

**Department of State
Division of Publications**

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For Department of State Use Only

Sequence Number: 02-13-11
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File Date: 02/18/2011
Effective Date: 07/29/2011

Proposed Rule(s) Filing Form

Proposed rules are submitted pursuant to T.C.A. §4-5-202, 4-5-207 in lieu of a rulemaking hearing. It is the intent of the Agency to promulgate these rules without a rulemaking hearing unless a petition requesting such hearing is filed within sixty (60) days of the first day of the month subsequent to the filing of the proposed rule with the Secretary of State. To be effective, the petition must be filed with the Agency and be signed by twenty-five (25) persons who will be affected by the amendments, or submitted by a municipality which will be affected by the amendments, or an association of twenty-five (25) or more members, or any standing committee of the General Assembly. The agency shall forward such petition to the Secretary of State.

Agency/Board/Commission:	State Board of Education
Division:	
Contact Person:	Rich Haglund
Address:	9 th Floor, 710 James Robertson Pkwy, Nashville, Tennessee
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Revision Type (check all that apply):

- Amendment
 New
 Repeal

Rule(s) Revised (ALL chapters and rules contained in filing must be listed here. If needed, copy and paste additional tables to accommodate multiple chapters. Please enter only ONE Rule Number/Rule Title per row)

Chapter Number	Chapter Title
0520-02-01	Evaluations
Rule Number	Rule Title
0520-02-01-.01	General Requirements for Evaluations
0520-02-01-.02	Procedures for Approval and Monitoring of Local Evaluations
0520-02-01-.03	Evaluation of Third Year Apprentice Educators

Chapter Number	Chapter Title
Rule Number	Rule Title

Rule 0520-02-01-.01 General Requirements for Evaluations is amended by deleting the present language in its entirety and replacing it with the following:

General Requirements for Evaluations.

- (1) The Department of Education shall adopt a model plan for teacher evaluation developed in accordance with these rules and the guidelines and criteria adopted by the State Board of Education.
- (2) Local boards of education shall use either the model plan for teacher evaluation or evaluation models that have been adopted by the local board of education and approved by the State Board of Education.
 - a. Prior to review by the State Board of Education, locally adopted evaluation models must:
 - i. Be reviewed by the Commissioner of the Department of Education for compliance with the guidelines and criteria adopted by the State Board of Education, and;
 - ii. Following conditional approval by the commissioner, have been implemented for a one (1) year pilot in a Tennessee LEA.
 - b. Following the pilot year, evaluation models shall be reviewed by the Commissioner and submitted to the State Board of Education for final approval.
 - c. Evaluation models approved by the State Board of Education may, with local board approval, be used in any LEA.
- (3) Annual evaluation shall be made of all educators in the state.
- (4) Local boards of education shall develop a local-level evaluation grievance procedure that complies with the State Board of Education's Teacher Evaluation Policy. This procedure shall provide a means for evaluated teachers and principals to challenge only the accuracy of the data used in the evaluation and the adherence to the evaluation policies adopted by the State Board of Education.

Authority: T.C.A. §§ 49-1-301; 49-5-5205; 49-1-201.

Rule 0520-02-01-.02 Local Evaluations is amended by deleting the present language in its entirety and replacing it with the following:

Procedures for Approval and Monitoring of Local Evaluations

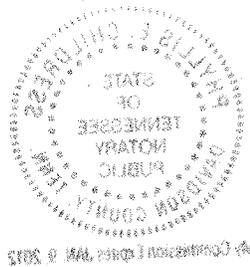
- (1) Prior to the beginning of the 2011-2012 school year, each LEA shall submit the evaluation system that has been approved by the local board of education to the Commissioner of Education.
- (2) The Commissioner of Education shall verify that each LEA's evaluation system complies with the State Board approved guidelines and criteria no later than September 1 of each year. Changes made in a locally developed evaluation system shall be submitted to the Commissioner of Education by July 1 prior to the proposed implementation year.
 - a. By May 15 annually, LEAs' evaluation plans and recommendations of all apprentice teachers who are in their final apprentice year shall be submitted for state review and approval.
 - b. Evaluation deadlines for first and second year apprentice teachers and professionally licensed teachers may be determined by the local school system, but must occur no later than May 15.
- (3) The Department of Education shall collect data from each LEA on approved teacher evaluation models and shall make an annual report to the State Board of Education. Such data shall include but not be limited to the following: the evaluation model being implemented, the relationship between the principal's

rating and student achievement, the percentage of licensed staff trained as evaluators, the percentage of licensed staff grieving the evaluation, and the distribution of teachers by effectiveness group.

- (4) Training of Evaluators. Anyone conducting an evaluation and/or observation must complete a training process approved by the Department of Education. The approved training process must be conducted by a trainer certified by the Department of Education. Local boards of education that choose an alternative evaluation plan shall present their training plans to the Department of Education by August 15 of each year.

Authority: T.C.A. §§ 49-1-301; 49-5-5205; 49-1-201.

Rule 0520-02-01-.03 Evaluation of Third Year Apprentice Educators is repealed.



* If a roll-call vote was necessary, the vote by the Agency on these rules was as follows:

Board Member	Aye	No	Abstain	Absent	Signature (if required)
Jim Ayers	X				
Flavius Barker				X	
Vernita Justice	X				
Carolyn Pearre	X				
Richard Ray	X				
Jean Anne Rogers	X				
Fielding Rolston	X				
Theresa Sloyan	X				
Chip Woods	X				
Melvin Wright	X				

I certify that this is an accurate and complete copy of proposed rules, lawfully promulgated and adopted by the State Board of Education on 01/28/2011, and is in compliance with the provisions of TCA 4-5-222. The Secretary of State is hereby instructed that, in the absence of a petition for proposed rules being filed under the conditions set out herein and in the locations described, he is to treat the proposed rules as being placed on file in his office as rules at the expiration of sixty (60) days of the first day of the month subsequent to the filing of the proposed rule with the Secretary of State.

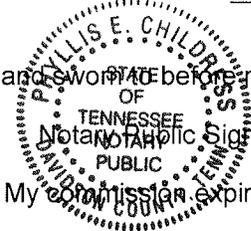
Date: 2-8-11

Signature: Gary L. Nixon

Name of Officer: Gary L. Nixon

Title of Officer: Executive Director

Subscribed and sworn to before me on: 2/8/11



Notary Public Signature: Phyllis E. Childress

My commission expires on: _____

All proposed rules provided for herein have been examined by the Attorney General and Reporter of the State of Tennessee and are approved as to legality pursuant to the provisions of the Administrative Procedures Act, Tennessee Code Annotated, Title 4, Chapter 5.

Robert E. Cooper, Jr.
 Robert E. Cooper, Jr.
 Attorney General and Reporter
2-15-10
 Date

Department of State Use Only

Filed with the Department of State on: 2/8/11

Effective on: 2/8/11

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Regulatory Flexibility Addendum

Pursuant to § T.C.A. 4-5-401 through 4-5-404, prior to initiating the rule making process as described in T.C.A. § 4-5-202(a)(3) and T.C.A. § 4-5-202(a), all agencies shall conduct a review of whether a proposed rule or rule affects small businesses.

(If applicable, insert Regulatory Flexibility Addendum here)

Impact on Local Governments

Pursuant to T.C.A. 4-5-220 and 4-5-228 “any rule proposed to be promulgated shall state in a simple declarative sentence, without additional comments on the merits of the policy of the rules or regulation, whether the rule or regulation may have a projected impact on local governments.” (See Public Chapter Number 1070 (<http://state.tn.us/sos/acts/106/pub/pc1070.pdf>) of the 2010 Session of the General Assembly)

This rule will not have any impact on local governments.

Additional Information Required by Joint Government Operations Committee

All agencies, upon filing a rule, must also submit the following pursuant to TCA 4-5-226(i)(1).

- (A)** A brief summary of the rule and a description of all relevant changes in previous regulations effectuated by such rule;

This item proposes rule changes needed to implement the criteria and guidelines recommended by the Teacher Evaluation Advisory Committee (TEAC).

The amendments incorporate changes required by the First to the Top Act, by incorporating the guidelines and criteria for teacher evaluation to be adopted by the State Board following recommendation of the statutorily created Teacher Evaluation Advisory Committee (TEAC). The rules allows local education agencies (LEAs) to adopt the model plan in that policy or a different plan approved by the State Board following a pilot implementation in at least one Tennessee LEA. The rules follow the statute requiring a local level grievance procedure regarding accuracy of the data used and compliance with the evaluation procedures. And the rules outline monitoring of evaluation plans, implementation, and training to be provided by the Department of Education.

- (B)** A citation to and brief description of any federal law or regulation or any state law or regulation mandating promulgation of such rule or establishing guidelines relevant thereto;

The First to the Top Act (2010 PC 2, codified in Tenn. Code Ann. § 49-1-301(d)) calls for teachers and principals to be evaluated annually. The legislation established a Teacher Evaluation Advisory Council (TEAC) and charged it with the responsibility to develop and recommend to the criteria and guidelines for teacher and principal evaluations for the Board to consider. The legislation also charged the TEAC to recommend to the Board a grievance procedure for LEAs to implement regarding the accuracy of the data and the fidelity to the process used to evaluate teachers and principals.

- (C)** Identification of persons, organizations, corporations or governmental entities most directly affected by this rule, and whether those persons, organizations, corporations or governmental entities urge adoption or rejection of this rule;

Teachers, local education agencies.

- (D)** Identification of any opinions of the attorney general and reporter or any judicial ruling that directly relates to the rule;

- (E)** An estimate of the probable increase or decrease in state and local government revenues and expenditures, if any, resulting from the promulgation of this rule, and assumptions and reasoning upon which the estimate is based. An agency shall not state that the fiscal impact is minimal if the fiscal impact is more than two percent (2%) of the agency's annual budget or five hundred thousand dollars (\$500,000), whichever is less;

Minimal

- (F)** Identification of the appropriate agency representative or representatives, possessing substantial knowledge and understanding of the rule;

Gary Nixon, State Board of Education

- (G) Identification of the appropriate agency representative or representatives who will explain the rule at a scheduled meeting of the committees;

Gary Nixon
Rich Haglund

- (H) Office address, telephone number, and email address of the agency representative or representatives who will explain the rule at a scheduled meeting of the committees; and

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- (I) Any additional information relevant to the rule proposed for continuation that the committee requests.

Redline

**RULES
OF
THE STATE BOARD OF EDUCATION**

**CHAPTER 0520-02-01
EVALUATIONS**

TABLE OF CONTENTS

0520-02-01-.01 General Requirements for Evaluations	0520-02-01-.034
0520-02-01-.02 Local Evaluations	Through
0520-2-1-.03 — Evaluation of Third Year Apprentice Educators	0520-02-01-.14 Repealed

0520-2-1-.01 GENERAL REQUIREMENTS FOR EVALUATIONS.

- (1) The Department of Education shall adopt a model plan for teacher evaluation developed in accordance with these rules and the guidelines and criteria adopted by the State Board of Education.
- (2) Local boards of education shall use either the model plan for teacher evaluation or evaluation models that have been adopted by the local board of education and approved by the State Board of Education.
 - a. Prior to review by the State Board of Education, locally adopted evaluation models must:
 - i. Be reviewed by the Commissioner of the Department of Education for compliance with the guidelines and criteria adopted by the State Board of Education, and;
 - ii. Following conditional approval by the commissioner, have been implemented for a one (1) year pilot in a Tennessee LEA.
 - b. Following the pilot year, evaluation models shall be reviewed by the Commissioner and submitted to the State Board of Education for final approval.
 - c. Evaluation models approved by the State Board of Education may, with local board approval, be used in any LEA.
- (3) Annual evaluation shall be made of all educators in the state.
- (4) Local boards of education shall develop a local-level evaluation grievance procedure that complies with the State Board of Education's Teacher Evaluation Policy. This procedure shall provide a means for evaluated teachers and principals to challenge only the accuracy of the data used in the evaluation and the adherence to the evaluation policies adopted by the State Board of Education.
 - ~~(1) Local boards of education shall develop evaluative procedures for all professional school personnel. The evaluative procedures shall be designed for the purpose of improving the instructional program. Local boards of education may use state evaluation procedures adopted by the State Board of Education.~~
 - ~~(2) Annual evaluation shall be made of educators who have not gained tenure and a professional license.~~
 - ~~(3) Professionally licensed educators will be evaluated at least twice during the life of the license.~~

(Rule 0520-2-1-.02, continued)

Authority: T.C.A. §§ ~~49-1-201, 49-1-301, 49-5-5101-5205 et seq.~~ **Administrative History:** Original rule certified June 10, 1974. Repeal and new rule filed July 17, 1981; effective October 28, 1981. Amendment filed March 7, 1983; effective June 15, 1983. Amendment filed September 30, 1986; effective November 14, 1986. Amendment filed October 18, 1989; effective January 29, 1989. Amendment filed November 18, 1988; effective February 28, 1989. Amendment filed October 31, 1989; effective January 29, 1990. Repeal and new rule filed March 16, 1992; effective June 29, 1992. Amendment filed April 27, 1998; effective August 28, 1998. Amendment filed May 28, 1999; effective September 28, 1999.

(Rule 0520-2-1-.02, continued)

0520-02-01-.02 LOCAL PROCEDURES FOR APPROVAL AND MONITORING OF LOCAL EVALUATIONS.

- (1) Prior to the beginning of the 2011-2012 school year, each LEA shall submit the evaluation system that has been approved by the local board of education to the Commissioner of Education.
- (2) The Commissioner of Education shall verify that each LEA's evaluation system complies with the State Board approved guidelines and criteria no later than September 1 of each year. Changes made in a locally developed evaluation system shall be submitted to the Commissioner of Education by July 1 prior to the proposed implementation year.
- a. By May 15 annually, LEAs' evaluation plans and recommendations of all apprentice teachers who are in their final apprentice year shall be submitted for state review and approval.
- b. Evaluation deadlines for first and second year apprentice teachers and professionally licensed teachers may be determined by the local school system, but must occur no later than May 15.
- (3) The Department of Education shall collect data from each LEA on approved teacher evaluation models and shall make an annual report to the State Board of Education. Such data shall include but not be limited to the following: the evaluation model being implemented, the relationship between the principal's rating and student achievement, the percentage of licensed staff trained as evaluators, the percentage of licensed staff grieving the evaluation, and the distribution of teachers by effectiveness group.
- (1)(4) Training of Evaluators. Anyone conducting an evaluation and/or observation must complete a training process approved by the Department of Education. The approved training process must be conducted by a trainer certified by the Department of Education. Local boards of education that choose an alternative evaluation plan shall present their training plans to the Department of Education by August 15 of each year.

- (1) ~~Local evaluation of teachers. Implementation of an approved evaluation system developed from these guidelines shall meet the requirements for local evaluation of the following groups of teachers: apprentice and professionally licensed.~~
- (a) ~~Content (Domains and Indicators of Performance). The domains and indicators of performance for local evaluation are:~~
1. ~~Planning~~
- (i) ~~Establishes appropriate instructional goals and objectives.~~
- (ii) ~~Plans instruction based upon a knowledge of subject matter, students, the community, and curricular goals.~~
- (iii) ~~Plans instructional opportunities that are adapted to diverse students.~~
2. ~~Teaching Strategies~~
- (i) ~~Demonstrates an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) taught and provides students access to this information through experiences which make the subject matter meaningful.~~

(Rule 0520-2-1-.02, continued)

~~(ii) Demonstrates an understanding of and uses a variety of instructional strategies to encourage students' development of critical and creative thinking, problem-solving, and performance skills.~~

~~(iii) Uses an understanding of both the students and the subject matter to create a learning environment that encourages active engagement in learning, positive intellectual interactions and student ownership of the learning.~~

~~3. Assessment and Evaluation~~

~~(i) Uses appropriate assessment strategies and instruments to obtain information about students and their ongoing progress and uses this information to make instructional decisions. Communicates student status and progress to students, their parents, and appropriate others.~~

~~(ii) Reflects on teaching practice by evaluating continually the effects of instruction.~~

~~(iii) Evaluates student performance and determines the amount of progress.~~

~~4. Learning Environment~~

~~(i) Creates a learning climate that supports the development of student abilities.~~

~~(ii) Manages classroom resources effectively.~~

~~5. Professional Growth~~

~~(i) Collaborates with colleagues and appropriate others.~~

~~(ii) Engages in professional development.~~

~~(iii) Performs professional responsibilities efficiently.~~

~~6. Communication~~

~~(i) Uses appropriate verbal and non-verbal techniques to communicate effectively with students, parents, and appropriate others.~~

~~(ii) Writes clearly and correctly.~~

~~(b) Process. The local school system evaluation process shall incorporate principles used for the state evaluation. Listed below are minimum process elements for teachers.~~

~~1. Local evaluation systems shall use objective, behaviorally-based instrumentation.~~

~~2. Local evaluation systems shall provide for evaluation by the school administrator and/or designee(s). The designee(s) shall be the person(s) responsible for evaluating teachers as defined by the local board of education.~~

~~(i) The principal shall be responsible for the final evaluation decision.~~

~~(ii) All evaluators shall be trained in the evaluation procedures before conducting evaluations.~~

(Rule 0520-2-1-.02, continued)

- ~~3. The local school system shall select or develop instruments and procedures for its use which address the domains and indicators which are referenced in (1)(a) and are related to effective classroom performance.~~
 - ~~4. Local evaluation systems shall use multiple data sources which include but are not limited to:
 - ~~(i) Classroom or position observations and/or review.~~
 - ~~(ii) Review of previous evaluations and an educator self-assessment.~~
 - ~~(iii) Conferences.~~
 - ~~(iv) Examination of professional growth.~~
 - ~~(v) Review of indicators of student progress.~~
 - ~~(vi) Examination of assessment techniques, results, and applications.~~~~
 - ~~5. Classroom observations shall include multiple visits with planning and reflecting information.
 - ~~(i) Planning information shall include the identification of objectives, learning strategies, assessment techniques, and student needs.~~
 - ~~(ii) Reflecting information shall include the educator's assessment of the lesson based on student information, future plans for the class, and any resulting implications regarding the educator's knowledge and skill level.~~
 - ~~(iii) After each observation cycle, which includes the collection of planning and reflecting information, the evaluator shall meet with the teacher being evaluated to discuss the information and provide feedback regarding the domains and indicators of performance. At this time, the teacher being evaluated shall have an opportunity to respond, in writing, to the written evaluation with the responses attached to the evaluation. Evaluations of 1st and 2nd year apprentice teachers require at least three observation cycles. Evaluations of professionally licensed teachers and third year apprentice teachers require at least two observation cycles.~~~~
 - ~~6. Growth Plans. A growth plan will be developed for all teachers. The plan shall be developed collaboratively by the teacher and the immediate supervisor and/or principal. The plan shall include identified area(s) for growth, action plan, and progress reporting procedures.~~
 - ~~7. The local evaluation system shall contain provision for annual evaluation of the system and its implementation, and for making any revisions in the system suggested by the evaluation.~~
- ~~(c) Procedures for approval and monitoring local evaluations:~~
- ~~1. If the local board of education has adopted its own evaluation system, the local school system shall submit for approval to the Commissioner of Education a locally developed evaluation system that has been approved by the local board of education. The local school system should submit the evaluation plan, instrumentation, validation procedures, and training plans. Upon approval, the local school system shall be responsible for fair and objective implementation.~~

(Rule 0520-2-1-.02, continued)

- ~~Changes made in a locally developed evaluation system shall be submitted to the Commissioner of Education by July 1 prior to the proposed implementation year.~~
- ~~2. By March 15 annually, local school system evaluations and recommendations of all apprentice teachers who are in their final apprentice year shall be submitted for state review and approval.~~
 - ~~3. Evaluation deadlines for first and second year apprentice teachers and professionally licensed teachers may be determined by the local school system.~~
- ~~(d) Training of Evaluators. Anyone conducting an evaluation must complete a training process approved by the Department of Education. The approved training process must be conducted by a trainer certified by the Department of Education.~~
- ~~(2) Local evaluation of administrators and supervisors. Implementation of an approved evaluation system developed from these guidelines will meet the requirements for evaluating the following groups of administrators and supervisors: assistant principals, principals, and instructional supervisors (e.g., Title I, career and technical, special education, and general instructional supervisors). Differences between the evaluation of a principal or assistant principal and instructional supervisor are noted in each of the main sections of the guidelines.~~
- ~~(a) Content (Domains of Competence). All principals, assistant principals, and instructional supervisors shall be evaluated using the following domains of competence:~~
- ~~1. Facilitating the development and implementation of a vision of learning.~~
 - ~~2. Advocating and sustaining a school culture conducive to student learning and professional growth.~~
 - ~~3. Managing the organization for an effective learning environment.~~
 - ~~4. Collaborating with families and community members.~~
 - ~~5. Acting with integrity and fairness and in an ethical manner.~~
 - ~~6. Responding to and influencing the larger political and cultural context.~~
- ~~(b) Process. Listed below are minimum process elements which shall be used by local school systems as guidelines in developing local evaluation systems.~~
- ~~1. Local evaluation systems shall provide for evaluation by at least one superordinate (the superintendent or an appropriate designee).~~
 - ~~2. Local evaluation systems shall use objective, behaviorally-based instrumentation.~~
 - ~~3. Local school systems shall select or develop instruments and procedures for their use which address the competencies and indicators referenced in (2)(a). Once these instruments and procedures are selected or developed, the local school systems shall be responsible for their fair and objective implementation.~~
 - ~~4. Local evaluation systems shall use multiple data sources which include but are not limited to:

 - ~~(i) Personal conferences with evaluatee~~
 - ~~(ii) Review of previous local evaluations of evaluatee~~~~

(Rule 0520-2-1-.02, continued)

- ~~(iii) Review of accomplishments or status of job targets based upon documentation~~
 - ~~(iv) Examination of recent inservice and professional development activities undertaken by the evaluatee~~
 - ~~(v) Observation and assessment of on-the-job evaluatee's performance~~
 - ~~(vi) Review of indicators of student progress in areas over which the evaluatee has responsibility~~
 - ~~(vii) Opportunity for subordinate professional staff to express in writing their evaluation of the person being evaluated.~~
- ~~5. The local evaluation system shall include provision for appropriate, objective, and equitable procedures for recommending continued employment and/or professional improvement.~~
- ~~6. Each principal, assistant principal, or instructional supervisor, as part of the evaluation, shall have at least three conferences with the evaluator: an initial conference, a formative conference, and a summative conference.~~
- ~~(i) In the initial conference, the evaluator should discuss with the evaluatee goals and objectives of the school or area supervised, measurable job targets, standards of performance, and previous local evaluation results.~~
 - ~~(ii) The second or formative conference should identify areas of strengths and areas needing improvement based upon documentation provided by the evaluatee. Plans and activities which will help in improvement should be outcomes of this conference.~~
 - ~~(iii) The third or summative conference should address the decisions made regarding further employment and/or professional improvements and should specify the reasons for the decision.~~
- ~~7. The local evaluation system shall contain provision for annual evaluation of the system itself, and for making any revisions in the system suggested by the evaluation.~~
- ~~(c) Procedures for Approval and Monitoring Local Evaluations. If the local board of education has adopted its own evaluation system, the local school system shall submit to the Commissioner of Education a description of its evaluation plan and instruments as specified herein. If the evaluation plan or instruments change, the local school system shall submit a statement regarding the changes by July 1.~~
- ~~(d) Individual Development Plan. Each local school system shall formulate an individual development plan for all administrators and/or supervisors. The individual development plan shall be developed cooperatively by the individual to be evaluated and the immediate supervisor. The plan shall include:~~
- ~~1. Assessed needs.~~
 - ~~2. Plan of action for addressing needs.~~
 - ~~3. Progress reporting procedures.~~
 - ~~4. Monitoring or follow-up activities.~~

(Rule 0520-2-1-.02, continued)

~~(3) Local Evaluation of Special Groups (School Counselors, School Social Workers, School Psychologists, Attendance Supervisors and Consulting Teachers) and Library Media Specialists. Implementation of an approved evaluation system developed from these guidelines will meet the requirements for evaluating special groups and library media specialists.~~

~~(a) Content (Domains of Competence). Educators other than principals, assistant principals, supervisors of instruction, and teachers shall be evaluated using domains of competence established for these groups by the local school system. The domains of competence shall include:~~

- ~~1. Planning~~
- ~~2. Delivery of service~~
- ~~3. Evaluation of programs and personnel~~
- ~~4. Program and resource management~~
- ~~5. Professional leadership~~
- ~~6. Communication skills.~~

~~(b) Process. The local school system evaluation process shall incorporate the same principles as those used for the state evaluation. Listed below are minimum process elements which shall be used by the local school system as guidelines in developing local evaluation systems.~~

- ~~1. Local evaluation systems shall provide for evaluation by at least one superordinate: the superintendent or an appropriate designee.~~
- ~~2. Local evaluation systems shall use objective, behaviorally-based instrumentation. The local school system shall select or develop instruments and procedures for their use which address the competencies and indicators referenced in (3)(a). Once these instruments and procedures are selected or developed, the local school system shall be responsible for their fair and objective implementation.~~
- ~~3. Local evaluation systems shall use multiple data sources which include but are not limited to:
 - ~~(i) Personal conferences with evaluatee~~
 - ~~(ii) Review of previous local evaluation of evaluatee~~
 - ~~(iii) Review of accomplishments or status of job targets based upon documentation~~
 - ~~(iv) Examination of recent inservice and professional development activities undertaken by the evaluatee.~~~~
- ~~4. The local evaluation system shall include provision for appropriate, objective, and equitable procedures for determination of satisfactory performance.~~
- ~~5. Each evaluatee shall have at least three conferences with the evaluator: an initial conference, a formative conference, and a summative conference.~~

(Rule 0520-2-1-.02, continued)

- ~~(i) In an initial conference, the evaluator should discuss with the evaluatee goals and objectives of the school or area supervised, measurable job targets, standards of performance, and previous local evaluation results.~~
- ~~(ii) The second or formative conference should identify areas of strength and areas needing improvement based upon documentation provided by evaluatee. Plans and activities which will help in improvement should be outcomes of this conference.~~
- ~~(iii) The third or summative conference should address the decisions made and should specify the reasons for the decisions.~~
- ~~(c) Procedures for Approval and Monitoring Local Evaluations. If the local board of education has adopted its own evaluation system, the local school system shall submit to the Commissioner of Education a description of its evaluation plan and instruments as specified herein. If the evaluation plan or instruments change, the local school system shall submit a statement regarding the changes by July 1.~~
- ~~(d) Individual Improvement Plan. Each local school system shall develop an individual improvement plan for both career ladder and non-career ladder personnel. The individual improvement plan shall be developed cooperatively by the individual being evaluated and the immediate supervisor and/or principal. The plan shall include:

 - ~~1. Assessed needs~~
 - ~~2. Plan of action for addressing needs~~
 - ~~3. Progress reporting procedures~~
 - ~~4. Monitoring or follow-up activities.~~~~

Authority: T.C.A. §§~~49-1-20~~12, ~~49-1-30~~12, ~~49-5-5003~~, ~~49-5-5004~~, ~~49-5-5101 et seq.~~, ~~49-5-5201 et seq.~~, ~~and 49-5-5205~~. **Administrative History:** Original rule certified June 10, 1974. Amendment filed June 10, 1974; effective July 10, 1974. Repeal and new rule filed July 17, 1981; effective October 28, 1981. Amendment filed September 30, 1986; effective November 14, 1986. Amendment filed September 20, 1987; effective December 22, 1987. Amendment filed January 31, 1991; effective May 1, 1991. Repeal and new rule filed March 16, 1992; effective June 29, 1992. Amendment filed April 27, 1998; effective August 28, 1998. Amendment filed May 28, 1999; effective September 28, 1999. Amendment filed April 28, 2000; effective August 28, 2000. Amendment filed October 31, 2002; effective February 28, 2003. Amendment filed September 6, 2007; effective January 28, 2008.

~~0520-2-1-.03 EVALUATION OF THIRD YEAR APPRENTICE EDUCATORS.~~

- ~~(1) The local school system shall provide for the annual evaluation of all educators holding the apprentice teacher license, the apprentice occupational education license, the apprentice special groups license, or the apprentice out-of-state license. The evaluation shall be conducted using the Framework for Evaluation and Professional Growth or a comparable model approved by the State Board of Education.~~
- ~~(2) The local school system shall complete the evaluation of apprentice license holders who are in the final year of validity of that license and shall report the results of those evaluations to the appropriate State Department of Education District Office no later than March 15.~~
- ~~(3) The evaluations by local education agencies provided for in this section shall be subject to review by the Commissioner of Education.~~

~~**Authority:** T.C.A. §§49-1-302, 49-5-5003, 49-5-5004, 49-5-5101 et seq., and 49-5-5205.~~

~~**Administrative History:** Original rule certified June 10, 1974. Amendment filed June 10, 1974; effective July 10, 1974. Repeal and new rule filed July 17, 1981; effective October 28, 1981. Repeal and new rule filed March 16, 1992; effective June 29, 1992. Amendment filed May 28, 1999; effective September 28, 1999. Amendment filed April 28, 2000; effective August 28, 2000.~~

~~0520-01-.034 THROUGH 0520-2-1-.14 REPEALED.~~

~~**Authority:** T.C.A. §§49-1-302, 49-5-5003, 49-5-5004, and 49-5-5101 et seq. **Administrative History:** Repeal filed May 28, 1999; effective 28, 1999.~~