

**Tool:** TN Framework for Evaluation and Professional Growth Overview  
**Timing:** At the beginning of the school year  
**Purpose:** To orient and inform novice teachers (mentors and other faculty members) of the expectations for teacher performance

### **Highlights of TN Framework for Evaluation and Professional Growth**

- The model presents a set of competencies and indicators as minimum standards for all teachers.
- Performance competencies and indicators are derived from the research on effective teaching. The model is an examination of what students need to know and be able to do, what the teacher has been doing to effect this learning, the degree of student success in achieving those objectives, and the implications for continuing employment and future professional growth.
- The purposes of the model are for:
  - accountability [to assure that evaluation considers effectiveness in the classroom and within the school],
  - professional growth [to provide a focus for professional growth in an area(s) which has the greatest capacity to facilitate improved student performance, and
  - cohesive school structure [to increase and focus the dialogue within schools on the goals(s) of improved services to students].
- **The Beliefs and Underlying Principles of the model are:**
  - Each teacher should possess a repertoire of teaching strategies selected and implemented based on the content, purposes of instruction, and the needs of the students.
  - Effectiveness is assessed in relation to the student, school, and system characteristics; the level of student performance; and the long- and short-term effects of instruction.
  - Multiple sources of data are essential to attain a complete picture of teacher performance.
  - The process accommodates the needs of novice educators as well as the differing needs of experienced educators.
  - The process must be understood by all teachers and evaluators. All teachers should have a complete set of Rubrics for Comprehensive Assessment and Professional Growth. Encourage a discussion of the Background information that is presented for each Performance Standard. Teachers are then better able to see how the standards are seen in classrooms and in schools—what teachers do and say as well as what students do and say in productive teaching and learning experiences.
  - There must be a direct link between evaluation results and planned professional growth.

Use the optional Focused Observation for those experienced, strong educators who would benefit from a more self-directed professional growth opportunity. One or more observations to monitor progress or results could be a part of the plan.