TEACHERS AND LEADER DEVELOPMENT SYSTEMS
SESSION ONE: TENNESSEE

4:20-6:00

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Presenting Experts:

Sara Heyburn, Tennessee Department of Education

Emily Barton, Tennessee Department of Education

Key Discussants:

Kaya Henderson, District of Columbia Public Schools

Dwight Jones, Clark County School District (NV)

Tim Daly, The New Teacher Project

Facilitated by:

Brad Jupp, U.S. Department of Education

Changes, Challenges, Continuous Improvement

Tennessee Department of Education
Sara Heyburn, Policy Advisor
Emily Barton, Interim Director of Evaluation
September 29, 2011

Major Goals

TN's goals are bold and reflect our ongoing work:

- Increased rates of proficiency on state and national assessments

- Decreased achievement gaps

- Improved teacher effectiveness

- Increased graduation rates

- Higher rates of college enrollment and success

THIS IS NOT A PILOT PROJECT.

It is a comprehensive roadmap for transformational reform for the entire state.

Teacher and Leader Development

Preparation, Pipeline, Pathways

Evaluation, Feedback, Student Outcomes

DATA

Ongoing Support, Development, Retention

Recruitment, Compensation, Tenure

Teacher and Leader Development

What changes have we made?

- Statutes/Laws
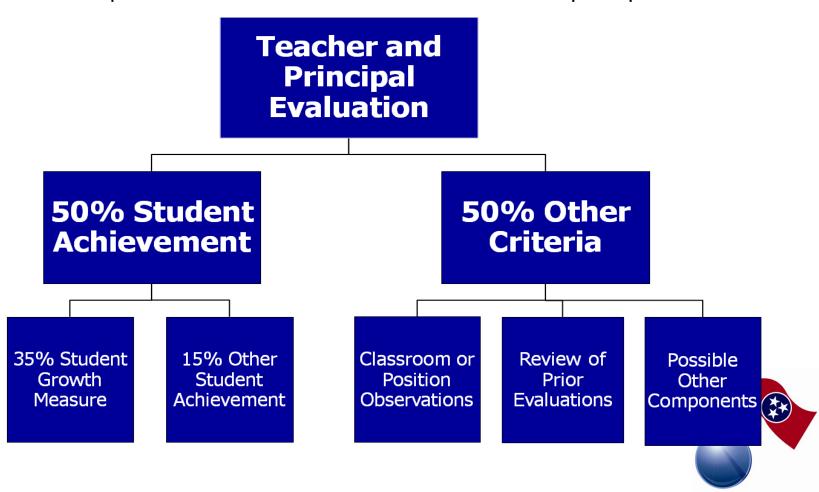 - Teacher and principal evaluation (2010)
  - Teacher tenure (2011)

- Policies
  - Teacher and principal evaluation (2011)
  - Learning Centered Leadership (2008, '11)
  - Expanding data systems (2011)

First to the Top Law
Evaluation Requirements

Requires annual evaluation of all teachers and principals.

Teacher and Principal Evaluation

50% Student Achievement

50% Other Criteria

35% Student Growth Measure

15% Other Student Achievement

Classroom or Position Observations

Review of Prior Evaluations

Possible Other Components

Evaluation Policy:
What key choices and why?

- **Strong state model**
    - Lots of small, rural districts
    - Permits high-quality support and analysis
    - Comparability between districts
- **Option for LEAs to develop alternate models**
    - Must meet statute and policy requirements
    - LEAs bear cost for training and implementation
    - Goal is relative comparability of models while encouraging thoughtful innovation of design

Implementation and Support

- ## State-provided training and year one support
  - Inter-rater reliability and certification
  - Professional Development – portal, state networks

- ## Data monitoring and analysis
  - On-line management tool will allow ongoing analysis of evaluation data (school, district, and state levels)
  - Piloting growth options for non-tested educators

- ## Research and refinement over time
  - TN CRED - annual surveys and focus groups; regular reports to TDOE

Organizing Around the Work

- Timeline for development and implementation

- Internal capacity and staffing

- Inter-agency partnerships

- External partners and support

- Context and climate

Partners and Support

- **State and Federal Agencies –** Governor's Office, TDOE, THEC, SBE, Legislators, USED

- **Teacher Evaluation Advisory Committee** (TEAC) – policy guidelines and criteria recommendations

- **SCORE** – State Collaborative on Education Reform; civic capital and support

- **FTTT Advisory Council** – broad support and guidance for the goals and work

- **TEA** – Tennessee Education Association

- **Consultants and Providers** - (i.e. TEAC facilitation, training, communication/web presence)

9/30/2011

Teacher and Leader Development

What lies ahead?

- Fidelity of implementation and on-going support

- Monitor results – successes and challenges

- Additional study of polices and goals

- Continuous improvement