

SHELBY COUNTY SCHOOLS



TEACHER EFFECTIVENESS MEASURE (TEM) EVALUATION MANUAL

SY2021-22

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INTRODUCTION

The Teacher Effectiveness Measure (TEM) is more than an evaluation system; it is designed to help one become more successful by providing regular, meaningful insights about their practice. The goal in implementing the TEM is to ensure that one always knows where he/she stands and what is needed to improve their practice. Research shows that teachers improve more quickly when they receive feedback through observation. The gains can be long lasting, even if the evaluation itself is limited to a single year.

TEM data is also used to provide targeted support and coaching to address high-priority development needs.

SCS is committed to continuous learning not only for our students, but to teachers as well. The TEM supports teacher growth by:

- **Clarifying Expectations** – TEM outlines clear performance expectations for all certified classroom and non-classroom educators across multiple measures of teacher performance.
- **Providing Feedback** - Quality feedback is a key element of the improvement process. Feedback from classroom observations and data from other TEM components including student test outcomes, student perception surveys and teacher professionalism will help guide your growth and development.
- **Facilitating Collaboration** – By providing a common language and multiple measures to discuss performance, the TEM helps support the collaborative process. This is essential, as communication and teamwork create the foundation for student success.
- **Driving Professional Development and Support Resources** – Both teachers and principals will have the ability to determine targeted support and growth opportunities based on individual TEM performance or to get teachers the support they need to improve practice.

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

PURPOSE OF THE TEM MANUAL

The Teacher Effectiveness Measure (TEM) is the teacher evaluation system implemented in Shelby County Schools (SCS) system. The purpose of the TEM evaluation system is to ensure that all educators receive honest feedback about their practice to enable continuous improvement in their practice and ultimately high-quality instruction for our students. This document is intended to prepare and guide the performance evaluation process during which all teachers will receive data and ratings for each of the multiple measures of teacher effectiveness that contribute to an overall TEM score. To read more about Tennessee's evaluation policy, see the [***Tennessee Department of Education Educator Evaluation Policy 5.201.***](#)

This manual is designed to provide an overview of the TEM and the ways in which it will support teachers in improving their students' performance by improving their own practice.

In this manual, you will find information about each of the components of the TEM and how the TEM is scored, logistical information about the TEM, and who to contact for additional information regarding TEM.

Details are provided on:

1. The TEM components for each educator group
2. How each component of the TEM will be scored
3. The TEM evaluation timeline and process for SY21-22

If you have any additional questions about any of the TEM components, please contact The Employee Performance and Support Office at [**901-416-2475**](tel:901-416-2475) or email at [**EPS@scsk12.org**](mailto:EPS@scsk12.org).

COMPONENTS OF TEM EVALUATION

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



MEASURE 1: STUDENT GROWTH

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

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

For tested teachers, the state requires districts use a teacher's Student Growth (TVAAS) data. Tested teachers with individual TVAAS include core subjects in grades 3-8 and all End of Course (EOC) subject teachers.

Student growth measures are comprised of TVAAS scores. Find more information here: Team-TN.org/data/growth-measures

Instructors who teach one of the following subjects – Pre-K/Kindergarten, Fine Arts K-12, World Languages K-12, and HPELW K-5 – will use the portfolio model to demonstrate their students' growth. Student growth portfolios are designed in response to requests by teachers in non-tested grades and subjects for a measure of student growth, comparable to that of [TVAAS](#), for use in their evaluations. Scores generated by peer reviewed student growth portfolios represent 35% of participating teachers' LOE within the TEM in lieu of individual TVAAS scores that teachers in tested courses generate.

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

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

MEASURE 2 – STUDENT ACHIEVEMENT

The Student Achievement measure comprises **15%** of a teacher’s overall TEM Score. Student Achievement outcomes are based on a state-provided menu of options for each educator group. The selections available for each educator group will be pre-populated on the Achievement Selection form. As with all TEM components, each of these achievement outcomes will be scored on a scale of 1-5 provided by the district (See Appendix for link to Student Achievement Measures).

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

MEASURE 3 – OBSERVATION OF PRACTICE

The Observation of Practice measure can make **up to 45%** of a teacher's overall TEM Score dependent on whether a teacher has student perception data. (*Student Perception Data will be discussed in the next section of this document.*) All certified administrators and peer observers are expected to complete all observations by the date established by the district office. This will be communicated throughout the course of the year.

TEM EVALUATION TRACK ASSIGNMENTS

Classroom teachers and other educators are assigned tracks based on their previous year's Level of Overall Effectiveness (**LOE**) data. General Education tracks are assigned as follows:

- 1. Novice** – Educators new to Shelby County Schools or with no prior year **TEM** LOE score.
- 2. Focus**- Educators scoring an overall Level 1 or 2 the previous school year for either: (1) TEM LOE or (2) observation of practice or, portfolio or, student perception survey score.
- 3. Proficient** – Educators having an overall TEM LOE Level 3 or above the previous school year.

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

Evaluation Track Assignment Examples:

An educator who has received a promotion for the school year will be assigned to the appropriate New Hire track if new to their position.

- **Example:** A classroom teacher promoted to a position of a PLC Coach will be placed on the Instructional Coach Novice track.

An educator who moves into a lateral position from one year to the next will also be placed on the appropriate Novice track.

- **Example:** A classroom teacher accepts a position of school Librarian. The educator will be placed on the **Librarian Novice** track.
Why? The two positions use different rubrics to measure effectiveness. Because there is no prior data to generate track assignment; the teacher is placed on a Novice track in the new position.

An educator who has taken a position previously held will be placed on the observation rubric that aligns to the new position. The prior year's **Level of Effectiveness (LOE) score** will determine his/her observation track. **If there is no prior year (SY20-21) data**, the educator will be placed on a Novice track.

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

An educator is returning to the school district after one or more years' separation from SCS and has LOE data from prior years of service with SCS. The employee will be placed on a novice track because there has been an extended break in service. However, if it has been less than a year the employee will be placed on their previous evaluation track if the job title is the same.

- **EXAMPLE:** A classroom teacher leaves the school district May 2, 2020 on the TEM proficient track. The teacher returns to the school district October 2021 as a classroom teacher. The teacher will be placed on a TEM novice track because there has been one or more years break in service.
- **EXAMPLE:** A classroom teacher leaves the school district May 2, 2021 on the TEM proficient track. The teacher returns to the school district October 2021 as a classroom teacher. The teacher will be placed on a TEM proficient track because there has been less than one-year break in service.
- **EXAMPLE:** A classroom teacher leaves the school district May 2, 2020 on the TEM proficient track. The teacher returns to the school district October 2020 as a PLC Coach. The new PLC Coach will be placed on an Instructional Facilitator novice track because even though there has been less than a one-year break in service, the employee is returning to a new position which requires a new evaluation rubric.

NULLIFICATION: OBSERVATION PACING

State announcement regarding Observation Pacing:

[Chapter 2 of the Public Acts of 2021 \(PC 2\)](#), passed during the 1st Extraordinary Session of the 112th General Assembly, revised laws regarding educator, student, school, and school district accountability. The result of the new law is that **educators will be able to select the LOE score that most benefits them if multiple LOE options are available or they may elect to nullify the LOE.**

NULLIFICATION OF SCORES

Nullification means that, due to the lack of a Level of Overall Effectiveness (LOE) score, there will be no data on which to base professional development points (PDPs) or observation pacing for the following school year. Teachers electing to nullify **will not receive LOE-based PDPs** for 2020-21 and will have observation pacing based on state board policy [5.201](#), which states any non-PYE educator without an LOE in the previous year **shall have the maximum number of observations conducted based on the educator's license type.**

GUIDANCE REGARDING TEACHER NULLIFICATION

Any educator seeking guidance on nullification, can click the link for information [HERE](#).

QUESTIONS REGARDING NULLIFICATION OF SCORES

Questions regarding nullification can be found at this link: [FAQS](#). Any additional questions should be emailed to TEAM.Questions@tn.gov.

OBSERVATION OF PRACTICE PROCESS OVERVIEW

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

OBSERVATION RATINGS

As with all TEM components, observation ratings are scored on a scale of 1 – 5. Teachers receive a composite observation score, which is comprised of the overall average of all the teacher’s observations scores for that year. For example, if a teacher has 4 observations for the academic year, the four scores are added together and then divided by 4 to determine the teacher’s overall composite observation score. Unlike the other TEM components, teachers’ observation composite averages will be rounded to the nearest 0.01 instead of the nearest whole number.

OBSERVATION TRACKS

Classroom teachers and other educators are assigned tracks based on their previous year’s Level of Overall Effectiveness (LOE) data which is housed in TNCompass. **Full plans** will be assigned to all educators hired **prior to November 5, 2021**. Full plan tracks are assigned as follows:

Observation Tracks

Novice Track

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

Number of Observations

Announced Observation #1

Unannounced Observation #1

Unannounced Observation #2

Unannounced Observation #3

Focus Track

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

Number of Observations

Instructional Coaching Conversations (ICC)

Announced Observation #1

Unannounced Observation #1

Unannounced Observation #2

Proficient Track

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

Number of Observations

Announced Observation #1

Unannounced Observation #1

PARTIAL YEAR EXEMPTION (PYE)

Educators hired **after November 5, 2021**, will be assigned to Partial Year Exemption (PYE) tracks.

Tennessee statute requires that the evaluation process shall not apply to teachers who are employed under contracts of duration of one hundred twenty (120) days per school year or less or who are not employed full-time.

Acceptable Reasons for Partial Year Exemptions

- Educators with contracts of duration of 120 days or less
- Educators who have been on extended leave and have not met the minimum 121-day requirement
- Educators who have transferred to a different school during the year (second semester transfer)
- Educators who have transferred to another role during the year (Ex. Became an administrator at the semester)

PYE tracks are assigned as follows:

PYE II Track
Educators who are assigned to a teaching position between November 6, 2021 – February 11, 2022
Number of Observations Announced Observation #1 Unannounced Observation #1
PYE I Track
Educators who are assigned to a teaching position between February 12 - April 1, 2022
Number of Observations Announced Observation #1
No PLAN
Educators hired after April 1, 2022 , will <u>NOT</u> be assigned to a plan
Number of Observations N/A

MEASURE 4 – STUDENT PERCEPTION SURVEY

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

Teachers will receive a detailed report of their survey results as soon as they become available. Student Perception Survey questions will vary by student population. Currently, the District administers three grade band surveys: K- 2, 3-5, and 6-12. These multiple versions are designed to cater to the different stages of academic development and reading comprehension skills of a students at varying grade levels.

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

Example:

- Ms. Jones is a 2nd grade teacher.
- Her students completed the Student Perception Survey.
- Her overall NCE is 68. This means Ms. Jones scored higher than 68% of her peers.

Ms. Jones’ Student Perception Survey score is a 4 based on the survey quintile ratings (1-5) conversion.

Additional information regarding the Student Perception instrument and administration will be provided via District communications.

MEASURE 5 – PROFESSIONALISM

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

Teachers will collect and document evidence of their professionalism throughout the course of the school year. **School administrators (Principal, Vice-Principal or Asst. Principal)** will then review the evidence and artifacts provided to determine a final score using the Professionalism Rubric.

All professionalism evidence should capture what the educator has done over the course of the **current academic year**. Below is a summary of data and evidence sources that are available for evaluators to consider in scoring. Administrators will determine whether a teacher’s behavior and performance align to **standards** outlined in school and district policy at Level 3 – “Meeting Expectations.”

Administrators and teachers are encouraged to review the **Professionalism Rubric Scoring Guide** below as an example of evidence and artifact collection specific to an assigned rating for Level 3. **Teachers should submit 3-5 relevant artifacts per indicator from the current school year (SY2021-22).**

Rubric Indicator	Level 3	Data & Evidence Examples
1. Professional Learning & Growth	<p><i>The educator:</i></p> <ul style="list-style-type: none"> Reflects on feedback from observations to improve identified areas of need and demonstrates evidence of implementation. Selects professional learning opportunities related to self-assessed and/or identified growth areas. Is prepared and engaged with the content during professional learning opportunities that are directly targeted at improving or enhancing practice. 	<ul style="list-style-type: none"> Transcript of Professional Development course completion Lesson Plans TEM Observation Reflections (Ex: Alignment between teachers’ self-scores and observer’s ratings)
2. Use of Data	<p><i>The educator:</i></p> <ul style="list-style-type: none"> Uses student data to anticipate and plan for differentiation and scaffolding needs so that students consistently meet through-course and end-of-course goals. Analyzes data results to assess and determine student progress as well as determine content re-teaching or acceleration. Routinely records and monitors student progress data and uses a system that allows for easy analysis of student progress toward mastery. Consistently aligns performance and measures outcomes with district/school vision and goals. Generally, meets internal/external customer needs, and works to prevent potential problems. Is present at least 95% of total contracted days (not including vacation days) and reports to work on time. 	<ul style="list-style-type: none"> PLC and/or data team meeting participation Data within Lesson Plans Data notebooks

Rubric Indicator	Level 3	Data & Evidence Examples
<p>3. School & Community Involvement</p>	<p><i>The educator:</i></p> <ul style="list-style-type: none"> • Supports and contributes to school activities and events that positively impact school results/culture and are not mandated by school leadership. • Adheres to school and district personnel policies with no noted violation. • Works with peers to contribute to a safe and orderly learning environment. • Participates in opportunities to collaborate with community organizations and stakeholders that support student development and promote positive school/community partnerships. • Actively promotes the school in the larger community by consistently messaging the school’s vision, mission and core values to parents and community members. 	<ul style="list-style-type: none"> • Volunteering for School Committees PTSA /PTO • Organizing Guest Speakers • Volunteer Tutoring • School or community related volunteer experiences • Sponsor a student club • Partnerships with community organizations • Productive member of PLCs/Grade level teams
<p>4. Leadership</p>	<p><i>The educator:</i></p> <ul style="list-style-type: none"> • Contributes to the school community by assisting others in at least 2 of the following: <ul style="list-style-type: none"> ○ Collaborative planning with subject &/or grade level teams ○ Actively participating in a Professional Learning Community ○ Coaching/mentoring ○ Supervising clinical experiences ○ Leading data driven Professional Learning Communities. • Serves in leadership roles beyond the school level when presented with opportunities. 	<ul style="list-style-type: none"> • Peer coaching & mentoring experience • PLC and/or data team participation • Presentations at meetings and/or conferences

TEACHER EFFECTIVENESS MEASURE (TEM) WEIGHTS

OVERALL TEM COMPOSITE SCORE

The District aims to consider as much evidence as possible in evaluating your performance through the TEM. The overall TEM composite score is created using a state-mandated weighting system. That system assigns each component of a teacher's TEM profile a rating on a scale of 1-5. Those ratings will then be weighted and added together to create an overall score, the teacher's Level of Effectiveness (LOE) score.

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

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

END OF YEAR REPORT

The End of Year Report is released in May of each school year. The report includes the following TEM components: Student Perception Survey, Observation of Practice, and Professionalism scores.

During the end of year summative conference, the evaluator reviews the scores for each component of the EOY report with the educator.

Each conference should include discussion around the following:

- Professionalism scores
- Observation and Student Perception data scores
- Overall score calculations

An overall TEM score will be available the Fall semester of the next school year. The educator may access this score via the State's evaluation platform - **TNCompass**.

Please note that a teacher's LOE score is calculated by the Tennessee Department of Education and not Shelby County Schools. Educators should log into **TNCompass** to review their LOE scores.

PERFORMANCE IMPROVEMENT PLAN (PIP)

A Performance Improvement Plan (PIP) is assigned to educators scoring below expectations (Level 1 or 2) in two or more indicators on a formal observation. Observers are **encouraged** to wait a minimum of **ten (10)** working days **after** the PIP conference before conducting the next formal observation. The ten days between observations should be utilized to implement action steps based on identified areas of improvement.

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

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

TYPES OF PIP SUPPORT

Type of Support	Explanation of Support Options
Planning (Independent)	Ideal for teachers who will benefit from receiving immediate feedback on day to day lesson plans for a designated period of time. The teacher will submit daily or weekly lessons to the Administrator, PLC Coach, or peer to receive immediate feedback and support. The teacher will reflect daily to make adjustments to lesson plans to establish autonomy in planning effective lessons.
Co-Planning (w/Peer)	Ideal for teachers who will benefit from receiving support and feedback on lesson plans. The selected teacher and peer will meet to co-plan upcoming lessons. This may include reviewing standards, curriculum guides, and using the TEM Observation of Practice Rubric to effectively plan to meet the needs of all students.
Reflective Practice (w/Peer)	Ideal for teachers who will benefit from watching and reflecting upon their own instructional practices. The teacher and peer will review and reflect on the lesson together to identify effective practices and areas identified as needing improvement. Teachers must agree to the use of reflective practice as part of their PIP support.
Reflective Practice (Independent)	Ideal for teacher who will benefit from watching and reflecting upon their own instructional practices. The administrator may request a reflection summary from the educator when reflective practice is conducted independently.
Peer Observation (w/Peer)	Ideal for teachers who will benefit from seeing effective instructional practices in real time. The teacher and peer will observe another teacher together as the cooperating teacher models a lesson specific to the area to improve. The peer will identify specific instructional practices as they occur during the lesson. (The use of reflective practice can be used with peer observation by recording the cooperating teacher’s lesson.)
Peer Observation (Independent)	Ideal for teachers who will benefit from seeing effective instructional practices in real time. The teacher will observe another teacher modeling a lesson specific to the area to improve. The support provider will identify specific instructional practices as they occur during the lesson. (The use of reflective practice can be used with peer observations by recording the cooperating teacher’s lesson.)

<p>Group Learning</p>	<p>Ideal to give teachers specific professional development session that will assist them in improving their instructional practices. Group learning may be school-based and provided by the PLC Coach, grade level meetings, or the teacher may be asked to attend district level professional development sessions. District PD options may be found in the online Professional Development catalog.</p>
<p>Professional Reading Assignment</p>	<p>Ideal for teachers that will benefit from reading an educational article, a specific chapter or pages of a book, or a specific instructional technique. After completing the reading, the teacher will summarize the reading, identify specific instructional practices that will be implemented and provide a written reflection to the administrator or leadership team.</p>
<p>Non-Summative (Ad-Hoc) Observation</p>	<p>Used to give teachers specific feedback on a lesson based on the TEM Observation of Practice Rubric. These scores are not included in the teacher's summative evaluation scores.</p>

****Note:** The Support Provider will work with the teacher a minimum of **TEN (10)** school days on strategy of support identified during the conference. Once the goal(s) of the PIP have been met, the support provider will meet with the administrator to update him/her on the teacher's progress. The administrator will finalize the PIP process at the conclusion of that meeting.*

Appendix

FREQUENTLY ASKED QUESTIONS

General

Q: Who is considered a “tested” teacher?

A: Tested teachers include those with individual TVAAS Scores. Tested teachers with individual TVAAS include core subjects in grades 3-8 and all End of Course (EOC) subject teachers. The End of Course subjects include: Algebra I, Algebra II, Geometry, Biology I, Chemistry I, English I, English II, English III, and U.T. History per state approval.

The most current list of state approved End of Course subjects, can be found [HERE](#).

Q: What is TVAAS?

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

Q: Who calculates the teachers’ overall Level of Effectiveness scores?

A: LOE scores are calculated by the Tennessee Department of Education (TDOE).

Q: Can lessons be recorded and submitted for my formal observations?

A: Per policy 4041 (Video Captures of Professional Practices), video captures of classroom instruction and professional practices may be created and used for evaluation with informed written consent of the staff member for evaluation.

Q: When will observations begin?

A: Informal observations will begin as early as the first day of school. Formal observations will tentatively begin mid-September 2021.

Q: How can I learn more about Teacher Evaluations?

A: Information regarding Teacher Evaluations can be found in SCS Policy 4046.

Q: What If I want to file a grievance?

A: Actual scores cannot be grieved. However, the process can be grieved. For more information regarding the grievance process, consult SCS Policy 4046.

Portfolios NTGS

Q: Will teachers be required to submit the state-approved portfolio for PreK/KK, Fine Arts, World Languages, and Physical Education?

A: Yes. Per the State of Tennessee, state board policy and education statutes, we will proceed with the state mandated portfolios. As such, student growth portfolio implementation and all other educator evaluation practices will be maintained unless otherwise dictated by the state of Tennessee legislature.

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

A: Pre-K/Kindergarten, Fine Arts K-12, World Languages (French & Spanish K-12, and HPELW 2nd and 5th grade.

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

A: Yes. If a teacher does not submit a portfolio, the non-submission will result in insubordination as outlined in guidelines provided by the Office of Professional Standards (formerly known as Employee Relations – ER) in addition to not receiving a Level of Effectiveness (LOE) score.

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

A: Exemptions are only granted for reasons listed in Tennessee Department of Education policies. A teacher must submit a request for exemption and support documentation to their content manager. Final approval is granted by the State.

Q: Are time extensions granted for submitting the portfolio?

A: All time extensions are granted and approved by Tennessee Department of Education.

Q: How will the portfolio growth measure impact teachers’ TEM scores?

A: All teachers with a portfolio growth measure must use the portfolio score for the growth component (35%) of the overall TEM Score.

Q: What is the principal’s role in the portfolio collection and submission process?

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

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

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

Q: Who do I contact if I have additional questions?

A: Please contact Employee Performance and Support at eps@scsk12.org for additional support.

Growth & Achievement

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

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

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

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

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

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

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

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

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

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

A: No.

TVAAS: GROWTH MEASURE

The updated Growth Measure Selections for SY21-22 can be found via this link: [**TDOE Growth Measures**](#)

ACHIEVEMENT MEASURE SELECTIONS

The updated Achievement Measure Selections for SY21-22 can be found via this link: [**TDOE Achievement Measures**](#)

TEM OBSERVATION PROCESS GUIDE QUICK REFERENCE

Announced Observation

Pre-Conference

Observer Responsibilities	Educator Responsibilities
<ul style="list-style-type: none"> Schedule pre-conference and announced observation through the electronic evaluation system (PLZ). Scheduling should occur a minimum of three (3) working days prior to the observation. Observer reviews Pre-conference Form submitted by teacher. Pre-conference Form can be finalized at this time or when all elements are awaiting finalization. Conduct pre-conference with teacher 24-hours prior to observation. 	<ul style="list-style-type: none"> Accept pre-conference and observation schedule proposed by administrator. Complete the Pre-conference Form available only after the schedule has been accepted. Submit Pre-conference Form at least 48-hours prior to pre-conference meeting. Attend pre-conference meeting with the observer. (Note: Pre-conference is MANDATORY for all teachers.)

Observation

Observer Responsibilities	Educator Responsibilities
<ul style="list-style-type: none"> Conduct observation and collect evidence using the proper tool within the electronic evaluation system, PLZ. Align the scripted evidence and assign scores for the lesson. View educator self-score and all relevant evidence submitted following the observation. 	<ul style="list-style-type: none"> Complete self-score along with appropriate evidence to support scores. Submit scores to observer within 24 hours of the observed lesson.

Post-Conference

Observer Responsibilities	Educator Responsibilities
<p>Post-conference occurs within five (5) working days following the observation.</p> <p>Before Post Conference:</p> <ul style="list-style-type: none"> Plan for post-conference feedback (Precise Praise, Specific Development Area, and Action Steps). Review educator self- score and all relevant evidence submitted following the observation. <p>During Post Conference:</p> <ul style="list-style-type: none"> Discuss identified areas of strength and areas of improvement with teacher. Discuss next steps for areas of improvement with teacher. Discuss remaining indicator scores with teacher. Share scores with teacher during the post-conference. <p>Concluding the post Conference</p> <ul style="list-style-type: none"> Finalize and Lock all components of the post conference before the teacher leaves the meeting. 	<ul style="list-style-type: none"> Attend scheduled post-conference. Bring any evidence, artifacts, etc. to contribute to the conversation with the evaluator. Acknowledge observer's scores and form at the conclusion of the post-conference. (Note: Acknowledgement does not signify agreement. This is strictly verification that you have seen and examined the form and MUST BE completed at the end of the post conference.)

Unannounced Observation

Observation

Observer Responsibilities	Educator Responsibilities
<ul style="list-style-type: none"> Schedule observation. This should occur a minimum of three (3) days prior to observation. Even though this is unannounced, it should be scheduled within the system to prevent duplicity. Conduct observation and collect evidence using the proper tool within the electronic evaluation system (PLZ). Align the scripted evidence and assign scores for the less. 	<ul style="list-style-type: none"> Complete self-score along with appropriate evidence to support scores. Submit scores to observer within 24 hours of the observed lesson.

Post-Conference

Observer Responsibilities	Educator Responsibilities
<p>Before Post Conference:</p> <ul style="list-style-type: none"> Post-conference occurs within five (5) working days following the observation. Plan for post-conference feedback (Precise Praise, Specific Development Area, and Action Steps). Review educator self- score and all relevant evidence submitted following the observation. <p>During Post Conference:</p> <ul style="list-style-type: none"> Discuss identified areas of strength and areas of improvement with teacher. Discuss next steps for areas of improvement with teacher. Discuss remaining indicator scores with teacher. Share scores with teacher during the post-conference. <p>Concluding the post Conference Finalize and Lock all components of the post conference before the teacher leaves the meeting.</p>	<ul style="list-style-type: none"> Attend scheduled post-conference. Bring any evidence, artifacts, etc. to contribute to the conversation with the evaluator. Acknowledge observer’s scores and form at the conclusion of the post-conference. <p>(Note: acknowledgement does not signify agreement – this is strictly verification that you have seen and examined the form.)</p>

SUGGESTED TIMEFRAME TO CONDUCT TEM OBSERVATIONS

In order to capture as much evidence to support accurate ratings for all seven TEACH indicators, it is **strongly recommended** to document the instructional lesson from the beginning of the class period until its conclusion. Additionally, in order to implement feedback and maximize teacher growth, it is suggested that observers conduct observations at least **10 school days** apart from the date an observation is **finalized**.

USING THE TEM ADDENDA IN NON-TESTED GRADES AND SUBJECT TEACHER OBSERVATIONS

Observers are to utilize the Addenda in **conjunction** with the TEM rubric when observing the following teacher groups:

- Exceptional Children (i.e. Inclusion and Self-Contained)
- Fine Arts (Art and Music)
- HPELW
- Pre-Kindergarten
- Kindergarten
- World Languages

***NOTE:** Teachers and Observers can access the Addenda for each of the groups in the Resources tab in PLZ.

TEM EVALUATION TIMELINE

Key dates for completing the TEM process for the 2021-22 school year are provided below:

***Dates are Tentative based on State calendar**

DATE	TEM TIMELINE/BENCHMARK
May 2021 – July 2021	TEM Certification Training (ADMINISTRATORS ONLY) <ul style="list-style-type: none"> Returning Observer Self-Paced Training
July 2021 – January 2022	TEM Certification Training (ADMINISTRATORS ONLY) <ul style="list-style-type: none"> TEM New Observer Certification Live Trainings
September 2021	TEM evaluation tracks available in PLZ <ul style="list-style-type: none"> Principals verify teachers on their roster in the online evaluation tool Observers are assigned all appropriate personnel to observe Observations may begin during this time Teachers may begin entering Professionalism artifacts/data
TBD	Informal Observations available
September/October 2021 (Subject to State)	Portfolio Teacher access Portfolium accounts
September/October 2021 (Subject to State)	Growth & Achievement window opens in PLZ
October 15, 2021	100% of total Growth & Achievement selections completed in PLZ
December	Fall Student Perception Survey administered
December 20	OBSERVATION BENCHMARK (100%) 100% of ANNOUNCED #1 observations for school completed
January 15	Portfolio Benchmark "A" due date <ul style="list-style-type: none"> Pre-Kindergarten Benchmark (Point A) due Kindergarten Benchmark (Point A) due Fine Arts Benchmark (Point A) due World Language Benchmark (Point A) due HPELW Benchmark (Point A) due

TEM EVALUATION TIMELINE cont.

DATE	TEM TIMELINE/BENCHMARK
January 29	OBSERVATION BENCHMARK - TEAM TEAM (Administrator) Observation #1 completed in PLZ
February 5	OBSERVATION BENCHMARK - ILD ILD Observation #1 completed in PLZ
March 5	ALL Portfolio Exemption Request Form Due to Content Manager
March 11	OBSERVATION BENCHMARK (60%) 60% of TOTAL OBSERVATIONS for school completed
March	Spring Student Perception Survey administered
March 19	ALL Portfolio Exemption Request Form Due to District Lead
April 23	100% Professionalism artifacts and self-scores completed in PLZ (Teachers)
April 29	OBSERVATION BENCHMARK (100%) 100% of TOTAL OBSERVATIONS for school completed
May 1	Portfolio Benchmark "B" due date <ul style="list-style-type: none"> • Pre-Kindergarten Benchmark (Point B) due • Kindergarten Benchmark (Point B) due • Fine Arts Benchmark (Point B) due • World Language Benchmark (Point B) due • HPELW Benchmark (Point B) due 100% of portfolio uploads complete in the Portfolium platform
May 2	100% of Portfolio uploads FINALIZED in the Portfolium platform
May 15	100% End of Year (EOY) Conferences completed (schools) 100% Professionalism conferences completed
May 30	OBSERVATION BENCHMARK - TEAM TEAM (Administrator) Observation #2 completed in PLZ
June 15	OBSERVATION BENCHMARK - ILD ILD Observation #2 completed in PLZ

***NOTE:** [All TEM](#) evaluations are state law and can only be changed by the State of TN. If any new guidance is received, EPS will share via email and District Communications

TEM OBSERVATION PROTOCOL

Step Guide for **Managing Teacher Refusal** to Acknowledge in PLZ

Steps	Action/Attempt
<p>Step One</p>	<p><u>Teacher Sign-Off</u> Ensure the teacher acknowledges and signs off confirming a face-to-face post conference has been conducted.</p> <p>If the educator does not acknowledge the scores during or day of the post conference, the evaluator should provide a reminder to the educator via email and in the comments section of the observation form stating:</p> <p>“Please remember to acknowledge your observation form. Acknowledging does not mean you agree, but that you have received the evidence and scores.” [Attempt 1]</p>
<p>Step Two</p>	<p>The evaluator should have a conference with the educator to</p> <ul style="list-style-type: none"> • determine the reason(s) for refusing to acknowledge • remind the educator that acknowledgement does not necessarily mean agreement, but merely documents that the teacher has reviewed the scores • share with the educator that refusing to acknowledge or accept critical feedback could be reflected on his/her Professionalism rubric: <ul style="list-style-type: none"> - Professional Growth & Learning <ul style="list-style-type: none"> a. Reflects on feedback from observations to improve identified areas of need and demonstrate evidence of implementation. - School and Community Involvement <ul style="list-style-type: none"> a. Adheres to school and district personnel policies with no noted violation [Attempt 2]
<p>Step Three</p>	<p>If the educator has not acknowledged the observation in PLZ within 3 days, the observer should write a statement of refusal and reasoning for this decision in the ‘Comment’ section at the bottom of the form of PLZ. Observers should enter a statement regarding refusal. A sample is provided below. Administrators may copy and paste this statement:</p> <p><i>Observer has asked educator to acknowledge this observation. Observer has reminded educator that acknowledging scores does not denote agreement with the scores, but that the scores and evidence have been received. Also, the educator has been informed that refusing to acknowledge could be documented on the educator’s Professionalism rubric. Educator has refused to acknowledge. Observer will finalize this observation form without acknowledgement.</i></p> <p>If teacher still does not sign-off, the evaluator should Confirm & Lock the container.</p>
<p>Step Four</p>	<p>Email your Instructional Leadership Director (ILD) and EPS (eps@scsk12.org) regarding the refusal and include the educator’s name and the name of the form in which the refusal documentation is captured.</p> <p>(Example: John Doe refused to acknowledge the Gen Ed Unannounced #2 observation. Documentation is included in the form’s comment section.)</p>

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

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

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

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

1. Incomplete: Failure to submit a portfolio will result in the teacher receiving an Incomplete. A portfolio will be assigned an Incomplete if any of the four collections are not completed and submitted by the deadline. **As a reminder, an Incomplete (I) does not generate a level of overall effectiveness (LOE) score.**
2. Referral to Office of Professional Standards (OPS); and
3. Have a "refusal to submit document for reflection" noted in the educator's Professionalism score

PROCESS

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

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

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

Portfolio Submission: The portfolio will be submitted using an online system. Different types of evidence can be uploaded (e.g. video, audio, and paper artifacts).

The deadline for submission and all benchmark dates will be communicated to all NTGS teachers at the beginning of the school year via Teacher Weekly & Leader Board.

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

PORTFOLIO EXEMPTION GUIDE

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

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

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

PORTFOLIO EXEMPTION PROCESS

Please contact Shelby County Schools Portfolio Lead: Sylvia Sullivan (sullivanf@scsk12.org)

NTGS Content Rubrics: <https://team-tn.org/non-tested-grades-subjects/portfolio-resources/>

AUDITS

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

FREQUENTLY ASKED QUESTIONS

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

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

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

A: Yes. If a teacher does not submit a portfolio, the non-submission will result in insubordination as outlined in guidelines provided by the Office of Employee Relations in addition to not receiving a Level of Effectiveness (LOE) score.

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

A: Exemptions are only granted for reasons listed in Tennessee Department of Education policies. A teacher must submit a request for exemption and support documentation.

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

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

Q: Are time extensions granted for submitting the portfolio?

A: All time extensions are granted and approved by Tennessee Department of Education.

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

A: All teachers with a portfolio growth measure must use the portfolio score for the growth component **(35%)** of the overall TEM Score.

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

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

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

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

State / District Policies

Below are links to Policies regarding evaluations:

- **Tennessee State [Policy 5.201](#): Educator Evaluations**
- **SCS District [Policy 4020](#): Teacher Evaluations**
(includes Teacher Grievance Protocol)
- **SCS District [Policy 4041](#): Video Capture of Professional Practices**