Secretary, and other influential sources delivered high profile reports and announcements reflecting concerns about teacher evaluation systems and ideas about how to fix them. Few, if any, voices were heard defending the merits of present day evaluation systems. Such focused appeals for teacher evaluation reform would result in federal competitive grant monies supporting change efforts, and White House Elementary and Secondary Education Act (ESEA) reauthorization plans to do the same. More about that in a moment…

Perhaps among the most widely circulated policy research papers about teacher evaluation was provided by The New Teacher Project, called *The Widget Effect* in late 2009 (Weisberg et al., 2009). The premise of the paper was that the results of teacher evaluation systems in 12 districts of various size across four states treated teachers as interchangeable parts of a system (i.e., widgets), suggesting that these evaluation systems had little ability to discriminate for quality. In the end, exceedingly few teachers were ever non-renewed due to low evaluation ratings in any of the districts studied. Furthermore, the results of the evaluations had little bearing on the following basic human capital/resource functions: recruitment, hiring/placement, professional development, compensation, tenure decisions, retention and layoffs (Weisberg et al., 2009, p. 4).

Education Sector issued a paper in 2008 decrying the state of teacher evaluations titled, "Rush to Judgment: Teacher Evaluation in Public Education" (Toch and Rothman, 2008). Much of the paper described the conditions that explain why teacher evaluations tend to be of low quality.

Among the reasons shared were the cross signals implied by the single salary schedule, which emphasizes credentials and experience at the expense of instructional performance, undermining the value of teacher evaluations in the process. The often fleeting visits by principals provide minimal opportunity and information for a proper evaluation. The satisfactory/unsatisfactory criteria against which performance expectations are rated on many teacher evaluation instruments bring too little sensitivity for quality determinations. Where there is more sensitivity in the performance standards (i.e., more rating categories), it has been found that most raters classify teachers at the highest levels. The frequency of evaluations was found to be a problem, as well. Most local districts' negotiated agreements, if they have one, defer to state law for governing how often teachers get evaluated. To this end, only 14 states require all teachers to be evaluated at least once a year (Toch and Rothman, 2008, p. 2). Consequently, the sampling of observational information for many teachers is too infrequent and small to yield reliable data about performance. Under such conditions, the risky nature of the information alone would bias high stake decisions toward "no harm," skewing the vast majority of evaluation results as satisfactory. Finally, as another example of the conditions that de-emphasize the value of teacher evaluations, the report points to the unwitting weight ESEA put behind credentialism for underscoring teacher quality, in pursuit of reaching Highly Qualified Status, rather than using teacher classroom performance to demonstrate Highly Qualified Status.

The Center for American Progress released a report in 2009 about the deficient state of teacher evaluations titled ―So Long, Lake Wobegon" (Donaldson, 2009). The thrust of this report is two-fold: to highlight the present deficiencies of teacher evaluation and to point out ways to strengthen the system. A summary of conditions that work against quality evaluation results—implicating management, labor, and external influences—is stated this way:

> Multiple factors, often working in tandem, produce [poor teacher evaluation systems]. External constraints decrease evaluators' inclination to evaluate rigorously—vague district standards, poor evaluation instruments, overly restrictive collective bargaining agreements, and lack of time all contribute to this problem. Internal constraints, such as absence of high-quality professional development for evaluators, a school culture that discourages critical feedback and negative evaluation ratings, and district culture that offers little oversight and few incentives for administrators to evaluate accurately, also contribute to inflated ratings.
>
> Evaluation has few negative or positive consequences, which is a reality that reduces evaluators' will to evaluate accurately and thoroughly and teachers' motivation to take evaluation seriously. Evaluators rarely provide teachers with substantive feedback, which further reduces evaluation's impact on teaching and learning. Across all these factors, the teachers union, the structure of evaluators' jobs and training, the culture of schools strongly influence the quality of teacher evaluation and whether it improves teaching and learning.

During much of 2009, The Obama administration hosted a significant grant competition to incentivize states to engage in unprecedented school reform, otherwise known as Race to the Top (RttT). Participating states, which numbered 41, hoped their reform strategies were robust enough to qualify for a share of over four billion dollars to support their reform efforts. The assurances required for application eligibility were the same states had to satisfy to receive state fiscal stabilization funds under the American Recovery and Reinvestment Act, otherwise known as federal stimulus money. The four assurances include improving teacher effectiveness and distribution, improving state student achievement data collection and use, improving curriculum standard and assessments, and supporting struggling schools.

As part of the teacher effectiveness component of RttT, interested states were compelled to develop multiple measures for informing a teacher's effectiveness, one of which had to be a measure of classroom student growth. In language taken straight from the RttT application, ―Effective teacher means a teacher whose students achieve acceptable rates … of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is ***evaluated***, in significant part, by ***student growth*** (as defined in this notice)" (emphasis added: US Department of Education, 2009, p. 7). It is interesting that several observers anticipated that RttT requirements would be pre-cursors to ESEA re-authorization proposals. At least as far as expectations for the inclusion of student growth measures into teacher and principal evaluations, those predictions seem to be accurate.

Education Secretary Arne Duncan shared similar these thoughts with *Commonweal* magazine last year when he said, ~~"~~Teacher evaluation in this country is fundamentally broken. We don't live in Lake Wobegon [where everyone is ~~"~~above average"], but we have a system that pretends that we do. It hurts adults and it hurts children. It means, by definition, that the great teachers don't get recognized and don't get rewarded, and we don't learn from them. The teachers in the middle don't get the support they need to improve, and the teachers at the bottom—who, frankly, need to find another profession—don't get moved out. For us to continue to do what we're doing, or to just tinker around the edges, is crazy." (Jonas, 2009, p. 40).

With little surprise, the Education Secretary has proposed fundamental changes in teacher evaluation in his proposed changes for ESEA's reauthorization. For instance, his proposed changes to ESEA intend to:

> ~~"~~[E]levate the teaching profession to focus on recognizing, encouraging and rewarding excellence. We are calling on states and districts to develop and implement systems of **teacher and principal evaluation** and support, and to identify effective and highly effective teachers and principals on the basis of student growth and other factors. These systems will inform professional development and help teachers and principals improve student learning. In addition, a new program will support ambitious efforts to recruit, place, reward, retain and promote effective teachers and principals and enhance the profession of teaching. (Emphasis added, Duncan, 2010, p. 4)

What might not be immediately obvious in the reauthorization proposal is that the administration is advancing the idea of including student test results into teacher and principal evaluations. The idea of linking student growth measures to teacher and principal evaluations emerges in other federal school reform policy-initiatives, and is an idea that is embraced by a growing number of concerned stakeholders, including the nation's largest educational foundations.

The Bill & Melinda Gates Foundation has made historically significant investments in researching and developing multiple measures of teacher effectiveness, including the further development of classroom value-added indices for informing such measures. In short, the project involves ~~"~~a research initiative that seeks to define effective teaching and identify fairer and more reliable ***evaluative*** measures" (emphasis added: Gates Foundation, 2009). As evidenced by this foundation's work, the shortcomings of teacher evaluation systems are widely known and efforts are underway to improve them. For example, four sites across the country shared in the recent $335 million investment to improve teacher effectiveness and better identify teacher quality: Memphis, Tennessee; a group of Los Angeles charter schools; Pittsburgh, Pennsylvania; and Hillsborough County, Florida. Interestingly, on the same day, the American Federation of Teachers (AFT) applauded The Bill & Melinda Gates Foundation for its leadership with these projects, in general, and its support of two of its locals, Hillsborough and Pittsburgh. However, as would be seen two short months later, the AFT was developing its own ideas about improving teaching that weren't inconsistent with The Gates Foundation's direction of improving teacher evaluation measures.

Perhaps the most significant example that the teacher evaluation crisis has hit a tipping point toward real change occurred at the beginning of 2010. On January 12, the AFT President, Randi Weingarten, remarked that ~~"~~with rare exceptions, teacher evaluation procedures are broken—cursory, perfunctory, superficial and inconsistent" (p. 1). She referenced an openness to change how the AFT will approach teacher evaluation reform, as a part of her ~~"~~New Path Forward" speech. The details of the new AFT perspective on teacher evaluation are found in its document, ~~"~~A Continuous Improvement Model for Teacher Evaluation."

An excerpt from Ms. Weingarten's January 12th speech illustrative of real teacher evaluation reform relates to the evidence that should be considered in teacher evaluations: "***Student test scores*** based on valid and reliable assessments should ALSO be considered—NOT by comparing the scores of last year's students with the scores of this year's students, but by assessing whether a teacher's students show real growth while in his classroom." (emphasis added: Weingarten, 2010, p. 4). Of course, Ms. Weingarten is referring to classroom value-added measures, where they can be provided. This student growth data would help bring more sensitivity to teacher evaluation results.

As might be evident at this point, teacher evaluation systems are broken. Because teacher evaluation systems have not discerned teacher quality with any notable sensitivity, significant opportunities for system improvement have been missed. A brief list of shortcomings related to evaluation insensitivity, as adapted from Weisberg et al. (2009, p. 6) includes:

1) All teachers are rated as good or great.
2) Excellence goes unnoticed, because all teachers look the same from evaluation results.
3) Inadequate professional development for teachers, as it difficult to differentiate from similar teacher evaluation results.
4) No special attention to novices (because they too are rated like everyone else).
5) Poor teacher performance goes unaddressed, as their true results are hidden behind the mass of satisfactory results virtually all teachers receive.

Also, what might be evident is that one part of a solution to bringing more sensitivity to identifying teacher quality relates to the inclusion of student learning into the teacher evaluation system. There are other aspects to a satisfactory solution, to be sure. However, robust measures of student learning need to be part of the solution.

Other resources for guiding a solution for an improved teacher evaluation system include references to relevant evaluation standards, purposes, and legislation. Such is the content of the next section.

TEACHER EVALUATION STANDARDS, PURPOSES AND LEGISLATION

There are various structures to help guide the development of a solution for an improved evaluation system. Among these are established evaluation standards in the field, user/stakeholder well-defined purposes, and relevant governing legislation for evaluation systems. We will address each of these, in turn.

EVALUATION STANDARDS

Perhaps the most established guiding principles available for teacher evaluation systems are *The Personnel Evaluation Standards* developed by the Joint Committee on Standards for Educational Evaluation (1988). These standards were developed in 1988 out of a need to improve teacher evaluation systems. Indeed, the creators of the standards acknowledged at the time these standards were first published that "…there is widespread dissatisfaction with the quality of personnel evaluation in education. Community groups, policy boards and educators often decry the near absence of personnel evaluation in their institutions or the superficiality in the systems that do exist" (Stufflebeam, 1988, p. 157).

The standards developed by this 14 agency collaboration organize into four broad domains: proprietary standards, utility standards, feasibility standards, and the accuracy standards. Though in 1988 there were 21 standards that grouped under these four areas, the number has grown to 27, after the standards were updated in 2009. Though more detailed information about these standards is provided by the updated standards in Gullickson (2009), explanations are given below for what each of the four areas ensure, with the number of standards included in that area in parentheses:

> Proprietary Standards (7 standards): These standards ensure that a personnel evaluation system will be conducted legally, ethically and with deference for the well-being of the evaluatee and for all those involved in the evaluation process.
>
> Utility Standards (6 standards): These standards guide the evaluation process so that the evaluation experience and outcomes will be informative, timely, and influential.
>
> Feasibility Standards (3 Standards): These standards guide the implementation of evaluation systems so that they are as easy to execute as possible, efficient in their use of time and resources, adequately funded, and viable from a political perspective.
>
> Accuracy Standards (11 Standards): The accuracy standards help determine whether an evaluation provided precise information. Personnel evaluations must be technically sufficient and as thorough as possible to contribute to sound determinations and decisions. The evaluation methods should fit the purpose of the evaluation, the people being evaluated, and the context in which the evaluation is executed.

The Personnel Evaluation Standards presents an expertly vetted framework for the design and/or analysis of a district's teacher evaluation system. However, the mere provision of this information does not guarantee such systems will emerge. Indeed, Loup et al. (1996) found that almost a decade after these standards were first introduced, districts, in general, showed little evidence of having improved their evaluation practices.
Holland (2005) asserts that the evaluation standards should extend its guidance to include expectations for how teacher evaluation systems can become more consistent with instructional leadership. She claims six additional standards could transform the framework so it was more inclusive of instructional supervision. Inherent in her assertion is a tension that needs to be managed in teacher evaluation systems: the formative and summative nature of the appraisal process. This leads up to the purpose of teacher evaluation.

EVALUATION PURPOSES

Similar to the two purposes of classroom assessment—summative and formative—there are two purposes for teacher evaluation, referenced by the same assessment distinctions. Teacher evaluations need to serve accountability purposes for various human resource reasons, like tenure decisions, career ladder advancement, compensation, and retention judgments, among others. In the pursuit of these ends, teacher evaluations—processes where evidence is gathered to make determinations about employment—are summative. These kinds of employment decisions demand an approach to teacher evaluation that is wholly distinct from the teacher evaluations done for formative purposes.

Teacher evaluations done solely to improve instructional effectiveness are formative. For these types of evaluations, the level at which evidence is gathered, the conditions by which the evaluation is carried out, the means and content by which feedback is provided to the teacher, and the nature of the observations are completely different than in summative teacher evaluations. Popham (1988) writes very clearly that teacher evaluation systems that blend these two purposes are futile. To attempt to serve both purposes in the same manner is to do neither well.

The field of education is finally paying heed to the well documented differences between formative and summative assessments, and to their differential effects on student learning. The purposes for these two different processes of gathering and using evidence of student learning are wholly distinct, yet miscommunication and misconceptions have proliferated about using the same classroom assessments to serve both purposes. Summative assessments are used to make summary judgments about learning to report student achievement to relevant stakeholders, to make class placement decisions, to determine grade promotion, in a ―teacher as evaluator" mode. Formative assessments are used to improve student learning in a penalty-free environment, a context that promotes risk taking, self-learning and teacher-student collaboration. The parallels to teacher evaluation systems couldn't be more profound.

Perhaps an illustration might make plain why the evaluation processes serving summative purposes need to be isolated from the evaluation processes serving purposes. Imagine a principal assumes the role of both summative and formative evaluator in her building. If she is summatively evaluating a teacher who is less than stellar, where employment decisions are on the line, how likely is the teacher to admit he has areas needing improvement, when the principal offers to work with him in a formative manner? Thus, the presence of a summative evaluator can short-circuit the conditions necessary for formative evaluation to take place.

An optimal environment for a formative evaluation system, where evidence is gathered and used for improving instruction, is one that promotes error tolerance, rather than error avoidance. It is in the recognition of errors and shortcomings that growth opportunities are birthed. However, in a summative evaluation system, where teacher accountability is on the line, it is the rare teacher who is forthcoming about his shortcomings and weaknesses, especially when career ladder, merit pay, and other incentives are on the line, not to mention higher stakes employment decisions. Consequently, when an evaluation program attempts to achieve these two critical appraisal purposes in a monolithic system, staff growth opportunities will likely be hidden, mitigating their instructional development, which will stem the teaching quality measures summative appraisals will show over time.

While the processes serving these two purposes should be separate and distinct, they both need to exist, just as they both have to exist in classroom assessments for maximum student learning. Mathers et al. (2008) put it well when they suggest, ―Without formative feedback, a teacher may not be informed of 'areas of weakness' [and/or how to strengthen those areas] so when the summative evaluation takes place, these 'areas of weakness' may still exist. Similarly, ongoing formative evaluations without any consequences provide minimal incentives for teachers to act on the [formative] feedback" (p. 1).

In designing an improved teacher evaluation system, attention should be paid to constructing processes that attend to both of these purposes.

EVALUATION LEGISLATION

Another vital structure to reference when designing a teacher evaluation system is state law. To this end, Tennessee enacted legislation titled ―First to the Top Act of 2010" on January 16, 2010. This policy governs the creation of a new teacher evaluation system in the Volunteer State. The new teacher evaluation system is to become effective statewide July 1, 2011, for the 2011-2012 school year. There are several requirements that districts need to be mindful of when they align their evaluation systems with the state regulations. Let's review the most germane requirements in turn.

First, there is a 15-member Teacher Evaluation Committee organized that is charged with developing and recommending to the state board of education ―guidelines and criteria for the annual evaluation of all teachers and principals employed by LEAs, including a local-level evaluation grievance procedure" (Senate Bill No. 7005). The evaluation system that Tennessee designs as an outcome of these recommendations will ―be a factor in employment decisions, including, but not necessarily limited to promotion, retention, termination, compensation and the attainment of tenure status". The state appears to be making every attempt to be sure consequences stem from the results of teacher evaluations, perhaps in recognition of what Donaldson (2009), Weisberg et al. (2009) and others have observed about the seemingly inconsequential effects of teacher evaluations heretofore.

A stark departure from the past is that this code calls for the yearly evaluation of ALL teachers. Prior to the enactment of this law, tenured teachers in Tennessee were only expected to be evaluated twice a decade (Toch & Rothman, 2008). This requirement will cause districts to reconsider how and what resources are expended for accurately carrying out this important quality control and human resource development endeavor, as the sheer quantity of evaluations will certainly be greater than ever before. However, districts may reconsider resource allocation anyway, if the formative purpose of evaluation is taken more seriously than has been documented thus far (Holland, 2008; Donaldson and Peske, 2010; Mathers et al., 2008).

Additionally, the state is requiring that 50 percent of teacher evaluation criteria be comprised of student achievement data, with 35 percent coming from Tennessee Value-Added Assessment System (TVAAS) information, for the grades and subjects where it is available. As noted earlier, numerous appeals from various quarters, including the nation's second largest teachers union, have called for student achievement data to be factored into teacher evaluations. This provision of the law addresses those growing appeals. The challenge inherent in this clause for the Teacher Evaluation Advisory Committee is to develop suitable substitutes for where TVAAS data doesn't exist, and to identify the 15 percent of achievement data that can't be TVAAS data.

The law provides more guidance, too, regarding the contents of the teacher evaluation. At the teacher's discretion, he/she may elect to use TVAAS data in total for the 50 percent portion of the student achievement criteria, if the data ―reflects attainment of a specific achievement level, to be recommended by the teacher evaluation advisory committee and adopted by the board." What is not clear is when the teacher needs to make this decision, in the evaluation cycle. It would seem that the teacher would want to know the TVAAS results first, before making this call. However, if that is true, then this would have implications for when evaluations could be completed, knowing that TVAAS results may be reported on a cycle different than a typical annual evaluation cycle. Other mandatory criteria for teacher evaluation includes reviews of prior evaluations; personal conferences with evaluator, during which strengths, weaknesses, and remediation were discussed; a description of classroom observations; and other criteria to be determined by the Teacher Evaluation Advisory Committee.

These legislative requirements should provide additional structure when local school districts design their systems in accordance with established standards and desired purposes of effective appraisal programs. Now let's consider brief reviews of existing teacher evaluation models, as they may serve as starting points for building systems that better fit Tennessee's legal requirements, established standards and desired purposes.

Selected Teacher Evaluation Models

There are several teacher evaluation models that may be worth referencing for learning what is possible and what has been done for assessing teacher quality. The intent on reviewing the following selected models is to share frameworks that have either spanned districts in use or in publicity for positive reasons. The five teacher evaluation frameworks that have been selected for review are the **Teacher Advancement Program (TAP™)**, **Charlotte Danielson's Framework for Effective Teaching**, **Virginia's CLASS instrument**, the **National Board for Professional Teaching Standards (NBPTS)**, and **Toledo's Peer Assistance Review (PAR)**. There are other teacher evaluation models, to be sure. However, a review of these five models should provide a basis for discussion about what components of a comprehensive teacher evaluation program are desired in an improved system.

Each of the five models will be reviewed similarly, including a summary chart. Roughly nine lenses will be used to discuss each model, using what has been learned in the review of the literature. To put another way, nine questions will be put to each model, which are:

1. What are the origins of the model?
2. What is the conception of effective teaching forming the basis of the model?
3. Does the model include measures of student learning to form determinations of teacher quality?
4. Is there evidence the model adequately discriminates among levels of teacher quality?
5. Does the model have a formative evaluation component?
6. Does the model support peer review?
7. Is there evidence the results of model application have contributed to significant human resource decisions (tenure, promotion, compensation, remediation, professional development, etc.)?
8. Does the model expect evaluators to be trained? If so, do evaluators have to ~~"t~~est out" before applying the model in teacher evaluations?
9. How many observations does the model expect a teacher to undergo before arriving at summative determinations of teacher quality? Does the model expect the observations to be announced or unannounced?

Teacher Advancement Program

The Teacher Advancement Program started in concept in 1999, when Lowell Milken, co-founder and chairman of the Milken Family Foundation, started an initiative to attract, develop, inspire and keep high-quality teachers in our nation's schools. The Milken Family Foundation, which already had a strong record of supporting teachers, saw the problem of public schools as a human resource issue. It saw little opportunity for teachers to get promoted for high-quality work, to grow in their profession, to be accountable for their work and to be differentially remunerated for the quality of their work. To address these shortcomings in teaching, the Milken Family Foundation created the TAP Program, which is now under the auspices of the National Institute for Excellence in Teaching, created by Lowell Milken in 2005. TAP now operates in fifteen states, fifty districts, and over two hundred schools (Hershberg & Robertson-Kraft, 2009).

Perhaps, the following paragraph found in TAP literature tells of the problem it aims to fix—literature that came out five years before *The Widget Effect*:

> ―The sobering reality is that the American K-12 education system, by its very structure, alienates many of its best practitioners. By failing to adapt to the enormous structural changes in society around it, the education system perpetuates a nineteenth century model: one that envisions teachers as replaceable workers on an assembly line, who are paid blue-collar salaries, wrongly assuming that all teachers do the same job equally well" (TAP, 2005, p. 5)

This description of our K-12 system likely portends only two likely career choices for those talented teachers who aspire to greater responsibility, compensation and opportunities—enter into administration or leave the profession. TAP endeavors to address this situation by adding to those options with an important alternative: stay teaching while pursuing more responsibility, compensation and opportunities.TAP, and others, believe we need to do more to attract, develop, retain and compensate the talent we have. To do that, it has built a program around these goals.

There are four main components of the Teacher Advancement Program: multiple career paths, ongoing professional development, instructionally focused accountability and performance-based compensation. TAP prefers to view its model as a high-quality professional development program, which happens to have a performance-based compensation element, rather than vice-versa. Indeed, teachers clearly show more support for the professional development aspects of the program than for the performance-based compensation (TAP, 2010, p. 17). These four goals emerge in the eight other lenses of our analysis.

FRAMEWORK FOR EFFECTIVE TEACHING

The TAP program's framework for effective teaching can most succinctly be described as a modification of Charlotte Danielson's model, ―A Framework for Teaching" (Danielson, 1996). Toch and Rothman (2008) indicate that TAP has slightly adjusted Danielson's framework from four domains to three, emphasizing planning and preparation, the learning environment, and instruction categories of her model. TAP (2010b) suggest as much: ―The work of Danielson (1996) served as a valuable resource for defining the teaching competencies at each level of teacher performance" of TAP's Teaching Skills, Knowledge and Responsibilities (SKR) Performance Standards. To be sure, Danielson's model is ubiquitous. Toch and Rothman (2008) assert that the few comprehensive evaluation systems that seek to gauge instruction and improve classroom teaching use Danielson's model or something similar, and cite TAP, Toledo's PAR, and the NBPTS programs by name, among a couple others programs. Teachers annually receive multiple ratings of classroom practice derived from comparisons to the TAP Teaching skills, Knowledge and Responsibilities performance standards. An aggregate of these multiple ratings comprise 50 percent of their annual teacher evaluation. Teacher scores on the Teaching Skills, Knowledge, and Responsibilities Performance Standards (SKR) make up 50 percent of their performance score. The other half comes from quantitative measures of student learning, where such measures are possible (see next section).

Measures of Student Learning

Another significant component of the TAP program is its use of value-added estimates of teaching effectiveness to inform its teacher performance scores. TAP programs use the SAS EVAAS© analytics to compute classroom and school value-added estimates. The other 50 percent of a teacher's performance score is comprised of classroom and school value-added estimates. Where such student learning measures aren't possible (music, kindergarten, etc.), the whole student learning measure is derived from the school-level value-added estimate (Hershberg & Robertston-Kraft, 2010).

Adequacy of Discrimination in Teacher Effectiveness Ratings

Much of the criticism in *The Widget Effect* report centered on the lack of discrimination in teacher evaluation measures, which meant that the highly effective teachers went unnoticed, the consistently struggling teachers weren't counseled out, and most teachers who perform in the middle went without supportive growth opportunities to advance their craft. The TAP system appears to address that concern with its SKR performance standard ratings. Eckert (2009) reports that the SKR ratings display a normal distribution, indicating that the skew observed in most teacher evaluation systems doesn't exist in the TAP. Consequently, the TAP ratings mirror much more closely what is known about how teachers differ from each other in effectiveness. This type of evaluation data is much more informative for human resource functions, like compensation, professional development, promotion, etc.

Formative Evaluation System

As part of TAP's career path options, there are Master and Mentor roles classroom teachers can pursue. These positions are an important source of professional development support for career (regular classroom) teachers. They also share in the SKR evaluation responsibilities. It is not clear the separation between formative and summative evaluation roles these positions undertake are distinct enough so that classroom teachers can be as candid as possible with them about their deficiencies and growth areas. In the Eagle County, Colorado version of TAP, the Mentor teacher observations of classroom do not count at all toward a teacher's summative evaluation ratings, however, the Master teachers' observations do (Glass, 2010). This multiple evaluator role, at least, seems to have the potential to pull apart more fully the formative and summative roles in the teacher evaluation system.

Another important aspect of this comprehensive teacher evaluation system is the professional development plan. Teachers are organized into cluster groupings at the beginning of the year, either by grade-alike or subject-alike teaching duties, for a minimum of weekly one-hour professional development sessions. These trainings are related to the teachers' content and/or student learning activities, and led by Master teachers who have observed all the participants' instructional capabilities. This is another important structure conducive to formative evaluation growth opportunities.

Peer Review

The Mentor and Master teacher positions in TAP afford a peer review structure. Its benefits for professional development and shared evaluation responsibilities were referenced previously. Each teacher in TAP schools is to be observed four to six times a year against the SKR rubrics, so the burden and opportunity for observing teachers is not solely carried by the principal, though he/she definitely is an important observer/participant in the teacher evaluation plan. Peer review helps to bring more observations to the measurement of teacher quality, correcting a deficit of traditional teacher appraisal systems. Indeed, studies have shown that teacher ratings stemming from more observations by higher trained evaluators more strongly related to measures of student learning than ratings derived from less observations by lesser trained raters (Heneman et al., 2006).

Results of Evaluation Ratings used for HR Decisions

The results of the SKR ratings for individual teachers are used for both performance bonus compensation and for promotion considerations. These two functions were cited by *The Widget Effect* as overlooked or ignored areas where evaluation ratings need to be applied to inform important human capital decisions. To be sure, there are other human resource areas that need this data, too, but interestingly TAP schools distinguish themselves with informing just these two human resource areas.

Frequency of Classroom Observations & Announced Status

As previously mentioned, classroom teachers are observed a minimum of four to six times a year in a TAP system. However, there are school districts who adapt the TAP model into their context that go beyond this minimum. Previously mentioned, Eagle County required classroom teachers to be evaluated twelve times a year (Glass, 2010). As Danielson (2009) notes, ―Teachers work with students on average five or six hours a day, 180 days per year, for a total of about one thousand hours. The maximum time teachers [are] observed for evaluation purposes is about four hours, and frequently far less. This time represents well under one percent of the total, in fact under one-half percent" (p. 65). Given this infinitesimal share of teaching time that is often observed for evaluation purposes, the frequency of classroom observations takes on added importance. Additionally, consideration needs to be given to whether the observations are announced or unannounced for capturing instruction that represents typical teacher behavior during the unobserved time. The ―dog and pony show" that has often referenced the staged observations during traditional teacher evaluations ―fool no one," and has been a poor imitation of authentic teaching (p. 65), so serious consideration should be given to unannounced observations, as TAP does. Eagle County has all of their principal observations of teachers go unannounced.

Training and Certification Expectation for Teacher Evaluators

All evaluators in a TAP program are trained and certified concerning the teacher rating process. There is a multiple-day training all principals, master teachers, and mentor teachers need to participate in before taking a test that certifies their competency with the TAP SKR model. If any fail the test, they are retrained and re-tested until they pass the test. Additionally, there is a recertification process for evaluators every year, around the same time that the previous year's evaluation data are fed back to the schools for review of patterns and trends against other relevant data. This is another way that the TAP model addresses consistent concerns with traditional teacher evaluation models. This certification process not only contributes to the credibility and competence of the evaluators, but it also addresses the reliability of the evaluation system.

CHARLOTTE DANIELSON'S EVALUATION PROGRAM

Charlotte Danielson was a research scientist during the early 1990's for Educational Testing Service (ETS) in Princeton, New Jersey. At this time, she was part of a team working on the Praxis series of teacher licensure exams, where she had the opportunity to train educators on the framework undergirding the Praxis III instrument. This assessment measures the quality of new teachers' practices, ensuring their use of research-based teaching skills. After Dr. Danielson noticed the interest educators had in this framework constituting the praxis assessment instrument, she asked ETS if it would invest in creating a similar assessment tool for veteran teachers. ETS declined Dr. Danielson's request, but gave her permission to run with this idea. Thus, Charlotte Danielson's (1996) *Framework for Teaching*.

In her *Framework for Teaching*, Danielson breaks effective teaching practices down into four domains—planning and preparation, classroom environment, instruction and professional responsibilities. There are a set of subskills listed under each domain, making 22 subskills/competencies in all. Perhaps what makes Danielson's framework so attractive to so many educators is that she has provided a rubric describing the performance of each subskill across four different quality levels: unsatisfactory, basic, proficient and distinguished. For many, these sets of rubrics are the evaluation instrument. Danielson's framework is one of the most commonly cited guidelines/research that informs district teacher appraisal policies in the Midwest (Brandt, Mathers, Oliva, Brown-Sims, & Hess, 2007). Also, in a December 2009 news article in *Education Week*, Charlotte Danielson's (1996) framework was cited by name as ~~"a~~among the best known examples" of teacher evaluation models (Sawchuk, 2009).

Danielson & McGreal (2000) advocate a teacher evaluation system used in Delaware that supports three tracks of teachers. The first track in this evaluation model is meant for appraising and supporting non-tenured, new teachers, with the purpose ~~"to~~ generate usable and reliable data that will support making a decision to retain a probationary teacher and eventually move her to a tenured … position" (p.81). While this is certainly the goal for any new hire, this purpose may be too narrow from a district resource perspective. Track I should also promote an ~~"e~~yes wide open" perspective with administrators or other evaluators, should probationary teachers just not have what it takes to achieve tenure status. An alternative purpose for Track I should be to collect evidence of a probationary teacher just not growing adequately enough to get tenure status, and use such evidence to counsel the teacher out. Granting tenure is a substantial commitment from a district resource standpoint, and should be done only when the evidence is compelling that a teacher's talents are at a level that essentially warrant a life-time contract.

The Track II is for tenured teachers, for whom administration or evaluators have no concerns. The evaluation system for these teachers is dedicated to a wholly formative purpose—to promote professional growth. A relevant question for this formative track is ~~"W~~Will all tenured teachers in good standing be required to participate or be allowed to opt-in, if they wish?" As much as Danielson and McGreal (2000) leave this decision to districts, they indicate that without formal procedures that support and ***require*** outside input, teachers' capacity to grow is limited by their single/personal perspective. In the end, it is clear that Danielson and McGreal (2000) support a formative purpose for their evaluation system.

Track III is for tenured teachers who have cited as being deficient in an important instructional capacity. For these teachers, the evaluation system is committed to providing supports for helping the teachers, but is also collecting data to support a non-renewal decision, if adequate growth is not documented/observed.

Framework for Effective Teaching

Danielson's framework is the framework for effective teaching in this model.

Measures of Student Learning

Danielson has advocated for a balance in teacher evaluation, at least since Danielson & McGreal (2000). She has suggested that a proper evaluation system contains ~~"i~~inputs" and ~~"o~~outputs" of teaching—i.e., a consideration of teacher practices and consideration of the effects of teaching on student learning. Her framework provides an assessment instrument for evaluating teacher practices, while she leaves the measurement of its effects on student learning to others.

Adequacy of Discrimination in Teacher Effectiveness Ratings

There are two likely responses to whether Danielson's framework adequately discriminates teacher effectiveness. Goe, Bell, and Little (2008) summarizes the studies analyzing the relationship between Danielson's framework and student learning, and found the associations found were small to modest. These studies also found that there were wide variations in the amount of training evaluators received before using the framework for teacher evaluations. These findings suggest that to the degree there are variations in student academic growth, associated trends in teacher effectiveness minimally to modestly correlate. This may not meet the adequacy standard, as other evidence suggests.

Given the findings of *The Widget Effect*, it is difficult to believe that many instruments measuring teacher classroom practice adequately discriminates, let alone the industry's most popular instrument. Cincinnati's teacher evaluation system was one of the cities analyzed in *The Widget Effect*, and it uses Danielson's framework. ~~"T~~The current teacher evaluation system does not differentiate teachers based on their impact on student learning" (The New Teacher Project, 2010). Moreover, the last time a teacher evaluation found a teacher's instructional quality to be unsatisfactory was 2004-2005.

However, these findings don't directly implicate the instrument itself. It could be the context that affects the use of the instrument, or, in other words, the implementation of the instrument. What has been the influence of districts on administrators to be absolutely candid in applying this (or any) instrument to rating teacher quality? Has training on how to use the instrument been sufficient? Does the school or district culture support candid evaluations, enough to overcome possible political or social fallout? In the case of candid evaluations, have there been human resource consequences that followed, or have such frank assessments not led to any real consequences—positive or negative—uninspiring administrators from conducting future frank appraisals?

Formative Evaluation System

Danielson (2010) supports formative use of teacher evaluation for advancing teachers' instructional skills. Indeed, she states, "…Most educators also recognize that with any activity as complex as teaching, it is not sufficient to simply inspect teaching; an evaluation system should…cultivate and develop good teaching" (p. 60). There is nothing about her framework that constrains a district to use it or not use it for formative appraisal purposes. Like any classroom assessment, the formative or summative effects of any evaluation system lie in how and for what purpose it is implemented. As might have been noticed in this model's Track II description above, there is clearly advocacy for a formative evaluation component to this model.

PEER REVIEW

Just like the potential to use Danielson's framework for formative purposes, the prospect of using Danielson's framework within a peer-review system lies with district decisions about how to implement the framework, not with any characteristic of the framework.

RESULTS OF EVALUATION RATINGS USED FOR HR DECISIONS

The results of classroom observation ratings using Danielson's framework can be used for human resource decisions, as is evidenced by TAP schools. However, as *The Widget Effect* asserts, teacher evaluation ratings have not been to the extent they could be for important decisions about personnel.

FREQUENCY OF CLASSROOM OBSERVATIONS & ANNOUNCED STATUS

Danielson's (2009) evaluation protocol does not offer an explicit number of observations; instead referring readers to the explicit number of observations called for in state statute or negotiated agreement. However, she is more forthright about whether the observations are announced or unannounced. She asserts that ~~"~~If all observations are announced, with the lesson well prepared and the students possibly coached as to how to perform well, an evaluator has no assurance that what is observed represents typical practice [for that teacher]" (p. 65).

TRAINING AND CERTIFICATION EXPECTATION FOR TEACHER EVALUATOR

For reasons not necessarily attributed to the framework itself, the inconsistent training record associated with this model is likely more reflective of varying district dispositions/commitments toward training. To the degree that higher stakes decisions need to stem from teacher evaluation instruments like Danielson's (1996)—as is the law in Tennessee—there needs to be a high degree of reliability in the ratings that evaluators provide using this model. This places a formidable demand on effective training and calibration of raters.

Danielson & McGreal (2000) suggest a two-day training program, where trainees (prospective evaluators) watch videotaped lessons, rate the taped teachers, compare scores and discuss discrepancies (p. 77). From several of these rounds, participants determine possible needs for additional training experiences. A review of this training plan didn't reveal any certification ~~"~~stamp" for participants' rating proficiencies or any test that prospective evaluators had to pass. However, it is training experiences like the one just described, and likely some established level of rating competency, that need to be implemented with more consistency and earnest to yield more reliable information from teacher evaluations.

TOLEDO'S PEER ASSISTANCE REVIEW SYSTEM

Dal Lawrence, Toledo's Federation of Teachers' President in 1973, first proposed a peer review system during a district-union negotiation period thirty-seven years ago. The proposal, at the time, was radical, not only because it would mean teachers would evaluate the work of fellow teachers, but because it was advanced by a union leader. Mr. Lawrence's proposal wasn't accepted by the administration and implemented until 1981, after one of the chief negotiators for the district countered that PAR would need to review tenured teachers who might be in trouble. Thus, after another ~~"~~counter-labor" twist of agreeing to union brethren reviewing tenured peers, the PAR program was launched.

The essence of Toledo's PAR program is in its consultant teachers (CT) and PAR panel. The CTs are Toledo teachers on three-year classroom leaves to provide support to both new teachers, and tenured teachers identified as needing interventions/support. For the 2008-2009 school year, there were about a dozen CTs to serve 100 new and veteran teachers on intervention (Koppich, 2009). Consequently, each consultant teacher mentors or supports about eight teachers. Consultant teachers earn an annual stipend of [redacted], in addition to their regular pay, so the cost to the district includes such stipends and the cost of the full-year substitute teachers who replace the consultant teachers while they are on leave from their classrooms. In sum, Toledo Public Schools spent about [redacted] (p. 13) of its [redacted] budget (Toch & Rothman, 2008, p. 10) to support this program, which represents a 0.18 percent budget effort.

The PAR program is administered by the PAR panel, called Intern Review Board, which is a joint body constituted by five teacher representatives and four administrator representatives. The policy governing this program dictates a minimum six-member vote to approve an action, so neither union nor administration can move an agenda through the panel by itself. The main work of the PAR panel is to review CT recommendations about the progress of new teachers and to monitor their work.

One of the claims made by this program is that it has been successful at ~~"w~~weeding out" more teachers who didn't warrant being in the classroom than at any time before the program started (Harvard Graduate School of Education, 2010). Though this may be true, one may wonder if these dismissal rates are high enough (Weisberg et al., 2009). According to The New Teacher Project (2010), there have been eight formal dismissals of tenured and non-tenured teachers during the five years from 2003-2004 to 2007-2008, over a teaching base of approximately 1,850 teachers (Daly, 2010). While another five teacher ~~"l~~eavings" might be included in this tally as informal dismissals (p. 5), the rate of unsatisfactory teachers being ~~"w~~eeded" out of the instructional ranks would amount to about 0.7 percent. That means that over the five year period, 99 percent of the teachers are deemed satisfactory in a district that has 72 percent of its 57 schools in school improvement status (ODE, 2009), facts that don't reconcile for some observers. As was shown by Weisberg et al. (2009), this conundrum is not unique to Toledo. Regardless, though, the fact that a PAR program like this one dismissed teachers at a higher rate than when administrators were solely responsible for teacher evaluation warrants attention, in itself.

As will be seen when the analysis of this program continues, perhaps one drawback of this teacher evaluation system is that PAR does not evaluate all teachers. Considering the most recent years, the PAR program has covered about 100 of its 1,850 teachers annually. One might recall that tenured teachers are only evaluated if there are concerns, which are accounted for in the aforementioned figure of 100. This notion that tenured teachers are only evaluated if there are concerns begs a question: ~~"H~~How does one convincingly know if there are concerns with tenured teachers if evaluations of their performance are only done if there are concerns?" One might infer that there is a logic problem here.

Nonetheless, Toledo's PAR program is often seen as breaking the mold for teacher evaluation by being among the first districts in the country to have teaching peers drive the quality control of its teaching force. Given the higher dismissal rates it has achieved than when administrators solely performed the evaluations, a deeper look may be warranted.

Framework for Effective Teaching

Toch and Rothman (2008) report that Toledo's PAR program uses a modified Danielson (1996) framework for measuring teaching quality. Koppich (2009) appears to affirm this, describing PAR's standards-based evaluation system as having four dimensions similar to Danielson's: Teaching Procedures, Classroom Management, Knowledge of Subject-Academic Preparation and Professional Responsibilities.

An issue of note is that Koppich (2009) reports that though there are rubrics for assessing teaching quality against this effective teaching framework, there is not a specific set of data consistently collected across CTs. It would seem that whatever framework is used for gauging effective teaching, consistent data should be collected across all teachers being evaluated in order to ensure reliability for what a district conceives and documents as effective teaching, even if a district decides that there might be different performance levels expected of teachers of differing years of experience, content areas, etc.

Measures of Student Learning

From the various sources reviewed for this report, there is no evidence that measures of student learning factored into the PAR evaluation program.

Adequacy of Discrimination in Teacher Effectiveness Ratings

Although Toledo's PAR program has weeded out more subpar teachers than when administrators had sole responsibility for teacher evaluations, it is not clear it is enough to show real discrimination in identifying various levels of teacher effectiveness. In the end, it still appears that Toledo is identifying 99 percent of its teachers as satisfactory, in a district that has over 70 percent of its schools in school improvement status.

Formative Evaluation System

Toledo's PAR program shows evidence of having formative evaluation system characteristics, in that there are explicit CT behaviors that are aimed at improving teacher performance. As reported by Koppich (2009), ~~–~~Consulting teachers serve as both advocates and evaluators. They help the teachers with whom they work to set professional goals, offer demonstration lessons, provide critiques of the instruction of teachers in their charge, and arrange for these to visit the classrooms of exemplary teachers to watch them teach" (p. 6). As might be inferred from this description, these behaviors are much more formative in nature than summative, though consultant teachers do provide recommendations about future employment of the new teachers.

Peer Review

This is the essence of the Toledo program. The peer review part of the Toledo program was what made it so revolutionary when it first started.

Results of Evaluation Ratings used for HR Decisions

To the extent that the CT evaluation recommendations are considered in continued employment decisions, evaluation information is used for human resource decisions. However, it appears the human resource use of CT evaluation information is limited to new teacher continued employment decisions and, to a lesser degree—because the CT does not make a recommendation about tenured teachers with whom they work-tenured teachers. No promotion, compensation, placement, recruitment, etc. decisions are based on PAR evaluation information.

Frequency of Classroom Observations & Announced Status

The only place in the Toledo plan where the number of observations is specified is when a performance review is recommended for non-probationary teachers. If a performance review is decided for a tenured teacher by the co-chairs of the PAR panel, a consultant teacher is notified to do up to two unannounced observations of the teacher in question (AFT, 2009). Other than that instance, the number of observations and their announced status are up to the consultant teachers on a case-by-case basis.

Training and Certification Expectation for Teacher Evaluators

Formal training of new consultant teachers to mentor is made up of observing and working with veteran CT teachers. Also, new consultants also participate in a summer training workshops that take two to three days to complete (Bach, 2004).

CLASS Evaluation Instrument

Dr. Robert C. Pianta, who is an education professor at the University of Virginia, was part of a research team funded by the National Institute of Child Health and Human Development that studied and observed over 2,500 classrooms for over ten years. His experiences, observations, and data, in part, contributed to the development of The Classroom Assessment Scoring System (CLASS). This instrument is based on the idea that the key element in instructional quality is *teacher-student interaction*. Dr. Pianta's conclusion from his extensive study in this area can be gleaned from comments he made in 2007: "The evidence is quite clear that it is the teacher's implementation of a curriculum, through both social and instructional interactions with children, that produces effects on student learning. Classroom observations provide the most valid information on the educational experiences of young children" (Education Next, January 2007).

The researchers' responsible for the creation and development of CLASS believe that a precursor to improving the effectiveness of teacher-student interactions is the measurement of these classroom contacts (Teachstone, 2010) – Hence, CLASS. It is difficult to improve what you can't see, which is what measurement is all about. The CLASS evolution has proceeded over the last ten years.

CLASS is an established and tested observation protocol for preschool through third grade classrooms in four domains: literacy, mathematics, social studies and science. There are other versions of CLASS, but the pre-K through third grade version has been studied the most of the three. The CLASS observation instrument was conceived to develop standardized measures that focus on child-teacher interactions for gauging classrooms' effectiveness at furthering child competence—one that could be used for evaluating classroom quality for accountability across the P-3 years (Pianta, 2003). The American Board for Certification of Teaching Excellence is using the CLASS instrument to recognize Distinguished Teachers (Toch & Rothman, 2008). Milanowski et al. (2009) report that positive associations between CLASS teacher rating scores and student learning in math and reading, especially for the pre-K-3 version, and that initial inquiries into these associations for the other grade-level versions show similar relationships.

CLASS was initially developed for research purposes, and has been used extensively in this regard (ScienceWatch, 2010). The scientific community may be using CLASS more than any other classroom observation protocol for assessing and documenting the quality of instruction in our public schools. Such research has helped to document the considerable variation in classroom quality during the early years of schooling, and the minimal likelihood individual students have in experiencing high quality instruction over successive years (p. 2).

Additionally, CLASS has further documented the unfortunate reality that children from lower income families have less access to effective teacher-student interactions (i.e. teacher quality) than their more advantaged peers (Teachstone, 2010).

CLASS requirements for properly assessing teacher quality diverge from most other classroom observational methods. CLASS does not explicitly suggest a minimum number of observations, but the guidelines do recommend a minimum of a two hour observation session, in which observation and recording cycles alternate (20 minutes of observation then ten minutes of coding). Milanowski et al. (2009) suggest that CLASS's original development for research and its rigorous observational protocol make it unique among the most widely known teacher performance assessments.

Framework for Effective Teaching

CLASS operationalizes teacher quality along three dimensions: emotional support, classroom organization, and instructional support. Each of these dimensions has subscales. Emotional support is comprised of positive climate, teacher sensitivity, and regard for student perspectives. Classroom organization includes behavior management, productivity, and instructional learning formats. Finally, instructional support is measured by concept development, quality of feedback and language modeling (Brookes Publishing, 20010, p. 95).

Measures of Student Learning

CLASS measures classroom quality independent of any gauge of student learning.

Adequacy of Discrimination in Teacher Effectiveness Ratings

Contrary to the uniformly high teacher evaluation results reported from several recent reports (Weisberg et al., 2009; Toch & Rothman, 2008, etc.), Dr. Bridget Hamre, research scientist who works closely with the CLASS instrument and its research findings, reports that ~~"C~~lassroom quality is highly varied and overall rather mediocre and few children are consistently exposed to high quality from year to year, even within the same school" (ScienceWatch, 2010, p.2). Consequently, these findings suggest that CLASS is able to discriminate between high, midrange, and low quality of teacher effectiveness.

Formative Evaluation System

There are online and face-to-face professional development options to support teacher effectiveness, which are aligned to the CLASS instrument. These options are meant to use the results of CLASS appraisals for customizing the training options that are available. MyTeachingPartner is an example of an online resource that provides ongoing feedback relative to the concepts of classroom effectiveness measured by CLASS (Teachstone, 2010).

Peer Review

There is no strict requirement that classrooms be rated by peers in the CLASS system. However, CLASS does suggest the use of multiple assessors. As echoed by Milanowksi et al. (2009), the use of outside or multiple assessors is an important means to reducing evaluation ~~"s~~core inflation."

Results of Evaluation Ratings used for HR Decisions

Because of the current and previous heavy use of CLASS for research purposes, there is little information available about CLASS used for human resource decisions. However, given the evidence about the instrument's predictive validity for important student outcomes, internal reliability, and growing use in the k-12 field, it seems reasonable to assume that CLASS results can inform, at least in part, important human resource purposes.

Frequency of Classroom Observations & Announced Status

As noted above, CLASS does not require a minimum number of observations; however it does recommend a minimum observation duration of two hours. During such observations, stints of study and recording alternate, such that 20 minutes of observation is followed by ten minutes of coding, then the cycle repeats until a minimum of 120 minutes elapses.

Training and Certification Expectation for Teacher Evaluators

There are definite training requirements for properly using the CLASS instrument. CLASS researchers strongly recommend substantial multiple day trainings, which includes study on the process and the content of the CLASS dimension scoring. Part of this training works toward evaluator calibration with expert assessors.

National Board for Professional Teaching Standards

Similar to the Toledo PAR program, one might trace the origins of the NBPTS to teacher union initiation. The progressive labor leader, Albert Shanker, President of the AFT suggested a profession-leading teaching standards movement and a means to assess it back in 1985, when he described the following idea:

> It would be a group that would spend a period of time studying exactly what a teacher should know before becoming certified and the best way to measure that knowledge...Over a period of time, I would hope the board would eventually be controlled by the profession itself, even if it didn't start completely that way. (NBPTS, 2010, p. 4)

In the era following the widely recognized ~~"~~A Nation at Risk" report, many initiatives emerged to pursue possible solutions to the educational crisis. Albert Shanker's suggestion about the development of professional teaching standards and the profession's eventual control of them was one emergent idea. The Carnegie Corporation of New York supported that idea, as evidenced by its subsequent funding initiating the start of the NBPTS in 1987, the year after the Carnegie Forum on Education and the Economy recommended the creation of such a board. .

The Carnegie Forum's final report—A Nation Prepared: Teachers for the 21st Century—was published on May 15, 1986. It recommended the creation of a board to ~~"d~~define what teachers should know and be able to do" and ~~"s~~support the creation of rigorous, valid assessments to see that certified teachers do meet those standards" (NBPTS, 2010). Shanker must have been pleased.

Perhaps one deviation from Shanker's original conception is that these standards would be applied to accomplished teachers, not to teachers yet to be certified. Shinkfield and Stufflebeam (1995) state that the aims of the NBPTS developers were to give recognition to the best teachers and to offer assurance to the community about high quality teacher work.

The NBPTS has evolved over the years. It has grown from assessing teacher quality in two certification areas (Early Adolescence/Language Arts, Early Adolescence/Generalist) to assessing teacher quality in twenty-four subject areas. About 95 percent of the teaching workforce could apply for NBPTS, with the availability of these various certification areas. It has taken a more active role in influencing the preparation of teachers in a number of preservice programs, which counted 468 participating colleges and universities in 2003. In recent years, NBPTS has also invested in efforts to discern if its ~~"b~~by application-only" evaluation process successfully identifies teachers who facilitate distinctly greater growth than non-NBPTS identified teachers.

Relatedly, Congress mandated the US Department of Education to study NBPTS's ability to identify high quality teachers. The results of the government-commissioned study found that students taught by NBPTS-identified teachers make greater gains on achievement tests than students taught by teaches not Board certified (National Research Council, 2008). Milanowski et al. (2009) indicates a review of all the existing credible research on NBPTS yields more mixed results. Moreover, to the extent NBPTS may identify higher quality teachers; it is not clear if the process itself distinguishes these teachers or if the process (and resultant monetary rewards) attracts a higher quality teacher. The National Research Council (2009) calls for more research to better understand which aspect of the NBPTS evaluation experience is identifying the higher quality teachers: self-selection of teachers via the application process or the actual evaluation process itself.

Framework for Effective Teaching

The NBPTS conceives effective teaching differently across each of its 24+ subject areas. Unlike the other teacher evaluation areas under study, NBPTS employs different scoring rubrics and assessments to each of the certification areas it supports.

There are other important distinctions with regard to NBPTS's standards and assessments. One is that this system does not use direct observation to assess teacher quality. Interested applicants submit four videos of their teaching and samples of student work, related to specific standardized tasks. Also, teachers respond to six essay prompts, related to specific expectations of professional knowledge. Since these standards and assessments are customized for each of the certification areas, once could argue that NBPTS is able to verify more completely teacher quality for each area of instructional responsibility (Milanowski et al., 2009).

With regard to the framework's standards and assessments, the scoring dimensions NBPTS uses to rate the submitted evidence differ from many other teacher evaluation systems. There are a significant proportion of the scoring considerations devoted to the characteristics of the evidence provided by the candidate, versus the characteristics of behavior exhibited by the teacher. Thereby, the scaled ratings reflect something other than teacher's instructional performance levels, which is more the style of many other teacher evaluation systems (p. 12).

Measures of Student Learning

There are no measures of student learning with NBPTS.

Adequacy of Discrimination in Teacher Effectiveness Ratings

From 1993 to 2007, NBPTS has awarded the National Board distinction to 63 percent of its 99,300 applicants (National Research Council, 2008). This rate of successful to non-successful candidate evaluations certainly shows more discrimination than the effectiveness ratings reported by *The Widget Effect*. However, given that this evaluation systems is not applied to all teachers in a school district, but rather only to those who choose to apply, it is difficult to generalize the meaning of this discrimination potential to a standard teaching population.

A possible lesson to be learned from the NBPTS evaluation rating scheme, though, is the benefit of using outside evaluators. Teachers who apply for this professional distinction submit their evidence to outside reviewers, not to their administrators. Outside evaluators are free from any cultural or contextual influences that might weaken evaluators' motivation to be completely candid.

Formative Evaluation System

The set-up of the NBPTS evaluation program is to make a summative determination about a teacher's fit for professional distinction. It is not set up to provide *on-going professional growth* support to teachers, although, some teachers who have been through the process comment on how they grew from their application experience. It is estimated that a candidate's application experience takes between 200 and 400 hours to complete (Toch & Rothman, 2008).

Peer Review

Because the NBPTS evaluation process is performed by outside reviewers, peer review is not supported in this system.

Results of Evaluation Ratings used for HR Decisions

As shared earlier, one of the findings of the National Research Council study of NBPTS is that board certified teachers are under-utilized in their districts, suggesting there is not widespread use of this evaluation information in human resource functions. However, there may be problems with using the results of NBPTS evaluations for human resource decisions. One, these aren't annual evaluations, so regularly updated information is not available for teachers. Teachers self-select into the process, so a common evaluation standard isn't applied to every teacher in the district. However, there may be a particular mentoring or other leadership role that might be considered for teachers who show the ambition and competency to successfully complete the Board certification process.

Frequency of Classroom Observations & Announced Status

N/A

Training and Certification Expectation for Teacher Evaluators

Like some of the other frameworks reviewed, NBPTS has a notably rigorous process for ensuring the reliability of evaluator scoring. NBTPS raters are required to undergo multi-day trainings. Also, this system employs a scheme where a set of rater's assessments are re-scored by another assessor to check for assessor calibration (Toch & Rothman, 2008). Steps like these are necessary for maximizing the reliability, and thus validity, of evaluation information.

AN ANALYSIS OF VARIOUS WELL-KNOWN TEACHER EVALUATION MODELS
(FOR EXPLANATION OF CHART RESPONSES, SEE EACH MODEL'S NARRATIVE ABOVE)

Model / System	Framework for describing effective teaching	Does the model include measures of Student Learning?	Is there evidence that the model adequately discriminates levels of teacher effectiveness?	Does the model have a robust formative evaluation component to it?	Does the model support peer review?	Is there evidence this model has been used for various human resource decisions (tenure, compensation, promotion, etc.)?	Does this model require/expect evaluators to be trained in the application of this model? Do evaluators need to test out before using the model?	Are all teachers "covered" by this evaluation model?	What are the suggested frequencies and durations of observations?
Teacher Advancement Program	Close derivative of Danielson's (1996)	YES	YES	YES	YES	YES	YES	YES	Freq: 4-6x Duration: 1 period
Charlotte Danielson's Framework	1) Planning 2) Class Env 3) Instruction 4) Prof. Resp.	NO	YES/NO	No, not by itself	Possible and suggested	NO	No, but possible	YES	Freq & Duration: not available
University of Virginia's CLASS Instrument	1) Emot. Supp. 2) Classroom Org. 3) Instruct. Supp	NO	YES	No, not by itself	YES	NO	YES	NO K-3	Freq: not available Duration: 2 Hours
National Board for Professional Teaching Standards	Varies by each of the 26+ Certification Areas	NO	YES	NO	NO	NO	YES	YES/NO Self-selected	200 – 400 hours of candidate time for application process
Toledo's Peer Assistance Review	Close derivative of Danielson's (1996)	NO	YES/NO	YES	YES	YES/NO	YES	NO	Varies according to Consultant Teacher

CONCLUSION

It may be prudent to summarize the highlights learned from this review of teacher evaluation. Perhaps of primary importance is the opportunity we have now to elevate the importance teacher evaluation plays as the facilitator and monitor of teacher quality in our schools. Given that teacher quality is the primary school resource related to student learning, it is past time that our key process is responsible for monitoring its functions more properly. Virtually all stakeholders have borne witness to its perfunctory, rather than effective, operation in our schools. The opportunity for improving this critical human resource process is guided by legal statute, professional standards, and system purposes.

Tennessee law has stepped out nationally in codifying changes to how teacher evaluations will now be done. Among the new teacher evaluation policy changes are an expectation that ALL teachers get annually evaluated and that student performance will count 50% towards a teacher‘s evaluation rating. A stakeholder representative, state-level teacher evaluation committee is working on the ―how to" for making this part of law operational.

There are professional standards available for referencing how personnel evaluation systems should be designed and implemented. Of course, these are ideals, but, nonetheless, had fidelity to their principles been adhered to, the state of our evaluation systems would not be what it is right now.

Finally, attention to the purposes for evaluation systems should be primary in the design of our improved model. Popham (1988) reminds us that it is very difficult to have a uniform evaluation system that attempts to deliver on both the formative and summative roles the evaluation process serves. It is well documented that consistent and effective professional development programs have not been systematically a part of teacher appraisal systems, and because of that, substantial opportunities for teacher growth have been missed. Reminded again of school‘s primary resource linked to student learning, this misalignment between teacher quality, teacher appraisal and professional development needs to be fixed.

To this end, Heather Peske raises an important question about apparent emphases/purposes detected in some policy pushes about teacher evaluation, especially given the attention research like *The Widget Effect* has received (Center for American Progress, 2010). Concluding her remarks on observations she made during her recent teacher evaluation study, Dr. Peske wonders if there isn‘t too much attention on the summative purpose of dismissing more teachers and getting evaluation systems to produce more unsatisfactory ratings, versus getting the evaluation system to inform a more robust professional development program to improve the craft of many more teachers. Balancing those two purposes may be a key to the success of this endeavor.

SUGGESTIONS REGARDING AN IMPROVED SYSTEM

What are the key elements we believe should comprise an improved evaluation system, based on the law, standards, and purposes associated with a high quality appraisal system? The following is what we initially suggest. An improved teacher evaluation system should:

1) Annually evaluate all teachers.
2) Have dual, separate, but equally important subsystems, each to inform either the summative or formative reason for evaluating teachers. The separation between the two components is important for either/both to work effectively.
3) Include student learning information.
4) Use multiple assessors, outside evaluators, peer reviewers to mitigate against inflated ratings that might be influenced by contextual, political and/or social influences present in the school/district.
5) At least inform, though not necessarily drive, many human resource decisions, such as tenure, promotion, placement, retention, compensation, etc. Real consequences need to stem from the summative role of teacher evaluations.
6) Include a valid training regimen for evaluators before they use whatever protocol is chosen for evaluating quality in observation/performance, work samples, essays, etc. Calibrating scores among the district's raters should be part of this system's processes.
7) Be rolled into the field with a comprehensive, professionally designed marketing and communications plan that thoughtfully considers the "need to know" levels of all key stakeholder groups.
8) Provides multiple, valid methodologies by which those deemed deficient by the system can improve their craft quickly.
9) Be "doable." That is, enhance the system without placing unrealistic burdens on those in the field charged with implementing the system.

NEXT STEPS

We appreciate your participation in the AIMS Consortium evaluation work. This is a very exciting time for the state and we are hopeful this work will inform the state-wide committee in their efforts as well. The input of directors, principals, and teachers is crucial to the quality completion of this work. The AIMS Core Group has provided a possible process to garner this feedback:

1. Provide the above literature review and review of prominent evaluation tools to your key stakeholders.
2. Solicit feedback from the key stakeholder groups through face-to-face or electronic means.
3. Gather that feedback into a format that will be brought to the May 6, 2010 meeting.
4. Appoint a spokesperson(s) to share your ideas at the May 6 meeting.
5. If you choose a face-to-face process, you may consider the enclosed PowerPoint presentation as a possible framework for the meetings.

Of course, directors should feel free to choose a process that works in their local context. We simply wanted to provide an "option" out of respect for everyone's time commitments.

Each director should feel free to gather feedback in a manner that best suits his or her context.

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The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2008/09

Main summary

PR/Award # S385A100143

Introduction

Ofsted inspects and regulates to achieve excellence in the care of children and young people, and in education and skills for learners of all ages, thereby raising standards and improving lives. We use our findings from inspection to raise aspirations, improve services, and deliver better outcomes for children, young people and adult learners.

The 2008/09 Annual Report principally presents evidence from inspection and regulatory visits undertaken by Ofsted between September 2008 and August 2009. Evidence is taken from inspection activity across the full range of Ofsted's remit, including childcare, children's social care, local authority services for children and provision for education and skills in schools, colleges and adult learning. Individual summaries which provide more detail on the main areas of Ofsted's remit, and on the thematic sections of the Annual Report are also available.

Extract from the Commentary

This report coincides with the completion of a full cycle of inspection of schools, colleges and work-based learning. It therefore presents a particularly good vantage point from which to look back over inspection evidence in these areas: the success stories, and the critical weaknesses to be addressed.

The commentary and the report itself draw on a remarkably extensive evidence base including evidence from some 40,000 inspections and regulatory visits. The overall picture of the quality of provision is positive and much inspection evidence is generally encouraging. The report also provides evidence of sustained improvement over the past four years. For example, in 2005/06 only 11% of maintained schools were outstanding, while 8% were inadequate; in 2008/09 19% of schools were outstanding and only 4% inadequate. There has also been a trend of improvement in colleges of further education; again, more colleges are now outstanding and fewer are inadequate than was the case four years ago.

While there is much that should give us encouragement, real concerns remain. There are still too many providers that are mediocre or worse.

Given the considerable progress made over recent years in increasing the proportion of outstanding and good settings, the greatest challenge across childcare, social care, education and the skills sector is to raise satisfactory provision to the level of good or outstanding. Since so many have now made the journey successfully, there is no reason why every setting, every school and college, and every provider, should not aspire to be good and working towards excellence. That is the only way they can really improve the lives and life chances of the children and learners they serve. There are also more specific concerns which must be addressed with urgency today if our children, young people and adult learners are to benefit tomorrow.

Key findings

Childcare

- The proportion of good and outstanding childcare inspected this year is higher than in 2007/08. However, the quality of childcare is lower overall in deprived areas than in others.
- In deprived areas the quality of childcare provided on non-domestic premises is higher overall than the quality of childminding. In areas which are not deprived there is little difference in quality between the two kinds of provision.
- Most childminders have been able to implement the new Early Years Foundation Stage and a large majority are using it well to support children's learning and development.

Schools

- Over the cycle of maintained school inspections that started in September 2005, there has been a steady increase each year in the proportions of good and outstanding schools and this figure reached 69% of schools inspected in 2008/09.
- The large majority of schools that have been inspected twice under the arrangements introduced in 2005/06 have improved since their first inspection or have sustained good or outstanding overall effectiveness.
- However, nearly half the schools that were satisfactory when previously inspected remain no better than satisfactory at their latest inspection. Ofsted's school inspection arrangements will now focus more attention on satisfactory schools.
- Improvements in school effectiveness are linked to stronger leadership and management, resulting in teaching and curricular provision of higher quality.
- There has been a strong improvement in the proportion of non-association independent schools meeting all regulations and a significant reduction in poor practice. However, one in six independent schools do not fully meet all the safeguarding regulations.

Learning and skills

- Of the colleges inspected in 2008/09, 63% are good or outstanding.* However, in nearly half the colleges judged to be satisfactory, performance has not improved since the last inspection. The level of employer engagement, rates of student progression to higher education or employment and provision for students aged 14 to 16 are strengths of the sector.
- Only 5% of the work-based learning providers inspected this year are outstanding in their overall effectiveness and just 37% are good.
- Of the prisons inspected in 2008/09, the proportion in which education and training are at least satisfactory is higher than in 2007/08, including for the first time one prison in which education and training are now outstanding.
- Most initial teacher education providers inspected in 2008/09 are good or outstanding in their overall effectiveness. By the end of their training, most trainees meet the professional standards at a level which is at least good.

* This figure does not include outcomes for independent specialist colleges.

Children's social care

- Although inspection outcomes for children's homes are similar overall to those for 2007/08, the proportion judged inadequate is slightly lower than in 2007/08.
- The proportion of local authorities that are inadequate in carrying out their duties in relation to private fostering arrangements is still unacceptable at six of the 36 inspected this year. In the best authorities, all staff understand and promote the requirement for all private fostering arrangements to be notified to the local authority.
- The proportion of residential special schools in which social care is good or outstanding is lower this year at 79%, compared to 89% in 2007/08. Moreover, the proportion judged inadequate is higher, at 3% compared to 1% last year.
- Care for children and young people is good in 14 of 17 secure children's homes, a slightly higher proportion than in 2007/08. However, in one home, the quality of care has declined since the last inspection and is now inadequate.
- Overall, the pace of improvement in the Children and Family Court Advisory and Support Service (Cafcass) is too slow and the extent of change is insufficient. Front-line practice is inconsistent so that minimum standards, including safeguarding, are not always met.

Local authority children's services*

- The large majority of councils provide good children's services overall, often in challenging circumstances. However, even in some of the councils judged to be performing well overall there are pockets of underperformance.
- Nine councils are performing poorly, principally because they are making an inadequate contribution to ensuring that children and young people are adequately safeguarded.
- The high proportion of inadequate serious case reviews is still a cause for concern. There is, however, a general picture of improvement in overall quality.

* Figures are correct as at 5 November 2009.

The full Annual Report is available at:
www.ofsted.gov.uk/publications/annualreport0809.

Aviation House 125 Kingsway London WC2B 6SE
T 08456 404040 **www.ofsted.gov.uk**

The International System for Teacher Observation and Feedback: Evolution of an International Study of Teacher Effectiveness Constructs[1]

Charles Teddlie
College of Education
Louisiana State University
Baton Rouge, LA, USA

Bert Creemers
GION, Institute for Educational Research
University of Groningen
The Netherlands

Leonidas Kyriakides
Department of Education
University of Cyprus
Nicosia, Cyprus

Daniel Muijs
School of Education, Communication and Language Sciences
University of Newcastle upon Tyne
Newcastle upon Tyne, UK

Fen Yu
College of Education
Louisiana State University
Baton Rouge, LA, USA

[1] An earlier version of this article was presented by the first author at the annual meeting of the International Congress for School Effectiveness and Improvement in Barcelona, Spain on January 4, 2005. The names of the remaining four authors are presented in alphabetical order.

Abstract

This article presents information on two international educational effectiveness studies, one completed and the other ongoing. The second study is, to a large degree, a reaction to a methodological problem encountered in the first study – the lack of an internationally valid instrument measuring teacher effectiveness. This article presents four reasons for conducting the second study (ISTOF) and then details the overall work plan for ISTOF-I (2004-2006) and ISTOF-II (2006-2007). The sample of nineteen fully participating country teams in ISTOF is very diverse with representatives from nearly all geographic areas of the world (North and South America, Europe, Africa, Asia), many of which have never participated in teacher or school effectiveness research. This article summarizes progress made on the development of the ISTOF protocol, including the generation of components and indicators of teacher effectiveness. In many ways, the study is already a success, due to the diversity of the participating countries and their generation of major parts of the protocol during ISTOF-I. Nevertheless, this article concludes with a discussion of some of the major challenges that the research team will face as it completes ISTOF-I and begins ISTOF-II.

The International System for Teacher Observation and Feedback: Evolution of an International Study of Teacher Effectiveness Constructs

This special issue of *Educational Research and Evaluation* concerns "International Studies on Educational Effectiveness." This article presents information on two such studies, although the emphasis is clearly on the second one:

- The International School Effectiveness Research Project (ISERP) – a nine country longitudinal study of school and teacher effectiveness conducted in the 1990s (Reynolds, Creemers, Stringfield, Teddlie, & Schaffer, 2002).
- The development and validation of the International System for Teacher Observation and Feedback (ISTOF) – an ongoing study of teacher effectiveness constructs conducted in nineteen countries.

There would have been no ISTOF without our previous experiences with ISERP. The first section of this article describes how ISTOF evolved from methodological lessons learned from ISERP. The remainder of the article addresses the following issues in this order: a brief literature review summarizing the rationale for conducting ISTOF, the goals for the ISTOF project, the activities associated with ISTOF-I (completed and ongoing), the activities associated with ISTOF-II (planned for 2006-2007), and conclusions.

The Relationship between ISERP and ISTOF

The development and validation of ISTOF is in many respects a product of what was learned from ISERP (or the World Class Schools Project). As with many large scale educational studies, ISERP left the research team with more unanswered questions than answered ones. When ISERP was completed, the research team knew much more about the complexities and challenges that emerge when individuals attempt to conduct an international, longitudinal, mixed method educational effectiveness[2] study.

[2] Educational effectiveness research is the term that a growing number of researchers use when discussing studies that simultaneously examine the school, classroom, and other levels of the educational process (e.g., Creemers & Scheerens 1994; Scheerens and Bosker, 1997). Nevertheless, the field has been widely known as school effectiveness research for the past thirty years and is referred to as such in standard references

Perhaps the most important methodological lesson from ISERP was that the success of such studies depends on having internationally valid instruments, particularly teacher effectiveness protocols, due to the importance of the measurement of classroom processes. While others had already called for the development of such instruments (e.g., Schaffer, Nesselrodt, & Stringfield, 1994), ISERP provided a practical demonstration of how important they actually are.

After ISERP was completed, the core research team knew that we required a better teacher effectiveness protocol before we could attempt another large scale educational effectiveness study. This article describes the purposes for ISTOF and the work that has been completed on it to date. It is possible that ISTOF will be the conduit between ISERP and a second, more methodologically sound, international educational effectiveness research project.

Issues Associated with the Use of the Virgilio Teacher Behavior Inventory in International Studies

ISERP was a longitudinal study of school and teacher effectiveness that utilized 20 required instruments and nine optional ones (Teddlie, Reynolds, & Stringfield, 2002). The ISERP research team used the Virgilio Teacher Behavior Inventory (VTBI) and the Quality, Appropriateness, Incentive and Time (QAIT) Rating Scales for classroom observation, but the published reports focused on results from the VTBI (e.g., Reynolds, et al 2002).

In the final analysis, the instrument that presented the greatest challenge to the ISERP researchers was the VTBI, which ironically was one of the few non-test instruments with established reliability and validity ratings before the study began (Teddlie, Virgilio, & Oescher, 1990). The results of a factor analysis from the psychometric study that established the validity and reliability of the original 38 item VTBI indicated that the instrument had a five factor structure:

- Classroom Management

(e.g., Sammons, 1999; Teddlie & Reynolds, 2000). Therefore, the two terms (educational effectiveness, school effectiveness) will be used interchangeably throughout this article.

- Instruction - Presentation and Questioning Skills
- Instruction - Instructional Strategies
- Social Psychological Climate
- Physical Climate of Classroom

The overall problem with using the VTBI in ISERP was that its psychometric properties were established only for its place of development, the USA. The research team became aware of anecdotal evidence of problems with the instrument when observers in some countries began to question the relevance of certain items within their country context.

For example, there was little or no variance in observer ratings on particular items in the initial field tests conducted in some ISERP countries (e.g., some of the management and physical climate items in Taiwan and Hong Kong). This could, of course, have been due to several factors, including low inter-rater reliability ratings across the countries, irrelevance of some items in some countries, actual differences in behaviors of teachers across countries due to differential training, etc. The research team had neither the time nor the resources during ISERP to ascertain why the instrument appeared to perform better in some countries (e.g., the USA, the UK) than in others (e.g., Taiwan, the Netherlands).

Lacking adequate information on how best to revise the instrument, the committee of researchers who were conducting ISERP resorted to a "diplomatic" solution to the issue. The researchers added new items to the VTBI in order to measure the constructs that a number of them believed were inadequately measured by the original instrument. The original 38 items remained and an additional seven were added. Some of us on the ISERP research team referred to this expedient manner of revising the instrument as an example of "methodological democracy."

There were three empirical results from the final ISERP analyses that indicated continued problems with the use of the revised VTBI in the study:

- A factor analysis of the ISERP VTBI data yielded only one dimension (Reynolds, et al., 2002), while earlier factor analytic work done in the USA had yielded five interpretable factors (Teddlie, Virgilio, & Oescher, 1990). Having one monolithic

- The research design called for schools to be selected that had differential effectiveness status (less effective, typical, more effective).[3] ISERP VTBI data clearly distinguished between the schools from the less effective level and the other levels (i.e., less effective versus typical, less effective versus more effective, less effective versus combination of typical and more effective), but did not discriminate typical from more effective schools (Creemers, Stringfield, & Guldemond, 2002). While this result has been found in other within country school effectiveness studies (Teddlie & Reynolds, 2000), it is still disconcerting, since many school improvement efforts are targeted at getting typical or average schools to become more effective.
- Twenty-nine of the 45 individual items on the revised VTBI did not discriminate significantly (at the $\underline{p} < .05$ level) between differentially effective schools across the entire ISERP sample.

On the other hand, there were 16 items on the revised VTBI that *did* discriminate significantly (at the $\underline{p} < .05$ level) between differentially effective schools across the entire ISERP sample. These items included:

- positive feedback,
- good lesson structure through emphasizing key points,
- checking for pupil understanding to establish the appropriateness of instruction,
- a high quantity of high-quality questioning,
- the use of academic-related questions,
- motivating students through probing and elaborating on their answers,
- showing high expectations of what children can achieve (Creemers, Stringfield, & Guldemond, 2002, p. 49).

[3] Due to variance in the availability of achievement data across countries, two criteria were used to select schools with differential effectiveness ratings: (1) where achievement data were available, schools were selected using some form of "value added" scores based on an analysis of extant data bases and (2) where data were not available, schools were selected on the basis of reputational criteria (Teddlie, Reynolds, & Stringfield, 2002).

Thus, the revised VTBI worked for the basic purposes of ISERP, but it could have been more effectual. Also, it would have been preferable for the instrument to have been developed by an international group rather than by researchers from just one country.

Some authors have discussed the issue of the applicability of teacher effectiveness instruments developed within the context of one country to international research (e.g., Schaeffer, Nesselrodt, & Stringfield, 1994; Teddlie and Reynolds, 2000). Specifically, Schaeffer, et al. (1994) discussed the issues involved in developing classroom observation instruments that could be used in international studies:

> The challenges of developing and/or choosing classroom observation instruments designed for international studies begin with ensuring that the researchers involved can gather accurate and complete data in diverse settings. The instrument must yield data that permit international ... comparisons. If instruments are designed to be used by researchers from various countries, attention must be paid to the development of appropriate methods of data analysis consistent with each country's research questions and policy interests. (p.137)

Schaffer, et al. (1994) further concluded that instruments used for classroom observation in future international studies must have three characteristics:

(1) they should include variables from teacher effectiveness research that are "basic, generic, and replicable" in a variety of settings that can serve as the basis for cross-country comparisons,

(2) they should include variables from instruments that represent the questions of interest of *all* researchers in the study regardless of their own cultural orientation, and

(3) they should allow for the emergence of other variables that become evident from the gathering of qualitative data in the classrooms during the field test of the instrument.

Rationale for Conducting ISTOF

Four Reasons to Conduct ISTOF

The following section presents a brief literature review to support the development of an internationally valid system for assessing teacher effectiveness. There are four reasons for developing ISTOF:

1. International research into teacher and school effectiveness processes requires such an instrument that would "travel" successfully across international borders.
2. Recent reviews indicate that few countries have a literature on teacher effectiveness, and the development of an internationally valid teacher effectiveness instrument would enhance the development of such literatures.
3. Reviews also indicate that very few countries actually use classroom observations to provide meaningful feedback to teachers, and this would be a major goal for ISTOF.
4. ISTOF could serve as the precursor to an international school effectiveness study (conducted in 2007 and beyond) that would extend the results of previous such research (e.g., Reynolds, et al, 2002).

The Major Purpose of ISTOF is to Develop an Internationally Valid System for Assessing Teacher Effectiveness

The area of teacher effectiveness developed in the USA in the 1970s and has generated (1) extensive lists of effective teaching behaviors (e.g., Marzano, 2003; Rosenshine & Stevens, 1986) and (2) numerous classroom observation instruments and protocols (e.g., Brophy & Good, 1986; Good & Brophy, 1999). It is still a dynamic area of study, with increasing participation by researchers from outside the USA (e.g., Campbell, Kyriakides, Muijs, & Robinson, 2004; Creemers, 1994; Muijs and Reynolds, 2003; Van de Grift, 2004).

Despite the extensive work in this area, an internationally valid teacher effectiveness instrument does not currently exist. Recent work by inspectorates of education in England, Belgium Flanders, Lower Saxony (Germany), and the Netherlands is a step in the direction of developing a cross national classroom observation system

(Van de Grift, 2004). This research reported that the quality of teaching in the four countries could be compared in a reliable and valid way with regard to constructs such as a safe and stimulating environment, clear instruction, adaptation of teaching, teaching-learning strategies, and classroom management.

ISTOF Would Facilitate the Development of Country Specific Teacher Effectiveness Literatures

In a recent issue of the *Journal of Personnel Evaluation in Education (JPEE)*, authors from five countries reviewed literature within their contexts related to teacher effectiveness research, school effectiveness research, teacher evaluation, staff development and other related topics. In an overview article, Teddlie, Stringfield, & Burdett (2003) concluded that the USA was still the only one of the five countries to have generated an extensive quantitatively oriented teacher effectiveness research database (e.g., Ellett and Teddlie, 2003), although the UK was making significant progress in this area (e.g., Muijs and Reynolds, 2001; Reynolds, Muijs, & Treharne, 2003). Cyprus, Hong Kong, and the Netherlands reported very little quantitative teacher effectiveness research conducted within their countries (e.g., Kyriakides and Campbell, 2003; Lee, Lam, & Li, 2003; Reezigt, Creemers, & deJong, 2003), to a large degree because they did not have psychometrically valid instruments to assess teacher effectiveness constructs.

ISERP also demonstrated that countries such as Norway, Taiwan, and the Republic of Ireland did not have classroom observation systems (validated in their countries) for conducting teacher effectiveness research. The development of ISTOF should be instrumental in prompting several participating countries to generate their own instruments and teacher effectiveness research literatures in the future.

It should be noted that while qualitative research into pedagogy has been common, especially in some European countries, this has largely taken the form of descriptive and exploratory studies, or theoretical treatises, which have not generally linked findings to outcomes (Buchberger, 2000, and see for examples Van Manen, 1994, Kansanen et al, 2000). Nevertheless, the focus of ISTOF development is the generation of a protocol which could be used to generate quantitative, psychometrically reliable and

valid data across a variety of countries, thereby stimulating the further development of literature within those countries.

ISTOF Could Be Used to Provide Meaningful Feedback to Teachers

Authors in the special issue of the *JPEE* also reported that their teacher evaluation systems typically do not provide meaningful feedback. Teddlie, et al. (2003) concluded that teacher evaluation is used for three purposes: accountability, promotion, and limited staff development. There are some rare instances where teacher evaluation is associated with meaningful feedback.

There are a variety of reasons for this. For example, Cyprus and Hong Kong represent cases where teacher evaluation is used primarily for the purposes of teacher promotion to administrative positions; therefore, teacher and school improvement are not emphasized in the teacher evaluation systems in these countries (Kyriakides and Campbell, 2003; Lee, Lam, & Li, 2003).

The Netherlands provides one of the best examples of school autonomy in the evaluation process, since Dutch schools have the greatest freedom in decision-making of all member states in the European Union (European Commission, 1996). Reezigt, et al. (2003) concluded that this autonomy and the traditional reluctance on the part of Dutch principals to perform leadership roles leads to a de-emphasis of the teacher evaluation function in the Netherlands.

The law of teacher supply and demand makes meaningful feedback less likely in both the USA and the UK. If there is no one there to replace a person receiving feedback intended to enhance her/his performance, then there is little or no incentive on the part of the school system or administrators to present meaningful feedback. For example, teacher shortages in the UK have a negative effect on the presentation of meaningful feedback based on classroom observations (Reynolds, et al, 2003).

It appears that most state controlled evaluation systems are unlikely to provide meaningful feedback to teachers and administrators based on classroom observations. If teacher and school improvement are important goals to schools, or to researchers working in those schools, then different data systems (beyond state controlled teacher evaluation)

are required. Tymms (1999) called such data management systems "professional monitoring systems."

An internationally valid teacher observation system such as ISTOF could serve as a major component of the professional monitoring systems for schools interested in improving the classroom performance of their teachers. One of the primary goals of the development and validation of ISTOF is to create and disseminate a procedure for providing meaningful feedback based on classroom observations to teachers and school administrators.

ISTOF Could Serve as a Precursor to Further International Educational Effectiveness Studies

There are several signs that the field of school effectiveness research is becoming increasingly internationalized including the continued success of the international organization ICSEI[4], which conducted its eighteenth annual conference in 2005, and the *School Effectiveness and School Improvement* journal, which is now in its sixteenth volume and features publications from many countries and an international board of editors. Writings on school effectiveness and improvement have emerged from Africa (e.g., Anderson 2002; Harber and Muthurishna, 2000; Taylor, Muller, & Vinjevold, 2003) and Asia (e.g., Cheng, 1996; Cheng, Cheung, & Tam, 2002; Lee, 2001; Schaffer, Hwang, Lee, Chang, & Pan, 2002) over the past decade.

While SER has enjoyed international acceptance and participation, much of the extant research has been the product of five countries with lengthy traditions in the area: the USA, the UK, the Netherlands, Australia, and Canada. For example, ISERP (Reynolds, et al, 2002) included nine countries: the aforementioned five "traditional" SER research countries plus two industrialized Asian sites (Hong Kong, Taiwan) and two other Western European sites (Norway, the Republic of Ireland). While ISERP has been the most internationally diverse study of school and classroom processes associated with educational effectiveness, its sample was restricted to traditional SER countries (and other nations with similar characteristics), because it required research teams capable of

[4] ICSEI is the acronym for the International Congress for School Effectiveness and Improvement.

delivering its sophisticated design and accompanying mixed methodology (e.g., Tashakkori and Teddlie, 2003).

Table 1 presents a comparison of the ISERP sample, which included nine countries, with the ongoing ISTOF sample, which includes 19 full members and five associate members. It is a positive sign that several of the countries in ISTOF represent areas of the world (South America, Africa, Asia) that have participated in only a handful of school effectiveness studies. Also, there is participation by several internationally prominent countries which have to date generated little school effectiveness research, such as Brazil, China, Germany, India, Japan, and South Africa. The field of SESI is strengthened each time a new country goes "on-line", that is, each time researchers from a new country actually conduct research and publish it within the framework of the extant international school effectiveness research literature. Participation of a large number of countries in ISTOF, and perhaps in a second international research project, will expedite that process.

Overall Goals for ISTOF-I and ISTOF-II

The remainder of this article summarizes the goals and activities associated with the first (ISTOF-I) and second (ISTOF-II) phases of the project. While these goals and activities serve as a blueprint for the project, the development and validation of ISTOF is a complicated process that will continue to evolve over time.

The primary goals of ISTOF-I were:

(1) to create an overall organization for ISTOF that includes a committee structure, plus country teams composed of coordinators and team members,

(2) to use the responses of the country teams to generate components, indicators, and items measuring teacher effectiveness, and

(3) to assemble an ISTOF teacher effectiveness protocol that could be field tested in 2006-2007.

The primary goals of ISTOF- II are:

(1) to field test the ISTOF teacher effectiveness protocol in participating countries,

(2) to generate psychometric indices for the ISTOF teacher effectiveness protocol, and

(3) to develop guidelines whereby meaningful feedback could be provided to teachers based on data generated by the ISTOF protocol.

Activities Associated with ISTOF I (2004-2006)

At the time of the writing of this article, most of the activities associated with ISTOF-I were complete or nearing completion. Table 2 summarizes progress made on ISTOF-I activities to date and ongoing in 2004-2006. The following section will be divided into two parts: those activities related to creating an organizational structure for ISTOF and those activities related to the generation of the components, indicators and items measuring teacher effectiveness.

The remainder of this section presents a few details on how each of the completed activities was accomplished and what has yet to be done.

Creating an Organizational Structure for ISTOF

The creation of an organizational structure for ISTOF involved three activities:

- assembling an initial group of researchers with an interest in ISTOF
- formation of a committee structure to guide the project
- identifying country coordinators and research teams in each country

Four ISTOF team meetings were held in Rotterdam, San Diego, Barcelona, and Montreal in 2004-2005, first to identify collaborators and then to initiate the study. An initial ISTOF planning paper was put together and discussed at ICSEI-Rotterdam (Teddlie, Kyriakides, & Yu, 2004) in January 2004. Several interested researchers attended the meeting where the paper was presented, and plans were made to further the dialog at the AERA[5]-San Diego annual meeting.

Fifteen researchers from 10 countries attended the ISTOF meeting at AERA-San Diego in April 2004. Five ISTOF committees were formed based on conversations that

[5] AERA is the acronym for the American Educational Research Association.

occurred during the San Diego meeting, with a sixth being added later. Much of the work of ISTOF has been accomplished through this committee structure. The committees are:

- *Central committee.* This committee initiated the creation of country teams and of the modified Delphi inductive process for generating ISTOF constructs and indicators. It coordinates communication across all of the countries.
- *Analysis committee.* This committee addresses issues related to the analysis of ISTOF data, including generalizability studies and Rasch modeling.
- *Deductive committee.* This committee utilizes theory, conceptual frameworks, and existing instruments in the further development of the ISTOF protocol.
- *Finance committee.* The purpose of this committee is to secure funds to keep the project running (especially ISTOF- II).
- *Communication committee*. This committee determines the best methods for ISTOF participants to communicate with one another (e.g., Blackboard).
- *Publications committee*. This committee was formed at the ICSEI annual meeting in Barcelona in 2005 after the others had been in operation for several months. The purpose of the committee is to coordinate the presentations and publications associated with the ISTOF project.

A set of guidelines were put together by the central committee, with input from the chairs of the other committees, during the early summer 2004 for the identification of country coordinators. Altogether representatives from over 30 countries expressed an interest in joining ISTOF and were sent information about the project.

Twenty-one countries were initially committed to participate by October 2004, when Query #1 was sent out to the country coordinators. Membership has stayed relatively stable over time, with a few fluctuations occurring as some countries were unable to "field a team" and others joined after the process had begun.

Twenty-four countries are currently members of ISTOF, including 19 that are fully participating in all research activities. (Refer to Table 1 for the list of fully participating and associate members of ISTOF.) This sample of countries is very diverse with representatives from nearly all geographic areas of the world (North and South America, Europe, Africa, Asia), many of which have never participated in teacher or school effectiveness research.

Generating Components, Indicators, and Items Related to Teacher Effectiveness using ISTOF Query #1 through Query #5

Activities for ISTOF-I centered on an iterative, multiple step, internet based, "modified" Delphi technique (Teddlie, Kyriakides, & Yu, 2004). "Modified" means that the ISTOF queries asked experts their opinions about what constitutes "effective teaching", whereas the original Delphi technique asked experts to forecast events in the future (e.g., Gordon and Hemer, 1964; Heylighen, 2003).

The queries employed in this process were used to generate the components, indicators, and items of teacher effectiveness that will constitute the ISTOF system. The Delphi technique has been applied in many settings, such as educational policy making and previous studies of what constitutes effective teaching (e.g., Covino & Iwanicki, 1996; Wiersma & Jurs, 2005).

The ISTOF activities from mid-October 2004 through the end of the calendar year were aimed at eliciting responses from the research teams to two queries (Queries #1 and #2), which were written by the central committee and edited by the chairs of the other committees. The modified Delphi technique employed in ISTOF requires the country team members to respond to a series of iterative and progressively focused queries, interspersed with intermittent feedback from the central committee. In this process, the chair of the central committee sends these queries to the country coordinators, who in turn relay them to all members of their team. The country coordinators are responsible for collecting all responses, typically via email, and then transmitting the complete set of responses back to the chairs of the central and analysis committees for processing.

Following is part of the text of Query #1:

> There are broad areas of effective teaching that have been identified by researchers and other experts in countries around the world. Please note that when we use the term effective teaching or teacher effectiveness, we are interested in what goes on *in the classroom* between the teacher and the students. Experts typically identify 3-6 of these *components*. One common *component*, for instance, might be Classroom Management.
> What are the broad *components* of teacher effectiveness in your country? That is, what do experts in your country consider to be the broad, general components of effective teaching? We recommend that you limit the total number of responses to this question to *six components or less*….

Seventeen country teams sent in lists of components with definitions in response to Query #1. Altogether the teams generated 103 components with definitions (the range of responses per country was from four to ten). These responses were content analyzed by two different teams of analysts, and the resulting lists were reconciled.[6] The end product of these analyses was a list of eleven components with definitions. Table 3 contains the list of the original 11 components of effective teaching generated by the country teams in the far left hand column (i.e., the first column in the table).

Query #2 then asked each country team and its members to assess each of the components by (a) rating how important each component was on a five-point Likert scale with responses ranging from not important to very important and (b) rank ordering the eleven components from "1" the most important one to "11" the least important one. Responses to Query #2 were received from 17 countries and 257 individual participants.

These components were then subjected to a generalizabily analysis (e.g., Shavelson, Webb, & Rowley, 1989), and the results were presented to the ISTOF members who attended ICSEI-Barcelona in January 2005 (Kyriakides, 2005). Four separate analyses were conducted: an analysis of the responses of all 257 participants to the Likert scales, an analysis of the responses of all 257 participants to the rank ordering, an analysis of the aggregated responses of the 17 countries to the Likert scales, and an analysis of the aggregated responses of the 17 countries to the rank ordering.

The results were highly congruent across all the analyses. One major reason for conducting these analyses was to determine how many of the 11 components to retain for the next round of the Delphi queries, in which indicators of the components of effective teaching would be generated. The report from the analysis committee (Kyriakides, 2005) indicated that there were three choices:

- retain all eleven components, since all were rated highly

[6] Members of the central committee and the analysis committee performed separate constant comparative analyses on the 103 components using the qualitative data analysis program ATLAS.ti. Members of the two committees used ATLAS.ti to separately unitize and categorize (Lincoln & Guba, 1985) the 103 components. The two lists generated by these separate constant comparative analyses were then reconciled via telephone conservations between two members of the analysis committee and two members of the central committee.

- retain all components except #11 (Using principles of constructivism in teaching), since it was clearly the lowest rated of the components
- retain the seven most important components as determined by the rank ordering, since the other four had the lower overall rankings

At this point, the ISTOF members at ICSEI-Barcelona made two decisions: (a) to retain all eleven components generated through Queries # 1 and #2, since they all were rated highly, and (b) to ask the deductive committee to scrutinize this list of components utilizing theory, conceptual frameworks, and existing instruments to further develop an overall framework for the protocol. Specifically, the deductive committee was asked to (a) develop a smaller group of overarching or super-components that would encompass and organize the eleven retained components, and (b) refine the components by reducing overlap and inconsistencies across their definitions.

The deductive committee produced a refined list of components, which is contained in the second column of Table 3. Notes in the third column of that table summarize the refinements that members of the deductive committee made to the original eleven components.

Table 4 summarizes the overall conceptual map that emerged from the deductive committee members' analysis of the original 11 components together with existing theory, protocols, and other sources. There are three major characteristics of this conceptual map:

- The original 11components generated through Queries #1 and #2 were replaced by the 11 refined components, as described in Table 3
- Five overarching or super-components emerged that encapsulated and organized the 11 components; these super-components were classroom environment, quality of teaching, adaptive teaching, long-term planning, and teacher as a professional. The overarching components were developed in a series of discussions among members of the deductive committee using theory and research findings from the existing teacher effectiveness literature.
- Even though respondents had been asked to generate components that reflected what goes on *in the classroom* between the teacher and the students, they produced four components that were not observable (i.e., planning of single

These unobservable components require other sources of data besides classroom observations. As indicated in Table 4, the deductive committee suggested three other data sources: student ratings, documents, and self-reports. Currently it is unclear how the overarching component "teacher as a professional" (with components "teacher knowledge" and "teacher professionalism and reflectivity") will be assessed.[7]

Query #3 asked the country team members to generate up to five indicators for each of the 11 refined components located in Table 3. Sixteen of the 18 countries participating in ISTOF when Query #3 was mailed out responded to it.[8] Altogether, the team members from the 16 countries responding to Query #3 generated about 65 indicators per component, which resulted in almost 750 indicators for the entire set of components

Query #3 analyses were completed by members of the analysis committee and the central committee. The first part of that analysis again involved the use of the software program ATLAS.ti (see footnote 6) and resulted in the generation of an initial set of indicators for each of the components. Three members of the analysis and central committees then met at AERA-Montreal and agreed upon the final set of 43 indicators via consensus. All components have 3-5 indicators, except for Instructional Skills (which has 6) and Long-term Planning (which has 2). See details on the number of indicators generated through Query #3 in the far right hand column of Table 3 (i.e., column four in Table 3).

Query #4 then asked the country team members to assess the importance of each of the 43 indicators generated through Query 3 on a five-point Likert scale with responses ranging from not important to very important. These ratings were completed in June

[7] The final decision on the data sources that will be used to collect information on "teacher as a professional" will be partially based on the analyses of results from Query #4. The Deductive Committee will convene and make decisions about which alternative data to use in assessing the "teacher as a professional" component and the other unobservable components in early 2006. Country Coordinators will be consulted regarding these decisions.

[8] Eighteen country teams were sent Query #3. Chile, which joined ISTOF in February 2005, decided to begin participation with Query #4. It is the nineteenth country fully participating in ISTOF.

2005, and a generalizability study of these ratings was completed in October 2005. Altogether there were 213 individual responses from 19 countries to Query #4.

The timelines and actions associated with ISTOF-I Activities 10-12 are spelled out in Table 2. Activity 10 involves the completion of an item bank based on the work of four expert panels convened to develop multiple items associated with each indicator. The timeline calls for the completion of this activity in early 2006.

If all goes according to plan, the ISTOF teacher effectiveness protocol will be completed by June 2006. As noted previously, however, the development and validation of ISTOF is a complicated process that will continue to evolve over time. Nevertheless, barring any major complications, the protocol should be ready for final field tests near the beginning of the fall 2006 school term.

Activities Associated with ISTOF-II (2006-2007)

The following activities are planned for ISTOF-II in 2006-2007.

- To conduct small scale pilot studies of chosen parts of the ISTOF protocol in selected countries; these pilot studies would examine the feasibility of using certain parts of the system that might prove more challenging to administer in the field (e.g., surveys or interviews to assess indicators of effective teaching that cannot be directly observed, such as long-term planning)
- To train teams in participating countries in the proper use of the ISTOF protocol, including the gathering of all data sources. The training will be conducted by senior members of the ISTOF research team who have been involved in ISERP and other international studies.
- To conduct large scale field tests of the entire ISTOF protocol in participating countries
- To utilize the Rasch model (e.g., Andrich, 1988) to scale the items of ISTOF and specify the reliability, fit to the model, meaning, and construct validity of ISTOF using observations in all the countries involved in the study
- To use the Rasch model and analyze separately the observations collected from each country involved in the study in order to test the invariance of the item scale

- To provide a framework whereby researchers from each of the countries involved in the study can develop country-specific indicators of effective teaching that could supplement ISTOF in their country
- To develop guidelines for providing meaningful feedback to teachers and administrators based on ISTOF observations and pilot test that feedback system in a sample of countries

Conclusions

The ISTOF research team is pleased with progress to date on the project. The assembled team is the most diverse of any that has attempted a mixed methods study of educational effectiveness. The response rate from the countries and individual participants has been outstanding to date. In many ways, the study is already a success.

Nevertheless, there are several challenges that the research team will face as it completes ISTOF-I and begins ISTOF-II. These include the following:

- Maintaining a high response rate is very important, especially from those countries that are typically underrepresented in educational effectiveness studies. The research team is committed to an ambitious set of activities for the remainder of ISTOF-I and throughout ISTOF-II. The process must continue to evolve so that countries are not overwhelmed by the amount of work and discontinue participation.
- The success of ISTOF in attracting such a large number of countries was at least partially due to the internet based approach that characterizes much of ISTOF-I. When field tests begin in ISTOF-II, the work will become methodologically more sophisticated and expensive. The research team must continue to be creative in designing this mixed methods study, building in extensive training (both qualitatively and quantitatively oriented), especially for participants in those countries that are typically underrepresented in such studies.

- Hopefully we will maintain the group of countries that we have now as we go into the 2006-2007 year when the ISTOF protocol will be pilot tested and field tested. This will require extensive translations (and back translations) from English into a wide variety of languages in the early spring 2006. If all countries currently involved in ISTOF continue participation in ISTOF-II, this will require the translation of the original English version into a dozen or more languages.
- ISTOF was conceived as a protocol that was to be developed using mainly observational items. While this is the case, there are components of effective teaching that were generated through Queries #1-#4 that are "unobservable." Our country teams believe that planning (single lesson and long-term), teacher knowledge, and teacher professionalism and reflectivity are important enough to include on the ISTOF protocol even if it means developing alternative data sources. The ISTOF research team must be creative in designing these alternative data sources and then must pilot test and refine them in the fall semester 2005.
- As ISTOF progresses, the issue of finding funding "at the center" for it becomes more intense. One lesson learned by the ISERP team was that studies of this complexity cannot continue to operate without adequate funding. Thus, the work for the ISTOF Finance Committee is extremely important as the study continues to unfold.

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Table 1

Countries Participating in ISERP and ISTOF[9]

Country	ISERP Membership (1992-1996)[10]	ISTOF Membership (2004-2005)	Country Coordinator(s)/ Contact Person(s)
Argentina		√	Maria Eugenia Podesta Silvia Criado
Australia	√	Associate Member	
Belarus		√	Iouri Zagoumennov
Belgium (Flanders)		√	Jan van Damme Marie-Christine Opdenakker
Brazil		√	Ligia Barbosa Janete Mandelblatt
Canada	√		
Chile		√	Hernan Litman-Schatz Celia Alvarino Mario Uribe
China	√ (Hong Kong only)	√	John Lee Hechuan Sun
Cyprus		√	Leonidas Kyriakides
Denmark		√	Per F. Laursen
Finland		√	Jouni Valijarvi Pentti Nikkanen
Germany		√	Stephan Huber
India		√	Pranati Panda
Ireland	√	√	Dympna Devine
Japan		√	Masahiro Arimoto Heidi Knipprath
Malaysia		√	Zulkifli Manaf
Netherlands	√	√	Bert Creemers
Norway	√		
South Africa		√	Nick Taylor
Taiwan	√		
Turkey		√	Nilay Bumen
UK	√	√	David Reynolds Daniel Muijs Peter Daly
USA	√	√	Janet Chrispeels Gene Schaffer
Total	9 Countries	19 Countries	30 Country Coordinator(s) and Contact Person(s)

[9] There are five associate members of ISTOF who receive communication about the project, but do not participate in data gathering: Australia, Austria, Spain, Thailand, and Tunisia.
[10] The final product of the ISERP team was a book published in 2002 (Reynolds, et al, 2002).

Table 2 Overview of the Activities in ISTOF-I (2004-2006)[11]

Timeline	Description of Activity	Who is responsible?
Activity #1 Completed January 2004	To assemble an initial group of international researchers to conceptualize the study	ISERP Team Members plus other Researchers
Activity #2 Completed April 2004	To establish a committee structure for ISTOF	ISERP Team Members plus other Researchers
Activity #3 Completed September 2004	To identify country coordinators and research teams in each country	Central Committee; Other Committee Chairs
Activity #4 Conducted October - December 2004	To identify a small set of **generic components of effective teaching**, using ISTOF Queries #1 and #2	Country Coordinators and Research Teams; Central Committee; Analysis Committee
Activity #5 Completed January 2005	To conduct a generalizability study on the component ratings	Analysis Committee
Activity #6 Completed February 2005	To develop a conceptual framework for the ISTOF protocol; to refine the components of effective teaching generated through Queries #1and #2	Deductive Committee
Activity #7 Conducted February - April 2005	To identify a set of specific **teacher effectiveness indicators for each of the components of effective teaching** using ISTOF Query #3	Country Coordinators and Research Teams; Central Committee; Analysis Committee
Activity #8 Conducted May-June 2005	To rate the **teacher effectiveness indicators for each of the components of effective teaching** using ISTOF Query #4	Country Coordinators and Research Teams; Central Committee
Activity #9 Completed October 2005	To conduct a generalizability study on the indicator ratings to determine how many indicators to retain; to make sure that the final set of components is consistent with the conceptual framework	Analysis Committee; Deductive Committee
Activity #10 Projected Date of Completion – February 2006	To develop an **item bank** composed of alternative items to assess each of the specific teacher effectiveness indicators	Expert panels
Activity #11 Projected Date of Completion – June 2006	To rate the **items in the item bank** using ISTOF Query #5; to develop a **final set of items** for ISTOF based on responses to Query #5	Country Coordinators and Research Teams; Central, Analysis, and Deductive Committees
Activity #12 Projected Date of Completion – August 2006	To assemble the ISTOF teacher effectiveness protocol	All Committee Chairs and Other Interested ISTOF Members

[11] These timelines are accurate as of the date the final version of this article was sent to the journal editors.

Table 3

Alphabetical Listing of Original and Refined Components of Effective Teaching[12]

Original Components Generated through Queries #1 and #2	Refined Components from Deductive Committee	Nature of Changes	Number Indicators – Query #3
(1) Assessment and Evaluation	(1) Assessment and Evaluation	Component was Retained	4
(2) Clarity of Instruction/Classroom Communication	(2) Clarity of Instruction	Clarity of Instruction was Retained; Classroom Communication was Moved to Refined Component #3	4
(3) Classroom Climate and Environment	(3) Classroom Climate	Component was Retained; Name was Simplified	4
(4) Classroom Management	(4) Classroom Management	Component was Retained	5
(5) Differentiation and Inclusion	(5) Differentiation and Inclusion	Component was Retained	3
(6) Focus on Higher Order Thinking		Original Components #6 and #11 were Combined to Form Refined Component #11	Not applicable
(7) Instructional Skills	(6) Instructional Skills	Component was Retained	6
(8) Planning Teaching for Learning	(7) Planning of Single Lessons	Original Component #8 Split into Refined Components #7 and #8	3
	(8) Long-term planning	Same as Above	2
(9) Teacher Knowledge (Subject, Pedagogy, and Pedagogical Content Knowledge)	(9) Teacher Knowledge (Subject, Pedagogy, and Pedagogical Content Knowledge)	Component was Retained	3
(10) Teacher Professionalism and Reflectivity	(10) Teacher Professionalism and Reflectivity	Component was Retained	4
(11) Using Principles of Constructivism in Teaching		Original Components #6 and #11 were Combined to Form Refined Component #11	Not applicable
	(11) Promoting Active Learning and Developing Metacognitive Skills	Refined Component #11 Composed of Original Components #6 and #11	5

[12] The original components were derived from an analysis of responses to Queries #1 and #2. The deductive committee derived the refined components by reducing overlap and inconsistencies in the original components and by fitting the components within the conceptual map presented in Table 4.

Table 4 Conceptual Map of ISTOF Components, with Overarching or Super-Components

Components from Deductive Committee	*Ways of measuring the component*				Overarching Super-Compo
	Observation	Student ratings	Documentary Analysis	Self- reports	
Assessment and Evaluation	√	√	√	√	Adaptive teach
Differentiation and Inclusion	√	√			
Clarity of Instruction	√	√			Quality of teac
Instructional Skills	√	√			
Promoting active learning and developing metacognitive skills	√	√			
Planning of single lessons		√	√	√	
Long-term planning			√	√	Long-term pla
Classroom Climate	√	√			Classroom Environment
Classroom Management	√	√			
Teacher Knowledge (Subject, Pedagogy, and Pedagogical Content Knowledge)					Teacher as a professional
Teacher Professionalism and Reflectivity					

Appendix I: Action Plan for TN-TIF Program Activities								
ACTIVITY 1: Raising awareness and securing local support/involvement for TN-TIF								
		Timeline for TN-TIF Activities[1]						
		TIF Year 1 (Planning Year)				**TIF Year 2 (Yr 1 of PBCS)**	**TIF Years 3 to 5 (Yrs 2 to 4 of PBCS)**	
Activity Tasks	**Lead Entity**	**1st Qtr**	**2nd Qtr**	**3rd Qtr**	**4th Qtr**			**Evidence of Implementation**
TN-TIF state-led awareness campaign.	TN DOE Local delivery units	X (start-up)	X (Cont'd.)	X (Cont'd.)	X (Cont'd.)	X (Cont'd.)	X (Cont'd.)	State and local stakeholders will be notified of grant and next steps through series of kick-off meetings (in-person and virtual) and distribution of multi-source communications materials (web-based, print, electronic)
Designation of local-level TN-TIF lead teams.	TN-TIF schools	X (Designate)						TN-TIF participants select school-based teams (i.e, district support personnel, principals, and teachers) to facilitate learning and design, serve as conduits of two-way communication with State, and communicate strategic plans and feedback relevant to TN-TIF.

[1] *Note: The TN-TIF Planning Year spans the 2010-11 year from the project start date (Oct. 1, 2010) and 12 months thereafter. Accordingly, 1st Quarter refers to the period of Oct. thru Dec. 2010, 2nd Quarter is Jan. thru Mar. 2011, 3rd Quarter is Apr. thru Jun. 2011, and 4th Quarter is Jul. thru Sept. 2011.*

6-course learning series on strategic compensation.	Expert providers	X (1st set)	X (2nd set)			X (Refresher courses)	X (Refresher courses)	TN-TIF lead teams will participate in 6-course series focused on design and implementation of PBCS.
Design of local TN-TIF plans.	TN-TIF lead teams		X (drafts)	X (review)	X (final)			TN-TIF lead teams facilitate design process at schools. First, design proposals will require majority school vote; 1st drafts of plans will be submitted to State for review by end of 2nd quarter with revisions and final design complete by start of 2011-12 school year.
Annual meetings and ongoing feedback loops.	TN DOE TN-TIF advisory board Local delivery units TN-TIF evaluation team		X (interim review)		X (review of plan year)	X (EOY review)	X (EOY reviews)	State works with local delivery units to convene annual TN-TIF network meetings to review progress and disseminate lessons learned. TN-TIF schools will submit annual progress reports for review at conclusion of each project school year and will be provided with formative feedback by start of each subsequent school year.

ACTIVITY 2: Developing and implementing annual school "inspections"								
Activity Tasks	**Lead Entity**	**1st Qtr**	**2nd Qtr**	**3rd Qtr**	**4th Qtr**	**Yr 2**	**Yrs 3-5**	**Evidence**
Awareness campaign in TN-TIF schools to understand purpose, process, and application of inspection process. Develop online help desk.	Expert providers Local delivery units	X (Raise awareness)						Through the TN-TIF series of kick-off meetings and learning courses, schools will become familiar with inspection goals, process, and expectations for implementation.
Designate and train lead inspectors.	Expert providers Local delivery units	X (Designate)	X (Train)					A team of lead inspectors will be designated and extensively trained on inspection process and protocol. Key to training will be securing inter-rater reliability.
Regular meetings and feedback loops to ensure inspector expertise and inter-rater reliability.	Expert providers Local delivery units		X (Start-up)	X (Cont'd.)	X (Cont'd.)	X (Cont'd.)	X (Cont'd.)	Ongoing meetings of lead inspectors will be critical to ensure enduring quality of inspection process and frequent checks of inter-rater reliability and expertise.
Development of technical infrastructure to support Web-based data portal.	Expert providers Local delivery units		X (Develop)	X (Develop)	X (Verify)	X (Link)		The Web-based data portal will be developed and refined to meet the local needs of each TN-TIF location. Data portal will link with SLDS in Tennessee.

Pilot inspection system in TN-TIF schools.	Expert providers Local delivery units			X (Pilot)	X (Review)	X (Scale up)		Inspection system will be piloted in a select and representative group of TN-TIF schools during Planning Year to refine system for broad implementation.
Interim assessments of data gathered from inspections.	Expert providers Local delivery units				X			Lead inspectors will compile user-friendly, comprehensive reports on inspection results and work with TN-TIF schools to understand and make use of them.
End-of-year appraisals and revisions.	TN-TIF advisory board Expert providers Local delivery units					X (EOY review)	X (EOY review)	End-of-year audits and appraisals of inspection system will be conduct to review/refine functionality of Web-based system, adequacy of measures, and quality of data reports for schools.

ACTIVITY 3: Finalizing educator evaluation system from TEAC and securing place in PBCS								
Activity Tasks	**Lead Entity**	**1st Qtr**	**2nd Qtr**	**3rd Qtr**	**4th Qtr**	**Yr 2**	**Yrs 3-5**	**Evidence**
TEAC make recommendations for measures of student growth and educator observation system	TEAC	X (Rec's)						The TEAC will make recommendations in time to pilot components during the 2010-11 school year.
Pilot evaluation components in TN-TIF and other Tennessee public schools	TN DOE Expert providers	X (Pilot)	X (Pilot)	X (Pilot)				Pilot of evaluation components will take place in a representative group of districts including a mix of rural, urban, suburban, and demographic environments. The pilot will occur throughout 2010-2011.
Training for principals and other designated "lead" teachers to conduct multiple, annual observations.	Expert providers		X (Designate)	X (Train)	X (Train)			Designated teams in TN-TIF sites will be trained on observation rubrics, protocols, and be trained through trial observations until inter-rater reliability is established.
Review and refine evaluation system components based on pilot.	TN DOE TEAC TN-TIF advisory board				X (Review and Refine)			A formative evaluation of the pilot will help to refine the evaluation plan up through spring 2011.

State implementation of new evaluation system and TN-TIF schools tie student growth and observation results to PBCS.	TN DOE Local delivery units TN-TIF schools and their lead teams					X (Implement)	X (Refine)	Once the new evaluation components are successfully piloted and refined, they will be implemented statewide. Transparent and rigorous measures of student growth and observation ratings will be tied to PBCS in TN-TIF schools. Educators will have complete understanding of the performance criteria by which they are evaluated and how each component is tied to extra pay.
Annual review and, as needed, refining of new educator evaluation system	TN DOE TN-TIF advisory board TN-TIF lead teams TN-TIF evaluation team					X (Review and Refine)	X (Review and Refine)	Annual reviews will examine the efficacy of new evaluation system, particularly as it related to PBCS in TN-TIF. Reviews, for example, will take into consideration the validity and reliability of measures, the transparency and rigor of the evaluation system, and the extent to which educators are informed about performance criteria.

ACTIVITY 4: Encouraging and rewarding evidence of educator leadership								
Activity Tasks	**Lead Entity**	**1st Qtr**	**2nd Qtr**	**3rd Qtr**	**4th Qtr**	**Yr 2**	**Yrs 3-5**	**Evidence**
Conduct study of highly effective teachers and principals.	Expert providers TN-TIF evaluation team	X (Identify)	X (Observe)	X (Observe)	X (Share and Apply)	X (Cont'd)	X (Cont'd)	Use quantitative and qualitative methods to identify effective educators (using value-added) and learn about their practice compared to the practice of less effective educators. At conclusion of study, Tennessee will have identified aspects of effective educators' practice that is distinct from their counterparts. These findings will result in actionable recommendations for educator training and quality initiatives.
Develop and pilot TN-TIF effective practice network	TN DOE Expert providers TN-TIF lead teams			X (Develop)	X (Develop)	X (Pilot)		Using findings above, TN-TIF will pilot teams of effective educators to serve as mentors both within their own schools and with other comparable schools, especially those with long-standing challenges related to teaching quality and student performance.

Review initiatives and determine best fit in PBCS; that is, what evidence will be tied to pay.	TN DOE TN-TIF advisory board TN-TIF evaluation team TN-TIF lead teams					X (Review)	X (Scale up)	Tennessee will review the efficacy of effective practice networks piloted during planning year, particularly in terms of its ability to incentivize effective practice in high-need schools. Most promising approaches can be scaled up and integrated into PBCS in TN-TIF sites.

ACTIVITY 5: Integrating expanded measures of school and student well-being								
Activity Tasks	**Lead Entity**	**1st Qtr**	**2nd Qtr**	**3rd Qtr**	**4th Qtr**	**Yr 2**	**Yrs 3-5**	**Evidence**
Further study of well-being measures and data sources that might be part of TN-TIF. Develop and/or designate measures for TN-TIF schools.	TN-TIF advisory board TN-TIF lead teams	X (Study)	X (Study)	X (Develop)	X (Develop)			Continue review of existing measures or programs that engage in similar efforts, such as TN SLDS 360 Degree Student View, TN Working Conditions Survey, TN-TIF School Inspections process, and Gallup Student Poll. Identify a menu of valid and reliable measures that TN-TIF schools might utilize.
Pilot and determine which measures will be used and for what purposes.	TN DOE TN-TIF advisory board TN-TIF lead teams					X (Pilot)		Pilot measures of well-being developed above to determine their validity and reliability in Tennessee schools and whether they should be used for formative feedback and/or summative evaluations (and possibly tied to pay).
Implement measures as part of evaluation and PBCS. Review and refine over time.	Expert providers TN-TIF lead teams						X (Scale up and Review)	Integrate measures used to evaluate and reward educators contributing to ongoing school development and student learning.

ACTIVITY 6: Enhancing data management systems for PBCS (linkage and award reporting)								
Activity Tasks	**Lead Entity**	**1st Qtr**	**2nd Qtr**	**3rd Qtr**	**4th Qtr**	**Yr 2**	**Yrs 3-5**	**Evidence**
Conduct audit of TN-TIF districts' and schools' data management systems.	Expert providers	X (Audit)						Expert providers will conduct an audit of data-management capability in TN-TIF sites with a focus on accuracy of student-teacher links and capacity to execute a bonus award calculation and reporting system.
Develop data management systems in TN-TIF districts and schools.	Expert providers TN-TIF lead teams		X (Develop)	X (Refine)				Expert providers will work with TN-TIF lead teams to address weaknesses in data-management systems. Capacity development will ensure that TN-TIF sites know which teacher(s) has instructional responsibility for individual students and have a transparent and validated system for determining educators' eligibility, categorization, and award payout.
Execute data management systems as part of PBCS. Review adequacy and refine over time.	Expert providers TN-TIF lead teams				X (Execute)	X (Review and Refine)	X (Review and Refine)	Systems will be operational for PBCS in 2011-12 and frequently reviewed for quality assurances.

ACTIVITY 7: Access to and training on data use, especially value-added measures								
Activity Tasks	**Lead Entity**	**1st Qtr**	**2nd Qtr**	**3rd Qtr**	**4th Qtr**	**Yr 2**	**Yrs 3-5**	**Evidence**
Establish universal access to value-added data for Tennessee educators	TN DOE Expert providers				X (Universal access)	X (Monitor)	X (Monitor)	Equip every teacher with access to value-added data specific to his/her classroom and/or school via the new data dashboard (including account access and passwords). TN DOE will monitor and report access and usage of system on a school and district level over time.
Establish universal access to data dashboards	TN DOE Expert providers				X (Universal access)	X (Monitor)	X (Monitor)	All districts will have access to data dashboards reporting on students at their enrolled school. Accuracy of data will be monitored over time.
Tennessee evaluation system will link to instructional data system. In TN-TIF schools, PBCS and award calculation/reporting systems will link to instructional data system	TN DOE Expert providers TN-TIF lead teams and local delivery units				X (Align)	X (Execute and Monitor)	X (Monitor)	Link between evaluation and instructional data systems supports human resource decisions. TN-TIF sites further align systems with award calculation and reporting systems for consistent, transparent educator expectations.

Identification and training of specialists and district leadership teams to facilitate training of educators statewide	TN DOE Expert providers TN-TIF lead teams and local delivery units	X (Identify)	X (Train)					State will identify a select group of assessment specialists to work with designated district value-added leadership teams. These lead teams will collaborate to train a manageable group of school principals and teacher leaders. These school-level leaders will be prepared to help school personnel understand and apply value-added reports.
Tennessee educators receive training on using value-added data for data-driven decision-making, and compensation specifically in TN-TIF sites.	TN DOE Expert providers TN-TIF lead teams and local delivery units			X (Train)	X (Train)	X (Cont'd)	X (Cont'd)	Educators in TN-TIF sites and other schools across the state will be trained through a tiered system of assessment specialists, district leadership teams, and school-level leaders in use of value-added data for decisions around differentiated instruction, curriculum choices, resource deployment, educator development opportunities, personnel placements, and compensation.

Appendix 4.A-2
TENNESSEE NGA LEADERSHIP TEAM

The following officials comprise the leadership team for this policy initiative. As individuals, they have solid track records of developing and passing significant education policy reforms for the state or a school district. Their organizations are also crucial to the development and implementation of meaningful reform.

Erin O'Hara (Team Leader), Senior Policy Advisor, Governor's Office of State Planning & Policy.

The Governor's Office of State Planning & Policy coordinates many of Governor Bredesen's education policy initiatives, including Race to the Top activities and the Teacher Evaluation Advisory Committee, the "BEP 2.0" education funding reforms, the teacher licensure revisions, and the Tennessee Diploma Project. In her time with the Tennessee Higher Education Commission, Erin served as research director for lottery scholarship analysis.

Robert Greene, Deputy Commissioner, Tennessee Department of Education.

The Tennessee Department of Education implements education policy in Tennessee. It played a critical role in the development and implementation of the "BEP 2.0" funding reform, provided leadership and technical assistance as districts developed their differentiated pay plans, and implemented the state's teacher equity initiative. It leads the Teach Tennessee program and is spearheading the implementation of teacher licensure changes to recruit and retain effective teachers.

Dr. Tammy Grissom, Executive Director, Tennessee School Boards Association.

TSBA has been an important partner in the development and implementation of education funding and teacher compensation policies in Tennessee. The organization is a crucial link to communicate to school board members throughout the state, who must ratify teacher compensation structures at the local level.

Dr. Gary Nixon, Executive Director, Tennessee Board of Education.

The State Board of Education is the policymaking body of the Tennessee General Assembly and has been critical in the development and approval of the new standards and diploma requirements and teacher licensure revisions. Most importantly, it convened and led the differentiated pay task force, which successfully developed groundbreaking guidelines for school district differentiated pay plans.

Dr. Jesse Register, Director of Schools, Metro Nashville Public Schools.

Dr. Register, as the director of Hamilton County Schools in Chattanooga, took a substantial role in the Benwood Initiative, focusing on using performance incentives and professional development to attract and retain effective teachers required to improve early childhood literacy in the lowest-performing elementary schools. With his great contributions in Hamilton County the Metro Nashville school board recently hired him to be director of Metro Nashville Public Schools.

Dr. Earl Wiman, President, Tennessee Education Association (TEA).

TEA provides strong leadership at the state level in promoting and ushering education policies to improve the recruitment, preparation, support, and retention of teachers across the state. It offers invaluable insights into the incentives and strategies that can be used to recruit and retain teachers, especially in hard-to-staff schools.

Joe T. Wood, Director of Schools, Lexington City School District.

Mr. Wood has instituted a sophisticated differentiated pay plan as director of Lexington City Schools, a district serving approximately 1000 students in grades pre-K through 8 in West Tennessee. His experience developing and adopting this plan in a small district setting, and active role on the regional P-16 council will be critical to the work of the group.

Dr. Keith Brewer, Executive Director of the Tennessee Organization of School Superintendents.

Dr. Brewer is integral to all K-12 education reform in Tennessee as a voice for the membership of Tennessee school superintendents on a state and national level. He has served as Deputy Commissioner in the Tennessee Department of Education and most importantly gained expertise in education as a practitioner and former superintendent for 19 years in two school districts.

Appendix 5.A-1
Tennessee's Consortium on Research, Evaluation, and Development

1. Introduction

Tennessee will use the unprecedented opportunity of Race to the Top to transform the educational experience for children in the state. A comprehensive reform agenda leverages the belief that rigorous standards and assessments, great teaching and great leadership, and high-quality data systems are among the most powerful tools in realizing the academic achievement necessary to prepare all TN students for success in post-secondary education, careers, and citizenship. Tennessee will form a consortium of prominent contributors to coordinate research, evaluation, and development activities to ensure reform efforts are implemented with high quality over time and that lessons learned are accessible to others embarking on such ambitious and ever-important initiatives.

The consortium will put in place a series of initiatives to assess the success of Tennessee's innovative reform efforts and identify areas of greatest opportunity and challenge. In doing so, it will provide the intellectual and organizational capacity to inform policies, programs, and practices with research-based evidence; provisions that the state currently could not provide on its own. Furthermore, as described below, the consortium proposes a set of activities that engage other Race to the Top grantees to help inform and learn from their reform efforts and experiences.

The subsequent overview is delineated into 5 subsections, including the

- Goals of the consortium.
- Core leadership team and operating principles of consortium.
- Strategies for meaningfully engaging educational researchers, practitioners, and policymakers.
- Dissemination of key findings and lessons learned.

2. Goals of the Consortium

Four goals serve as a guide for the principle activities of the consortium and to help inform Tennessee's comprehensive reform agenda.

- To support implementation of state and local reform efforts, and ensure all proposed criterion and projected goals are met.
- To put into action high-quality research, evaluation, and development activities aimed at informing how best to reform education and educate children and that capitalize on new scientific opportunities arising from reform investments and accomplishments.

- To synthesize and promote the exchange of high-quality empirical evidence on state-of-the-art initiatives and recent advances in the four principle elements of state reform plans for Race to the Top.[1]

- To stimulate meaningful collaboration among educational researchers, practitioners, and policymakers and encourage these stakeholders to take advantage of the most promising educational reform directions and strategies.

In the first two- to four-months of the project, the consortium will draft a multidimensional research, evaluation, and development agenda containing an interrelated set of strategies and targets for achieving Tennessee's comprehensive reform agenda. The planning process will be informed by input from key stakeholders, organizational partners, and external experts, through meetings convened by the consortium with other Race to the Top grantees, and through interactions with USDOE staff and leadership. Importantly, the strategic direction and activities will be dynamic so that the consortium can respond to opportunities and events as they unfold in real-time.

3. Core Leadership Team and Operating Principles

A core leadership team will be installed to provide oversight and direction of all research, evaluation, and development activities associated with Tennessee's reform agenda. Members of the leadership team will be comprised of prominent researchers, policymakers, and practitioners from across the state of TN as well as contributing experts from across the United States.

The core leadership team has excellent experience in so-called "risk management elements" endemic to the research and development management process. This includes understanding how to anticipate and prepare for problems, such as possible loss of internal research personnel, field staff, or other assets required to deliver timely and high-quality outcomes. For example, study and project plans will be articulated through detailed work breakdown structures. These will be updated regularly and familiar to all staff associated with the work. In the event that staffs become unavailable for short or even long periods of time due to unforeseen circumstances, these detailed work plans will allow for other team members to step in and take up the work without loss of time or quality. The work plans also will allow for a "dashboard" check of key study or project components so that the core leadership team knows at any time status of the work as regards quality, timelines and budgets.

The core leadership team will be organized as a highly interactive, collegial system that nevertheless maintains the clear lines of authority and responsibility necessary to insure quality, accountability, direction, and leadership. Recognizing activities of the consortium will be shaped in large part by Tennessee's reform agenda, which is comprised of an interrelated set of reform activities around four priority areas, the leadership team will engage in interactive lines of work through the consortium, not as independent and separate lines of work. Select activities include:

[1] Standards and assessment, data-driven instructional improvement, teacher and principal effectiveness, and turning around chronically low-performing schools.

- Identify and support research, evaluation, and development activities associated with Tennessee's reform agenda.

- Coordinate data and access required to carry out these activities, and regularly verify adherence to applicable laws, rules, regulations, and standards governing human subjects.

- Define the general parameters, cost, and timeline for each activity along with relevant experts and organizations to carryout work.

- Institute a formal review process to guarantee quality assurance and control of all consortium related activities and project deliverables.

- Develop and administer a comprehensive battery of data collection initiatives at regular intervals that not only assesses but also informs the implementation and impact of various reform efforts in both the short- and long-term.

- Monitor progress toward successfully meeting project goals.

- Devise a multi-pronged communications strategy for disseminating high-quality information to key stakeholders about how best to reform education and educate children in Tennessee.

4. Quality Assurance and Control

The consortium will implement a quality assurance process that includes an internal and external review of all programmatic efforts before they are approved for implementation and then again before findings are disseminated to the field. All research and development activities and all products and services developed by the consortium under Tennessee's Race to the Top application, including training modules, professional development and technical assistance activities, and all substantive materials intended for broad distribution (*e.g.*, written documents, research, policy or evaluation reports, training manuals, curriculum materials, video and audio programs, or Web-based products and resources) will be subject to an internal review. Internal review criteria include:

- Effectively meeting an identified, high-priority need.

- Demonstrating a sound research and/or evidence base.

- Having a clearly defined purpose and audience, and a feasible design, dissemination and implementation (if applicable) plan.

- Being delivered in a format and presented in a style that is useful to clients.

- Representing the best available knowledge drawn from research and practice.

- Adhering to high standards for useful, ethical, valid, and reliable inquiry, applied research, and evaluation studies.

These same products and services will also be subject to external review. Reviewers will be drawn from various local, state, and national sources, including advisory networks, institutes of higher education, research centers, state education agencies, professional organizations, and regional laboratories. Designs for research studies, as well those for development of substantive services and products, will undergo external review against rigorous criteria aligned with IES standards for high quality. A Technical Working Group (TWG) convened for the purpose of ensuring high standards of rigor in the research, evaluation, and development activities may also part of the quality review process.

Budget Narrative

Budget Narrative

Attachment 1:
Title: **Budget Narrative** Pages: **4** Uploaded File: **Budget_Explanation_for_TIF - FINAL.doc**

A. Budget Justification

As requested on Education Form #524, the State of Tennessee respectfully requests [redacted] over a five year period to address federal TIF priorities and fulfill project activities associated with the proposed TN-TIF differentiated compensation program. The Tennessee budget totals [redacted] in Year 1, [redacted] in Year 2, [redacted] in Year 3, [redacted] in Year 4, and [redacted] in Year 5. Tennessee has also requested reimbursement for indirect costs at its federally negotiated rate of 7.6 percent.

Personnel – Bonus award payments. The large increase in the proposed personnel budget from Year 1 to Year 2 is due to fact that Year 1 is a planning period and no bonus payments are required. Educator bonus payments are based on estimated awards to 1,800 educators, or roughly 45 percent of school personnel, with an estimated average [redacted] per educator in Year 2. Each subsequent year, the average award amount from federal TIF funds is reduced by [redacted] per year as other federal, state and local funds are reallocated. Totals per year for educator bonuses are [redacted] in Year 2, [redacted] in Year 3, [redacted] in Year 4, and [redacted] in Year 5. As requested in the budget directions for the Teacher Incentive Fund grant competition, the differentiated compensation is reflected in the personnel line item and the costs generated by applying the fringe benefit rate included is reflected in the "fringe benefits" line item.

The proposed budget contains fringe benefits for several reasons. First, past and current differentiated compensation plans in Tennessee apply fringe benefits to bonus payments. Second, the TN-TIF design team determined a bonus payment is part of an educator's compensation package and, as a result, should account for fringe benefits. Third, differentiated compensation plans typically results in the employee assuming a greater amount of wage risk as compared to

the single salary schedule. Accounting for fringe benefits reduces this risk while also helping to increase teacher support of the program.

Personnel – Project personnel. Tennessee will use TIF resources to support one full-time project director and one full-time associate to manage and oversee the TN-TIF program. Responsibilities will include convening and coordinating the work of all other involved entities and personnel, ensuring timely communication of plans and progress, and working with other agency personnel whose work has implications for the successful planning and implementation of the TN-TIF program. The TN-TIF program budget contains [redacted] for these personnel and [redacted] for their fringe benefits. Salary increases of 3 percent per year are also budgeted. Given the proposed job responsibilities and duties it is anticipated that the project director will earn approximately [redacted] to [redacted] per year and the associate will make somewhere between [redacted] and [redacted]

Travel. The Tennessee budget also includes [redacted] or travel in Year 1 and Year 2 and [redacted] per year in Years 3 to 5. Travel costs include expenses for transportation, lodging, subsistence and related items incurred by employees who are in travel status on official business of the organization. All travel must be justified and clearly linked to the goals and objectives of your project.

Equipment and supplies. Both the Equipment and Supplies budget categories are funded at [redacted] n Year 1, [redacted] in Year 2, and [redacted] in Years 3 to 5. These funds will cover the cost of tangible, non-expendable personal property that has a useful life greater than one year and an acquisition cost that is the lesser of the capitalization level established by the applicant entity for financial statement purposes or [redacted] per article. Direct supplies and materials differ from equipment in that they are consumable, expendable, and of a relatively low unit cost. All supplies

purchased with grant funds will directly benefit the TN-TIF project and are necessary for achieving the goals of the project.

Contractual. Contractual expenses are budgeted at [redacted] in Year 1, [redacted] in Year 2, [redacted] in Year 3, [redacted] in Year 4, and [redacted] n Year 5. The contractual line item includes consultant fees, expenses, and travel costs if the consultant/vendor services are obtained through a written binding agreement or contract. Tennessee plans to contract with one or more vendors for delivery and support of research-proven assessment and evaluation tools which will be harnessed to reward, recognize, and recruit highly-effective educators.

The contractual expense line item also contains funds for a comprehensive evaluation of the TN-TIF program to be conducted by the Tennessee Consortium for Research, Evaluation, and Development. This includes resources for the design and development of project-specific instrumentation, survey and interview data collection activities, data programming and analysis, preparation of formative and summative reports on the program, and various other related-activities. Evaluation activities are budgeted at [redacted] in Year 1, [redacted] in Year 2; [redacted] in Year 3; [redacted] in Year 4, and [redacted] in Year 5.

Other – Design and implementation meetings. The proposed TN-TIF program contains funding for one to three multi-day meetings per year for those schools and systems participating in the program. This line item also includes [redacted] in Year 1 to assist districts and schools with the design and development of performance-oriented management information systems required to successfully implement the TN-TIF project.

In-kind resources. The proposed activities are possible at a comparatively low-level of funding given the sizable amount of in-kind resources being provided by the State of Tennessee. Over the five year grant period, Tennessee will provide approximately [redacted] in support of the TN-TIF program. These in-kind contributions include calculation of value-added assessment scores for teachers of core academic subjects and all schools, the software and personnel time to establish accurate student-teacher linkages, the training of personnel in nine regional Centers of Excellence in the areas of data literacy and use, formative assessment, and differentiate compensation, the materials that support professional development and training around value-added measures, data-driven decision-making, and educator evaluation instruments, the user licenses for on-line formative assessment courses and on-line value-added courses, and the training and direct support of educators around site-specific content learning maps, and various event and meeting expenses.