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Growth Scores and TEAM Observation Ratings for Teachers in a Northeast Tennessee School District

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by

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ABSTRACT

Growth Scores and TEAM Observation Ratings for Teachers in a Northeast Tennessee School District

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The purpose of this nonexperimental quantitative study was to determine if there was a relationship between the 2018 Tennessee Value-Added Assessment System (TVAAS) Growth Score given by the Tennessee Department of Education and the overall 2018 Tennessee Educator Acceleration Model (TEAM) Observation Rating for teachers in grades 3-12 in the participating public school district. Demographic variables associated with both the teacher and evaluator were considered to determine if there existed a significant difference between gender, teaching license, grade level, TEAM Certified Observer years of experience, and the growth score and overall TEAM Observation Rating. The participating public school district is located in Northeast Tennessee and has 12 elementary schools, 2 middle schools, 2 high schools, and 1 optional high school. Participants included employees of the school district in tested subject areas in grades 3-12. Eight research questions served as the framework of the study. Data were analyzed using a Pearson correlation, Independent Samples *t*-tests, and Analysis of Variance (ANOVA).

Results of the analysis revealed no significant correlation between TVAAS Growth Scores and the TEAM Observation Ratings for TN Ready tested teachers, in grades 3-12. There was no significant difference by gender in the TEAM Observation Ratings, no significant difference by type of teaching license in the TVAAS Growth Scores, and no significant difference by type of

teaching license in the overall TEAM Observation Ratings. There was a significant difference in the TVAAS Growth Scores by grade level taught. Students in secondary classrooms showed more growth from testing than students in elementary classrooms. There was no significant difference by grade level taught in the overall TEAM Observation Ratings. There was a significant difference by TEAM Certified Observer's years of experience in the TVAAS Growth Scores. Teachers assigned TEAM Certified Observers in the 0-1 year group and the 5-8 years group showed more student growth than teachers in the 2-4 years group. There was no significant difference by TEAM Certified Observer's years of experience and the overall TEAM Observation Ratings for teachers in grades 3-12 in the participating public school district.

DEDICATION

This dissertation is dedicated to many family members without whom this work would not have been possible to achieve. The pursuit to complete this doctoral program took a great deal of patience, sacrifice, and encouragement from those whom I love most.

To my wife Erica, thank you for saving me when things were at one time very difficult. You have always provided the stability within our home for our family. Thank you for all of your sacrifices, patience, love, and above all for being an amazing wife and mother to our children. Without your love, this pursuit would never have been possible. Thank you for allowing me to fulfill my educational dreams.

To my children Rya, Grant, and Lillian, the three of you are my most precious treasures. I am so very proud of each of you and will always love you for who you are. This doctoral program required each of you to sacrifice more than anyone with my time and attention. I want you to always have a love for learning and a passion to accomplish anything you might dream. I am so proud of each of you and am blessed to be your Dad.

To my parents and siblings, life is an amazing journey. Everything about me in some way has been shaped by one of you. Dad, I thank you for always providing direction and a strong influence. Your examples of hard work, determination, and perseverance are precisely what I hope to always show my children. Mother, I thank you for your unconditional love and support. You showed me from a very early age what it means to value an education. Even though you were exhausted from work and raising children, you found the strength to commit to spending every night with me after supper working on homework. Michael, Rachel, and Joseph, we are so fortunate to have parents who placed such an extreme value on receiving an education and working hard to accomplish success. Their tremendous sacrifices have led each of us to where

we are today. Finally, each of you has contributed to making this doctoral program possible. Thank you for keeping our children when needed and for being a strong example to them. They are very fortunate be loved by each of you.

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I would like to express acknowledgment to all of my former students. Being an educator provides rewards not possible to achieve in any other career. These rewards come from the contribution of helping children experience success. I will always treasure the fond memories of my time working directly with students in the classroom.

I would like to thank my close friends and colleagues Tim Campbell, Jeremy Jenkins, Danny Good, Ginger Luya, and Dr. Ashley Keys for their encouragement and guidance during the writing of this dissertation. Mr. Campbell, I am especially grateful for the growth opportunities you have provided to me as an administrator. Finally, I would like to thank the faculty and staff at Daniel Boone High School for the support and patience during the completion of this program. It is a true blessing to be able to work together with everyone in our school.

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INTRODUCTION

Under the *No Child Left Behind Act of 2001* (Public Education Network, 2003), "highly qualified" teachers were those who possessed at least a bachelor's degree, achieved state certification, and demonstrated subject content mastery through testing. These credentials led to a measure of teacher effectiveness on student learning (Guilfoyle, 2013). However, Race to the Top (RTTT) (USDOE, 2009b) created a shift in determining educator effectiveness based on multiple measures.

States and school districts developed new evaluation systems with a focus on measuring each teacher's capabilities in the classroom. Other measures of teacher effectiveness used statistical measures of student growth (Kober & Rentner, 2012). The growth measure and achievement score comprised quantitative data leading to 50% of the educator's overall level of effectiveness.

In response to developing a new teacher evaluation system under RTTT compliance, Tennessee chose to implement the Tennessee Educator Acceleration Model (TEAM). This evaluation model is used to collect a preponderance of classroom evidence linking instruction to effectiveness by meeting indicators on a rubric (TNDOE, 2019b). The qualitative data collected during observations count 50% of the educator's overall level of effectiveness.Instructional leaders are required to perform annual observations according to TEAM. Time and resources committed to conducting these announced and unannounced observations maintain a focus on the capacity for teacher growth. Input from the teacher as observed from meeting indicators from each domain on the rubrics frame the progress of professional development offered throughout the school year. The evidence gathered during observations also provides a 50% level of

effectiveness score for educators; the remaining 50% comes from student growth and student achievement. The assumption may be that, if a teacher scores at or above expectation on the observation scoring rubric, then achievement and growth score data should also have a high level of effectiveness score. This would indicate that positive measures of teacher inputs like planning, environment, and instruction match positive student outputs like growth and achievement. If the two indicators of teacher effectiveness do not align, there may be additional variables to consider. If the teacher domains are more positive than the student domains, the evaluation scores may be inflated by the observer. If the student data scores are more positive than the observation scores, there may be other variables to consider.

In order to examine educator effectiveness, a starting point might be to look at how the measure of instruction matches the measure of state-mandated standardized testing for the teacher of record. Stumbo and McWalters (2011) suggested that teacher effectiveness focuses on the opportunities of learning provided to students in the classroom. Much research exists linking teacher effectiveness to how well students perform on state-mandated tests. The teacher may self determine his or her effectiveness by meeting indicators of evidence at the level of expectation on yearly evaluations. Administrators may gauge a teacher's effectiveness with how well a teacher's yearly evaluation score correlates with his or her students' growth and achievement.

Instructional effectiveness can be viewed as a compilation of the teacher's high expectations for all students and an ability to help them learn. This is evidenced through value-added scores, testing, and alternative assessment measures (Ozek, Carruthers, & Holden, 2018). Effective teachers might contribute to positive academic and social outcomes. This is evidenced by the student having regular attendance, promotion to the next grade level, graduation, or a low frequency of discipline referrals to the office (Carreiro, 2017).

- Effective teachers use diverse resources to deliver instruction to students that promote engaged learning opportunities.
- Effective teachers develop classrooms that value diversity and civic-mindedness.
- Effective teachers collaborate with stakeholders to ensure student success – especially those at a high risk for failure (Goe, Bell, & Little, 2008).

The Tennessee Department of Education (TNDOE) identified a teacher's level of effectiveness by examining instruction, student growth, and student achievement. Combining each of these indicators of educator effectiveness, through the Tennessee Educator Acceleration Model (TEAM, 2018), supports educators in helping every student learn and grow. The findings of this study could provide input for decision making on a district level regarding how TEAM Certified Observers receive evaluator training for TEAM. Fidelity in evaluating teachers according to the rubric may be an area of refinement for growth at the district level.

The results of this study will potentially benefit school level administrators by gathering evidence to assist in the prescriptive decision making about master scheduling. A comprehensive analysis of teacher observation scores and student data may provide an opportunity to target student placement. A major input for decision making about student placement should be reflective of teacher's strengths and student data. The results of this study may help district level TEAM Certified Observers better align professional development opportunities for teachers and principals.

Statement of Purpose

The purpose of this study was to investigate the relationship between the Tennessee Value-Added Assessment System (TVAAS, 2019) growth score and the overall Tennessee Educator Acceleration Model (TEAM, 2018) observation rating for teachers in grades 3-12 in the

participating public school district. Comparing these indicators helps determine how the two measures align to indicate teacher effectiveness.

In addition to investigating the relationship between the TVAAS growth score, and the TEAM observation rating, significant differences between principal and teacher demographic variables were examined. The demographic variables identified to investigate as significant differences to the TVAAS growth score and the TEAM observation rating in the study were: gender (male or female), teacher licensure (practitioner or professional), grade level taught (elementary or secondary), and years of experience as a TEAM Certified Observer (0-1 year, 2-4 years, 5-8 years).

Research Questions

Eight research questions guided this quantitative study.

RQ1: Is there a significant relationship between TVAAS growth scores and overall TEAM observation ratings for teachers in grades 3-12 in the participating public school district?

RQ2: Is there a significant difference in overall TEAM observation ratings between male and female teachers in grades 3-12 in the participating public school district?

RQ3: Is there a significant difference in TVAAS growth scores between teachers holding practitioner licenses and teachers holding professional licenses in grades 3-12 in the participating public school district?

RQ4: Is there a significant difference in overall TEAM observation rating between teachers holding practitioner licenses and teachers holding professional licenses in grades 3-12 in the participating public school district?

RQ5: Is there a significant difference in TVAAS growth scores between elementary and secondary teachers in grades 3-12 in the participating public school district?

RQ6: Is there a significant difference in overall TEAM observation rating between elementary and secondary teachers in grades 3-12 in the participating public school district?

RQ7: Is there a significant difference in TVAAS growth scores when compared by TEAM Certified Observer's years of experience (0-1 year, 2-4 years, 5-8 years) for teachers in grades 3-12 in the participating public school district?

RQ8: Is there a significant difference in TEAM observation ratings when compared by TEAM Certified Observer's years of experience (0-1 year, 2-4 years, 5-8 years) for teachers in grades 3-12 in the participating public school district?

Definitions of Terms

The definitions of several terms are provided to help in understanding this study.

Elementary School: For the purposes of this study, elementary is defined as teachers in grades 3-8.

Level of Overall Effectiveness: A combined score between 100 and 500 using qualitative data (50%), student growth data (35%), and student achievement data (15%) (TNDOE, 2019b).

Practitioner Teaching License: Initial 3-year license issued to applicants who hold a bachelor's degree, are enrolled in or have completed a preparation program approved by the State Board of Education, and have verified content knowledge as defined in state board policy. An educator may add additional endorsements to a practitioner license. The practitioner license may be renewed once (TNDOE, 2018d).

Professional Teaching License: A 6-year teacher license issued upon completion of an approved educator preparation program and meeting specific licensure expectations and

requirements at the practitioner level. An educator may add additional endorsements to a professional license. The professional license is renewable (TNDOE, 2018d).

Secondary School: For the purposes of this study, secondary is defined as grades 9-12.

Teacher Effect Data: Student achievement data based on student growth data, as represented by the Tennessee Value-Added Assessment System (TVAAS), developed pursuant to state law or some other comparable measure of student growth (SCORE,2017).

Teacher Evaluation: "The formal process a school uses to review and rate teachers' performance and effectiveness in the classroom. Ideally, the findings from these evaluations are used to provide feedback to teachers and guide their professional development" (Sawchuk, 2015, para. 1).

Tennessee Educator Acceleration Model (TEAM) Certified Observer: Certified observers can be administrators or instructional leaders. "All newly designated observers must participate in required teacher evaluation certification training (2 days) and demonstrate proficiency in the TEAM observation process by successfully completing an online, annual certification test to be certified" (TEAM, 2018, p. 3).

Tennessee Educator Acceleration Model (TEAM) Growth Model: The model used for educators to meet specific indicators from a scoring rubric. TEAM is used to collect data using frequent observations, constructive feedback, student data, and professionalism. TEAM is designed to support all educators in doing their best work to help every student learn and grow (TNDOE, 2019b).

Tennessee Value-Added Assessment System (TVAAS) Growth Score: A teacher's score based on whether his or her class of students on average makes more, less, or about the same progress as similar students across the state during one academic year (TVAAS, 2019).

Tennessee Value-Added Assessment System (TVAAS): A system that measures student growth year after year, regardless of whether the student is proficient on the state assessment (TVAAS, 2019).

Delimitations

This study was delimited to the following: The TEAM Certified Observer and teacher data used were restricted to the participating public school district. The entire state uses state-mandated testing and most districts use the TEAM evaluation system. Choosing only the participating public school district narrowed the scope of the study, which affects the generalizability toward districts unlike the one chosen. The TEAM Certified Observers in the district chosen were not vetted regarding their consistency in observation practices including following the rubric with fidelity, following the observation schedule, and following guidelines found in the TEAM handbook. Additionally, only one year of data from the participating public school district were used in the study.

Limitations

Whereas the TEAM evaluation has a scoring rubric used by the observer, gathering a preponderance of teacher and student evidence to meet an expectation level is left to the person conducting the observation. All school districts have different approaches and expectations as to how the evaluation system is used with fidelity within schools. The number of teachers and observers from the participating public school district involved in the study might provide limitations. School districts with varying teacher and observer populations may have different outcomes. Additionally, the researcher's employment status as an assistant principal and TEAM observer in the participating public school district may produce some bias in the recommendations for practice in the district and further recommended research.

Overview of the Study

This quantitative research study has been organized into five chapters. Chapter 1 includes the introduction, statement of purpose, research questions, significance of the study, definitions of terms, delimitations, limitations of the study, a chapter summary, and an overview of the five chapters included in this study.

Chapter 2 contains a review of literature related to a history of teacher evaluation and supervision, teacher effectiveness and evidence of teaching, and teacher evaluation system in Tennessee. The review of literature includes an overview of the Tennessee Educator Acceleration Model (TEAM), research findings for TEAM, and teacher effectiveness and evidence of learning. Chapter 2 also includes an overview of the Tennessee Value-Added Assessment System (TVAAS), linking evidence of teaching and learning to educator effectiveness, *The Widget Effect*, legislative mandates, and implementing change in education.

Chapter 3 describes the research methodology including the research questions and corresponding null hypotheses, population, instrumentation, data collection procedures, and data analysis. Chapter 4 is a report of the study findings including a review of research design, and findings for each research question and corresponding null hypothesis. Chapter 5 is a summary of the study findings, conclusions, and recommendations related to this study. The chapter includes the summary of findings, recommendations for practice, and recommendations for further research.

CHAPTER 2

LITERATURE REVIEW

This literature review examines the history of teacher evaluation, legislation that serves as a framework to guide teacher evaluation in Tennessee, teacher effectiveness, and reviews research related to the Tennessee Educator Acceleration Model (TEAM).

Taylor and Tyler (2012) defined evaluation as a practice-based assessment that relies on multiple highly structured classroom observations conducted by instructional coaches and administrators. These highly structured observations should maintain a focus on opportunities for growth, educator effectiveness, and accountability. Tucker and Stronge (2005) defined the evaluation process by including student gains in learning through growth and achievement, alongside observations of classroom instruction as a central part of the process.

History of Teacher Evaluation and Supervision

The evaluation of teaching to determine effectiveness has changed over time, possibly due to the impact all educators have on students in their classrooms. Those involved in education dating back to the 16th Century understood this principle and noted the impact teacher effectiveness has on preparing children for their future (Marzano, Frontier, & Livingston, 2011). The supervision of teachers initially began by laymen, clergy, school wardens, trustees, selectmen, and citizen committees to inspect and manage the hiring and firing of teachers (Burke & Krey, 2005).

The 18th Century brought school inspectors together to examine school management (Marzano et al., 2011). This period of supervision was based on the authoritative structure of rules and maintaining standards. Supervisors entering schools were not so much focused on

teacher and student effectiveness levels, but on directing and judging the condition of the school, student discipline, and the process of teaching.

Dewey's progressive ideas for student focused education were developed and implemented during the 19th Century (Marzano et al., 2011). It was during this time that Taylor's model of scientific management began shaping a reform in educational evaluation systems (Sahin, 2007). The booming industrial revolution inspired Taylor's view of using observation and measurement principles from the factory to increase production in public schools (Sahin, 2007). Taylor wrote that just as factory foremen could observe and gather data to increase efficiency in production, school administrators could do the same in classrooms to make teachers and students more productive.

This assumption evolved to make teacher evaluations a formal process to review and rate performance and effectiveness in the classroom. Findings from these evaluations, and other data points, served as a framework to guide year-long professional development as a means of growth (Sawchuk, 2015). Teacher evaluation systems are governed by state laws, but are designed and operated at the district level.

The instructional leader must be committed to improving teacher practice. In order to provide instructional growth, meaningful conversations about teaching must be grounded with a clear definition or framework. The framework requires a gathering of evidence to support indicators of effectiveness (Danielson, 2009). Evidence is intended to frame conversations during the post conference grounded from actual events, actions, statements, artifacts, the environment, planning, and instruction. Without gathering evidence from a framework, it is possible that impressions of a teacher's ability to meet or exceed expectations will be based solely on the observer's skill or bias.

Instructional leaders (mentors, coaches, or administrators) can use the collection of evidence for different purposes. Teacher mentors and instructional coaches could use the evidence collected to structure professional conversations needed to improve practice. Administrators may use evidence of meeting expectations during formal and informal observations as the basis for decision making when offering a contract renewal or tenure status. (Danielson, 2009). Regardless of whether the evaluator is a mentor, coach, or administrator, observing teacher effectiveness should be grounded in a framework of growth. The primary purpose of collecting evidence should be for how the instructional leader plans to use the evidence to improve teacher practice that is focused on growth.

One principle source of collecting evidence is through direct classroom observation (Danielson, 2009). Direct observation provides an opportunity to witness the teacher's interaction with students; it provides knowledge of how content is delivered to students. The observer can move around the classroom to have conversations with students about what they are learning. The observer can oversee student behavior and the teacher's effectiveness at classroom management. Observers see how the teacher uses grouping strategies to maximize student learning and how the teacher motivates students. The observer can also gauge the appropriateness of activities and materials used to support learning objectives (Danielson, 2011).

Another principle source of collecting evidence is through an examination of artifacts (Danielson, 2009). Artifacts are aspects of teaching that cannot be observed while in the classroom. The teacher presents the evaluator with a lesson plan following the observation, which provides the instructional leader with evidence of the teacher's skill in designing meaningful instruction having sequence. The lesson plan also provides evidence to support the teacher's ability to gather appropriate instructional resources that maximize instruction.

Examination of the lesson plan artifact may also demonstrate that the teacher meets or exceeds expectations at developing assessments that measure learning objectives toward mastery of standards.

Teacher Evaluation System in Tennessee

Tennessee was selected as one of five early adopter states by President Obama (2009) with his Race to the Top educational reform. As part of this selection, which provided Tennessee with a $500 million grant, Governor Bredesen signed the Tennessee First to the Top Act (FTTT). The FTTT laid the foundation for broad-based educational reform across the state. The act itemized six primary provisions to be implemented in order to be in compliance with the FTTT (USDOE, 2012a).

> Among other provisions, the Act: (1) mandated a comprehensive evaluation system for teachers and principals based on multiple measures of effectiveness, including student achievement indicators and annual observations of educator practice; (2) removed restrictions on the use of value-added data for promotion, retention, tenure, and compensation decisions; (3) enabled State intervention in the State's lowest-achieving schools; (4) authorized LEAs to adopt alternative salary schedules; (5) appropriated funds to TDOE to support its pre-kindergarten through higher education (P-20) longitudinal data system; and (6) aligned funding and policies with a statewide plan for higher education established through the Complete College Act of 2010. (p. 3)

In order to meet the first provision of the FTTT in 2011, Tennessee incorporated a new performance-based evaluation model. This model was known as the Tennessee Educator Acceleration Model (TEAM) and included several indicators of teacher performance including lesson planning, student work, assessment, expectations, managing student behavior, environment, respectful culture, lesson standards and objectives, student motivation, lesson structure and pacing, teacher questioning, teacher content knowledge, teacher knowledge of students, the grouping and arrangement of students, academic feedback, activities and materials,

student thinking, and student problem solving (Davis, 2014). See Appendix A for the TEAM General Educator Rubrics for Planning, Environment, and Instruction.

The Tennessee Educator Acceleration Model (TEAM)

According to the Tennessee Department of Education (TNDOE, 2019a), the Tennessee Educator Acceleration Model (TEAM) ensured that principals and teachers across the state would work together to ensure the best instruction possible. The TEAM model called for frequent observations, constructive feedback, examination of student data, and professional development within schools. TEAM was designed with a purpose to help all educators do their best work every day and ensure that every student has the opportunity to learn and grow.

The Tennessee Educator Acceleration Model (TEAM) was adopted by the Tennessee legislature in 2011 as part of the First to the Top Initiative (FTTT). The purpose of its implementation was to satisfy a mandated component of FTTT that established a comprehensive evaluation system for teachers and principals based on multiple measures of effectiveness. These measures were intended to include student achievement indicators and annual observations of educator practice (USDOE, 2012b).

The legislation called for a measure of quantitative data equaling 50% of the teacher and principal evaluation to be comprised from a 35% measure of student growth. The student growth measure was determined from data reported by the Tennessee Value-Added Assessment System (TVAAS). The remaining 15% measure would come from student achievement data collected from the educator selecting one of the following indicators: State Assessments (TCAP), Overall TVAAS, ACT/SAT Suite of Assessments, Off-the-Shelf Assessments, Early Postsecondary Exams, Industry Certifications, or the Graduation Rate (TNDOE, 2018b). See Appendix B for Achievement Measure Worksheet. Legislation called for the remaining 50% to be a qualitative

data measurement of the evaluation score, which was determined from yearly evaluations. New teachers having Apprentice Licensure in Tennessee received six observations during the school year; experienced teachers with Professional Licensure received two observations during the school year. Observations conducted for both educator licensure types were comprised of both announced and unannounced. See Appendix C for TEAM Suggested Observation Pacing. The approach used with this system of multiple measures of effectiveness weighed half of the score from student testing data and the other half from observations, which positioned Tennessee as a vanguard for its whole-systems approach to improving teacher effectiveness (Varlas, 2012). See Appendix D for Calculating Tennessee Level of Effectiveness.

The National Institute for Excellence in Teaching (NIET) (2019) has a mission to ensure "highly skilled, strongly motivated, and competitively compensated" (para. 1) teachers for all students across the US. The National Institute for Excellence in Teaching (NIET, 2019) also noted that, in order to raise student achievement levels for all students, districts must have the ability to attract, develop, support, and retain educators. NIET focuses on the development of comprehensive systems and tools to help school districts raise educator effectiveness and support best practices.

NIET offers comprehensive reform through the TAP System for teacher and student advancement. This educator effectiveness model has the goal of providing teachers with powerful opportunities for career advancement, ongoing professional development, a fair evaluation system, and performance based compensation. The National Institute for Excellence in Teaching (NIET, 2019) has promoted the TAP System as a multi-faceted strategy to improve the teaching profession.

In 2011, Tennessee chose to partner with NIET to provide training for those in school districts with the responsibility to evaluate teachers. These administrators and instructional leaders participated in teacher evaluation certification training and demonstrated proficiency in the TEAM observation process by successfully completing an online annual certification exam (TNDOE, 2012). The online assessment was developed as having two parts. The first part of the online assessment includes a lesson analysis of a teacher delivering instruction in the classroom whereby the administrator or instructional leader taking the exam must score the lesson using the performance indicators rubric. Teachers are scored for each indicator ranging from level 1 to level 5. A score of 5 represents the highest score a teacher could earn; a score of 1 represents the lowest score. These indicators help the observer identify an area of reinforcement and an area of refinement. Specific scoring descriptors are:

1 – Significantly Below Expectations,

2 – Below Expectations,

3 – Meets Expectations,

4 – Above Expectations, and

5 – Significantly Above Expectations

See Appendix E for TEAM Performance Level Guide. Scores from the lesson analysis are calculated by a comparison of the observer's ratings against a benchmark rating for each indicator. The benchmark rating is comprised of an average of three expert raters' scores. Figure 1 shows a sample Tennessee Educator Acceleration Model (TEAM) rubric with the indicators scored in each component.

<table>
<tr>
<td rowspan="3">Component: Instruction
1. Standards and Objectives
2. Motivating Students
3. Presenting Instructional Content
4. Lesson Structure and Pacing
5. Activities and Materials
6. Questioning
7. Academic Feedback
8. Grouping Students
9. Teacher Content Knowledge
10. Teacher Knowledge of Students
11. Thinking
12. Problem Solving</td>
<td>Component: Environment
1. Expectations
2. Managing Student Behavior
3. Environment
4. Respectful Culture</td>
</tr>
<tr>
<td>Component: Planning
1. Instructional Plans
2. Student Work
3. Assessment</td>
</tr>
<tr>
<td>Component: Professionalism
1. Professional Growth & Learning
2. Use of Data
3. School & Community Involvement
4. Leadership</td>
</tr>
</table>

Figure 1. Components of TEAM Evaluation Rubric. Adapted from the Tennessee Educator Acceleration Model Evaluator Handbook (TEAM, 2018, p. 6).

The second part of the online assessment has been developed as a conference plan. The administrator or instructional leader answers a series of questions about the post conference or evaluation process. This portion of the exam consists of eight multiple choice questions requiring that the administrator or instruction leader answer at least six correctly to pass. Once the administrator or instructional leader has passed the TEAM (2018) comprehensive exam, he or she is a certified TEAM Evaluator in the State of Tennessee.

Research Findings for TEAM

Since the inception of the Tennessee Educator Acceleration Model (TEAM) in 2011, several research studies have been conducted in school districts. Researchers have examined TEAM implementation in public schools both urban and rural; they have explored perceptions of principals and teachers. Researchers have also examined how the observation score relates to the student data score. Now in its 8th year of implementation, TEAM appears to be used in a majority

of districts across the state. According to the Tennessee Department of Education (TNDOE, 2019a), it appears that educators have had an influence over its refinement. Perhaps the body of research knowledge expanded from these research studies has contributed to this refinement.

Bryant (2013) examined the perceptions of school principals regarding TEAM. She found that school principals held positive perceptions of the impact TEAM evaluations had on effective professional growth for teachers. The principal's experience was not significant in his or her perceived ability to adequately implement TEAM observations. Bryant also found that principals perceived many positive values associated with TEAM including student achievement increases, professional development guidance, instructional leadership support, and enhanced communication among teachers.

Bogart (2013) examined perceptions of teacher evaluation and classroom practice in northeast Tennessee. He found no significant difference in teacher perceptions of TEAM when compared to the previous evaluation model used in Tennessee; however, he found an important difference in the teachers' perceptions of planning processes under the Tennessee Educator Acceleration Model (TEAM) and the previous evaluation model. Teachers perceived that TEAM required a more detailed process. Bogart also found that teachers perceived significant differences in the instructional strategies used in planning lessons with TEAM. In addition, teachers perceived a noteworthy difference in the time required to plan lessons with TEAM versus the previous evaluation model; teachers perceived the time spent on planning lessons increased by more than 10 minutes when using TEAM.

Davis (2014) examined the relationship between the growth score and the overall TEAM observation rating for teachers in Tennessee. His findings revealed a weak positive relationship between the teacher growth score or Level of Effectiveness (LOE) and the teacher's overall

Tennessee Educator Acceleration Model (TEAM) observation score. Davis found statistical significance for those teachers holding professional teaching licenses in that they earned higher evaluation scores than teachers who held apprentice teaching licenses. In addition, Davis found that administrators with 11 or more years of experience tended to give higher observation scores to teachers. The findings from Davis's (2014) study supported findings from the Tennessee Department of Education (TNDOE, 2012) regarding the need to complete in depth training with both teachers and evaluators in relation to accuracy when using the Tennessee Educator Acceleration Model (TEAM) rubrics and evaluations.

Hughes (2017) investigated the implementation of the TEAM evaluation framework in an urban school district. Hughes sought to determine teachers' perceptions in regard to the implementation of the TEAM evaluation framework and its impact on teacher practices. Results indicated a statistically significant difference in the implementation of the TEAM framework based on selected demographics including the use of the rubric, teacher differentiation, student achievement, and improving their craft. Findings from the study also suggested that teachers' perceptions were affected by the implementation of the TEAM evaluation framework.

Morris (2017) compared the Tennessee Educator Acceleration Model (TEAM) and the Teacher Instructional Growth for Effectiveness and Results (TIGER) model regarding measures of teacher effectiveness. The purpose of the Morris (2017) study was to compare measures of teacher effectiveness between two Tennessee teacher evaluation models. The measures of teacher effectiveness used in the study were final observation scores and individual value-added growth (TVAAS) scores. Findings from the data indicated that teachers who were evaluated using the TIGER model had statistically higher TVAAS scores. Findings also revealed that final observation scores were higher with the TIGER model than when compared to TEAM teachers.

Results showed a significant positive relationship between observation scores and TVAAS scores for both TEAM and TIGER teachers. Finally, the findings indicated a stronger relationship among the TIGER teachers than the TEAM teachers.

Harrell (2018) sought to determine the perceptions of Pre-K through 8th grade Tennessee teachers regarding the influence of Tennessee Educator Acceleration Model (TEAM) evaluations on classroom instructional strategies, teacher planning, professional development, and teacher effectiveness. Harrell found there was no significant difference in the instructional strategies or teacher planning dimensions of the TEAM Teacher Survey in relation to years of experience or degree level. Respondents' perceptions of teacher effectiveness were not significant in relation to degree level but they were significant in relation to years of experience. Additionally, the professional development dimension of the TEAM Teacher Survey was not significant in relation to degree level but was significant in relation to years of experience.

Teacher Effectiveness and Evidence of Learning

Evidence of teaching can be observed through a framework of indicators that provide a description of student achievement and provide evidence of learning (Danielson, 2009). As a result, instead of looking at only the evidence of a teacher's skill in practice, direct evidence must also be provided to examine the results of student learning; the evidence is commonly collected through data generated from state-mandated standardized tests.

Many regard standardized tests as evidence of teacher effectiveness. The evidence provided by student growth score results has fashioned a national movement for federal, state, and local policy makers to evaluate, promote, compensate, and dismiss teachers (Corcoran, 2010). These standardized testing data have redefined teacher effectiveness from student achievement.

High-stakes accountability for educational effectiveness – measured through student testing – has increased transparency in demonstrated growth and achievement. Quality classroom instruction provides input data because of interactions among teachers and students; linking individual student achievement data to classroom teacher effectiveness was inevitable (Corcoran, 2010). The evolution of data systems and processing capacity has made the comparison of teacher input and student output possible.

Tennessee Value-Added Assessment System (TVAAS)

Value-added assessment, a statistical procedure to examine test data, is a method researchers have developed to identify effective and ineffective teachers and schools (Doran & Fleischman, 2005). The Tennessee Value-Added Assessment System (TVAAS) uses student test data from the Tennessee Comprehensive Assessment Program (TCAP) and End-of-Course (EOC) exams. Yearly TCAP tests during elementary school measure student achievement in math, science, language arts, and social studies. EOC testing during the secondary years measures student achievement in language arts, history, math, and science (TNDOE, 2018c).

TVAAS measures student growth by comparing year after year of performance, regardless of whether proficiency was attained on an assessment. The TVAAS score quantifies student performance as it compares to that of his or her peers on past assessments (TNDOE, 2018c). The scores are compared throughout each county across the state. For the student's scores to count as part of the individual teacher effect score, the student must have been present in class for 150 or more days of the school year. The ultimate goal of the measure is to determine how well the teacher performed with regard to improving student achievement in the class and how the performance compares with that of other teachers (Doran & Fleischman, 2005).

Linking Evidence of Teaching and Learning to Educator Effectiveness

Political leaders have strongly endorsed linking teacher evaluation to student test scores as a way to measure educator effectiveness. President Obama (2009) proposed Race to the Top (RTTT), a competitive grant program, to provide nationwide educational reform (Corcoran, 2010). Obama (2009) stated, "Success should be judged by results, and data is a powerful tool... That's why any state that makes it unlawful to link student progress to teacher evaluations will have to change its ways" (para. 15).

The primary purpose of the RTTT initiative was for states to advance reform movements around four specific areas (McQuinn, 2011). The first area was for states to adopt standards and assessments for student success post-secondary in a global economy. The second area was to build data systems that measured student growth and success; teachers and principals were challenged to use the data systems to improve instruction. The third area was recruiting, developing, rewarding, and retaining effective teachers and principals, particularly where they were most needed. The fourth area focused on turning around the lowest achieving schools and districts in the nation (USDOE, 2016).

Race to the Top (RTTT) narrowly defined highly effective teachers as those whose students achieved high rates of growth, as determined by a change in test scores between two or more points in time (USDOE, 2010). Applicants qualify for RTTT by scoring points based on several criteria that link teacher evaluations and student testing performance USDOE (2009a).

- Measure individual student growth;
- Implement evaluation systems that use student growth as a significant factor in evaluating teachers and principals;
- Include student growth in annual evaluations;

- Use these evaluations to inform professional support, compensation, promotion, retention, tenure, and dismissal;
- Link student growth to in-state teacher preparation and credentialing programs, for public reporting purposes and the expansion of effective programs;
- Incorporate data on student growth into professional development, coaching, and planning.

Allen et al. (2013) examined observations of effective instruction in secondary school classrooms and the relationship to student achievement. The purpose of the study was to predict student achievement based on assessing observations in the classroom. The researchers used a classroom assessment scoring system to conduct observations of teachers and students. Results of the study indicated a positive relationship between the observation of classroom instruction and levels of student achievement on the end of course test. Results of the study also suggested there was no significant difference between the observation scores and student achievement scores across content areas. The findings applied to students across all grade levels, which led the researchers to conclude that effective teaching was not determined by grade level or content area of instruction (Allen et al., 2013).

Jones, Allen, and Masters (2017) conducted research to determine if a teacher's Professional Growth and Effectiveness System (PGES) rating was an indicator of student achievement. The study included teachers in grades 9-12 in English 10, Biology, US History, and Algebra 2. It was used to examine observation scores in relation to student achievement scores (Jones et al., 2017). Results indicated a moderate positive association between the observation score and the student achievement score. Researchers concluded that quality feedback during the post-conference and an alignment of professional learning based on the Professional Growth and

Effectiveness System (PGES) rating could lead to better end of course student achievement performance.

Linking instructional style with student learning style and ensuring that all instruction is rigorous should affect student achievement gaps among all student subgroups. To address the federal and state mandates to increase this student achievement, Medlock (2017) studied whether or not teacher evaluation ratings could be a predictor. The study examined 8th grade end of course student achievement data with teacher evaluation ratings in North Carolina. Results of the study indicated that teacher evaluation ratings were not a sole indicator of student achievement on end of course testing. The researcher found that evaluation systems were an effective method to enhance and build instructional capacity but were not an indicator of student achievement.

The Widget Effect

Annual teacher observations are viewed by many as the missing link in determining teacher effectiveness. Inadequate and inconsistent teacher evaluations have been blamed for producing a *widget* effect (Marzano & Toth, 2013). As a result, administrators were not truly recognizing instructional effectiveness during the school year. Teachers were then being rewarded for just average instructional performance in classrooms.

In 2009, The New Teacher Project found a perceived failure to recognize and respond to variations in teacher effectiveness. Those in the project wanted to address questions of how teacher evaluation systems were implemented, why poor instruction was not addressed, and the failure of school districts to dismiss teachers because of poor performance. Project participants noted that teacher effectiveness was the most important variable for improving student achievement (Marzano & Toth, 2013). They further asserted that effectiveness was not measured, recorded, or used to inform decision making. Ultimately, they found that there was a

failure of teacher evaluation systems to provide credible appraisals about individual teachers' instructional performance. This ideology led them to diagnose a phenomenon called *The Widget Effect*.

Weisberg, Sexton, Mulhern, and Keeling (2009) examined *The Widget Effect* across 12 districts in four states. The study had the benefit of gaining input from more than 80 local and state education officials, teachers' union leaders, policymakers, and advocates who participated in advisory panels. The findings were characterized by an indifference to variations in teacher performance and effectiveness.

Weisberg et al. (2009) found that all teachers were generally rated as being good or great; in districts that used evaluation ratings of *satisfactory* vs. *unsatisfactory*, more than 99% of teachers received the satisfactory rating. The researchers also found that in districts using a broader range of rating options 94% of teachers received one of the top two ratings and less than 1% were rated unsatisfactory. They noted that when the majority of teachers were rated as good or great, teachers with truly high effectiveness were unidentified. The researchers found that 59% of teachers and 63% of administrators said their districts were not doing enough to identify, compensate, promote, and retain the most effective teachers.

Weisberg et al. (2009) found that districts failing to properly assess instructional effectiveness also failed to identify the specific needs of their teachers. These districts failed to provide their educators with adequate professional development, which prevented teachers from receiving the information needed to close gaps in their instruction. The researchers found that 73% of teachers surveyed said their most recent evaluation did not identify any development areas. The data also revealed that only 45% of teachers with identified refinement areas said they received useful support to improve.

Findings from the Weisberg et al. (2009) study revealed that inattention to teacher performance and growth went back to the teacher's first days in the classroom. It has been argued that teachers are generally the least effective during their beginning years in the classroom. However, findings showed that 66% of beginning teachers had ratings greater than *satisfactory* on evaluations. It should be noted that 41% of administrators reported having never non-renewed a probationary teacher because of performance concerns. Despite these findings, teachers and administrators both recognized ineffective teaching in their schools; 81% of administrators and 57% of teachers reported that there were tenured teachers in their school performing poorly, which resulted in low teacher effectiveness. Additionally, 43% of teachers said there was a tenured teacher in their school who should be dismissed for poor performance. However, half of the districts participating in the study revealed that no tenured teachers had been dismissed for poor performance during the time of the study.

Varlas (2009) suggested that, to reverse *The Widget Effect*, better evaluation systems were needed to help teachers grow and improve instructional quality. It was suggested that states should adopt and implement a performance evaluation system that could differentiate teachers based on their level of effectiveness at meeting indicators and promoting student achievement. Local districts should train administrators and other evaluators in the performance evaluation system and hold them accountable for using it as designed. School and district administrators have been encouraged to use performance evaluation systems to assist with functions pertaining to teacher assignment, professional development, retention, and dismissal.

Legislative Mandates

Educators in the US have experienced major reform efforts since the implementation of the *No Child Left Behind Act of 2001*. Reform initiatives at the federal, state, and local levels

have begun to close two types of achievement gaps and provide a better future for all Americans (Zhao, 2009). The first gap targeted was among different subgroups of the population. The second gap was between the performance of students in the US and students around the world.

No Child Left Behind Act of 2001 (NCLB)

President George W. Bush was inaugurated in 2001 with an administration making education its top domestic priority. Bush sent a reauthorization of the *Elementary and Secondary Education Act* (ESEA) to Congress in January of 2001 to initiate major reform. In the *No Child Left Behind Act of 2001* proposal, he noted that over two-thirds of low-income and minority 4th grade students were unable to read at a basic level (Brown, 2002). He said the federal government was partially at fault for tolerating these results and made note of the achievement gap between rich and poor as well as other subgroups as being historically significant and continuing to grow.

The focus of the *No Child Left Behind Act of 2001* (Public Education Network, 2003) was to help low performing schools around the country improve academic achievement in grades 3-12 for all students. Students in these grades would have standardized testing in reading and mathematics with the 2013-2014 school year as the deadline to have every student achieving at a proficient level in reading and math. The level of proficiency would be determined by each state (Fege & Smith, 2002). In order to achieve this objective, the act was written to focus on several elements.

- Develop state standards
- Assessment systems
- Accountability measures
- "Highly qualified" teachers

- Principals and paraprofessionals
- Rewards for schools that met or exceeded academic expectations
- Identification of schools that fell behind in progress toward state standards
- Funding for schools that needed special assistance to meet NCLB requirements
- Parental and community involvement
- Parental choice
- Supplemental services

There was no mandate regarding teacher evaluation under NCLB (Public Education Network, 2003). The importance placed on "highly qualified" emphasized teacher effectiveness as a result of content mastery as a priority (Grissom, Nicholson-Crotty, & Harrington, 2014). However, teachers deemed "highly qualified" did not necessarily help close the achievement gap and, in many cases, it was found that "highly qualified" teachers lacked the teacher preparation necessary to be effective in the classroom. Most thought the "highly qualified" status would promote teacher effectiveness, but the status did not define teacher quality as performance versus meeting required qualifications (Darling-Hammond, 2006).

American Recovery and Reinvestment Act of 2009 (ARRA)

President Obama (2009) signed the most recent reauthorization of ESEA, the *American Recovery and Reinvestment Act of 2009* (ARRA), into law with an unprecedented level of funding for K-12 education. The purpose of the program called for an historic opportunity to save jobs, support states and local districts, and to advance reforms and create lasting results for students across the US (Webber et al., 2014). As part of the legislation, $70.6 billion in funding was presented to K-12 public schools. Of the total dollar amount, $6.8 billion was awarded through three grant opportunities: State Fiscal Stabilization Fund (SFSF) formula grants, Race to

the Top (RTTT) discretionary grants, and additional funding for the School Improvement Grant (SIG).

Of the three recovery act grants provided under the ARRA, Race to the Top (RTTT) received $4.35 billion, which was to assist public K-12 education reforms (USDOE, 2009b). States approved for a recovery act grant were required to commit to accountability measures based on four assurances: a requirement to adopt rigorous college-ready and career-ready standards and high-quality assessments, establish data systems and use data to improve performance, increase teacher effectiveness and the equitable distribution of effective teachers, and turn around the lowest performing schools (Webber et al., 2014).

One premise of receiving the RTTT grant money was that states were held to determining teacher effectiveness by linking teacher evaluations with student performance data. States were directed to have no regulations or legislation preventing the use of these data in determining the teacher effectiveness rating (USDOE, 2009b). The act required the states receiving the grants to make progress toward improving the preparation of new educators and the adoption of an educator evaluation system. The ultimate goal in the development of this evaluation system was to promote the recruitment, retention, and distribution of those educators who were determined to be effective (Webber et al., 2014).

The selection criteria for awarding grant money for RTTT was based on a 500-point system in phase 1 and again in phase 2. Awarding of funds was based on plans each state developed to address 6 criteria: A) State Success Factors (125 points); B) Standards and Assessments (70 points); C) Data Systems to Support Instruction (47 points); D) Great Teachers and Leaders (138 points); E) Turning Around the Lowest-Achieving Schools (50 points); and F) General Selection Criteria (55 points) (USDOE, 2009b, p. 3). Of the 500 points possible on the

application, 138 points came from criteria D (Great Teachers and Leaders), which divided the points allocated into 5 categories (USDOE, 2009b).

(D) (1) Providing high-quality pathways for aspiring teachers and principals *(21 points)*
(D) (2) Improving teacher and principal effectiveness based on performance *(58 points)*
(D) (3) Ensuring equitable distribution of effective teachers and principals *(25 points)*
(D) (4) Improving the effectiveness of teacher and principal preparation programs *(14 points)*
(D) (5) Providing effective support to teachers and principals *(20 points)* (p. 3)

In 2010, the federal government reported that Tennessee would receive $501 million in funds as part of the Race to the Top Initiative. The US Secretary of Education Duncan (2010) announced that Tennessee led a statewide buy-in for comprehensive plans to reform schools across the state. Duncan provided evidence of new laws enacted in the legislature to support such policies. Through the creation of new laws and policies it was demonstrated that Tennessee educators had the courage, capacity, and commitment to turn their ideas into practice to improve student outcomes (USDOE, 2010).

Every Student Succeeds Act of 2015 (ESSA)

President Obama signed the *Every Student Succeeds Act of 2015* (ESSA, 2015) as a national education law. It was a reauthorization of the original effort to demonstrate and commit to an equal opportunity for all students under the *Elementary and Secondary Education Act of 1965*. Different from any other reauthorizations, the ESSA shifted much authority in education from the federal government back to states and local education agencies (Sharp, 2016).

Several mandates were set forth in the ESSA (2015) legislation.

- Ensure that each state would meet high college and career standards
- Maintain accountability through directing resources toward schools that required improvement
- Allow states and local education agencies to use evidenced based interventions

- Encourage states to preserve annual assessments as an informing mechanism
- Increase access to quality preschool programs for more children

The legislation mandated that annual testing be administered in reading and math for grades 3-8 and that science would be assessed once during elementary, middle, and high school. The legislation further called for high school students to receive a nationally recognized assessment such as the Scholastic Aptitude Test (SAT) (ESSA, 2015).

Under the *Every Student Succeeds Act of 2015* (ESSA, 2015), states were also granted the ability to implement alternative assessments to gauge student achievement. States report the following accountability measures annually: high school graduation rates, student performance on assessments, proficiency on annual assessments, student growth on annual assessments, and one additional indicator of school quality or student success. Every state and local agency is required to submit an annual report card that is publicly available (Sharp, 2016).

Implementing Change in Education

Meaningful change in an organization's culture is facilitated through the involvement of its members in planning and implementing the desired change (Leech & Fulton, 2008). Members of the school community must be prepared to work collaboratively in educating all students effectively. The principal plays a significant role in creating an effective school amidst any change (Leech & Fulton, 2008). Fullan (2007) stated that all major research on innovation and school effectiveness has shown that the principal strongly influences the likelihood of change. So, it can be assumed that the principal additionally affects the willingness of teachers to participate in change and their attitude in participation. This ultimately is only going to occur when the principal is not only willing to initiate the change process, but can enlist support from all stakeholders.

A participative role in democratic leadership allows for members of the school to take part in the decision-making process (Cherry, 2018). Every member of a school should be given the same opportunity to participate in open discussion, exchanging of ideas, and the identification of solutions. Moreover, strong democratic leaders inspire trust among followers by being sincere and basing their decisions on strong morals and values. Cherry posited this process allows group members to feel involved in the change process and makes them care more about the end results. With this in mind, it seems logical that higher productivity among the participative group members should increase the chances for change to occur more seamlessly.

Ways to involve teachers in shared decision making begins with teacher empowerment. With the creation and process of teacher empowerment, teachers are expected to receive authority to influence decision making about significant matters in the school (Lin, 2014). Schools should encourage teachers to participate in school activities outside their individual classroom. Ways of encouraging teachers to become involved in such activities begin with appointment to important groups such as textbook committees, curriculum development, learning assessment, student placement, personnel staffing, and professional development (Feir, 1985). Involvement in these activities gives teachers a sense of belonging to the overall direction of the school and lead to a voice in the overall change process.

Demands associated with the modern principalship are nearly impossible to meet alone. Principals are expected to be visionaries beyond just instructional leaders (Danielson, 2007). Change is now more than ever imposed from the standpoint of accountability requirements set by the district, state, and federal government. Principals acting alone simply cannot devote adequate time and energy to the overall mission and vision of the school. Therefore, a principal must cultivate leaders among the teachers in the school (Danielson, 2007).

The formal leaders in the school emerge to fill such roles as department chair, mentor teacher, instructional coach, and teacher leaders for professional development (Donaldson, 2006). These leaders typically have high motivation and earn their positions among the leadership team by being appointed or selected by others in the school. It is typical that training will be provided to them from a member of the administrative team (Danielson, 2007). The formal leaders are typically involved with mentoring new teachers, aligning curriculum integration, identifying best practices with struggling teachers, and providing quality professional development. They are usually experienced educators who have been identified as successful and are well-respected.

The informal leaders emerge spontaneously from teacher ranks to take on change in the form of perceived problems with newly initiated policy or to institute content specific programs. These informal leaders have no formal authority; their influence stems from the respect they have earned from their colleagues through expertise and practice (Danielson, 2007). Fullan (2007) identified the informal leaders as those who mobilize people's commitments to putting their energy into actions designed for improvement.

The administrator must accept that all teachers in the school have the capacity to become leaders. Teachers remain in schools much longer than administrators, thus leading to the opportunity for a more lasting impact. Teachers often hold the institutional memory; they are the custodians of the school culture. School districts wanting to carry out long range projects with change must cultivate their teacher leaders (Danielson, 2007). Administrators have an obligation to provide formal leadership roles in the school. They should offer representation by all disciplines in the school to have positions of leadership and involvement in the change process. In addition, administrators must be aware of the contributions informal leaders provide to the

overall vision and mission of the school. These leaders participate in the implementation of change and should have an adequate role and voice in its transition into the classroom.

Chapter Summary

Determining educator effectiveness is grounded with a preponderance of evidence for teacher input from instruction and student output regarding student growth and achievement. Regarding teacher observations, the sole purpose should maintain a focus on opportunities of growth for the teacher. The review of literature for this study provided a synthesis of historical inputs to ensure certified observers are providing this opportunity to classroom teachers.

Specifically, Chapter 2 provides a review of research literature in the areas of teacher evaluation and supervision, teacher effectiveness and evidence of teaching, the teacher evaluation system in Tennessee, the Tennessee Educator Acceleration Model (TEAM), research findings for TEAM, teacher effectiveness and evidence of learning, the Tennessee Value-Added Assessment System (TVAAS), linking evidence of teaching and learning to educator effectiveness, *The Widget Effect*, legislative mandates, and implementing change in education.

CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this quantitative study was to examine the relationship between the Tennessee Value-Added Assessment System (TVAAS) growth score and the overall Tennessee Educator Acceleration Model (TEAM) observation rating for individual teachers in grades 3-12 in the participating public school district. In addition to investigating the relationship between the TVAAS growth score, and the TEAM observation rating, significant differences between principal and teacher demographic variables were examined. The demographic variables identified to investigate as significant differences to the TVAAS growth score and the TEAM observation rating in the study included gender (male or female), teacher licensure (practitioner or professional), grade level taught (elementary or secondary), and years of experience as an TEAM Certified Observer (0-1 year, 2-4 years, 5-8 years). This chapter provides an overall description of the research design, population sample, procedure for data collection, research questions and corresponding null hypotheses, procedures for data analysis, and a chapter summary.

Research Questions and Null Hypotheses

The eight research questions and corresponding null hypotheses were analyzed using a nonexperimental quantitative research design.

RQ1: Is there a significant relationship between TVAAS growth scores and overall TEAM observation ratings for teachers in grades 3-12 in the participating public school district?

H_o1: There is no significant relationship between TVAAS growth scores and overall TEAM observation ratings for teachers in grades 3-12 in the participating public school district.

RQ2: Is there a significant difference in overall TEAM observation ratings between male and female teachers in grades 3-12 in the participating public school district?

H_o2: There is no significant difference in overall TEAM observation ratings between male and female teachers in grades 3-12 in the participating public school district.

RQ3: Is there a significant difference in TVAAS growth scores between teachers holding practitioner licenses and teachers holding professional licenses in grades 3-12 in the participating public school district?

H_o3: There is no significant difference in TVAAS growth scores between teachers holding practitioner licenses and teachers holding professional licenses in grades 3-12 in the participating public school district.

RQ4: Is there a significant difference in overall TEAM observation rating between teachers holding practitioner licenses and teachers holding professional licenses in grades 3-12 in the participating public school district?

H_o4: There is no significant difference in overall TEAM observation rating between teachers holding practitioner licenses and teachers holding professional licenses in grades 3-12 in the participating public school district.

RQ5: Is there a significant difference in TVAAS growth scores between elementary and secondary teachers in grades 3-12 in the participating public school district?

H_o5: There is no significant difference in TVAAS growth scores between elementary and secondary teachers in grades 3-12 in the participating public school district.

RQ6: Is there a significant difference in overall TEAM observation rating between elementary and secondary teachers in grades 3-12 in the participating public school district?

H_o6: There is no significant difference in overall TEAM observation rating between elementary and secondary teachers in grades 3-12 in the participating public school district.

RQ7: Is there a significant difference in TVAAS growth scores when compared by TEAM Certified Observer's years of experience (0-1 year, 2-4 years, 5-8 years) for teachers in grades 3-12 in the participating public school district?

H_o7: There is no significant difference in TVAAS growth scores when compared by TEAM Certified Observer's years of experience (0-1 year, 2-4 years, 5-8 years) for teachers in grades 3-12 in the participating public school district.

RQ8: Is there a significant difference in TEAM observation ratings when compared by TEAM Certified Observer's years of experience (0-1 year, 2-4 years, 5-8 years) for teachers in grades 3-12 in the participating public school district?

H_o8: There is no significant difference in TEAM observation ratings when compared by TEAM Certified Observer's years of experience (0-1 year, 2-4 years, 5-8 years) for teachers in grades 3-12 in the participating public school district.

Population and Sample

The population involved in this study consisted of teachers and instructional leaders in the participating public school district. Teachers in grades 3-12 were selected for the study based on having effect data from courses in which they are the teacher of record. Instructional leaders are those responsible for conducting annual observations of instruction in classrooms and include principals, assistant principals, central office supervisors, and instructional coaches. The teacher evaluation data used were collected during the 2017-2018 school year. Student growth data used were generated from state testing during the 2017-2018 school year.

The participating public school district is comprised of 16 schools. The Director of Schools has expressed a vision for all students in the district to have equitable access to high quality programs of instruction and support. The participating public school district's mission is to provide educational experiences through which every student will be prepared for his or her next steps in education and life. The average per pupil expenditure is $9,071.11 (TNDOE, 2019c).

The school district serves 8,357 students in grades pre-K-12 with 531 full time teachers, 88 additional part-time teachers and staff, and 37 administrators. The State of Tennessee Report Card for the academic year 2017-2018 identifies several performance indicators for the district. The overall student growth score for this district is level 4; English Language Arts is level 5; Mathematics is level 5; Science is level 1, and Social Studies is level 5. The graduation rate for the district is 92.8% and the ACT composite score is 20.6 (TNDOE, 2019c). Table 1 shows the participant demographics for each variable in the study.

Table 1.

Participant Demographics by Variable

	Participants	Number	Total
Gender	Male	41	189
	Female	148	
Observations Completed and Role of TEAM Certified Observer	Principal	103	189
	Assistant Principal	83	
	Assistant Director of Schools	1	
	Instructional Coach	2	
Teacher Licensure	Practitioner	16	189
	Professional	173	
Grade Level Taught	Elementary	142	189
	Secondary	47	
Years Experience as TEAM Certified Observer	0-1 Year	62	189
	2-4 Years	43	
	5-8 Years	84	

Instrumentation

The Tennessee Value-Added Assessment System (TVAAS) is a yearly student growth model, which is not dependent that a student scores at the level of proficiency on his or her state assessment (TNDOE, 2019a). The calculation of a TVAAS score analyzes a student's performance compared with the performance of his or her peers who have performed similarly on past assessments. TVAAS data are generated from student's scores on the Tennessee Comprehensive Assessment Program in math, science, language arts, and social studies for students in grades 3-8. TVAAS data are generated from student scores on the End of Course

Assessment in English I and II, Biology, US History, Algebra I and II, and Geometry for students in grades 9-12. The Tennessee Department of Education has acknowledged that TVAAS measures growth, not proficiency, as determined by achievement; low-achieving students can show growth leading to positive teacher scores, just as high-achieving students can show growth leading to positive teacher scores.

All students are assigned a teacher of record for purposes of accountability. A teacher's growth score generated from TVAAS is a measure of all assigned students' growth during one year's testing cycle (Davis, 2014). Each teacher receives a growth rating of 1-5 depending on the percentage of his or her students demonstrating at least one year's worth of growth. If the teacher's students receive one year's worth of growth, the teacher has met the standard and receives a score of 3. A TVAAS growth score below 3 indicates the teacher effectiveness is below the standard; a growth score above 3 indicates the teacher exceeded the standard.

Yearly TEAM observations for teachers in the participating public school district are performed by central office supervisors, principals, assistant principals, instructional coaches, or anyone certified as a TEAM observer and assigned by the Director of Schools. Decisions regarding how observers are matched with teachers are made by the Director of Schools, Assistant Directors, Supervisors, and Principals. In some cases, more than one observer contributed to the TEAM overall observation rating.

Data Collection

Permission to conduct research for this study was approved by the Institutional Review Board (IRB) of East Tennessee State University prior to the acquisition of data. The participating public school district's Director of Schools granted permission to use the district-wide teacher and student data for the purpose of this research. Teacher observation scores and teacher growth

scores released from the Tennessee Department of Education were data retrieved for this study. A data clerk from the central office of the participating public school district removed identifying information and coded the employee names, schools, and corresponding instructional leaders to ensure privacy and confidentiality of all participants in the study. The central office data clerk assembled all district-wide data into a spreadsheet that was provided to the researcher.

Data Analysis

Data analyzed in this study were generated from the Tennessee Department of Education and the participating public school district. The *Statistical Package for Social Sciences (SPSS)* Version 22.0 software was used for all data analysis procedures in this study. The data outputs from SPSS were used to determine relationships and statistical significances.

Each research question had a corresponding null hypothesis. Research Question 1 was analyzed using a Pearson product-moment correlation coefficient (r). The purpose was to examine the relationship between TVAAS Growth Scores and overall TEAM observation ratings. Research Question 2 was analyzed using a paired t-test to examine the difference in overall TEAM observation ratings between male and female teachers. Research Questions 3 through 6 were analyzed using a series of independent t-tests. The independent t-tests were used to assess hypotheses involving the differences between two means in determining statistical significance. Research Questions 7 and 8 were analyzed using one-way Analysis of Variance (ANOVA) tests to assess the relationship among one or more factors (years of experience as a TEAM Certified Observer) with TVAAS Growth Scores and overall TEAM observation ratings. All data in the study were analyzed using a.05 level of significance.

Chapter Summary

Chapter 3 provided an overall description of the research methodology used in this study. Included in this chapter are the research questions and corresponding null hypotheses, population, instrumentation, data collection procedures, and data analysis used in this study.

CHAPTER 4

FINDINGS

The purpose of this study was to investigate the relationship between the Tennessee Value-Added Assessment System (TVAAS) growth score, and the overall Tennessee Educator Acceleration Model (TEAM) observation rating for individual teachers in grades 3-12 in the participating public school district. In addition to investigating the relationship between the TVAAS growth score and the TEAM observation rating, differences between principal and teacher demographic variables were examined. There were 189 participants in the study. The demographic variables identified to investigate as statistically significant differences to the TVAAS growth score and the TEAM observation rating in the study were gender (male or female), teacher licensure (practitioner or professional), grade level taught (elementary or secondary), and years of experience as a TEAM Certified Observer (0-1 year, 2-4 years, 5-8 years).

Findings for the Research Questions

Data are presented in this chapter and analyzed to address the eight research questions and test the eight corresponding null hypotheses. All data findings were analyzed using the SPSS Software Package.

Research Question 1

RQ1: Is there a significant relationship between TVAAS growth scores and overall TEAM observation ratings for teachers in grades 3-12 in the participating public school district?

H_o1: There is no significant relationship between TVAAS growth scores and overall TEAM observation ratings for teachers in grades 3-12 in the participating public school district.

A Pearson correlation coefficient was computed to test the relationship between the TVAAS growth scores and the TEAM observation ratings given to 188 teachers in grades 3-12. Results of the correlational analysis between TVAAS growth scores (M = 3.271, SD = 1.438) and TEAM observation ratings (M = 4.039, SD = .5246) revealed no statistically significant correlation [$r(188) = .002$, $p = .981$]. As a result of the analysis, the null hypothesis was retained. There is no statistically significant correlation between the TVAAS growth scores and the TEAM observation ratings in the participating school district in grades 3-12. Results suggest that high TEAM observation scores are not necessarily associated with high TVAAS growth scores. Table 2 shows the descriptive statistics, and Figure 2 shows the simple scatter plot.

Table 2.

2018 TVAAS Growth Scores and 2018 TEAM Overall Observation Rating

	Mean	Std. Deviation	N
2018 TVAAS Growth Score	3.2713	1.43889	188
2018 TEAM Overall Observation Rating	4.0394	.52466	189

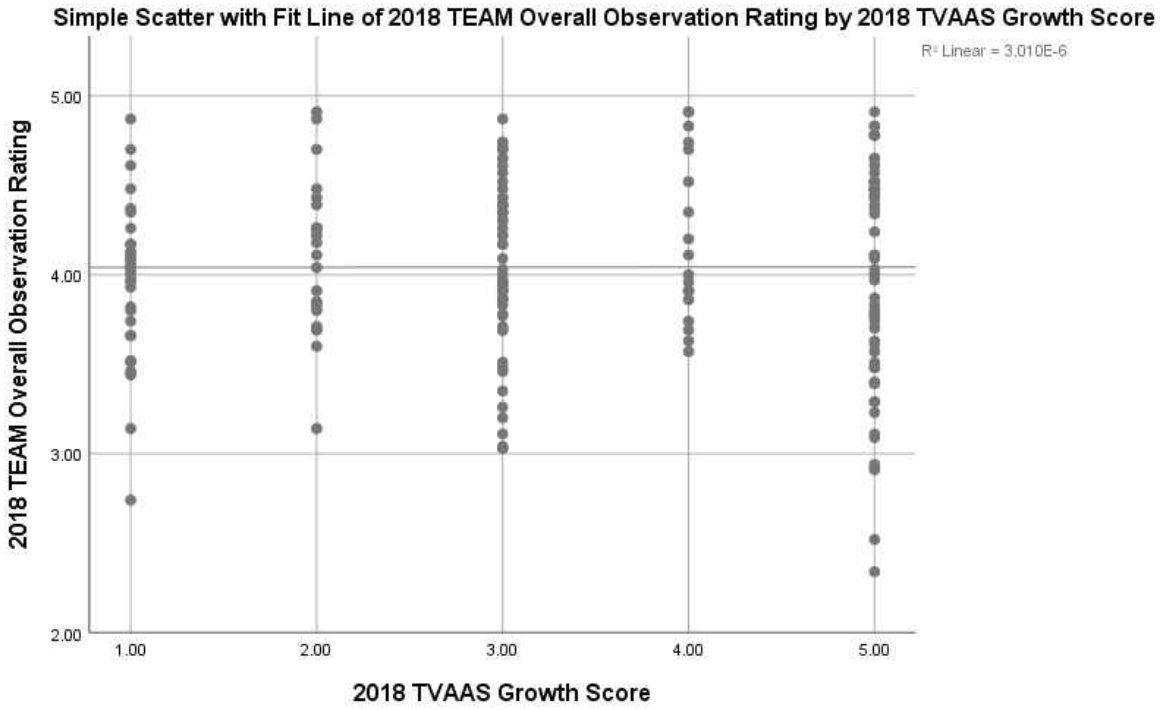

Figure 2. 2018 TEAM Overall Observation Rating by 2018 TVAAS Growth Score

Research Question 2

RQ2: Is there a significant difference in overall TEAM observation ratings between male and female teachers in grades 3-12 in the participating public school district?

H_o2: There is no significant difference in overall TEAM observation ratings between male and female teachers in grades 3-12 in the participating public school district.

An Independent Samples *t*-Test was conducted to determine if there is a significant difference by gender (male or female) in the TEAM observation ratings for teachers in grades 3-12 in the participating public school district. The test variable was the TEAM observation ratings. The grouping variable was gender. The *t*-Test revealed no significant differences, $t(187) = .317$, $p = .751$. Therefore, the null hypothesis was retained. Equal variance is assumed as Levene's Test is >.05, so the equal variances column with a significance of .751 is used. There

was no significant difference between male ($N = 41$, $M = 4.06$, $SD = .542$) and female ($N = 148$, $M = 4.03$, $SD = .521$) teachers in 2018 TEAM Overall Observation Ratings for those in grades 3-12 in the participating public school district. Results suggest there is not a significant difference in TEAM observation scores between males and females. Table 3 shows the group statistics, and Figure 3 shows the simple boxplot.

Table 3.

2018 TEAM Overall Observation Rating by Gender

Gender	N	Mean	Std. Deviation	Std. Error Mean
Male	41	4.0624	.54291	.08479
Female	148	4.0330	.52120	.04284

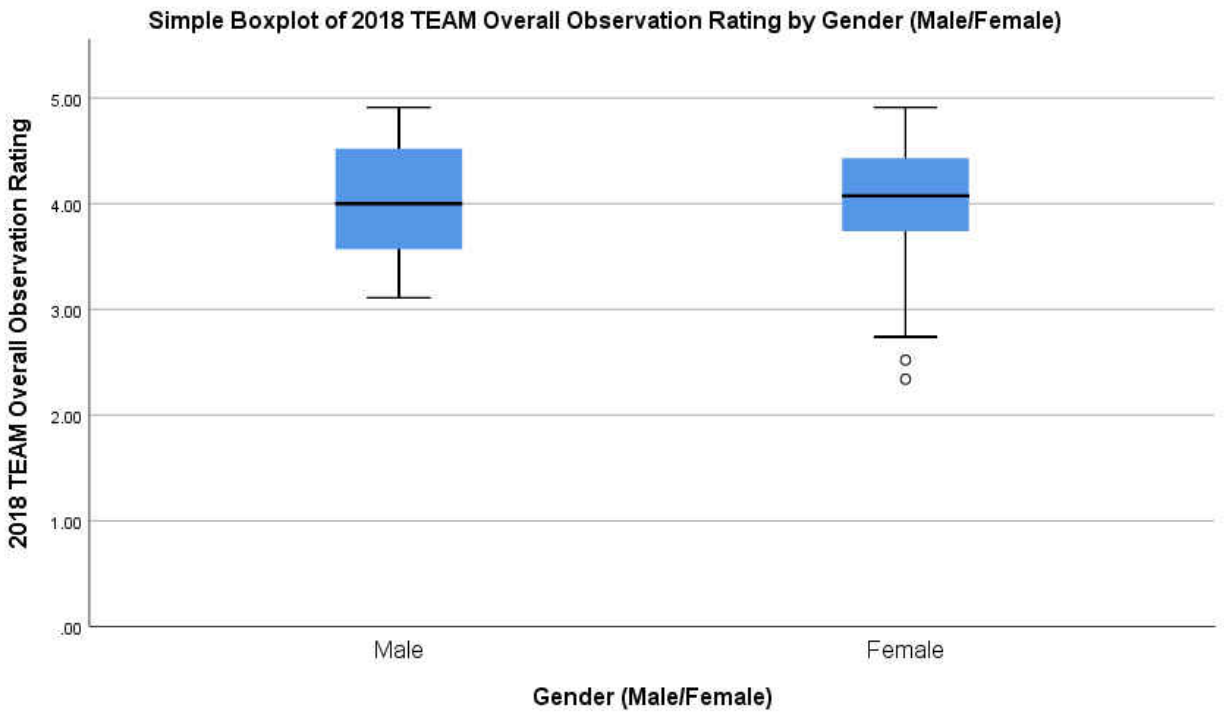

Figure 3. 2018 TEAM Overall Observation Rating by Gender

Research Question 3

RQ3: Is there a significant difference in TVAAS growth scores between teachers holding practitioner licenses and teachers holding professional licenses in grades 3-12 in the participating public school district?

H_o3: There is no significant difference in TVAAS growth scores between teachers holding practitioner licenses and teachers holding professional licenses in grades 3-12 in the participating public school district.

An Independent Samples *t*-Test was conducted to determine if there is a significant difference by type of teaching license (practitioner or professional) in the TVAAS growth scores for teachers in grades 3-12 in the participating public school district. The test variable was the TVAAS growth scores. The grouping variable was type of teaching license. The *t*-Test revealed no significant differences, $t(186) = .788$, $p = .432$. Therefore, the null hypothesis was retained. Equal variance is assumed as Levene's Test is >.05, so the equal variances column with a significance of .432 is used. There was no significant difference between the practitioner ($N = 16$, $M = 3.00$, $SD = 1.50$) and professional ($N = 172$, $M = 3.29$, $SD = 1.43$) license in 2018 TVAAS Growth Scores for teachers in grades 3-12 in the participating public school district. Results suggest that there is not a significant difference in student growth scores between teachers who hold practitioner licenses and teachers who hold professional licenses. Table 4 shows the group statistics, and Figure 4 shows the simple boxplot.

Table 4.
2018 TVAAS Growth Scores by Type of Teacher License

Type of Teacher License	N	Mean	Std. Deviation	Std. Error Mean
Practitioner	16	3.0000	1.50555	.37639
Professional	172	3.2965	1.43449	.10938

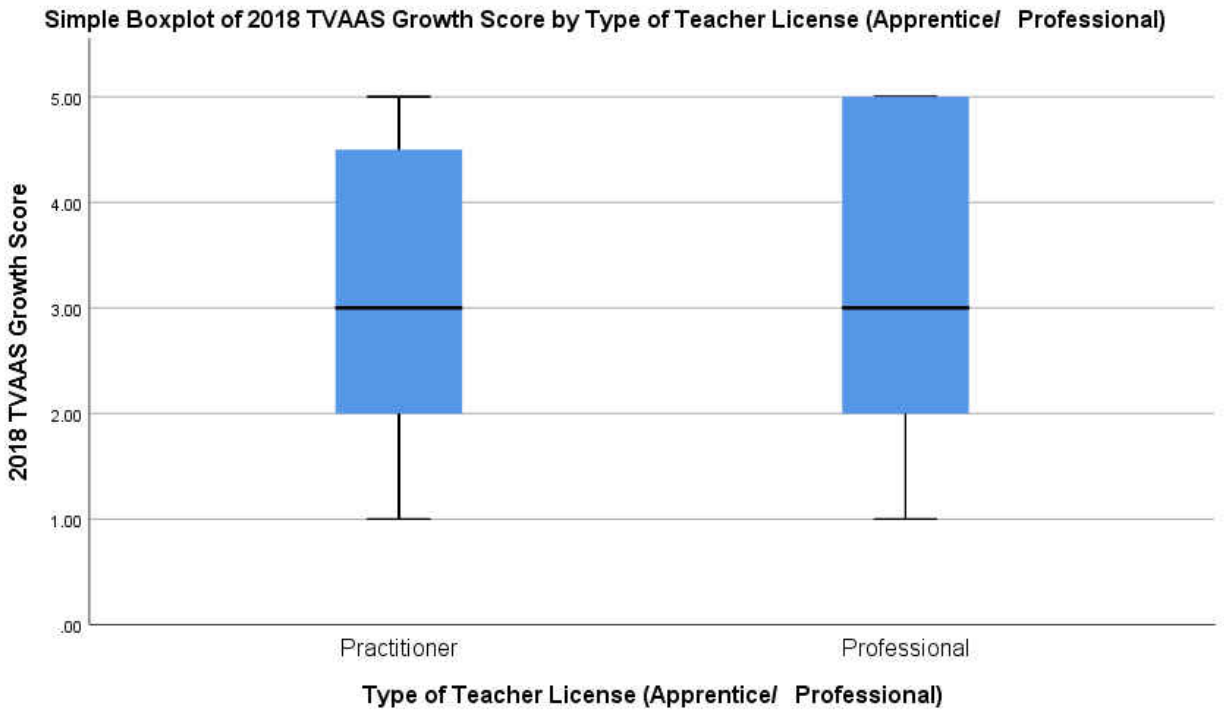

Figure 4. 2018 TVAAS Growth Score by Type of Teacher License

Research Question 4

RQ4: Is there a significant difference in overall TEAM observation rating between teachers holding practitioner licenses and teachers holding professional licenses in grades 3-12 in the participating public school district?

H_o4: There is no significant difference in overall TEAM observation rating between teachers holding practitioner licenses and teachers holding professional licenses in grades 3-12 in the participating public school district.

An Independent Samples *t*-Test was conducted to determine if there is a significant difference by type of teaching license (practitioner or professional) in the overall TEAM observation ratings for teachers in grades 3-12 in the participating public school district. The test variable was the TEAM observation ratings. The grouping variable was type of teaching license. The *t*-Test revealed no significant differences, $t(187) = .936$, $p = .351$. Therefore, the null

hypothesis was retained. Equal variance is assumed as Levene's Test is >.05, so the equal variances column with a significance of .351 is used. There was no significant difference between practitioner (N = 16, M = 3.92, SD = .507) and professional (N = 173, M = 4.05, SD = .526) licenses in 2018 TEAM Overall Observation Ratings for those in grades 3-12 in the participating public school district. Results suggest that there is not a significant difference in TEAM observation ratings between teachers who hold practitioner license and teachers who hold professional licenses. Table 5 shows the group statistics, and Figure 5 shows the simple boxplot.

Table 5.
2018 TEAM Overall Observation Rating by Type of Teacher License

Type of Teacher License	N	Mean	Std. Deviation	Std. Error Mean
Practitioner	16	3.9219	.50774	.12694
Professional	173	4.0502	.52630	.04001

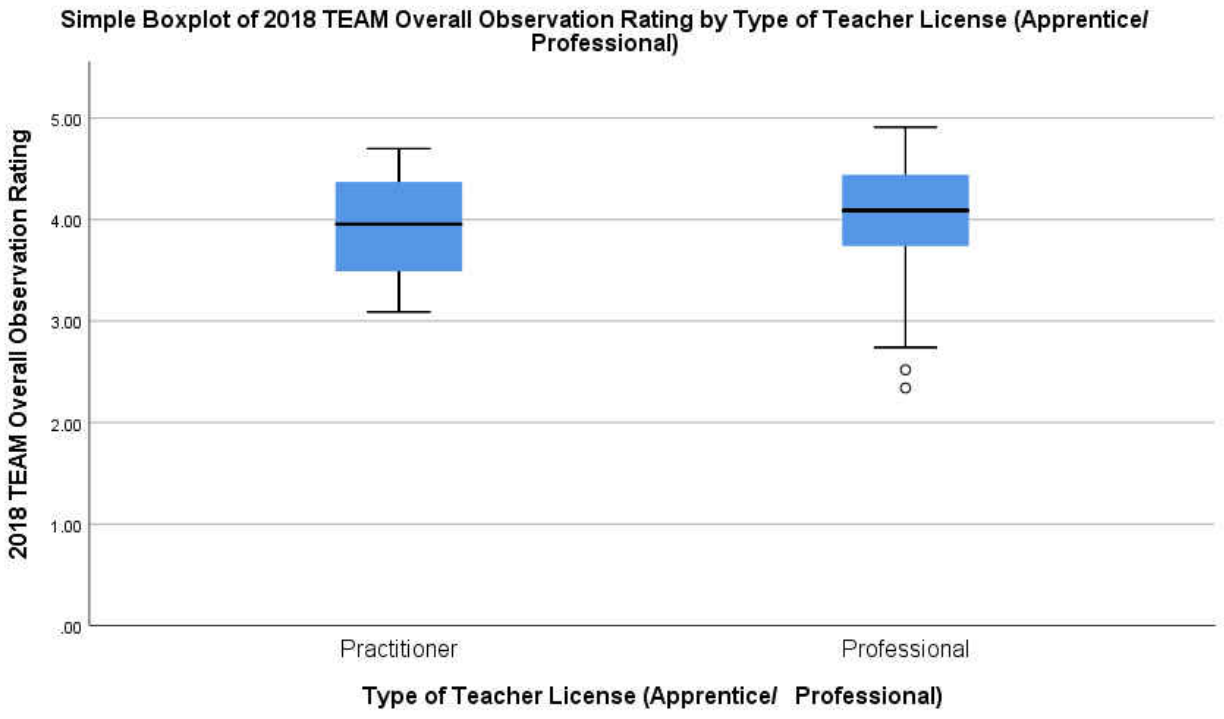

Figure 5. 2018 TEAM Overall Observation Rating by Type of Teacher License

Research Question 5

RQ5: Is there a significant difference in TVAAS growth scores between elementary and secondary teachers in grades 3-12 in the participating public school district?

H_o5: There is no significant difference in TVAAS growth scores between elementary and secondary teachers in grades 3-12 in the participating public school district.

An Independent Samples *t*-Test was conducted to determine if there is a significant difference by grade level taught (elementary or secondary) in the TVAAS growth scores for teachers in grades 3-12 in the participating public school district. The test variable was the TVAAS growth scores. The grouping variable was grade level taught. The *t*-Test revealed significant differences, $t(186) = 4.52$, $p < .001$. Therefore, the null hypothesis was rejected. Equal variance is assumed as Levene's Test is >.05, so the equal variances column with a significance of < .001 is used. There was a significant difference between elementary ($N = 142$, $M = 3.01$, $SD = 1.33$) and secondary ($N = 46$, $M = 4.06$, $SD = 1.48$) teachers in 2018 TVAAS Growth Scores for teachers in grades 3-12 in the participating public school district; elementary scores were significantly lower than secondary growth scores. Results suggest that students in secondary classrooms showed significantly more growth from testing than students in elementary classrooms. Table 6 shows the group statistics, and Figure 6 shows the simple boxplot.

Table 6.

2018 TVAAS Growth Scores by Grade Level Taught

Grade Level Taught	N	Mean	Std. Deviation	Std. Error Mean
Elementary	142	3.0141	1.33148	.11174
Secondary	46	4.0652	1.48177	.21848

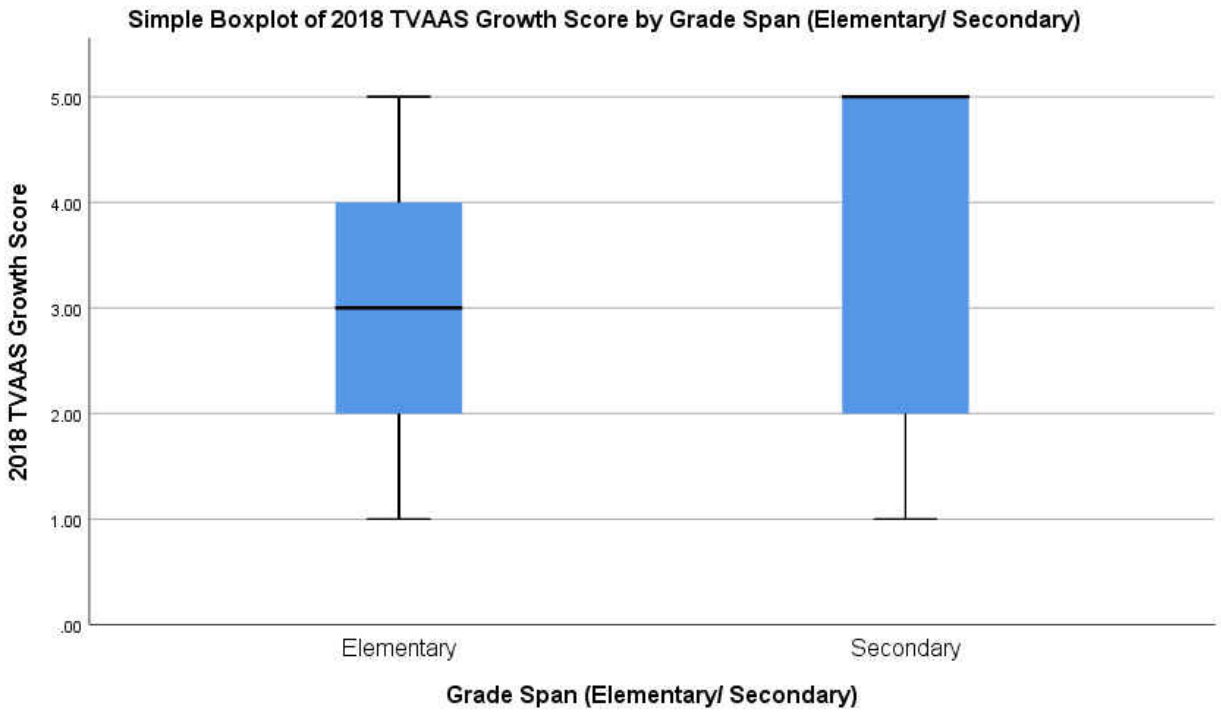

Figure 6. 2018 TVAAS Growth Score by Grade Level Taught

Research Question 6

RQ6: Is there a significant difference in overall TEAM observation rating between elementary and secondary teachers in grades 3-12 in the participating public school district?

H_o6: There is no significant difference in overall TEAM observation rating between elementary and secondary teachers in grades 3-12 in the participating public school district.

An Independent Samples *t*-test was conducted to determine if there is a significant difference by grade level taught (elementary or secondary) in the overall TEAM observation ratings for teachers in grades 3-12 in the participating public school district. The test variable was the TEAM observation ratings. The grouping variable was grade level taught. The *t*-Test revealed no significant differences, $t(187) = .173$, $p = .863$. Therefore, the null hypothesis was retained. Equal variance is assumed as Levene's Test is $> .05$, so the equal variances column

with a significance of .863 is used. There was no significant difference between elementary (N = 142, M = 4.03, SD = .528) and secondary (N = 47, M = 4.05, SD = .517) teachers in 2018 TEAM Overall Observation Ratings for those in grades 3-12 in the participating public school district. Results suggest that there is not a significant difference in overall TEAM observation ratings between elementary and secondary teachers. Table 7 shows the group statistics, and Figure 7 shows the simple boxplot.

Table 7.

2018 TEAM Overall Observation Rating by Grade Level Taught

Grade Level Taught	N	Mean	Std. Deviation	Std. Error Mean
Elementary	142	4.0356	.52892	.04439
Secondary	47	4.0509	.51704	.07542

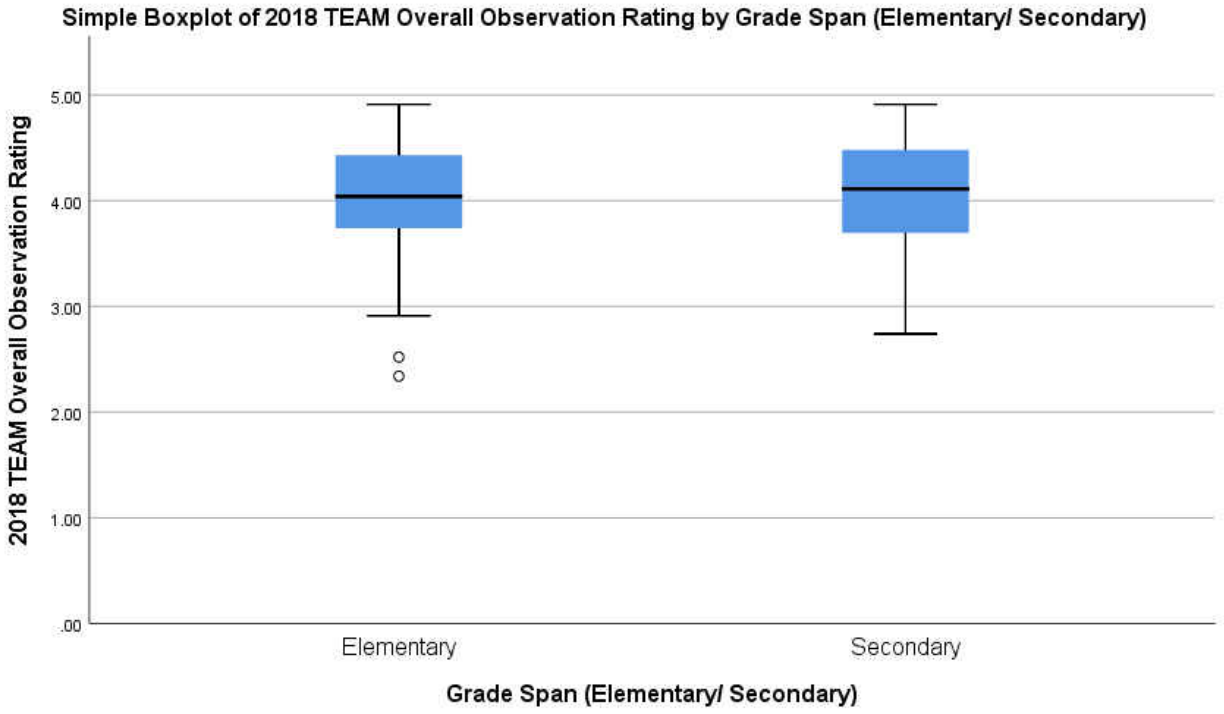

Figure 7. 2018 TEAM Overall Observation Rating by Grade Level Taught

Research Question 7

RQ7: Is there a significant difference in TVAAS growth scores when compared by TEAM Certified Observer's years of experience (0-1 year, 2-4 years, 5-8 years) for teachers in grades 3-12 in the participating public school district?

H_o7: There is no significant difference in TVAAS growth scores when compared by TEAM Certified Observer's years of experience (0-1 year, 2-4 years, 5-8 years) for teachers in grades 3-12 in the participating public school district.

A One-Way Analysis of Variance (ANOVA) was conducted to evaluate the relationship between the TEAM Certified Observer's years of experience and the TVAAS growth scores for teachers in grades 3-12 during the 2017-2018 school year. The three factor variables were years of experience (0-1 year, 2-4 years, and 5-8 years). The dependent variable was the TVAAS growth scores for teachers in grades 3-12 during the 2017-2018 school year. The ANOVA was significant, $F(2,185) = 6.053$, $p = .003$. Therefore, the null hypothesis was rejected. The strength of the relationship between the TEAM Certified Observer's years of experience and the TVAAS growth scores, as assessed by η^2, was medium (.0588).

Because the overall F test was significant, post hoc multiple comparisons were conducted to evaluate pairwise differences among the means of the three groups. A Tukey procedure was selected for the multiple comparisons because equal variances are assumed. There was a significant difference in the means between the 2-4 years group and the 5-8 years group ($p = .002$). However, there was no significant difference between the 0-1 year group and the 2-4 years group ($p = .112$) and no significant difference between the 0-1 year group and the 5-8 years group ($p = .478$). Results suggest TVAAS growth scores from observers with 5-8 years of experience were significantly higher than scores from observers with 2-4 years of experience.

There were no other significant differences. Table 8 shows the descriptive statistics, and Figure 8 shows the simple boxplot.

Table 8.

2018 TVAAS Growth Scores by TEAM Certified Observer's Years of Experience

TEAM Certified Observer's Years of Experience					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
0-1 Year	62	3.2581	1.37823	.17504	2.9081	3.6081	1.00	5.00
2-4 Years	43	2.6744	1.47553	.22502	2.2203	3.1285	1.00	5.00
5-8 Years	83	3.5904	1.37961	.15143	3.2891	3.8916	1.00	5.00
Total	188	3.2713	1.43889	.10494	3.0643	3.4783	1.00	5.00

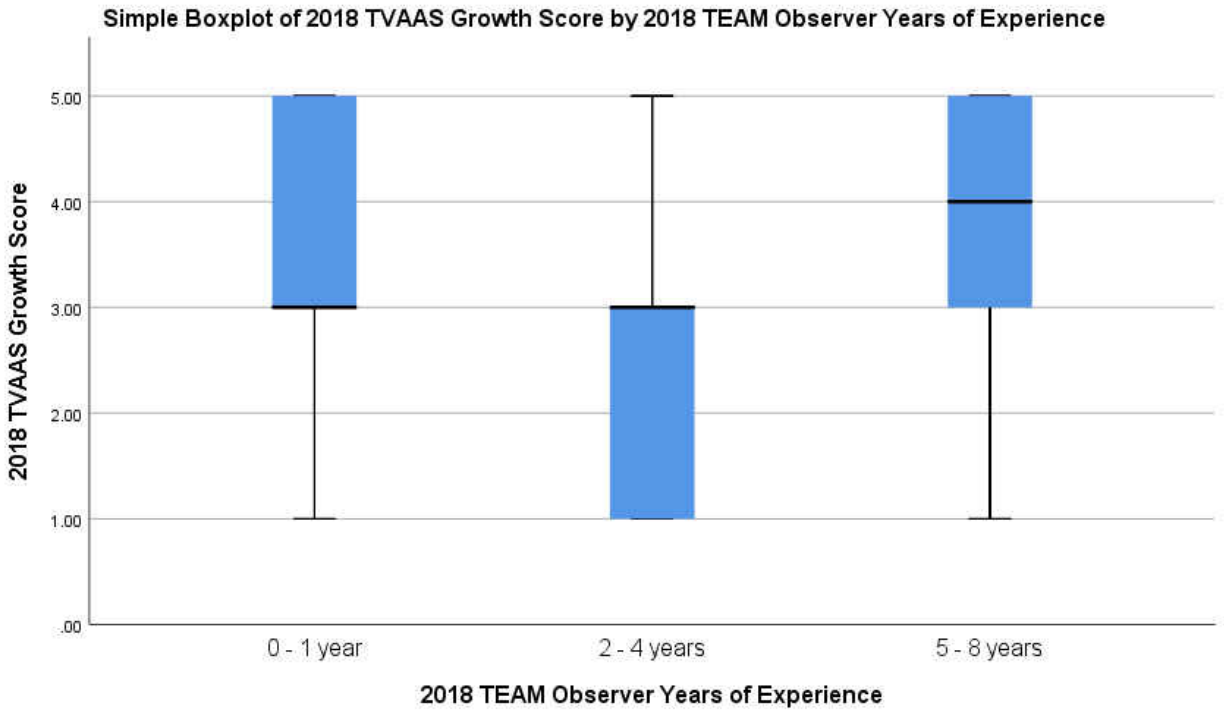

Figure 8. 2018 TVAAS Growth Score by 2018 TEAM Certified Observer's Years of Experience

Research Question 8

RQ8: Is there a significant difference in TEAM observation ratings when compared by TEAM Certified Observer's years of experience (0-1 year, 2-4 years, 5-8 years) for teachers in grades 3-12 in the participating public school district?

H_o8: There is no significant difference in TEAM observation ratings when compared by TEAM Certified Observer's years of experience (0-1 year, 2-4 years, 5-8 years) for teachers in grades 3-12 in the participating public school district.

A One-Way Analysis of Variance (ANOVA) was conducted to evaluate the relationship between the TEAM Certified Observer's years of experience and the 2018 TEAM overall observation rating for teachers in grades 3-12 in the participating public school district. The three factor variables were years of experience (0-1 year, 2-4 years, and 5-8 years). The dependent variable was the overall TEAM observation rating for teachers in grades 3-12 in the participating public school district. The ANOVA was not significant, $F(2,186) = 2.014$, $p = .136$. Therefore, the null hypothesis was retained. The strength of the relationship between the TEAM Certified Observer's years of experience and the TEAM overall observation rating for teachers in grades 3-12 in the participating public school district, as assessed by η^2, was small (.0211).

Even though the overall F test was not significant, it was close ($p = .136$). So, post hoc multiple comparisons were conducted to evaluate pairwise differences among the means of the three groups. A Tukey procedure was selected for the multiple comparisons because equal variances are assumed. There was no significant difference in the means between the 0-1 year group and the 2-4 years group ($p = 1.000$), between the 0-1 year group and the 5-8 years group ($p = .342$), or between the 2-4 years group and the 5-8 years group ($p = .252$). Results show no relationship between the TEAM Certified Observer's years of experience and the 2018 TEAM

overall observation rating for teachers in grades 3-12 in the participating public school district. Results suggest there are no significant differences in TEAM overall observation ratings when compared by TEAM Certified Observer's years of experience. Table 9 shows the descriptive statistics (including the 95% confidence intervals for the pairwise differences), Table 10 shows results of the Post Hoc Tests, and Figure 9 shows the simple boxplot.

Table 9.

2018 TEAM Overall Observation Rating by TEAM Certified Observer's Years of Experience

TEAM Certified Observer's Years of Experience				95% Confidence Interval for Mean				
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
0-1 Year	62	3.9848	.54241	.06889	3.8471	4.1226	2.34	4.83
2-4 Years	43	3.9535	.48153	.07343	3.8053	4.1017	2.52	4.78
5-8 Years	84	4.1236	.52605	.05740	4.0094	4.2377	2.91	4.91
Total	189	4.0394	.52466	.03816	3.9641	4.1146	2.34	4.91

Table 10.

Multiple Comparisons between the TEAM Certified Observer's Years of Experience and the 2018 TEAM Overall Observation Rating

(I) 2018 TEAM Observer Years of Experience	(J) 2018 TEAM Observer Years of Experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
0-1 Year	2-4 Years	.03135	.10356	1.000	-.2188	.2815
	5-8 Years	-.13873	.08738	.342	-.3498	.0724
2-4 Years	0-1 Year	-.03135	.10356	1.000	-.2815	.2188
	5-8 Years	-.17008	.09785	.252	-.4065	.0663
5-8 Years	0-1 Year	.13873	.08738	.342	-.0724	.3498
	2-4 Years	.17008	.09785	.252	-.0663	.4065

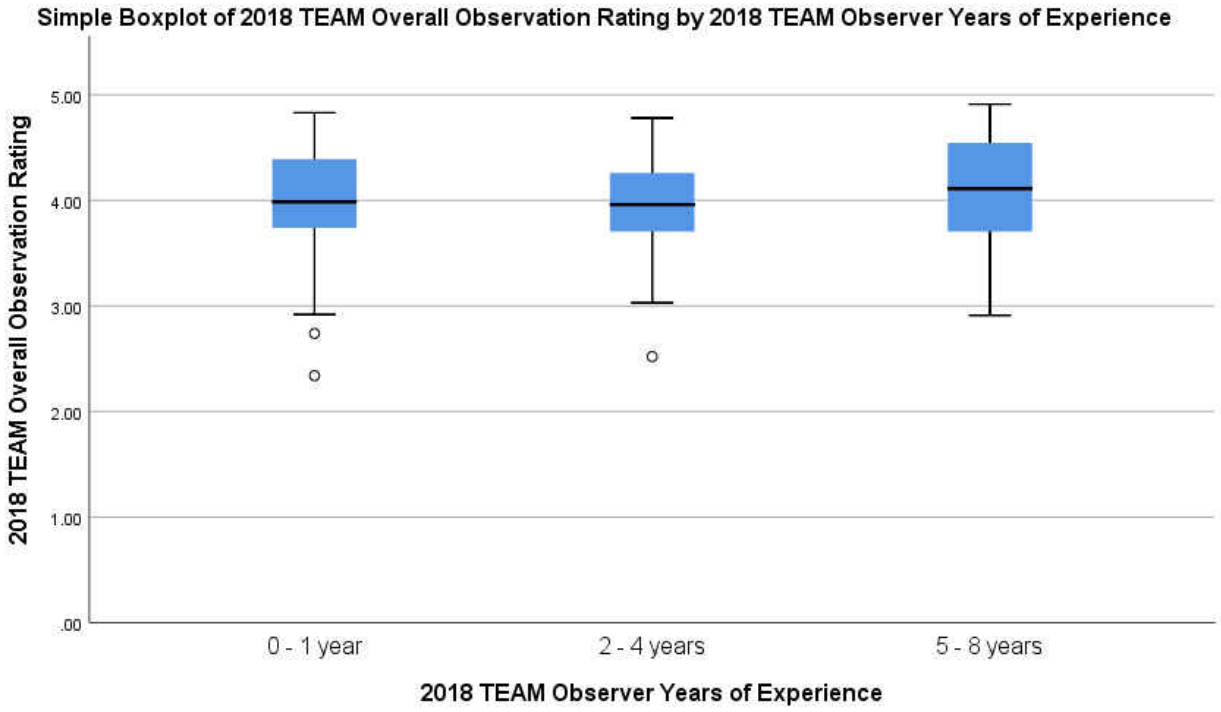

Figure 9. 2018 TEAM Overall Observation Rating by 2018 TEAM Certified Observer's Years of Experience

Chapter Summary

Data presented and analyzed in this chapter were obtained about teachers and instructional leaders in grades 3-12 in the participating public school district during the 2017-2018 school year. All data used in the study were obtained from a district data clerk in the Central Office. The study examined eight research questions and eight corresponding null hypotheses.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to investigate the relationship between the Tennessee Value-Added Assessment System (TVAAS, 2019) growth score and the overall Tennessee Educator Acceleration Model (TEAM, 2018) observation rating for teachers in grades 3-12 in the participating public school district. Comparing these indicators helps determine how the two measures align to indicate teacher effectiveness.

In addition to investigating the relationship between the TVAAS growth score, and the TEAM observation rating, significant differences between principal and teacher demographic variables were examined. The demographic variables identified to investigate as significant differences to the TVAAS growth score and the TEAM observation rating in the study were: gender (male or female), teacher licensure (practitioner or professional), grade level taught (elementary or secondary), and years of experience as a TEAM Certified Observer (0-1 year, 2-4 years, 5-8 years).

This chapter presents conclusions based on a summary of the findings and recommendations for practice and further research. The results of this study are intended to assist district leaders in examining teacher effectiveness. The results of this study will serve as a resource when district leaders are looking to evaluate if teacher evaluations systems are used with fidelity. The results of this study should be used to examine how the post conference is used consistently among all educators. The study used administrator and teacher data retrieved from the participating public school district using teacher effect data from the 2017-2018 school year.

Results of the study indicated higher student growth among two groupings of administrators and the teachers they observed. TEAM Certified Observers in the 0-1 and 5-8

years groups had higher student growth than teachers in the 2-4 years group. This could be attributed to a district wide implementation of Artisan Teacher coaching feedback during the post conference. The purpose of this feedback is to provide teachers with themes of effective instruction. It is possible that through offering this feedback to teachers; instructional gaps are closed, which may result in higher student growth. District participants of the Artisan Teacher training were new observers and principals. It is possible that the majority of certified observers in the district fell into the two groups with higher student growth.

Summary

Eight research questions served as the framework of this study. Each research question was presented with its corresponding null hypothesis in Chapters 3 and 4. The research questions were analyzed using a Pearson product-moment correlation coefficient, a series of independent samples t-tests, or ANOVAs. The level of significance for each test was set *a priori* .05. There were a total of 189 elementary and secondary teacher study participants from one school district in northeast Tennessee. Certified TEAM Observers were divided into three groups based on years of experience as a TEAM observer for the study (0-1 year, 2-4 years, and 5-8 years).

Conclusions

This research study was grounded with a focus on eight research questions. The research questions are shown with conclusions based on the findings from the data.

Research Question 1

Is there a significant relationship between TVAAS growth scores and the overall TEAM observation ratings for teachers in grades 3-12 in the participating public school district?

Results of this study revealed no significant correlation between TVAAS growth scores and TEAM observation ratings. The findings suggest that teachers scoring at or above expectation on the TEAM observation score do not necessarily have higher TVAAS growth scores and teachers scoring below expectation on the TEAM observation score do not have low TVAAS growth scores. These findings are similar to Davis's (2014) study, which revealed a weak positive relationship between the TEAM overall observation rating and the TVAAS growth scores in a neighboring school district.

Research Question 2

Is there a significant difference in overall TEAM observation ratings between male and female teachers in grades 3-12 in the participating public school district?

Results revealed no significant difference by gender (male or female) in the TEAM observation ratings. The findings suggest that both male and female teachers in the public school district tended to score at or above the level of expectation. These findings are similar to Davis's (2014), which also indicated no significant difference in the overall TEAM observation rating for male and female teachers in a neighboring school district.

Research Question 3

Is there a significant difference in TVAAS growth scores between teachers holding practitioner licenses and teachers holding professional licenses in grades 3-12 in the participating public school district?

Results revealed no significant difference by type of teaching license (practitioner or professional) in the TVAAS growth scores. Mean growth scores by type of teacher license indicated students either met or exceeded the student growth expectation on TN Ready for the school year. Students in classrooms with practitioner licensed teachers did not score significantly

higher or lower on the end of course exam than students in classrooms with professional license teachers. These findings are contrary to Davis's (2014), which revealed a significant difference with professionally licensed teachers having higher TVAAS growth scores than apprentice teachers in a neighboring school district.

Research Question 4

Is there a significant difference in overall TEAM observation rating between teachers holding practitioner licenses and teachers holding professional licenses in grades 3-12 in the participating public school district?

Results revealed no significant difference by type of teaching license (practitioner or professional) in the overall TEAM observation ratings. Mean observation scores by type of teacher license indicated students either met or exceeded the student growth expectation on TN Ready for the school year. Students in classrooms with practitioner licensed teachers did not score significantly higher or lower on the end of course exam than students in classrooms with professional license teachers. These findings are contrary to Davis's 2014study, which revealed a significant difference with professionally licensed teachers having higher overall TEAM observation ratings than apprentice teachers in a neighboring school district.

Research Question 5

Is there a significant difference in TVAAS growth scores between elementary and secondary teachers in grades 3-12 in the participating public school district?

Results revealed a significant difference by grade level taught (elementary or secondary) in the TVAAS growth scores. Mean growth scores by grade level indicated teachers at the elementary level had significantly lower student growth expectation on TN Ready for the school year than teachers in the secondary level. Students in secondary classrooms scored significantly

higher on the end of course exam than students in elementary classrooms. These findings are similar to the 2018 statewide TNReady scores. The Tennessee Department of Education (TNDOE, 2018a) showed areas for refinement among grade spans. Students in elementary grades across the state of Tennessee showed an overall decline in annual student growth performance. The result of a decline in growth was attributed to performance on science testing. As a result of the decline in student growth, new science standards and training were introduced to support teachers.

Research Question 6

Is there a significant difference in overall TEAM observation rating between elementary and secondary teachers in grades 3-12 in the participating public school district?

Results revealed no significant difference by grade level taught (elementary or secondary) in the overall TEAM observation ratings. Mean observation scores by grade level indicated teachers in both grade levels either met or exceeded the level of expectation. The teachers' grade level did not have a bearing on level of effectiveness. These findings are aligned with the State Collaborative on Reforming Education (SCORE) (2014) report. According to the SCORE (2014) report, student growth data allow teachers to target opportunities for growth in certain subject areas or groups of students. However, classroom observations can be applied consistently across all grades and within all content areas. Classroom observations allow teachers to identify growth in classroom management, instructional practices, and lesson planning. The information given to teachers provides areas for growth through support systems with the aim of increasing student access to high-quality teaching across all grade levels (TEAM, 2018).

Research Question 7

Is there a significant difference in TVAAS growth scores when compared by TEAM Certified Observer's years of experience (0-1 year, 2-4 years, 5-8 years) for teachers in grades 3-12 in the participating public school district?

There was a significant difference in TVAAS growth between the 2-4 years group and the 5-8 years group. However, there was no significant difference between the 0-1 year group and the 2-4 years group or between the 0-1 year group and the 5-8 years group. Results suggest a relationship between the TEAM Certified Observer's years of experience and the TVAAS growth scores. Teachers assigned TEAM Certified Observers in the 0-1 year group and 5-8 years group showed more student growth than teachers assigned observers in the 2-4 years group. These findings are contrary to Davis's (2014), which indicated no significant difference between TEAM Certified Observer years of experience and the TVAAS growth scores in a neighboring school district.

These findings indicate a value associated with the interaction between the observer and teacher in relationship to student growth. The quality of the post-conference used with the teacher increased the ability of students to show more growth during the school year. The type of post-conference used in the 0-1 and 5-8 years groups resulted in the teacher being able to close gaps in his or her instruction. Findings from the research show the observation rating alone had no influence on student growth. However, quality of the post-conference and interaction with the observer did influence teacher effectiveness.

Research Question 8

Is there a significant difference in TEAM observation ratings when compared by TEAM Certified Observer's years of experience (0-1 year, 2-4 years, 5-8 years) for teachers in grades 3-12 in the participating public school district?

There was no significant difference in TEAM observation ratings between the 0-1 year group and the 2-4 years group, between the 0-1 year group and the 5-8 years group, or between the 2-4 years group and the 5-8 years group. Results suggest no relationship between the TEAM Certified Observer's years of experience and the TEAM overall observation rating in all groups. These findings are contrary to Davis's (2014), which indicated observations in the most years of experience group produced significantly higher TEAM observation ratings in a neighboring school district.

Recommendations for Practice

Five recommendations for practice both within the participating public school district and across other regions of Tennessee are listed for consideration.

1. TEAM Certified Observers should reflect annually on the alignment between growth scores and the observation rating for teachers. Classroom teachers across all grade levels receive professional development making them familiar with the scoring rubric for the domains of planning, environment, and instruction. Fidelity to the scoring rubrics in each domain must be maintained by the TEAM Certified Observer. When growth scores are consistently high and observation ratings are consistently low, the observer must refine his or her ability to collect the preponderance of evidence shown to meet indicators at the correct scoring level. When growth scores are consistently low and observation ratings consistently high, the observer must reflect on practice to be sure observation ratings are

not inflated. If there is a continuing pattern of misalignment between the growth scores and the observation ratings, TEAM Certified Observers should seek additional training.

2. The findings from this study should be reported and discussed between district leaders and TEAM Certified Observers in the participating public school district. This discussion would allow for a continuing dialog regarding refinement of the observation process. All TEAM Certified Observers should continually seek growth opportunities for identifying and collecting evidence to meet indicators in each scoring rubric.
3. School level TEAM Observers showing consistent alignment between growth scores and observation ratings should be identified across the school district. Those observers showing this consistency should deliver annual trainings to all TEAM Certified Observers to help facilitate opportunities for growth with the observation process.
4. Teachers showing consistency across multiple years with high growth scores should be identified across the district. These teachers should identify the instructional best practices used in their classrooms and how they align with effectiveness indicators on scoring rubrics. These best practices should be shared with teachers in their buildings during professional development. This opportunity for professional development may help other teachers experience the same level of growth with their students by using research based best practices aligned with the indicators of teaching effectiveness.
5. TEAM Certified Observers should annually calibrate their scoring alongside another certified observer in their building. This process should be done during annual training and conducted in the TEAM Certified Observer's building. This practice may help refine the observer's ability to collect the preponderance of evidence during the observation process needed to determine teacher effectiveness.

6. TEAM Certified Observers should norm their post-conference with other observers. It would be beneficial for the district to provide yearly training in the area of conferencing. Post-conference guidance from the TEAM handbook should also be reviewed annually.
7. Research findings suggest that teachers assigned observers in the 0-1 and 5-8 years of experience show more student growth than teachers with observers in the 2-4 years experience group. Because of this finding, it may be beneficial for all teachers to be assigned a rotation of certified observers for every cycle of observation. An equity issue for teachers and students may be present when a single observer conducts all observations each cycle.
8. The district should continue to send TEAM Certified Observers to Artisan Teacher training. Those who have already participated in the 2-year training should serve as professional development leaders across the district.

Recommendations for Further Research

These recommendations are indicated for future research. The body of research regarding determining educator effectiveness may increase by examining these areas.

1. This study should be replicated in other school districts across Tennessee to determine if the findings represent a larger sample.
2. Future research should be done in the same public school district using data after the 2017-2018 school year. The results of future studies could be compared to the results of this study.
3. There is a revised TEAM observation process currently in pilot studies across Tennessee. If implemented, a new study should be conducted to determine if there exists a relationship between growth scores and the new observation process.

4. Future research should be conducted to determine if there exists a significant relationship between school administrator observation ratings and teacher observation ratings.
5. Future research should be conducted to determine if there is a significant relationship between the school administrator observation rating and the overall student growth score in each school building.
6. Future research should be done in the area of growth scores and the post-conference.
7. Future research should be conducted to determine educator effectiveness by examining the relationship between the teacher observation rating and other student performance indicators. Student performance indicators to examine include student achievement, the chronically out of school indicator, graduation rate, and the ready graduate rate.

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APPENDICES

Appendix A

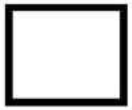
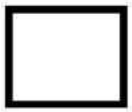
TEAM Instruction, Planning, Environment Rubrics

General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives ☐	• All learning objectives are clearly and explicitly communicated, connected to state standards and referenced throughout lesson. • Sub-objectives are aligned and logically sequenced to the lesson's major objective. • Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. • Expectations for student performance are clear, demanding, and high. • There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.	• Most learning objectives are communicated, connected to state standards and referenced throughout lesson. • Sub-objectives are mostly aligned to the lesson's major objective. • Learning objectives are connected to what students have previously learned. • Expectations for student performance are clear. • There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.	• Few learning objectives are communicated, connected to state standards and referenced throughout lesson. • Sub-objectives are inconsistently aligned to the lesson's major objective. • Learning objectives are rarely connected to what students have previously learned. • Expectations for student performance are vague. • There is evidence that few students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.
Motivating Students ☐	• The teacher consistently organizes the content so that it is personally meaningful and relevant to students. • The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher regularly reinforces and rewards effort.	• The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. • The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher sometimes reinforces and rewards effort.	• The teacher rarely organizes the content so that it is personally meaningful and relevant to students. • The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher rarely reinforces and rewards effort.
Presenting Instructional Content ☐	Presentation of content always includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; • no irrelevant, confusing, or non-essential information.	Presentation of content most of the time includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; • no irrelevant, confusing, or non-essential information.	Presentation of content rarely includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; • no irrelevant, confusing, or non-essential information.
Lesson Structure and Pacing	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, and end.	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, and end.	• The lesson does not start promptly. • The lesson has a structure, but may be missing closure or introductory elements.

1

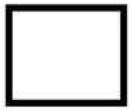
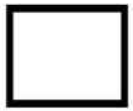
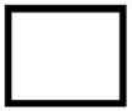
General Educator Rubric: Instruction

	• The lesson includes time for reflection. • Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. • Routines for distributing materials are seamless. • No instructional time is lost during transitions.	• Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions.	• Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.
Activities and Materials 	Activities and materials include all of the following: ○ support the lesson objectives; ○ are challenging; ○ sustain students' attention; ○ elicit a variety of thinking; ○ provide time for reflection; ○ are relevant to students' lives; ○ provide opportunities for student-to-student interaction; ○ induce student curiosity and suspense; ○ provide students with choices; ○ incorporate multimedia and technology; and ○ incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring. • The preponderance of activities demand complex thinking and analysis. • Texts and tasks are appropriately complex.	Activities and materials include most of the following: ○ support the lesson objectives; ○ are challenging; ○ sustain students' attention; ○ elicit a variety of thinking; ○ provide time for reflection; ○ are relevant to students' lives; ○ provide opportunities for student-to-student interaction; ○ induce student curiosity and suspense; ○ provide students with choices; ○ incorporate multimedia and technology; and ○ incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). • Texts and tasks are appropriately complex.	Activities and materials include few of the following: ○ support the lesson objectives; ○ are challenging; ○ sustain students' attention; ○ elicit a variety of thinking; ○ provide time for reflection; ○ are relevant to students' lives; ○ provide opportunities for student to student interaction; ○ induce student curiosity and suspense; ○ provide students with choices; ○ incorporate multimedia and technology; and ○ incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc.).
Questioning	Teacher questions are varied and high-quality, providing a balanced mix of question types: ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation. • Questions require students to regularly cite evidence throughout lesson. • Questions are consistently purposeful and coherent. • A high frequency of questions is asked. • Questions are consistently sequenced with attention to the instructional goals. • Questions regularly require active responses (e.g.,	Teacher questions are varied and high-quality providing for some, but not all, question types: ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation. • Questions usually require students to cite evidence • Questions are usually purposeful and coherent. • A moderate frequency of questions asked. • Questions are sometimes sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or	Teacher questions are inconsistent in quality and include few question types: ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation. • Questions are random and lack coherence. • A low frequency of questions is asked. • Questions are rarely sequenced with attention to the instructional goals. • Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is inconsistently provided.

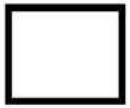
General Educator Rubric: Instruction

	whole class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is consistently provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning. • Questions regularly assess and advance student understanding • When text is involved, majority of questions are text based	group and individual answers). • Wait time is sometimes provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • When text is involved, majority of questions are text based	• The teacher mostly calls on volunteers and high-ability students.
Feedback	• Oral and written feedback is consistently academically focused, frequent, high-quality and references expectations • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving specific and high-quality feedback to one another.	• Oral and written feedback is mostly academically focused, frequent, and mostly high-quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates during instructional activities to support engagement, and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction.	• The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.
Grouping Students	• The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogenous ability) consistently maximize student understanding and learning efficiency. • All students in groups know their roles, responsibilities, and group work expectations. • All students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. • Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; heterogeneous or homogenous ability) adequately enhance student understanding and learning efficiency. • Most students in groups know their roles, responsibilities, and group work expectations. • Most students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson.	• The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogenous ability) inhibit student understanding and learning efficiency. • Few students in groups know their roles, responsibilities, and group work expectations. • Few students participating in groups are held accountable for group work and individual work. • Instructional group composition remains unchanged irrespective of the learning and instructional goals of a lesson.

General Educator Rubric: Instruction

Teacher Content Knowledge 	• Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. • The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. • Limited content is taught in sufficient depth to allow for the development of understanding.	• Teacher displays accurate content knowledge of all the subjects he or she teaches. • Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. • The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas.	• Teacher displays under-developed content knowledge in several subject areas. • Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. • Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.
Teacher Knowledge of Students 	• Teacher practices display understanding of each student's anticipated learning difficulties. • Teacher practices regularly incorporate student interests and cultural heritage. • Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices display understanding of some student anticipated learning difficulties. • Teacher practices sometimes incorporate student interests and cultural heritage. • Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties. • Teacher practices rarely incorporate student interests or cultural heritage. • Teacher practices demonstrate little differentiation of instructional methods or content.
Thinking 	The teacher thoroughly teaches two or more types of thinking: ○ analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; ○ practical thinking, where students use, apply, and implement what they learn in real-life scenarios; ○ creative thinking, where students create, design, imagine, and suppose; and ○ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: ○ generate a variety of ideas and alternatives; ○ analyze problems from multiple perspectives and viewpoints; and ○ monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.	The teacher thoroughly teaches one type of thinking: ○ analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; ○ practical thinking, where students use, apply, and implement what they learn in real-life scenarios; ○ creative thinking, where students create, design, imagine, and suppose; and ○ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: ○ generate a variety of ideas and alternatives; and ○ analyze problems from multiple perspectives and viewpoints.	The teacher implements no learning experiences that thoroughly teach any type of thinking. The teacher provides no opportunities where students: ○ generate a variety of ideas and alternatives; or ○ analyze problems from multiple perspectives and viewpoints.

General Educator Rubric: Instruction

Problem-Solving 	The teacher implements activities that teach and reinforce three or more of the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements activities that teach two of the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements no activities that teach the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing

5

General Educator Rubric: Planning

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)

Instructional Plans	Instructional plans include:
	• measurable and explicit goals aligned to state content standards;
	• activities, materials, and assessments that:
	  ○ are aligned to state standards.
	  ○ are sequenced from basic to complex.
	  ○ build on prior student knowledge, are relevant to students' lives, and integrate other disciplines.
	  ○ provide appropriate time for student work, student reflection, and lesson unit and closure;
	• evidence that plan is appropriate for the age, knowledge, and interests of all learners; and
	• evidence that the plan provides regular opportunities to accommodate individual student needs.
		Instructional plans include:
		• goals aligned to state content standards;
		• activities, materials, and assessments that:
		  ○ are aligned to state standards.
		  ○ are sequenced from basic to complex.
		  ○ build on prior student knowledge.
		  ○ provide appropriate time for student work, and lesson and unit closure;
		• evidence that plan is appropriate for the age, knowledge, and interests of most learners; and
		• evidence that the plan provides some opportunities to accommodate individual student needs.
			Instructional plans include:
			• few goals aligned to state content standards;
			• activities, materials, and assessments that:
			  ○ are rarely aligned to state standards.
			  ○ are rarely logically sequenced.
			  ○ rarely build on prior student knowledge.
			  ○ inconsistently provide time for student work, and lesson and unit closure;
			• little evidence that the plan provides some opportunities to accommodate individual student needs.

Student Work	Assignments require students to: • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; • draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.	Assignments require students to: • interpret information rather than reproduce it; • draw conclusions and support them through writing; and • connect what they are learning to prior learning and some life experiences.	Assignments require students to: • mostly reproduce information; • rarely draw conclusions and support them through writing; and • rarely connect what they are learning to prior learning or life experiences.
Assessment	Assessment Plans: • are aligned with state content standards; • have clear measurement criteria; • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); • require extended written tasks; • are portfolio-based with clear illustrations of student progress toward state content standards; and • include descriptions of how assessment results will be used to inform future instruction.	Assessment Plans: • are aligned with state content standards; • have measurement criteria; • measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); • require written tasks; and • include performance checks throughout the school year.	Assessment Plans: • are rarely aligned with state content standards; • have ambiguous measurement criteria; • measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); and • include performance checks, although the purpose of these checks is not clear.

General Educator Rubric: Environment

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Expectations	• Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where all students can experience success. • Students take initiative and follow through with their own work. • Teacher optimizes instructional time, teaches more material, and demands better performance from every student.	• Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where most students can experience success. • Students complete their work according to teacher expectations.	• Teacher expectations are not sufficiently high for every student. • Teacher creates an environment where mistakes an failure are not viewed as learning experiences. • Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior	• Students are consistently well-behaved and on task. • Teacher and students establish clear rules for learning and behavior. • The teacher overlooks inconsequential behavior. • The teacher deals with students who have caused disruptions rather than the entire class. • The teacher attends to disruptions quickly and firmly.	• Students are mostly well-behaved and on task, some minor learning disruptions may occur. • Teacher establishes rules for learning and behavior. • The teacher uses some techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior. • The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. • The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class.	• Students are not well-behaved and are often off task. • Teacher establishes few rules for learning and behavior. • The teacher uses few techniques to maintain appropriate student behavior. • The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. • Disruptions frequently interrupt instruction.
Environment	The classroom: • welcomes all members and guests. • is organized and understandable to all students. • supplies, equipment, and resources are all easily and readily accessible. • displays student work that frequently changes. • is arranged to promote individual and group learning.	The classroom: • welcomes most members and guests. • is organized and understandable to most students. • supplies, equipment, and resources are accessible. • displays student work. • is arranged to promote individual and group learning.	The classroom: • is somewhat cold and uninviting. • is not well organized and understandable to students. • supplies, equipment, and resources are difficult to access. • does not display student work. • is not arrange to promote group learning.
Respectful Culture	• Teacher-student interactions demonstrate caring and respect for one another. • Students exhibit caring and respect for one another. • Positive relationships and interdependence characterize the classroom.	• Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. • Students exhibit respect for the teacher, and are generally polite to each other. • Teacher is sometimes receptive to the interests and opinions of students.	• Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. • Students exhibit disrespect for the teacher. • Student interaction is characterized by conflict, sarcasm, or put-downs. • Teacher is not receptive to interests and opinions of students.

Appendix B

Achievement Measure Worksheet

Achievement Measure Worksheet 2018-19

Educator Name_____ School Name_____

Position _____

Part A: Approved Achievement Measures (Check One)[1]	
State Assessments	
Overall TVAAS	
ACT/SAT Suite of Assessments	
Off-the-Shelf Assessments	
Early Postsecondary Exams	
Industry Certifications	
Graduation Rate	

Part B: Chosen Measure (from Part A) and Rationale

Achievement Score	Measurable Criteria to Meet Effectiveness Rating[2] *To be completed by administrator and teacher*
1	
2	
3	
4	
5	

Educator Signature[3]_____ Date_____

Evaluator Signature_____ Date_____

To be completed prior to summative conference

Part C: Summative Effectiveness Rating *(for evaluator use only)* Achievement Measure Outcome (on measure selected above)	Final Achievement Score[4]
	Date

Educator Signature[5]_____ Date_____

Evaluator Signature_____ Date_____

[1] For a detailed list of achievement measure types within each approved achievement measure, see the following pages.
[2] Data for the chosen measure must be quantifiable. For additional guidance on the setting of achievement levels, see guidance documents available at http://team-tn.org.
[3] Signatures indicate that the information contained in this document has been discussed.
[4] When current year data is released, if a teacher has an individual growth score of a 3, 4, or 5 and that score is higher than the achievement score, the individual growth score will automatically replace the achievement score when final scores are submitted.
[5] Signatures indicate that the information contained in this document has been discussed. Districts/administrators must enter all teacher and administrator growth measure selections into TNCompass by the October deadline noted in the evaluation timeline outlined on the TEAM website here.

Approved Achievement Measures 2018-19

State Assessments				
Assessment Name	Classroom Level	Grade Level	School Level	System Level
*◊EOC: Algebra I or II	•	•	•	•
*◊EOC: English I or II	•	•	•	•
*◊EOC: Geometry I	•	•	•	•
*◊EOC: Integrated Math I, II, or III	•	•	•	•
*◊EOC: US History	•	•	•	•
*◊Grades 3-8: Math	•	•	•	•
*◊Grades 3-8: ELA	•	•	•	•
*◊Grades 6-8: Social Studies	•	•	•	•
TCAP: ALT	•	•	•	•
MSAA	•	•	•	•
WIDA ACCESS	•	•	•	•
Grade 2 Composite	•	•	•	•
Grade 2 ELA	•	•	•	•
Grade 2 Math	•	•	•	•

Overall TVAAS		
Assessment Name	School Level	System Level
◊Composite	•	•
◊Literacy	•	•
◊Literacy and Numeracy	•	•
◊Numeracy	•	•
◊Social Studies	•	•
CTE Concentrators		
◊CTE Concentrator	•	•
◊CTE Concentrator: Literacy	•	•
◊CTE Concentrator: Literacy and Numeracy	•	•
◊CTE Concentrator: Numeracy	•	•
◊CTE Concentrator: Social Studies	•	•
CTE Students		
◊CTE Students	•	•
◊CTE Students: Literacy	•	•
◊CTE Students: Literacy and Numeracy	•	•
◊CTE Students: Numeracy	•	•
◊CTE Students: Social Studies	•	•
Early Grades[6]		
◊Early Grades Composite	•	•
◊Early Grades Literacy	•	•
◊Early Grades Literacy and Numeracy	•	•
◊Early Grades Numeracy	•	•
EOC		
◊EOC Composite	•	•
◊EOC Literacy	•	•
◊EOC Literacy and Numeracy	•	•
◊EOC Numeracy	•	•
◊EOC Social Studies	•	•

Assessment Name	School Level	System Level
TCAP		
◊Grades 4-8 Composite	•	•
◊Grades 4-8 Literacy	•	•
◊Grades 4-8 Literacy and Numeracy	•	•
◊Grades 4-8 Numeracy	•	•
◊Grades 6-8 Social Studies	•	•
TCAP/EOC		
◊Grades 4-8/EOC Composite	•	•
◊Grades 4-8/EOC Literacy	•	•
◊Grades 4-8/EOC Literacy and Numeracy	•	•
◊Grades 4-8/EOC Numeracy	•	•
◊Grades 6-8/EOC Social Studies (includes grades 6-8 and EOC data)	•	•

Off-the-Shelf Assessments[7]	
AIMS Web	Kindergarten Readiness
Children's Progress Academic Assessment	Learning.com
Classworks	Limelight
Connect 4 Learning – Formative Assessment[8]	Linguafolio
DIBELS	MAP
Discovery Ed/ThinkLink	Michigan Model
DRA	National Greek Exam
easy CBM	National Latin Exam
FAST	National French Exam
Fountas-Pinell	NOELLA
GOLD Assessment	Scholastic Suite of Assessments
Houghton Mifflin Harcourt Early Childhood Inventory (Big Day)	STAMP
iReady	STAR Early Literacy
Istation	STAR Math
	STAR Reading
	Terranova
	Voyager

ACT/SAT Suite of Assessments	
ACT	SAT
ACT Aspire	PSAT
Early Postsecondary Exams	
AP Assessment	Dual Credit Exams
Cambridge	IB Assessment
CLEP	SDC
Graduation Rate	
Graduation Rate	

**Achievement measure can be scaled using AMO*
◊Feeder/Custom option available for this measure

[6] Early Grades Composites include 3rd grade TVAAS data and are available in districts that have administered the Grade 2 Assessment to their current 3rd grade students.

[7] Off-the-shelf assessments are commonly used nationally or state-wide.

[8] District should *at least* measure the standards that are aligned to TN ELDS. It is suggested that standards in each math cluster and ALL ELA standards be measured.

Industry Certifications[9]
Advanced Manufacturing
American Welding Society Certified Welder
AWS SENSE – Advanced Level Welder
AWS SENSE – Entry Level Welder
FANUC
Level I Siemens Certified Mechatronic Systems Assistant
Machining Level I – Measurement, Materials, and Safety Certification (NIMS)
•NCCER Core Curriculum
•OSHA 10
•OSHA 30 General Industry
•Precision Measurement Instruments Certification (includes all subtests)
Production Certification (CPT)
Agriculture, Food, & Natural Resources
•Briggs and Stratton Basic Small Engine Certification
•Briggs and Stratton Master Service Technician
Commercial Pesticide Certification – Core (03) (Note: Must be 18 years old)
•OSHA 10
•OSHA 30 General Industry
•Precision Measurement Instruments Certification (includes all subtests)
Tennessee Specific Industry Certification – Animal Science
Tennessee Specific Industry Certification – Horticulture
Architecture & Construction
•AutoCAD
•Certified Solidworks Associate
EPA Section 608 Universal
HVAC Excellence Employment Ready Certifications
HVAC Excellence, Heating, Electrical, Air Conditioning Technology (H.E.A.T.)
NCCER Carpentry Level One
NCCER Carpentry Level Two
NCCER Construction Technology
NCCER Core Curriculum
NCCER Electrical Level One
NCCER Plumbing Level One
OSHA 10
OSHA 30 Construction
•Precision Measurement Instruments Certification (includes all subtests)
•Precision Measurement Instruments Certification (includes all subtests)
Universal R-410A
Arts & A/V
•Adobe Certified Associate
Business Management & Administration
Microsoft Office Expert (pass the two-part Expert Exam in Excel)
Microsoft Office Expert (pass the two-part Expert Exam in Word)
Microsoft Office Master – Track 1 (Word Expert + Excel Core + Elective)
Microsoft Office Master – Track 2 (Excel Expert + Word Core + Elective)
Microsoft Office Master – Track 3 (Word Expert + Excel Expert)
Microsoft Office Specialist (Excel)
Microsoft Office Specialist (PowerPoint)
Microsoft Office Specialist (Word)
Education & Training
CDA- Child Development Associate
Finance
•Intuit QuickBooks Certified User
Health Science
Certified Clinical Medical Assistant
Certified EKG Technician
Certified Nursing Assistant
•Certified Patient Care Technician
Certified Personal Trainer
Certified Pharmacy Technician
Emergency Medical Responder (First Responder)
•National Entry Level Dental Assistant
•OSHA 10 Health Care
Hospitality & Tourism
•Certified Fundamentals Cook (CFC)
•Certified Hospitality & Tourism Professional
ServSafe Food Manager
Human Services
Tennessee Specific Industry Certification – Dietetics & Nutrition
Tennessee Specific Industry Certification – Social Health Services
TN Board of Cosmetology & Barbering – TN Cosmetology 1010
TN Board of Cosmetology & Barbering – TN Master Barber 1010
Information Technology
•Advanced HTML5/CSS3
Associate of ISC2 (Note: Teacher must be ISC2 certified.)
CCNA Cisco Certified Network Associate
Cisco Certified Entry Network Tech (CCENT)
•Cisco IT Essentials PC Hardware & Software Certification
CIW Web Design Specialist
•CIW Web Foundation
CompTIA A+
CompTIA IT Fundamentals
CompTIA Network+
CompTIA Security+
•JavaScript Specialist
•Microsoft Technology Associate Infrastructure
Microsoft Technology Associate Software Development Fundamentals
Marketing
•Certified Logistics Technician
•Hootsuite Platform Certification
•Hootsuite Social Media Certification
•Microsoft Office Specialist (Excel)
STEM
Autodesk Inventor Certified User
Certified Solidworks Associate (CSWA) – Academic
FANUC
•Precision Measurement Instruments Certification (includes all subtests)

[9] For more information on industry certifications, visit the department website here or see list of certifications here.

•*Indicates a new promoted certification.*

Transportation, Distribution, & Logistics
Automotive Service Excellence Certification: Painting and Refinishing
Automotive Service Excellence Student Certification: Maintenance & Light Repair Certification
Automotive Service Excellence Student Certification: Nonstructural Analysis/Repair
Automotive Service Excellence Student Certification: Structural Analysis/Repair
I-CAR Refinish Technician ProLevel 1 or I-CAR Non-Structural Technician ProLevel 1
Precision Measurement Instruments Certification (includes all subtests)

Appendix C

Suggested Observation Pacing

Suggested Observation Pacing

The minimum required number of observations is based on licensure status **and evaluation scores from the previous year.**

- **Coaching Conversations**—As the school year begins, it is important for evaluators to have a targeted conversation with teachers who scored a 1 on their overall evaluation or individual growth score about the number of required observations and what supports they will receive this year to improve student achievement. These initial coaching conversations should take place before the first official observation of the year.

- **Observing Multiple Domains during one Classroom Visit**—Districts may choose to observe the instruction domain during the same classroom visit as either the planning domain or the environment domain. The observation pacing charts below reflect one possible way domain observations may be combined during classroom visits.

- **Announced vs. Unannounced Visits**—At least half of domains observed must be unannounced, but it is the district's discretion to have more than half of domains observed unannounced.

	All teachers scoring 1 on overall evaluation or individual growth	Apprentice teachers scoring 2-4 on overall evaluation and neither a 1 nor 5 on individual growth	Professional teachers scoring 2-4 on overall evaluation and neither a 1 nor 5 on individual growth	All teachers scoring 5 on overall evaluation or individual growth
	Beginning of the school year	Beginning of the school year	Beginning of the school year	Beginning of the school year
First Semester	***Initial Coaching Conversation***			
	1 Unannounced Visit — 1 Instruction, 1 Environment	1 Unannounced Visit — 1 Instruction, 1 Environment	1 Announced Visit — 1 Instruction, 1 Planning	1 Unannounced Visit — 1 Instruction, 1 Environment, 1 Planning
	1 Announced Visit — 1 Instruction, 1 Planning	1 Announced Visit — 1 Instruction, 1 Planning		
	End of semester	End of semester	End of semester	End of semester
Second Semester	1 Announced Visit — 1 Instruction, 1 Planning	1 Announced Visit — 1 Instruction, 1 Planning	1 Unannounced Visit — 1 Instruction, 1 Environment	1 Walkthrough
	1 Unannounced Visit — 1 Environment	1 Unannounced Visit — 1 Environment		1 Walkthrough
	Professionalism Scoring	Professionalism Scoring	Professionalism Scoring	Professionalism Scoring
	End of year	End of year	End of year	End of year

Appendix D

Guidance on Overall Level of Effectiveness Calculations

Guidance on Overall Level of Effectiveness Calculations

Due to legislative changes made during the 2013 legislative sessions, the calculations for overall levels of effectiveness starting with the 2012-13 school year will depend on whether a teacher has an individual growth score or a school- or system-wide growth score. The examples below show how the overall level of effectiveness would be calculated for a tested teacher with individual growth or for a non-tested teacher with a school- or system-wide growth score. Please note that all teachers who receive an individual growth score **must** use their individual growth score. **This guidance is for informational purposes only. The calculation of overall levels of effectiveness will be done automatically in CODE.**

- **Calculations for Teachers with Individual Growth:**

Overall Level of Effectiveness Calculation					
Overall Observation Score*:	____	x	50	=	_____
Growth Score:	____	x	35	=	_____
Achievement Measure Score:	____	x	15	=	_____
Total Score			100%	Sum Lines 1-3	_____

*This is the average of all scored indicators. Scores on the Professionalism Domain are included in the Overall Observation Score. This overall score is rounded to the hundredths place.

- **Calculations for Teachers with School- or System-Wide Growth:**

Overall Level of Effectiveness Calculation					
Overall Observation Score*:	____	x	60	=	_____
Growth Score:	____	x	25	=	_____
Achievement Measure Score:	____	x	15	=	_____
Total Score			100%	Sum Lines 1-3	_____

*This is the average of all scored indicators. Scores on the Professionalism Domain are included in the Overall Observation Score. This overall score is rounded to the hundredths place.

- **Converting to Overall Level of Effectiveness:** For tested teachers with individual growth and non-tested teachers with school- or system-wide growth, the total score is then converted to an overall effectiveness rating using the following table:

Score Range	Overall Effectiveness Rating
<200	1
200-274.99	2
275-349.99	3
350-424.99	4
425-500	5

- **Example Calculation for a Tested Teacher with Individual Growth**

Teacher	Individual Growth	Achievement	Average Observation	Total Score	Overall Level of Effectiveness
Sally Smith	4	5	3.8	405	4

Individual Growth Score: 4 x 35 = 140

Achievement Score: 5 x 15 = 75

Average Observation Score: 3.8 x 50 = 190

Total Score: 405

Level of Effectiveness: 4

- **Example Calculation for a Non-Tested Teacher with School-Wide Growth**

Teacher	School-Wide Growth	Achievement	Average Observation	Total Score	Overall Level of Effectiveness
John Johnson	5	5	3.2	392	4

Individual Growth Score: 5 x 25 = 125

Achievement Score: 5 x 15 = 75

Average Observation Score: 3.2 x 60 = 192

Total Score: 392

Level of Effectiveness: 4

- **Teacher Effectiveness Descriptors**

Significantly Above Expectations (425-500): A teacher at this level exemplifies the instructional skills, knowledge, and responsibilities described in the rubric, and implements them without fail. He/she is adept at using data to set and reach ambitious teaching and learning goals. He/she makes a significant impact on student achievement and should be considered a model of exemplary teaching.

Above Expectations (350-424.99): A teacher at this level comprehends the instructional skills, knowledge, and responsibilities described in the rubric and implements them consistently. He/she is skilled at using data to set and reach appropriate teaching and learning goals and makes a strong impact on student achievement.

At Expectations (275-349.99): A teacher at this level understands and implements most of the instructional skills, knowledge, and responsibilities described in the rubric. He/she uses data to set and reach teaching and learning goals and makes the expected impact on student achievement.

Below Expectations (200-274.99): A teacher at this level demonstrates some knowledge of the instructional skills, knowledge, and responsibilities described in the rubric, but implements them inconsistently. He/she may struggle to use data to set and reach appropriate teaching and learning goals. His/her impact on student achievement is less than expected.

Significantly Below Expectations (Under 200): A teacher at this level has limited knowledge of the instructional skills, knowledge, and responsibilities described in the rubric, and struggles to implement them. He/she makes little attempt to use data to set and reach appropriate teaching and learning goals, and has little to no impact on student achievement.

Appendix E

TEAM Performance Level Guide

TN Department of Education

Level	Performance Level Guide
1	**Significantly Below Expectations:** A teacher at this level has limited knowledge of the instructional skills, knowledge, and responsibilities described in the rubric and struggles to implement them. He/she has little to no impact on student outcomes.
2	**Below Expectations:** A teacher at this level demonstrates some knowledge of the instructional skills, knowledge, and responsibilities described in the rubric but implements them inconsistently. His/her impact on student outcomes is below expectations.
3	**At Expectations:** A teacher at this level understands and implements most of the instructional skills, knowledge, and responsibilities described in the rubric. His/her impact on student outcomes is meeting expectations.
4	**Above Expectations:** A teacher at this level comprehends the instructional skills, knowledge, and responsibilities described in the rubric and implements them skillfully and consistently. He/she makes a strong impact on student outcomes.
5	**Significantly Above Expectations:** A teacher at this level exemplifies the instructional skills, knowledge, and responsibilities described in the rubric and implements them adeptly and without fail. He/she meets ambitious teaching and learning goals and makes a significant impact on student outcomes. Performance at this level should be considered a model of exemplary teaching.

VITA

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