

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

TIF General Competition

CFDA # 84.374A

PR/Award # S374A120069

Grants.gov Tracking#: GRANT11189590

OMB No. , Expiration Date:

Closing Date: Jul 27, 2012

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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.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

07/27/2012

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

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):

626001445

* c. Organizational DUNS:

8790162510000

d. Address:

* Street1:

710 James Robertson Parkway

Street2:

Andrew Johnson Tower

* City:

Nashville

County/Parish:

* State:

TN: Tennessee

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

37243-0381

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

Ms.

* First Name:

Sylvia

Middle Name:

M

* Last Name:

Flowers

Suffix:

Title:

Executive Director, Educator Talent

Organizational Affiliation:

* Telephone Number:

615-253-6023

Fax Number:

615-532-8312

* Email:

sylvia.flowers@tn.gov

Application for Federal Assistance SF-424

*** 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:

84.374

CFDA Title:

Teacher Incentive Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-061412-001

* Title:

Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF): TIF General Competition CFDA Number 84.374A

13. Competition Identification Number:

84-374A2012-1

Title:

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

Add Attachment

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

Recognizing Excellence in Rural Tennessee

Attach supporting documents as specified in agency instructions.

Add Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="18,614,851.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="18,614,851.00"/>

*** 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
- 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 in attachment.)**

Yes No

If "Yes", provide explanation and attach

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)**

** 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: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

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 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 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.

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 subagreements.
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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Sylvia Flowers</p>	<p>* TITLE</p> <p>Executive Director, Educator Talent</p>
<p>* APPLICANT ORGANIZATION</p> <p>Tennessee Department of Education</p>	<p>* DATE SUBMITTED</p> <p>07/27/2012</p>

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Tennessee Department of Education

* Street 1: 710 James Robertson Parkway * Street 2: Andrew Johnson Tower

* City: Nashville * State: TN: Tennessee * Zip: 37243

Congressional District, if known: _____

6. * Federal Department/Agency: US Department of Educaiton	7. * Federal Program Name/Description: Teacher Incentive Fund
	CFDA Number, if applicable: 84.374

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name n/a _____ Middle Name _____

* Last Name n/a _____ Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name n/a _____ Middle Name _____

* Last Name n/a _____ Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

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 the 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.

* Signature: Sylvia Flowers

* Name: Prefix _____ * First Name Sylvia _____ Middle Name _____
* Last Name Flowers _____ Suffix _____

Title: _____ Telephone No.: _____ Date: 07/27/2012

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.

Optional - You may attach 1 file to this page.

GEPA Statement.pdf

Delete Attachment

View Attachment

GEPA Statement

1. Tennessee will account for the need for equitable access to, and equitable participation, in the Tennessee DOE TIF Round 4 Program 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 Tennessee DOE TIF Round 4 Program.
 - a. TDOE TIF Round 4 is an open and voluntary opportunity for districts. All superintendents of all school districts in Tennessee were notified of the opportunity and welcomed to a series of informational resources.
 - b. Three districts representing 20 schools and approximately 10,000 students committed voluntarily to the TDOE TIF Round 4 expectations.
 - c. These three districts represent the rural regions in East, West, and Middle Tennessee
 - d. Additionally, many of the support services provided to schools in TDOE TIF Round 4 stem from initiatives that are already planned for schools statewide – such as statewide teacher and principal evaluation, training and support, professional development, access to date and software tools to support implementation
 - e. The TDOE TIF Round 4 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. Strategic Compensation Professional Development
 1. A series of six online strategic compensation courses available to district all educators in Tennessee but of particular interest to the design teams in the participating districts. These courses will be widely available and provide a comprehensive overview of Performance- Based Compensation Systems (PBCS) and the design considerations that districts should walk through.
 - f. The TDOE TIF Round 4 communication and key stakeholder involvement plans are considered an immediate and high-priority effort.
 - v. Project management 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.
 - vi. Ultimately, this sharp focus on communications and stakeholder buy-in will endure throughout the five-year grant 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 TDOE TIF Round 4 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.

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 an 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 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 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	
<input style="width: 90%;" type="text" value="Tennessee Department of Education"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 80px;" type="text"/>	* First Name: <input style="width: 250px;" type="text" value="Sylvia"/> Middle Name: <input style="width: 180px;" type="text" value="M"/>
* Last Name: <input style="width: 420px;" type="text" value="Flowers"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 320px;" type="text" value="Executive Director, Educator Talent"/>	
* SIGNATURE: <input style="width: 350px;" type="text" value="Sylvia Flowers"/>	* DATE: <input style="width: 180px;" type="text" value="07/27/2012"/>

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Sylvia	M	Flowers	

Address:

* Street1:	710 James Robertson Parkway
Street2:	Andrew Johnson Tower
* City:	Nashville
County:	
* State:	TN: Tennessee
* Zip Code:	37243
* Country:	USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

615-253-8023	
--------------	--

Email Address:

sylvia.flowers@tn.gov

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

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

Yes 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:

--	--	--	--

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Project Abstract

The Tennessee Department of Education (TDOE), an SEA, is applying to the General TIF Competition in partnership with three rural districts (LEAs) representing 20 high-needs schools (Competitive Preference Priority 4). The requested \$18.6 million will further our strategic priorities and help us reach our ambitious First to the Top Goals. These resources will allow the participating districts to collaborate, share best practices, and engage in a deliberate and guided design and implementation process.

In July 2011, Tennessee became one of the first states in the country to implement a comprehensive, student outcomes-based, statewide educator evaluation system. The new teacher and principal evaluation systems are based on multiple measures (Absolute Priority 2) which allow for a more comprehensive view of the contributions that teachers and principals make each day. Lessons from the first year are leading to improvements for 2012-13 because TDOE believes that the ability to differentiate performance between our highest and lowest performers is vital to making improvements in instruction, targeting professional development support, and ultimately ensuring that every student has an effective teacher.

The following districts have committed to participate in this project:

- Haywood County Schools, 6 schools
- Lincoln County Schools, 8 schools
- Polk County Schools, 6 schools

During the 2012-13 school year, schools and school districts participating in the project will work collaboratively to develop and refine design elements of the performance compensation systems and also to align their human capital management systems (Absolute Priority 2) to educator effectiveness. By the second year of the grant, the districts will introduce an

alternative salary schedule that provides base pay increases determined by effectiveness (Competitive Preference Priority 5) rather than years of experience or number of advanced degrees.

With support and technical assistance provided by the Tennessee Department of Education, the districts will develop a comprehensive, multi-pronged communication strategy, a performance management system, leadership opportunities for its most effective teachers, and opportunities for high-quality targeted job-embedded professional development which will transform instructional practices in the classroom. The Tennessee Consortium on Research, Evaluation & Development (TN CRED) will work closely with districts and TDOE project management staff to continually gather and analyze the feedback on the implementation process and its impact on student achievement outcomes in order to make improvements to the project each year.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

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Recognizing Excellence in Rural Tennessee

It is widely accepted that an effective teacher is the most important factor in improving student learning within today's education system. The Tennessee Department of Education, under the leadership of Commissioner Kevin Huffman, is focused on an ambitious goal: ensuring that Tennessee is the state with the fastest improving student achievement. With 950,000 students, 137 districts, over 1700 schools, significant urban and rural populations and lagging national achievement results compounded by significant income and ethnicity gaps, achieving this goal will dramatically alter the life trajectory for thousands of students and positively impact the economic future of the state. The Tennessee Department of Education has articulated four strategic priorities to help local school districts reach their ambitious First to the Top goals.

Priority #1 - Expanding kids' access to effective teachers and leaders

Priority #2 - Expanding families' access to good schools

Priority #3 - Expanding educators' access to resources and good practices

Priority #4 - Expanding public access to information and data

During the 2011-12 school year, Tennessee educators launched the new teacher and principal evaluation system, the Tennessee Educator Accelerator Model (TEAM), which focuses acutely on TDOE's first strategic priority. Armed with new data on teacher and principal effectiveness at the school, district, and state level, Tennessee is poised to connect all aspects of human capital management so that districts and schools can make better decisions about who teaches which students, where educators are placed, how educators are compensated, how educators are developed, how educators are rewarded, and how to ensure effective teachers reach more students, especially students in high need areas. The proposal outlined below presents a

bold plan for three districts and 20 schools in rural Tennessee (Competitive Preference Priority 4) to collaborate with teachers, principals, board members, and community members to innovate and redesign the district's human capital management systems and performance based compensation systems to achieve the ambitious achievement goals set forth in our First to the Top plan. Under this proposal, participating districts will pay and reward teachers based on effectiveness, rather than years of experience or number of advanced degrees. Districts will also align all human capital decisions with measures of effectiveness, and work to expand the reach of the most effective teachers by taking on additional roles and responsibilities such as leading professional development or mentoring individuals or groups of teachers. While Tennessee is very excited about expanding our strategic compensation initiatives, we also recognize that this presents a great opportunity to transform instructional practices at the school and district level. Most importantly, Tennessee's leaders and education advocates are committed to sustaining these reforms, which allow the practitioners to focus on successful implementation. Tennessee educators have been involved in designing the educator evaluation system since 2010 and a plan is in place to garner the commitment of participating teachers, principals, and other key stakeholders at the districts who are involved in this project.

The overarching goals of the project are to improve teacher and principal effectiveness and thereby increase student achievement gains in the participating districts. We will articulate the three strategies to reach this goal in this proposal:

- Align human capital management and processes to ensure that districts and schools make better decisions about who teaches and leads
- Design strategic compensation systems which are aligned to the district's vision for improvement

- Increase instructional capacity at the school and district level through better, more differentiated professional development based on student and teacher performance data

Project Need Aligned with Policy Leadership

Since 2010, Tennessee has risen to the forefront of the nation's education reform movement. The link between a quality education and new economic opportunities has become clearer and has driven the conversation around the need to reform public education in our state. In January 2010, the Tennessee General Assembly passed the historic First to the Top Act, the most comprehensive education legislative package passed since the early 1990s. The most significant piece of this legislation requires that all teachers and principals receive annual evaluations based on a new evaluation system determined by at least 50 percent on student achievement data, including 35 percent on student growth data when available. In addition, the law now requires that this new evaluation system be a factor in recruiting, hiring, professional development, tenure, and compensation decisions in local school districts. Historically, tenured teachers were evaluated twice in every 10 years and the results collected were not useful in driving systemic improvements in teacher effectiveness. In addition, there was no stipulation that evaluations be used for personnel decisions.

In 2011, education reform comprised the core of Governor Bill Haslam's first legislative package. The Governor's bill, which moved quickly through the House and Senate, sought to make tenure a more meaningful designation in three district ways:

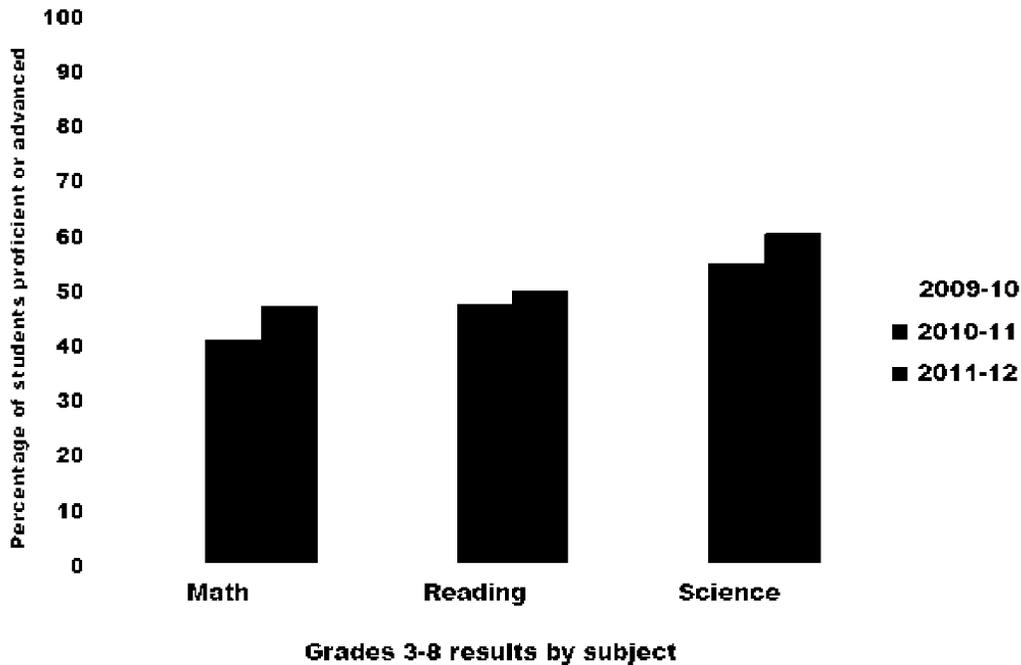
- Extending the probationary period before granting tenure from three to five years,

- Requiring that educators score in the top two (out of five) effectiveness categories on the evaluation system for two consecutive years in years 4 and 5 before becoming eligible for tenure, and
- Requiring a return to probationary status (and the loss of tenure) if an educator is in the bottom two effectiveness categories for two consecutive years.

Governor Haslam's 2012 legislative package included a bold plan to eliminate the outdated requirement of state salary schedules based on seniority and level of education and sought to provide districts the opportunity to innovate at the local level in determining compensation. The First to the Top Act of 2010 granted local school systems the ability to create local salary schedules for teachers and principals, but required state approval. As such, four (out of 137) Tennessee districts began to pilot alternative salary schedules, with State Board of Education approval, using a combination of First to the Top funds and Teacher Incentive Funds. While the 2012 bill to allow this opportunity to all districts was unsuccessful, policymakers are likely to continue to debate this important issue during the next legislative session (January 2013) and determine how to best give districts the flexibility in allocating resources to the highest priority schools and the most effective educators.

The work has only just begun in Tennessee – Policymakers across two administrations have sent a strong message that K-12 education is the number one priority in our state. But the tough work of implementing these policy changes continues. The recent improvements in TCAP scores offer compelling evidence that we are headed in the right direction. In fact, during the 2011-12 school year, Tennessee's aggregate gains in TCAP achievement results were the largest gains as compared to any previous test administration year. The following chart shows the growth in TCAP scores in Grade 3-8 from 2009 to 2012.

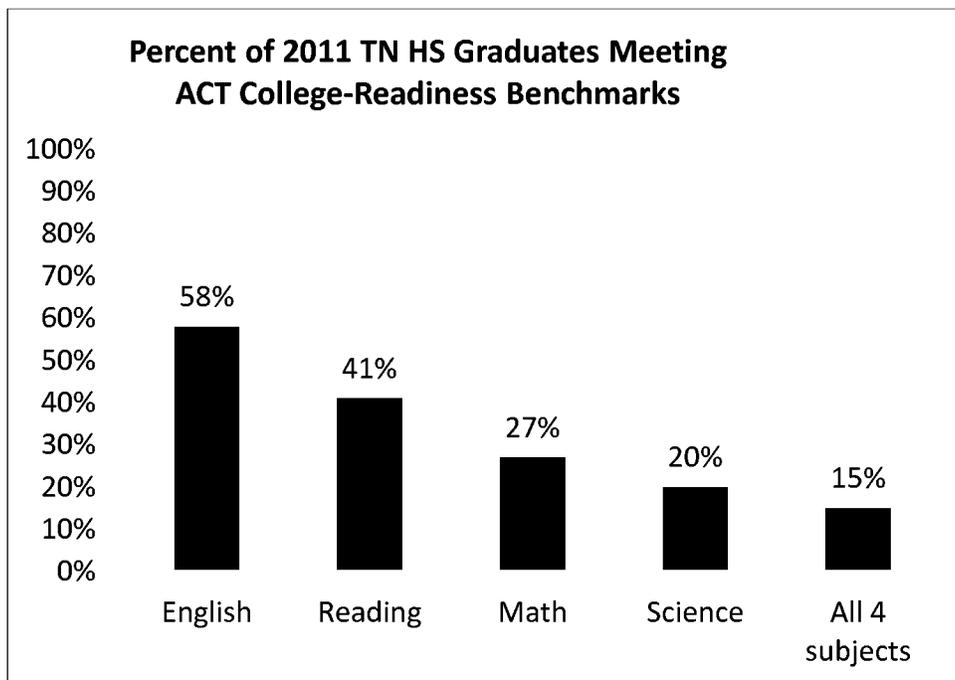
Continued TCAP Growth



However, data from the National Assessment of Education Progress (NAEP) released in 2011 revealed that although there was no statistical change in the state’s fourth and eighth grade reading and math scores from 2009, other states made improvements during this period that pushed Tennessee further down in the rankings.ⁱ The chart below depicts Tennessee’s ranking relative to the nation and the southeast. Tennessee ranks 46th in 4th grade math and 41st in 4th grade reading nationally.

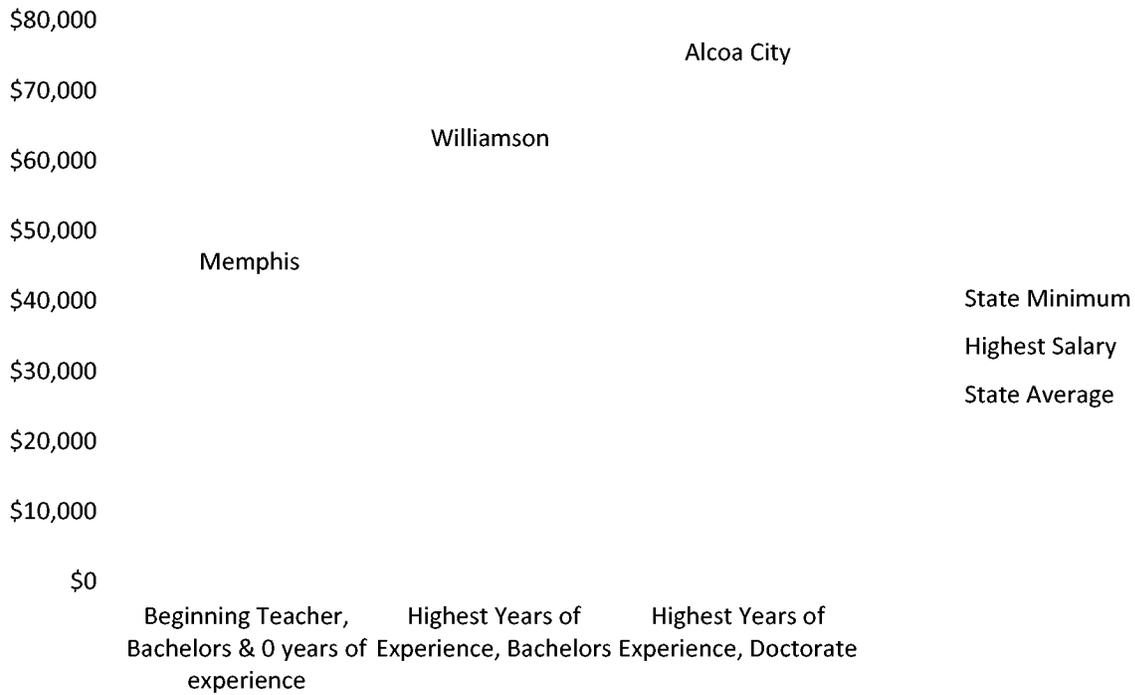
NAEP 2011			
Grade Level	Tennessee's % Proficient	National Rank	Southeast Rank
4 th Grade Reading	26%	41 st	8 th of 10
4 th Grade Math	30%	46 th	8 th of 10
8 th Grade Reading	27%	41 st	7 th of 10
8 th Grade Math	24%	45 th	7 th of 10

We also know that 82 percent of Tennessee's 2011 graduating class aspire to attain a 2-year college degree or greater, yet only 15 percent of Tennessee's 2011 graduating class are college-ready in all four core areas as measured by the ACT. Clearly, Tennessee has a long way to go to ensure that our students are prepared for the jobs of the future AND to achieve their own aspirations.



Strategic Compensation in Tennessee

The best-performing school systems are built upon a belief that great teaching is an unequivocal expectation and shared responsibility. Those school systems ensure that all policies and practices support this belief, that is, all human capital decisions are designed to enhance classroom success from recruitment and selection, to placement, development, evaluation, and retention. In Tennessee, under the Basic Education Program, the state establishes the minimum salary schedule which must be followed by all local school systems. The state salary schedule lays out 20 steps for years of experience and five levels for advanced degrees, also known as levels or lanes. In 2011-12, for teachers at the beginning of their careers, the state minimum salary is \$29,680. The state minimum salary for a teacher with 20 years of experience and holding a doctorate degree is \$52,785. Local school districts have the flexibility to pay more than the state minimum salary schedule supplemented by county and city tax dollars. Like most states, there is wide and varying range in teacher salaries across the 137 school systems. Additionally, local school districts have adopted a range of steps (from 16 to 46 steps) and education levels (from three to 12 levels). Only three districts, Clay, Hancock and Pickett County, follow the state minimum salary schedule. See appendix for district-by-district comparison of teacher salaries. The figure below depicts the difference between the state minimum salary and district with the highest salary for a teacher at the beginning of her/his career with a bachelor's degree and the district with the highest salary for a teacher with a doctorate degree and the most seniority. The salary differential between the highest and lowest salary tends to range from approximately \$12,000 to almost \$20,000.



Since 2010, Tennessee has won more than \$700 million in competitive grants from the federal government and private organizations to reform its education system. In Memphis, the Memphis City School district leveraged nearly \$110 million from the Bill and Melinda Gates Foundation and local foundations to implement a seven-year plan called the Teacher Effectiveness Initiative and to participate in the Measures of Effective Teaching (MET) research project. Using Race to the Top funds, TDOE launched two competitive grant challenges known as the Innovation Acceleration Fund (IAF) and Competitive Supplemental Fund (CSF) designed to support development and innovation in compensation and alternative salary structures for local school districts across the state. TDOE also partnered with Battelle for Kids (www.battelleforkids.org/tennessee) to develop a series of online courses to help district teams explore, design, implement and manage strategic compensation programs. Six online courses are currently available through the Tennessee Student Progress Portal to educators regardless of

participation in strategic compensation programs. The modules listed below are designed to help district teams to deepen their understanding of strategic compensation.

Course Number	Title and Purpose
SC0001	Provocative Thinking about Strategic Compensation Looking back to look forward, explore human motivation theories and begin thinking about why you might consider paying teachers differently in your district. Gain a perspective of the history and current national landscape of educator compensation and why the current systems are being challenged.
SC0002	Total Compensation Learn about the elements and current trends that comprise a total compensation package. Explore and reflect on strategic compensation programs that depict various degrees of implemented compensation changes.
SC0003	Measuring Performance Understand the importance of measurement in a strategic compensation programs. Explore various measurement tools and the quality of data used.
SC0004	Designing, Aligning, and Synergy Investigate the vital behaviors needed to implement a pay-for-performance program. Examine best practices in convening a design committee and aligning your model with your core beliefs.
SC0005	Communicating and Branding Discover best practices for communicating about your strategic compensation plan and how branding and messaging is part of a comprehensive communication plan.
SC0006	Making your Program Operational Examine how to make the best of the available data systems. Explore ways to determine eligibility through various phases for a smooth payout process.

The IAF and CSF grant funds came close on the heels of the U.S. Department of Education’s Teacher Incentive Fund (TIF) grant awarded to TDOE in 2010. With these supplementary funds and resources available, several districts were able to begin strategic compensation initiatives in 2011. Whereas four districts (out of 137) in Tennessee moved forward with district-wide alternative salary schedules for educators in the 2011-12 school year, there were a number of districts that expressed interest in compensation reform if additional funds became available. These alternative salary schedules no longer determine base pay

increases by years of experience and number of advanced degrees, but distribute base pay increases by measures of educator effectiveness. In addition to the four districts piloting alternative salary schedules, there are 10 districts implementing other performance-based compensation systems which offer bonuses or incentives on top of the current salary schedule. Many of these plans include additional pay for educators who are performing additional responsibilities such as master, lead, mentor, or coaching positions. In total, 15 districts across the state are implementing some form of strategic compensation supported by a range of funds, including TIF, IAF, CSF, and district-level Race to the Top funds. Under Race to the Top, TDOE is in the midst of planning for the second round of Innovation Acceleration Funds to incent up to six additional districts to pilot alternative salary schedules based on effectiveness. The criteria for this round are closely aligned with this TIF proposal in that districts are being asked to implement alternative salary schedules (**Competitive Preference Priority 5**) in order to prove that the models will be sustainable upon completion of the grant. We firmly believe that the additional TIF funds requested in this proposal will allow us to reach more districts, expand the state's strategic compensation efforts, and provide districts with the resources they need to responsibly transition to sustainable performance based compensation.

Putnam County Schools, for example, began implementation of P.A.S.S. (Putnam Achieving Student Success) in 2011-12, which offers a combination of an alternative salary schedule and bonus pay options. Educators can receive additional compensation for targeted professional development, higher education content courses and degrees in Math and Science, and mentor and master teacher roles. Base pay acceleration is determined by teacher evaluation scores. Teachers who receive a summative evaluation score of 3 (Meeting Expectation), for example, earn an average step increase, while those receiving a 4 or 5 (Above or Significantly

Above Expectation) will earn 1.5 or 2 times the average base pay increase. Furthermore, teachers and principals were actively involved in the design of P.A.S.S. and teachers had the opportunity to “opt-in” to P.A.S.S. or stay on the current step and level pay system. During the first year of implementation, approximately 65 percent of educators elected to “opt-in” to the P.A.S.S. system, demonstrating a high level of confidence, trust, and buy-in at the local level. All teachers hired after July 1, 2011 are automatically included in the new alternative salary schedule which is based on pay bands for a range of experience levels. See appendix for comprehensive overview of the P.A.S.S. model.

The table below shows the four districts piloting alternative salary schedules in Tennessee along with the opt-in rates and the level of awareness about the compensation initiatives in the first year of implementation. In fall 2011, the first year of implementation, the Tennessee Consortium on Research, Evaluation, and Development (TN CRED) conducted a survey of all strategic compensation districts to gauge awareness levels and collect perceptual information from educators involved in the new compensation pilot programs. These four districts showed a high level of awareness of the programs in the first year.

District	Base Pay Increase by Teacher Evaluation Summative Rating	Additional Compensation Components	Educator Awareness	Teacher Opt-in Rate
Johnson County (7 schools)	Less than 2.99 – 0% increase 3 – 1.10% 4 – 1.55% 5 – 2.0%	Bonus model includes rewards for: <ul style="list-style-type: none"> • Highly effective master mentors based on overall evaluation • Effective teachers in tested subjects based on TVAAS • Principals and assistant principals based on schoolwide TVAAS 	91%	90%
Lexington City (2 schools)	Sliding scale starting at 3.00 – 1.00% increase Ending at 4.98 – 3.00% increase	Bonus model includes rewards for: <ul style="list-style-type: none"> • All staff meeting achievement goals based on FTTT trajectory targets • Principals and assistant principals meeting achievement goals based on FTTT trajectory targets 	99%	88%
Putnam County (20 schools)	Less than 3 – 0% increase 3 – 1% 3.5 – 1.5% 4 – 2% 4.5 – 2.5% 5 – 3%	Bonus model includes rewards for: <ul style="list-style-type: none"> • Content specific degrees • Pre-approved PD • Additional teacher responsibilities • Filling hard-to-staff positions • Individual teacher effect • School and district achievement targets 	100%	65%
Trousdale County (3 schools)	Less than 3.5 – 0% increase 3.5 – 1.45% 4 – 1.70% 4.5 – 1.95% 5 – 2.20%	Bonus model includes rewards for: <ul style="list-style-type: none"> • All opted-in teachers meeting school-wide growth and achievement benchmarks • Effective teachers in tested subject based on TVAAS • Filling hard-to-staff positions • Additional teacher responsibilities • Principals and assistant principals meeting school-wide growth and achievement benchmarks 	99%	90%

These initial proof points indicate that more districts are ready and willing to take this challenge and will be able to generate grassroots buy-in by addressing local needs in innovative ways.

Also, we have learned much from the past experiences of performance pay initiatives, such as the POINT Study in Metropolitan Nashville Public Schools (MNPS), an incentive pay pilot focused on middle school mathematics teachers. In fall 2010, the National Center on

Performance Incentives, based at Vanderbilt University, released its findings from the POINT study specifically highlighting that “Rewarding teachers with bonus pay, in the absence of any other support program, does not raise student test scores.”ⁱⁱ It is crucial that teachers receive the professional development aligned to improving instructional practice in the classroom and ongoing support through feedback from evaluation to truly advance student learning.

A new TIF award would allow three additional Tennessee districts to move forward in eliminating the traditional salary schedule and align ambitious goals for student performance with the strategies for recruitment, selection, placement, compensation and reward of educators who are meeting or exceeding expectations. In addition, we will build upon the lessons learned from the first years of implementation in the current TIF districts and the first year of implementing the statewide educator evaluation system.

Educator Evaluations in Tennessee

While 2010 marked a year for groundbreaking legislative changes, 2011 highlighted the complex challenge of implementing reforms at the school and district level. Districts began implementing their local RTTT Scopes of Work Plans, focusing on common core standards and using formative assessments and other data such as TVAAS to guide instruction. The Governor’s Office of Policy and Planning and the Tennessee Department of Education provided support for facilitation of the Teacher Evaluation Advisory Committee (TEAC), a 15-member committee of educators, administrators, and other education stakeholders, charged by the FTTT Act to develop and recommend guidelines for the new teacher evaluation system. The TEAC met 21 times over the course of the year to review and discuss various issues related to policy and implementation. The committee reviewed field tests of four different observations rubrics,

which were conducted in approximately 125 schools. While the system, by law, was to be based 35 percent on student growth as measured by the Tennessee Value-Added Assessment System (TVAAS) when availableⁱⁱⁱ, 15 percent based on student achievement data selected by the educator and his/her supervisor from a list of state approved options, and 50 percent based on classroom observations, it was the TEAC’s recommendations on the number and frequency of observations (4-6 observations based on license), the qualitative observation rubric to be utilized, and other considerations related to design and implementation of the system such as the list of approved measures for the 15 percent achievement. **(Absolute Priority 2)**

Educator Evaluation Breakdown



The State Board of Education unanimously approved the TEAC’s evaluation recommendations in April 2011. The policy included four approved observation models as well as recommendations for measuring the student growth component of the evaluation for teachers in non-tested grades and subjects. Of the four models piloted during spring 2011, the Tennessee Department of Education selected the Tennessee Educator Acceleration Model (TEAM) as the state-endorsed observation model used by the majority of the state’s districts. TDOE partnered

with the National Institute for Excellence in Teaching (NIET) to develop the observation process for the TEAM model based on the Teacher Advancement Program (TAP) rubric and the TAP Teaching Standards. Observers are trained and certified in the TAP rubric which focuses on four areas: Instruction, Planning, Environment, and Professionalism. Principals, assistant principals, and other instructional leaders are eligible to serve as qualified observers. Each new observer must participate in the three -day certification training and must demonstrate proficiency in the observation process by completing the annual certification test. All previously certified observers must attend a one-day recertification training and pass the certification test in order to remain eligible to serve as a qualified observer. An overview of the observation rubric follows:

Instruction	Environment
<ol style="list-style-type: none"> 1. Standards & Objectives 2. Motivating Students 3. Presenting Instructional Content 4. Lessing Structure & Pacing 5. Activities & Materials 6. Questioning 7. Academic Feedback 8. Grouping Students 9. Teacher Content Knowledge 10. Teacher Knowledge of Students 11. Thinking 12. Problem Solving 	<ol style="list-style-type: none"> 1. Expectations 2. Managing Student Behavior 3. Environment 4. Respectful Culture
Planning	Professionalism
<ol style="list-style-type: none"> 1. Instructional Plans 2. Student Work 3. Assessment 	<ol style="list-style-type: none"> 1. Professional Growth and Learning 2. Use of Data 3. School Community and Involvement 4. Leadership

Additionally, alternative rubrics have been developed for library media specialists and school services personnel to provide additional guidance to observers. See the appendix for additional information on the TEAM Teacher Evaluation Process.

The table below outlines the four evaluation models as well as the number of teachers affected by each model.

Evaluation Model	Number of Teachers	Percentage of Teachers
TIGER – Observation rubric based on Charlotte Danielson’s Framework for Teaching <ul style="list-style-type: none"> • Alamo City • Alcoa City • Bradford Special • Greeneville City • Lebanon Special • Lenoir City • Lexington City • Maryville City • Milan Special • Paris Special • Trenton Special • Trousdale County 	1,606	2.4%
Project Coach – Observation rubric based on the work of Kim Marshall <ul style="list-style-type: none"> • Hamilton County 	2,925	5%
Teacher Effectiveness Measure (TEM) – Observation rubric modeled after DC Impact <ul style="list-style-type: none"> • Memphis City Schools 	7,329	11%
TEAM <ul style="list-style-type: none"> • All other districts 	52,989	81.7%
Total	64,849	

Throughout the summer of 2011, NIET trained and certified more than 5,000 educators and administrators across the state in the new evaluation system. During the fall of 2011, school administrators and other certified observers began conducting observations using the new tools for the first time. The new evaluation system differentiates teachers and principals into five effectiveness levels (**Absolute Priority 2**):

Level 1	Significantly Below Expectations
Level 2	Below Expectations
Level 3	Meets Expectations
Level 4	Above Expectations
Level 5	Significantly Above Expectations

All teachers receive feedback based on the evaluator’s observations and, ultimately, the evaluations are designed to inform human capital decisions, including, perhaps most importantly, professional development and assistance to improve the effectiveness of the teacher, and the learning experiences of his/her students. While implementation of TEAM began with some challenges, the Tennessee Department of Education made a concentrated effort to solicit and encourage feedback through meeting with teachers and administrators numerous times across the state to continue to refine the evaluation system and ensure that educators have the support needed to successfully implement the new system. Throughout the year, TDOE received more than 7,500 emails of questions and feedback through the teacher evaluation electronic help desk. In addition, we have conducted 120 focus groups with 19 teacher groups, 53 supervisor groups, and 47 principal groups.

Based on the tremendous feedback received during the implementation year, in March 2012, TDOE released a TEAM flexibility package, which provides districts with several options to tailor the evaluation system to meet their specific needs for implementation in the 2012-2013 school year. Districts may switch to one of the four currently approved alternate models, or they may apply for probationary status for a new alternate model. Districts also have the flexibility to propose modifications, within specified parameters, to the TEAM model. Applications for TEAM flexibility and new models were due on April 15, and 42 districts submitted flexibility requests (none submitted new model proposals).

At the request of Governor Haslam, the State Collaborative on Reforming Education (SCORE) gathered feedback from educators across the state on the new evaluation system. After a series of nine educator roundtables held across the state, multiple meetings of a 22-member educator work team, and an online questionnaire with over 17,000 respondents, SCORE issued a special report which highlights several positive aspects of the system but also provides specific recommendations to the state. The Executive Summary of the SCORE Report is located in the Appendix.

On July 16, the Tennessee Department of Education submitted its report on Year 1 implementation to the Governor and General Assembly with clear message that it will continue to collect feedback and foster dialogue among to make the evaluation system even better in future years. Below is a brief summary of some common themes that emerged from these multiple feedback processes:

- Administrators and teachers believe the TEAM rubric effectively represents high-quality instruction and facilitates rich conversations about instruction.
- Administrators consistently noted that having school-wide value added scores has led to increase collaboration among teachers and a higher emphasis on academic standards in all subjects.
- Educators are receiving more regular and specific feedback on their performance and this feedback is leading to more self-reflection and collaboration among teachers.
- Both administrators and teachers consistently felt better about the system as the year progressed, in part due to familiarity with the expectations and changes that allowed for fewer classroom visits during the second semester.

- The system is also establishing clear expectations for principals to serve as instructional leaders who understand and support effective teaching in their school.

The final recommendations from the report are classified in four areas and details about each recommendation can be found in the Appendix of this proposal.

1. Measurement of the quantitative impact on student performance
2. Changes to the qualitative rubric
3. Increases in process efficiency
4. Management of district level implementation.

The Tennessee Department of Education is committed to developing and adopting additional and comparable measures of student growth for teachers of non-tested subjects and grades. During this first implementation year, approximately 36 percent of educators received an individual value-added score. Throughout the year, TDOE worked with 12 educator groups in the non-tested subjects and grades to find additional growth measures directly tied to the students of these educators. The focus has not only been on finding a growth measure solution for the sake of evaluation, but also for improving student learning in the classroom. To that end, at the July meeting, TDOE will submit recommendations to the State Board of Education for the following groups of educators to have a new approved growth measure for the 2012-13 school year:

- Fine Arts
- Grades 1 to 3
- Career and Technical Education (CTE)
- English Language Learners

If approved, approximately 60 percent of educators could receive an individual value added score at the end of the 2012-13 school year. It is important to note that the proposed additions would be a local district option to implement. Districts will have the opportunity to utilize any of the newly approved measures or continue to using one of the school-wide value added composite scores for these groups of educators. Based on the progress of the educator work teams, we anticipate adding additional growth measures in 2013-14 which would result in a potential of 80 percent of teachers having an individual growth measure. The full Year 1 Report on the Implementation of Teacher Evaluation, available in the Appendix, provides specific information on the progress to develop alternative growth measures in the non-tested subjects and grades.

As expected from Tennessee's student achievement gains this year, teacher evaluation results from year one are encouraging and offer more meaningful differentiation of performance than ever before. This differentiation was and is a key component of our successful Race to the Top application and is a vast improvement over the previous state model in which the overwhelming majority of teachers were rated as performing at high levels regardless of their students' achievement or progress. Despite the almost universal recognition of the new evaluation model as a better means to improve instruction and measure performance, an analysis of year one evaluation scores indicates a need for districts to more accurately reflect the true spectrum of teacher performance. For example, the average observation score for a teacher with an individual value-added score of a 5 was just above a 4, indicating evaluators are doing an effective job identifying their higher performing teachers. Teachers with a value-added score of a 1 however, received an average observation score of a 3.64, demonstrating an inability or unwillingness on the part of the evaluators to identify the lower performing teachers. To further

demonstrate this point, the chart below shows the distribution of TVAAS scores relative to the distribution of observation scores across the state.

Distribution of TVAAS Individual Teacher Effect and Observation Scores					
Level	1	2	3	4	5
TVAAS Individual Teacher Effect	16.5%	8.1%	24.5%	11.9%	39.1%
Observation	0.2%	2.2%	21.5%	53%	23.2%

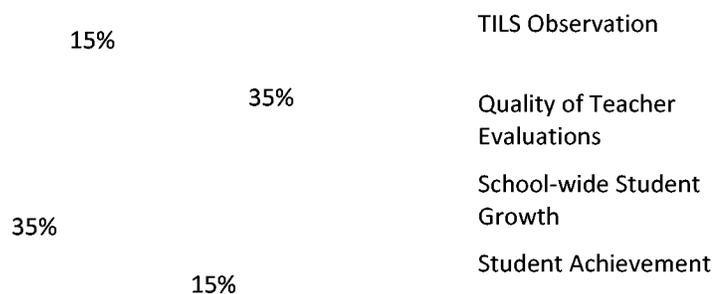
Despite these first year challenges, it is important to stress that the majority of our teachers are meeting or exceeding expectations – both in quantitative and qualitative measurements.

Tennessee is also leading the nation in that amount of available data on teacher performance and effectiveness. In the first year of implementation, districts conducted more than 295,000 observations focused on the research proven domains of the TAP instructional rubric. However, when observers fail to identify the lowest performing teachers, these teachers are not able access meaningful professional development, which will ultimately lead to improved instruction for the students and parents they serve. Coupled with the student growth data from TVAAS, we can now study those observation and achievement results to create stronger training and professional development at the school and district level in 2012-13.

Tennessee also redeveloped its principal evaluation model during the same time as the teacher evaluation system was created. The principal evaluation is also required by state law to be based on 35 percent student growth as measured by TVAAS when available, 15 percent on student achievement data selected by the educator and his/her supervisor from a list of state approved options, and 50 percent on qualitative measures. Of the qualitative portion, 35 percent of the principal evaluation is based on the Tennessee Instructional Leadership Standards (TILS). TILS, which is based on the Interstate School Leaders Licensure Consortium Standards (ISLLC), is part of the state’s Learning-Centered Leadership Policy, adopted in 2008 and revised in 2011

for the new evaluation system. The remaining 15 percent is to be determined based on the quality of teacher evaluations in the school primarily because we firmly believe that managing human capital is the single most important job that a principal maintains. Below is a graphic overview of components which make up the summative principal evaluation.

Principal Evaluation Breakdown



We readily acknowledge that TDOE focused on rolling-out the teacher evaluation system in 2011-12 over the principal evaluation system and we must re-focus our efforts in 2012-13 on equipping superintendents and supervisors of principals with a more defined rubric and tools to evaluate principals more effectively. The year one preliminary results indicate that principals are scoring much higher in evaluation than teachers. As such, we have taken steps to reduce the number of indicators in the TILS rubric from 38 to 22 and we have defined the expectations for the performance levels 1, 3, and 5. A certification process is underway and will be managed by NIET for 2012-13. Like the teacher evaluation process, all evaluators of principals will be required to pass the certification test.

Below is a summary of the seven domains of the qualitative rubric and individual indicators within each domain. It is important to note that the 15 percent based on the quality of

teacher evaluation is an area that TDOE spent considerable time to make sure that the rubric was specific enough for evaluator to accurately rate this component in the upcoming year.

Quality of Teacher Evaluation	Instructional Leadership
<ol style="list-style-type: none"> 1. Accurately Calibrates Evidence to Rubric 2. Effectively Communicates the Importance, Intent and Process of Evaluation to Educators 3. Provides Accurate, High Quality Feedback to Teachers about Instructional Practices 4. Uses Data to Reflect on Evaluation Trends 5. Performs the Process of Teacher Evaluation with a Fidelity to the Approved Tennessee Evaluation Model 	<ol style="list-style-type: none"> 1. Vision and Goals 2. Assessment Planning 3. Challenging Content 4. Instructional Delivery
Continuous Improvement	Culture for Teaching or Learning
<ol style="list-style-type: none"> 1. Model Continuous Improvement 2. Data Driven Decision-Making 3. Professional Learning Support 	<ol style="list-style-type: none"> 1. School Culture 2. Stakeholder Engagement 3. Communications
Talent and Operations Management	Diversity
<ol style="list-style-type: none"> 1. Recruitment Hiring and Staffing 2. Retention and Leadership Development 3. Budget 4. Operations 	<ol style="list-style-type: none"> 1. Inclusiveness 2. Staff Diversity
Ethics	
<ol style="list-style-type: none"> 1. Fairness and Integrity 	

Furthermore, Tennessee Consortium on Research, Evaluation and Development (TN CRED), will also evaluate the first year of TEAM principal evaluation results to determine which indicators in the existing TILS-based model are correlated with increased student achievement. The state will use the results from this analysis to ensure those indicators most highly correlated with student gains are prominently featured in any future revisions of the TILS rubric. For 2013-14, Tennessee will consider weighting those indicators at a greater percentage

than other indicators in the overall model. The TEAM Principal Evaluation Process Guide can be found in the Appendix.

Tennessee's Project Design Plan

District Overview and Performance Requirements

The Tennessee Department of Education has already identified three districts who are committed to participate in the new TIF project. All of the districts are new to the TIF program AND are classified as rural (**Competitive Preference Priority 4**). By state law, all districts in Tennessee are implementing the new educator evaluation system which meets all requirements of **Absolute Priority 2** as described in the previous section. Furthermore, all districts must agree to implement an alternative educator salary schedule which is based on effectiveness (**Competitive Preference Priority 5**). TDOE will also consider additional factors in district participation such as:

- Number of high needs schools (Percent Free and Reduced Lunch)
- Distribution of effectiveness as determined by 2011-12 TEAM Scores by school and student achievement levels
- Percent of teacher turnover by school and by effectiveness, if available, over prior three years
- Percent of teachers with less than three years of experience by school
- Percent of teachers with certification waivers or permit by school, i.e. teachers teaching out of subject area or without proper credentials/endorsements

The participating districts together represent more than 20 high-needs public schools meeting the selection criteria described in the program requirements set forth in federal TIF priorities. All districts have voluntarily committed to participate in the planning, design,

implementation and sustainability of new performance-based compensation systems for educators. As displayed below, approximately 74 percent of the 10,000 students qualify for free or reduced-price lunch programs which stands in contrast to the Tennessee average where approximately 60 percent of students qualify for free or reduced-price lunch program.

District	Number of Schools	Total Enrollment	Students (ADM)	% White Students	Low Income Students
Haywood County	6	3414	3226	31%	84%
Lincoln County	8	4157	3853	91%	63%
Polk County	6	2786	2619	97%	74%

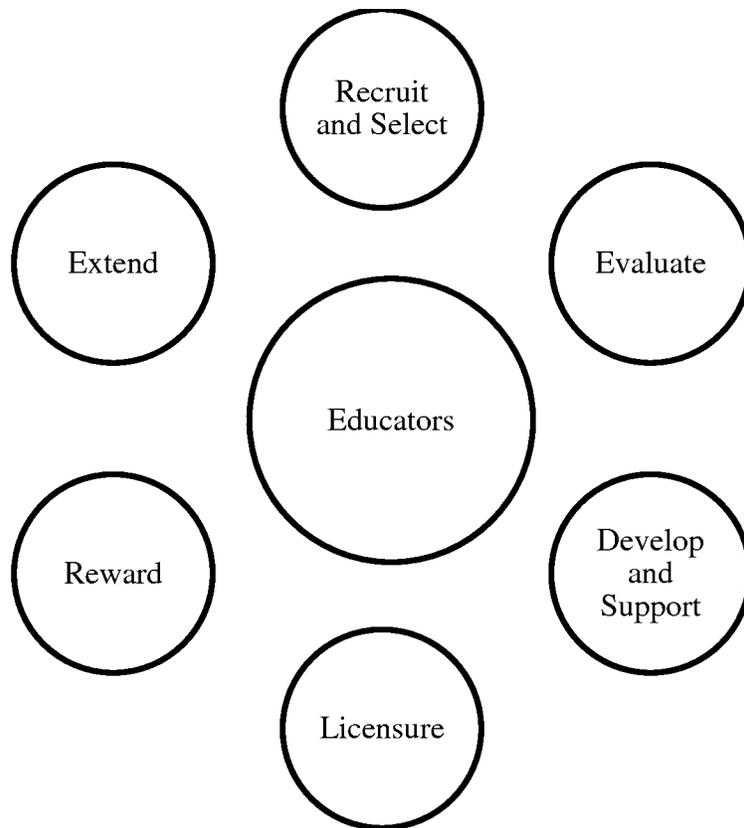
The participating districts have committed to the following requirements which will be guided and supported by TDOE. See appendix for Letters of Intent to participate and Memorandums of Understanding.

<ul style="list-style-type: none"> Each district will implement one of the State Board approved models for teacher and principal evaluation.
<ul style="list-style-type: none"> Each district will build a design team which includes teachers and principals to provide input on the performance-based compensation system during the planning year (2012-13) and periodically throughout the implementation years.
<ul style="list-style-type: none"> Each district will identify at least one key contact for the project who will serve as project liaison for TDOE and will participate in technical assistance trainings, statewide TIF convenings, assist in case study development, and share best practices with other districts across the state.
<ul style="list-style-type: none"> With technical assistance provided by TDOE, each district will examine and revise all board and district policies which impact staffing decisions such recruitment, selection, placement, transfers, and tenure review.
<ul style="list-style-type: none"> Each district will offer an alternate salary schedule by Year 2 of the grant.
<ul style="list-style-type: none"> Each district will freeze the 2013-14 state salary schedule to ensure sustainability of its compensation plans.
<ul style="list-style-type: none"> In collaboration with TDOE, each district will define teacher leadership roles; develop selection criteria and compensation for teachers who step into these roles.
<ul style="list-style-type: none"> Each district will have the option of incorporating the following compensation components

<p>based on the district needs for recruitment, staffing and instructional improvement:</p> <ul style="list-style-type: none"> ○ Recruitment and retention incentives based on performance for high need schools and subject areas. ○ Rewards or incentives for advance degrees in math and science. ○ Job-embedded professional development linked to instructional improvement and educator evaluation results.
<ul style="list-style-type: none"> ● Each district will review and analyze the distribution of effective teachers by school and develop plans to ensure that the highest need schools are served by effective teachers.
<ul style="list-style-type: none"> ● Each district will develop a sustainability plan during the planning process and will revisit plan during each year of implementation.
<ul style="list-style-type: none"> ● Each district will participate in the evaluation of the TIF program in order to provide ongoing feedback to educators within the school system and to the TDOE’s project management team.

Assessing and Designing the Human Capital Management System (Absolute Priority 1)

One major goal of the new evaluation system is to help us identify the most effective teachers across the state so that we can study and learn from them and ultimately improve the ways that districts and schools train and develop its educators. The state’s theory of action around improving teacher and principal effectiveness is based on our knowledge that high performing organizations invest in its people, ensure continuous improvement and development, and reward and recognize behaviors that contribute to the organization’s overall mission and vision. We believe each element of the human capital life cycle, represented in the diagram below, must be meaningfully addressed if we are to create positive systemic change. With support from the state, districts will first examine its board and district policies that impact the human capital life cycle with an eye toward creating conditions in which school leaders can be successful in improving student outcomes and meeting the new accountability targets.



Recruit and Select

In addition to reviewing policies on recruitment and selection, districts will also analyze teacher and principal hiring practices such as:

- Number of teacher hired each year and number of applicants per job posting
- Teacher turnover and reasons for exiting the system
- Recruitment sources and expenditures, i.e. job fairs, newspapers, internet, etc.
- Teacher and principal selection criteria and interview practices, including involvement of school level staff in decision making
- Data/IT systems for expanding recruitment reach and streamlining application screening and selection
- New teacher and principal training, mentoring, and induction

Evaluation

Evaluation is discussed in detail in the previous section. TIF districts will explore the development or purchase of a performance management system that would relieve some of the administrative burden of executing the state's new evaluation system. A performance management system would help with scheduling observation, delivering feedback quickly to educators, scripting evidence during observations, using technology such as iPad/smartphones, and linking evidence to indicators on the rubric. Districts will also analyze teacher evaluation results annually and the distribution of effective teachers by school with specific attention to any disparities between student results and observation scores. Furthermore, state level staff and district administrators will regularly monitor observation results throughout the year so that district teams can identify training and support needs to deepen their own instructional knowledge of the rubric and build inter-rater reliability within the district. Lastly, TDOE will work with districts to use student surveys as a component of the evaluation as well as using video technology to assist in scoring of observations.

Develop and Support

We know that in rural areas, retention is not the number one issue that districts are faced with when it comes to improving teacher quality. In most of the rural counties in Tennessee, the school district is typically the largest employer and one of the best paying, most stable employers. As such, teachers and principals in these systems once hired, by and large, are not leaving in droves for better opportunities within the county. Therefore, when the evaluation results identify educators who are not performing at the highest levels, district and school evaluators must be prepared to offer meaningful feedback and professional development resources that will lead to improved instructional practices. Further, the TEAM instructional rubrics are designed so that all teachers and administrators have room to grow and improve. In

year 2, TDOE will emphasize using evaluation data as a tool in other efforts, especially professional development. TEAM has the ability to not only identify teachers with strong instructional practice but also the specific areas of strength. As TDOE pursues three key strategies listed below, an underlying element will be the use of evaluation data to effectively identify, extend and recognize teachers for effective professional development purposes.

At the state level, TDOE has three key strategies for improving development and support of lower performing educators. First, we are working with NIET to improve and enhance the TAP portal to include more tools and resources that tie directly to the rubric indicators. This work includes the addition of more model lessons at the 4 and 5 levels so that educators can see more examples of performance at the high end. Second, we are hiring five evaluation coaches in 2012-13 to work closely with the districts whose evaluation scores were most out of alignment (observation scores not consistent with value-added scores) and also to provide professional development support to these schools. Lastly, TDOE is transforming its Field Service Centers into Centers of Regional Excellence (CORE) Centers which will be staffed to meet the reform needs of districts in the areas of Leadership, Curriculum and Instruction, Data, Assessment and Student Achievement. The CORE centers will have a keen focus on academics rather than school system compliance as in the past. Specifically, CORE will function as a regional professional learning community, fostering collaborative relationships with and between districts. In the process of reorganizing, CORE is hiring eight CORE Directors to support this work. CORE Directors have been hired due to their deep instructional knowledge, most having served as Curriculum Supervisors, School Administrators and Superintendents.

Notwithstanding the support that TIF districts will receive from the state, we know that districts typically provide and deliver the vast majority of professional development. Through

the Competitive Supplemental Fund (CSF) grants awarded through First to the Top funds, we have learned much about targeted, job-embedded professional development. Finding time for teachers and administrators to meet, learn, plan, mentor, and share with each other—especially during the school day—is a challenge for schools across the country. TIF districts will be required to submit plans that include time for job-embedded professional development to occur during the school day either through common planning time or additional release time for teachers. For example, one district, after examining TVAAS data, identified its level 5 teachers in Math who would be willing to be observed by level 1 and 2 teachers. After the peer-to-peer observation session, the level 5 teacher debriefed and coached the level 1 teacher on what s/he had seen. Unlike most peer-to-peer observation sessions, in this example, the level 5 teacher stayed in the classroom and the level 1 teacher was given release time to observe the more effective teacher. While the initial coordination was challenging, once the system was in place, teachers responded very well to this new opportunity.

Other districts who piloted job-embedded professional development looked at the observation results and identified specific indicators where teachers were struggling and then developed Professional Learning Communities guided by an Instructional Coach trained by NIET to lead the PLC team in deepening their understanding of the identified indicator. TIF districts will be encouraged to replicate and expand on these initial best practices with training and support provided by the CORE center staff. First, only the most effective teachers, based on teacher evaluation data, will be eligible additional roles and responsibilities. Additionally, TDOE will guide districts in defining teacher leadership competencies and selection criteria in order to select teachers for the new roles. Teachers that assume these new roles will have

opportunities to expand their knowledge of working with adults and leading PLCs by participating in training and conducting site visits with other best practice districts in the state.

Reward/Extend in Designing Strategic Compensation Systems

For districts participating in TIF, TDOE will work with these districts during the planning year to build compensation design teams and communications plans which will continue throughout the implementation years. Design teams must include teachers from both tested and non-test subjects, principals, and may include community members, parents, and board members. Based on the experience of the previous Tennessee TIF districts, the ideal design team size is dependent on the district size, but is typically between 12 and 25 members. The design teams will first need to review the materials and on-line courses developed by Battelle for Kids (listed on page 10). Additionally, TDOE now has the capacity in-house to work directly with district teams on the design and communications planning process and has already begun creating materials and modules to support new TIF districts based on lessons learned from districts currently implementing performance based compensation systems. The section on Project Management has additional detail on the support team. Also, throughout the design and implementation process, the Tennessee TIF program will be assisted by nationally and internationally recognized compensation experts.

The components of the Performance-Based Compensation Systems will include:

1. An alternative salary schedule where base pay increases are determined by teacher and principal evaluation results. Plans must be based on educator evaluation results where Meets Expectation is the minimum rating to be eligible for an increase. The actual percentage of increase will be relative to district salaries and dependent on budget availability. If the state authorizes any state level increases, TIF districts will have the

flexibility to distribute those increased based on effectiveness as opposed to generally applying the increase across all staff.

2. The option to provide bonuses for all staff based on
 - a. Individual effectiveness results
 - b. Team/group/school student achievement/growth results
 - c. Attainment of accountability targets under the recent waiver from NCLB
 - d. Leading and/or participating in targeted professional developed identified through evaluation results
3. The option to provide rewards/incentives for all staff based on:
 - a. Advanced coursework or degrees in high-needs subjects or shortage areas such as math, science, and special education
4. The options to offer recruitment or retention incentives for effective teachers to:
 - a. Transfer to high needs schools or priority schools
 - b. Transfer to innovation zone or turnaround schools as part of a team of effective teachers

In addition to the elements described above, the design teams will also develop career pathways with additional compensation for teachers and principals who assume additional roles and responsibilities. After a review of the teacher leadership competencies and selection criteria, effective teachers will be able to receive additional compensation for stepping into newly defined roles either within the classroom or outside of the classroom to help less effective teachers improve. Some examples include mentoring new teachers or less effective teachers, serving as peer observers, providing coaching and feedback to teachers, and leading Professional Learning Communities. For example, Lexington City School District, a current TIF district, has identified

mentor teachers who are trained by the New Teacher Center at the University of Memphis who deliver support and training to teachers as part of the TIGER evaluation model.

While we are limited in Tennessee because of class size mandates, teachers may also extend their reach by leading teams of teachers and sharing responsibility for the student outcomes of those teachers. The reach extension opportunities will also include delivering instruction via virtual or distance learning configurations in partnership with other rural districts. TDOE is exploring the use of integrating video technology such as 360 degree cameras for observations and also establishing video-conferencing abilities to expand access to quality professional development in more districts. This work can be prioritized in TIF districts.

Principals may also be considered for additional compensation for serving as mentors to new principals or aspiring principal residents, facilitating walk-throughs, or leading principal developing or PLCs in their districts. Based on the data from first year of evaluation implementation, districts can identify potential principal leaders based on school level scores and the alignment of teacher observation and TVAAS scores. Principals who have a high alignment could model or facilitate studies of practice on having difficult conversations with teachers, either via videotaping or allowing mentees to observe sessions.

Because we recognize that transitioning away from the traditional salary schedule is a tremendous shift for most educators, all strategic compensation models must allow for teachers to either opt-in or opt-out of the new strategic compensation system within a specific timeframe. Districts will also create the eligibility criteria as part of the design process. All plans will be submitted to the TDOE Project Team for review and feedback prior to implementation. At this time, all strategic compensation plans will be subject to local and state board approval in order to implement an alternative salary structure.

Data Management and Capacity Building

Tennessee State Assessments and TVAAS

The Tennessee Comprehensive Assessment Program (TCAP) consists of elementary achievement tests, secondary end-of-course exams and diagnostic assessments. In grades three through eight, the TCAP Achievement Test is a criterion-referenced test comprised of multiple-choice questions which measure student achievement in certain skills in four content areas:

Reading/Language Arts, Mathematics, Science, and Social Studies. Achievement tests are not mandated for grades kindergarten through two, but are optional and available to districts.

Because of the new TEAM evaluation system, the Tennessee Department of Education will provide districts the option to use the Stanford 10 assessment, at no additional cost, which will allow teachers of grades one through three to have value-added scores. (See section on Educator Evaluation in Tennessee.) At the secondary level, end-of-course exams are given in English I, English II, English III, Algebra I, Geometry, Algebra II, U.S. History, Biology I, Chemistry and Physics. In addition, Tennessee administers the PLAN, EXPLORE, and ACT diagnostic assessments.

Tennessee is one of many states to join the Common Core State Standards Initiative, a partnership of the National Governors Association (NGA) and Council of Chief State School Officers (CCSSO). Implementation of Common Core standards began in grades K-2 in the 2011-12 school year. Below is the timeline for implementing the Common Core standards for both ELA and Math. Tennessee also serves on the Governing Board for the Partnership for the Assessment of Readiness for College and Careers (PARCC) and has committed to administer the assessment system statewide during the 2014–15 school year. Because this transition will occur

during the TIF grant period, we will examine the impact on student achievement gains as part of the evaluation design plan.

Common Core Transition Plan			
	2011-12	2012-13	2013-14
Grades K-2	Math and ELA		
Grades 3-8		Math (partial)	Math and ELA
Grades 9-12			Math and ELA
Grades 6-12			Literacy for Social Studies, math, and science

Tennessee is a leading state in its capacity to collect, analyze, and organize data on student achievement growth and in providing educators with tools to use data to understand student achievement growth. We have 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 over 20 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. Through Race to the Top, Tennessee has taken drastic steps to improve the use of and familiarity with the value-added methodology. Beginning in January 2010, every educator in Tennessee was provided a TVAAS access account and password. TDOE also partnered with Battelle for Kids to develop training modules for educators in using and interpreting both formative assessments and value-added data. Battelle for Kids developed regional workshops and online courses. Districts, as well as faculty and pre-service students from all of Tennessee’s colleges of education, have received free access to the online modules on value-added, formative instruction, strategic compensation, and highly effective teacher/principal practices through the Tennessee portal (www.BattelleforKids.org/Tennessee). The portal also contains a Learning

Management System component so that administrators can manage their staff's online learning development. As of March 2012, just over 305,000 courses have been taken; the majority of them (nearly 221,000) have been value-added courses. The SAS Data Dashboard (located at <https://tvaas.sas.com>) includes updated enhancements which allow teachers to have easier access to and more flexibility in using TVAAS data. For example, SAS has added an evaluation composite scatter-plot application, as well as export functionality in order for districts to run their own reports. In addition, 33 learning modules have been developed and are available on the site.

Because of the new educator evaluation system, Tennessee has dramatically improved the timeline for returning student achievement data. This is the first year that TVAAS and TCAP data has been returned by June 15. While a dramatic improvement from past years, TDOE recognizes that these data must be returned even sooner so that districts and schools can make the human capital decisions before the end of the school year. As an example, one area where lagging data has impacted the finalization of teacher evaluation results is the 15 percent student achievement measure. A teacher is able to select with his/her principals a measure from a list of options, however, some of options either have data that is not tracked very easily (such as Post-secondary Persistence rates) or that is not returned until the middle of the following school year. This key lesson learned will be corrected in 2012-13 by narrowing the list of options AND by providing further training to principals and teachers in aligning the measure most closely to the teachers' responsibilities. Additional information about the use of TVAAS in educator evaluation can be found in the Appendix.

In 2011-12, TDOE adopted a new tool for collecting all evaluation data in each district. The system is built by MyLearningPlan and is able to collect the observation data, the 35 percent

growth data, and the 15 percent achievement measure to provide a summative score. All districts are provided access to the system at no additional cost. Frankly, this system has received more positive feedback from district and school personnel than any other aspect of the educator evaluation implementation in 2011-12. The system is straightforward, easily configured, and provides school and district level information that can be used for inter-rater reliability as well as process checks that ensure data managers can quickly assess problems and ultimately provide support to get evaluations completed in a timely manner. Some districts have also adopted other technology systems which are compatible with iPads and other devices to make the evaluation process much smoother and quicker.

TIF districts will have the opportunity to purchase software to help manage the performance payouts. This software is typically most useful in larger school systems where ensuring accuracy and managing communications with large numbers of teachers is absolutely critical for success. From the current TIF districts, two out of 14 districts purchased additional software tools to manage the performance payouts and provide a user-friendly portal which teachers can access their individual payout along with a clear explanation of the components. The BFK Award solution is designed to help districts calculate and show award amounts and delivery award-related information for strategic compensation program. The system is web-based and can be personalized to align with the district's strategic vision, compensation eligibility criteria and other program needs. The solution allows districts to collect value-added reports, job classifications, and other data necessary to calculate awards.

Quality of Management Plan

Project Management

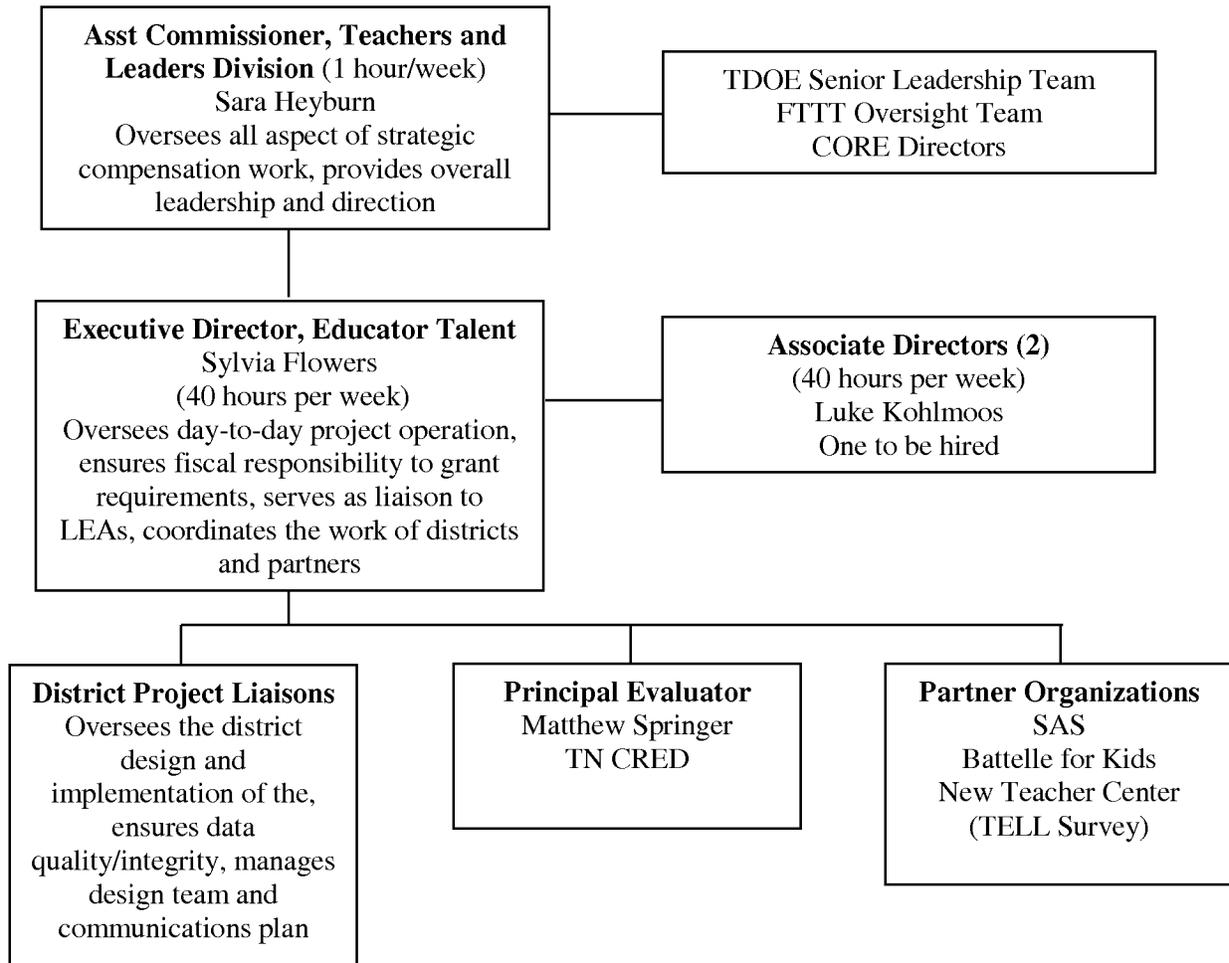
The project will achieve its project goals through increased capacity building efforts at TDOE, strong leadership and vision at the state and district level, excellent project management and support, and effective communication among key stakeholder groups. Under Commissioner Huffman's leadership, the Tennessee Department of Education has reorganized to align interest around common goals, to ensure top-to-bottom accountability for adults in the organization, to offer helpful resources and to connect districts, schools and teacher to demonstrated best practices. Aligned to TDOE's priority for expanding kids' access to effective teachers and leaders, the Teachers and Leaders Division was created to help achieve this vision. Lead by Assistant Commissioner, Sara Heyburn, the division is focused in three primary areas:

- Educator Preparation, Licensure, and Certification – Responsible for improving and streamlining teacher licensure and certification and education program approval.
- Educator Talent – Responsible for developing the statewide strategy for educator recruitment, recognition, and retention, including strategic compensation, innovation and TIF.
- Teacher and Leader Development – Responsible for educator evaluation (TEAM) and redesigning and executing the statewide strategy for leadership development, including superintendent development and support.

Below is an organizational chart which illustrates the reporting relationships, time commitments, and key responsibilities of the TIF Project Management team.

In addition, the current structure of the field service centers is being revamped to offer targeted, differentiated support to districts in the areas of Leadership, Curriculum and Instruction, Data and Assessment, and Student Achievement. The field service centers, now known as CORE, will reorganized with key personnel with deep instructional knowledge who

can deliver the type of support to help district meets their First to the Top goals. In addition to the CORE Directors, 16 data and math analysts are being hired to support districts in understanding and utilizing data and in implementing the Common Core State Standards.



The TDOE project team plans to host and support opportunities for TIF district teams to collaborate and share key learnings with one another. Bringing together the existing TIF district teams with the new TIF district teams will allow the participants to learn from one another and to avoid potential pitfalls. Because of geographic proximity, we anticipate that districts will identify and explore opportunities to collaborate and share training, professional development,

reach extension resources, as well as consulting support to guide the design team. In addition, we will encourage teams to visit other sites within Tennessee to share best practices.

Project Planning and Implementation

Substantial groundwork has been laid for the project. Through the design and implementation of the educator evaluation system, teachers, principals, and district administrators have been involved in the process. With the first year completed, districts are now beginning to think about how to use the evaluation information to inform local decisions. Additionally, TDOE has been working closely with districts interested in strategic compensation throughout the year. Since May 2012, TDOE has hosted bi-weekly webinars on strategic compensation in order to increase district level understanding of strategic compensation and to prepare districts to apply for the next round of Innovation Acceleration Funds in September. Through these webinars, district team members are able to learn from other strategic compensation districts in Tennessee and also learn about strategic compensation from national thought-leaders and research organizations such as the National Center for Performance Incentives and Public Impact. The project team has hosted six webinars with over 100 participants from various districts across the state.

Planning Year Timeline

The project team will oversee and provide support to the participating districts during the planning year. Below is a summary work plan and timeline for the planning year and the implementation years.

Functions and Activities	Planning Year (by Month)												Persons/Groups Responsible	
	1	2	3	4	5	6	7	8	9	10	11	12		
Staffing														
Hire Associate Project Director	x													TDOE
Appoint Project Manager	x													District Leaders
Identify and select members for the Compensation Design Team	x													District Leaders/Project Managers
District Design	1	2	3	4	5	6	7	8	9	10	11	12		
Review and update district and board policies and procedures which affect human capital management					x	x	x	x	x	x	x	x		TDOE, District Leaders and HR Consultants
Schedule regular meetings of the Design Team, Establish team norms and rules	x	x	x											District Teams
Investigate pros/cons various components of the compensation structure: recruitment, salary, bonus, non-monetary awards, additional roles and responsibilities	x	x	x	x	x	x	x	x	x	x	x	x		TDOE & District Leaders
Discuss and develop district communication plans	x	x	x	x	x	x	x	x	x	x	x	x		District Leaders
Identify compensation metrics based on district data and vision for improvement				x	x	x	x	x	x					District Leaders & Battelle for Kids
Develop competencies of Teacher Leadership and selection criteria	x	x	x	x	x	x								TDOE and District Teams
Review teacher and principal evaluation data to inform staffing and compensation decisions	x	x	x							x	x	x		District Leaders
Submit strategic compensation plan to TDOE, local board, and state board for approval					x	x	x							District Leaders
Identify and select tool for managing performance award/payout process								x	x	x	x			District Leaders
Determine eligibility criteria for teachers and principals					x	x	x							District Design Teams

Establish opt-in/opt-out period for eligible teachers and principals								x	x	x	x							District Design Teams
Develop Sustainability Plan	x	x	x	x	x	x												District Leaders
District Planning and Evaluation	1	2	3	4	5	6	7	8	9	10	11	12						
Execute information sessions for teachers and principals			x			x			x			x						District Leaders
Participate in Statewide TIF meetings	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	TDOE & District Leaders
Review distribution of evaluation data								x	x									District Leaders
Develop performance management system for evaluation and related professional development activities						x	x	x	x									District Leaders
Participate in Fall and Spring data collection activities: surveys, focus groups, and site visits		x	x						x	x								All selected teachers and administrators

In year 2 of the grant, participating districts will begin implementation. Below is a summary of key activities for both the districts and the TDOE project management team.

Functions and Activities	Year 2				Year 3				Year 4				Year 5				Persons/Groups Responsible	
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
District Implementation																		
Implement one of the State Board approved models for teacher and principal evaluation	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	District Leaders
Rollout new compensation plan	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	District Leaders

Establish regular communication with all stakeholders to educate on new compensation system and to ensure buy-in/commitment to new plan	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	District Leaders and TDOE	
Conduct annual review of compensation plan against district priorities, achievement targets, and budget	x				x				x					x			District Leaders	
Identify recruitment gaps and develop plans to meet needs																	District Leaders	
Recruit teachers based on incentives, establishing parameters to maximize budget		x	x				x	x								x	x	District Leaders
Identify, interview and select new teacher leaders based on competency model	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	District Leaders
Identify, interview and select new teacher leaders based on competency model	x																	District Leaders
Provide training to teacher leaders to deliver coaching and job-embedded professional development	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	District Leaders
Determine and execute on base-pay increases and bonus award amounts (if applicable)	x																	District Leaders
Determine and execute on base-pay increases and bonus award amounts (if applicable)	x																	District Leaders
Review and update Sustainability Plan	x																	District Leaders
Review and update Sustainability Plan	x																	District Leaders
District Analysis/Evaluation																		
Review distribution of evaluation data and develop plans to provide support to teachers	x																	District Leaders
Review distribution of evaluation data and develop plans to provide support to teachers	x																	District Leaders
Analyze professional development activities to determine linkages to improvements in instructional practices																		District Leaders
Analyze professional development activities to determine linkages to improvements in instructional practices																		District Leaders
Participate in bi-monthly TIF check-in meetings	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	TDOE & District Leaders

Conduct evaluation and data collection activities, i.e. surveys, interviews, focus groups, analysis of teacher quality, retention, turnover, student achievement and growth		x		x		x		x		x		x		x		TDOE, TNCREC, and Districts
Analyze Award and Salary Payout to School Personnel			x					x				x			x	TN CREC
Review annual progress reports and recommendations and make corrections to implementation plans accordingly				x								x			x	TDOE & District Leaders

Program Evaluation

The evaluation for the implementation and impact of the TIF grant will be facilitated by a reputable and experienced, external consultant, Tennessee Consortium on Research, Evaluation, & Development (TN CRED). With the partnership of researchers and practitioners from Tennessee and the nation, TN CRED is responsible for executing research as part of the First to the Top Act. As a primary focus on results-oriented decision making, TN CRED develops the Tennessee research database through advising policies, programs, and practices with research-based evidence. For example, these past research initiatives range from educator evaluation, Achievement School District, compensation reform, workforce trends, professional development, STEM, and data quality. Furthermore, TN CRED is an on-going evaluator of the current strategic compensation efforts funded by the existing TIF, IAF, and CSF grants in Tennessee. Through the compensation surveys distributed by TN CRED, Tennessee has been able to gauge success of early stages of the implementation of the current TIF grant. An example of the Fall 2011 Annual Compensation Survey Results can be found in the Appendix. These surveys have shown high awareness, indicating early success of the grant. With the experience of evaluating a number of past projects including the current TIF grant, TN CRED will provide research-based evidence to guide the continuous development of the grant.

Research Questions

The evaluation tasks will be guided by research questions analyzing two categories: the implementation and impact of the grant.

Implementation Questions

- What is the nature of the new compensation systems designed by sites?
- What are sites' experiences related to the plan development and implementation processes?
- What is the actual financial impact on teachers' compensation?
- How do the new compensation systems influence the attitudes, awareness, and professional practices of school personnel?
- How do districts analyze their overall effectiveness of human capital management systems?
- What percentage of effective teachers and principals are taking on additional roles and responsibilities as outlined in the new compensation systems?

Impact Questions

- What is the impact of the new compensation systems on teacher turnover?
- What is the impact of the new compensation systems on student achievement gains?
- What is the impact on the distribution of effective teachers in strategic compensation districts? How many teachers in participating teachers have the proper alignment of observation scores and TVAAS?
- What is the impact on student achievement when Tennessee converts to the PARCC assessments?
- How do the new compensation systems' design features influence outcomes for school personnel and students (i.e., attitudes and behaviors, teacher turnover, student achievement gains)?
- Have highly effective teachers received additional compensation at a higher rate than less effective teachers with similar experience and advance degrees?
- How have districts demonstrated the ability to link professional development management to teacher evaluation scores?

Evaluation Tasks

1. Review of District Compensation Programs and Annual Progress Reports

The Consortium will review the implementation applications submitted by districts to TDOE which detail the alternative salary schedule plans and optional bonus/incentive award models created by each district as well as the development process and support systems for these new compensation programs. The Consortium will create a coding scheme to record key features of each district's compensation program. This coding process will involve multiple coders and

follow steps to ensure high inter-rater reliability. The Consortium will similarly review and code the contents of any annual progress reports submitted by districts to TDOE.

2. Interviews with District Officials

The Consortium will conduct interviews with district officials including from human resources each spring semester to learn more about each district's experiences developing and implementing the new compensation programs. These interviews will focus on topics such as how the programs have been communicated to schools, what systems are in place to manage the compensation programs, what challenges have the districts encountered, what has gone well, and what needs to be improved/revised over time.

3. Analysis of Award/Salary Payout to School Personnel

The Consortium will examine the award/salary payouts to educators in the districts implementing new compensation programs. This examination will identify how educators' compensation is actually impacted by these new programs. For example, the analysis can identify how many educators receive bonus awards, the minimum, maximum, and average award payouts, and how individualistic (or egalitarian) the payouts are compared to the way in which they were designed.

4. Compensation Survey for School Personnel

The Consortium will administer an annual fall semester survey to certified school personnel in school participating in the compensation programs. This survey will focus on topics such as (1) educators' knowledge about the compensation programs, (2) educators' perceptions about the design, implementation, and impact of the compensation programs, (3) educators' personal involvement in the programs, and (4) educators' attitudes about compensation reform generally.

The Consortium will analyze survey responses over time and also examine how responses might be related to design features of compensation programs, award/payout to educators, and other educator characteristics.

5. First to the Top Survey

Teachers and principals across Tennessee will be surveyed annually regarding attitudes and perceptions about issues such as school culture, principal and teacher leadership, professional development, compensation reform, and data-driven instruction and assessment. A portion of this survey will also be dedicated to questions that more generally gauge teacher and principal perceptions regarding compensation. Administration of this survey will be early in the spring semester of each school year, and will be similar to the administration of the school personnel survey in that questions will remain virtually the same from one year to the next.

6. Analysis of Teacher Turnover and Retention

The Consortium will examine several long-term outcomes of the compensation programs. One area of focus will be teacher turnover and retention within and between schools/districts. The Consortium will not only analyze how teacher turnover/retention changes over time but also how it might be related to design features of compensation programs, award/salary payout to educators, and other educator characteristics.

7. Analysis of Student Achievement Gains

The Consortium will examine several long-term outcomes of the compensation programs. One area of focus will be the programs' impact on student achievement gains. The Consortium will not only analyze how student achievement changes over time but also how it might be related to

design features of compensation programs, award/salary payout to educators, and other educator characteristics.

Internal Evaluation

TN CRED will provide annual analysis to the state in the form of reports and powerpoint presentations of surveys and interviews. After the first year of implementation, reports will be distributed comparing evaluation and student achievement. In addition to work performed by TN CRED, the project management team will conduct internal reviews to ensure that districts are able to make corrections to implementation plans as new information is analyzed and understood. These include hosting focus groups led by the state with district leaders and teachers at least quarterly to troubleshoot and problem solve, to discuss communication and stakeholder engagement, to gauge the effectiveness of the roll-out implementation.

Sustainability

A key lesson from Tennessee's past performance pay initiatives is the often-held doubts about financial sustainability. In a time of economic uncertainty and constrained resources, this weighs heavily on policymakers, school board members, and school superintendents considering these types of initiatives. Focusing on compensation models that include alternative salary schedules is the first step toward achieving sustainability. Additionally, participating TIF districts will be required to freeze their local salary schedules at the 2013-14 levels in order to build out their sustainability plans. This means that teachers who do not "opt-in" to the new compensation structure will no longer be eligible for changes in base pay which are typically issued at the state level. Those educators would only be eligible for step and lane increases at the 2013-14 rates. This allows districts flexibility to distribute, based on performance, the pay

increases authorized at the state and local level as well as salary costs formerly used for step and level increases to the educators who have “opted-in” to the new system. The funding flexibility associated with alternative salary schedules is not only a key to sustainability but also an incentive for districts to adopt an alternative salary schedule. The anticipated TIF funding will allow districts to offset the transition costs of maintain two salary schedules with the goal of full sustainability after the grant ends.

Districts who are offering additional compensation for additional responsibilities as well as bonus and recruitment incentives will have to submit a sustainability plan prior to applying for state board approval. As noted in the Activity Timeline in the previous section, the project team plans to review the sustainability plans of each district annually so help prevent any unforeseen obstacles to full sustainability.

Another potential strategy for sustaining the compensation systems in the TIF districts 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 \$70 million 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 \$41 million in the aggregate. If the total allocation to the Career Ladder program is fixed at the \$70 million level of the 2010-11 fiscal year, there would remain \$29 million 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.

ⁱ Tennessee dropped from 45 to 46 in the nation in fourth grade math; 39 to 41 in fourth grade reading; 43 to 45 in eighth grade math; and 34 to 41 in eighth grade reading.

ⁱⁱ NPCI partnered with RAND Corporation and University of Missouri-Columbia to study to effects of Teacher Pay for Performance in the Metropolitan Nashville School System from 2006-07 through 2008-09.

ⁱⁱⁱ The Tennessee Value-Added Assessment system 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.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

APPENDICES

Application Reference Chart

High Need Documentation

LEA Memorandums of Understanding

Statements of Support

Indirect Cost Rate Agreement

Project Management Team

1. Sara Heyburn
2. Sylvia Flowers
3. Luke Kohlmoos

Educator Evaluation Information

1. TEAM July 2012 Report to Governor and State Board of Education
2. TEAM Teacher Evaluation Process Guide
3. TEAM Evaluation Decision Tree
4. TEAM Principal Evaluation Process Guide
5. SCORE Report
6. TVAAS FAQs

Tennessee Salaries by District

Putnam County Strategic Compensation Plan

Tennessee District Locale Information

Example Report- TN CRED Fall 2011 Compensation Findings Survey

Application Reference Charts

Instructions: These charts are provided to help applicants ensure that their applications address all of the priorities and requirements – as any application that does not do so is ineligible for funding for the 2012 competitions. These charts will be used by Department staff when screening applications.

Applicants should complete and include these charts as an attachment with their application. Go to <http://www2.ed.gov/programs/teacherincentive/applicant.html> to download a Microsoft Word version of this template. Fill out the Word document and submit it as a PDF attachment with your application.

Please indicate your eligibility classification

Instructions: Check the eligibility classification that applies to your application.

Applications from a single entity:

In the case of a single applicant that is an LEA, check this box.

LEA

Group Applications:

Group applications involve two or more eligible entities. In the case of a group application, check the box that describes the eligibility classification of all of the applicants. Select only one box.

2 or more LEAs

One or more SEAs and one or more LEAs

One or more nonprofit organizations and one or more LEAs (no SEA)

One or more nonprofit organizations and one or more LEAs and one or more SEAs

Instructions

Instructions: In each column of the table below, please specify where your application discusses each priority or requirement -- including each provision that applies to each priority or requirement. For information, descriptions, or assurances included in the project narrative, please complete both 1) the Title of the Section(s) or Subsection(s) and 2) the relevant Page Number(s) where this matter is discussed. Otherwise, please indicate the Attachment in which it is discussed.

Please identify every section, page, and/or attachment in which the priority or requirement is discussed. More than one section, subsection, page, or attachment may appear in each cell.

Absolute Priority 1

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Absolute Priority 1: HCMS To meet this priority, the applicant must include, in its application, a description of its LEA-wide HCMS, as it exists currently and with any modifications proposed for implementation during the project period of the grant.	Tennessee's Project Design Plan	p.24-37	
(1) How the HCMS is or will be aligned with the LEA's vision of instructional improvement;	Tennessee's Project Design Plan	P.26-28	
(2) How the LEA uses or will use the information generated by the evaluation systems it describes in its application to inform key human capital decisions, such as decisions on recruitment, hiring, placement,	Tennessee's Project Design Plan Project Need Aligned with Policy Leadership	p.25-29 p.3	

retention, dismissal, compensation, professional development, tenure, and promotion;	Strategic Compensation in Tennessee	p.7-13	
(3) The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain effective educators	Tennessee’s Project Design Plan Strategic Compensation in Tennessee	p.24-33 p.7-13	
(4) Whether or not modifications are needed to an existing HCMS to ensure that it includes the features described in response to paragraphs (1), (2), and (3) of this priority, and a timeline for implementing the described features, provided that the use of evaluation information to inform the design and delivery of professional development and the award of performance-based compensation under the applicant’s proposed PBCS in high-need schools begins no later than the third year of the grant’s project period in the high-need schools listed in response to paragraph (a) of <u>Requirement 3--Documentation of High-Need Schools</u> .	Tennessee’s Project Design Plan Quality of Management Plan Educator Evaluations in Tennessee	p.23-26 p.41-44 p.13-24	

Absolute Priority 2			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Absolute Priority 2: Educator Evaluation Systems</p> <p>To meet this priority, an applicant must include, as part of its application, a plan describing how it will develop and implement its proposed LEA-wide educator evaluation systems. The plan must describe-</p>	Educator Evaluations in Tennessee	p.13-24	
(1) The frequency of evaluations, which must be at least annually;	Educator Evaluations in Tennessee	p.13-14	Appendix
(2) The evaluation rubric for educators that includes at least three performance levels and the following--	Educator Evaluations in Tennessee	p.15-17	Appendix
(i) Two or more observations during each evaluation period;	Educator Evaluations in Tennessee	p.14	Appendix
(ii) Student growth, which for the evaluation of teachers with regular instructional responsibilities must be growth at the classroom level; and	Educator Evaluations in Tennessee	p.14-15, 21	Appendix
(iii) Additional factors determined by the LEA;	Educator Evaluations in Tennessee	p.15-16	
(3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and	Educator Evaluations in Tennessee	p.13-14	Appendix
(4) The applicant's timeline for implementing	Educator Evaluations in	p.17-21	Appendix

its proposed LEA-wide educator evaluation systems.	Tennessee		
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Absolute Priority 3			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Absolute Priority 3: STEM Plan (if applicable) To meet this priority, an applicant must include a plan in its application that describes the applicant’s strategies for improving instruction in STEM subjects through various components of each participating LEA’s HCMS, including its professional development, evaluation systems, and PBCS. At a minimum, the plan must describe—</p>	N/A	N/A	N/A
<p>(1) How each LEA will develop a corps of STEM master teachers who are skilled at modeling for peer teachers pedagogical methods for teaching STEM skills and content at the appropriate grade level by providing additional compensation to teachers who—</p> <p>(i) Receive an overall evaluation rating of effective or higher under the evaluation system described in the application; (ii) Are selected based on criteria that are predictive of the ability to lead other teachers;</p>	N/A	N/A	N/A

(iii) Demonstrate effectiveness in one or more STEM subjects; and (iv) Accept STEM-focused career ladder positions;			
(2) How each LEA will identify and develop the unique competencies that, based on evaluation information or other evidence, characterize effective STEM teachers;	N/A	N/A	N/A
(3) How each LEA will identify hard-to-staff STEM subjects, and use the HCMS to attract effective teachers to positions providing instruction in those subjects;	N/A	N/A	N/A
(4) How each LEA will leverage community support, resources, and expertise to inform the implementation of its plan;	N/A	N/A	N/A
(5) How each LEA will ensure that financial and nonfinancial incentives, including performance-based compensation, offered to reward or promote effective STEM teachers are adequate to attract and retain persons with strong STEM skills in high-need schools; and	N/A	N/A	N/A
(6) How each LEA will ensure that students have access to and participate in rigorous and engaging STEM coursework.	N/A	N/A	N/A

Competitive Preference Priority 4			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Competitive Preference Priority 4: New and			

Rural Applicants (if applicable) To meet this priority, an applicant must provide at least one of the two following assurances, which the Department accepts:			
(a) An assurance that each LEA to be served by the project has not previously participated in a TIF-supported project.	Tennessee's Project Design Plan	p.24	
(b) An assurance that each LEA to be served by the project is a rural local educational agency (as defined in the NIA).			Appendix - TDOE District Locale

Competitive Preference Priority 5

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness (if applicable) To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant's project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--	Tennessee's Project Design Plan Quality of Management Plan	P. 25-26 p.41-44	
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;	Tennessee's Project Design Plan	p.31-33	
(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to	Tennessee's Project Design Plan	p.25-26	

Requirement 3(a); and			
(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	Tennessee's Project Design Plan	p.34	Appendix - MOUs
	Quality of Management Plan	p.41-44	

Requirement 1			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Requirement 1: Performance-Based Compensation for Teachers, Principals, and Other Personnel. In its application, an applicant must describe, for each participating LEA, how its proposed PBCS will meet the definition of a PBCS set forth in the NIA.	Tennessee's Project Design Plan	p.28-33	
	Quality of Management Plan	p.41-44	
<ul style="list-style-type: none"> • Design Model 1 or 2 	Tennessee's Project Design Plan	p.28-33	
<ul style="list-style-type: none"> • PBCS Optional Features 	Tennessee's Project Design Plan	p.31-33	

Requirement 2			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Requirement 2: Involvement and Support of Teachers and Principals</p> <p>In its application, the applicant must include--</p> <p>(a) Evidence that educators in each participating LEA have been involved, and will continue to be involved, in the development and implementation of the PBCS and evaluation systems described in the application;</p>	Educator Evaluations in Tennessee	p.13-24	Appendix
	Tennessee's Project Design Plan	p.25-26	
	Quantity of Management Plan	p.41-44	
<p>(b) A description of the extent to which the applicant has educator support for the proposed PBCS and educator evaluation systems; and</p>	Educator Evaluations in Tennessee	p.13-24	
	Tennessee's Project Design Plan	p.25-26	
	Quantity of Management Plan	p.37-44	
<p>(c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.</p>	Tennessee is not a collective bargaining state.	N/A	N/A

Requirement 3			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Requirement 3: Documentation of High-Need Schools</p> <p>Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded PBCS are high-need schools (as defined in the NIA), including high-poverty schools (as defined in the NIA), priority schools (as defined in the NIA), or persistently lowest-achieving schools (as defined in the NIA). Each applicant must provide, in its application--</p>	Tennessee's Project Design Plan	p. 24-25	Appendix - High Need Documentation Table
<p>(a) A list of high-need schools in which the proposed TIF-supported PBCS would be implemented;</p>	Tennessee's Project Design Plan	p. 24-25	Appendix - High Need Documentation Table
<p>(b) For each high-poverty school listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6313(a)(5))). [Data provided to demonstrate eligibility as a high-poverty school must be school-level data; the Department will</p>	Tennessee's Project Design Plan	P 24-25	Appendix - High Need Documentation Table

not accept LEA- or State-level data for purposes of documenting whether a school is a high-poverty school; and			
(c) For any priority schools listed, documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.			Appendix - High Need Documentation Table

Tennessee TIF
High Need Documentation

High Need Documentation						
Tennessee Participating Districts and Schools						
District	School Name	Grade Config	FRL%	NCLB Status 2011	Waiver 2011 Draft	Accountability 2012
Haywood County	Haywood County Schools (District)		84%	Target		Intermediate
Haywood County	Anderson Early Childhood	PK-K	93%	School Improvement 1		tbd by Oct 2012
Haywood County	East Side Elementary	Gr 3-4	80%	School Improvement 1		tbd by Oct 2012
Haywood County	Haywood Elementary	Gr 1-2	99%	School Improvement 1		tbd by Oct 2012
Haywood County	Haywood High School	Gr 9-12	75%	Target	Focus School	tbd by Oct 2012
Haywood County	Haywood Jr High School	Gr 7-8	86%	Target	Focus School	tbd by Oct 2012
Haywood County	Sunny Hill Elementary Sch	Gr 5-6	79%	School Improvement 1		tbd by Oct 2012
Polk County	Polk County Schools (District)		74%	Good Standing		In Need of Subgroup Improvement
Polk County	Benton Elementary	PK-5	76%	Good Standing		tbd by Oct 2012
Polk County	Copper Basin Elementary School	PK-6	87%	Target	Focus School	tbd by Oct 2012
Polk County	Copper Basin High School	Gr 7-12	82%	School Improvement 1		tbd by Oct 2012
Polk County	Chilhowee Middle School	Gr 6-8	65%	School Improvement 1		tbd by Oct 2012
Polk County	Polk County High School	Gr 9-12	60%	Target		tbd by Oct 2012
Polk County	South Polk Elementary	PK-5	85%	Good Standing		tbd by Oct 2012
Lincoln County	Lincoln County Schools (District)		63%	Good Standing		Intermediate
Lincoln County	Blanche School	PK-8	67%	Good Standing		tbd by Oct 2012
Lincoln County	Lincoln County Ninth Grade Academy	9	59%	Good Standing		tbd by Oct 2012
Lincoln County	Stone Bridge Academy	PK	92%			tbd by Oct 2012
Lincoln County	Flintville Elementary School	PK-8	77%	Good Standing		tbd by Oct 2012
Lincoln County	Highland Rim Elementary	PK-8	64%	Good Standing		tbd by Oct 2012
Lincoln County	Lincoln County High School	Gr 10 -12	51%	Good Standing		tbd by Oct 2012
Lincoln County	South Lincoln Elementary	PK-8	61%	Good Standing		tbd by Oct 2012
Lincoln County	Unity School	PK-8	71%	Good Standing		tbd by Oct 2012

**Teacher Incentive Fund Grant
Memorandum of Understanding (MOU)**

This is a memorandum of understanding (MOU) between the Tennessee Department of Education (TDOE) and Haywood County Schools, a participating (eligible) LEA applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition.

We agree to the following program requirements as outlined by the Tennessee Department of Education's TIF grant application:

- 1) To implement one of the State Board approved models for teacher and principal evaluation.
- 2) To build a design team which includes teachers and principals to provide input on the performance-based compensation system and communications plan during the planning year (2012-13) and periodically throughout the implementation years.
- 3) To identify at least one key contact for the project who will serve as project liaison for TDOE and will participate in technical assistance trainings, statewide TIF convenings, assist in case study development, and share best practices with other districts across the state.
- 4) To examine and revise all board and district policies which impact human capital management such as recruitment, selection, placement, transfers, evaluation, professional development, promotion and tenure recommendation with technical assistance provided by TDOE.
- 5) To offer an alternate salary schedule by Year 2 of the grant.
- 6) To freeze the 2013-14 state salary schedule to ensure sustainability of its compensation plans.
- 7) To define teacher leadership roles, in collaboration with TDOE, develop selection criteria and a compensation model for teachers who step into these roles.
- 8) To consider incorporating the following compensation components based on the district needs for recruitment, staffing and instructional improvement:
 - a. Recruitment and retention incentives based on high need schools and subject areas.
 - b. Rewards or incentives for advance degrees in math and science.
 - c. Job-embedded professional development linked to instructional improvement and educator evaluation results.
- 9) To review and analyze the distribution of effective teachers by school and develop plans to ensure that the highest need schools are served by effective teachers.
- 10) To develop a sustainability plan during the planning process and will revisit plan during each year of implementation.
- 11) To participate in the evaluation of the TIF program in order to provide ongoing feedback to educators within the school system and to the TDOE's project management team.

<p><i>Teresa Russell</i></p> <hr/> <p>District Director Name</p>	<p>(b)(6)</p>	<p><i>7-23-12</i></p> <hr/>
<p><i>Harold Garrett</i></p> <hr/> <p>Chair of Local School Board Name</p>	<p>Signature/Date</p>	<p><i>7-23-12</i></p> <hr/>
<hr/> <p><i>Optional</i> - Teachers Association Representative Name Signature/Date</p>		

Lincoln County Department of Education

206 East Davidson Drive
Fayetteville, Tennessee 37334

(931) 433-3565
FAX: (931) 433-7397

Wanda Shelton, Ed. D.
Director

July 23, 2012

Commissioner Kevin Huffman
Tennessee Department of Education
710 James Robertson Parkway
Nashville, TN 37243

Dear Commissioner Huffman;

As Director of Lincoln County Schools, I am writing this letter of intent to express our interest in participating in the fourth round of the Teacher Incentive Fund grant competition, subject to approval by the Lincoln County Board of Education. I have reviewed the requirements for participating in the TIF grant and have studied the strategic compensation systems currently being implemented in the 12 districts and 106 schools in Tennessee. The grant offers opportunities to focus not only on compensating teachers and principals based on performance but also helping teams of school leaders and teachers analyze the student and evaluation data and then provide support to teachers to improve their instructional practices. We are most interested in finding opportunities to reward teachers who are already going the extra mile to get our students ready for college and career opportunities.

I will continue to further our understanding of strategic compensation and share its potentials to improve teacher quality with the members of the Board. If awarded the grant, the district under the direction of the Board will build a compensation design team comprised of educators from our school system to provide input and feedback in the development process during the planning year 2012-13. Because of an upcoming Board election where the majority votes on our Board could change in August, I will have to wait for full Board approval to proceed when the new Board is seated in September.

Thank you again for this opportunity to be a part of this exciting opportunity. If you have any questions or concerns, please contact me at wshelton@lcdoe.org or at 931-433-3565.

Sincerely,

(b)(6)

Wanda Shelton, EdD
Director of Schools, Lincoln County

Polk County Department of Education

James Jones, Director of Schools

P.O. Box 665

Benton, TN 37307

(423) 299-0471

Fax (423) 338-2691

July 23, 2012

Commissioner Kevin Huffman
Tennessee Department of Education
710 James Robertson Parkway
Nashville, TN 37243

Dear Commissioner Huffman:

As Director of Schools at Polk County School District, I am writing this letter of intent to express our commitment to participate in the fourth round of the Teacher Incentive Fund grant competition. I am aware of the requirements for participating in the TIF grant and have studied the strategic compensation systems currently being implemented in the 12 districts and 106 schools in Tennessee. With this opportunity, our district will be able to focus not only on compensating teachers and principals based on performance but also helping teams of school leaders and teachers analyze the student and evaluation data and then provide support to teachers to improve their instructional practices.

If awarded the TIF grant, we will pursue full board approval and will build a compensation design team comprised of educators from our school system to provide input and feedback in the development process during the planning year 2012-13.

Thank you again for this opportunity to be a part of this exciting opportunity. If you have any questions or concerns, please contact our program director, Dr. Jared T. Bigham at jbigham@k12tn.net or at cell (706) 455-0200.

Sincerely,

(b)(6)


James R. Jones, Ed.D
Director, Polk County Schools

BILL HASLAM

July 26, 2012

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

Dear Secretary Duncan:

As one of the first two winners of the Race to the Top funds in 2010, Tennessee has readily become a leader in education reform. In order to continue our state's movement to improve the quality of education for all students in the state, I fully support Tennessee's decision to apply for the fourth round of the Teacher Incentive Fund grant competition. This opportunity will allow Tennessee to increase student achievement through recruiting and retaining the most effective teachers in high-needs schools for hard-to-staff subjects. As part of the First to the Top Act, Tennessee has implemented a new annual evaluation system, TEAM, which both aligns with and facilitates the goal of performance-based compensation systems outlined in the TIF grant application.

As a 2010 recipient of the third round TIF grant, Tennessee has expanded the ability for 106 schools and 12 districts to recruit and reward effective teachers. We are encouraged by the growth of strategic compensation plans in Tennessee under the current TIF grant. These funds have also contributed to efforts in four leading districts to move to alternative salary schedules. With new TIF funds and increasing district support, Tennessee will be well positioned to move forward with the implementation of additional performance pay systems.

It is essential that the students of Tennessee receive a high-quality education. This past year we saw impressive gains in student achievement. These gains, along with district support for meaningful reform under First to the Top, confirm that we are on the right path. I am committed to the future of education in Tennessee and, once funded, I will continue to work closely with schools and districts to implement and sustain the performance plans.

Sincerely, 

(b)(6)

Bill Haslam



CHAIR

DOLORES GRESHAM

VICE CHAIR

REGINALD TATE

SECRETARY

BRIAN KELSEY

RESEARCH ANALYST

NATHAN R. JAMES

EXECUTIVE ASSISTANT

LINDA KLINGMANN

STATE OF TENNESSEE
**SENATE EDUCATION
COMMITTEE**

308 WAR MEMORIAL BUILDING

NASHVILLE, TENNESSEE 37243

PHONE : (615) 741-3038

FAX : (615) 253-0375

MEMBERS

ANDY BERKE

CHARLOTTE BURKS

STACEY CAMPFIELD

RUSTY CROWE

JIM SUMMerville

JIM TRACY

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

Dear Secretary Duncan:

In recent years, Tennessee has emerged as a national leader in education reform. As chairs of the respective Tennessee House and Senate Education Committees, we would like to voice our enthusiastic support for the state's decision to apply for the fourth round of the Teacher Incentive Fund grant. This opportunity will allow Tennessee to expand its strategic compensation initiatives and to increase student achievement through recruiting and retaining the most effective teachers in high needs schools for hard-to-staff subjects. Over the last few years, education has been a priority in the General Assembly from the passing of the historic First to the Top Act to strengthening the tenure process to our successful application for a waiver from the NCLB standards. We support meaningful changes that allow districts to focus on the continued growth of academic achievement.

The statewide implementation of TEAM, the new annual evaluation system for teachers and principals, fulfills one of the Absolute Priorities for the Teacher Incentive Fund competition. Tennessee is committed to learning from our successes and challenges in the first year of implementation and making improvements to the process if necessary. As a 2010 recipient of TIF funds, four of the 12 districts are now piloting alternative salary schedules. We believe that the state's decision in applying for this proposal will allow districts the flexibility and funding to continue exploring alternative salary schedules.

Effective teachers are fundamental in ensuring that every child in Tennessee graduates high school prepared for college or the workforce. We are committed to the future of education in Tennessee and will work closely with schools, districts, and the State to implement and sustain the performance plans once funded.

Sincerely,

Senator Dolores Gresham
Chair, Senate Education Committee
State of Tennessee

Sincerely,

Representative Richard Montgomery
Chair, House Education Committee
State of Tennessee



Bill Haslam
GOVERNOR

STATE OF TENNESSEE
STATE BOARD OF EDUCATION
9th FLOOR, ANDREW JOHNSON TOWER
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-1050
615-741-2966
www.tn.gov/sbe

GARY L. NIXON
EXECUTIVE DIRECTOR

July 24, 2012

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

Dear Secretary Duncan,

Effective teachers are fundamental in ensuring that every child in Tennessee graduates high school prepared for college or the workforce. The State Board of Education supports the Tennessee Department of Education's decision to apply for the fourth round of the Teacher Incentive Fund grant competition because we believe that attracting, rewarding, and retaining effective teachers is one strategy which will help us reach our ambitious First to the Top goals. As part of the First to the Top Act, Tennessee has implemented a new annual evaluation system, TEAM, which aligns with the priorities outlined in the TIF grant application. As a state, we are committed to seeking feedback and making adjustments each year to improve the effectiveness of our teacher evaluation system. For the districts that have signed onto this application, each will have the opportunity to align teacher and principal effectiveness information with human capital management systems, to develop and design a performance based compensation system that meet the needs of the district, and to identify the most effective instructional practices which will help other teachers and principals improve.

As a 2010 recipient of the third round TIF grant, Tennessee has begun to pilot compensation models in 106 schools and 12 districts. Of those districts, four are leading the way in implementing alternative salary schedules. At the State Board of Education, we are committed to the future of education in Tennessee and will work closely with schools, districts, and school board members to implement and sustain these innovative strategic compensation plans.

Sincerely,

A handwritten signature in black ink that reads "Gary Nixon".

Gary L. Nixon, Ed. D.
Executive Director

July 18, 2012

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

Dear Secretary Duncan:

Effective teachers are fundamental in ensuring that every child in Tennessee graduates high school prepared for college or the workforce. The Tennessee School Boards Association (TSBA) supports Tennessee's decision to apply for the fourth round of the Teacher Incentive Fund grant competition because we believe that attracting, rewarding, and retaining effective teachers is one strategy which will help us reach our ambitious First to the Top goals. As part of the First to the Top Act, Tennessee has implemented a new annual evaluation system, TEAM, which aligns with the priorities outlined in the TIF grant application. For the districts that have signed onto this application, each will have the opportunity to examine its human capital management systems, to develop and design a performance based compensation system that meets the needs of the district, and to identify the most effective instructional practices which will help other teachers improve.

As a 2010 recipient of the third round TIF grant, Tennessee has begun to pilot compensation models in 106 schools and 12 districts. Of those districts, four are leading the way in implementing alternative salary schedules. At TSBA, we are committed to the future of education in Tennessee and will work closely with school boards to develop goals and objectives to implement and sustain the plans.

Sincerely,

(b)(6)

Tammy Grissom, Ed.D
Executive Director



Chartered 1975

**BOARD OF DIRECTORS
2012-2013**

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President**

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Southeast**

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Southwest**

**Mr. Mark Willoughby
Upper Cumberland**

**Dr. Mike Looney
At-large Director**

**Keith Brewer, Ed.D.
Executive Director**

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

July 16, 2012

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

Dear Secretary Duncan:

Raising the bar for academic excellence is a top priority for Tennessee. As one of the first two winners of Race to the Top Funds, Tennessee has become a national leader in education reform. The state has moved forward in implementing the new annual evaluation system, TEAM, which both aligns with and facilitates the goal of performance based compensation systems outlined in the TIF grant application. At the Tennessee Organization of School Superintendents (TOSS), we support the state's decision to apply for the fourth round of the Teacher Incentive Fund (TIF) grant competition. With this opportunity, Tennessee will be able to focus not only on compensating teachers and principals based on performance but also helping teams of school leaders and teachers analyze the student and evaluation data and then provide support to teachers to improve their instructional practices.

As a 2010 recipient of the third round TIF grant, Tennessee has begun to pilot compensation models in 106 schools and 12 districts. We are proud of these state-supported, district-led initiatives to reward effective teachers and we are very excited about the possibility of expanding these models to more districts across the state.

Sincerely,

(b)(6)

Keith D. Brewer, Ed.D.
Executive Director



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE CHIEF FINANCIAL OFFICER

JUL 13 2012

Ms. Amy D. Sharp
Fiscal Director
Tennessee Department Of Education
6th Floor, Andrew Johnson Tower, 710 James Robertson Parkway
Nashville, TN 37243

Reference: Agreement No. 2011-215A

Dear Ms. Sharp:

The original and one copy of the Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the U.S. Department of Education. The rates agreed upon should be used for computing indirect cost grants, contracts and applications funded by this Department and other Federal Agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

U.S. Department of Education
OCFO / FIPAO / ICG
Attention: Frances Outland, Rm. 6043
550 12th Street, SW
Washington, DC 20202-4450

We are extending the effective period of the rates to provide rate coverage and allow for adequate review of your FY 2013 indirect rate proposal.

The enclosed copy of this agreement should be retained for your files. If there are any questions concerning this agreement, please contact Frances Outland at (202) 245-8082 or Frances.Outland@ed.gov.

Sincerely,

(b)(6)

Mary Gougisha
Director, Indirect Cost Group
Financial Improvement and Post Audit Operations

Enclosures

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization

Tennessee Department of Education
710 James Robertson Parkway
6th Floor, Andrew Johnson Tower
Nashville, TN 37243

Date:

Agreement No: 2011-215A

Filing Reference: Replaces previous
Agreement No. 2011-215

Dated: 1/10/2012

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and issued by the U.S. Department of Education pursuant to the authority in Attachment A of Office of Management and Budget Circular A-87.

Section I - Rates and Bases

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Fixed	07/01/2011	06/30/2012	6.0%	MTDC	Unrestricted
Fixed	07/01/2011	06/30/2012	4.4%	MTDC	Restricted
Provisional	07/01/2012	09/30/2012	6.0%	MTDC	Unrestricted
Provisional	07/01/2012	09/30/2012	4.4%	MTDC	Restricted

Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and each subaward (subcontract or subgrant) above \$25,000 (each award, each year).

Applicable To:

Restricted Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Unrestricted Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs, however, pursuant to OMB Circular A-87-Attachment B Paragraph 8.d.(3), terminal leave costs for all employees will be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

Section II - Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV - Approvals

For the State Education Agency:

For the Federal Government:

Tennessee Department of Education
710 James Robertson Parkway
6th Floor, Andrew Johnson Tower
Nashville, TN 37243

U.S. Department of Education
OCFO / FIPAO / ICG
550 12th Street, SW
Washington, DC 20202-4450

(b)(6)

Signature

Signature

Kevin Huffman

Mary Gougisha

Name

Name

Education Commissioner

Director, Indirect Cost Group

Title

Title

7/18/12.

Date

Date

Negotiator: Frances Outland
Telephone Number: (202) 245-8082

(b)(6)

EDUCATION

- 5/2007-5/2010 **VANDERBILT UNIVERSITY**, Peabody College of Education, Nashville, TN
- Ed.D. Education Leadership, Policy and Organization
 - Peabody Dean's Scholarship (2001-2010)
- 6/1999-5/2002 **UNIVERSITY OF VIRGINIA**, CURRY School of Education, Charlottesville, Virginia
- M.T. Secondary English Education, secondary teaching certificate in English, summa cum laude
- 8/1997-5/2002 **UNIVERSITY OF VIRGINIA**, School of Arts and Science, Charlottesville, Virginia
- B.A., Major in English, summa cum laude
 - Distinguished Majors English Honors Thesis, "Women and Education in the Works of D.H. Lawrence"

EMPLOYMENT

- 11/2011-present **ASSISTANT COMMISSIONER, TEACHERS AND LEADERS**, Tennessee Department of Education, Nashville, TN
- Develop and direct policy and implementation of all initiatives and offices related to teachers and leaders for the Tennessee Department of Education. Report directly to the Commissioner of Education.
 - Set vision, goals and plans for ensuring that all students in TN have an effective teacher and that all schools have an effective leader.
 - Reorganize offices and staff in teacher and leader division to facilitate efficient, effective delivery of services to districts (e.g. licensure, support for hiring and placement, compensation models, evaluation of teachers and leaders, development tied to evaluation).
 - Oversee management of all 35 staff members on the Teachers and Leaders division and monitor progress towards division and department goals. Teams on the Teacher and Leader division include educator preparation, licensure/certification, Teach TN, recruitment, strategic compensation, teacher and leader development and evaluation.
 - Work closely with other Assistant Commissioners and district support staff to align efforts and services, particularly with regard to implementation of new evaluation system and Common Core.
- 7/2010-11/2011 **POLICY ADVISOR**, Tennessee Governor's Office of State Planning and Policy and Tennessee Department of Education, Nashville, TN
- Research, develop and coordinate policy and improvement efforts under state's \$501 million Race to the Top grant.
 - Provide focus and support for development of the Teacher Evaluation Advisory Committee's policy recommendations.
 - Direct plans for timely implementation of Tennessee's new teacher and principal evaluation system as part of Tennessee's Race to the Top work.
 - Facilitate and support the state's recommendations for use of evaluations to drive human capital decisions at the district level.
 - Foster a collaborative culture that builds support for the new evaluation system from all stakeholders, especially state educators.
 - Ensure effective communication around the new evaluation system to ensure high quality implementation; promote a culture of transparency, open communication and respect.
- 11/2008-7/2010 **POLICY AND OUTREACH ANALYST**, National Center on Performance Incentives, Nashville, TN
- Identified, monitored, and managed policy and development activities related to the focused program of research at federally funded research and development center for performance programs at local-, state-, and federal-level.
 - Co-investigator of Teacher Incentive Fund grantees program design, cohorts 1 and 2.
 - Assisted in the development and implementation of comprehensive interview protocol assessing teacher and principal attitudes and behaviors towards statewide teacher pay for performance program.
 - Developed and implemented taxonomy for reviewing and coding key program features of teacher-designed pay for performance plans, as well as analyze data and synthesize major findings.
 - Managed and facilitated large volume of requests made from inside and outside of organization for information on pay for performance policies and research.

PUBLICATIONS

- Heyburn, S., Lewis, J. (2010). Compensation Reform and Design Preferences of Teacher Incentive Fund Grantees. Nashville, TN: National Center on Performance Incentives.

- Heyburn, S. (2009). Bonus Award Design and Distribution in Texas: Observations from Cycle 1, Year 2 of The Texas Educator Education Grant Program Report [research brief]. Nashville, TN: National Center on Performance Incentives.
- Heyburn, S. (2009). Educator Behavior and Organizational Dynamics in Texas: Observations from Cycle 1, Year 2 of The Texas Educator Education Grant Program Report [research brief]. Nashville, TN: National Center on Performance Incentives.
- Heyburn, S. (2009). The Impact of TEEG on Teacher Turnover in Texas: Observations from Cycle 1, Year 2 of The Texas Educator Education Grant Program Report [research brief]. Nashville, TN: National Center on Performance Incentives.
- Heyburn, S. (2009). Supplemental Educational Services and Student Test Score Gains: Evidence from a Large, Urban School District [policy brief]. Nashville, TN: National Center on Performance Incentives.

PROJECT AND GRANT EXPERIENCE

- Policy advisor. Tennessee Governor's Office of State Planning and Policy. \$501 million over 4 years (Patrick Smith, Principal Director).
- Research assistant. National Center on Performance Incentives. \$10 million over 5 years (James W. Guthrie and Matthew G. Springer, Co-Principal Investigators).
- Research assistant. Evaluation of Texas Governor's Educator Excellence Award: Texas Educator Excellence Grant. & 1.85 million over 5 years. (Matthew G. Springer and Michael Podgursky, Co-Principal Investigators).
- Research assistant. Evaluation of District Awards for Teacher Excellence: District Awards for Teacher Excellence Grant. \$3.5 million over 2 years. (Matthew G. Springer and Michael Podgursky, Co-Principal Investigators).
- Facilitator and presenter. Conducted professional development workshop and presentation on formative assessment for staff in Daphne Public Schools (January 2010).
- Consultant. The Gheens Academy, Louisville, KY. Informed decisions of financial support for local education initiatives (June 2007-June 2009).

OTHER PROFESSIONAL EXPERIENCE

11/2011 – 4/2012 U.S. DEPARTMENT OF EDUCATION, PEER REVIEW FOR ESEA FLEXIBILITY REQUESTS

- Selected and served as a peer reviewer in the evaluation of state requests for ESEA flexibility.
 - Reviewed and provided scores and comments to the Secretary of Education and his staff regarding eight state applications.
 - Acted as peer facilitator for the second window of ESEA flexibility review (March 2012).
 - Worked closely with USED staff and peer panelists to provide meaningful guidance to states in the design and implementation of plans for Common Core transition, new accountability systems and teacher and principal evaluations systems.

7/2004 -7/2008 HIGH SCHOOL ENGLISH TEACHER, Ballard High School, Louisville, KY

- 10th Grade English Team Leader
 - Taught 10th grade English classes of all levels.
 - Coordinated and evaluated 10th grade English teachers.
- Literacy Coach
 - Coordinated and designed literacy instruction for English department.
 - Supported and trained content area teachers in developing sound literacy instruction and practices.
 - Developed a comprehensive, community-based literacy plan for Ballard High School.

7/2002 – 6/2004 HIGH SCHOOL ENGLISH TEACHER, Ravenwood High School, Nashville, TN

- Taught 9th and 10th grade English classes of all levels.
- Coordinated a professional learning team of eight teachers in cross-disciplinary professional critique and instructional development.
- Curriculum Writer
 - Developed countywide curriculum for 9th grade English teachers with an emphasis on performance-based assessment.
- Vanderbilt Research Team
 - Served as faculty representative in work with Vanderbilt University researchers to implement a school-wide positive behavior modification plan (PBS) and climate study.

EDUCATION

University of Virginia, Darden Graduate School of Business Administration, Charlottesville, VA
Master of Business Administration, May 2002

University of Missouri, Columbia, MO
Bachelor of Science in Chemical Engineering, December 1993

EXPERIENCE

Tennessee Department of Education **May 2012 to Present**
Executive Director, Educator Talent

- Develop and implement district-level supports for recruiting high-caliber teachers to the profession, especially in high needs subjects and low performing schools
- Create a statewide marketplace to match teacher and leader candidates with job openings across the state
- Identify best practices, develop tools and resources for improving teacher and leader recruitment and selection practices in districts and schools across the state
- Direct, coordinate and oversee implementation of the strategic compensation grants - TIF, IAF and CSF
- Develop statewide opportunities to recognize and reward excellent teachers and leaders throughout the state

Tennessee SCORE, State Collaborative on Reforming Education **February 2010 – May 2012**
Director, Technical Assistance

- Provided project management support and oversee business operations and finances for SCORE's internal operations
- Provided technical assistance, research and analysis on teacher evaluation systems, including student achievement growth as a component of a teacher effectiveness rating system.
- Led and managed the research and creation of new proposals for new public-private partnerships for SCORE to undertake in conjunction with partner organizations.
- Coordinated and convened focus groups and partner meetings with key stakeholders to gain feedback on the progress of Tennessee's education reform efforts and to refine strategies to support stakeholders' concerns.

Chicago Public Schools **January 2007 – March 2009**
Project Manager, Chicago TAP (formerly Recognizing Excellence in Academic Leadership), Chicago, IL

- Oversaw the implementation and administration of the \$27.5MM Teacher Incentive Fund grant award, the largest competitive federal grant award received by Chicago Public Schools, a pilot for teacher and principal performance based-compensation.
- Directed the strategic planning, school selection, staff selection and supervision, establishment of critical procedures, budget management, and communications for the program.
- Managed the critical relationship between the Chicago Teachers Union and Chicago Public Schools in supporting the pilot, which included negotiating the Memorandum of Understanding between the two parties and leading a joint committee responsible for governance and oversight of the project.
- Supervised the Training/Support team and implementation of the Teacher Advancement Program at the 20 participating schools.
- Organized and coordinated the professional development for the Chicago TAP Schools' Leadership Teams including three weeks during the summer and monthly principal and lead teacher trainings during the School Year.

Christina School District **July 2004 – January 2007**
Manager, Grants, Wilmington, DE

- Oversaw the development of the Consolidated Grant Application and the implementation of plans and requirements of the Grant (\$11.7MM) as well as other multi-site and single site grants.
- Managed the Supplemental Educational Services program for Title I Schools Under Improvement.
- Coordinated the implementation of the Title I programs by working collaboratively with the Title I building principals, parents, and teachers and staff of the Title I Schools.
- Provided technical assistance to and ensured requirements of the NCLB Act were met for schools under improvement, parent involvement, non-public schools, and homeless students.

Director, Training and Development, Wilmington, DE

- Organized and coordinated the professional development activities for the District including 10 District-wide In-service days per year and other offerings held throughout the School Year.
- Developed and organized leadership training for over 100 members of the District Leadership Team consisting of Leadership Styles training, 360° Feedback, Malcolm Baldrige Quality, and case studies.

- Facilitated district project focused on developing, documenting, and instituting processes and procedures for all important activities in several departments, such as Human Resources, Payroll, Business Office, Procurement, Facilities, and Curriculum & Instruction.
- Led cross-functional team in the identification, selection, purchase and implementation of a Professional Development registration and tracking system and managed the integration of data from legacy system.
- Managed the site based coaching system consisting of 26 Instructional Coaches located in 24 schools focused on New Teacher Mentoring/Induction, coaching and training teachers, providing workshops, developing curriculum, and improving the quality of teaching in the core content areas.
- Supported the Curriculum and Instruction department by conducting district-wide walkthroughs to assess the implementation of professional development initiatives and provided in-depth technical support to the School Improvement Planning process by serving as school liaison from the district office.
- Selected from over 300 applicants for The Broad Residency in Urban Education, an intensive management development program focused on building management capacity in Urban School Systems nationwide.

Duke Energy

July 2002 – July 2004

Commercial Associate, Houston, TX

- Developed financial models using discounted cash flow and EBITDA multiples for acquisition targets in the gas pipeline industry of up to \$35MM.
- Performed valuation analysis on Duke Energy International (“DEI”) assets to identify divestiture candidates and to establish retention values of those assets.
- Drafted, reviewed, and edited Information Memorandums and Sale and Purchase Agreements for the sale of non-strategic assets in DEI.
- Developed the 2003 budget of approximately \$6.0M for Energy Services Finance and Strategic Planning
- Coordinated activities relating to Duke Houston’s participation in the Disclosure Working Group of the Committee of Chief Risk Officers (“CCRO”), a coalition of energy companies formulating best practices in risk management and disclosure for the industry.

Wachovia Corporation

May 2001 – August 2001

Summer Associate, US Corporate Finance, Media & Telecommunications Industry Group, Atlanta, GA

- Utilized Portfolio Management modeling software to evaluate profitability and capital at-risk of the clients in the Telecom portfolio.
- Performed business and industry analysis on various clients to predict repayment capacity and to evaluate financial performance.

Solutia Incorporated

August 1996 – August 2000

A \$3 Billion chemical company spun off from Monsanto Company in 1997.

Senior Buyer, Essential Materials, Pensacola, FL

- Managed inventories of more than 200 raw materials and scheduled deliveries for two Solutia nylon plants and seven outsourced manufacturing partners.
- Led cross-functional team to reduce working capital by \$1MM and consolidate precious metal catalyst purchases resulting in \$50 K savings and material handling process improvements.
- Developed and implemented procedures, trained 30 employees, coordinated and conducted audits in order to maintain ISO9002/QS9000 quality systems registration for Purchasing & Manufacturing Services.

Packaging Engineer and Buyer, Pensacola, FL

- Managed packaging inventories of more than 100 materials and scheduled deliveries.
- Leveraged and consolidated enterprise packaging purchases as a member of national sourcing teams resulting in enterprise savings of \$2 MM and plant wide savings of \$400 K.
- Identified and evaluated new ways of packaging and handling all finished goods to reduce packaging costs and meet customer needs.

Monsanto Company

August 1994 – August 1996

Business & Research Support Services/Engineering Purchasing, St. Louis, MO

- Conducted study to identify potential suppliers for EDI/EFT resulting in a reduction of manual transactions and the addition of 50% of suppliers to Electronic Data Interchange.
- Negotiated contracts for services not under national agreements to identify potential cost savings and consolidate supplier base.
- Created performance evaluation tool to identify and maintain high performing suppliers and eliminate low performing suppliers.

OTHER

- **Advisory Board Member, Innovative Schools of Wilmington, Delaware**

Michael Luke Kohlmoos

(b)(6)

Education

University of Virginia, Charlottesville, VA BA Sociology 2008 Major GPA : 3.7
Relevant coursework included Sociology of Education, Sociology of Immigration and a variety of statistics and research methods courses.

Professional Experience

Tennessee Department of Education Nashville, Tennessee (Summer 2011-present)
Associate Director, Teacher Incentive Fund, Teachers and Leaders Division
Project lead for state strategic compensation initiatives. Responsibilities include: project management for federally funded district strategic compensation plans; technical assistance and troubleshooting; point of contact for current and aspiring strategic compensation districts; budget monitoring; meeting USED requirements.

Education Consultant, Commissioner's Transition Team
Member of team tasked with researching and developing strategic plan for education in Tennessee. Responsibilities included: researching information on key education topics in Tennessee and nationally, synthesizing research on key topics into recommendations for the commissioner.

District of Columbia Public Schools Washington, DC (Summer 2008 - Winter 2011)
Strategy Coordinator, Office of Family and Public Engagement,
Chief strategist on community engagement initiative involving neighborhood-based forums and local school advisory teams; Responsibilities included: school budget development; procurement and hiring; staff supervision; website support; data and reporting oversight.

Project Assistant, Office of Family and Public Engagement,
Lead administrative officer for office operations and outreach. Responsibilities included: budget development, procurement, hiring; website development; logistical support for community meetings; coordinate summer communications initiative with families; project management of strategic communication effort and DCPS rebranding; supervision of interns

Senior Associate, Chancellor's Office
Communications assistant for new communications effort. Responsibilities included: email communication list development, support for community meetings, planning for DCPS website and new strategic communication product

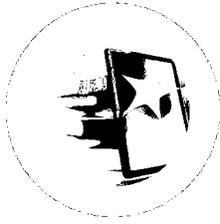
Special Activities

Frank Batten School Professional Development Seminar, University of Virginia (Spring 2008)
Bill reading, understanding oversight, memo writing

Charlottesville Migrant/Adult Education Program, Charlottesville, VA (Summer 2007-Spring 2008)
Tutoring migrant children, assistant teaching adult GED classes, assistant teaching migrant adults

Pacific Education Conference, Close Up Foundation, Pohnpei, Micronesia (Summer 2003)
International relations and civic education program with students and teachers from Micronesia

Putney/Excel Study Abroad Program Havana, Cuba (Summer 2002)
Creative writing program involving local travel and home visits



TENNESSEE DEPARTMENT OF

EDUCATION

Teacher Evaluation in Tennessee: A Report on Year 1 Implementation

July 2012

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Results: Student Outcomes and Teacher Observation Results	27
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Executive Summary

In July 2011, Tennessee became one of the first states in the country to implement a comprehensive, student outcomes-based, statewide educator evaluation system. This implementation was a key tenet of Tennessee's First to the Top Act, adopted by the General Assembly with bipartisan support during 2010's extraordinary session under the backdrop of the federal Race to the Top competition. This landmark legislation established the parameters of a new teacher and principal evaluation system and committed to implementation during the 2011-12 school year. The act required 50 percent of the evaluation to be comprised of student achievement data—35 percent based on student growth as represented by the Tennessee Value-Added Assessment System (TVAAS) or a comparable measure and the other 15 percent based on additional measures of student achievement adopted by the State Board of Education and chosen through mutual agreement by the educator and evaluator. The remaining 50 percent of the evaluation is determined through qualitative measures such as teacher observations, personal conferences and review of prior evaluations and work.

An important component of the First to the Top Act was the creation of the Teacher Evaluation Advisory Committee (TEAC), a group of teachers, principals, superintendents, legislators, business leaders, and other community members, which met 21 times over the course of the following year to review and discuss various issues related to policy and implementation. The committee reviewed field tests of four different observation rubrics, which were conducted in the 2010-11 school year in approximately 125 schools across the state. The TEAC supported use of the TEAM (Tennessee Educator Acceleration Model) rubric as the state model and also voted on a number of key components of implementation, including the number and structure of observations for the year. By law, those recommendations were made to the State Board of Education, which was charged with adopting the final guidelines and criteria for the annual evaluation of all teachers and principals. The board ultimately unanimously adopted the TEAC-endorsed TEAM model and, in addition, approved three alternative models – 1) Project Coach in Hamilton County; 2) TEM (Teacher Effectiveness Measure) in Memphis City; and 3) TIGER (Teacher Instructional Growth for Effectiveness and Results) in 12, mostly municipal, school systems statewide. The board also approved a menu of achievement measures that could be used as part of the 15 percent measure.

In the summer of 2011, the Tennessee Department of Education contracted with the National Institute for Excellence in Teaching (NIET) to provide a four-day training for all evaluators across the state. NIET trained more than 5,000 evaluators intensively in the state model (districts using alternative instruments delivered their own training). Evaluators were required to pass an inter-rater reliability exam, in which they viewed video recordings of teachers delivering lessons and rated them to ensure they understood the distinction between differing levels of performance.

Implementation of the evaluation system began at the start of the 2011-12 school year. The department made a concentrated effort to solicit and encourage feedback, meeting with teachers and administrators across the state. Educators voiced both strengths and concerns about various facets of the teacher evaluation process and implementation. Legislators also received feedback from their constituents and shared information with department officials. The department and others heard

positive comments from administrators about improvements in the quality of instruction in classrooms and also heard concerns about particular facets of the system. As implementation continued through the first semester of the school year, it became clear that satisfaction with the evaluation system varied considerably from district to district, driven largely by district- and school-level leadership.

While administrators continued to tout the system's impact on instruction, the public discussion about teacher evaluation began to detract from the real purpose of the evaluation system: improving student achievement. In response, Governor Haslam, supported by legislative leadership, tasked the State Collaborative on Reforming Education (SCORE) with conducting an independent review of the system through a statewide listening and feedback process and producing a report to the State Board of Education and department outlining a range of policy considerations. In addition, the Governor announced his support of House Joint Resolution (HJR) 520, which ultimately was adopted by the General Assembly. This resolution directed the department to follow through on its commitment to seek feedback, conduct an internal review of the evaluation system, and provide a report with recommendations to the House and Senate Education Committees by July 15, 2012.

Feedback

In response to the charge presented to the department, and in an ongoing effort to ensure teachers and school leaders have a voice in the improvement of the teacher evaluation system, the department has offered multiple opportunities and methods (outlined in this report) for educators and stakeholders to provide feedback about what is working and which areas of the system need improvement. The feedback represented in this report is based on the following sources:

- In-person meetings and presentations by department team members in front of more than 7,500 teachers across the state
- 120 stakeholder meetings across the state through focus groups and study councils
- More than 7,500 emails (feedback and questions) received through our teacher evaluation electronic help desk
- Meetings with all of the state's 136 directors of schools, in large and small group discussions
- In-person visits by Commissioner Huffman to more than 100 school districts since the evaluation plan was adopted
- Two surveys of teachers—one from SCORE and one from TNCRED (Tennessee Consortium on Research, Evaluation & Development) —open to all Tennessee educators, resulting in approximately 17,000 responses to SCORE and a similar number to TNCRED
- An in-depth report and analysis by SCORE based on nine public roundtables throughout the state, its on-line questionnaire/survey, and numerous interviews

Additionally, the most important piece of feedback is the overlay of three pieces of data: the results of the state's annual student assessments; the TVAAS scores of teachers and schools; and the observation scores of teachers. These represent thousands of pieces of data that help show the overall accuracy and impact of the evaluation system.

This feedback loop and model of continuous improvement is not a one-time event; it must carry on into the coming months and years as we continue to make the system better.

Through our feedback gathering process, common themes have emerged:

- Administrators and teachers—including both supporters and opponents of the evaluation model—believe the TEAM rubric effectively represents high-quality instruction and facilitates rich conversations about instruction.
- Administrators consistently noted that having school-wide value-added scores has led to increased collaboration among teachers and a higher emphasis on academic standards in all subjects.
- Administrators and teachers both feel too many teachers have treated the rubric like a checklist rather than viewing it as a holistic representation of an effective lesson, and both groups feel additional training is needed on this point.
- Teachers in subjects and grades that do not yield an individual value-added score do not believe it is fair to have 35 percent of their evaluation determined by school-wide scores.
- Implementation of the 15 percent measure has not led to selection of appropriate measures, with choices too often dictated by teacher and principal perceptions of which measure would generate the highest score rather than an accurate reflection of achievement.
- Administrators consistently noted the large amount of time needed to complete the evaluation process. In particular, administrators want to spend less time observing their highest performing teachers and more time observing lower performing teachers. Additionally, they feel the mechanics of the process (e.g., data entry) need to be more streamlined and efficient.
- Both administrators and teachers consistently felt better about the system as the year progressed, in part due to familiarity with the expectations and because of changes that allowed for fewer classroom visits during the second semester.
- Local capacity to offer high-quality feedback and to facilitate targeted professional development based on evaluation results varies considerably across districts.

Results

Student Outcomes

The 2011-12 school year saw tremendous progress for public education in Tennessee, as measured by the most significant outcome - student achievement. Test scores improved, in aggregate, at a faster rate than any previously measured year. Math and science scores, in particular, increased significantly, moving students forward against rigorous, nationally-benchmarked standards. To put this into perspective, 55,000 more students are at or above grade level in math than in 2010; 38,000 more students are at or above grade level in science. This growth and achievement represents real change in the academic trajectory and potential life options for Tennessee students and can be the very real difference between long-term success and failure.

We attribute this strong academic performance to a number of factors, including higher academic standards through the Tennessee Diploma Project; an accountability framework that recognizes ambitious but achievable goals; stronger professional development offerings funded in many cases through districts' Race to the Top plans; and continued state financial investment in K-12 education

despite a challenging budget climate. We also believe teacher evaluation has played an important role in our student achievement gains as administrators have specifically cited its role in improving instruction.

In all areas of education reform, Tennessee's focus must be on continuous improvement. While we have made significant progress over the last several years, we have a long way to go to serve all students at a high level. We view teacher evaluation through the same lens as all of our work: we must measure and improve every year.

Observation Results

Teacher observation results from year one are encouraging and demonstrate more meaningful differentiation than ever before. However, they also indicate that as a state, we must more accurately and consistently reflect the true spectrum of teacher performance. While there was concern among educators in the early stages of training and implementation that few teachers would receive observation scores demonstrating performance exceeding expectations, results show that more than 75 percent of teachers scored a 4 or a 5 (scores demonstrating performance exceeding expectation) with less than 2.5 percent scoring a 1 or 2 (scores demonstrating performance below expectations). While these scores dispel the myth that teachers cannot receive high scores on the observation rubric, when considered alongside student achievement results, they demand reflection and thoughtful consideration. For example, while scores for teachers exceeding expectations on observations were aligned with those receiving scores of 4 or 5 based on student achievement growth, this same alignment did not occur for those teachers performing at the lowest levels in terms of student outcomes.

This variation is crucial to analyze and address as it translates into districts ignoring our most struggling teachers and not providing the appropriate feedback educators need to improve their performance and, ultimately, student outcomes.

Framework for Recommendations

In reviewing student outcomes and teacher evaluation results from year one and considering potential changes to the evaluation system, we have focused on striking the appropriate balance between competing realities across a number of different areas:

- Most schools and districts made significant academic progress in 2011-12, leading to tens of thousands of additional students performing at or above grade level. Still, there is enormous differentiation in performance between districts, even when controlling for demographic and other variables.
- Most teachers in Tennessee are performing at a high level as measured by their impact on student achievement. The majority of teachers in the state are not simply adequate, but exceed expectations against high standards. At the same time, one in six teachers falls significantly short of expectations in advancing student learning.
- District and school administrators spent considerable time in evaluation training demonstrating an understanding of the different levels of performance for observations, and all evaluators passed a test demonstrating this understanding. However, in implementation, observers systematically failed to identify the lowest performing teachers, leaving these teachers without

access to meaningful professional development and leaving their students and parents without a reasonable expectation of improved instruction in the future.

It is important to grapple with these dichotomies in considering changes to the evaluation model. Our goal is to recommend a set of improvements that will increase fairness and efficiency, heighten professional development, and build on the rich instructional conversations from the past year. At the same time, we must not lose track of the need to provide honest assessments of performance that differentiate between our highest performing teachers and their lower performing peers. Absent this level of accurate differentiation, districts and schools cannot appropriately tailor professional development and risk missing opportunities to improve performance over time. Our recommendations for improving the design and implementation of the evaluation system fall into the following four categories:

- I. Measurement of the quantitative impact on student performance. This includes an examination of both the 35 percent of evaluation scores driven by TVAAS and the 15 percent achievement measure selected by teachers and principals. In particular, we must ensure that as many teachers as possible have effective means of measuring impact on students, and we must consider what additional weight the quantitative portion of the evaluation should be given for teachers who do not have access to individual metrics.
- II. Changes to the qualitative rubric. This area focuses on ways to maintain the many pieces of the rubric that allow teachers and administrators to have strong discussions about instruction, while streamlining areas that were redundant or less effective in facilitating conversations.
- III. Increases in process efficiencies. We want to ensure that administrators are spending their time on observations and on feedback conversations, not on entering data into systems. Additionally, administrators should spend time with the teachers who need the most help.
- IV. Management of district implementation. We must ensure that districts apply the evaluation system fairly, while still allowing for significant local innovation. We must also ensure that districts provide robust feedback and professional development to teachers who currently lack the skills to advance student achievement effectively.

Recommendations

I. Measurement of the quantitative impact on student performance (all evaluation models)

1. The state should ensure that additional teachers have access to an individual value-added growth measure, while maintaining the principle that assessments should only be added when they will benefit student performance and should not be added for the sole purpose of measuring teachers. *Responsible party: Department of Education.*
2. The prohibition on including students with disabilities in calculating an individual teacher's value-added score should be removed. This prohibition prevents accurate measurement of special education teachers, does not align with the state's goal of improving outcomes for all students, and is based on the statistically inaccurate presumption that students with disabilities will harm teacher effect scores. *Responsible party: General Assembly.*

3. Teachers who do not have access to individual value-added scores should continue to have a portion of their evaluation come from school-wide value-added scores given the positive impact on academic standards this year. However, that portion should be reduced from 35 percent to a lower threshold. *Responsible party: General Assembly.*
4. School-wide value-added scores should be based on a one-year score rather than a three-year score. While it makes sense, where possible, to use three-year averages for individuals because of smaller sample sizes, school-wide scores can and should be based on one-year data. *Responsible party: Department of Education.*
5. Teachers with individual value-added scores who receive a 4 or 5 on TVAAS should be allowed to use that score to count for 100 percent of their total evaluation score. Because the TVAAS score comes at the end of the year, these teachers would still receive feedback from observations during the year. *Responsible party: General Assembly.*
6. The options available for the 15 percent achievement portion of the evaluation scores should be significantly limited, prioritizing options that can be calculated prior to the start of the following school year and ensuring that the options provide legitimate measures of impact on achievement. After one year, the General Assembly should revisit the 15 percent measure and consider removing this as a factor in evaluations if the measure does not align with student outcomes. *Responsible parties: State Board of Education & General Assembly.*

II. Changes to the qualitative rubric (TEAM model)

1. The instructional components of the rubric should be left largely intact to build on successful implementation and to increase educator familiarity with the rubric. The department should undergo a careful examination during the coming year to determine if there are ways to streamline the rubric further for 2013-14. *Responsible party: Department of Education.*
2. The state should continue to train evaluators to use the rubric holistically and should provide professional development to ensure that teachers and evaluators understand that the rubric should not be viewed as a checklist. *Responsible party: Department of Education.*
3. The state should provide access to additional examples of performance levels for teachers through increased video libraries, sample lessons, and through facilitation of peer-to-peer observations. *Responsible party: Department of Education.*
4. The professionalism component of the rubric should be significantly reduced and streamlined. There are redundancies in the rubric and significant grade inflation led to artificial inflation in overall scores. *Responsible parties: State Board of Education & Department of Education.*
5. The state should explore the use and funding of student surveys and pilot programs to use video scoring of observations at district discretion. Each of these areas has shown significant promise in national pilots and we should encourage their use in Tennessee. *Responsible party: Department of Education.*

III. Increases in process efficiencies (all evaluation models)

1. Teachers who receive a 5 on either their overall evaluation score or on their individual TVAAS score should have a more streamlined evaluation process the following year. This process should include one full-length observation and two additional short, unscheduled visits with limited paperwork. *Responsible parties: State Board of Education & Department of Education.*
2. Teachers who receive a 1 on either their overall evaluation score or on their individual TVAAS score should have additional, unannounced, full-length observations with feedback to ensure they receive professional development to improve. Because many evaluators systematically failed to identify the lowest-performing teachers in 2011-12, it is critical that this policy include teachers who receive a 1 on the individual TVAAS score, meaning that students in their classes advanced significantly less than would be expected. *Responsible parties: State Board of Education & Department of Education.*
3. The evaluation data system should continue to be measured and streamlined to increase efficiencies, reduce time and paperwork on school districts, and allow for increased functionality. *Responsible party: Department of Education.*

IV. Management of district implementation (all evaluation models)

1. Currently, under the provisions of State Board of Education's Teacher and Principal Evaluation Policy 5.201, districts that have a significant variance between value-added scores and observation scores can lose their right to implement alternative evaluation models and can be subject to more intensive state monitoring. The board, with the assistance of the department, should more clearly define what this means. As part of this intervention, evaluators with observation scores that deviate significantly from the quantitative scores should have their certification as evaluators re-evaluated and be required to attend re-certification classes. *Responsible parties: State Board of Education & Department of Education.*
2. The state should utilize its eight Centers of Regional Excellence (Field Service Centers) to provide district and school leaders with increased access to professional development in areas of high need of evaluation implementation. *Responsible party: Department of Education.*

From the outset of the 2011-12 school year, the Department of Education committed to listen to stakeholders, gather feedback, collect data, measure outcomes, and build a continuous improvement process that ensures that the state evaluation model improves every year. We take that responsibility seriously. This report contains significant data and feedback that have helped guide our recommendations. We believe the recommended changes will improve upon our effective evaluation model and lead to even stronger student outcomes.

The evidence is clear that students in Tennessee are learning more than ever before. At the same time, fully half of Tennessee children fail to meet state standards. There is more work to be done. With the help of the General Assembly, State Board of Education, districts, schools, and educators, we remain committed to the challenging work of building an exceptional public education system for all of our students.

Introduction

Tennessee has set an ambitious goal: we seek to be the fastest improving state in the nation when it comes to student achievement. In our winning Race to the Top application, made possible through the bipartisan adoption of the Tennessee First to the Top Act, we articulated a compelling and bold vision for education in Tennessee and set challenging but achievable goals. Attainment of these goals will dramatically change the trajectory of our education system and improve upon the life prospects of students and families.

As part of our winning Race to the Top effort as well as our strategic plan for education, Tennessee committed to expand student access to effective teachers and leaders by implementing a comprehensive, student outcomes-based, statewide educator evaluation system—a system where every teacher is evaluated every year and provided with constructive feedback for improvement. All students deserve a high quality teacher in the classroom and all teachers deserve appropriate feedback to assist them in making this goal a reality.

There is no perfect teacher evaluation system. However, as a state, we simply cannot afford to continue the status quo or let the perfect be the enemy of the good. As highlighted in this report, the bold steps Tennessee has taken, including the implementation of teacher evaluation, are working. Student achievement is increasing and more students than ever are reaching or exceeding proficiency levels in key subjects. That said, we are committed to seeking feedback and making adjustments every year to improve the effectiveness of our teacher evaluation system. The information, considerations and recommendations contained in this report are a reflection of that commitment and represent a wealth of feedback and learning from year one of implementation.

Evaluation Overview

Tennessee's new teacher evaluation system is based on multiple measures, including classroom observations (50 percent), student achievement (15 percent) and student growth data /TVAAS (35 percent), and every teacher is evaluated regardless of years of service or tenure status. Evaluation scoring differentiates teachers into five effectiveness levels with the breakdown as follows: 1: Significantly Below Expectations; 2: Below Expectations; 3: Meets Expectations; 4: Above Expectations; and 5: Significantly Above Expectations. All teachers receive feedback based on the evaluator's observations and, ultimately, the evaluations are designed to inform personnel decisions, including, perhaps most importantly, professional development and assistance to improve the effectiveness of the teacher.

Classroom observations are scored using a rubric that outlines clear expectations of high-quality instruction, planning, classroom environment and professionalism. Teachers with a professional license are observed four times annually with two 15-minute observations and two lesson-length observations. Teachers with an apprentice license are observed six times annually with three 15-minute observations and three lesson-length observations. *[Note: In November 2011, the State Board of Education approved a flexibility provision that gives the option for the observation of two domains (planning and instruction or environment and instruction) in a single classroom visit.]* The observations are equally distributed across the two semesters, and at least half must be unannounced.

The state TEAM rubric is modeled after the National Institute for Excellence in Teaching's (NIET) evaluation model. The rubric is based on research and best practices from multiple sources. NIET studied and reviewed instructional guidelines and standards developed by numerous national and state teacher standard organizations and developed a comprehensive set of standards represented in the rubric.

Feedback

I. Process

Beginning in spring 2010 with the Tennessee Evaluation Advisory Committee's (TEAC) charge and subsequent policy recommendations, the Tennessee Department of Education committed to ensuring that teachers, leaders and stakeholders have a voice in the design, implementation and ongoing improvement of the Tennessee Educator Acceleration Model (TEAM). As noted in the executive summary, the system was designed through a collaborative effort that included teachers, principals, community leaders, and national experts. Thousands of educators participated in a field-testing process, using the new model, providing feedback and ultimately contributing to many of the final design decisions.

As implementation began during the 2011-12 school year, it was clear that there were communication challenges. Communication capacity varied greatly by district, teachers often did not know who to turn to with questions, and school leaders struggled to find the support and guidance needed to navigate the early stages of implementation. In light of these challenges, legislators and others tasked the department to develop a more centralized communication strategy to address these needs. We responded with a renewed sense of urgency and significantly increased our efforts to communicate with educators. As such, the department also dedicated significant time and resources during year one to learning from educators' on-the-ground experiences with TEAM in order to determine the effectiveness of the system, as well as areas in need of revision.

We have numerous sources of feedback, including department structures, surveys and interviews conducted by TNCREC, a report by SCORE, and student achievement and teacher evaluation results. Each of these is described in further detail below.

Department Feedback Gathering

From the first stages of implementation, the department has gathered feedback on TEAM with an eye toward improving the system for all teachers. To this end, the department has offered multiple opportunities and methods for educators and stakeholders to provide input regarding TEAM—what's working and what needs to be improved. This is a broad, collective effort and stakeholders have played a critical role over the past year in offering suggestions for refinement. This feedback loop and model of continuous improvement will continue into the coming months and years as we work to make the system even better. Through intentional, ongoing efforts to facilitate collaboration and solicit input, the department has learned a great deal about TEAM's effectiveness in helping teachers improve instruction and increase student achievement, and this learning will continue.

To date, the department has met with more than 7,500 educators as part of this system of continuous feedback and received direct input from thousands more through surveys, stakeholder meetings and email communication. In addition, Commissioner Huffman has personally visited more than 100 districts to talk to school leaders and educators about teacher evaluation implementation.

A. Educator and stakeholder meetings

The department has held numerous meetings with educators and stakeholders throughout the year to gather feedback on the evaluation model. These have included regular, on-going work with superintendent, supervisor, and principal study councils. These meetings have also included teachers and some have additionally included students and parents. Including the on-going engagement with study councils, educators and stakeholders were convened over 120 times across the state: 41 times in the West grand division—eight teacher groups, 18 supervisor groups, and 15 principal groups; 40 times in the Middle grand division—five teacher groups, 18 supervisor groups, and 17 principal groups; and 38 times in the East grand division—six teacher groups, 17 supervisor groups, and 15 principal groups.

B. Directors of Schools

The department has also made it a priority to solicit feedback on design and implementation specifically from directors of schools. Department staff members have met with directors more than 200 times since September. Additionally, Commissioner Huffman has met with directors to discuss evaluations throughout the year. In these meetings, directors provided specific input on the implementation of TEAM in their districts. Furthermore, the commissioner and department leadership have held monthly meetings with the Executive Committee of the Superintendents' Study Council with TEAM as a standing agenda item. TEAM was also a primary focus at last September's CEO conference in Gatlinburg. This provided superintendents with the chance to ask questions, provide feedback and to get more information at a critical point in year one implementation.

C. Regional Consultants

As part of the department's effort to support implementation at the school and district level, nine regional consultants were hired to work directly with teachers and leaders. These individuals were Tennessee educators, all of whom were selected in part because of a track record of success with educators and students. Consultants worked regionally and were charged with helping their designated districts with various aspects of TEAM implementation throughout the year. Consultants collected and reported feedback to the department. Through this regular, on-the-ground collaboration with districts and schools, the consultants were able to provide important, real-time information that helped guide implementation decisions and facilitate additional support efforts when needed.

D. Specific Educator Groups

The department convened educator groups from specific content areas to provide feedback on both the observation instrument as well as student growth measures. Based on the feedback provided, educator groups worked with department staff to create guidance documents to

inform classroom observations of specific groups. Additionally, these groups continued the department's ongoing effort to identify growth-based measures for educators in non-tested grades and subjects. Their input has been instrumental in the work to approve additional growth measures for the coming 2012-13 school year. In some cases where individual growth measures are not yet feasible, these groups have also discussed the possibility of applying greater weight on the qualitative portion of a select set of educators' evaluation scores.

E. E-mail Questions & Communications

The evaluation team implemented two key methods for answering questions and collecting feedback. Team.questions@tn.gov is an email address to which any educator can send a question about the evaluation system and receive a response within 24 hours. To date, the team has answered over 6,500 questions, with a 98 percent response rate within 24 hours. Additionally, team.feedback@tn.gov is an email address to which any educator can send feedback regarding the evaluation system. At the time of this publication, more than 1,000 educators have sent feedback to the department.

F. General Assembly

In addition to its work with educators, the department worked closely with the General Assembly to ensure an open line of communication during year one of implementation. This entailed frequent meetings with individual legislators, as well as formal presentations to the House and Senate Education Committees during fall 2011 and spring 2012. We have also presented quarterly updates on implementation to the Joint Government Operations Committee in an effort to keep all stakeholders informed about key issues related to implementation. In addition, pursuant to House Joint Resolution (HJR) 520, adopted by the General Assembly during the 2012 session, the department provided an interim report on teacher evaluation to the House and Senate Education Committees on April 15.

Tennessee Consortium on Research, Evaluation and Development

As part of Tennessee's Race to the Top grant, the Tennessee Consortium on Research, Evaluation and Development (TNCRED) is responsible for carrying out a detailed, focused program of research. In collaboration with researchers and practitioners from across Tennessee and the nation, the consortium leads and engages in research studies, program and policy evaluations, and subsequent development activities to promote results-oriented decision-making. TNCRED researchers and its partners also work to disseminate lessons learned, inform policies, programs and practices with research-based evidence, and help build Tennessee's research capacity. As part of their participation in Race to the Top, all of Tennessee's school districts have agreed to participate in TNCRED's research.

While TNCRED is charged with evaluating numerous key initiatives under the state's First to the Top plan, ongoing review and analysis of teacher and principal evaluation systems is a top priority. This includes review of all four new evaluation models: 1) TEAM; 2) Teacher Instructional Growth for

Effectiveness and Results (TIGER) in use in 12 mostly municipal and special school districts; 3) Project Coach in use in Hamilton County; and 4) Teacher Effectiveness Measure (TEM) in use in Memphis. As such, during the 2011-12 school year, TNCREd researchers provided educators across the state with opportunities to share their experiences, perceptions, and recommendations regarding teacher and principal evaluation. These opportunities have included a comprehensive survey for Tennessee educators as well as interviews with principals and district evaluators regarding evaluation of both principals and teachers.

Interviews were conducted by phone with 42 district evaluators and school-based administrators between March 19 and March 30. Additionally, TNCREd launched teacher and administrator surveys to over 70,000 educators in the spring of 2012. More than 16,000 teachers and non-administrators and nearly 1,000 administrators responded. This information will contribute to the continuous improvement of all evaluation models.

State Collaborative on Reforming Education (SCORE) Report

At the request of Governor Haslam, in December 2011, SCORE initiated a formal statewide listening and feedback process, independent of state government, on Tennessee's teacher evaluation system. As part of the process, Governor Haslam asked SCORE to produce a report to the State Board of Education and Department of Education that would reflect feedback from across the state and propose a range of policy considerations for refining Tennessee's teacher evaluation system moving forward.

SCORE's role in this process was to listen. SCORE collected feedback from stakeholders across the state including teachers, principals, superintendents, parents, local and state officials, community and business leaders, and other citizens. To gather feedback, SCORE conducted nine regional roundtables, which were open to the public, from February through the beginning of April. Additionally, SCORE conducted an on-line questionnaire for teachers and administrators to collect feedback on their experiences with TEAM implementation and received responses from more than 15,000 teachers, 900 principals and 800 other evaluators. SCORE also conducted in-depth interviews with school leaders across the state and nation, including educators overseeing all four approved models currently approved for use in Tennessee. Finally, SCORE formed an Educator Work Team comprised of 22 teachers, principals, and district leaders from across the state and received additional feedback from existing networks of teachers, principals, district leaders and numerous other educators and stakeholders.

On June 11, SCORE reported their findings to the State Board of Education and the department. The information gleaned from SCORE's findings has been a valuable tool to the department and will drive further improvements to the TEAM evaluation model.

Student achievement and teacher observation results

Perhaps the most important piece of feedback is the overlay of three critical pieces of data: 1) the results of the state's annual student assessments; 2) the TVAAS scores of teachers and schools; and 3) the observation scores of teachers. This data represents thousands of pieces of information that help

show the overall accuracy and impact of the evaluation system. A detailed analysis of these results is provided in the next section of this report.

II. Findings

Feedback from educators and key stakeholders during year one has been tremendously valuable. Though this feedback has taken many forms, one thing has remained constant throughout this process—the comments and opinions of the state’s educators have been a driving force in the continuous improvement of the state’s evaluation process. By continuously seeking feedback, the department, along with TNCRED and SCORE, has worked to facilitate conversations centered on improving and adapting the evaluation system.

This collective input gave impetus for mid-year adjustments and also highlighted areas for additional consideration as we move forward. This feedback has directly informed proposed changes to the system for next year as outlined in the Recommendations and Considerations section of this report.

Through the department’s feedback gathering process, TNCRED’s research and analysis, and the SCORE report, common themes have emerged:

- The TEAM rubric represents high-quality instruction and facilitates productive conversation about improving instruction between teachers and administrators.
- Some educators have been confused about how to appropriately use the rubric. The quality of training had a major impact on understanding of the rubric and how to use it.
- While administrators believe the use of school-wide scores has led to increased collaboration among teachers, teachers in subjects and grades that do not yield an individual value-added score do not believe 35 percent of their evaluation should be determined by school-wide scores.
- Implementation of the 15 percent measure needs adjustment for accuracy and timeliness.
- Administrators consistently noted time challenges in completing the evaluation process and support additional flexibility.
- Evaluators were effective in identifying high-performing teachers but systematically failed to identify the lowest performing teachers.
- Communication is critical in increasing understanding and confidence in the system.
- Capacity to facilitate development is highly variable across districts.

These themes are apparent in the feedback gathered through department mechanisms, the TNCRED survey and interview findings as well as the SCORE report.

Findings from department feedback and assessment results

- ✓ High-quality instruction

The department received feedback on an ongoing basis about the policy of evaluating every teacher, every year. Many educators expressed appreciation regarding the observation of every teacher multiple times a year, as it provided a more accurate picture of how teachers were performing and what additional support might be needed. Some educators expressed the belief,

however, that high-performing teachers might not need to be observed as often as struggling teachers.

On the whole, educators and stakeholders agreed that all teachers deserve regular, meaningful feedback on their instruction. Teachers need successful practices to be reinforced.

Administrators learned more about the successful practices happening within their schools, allowing them to better support struggling teachers because they had concrete examples and resources to point them to. Additionally, the TEAM rubric is intentionally designed so that all teachers have room to grow and improve their craft. It is important for even high performing teachers to be observed every year in order to grow and develop further and also to allow districts to learn from their instructional methods.

While the new evaluation model does require administrators spend additional time in the classroom as compared to past policies and practices, most agree that time spent in a classroom is extremely valuable. Administrators and teachers alike have commented throughout the year that one of the greatest benefits of the new evaluation model is the rich conversations about instruction that result from classroom observations. These conversations are focused on specific teaching practices and facilitated by the rubric and regularity of observations required under the new system.

✓ Rubric and training

During the summer of 2011, the department, in conjunction with the National Institute for Excellence in Teaching (NIET) trained and certified over 5,000 evaluators on the TEAM model. This training enabled evaluators to conduct observations during the 2011-12 school year.

Feedback from the training highlighted positive elements, such as the focus on inter-rater reliability among evaluators, including the effort to norm evaluators across indicators on the rubric to national scorers. Evaluators generally felt confident in their ability to go into a classroom and conduct observations of teachers. Despite their relative confidence in scoring, the department and others heard repeatedly that evaluators were getting the message that teachers could not score a 4 or 5 on the rubric. The department quickly took steps to clarify that this message was incorrect, and results from year one clearly illustrate that the accurate information was received.

Initially, many evaluators articulated that they went into the school year unsure of all the timelines and process points, especially where the quantitative measures were concerned. Administrators expressed a belief that the school services personnel rubric was necessary, but lack of norming on the rubric and training on how to observe such personnel made its use difficult. Educators also called for a streamlining of the professionalism component of the rubric, citing redundancies and expressed desire for more examples of highly effective instruction and lesson planning.

In addition, administrators and teachers believe many educators have treated the rubric as a checklist rather than viewing it as intended, which is as a holistic representation of an effective

lesson, taking into consideration student response and the intent of the indicator. Currently indicators and definitions are provided at levels 5, 3, and 1. Some educators advocate for adding indicators and definitions for levels 2 and 4, rather than deferring to the evaluator's professional judgment. These two common points of feedback are somewhat in tension; creating additional indicators may lead to less professional judgment on the part of the evaluator and more of a checklist approach.

Furthermore, while evaluators largely felt prepared to conduct observations, the distribution of observation scores and their relationship to value-added scores indicate that evaluators do an excellent job of identifying high performing teachers but a much less effective job of identifying the lowest performers.

✓ School-wide or system-wide data

Tennessee law requires 35 percent of the evaluation criteria to be student achievement data based on student growth data as represented by the Tennessee Value-Added Assessment System (TVAAS) or some other comparable measure of student growth, if no such TVAAS data is available. For this school year, teachers who taught in tested grades and subjects used their individual value added score as their 35 percent measure. This score is calculated using the TCAP and/or End of Course (EOC) student growth results of an individual teacher's students. Teachers who were in non-tested grades and subjects received a school-wide or system-wide value added score. There were four composite options for school-wide value added scores during this year:

- 1) School-wide overall: includes all tested courses at the school
- 2) School-wide numeracy: includes all state math tested courses at the school
- 3) School-wide literacy: includes all state English tested courses at the school
- 4) School-wide numeracy/literacy: includes all math and English tested courses at the school

School leaders consistently expressed that use of school-wide value-added scores, while not the ultimate solution for some groups of educators, has increased collaboration among teachers and led to a higher emphasis on academic standards in all subjects. Though the department continues to work with educator groups to identify and develop additional individual growth measures for teachers in currently non-tested areas and grades, this heightened sense of shared responsibility and interdisciplinary collaboration is important to note and build upon in coming years.

With that said, teachers in subjects and grades that do not yield an individual value-added score consistently noted that having 35 percent of their score based on school-wide data is not reflective of their performance. Most educators support the development of individual assessments or, in the alternative, believe the weight of school-wide data in their evaluation should be decreased.

One educator group—special education teachers—currently has available value added data but state law prohibits its use in evaluation. The Advisory Council for the Education of Students with Disabilities has recommended amending the law to remove the prohibition.

During the 2011-12 school year, approximately 36 percent of teachers received an individual value-added score. All other teachers used one of the school-wide or system-wide composite options. The following table outlines the percentage of teachers in each of the non-tested subject areas:

Subject	Percent	Number of Teachers
Tested	36.31%	19,889
Non-Tested: Career & Technical Education (CTE)	5.07%	2777
Non-Tested: Early Grades (PK-3)	27.05%	14,814
Non-Tested: English Language Learners (ELL)	1.07%	588
Non-Tested: Fine Arts	5.44%	2982
Non-Tested: Health-Wellness and Physical Education	4.89%	2677
Non-Tested: High School Core	6.03%	3303
Non-Tested: Library Media Specialists	2.40%	1312
Non-Tested: Special Education	10.25%	5616
Non-Tested: World Languages	1.49%	817
Total	100%	54,775

Throughout the year, the department has worked with educator groups in non-tested grades to identify and develop additional growth measures directly tied to the students of these educators. The focus of the educator groups is not only to find a growth measure solution, but to do so in a way that works in the best interests of students and their learning. The following table summarizes the work of the educator groups.

Educator Group	Development of Alternate Measures
Fine Arts	The Fine Arts educator group met throughout the year under the leadership of Dru Davidson from Memphis City Schools. The group proposed an alternate growth model in the spring of 2012 after piloting the measure in Memphis. Results of the pilot were very promising, demonstrating a range of distribution of effectiveness scores and strong buy-in from teachers. This model has gained the attention of U.S. Department of Education Secretary Arne Duncan and is an emerging model for evaluation of Fine Arts teachers. Pending approval by the State Board of Education, this model would be in use in the 2012-13 school year, at districts' discretion.
Grades 1-3	After analyzing data and conducting meetings with educators across the state, the department determined an appropriate measure would be to give districts the option to use the Stanford 10 (SAT 10) assessment to create value-added scores for teachers in grades one through three. The state funded (at district discretion) the Stanford 10 test for second grade students in 2011-12, and 100 school districts administered the

	tests. In these districts, third grade teachers will have individual teacher effect scores in 2012-13. Moving forward, first and second grades will have the option to administer SAT 10 using a pre- and post-test to create value-added scores for first and second grade teachers in 2012-13. Again, this will be state funded but optional for districts. Additionally, the department will be developing and funding a first and second grade state assessment for use beginning in 2015 to align with the transition to the common core assessments in other grade levels.
Pre-K & Kindergarten	The educator group expressed strong interest in considering how ongoing assessment in early childhood, including screening tests, portfolios, and Kindergarten readiness could be harnessed to develop an alternate growth model. We hope to propose a portfolio-based growth model for pre-K and K teachers for use in the 2013-14 school year.
CTE	Ongoing work with CTE teachers led to consideration of additional value-added composites, rather than the development or piloting of an alternative measure. The diversity of courses offered within CTE presents a persistent challenge in using any standardized measure, but many educators expressed that a value-added measure that would focus on CTE-concentrator students would be a better reflection of their practice—as cross-curricular work is a large focus of CTE classrooms. It is unlikely that an individual growth measure will be identified for CTE educators.
P.E. & Health Wellness	This group, which began meeting in the spring of 2012, focused on finding an alternative growth measure for P.E. teachers. The educators have devised a rubric measurement strategy, beginning with a pilot of the instrument in elementary grades at the end of the 2011-12 school year. The group is planning to propose a full-scale growth pilot for the 2012-13 school year in the elementary grades, which could be adopted for full use in 2013-14.
HS Social Studies	The high school Social Studies group is in the early stages of developing potential performance-based tasks for the non-tested core subjects. Teachers across the state have expressed interest and committed to working in collaborative teams by subject area. They plan to draft assessments during the summer and begin piloting in the second semester of the 2012-13 school year. Additionally, the department will be developing and funding a high school government assessment.
Special Education	Special education educators represent over 10 percent of the non-tested teachers in the state. Though many special education students are in tested grades and subjects, special education teachers do not have individual value-added data due to state law that excludes special education students from teacher effect scores. As such, this educator group has expressed interest in considering a student learning objectives model but also expressed concerns regarding the standardization of such an approach. Many also expressed a desire to revise the law to allow for the inclusion of special education students in individual teacher effect scores.
HS Science	The high school science educator group has expressed interest in the potential of performance-based tasks, but also expressed some hesitance to devote attention to test development in light of the unknowns of potential changes to standards. The department will be developing and funding a Chemistry assessment.
World Languages	The world languages educator group identified one assessment, the STAMP assessment, as having strong potential for measuring student growth. The department partnered with Memphis City Schools to study the potential of this assessment in measuring student growth and has concluded that the assessment cannot yield growth scores as currently constructed, as it does not include scale scores. We will continue to

	work with educator groups and other states over the coming year in an effort to develop appropriate individual growth measures.
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✓ Value-added data vs. observations

As outlined in the next section of this report, teacher evaluation results from Year 1 show that districts have not accurately and consistently reflected the true spectrum of teacher performance. While observation scores generally aligned for teachers who scored 4s or 5s on value-added based on their growth in student achievement results, this same alignment did not occur for those teachers performing at the lowest levels in terms of student outcomes.

On a related note, some educators expressed a concern that unorthodox but ultimately effective instructional methods could lead to lower evaluation scores due to evaluators providing low scores on observations. This concern was reflected in legislation introduced during the 2012 legislation session—SB 2165 by Senators Mike Faulk, Brian Kelsey, and Ken Yager and HB 2666 by Representative Jeremy Faison. These teachers and legislators expressed the position that increased student achievement beyond expected levels should account for a higher percentage of their overall evaluation score since these scores represent objective data.

✓ 15 percent achievement measure

Fifteen percent of a teacher’s evaluation is based on an achievement measure selected by the teacher in conjunction with the evaluator. The spirit of the 15 percent measure is for the teacher to select an achievement goal at the beginning of the year, aligned to the teacher’s job responsibilities, and work toward that goal throughout the year. The following table outlines the 15 percent achievement categories currently approved by the State Board of Education and the number of teachers who selected each option:

15% Achievement Measure Choice	Percent Selecting Measure
State Assessments (TCAP & EOC)	38.4%
School-Wide TVAAS	25.9%
Off-the-shelf Assessments	12.7%
Graduation Rate/CTE Concentrator Graduation Rate	11.1%
ACT/SAT	5.4%
9th Grade Promotion Rate to 10th Grade/9th Grade Retention Rate	4.2%
Completion/Success in Advanced Coursework, Including Dual Credit and Dual Enrollment	1.9%

AP/IB/NIC	0.3%
Post-Secondary Placement	0.0%

A review of year one data poses two challenges to the 15 percent measure and the menu of options. First, choices are too often dictated by teacher and principal perceptions of which measure will generate the highest score rather than provide an accurate reflection of achievement. For example, a review of available year one data shows 65 percent of teachers received a score of 5 for their 15 percent measure—a level not reflected by actual student achievement.

Secondly, results for some of the 15 percent options will not be available until well into the next school year. This is particularly problematic given efforts by the state to significantly speed up the return of TVAAS scores. The 2010-11 scores were returned to teachers in October 2011. By contract, the department returned this year’s scores on June 15, 2012.

✓ Time challenges

During the beginning of the 2011-12 school year, the department received considerable feedback about the time administrators were spending conducting observations. While time required by teachers actually has been reduced from the state’s previous evaluation system¹, on the whole, feedback indicated that for administrators, the amount of time spent to implement TEAM was unmanageable. Based on this feedback, the department recommended a policy change to the State Board of Education in November 2011, which would allow administrators to combine two observations during one classroom visit. This combination was created based on the findings of a principal time study that the department conducted to see how much time observations were taking. The combination of observations reduced the amount of time administrators had to spend scheduling and conducting pre- and post-conferences, in addition to the time spent observing teachers. Administrators across the state applauded this policy change and noted time savings were seen as a result.

A second highlight from the time study was that the ratio of teachers to evaluators across the state ranged from 9:1 to 36:1. While there are some uncontrollable factors in districts that put the ratio on the higher end, many districts were able to lower the ratio by having additional personnel certified as evaluators. Some districts used available resources through Race to the Top to hire additional support to conduct observations. Others used peer observers when conducting observations. Though there is hesitation in some districts to use peer observers, the information received by the department is that peer observers are consistent in their scoring and often provide valuable content-specific feedback.

¹ Though some districts have chosen to require lesson plans more frequently from teachers, this is a district decision, not a state requirement. The only paper work required by teachers in the current system is the one lesson plan associated with the planning domain observation.

Also related to the issue of time demands, administrators consistently noted that they would prefer to spend less time with their most effective teachers and more time with their less effective teachers. In addition, school leaders support improvements to the state's teacher evaluation data system to reduce time and paperwork and allow for increased functionality. Administrators reported throughout the 2011-12 school year that the data system, while easy to understand and navigate, was not efficient. The department is cognizant of the need to further refine our evaluation data system and plans are underway to do this for the 2012-13 school year.

✓ Flexibility

A common point of feedback from school leaders is that they desire flexibility in the evaluation system. In response to a direct appeal by districts to exercise additional control over implementation and to promote district ownership, the department developed and offered districts additional implementation flexibility within the current policy requirements. This flexibility allows districts to innovate and make the model more applicable to their specific needs and context.

In the spring of 2012, 42 school districts applied for flexibility under the TEAM model for the coming 2012-13 school year. This flexibility allows districts to implement the evaluation model in a way that best suits their local needs.

For example, Williamson County Schools and the Franklin Special School District applied for flexibility by giving their principals three options for how they will conduct observations during the school year. The options allow principals to determine whether they want to conduct lesson-length observations and then score the indicators, or if they want to conduct walk-throughs during each semester and score the appropriate indicators at the mid-point and end of year. All principals will select which option they will use at the start of the year. Having this option gives principals the flexibility to determine how to best utilize the evaluation system to support and facilitate success for their teachers and students.

✓ Student Surveys

Various research studies, as well as the SCORE report, identify the use of student surveys as an evaluation component that districts should consider utilizing. The department also examined surveys and the use of video technology through meetings with the Gates Foundation to analyze its research and through conversations with the Memphis City Schools, which piloted student surveys this year.

The Tripod student perceptions survey used in the Measures of Effective Teaching (MET) Project conducted by the Gates Foundation presents an opportunity for students to reflect on their classroom experiences. The survey asks student to provide feedback on three "legs" of quality teaching: content, pedagogy, and relationships. The model emphasizes the importance of whether students are being challenged and engaged by their teacher. The questions are

gathered under seven headings: Care, Control, Clarify, Challenge, Captivate, Confer, and Consolidate and each of the C's is measured using multiple survey items.

The results from the MET Project suggest that the student surveys would be a valuable complement to other performance measures. Specifically, the research indicates that the inclusion of student surveys to an existing evaluation model that includes observations and value-added scores increases the predictive power of the evaluation. The predictive power of surveys is identified as being strong since students see their teachers every day, throughout a semester or school year. Additionally, teachers are more appropriately differentiated based on student outcomes when student surveys are used. In the study, when teachers were evaluated on only observation scores, the highest and lowest performing teachers were only differentiated by 2.6 months of student learning. However, when surveys were also combined with observations, the highest and lowest teachers were differentiated by 4.8 months of student learning. The strongest differentiation was seen when value-added scores were included. In this case, the highest and lowest performing teachers were differentiated by 7.6 months of student learning. The difference of 7.6 months of learning is more predictive of the differences seen in student outcomes. To learn more about student surveys or the MET Project, visit: http://www.metproject.org/downloads/MET_Gathering_Feedback_Practioner_Brief.pdf

✓ Video Technology

In addition to student surveys, the MET study also discusses the benefits of utilizing videotape technology in classrooms so that observations can be conducted without the presence of an observer in the classroom. The technology requires minimal set up, training, and maintenance by teachers. To record lessons, the MET project used the panoramic camera to simultaneously capture two views from a fixed position: a 360-degree perspective and a higher-resolution stationary view of the classroom whiteboard. Microphones located on the camera and worn by the teacher pick up the teacher's voice and whole-group discussion.

The Teachscape technology used in the MET study makes the shift from traditional paper forms to a technology-enabled observation process. Since this technology does not require the presence of an observer, this is particularly helpful for districts with a low ratio of evaluators to teachers. Additionally, various evaluators can look at the lesson to provide necessary feedback to the teacher. Teachers often utilize the technology to self-reflect on their practice and identify specific areas for improvement. To learn more about the benefits of video technology, visit: http://www.metproject.org/downloads/MET_Gathering_Feedback_Practioner_Brief.pdf.

✓ Linking Evaluation Results to Professional Development

Throughout the feedback gathering process, teachers and administrators regularly highlighted the desire for evaluation results to drive professional development offerings. The department is committed to ensuring that all educators have regular opportunities for targeted, high-quality professional growth. In fact, this is the overarching aim of the evaluation system. All professionals have areas that are strong and areas that are in need of further development. The TEAM model attempts to capitalize on this universal reality by providing regular, individualized

feedback anchored in a robust instructional rubric and ambitious expectations for student growth.

During the course of the coming 2012-13 school year, the department will work diligently to support district and school implementation as well as to facilitate opportunities and resources for ongoing, evaluation-driven teacher and leader development. This support will take a variety of forms but will include additional tools and resources designed to both capitalize on areas of identified strength as well as address identified areas of need.

One of the key means of implementation support will be through regionally deployed TEAM coaches who will work to ensure schools have high-quality support for implementation challenges. In collaboration with NIET, the department is in the process of hiring up to five full and part time evaluation coaches for the 2012-13 school year. These coaches will be charged with a host of duties, including close work with schools whose year-one scores were most out of alignment and general professional development support for schools in their region. In addition, the department is working with NIET to build out the TAP© portal to include more tools and resources that tie directly to the rubric indicators. As part of this portal development, more model lessons at the 4 and 5 levels will also be added. This is in response to feedback we heard repeatedly from educators that called for more sample lessons at the high end of the performance spectrum.

Furthermore, through competitive supplemental funds for evaluation-driven professional development that have been awarded to a host of small districts throughout the state under Race to the Top, we are learning more about what embedded, targeted development for teachers looks like. These grants are being used to develop school-based models for ongoing, individualized professional growth. Through the experiences of these districts we will be able to share best practices and highlight success for other districts and schools across the state.

We believe that districts must take a high level of ownership for ongoing opportunities for educator growth. Ultimately, districts and schools, not the state, deliver the vast majority of professional development. At the same time, the department remains committed to facilitating best practices and providing tools and resources to support this instrumental part of the evaluation process.

Tennessee Consortium on Research, Evaluation and Development

Building on the 2011 Educator Evaluation Survey completed by participants in the state's 2010-11 evaluation field test and findings from the 2011 First to the Top Survey, the second administration of this annual survey by TNCRED was designed to better understand educators' experiences with and attitudes around design and implementation of TEAM, as well as the three alternative, state-approved evaluation models.

The 2012 survey was administered on-line and solicited experiences and perceptions of TEAM and other state-approved models from the perspective of individuals trained to conduct observations, such as

principals and assistant principals, as well as teachers and other school-based personnel being observed and evaluated. All certified school staff members were invited to participate. Of those invited to participate, 27.3 percent of administrators (N=905) and 24.8 percent of non-administrators (N=16,705) responded to the survey.²

A review of TNCREd's preliminary findings shows clearly that there is a high degree of consistency and alignment with other sources of feedback mentioned in this report (i.e., department feedback mechanisms, SCORE report, etc.). In sum, the preliminary 2012 survey results indicate that the evaluation models are generally being implemented as designed. TNCREd's early findings also highlight, however, areas of challenge and give further credence to the changes proposed in the Recommendations and Considerations section of this report. Preliminary findings include:

- Fidelity of implementation. During the course of the 2011-12 school year, over two-thirds of teachers in TEAM districts experienced short observations between one and three times; nearly two-thirds of them were observed with lesson-length observations exactly twice. Written and verbal feedback was typically provided within 10 days of an observation. These results are generally consistent with expectations for observation.
- Feedback. Evaluators generally believe that the feedback they provided or received, depending on role, was focused on both improving teaching and on making a judgment about performance. The observation rubric was generally used to guide the conversation between observer and teacher in the post-observation conference. However, responses may suggest that the quality of feedback provided was wide-ranging and not always at an adequate level of depth.
- Training for observers. Respondents appear to feel that they were adequately trained to perform TEAM observations; similarly, nearly three-quarters of teachers reported that they felt their evaluators were qualified to evaluate their teaching. Levels of satisfaction with the overall process, however, differed distinctly between teachers and administrators.
- Scoring. Approximately two out of three teachers report to understand how their effectiveness score is calculated. There also appears to be little disagreement between teachers and administrators concerning what to utilize as a 15 percent measure. However, more than half of teachers surveyed do not believe the 15 percent achievement measure accurately reflects their teaching performance. On the whole, there appears to be greater support for the 35 percent growth measure in that 76 percent of teachers agree or strongly agree that it reflects teaching performance. In addition, while teachers are split in their support for the qualitative measure, principals appear to believe that that this measure reflects teachers' teaching performance.
- Time challenge. Roughly two-thirds of TEAM observees report spending more than 90 minutes preparing for an announced observation; slightly half report spending more than three hours. Observers on the other hand, report spending far less time preparing for an observation, but more time on providing feedback. Over 30 percent of observers report spending 30-45 minutes on feedback; slightly over 10 percent report spending more than 45 minutes.

² Tennessee Consortium on Research, Evaluation and Development. (2012, July). *Educator evaluation in Tennessee: preliminary findings from the 2012 First to the Top Survey*. Nashville, TN: Pepper, M.J., Burns, S.F., & Springer, M.G.

- Informing professional development. Across all models, few teachers believe that their professional development activities in the 2011-12 school year were informed by feedback from their evaluations.
- General satisfaction with implementation. Findings reveal that teachers, on the whole, were not satisfied with TEAM implementation in year one. Administrators on the other hand, had a different perspective. Two-thirds of those surveyed are satisfied with the evaluation process and feel positive about using evaluation results to inform personnel decision.

The TNCRED survey can be found at the following address:

<http://www.tnconsortium.org/projects-publications/projects-publications/first-to-top-survey/>

Preliminary findings can be found at:

<http://www.tnconsortium.org/projects-publications/evaluation/>

SCORE report

As a result of its extensive feedback gathering process, SCORE identified strengths and weaknesses in the state's new evaluation system in a very detailed report released on June 11. Findings from the SCORE report indicate that TEAM is improving the quality of instruction in the classroom as well as accountability for results. The report included the following positive perceptions of the evaluation system as gathered by SCORE during their feedback process:

- Educators have much clearer and more rigorous performance expectations, along with an understanding of what constitutes effective teaching.
- Educators are receiving more regular and specific feedback on their performance.
- Clear expectations and regular feedback are leading to more self-reflection and collaboration among teachers.
- New kinds of conversations have been generated about the improvement of instruction and outcomes for students.
- The evaluation system has encouraged more intentional use of student data by individual teachers and has driven school-wide collaboration around student growth.
- The evaluation system is highlighting the importance of individualized professional learning for teachers.
- The system also is establishing clear expectations for principals to serve as instructional leaders who understand and support effective teaching in their school.
- Most principals and other evaluators feel that the system is having positive impacts on student achievement in their schools.
- Highly promising and diverse sets of practices have emerged across the four different models.³

³ State Collaborative on Reforming Education. (2012, June.) *Supporting Effective Teaching in Tennessee: Listening and Gathering Feedback on Tennessee's Teacher Evaluations.*

In addition, SCORE also noted several challenges and concerns identified through the feedback gathering process:

- Unlike most principals and evaluators, many teachers are not yet convinced of the benefits of the evaluation system.
- Teachers do not have access to high-quality professional learning opportunities tied to their performance feedback.
- Approximately two-thirds of teachers do not have individual value-added student growth data for their grades and subjects. For these teachers, 35 percent of their evaluation is not directly tied to their own individual performance.
- Currently, the 15 percent student achievement measure is not viewed as directly driving effective teaching.
- Educators feel that balancing the evaluation system with existing responsibilities is a challenge for administrators.
- Not all principals and evaluators have developed the instructional leadership skills to effectively recognize and assess teaching practice.
- Many teachers reported that observations of classroom practice do not always capture authentic instruction, and that there has been inconsistent interpretation and implementation of the rubric.
- There is not yet sufficient focus on how the pending implementation of the Common Core State Standards needs to be reflected in and reinforced by the teacher evaluation system.⁴

The SCORE report included seven recommendations in its 46-page report, most of which are reflected in the department's recommendations. The full SCORE report can be found at www.tnscore.org.

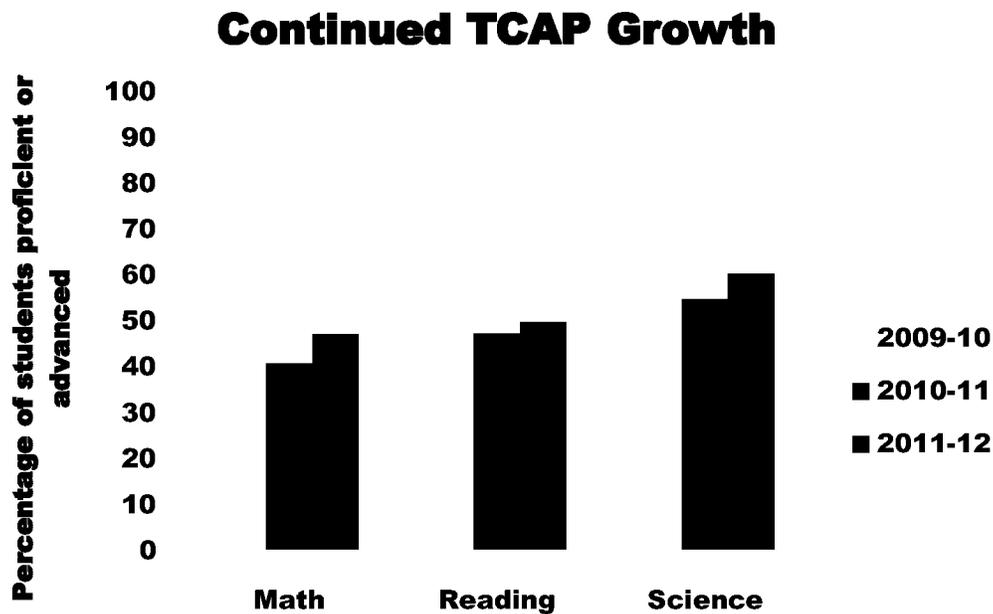
Both the Consortium's 2012 survey findings and the SCORE report are largely consistent with feedback gathered by the department. Taken together, these feedback patterns and themes have driven the department's desire to make additional changes to the design, training and implementation support of TEAM.

⁴ Ibid.

Results

Student Outcomes

The 2011-12 school year saw tremendous progress for public education in Tennessee, as measured by the most significant outcome: student achievement. In aggregate, test scores improved at a faster rate than any previously measured year.



Grades 3-8 results by subject

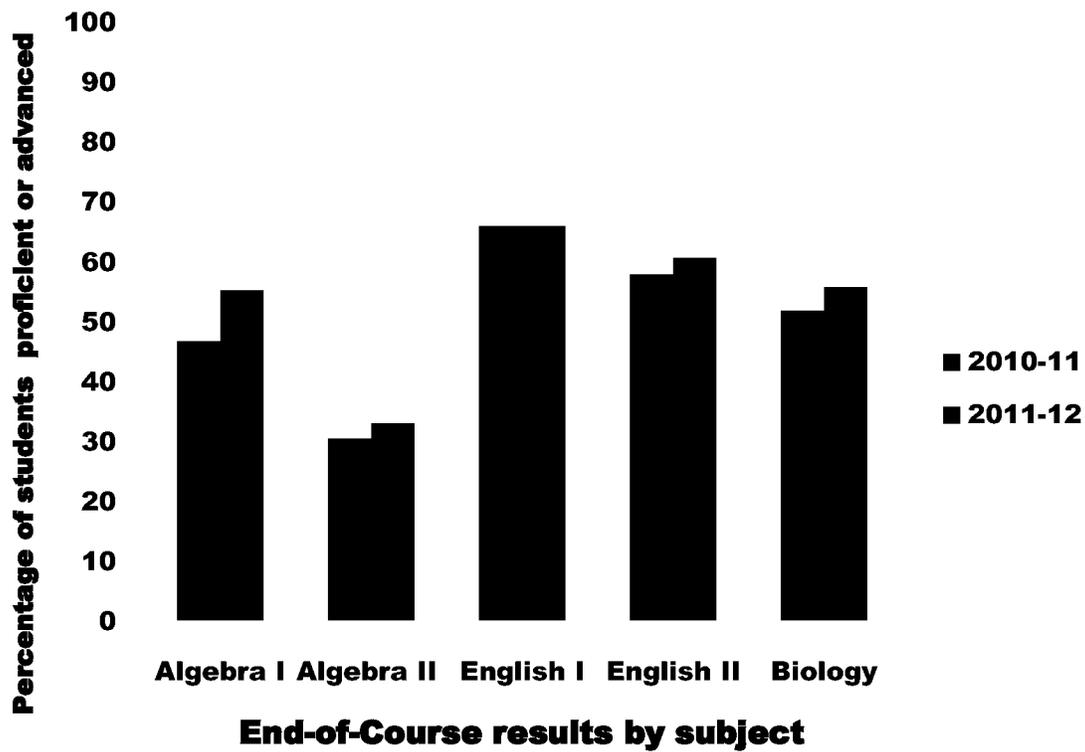
Students reached higher levels of proficiency in 23 of 24 TCAP achievement tests in grades three through eight, achieving the highest scores in reading, math and science since the state raised its testing standards in 2009. After two years of steady increases, half of our students are reading at or above grade level with students in third, fourth and fifth grades making bigger gains in 2011-12 than the previous year. Additionally, 47 percent of students scored proficient or advanced in math, with seventh and eighth grade students among those demonstrating the most dramatic growth. More than 60 percent of students scored proficient or advanced in science. Overall, in grades 3-8, proficiency rates in math grew by 6.3 percent and in science by 5.6 percent – significant year over year increases.

Tennessee 3-8 TCAP Achievement Results by Subject and Grade

Year	Grade	RLA		Math		Science		Social Studies	
		#Tested	%P/A	#Tested	%P/A	#Tested	%P/A	#Tested	%P/A
2012	3-8	444,151	49.9	444,249	47.3	442,356	60.5	437,278	82.9
2011	3-8	442,310	47.5	442,656	41.0	441,843	54.9	438,133	80.7
2010	3-8	439,811	44.8	440,111	34.6	439,301	51.9	435,829	79.9
2012	3	74,222	45.9	74,262	55.0	74,182	66.5	73,423	82.2
2011	3	74,378	43.4	74,375	51.1	74,336	61.2	73,787	80.8
2010	3	75,414	42.3	75,398	48.0	75,333	61.3	74,788	79.8
2012	4	74,122	47.5	74,168	43.2	74,062	53.7	73,227	84.1
2011	4	75,156	43.2	75,166	38.0	75,120	46.3	74,479	83.7
2010	4	74,764	42.2	74,757	34.5	74,700	45.1	74,197	83.7
2012	5	75,063	57.1	75,065	54.1	75,027	59.5	74,130	84.7
2011	5	74,799	51.8	74,803	45.9	74,745	53.5	74,163	83.2
2010	5	74,579	48.1	74,577	35.6	74,518	51.6	73,926	82.7
2012	6	74,619	55.6	74,614	42.7	74,613	60.3	73,734	85.4
2011	6	74,192	54.4	74,222	38.4	74,120	52.9	73,446	82.5
2010	6	72,986	51.3	72,960	31.1	72,880	49.0	72,298	81.6
2012	7	73,950	46.2	73,978	45.0	73,901	59.5	73,024	80.6
2011	7	72,822	44.8	72,807	35.8	72,691	55.6	72,108	76.8
2010	7	71,588	42.4	71,574	28.5	71,513	49.6	70,915	77.0
2012	8	72,175	47.2	72,162	43.5	70,571	63.3	69,740	80.3
2011	8	70,963	47.2	71,283	36.2	70,831	59.9	70,150	76.0
2010	8	70,480	42.4	70,845	29.3	70,357	54.6	69,705	74.4

Achievement also increased on most high school “End of Course” exams. More than half of students scored proficient or advanced in English I, English II, Algebra I, biology and U.S. History for the first time since Tennessee raised its standards three years ago through the Tennessee Diploma Project. High school students made the biggest gains in Algebra I with proficiency levels rising by more than a third in the past two years. Scores also increased for Algebra II, even with an additional 10,000 high school students taking the exam this year under new, more rigorous graduation requirements. In the area of high school science, students made greater improvement in biology this year than the year before, with around 56 percent performing at or above proficiency levels.

High School Improvement



Tennessee End of Course Results by Subject													
Year	Grade	English I		English II		Algebra I		Algebra II		Biology		US History	
		#Tested	%P/A	#Tested	%P/A	#Tested	%P/A	#Tested	%P/A	#Tested	%P/A	#Tested	%P/A
2012	9-12	71,504	66.1	70,308	60.7	65,962	55.4	65,747	33.3	68,882	55.8	58,739	95.3
2011	9-12	71,128	66.3	71,888	58.1	69,520	46.9	55,935	30.8	71,488	52.0	65,677	95.6
2010	9-12	71,593	61.3	71,383	59.6	80,232	41.2	0		76,552	53.8	65,645	96.5

This strong academic growth is attributable to a number of factors, including higher academic standards through the Tennessee Diploma Project; an accountability framework that recognizes ambitious but achievable goals; stronger professional development offerings funded in many cases through districts’ Race to the Top plans; and increased state investment in education despite challenging budgetary times. We believe teacher evaluation has also played an important role in our student achievement gains, as administrators have consistently expressed the opinion that instruction improved this year as a result.

While the 2011-12 student achievement results are certainly cause for celebration, we must remember that even with this significant jump in TCAP scores, approximately half of Tennessee’s students in grades three through eight are not performing at grade level and, on the last administration of the National Assessment of Educational Progress, a national benchmark test, Tennessee ranked near the bottom when compared to other states in math and reading.⁵

⁵ 46th in 4th grade math; 41st in 4th grade reading; 45th in 8th grade math; 41st in 8th grade reading. 2011 NCES NAEP data.

With our recent waiver from provisions of the federal No Child Left Behind Act, Tennessee has aligned accountability for the state, districts, schools, principals, and teachers under a common theory of action: measure growth and reward continuous improvement against baselines. The state has a long way to go in reaching our ambitious student achievement goals, but our growth indicates we are on the right path.

Teacher Evaluation Results

The 2011-12 student achievement results show that our students are learning more and, because students are learning more, our TVAAS scores are exceptionally strong. At the same time, there is differentiation in TVAAS results by teacher and school. We would expect this level of differentiation to mirror differentiated scores on observations. However, while observation scores were more differentiated than under previous systems, the range of distribution is not reflective of student outcomes.

Calculation of Scores

Fifty percent of a teacher's overall evaluation score is based on qualitative measures. In the TEAM model, this component is made up of observations. Over the course of a school year, teachers receive a score of 1 to 5 on each of 41 or 60 indicators (with the number dependent on professional or apprentice licensure status, given the differing number of observations required for each). These scores are then averaged to arrive at an overall observation score, rounded to the hundredth place. For example, if the sum of 1 to 5 scores for the 41 indicators equaled 167, the teacher's observation would equal $167/41$ or 4.07. The observation rubric assumes that all teachers have areas of strengths and weaknesses. A teacher can score low in several indicators but still achieve a very high overall score because of the design.

TVAAS or value-added scores make up 35 percent of a teacher's total evaluation and are represented by a composite score on a 1 to 5 scale. In the first year of implementation, the number of applicable years for school-wide value-added scores was dependent upon the number of years a teacher was in his/her current school. Teachers who had been at the same school for three or more years received a three-year score, teachers who were there for two years received a two-year score, and teachers who were there for one year received a one-year score. Individual value-added scores are based on an average of three-years of data, given the smaller sample sizes. Value-added analyses are used to measure the change in academic achievement for groups of students from the end of one year or class to the next. In Tennessee, this is measured by TCAP or End of Course assessments. Value-added measures take into account where each student is academically at the beginning of the school year, based on prior testing history. Using this information, value-added analyses estimate the impact of a teacher, school or district on the amount of progress students make from the beginning of the school year until they are tested. Because value-added measures are estimates of student progress, they offer insights into how effectively districts, schools and teachers provide opportunities for students to grow academically. Therefore, teachers working with different groups of students are rated based on the growth of each individual student.

Tennessee has been calculating value-added scores for nearly 20 years and is recognized nationally for its innovation in this area. Since 1993, TVAAS value-added reporting, which is based on SAS’s Education Value-Added Assessment System (EVAAS) and the statistical methodology of Dr. William Sanders, formerly with the University of Tennessee, has provided educators across Tennessee with a robust and reliable measure to assess impact on student growth. While the teacher evaluation system has called new attention to TVAAS due to its importance to a teacher’s overall evaluation score, teachers have been receiving TVAAS effectiveness information since the early 1990s. For years, the state has acknowledged the importance and validity of measuring student progress and the method of calculating this measurement has remained consistent. The TVAAS score is now reported as a composite score of 1, 2, 3, 4 or 5 for the purpose of the teacher evaluation system; however, teachers continue to receive a wealth of information through value-added reporting and student projections, available to teachers on a unique data website.

When combined with the 15 percent achievement measure score, the observation and TVAAS scores determine an overall teacher evaluation score. For example, using the observation score example noted above (4.07), if a teacher’s growth score is 5 and her achievement measure score is 4, her total score would be calculated as follows:

Overall Observation Score:	4.07	x	50	=	203.5
Growth Score (TVAAS):	5	x	35	=	175
Achievement Measure Score:	4	x	<u>15</u>	=	<u>60</u>
TOTAL:			100%		438.5

The total score is then converted to an overall effectiveness rating using the following table:

<u>Score Range</u>	<u>Overall Effectiveness Rating</u>
<200	1
200 – 274.99	2
275 – 349.99	3
350 – 424.99	4
425 – 500	5

Contrary to common misperceptions of TVAAS and the evaluation model, scoring is not based on any fixed curve; rather, scoring is based on actual performance as perceived by the observer or as determined by actual student performance.

It’s important to stress that the majority of our teachers are meeting or exceeding expectations even when examining only quantitative measures. To have more than half of our teachers advancing students more than the expected gain is outstanding and proof that Tennessee teachers are driving significant progress against high standards. This should be a source of pride for our educators, schools, districts and state. However, while year one results show that districts are doing a good job of identifying our most

effective teachers through observations, there is a clear disconnect when it comes to evaluators' measurement of those teachers who fall below expectations based on student growth data.

Distribution of TVAAS Individual Teacher Effect and Observation Scores

Level	1	2	3	4	5
TVAAS Individual Teacher Effect	16.5%	8.1%	24.5%	11.9%	39.1%
Observation	0.2%	2.2%	21.5%	53.0%	23.2%

**Figures rounded to the nearest tenth.*

While the observation scores dispel the myth that teachers cannot receive high scores on the observation rubric, they demand reflection and thoughtful consideration when considered alongside student achievement results. For example, the average observation score for a teacher with an individual value-added score of a 5 was just above a 4, indicating evaluators are doing an effective job identifying their higher performing teachers. However, teachers with a value-added score of a 1 received an average observation score of a 3.64, demonstrating an inability or unwillingness on the part of evaluators to identify the lowest performing teachers.

Less than one half of one percent of teachers are identified by their evaluators as falling significantly below expectations. At the same time student growth data identifies more than 16 percent of such teachers. This creates an environment in which struggling teachers receive little assistance or feedback on how to improve. In many cases, evaluators are telling teachers they exceed expectations in their observation feedback when in fact student outcomes paint a very different picture. This behavior skirts managerial responsibility and ensures that districts fail to align professional development for teachers in a way that focuses on the greatest areas of need. This in turn leads teachers to maintain the same instructional methods and strategies and results in continued low levels of growth for their students. This is unacceptable for low-performing teachers, who lack the assistance to improve. It is even more unacceptable for students assigned to these teachers, since they will, in all likelihood, fall behind their peers who are assigned to more effective instructors.

In addition, this disparity between student results and observations signifies an unequal application of the evaluation system throughout the state, whereby districts implementing evaluation with the utmost fidelity can face criticism and pressure from teachers who see their peers in other districts receiving higher scores without the results to justify the ratings.

The disparity and disconnect is not limited to TEAM. In fact, an analysis of all four approved evaluation models shows the same challenges. In addition to the state model, the State Board of Education

approved the three alternative models represented in the charts below – 1) Teacher Instructional Growth for Effectiveness and Results, or TIGER, used by 12 districts in the state; 2) Project Coach, or COACH, used by Hamilton County; and 3) Teacher Effectiveness Model, or TEM, used by Memphis City.

Distribution of Individual TVAAS Composites by Evaluation Model

	1	2	3	4	5
TEAM	16.4%	8.1%	24.7%	11.9%	38.9%
TIGER	15.2%	5.5%	20.3%	11.5%	47.5%
COACH	18.7%	9.4%	24.5%	11.9%	35.5%
TEM	25.5%	9.6%	24.5%	10.4%	30.0%
Overall	16.5%	8.1%	24.5%	11.9%	39.1%

Distribution of Observation Scores by Evaluation Model

	1	2	3	4	5
TEAM	0.2%	2.3%	22.7%	52.8%	22.0%
TIGER	0.1%	1.0%	14.6%	67.4%	17.0%
COACH	0.0%	0.4%	3.4%	47.8%	48.4%
TEM	3.4%	3.5%	23.7%	49.0%	20.3%
Overall	0.2%	2.1%	21.5%	53.0%	23.2%

As seen above, each approved model experienced alignment issues when taking into account student performance. Project COACH, in particular, failed to accurately identify teachers in need of improvement, with 96 percent of teachers rated as exceeding expectations despite the fact that 18.7 percent of the teachers in Hamilton County received a score of 1 on TVAAS.

Despite first year implementation alignment challenges, it’s important to stress that Tennessee leads the nation in the amount of available data on teacher performance and effectiveness. In 2011-12, districts conducted more than 295,000 observations focused on teacher planning, instruction, environment and professionalism. Each of these observations is designed to facilitate conversations in an effort to improve teacher performance and a student’s experience in the classroom. Coupled with the tremendous amount of student outcome data received through TVAAS, Tennessee is in a unique position to study results, create stronger training and professional development for districts, and ultimately transform classrooms and meet student achievement goals.

Recommendations and Considerations

From the outset of the 2011-12 school year, the department has been committed to listening to educators and other stakeholders, gathering feedback, collecting data, measuring outcomes and building a continuous improvement process for the evaluation model. The recommendations below represent this commitment.

I. Measurement of the quantitative impact on student performance

1. **The state should ensure that additional teachers have access to an individual growth measure, while maintaining the principle that assessments should be added only when they will benefit student performance and not for the sole purpose of measuring teachers.**

Based on progress made by the educator groups noted in the Feedback section, the department recommends that the State Board of Education adopt the following additional individual growth measures for the 2012-13 school year:

- 1) **1st- 3rd grade:** pre- and post- test for the Stanford 10 (SAT 10) in first and second grade. The end of year SAT 10 test for districts that adopted it during the 2011-12 school year will be used to create value-added scores for 3rd grade teachers next year.
- 2) **Fine Arts:** peer-review portfolio model.

It is important to note we are not recommending that the use of the proposed additions to growth measures be mandated. Instead, we recommend maintaining district flexibility, giving districts the opportunity to opt in to any of the approved measures or to continue using one of the school-wide value-added composites.

In addition to the individual growth measures noted above, the department recommends that the State Board of Education adopt the following additional school-wide growth measures for the 2012-13 school year:

- 1) **English Language Learners:** the use of English Language Development Assessment (ELDA), a required test for all ELL students in Tennessee. This assessment will be used to create school level composites specific to students in an ELL setting.
- 2) **CTE Concentrator Value-Added:** the use of a school-wide numeracy/literacy score specific to students who are CTE concentrators.

Based on current progress by educator groups, we anticipate the following non-tested grades and subjects will have an individual growth measure by the 2013-14 school year:

- 1) **Pre-K & Kindergarten:** peer review portfolio model
- 2) **P.E. & Health Wellness:** peer review portfolio model
- 3) **High School Government**

4) High School Chemistry

Based on these estimates, a potential 58 percent of teachers could have a growth score directly tied to their students during the 2012-13 school year with State Board of Education approval. Again, the caveat is that districts will have the option of participating or not, so the actual percentage across the state will likely be slightly lower. An additional 10 percent of teachers – those working with special education students - could receive an individual teacher effect score with our next recommendation relative to qualitative scoring, increasing the ratio of teachers eligible to receive an individual teacher effect score above two-thirds of total state educators. For the 2013-14 school year, a potential of 80 percent of teachers could have an individual growth measure.

The department, through its work and communication with educator groups, does not anticipate having an individual growth measure for CTE subject area teachers, ELL teachers, school service personnel and world language teachers, absent developments in the immediate future that allow for stronger measurement systems that would also benefit students. However, we plan to continue to work with educator groups and other states on the development of additional individual growth measures.

2. The prohibition on including students with disabilities in calculating an individual teacher's value-added scores should be removed.

The current prohibition on including special education student data as part of a teacher's effect data prevents accurate measurement of special education teachers, does not align with the state's goal of improving outcomes for all students and is based on the statistically inaccurate presumption that students with disabilities will harm teacher effect scores. Furthermore, the Tennessee Advisory Council for the Education of Students with Disabilities, which consists of experts in the field of special education, has recommended amending the law to remove the prohibition. To that end, the department recommends that the General Assembly remove the prohibition located in Tenn. Code Ann. § 49-1-606.

3. Teachers who do not have access to individual value-added scores should continue to have a portion of their evaluation come from school-wide scores; however, that portion should be reduced from 35 percent to a lower threshold.

Throughout the year, the department received feedback from administrators emphasizing the importance of using the school-wide value added score as an evaluation measure and citing the positive impact it was having on teacher collaboration and student performance. However, educators also questioned the weighting of the school-wide data. SCORE noted a similar sentiment in its report of educator feedback. The SCORE report specifically articulated alternative weighting options for educators in non-tested grades and subjects. The department agrees that the weighting should be adjusted and recommends that the General Assembly reduce the weight from 35 percent.

4. School-wide value added scores should be based on a one-year score rather than a three-year score.

In the first year of implementation, the number of applicable years for school-wide value-added scores was dependent upon the number of years a teacher was in his/her current school. Teachers who had

been at the same school for three or more years received a three-year score, teachers who were there for two years received a two-year score, and teachers who were there for one year received a one-year score. After hearing feedback from administrators, especially in school turnaround situations, there is agreement that using only the current year score for school-wide value added is more appropriate. Additionally, from a statistical standpoint, the number of student scores included in a school-wide score lends sufficient validity and reliability.

The department currently has the authority to base school-wide scores on one year's worth of data and will implement this change for the 2012-13 school year.

5. Teachers with individual value-added scores who receive a 4 or 5 on TVAAS should be allowed to use that score to count for 100 percent of their total evaluation score.

The state of Tennessee, through First to the Top and other reforms, has taken on ambitious student achievement goals to ensure that student outcomes are improving every year. During the year, the department heard feedback articulating concerns from teachers who were worried they would score lower on the observation component of the system, while still showing strong student growth. In particular, many educators stated that some teachers who may teach using non-traditional methods would score low on the observation component but still show strong student growth. Based on this feedback, which was also reflected in legislation introduced during the 2012 legislation session, the department believes that teachers whose students demonstrate a high level of growth should be rewarded for their impact on student achievement. Therefore, the department recommends that the General Assembly revise the law to allow teachers with a 4 or 5 on TVAAS at the end of the year to use those scores to account for 100 percent of their evaluation score.

6. The options available for the 15 percent achievement portion of the evaluation should be limited, prioritizing options that can be calculated prior to the start of the next school year and ensuring options provide legitimate impact on student achievement.

During the 2011-12 school year, educators viewed the 15 percent measure as one of the least effective components of the system for two primary reasons: 1) The 15 percent measures are being inconsistently selected by similar groups of teachers, and, at times, teachers are selecting measures that are not aligned to their job responsibilities; and 2) Some measures that are approved, by definition, result in data returning well after the school year is finished. The late return in data means that some teachers will not have their overall evaluation completed until the 2012-13 school year has already begun.

To address the concerns, the department has adjusted the training for all evaluators during the summer of 2012. Each evaluator will be trained specifically on the spirit of the 15 percent measure, how to help teachers select a measure that is aligned with job responsibilities, and how to scale the measure so that it reflects a rigorous vision for student outcomes. Evaluators will also be trained on resources at their disposal, so that the process of selecting the achievement measure does not become a burdensome task.

Additionally, to ensure that teachers receive their overall evaluation scores in a timely manner, the department recommends that the State Board of Education remove options that do not return in a

timely manner and examine which 15 percent selections were most closely related to student outcomes.

It is important to note that school-wide value-added is an option for all teachers. In keeping with the feedback received on the importance of school-wide value-added as a component of the evaluation system, teachers who receive an individual value-added score should strongly consider selecting the school-wide score as an option to unify all teachers at the school around a common goal.

II. Changes to the qualitative rubric

- 1. The instructional pieces of the rubric should be largely left intact to build upon successful implementation and to increase educator familiarity with the rubric; however the department should undergo a careful examination during the coming year to determine if there are ways to further streamline the rubric.**

The rubric used to evaluate teachers under the TEAM model, derived from NIET's TAP rubric, is grounded in years of research to determine which teacher practices are best related to improving student outcomes. The rubric sets a high standard for excellent performance so that administrators and teachers can have rich conversations about instructional practices. Throughout the year, the department received feedback on both strengths and areas for improvement on the teacher rubric. As noted in the Feedback section of this report, the most common feedback that the department received throughout the year was that the instruction domain of the rubric provided the basis for stronger conversations and improved instruction. The feedback specifically articulated that the 12 instruction indicators provide teachers with a holistic understanding of the necessary components required to improve student outcomes.

At the same time, the department received feedback that the specific evidence points within the indicators of the rubric were being treated as a checklist by both teachers and administrators, leading to our next recommendation in this area.

- 2. The state should continue to train evaluators to use the rubric holistically and should provide professional development to ensure that teachers and evaluators understand that the rubric should not be viewed as a checklist.**

The department is providing trainings for all evaluators this summer and will continue to communicate the proper implementation of the rubric to school leaders and evaluators. All summer trainings are structured around a series of core beliefs and trainers are working to emphasize key areas. Trainers are focused on the message that the rubric should not be treated like a checklist, but rather should be scored holistically, taking into consideration student response and the intent of the indicator. As evaluators watch lessons and score the evidence, they are doing so with a holistic viewpoint in mind.

- 3. The state should provide access to additional examples of performance levels for teachers through increased video libraries, sample lessons and through facilitation of peer-to-peer observations.**

Through the feedback process, the department found that educators would like to have more examples of highly effective teaching and lesson planning. For example, teachers and administrators provided feedback on the planning domain, indicating that teachers were spending eight to 12 hours writing very lengthy lesson plans, a time frame that exceeds the intent of the domain. Throughout the state, educators provided lessons that received a score of a 5 and were written in a very manageable amount of time and with a limited amount of writing. Similar to the instruction domain, it is important that planning not be treated as a checklist, but rather, thought of as a holistic domain. Much like training on the instructional domain, treating the planning domain as a holistic measure will be emphasized by the department and examples of short, but highly-rated lesson plans, will be provided.

In addition, teachers have noted that there are limited examples of highly effective instruction available for their review. The department will provide additional examples to educators through the NIET Best Practices Portal, which is available electronically to all teachers. Finally, the department will encourage and facilitate peer-to-peer observations as they have proven to provide valuable content-specific feedback.

4. The professionalism component of the rubric should be significantly reduced and streamlined.

The professionalism domain, completed within the last six weeks of the school year, does not require a single observation but rather the collection of evidence throughout the year. During the beginning of the year, the department received feedback that there was not a specific rubric that distinguished the performance levels within a single indicator. As a result, with the help of educator groups, the department distributed a rubric that explained the existing indicators in further detail. As the school year came to an end, administrators expressed additionally that the 10 indicators in the professionalism rubric were repetitive. As a result, the department will present a recommendation to the State Board of Education that it reduce the professionalism rubric from 10 indicators to four.

5. The state should explore the funding and use of student surveys and pilot programs to use video scoring of observations at district discretion.

As outlined in the Feedback section, various research studies, including the SCORE report, identify the use of student surveys as an evaluation component that districts should consider utilizing.

The State Board of Education has already approved the use of student surveys for five percent of the qualitative measure through TEM, which is the teacher evaluation model in use in Memphis City Schools. Through available grants, the department plans to fund the use of student surveys for TEAM districts that apply to use them during the 2012-13 school year. While there are some funding limitations, we hope to offer the Tripod survey to as many districts as possible.

In addition to student surveys, the MET study also discusses the benefits of utilizing videotape technology in classrooms so that observations can be conducted without the presence of an observer in the classroom.

In addition, the department will seek grant funding to assist districts in obtaining the use of available technology to utilize video scoring of observations.

Other qualitative rubric considerations

Alternate Rubrics

At the beginning of the 2011-12 school year, the department included not only the general educator rubric, but also a school services personnel rubric, library/media specialist rubric, and alternative school rubric as a part of the model. As these rubrics were used by evaluators throughout the year, both teachers and administrators sent feedback stating that the use of the general educator rubric in certain grades and subjects, as well as the school services personnel rubric, was difficult.

To require evaluators to develop a deep understanding of multiple rubrics would have been problematic and burdensome for administrators. Thus, a separate rubric was not created for each of the groups from whom we received feedback. Instead, educator groups met during March and April. These groups, composed of teachers and administrators in the specific content areas, created guidance documents that would give evaluators perspective on applying the rubric to the specific content or grade area. Over the course of the 2011-12 school year, the following groups met and created guidance documents:

General Educator Rubric	School Services Personnel Rubric
Pre-K	Counselors
Special Education	Audiologists
Career and Technical Education (CTE)	Speech/Language Pathologists
Virtual Schools	Social Workers
Alternative Schools	Vision

The guidance documents include pre-observation questions, key areas for gathering evidence, examples of evidence and artifacts, and examples of excellence. When used appropriately, these documents should assist evaluators in applying the TEAM evaluation rubric with fidelity by offering additional resources with which to conduct high-quality evaluations.

Overall Rubric Considerations

In keeping with our view that the evaluation system is one of continuous improvement, the department will continue to review the rubric throughout the year. Additional data will be collected and alignment to the Common Core standards will be reviewed to ensure that the rubric indicators are linked to better student outcomes.

The SCORE report on evaluation suggested that performance levels of “2” and “4” should be included in the rubric to provide additional clarity. As the 2012-13 school year continues, we will continue to review feedback to determine whether changes to include the “2” and “4” performance levels are appropriate in light of the common feedback that teachers are viewing the rubric as a checklist.

III. Increases in process efficiency

1. **Teachers who receive a 5 on either their overall evaluation score or on their individual TVAAS score should have a more streamlined evaluation process the following year with one full-length observation and two additional short, unscheduled visits with limited paperwork.**
2. **Teachers who receive a 1 on either their overall evaluation score or on their individual TVAAS score should have additional, unannounced, full-length observations with feedback to ensure they receive professional development to improve.**

As the year progressed, administrators expressed the value and importance of observations, but seemed to prefer a system in which more time could be spent with teachers most in need of improvement and less time spent with high performing teachers. Based on that feedback, the department recommends that the State Board of Education modify requirements for the number of observations required based on value-added or overall evaluation scores as noted above. For teachers who score a 1, this recommendation would make the number of observations consistent with the number for novice teachers, who often need more assistance. Note that any board action would provide the minimum requirement and districts could choose to conduct additional observations.

This shift in the requirement of observations allows evaluators to spend more time with teachers most in need of improvement, while reducing the amount of time spent with teachers whose student outcomes demonstrate strong performance. It is important to remember, however, that even the strongest teachers need regular feedback to further improve practice.

It is also important to note that because many evaluators systematically failed to identify the lowest-performing teachers, it is critical that the additional observation requirements are tied to the individual TVAAS score, meaning students advanced significantly less than would be expected. Again, the purpose of the evaluation system is to identify areas of need and provide professional development so that teachers can get better and student outcomes can improve.

If evaluators and school districts continue to inaccurately assess the lowest performing teachers and fail to provide feedback for improvement, the General Assembly should consider revisiting the issue of public access to teacher evaluation data and making such data available to parents for information purposes.

3. **The evaluation data system should continue to be measured and streamlined to increase efficiencies, reduce time and paperwork on school districts and allow for increased functionality.**

To address inefficiencies in the data system, the department is working to release a more efficient data system with the functionality improved by the beginning of the year. Specifically, all evaluators will be able to access all necessary data entry components from a single grid, allowing for one-click data entry. Additionally, having all components by August 1st will enable evaluators to enter forms and data in the system directly, rather than having to write it on paper first and then transfer it over to the data system.

In addition to making the data system more user-friendly, the department will provide training on the use of the data system to district teams at the beginning of the 2012-13 school year so that the teams can go back to their districts and train their evaluators. This training will supplement online video tutorials and guides that have been available throughout the 2011-12 school year. The trainings will be important to ensure that all evaluators can take full advantage of the features in the data system.

While the data system for the state is useful in collecting data, there has been desire around the state for evaluators to have a performance management system. Such a system would help observers schedule observations, script evidence during observations, and link specific pieces of evidence to indicators on the rubric. Some districts have been working with a variety of vendors to purchase their own systems and have reported many benefits. First, the ability to schedule observations and script evidence via the application saves observers time before and after an observation and allows the focus of energy to be on the observation itself. Additionally, the systems are functional with iPads and allow districts to utilize their technology.

Other Process Considerations

By statute, many teachers are not subject to the new evaluation procedures due to their status as 120-day contract or part-time employees. The department has targeted this omission for further review.

IV. Management of District Implementation

- 1. The State Board of Education, with assistance from the department, should more clearly define its policy relative to state monitoring of districts that have a significant variance between value-added and observation scores. Evaluators with significant deviation should have their certification as evaluators examined and be required to attend re-certification classes.**

State Board of Education policy 5.201 (Teacher and Principal Evaluation Policy) requires the department to determine a process for making sure that observation scores are aligned to value-added scores. Specifically, section 3 of the guidelines states the following:

By August 1 of each year, the state board of education will publish an anticipated range of distribution of evaluation results for the coming school year, subject to variation based on differences in student achievement growth in individual schools and districts. The department will monitor observation scores throughout the year and enforce consistent application of standards across districts. Upon the conclusion of the school year and relevant data collection, the department will publish evaluation results by district. Districts that fall outside the acceptable range of results, subject to student achievement scores, will not be approved to use alternate models for the following school year, and will be subject to additional training and monitoring by the department.

To ensure equitable application of the evaluation system across the state, the department will analyze the relationship between observation scores and value-added scores to determine the appropriate policy for monitoring districts that fall outside an acceptable score correlation and recommend action to the State Board of Education.

- 2. The state should utilize its eight Centers of Regional Excellence (formerly Field Service Centers) to provide district and school leaders with increased access to professional development in areas of high need of evaluation implementation.**

The department will directly support schools and evaluators that have demonstrated a high need in the areas of evaluation implementation. This will be accomplished through our eight newly configured Centers of Regional Excellence, which will have a renewed focus on academics rather than school system compliance.

Closing

When Tennessee came together across party and geographic lines to support bold legislation and a courageous First to the Top plan, the state embarked on a challenging journey to improve educational outcomes. We are engaged in this work because we are not satisfied with our past results. We believe that Tennessee students can and will compete with students anywhere in the country and the world. Therefore, we have an obligation to build a public education system that gives students the very best chance to succeed.

Our students and our educators are meeting the challenge. Test scores are rising across all subjects and grade levels. Tennessee's students are better prepared than ever before.

Still, we know we must improve our work every year if we are going to be the fastest growing state in the country in student achievement. We can only improve if we measure our performance, offer meaningful feedback, and take steps to better outcomes each year.

The Department of Education has made this commitment with our own work. When we implement significant programs, we will measure them, gather evidence, accept feedback, and make changes in an effort to improve. From the outset of our implementation of the new teacher evaluation system, we committed to listen, to measure, to assess, and to make changes. This commitment extends into future years, too.

This report catalogues the most significant findings gathered from hundreds of thousands of student assessments and teacher observations, tens of thousands of survey responses, thousands of conversations and emails, and hundreds of school and district visits. We believe our evaluation model helped students learn more in 2011-12. We also believe that the changes recommended here will further increase student achievement in 2012-13.

We remain incredibly grateful for the hard work of educators in Tennessee. If anything, this report should demonstrate the incredible impact that effective teachers can have on the lives of students and the importance of building models that recognize our very best teachers for their immeasurable contribution to the state of Tennessee.

TEAM Process Guide – Professional Teacher

Timeline	TEAM Component	Evaluator Steps	Teacher Steps
August	Introduction of TEAM to staff	<ol style="list-style-type: none"> 1. Review TEAM guidelines 2. Conduct staff meeting about TEAM 	<ol style="list-style-type: none"> 1. Review TEAM guidelines 2. Attend staff meeting about TEAM
Late August – Mid-October	Suggested Observation #1: <ul style="list-style-type: none"> • Announced • 15 min • Planning – 3 indicators 	<ol style="list-style-type: none"> 1. Schedule pre-conference; request lesson plan 2. Pre-conference 3. Observation: Planning domain 4. Prepare for post-conference 5. Post-conference (informal) <ul style="list-style-type: none"> • Sign-off on paper observation form • Get teacher sign-off 6. Enter in data system 7. File paper observation form in teacher personnel file 	<ol style="list-style-type: none"> 1. Send lesson plan 2. Review TAP Rubric: Planning domain 3. Pre-conference 4. Observation: Planning domain 5. Post-conference (informal) <ul style="list-style-type: none"> • Sign-off on paper observation form 6. Implement feedback around the Area of Refinement.
Mid-October – December	Suggested Observation #2: <ul style="list-style-type: none"> • Announced • Lesson • Instruction – 12 indicators 	<ol style="list-style-type: none"> 1. Schedule pre-conference 2. Pre-conference 3. Observation: Instruction domain 4. Schedule and prepare for post-conference 5. Post-conference (formal) <ul style="list-style-type: none"> • Sign-off on paper observation form • Get teacher sign-off 6. Enter in data system 7. File paper observation form in teacher personnel file 	<ol style="list-style-type: none"> 1. Review TAP rubric: Instruction domain 2. Pre-conference 3. Observation: Instruction domain 4. Post-conference (formal) <ul style="list-style-type: none"> • Sign-off on paper observation form 5. Implement feedback around the Area of Refinement.
By November 1 st	Other Academic Measures (15%) Conference	<ol style="list-style-type: none"> 1. Schedule conference 2. Review approved measures 3. Conference to select measure 4. Complete sign-off form for 15% measure 	<ol style="list-style-type: none"> 1. Review approved measures 2. Conference to select measure
January – February	Suggested Observation #3: <ul style="list-style-type: none"> • Unannounced • 15 min • Environment – 4 indicators 	<ol style="list-style-type: none"> 1. Observation: Environment domain 2. Prepare for post-conference 3. Post-conference (informal) <ul style="list-style-type: none"> • Sign-off on paper observation form • Get teacher sign-off 4. Enter in data system 5. File paper observation form in teacher personnel file 	<ol style="list-style-type: none"> 1. Observation: Environment domain 2. Review TAP rubric: Environment domain 3. Post-conference (informal) <ul style="list-style-type: none"> • Sign-off on paper observation form 4. Implement feedback around the Area of Refinement.
February – April	Suggested Observation #4: <ul style="list-style-type: none"> • Unannounced • Lesson • Instruction – 12 indicators 	<ol style="list-style-type: none"> 1. Observation: Instruction domain 2. Schedule and prepare for post-conference 3. Post-conference (formal) <ul style="list-style-type: none"> • Sign-off on paper observation form • Get teacher sign-off 4. Enter in data system 5. File paper observation form in teacher personnel file 	<ol style="list-style-type: none"> 1. Observation: Instruction domain 2. Review TAP rubric: Instruction domain 3. Post-conference (formal) <ul style="list-style-type: none"> • Sign-off on paper observation form 4. Implement feedback around the Area of Refinement.
May	End-of-Year Conference	<ol style="list-style-type: none"> 1. Schedule conference 2. Rate on Professionalism rubric 3. Collect Achievement Measure data if available 4. Conference <ul style="list-style-type: none"> • Sign-off on paper observation form • Get teacher sign-off 5. Enter in data system 6. File paper Professionalism form in teacher personnel file 	<ol style="list-style-type: none"> 1. Review TAP rubric: Professionalism domain 2. Conference <ul style="list-style-type: none"> • Discuss Achievement Measure data if available • Sign-off on Professionalism form
Summer	Teachers notified of Summative Rating		

TEAM Process Guide – Apprentice Teacher

Timeline	TEAM Component	Evaluator Steps	Teacher Steps
August	Introduction of TEAM to staff	<ol style="list-style-type: none"> 1. Review TEAM guidelines 2. Schedule staff meeting about TEAM 	<ol style="list-style-type: none"> 1. Review TEAM guidelines 2. Attend staff meeting about TEAM
Late August – September	Suggested Observation #1: <ul style="list-style-type: none"> • Announced • 15 min • Planning – 3 indicators 	<ol style="list-style-type: none"> 1. Schedule pre-conference; request lesson plan 2. Pre-conference 3. Observation: Planning domain 4. Post-conference (informal) <ul style="list-style-type: none"> • Sign-off on paper observation form • Get teacher sign-off 5. Enter in data system 6. File paper observation form in personnel file 	<ol style="list-style-type: none"> 1. Send lesson plan 2. Review TAP Rubric: Planning domain 3. Pre-conference 4. Observation: Planning domain 5. Post-conference (informal) <ul style="list-style-type: none"> • Sign-off on paper observation form 6. Implement feedback around Area of Refinement
October – Early November	Suggested Observation #2: <ul style="list-style-type: none"> • Unannounced • Lesson • Instruction – 12 indicators 	<ol style="list-style-type: none"> 1. Observation: Instruction domain 2. Post-conference (formal) <ul style="list-style-type: none"> • Sign-off on paper observation form • Get teacher sign-off 3. Enter in data system 4. File paper observation form in personnel file 	<ol style="list-style-type: none"> 1. Observation: Instruction domain 2. Review TAP rubric: Instruction domain 3. Post-conference (formal) <ul style="list-style-type: none"> • Sign-off on paper observation form 4. Implement feedback around Area of Refinement
By November 1 st	Other Academic Measures (15%) Conference	<ol style="list-style-type: none"> 1. Schedule conference 2. Review approved measures 3. Conference to select measure 4. Complete the sign-off form for 15% measure 	<ol style="list-style-type: none"> 1. Review approved measures 2. Conference to select measure
Mid-November – December	Suggested Observation #3: <ul style="list-style-type: none"> • Unannounced • 15 min • Environment – 4 indicators 	<ol style="list-style-type: none"> 1. Observation: Environment domain 2. Post-conference (informal) <ul style="list-style-type: none"> • Sign-off on paper observation form • Get teacher sign-off 3. Enter in data system 4. File paper observation form in personnel file 	<ol style="list-style-type: none"> 1. Observation: Environment domain 2. Review TAP rubric: Environment domain 3. Post-conference (informal) <ul style="list-style-type: none"> • Sign-off on paper observation form 4. Implement feedback around Area of Refinement
January – Early February	Suggested Observation #4: <ul style="list-style-type: none"> • Announced • Lesson • Instruction – 12 indicators 	<ol style="list-style-type: none"> 1. Schedule pre-conference 2. Pre-conference 3. Observation: Instruction domain 4. Post-conference (formal) <ul style="list-style-type: none"> • Sign-off on paper observation form • Get teacher sign-off 5. Enter in data system 6. File paper observation form in personnel file 	<ol style="list-style-type: none"> 1. Review TAP rubric: Instruction domain 2. Pre-conference 3. Observation: Instruction domain 4. Post-conference (formal) <ul style="list-style-type: none"> • Sign-off on paper observation form 5. Implement feedback around Area of Refinement
Mid-February – Early March	Suggested Observation #5: <ul style="list-style-type: none"> • Announced • 15 min • Environment & Planning – 7 indicators 	<ol style="list-style-type: none"> 1. Schedule pre-conference; request lesson plan 2. Pre-conference 3. Observation: Environment and Planning domains 4. Post-conference (informal) <ul style="list-style-type: none"> • Sign-off on paper observation form • Get teacher sign-off 5. Enter in data system 6. File paper observation form in personnel file 	<ol style="list-style-type: none"> 1. Send lesson plan 2. Review TAP rubric: Environment and Planning domains 3. Pre-conference 4. Observation: Environment and Planning 5. Post-conference (informal) <ul style="list-style-type: none"> • Sign-off on paper observation form 6. Implement feedback around Area of Refinement
Mid-March – April	Suggested Observation #6: <ul style="list-style-type: none"> • Unannounced • Lesson • Instruction – 12 indicators 	<ol style="list-style-type: none"> 1. Observation: Instruction domain 2. Post-conference (formal) <ul style="list-style-type: none"> • Sign-off on paper observation form • Get teacher sign-off 3. Enter in data system 4. File paper observation form in personnel file 	<ol style="list-style-type: none"> 1. Observation: Instruction domain 2. Review TAP rubric: Instruction domain 3. Post-conference (formal) <ul style="list-style-type: none"> • Sign-off on paper observation form 4. Implement feedback around Area of Refinement
May	End-of-Year Conference	<ol style="list-style-type: none"> 1. Schedule conference 2. Rate on Professionalism rubric 3. Collect Achievement Measure data if available 4. Conference <ul style="list-style-type: none"> • Sign-off on paper observation form • Get teacher sign-off 5. Enter in data system 6. File paper Professionalism form in teacher personnel file 	<ol style="list-style-type: none"> 1. Review TAP rubric: Professionalism domain 2. Conference <ul style="list-style-type: none"> • Discuss Achievement Measure data if available • Sign-off on Professionalism form
Summer	Teachers notified of Summative Rating		

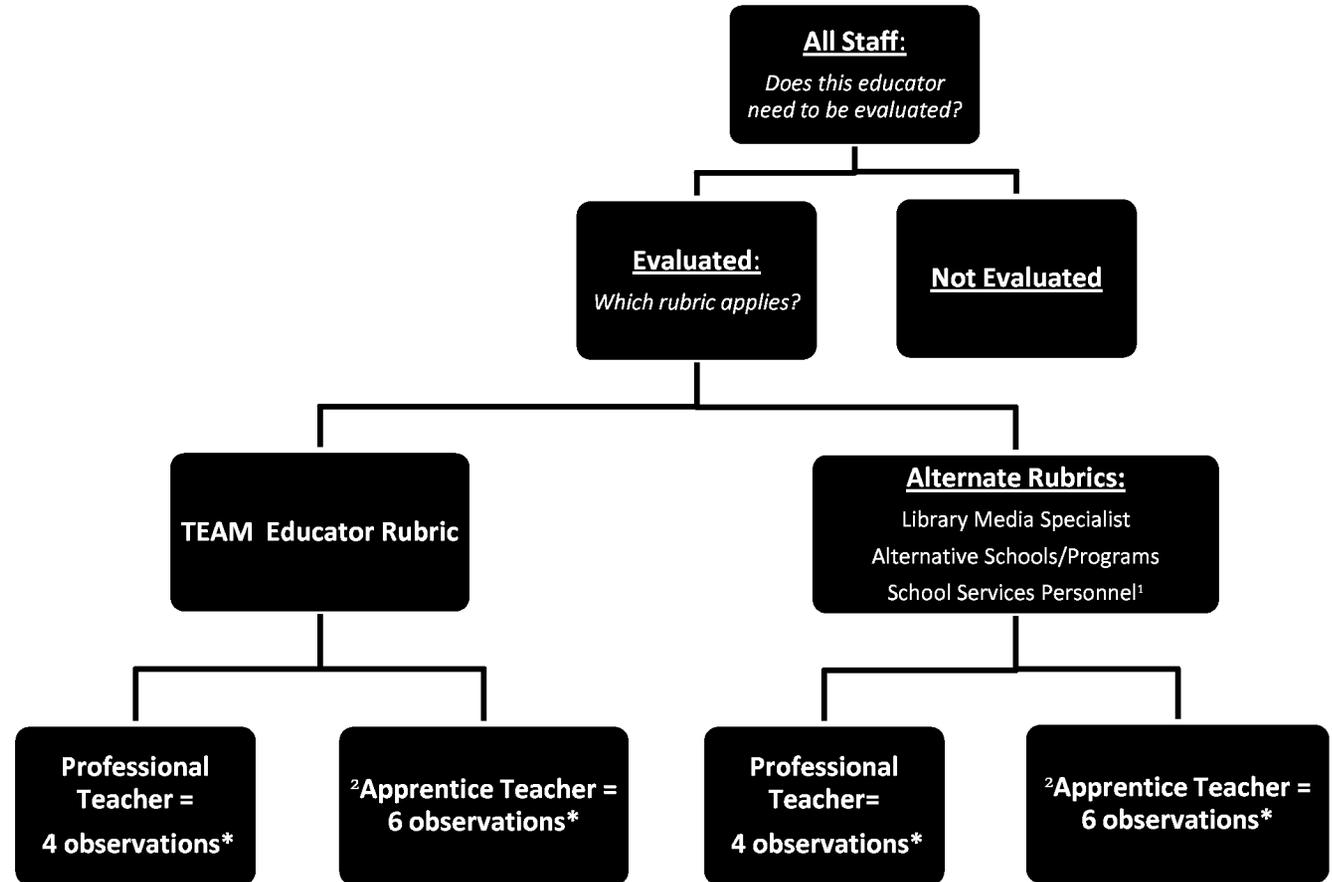
TEAM Evaluation Decision Tree



If a staff member works 120 days or less or is a contract employee, he/she is not required by statute to be evaluated using the TEAM system.

The type of rubric used should be determined by an educator's current role. Alternative rubrics have been developed for library media specialists, teachers in alternative schools/programs and school services personnel and should be used in observing these teachers.

Teacher licensure determines the number of observations required. A professional teacher holds one of the following licenses: Professional, Professional Occupational Education, Adjunct or Professional School Service Personnel License.



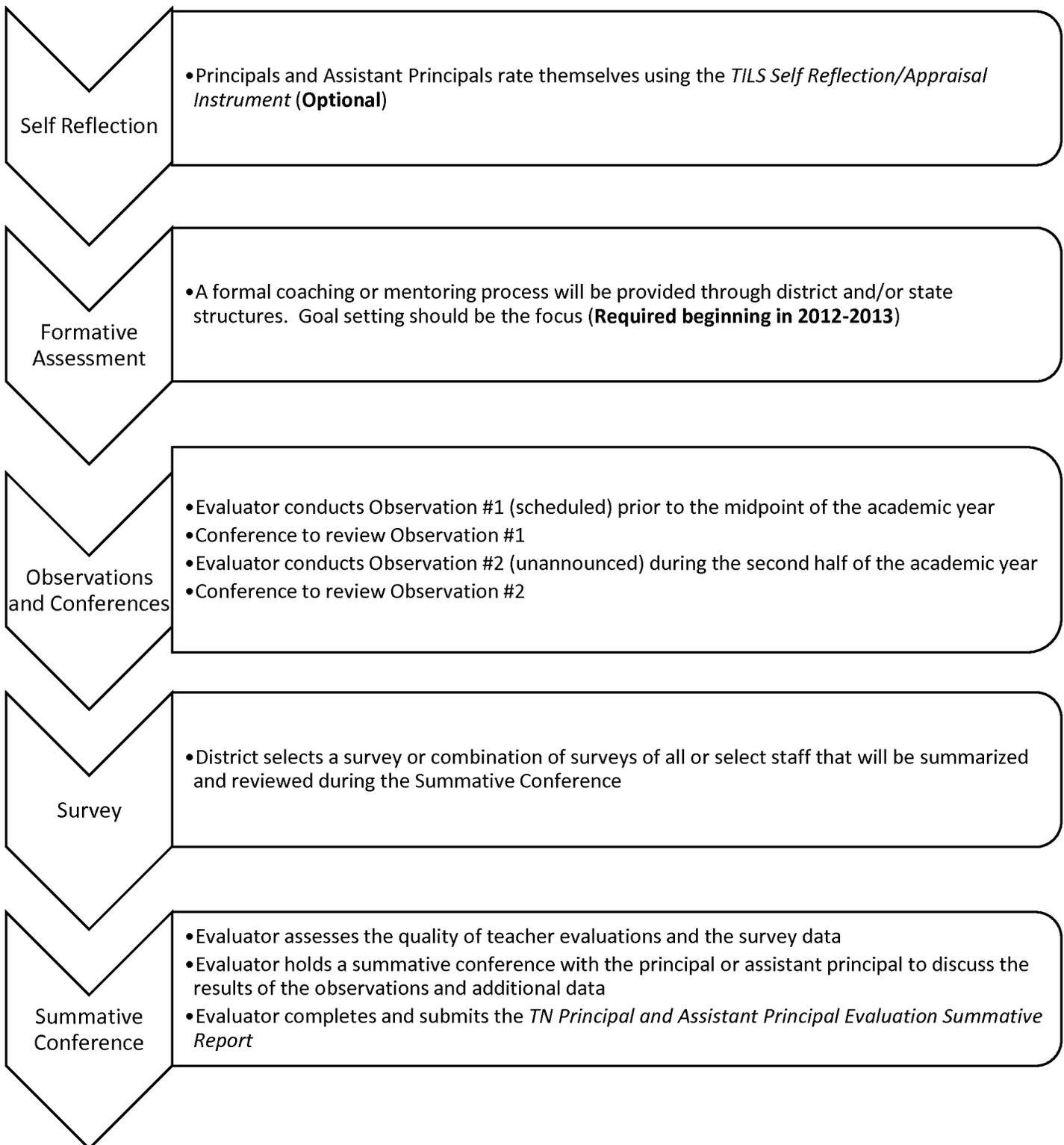
* At least half of the observations for both groups must be unannounced.

Notes:

¹ School Services Personnel include Audiologists, Counselors, Social Workers, Psychologists, and Speech/Language Therapists. Additionally, this rubric may be used at the discretion of the LEA for other certified educators who do not have direct instructional contact with students such as instructional coaches or Special Education case managers.

² An **Out-of-State License** is considered an entry level (apprentice) license. Regardless of the amount of experience a teacher may have in another state, they cannot advance to a Professional License until they have completed one year of successful teaching in Tennessee (3 years overall) and have received a positive evaluation on a state approved evaluation model.

Principal Evaluation Process (Phase 1)*



*The Phase 1 Process is used to evaluate administrators new to their district, school, and/or level and those scoring Below Expectations or Significantly Below Expectations on their most recent evaluation.

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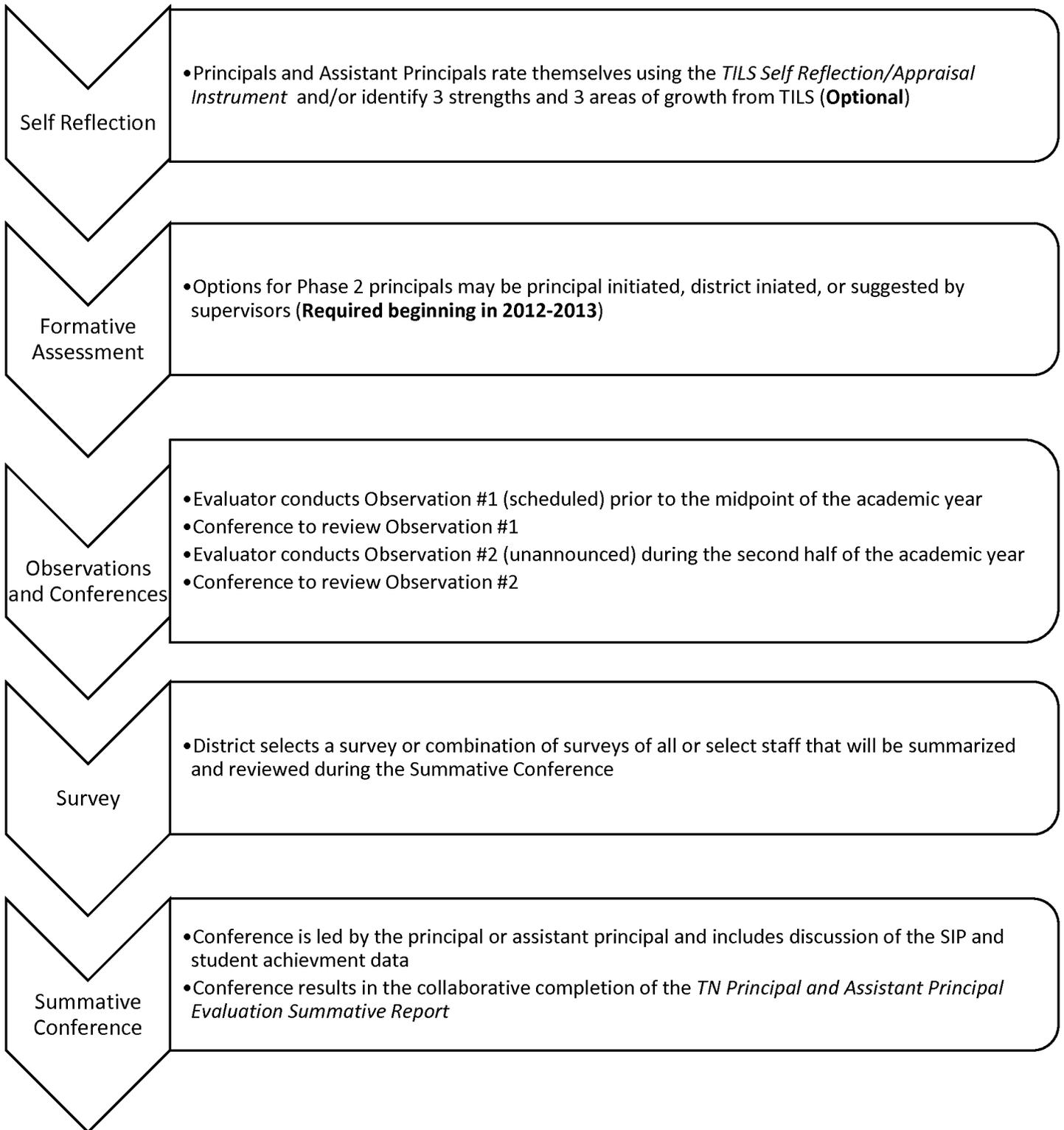
The Phase 2 Process is used to evaluate veteran administrators who scored At Expectations or above on their most recent evaluation.

Principal Evaluation Timeline – Phase 1 Administrator

The Phase 1 Process will be used to evaluate administrators new to their district, school, and/or level and those scoring Below Expectations or Significantly Below Expectations on their most recent evaluation

Timeline	Component	Evaluator Steps	Administrator Steps
August	Self-Reflection	None	<ol style="list-style-type: none"> Principals and assistant principals may rate themselves in all areas of TILS using the <i>TILS Self Reflection / Appraisal Instrument</i> (Optional) Principals and assistant principals may also identify 3 strengths and 3 areas of growth from the TILS (Optional)
Late August – September	Formative Assessment	<ol style="list-style-type: none"> Facilitate a formal coaching/mentoring process provided through district and/or state structures Goal setting is the focus Goals may be aligned with self-reflection, school data, and/or areas for growth <p style="text-align: center;">(Required beginning in 2012-2013)</p>	<ol style="list-style-type: none"> Participate in the formal coaching/mentoring process provided through district and/or state structures <ul style="list-style-type: none"> Goal setting is the focus Goals may be aligned with self-reflection, school data, and/or areas for growth <p style="text-align: center;">(Required beginning in 2012-2013)</p>
During the First Half of the Academic Year	Observation #1 (Announced)	<ol style="list-style-type: none"> Schedule Observation #1 and notify principal or assistant principal Conduct Observation #1 using the <i>Tennessee Principal and Assistant Principal Evaluation</i> form for guidance Schedule a post-conference and provide feedback from Observation #1 	<ol style="list-style-type: none"> Schedule Observation #1 with the evaluator Attend post-conference to receive feedback from Observation #1 from the evaluator Implement feedback
During the Second Half of the Academic Year	Observation #2 (Unannounced)	<ol style="list-style-type: none"> Conduct Observation #2 using the <i>Tennessee Principal and Assistant Principal Evaluation</i> form for guidance Schedule a post-conference and provide feedback from Observation #2 	<ol style="list-style-type: none"> Attend post-conference to receive feedback from Observation #2 from the evaluator Implement feedback
Flexible/Ongoing <i>(Completed Prior to the Summative Conference)</i>	Survey Component	<ol style="list-style-type: none"> Collect data from a survey or combination of surveys of all or select staff selected by the district Summarize the survey data for review during the summative conference 	<ol style="list-style-type: none"> Help to implement any surveys selected by the district with fidelity
Flexible/Ongoing <i>(Completed Prior to the Summative Conference)</i>	Teacher Evaluation Component	<ol style="list-style-type: none"> Review the quality of implementation of the teacher evaluation system Review the quality of feedback given to teachers as the result of classroom observations Review whether teacher observation ratings appropriately differentiate between teachers' effectiveness 	<ol style="list-style-type: none"> Implement the teacher evaluation system with a high degree of fidelity Provide high quality feedback to teachers as the result of classroom observations Provide the evaluator with requested data or documents needed to assess the quality of teacher evaluations
May - June	Summative Conference	<ol style="list-style-type: none"> Schedule Summative Conference Review the results from the observations, survey data, and quality of teacher evaluations prior to the conference Conduct the Summative Conference <ul style="list-style-type: none"> Review the sources of data that informed the evaluation Discuss ratings on the <i>Tennessee Principal and Assistant Principal Evaluation</i> form 	<ol style="list-style-type: none"> Provide any data needed by the evaluator prior to the Summative Conference Attend the Summative Conference

Principal Evaluation Process (Phase 2)*



*The Phase 1 Process is used to evaluate administrators new to their district, school, and/or level and those scoring *Below Expectations* or *Significantly Below Expectations* on their most recent evaluation.

The Phase 2 Process is used to evaluate veteran administrators who scored *At Expectations* or above on their most recent evaluation.

Principal Evaluation Timeline – Phase 2 Administrator

The Phase 2 Process will be used to evaluate veteran administrators who scored At Expectations or above on their most recent evaluation

Timeline	Component	Evaluator Steps	Administrator Steps
August	Self-Reflection	None	<ol style="list-style-type: none"> Principals and assistant principals may rate themselves in all areas of TILS using the <i>TILS Self Reflection / Appraisal Instrument</i> (Optional) Principals and assistant principals may also identify 3 strengths and 3 areas of growth from the TILS (Optional)
August – September	Formative Assessment	<ol style="list-style-type: none"> Facilitate options for formative assessment that may be district initiated, supervisor suggested, or principal initiated (Required beginning in 2012-2013) 	<ol style="list-style-type: none"> Participate in selected district initiated, supervisor suggested or principals initiated formative assessment (Required beginning in 2012-2013)
During the First Half of the Academic Year	Observation #1 (Announced)	<ol style="list-style-type: none"> Schedule Observation #1 and notify principal or assistant principal Conduct Observation #1 using the <i>Tennessee Principal and Assistant Principal Evaluation</i> form for guidance Schedule a post-conference and provide feedback from Observation #1 	<ol style="list-style-type: none"> Schedule Observation #1 with the evaluator Attend post-conference to receive feedback from Observation #1 from the evaluator Implement feedback
During the Second Half of the Academic Year	Observation #2 (Unannounced)	<ol style="list-style-type: none"> Conduct Observation #2 using the <i>Tennessee Principal and Assistant Principal Evaluation</i> form for guidance Schedule a post-conference and provide feedback from Observation #2 	<ol style="list-style-type: none"> Attend post-conference to receive feedback from Observation #2 from the evaluator Implement feedback
Flexible/Ongoing <i>(Completed Prior to the Summative Conference)</i>	Survey Component	<ol style="list-style-type: none"> Collect data from a survey or combination of surveys of all or select staff selected by the district Summarize the survey data for review during the summative conference 	<ol style="list-style-type: none"> Help to implement any surveys selected by the district with fidelity
Flexible/Ongoing <i>(Completed Prior to the Summative Conference)</i>	Teacher Evaluation Component	<ol style="list-style-type: none"> Review the quality of implementation of the teacher evaluation system Review the quality of feedback given to teachers as the result of classroom observations Review whether teacher observation ratings appropriately differentiate between teachers' effectiveness 	<ol style="list-style-type: none"> Implement the teacher evaluation system with a high degree of fidelity Provide high quality feedback to teachers as the result of classroom observations Provide the evaluator with requested data or documents needed to assess the quality of teacher evaluations
May - June	Summative Conference	<ol style="list-style-type: none"> Schedule Summative Conference Participate in the principal-led Summative Conference <ol style="list-style-type: none"> Discuss School Improvement Plan (including survey data and goals) Analyze student achievement data Complete the <i>Tennessee Principal and Assistant Principal Evaluation Form</i> Record the final ratings 	<ol style="list-style-type: none"> Review the School Improvement Plan and student achievement data prior to the Summative Conference Lead the Summative Conference <ol style="list-style-type: none"> Discuss School Improvement Plan (including survey data and goals) Analyze student achievement data



SUPPORTING EFFECTIVE TEACHING IN TENNESSEE:

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T Page 153
LISTENING AND GATHERING FEEDBACK ON
TENNESSEE'S TEACHER EVALUATIONS

► EXECUTIVE SUMMARY

Tennessee has emerged over the past three years as a national leader in education reform. To ensure that more of its students graduate from high school with the skills they need to be successful in life, Tennessee has made a series of significant policy changes. In 2009, teachers began teaching the higher academic standards of the Tennessee Diploma Project in classrooms. In 2010, the General Assembly passed the First to the Top Act, the most sweeping education reform legislation in the state since 1992, which laid the groundwork for Tennessee's first-round Race to the Top win. Rapid implementation of the state's First to the Top plan is now underway, putting Tennessee in a unique position to start realizing significant gains in student achievement.¹ "There is no state that has a greater opportunity...to be a national leader than Tennessee," U.S. Secretary of Education Arne Duncan told an audience in Nashville last year. "There is a commitment, a sense of courage here that we find absolutely remarkable...My challenge to you – and my hope – is that Tennessee can be the fastest improving state in the country."²

While Tennessee has shown early signs of success in preparing students for the rigors of postsecondary education and the workforce, significant work remains to ensure policy changes create positive results for our students. National Assessment of Educational Progress (NAEP) data released in 2011 indicated that although there was no statistical change in the state's fourth and eighth grade reading and math scores from 2009, other states made improvements during this period that pushed Tennessee further down in the rankings. (Tennessee currently ranks 46th among states in math proficiency levels and 41st in reading, based on fourth-grade results.) Similarly, only 15 percent of students are considered college-ready across all four ACT college benchmarks (English, reading, math, and science).³

These education outcomes have implications not only for our students' futures, but for the economic strength of our state. The ability for our students to be prepared for college and high-quality jobs and for our state to attract business investments rests on the quality of our public education system.

While the work is difficult, the pathway to improvement is clear. Research shows that effective teaching is the most important school-based factor in improving student growth and achievement.⁴ In order to help teachers improve, they need meaningful and ongoing feedback on their performance. This feedback must be closely linked to supports and training that help teachers learn, build on their strengths, and address their areas for development.⁵

Tennessee's Teacher Evaluation System

In the past, meaningful feedback for teachers has been an important missing link in the efforts to improve instruction in classrooms across Tennessee. Under the old system, tenured teachers could go years without evaluations and the feedback they needed to improve instruction. While the state did not routinely collect evaluation results from districts under the previous system, the vast majority of teachers were typically deemed to be performing at high levels. In such cases, evaluations failed to effectively differentiate teachers and were inconsistent with student educational outcomes.⁶ To address this issue, Tennessee's First to the Top plan prioritizes improving the state's system of providing feedback to teachers.

Old Teacher Evaluation System	New Teacher Evaluation System
Evaluation was based on classroom observations, teacher self-reflection, and a review of teachers' professional growth	Evaluation is based on multiple measures, including classroom observations, student achievement data, and student growth data
Teachers with less than three years of experience were formally evaluated once a year. Teachers who had taught three years or more were formally evaluated twice over a 10-year period	All teachers receive a formal annual evaluation
Teachers with two years of experience were observed three times each year. Teachers with three or more years of experience were observed two times during the year they were evaluated	Teachers without a professional license receive six observations each year (with the option of combining a portion of the observations for a minimum total of four classroom visits). Teachers with a professional license receive four observations each year (with the option of combining a portion of the observations for a minimum total of two classroom visits). Half of the observations must be unannounced
Teachers received one of four ratings: Unsatisfactory, Level A - Developing, Level B - Proficient, and Level C - Advanced	Evaluations differentiate teachers into one of five effectiveness groups, from significantly above expectations to significantly below expectations
Evaluators were required to provide teachers feedback after each observation cycle, which ranged from three times a year to four times in a decade	All teachers receive timely feedback from observations throughout the year
Evaluations were not required to be used to inform personnel decisions	Evaluations are used to inform human capital decisions, including professional development, assignment, promotion, tenure, and compensation

To identify and support effective teaching, Tennessee has completed its first year of implementing a new statewide teacher evaluation system. The primary purpose of the evaluation system is “to identify and support instruction that will lead to high levels of student achievement.”

Major characteristics of the system include:

- Teacher evaluations will be based on multiple measures, with 50 percent based on student achievement data and 50 percent based on qualitative measures (such as classroom observations of teachers);
- All teachers will receive an annual evaluation;
- Evaluations will differentiate teachers into one of five effectiveness groups (significantly above expectations, above expectations, at expectations, below expectations, and significantly below expectations);
- Evaluations will be used to inform personnel decisions such as professional development, assignment, promotion, retention, tenure, and compensation.⁷

Flexibility exists for districts to develop their own variations, provided their plans are consistent with the format described above and meet with approval from the State Board of Education. School districts across the state are now implementing one of four evaluation models. The Tennessee Department of Education is supporting the implementation of the model being used by most districts in the state (the TEAM model). However, Memphis City Schools, Hamilton County Schools, and several districts participating in the Association of Independent and Municipal Schools (AIMS) have devised and are applying their own models of evaluation.⁸

Summary of the four teacher evaluation models

Model	Districts	Number of teachers (Percent of TN teachers) ⁹	Qualitative component and weighting
Project COACH	Hamilton County	2,925 teachers (5 percent)	• Observations of teacher practice, based on Kim Marshall's model (50 percent)
TEM	Memphis City Schools	7,329 teachers (11 percent)	• Observations of teacher practice, based on DC IMPACT (40 percent) • Student feedback, using Tripod Survey (5 percent) • Teacher knowledge, list of approved options (5 percent)
TIGER	Alamo City, Alcoa City, Bradford Special, Greeneville City, Lebanon Special, Lenoir City, Lexington City, Maryville City, Milan Special, Paris Special, Trenton Special, Trousdale County	1,606 teachers (2 percent)	• Observations of teacher practice, based on Charlotte Danielson's model (50 percent)
TEAM	All other districts	52,989 teachers (82 percent)	• Observations of teacher practice, based on TAP Teaching Standards (50 percent)

SCORE'S TEACHER EVALUATION FEEDBACK PROCESS

During the first year of the implementation, the new teacher evaluation system is serving as a powerful platform for increasing inspired, high-quality teaching across the state. As with any significant implementation process, challenges have arisen.

In December 2011, Governor Bill Haslam asked the State Collaborative on Reforming Education (SCORE) to conduct a formal statewide listening and feedback process, independent of state government, on Tennessee's teacher evaluation system. As part of the process, Governor Haslam asked SCORE to produce a report to the State Board of Education and Department of Education that would reflect feedback from across the state and propose a range of policy considerations for refining Tennessee's teacher evaluation system moving forward. This feedback process complements other feedback being collected by the Department of Education and the Tennessee Consortium on Research, Evaluation, and Development (TNCRED).

SCORE's role in this process was to listen. SCORE collected feedback from stakeholders across the state including teachers, principals, superintendents, parents, local and state officials, community and business leaders, and other citizens.

SCORE gathered feedback and input in the following ways:

- Held nine public roundtables in rural, urban, and suburban communities in all three grand divisions of the state in February, March, and April of this year.
- Conducted an online questionnaire that was sent to all teachers and principals in every school district across the state.
- Conducted in-depth interviews on teacher evaluation with leaders in Tennessee and across the nation, including with educators overseeing each of the four approved evaluation models being used in Tennessee.
- Formed an Educator Work Team comprised of 22 teachers, principals, and district leaders from across the state.
- Received additional feedback from existing networks of teachers, principals, and district leaders, and fielded input from numerous educators and citizens of the state.

This feedback process would not have been possible without the eight organizations who partnered with SCORE in gathering critical input from educators and community members throughout Tennessee. They include the Tennessee Education Association (TEA), Tennessee Principals Association, Tennessee Organization of School Superintendents (TOSS), Tennessee School Boards Association (TSBA), Tennessee PTA, Tennessee Chamber of Commerce and Industry, Tennessee Business Roundtable, and Professional Educators of Tennessee (PET).

POSITIVE FEEDBACK ON THE TEACHER EVALUATION SYSTEM

Tennessee's teacher evaluation system is improving both the quality of instruction in the classroom as well as the establishment of accountability for student results.

In this process, SCORE received the following positive input on the system:

- Educators have much clearer and more rigorous performance expectations, along with an understanding of what constitutes effective teaching.
- Educators are receiving more regular and specific feedback on their performance.
- Clear expectations and regular feedback are leading to more self-reflection and collaboration among teachers.
- New kinds of conversations have been generated about the improvement of instruction and outcomes for students.

- The evaluation system has encouraged more intentional use of student data by individual teachers and has driven school-wide collaboration around student growth.
- The evaluation system is highlighting the importance of individualized professional learning for teachers.
- The system also is establishing clear expectations for principals to serve as instructional leaders who understand and support effective teaching in their school.
- Most principals and other evaluators feel that the system is having positive impacts on student achievement in their schools.
- Highly promising and diverse sets of practices have emerged across the four different models.

FEEDBACK ON CHALLENGES AND CONCERNS

In addition to positive attributes of the system, several challenges and concerns were also identified:

- Unlike most principals and evaluators, many teachers are not yet convinced of the benefits of the evaluation system.
- Teachers do not have access to high-quality professional learning opportunities tied to their performance feedback.
- Approximately two-thirds of teachers do not have individual value-added student growth data for their grades and subjects.¹⁹ For these teachers, 35 percent of their evaluation is not directly tied to their own individual performance.
- Currently, the 15 percent student achievement measure is not viewed as directly driving effective teaching.
- Educators feel that balancing the evaluation system with existing responsibilities is a challenge for administrators.
- Not all principals and evaluators have developed the instructional leadership skills to effectively recognize and assess teaching practice.
- Many teachers reported that observations of classroom practice do not always capture authentic instruction, and that there has been inconsistent interpretation and implementation of the rubric.
- There is not yet sufficient focus on how the pending implementation of the Common Core State Standards needs to be reflected in and reinforced by the teacher evaluation system.

RECOMMENDATIONS FOR CONSIDERATION MOVING FORWARD

Meaningful feedback and related professional development opportunities are a significant component of improving teaching and learning in Tennessee. As Tennessee continues to implement the new teacher evaluation system, any changes that are made must support this goal. Below, we have outlined seven major recommendations that support the continued effective implementation of the system.

Recommendation 1

Ensure current and prospective teachers and leaders receive sufficient training in the evaluation system.

Teachers and evaluators need high-quality ongoing training in order to produce consistent and accurate evaluation results.

Recommendation 2

Link the feedback that teachers receive with high-quality, collaborative, and individualized professional learning opportunities so that they can improve their instruction.

Tennessee's teacher evaluation system needs to balance accountability for results with a focus on improving instruction, which is the key to improving student outcomes. To do so, the Department of Education and districts must provide meaningful professional learning and support to help teachers improve.

Recommendation 3

Address challenges with the current quantitative and qualitative measures of teacher effectiveness.

Many of the issues that have arisen are not due to problems with the First to the Top plan for teacher evaluation, but rather from the remaining gaps in the development and implementation of the multiple measures that form the backbone of the evaluation system. We recommend these gaps in the quantitative measure, and some missing elements in the qualitative measure, be addressed as soon as possible. For example, we recommend the state offer teachers in non-tested grades and subjects (who do not yet have individual student growth, or value-added, data) the option of temporarily increasing the weighting of the qualitative portion of the evaluation.

Recommendation 4

Support school and district leaders in becoming strong instructional leaders capable of assessing and developing effective teaching – and hold them accountable for doing so.

The initial work of implementation has focused on evaluating and developing the performance of teachers. For the full impact of this work to be sustained, it must be combined with a similar effort for school and district leaders.

Recommendation 5

Re-engage educators in those districts where implementation of the teacher evaluation system has faltered during the first year of work.

Initial implementation of the teacher evaluation system in some districts has been less effective than in others. In districts with more room for improvement, many school and district leaders do not yet believe in the value of the teacher evaluation system, have not made implementation one of their top priorities, and/or may not have the skills and experience needed to drive implementation. As a result, there is especially high dissatisfaction among teachers and low confidence that the evaluation system will help improve their practice and ultimately their students' learning.

Recommendation 6

Integrate the ongoing implementation of the teacher evaluation system and the Common Core State Standards so that they work together to improve student outcomes.

We recommend the State Board and Department of Education ensure that all of the approved evaluation models are refined to reflect the shifts in instruction that will be required by the Common Core State Standards and the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments.

Recommendation 7

Drive continuous improvement of the teacher evaluation system at the state, district, and school levels.

Leaders and educators must commit to improving the teacher evaluation system on an ongoing basis to maximize its impact on student achievement.

SCORE has not been a disinterested observer of the teacher evaluation system. In SCORE's 2009 Roadmap to Success plan, SCORE recommended that Tennessee "develop, pilot, and roll out a statewide teacher effectiveness measure based on multiple measures including student achievement gains and potentially principal evaluations, peer review, and parent and student surveys." After conducting this feedback process, we believe that Tennessee's teacher evaluation policy is critical to fostering and supporting effective teaching in Tennessee and to improving student achievement. The system that Tennessee is implementing is improving the quality of teaching in the classroom and is supporting effective instruction in many districts. As refinements continue to be made and the system is fully implemented with fidelity, it will fully realize its potential to serve as a powerful platform for supporting inspired, high-quality instruction across the state and, therefore, gains in student achievement and growth. Tennessee cannot and should not return to the old system or step back from implementation of the new system.

The following pages lay out in greater detail SCORE's teacher evaluation feedback process and the inputs SCORE received, the successes and challenges voiced about the evaluation system, and recommendations for consideration to continue improving the evaluation system moving forward.

TVAAS FAQs

How are index scores converted into levels?

The index scores are calculated by dividing the effect score or NCE gain by the standard error. The index score is then converted into a level based on this table.

Index	<-2	-2 to -1	-1 to 1	1 to 2	>2
Level	1	2	3	4	5

What subjects are included in a teacher-effect composite?

Subjects taught in the current year, and those subjects taught in the current year that also have been taught in the previous two years regardless of the grade level.

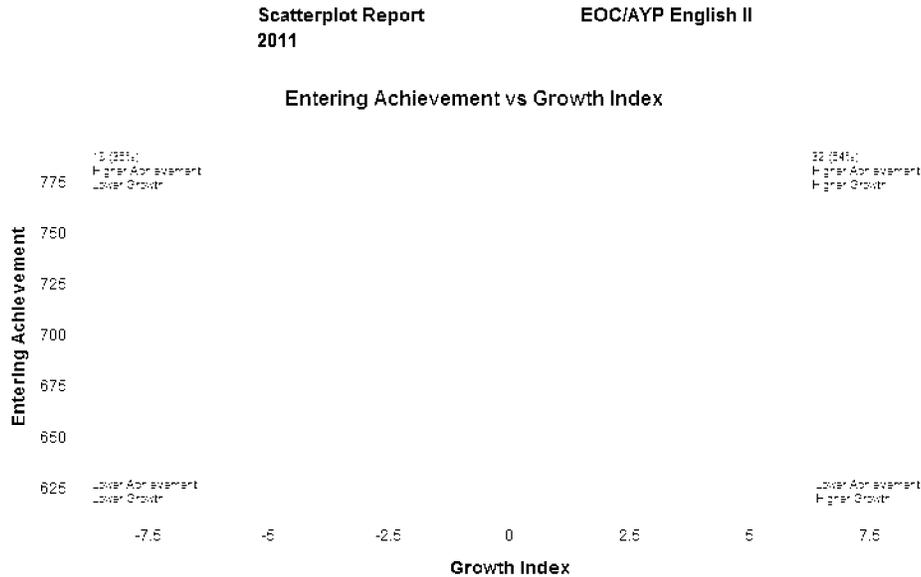
Year	Subjects Taught		
2009-10	7 th grade math	8 th grade math	8 th grade science
2010-11	7 th grade math	8 th grade math	6 th grade math
2011-12	7 th grade math	8 th grade math	US History

In 2009-10, Mrs. Hamilton would have received a TVAAS score for 7th grade math, 8th grade math, and 8th grade science individually. This year Mrs. Hamilton's composite score will be calculated including the past 3 years of data in both 7th grade and 8th grade math, highlighted in yellow, because she is teaching these subjects this year. Her 6th grade math score, highlighted in blue, from 2010-11 would also be included because it is the same **subject** as one she is currently teaching. US History, highlighted in green, will be included in the composite calculation because she teaches it in the current year.

What teachers have individual teacher-effect scores?

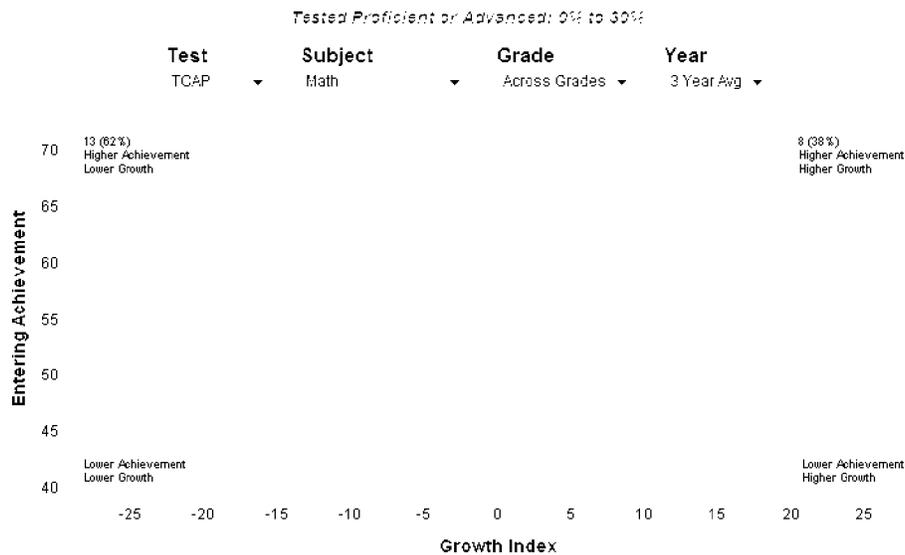
Those teachers teaching a tested subject in the current year may have an individual teacher-effect score. Additionally, there are minimum student requirements. For TCAP, a teacher must have at least 6 full time equivalent students to have an individual teacher-effect score. For End of Course assessments, a teacher must have at least 6 full time equivalent students and at least 10 overall students with sufficient data, at least 3 prior test scores, to be included in the analysis.

Can teachers in districts with high student achievement levels have high growth as measured by TVAAS?



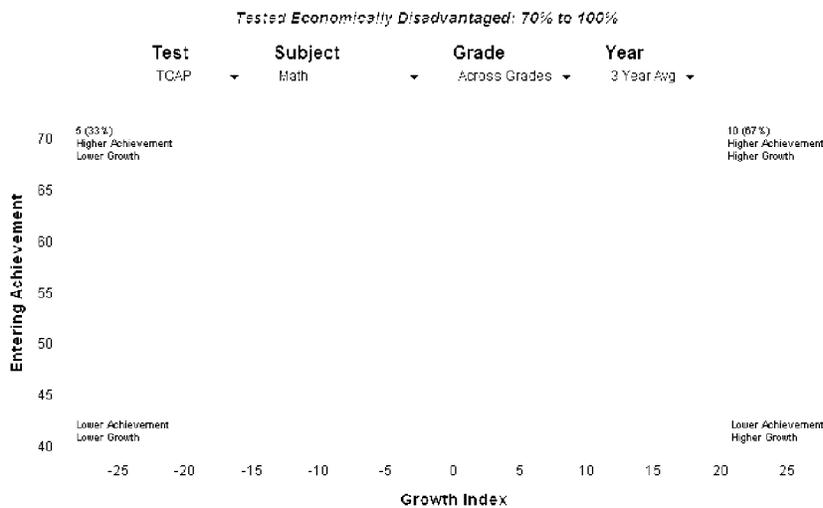
In this scatter plot, each dot represents a district. On the y-axis on the left, students’ entering achievement is shown. On the bottom, the x-axis represents the growth index. Expected growth is represented by the vertical line at 0.0. Those dots to the right of this line represent districts where students made higher than expected growth. In districts with more than 60% of students tested rated as proficient or advanced on the English II end of course assessment, there is a range of growth results. This data shows that there are districts in Tennessee that are making high levels of growth while serving large populations of high achieving students.

Can teachers in districts with low student achievement levels have high growth as measured by TVAAS?



In this scatter plot, each dot represents a district. On the y-axis on the left, students' entering achievement is shown. On the bottom, the x-axis represents the growth index. Expected growth is represented by the vertical line at 0.0. Those dots to the right of this line represent districts where students made higher than expected growth and those to the left, lower than expected. This chart shows the achievement and growth of districts in Tennessee with 0-30% of students scoring proficient or advanced across grades in TCAP math using the 3 year average. As you can see from the chart, although entering achievement may be low, growth ranges from about -13 to about positive 22 with multiple districts between. This data shows that there are districts in Tennessee that are making high levels of growth while serving students with low levels of entering achievement.

Can teachers who work with large numbers of students who are economically disadvantaged show growth?



In this scatter plot, each dot represents a district. On the y-axis on the left, students' entering achievement is shown. On the bottom, the x-axis represents the growth index. Expected growth is represented by the vertical line at 0.0. Those dots to the right of this line represent districts where students made higher than expected growth and those to the left lower than expected. This chart shows the achievement and growth of districts in Tennessee with more than 70% of students classified as economically disadvantaged in TCAP math using the 3 year average. As you can see from the chart, although entering achievement may be low, growth ranges from about -13 to slightly above positive 22 with multiple districts between. This data shows that there are districts in Tennessee that are making high levels of growth while serving high percentages of economically disadvantaged students.

How are a teacher's scores combined if he or she teaches classes with a TCAP assessment and another with an End of Course assessment?

A middle school math teacher would be an example of this if he or she teaches both 8th grade math and Algebra I. Composites are calculated separately for the TCAP and EOC tests and then weighted and

combined. Let's look at an example: If Mr. Davidson teaches sections of 8th grade math and sections of Algebra I. 8th grade math for all 3 years, highlighted in yellow, would be included in the composite with Algebra I in 2009-10 and 2011-12, highlighted in blue,. Because he is not teaching 8th grade science in the current school year, 2011-12, that score is not included in the composite calculation. For Mr. Davidson's composite, the TCAP index would be calculated by combining all the information from 8th grade math, highlighted in yellow, and then multiplied by 3/5 since the TCAP index represents 3 of the 5 teacher-effect scores included in the final composite. This is then added to the EOC index, highlighted in blue, multiplied by 2/5. This new average index for the combined TCAP and EOC is then divided by a new standard error to find the index and converted to a level.

2011-2012	8 th grade math	Algebra I
2010-2011	8 th grade math	8 th grade Science
2009-2010	8 th grade math	Algebra I

If a teacher teaches multiple subjects, are the teacher-effect scores weighted in the composite?

In a single year, the teacher-effect scores are not weighted for different subjects, but this is accounted for within the standard error calculation. The size of the standard error is affected by the quantity and quality of the data available for the effect calculation. For example, if Ms. Jones teaches 4 sections of English I with 30 students each and 1 section of US History with 25 students, the standard error is likely to be lower for English I because the teacher-effect is based on more students. The NCE gain (for TCAP) or Effect score (for EOC) is divided by the standard error to find the index score, which is then converted into a performance level. In this way the varying number of students taught and other factors are taken into account.

When is a student's score excluded from teacher-effect calculations?

There are multiple reasons a student's score may be excluded from a teacher-effect calculation. By state law, any student who is eligible for special education instruction is not included in individual teacher-effect scores, but these students' scores are included in school and district scores. Additionally, a student must meet minimum instructional availability requirements for scores to be included. For yearlong courses the minimum is 150 days and 75 for semester courses.

As an additional protection for teachers, when a student's score is dramatically out of line with the rest of the student's testing history, that score is flagged as an outlier and removed from the data prior to analysis. The formulas for identifying outliers are more likely to flag and remove a score that is too low than one that is too high compared to the rest of the student's test scores. In this way, teachers are protected from data irregularities that may significantly affect the calculation of the teacher value-added measures.

How is the 3 year average standard error calculated?

The calculation for the average standard error is slightly more complicated than a simple mean. To find the average standard error, each standard error must be squared, then take the square root of the sum and divide by the number of standard errors included in the average. It's not quite as complicated as it sounds.

This example uses the teacher effect report shown in the video series. Here are the reported standard errors. The first step is to square each of the standard errors.

Year	Standard Error	Squared
2011	2.9	8.41
2010	3.0	9.0
2009	2.9	8.41

Once each of the standard error values is squared, the square root of the sum is taken.

$$8.41 + 9.0 + 8.41 = 25.82$$

$$\sqrt{25.82} = 5.081$$

Then, the square root is divided by the number of standard errors included in the average. Which, in this case, is 3.

$$5.081 \div 3 = 1.69$$

So, the average standard error is 1.69. This formula works for a single grade and subject average standard error. However, if multiple subjects or years are combined an additional value, called covariance, is factored into the average standard error calculation. If an elementary school teacher is self-contained, a single student may be represented in their teacher-effect data up to 4 times for the four subjects, math, reading/language arts, science, and social studies. How well a student does on a reading test is often related to how they do on tests in science or social studies, for example. In order to control for this statistically, covariance is calculated and included in the average standard error calculation. If the students in the class are the same or their scores are related, the covariance would be a positive number from 0 to 1. No relationship would result in a 0 for the covariance and the above formula for calculating the average standard error would apply.

How does the RANDA claiming process work?

In the spring, shortly after the conclusion of state testing, teachers will claim students taught during the school year, and their claiming rosters, once approved at the school and district levels, will be provided to SAS to calculate teacher-effect scores. As you know, teacher-effect scores are used for a number of diagnostic and evaluative purposes including teacher evaluations, the teacher preparation program report card, and in the near future, evaluations of professional development programs. The process of teacher claiming is key to ensuring that we have accurate data by which to help determine the effectiveness of educator preparation, development and practice.

For each student, a teacher is required to claim two categories of information – *instructional time and instructional availability*. SAS will aggregate the claiming information and exclude any outliers based on testing history.

Instructional Time

Instructional time is defined as the percentage of time a teacher spent as the primary classroom instructor for each student. For example, if a teacher is solely responsible for a student’s classroom instruction for the duration of the instructional period, the teacher claims 100% instructional time. If the teacher splits that responsibility *equally* with another teacher, each would claim 50%. If a teacher is absent from teaching for a period of time, the appropriate percentage of instructional time must be determined *per local policy*.

Instructional Availability

Instructional availability is determined by the number of days a student is available for instruction, *as defined by local policy*, during the *entire* instructional period. Instructional availability is reported on TCAP Achievement (3-8) and End of Course answer documents as follows:

Traditional Schedule (approximately 180 days):

Full – F (150 days or more)

Partial – P (75-149 days)

Excluded – (74 days or fewer)

Modified Schedule (approximately 90 days):

Full – F (75 days or more)

Partial – P (38-74 days)

Excluded – (37 days or fewer)

According to TCA 49-1-606 (a), only students claimed as F count towards a teacher’s teacher-effect calculation. In isolated situations, teachers will be required to calculate students’ anticipated availability from the date of claiming through the end of the instructional period based upon student availability prior to claiming. An example is below:

A teacher claims her students in the RANDA (EdTools) application with 10 days remaining on her district’s instructional calendar. On the day she claims, one of her students has been available for instruction 145 days. The teacher must determine whether the student will reach the 150 day threshold. Districts should issue guidance to teachers and principals on how to address these types of situations.

Full time equivalent students are established based on the percentage of instructional time a teacher claims for that student. For TCAP Achievement (3-8), if a teacher has a minimum of *six full time equivalent* students claimed for a particular subject and grade, he/she will receive a teacher effect score. For End of Course, if a teacher has a minimum of *six full time equivalent* students claimed for a particular subject, *and a*

minimum of *ten overall* students with *at least three prior test scores* claimed for that subject, he/she will receive a teacher-effect score. Two examples are below:

A 4th grade Mathematics teacher claims 25 students. Five students are claimed as P instructional availability – those students will not be included in the teacher’s teacher-effect calculation. The other 20 students are claimed at F instructional availability and 30% instructional time - the teacher will have *six* ($20 \times .30$) *full time equivalent* students. Thus, because TCAP Achievement (3-8) teachers must have *six full time equivalent students*, the teacher will receive a teacher effect score.

A Biology I teacher claims nine students. All nine students are claimed as F instructional availability and 100% instructional time and have *at least three prior test scores*. Thus because End of Course teachers must have *six full time equivalent students* and *10 overall students with at least three prior test scores*, the teacher will not receive a teacher effect score.

Note: Students who are eligible for special education services under federal law will be excluded from teacher effect calculations per TCA 49-1-606 (a), but not from school and district level value-added calculations. A special education student is a student who is eligible for *any* number of hours of special education instruction during each school week.

Tennessee Teacher Salaries by District
2011-2012

District	Number of Students	Number of Schools	Beginning Salary	Highest Salary for Bachelors	Highest Salary for Doctorate	# of Steps	# of Lanes
Alamo City	576	1	\$ 32,365	\$ 41,960	\$ 49,290	21	3
Alcoa City	1688	3	\$ 34,913	\$ 46,085	\$ 72,270	26	11
Anderson County	6660	16	\$ 34,155	\$ 44,320	\$ 56,262	27	9
Athens City	1549	5	\$ 34,981	\$ 50,311	\$ 63,981	32	9
AVERAGE	2975	7	\$ 33,811	\$ 44,122	\$ -		
Bedford County	7752	13	\$ 32,855	\$ 47,144	\$ 56,554	31	5
Bells City	397	1	\$ 32,714	\$ 45,893	\$ 52,655	21	3
Benton County	2265	8	\$ 33,153	\$ 41,350	\$ 54,860	21	9
Bledsoe County	1755	6	\$ 31,586	\$ 39,275	\$ 52,785	21	5
Blount County	10761	20	\$ 32,582	\$ 49,433	\$ 62,811	23	5
Bradford SSD	543	2	\$ 31,098	\$ 40,050	\$ 49,510	21	4
Bradley County	9929	18	\$ 35,805	\$ 49,210	\$ 59,520	27	5
Bristol City	3820	7	\$ 37,780	\$ 55,601	\$ 65,115	31	5
Campbell County	5638	13	\$ 31,685	\$ 40,124	\$ 53,805	21	5
Cannon County	2079	7	\$ 30,688	\$ 42,967	\$ 56,843	21	5
Carroll County	2	2	\$ 33,006	\$ 39,428	\$ 52,994	21	5
Carter County	5502	16	\$ 32,242	\$ 39,668	\$ 53,313	21	5
Cheatham County	6702	13	\$ 32,770	\$ 44,567	\$ 55,709	19	5
Chester County	2703	6	\$ 31,476	\$ 41,471	\$ 53,711	26	5
Claiborne County	4565	13	\$ 30,970	\$ 39,275	\$ 52,785	21	5
Clay County	1033	5	\$ 29,680	\$ 39,275	\$ 52,785	21	5
Cleveland City	4891	8	\$ 35,272	\$ 49,652	\$ 60,254	26	7
Clinton City	876	3	\$ 34,916	\$ 49,933	\$ 63,153	27	7
Cocke County	4615	12	\$ 31,230	\$ 42,262	\$ 54,827	31	5
Coffee County	4284	9	\$ 33,220	\$ 45,246	\$ 56,710	26	5
Crockett County	1761	5	\$ 33,265	\$ 43,120	\$ 55,830	21	5
Cumberland County	7226	12	\$ 31,107	\$ 39,941	\$ 53,333	26	7
Davidson County	73117	137	\$ 34,474	\$ 51,995	\$ 67,448	26	5
Dayton City	742	1	\$ 35,525	\$ 45,375	\$ 54,035	29	5
Decatur County	1602	4	\$ 33,303	\$ 41,468	\$ 55,034	21	5
Dekalb County	2844	6	\$ 33,376	\$ 42,585	\$ 54,715	27	5
Dickson County	8190	15	\$ 33,361	\$ 44,238	\$ 58,127	41	5
Dyer County	3557	8	\$ 32,566	\$ 42,813	\$ 53,028	21	9
Dyersburg City	2925	4	\$ 33,800	\$ 46,307	\$ 57,941	21	9
Elizabethton City	2221	6	\$ 32,374	\$ 44,413	\$ 53,544	16	6
Etowah City	310	1	\$ 34,593	\$ 43,544	\$ 53,211	21	4
Fayette County	3474	10	\$ 34,128	\$ 39,747	\$ 53,004	21	5
Fayetteville City	1158	3	\$ 34,900	\$ 44,590	\$ 58,745	22	5
Fentress County	2297	6	\$ 31,706	\$ 40,275	\$ 53,785	27	5
Franklin County	3703	11	\$ 33,790	\$ 43,379	\$ 56,877	21	5
Franklin SSD	5708	8	\$ 35,571	\$ 56,880	\$ 70,244	26	9
Gibson County	3586	9	\$ 32,686	\$ 41,481	\$ 55,465	36	5
Giles County	4054	8	\$ 31,641	\$ 41,083	\$ 54,595	22	5
Grainger County	3496	9	\$ 33,148	\$ 43,206	\$ 54,698	26	5
Greene County	7055	16	\$ 32,441	\$ 43,764	\$ 55,134	27	5
Greeneville City	2624	7	\$ 34,097	\$ 47,782	\$ 58,159	26	9
Grundy County	2141	8	\$ 31,802	\$ 40,275	\$ 53,785	21	5
H Rock Bruceton SSD	653	2	\$ 31,448	\$ 39,275	\$ 52,785	21	5
Hambleton County	9810	18	\$ 33,136	\$ 45,467	\$ 57,014	22	9
Hamilton County	40985	76	\$ 34,198	\$ 50,239	\$ 60,007	26	5
Hancock County	998	2	\$ 29,680	\$ 39,275	\$ 52,785	21	5
Hardeman County	3883	9	\$ 32,756	\$ 44,645	\$ 54,750	21	5
Hardin County	3383	7	\$ 30,536	\$ 40,192	\$ 54,018	21	5
Hawkins County	7341	18	\$ 31,510	\$ 42,062	\$ 54,101	32	6
Haywood County	3226	6	\$ 33,537	\$ 43,423	\$ 56,444	21	5
Henderson County	3706	9	\$ 33,166	\$ 42,077	\$ 55,546	21	5
Henry County	3070	6	\$ 33,854	\$ 43,875	\$ 57,844	46	5

Tennessee Teacher Salaries by District
2011-2012

Hickman County	3700	8	\$ 34,065	\$ 40,706	\$ 54,585	31	5
Houston County	1391	5	\$ 33,525	\$ 42,041	\$ 54,978	21	5
Humboldt City	1193	4	\$ 31,706	\$ 42,146	\$ 56,333	26	5
Humphreys County	2922	7	\$ 31,758	\$ 42,122	\$ 55,448	26	9
Huntingdon	1193	3	\$ 33,352	\$ 41,542	\$ 52,785	21	5
Jackson County	1501	4	\$ 31,845	\$ 39,755	\$ 52,785	26	5
Jefferson County	7269	11	\$ 32,051	\$ 40,791	\$ 54,823	21	5
Johnson City	7297	10	\$ 37,240	\$ 55,103	\$ 69,430	31	5
Johnson County	2141	7	\$ 32,814	\$ 39,432	\$ 52,996	21	7
Kingsport City	6434	12	\$ 36,533	\$ 51,457	\$ 59,688	27	5
Knox County	54486	87	\$ 33,770	\$ 50,025	\$ 58,430	21	5
Lake County	874	3	\$ 33,041	\$ 39,832	\$ 47,163	21	3
Lauderdale County	4393	7	\$ 33,617	\$ 44,488	\$ 56,386	22	5
Lawrence County	6633	13	\$ 31,940	\$ 40,593	\$ 54,302	21	6
Lebanon SSD	3237	5	\$ 36,836	\$ 51,824	\$ 61,564	21	5
Lenoir City	2222	3	\$ 35,524	\$ 48,399	\$ 61,562	21	5
Lewis County	1873	4	\$ 31,862	\$ 39,273	\$ 52,786	21	5
Lexington City	974	2	\$ 32,871	\$ 41,420	\$ 53,794	32	5
Lincoln County	3853	8	\$ 33,171	\$ 42,183	\$ 56,083	21	5
Loudon County	4763	9	\$ 33,344	\$ 48,024	\$ 58,276	27	5
Macon County	3674	8	\$ 32,397	\$ 41,454	\$ 53,686	22	5
Madison County	12553	28	\$ 33,040	\$ 44,521	\$ 56,516	21	9
Manchester City	1282	3	\$ 35,997	\$ 49,892	\$ 61,382	29	5
Marion City	4185	10	\$ 31,390	\$ 41,985	\$ 56,185	31	5
Marshall County	5194	9	\$ 34,413	\$ 45,493	\$ 55,203	23	5
Maryville City	4897	7	\$ 35,306	\$ 51,194	\$ 68,847	26	9
Maury County	11183	20	\$ 32,459	\$ 46,439	\$ 57,358	21	5
McKenzie SSD	1375	3	\$ 33,385	\$ 41,545	\$ 55,560	21	5
McMinn County	5833	9	\$ 34,810	\$ 43,142	\$ 55,901	21	5
McNairy County	4238	8	\$ 31,664	\$ 40,018	\$ 53,784	21	5
MEDIAN			\$ 33,148	\$ 43,120	\$ -		
Meigs County	1706	4	\$ 35,140	\$ 44,970	\$ 57,195	21	5
Memphis City	102798	207	\$ 41,310	\$ 58,065	\$ 71,093	19	5
Milan SD	2087	3	\$ 32,752	\$ 41,038	\$ 55,151	21	5
Monroe County	5470	13	\$ 32,558	\$ 44,970	\$ 52,786	21	5
Montgomery County	28580	36	\$ 35,118	\$ 52,181	\$ 63,249	21	9
Moore County	988	2	\$ 33,103	\$ 42,974	\$ 52,314	31	4
Morgan County	3153	8	\$ 31,974	\$ 39,714	\$ 53,224	21	5
Murfreesboro City	6762	12	\$ 34,968	\$ 50,661	\$ 65,800	26	5
Newport City	726	1	\$ 32,945	\$ 42,540	\$ 56,050	21	9
Oak Ridge City	4456	8	\$ 35,519	\$ 54,700	\$ 68,908	20	9
Obion County	3729	8	\$ 32,695	\$ 43,170	\$ 58,555	21	5
Oneida SSD	1193	3	\$ 30,795	\$ 39,275	\$ 52,785	21	5
Overton County	3378	9	\$ 32,324	\$ 39,275	\$ 52,785	21	5
Paris SSD	1630	3	\$ 36,645	\$ 45,995	\$ 60,720	21	5
Perry County	1106	4	\$ 31,443	\$ 39,525	\$ 53,035	21	5
Pickett County	701	2	\$ 29,680	\$ 39,275	\$ 52,785	21	5
Polk County	2619	6	\$ 34,203	\$ 43,280	\$ 55,103	21	8
Putnam County	10111	20	\$ 34,092	\$ 44,352	\$ 56,867	21	5
Rhea County	4122	6	\$ 33,312	\$ 42,973	\$ 55,630	21	7
Richard City SSD	322	1	\$ 32,885	\$ 41,775	\$ 52,890	26	5
Roane County	7030	18	\$ 35,085	\$ 45,882	\$ 61,018	21	9
Robertson County	10802	19	\$ 33,576	\$ 47,676	\$ 55,452	31	5
Rogersville City	681	1	\$ 34,823	\$ 47,957	\$ 56,274	31	4
Rutherford County	37600	46	\$ 34,456	\$ 48,826	\$ 62,007	26	5
Scott County	2850	7	\$ 31,450	\$ 39,327	\$ 52,785	21	5
Sequatchie County	2154	3	\$ 34,160	\$ 43,036	\$ 55,852	31	5
Sevier County	14108	27	\$ 34,600	\$ 48,430	\$ 63,515	29	5
Shelby County	46249	51	\$ 41,062	\$ 57,717	\$ 70,668	19	5

Tennessee Teacher Salaries by District
2011-2012

Smith County	3156	10	\$ 32,238	\$ 42,024	\$ 53,794	26	4
Source: 2011 TN Report Card, teateachers.org website							
South Carroll SSC	359	1	\$ 32,661	\$ 40,793	\$ 54,523	21	5
Stewart County	2088	5	\$ 35,513	\$ 43,242	\$ 55,014	19	5
Sullivan County	10888	25	\$ 32,561	\$ 43,011	\$ 54,342	31	5
Sumner County	27031	46	\$ 33,550	\$ 48,350	\$ 59,555	21	5
Sweetwater City	1470	4	\$ 34,652	\$ 44,645	\$ 57,044	21	5
Tipton County	11639	14	\$ 36,710	\$ 46,790	\$ 59,090	21	5
Trenton SSD	1337	3	\$ 32,253	\$ 40,809	\$ 54,546	21	5
Trousdale County	1199	3	\$ 31,257	\$ 42,412	\$ 53,474	31	5
Tullahoma City	3155	7	\$ 33,440	\$ 50,160	\$ 63,202	26	5
Unicoi County	2458	7	\$ 32,677	\$ 40,943	\$ 54,854	26	9
Union City	1441	3	\$ 31,550	\$ 41,425	\$ 54,475	21	9
Union County	2935	7	\$ 32,044	\$ 41,757	\$ 54,471	21	5
Van Buren County	713	2	\$ 30,680	\$ 39,275	\$ 52,785	21	5
Warren County	6377	11	\$ 33,437	\$ 44,247	\$ 56,521	32	5
Washington County	8926	16	\$ 33,285	\$ 42,892	\$ 58,329	26	12
Wayne County	2332	8	\$ 30,282	\$ 39,375	\$ 52,885	21	5
Weakley County	4511	11	\$ 32,950	\$ 42,311	\$ 56,478	26	5
West Carroll SSD	985	3	\$ 31,273	\$ 39,275	\$ 52,785	21	5
White County	3821	9	\$ 32,680	\$ 42,275	\$ 55,785	21	5
Williamson County	30988	40	\$ 33,950	\$ 58,490	\$ 70,035	22	9
Wilson County	15139	20	\$ 32,695	\$ 46,755	\$ 61,620	21	5

PASS

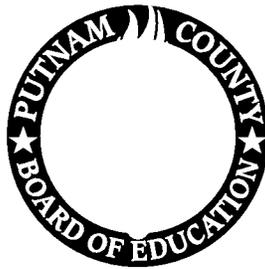


Putnam Achieving
Student Success

PASS Strategic Compensation Model

Putnam **A**chieving **S**tudent **S**uccess

Recognizing, Reinforcing, and Rewarding Excellence



Program at a Glance

Multiple Funding Sources

Putnam County School System (PCSS) was awarded approximately \$6 million in funding to support our compensation reform efforts from First to the Top (FttT), Teacher Incentive Fund (TIF), and Innovation Acceleration Fund (IAF) grants. These grants support PASS from 2011 to 2014.

Broad-Based Design Team

A collaborative team of 25 stakeholders—including teachers, school and district leaders, and community and business partners—designed and developed the PASS strategic compensation model over a nine-month period. Together, we remain dedicated to providing effective classroom instruction and high-quality student learning by revisiting PASS annually to refine and make adjustments as necessary.

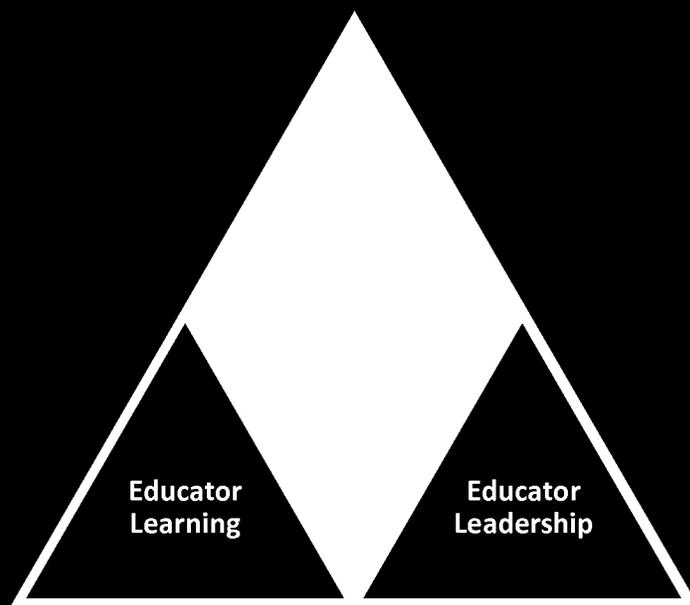
Strategic Alignment to Improve Teaching and Student Learning

PASS is designed to:

- Create shared focus and engagement
- Support improvement and innovation
- Recognize and reward effort and excellence

PASS aligns with the Tennessee Comprehensive System Planning Process, First to the Top (FttT), and district long-range goals by:

- Providing support for professional learning communities
- Using data and the TEAM evaluation process to target opportunities
- Enhancing the partnership between teachers and leaders
- Supporting targeted professional development and STEM (Science, Technology, Engineering, Math) focus

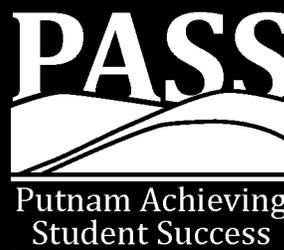


Theory of Change

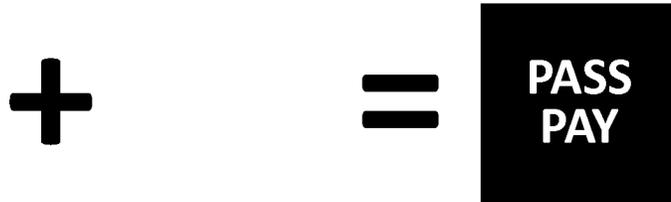
When educators learn, lead, and contribute to student growth, PCSS recognizes, reinforces, and rewards their excellence.

PASS Teacher Eligibility

Please review the most up-to-date eligibility criteria on the PASS website, at portal.battelleforkids.org/Tennessee/Putnam



In the PASS model, a teacher’s base pay can be increased by up to 3% as determined by performance, and bonus pay is tiered as determined by district priorities.



TEACHERS

Base Pay System

Teachers can earn a up to a 3% salary increase as determined by their annual evaluation index score, which incorporates classroom observation (50%), TVAAS® value-added data (35%), and other measures (15%).

The TVAAS® portion is a one-, two-, or three-year score based on the teacher’s number of years in that subject-area, grade-level, and school. The “other measures” portion is an elective element chosen by teachers, which may be a three-year-average or based on a single year variable. Additionally, a TEAM evaluation component includes the teacher’s cumulative score based on the current school year’s evaluations.

Evaluation Index Score	% Adjustment (of Current Base)
5	3%
4.5	2.5%
4	2%
3.5	1.5%
3	1%
Less than 3	0%

Bonus Award Model

Teachers can earn points redeemable for cash. Each point is worth approximately \$100, but amounts may vary as PCSS allocates awards by treating points as shares that may increase or decrease in value based on the amount of funding available.

PCSS supports educator growth in any of the following areas:

- Learning
- Leadership
- Performance at the individual, school, and district levels
- Hard-to-staff positions

Learning and Leadership Bonus

All PASS participants are eligible for the Learning and Leadership Bonus.

We believe in providing opportunities for our staff to learn and grow. That’s why the PASS model includes bonuses based on professional development. We know, and the research confirms, that training and higher education in teachers’ content areas accelerate student performance. We also will provide opportunities for mentorship to support our teachers every step of the way.

Professional Development	Points
Professional Development Time	.25/hour (18 hours maximum)
Professional Development Trainer	.25/hour (18 hours maximum)
Advanced Content-Related Degree	25 (Points applied every year degree used)
Advanced Degree—General	10 (One-time award)
STEM Coursework	8.3 (Points for EACH 12-hour increment of training) (One-time award)

Leadership Roles (Selected through application process)	Points
Mentor	5
Lead Mentor	5
Lead Teacher	15

Hard-to-Staff Positions

We accept the fact that certain classes are more difficult to staff. In recognition of this challenge, teachers assigned to these classes are eligible to earn an additional bonus of 15 points within the PASS award model.

Step 2C: School Models

For elementary, middle, and high school teachers

Elementary School Bonus Model

	 Individual			 School		 District	
Grades K-2 and Non-Tested	TVAAS® School-Level Effect Composite Score			3-Year TCAP Academic Achievement Score (Mean NCE Score)		Proficiency of Special Education Students on TCAP Assessments	
	4 or 5						
Grade 3	Grade 3 TCAP			Average of All Four Content Areas to Reach Minimum of 55th NCE		Average % Proficient/Advanced in All Four Content Areas to Reach Minimum of 50%	
	75th Percentile or Safe Harbor (10% Gain)						
Grade 4 Self-Contained	Individual Teacher Effect Data from TCAP	5	15	Reach Above Benchmark OR Safe Harbor (10% Gain)			
	<small>Note: Possible 10-15 points total per teacher based upon each subject and TCAP measures.</small>						
Grade 4 Departmentalized (Math, Reading/LA, Science, Social Studies)	Individual Teacher Effect Data from TCAP	5	Up to 15	3		1	
	<small>Note: Possible 10-15 points total per teacher based upon each subject and TCAP measures.</small>						

Point values for reaching benchmarks are denoted by 

Middle School Bonus Model

 Individual			
Non-Tested	TVAAS® School-Level Effect Composite Score		7.5
	4 or 5		
Tested (Math, Reading/LA, Science, Social Studies)	Individual Teacher Effect Data from TCAP	5	15
		4	10

Point values for reaching benchmarks are denoted by **3**

 School		 District	
EXPLORE Composite School Score ≥ 15	Proficiency of Special Education Students on TCAP Assessments		
	Average % Proficient/ Advanced in All Four Content Areas to Reach Minimum of 50%		
Reach Above Benchmark OR Safe Harbor (10% Gain)			
3			1

High School Bonus Model

 Individual			
Non-Tested	TVAAS® School-Level Effect Composite Score		7.5
	4 or 5		
Tested (Algebra I and II, English I and II, Biology, U.S. History)	Individual Teacher Effect Data from High School EOC/AYP and EOC	5	15
		4	10

Point values for reaching benchmarks are denoted by **3**

 School		 District	
School ACT Composite Score ≥ 21	Proficiency of Special Education Students on EOC/AYP Assessments		
	Average % Proficient/ Advanced in All Three (Algebra I, English II, and Biology I) to Reach Minimum of 50%		
Reach Above Benchmark OR Safe Harbor (10% Gain)			
3			1

PRINCIPALS AND ASSISTANT PRINCIPALS

The PASS principal and assistant principal model offers performance-driven base pay increases and bonus awards.

- Student growth and achievement
- Evaluation scores
- School climate survey results

The average reward of all teachers who have opted into PASS within the principal's school.

If you have specific questions about PASS, please contact:

PASS@pcsstn.com
(931) 526-9777

“If principals devote... more time to working collaboratively with teams in examining evidence of student learning and strategies for improving on these skills, they will be far more likely to fulfill their primary responsibility of helping more students to learn at higher levels.”

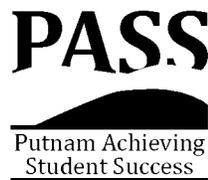
Richard DuFour and Robert J. Marzano
([Educational Leadership](#), February 2009)

“Ultimately, our model is about treating our educators like the professionals they are. PASS stands for Putnam Achieving Student Success, and that title references our goal: the acceleration of student growth through support and enhanced learning for our teachers.”

Jerry Boyd
Director of Schools
Putnam County School System

“The PASS Committee worked hard over a nine-month period to design this model, and broad-based involvement was important—from teachers, leaders, community members, and higher education. We wanted to strategically support learning and leadership in the district, as well as individual, school, and district performance.”

Dr. Kathleen Airhart
Tennessee Deputy Commissioner of Education
(Former Director of Schools, Putnam County School System)



Please visit portal.battelleforkids.org/Tennessee/Putnam to learn more about Putnam County School System’s PASS strategic compensation model.

If you have specific questions about PASS, please contact:

PASS@pcsstn.com
(931) 526-9777

National Center for Education Statistics

Common Core of Data (CCD), "Local Education Agency Universe Survey" , 2009-10 v.1a

The file contains (140) records based on your search.

*NCES is not responsible for the manner in which this information is presented. This information is provided as an extra service to the user. To download full CCD datasets please go to the CCD home page. <http://nces.ed.gov/ccd/>

Table by District School Year 2009-2010

STATE ABBR (SCHOOL)	AGENCY NAME- BY SURVEY YEAR (DISTRICT)	URBAN- CENTRIC LOCALE (DISTRICT)
TN	ALAMO	Rural
TN	ALCOA	Town
TN	ALVIN C. YORK INSTITUTE	Rural
TN	ANDERSON COUNTY	Rural
TN	ATHENS	Town
TN	BEDFORD COUNTY	Rural
TN	BELLS	Rural
TN	BENTON COUNTY	Rural
TN	BLEDSON COUNTY	Rural
TN	BLOUNT COUNTY	Rural
TN	BRADFORD	Rural
TN	BRADLEY COUNTY	Rural
TN	BRISTOL	City
TN	CAMPBELL COUNTY	Rural
TN	CANNON COUNTY	Rural
TN	CARROLL COUNTY	Rural
TN	CARTER COUNTY	Suburb
TN	CHEATHAM COUNTY	Rural
TN	CHESTER COUNTY	Rural
TN	CLAIBORNE COUNTY	Rural
TN	CLAY COUNTY	Rural
TN	CLEVELAND	City
TN	CLINTON	Town
TN	COCKE COUNTY	Rural
TN	COFFEE COUNTY	Rural
TN	CROCKETT COUNTY	Rural
TN	CUMBERLAND COUNTY	Rural
TN	DAVIDSON COUNTY	City
TN	DAYTON	Town
TN	DECATUR COUNTY	Rural
TN	DEKALB COUNTY	Rural
TN	DICKSON COUNTY	Town
TN	DYER COUNTY	Rural
TN	DYERSBURG	Town
TN	ELIZABETHTON	Suburb
TN	ETOWAH	Town
TN	FAYETTE COUNTY	Rural
TN	FAYETTEVILLE	Town

TN	FENTRESS COUNTY	Rural
TN	FRANKLIN	Town
TN	FRANKLIN COUNTY	Rural
TN	GIBSON CO SP DIST	Rural
TN	GILES COUNTY	Rural
TN	GRAINGER COUNTY	Rural
TN	GREENE COUNTY	Rural
TN	GREENEVILLE	Town
TN	GRUNDY COUNTY	Rural
TN	H ROCK BRUCETON	Rural
TN	HAMBLEN COUNTY	Rural
TN	HAMILTON COUNTY	City
TN	HANCOCK COUNTY	Rural
TN	HARDEMAN COUNTY	Rural
TN	HARDIN COUNTY	Rural
TN	HAWKINS COUNTY	Suburb
TN	HAYWOOD COUNTY	Rural
TN	HENDERSON COUNTY	Rural
TN	HENRY COUNTY	Rural
TN	HICKMAN COUNTY	Rural
TN	HOUSTON COUNTY	Rural
TN	HUMBOLDT	Town
TN	HUMPHREYS COUNTY	Rural
TN	HUNTINGDON	Rural
TN	JACKSON COUNTY	Rural
TN	JEFFERSON COUNTY	Rural
TN	JOHNSON CITY	City
TN	JOHNSON COUNTY	Rural
TN	KINGSPORT	City
TN	KNOX COUNTY	City
TN	LAKE COUNTY	Rural
TN	LAUDERDALE COUNTY	Rural
TN	LAWRENCE COUNTY	Rural
TN	LEBANON	Town
TN	LENOIR CITY	Town
TN	LEWIS COUNTY	Rural
TN	LEXINGTON	Town
TN	LINCOLN COUNTY	Rural
TN	LOUDON COUNTY	Rural
TN	MACON COUNTY	Rural
TN	MADISON COUNTY	City
TN	MANCHESTER	Town
TN	MARION COUNTY	Rural
TN	MARSHALL COUNTY	Rural
TN	MARYVILLE	Suburb
TN	MAURY COUNTY	Town
TN	MCKENZIE	Town
TN	MCMINN COUNTY	Rural

TN	MCNAIRY COUNTY	Rural
TN	MEIGS COUNTY	Rural
TN	MEMPHIS	City
TN	MILAN	Rural
TN	MONROE COUNTY	Rural
TN	MONTGOMERY COUNTY	City
TN	MOORE COUNTY	Rural
TN	MORGAN COUNTY	Rural
TN	MURFREESBORO	City
TN	NEWPORT CITY	Rural
TN	OAK RIDGE	Town
TN	OBION COUNTY	Rural
TN	ONEIDA	Town
TN	OVERTON COUNTY	Rural
TN	PARIS	Town
TN	PERRY COUNTY	Rural
TN	PICKETT COUNTY	Rural
TN	POLK COUNTY	Rural
TN	PUTNAM COUNTY	Town
TN	RHEA COUNTY	Rural
TN	RICHARD CITY	Rural
TN	ROANE COUNTY	Town
TN	ROBERTSON COUNTY	Rural
TN	ROGERSVILLE	Town
TN	RUTHERFORD COUNTY	Rural
TN	SCOTT COUNTY	Rural
TN	SEQUATCHIE COUNTY	Rural
TN	SEVIER COUNTY	Town
TN	SHELBY COUNTY	Suburb
TN	SMITH COUNTY	Rural
TN	SOUTH CARROLL	Rural
TN	STEWART COUNTY	Rural
TN	SULLIVAN COUNTY	Rural
TN	SUMNER COUNTY	Suburb
TN	SWEETWATER	Rural
TN	TIPTON COUNTY	Rural
TN	TN SCH FOR BLIND	City
TN	TN SCH FOR DEAF	City
TN	TRENTON	Town
TN	TROUSDALE COUNTY	Rural
TN	TULLAHOMA	Town
TN	UNICOI COUNTY	Rural
TN	UNION CITY	Town
TN	UNION COUNTY	Rural
TN	VAN BUREN COUNTY	Rural
TN	WARREN COUNTY	Rural
TN	WASHINGTON COUNTY	Rural
TN	WAYNE COUNTY	Rural

TN	WEAKLEY COUNTY	Rural
TN	WEST CARROLL	Rural
TN	WEST TN SCH FOR DEAF	City
TN	WHITE COUNTY	Rural
TN	WILLIAMSON COUNTY	Suburb
TN	WILSON COUNTY	Suburb

NOTES: Numbers reported represent valid responses.

June 13, 2012

Dear Lexington City contact(s),

As part of the Tennessee Consortium's examination of strategic compensation programs across the state of Tennessee, the Fall 2011 Compensation Survey was administered during the months of November and December 2011. The Tennessee Consortium on Research, Evaluation and Development was established in 2010 and is responsible for carrying out a detailed, focused program of research as part of Tennessee's Race to the Top grant. Our examination of strategic compensation programs is part of that overall effort.

The Fall 2011 Compensation Survey was administered in Lexington City schools that are participating in the district's strategic compensation program. The survey was administered online and all certified employees in those schools received an individual survey invitation. Survey participation was voluntary and all responses were, and remain, strictly confidential.

The Consortium is providing your district with a report that summarizes results from the Fall 2011 Compensation Survey in Lexington City. The report focuses on four major themes, including school employees' awareness and knowledge about the program, their perceptions about performance-based bonus awards, as well as their perceptions about program implementation and impact.

We hope you find the report to be a useful resource as your district reflects on the process of implementing the strategic compensation program to date. You can direct any questions about the report to Jessica Lewis at jessica.l.lewis@vanderbilt.edu or 615-322-5622. A copy of this report will also go to Luke Kohlmoos at the Tennessee Department of Education. It will be used to inform the department's efforts to support your district as it continues with educator compensation reform.

We thank you and your district's educators for contributing to this survey and ongoing learning process. To learn more about the Consortium's examination of strategic compensation programs in Tennessee, visit www.tnconsortium.org.

Sincerely,

Jessica Lewis
Research Associate, Tennessee Consortium on Research, Evaluation, and Development

cc: Susan Burns, Luke Kohlmoos

Findings from the Fall 2011 Compensation Survey



As part of the Tennessee Consortium's examination of strategic compensation programs across the state, the Fall 2011 Compensation Survey was administered during the months of November and December 2011 (i.e., midway through the first year of program implementation). This was the first administration of an annual survey to understand school employees' experiences with and impressions of the strategic compensation programs.

The Fall 2011 Compensation Survey was administered online in Lexington City Schools and all certified school employees in participating schools received an individual survey invitation. Survey participation was voluntary and all responses were, and remain, strictly confidential.

In Lexington City Schools, the Fall 2011 survey was sent to 86 certified school employees in two schools. A total of 80 responses were submitted, representing 93% of all possible respondents. As is evident in the addendum to this report, those responding to the survey were quite similar to all those invited to participate when looking at their levels of education, grade tier assignments, and years of experience.

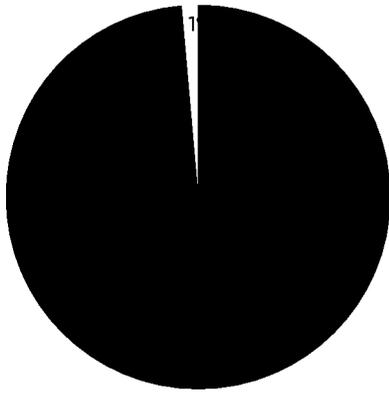
This report provides survey results from the Fall 2011 Compensation Survey in Lexington City Schools and focuses on four major themes: (1) Awareness and knowledge about the program, (2) Perceptions of bonus awards¹, (3) Perceptions about program implementation, and (4) Perceptions about program impact. A copy of the survey instrument can be provided on request.

More About the Tennessee Consortium and Its Work

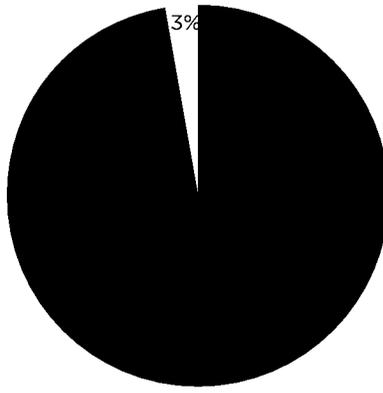
The Tennessee Consortium on Research, Evaluation, and Development was established in 2010 and is responsible for carrying out a detailed, focused program of research as part of Tennessee's Race to the Top grant. As part of that effort, the Consortium is conducting an evaluation of Tennessee's strategic compensation programs and plans to release annual reports on its findings throughout the life of the state's grants. Learn more about the Consortium at www.tnconsortium.org.

¹While providing results about respondents' perceptions of bonus awards, the report does not present their perceptions about Lexington City Schools alternative salary component because of the degree of confusion among respondents about the existence of that component altogether. Results on program implementation and impact (see pages 4 and 5, respectively) are about the program holistically (i.e., considering both bonus and alternative salary components as parts of one singular program).

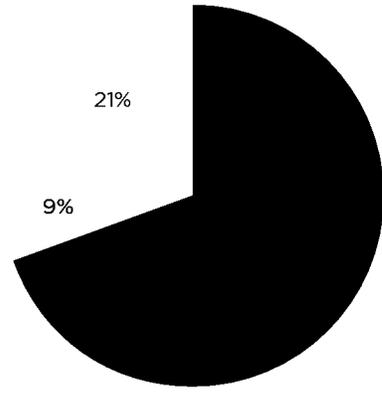
Were you aware that your school is participating in the district's strategic compensation program this 2011-2012 school year?



Does the strategic compensation program in which your school is participating include performance-based bonus awards?



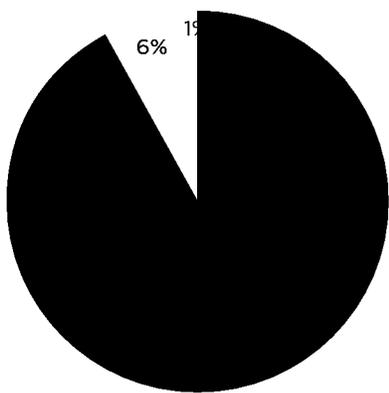
Does the strategic compensation program in which your school is participating include an alternative salary schedule?



■ Yes □ No □ Do not know

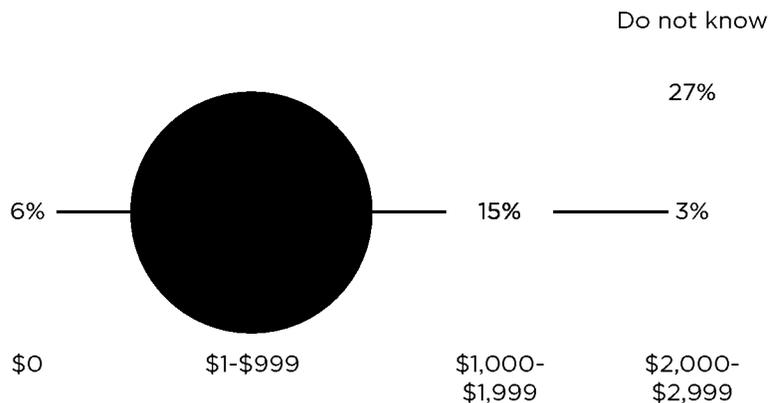
All but one respondent were aware of the district's strategic compensation program at the time of the Fall 2011 survey, and among those, nearly all had an accurate understanding that the program includes bonus awards. Fewer (70%) had an accurate understanding that the district also has an alternative salary schedule. Among respondents who reported being eligible for bonus awards, very few were certain they would earn \$2,000 or more in a bonus award for their performance during the 2011-12 school year.

Are you eligible for the performance-based awards component this year?

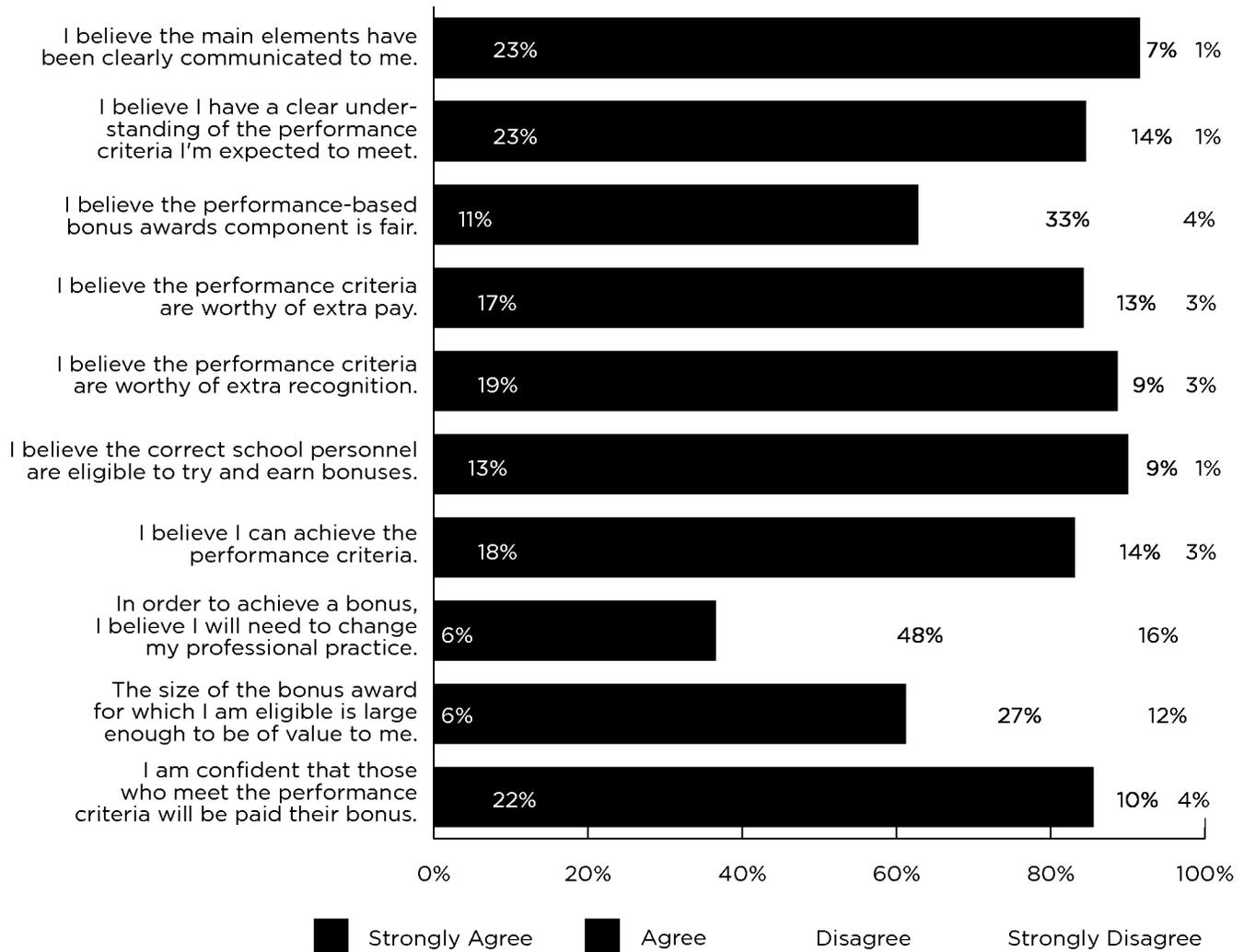


■ Yes □ No □ Do not know

Based on your likely performance over the course of the 2011-12 school year, how much do you believe you will personally be compensated in the form of a performance-based bonus award?

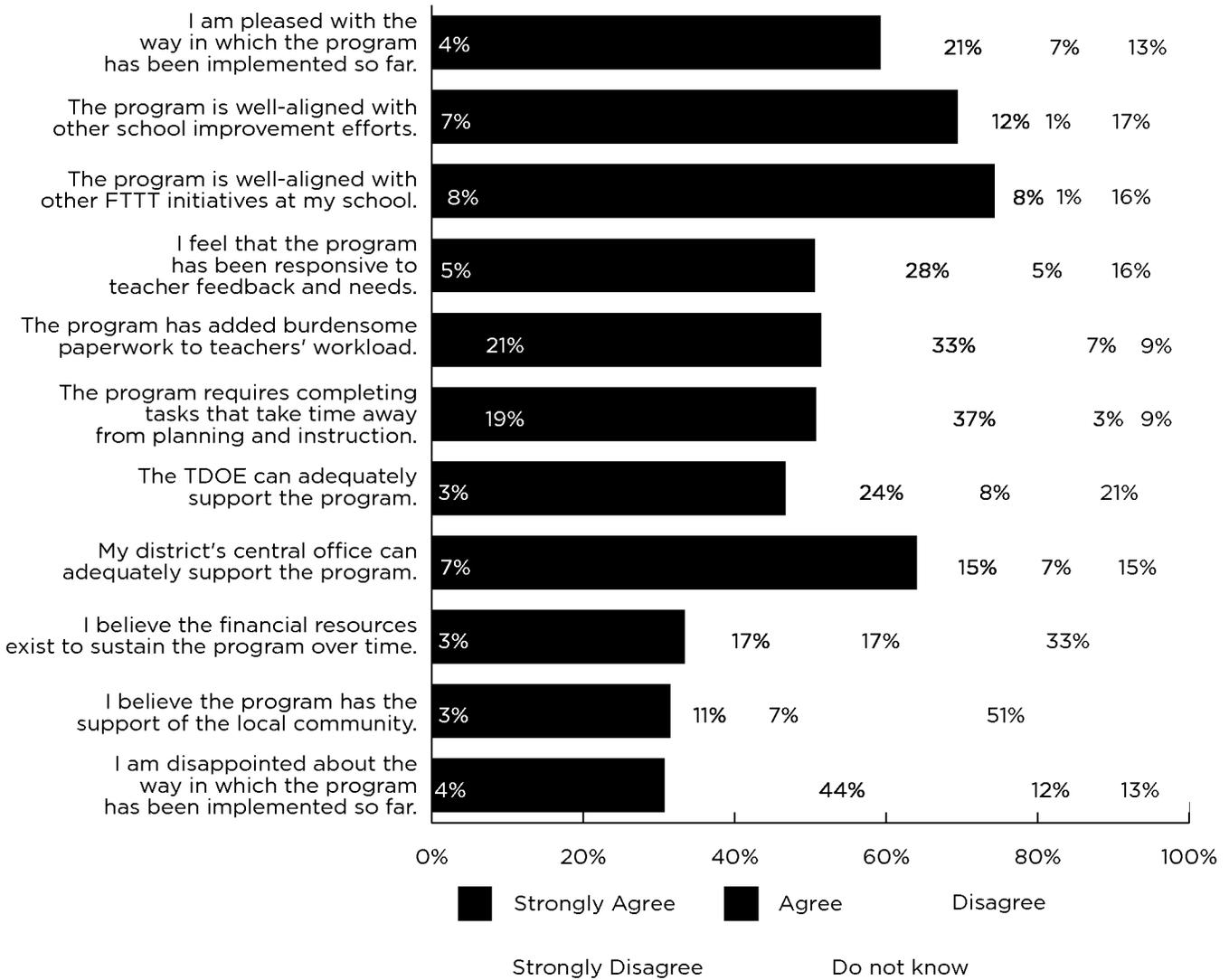


Perceptions of Bonus Awards



Note: Respondents who indicated being eligible to try and earn a bonus award were asked their understanding and beliefs about the fairness and motivational aspects of the bonuses. Bar chart based on 71 Lexington City Schools respondents.

Overall, Lexington City Schools respondents held favorable views about their understanding, the fairness, and motivational qualities of the bonus awards. For example, 85% (strongly/agreed) had a clear understanding of performance criteria. Over 60% and 80%, respectively, saw the bonuses as being fair and based on criteria that are worthy of extra pay. While over 60% also reported the size of the bonus as being a valued amount, just 37% thought they would need to change their practice to achieve it.

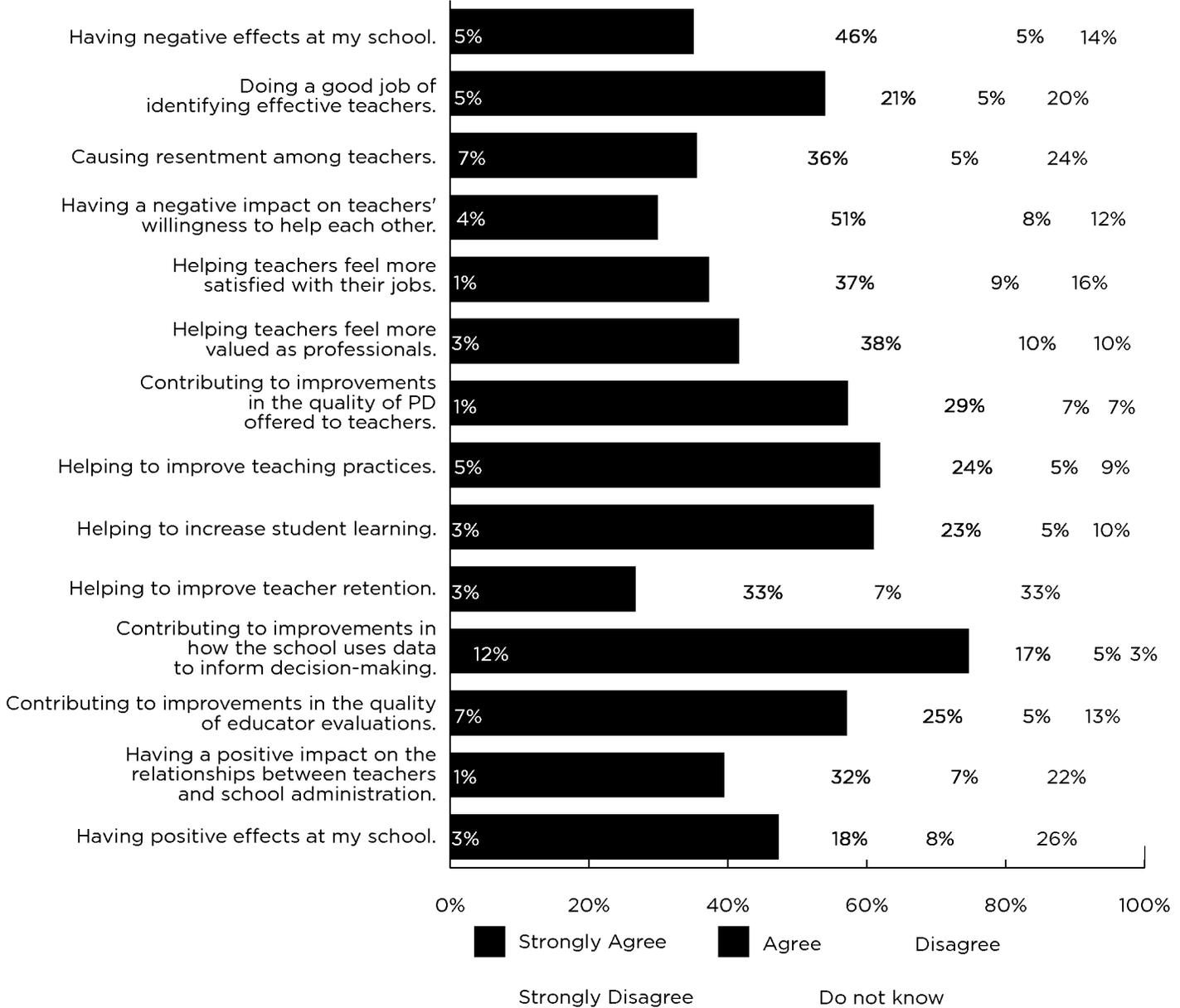


Note: Respondents who indicated being aware of their district's strategic compensation program were asked their perceptions about program implementation. Bar chart based on 79 Lexington City Schools respondents.

At the time of the survey, respondents' views on implementation varied, but with most leaning in the positive direction. Nearly 60% were pleased with implementation and about 30% were disappointed with it. Responses to other items, however, revealed differing viewpoints, but usually still more positive than negative. These varying reactions can be seen, for example, in responses about: burden to teachers, time taken away from planning and instruction, and responsiveness to teacher needs. Respondents were in more agreement that the program is well-aligned with other school initiatives.

Perceptions About Program Impact

The strategic compensation program is...



Note: Respondents who indicated being aware of their district's strategic compensation program were asked their perceptions about the program's impact. Bar chart based on 79 Lexington City Schools respondents.

Overall, respondents had notable mixed views about the impacts of the program at the time of the survey. They had quite positive reviews of impact on use of data, teaching and learning. However, they were not as convinced it had positively impacted teacher morale or inter-personal dynamics.

Characteristics of Survey Respondents

Highest Educational Level

Below Bachelor's	-	-	-	-
Bachelor's	49.3%	35	48.8%	40
Master's	38.0%	27	37.8%	31
Master's Plus	8.5%	6	8.5%	7
Education Specialist	1.4%	1	2.4%	2
Doctorate	2.8%	2	2.4%	2

Tier

K-5	70.4%	50	69.5%	57
5-8	29.6%	21	30.5%	25
9-12	-	-	-	-
K-8	-	-	-	-
K-12	-	-	-	-
Other	-	-	-	-

Years Experience

0 to 3 years	31.0%	22	30.5%	25
4 to 6 years	15.5%	11	14.6%	12
7 to 10 years	14.1%	10	12.2%	10
11 to 17 years	22.5%	16	23.2%	19
18 to 25 years	8.5%	6	11.0%	9
Over 26 years	8.5%	6	8.5%	7

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

To add more Budget Narrative attachments, please use the attachment buttons below.

Budget Narrative

As requested on Education Form #524, the Tennessee Department of Education respectfully requests \$18.6 million over a five year period to address federal TIF priorities and fulfill project activities associated with the Tennessee TIF Project – Recognizing Excellence in Rural Tennessee. The breakdown by year and category is shown in the table below:

	2012-13	2013-14	2014-15	2015-16	2016-17
Personnel	\$ 158,520	\$ 3,195,945	\$ 3,077,458	\$ 2,643,336	\$ 2,223,350
Fringe	\$ 43,200	\$ 1,015,176	\$ 1,068,880	\$ 1,071,826	\$ 1,074,861
Travel	\$ 18,200	\$ 18,200	\$ 18,200	\$ 13,850	\$ 13,850
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies	\$ 80,000	\$ 70,000	\$ 15,000	\$ 15,000	\$ 15,000
Contractual	\$ 300,000	\$ 460,000	\$ 485,000	\$ 510,000	\$ 560,000
Construction	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 150,000	\$ 75,000	\$ 75,000	\$ 75,000	\$ 75,000
Total Direct	\$ 749,920	\$ 4,834,321	\$ 4,739,538	\$ 4,329,012	\$ 3,962,060
Indirect	\$ 44,995	\$ 290,059	\$ 284,372	\$ 259,741	\$ 237,724
Total Costs	\$ 794,915	\$ 5,124,380	\$ 5,023,911	\$ 4,588,753	\$ 4,199,784

Tennessee is also requesting reimbursement for indirect cost at its federally negotiated rate of 6.0 percent.

Personnel

Personnel costs increase substantially from Year 1 to Year 2 and beyond because Year 1 is the planning year and performance-based compensation payments will occur beginning Years 2 through 5.

State Project Staff - Tennessee will use one (1) Project Director and two (2) Associate Project Directors to lead and manage the strategic compensation efforts of the state which includes the 2010 TIF project as well as the Innovation Acceleration Fund and Competitive Supplemental Fund projects funded through First to the Top. Together, this team will coordinate and provide technical assistance to up to 20 districts from these combined efforts. Two of the positions are currently filled and we anticipate hiring the additional Associate Project Director to support the project. The salary is estimated at \$60,000.

District Project Staff - Each district will select and hire a Project Manager who will be responsible for overseeing the design and implementation of the project at the district level. The position will be funded at 50% FTE. The base salary for the position is estimated at \$(b)(4)

The above salaries are adjusted for inflation at a rate of 3% in each subsequent year.

Salary augmentations for Teacher Leaders – Salary augmentations for Teacher Leaders are estimated at \$5,000 per teacher for those assume additional responsibilities in the participating schools. The positions were based on a 1:20 or 1 Teacher Leader for every 20 non-teacher leader teaching positions. Based on a total of 681 teachers in the participating districts, we estimate approximately 34 Teacher Leader positions.

Performance-based compensation – The district will use Year 1 as a Planning Year. Year 2 will be the first year to transition to the alternative salary schedule. Because teachers will have the option of “opting-in/out” of the new schedule, districts will be managing two compensation systems until all employees cycle through. All new hires would automatically enter into the new system. Additionally, the district design plans must include a plan to “freeze” the local salary schedule so that districts are able to distribute any pay increases, funded with state BEP or local monies, based on effectiveness. While we believe this ensures that districts achieve sustainability at a quicker pace than previous performance compensation initiatives, we anticipate that there will be transition costs associated with the plans. Furthermore, districts will be able to include bonuses for effective teachers and principals in their compensation design plans. As such, we have estimated an average performance award of \$4,000 for eligible effective teachers and \$7,500 per year for eligible effective school administrators. We anticipate that 75% of teachers (n=681) and principals (n = 55) will be eligible for either base pay increases or bonuses based on performance data. The costs begin in Year 2 of the grant.

Recruitment incentives – During the design phase, districts will be able to include recruitment or retention incentives as part of efforts to align the districts staffing needs in high needs schools or subject areas with its vision for improvement. These incentives are estimated at \$5,000 per teacher and assume a shortage or turnover rate of 15% of teaching positions (n=681)

Substitute costs - To ensure that classroom teachers are involved in all aspects of the design, training, and implementation of the new systems; we anticipate that district teams will need to use substitutes for release time for educators who are involved in the project. Substitute costs are estimated at \$140 per day and will be used to allow educators to participate in design team meetings held during the day, site visits, and travel to other schools/districts.

Fringe

Fringe is estimated at 32% of all the above mentioned personnel expenses with the EXCEPTION of substitute costs. All base pay increases should include fringe. Past and current differentiated compensation plans in Tennessee apply fringe benefits to bonus payments.

Travel

Required TIF Meetings – There are two required annual TIF meeting where the TIF Project Management team will receive key information on the grant award and requirements as well as in-depth information related to implementing PBCSs. The Grantee meeting is budgeted for 3 team members to attend. The Topical meeting is budgeted for 2 team members to attend. Expenses for the trip is based on roundtrip airfare of \$400, two nights of lodging at \$150/night,

and food/transportation expenses at \$100/day for total of \$900 per trip. Annually, this results in travel expenses of \$4,500 per year.

Mileage reimbursements – Because the TIF districts are located between 150-180 miles one-way from the Tennessee Department of Education, mileage reimbursement are estimated at \$2,000 per year for the Project Team members to provide technical assistance and support to the local district teams. In addition, districts will be allocated up to \$1,000 per year to conduct site visits at other strategic compensation districts in Tennessee to learn from participants in the 2010 TIF districts.

Other travel – Districts will receive funds to cover travel expenses and conference fees on topics which will advance knowledge of human capital management, performance-based compensation system, and improving the skills of Teacher Leaders in leading professional learning communities, coaching, working with adults. Districts will submit a plan to the Project Management teams which will require approval to ensure that training is meaningful and of high quality. Travel costs are estimated based on roundtrip airfare of \$400, lodging costs of \$150/night, and food/transportation expenses at \$100/day. These funds are estimated at \$2,900 per district in Year 1 through 3 and reduced to \$1,450 in Year 4 and 5 as capacity increases within district leadership teams.

Supplies

General supplies are funded at \$30,000 in Year 1, \$20,000 in Year 2, and \$15,000 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 \$5,000 per article.

Furthermore, districts will receive additional funding to capture lessons using 360 degree video technology which will help improve capacity to implement the educator evaluation system as well as allow district to build a professional library of training materials targeted to specific indicators of the qualitative rubric. This technology is estimated at \$5,000 per school.

Contractual Services

Contractual services are budgeted at \$300,000 in Year 1, \$460,000 in Year 2, \$485,000 in Year 3, \$510,000 in Year 4, and \$560,000 in Year 5. The services include 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 performance award software and human capital management consulting services which can be utilized to support and strengthen the district design plans.

This contractual services line item also includes additional funding to support the program evaluation 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. Much of the strategic compensation research and evaluation expenses are currently covered under Race to the Top, however, as that program draws to a close, we have anticipated additional funding through this proposal to complete the evaluation activities related to the participating TIF districts.

Other

Because we know that redesigning compensation requires clear, simple, and targeting message throughout all phases of design and implementation, we are estimating communications and printing costs at \$75,000 in Years 1 through 5 of the grant period.

Additionally, we are allocating \$25,000 per district to cover the costs associated with the planning in Year 1. These funds will be used to assist the districts and school teams in designing the performance-based compensation systems including the costs for facilitation and logistics for the multiple design team meetings which will take place during Year 1.

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 Tennessee Department of Education. TDOE provides support for all aspects of implementing the state's educator evaluation system, including training, materials, access to the NIET TAP portal, and the evaluation software tool to collect the evaluation data. Additionally, TDOE will be exploring and potentially funding the use of student surveys in educator evaluations, the use of video technology to help in evaluation administration. TDOE also provides all 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 development of new growth measures for non-tested subjects and grades, the targeted professional development delivered by the new CORE centers training of personnel, and the on-line courses in strategic compensation, value-added, and formative assessments.

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name:	Tennessee Department of Education
Applicant's DUNS Name:	8790162510000
Federal Program:	Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF):
CFDA Number:	84.374

1. Has the applicant ever received a grant or contract from the Federal government?

Yes No

2. Is the applicant a faith-based organization?

Yes No

3. Is the applicant a secular organization?

Yes No

4. Does the applicant have 501(c)(3) status?

Yes No

5. Is the applicant a local affiliate of a national organization?

Yes No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer 15-50

4-5 51-100

6-14 over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

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 **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes 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: The Agency Contact listed in this grant application package.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB 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	158,520.00	3,195,945.00	3,077,458.00	2,643,336.00	2,223,350.00	11,298,609.00
2. Fringe Benefits	43,200.00	1,015,176.00	1,068,880.00	1,071,826.00	1,074,861.00	4,273,943.00
3. Travel	18,200.00	18,200.00	18,200.00	13,850.00	13,850.00	82,300.00
4. Equipment						
5. Supplies	80,000.00	70,000.00	15,000.00	15,000.00	15,000.00	195,000.00
6. Contractual	300,000.00	460,000.00	485,000.00	510,000.00	560,000.00	2,315,000.00
7. Construction						
8. Other	150,000.00	75,000.00	75,000.00	75,000.00	75,000.00	450,000.00
9. Total Direct Costs (lines 1-8)	749,920.00	4,834,321.00	4,739,538.00	4,329,012.00	3,962,061.00	18,614,852.00
10. Indirect Costs*	44,995.00	290,059.00	284,372.00	259,741.00	237,724.00	1,116,891.00
11. Training Stipends						
12. Total Costs (lines 9-11)	794,915.00	5,124,380.00	5,023,910.00	4,588,753.00	4,199,785.00	19,731,743.00

***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? Yes No

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2011 To: 09/30/2012 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 6.00 %.

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

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 4.40 %.

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.	
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**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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)