

## TEM Pacing Guide

### 1. Is the TEM Observation of Practice rubric changing?

No, there have been no changes in the indicators or descriptors of the TEM Gen Ed rubric.

### 2. What is the observation pacing guide?

The observation pacing guide will allow for deeper focus on a few key indicators at a time, leading to observation and feedback on all the competencies by the end of the year. The purpose of this pacing is to start the year focusing where teacher needs and support are greatest—in terms of where we can best help teachers begin to make the CCR shifts (e.g., standards-aligned planning) leading to higher levels of learning. As we move on in the school year and in the development to four practice—as teachers, coaches, and leaders—we'll move to other indicators and more challenging practice for students and staff. To be clear, reducing the number of indicators that an individual teacher (based on his/her track) will be rated on at a given time is not about shifting away from our ambitious vision for effective teaching or any of the important indicators like checking for understanding or building higher-order thinking. Rather, the system at pacing through the TEM rubric is about being more deliberate about building teacher capacity to be successful in each area toward ensuring rigorous, CCR-aligned instruction and tasks on the table. Our goal is to afford teachers more time to reflect on and improve their practice and observers more time to focus on meaningful, actionable feedback and next steps to support teacher growth.

### 3. How did you determine the indicators on the pacing guide?

We started our planning with two things in mind – all teachers must be rated on all seven indicators and which indicators do we need to start the year with to lay the foundation for effective instruction. With these two objectives in mind, we decided to start the school year with our focus on planning, lesson objectives, complex text, systems and routines. Given these areas of focus, we selected TEACH 1, 2, 3, 4, and 7 as the first indicators of focus for the first observation.

## TEM Observation Process

### 1. Who conducts formal observations?

TEM certified observers conduct formal observations. This group consists of principals, vice principals, assistant principals, PLC Coaches, content specialists, District coaches, specialty teachers, and any other personnel designated to be TEM certified by the District.

### 2. When do observations open this year?

Informal classroom observations have been occurring since the first day of school. Formal observations will begin late September/early October.

### 3. Why is the pre-conference mandatory for new hires and teachers with Initial Coaching Conversations (ICCs)?

The pre-conference is an opportunity for the evaluator to coach the teacher into improved practices to increase student learning. For this reason, to better support those new to the District and teachers who have demonstrated a need for additional support, the evaluator will meet with said personnel prior to the announced observation.

### 4. Once a score is given at the end of the post conference, if I am not in agreement do I have to acknowledge the scores?

Yes. Acknowledgement of observation scores does not mean you agree with scores, but that you have received the observation evidence and scores.

### 5. If I do not agree with the scores I receive for my observation, what are my next steps?

Please refer to SCS Policy 5.201 for the local level grievance procedure.

### 6. Who do I contact if I have additional questions?

The HR Help Desk is available for any additional questions. It can be accessed here: [http://www.scsk12.org/hr/plz\\_helpdesk/](http://www.scsk12.org/hr/plz_helpdesk/).



# The Teacher Effectiveness Measure (TEM) FAQs | 2016-17

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 a common vision of effective practice and that all educators receive honest feedback about how their practice aligns to that vision so as to support continuous improvement and ultimately, high quality instruction for all students. It consists of multiple measures to develop a holistic picture of instructional practice. Depending on the teaching assignment, the multiple measures may include: student growth, student achievement, professionalism, student perceptions' survey data, and observation of practice data.

## Formal Observations

**The Tennessee Department of Education has not yet released TVAAS and/or TEM scores for the 2015-16 school year. The District is loading evaluation tracks and observations based on currently available data and will update information as appropriate.**

### 1. TVAAS and TEM scores are not available, how will my evaluation track assignment be determined?

Due to the delay in 2015-16 TVAAS data (that informs that overall TEM score), some TEM educators will be placed on a Global Evaluation track to initially include one announced observation. This will prevent a delay in the formal observation and feedback process.

When the Tennessee Department of Education releases TVAAS data and overall TEM scores, observations will be added as appropriate (based on the overall TEM).

Teachers with no prior evaluation data in the state of Tennessee will be placed on the General Education New Hire track (1 announced, 3 unannounced observations).

### 2. Will all teachers be assigned an evaluation track?

In an effort to support timely observations and feedback, some teachers have already been assigned an evaluation track. Unfortunately, there is a subset of educators for whom current data are insufficient to accurately assign a track at this time. For these educators, tracks will be updated as data become available.

Raters are encouraged to start observations for educators whom tracks are already provided.

### 3. When should formal observations begin?

As always, our priority is that educators are provided frequent and high quality feedback, with opportunities for meaningful practice and improvement between observations. This requires careful planning to ensure that all observations are completed by Thursday, April 13, 2017. As a result, we strongly encourage raters to use the following milestones to guide your planning:

- Start observations Monday, September 26, 2016
- Complete at least 60% by Friday, February 10, 2017
- Complete at least 40% by Friday, December 16, 2016
- Complete 100% by Thursday, April 13, 2017

**4. Is there an option to start observations after all the data are back?**

Because there is a delay in official data from Tennessee Department of Education, we have restructured data tracks to ensure observations move forward to ensure educators receive feedback and instruction. Therefore, when TEM data returns, scores will not impact the number of observations performed. Observations will not be added or removed.

**5. What if I believe there is a discrepancy in the number of observations for an educator?**

Administrators can report discrepancies via the Help Desk. The Help Desk can be accessed here:  
[http://www.scsk12.org/hr/plz\\_helpdesk/](http://www.scsk12.org/hr/plz_helpdesk/).

## Instructional Coaching Conversation (ICC) and Personal Learning Plan (PLP)

**1. What is an Instructional Coaching Conversation (ICC)?**

The Instructional Coaching Conversation (ICC) is a targeted conversation with specific TEM educators to discuss what supports the educator will receive this year to improve instructional practice and student outcomes. An ICC can be placed on the educator's evaluation for any TEM component with a score or level <3. This conversation should take place before observations start for the current school year. If you have an ICC and believe there is a discrepancy, please request that your principal contact the Help Desk at [http://www.scsk12.org/hr/plz\\_helpdesk/](http://www.scsk12.org/hr/plz_helpdesk/).

**2. What criteria will be used to determine who receives an ICC for the 2016-17 school year?**

In previous years, the overall TEM score and Individual TVAAS were primary indicators for ICCs. Principals had the discretion to add ICCs for a teacher with any TEM component less than "meeting expectations." Due to the delay in state testing, overall TEM scores and Individual TVAAS data are not yet available. For the 2016-17 school year, any teacher who meets the following criteria will have an ICC on the evaluation track:

- NTGS Portfolio <3
- Observation of Practice <3
- Observation of Practice and Tripod <3
- Observation of Practice, Tripod, and Professionalism <3

**3. Is there any other reason a teacher could have an ICC?**

Principals may also add an ICC for individual TEM components that are <3. For example, a teacher with an Observation Score of 4, Professionalism Score of 4 and Tripod Level of 2 can be placed an ICC for Tripod (principal's discretion).

**4. How is an Instructional Coaching Conversation (ICC) different from a Professional Learning Plan (PLP)?**

The Instructional Coaching Conversation (ICC) is intended to happen before observations start for the current school year, but can be placed on a teacher's track for any of the five TEM components. The Professional Learning Plan is only initiated after an individual observation has been completed and two or more indicators are scored <3.

## Addenda and Alternate Rubrics

**1. What is an Addendum?**

An addendum is used, for specific staff, along with the General Education rubric when observing a classroom lesson. Each addendum highlights the teacher actions/student outcomes an observer may encounter in the specified classroom. TEM observers are expected to use the appropriate, content-specific addendum alongside the General Education Rubric when observing and scoring a classroom observation.

**The following content areas have an addendum:**

- a. English as a Second Language (ESL)
- b. Early Childhood (Pre K -2nd grade)
- c. Fine Arts
- d. World Languages
- e. Physical Education (PE)
- f. Special Education (SPED)

**2. The Addenda look different this year, why?**

We believe the focus of an observation should be on teacher actions and student outcomes because that interaction is where learning occurs. To this end, for the 2016-17 school year, all addenda were revised to highlight the expected teacher actions and student outcomes, as well as professional standards/best practices, for each of the TEM indicators for specific content areas.

**3. I'm a General Education teacher who teaches inclusion classes with special education and EL students. Will my observer use the ESL and/or SPED Inclusion addenda when observing my classroom?**

The observer will use the TEM Gen Ed rubric when observing your classroom. The addenda may be used for guidance in determining how the teacher and students should be interacting in a given lesson.

**4. Which classes are observed using the Early Childhood addendum?**

Teachers who teach Pre-Kindergarten up to 2nd Grade should be observed using both the Early Childhood Addendum along with the General Education Rubric.

**5. If I teach one of the content areas that has an addendum, can the observer use the addendum instead of the General Education Rubric?**

No. They are to use both the General Education Rubric and the Addendum together when observing content areas that have a designated addendum.

**6. What addenda are available for Special Education Teachers?**

- a. Self-Contained Teacher Addendum
- b. Inclusion Teacher Addendum
- c. Vision Teacher Addendum
- d. Speech Teacher Addendum
- e. Hearing Teacher Addendum

**7. Which positions are observed using an Alternate Rubric?**

- a. Library Media Specialists
- b. Homebound Teachers
- c. Instructional Coaches
- d. Student Services
- e. Professional School Counselors

**8. I am a PLC Coach and I noticed there are two Instructional Coach rubrics. Which rubric will be used to observe my practices?**

PLC and other school-based, instructional coaches will continue to use the Instructional Coaches Rubric used in 2015-16. District Level (Math and ELA) Instructional Coaches and PAR will use the District-Level Instructional Coaches Rubric.

**9. I am a Professional School Counselor. What was the rationale revising the Professional School Counselors' rubric?**

The Professional School Counselors' rubric was revised to more clearly define the essential knowledge, skills and best school counseling practices. Additionally, the rubric now provides examples of evidence that may be submitted along with explanations of key terms and phrases for each Standard.

**10. I noticed there is a new Homebound Teacher rubric, why?**

In the past, General Education Homebound Teachers were evaluated using the TEM Student Services Rubric. While the indicators from that rubric were applicable for educators in case management and other student support roles, it did not align with the roles and performance expectations for Homebound Teachers. The new rubric now aligns to the roles and responsibilities of a