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## **TENNESSEE ASSOCIATION OF NON-PUBLIC ACADEMIC SCHOOLS**

### **TYPES OF MEMBERSHIP**

#### **I. ASSOCIATION APPROVED - CATEGORY IV**

TANAS is listed in T.C.A. 49-50-801. Schools may become an Association Approved School by meeting or exceeding the educational guidelines promulgated by TANAS, by subscribing to the TANAS Statement of Faith, and paying membership dues. Association approval is granted on an annual basis. Association Approved Schools do not hold accredited status and are referred to as a Category IV, Church-Related School.

#### **II. SATELLITE HOME SCHOOLS**

Association Approved, Category IV, Church-Related Schools may offer a Home School Satellite Program as defined by T.C.A. 49-6-3050. Satellite Home Schools are excluded from accreditation status and are prohibited from referring to themselves as such. A Satellite Home School is considered as an integral part of a member school, and thus, subject to that member school's requirements. Church-Related Schools that offer a Home School Satellite program must adhere to the rules and regulations promulgated by TANAS.

#### **III. AGENCY APPROVED - CATEGORY II**

A school may voluntarily apply for agency approval. The school must meet all the rules, regulations, and guidelines promulgated by TANAS, subscribe to the TANAS Statement of Faith and pay all necessary fees. Agency approved schools hold the status of state accreditation and may refer to themselves as such. Said schools are classified as a Category II school.

#### **IV. ASSOCIATE SCHOOL**

A school which is approved or accredited by another association, may also join TANAS for the purpose of services offered such as athletic competition, in-service, student activities and the newsletter. The school must show proof of membership in another association, with said association being recognized in Tennessee State Law or by the Tennessee Department of Education. The applying school must also agree with the TANAS Statement of Faith and pay an annual fee.



**TENNESSEE ASSOCIATION OF NON-PUBLIC ACADEMIC SCHOOLS  
CATEGORY II SCHOOLS  
ACCREDITATION STANDARDS**

**CHAPTER ONE**

**STATEMENT OF PURPOSE**

**I. PHILOSOPHY**

The Tennessee Association of Non-Public Academic Schools, also referred to as TANAS, is an organization chartered for the purpose of serving private Christian education in the state of Tennessee. TANAS operates as a servant and service organization to churches and their school ministries and Christian schools in general in order to further the proclamation of the Word of God and absolute sole authority and Lordship of the Lord Jesus Christ over such churches and Christian schools; and to qualify nursery, pre-school, kindergarten, elementary, and secondary Christian schools and satellite schools as ministries of churches and otherwise in accordance with the standards established in the Bible, the Word of God.

The main objective of TANAS is to insure an atmosphere in which both academic excellence and spiritual growth can flourish.

**II. SERVICES**

TANAS seeks to serve the member schools by offering the following services:

Membership requirements for schools that choose Category IV, Exempted Schools status as defined by T.C.A. 49-50-801.

Accrediting standards for schools desirous of Category II, agency approval status. TANAS is recognized by the State Board of Education as a Private School Accrediting Agency.

Technical assistance to address deficiencies.

TANAS conducts annual in-service meetings for administrators, principals, teachers, and volunteer staff.

Assistance to beginner schools.

Resource Agency and consultant services.

Liaison between member schools and the State Department of Education.

State lobbying voice for private Christian education.

Monitoring of state and federal legislation.

Legal Interpretations offered.

Child Care and Preschool Programs of TANAS member schools are under the jurisdiction of the Department of Education rather than the Department of Human Services. TANAS offers a Personal Safety Curriculum for said schools.

Statewide events and activities *(according to yearly needs of TANAS schools)*

Assistance to Church-Related Schools interested in offering a Home School Satellite Program.

State Wide Testing Service using the Stanford Achievement Test, Tenth Edition.

Referral to accredited asbestos inspectors.

Since TANAS is chartered as a service organization to private Christian schools, each church or other bona-fide church organizations which apply, must be able to agree with the TANAS Statement of Faith, Appendix I.

TANAS is an association wholly committed to the Lordship of Jesus. It is the desire of TANAS to serve the Body of Christ through its legal and support services. Local churches have a unique opportunity to walk in unity with a common vision of educating the children for whom they are responsible.

### **III. CATEGORY II: AGENCY APPROVAL**

The information and application forms contained herein are in relation to Category II: Agency Approval.

Category II Agency Approval certifies that the school has met standards established by TANAS and that such standards have been submitted to and approved by the Tennessee Department of Education. The recognition by the Tennessee Department of Education in no way denotes state control of TANAS or its accredited schools.

The advantages of Category II status over that of Category IV are:

1. The school is recognized as state approved by virtue of the Department of Education approving TANAS' Accreditation Standards.
2. Agency approval facilitates the transfer of students between private and public schools. Students may transfer without loss of credit for completed work.
3. Agency approval facilitates the entrance into colleges and/or universities, especially for students making lower scores on their college entrance exams.
4. Teachers can transfer to another private or public school without the loss of teaching experience.
5. Schools may join TSSAA.
6. Schools, if they so desire, may be eligible for certain federal grants.
7. College students would be eligible to do their student teaching in TANAS accredited schools.
8. Professional credibility would be established. One of the first questions a parent will ask is whether or not the school is accredited.



## CHAPTER 2

### HOW TO APPLY

#### I. DETERMINE INTEREST AND NEED

The board of directors for each school must evaluate that church's interest in accreditation. Although there are some advantages to the Category II status, accreditation and state recognition are not pre-requisites for students graduating from your school to be able to enter a college or university. Some colleges and universities require students, who are applying for admission, to take the GED if they graduated from a non-accredited school.

Said requirement is usually based on a student's ACT or SAT scores.

#### II. REVIEW MATERIAL

The board of directors or their designated representative should review all the requirements for accreditation to determine the present feasibility of said school proceeding with the application and approval process.

#### III. APPLY

##### A. Initial Application

The school may make application by reviewing and then completing the application for Agency Approval. The application will then be reviewed and, if accepted, an on-site evaluation will be arranged.

The Agency Approval Evaluative Team is selected by the TANAS Board of Directors. The team is composed of experienced educators ranging from two to five members, depending on the school's enrollment. The length of the on-site evaluation will range from one to two days, contingent upon the school's enrollment.

Applications will be available on June 1 of each year. Schools must make application by September 30<sup>th</sup>. Applications received after October 1 will be considered for the next school term.

##### B. Length of Accreditation

Schools are initially accredited for a period of two years. At the end of the school's first tenure of accreditation the school may reapply for accreditation, and if approved, will be granted a tenure of four years.

### C. Annual Renewal

Schools that are accredited must maintain their annual membership in TANAS by submitting the Renewal Application within 90 days prior to the expiration date stated on the initial approval certificate.

The annual re-evaluation process will consist of the completion of the application, a re-evaluation visit conducted by the Director of TANAS or an appointed agent, and payment of annual membership dues.

Annual evaluations shall include:

- Compliance with all rules and regulations
- Review of all policies and procedures
- Review of staff's credentials
- Review of physical plant

## IV. TECHNICAL ASSISTANCE

The TANAS office, under the direction of the Executive Director, shall assist approved schools with deficiencies.

A list of professional consultants in Christian Education, finances, curriculum development, facilities, transportation, certification, and school policies relevant to the approval process, shall be maintained in the TANAS office.

Upon the request for assistance, the Executive Director will submit a list of qualified professionals to the school requesting assistance. The school shall make the necessary arrangements and assume the expenses for acquiring assistance from technical personnel.

A report from the school explaining the technical assistance received from such persons shall be submitted to the TANAS office.

## V. NOTIFICATION OF APPROVAL OR DENIAL OF APPLICATION

Each school that applies will be notified in writing that TANAS has received the application. A determination will be made within thirty days as to whether the application is being rejected or accepted for further review. If accepted, arrangements will be made for the Evaluative Committee to visit said school. The visit will be scheduled within sixty days of the date of acceptance.

Temporary certification is not available. However, those schools which have minor deficiencies may receive assistance in developing a structured plan for the removal of said deficiencies. A time frame will be determined and said school shall remain in an applied status until deficiencies are removed or there is failure to comply.

The Accrediting Commission will meet during October and May to evaluate applications and at such other times as deemed necessary by the TANAS Board of Directors.

## **VI. REVOCATION OF ACCREDITATION**

TANAS, if deemed necessary, may revoke an accreditation certificate at any time before the annual expiration date. A ninety-day notice will be given to the school's board of directors advising them that the school's accreditation is being revoked with the reason being duly stated.

Said school may appeal the decision if such appeal is made in writing within the ninety-day period.

The appeal procedure will include the following:

- a. The school will submit an appeal letter to the Executive Director of TANAS with a copy of the letter being forwarded to the Chairman of the Evaluative Team and the President of TANAS.
- b. The Director of TANAS will coordinate an appeals hearing.
- c. The chairman of the Evaluative Team and an appointed official from the school must be present.
- d. The TANAS Board of Directors and the Evaluative Team will review the written evaluation report of the on-site committee and open the floor for comments from the appealing school. The school shall state its grievances.
- e. The decision of the TANAS Board of Directors shall be final. If the appeal is denied, the school must correct the deficiencies within the time frame originally established. Failure to do so will result in the revocation of approved status.

## **VII. NOTICE TO THE STATE DEPARTMENT OF EDUCATION**

The State Department of Education will be notified by TANAS when a member school attains Agency Approval status.

The State Department of Education will also be notified by TANAS if an approved school's status has been revoked or if said school did not reapply for accreditation.



## CHAPTER 3

### ORGANIZATIONAL AND ADMINISTRATIVE INFORMATION

#### I. DEFINITION: CHURCH-RELATED SCHOOL

Each school must meet the definition of a church-related school as defined by the Tennessee Association of Non-Public Academic Schools.

A Church-Related School is a school operated by a denominational, parochial, or other bona-fide church organization, with said school being supervised by a board of directors and consisting of one or more grade groups in K-12, offering a progressive learning curriculum.

#### II. STANDARDS FOR ACCREDITATION

##### A. CHARTER OR ORGANIZATIONAL MINUTES

Each school must submit copies of the minutes in which the school was organized as a ministry of the sponsoring church. The relationship between the church and school must be clearly defined.

##### B. PHILOSOPHY

Each school shall submit clearly written objectives which reflect a professional foundation for the academics and which provide for learning in a spiritual atmosphere. The philosophy should reflect the bond between the church, bona-fide church organization, school board and the family. Ecclesiastes 4:12, "a triple braided cord is not easily broken."

##### C. ADMINISTRATION

The school shall be operated by a board of directors which is elected in accordance with the sponsoring church's or bona-fide church organization's constitution and bylaws. School Board responsibilities and qualifications must be clearly defined.

The board may delegate administrative functions to an administrator, headmaster, or principal with said person being given a clear statement of responsibilities. *The administrator may function as a teacher if the school has less than five full-time teachers. The administrator may teach half time if there are five or more teachers, but less than thirteen. Schools with thirteen or more teachers must have a full-time administrator.*

##### D. AGE OF SCHOOL

The school must have completed three full years of operation before applying for accreditation. A school may request a waiver if the sponsoring church has been in existence for ten years and the school has been in operation for one year.

## E. CURRICULUM

The school's academic program should reflect a sequentially progressive curriculum that serves the academic needs of the student body. Each school may also offer a Biblical program of instruction, which is in accordance with the sponsoring church's doctrines and convictions.

### CURRICULUM REQUIREMENT

Please refer to Chapter 6 for detailed information regarding curriculum requirements for each grade level.

Academic curriculums that are produced by Christian publishers and/or are presently approved by the TANAS Board of Directors are: Alpha-Omega, A-Beka, Bob Jones, Accelerated Christian Education, and Saxon Publishers.

## F. POLICY AND PROCEDURES MANUAL

Each school shall submit a policy and procedures manual that includes the following information:

- Statement of the school's philosophy and objectives
- Admissions policy and enrollment procedures
- Attendance Policy - Tardiness, Truancy, Excused and Unexcused Absences must be explained
- Policies on promotion and retention
- Discipline policy
- Personnel policies
- School Application
- Parent's Agreement Form
- Request for Student Records
- Student Insurance

(Please refer to Appendix VII for a detailed listing)

## G. ADMISSIONS POLICY

A child entering kindergarten shall be no less than five years of age on or before August 15<sup>th</sup>. A child entering first grade shall be no less than six years of age on or before August 15<sup>th</sup>.

A CHILD MUST BE FIVE YEARS OF AGE ON OR BEFORE AUGUST 15TH TO ENROLL IN KINDERGARTEN. HOWEVER, A CHILD DOES NOT HAVE TO ENROLL IN SCHOOL AT FIVE YEARS OF AGE, BUT ENROLLMENT MUST OCCUR NO LATER THAN THE CHILD'S SIXTH BIRTHDAY.

School systems or schools may operate kindergarten classes on a flexible schedule during the first ten days of the school term to provide for a smooth transition from home to school; to provide one-to-one time for teachers and students during the first critical weeks of school; and to efficiently implement the Pre-First Grade Screening Program. The option to operate a flexible schedule for the first ten days of school is strictly a local decision.

For students enrolling in the first grade in Fall, 1993, evidence must be provided of student attendance in a public or private kindergarten that has been approved by the Department of Education, approved by a non-public school accrediting agency approved by the State Board of Education, accredited by the Southern Association of Colleges and Schools, or licensed by the Department of Human Services.

(NOTE: Programs operating under T.C.A. 49-50-801 (applies only to schools under associations named in this section), or T.C.A. 49-6-3050 (home schools) will continue their status as described by these code sections.)

Parents must submit the following before admission:

- Parent's report on child's medical history
- Physician's medical examination
- Copy of child's birth certificate
- Immunization Record
- Copy of Social Security Card
- Vision and Hearing Screening

The school policy manual must reflect that the school does not discriminate against race or ethnic background.

## H. STUDENT RECORDS

Each school shall maintain complete and accurate permanent records for each student. The record must reflect attendance and tardiness, grades, achievement test scores, written permission for emergency medical care, child's health record, and identifying information.

Provisions for reporting student progress to parents and/or guardians must be clearly defined.

Each school shall provide for the storage and safekeeping of all records and reports. Transcripts shall be kept in a fireproof safe or a duplicate copy in a separate building. If transcripts are computerized, then a back-up copy should be updated each semester, and stored in a fire safe location.

## I. STAFFING

Each school shall provide a sufficient number of appropriately qualified administrators, teachers, librarians, secretaries, and guidance counselors for the student body served.

The school shall have written job descriptions for professional, semi-professional, and para-professional personnel.

### 1. Guidance Services

Each school shall develop a guidance services program designed to:

- a. Assist students in assessing their abilities, and educational needs
- b. Assist with spiritual development
- c. Increase awareness of educational and career opportunities
- d. Provide counseling to individuals and groups
- e. Provide informational services regarding the school and its programs
- f. Collect, maintain and utilize pupil data for instructional program planning and pupil guidance.
- g. Background Check

## 2. Health Services

Each school shall develop a health service program designed to:

- a. Contribute to the realization of educational goals of all students
- b. Minimize problems of school attendance
- c. Assist students in obtaining needed health care services
- d. Identify physical, mental, or emotional needs of students
- e. Insure that each child entering school has received a complete medical exam
- f. Insure that each child involved in the school's athletic program receives an annual medical examination
- g. Maintain a cumulative health record
- h. Maintain emergency numbers for students
- i. Insure emergency transportation
- j. Maintain records of all accidents or injuries
- k. Maintain a written policy for excluding students with communicable diseases
- l. Maintain a written policy for handling drug/alcohol problems that arise in the schools
- m. Develop procedures for reporting suspected cases of child abuse and neglect
- n. Require each employee to present a physician's certificate showing satisfactory health, before employment

## 3. Administrators and Teachers

(Refer to Chapter 4)

The staff policy manual must reflect the following:

- a. Professional qualifications
- b. Personal qualifications
- c. Job description
- d. Salary

- e. Benefits
- f. Leave of absence

#### J. FINANCES

The board of directors for the school shall establish a source of financial resources sufficient to meet the needs of its staff and students. There must be evidence of budgeting and accurate accounting methods.

Salaries and benefits shall be professional in nature. TANAS does not set a salary scale, realizing that many times persons are willing to commit their time and talents to the local church, either voluntarily or for only a minimal salary, because of their own vision and burden for Christian Education.

#### K. ACHIEVEMENT TESTING

Nationally standardized tests must be given each school year in the areas of Reading, Language Arts, Spelling, Math, Science, and Social Studies. Schools are required to give standardized tests to grades 2-12. TANAS Highly recommends that students planning to enter college should take the ACT or SAT tests their Junior and Senior year, and non-college bound students should take the Stanford Achievement Test their Junior and Senior years.

#### L. REQUIRED TESTING

In the State of Tennessee, before receiving his or her diploma, each student must pass the TCAP Competency Test. Beginning with the students entering the 9<sup>th</sup> grade in the 2001-2002 school year, (the graduates of 2005) the requirement will be passing the Gateway tests.

As of 1999-2000, the State Department of Education began to replace the TCAP Competency test with new "end of course" tests, called Gateway Testing. The TCAP Achievement tests remain unchanged.

These tests will be required for all Category II schools and all high school home schoolers, whether enrolled in a category II or a category IV school.

Beginning with the graduates of 2005, it will be required for graduation, that all students pass three Gateway Tests:

- English II
- Algebra I (also for Math for Technology II students)
- Biology (also for Biology for Technology students)

More information regarding these tests will be available from the TANAS office upon request.

M. TEACHER-PUPIL RATIO

The maximum size of any class shall not exceed:

	TANAS Requirements	State Requirements
Kindergarten .....	20 students.....	25 students
First –Third .....	20 students.....	25 students
Fourth.....	22 students.....	28 students
Fifth – Sixth .....	25 students.....	30 students
Seventh – Twelfth.....	30 students.....	35 students
Career/Technical.....	20 students.....	25 students

Class size limits may be exceeded in such areas as typewriting/keyboarding, instrumental music, and vocal music classes provided that the effectiveness of the instructional program in these areas is not impaired.

No local school system shall establish split-grade classes for the purpose of complying with the provisions of this section. This amendment does not prevent school systems from using transitional, ungraded and/or unstructured classes. No local school system shall establish split-grade classes for any purpose without the approval of the Board of TANAS. The average size specified for the grade levels involved in split-grade classes will be the maximum size allowed in such classes, notwithstanding the maximum size otherwise allowed by this act.

N. GRADUATION REQUIREMENTS

The school must certify the attendance and conduct of each student graduating.

A unit of credit in high school courses is based on 180 class periods. Course time frames and schedules are at the discretion of each school, subject to TANAS approval.

Types of diplomas offered are as follows:

1. Diploma will be awarded to students who:
  - a. earn 22 units of credit or satisfactorily complete an Individualized Educational Program
  - b. make passing scores on the TCAP Competency Test for graduates through 2004, and pass the three required Gateway tests for graduates of 2005 and beyond
  - c. have satisfactory records of attendance and conduct  
*Refer to Appendix X for required credits.*

2. Certificate of Attendance

This certificate will be awarded to students who complete the requirements for the General Diploma but fail to pass the TCAP Competency test or the Gateway tests, as mentioned in General 1. b. above.

### 3. Special Education

The Special Education Diploma will be awarded to students who have satisfactorily completed an Individualized Education Plan. The student's record must document the need for an IEP, have test results from a certified testing agency, and list the members of the Multidisciplinary Team. The student must have a satisfactory record of attendance and conduct. The student is not required to take the TCAP Competency test or the Gateway tests, as mentioned in General 1. b. above, if deemed inappropriate by the M-Team.

#### O. IN-SERVICE

Each school shall develop and carry out a program of in-service education designed to improve the school curriculum and to promote the continuous professional growth of all personnel. There shall be a minimum of thirty hours for in-service per school year.

It will be the responsibility of the school to submit a schedule of in-service hours.

In-service hours offered by TANAS, ACSI, the Tennessee Department of Education, or approved curriculum publishers are acceptable.

#### P. LENGTH OF THE SCHOOL TERM

The length of the school term shall not be less than 180 instructional days. Teacher in-service days, teacher planning and student orientation days may not be counted as a part of the 180 required days.

Each school shall develop policies of absenteeism and the reporting of students who are truant.

#### Q. LENGTH OF SCHOOL DAY

Grades 1 - 12: The minimum length of the school day for students shall be 6 1/2 hours.

A local board of education or private or church-related school which exceeds the full six and one – half (6½) hours instructional time required by law by at least one-half (½) hour daily for the full academic year shall be credited with such additional instructional time. The excess instructional time shall be accumulated in amounts up to but not exceeding thirteen (13) instructional days each year, and applied toward meeting instructional time requirements missed due to dangerous or extreme weather conditions. This excess accumulated instructional time may be used for early student dismissal for faculty professional development under rules promulgated by the board of education. Such time may be used in whole day (six and one-half (6½) hour) increments and may be used for faculty professional development, M-team meetings, S-team meetings, parent-teacher conferences, or other similar meetings. The board shall consult with the commissioner in developing the rules. All proposals for use of excess time for professional development shall be approved by the commissioner.

Any unused accumulated days for excess instructional time shall not carry over to a school year other than the year in which such time was accumulated.

Kindergarten: The minimum length of instructional hours shall be four hours a day. Schools may operate on a flexible schedule the first ten days of the school term to provide for the transition from home to school.

## R. SUMMER SCHOOL

Summer schools organized and operated as a part of the school program shall be under the control and management of the school and shall comply with rules and regulations prescribed by the agency.

Summer School for grades 1-8 shall be established for removing deficiencies or for providing opportunities for enrichment. Summer School for grades 9-12 may offer a credit program based on a minimum of 133 instructional hours to earn one full unit of credit. None of the subjects required for graduation, except physical education and health, shall be taken for the first time during a summer school session unless the student has maintained a cumulative grade point average of a least 3.5.

Students may not earn more than two units of credit in one summer.

Each school that offers a summer school program will have a clearly defined financial policy.

All summer school teachers must meet the same requirements as those for the regular school term.

## S. TENNESSEE STATE LAW

T.C.A. 49-6-3007 - C, It shall be the duty of the principals and of the teachers, of all schools, public, private, denominational, or parochial, to report in writing to the superintendent of the system in which the school is located the names, ages, and residence of all pupils in attendance at their schools and classes within thirty days after the beginning of the school year and to make such other reports of attendance in their schools or classes, including transfers of pupils, as may be required by rule or regulation of the local board of education and of the state board of education.

T.C.A. 49-6-3007 - D, All public, private, and parochial schools shall keep daily reports of attendance, verified by the teacher making such record, which shall be open to inspection at all reasonable times, to the superintendent of the system in which the school is located or to his duly authorized representative.

T.C.A. 49-6-3007 - (e)(1), It shall be the duty of the principal or teacher of every public, private, or parochial school to report promptly to the superintendent of schools, or his designated representative, the names of all children who have withdrawn from school, or who have been absent five days (this means an aggregate of five days during the school year and not necessarily five consecutive days) without adequate excuse.

Each school shall develop a policy of absenteeism and the reporting of students who are truant.

T.C.A. 49-6-5001: Certification by the principal or headmaster that each pupil has been vaccinated against disease as required by T.C.A. 49-6-5001.

## T. REQUIREMENT OF IMMUNIZATION FOR SCHOOL ATTENDANCE

### Required Immunizations

Please refer to Appendix XV TANAS Immunization Requirements for a listing of required immunizations.

### Approved Immunization Exemptions

Medical exemptions are accepted if signed by a MD or DO. Chiropractors may not sign medical exemptions.

Religious exemptions are accepted if there is a letter signed by the parent or guardian, stating vaccines violate their religious beliefs.

A list of students with medical and/or religious exemptions is to be maintained at the school. In case of a disease outbreak these children may need to be excluded from school.

#### U. REPOSITORY OF PERMANENT RECORDS

##### SECTION 0520-7-1-.02 ADMINISTRATIVE RULES, TENNESSEE DEPARTMENT OF EDUCATION.

(1) Non-public schools which cease operation shall place their student academic and attendance records in the office of the appropriate school administrator as specified below in order to safeguard these records and to make them available to authorized persons upon request.

(a) Schools that merge, consolidate, or undergo change of ownership shall deposit their records with the continuing school;

(b) Schools, which are a part of a system, organization, franchise or a ministry of a local church or a group of churches, shall deposit their records with the appropriate ongoing administrative office;

(c) Schools may deposit their records with another private or church-related school in the near vicinity of the closing school, or:

(d) Unless records are deposited in accordance with (a), (b), or (c) above, schools shall deposit their records with the local public-school system where the non-public school was located. Upon deposit with the local public-school system, records of non-public school students shall be subject to the same laws of confidentiality as records of public-school students.

(2) Non-public schools, which cease operations, shall notify the superintendent of the public-school system. The State Department of Education will provide forms for this notification.

(3) Non-public schools, which cease operations, shall publish the location of student records in local newspapers.

#### V. STUDENT ACTIVITIES

The activities of the student body shall be in cooperation with the philosophy and objectives of each school.

The student activities program shall be controlled and supervised by the administration of the school.

#### W. TRANSPORTATION

Schools, which offer transportation, must meet all state regulations regarding vehicles and drivers.

TANAS must have proof of compliance in four areas:

1. In-service training that includes safety, first aid, and driving procedures
2. Annual bus inspections

3. Insurance
4. Bus driver's license

It is recommended that a daily bus driver check be formulated and maintained.

#### X. SATELLITE HOME SCHOOLS

Accreditation is not extended to home schooling families who have registered with church-related schools accredited by TANAS.

However, home schoolers may continue to enjoy a cooperative working relationship with churches offering the satellite program. The programs offered are for support, accountability, and legal coverage in grades K-12.

#### Y. OUT-OF-SCHOOL EXPERIENCES

1. A maximum of two units of credit may be granted a student for out-of-school experiences approved under guidelines established by TANAS.
2. The guidelines require instruction, text materials, and the same time requirements as for the regular school program. A teacher, certified in the field relating to the program, shall supervise or sponsor the program under the direction of a principal. The church school shall make prior approval of the program annually to the TANAS Board of Directors.
3. Credits earned in out-of-school experiences may not be substituted for required subjects as established by TANAS except the one-half credit required in economics which may be earned by participating in a Junior Achievement program for not less than 30 weeks. (T.C.A. 49-6-1205)

Examples of out-of-school programs are: Private music, dance, and drama programs, work in apprenticeship programs, Junior Achievement, travel programs, or any program with goals that are in accord with the school's objectives.

#### Z. EARLY COLLEGE ADMISSIONS

##### Option 1

Early admission should be made available only to the 11<sup>th</sup> or 12<sup>th</sup> grade student who has distinguished himself or herself by high academic achievement in the 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades by earning at least a 3.0 grade point average. Furthermore, only those students who earn scores of 19 or above in the American College Testing program can be considered. Before a student may participate in this program, written endorsement from the principal, counseling staff and the participating institution of higher learning, with written agreements from the student and his/her parents must be placed on file in the office of the principal.

The student will leave his/her high school at the end of his/her junior year and will matriculate in the participating institution of higher learning. The freshman course work taken at the participating institution will substitute for the courses that the student needed for graduation from high school. The high school principal, or designee, will determine appropriateness of the content of these courses prior to the student's matriculation in college.

A student is to be awarded credit for his/her senior year only after having successfully completed his/her freshman year in college. Inasmuch as 4 units of English language arts are required for graduation from high school, each student will be enrolled in freshman English. Each participating

student will be enrolled in United States History and Economics if he/she has not already completed these courses in high school.

A qualified student may enroll in courses offered by an institution of higher learning which are conducted at times other than the regular school day, and which may not substitute for any required course or elective pursuant to graduation from high school. The student will receive no high school credit for such courses.

#### Option 2

A qualified student enrolled in the 11<sup>th</sup> or 12<sup>th</sup> grades may enroll in college level courses that are conducted at times other than the regular school day at an institution of higher education. The student may receive high school credit for participating in such courses in accordance with the policy of the school's Board of Directors.

#### Option 3

The school's Board of Directors may adopt policies providing for college level courses to be conducted during the school day on the high school campus. Such courses must be taught by licensed teachers or bona fide college instructors approved by the local school system and the post-secondary institution. These courses are to be considered a part of the school program, with content and instruction subject to the supervision of the principal of the school and its Board of Directors. Dual credit (high school and college) may be offered under this option.

### AA. ACCREDITATION FEE

Each school that applies for accreditation must pay annually the membership fee, which is \$8.00 per student. The minimum fee is \$150.00.

A \$300.00 accreditation fee will be assessed at the time of comprehensive inspection and evaluation by the TANAS Evaluative Team. A \$150.00 accreditation fee will be assessed for every annual review. Accreditation fees are due on the day of inspection.

Schools shall also be responsible for the travel, meals, and lodging expenses of the Evaluative Team. Travel will be calculated at 50 cents per mile.

Each Evaluative Team member shall be compensated one hundred dollars (\$100.00) per day for comprehensive evaluations and seventy-five dollars (\$75.00) for annual inspections.

An invoice for remaining expenses will be invoiced to the school after the evaluation and reports are completed and disseminated.

The Accreditation Director of TANAS will coordinate the schools to be evaluated in an effort to minimize expenses.

## CHAPTER 4

### TANAS ADMINISTRATOR AND TEACHER CRITERIA AND EVALUATION

#### I. LICENSURE

Each administrator, principal, and or teacher must hold a valid license. The license may be obtained from the Tennessee State Department of Education, from licensure programs approved by Departments of Education in other states, or from licensure programs recognized by the Tennessee State Department of Education.

Each school must provide to the TANAS main office a copy of the current license for every teacher on staff for the current academic year.

#### II. QUALIFICATION

The key to students achieving academic excellence depends a great deal upon the instructors and their ability to impart information in a manner in which the students comprehend the material.

In selecting teachers, schools should look for academically qualified persons. Schools must keep in mind that certification does not always mean that a person is qualified.

Because schools are a ministry of a local church or other bona-fide church organization, each school must keep in mind that they are selecting teachers who will be instilling Biblical principles and Godly character in the students they serve.

Schools should select staff based not only on their academic qualifications, but also on the scriptural principle of the Call of God and the Gift of Teaching. Romans 12:6-8; I Corinthians 12:5-11, 28-31; and Ephesians 4:11-16

For information regarding licensure and certification programs, please refer to the TANAS Licensure and Certification Manual for detailed information and forms

### III. EVALUATION

Each staff member must be evaluated annually by that school's board of directors or their designated representative. The evaluative procedures shall be designed for the purpose of improving the teaching-learning process.

The Tennessee Association of Non-Public Academic Schools has adopted the State Department of Education's Framework for Evaluation and Professional Growth as its method of administrator and teacher evaluative program for teachers who are licensed with the Tennessee Department of Education.

The State's Framework for Evaluation and Professional Growth material is now integrated as part of the TANAS accreditation standards, and it is enclosed in this chapter, pages 25 through page 107.

TANAS personnel responsible for administrator and teacher evaluations will attend Framework for Evaluation and Professional Growth Training which is offered by the Department of Education, Division of Professional Development for School Improvement.

Administrators of TANAS accredited schools will also be required to attend the Framework for Evaluation and Professional Growth Training in order to implement the program in their respective schools.

***FRAMEWORK***  
***FOR***  
***EVALUATION***  
***AND***  
***PROFESSIONAL***  
***GROWTH***

# FRAMEWORK FOR EVALUATION AND PROFESSIONAL GROWTH

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# **GENERAL EDUCATION EVALUATION DOMAINS AND INDICATORS**

The following areas will be used to assess teaching performance. Additional information regarding the standards for each indicator may be found on pages 3-6.

## **I. PLANNING**

- A. Establishes appropriate instructional goals and objectives**
- B. Plans instruction based upon a knowledge of subject matter, students, the community, and curricular goals**
- C. Plans instructional opportunities that are adapted to diverse students**

## **II. TEACHING STRATEGIES**

- A. 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**
- B. 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**
- C. 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**

## **III. ASSESSMENT AND EVALUATION**

- A. Uses appropriate assessment strategies and instruments to obtain information about students and their ongoing progress and uses this information to make instructional decisions**
- B. Communicates student status and progress to students, their parents, and appropriate others**
- C. Reflects on teaching practice by evaluating continually the effects of instruction**
- D. Evaluates student performance and determines the amount of progress**

## **IV. LEARNING ENVIRONMENT**

- A. Creates a learning climate that supports the development of student abilities**
- B. Manages classroom resources effectively**

## **V. PROFESSIONAL GROWTH**

- A. Collaborates with colleagues and appropriate others**
- B. Engages in professional development**
- C. Performs professional responsibilities efficiently**

## **VI. COMMUNICATION**

- A. Uses appropriate verbal and non-verbal techniques to communicate effectively with students, parents, and appropriate others**
- B. Writes clearly and correctly**

# GENERAL EDUCATION PERFORMANCE STANDARDS

## Domains and Indicators with Measurement Statements

### I. PLANNING

#### A. Establishes appropriate instructional goals and objectives

- ◆ Establishes long-term instructional goals reflecting a student-centered curriculum
- ◆ Develops learning goals and objectives that address student needs at the appropriate instructional level
- ◆ Constructs goals and objectives that address the thinking processes

#### B. Plans instruction based upon a knowledge of subject matter, students, the community, and curricular goals

- ◆ Evaluates how to achieve learning goals, plans learning experiences that are developmentally appropriate and relevant to students, and connects those concepts to real life and future careers
- ◆ Designs instruction that appropriately matches the goals and objectives, learning strategies, assessments and student needs
- ◆ Designs instruction that allows students to integrate knowledge, skills, and methods of inquiry from several related subject areas
- ◆ Designs instruction that appropriately integrates a variety of materials, human resources, and technology to enhance student learning

#### C. Plans instructional opportunities that are adapted to diverse students

- ◆ Understands and identifies differences in student approaches to learning and performance
- ◆ Assesses individual and group performance in order to design instruction that meets students' current needs
- ◆ Designs instruction that addresses the needs of students with diverse cultural and language backgrounds and different learning needs

### II. TEACHING STRATEGIES

#### A. 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

- ◆ Demonstrates an understanding of major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline being taught
- ◆ Varies the instructional role (e.g., instructor, facilitator, coach, and member of the audience) in relation to the content and purposes of instruction and the needs of students
- ◆ Uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings
- ◆ Paces the lesson appropriately
- ◆ Clarifies directions and explanations when students misunderstand

#### B. 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

- ◆ Uses appropriately multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical and creative thinking, problem solving, and performance capabilities
- ◆ Uses strategies which help students assume responsibility for identifying and using varied learning resources
- ◆ Provides practice activities which support the achievement of the instructional goal and objectives

#### C. 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

- ◆ Engages students in generating knowledge
- ◆ Links learning with students' prior knowledge, experiences, and cultural backgrounds
- ◆ Elicits examples of student thinking and stimulates student reflection on their own ideas and those of others
- ◆ Facilitates the students' internalization of the learning and the development of employability skills
- ◆ Organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals

### **III. ASSESSMENT AND EVALUATION**

#### **A. Uses appropriate assessment strategies and instruments to obtain information about students and their ongoing progress and uses this information to make instructional decisions**

- ◆ Uses assessment strategies and instruments appropriate to the learning expectations being evaluated (affective as well as academic)
- ◆ Solicits and uses information from a variety of sources about students' experiences, learning behaviors, needs, attitudes and progress to make initial and ongoing instructional decisions
- ◆ Interprets assessment data appropriately and uses this information for diagnosis and instruction

#### **B. Communicates student status and progress to students, their parents, and appropriate others**

- ◆ Organizes systematically and maintains useful records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents, and appropriate others
- ◆ Provides prompt and immediate feedback to students to focus them on what needs to be done to move to the next performance level

#### **C. Reflects on teaching practice by evaluating continually the effects of instruction**

- ◆ Uses a variety of assessment techniques to evaluate the effectiveness of the implemented curriculum and the instructional strategies
- ◆ Monitors the teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly
- ◆ Uses student performance data for improving instruction
- ◆ Assesses, analyzes, and communicates accurately the effectiveness of the instruction

#### **D. Evaluates student performance and determines the amount of progress**

- ◆ Evaluates student academic achievement and determines the amount of progress
- ◆ Evaluates student attitudes toward learning and determines the amount of positive change

### **IV. LEARNING ENVIRONMENT**

#### **A. Creates a learning climate that supports the development of student abilities**

- ◆ Uses a range of strategies to create a learning community where students are encouraged to assume responsibility for themselves and others at a level commensurate with their abilities, work collaboratively and independently, and engage in purposeful learning activities
- ◆ Assists the students in developing shared expectations for student interactions, academic discussions, and individual and group responsibilities
- ◆ Establishes and maintains standards of mutually respectful interaction within the classroom
- ◆ Uses classroom management techniques that foster self-control and self discipline
- ◆ Communicates with and challenges students in a positive, purposeful manner

#### **B. Manages classroom resources effectively**

- ◆ Organizes, allocates, and manages the resources of time, space, facilities, activities, instructional assistants and volunteers, and attention in order to provide active and equitable engagement of students in productive learning
- ◆ Maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior
- ◆ Demonstrates flexibility and modifies classroom processes and instructional procedures as the situation demands

## **V. PROFESSIONAL GROWTH**

### **A. Collaborates with colleagues and appropriate others**

- ◆ Identifies situations in which collaboration with others will enhance learning for students
- ◆ Articulates the purpose, scope, and outcomes of each collaboration
- ◆ Demonstrates productive leadership or team membership skills that facilitate the development of mutually beneficial goals
- ◆ Participates in collegial activities designed to make the entire school a productive learning environment

### **B. Engages in professional development**

- ◆ Provides evidence of performance levels and articulates strengths and priorities for growth
- ◆ Articulates a professional development plan to improve performance and to expand teaching repertoire to facilitate student achievement of the learning goal(s)
- ◆ Engages in relevant professional development activities and follows through with the plan
- ◆ Shows evidence of an increased capacity to facilitate student learning

### **C. Performs professional responsibilities efficiently**

- ◆ Maintains accurate and up-to-date records
- ◆ Completes assigned tasks on schedule
- ◆ Maintains a satisfactory record of punctuality and attendance
- ◆ Follows applicable policies and procedures
- ◆ Maintains confidentiality and fulfills legal responsibilities

## **VI. COMMUNICATION**

### **A. Uses appropriate verbal and non-verbal techniques to communicate effectively with students, parents, and appropriate others**

- ◆ Demonstrates an understanding of effective verbal and non-verbal communication by choosing language and delivery techniques appropriate to the audience
- ◆ Models effective communication strategies in asking questions, listening, giving directions, probing for understanding, and helping others to express their ideas
- ◆ Uses appropriate grammar and word choice for the clear and concise exchange of information

### **B. Writes clearly and correctly**

- ◆ Uses correct grammar
- ◆ Organizes information logically
- ◆ Designs communication appropriate to the audience

# Framework for Evaluation and Professional Growth

## Introduction

The current Tennessee State Model for Local Evaluation was adopted in 1988. The foundation of this model is a set of Competencies and Indicators presented as minimum standards and based on teacher effectiveness research. Traditional evaluation procedures include pre-observations, completion of approved evaluation documents, and post-observation conferences.

## Documenting the Need for Change

In 1995, the State Board of Education Master Plan included the need to re-evaluate the State Model for Local Evaluation based on current initiatives within Tennessee as well as the introduction of the National Standards for Beginning Teachers. Revisions to the local evaluation process were to reflect the acceptance and encouragement of multiple teaching methods, attention to national standards, and the use of student performance information.

Considered in the development of the Framework for Evaluation and Professional Growth were The Tennessee School Improvement Planning Process: A Blueprint for Continuous Learning (1996); proposed revisions to the Tennessee Licensure Standards: Professional Education (1997), Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue by the Interstate New Teacher Assessment and Support Consortium (1992); Tennessee School-to-Career System, Executive Summary (1996); and emerging research regarding clinical supervision and developmental supervision. Evaluation models in other states as well as Canada were reviewed.

Given the above, the Framework for Evaluation and Professional Growth was designed to facilitate the implementation of current initiatives within the state such as the introduction of the Curriculum and Instruction Frameworks and the school improvement process as well as improve the quality of the evaluation process for all teachers. An emphasis has been placed throughout the evaluation process on developing and assessing the capacity to improve student performance.

## Purpose

The purposes for which teacher evaluation will be used are as follows:

1. Accountability: to assure that evaluation considers effectiveness in the classroom and within the school.
2. Professional Growth: to provide a focus for professional growth in an area(s) which has the greatest capacity for facilitating improved student performance.
3. Cohesive School Structure: to increase and focus the dialogue within schools on the goal(s) of improved services to students.

The Framework for Evaluation and Professional Growth was designed to meet the above stated goals and provides for an evaluation process which requires the 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.

## Beliefs and Principles

- ◆ Each teacher should possess a repertoire of teaching strategies. The content, purposes of instruction, and needs of students should drive the selection and implementation of appropriate strategies.
- ◆ Effectiveness of teaching behavior must be assessed in light of student, school, and school system characteristics, needs, and organizational structures; student performance; and long-term as well as short-term instructional effectiveness.
- ◆ Multiple sources of data are essential for the development of a complete picture of teaching performance.

- ◆ The evaluation process must accommodate the needs of novice educators as well as the differing needs of experienced educators.
- ◆ The evaluation process must be understood by all teachers and evaluators.
- ◆ There must be a direct link between evaluation results and planned professional growth.

## Framework for Evaluation and Professional Growth: Components

In recognizing the differing needs of students, teachers, schools, and school systems, the framework contains two major evaluation components--Comprehensive Assessment and Professional Growth and Focused Assessment and Professional Growth.

The Comprehensive Assessment component will be used to assess novice (Apprentice) educators. This component is also suitable for experienced educators who request/require structured input from a supervisor or administrator. This model contains the necessary structure to provide a comprehensive picture of the educator's performance as well as a focus for future growth.

School systems and educators have the option of implementing the second component--Focused Assessment and Professional Growth. This component can only be used with Professionally Licensed personnel and begins with an identification of the current performance level based on previous evaluations, the educator's self-assessment, and student performance information. Given this information a growth goal and Professional Growth Plan is designed by the educator with administrator input.

The Growth Plan must contain the following:

1. Area(s) to be strengthened [area(s) for growth] identified based on evidence of student performance collected through a variety of assessment techniques and attention to the Performance Standards;
2. Statement of the Professional Growth Goal(s)/Objective(s);
3. Outline of the Action Plan including a timeline for completion;
4. Identification of the evaluation methods/criteria which will be used to assess progress/growth as a result of the implementation of the plan; and
5. Statement of expected benefits with emphasis placed upon the impact of the educator's growth on student performance.

The Growth Plan is reviewed and approved for implementation based on the following criteria:

- Does the plan logically address an identified area(s) to strengthen for the educator, grade level, school, and/or system?
- Does the plan provide evidence that the resulting educator growth has the capacity to improve student performance?
- Do the evaluation methods as identified in the plan provide appropriate monitoring of the growth process and the impact on student performance? Has the educator identified reasonable and specific indicators of student success?

According to the nature of the educator's professional growth goal, the Action Plan may provide for any combination of the following: classroom observations; research and study for the purpose of strengthening content and pedagogical or professional skills; action research; collaborations; and the use of a cognitive coach during the implementation phase with students.

The evaluator monitors the implementation of the plan and conducts a Goal Evaluation summative conference at the end of the evaluation period. The Focused Assessment Summative Report will be completed. **The evaluator retains the right to conduct classroom observations and review other data as needed.**

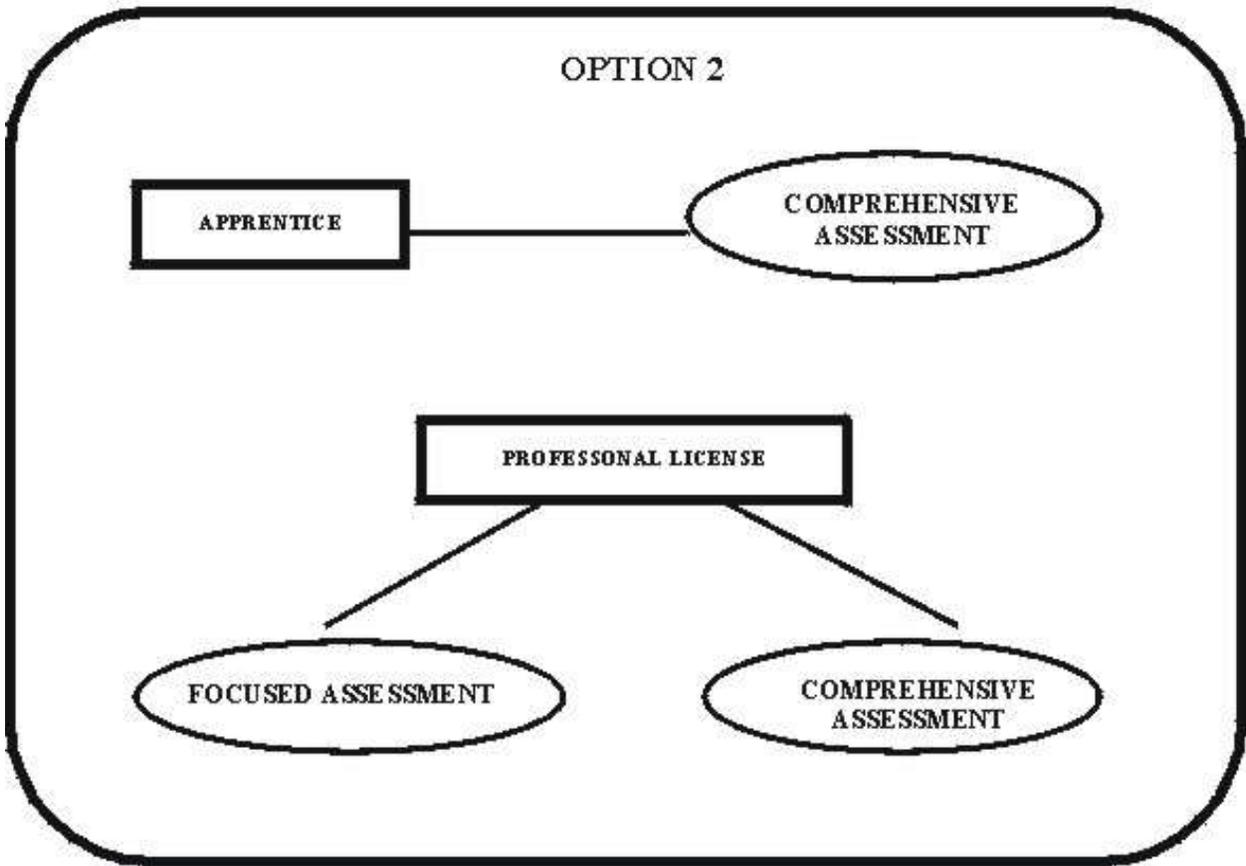
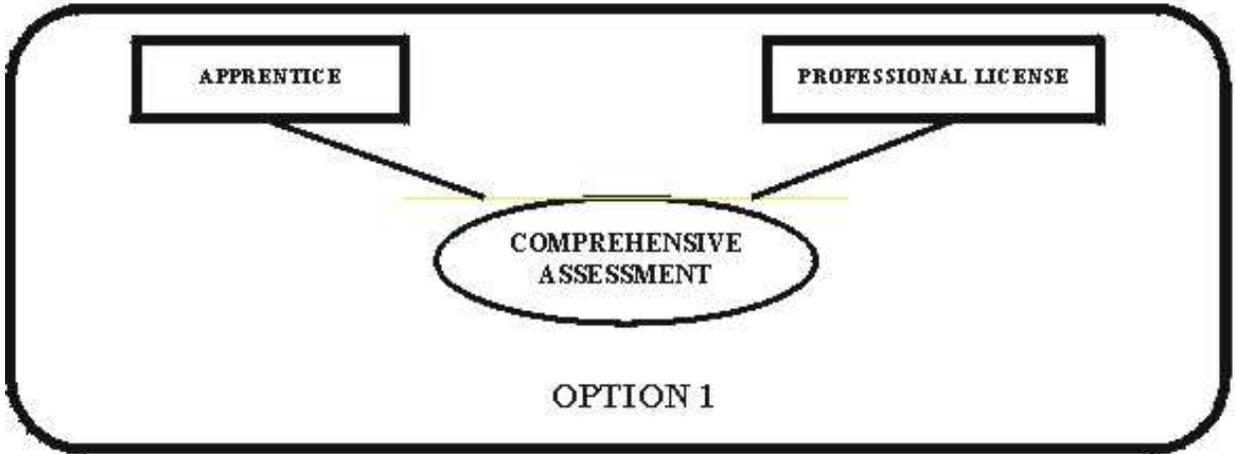
### Summary

**The Framework for Evaluation and Professional Growth provides flexibility for both the school system and the educator. The Comprehensive Assessment and Professional Growth is the only required component of the framework. School systems may choose to implement the Focused Assessment and Professional Growth component in order to more effectively tailor the evaluation to align with identified student needs, educator needs, school improvement plans, and system needs as well as build on the existing knowledge of an educator's performance.**



**FRAMEWORK FOR EVALUATION**

School System Options



## Choice Points for Local Education Agencies

Local school systems still retain autonomy in some areas of the new evaluation process. Following are choice points for which systems may exercise options based on their unique system requirements:

- **The Implementation of Option II** - the only required form of evaluation for all educators is the Comprehensive Assessment Component (Option I). Systems have the option of offering professionally licensed teachers the Focused Assessment and Professional Growth Component, in addition to the Comprehensive Assessment process.
- **Locally Developed Evaluation Process** - a local school system has the option of developing an evaluation system unique to its particular school system. However, this model must be based on the same Performance Standards used in the state framework and carry the same level of validation for training of evaluators/teachers and rating consistency as the state's framework.
- **Unit/Lesson Plan** - systems may choose whether to require these, and for whom they will be required if used. Generally, systems seem to favor requiring them of all beginning teachers, some apprentice levels and teachers with new school or grade assignments. Because some systems require that lesson plans be checked weekly, they are foregoing this as a separate part of the evaluation process.
- **Non-tenured, Professionally Licensed Teachers** - as experienced teachers move within the state, they carry their Professional License with them. However, they do not retain their tenured status in their new systems. Systems have the option of offering these non-tenured teachers the option of choosing the Focused Assessment Component or requiring that ALL non-tenured employees participate in the Comprehensive Assessment Component.
- **Set Employment Standards** - The state of Tennessee sets minimum requirements for the granting of and renewal of all levels of licenses/certificates, but, local systems may always require additional and/or different standards for continuing employment in the system. This may be apparent in the ratings required to meet employment standards, the number and type of observations, and the documentation requested by school boards for specific levels of performance.
- **Format of Forms** - any local system may reformat the state's basic instruments to meet local requirements such as placement of teacher number on forms, school names, etc. These may be replicated on NCR forms, disks, or any format which is beneficial to systems, evaluators, or teachers.
- **Evaluator Teams** - this framework will be successful in situations where systems choose to use evaluation teams of central office staff and principals and/or assistant principals, as opposed to only a primary in-school evaluator. It should be considered that a team will require some communication/copies between members as to what may be agreed to in planning and modifications to that process in the Focused Assessment or what may be a focus for subsequent observations discussed in prior planning/reflecting conversations in the Comprehensive Assessment Component.
- **Integration of Professional Growth Plans with Other School Initiatives** - the state recognizes the need for integrating professional growth with other requirements schools and teachers are facing in terms of both better time efficiency and more meaningful learning. As teachers identify professional goals for both the Focused Assessment Component and the Future Growth Plan in the Comprehensive Assessment Component, needs may be identified which coincide with those already identified while gathering data in other programs. As educators research and implement strategies which may affect other programs, they may indeed gain an expertise that will allow them to serve as resident experts in meeting the requirements for such programs as School-to-Work Opportunities or the Tennessee School Improvement Planning Process.
- **Cognitive Coaching Training** - although Cognitive Coaching training is not a required component of this framework, it has served both teachers and evaluators well in learning/practicing effective questioning/reflecting skills. All levels of professionals have provided feedback to the state that this training has not only raised their proficiency level during the evaluation process, but has served as a model for all types of professional dialogues, including parent conferences, consensus-building within meetings and communication with colleagues. A system may contract for certified trainers to provide this training within a local system or request information on opportunities within their surrounding area for principals/teachers to attend a seven-day Foundation Training program.

- **Professional Growth Plans Time Frame** - as educators seriously look at researching, implementing and evaluating new ways of teaching, experience has shown that a quality plan may take more than one school year to evolve completely. Thus a Professional Growth Plan may be started as early as the spring before the evaluation cycle and extend beyond the evaluation period into the next year(s). A Summative may be held before a plan is completed by looking at the continued progress that is being made, refining the plan to accommodate new timelines/action items, and focusing on the potential for growth and for student impact. Thus evaluators will work with Professionally licensed teachers to encourage meaningful professional growth which continues from one evaluation period to the next.
- **Evaluation Time Frame** - systems may choose to begin the evaluation process in the spring before the designated evaluation cycle begins in the fall. Generally, teachers will complete the self-assessment and identify a professional goal before the end of school. This allows educators to choose professional growth opportunities for summer work and to develop plans which would need to be implemented at the very beginning of a school year, such as gathering baseline data for students.
- **Training and Teacher Orientation** - systems may choose the most effective manner of training to educate their teachers to this new framework for evaluation. It has been suggested that since one benefit of this process is in the teaching opportunities inherent in the Performance Standards, the instruments and the rubrics, this is a key component to growth and effectiveness. Thus, teacher orientation may well be an on-going consideration as systems plan inservice programs and orient new teachers to their professional expectations. In addition, systems may choose to provide new principal training through their own organization, rather than having principals commit to a schedule for the state. The person doing the training within a system would need to be certified by the state after co-training with state personnel and participating in update briefings/materials provided by the state.

# Framework for Evaluation and Professional Growth



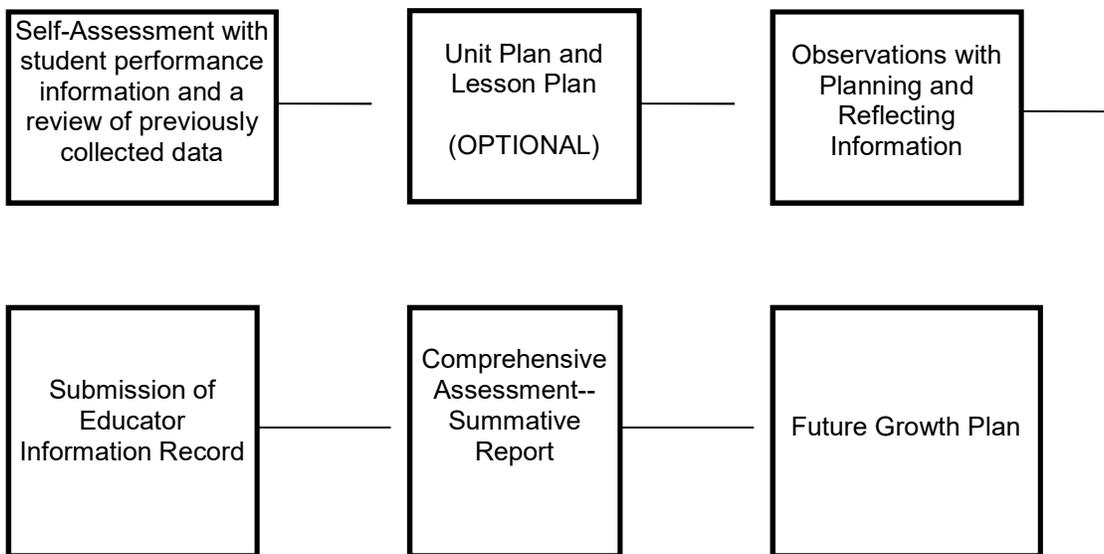
## Comprehensive Assessment and Professional Growth

# COMPREHENSIVE ASSESSMENT and PROFESSIONAL GROWTH

## INTRODUCTION

**Comprehensive Assessment is the required form of evaluation for apprentice educators.** This component is a comprehensive review of the educator's performance and **effectiveness** with students. This component will be used to make decisions regarding initial Licensure and Career Level I Certification.

Additionally, **school systems may require that all non-tenured personnel be evaluated using the Comprehensive Assessment and Professional Growth component.** Even though an educator may be professionally licensed, it is advisable to use this comprehensive assessment to gather a complete educator profile prior to making tenure decisions. School systems should make these decisions according to system needs as well as individual educator needs. Comprehensive Assessment may also be used with Professionally Licensed and Career Level I educators as appropriate.



Details of the above process are contained on the next page.

**COMPARISON  
OF  
STATE MODEL FOR LOCAL EVALUATION AND COMPREHENSIVE ASSESSMENT**

<b>State Model for Local Evaluation</b>	<b>Comprehensive Assessment</b>
<ul style="list-style-type: none"> <li>◆ Analysis of Unit Plan/Lesson Plan: Required Probationary and Apprentice</li> </ul>	<ul style="list-style-type: none"> <li>◆ Analysis of Unit Plan/Lesson Plan: (Revised) Recommended for 1st year and 2nd year teachers, and as directed by the school system</li> </ul>
<ul style="list-style-type: none"> <li>◆ Pre-Observation Conference Record: Description of lesson/activities</li> </ul>	<ul style="list-style-type: none"> <li>◆ Planning Information Record: Rationale for and description of instructional design</li> </ul>
<ul style="list-style-type: none"> <li>◆ Post-Observation Conference Record: Evaluator’s identification of competency-related strengths and needs as observed</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reflecting Information Record and Appraisal Record: The Reflecting Information Record contains the educator’s assessment of the instruction and its effectiveness. The Appraisal Record will then be completed with the evaluator’s identification of area(s) of strength and area(s) to strengthen. (May be done by the evaluator alone or collaboratively with the teacher.)</li> </ul>
<ul style="list-style-type: none"> <li>◆ Classroom Observation Instrument: Identification and categorization of teacher/student behaviors</li> </ul>	<ul style="list-style-type: none"> <li>◆ Data Collection: Non-judgmental record of facts regarding what took place during the observation</li> </ul>
<ul style="list-style-type: none"> <li>◆ Teacher Conference Information Gathering Form: Qualitative summary of the educator’s written/verbal responses to 28 questions</li> </ul>	<ul style="list-style-type: none"> <li>◆ Educator Information Record: Gathers information in evaluation and professional development (contains six response areas)</li> </ul>
<ul style="list-style-type: none"> <li>◆ Development Plan: Required of all teachers</li> </ul>	<ul style="list-style-type: none"> <li>◆ Future Growth Plan: Required of all teachers</li> </ul>
<ul style="list-style-type: none"> <li>◆ Scores from Summative Evaluation: 1-5 ratings on each indicator with mean scores computed by domain. Evaluator had the option to identify strengths and areas for development.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Comprehensive Assessment--Summative Report: Stated expectations for differing levels of experience are applied. “Required Area to Strengthen” is marked when these expectations are not met. Area(s) of strength and area(s) to strengthen are identified for all levels of experience. Plans are developed based on identified area(s) to strengthen.</li> </ul>

## COMPREHENSIVE ASSESSMENT AND PROFESSIONAL GROWTH

### Teacher and Evaluator Activities

**Target Group:** the required assessment component for Apprentice teachers, and it may be required for all non-tenured personnel, if the system desires. It is also suitable for experienced teachers who request/require structured input from an administrator. This model provides a comprehensive picture of the educator's performance and effectiveness with students, as well as a focus for future growth.

#### **Teacher Activities:**

- Use a variety of data sources to complete a **Self-Assessment**. Three areas of strength and three areas for growth are identified, based on **Performance Standards** and evidence of student performance collected through a variety of assessment techniques.
- Complete a **Planning Information Record** for each announced/unannounced observation. This will include information about the teacher's decision-making process for this group of students, how student data was used to design this lesson and what data will be gathered to identify this lesson's effectiveness.
- Complete a **Reflecting Information Record** after each observation. Links will be established between effective teacher behaviors and the actual data gathered to assess student learning.
- Compile work samples in the **Educator Information Record** and submit prior to the last observation. This provides an opportunity to document non-observable behaviors in the areas of assessment and professional growth.
- Develop a **Future Growth Plan** to be implemented after the evaluation process is complete. The depth of this plan may depend on the evaluation cycle and whether the plan is allowed to exist over more than one evaluation period.

#### **Evaluator Activities:**

- Review prior evaluations.
- Orient the teacher to the evaluation process and have input into the discussion of strengths, areas for growth and identification of areas for refinement during the evaluation process.
- Probe any areas of the planning process (**Planning Information Record**) for clarification or depth.
- Record notes regarding the events/facts of all classroom observations (at least three observations for 1st and 2nd year apprentice--at least two observations for 3rd year apprentice and professionally licensed).
- Look for evidence of the teacher as a reflective practitioner who can analyze student performance data in relation to his/her own classroom behaviors (**Reflecting Information Record**).
- Provide feedback for the entire observation process (planning, observation, reflecting) on the **Appraisal Record**.
- Review the **Educator Information Record**.
- Complete the **Comprehensive Assessment--Summative Report**.
- Discuss the performance levels identified on the **Summative Report** and identify area(s) for the **Future Growth Plan**.

Comprehensive Assessment  
and  
Professional Growth

Instrument Section

**SELF-ASSESSMENT**  
**(Worksheet)**

EDUCATOR NAME: \_\_\_\_\_

**Self-Assessment:**

*Using the appropriate Performance Standards and corresponding Rubrics for your job assignment, reflect upon the level of competency **you** have exhibited in each of these areas.*

*Identify **three** areas of strength and **three** areas which you would like to strengthen [area(s) for growth] and be prepared to discuss your reasons for selecting these.*

*You may wish to use this worksheet to organize your information.*

1. Areas of Strength*	Reasons for Selecting
2.	
3.	

\*Use the appropriate Performance Standards to identify and list areas of strength.

<b>Areas to Strengthen [Area(s) for Growth]*</b>	<b>Reasons for Selecting</b>
1.	
2.	
3.	

*\*Use the appropriate Performance Standards to identify and list areas to strengthen.*

## ANALYSIS OF UNIT PLAN AND LESSON PLAN

TEACHER'S NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

UNIT PLAN	COMMENTS
<p>_____ The unit goal(s) is/are consistent with the curriculum.</p> <p>_____ The goal(s) is/are appropriate for these students.</p> <p>_____ Strategies contextualizing the unit goal(s) for these students are included.</p> <p>_____ Description of materials/media and their use is included.</p> <p>_____ Ongoing learner understanding is assessed throughout the unit.</p> <p>_____ The assessment of learner understanding relates to the stated goal(s) of the unit.</p>	

LESSON PLAN	COMMENTS
<p>_____ The goal(s)/objective(s) is/are clear in terms of student learning and behavior.</p> <p>_____ The goal(s)/objective(s) is/are appropriate for students at this point in their learning.</p> <p>_____ The plan explains how student progress toward the achievement of the goal(s)/objective(s) will be measured.</p> <p>_____ The lesson plan contains strategies for demonstrating the relevance and importance of the learning.</p> <p>_____ The lesson plan provides for connections to past and future learning.</p> <p>_____ The instructional procedures consider variety in task structures.</p> <p>_____ The instructional procedures provide for student practice/review which contains application of the learning and authentic practice.</p> <p>_____ The instructional strategies provide the opportunity for thinking beyond recall.</p>	

**ANALYSIS OF UNIT PLAN AND LESSON PLAN**  
**PAGE 2**

LESSON PLAN	COMMENTS
<p>Alternative and/or supplemental activities for additional practice are included in the plan as appropriate.</p>	
<p>The plan demonstrates intent to promote learner involvement.</p>	
<p>The material and media for the lesson are listed.</p>	
<p>An explanation is provided for how the material and media will be used.</p>	
<p>The material and media are appropriate for the students and the learning.</p>	
<p>The plan contains specific procedures to monitor the level of student understanding during the lesson.</p>	
<p>The plan contains a description of the organization of student learning (classroom structure, facility arrangement, centers, etc.).</p>	

\_\_\_\_\_  
*Principal or Designee Signature/Date*

\_\_\_\_\_  
*Teacher's Signature/Date*

Teacher's signature acknowledges an opportunity to review the information from the above form. It does not necessarily indicate agreement with the comments.

# FRAMEWORK FOR EVALUATION AND PROFESSIONAL GROWTH

## OBSERVATION NOTES COVER SHEET

EDUCATOR NAME: \_\_\_\_\_ SSN: \_\_\_\_\_

EVALUATOR NAME: \_\_\_\_\_

Observation Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Number of Students: \_\_\_\_\_

Class/Session Start Time: \_\_\_\_\_

Class/Session End Time: \_\_\_\_\_

**OBSERVATION NOTES**

**EDUCATOR NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

	Time	Anecdotal Notes
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**COMPREHENSIVE ASSESSMENT  
REFLECTING INFORMATION RECORD**

**EDUCATOR NAME:** \_\_\_\_\_

**OBSERVATION NO:** \_\_\_\_\_  
**DATE:** \_\_\_\_\_

**Educator completes this form for each formal observation; however, the evaluator and the educator are to discuss the contents of this form.**

1. As you reflect on the lesson, what are your initial impressions? What did you see your students doing or hear them saying that support your impressions? **IIC**
  
2. In your reflection, how did the lesson actually unfold as compared to what you had anticipated happening as you did your planning? **IIC**
  
3. As you reflect on the goals/objectives for the lesson, what can you say about your students' achievement of those goals? *(You may wish to discuss the class as a whole as well as individual student's achievement as appropriate. Include information regarding student performance data which was collected.)* **IIA and IID**
  
4. If you were to teach this lesson again to these students, describe the lesson plan. **IIC and Domains where changes were made**
  
5. As you envision the next step for these students in learning, what do you have planned? **IIC and Planning Domain**
  
6. As you reflect over this lesson/reflection and previous lessons/reflections (if appropriate), what ideas or insights are you discovering about your teaching? **IIC**
  
7. In thinking about future observations and reflections, what are some areas upon which you would like to focus?

**COMPREHENSIVE ASSESSMENT  
APPRAISAL RECORD**

**EDUCATOR NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

This form is to be completed after each planning, observation, reflection cycle. Feedback regarding areas not included in the observation process such as the Educator Information Record may be included.

**Feedback regarding Performance Standards:**

**Evaluator/educator comments regarding the educator's evaluation to this point:**

The signatures below indicate that the above information has been shared and discussed.

\_\_\_\_\_  
*Educator*

\_\_\_\_\_  
*Evaluator*

**COMPREHENSIVE ASSESSMENT  
EDUCATOR INFORMATION RECORD**

EDUCATOR NAME: \_\_\_\_\_

SCHOOL NAME: \_\_\_\_\_

The purpose of this record is to gather a **sampling** of information regarding the Assessment and Evaluation and Professional Growth Domains. The evaluator may ask for further clarification of this information. You may record information on these pages or reproduce them exactly as they appear.

**Domain III: Assessment and Evaluation**

1. For each category below, provide information regarding the most effective assessment you have used, an example of results obtained, and how this data was used to make instructional decisions?

**Pre-Assessment** (*How do you determine the students' entry level prior to instruction?*) **III A**

<b>Assessment Description</b> (You may attach a copy of the assessment.)	<b>What were the results?</b>	<b>How have you used the results?</b>

**Ongoing Progress** (*How do you determine the students' progress as a result of instruction?*) **III A**

<b>Assessment Description</b> (You may attach a copy of the assessment.)	<b>What were the results?</b>	<b>How have you used the results?</b>

**Assessment of Strategies and Techniques** *(How do you determine the effectiveness of your strategies and techniques with these students?) IIC*

<b>Assessment Description</b> (You may attach a copy of the assessment.)	<b>What were the results?</b>	<b>How have you used the results?</b>

2. If you have received a Tennessee Value-Added Assessment System (TVAAS) Teacher Report with a 3-year average, please respond to the following.

a) After analyzing the TVAAS data, what have you learned about your techniques/strategies and the resulting student performance?

b) How have you used this data to make instructional decisions?

3. Provide one example of pre-/post-data for a class of students. Describe the amount of student progress exhibited and how your conclusions were used to make instructional decisions. (You may attach copies of the assessments.) **III D**

Pre-Instructional Data	Post-Instructional Data	Conclusions

Use of this Information:

4. What are two of your most effective methods for communicating with parents and appropriate others? (Describe and/or provide examples.) **III B**

**Domain V: Professional Growth**

5. A collaboration is defined as an intellectual endeavor where two or more educators share with each other and gain from each other professional knowledge. It is understood that educators regularly engage in professional growth opportunities such as collaborative and professional development activities. Complete the following chart providing information regarding recent collaborative activities. **VA**

<b>Collaborative Activity and Date</b>	<b>Purpose of Collaboration</b>	<b>Outcome of the Collaboration</b>

6. Use the chart provided below to provide information regarding **2** of your most useful professional growth activities. Include a description of your application of these professional growth opportunities in your classroom as well as information regarding any professional leadership with colleagues which might have resulted from your growth. **VB**

<b>Professional Development Activity and Date</b>	<b>Application and Leadership which have resulted from the Professional Development Activity</b>

# Comprehensive Assessment-- Summative Report

Scoring Standards, Rubrics, Future Growth Plan



## Directions for Completing Comprehensive Assessment--Summative Report

1. **Collect and review all pertinent data** which should include:
  - Planning Information Records
  - Observation Data
  - Reflecting Information Records
  - Appraisal Records
  - Unit Plans/Lesson Plans (as appropriate)
  - Educator Information Record
2. Using the General Education Performance Standards Rubrics, **determine the appropriate Performance Level for each indicator within each domain.**
3. After completing all indicators within each domain, use the Comprehensive Assessment--Scoring Standards to **determine if domains should be marked as “Required Area to Strengthen”.**
4. **Complete the Additional Information section** at the end of Domain VI (page 43) with pertinent information as required by your school system.
5. **Current License/Certificate (page 44).** If an educator holds both a Professional License and a Career Level I, II, or III Certificate, list both. Other appropriate responses would be Apprentice License, etc.
6. **Purpose for Evaluation.** Complete this blank listing the reason identified for the evaluation. Examples might include: Recertification/Interim Level I; Advancement to Professional License and/or Level I; Required evaluation--2nd year Apprentice; evaluation for tenure; required local evaluation; Career Level II/III Interim; etc.
7. **Total the number of domains marked as “Required Area to Strengthen”.** List the number in the blank. Refer to the Comprehensive Assessment--Scoring Standards to determine if the criteria for advancement to another License/Certificate is appropriate.
8. The **Recommendation box** should be completed with information appropriate to this educator’s evaluation. This may include but not be limited to: Continued employment; Advancement to Professional License and Career Level I; and/or Follow up evaluation during the next school year.
9. **Areas of Strength.** List the domain(s) and indicator(s) which have been identified as exceeding expectations. You may list the Roman Numeral and letter corresponding to the identified area and then provide information to the educator denoting specific facts identifying the strength(s).
10. **Areas to Strengthen (Areas for Growth).** List the domain(s) and indicator(s) which have been identified as “Required Area to Strengthen”. If no domains have been identified as a “Required Area to Strengthen”, you may list area(s) which either the evaluator or the educator collaboratively identify as Areas for Growth which will guide future professional development activities.
11. The **Comments section** is provided to allow either the evaluator or the educator to enter other remarks in the evaluation file.
12. After **sharing and discussing the Summative Report** with the educator, sign and date.

**SCORING STANDARDS**  
**Comprehensive Assessment**

An “unsatisfactory” rating in at least one indicator within a domain will result in that domain being identified as a “Required Area to Strengthen.”

<b>Current Status</b>	<b>Expectations</b>	<b>Criteria for marking a domain as a “Required Area to Strengthen”</b>
<b>First-Year Educators</b>	<ul style="list-style-type: none"> <li>• 1 indicator in each domain <b>above Level A</b> in Domains I-IV</li> <li>• All indicators at <b>Level A</b> in Domains V &amp; VI</li> </ul>	<ul style="list-style-type: none"> <li>• All indicators at <b>Level A or an indicator(s) below Level A</b> in a domain within Domains I-IV</li> <li>• An indicator(s) <b>below Level A</b> in a domain within Domains V &amp; VI</li> </ul> <p><b>Expectation: No more than 2 domains be identified as “Required Areas to Strengthen.”</b></p>
<b>Third-Year Apprentice/ Advancement to a Professional License</b>	<ul style="list-style-type: none"> <li>• All indicators at <b>Level B</b></li> </ul>	<ul style="list-style-type: none"> <li>• An indicator(s) <b>below Level B</b></li> </ul> <p><b>Requirement: Advancement to a Professional License allows no more than 2 domains identified as “Required Areas to Strengthen.”</b></p>
<b>Professional License</b>	<ul style="list-style-type: none"> <li>• No indicators below <b>Level B</b></li> <li>• At least 1 indicator in each domain at <b>Level C</b></li> </ul>	<ul style="list-style-type: none"> <li>• An indicator(s) <b>below Level B</b></li> <li>• A domain in which <b>no</b> indicator is at <b>Level C</b></li> </ul> <p><b>Expectation: No more than 1 domain be identified as a “Required Area to Strengthen.”</b></p>

**COMPREHENSIVE ASSESSMENT--SUMMATIVE REPORT**

**EDUCATOR NAME:** \_\_\_\_\_ **SCHOOL NAME:** \_\_\_\_\_

**DOMAIN I: Planning**

Indicators	Unsatisfactory	Performance Level A	Performance Level B	Performance Level C
A. Establishes appropriate instructional goals and objectives	—	—	—	—
B. Plans instruction based upon a knowledge of subject matter, students, the community, and curricular goals	—	—	—	—
C. Plans instructional opportunities that are adapted to diverse students	—	—	—	—

**COMMENTS:**

\_\_\_\_ Required  
Area to Strengthen

**DOMAIN II: Teaching Strategies**

Indicators	Unsatisfactory	Performance Level A	Performance Level B	Performance Level C
A. Demonstrates an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) and provides students access to this information through experiences which make the subject matter meaningful	—	—	—	—
B. 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	—	—	—	—
C. 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	—	—	—	—

**COMMENTS:**

\_\_\_\_ Required  
Area to Strengthen

<b>DOMAIN III: Assessment and Evaluation</b>				
<b>Indicators</b>	<b>Unsatisfactory</b>	<b>Performance Level A</b>	<b>Performance Level B</b>	<b>Performance Level C</b>
<b>A.</b> Uses appropriate assessment strategies and instruments to obtain information about students and their ongoing progress and uses this information to make instructional decisions	—	—	—	—
<b>B.</b> Communicates student status and progress to students, their parents, and appropriate others	—	—	—	—
<b>C.</b> Reflects on teaching practice by evaluating continually the effects of instruction	—	—	—	—
<b>D.</b> Evaluates student performance and determines the amount of progress	—	—	—	—
<b>COMMENTS:</b>				<b>Required Area to Strengthen</b>

<b>DOMAIN IV: Learning Environment</b>				
<b>Indicators</b>	<b>Unsatisfactory</b>	<b>Performance Level A</b>	<b>Performance Level B</b>	<b>Performance Level C</b>
<b>A.</b> Creates a learning climate that supports the development of student abilities	—	—	—	—
<b>B.</b> Manages classroom resources effectively	—	—	—	—
<b>COMMENTS:</b>				<b>Required Area to Strengthen</b>

<b>DOMAIN V: Professional Growth</b>				
<b>Indicators</b>	<b>Unsatisfactory</b>	<b>Performance Level A</b>	<b>Performance Level B</b>	<b>Performance Level C</b>
A. Collaborates with colleagues and appropriate others	—	—	—	—
B. Engages in professional development	—	—	—	—
C. Performs professional responsibilities efficiently	—	—	—	—
<b>COMMENTS:</b>				<b>Required Area to Strengthen</b>

<b>DOMAIN VI: Communication</b>				
<b>Indicators</b>	<b>Unsatisfactory</b>	<b>Performance Level A</b>	<b>Performance Level B</b>	<b>Performance Level C</b>
A. Uses appropriate verbal and non-verbal techniques to communicate effectively with students, parents, and appropriate others	—	—	—	—
B. Writes clearly and correctly	—	—	—	—
<b>COMMENTS:</b>				<b>Required Area to Strengthen</b>

**ADDITIONAL INFORMATION (to be used as needed)**

Name: \_\_\_\_\_  
 SS#: \_\_\_\_\_  
 Teacher #: \_\_\_\_\_

**Current License/Certificate:** \_\_\_\_\_

**Purpose for Evaluation:** \_\_\_\_\_

**Number of Domains Identified as Required Areas to Strengthen:** \_\_\_\_\_

**RECOMMENDATION:**

**AREAS OF STRENGTH:**

**AREAS TO STRENGTHEN (Areas for Growth):**

**COMMENTS (Educator and/or Evaluator):**

The signatures below verify that the Comprehensive Assessment--Summative Report has been discussed with the educator.

\_\_\_\_\_

*Educator*

\_\_\_\_\_

*Evaluator*

\_\_\_\_\_

*Date*

**COMPREHENSIVE ASSESSMENT  
FUTURE GROWTH PLAN**

EDUCATOR NAME: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_

**Area to be Strengthened (Area for Growth):** *State the Performance Standard. [Should relate directly to the Comprehensive Assessment--Summative Report]*

**Professional Growth Goal(s) of this Plan:** State your professional growth goal(s) in measurable or observable terms.

**Action Plan:** *Describe the actions you plan to take to accomplish this goal, including timelines for completion of each action. (What will you do to increase your knowledge in accomplishing your professional growth goal(s)?)*

The Professional Growth Plan stated above has been reviewed and is appropriate for implementation beginning with the school year \_\_\_\_\_

\_\_\_\_\_  
Educator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

*Having completed the identified action plan, describe the impact on your instruction and student performance.*

I verify that I personally engaged in these activities.

\_\_\_\_\_  
Educator's Signature

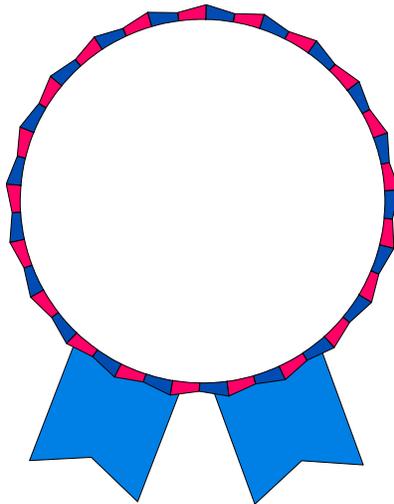
\_\_\_\_\_  
Date

I have reviewed the above plan.

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

# Rubrics for Comprehensive Assessment and Professional Growth



The following rubrics are to be used in identifying the level at which an indicator within a domain is performed. All of the data gathered from the varied sources should be considered when determining the performance level. The rubrics should be used to identify the best fit for the collected data rather than expecting an exact match with each item of any one level.

## **RUBRICS**

### **PERFORMANCE STANDARDS**

#### **DOMAIN I: PLANNING**

#### **INDICATOR A. Establishes appropriate instructional goals and objectives**

#### **PERFORMANCE LEVEL A**

Goals/objectives are primarily driven by the text and the curriculum with some attention to the current students' needs and performances. Priority is placed on the "coverage" of content without appropriate attention to students' readiness levels. Recall and comprehension are the primary cognitive levels within the planning of goals/objectives.

#### **PERFORMANCE LEVEL B**

Identification of group knowledge/performance levels generally determines the selection of goals/objectives. The teacher focuses on short-term planning (units and daily lessons) with some attention to a developmental sequence of goals that produce long-term results. Goals/objectives center on building knowledge around the content. Activities provide opportunities to engage in higher levels of thinking.

#### **PERFORMANCE LEVEL C**

A logical, clear, and appropriate connection exists between the goals/objectives and the characteristics of the students the teacher is currently instructing. Decisions regarding the breadth, depth, and sequencing of goals/objectives are based upon the current students' needs and performances. Long-term planning is used to create an efficient and developmental pathway to learning. The teacher can identify expected student outcomes and the path through which students may reach these outcomes. Effective short-term planning allows for the modification of goals/objectives based on students' current functional levels. Goals/objectives provide for deliberate skill development in the thinking processes.

Data Sources: Educator Information Record, Planning Information Records, Classroom Observations, Reflecting Information Records

## RUBRICS

### PERFORMANCE STANDARDS

#### DOMAIN I: PLANNING

#### INDICATOR B. Plans instruction based upon a knowledge of subject matter, students, the community, and curricular goals

#### **PERFORMANCE LEVEL A**

Activities which relate to the topic are the primary emphasis of plans as opposed to developmental instructional designs. Some consideration is given to student readiness levels when designing instructional plans. Learning experiences provide opportunities for the integration of knowledge and skills from related subject areas. Materials/media/technology are chosen based on their relevance to the topic.

#### **PERFORMANCE LEVEL B**

Instructional plans focus on activities through which goals/objectives may be achieved. The learning is connected to real life and future careers. Instructional plans are constructed with attention to connecting the curriculum with student strengths/experiences. Plans reflect appropriate steps in a short-term learning process. Plans include learning experiences which require the integration of knowledge and skills from related subject areas. Materials/media/technology are chosen based on their relevance to the topic and support the achievement of goals/objectives.

#### **PERFORMANCE LEVEL C**

The teacher designs instructional plans which provide optimal opportunities for students to achieve the desired outcomes as stated in goals/objectives. Instructional plans have been constructed to match the current students' needs (e.g., developmental stages, prior knowledge, learning modes, and interests). Instructional plans align goals/objectives, learning strategies, assessment, and students' needs--at the appropriate level of difficulty. Curricular goals, students' experiences/strengths, and real life and future career choices are clearly connected within the instructional plans. Instructional plans provide for experiences which ensure sustained student learning and integrate knowledge, skills, and methods of inquiry from several related subject areas. Materials/media/technology are carefully evaluated and appropriately used within instructional plans for the purpose of enhancing students' learning.

Data Sources: Educator Information Record, Planning Information Records, Classroom Observations, Reflecting Information Records

# RUBRICS

## PERFORMANCE STANDARDS

### DOMAIN I: PLANNING

#### INDICATOR C. Plans instructional opportunities that are adapted to diverse students

#### **PERFORMANCE LEVEL A**

Physical needs are considered when designing strategies to accommodate for student learning. Varied materials/strategies address more than one mode of learning in the group. Cognitive needs are addressed as they arise in the classroom. Modifications as indicated on student IEP's are implemented.

#### **PERFORMANCE LEVEL B**

Group assessment information is used in the planning process to design lessons which effectively accommodate for group differences. Plans and materials appropriately accommodate for general student differences through remedial and enrichment activities planned around the topic or content. Instructional plans include teaching approaches which are sensitive to the multiple experiences of learners and that address different learning and performance modes. Recommendations on IEP's are correctly interpreted and appropriately implemented.

#### **PERFORMANCE LEVEL C**

Ongoing assessment regarding individual and group performance is used to design instruction to meet students' current needs (i.e., cognitive, social, emotional, and physical) and facilitates movement to the next level of development. When needed, learning experiences are tailored for individual students. Instructional plans are appropriately adapted to meet the needs of students of diverse cultural and language backgrounds.

Data Sources: Educator Information Record, Planning Information Records, Classroom Observations, Reflecting Information Records

## RUBRICS

### PERFORMANCE STANDARDS

#### DOMAIN II: TEACHING STRATEGIES

**INDICATOR A. 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**

#### **PERFORMANCE LEVEL A**

Information is correct and students are provided access to definitions, examples, and explanations related to the topic. The clarity of the content information varies. Language used to convey the concepts/skills may not be precise. The appropriateness of the pacing varies.

#### **PERFORMANCE LEVEL B**

Definitions, examples, and explanations are chosen to encourage student understanding of concepts. Content is generally presented with clarity and with attention to students' previous learning. Language used to convey the concepts/skills is generally precise. Pacing is determined by the difficulty of the material. Students are provided access to experiences that make the subject matter meaningful.

#### **PERFORMANCE LEVEL C**

Multiple representations and explanations of disciplinary concepts are used effectively to support students' understanding. An understanding of the central concepts, tools of inquiry, and structures of the discipline(s) is evidenced through the utilization of the most appropriate strategies for these particular students and goal(s)/objective(s). The role of the teacher varies in the instructional process (i.e., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students. Concepts are communicated with clarity through the use of precise language. Key ideas/concepts are linked to students' prior understanding. Appropriate strategies are used to engage students' cognitive processes, stimulate thinking, and make the subject matter meaningful. Pacing is appropriate to the difficulty of the material and to the level of students' understanding.

Data Sources: Classroom Observations, Reflecting Information Records

## **RUBRICS**

### **PERFORMANCE STANDARDS**

#### **DOMAIN II: TEACHING STRATEGIES**

**INDICATOR B. 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**

#### **PERFORMANCE LEVEL A**

Students are provided with practice activities which are related to the topic. The strategies employed emphasize recall and rote drill without attention to the underlying development of understanding and the development of the thinking processes. Practice and review activities emphasize skills/concepts in isolation.

#### **PERFORMANCE LEVEL B**

Practice activities support the achievement of the instructional goal(s)/objective(s) with consideration of the developmental levels of students. Practice centers on recall, comprehension and application. Practice and review activities reinforce students' learning by creating bridges with other learnings. Activities encourage engagement of students in the learning.

#### **PERFORMANCE LEVEL C**

Strategies are appropriately employed which actively engage students in productive, authentic learning opportunities. These learning opportunities focus on developing performance capabilities and the higher order skills required in the modern workplace such as problem-solving and decision-making skills, learning strategies, and creative thinking.

Data Sources: Classroom Observations, Reflecting Information Records

## RUBRICS

### PERFORMANCE STANDARDS

#### DOMAIN II: TEACHING STRATEGIES

**INDICATOR C. 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**

#### **PERFORMANCE LEVEL A**

Students are generally focused on the content. Strategies are sometimes used to relate the content to students' prior knowledge, experiences, and backgrounds. Students participate in the learning opportunities. Students are encouraged to share their thinking and ideas.

#### **PERFORMANCE LEVEL B**

Students are focused on the content and are actively engaged in the learning opportunities. Strategies to relate the concepts/skills to students' prior knowledge and experiences are used. Learning becomes meaningful for the students in regard to past learning and future learning. Students are provided opportunities to be engaged in generating knowledge and developing perspectives. Communication to students emphasizes that developing employability skills is important for all age/grade levels.

#### **PERFORMANCE LEVEL C**

Strategies are consistently employed which link students' prior knowledge, experiences, and family and cultural backgrounds. The importance of the learning is demonstrated through the strategies/activities used for active student engagement. Strategies include learning opportunities designed to foster the development of qualities such as dependability, positive attitude toward work, conscientiousness, cooperation, adaptability, and self-discipline. Examples of student thinking are elicited and student reflection on their own ideas and those of others is stimulated. The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals. Strategies are employed to move students from active participation to true involvement (ownership of the learning).

Data Sources: Planning Information Records, Classroom Observations, Reflecting Information Records

# RUBRICS

## PERFORMANCE STANDARDS

### DOMAIN III: ASSESSMENT AND EVALUATION

**INDICATOR A. Uses appropriate assessment strategies and instruments to obtain information about students and their ongoing progress and uses this information to make instructional decisions**

#### **PERFORMANCE LEVEL A**

Assessment is primarily used to document student performance. Grades/scores are based on assessment results with limited use of this assessment for diagnosis/instruction. Assessment is used to measure student learning at the end of units of study. General monitoring (i.e., questions, homework) is used to identify students' status. Reteaching is used when general class misunderstanding is demonstrated.

#### **PERFORMANCE LEVEL B**

Assessment is used at the beginning of the year to make instructional decisions regarding the course of study. Appropriate assessment methods/instruments are selected for the outcomes being measured. Assessment strategies (formal or informal) are used to elicit information regarding student experiences, modes of learning, needs, attitudes and progress. All forms of assessment are appropriately administered and the results are accurately interpreted. This data is used when making instructional decisions throughout the year.

#### **PERFORMANCE LEVEL C**

An understanding of measurement theory and assessment related issues (i.e., validity, reliability, bias, scoring concerns) is demonstrated through the use and interpretation of all types of assessment. Given this understanding, teacher-made tests show appropriate construction for measuring intended outcomes. Ongoing assessment is accurately and systematically used to plan/refine/modify the students' instruction. Remediation, instruction, or enrichment is based on the diagnosis of the point of learning as opposed to a general understanding/misunderstanding. Appropriate techniques are used during instruction to assess student understanding/mastery of the goals/objectives.

Data Sources: Educator Information Record, Planning Information Records, Classroom Observations, Reflecting Information Records, Educator Conferences

## **RUBRICS**

### **PERFORMANCE STANDARDS**

#### **DOMAIN III: ASSESSMENT AND EVALUATION**

#### **INDICATOR B. Communicates student status and progress to students, their parents, and appropriate others**

#### **PERFORMANCE LEVEL A**

Cumulative student reports are provided to students, parents, and appropriate others at required intervals. Students are provided general feedback reflecting the correctness or incorrectness of their responses. Required records of student work and performance are maintained.

#### **PERFORMANCE LEVEL B**

Students are regularly informed of the accuracy of their responses and of their status regarding the accomplishment of goals/objectives. Additionally, parents and appropriate others are informed on a timely basis of a student's status, as well as academic and affective changes. Routines have been established for two-way communication with students, parents, and appropriate others.

#### **PERFORMANCE LEVEL C**

Diagnostic and prescriptive information is provided to students, parents, and appropriate others for the purpose of improving performance. Attention is focused on what needs to be done to move to the next performance level. Communication strategies have been refined to ensure that parent/student feedback will effect a change. Useful records of student work and performance are maintained.

Data Sources: Educator Information Record, Classroom Observations, Educator Conferences

## **RUBRICS**

### **PERFORMANCE STANDARDS**

#### **DOMAIN III: ASSESSMENT AND EVALUATION**

#### **INDICATOR C. Reflects on teaching practice by evaluating continually the effects of instruction**

#### **PERFORMANCE LEVEL A**

Assessment focuses on student achievement with limited connections made to the effectiveness of the strategies/techniques employed. The educator's reflections include an accurate description of classroom behaviors including sequence of events, teacher/student behaviors, and time frames. Given this accurate description, the educator can determine an overall level of success.

#### **PERFORMANCE LEVEL B**

A variety of assessment results are used to determine the relationship between student success and teacher behaviors. The educator can accurately interpret these results in terms of the effectiveness of the strategies/techniques employed. Modifications/adaptations/refinements in teaching strategies and behaviors are made based on the accurate interpretation of this data.

#### **PERFORMANCE LEVEL C**

The teacher can communicate specific examples of the cyclical process of reflection, assessment, and learning. Classroom data, information about student progress, and research are used as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

Data Sources: Educator Information Record, Reflecting Information Records, Educator Conferences

## **RUBRICS**

### **PERFORMANCE STANDARDS**

#### **DOMAIN III: ASSESSMENT AND EVALUATION**

#### **INDICATOR D. Evaluates student performance and determines the amount of progress**

#### **PERFORMANCE LEVEL A**

Grades/cumulative scores are cited as evidence of student growth. The use of baseline data is limited in the interpretation of student learning. General statements are provided to document formal/informal assessment of both academic growth and positive attitudinal change.

#### **PERFORMANCE LEVEL B**

Assessment techniques are used to determine students' performance level prior to and after instruction. The amount of student growth as well as possible intervening variables are communicated knowledgeably. Assessment strategies may be limited in type but include structured measurement of both cognitive and affective domains. The teacher can communicate the accuracy and usefulness of the data.

#### **PERFORMANCE LEVEL C**

Appropriate assessment techniques are used to evaluate what students know and are able to do as a result of instruction. Both cognitive and affective assessments are appropriately used to provide a more complete profile of student growth. Student growth is communicated knowledgeably and responsibly. Knowledge and understanding of any intervening variables is used to determine an accurate amount of progress.

Data Sources: Educator Information Record, Reflecting Information Records, Educator Conferences

## **RUBRICS**

### **PERFORMANCE STANDARDS**

#### **DOMAIN IV: LEARNING ENVIRONMENT**

##### **INDICATOR A. Creates a learning climate that supports the development of student abilities**

#### **PERFORMANCE LEVEL A**

Student behavior is maintained through learning opportunities which are teacher controlled. When inappropriate behavior is recognized, the teacher demonstrates a knowledge of reasonable and acceptable management techniques. Expectations for students are sometimes unclear. Students are held accountable for completing assignments, turning in work, and participating in classroom discussions. Students are addressed in a positive manner.

#### **PERFORMANCE LEVEL B**

Behavior is maintained through appropriate classroom management techniques. The teacher uses classroom management techniques which foster self-control and self-discipline. Appropriate strategies are used to de-escalate potential conflicts. Standards of mutually respectful interactions within the classroom (teacher/student, student/student) are established and maintained. Norms for academic discussions and individual and group work are established. Purposeful, challenging learning interactions are generally evident.

#### **PERFORMANCE LEVEL C**

A range of strategies is used to create a smoothly functioning learning community. Behavior is maintained and a climate conducive to learning is established as students work independently and collaboratively in purposeful learning activities. Expectations for student interactions, academic discussions, and individual and group responsibilities are evident. Purposeful communication is exhibited by students and teacher. Students are addressed and challenged in an appropriate and supportive manner. A classroom environment is maintained in which students feel safe to experiment with new ideas and ways of learning. Strategies are employed with students which facilitate the development of an internal locus of control. Conflict resolution strategies are used to maintain an environment conducive for learning.

Data Sources: Classroom Observations, Reflecting Information Records, Educator Conferences

## **RUBRICS**

### **PERFORMANCE STANDARDS**

#### **DOMAIN IV: LEARNING ENVIRONMENT**

#### **INDICATOR B. Manages classroom resources effectively**

#### **PERFORMANCE LEVEL A**

Class time is generally used for instructional purposes; however, administrative/management duties may require attention that distracts from the learning process. Instructional assistants' time is used appropriately. Classroom resources are used to promote learning opportunities. Flexibility may not be demonstrated when unexpected situations require reorganization or reallocation of classroom resources.

#### **PERFORMANCE LEVEL B**

Class time is spent in learning with minimal attention to administrative duties. Time and skills of instructional assistants are appropriately managed to support student learning. Available classroom resources are appropriately incorporated into learning opportunities. Flexibility is demonstrated as situations demand that classroom processes and instructional procedures be modified.

#### **PERFORMANCE LEVEL C**

The resources of time, space, instructional assistants and attention are appropriately managed in order to provide active and equitable engagement of students in productive learning. The teacher effectively modifies classroom processes and instructional procedures as the situation demands. Available resources are appropriately used to facilitate efficient and effective learning. Routines are established for handling administrative matters quickly and efficiently, with minimum disruption of instructional time. A periodic review of classroom routines is conducted resulting in any needed revisions.

Data Sources: Planning Information Records, Classroom Observations, Reflecting Information Records, Educator Conferences

## **RUBRICS**

### **PERFORMANCE STANDARDS**

#### **DOMAIN V: PROFESSIONAL GROWTH**

##### **INDICATOR A. Collaborates with colleagues and appropriate others**

#### **PERFORMANCE LEVEL A**

The teacher participates in team oriented tasks where cooperation is necessary for task completion and engages in interactions with other professionals which result in learning. Additionally, teacher works cooperatively with colleagues to identify target area(s) for school/system improvement.

#### **PERFORMANCE LEVEL B**

Engagement in collaborative activities results in mutual learning. Additionally, evidence is provided to demonstrate participation in collegial activities designed to make the school a productive learning environment. The teacher articulates the purpose, scope, and outcomes of each collaboration. The teacher consults with colleagues and appropriate others for the purpose of developing cooperative partnerships in support of student learning.

#### **PERFORMANCE LEVEL C**

The teacher can identify/recognize situations when and where collaboration with others will not only enhance his/her own learning but also has the capacity to improve student performance. Collaborations are broadened to include diverse resources such as outside practitioners, research findings, parents, community resources, agencies, etc. Insights and experiences resulting from professional growth activities are appropriately shared with colleagues.

Data Sources: Educator Information Record, Evaluator Data, Growth Plans

## **RUBRICS**

### **PERFORMANCE STANDARDS**

#### **DOMAIN V: PROFESSIONAL GROWTH**

#### **INDICATOR B. Engages in professional development**

#### **PERFORMANCE LEVEL A**

The teacher can identify general performance levels and can prioritize areas for future growth. The teacher provides evidence of participation in professional growth opportunities.

#### **PERFORMANCE LEVEL B**

A self-assessment is completed using data from multiple perspectives. Professional growth activities reflect attention to the identified priorities for growth. Learning from professional growth opportunities is applied (directly or indirectly) to the instruction/services provided to students. Professional growth experiences demonstrate varied formats for growth.

#### **PERFORMANCE LEVEL C**

The teacher has selected professional growth opportunities which improved his/her performance, expanded his/her teaching repertoire, improved student performance, and exposed him/her to emerging professional practices. The teacher demonstrates productive leadership by actively sharing experiences and seeking and giving feedback.

Data Sources: Educator Information Record, Evaluator Data, Growth Plans

## **RUBRICS**

### **PERFORMANCE STANDARDS**

**DOMAIN V: PROFESSIONAL GROWTH**

**INDICATOR C. Performs professional responsibilities efficiently**

#### **PERFORMANCE LEVEL A**

The teacher adheres to school/system policies and procedures. The teacher is on time for class, meetings, and other scheduled activities. Records are accurately maintained.

#### **PERFORMANCE LEVEL B**

Assigned tasks and responsibilities are completed on schedule. A satisfactory record of attendance and punctuality is maintained. Records are complete, accurate, and up to date. Safety issues within the teacher's control are addressed effectively.

#### **PERFORMANCE LEVEL C**

In addition to the responsibilities above, the teacher demonstrates an understanding of and implements laws related to students' rights and teacher responsibilities (e.g., for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse). The teacher maintains the privacy of students and confidentiality of information except when to do so would harm the child.

Data Sources:                      Evaluator Data

## **RUBRICS**

### **PERFORMANCE STANDARDS**

#### **DOMAIN VI: COMMUNICATION**

**INDICATOR A. Uses appropriate verbal and non-verbal techniques to communicate effectively with students, parents, and appropriate others**

#### **PERFORMANCE LEVEL A**

Clear communication is evidenced by the use of appropriate grammar and the logical organization of information. The teacher speaks clearly and chooses vocabulary appropriate to the level of the audience. Two-way communication is fostered by asking questions, listening, and assisting others in expressing ideas.

#### **PERFORMANCE LEVEL B**

Appropriate grammar and word choice are used for the clear and concise exchange of information. The teacher models effective communication strategies in asking questions, listening, giving directions, probing for understanding and helping others to express their ideas. Language and delivery techniques are appropriately chosen for clear communication given the audience being addressed. An appropriate volume and pace are used for the specific audience and the content being communicate.

#### **PERFORMANCE LEVEL C**

The teacher models effective communication strategies with students, parents, and appropriate others in conveying ideas and information and in asking questions (e.g., monitoring the effects of messages; restating ideas; drawing connections; using visual, aural, and kinesthetic cues; and being sensitive to non-verbal cues given and received). Others' input is elicited and strategies to facilitate their productive contributions to the dialogue are employed. The teacher understands the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication. The teacher makes links with the students' other environments by communicating with parents, counselors, teachers of other classes, and for the purpose of developing cooperative partnerships in support of student learning.

Data Sources: Classroom Observations, Evaluator Data, Educator Information Record

## **RUBRICS**

### **PERFORMANCE STANDARDS**

#### **DOMAIN VI: COMMUNICATION**

#### **INDICATOR B. Writes clearly and correctly**

#### **PERFORMANCE LEVEL A**

Correct grammar is used in written communication. Handwriting is legible. Written information is organized and the vocabulary chosen is appropriate to the level of the audience.

#### **PERFORMANCE LEVEL B**

Correct grammar and mechanics are used. Written information is logically organized and complete for the intended purpose and audience. Information is appropriately designed for the specific audience.

#### **PERFORMANCE LEVEL C**

Written information is structured for clear and concise exchange of information. Consideration for the level of audience, intended purpose, and expected outcomes is evident. The reader's experiences, perspectives, and skills are considered when composing written documents. The teacher uses a variety of tools (e.g., audio-visual aids, computers) to enrich communication opportunities.

Data Sources: Classroom Observations, Evaluator Data, Educator Information Record

# Framework for Evaluation and Professional Growth



## Focused Assessment and Professional Growth

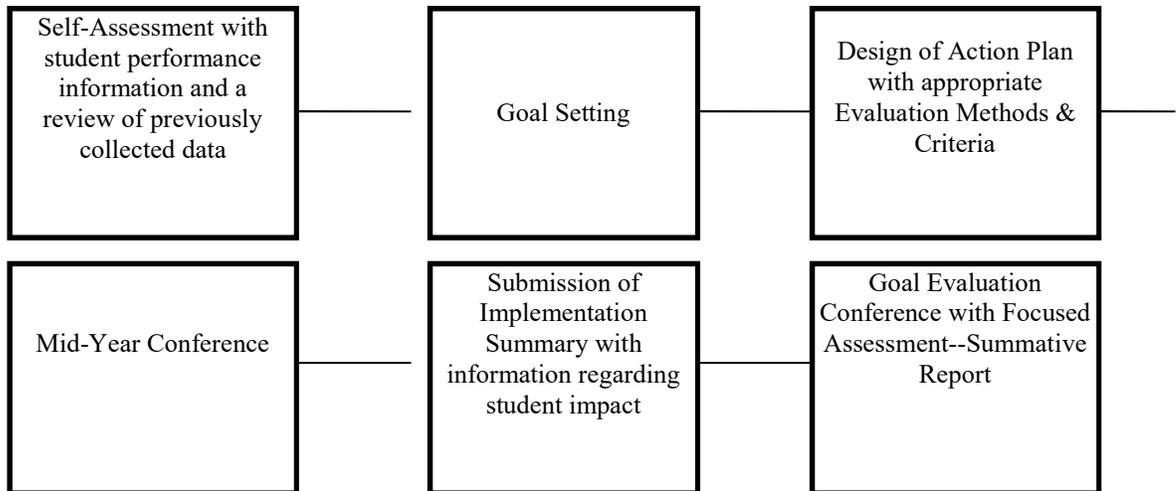
# FOCUSED ASSESSMENT AND PROFESSIONAL GROWTH

## Professionally Licensed Personnel

### Introduction

Educators holding a Professional License (tenure may also be required by a LEA) begin their evaluation with a Goal Setting Conference. A self-assessment is completed by the educator based upon evidence of student performance collected through a variety of assessment techniques. The evaluator will review the results of previous evaluations. As the educator and evaluator share this information, an area(s) of strength and an area(s) for growth are identified. Using this data in addition to the Tennessee School Improvement Planning Process (TSIPP) as appropriate, the educator and the evaluator craft a Professional Growth Goal. This goal should be tied to identified areas for growth and improved student performance.

There are several pathways to use in reaching goal attainment. Those pathways may include classroom observations, research and study, action research, the use of a cognitive coach, and collaborations. The resulting growth plans will include initial knowledge building, application and implementation, evaluation and communication of successes to others (productive leadership). All plans should be grounded in current research and may provide for contextual testing of strategies/techniques through action research.



# FOCUSED ASSESSMENT AND PROFESSIONAL GROWTH

## Teacher and Evaluator Activities

**Target Group:** to be used only with Professionally Licensed personnel. A growth goal and plan are designed by the teacher with administrator input. This plan may be designed so that all steps of the plan are not completed during one evaluation period.

### **Teacher Activities:**

- Complete a **Self-Assessment** which identifies areas of strength and areas for growth
- Craft a professional goal which reflects an individual, grade, school or system area for growth
- Design and implement a **Professional Growth Plan** with the following components:
  1. An Action Plan which identifies what knowledge is to be gathered and how this may be used by the teacher
  2. A timeline for completion which may be more than one year
  3. Identification of the Evaluation Methods/Criteria used to assess progress/growth as a result of the implementation of the plan
  4. Statement of Expected Benefits with emphasis placed upon the impact of the educator's growth on student performance

The teacher's Professional Growth Goal may call for an Action Plan which includes any combination of the following - research and study in a content, pedagogical or professional skills area; action research; collaborations; classroom observations and/or the use of a cognitive coach to hold planning/reflecting conversations surrounding the implementation phase with students.

### **Evaluator Activities:**

- Review and approve the Growth Plan for implementation based on the following criteria:
  1. Does the plan logically address an identified area(s) for growth for the teacher, grade level, school and/or system?
  2. Does the plan provide evidence that the teacher's planned growth has the capacity to improve student performance?
  3. Do the identified evaluation methods provide appropriate monitoring of the teacher's and students' progress?
- Monitor the implementation of the plan and conduct a **Goal Evaluation Summative** conference at the end of the evaluation period where the **Focused Assessment--Summative Report** is completed. The evaluator retains the right to conduct classroom observations and review other data as needed.

# Focused Assessment and Professional Growth



## Instrument Section

***SELF-ASSESSMENT***  
***(Worksheet)***

EDUCATOR NAME: \_\_\_\_\_

**Self-Assessment:**

*Using the appropriate Performance Standards and corresponding Rubrics for your job assignment, reflect upon the level of competency **you** have exhibited in each of these areas.*

*Identify **three** areas of strength and **three** areas which you would like to strengthen [area(s) for growth] and be prepared to discuss your reasons for selecting these.*

*You may wish to use this worksheet to organize your information.*

1. <b>Areas of Strength*</b>	<b>Reasons for Selecting</b>
2.	
3.	

*\*Use the appropriate Performance Standards to identify and list areas of strength.*

<b>Areas to Strengthen [Area(s) for Growth]*</b>	<b>Reasons for Selecting</b>
1.	
2.	
3.	

*\*Use the appropriate Performance Standards to identify and list areas to strengthen.*

## ***PROFESSIONAL GROWTH PLAN***

**EDUCATOR NAME:** \_\_\_\_\_ **SCHOOL NAME:** \_\_\_\_\_

*Choose an area for growth from Domains I-IV and design a Professional Growth Plan to **enhance** your development in this area.*

**Focus for Growth:** *State the Performance Standard.*

**Rationale:** *Why did you choose to enhance your growth in this area?*

**Professional Growth Goal(s)/Objective(s) of this Plan:** *State your professional growth goal(s)/objective(s) in measurable or observable terms. (Student objectives are not appropriate here, but may be stated in the **Expected Benefits** section.)*

**Expected Benefits:** Describe the educational benefits you *expect* to accrue as a result of your implementation of this Professional Growth Plan. (Student objectives are appropriate to discuss here.)

The Professional Growth Plan stated above has been reviewed and is appropriate for implementation beginning with the school year \_\_\_\_\_.

\_\_\_\_\_  
Educator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

**PROFESSIONAL GROWTH PLAN  
IMPLEMENTATION SUMMARY**

**Modifications/Adjustments to the Plan:**

**Evaluation Results:** *Describe the results **obtained** from your evaluation.*

**Effects on Students' Learning:** *Describe the impact on student performance derived from your implementation of this Professional Development Plan.*

I verify that I personally engaged in these activities and that all the information contained in this plan is accurate.

\_\_\_\_\_  
Educator's Signature

\_\_\_\_\_  
Date

**FOCUSED ASSESSMENT AND PROFESSIONAL GROWTH  
MID-YEAR CONFERENCE RECORD**

EDUCATOR NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**Objective of the Professional Growth Plan:**

**Modifications of the Plan:**

**Summary of Progress:**

**Support Needed to Enhance and/or Complete:**

The signatures below indicate that the above information has been reviewed and approved.

\_\_\_\_\_  
Educator's Signature

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

**REFLECTING ON THE COACHING EXPERIENCE**

*(To be completed by coachee.)*

**EDUCATOR NAME:** \_\_\_\_\_

**COACH:** \_\_\_\_\_

**DATES OF THE COACHING INTERACTIONS (Planning and Reflecting):** \_\_\_\_\_

**What was the subject/content of the coaching interactions:**

**As a result of these interactions I discovered (ideas, changes in thinking, new ways of thinking about students, instruction, planning, etc.):**

**Given what I know as a result of these interactions I plan to:**

# Focused Assessment-- Summative Report

Summative Criteria--Scoring Rubrics



## DIRECTIONS FOR COMPLETING FOCUSED ASSESSMENT--SUMMATIVE REPORT

1. **Collect and review all pertinent data** which should include:  
Professional Growth Plan with Implementation Summary completed  
Observational Data as appropriate
2. Using the Summative Criteria--Scoring Rubrics for the Focused Assessment, **determine the appropriate rating for Criteria 1 and Criteria 2.** Appropriate comments should be entered to provide specific information regarding the educator's professional growth and application.
3. **Complete the Ongoing Commitment to Professional Development Section.** In this area, record the plans for future growth/application for this educator. This may include the continuing refinement and implementation of the current growth plan or may identify a different focus for the educator's growth in the future.
4. **Current License/Certificate (page 88).** If an educator holds both a Professional License and a Career Level I, II, or III Certificate, list both.
5. **Purpose for Evaluation.** Complete this blank listing the reason identified for the evaluation. Examples might include: Recertification/Interim Level I; Interim Level II/III, required local evaluation; etc.
6. Check the appropriate blank if either or both Criteria I and 2 have been determined to be Limited or Missing.
7. The **Recommendation** box should be completed with information appropriate to this educator's evaluation. If either Criteria 1 or 2 has been checked as missing, then a follow up evaluation will occur during the next school year. The follow up may consist of the completion of the agreed upon Action Plan or Comprehensive Assessment.  
  
If either Criteria 1 or 2 has been determined to be limited, then the recommendation for future growth might be to further refine and implement the plan as an ongoing commitment to professional development.  
  
Additionally, this box should contain the recommendation for continued employment as appropriate.
8. **Areas of Strength.** List the domain(s) and indicator(s) which have been identified as exceeding expectations. For this educator, this information may go beyond the scope of the growth plan and encompass classroom methodology, parental involvement, or other appropriate areas.
9. **Areas for Future Growth.** Domains and indicators listed here will be identified as areas for future professional development. These areas may come from any of the six domains in the Performance Standards.
10. The **Comments section** is provided to allow either you or the educator to enter other remarks in the evaluation file.
11. After **sharing and discussing the Summative Report** with the educator, sign and date.

## **Summative Criteria--Scoring Rubrics Focused Assessment**

### **Criterion 1: Evidence of growth in professional knowledge, skills, and/or attitudes**

**Missing:** Evidence of professional growth is missing due to the failure to implement the agreed upon action plan.

**Limited:** Evidence of growth may be limited due to any or all of the following:

- The knowledge, skills, attitudes gained through the implementation of the Action Plan may be minimal as the sources for information were limited in format and/or number.
- The information gained through the Action Plan may not link directly to the priorities for growth.
- The educator may have had limited involvement in creating, planning, and researching the information necessary to produce the expected professional growth.

**Meets Expectations:** The evidence of growth meets expectations as the knowledge was gained through sources which were varied in format and adequate in number to provide sufficient scope and breadth. The information gained is directly linked to a priority for growth and resulted from the educator's appropriate implementation of the Action Plan.

### **Criterion 2: Evidence of application of learning to directly or indirectly increase the capacity for facilitating student learning**

**Missing:** Evidence of application is missing due to failure to implement the agreed upon Action Plan.

**Limited:** Evidence of application may be limited due to one or both of the following:

- The steps in implementation may not have been logically sequenced which limited the capacity to enhance student learning.
- The relationship between teacher learning and student learning is limited in that the scope and breadth of the application to students was narrow.

**Meets Expectations:** Teacher learning has been applied which has the capacity for enhancing student learning. A clear and logical plan for implementation has resulted/will result in the potential for improved student performance. The relationship between teacher learning and student learning is appropriate in scope and has the potential for ongoing impact on learning for these and future students.

### **SCORING STANDARDS**

1. If either Criterion 1 or 2 has been determined to be Missing, then a follow up evaluation will occur during the next school year. The follow up may consist of the completion of the previously agreed upon Action Plan or Comprehensive Assessment.
2. If either Criterion 1 or 2 has been determined to be Limited, then the recommendation for future growth might be to further refine and implement the plan as an ongoing commitment to professional development.

**FOCUSED ASSESSMENT--SUMMATIVE REPORT**

EDUCATOR NAME: _____	POSITION: _____
SCHOOL NAME: _____	YEAR: _____

**V. PROFESSIONAL DEVELOPMENT**  
Goal(s)/Objective(s) of Plan:

**SUMMATIVE CRITERIA:**

- Evidence of growth in professional knowledge, skills, and/or attitudes:

Missing ( )                  Limited ( )                  Meets Expectations ( )                  Exceeds Expectations ( )\*

Comments:

- Evidence of application of learning to directly or indirectly increase the capacity for facilitating student learning:

Missing ( )                  Limited ( )                  Meets Expectations ( )                  Exceeds Expectations ( )\*

Comments:

- Ongoing commitment to professional development:

\*Describe the growth/application which exceeded the expectations identified on page 86.

**Current License/Certificate:** \_\_\_\_\_

**Purpose for Evaluation:** \_\_\_\_\_

**Criteria Identified as Missing:**      \_\_\_ 1      \_\_\_ 2      *(check as appropriate)*

**Criteria Identified as Limited:**      \_\_\_ 1      \_\_\_ 2      *(check as appropriate)*

**Recommendations:**

**Areas of Strength:**

**Areas for Future Growth:**

**Comments (Educator and/or Evaluator):**

The signatures below verify that a conference has been held to discuss the information contained in the Summative Report and that professional growth will continue as recommended above.

\_\_\_\_\_  
Educator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

# **RESOURCES**

**RESOURCES**

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#### IV. EMPLOYMENT STANDARDS

1. Teachers may teach up to two sections of one course outside the area of endorsement. For a teacher to teach more than one course or more than two sections of one course outside the area of endorsement, an employment standard waiver must be requested and approved by the TANAS Board of Directors.
2. A teacher with an endorsement in elementary education or early childhood education is eligible to teach any subject, including art, music, and physical education, in the grades covered by the endorsement as part of the teacher's regular classroom duties.
3. A teacher in grades K - 8 who teaches art, music, or physical education the major portion of the day shall be endorsed in art, music, or physical education respectively.
4. A teacher with a license endorsed in a subject 7 - 12 may teach any subject in grade six covered by the endorsement.
5. Principals- A candidate seeking endorsement as a beginning administrator shall meet the following requirements:
  - (a) A principal shall hold one of the following endorsements: beginning administrator, professional administrator, administration/supervision, or principal.
  - (b) Individuals employed for the first time as a principal beginning July 1, 1994, shall hold an appropriate endorsement and shall meet the requirements for test/assessment specified by the State Board of Education.
  - (c) Individuals employed for the first time as a principal beginning July 1, 1994, shall be employed with the beginning administrator, administration/supervision or principal endorsements for a maximum of three years; after three years, the principal must be recommended for and attain the professional administrator endorsement for continued employment as a principal. In the event that a candidate changes employment prior to obtaining the professional administrator endorsement, the candidate may be employed again as a beginning principal prior to obtaining the professional administrator endorsement.
  - (d) A principal, with the approval of the superintendent, shall establish and implement an annual plan for personal professional development in accordance with guidelines established by the State Board of Education.
  - (e) A principal of a school with less than 225 students shall not be required to meet the requirements of (a), (b), or (c).
  - (f) A principal holding an endorsement in administration/supervision, supervisor of instruction, or principal on August 31, 1994, shall not be required to meet the requirements of (b) or (c).
  - (g) Additionally, effective September 1, 2001, candidates seeking endorsement as a beginning administrator shall meet the Tennessee Education Administrator Licensure Standards, PreK-12 approved by the State Board of Education.

## **V. PLANNING TIME FOR TEACHERS**

Full time classroom teachers in grades kindergarten through 8 shall be assigned planning time of not less than one hour per week, to occur during the time that students are scheduled to be in school. Planning time for full-time teachers whose students attend less than 6.5 hours daily shall be assigned during the 7-hour school day. Planning time shall not occur during the time that teachers are entitled to duty free lunch.

## **VI. LIBRARY MEDIA PERSONNEL**

A. For schools including grades K-8 or any combination thereof:

1. A school with a current average daily attendance of 550 or more students shall have a full-time library media specialist with endorsement as librarian.
2. A school with a current average daily attendance of 400 students shall have a half-time library media specialist with endorsement as librarian.
3. The principal, or staff member designated by the principal, shall serve as library media coordinator in schools with fewer than 400 students.

B. For schools including any high school grade:

1. A school with a current average daily attendance of more than 300 students shall have a full-time library media specialist with endorsement as librarian.
2. A school with a current average daily attendance of fewer than 300 students shall have a half-time library media specialist with endorsement as librarian.
3. A school with a current average daily attendance of 1500 or more students shall have two full-time library media specialists each with endorsement as librarian.



**CHAPTER 5**  
**SCHOOL FACILITY**

Each school's facilities and fixed equipment shall conform to the safety and health requirements of appropriate city, county, and state agencies. Classrooms, libraries, and laboratories shall be properly heated, lighted, and ventilated to ensure an environment conducive to health and learning.

**I. SCHOOL ATTENDANCE CENTERS**

- A. The school shall be located as to best serve the needs of the church, school, and community.
- B. Teaching stations shall be so designed and organized as to best carry out the process of student instruction and learning. Furniture shall be appropriate sizes to meet the needs of the students.
- C. The building and service roads shall be so arranged as to adequately and safely allow vehicle access.

**II. SCHOOL SITE**

- A. Each school shall provide acreage to meet the exercise and activity needs of the children.
- B. Elementary students shall be provided adequate play-ground equipment.
- C. Junior and Senior High students shall be provided acreage or access to acreage for organized activities such as volleyball, basketball, softball, and soccer.
- D. The land shall be well drained and free from objectionable odors and noises.
- E. Public utilities such as water, electricity, gas, and telephone shall be available. A sewage disposal system must be approved by the State Department of Health and Environment.
- F. Adequate parking shall be provided for both faculty, students, and visitors. Parking areas shall be designed so as not to interfere with student activities and safety.

**III. SCHOOL BUILDING**

A. New Buildings and Remodeling

Each school shall comply with all rules, regulations, and codes of the city, county, and state regarding planning of new buildings, alterations and safety.

T.C.A. 62-2-107, requires the use of a licensed architect or engineer. All plans and specifications must be submitted to the Department of Insurance, Division of Fire Prevention for review and approval.

For cross-references to school facilities laws see the following:

- (a) Minimum size of high schools, T.C.A. 49-6-403
- (b) Requirement for licensed architect or engineer, T.C.A. 62-2-107
- (c) Requirement for licensed contractor, T.C.A. 62-6-102 and 62-6-103
- (d) Bidding and contracting for construction of school buildings, T.C.A. 49-2-203(a)(4)

## B. Health and Safety

Each school shall comply with all rules and regulations of the Tennessee Department of Health and Environment regarding construction, operation, and maintenance of the school facility.

### 1. Fire Regulations

- a. Inspections - The school shall be inspected annually by the local fire marshal or fire department, and copies must be maintained at the school and be available for review.
- b. Fire Drills are required once each quarter. Records are to be maintained on each drill and should include the time and any problems experienced.
- c. Exits are to be clearly marked, lighted, and unobstructed.
- d. A map, which details exits, must be on display.
- e. Students should be instructed in safety procedures for tornadoes or other emergency situations.
- f. All doors must open outward and have required panic hardware.
- g. Fire extinguishers should be placed in available locations and inspected annually. All staff members are to be instructed in the use of extinguishers.

### C. Classroom

Each school shall have classrooms which are sufficient in number, adequate in space, and so constructed and arranged as to be conducive to carrying on the assigned activities.

1. Size: Regular Classrooms shall contain a minimum of 25 square feet per pupil.
2. Facilities for the Handicapped: Schools which offer programs for the handicapped must provide adequate equipment, facilities, and accessibility in the school facility.

## IV. PLAYGROUND AND PHYSICAL EDUCATION FACILITIES

These facilities shall be well maintained, free from hazards, and large enough to permit an adequate program of physical education.

A school with fewer than 500 pupils shall have a gymnasium with at least 4200 square feet. Schools with more than 500 pupils must have at least 5200 square feet.

Schools may contract the use of gyms in their local community rather than building an on-site facility.

## V. ASBESTOS HAZARD EMERGENCY RESPONSE ACT

The AHERA regulations require all public and private elementary and secondary schools to inspect buildings for friable and non-friable asbestos-containing materials, develop management plans and submit them to their State governor or designated state agency, and implement response actions to reduce asbestos exposure. Schools are required to use accredited persons for these activities.

## VI. LABORATORIES

- a. Chemicals shall be stored in a secured area.
- b. All laboratories shall contain furniture and equipment designed to accommodate pupils and programs.
- c. Hazardous chemicals shall be disposed of in accordance with local requirements.
- d. Safety equipment shall be provided as needed for program and code requirement.
- e. Science laboratories shall provide a minimum of 35 square feet per pupil.
- f. Adequate storage shall be made available.
- g. All science laboratories for grades 9-12 shall be equipped with eyewash equipment, first-aid kit, fire extinguisher, safety goggles for students, and a master control system for gas and electricity.

## **VII. LIGHTING**

- a. Natural lighting shall be supplemented by shadow and glare-free artificial lighting in amounts that provide at least 30-foot candles on a desktop. Special areas shall be lighted in accordance with recommended standards.
- b. Classroom windows shall be equipped with approved means to control natural light.
- c. All stairs and corridors shall be lighted with artificial light that will provide not less than 20-foot candles of light and be controlled by a central switch.
- d. Each classroom shall have a minimum of three duplex electrical outlets. One duplex outlet shall be located on each of three walls.

## **VIII. HEATING AND VENTILATION**

- a. All spaces shall be designed for natural ventilation, mechanical ventilation, or a combination of both.  
Open flame heaters are unacceptable.
- b. Primary fuel selection shall be based on availability, economics, and heating and air conditioning type.

## **IX. SCHOOL MAINTENANCE**

- a. All schools shall have both a buildings and grounds maintenance program which shall include the following: Attention to walls, floors, ceilings, panic hardware, glass, lighting, plumbing, chalkboards, heating, ventilation, and air conditioning.
- b. All schools shall make provisions for acceptable daily custodial care, including well-kept grounds, clean building, orderly storage and mechanical rooms, ventilated facilities for storage of cleaning cloths and mops, and sanitary maintenance of cafeteria and restrooms.

## **X. DRINKING WATER**

Drinking water must come from a source approved by the Health Department.

One drinking fountain shall be provided for each 60 pupils enrolled, with not more than two fountains placed at one location.

The floor covering under drinking fountains shall be a water-resistant material to insure convenience in preventive maintenance and custodial care.

## **XI. RESTROOM FACILITIES**

1. Sufficient water, flush toilets, and lavatories must be readily accessible to the children.
2. Towel and soap dispensers must be provided.

## **XII. EMERGENCY NEEDS**

Emergency Telephone numbers must be posted in an available location.  
A first-aid kit must be available.

### **XIII. CORRIDORS**

Primary corridors of buildings with ten or more rooms shall be at least 10 feet wide, net.

An 8-foot corridor, net, is acceptable if each classroom is provided with a door leading directly to the outside.

No dead-end corridor shall extend more than 20 feet beyond a stairway or other means of exit therefrom.

### **XIV. EQUIPMENT AND SUPPLIES**

The school shall have adequate instructional equipment and supplies to enhance learning.

Student desks and learning centers should be in good repair. Teachers should have adequate desk and storage facilities.

### **XV. LIBRARY FACILITIES**

Each school shall have resources available for classroom and individual use in sufficient quantity, quality, and variety to implement the instructional program of the school. The library media center's primary functions are to assist in the identification, evaluation, acquisition, production, organization, and coordination of the school's resources and to motivate, instruct, and assist students and teachers in their effective use.

All schools shall follow a system-wide written procedure for selection and acquisition.

Schools must maintain an up-to-date shelf list.

Schools must establish an adequate circulation system.

Schools must maintain a school library media inventory system.

Schools must classify print items by the Dewey Decimal or Library of Congress System and non-print items by an acceptable and workable system.

Each school shall have a card catalog of all items.

The school shall have a minimum of 1,000 library volumes, or 12 volumes per student, whichever is greater. There shall be a sufficient number of periodicals available to the students for quick easy reference to current events.

Schools in their first year of operation must have 600 acceptable library volumes or three books per student, whichever is greater. Three books per student shall be added each year until the standard is met.

The school shall have in its library a recent copyrighted set of encyclopedias. The copyright should be within the last five years. At the secondary level there shall be an unabridged dictionary, a local newspaper, plus one daily newspaper presenting news on both the state and national levels.

The minimum expenditure for library materials shall be \$3.00 per pupil in average daily attendance, not to include materials and consumable supplies for classroom use. During any year in which the said allocation is not completely spent, the remaining funds shall remain for use in the subsequent year according to the plan for the expenditure of these funds.

## **XVI. ADMINISTRATIVE OFFICES**

Administrative offices shall be provided as follows:

Schools with fewer than 300 pupils .....	300 sq. ft.
Schools with 300-600 pupils.....	480 sq. ft.
Schools with 600-1000 pupils.....	780 sq. ft.
Schools with more than 1000 pupils .....	1000 sq. ft.

Please refer to Appendix VIII for a Building and Equipment Checklist.

## CHAPTER 6

### CURRICULUM OBJECTIVES

Adapted from the Tennessee Department of Education's Requirements for School Approval, 0520-1-3--05.

#### I. CURRICULUM FRAMEWORKS FOR SCHOOLS

Each school shall establish a curriculum framework for each subject area, grades K-12. These frameworks shall contain goals and objectives that identify the minimum content required at each grade level.

Each curriculum framework must include instructional objectives designed to reach each objective in the framework skills and activities, and an evaluation plan.

Each school must establish a six-year cycle for the selection, review, and adoption of textbooks. The following cycle may be adopted or the school may verify its own cycle.

Beginning with the school year 2018-2019 the six-year cycle for the selection and adoption of textbooks shall determine the order of implementation of the curriculum frameworks, grades K-12.

2018	Language Arts and Foreign Languages
2019	Math, Bible, and Computer
2020	Literature, Vocational, and the Fine Arts
2021	Reading, grades 1-12
2022	Social Studies
2023	Science, Health, Physical Education, and Home Economics

#### II. REPORTING OF STUDENT'S PROGRESS

The school shall evaluate and report in writing to the parents or legal guardians, each pupil's progress in each subject at least every nine weeks. The parent or legal guardian will acknowledge receipt of the report and return it to the student's teacher.

#### III. GRADING POLICY

The schools must have a minimum standard of 70 percent for passing. TANAS encourages schools to adopt an 80 percent passing policy.

Schools must develop and implement a policy on promotion and retention. Copies must be filed with the school's application.

The grading policy shall be clearly communicated annually to parents and students.

#### IV. CHILD ABUSE AND CHILD SAFETY AWARENESS

Grades K-12 should be receiving instruction in issues of current concerns such as substance use and abuse, environmental education, consumer education, abuse prevention, character education, career education, and safety awareness.

#### V. SUBJECT AREAS

##### A. Language Arts

The language arts program shall be designed and conducted to help each student meet the communicative needs of daily living. This area of instruction includes reading, listening, thinking, and oral and written communication.

Instruction shall focus on the development of skills in the areas of grammar, literature, spelling, handwriting, creative writing, listening, and thinking. The daily schedule shall include a specified time for instruction in language arts appropriate to the needs of each student. Appropriate correlation of language arts with other subject areas shall be implemented.

Students whose native or dominant language is not English shall be provided English instruction especially designed for speakers of other languages.

Grades K-3                      In kindergarten, the time requirement shall be flexible, and instruction shall focus on receptive and expressive language skills. In grades 1-3, a minimum of 12 hours per five-day week shall be devoted to this area of instruction. This requirement may include time allotted to the teaching of the Language Arts objectives in other subject areas.

Grades 4-8                      A minimum of 5 hours per five-day week. This requirement does not include time allotted to the teaching of the Language Arts objectives in other subject areas.

Grades 9-12                      Four units of credit in English Language Arts shall be required for graduation. Journalism and Speech may not be included in the credit hours required.

Students whose first language is not English and who are identified as limited English proficient shall be provided with English instruction especially designed for speakers of other languages. These courses may be used to satisfy the English language requirement for graduation, not to exceed 2 units.

##### B. Mathematics

The mathematics program shall be designed to provide a balance between the development of mathematical concepts and skills. Mathematics provides the student with the ability to transform and to communicate quantitative, logical, and spatial information necessary for literacy in a technological society.

Grades K-3                      The kindergarten time requirement may be flexible and instruction shall be based on the use of manipulatives to teach skills and concepts. In grades 1-3, mathematics shall be taught daily, with a minimum of 4 hours per five-day week.

- Grades 4-8 Mathematics shall be taught daily in each grade with a minimum of 5 fifty-five-minute classes required each week.
- Grades 9-12 Four units of credit are required for a Diploma. The diploma must include Algebra I, Algebra II, Geometry and Advanced or Bridge Math. Please see Appendix V for details on courses necessary to complete the requirements.

### C. Science

Science is the development of the orderly processes of investigation and problem solving and the study of facts and theories in the areas of life, physical, earth-space and environmental sciences.

- Grades K-6 Science shall be included in each grade. There must be a minimum of 3 hours per five-day week.
- Grades 7-8 A planned program of science instruction shall be provided for each of the four quarters with a minimum of 4 hours per five day week.
- Grades 9-12 Three units of credit are required for a Diploma. Science requirements are Biology, Chemistry and one other Lab Science.
- Pupil participation in various laboratory experiences shall be required. Please see Appendix V for details on courses necessary to complete the requirements.

### D. Social Studies

The social studies program is a combination of knowledge, attitudes, and skills designed to help students participate as effective citizens in society. The content is derived from the Bible, history, political science, geography, economics, and behavioral sciences.

- Grades K-3 Emphasis shall be given to developing an understanding in living at home, school, church, and the community. Students shall be provided experiences that enable them to learn about themselves and others.
- Grades 4-8 Content shall include Tennessee History, geography, United States History and Government and World History.
- Grades 9-12 The social studies program must include United States History, World History and/or Geography and Government & Economics. The United States or American History course shall include a study of the Tennessee Constitution, and the U.S. Constitution. (T.C.A. 49-6-1202 and 49-6-1203)
- Grades K-12 The course of instruction should include at some appropriate grade level or levels content designed to educate children in ethnic history and culture and the contributions of minority people in the history and development of this country and of the world.
- Please see Appendix V for details on courses necessary to complete the requirements.

#### E. Health, Physical Education, & Wellness

Physical Education is an activity-oriented program which promotes growth, healthy development, and maintenance of the individual.

Health education shall provide experiences and information which will help individuals develop and maintain good health habits and attitudes.

Grades K-4                      A planned, instructional program for physical education shall be provided for a minimum of thirty minutes daily.

A planned program of instruction in health shall be provided.

Grades 5-8                      A planned P.E. program must be provided a minimum of 3 hours per five-day week.

Health instruction shall be provided for the equivalent of two of the four semesters.

Grades 9-12                      One unit of Wellness, which shall integrate concepts from the areas of health and physical fitness, is required for graduation.

The P.E. program may be modified for students who have documented physical disabilities with an annual written recommendation of a physician. Please see Appendix V for details on courses necessary to complete the requirements.

#### F. Foreign Languages

Grades K-8                      Foreign Language may be incorporated into the daily or weekly schedule.

Grades 9-12                      Two units of a single foreign language are required for an Academic Diploma.

Schools may allow a student that speaks another language as their native language to complete this graduation requirement without taking the foreign language courses, if oral and written proficiency in the native language can be documented. Such documented proficiency will be noted on the student's high school transcript.

#### G. Driver's Education

Grades 9-12                      Driver Education, when offered, shall be an elective one-half unit course which shall include not fewer than 30 class hours of instruction and 6 hours of behind-the-wheel experience.

Students may enroll in the program when they have reached age 15.

Schools offering a Driver's Education Program must comply with all state regulations.

Each vehicle used for instruction shall be appropriately marked to identify it as a Driver Ed Vehicle. The markings shall be displayed on each side and on the rear of the vehicle. Markings shall be of such design as to be legible from a distance of 150 feet. In addition, each vehicle used shall be equipped with

an outside rearview mirror for the instructor and with appropriate dual controls to include a device for making emergency stops.

Simulation instruction may substitute for not more than two of the six hours behind-the-wheel experience at a ratio of four hours of simulation to one hour of behind the wheel.

Multiple car range instruction may substitute for not more than two of the six hours, behind-the-wheel experience at a ratio of two hours of range experience to one hour of behind the wheel.

Students enrolled in an approved Driver Education Program are exempt from having a learner's permit provided that the instructor is in the vehicle with the student while doing behind-the-wheel instruction. (T.C.A. 55-7-104)

#### H. Fine Arts

Each school shall be responsible for developing a fine arts program for grades K-12.

One unit of credit is required for graduation with a diploma.

The program may include the visual arts, music, drama, dance, and creative movement. Programs will be designed to encourage students to express and develop their unique God-given talents and skills.

*Visual Art:* Grade K-8 - In Kindergarten, an art center shall be provided for daily art instruction. In grades 1-8, a minimum of 60 minutes each week shall be devoted to a planned program of art instruction.

In grades 9-12, the visual arts may include art appreciation, art history, drawing, painting, design, color, and three-dimensional form.

*Music:* Grades K-8 - In Kindergarten, the planned program of music instruction shall include creative movement and rhythm activities. In grades 1-8, a minimum of 60 minutes each week shall be devoted to a planned program of music instruction.

In grades 9-12, music education shall provide opportunities for appreciating, creating and performing. The music program shall provide learning experiences through singing, listening, rhythmic expression, reading musical notation, playing instruments, and creative expression.

*Drama:* Grades 9-12 - Drama education shall provide opportunities for drama and theater. Creative Movement and Interpretive Dance may include a study in Jewish Dance, choreographed songs and/or musicals, the use of sign language in the interpretation of songs, mime, and ballet. Dance should be developmentally appropriate with instruction focusing on attitude relating to appreciation and production.

#### I. Safety Education

Grades K-12 shall receive a minimum of 15 minutes of instruction per week in the area of safety. (T.C.A. 49-6-1003)

Traffic Safety: Bicycle safety  
Motorcycle safety  
Pedestrian safety  
School bus safety

Personal Safety: Child abuse awareness  
Dealing with strangers  
Substance abuse

#### J. Bible

TANAS does not seek to dictate or control the individual school's vision for imparting Biblical doctrine or Christian values.

TANAS does require that each school provide instruction that will aid each student in understanding his individual responsibility toward God, family, community, and the world.

The daily schedule may include Bible reading, stories, devotions, chapel, Bible history, and instruction in the development of Christian living.

Grades 9-12 which do not require Bible credit for graduation, must offer devotional and/or chapel programs on a regular basis.

#### K. General Education

##### 1. Business

Business education shall be an elective course in grades 9-12. The course shall be designed to develop skills, attitudes, and knowledge needed to meet the common business needs of all students and the vocational needs of students preparing for employment.

##### 2. General Agriculture

Only one credit in grades 9-12 may be counted toward graduation.

##### 3. General Home Economics

Home economics, when offered in grades 7-8, shall be exploratory in nature. Only one credit in grades 9-12 may be counted toward graduation.

#### L. Curriculum for Exceptional and Handicapped Children

The curriculum for exceptional and handicapped children shall be an integral part of the general curriculum of the school. Provision shall be made for instruction in all instructional areas with changes and adaptations to meet the abilities and needs of the individual exceptional or handicapped child.

An Individualized Education Program shall be designed for every verified handicapped child. An Individualized Education Program is a written statement for each handicapped child, developed in a multidisciplinary team meeting in accordance with the nine requirements in 0520-1-3.09(4)(b).

I.E.P. -

1. Statement of present levels of educational performance.
2. Annual goals.
3. Short term instructional objectives.
4. Statement of specific educational and related services needed by the child.
5. Date services begin and end.
6. Description of the extent to which the child will participate in regular education programs.

7. Justification for the type of educational placement which the child will have.
8. Persons responsible for implementing the I.E.P.
9. Objective criteria, evaluation procedures, and schedules.

M. Computer Technology

Grades K-8. The computer technology program shall be based on the state curriculum framework and shall be developmentally appropriate, with instruction focusing on computer literacy and the use of the computer as a productivity tool.

Grades 9-12. Classes in computer technology and computer language may be offered.

School systems shall verify, beginning September 1, 1994, that all graduating seniors have had the equivalent of at least one-year (180) hours of computer education during their K-12 tenure.

**VI. APPROVED TEXTBOOKS**

Textbooks, which are presently approved by TANAS, are as follows:

STATE APPROVED OR ADOPTED TEXTBOOKS;

A BEKA PUBLISHERS, PENSACOLA, FLORIDA;

BOB JONES PUBLISHERS, GREENEVILLE, SC;

ALPHA OMEGA PUBLICATIONS, CHANDLER, ARIZONA;

ACCELERATED CHRISTIAN EDUCATION, LEWISVILLE, TX;

SAXON PUBLISHERS (Math & Phonics), NORMAN, OK.

**VII. MINIMUM AND MAXIMUM NUMBER OF UNITS**

TANAS will adhere to the same guidelines promulgated by the State Board of Education. The State's itemized listing of courses, which may be offered for credit in grades 9-12, together with the designation of the minimum and maximum number of units, is included. A unit of credit in secondary courses is based on 180 class periods.



## **APPENDIX I**

### *STATEMENT OF FAITH*

*WE BELIEVE THE BIBLE TO BE THE INSPIRED WORD OF GOD AND OUR STANDARD FOR FAITH AND PRACTICE.*

*WE BELIEVE IN GOD AS REVEALED IN THE BIBLE. HE IS OUR ETERNAL HEAVENLY FATHER, AND THE AUTHOR OF TRUTH, LOVE AND FAITH.*

*WE BELIEVE IN THE DEITY OF THE LORD JESUS CHRIST, IN HIS VIRGIN BIRTH, IN HIS SINLESS LIFE, IN HIS VICARIOUS AND ATONING DEATH, IN HIS BODILY RESURRECTION, AND IN HIS SECOND COMING.*

*WE BELIEVE IN THE HOLY SPIRIT WHO EMPOWERS FOR SERVICE AND REVEALS JESUS IN US.*

*WE BELIEVE THAT MAN WAS CREATED IN THE IMAGE OF GOD, FELL THROUGH DISOBEDIENCE, AND IS SAVED THROUGH FAITH IN JESUS CHRIST.*

**APPENDIX II  
TEACHER EVALUATIVE CRITERIA**

School: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Teacher: \_\_\_\_\_ Number of Students: \_\_\_\_\_

Grade Level/Subject: \_\_\_\_\_ Time of Evaluation: \_\_\_\_\_

**Philosophy**

- Exhibits understanding of school’s philosophy \_\_\_\_\_
- Exhibits Biblical understanding of education \_\_\_\_\_
- Communicates the call of God \_\_\_\_\_
- Staff interaction \_\_\_\_\_
  
- **Public Relations**
- Communicates well with parents \_\_\_\_\_
- Communicates the vision of the school to the community \_\_\_\_\_

**Curriculum Planning**

- Establishes appropriate instructional goals & objectives
  - Long-term goals reflecting student-centered curriculum \_\_\_\_\_
  - Learning goals address student needs at appropriate level \_\_\_\_\_
  - Constructs goals that address the thinking processes \_\_\_\_\_
  - Sets priorities within curriculum guidelines \_\_\_\_\_
  - Supports objectives with written lesson plans \_\_\_\_\_
  - Integrates Christ/Bible into all subjects \_\_\_\_\_
- Plans instruction based on subject matter, students, community, and curriculum
  - Evaluates how to achieve learning goals \_\_\_\_\_
  - Plans relevant & level-appropriate learning experiences \_\_\_\_\_
  - Connects concepts to real life & future careers \_\_\_\_\_
  - Designs instruction that matches goals & objectives \_\_\_\_\_
  - Plans for learning strategies, assessments, & student needs \_\_\_\_\_
  - Plans for integration of knowledge & skill from related subjects \_\_\_\_\_
  - Uses learning aids: materials, human resources, technology \_\_\_\_\_
- Plans instructional opportunities that are adapted to diverse students
  - Understands different approaches to learning & performance \_\_\_\_\_
  - Designs instruction that meets students’ current needs \_\_\_\_\_
  - Addresses diverse cultural, language, learning needs \_\_\_\_\_
  - Plans instruction to promote student mastery \_\_\_\_\_
  - Incorporates cognitive levels of learning \_\_\_\_\_

**Teaching Strategies & Implementation**

- Understands central concepts, tools of inquiry, structures of disciplines taught & provides students access to information through experiences which make subject matter meaningful
  - Understands major concepts, assumptions, debates, processes of inquiry central to discipline being taught \_\_\_\_\_
  - Uses appropriate delivery strategy \_\_\_\_\_
  - Uses multiple representations & explanations of disciplinary concepts that link key ideas to students’ prior understandings \_\_\_\_\_
  - Paces the lesson appropriately \_\_\_\_\_
  - Clarifies directions & explanations students misunderstand \_\_\_\_\_
  - Clearly communicates specific learning objectives \_\_\_\_\_

- Uses examples & illustrations \_\_\_\_\_
- Implements group dynamics through group discussions and activities \_\_\_\_\_
- Understands & uses a variety of instructional strategies to help develop critical & creative thinking, problem solving, and performance skills
  - Uses multiple strategies to engage students in active learning \_\_\_\_\_
  - Helps students learn to identify & use varied learning resources \_\_\_\_\_
  - Provides practice activities in support of instructional goals \_\_\_\_\_
  - Maintains student attention \_\_\_\_\_
  - Uses questions to promote understanding \_\_\_\_\_
- Creates a learning environment that promotes active learning, positive intellectual interactions, and student ownership of learning
  - Engages students in generating knowledge \_\_\_\_\_
  - Links learning with prior knowledge, experience, & culture \_\_\_\_\_
  - Elicits examples of student thinking & stimulates reflection on ideas \_\_\_\_\_
  - Facilitates internalization of learning & development of work skills \_\_\_\_\_
  - Organizes, prepares for, & monitors independent & group work \_\_\_\_\_
  - Encourages all students to participate & respond \_\_\_\_\_
  - Monitors seatwork closely \_\_\_\_\_

**Assessment & Evaluation**

- Uses assessment strategies & instruments to obtain information about students & their ongoing progress and uses the information to make instructional decisions
  - Uses assessment strategies & instruments appropriate to the learning expectations being evaluated (affective & academic) \_\_\_\_\_
  - Solicits & uses information from a variety of sources about student experience, learning behaviors, needs, attitudes, and progress to make initial & ongoing instructional decisions \_\_\_\_\_
  - Interprets assessment data correctly & uses it to plan instruction \_\_\_\_\_
- Communicates student status & progress to students, their parents, and others
  - Organizes systematically & maintains records of student work \_\_\_\_\_
  - Provides prompt feedback to students to focus on what needs to be done to move to the next performance level \_\_\_\_\_
- Reflects on teaching practice by continually evaluating the effects of instruction
  - Uses a variety of assessment techniques to evaluate the effectiveness of the implemented curriculum & instructional strategies \_\_\_\_\_
  - Monitors teaching strategies & behavior in relation to student success, modifying plans & instructional approaches accordingly \_\_\_\_\_
  - Uses student performance data for improving instruction \_\_\_\_\_
  - Assesses, analyzes, and communicates effectiveness of instruction \_\_\_\_\_
- Evaluates student performance and determines the amount of progress
  - Evaluates academic achievement & determines amount of progress \_\_\_\_\_
  - Evaluates attitudes toward learning & determines positive change \_\_\_\_\_

**Learning Environment**

- Creates a learning climate that supports the development of student abilities
  - Uses varied strategies to create a learning community where students are encouraged to:
    - Assume responsibility for themselves and others according to their abilities \_\_\_\_\_
    - Work collaboratively and independently \_\_\_\_\_
    - Engage in purposeful learning activities \_\_\_\_\_

- Helps develop shared expectations for student interactions, academic discussions, and individual & group responsibilities \_\_\_\_\_
- Sets & maintains rules of respectful interaction in the classroom \_\_\_\_\_
- Uses classroom management techniques to foster self-discipline \_\_\_\_\_
- Speaks to and challenges pupils in a positive, purposeful manner \_\_\_\_\_
- Demands respect from students \_\_\_\_\_
- Maintains control of classroom atmosphere \_\_\_\_\_
- Manages classroom resources effectively
  - Organizes, allocates, and manages time, space, facilities, activities, assistants, volunteers, and attention to provide active engagement in productive learning \_\_\_\_\_
  - Maximizes amount of class time spent in learning by creating expectations & processes for communication & behavior \_\_\_\_\_
  - Demonstrates flexibility & modifies classroom processes & instructional procedures as the situation demands \_\_\_\_\_
  - Maintains a grade book & appropriate entry \_\_\_\_\_
  - Maintains a neat & attractive room \_\_\_\_\_
  - Displays resourcefulness in handling classroom distractions \_\_\_\_\_

**Relationship with Students**

- Encourages through praise \_\_\_\_\_
- Gives reproof in love \_\_\_\_\_
- Sets an example of Christian character \_\_\_\_\_
- Sees each student as having worth & potential \_\_\_\_\_
- Recognizes problems easily \_\_\_\_\_
- Exhibits an ability to minister to students \_\_\_\_\_

**Professional Responsibilities & Growth**

- Collaborates with colleagues & appropriate others
  - Identifies situations where collaboration will enhance learning \_\_\_\_\_
  - Articulates purpose, scope, & outcomes of each collaboration \_\_\_\_\_
  - Shows productive leadership or team member skills that facilitate development of mutually beneficial goals \_\_\_\_\_
  - Participates in collegial activities designed to make the entire school a productive learning environment \_\_\_\_\_
  - Adheres to school policies \_\_\_\_\_
  - Demonstrates & fosters loyalty to school and staff \_\_\_\_\_
  
- Engages in professional development
  - Qualifies by training & experience:
    - \*Certification \_\_\_\_\_
    - Years of Experience \_\_\_\_\_
    - \*Degree \_\_\_\_\_
    - Is the teacher Licensed by the TDOE or TANAS \_\_\_\_\_
  - Provides evidence of performance levels & articulates strengths and priorities for growth \_\_\_\_\_
  - Articulates a professional development plan to improve performance & expand teaching repertoire to facilitate student achievement of the learning goals \_\_\_\_\_
  - Engages in relevant professional development activities and follows through with the plan \_\_\_\_\_

- Shows evidence of increased capacity to facilitate student learning \_\_\_\_\_
- Attends in-service & other self-improvement classes & courses \_\_\_\_\_
- Performs professional responsibilities efficiently
  - Maintains accurate & up-to-date records \_\_\_\_\_
  - Completes assigned tasks on schedule \_\_\_\_\_
  - Is punctual and dependable, faithful, & organized \_\_\_\_\_
  - Follows applicable policies and procedures \_\_\_\_\_
  - Maintains confidentiality & fulfills legal responsibilities \_\_\_\_\_
  - Shows initiative \_\_\_\_\_
  - Maintains acceptable personal appearance \_\_\_\_\_

**Communication**

- Uses appropriate verbal & non-verbal techniques to communicate effectively with students, parents, and appropriate others
  - Shows understanding of effective communication by choosing language and delivery techniques appropriate to the audience \_\_\_\_\_
  - Models effective communication strategies in asking questions, listening, giving directions, and helping others express ideas \_\_\_\_\_
  - Uses correct grammar & wording to be clear & concise \_\_\_\_\_
- Writes clearly & correctly
  - Uses correct grammar \_\_\_\_\_
  - Organizes information logically \_\_\_\_\_
  - Designs audience-appropriate communication \_\_\_\_\_

**Personnel File**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Teacher Application   | <input type="checkbox"/> Résumé           | <input type="checkbox"/> *Verification of Licensure  |
| <input type="checkbox"/> Current year contract | <input type="checkbox"/> W4 (current yr.) | <input type="checkbox"/> Consent to background check |
| <input type="checkbox"/> Teacher Evaluations   | <input type="checkbox"/> Photo ID         |  |

**Comments:** \_\_\_\_\_

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*\* Required for Category II schools, optional for Category IV schools*

- **E = Excellent**
- **S = Satisfactory**
- **N = Needs Improvement**

**Person Conducting Evaluation:** \_\_\_\_\_

**APPENDIX III  
ADMINISTRATOR/PRINCIPAL EVALUATIVE CRITERIA**

School:

Date of Evaluation:

Name of Administrator:

Evaluator:

**I. Supervision**

	<b>Remarks</b>
Plans and evaluates spiritual goals.	
Plans and evaluates academic goals	
Maintains a school environment conducive to learning	
Supervision of curriculum.	
Implements an evaluative program for measuring school objectives	
Supervision of teaching staff	
Supervision of office and support staff	

**II. Organization**

	<b>Remarks</b>
Develops and implements administrative procedures consistent with board policies	
Develops and implements administrative procedures consistent with federal and state laws	
Identifies and fulfills responsibilities relating to school fiscal operations	
Identifies and fulfills responsibilities relating to facilities	

Maintains all legal and educational records	
Maintains personnel records	
Maintains school policy manual	
Implements an evaluative program for measuring the achievement of academic growth	

### III. Public Relations

### Remarks

Promotes a positive image of the school	
Communicates with parents	
Manages conflicts between teachers and parents	
Communicates with staff	
Community involvement	
Advertising/Social Media	

### IV. Professional Growth

### Remarks

Improves skills and knowledge	
Initiates efforts to improve quality of education	
Exhibits professional conduct	
Regularly attends workshops/conferences	
Reads professional literature	

### V. Professional Responsibilities

### Remarks

Qualifies by training and experience	
Punctual	
Dependable	

Faithful	
Organized	
Initiative	
Personal appearance	
Additional Comments:	



**III. POST HIGH SCHOOL INFORMATION**

COLLEGE OR UNIVERSITY ENTERED: \_\_\_\_\_  
*Name*

ADDRESS: \_\_\_\_\_  
*Street City State Zip*

VOCATIONAL OR TRADE SCHOOL: \_\_\_\_\_  
*Name*

ADDRESS: \_\_\_\_\_  
*Street City State Zip*

EMPLOYMENT STATUS: (check type of employment entered)

- |  |                                     |
|--|-------------------------------------|
| <input type="checkbox"/> Agriculture       | <input type="checkbox"/> Army       |
| <input type="checkbox"/> Business          | <input type="checkbox"/> Navy       |
| <input type="checkbox"/> Christian Service | <input type="checkbox"/> Marines    |
| <input type="checkbox"/> Education         | <input type="checkbox"/> Air Force  |
| <input type="checkbox"/> Industry          | <input type="checkbox"/> Unemployed |
| <input type="checkbox"/> Legal Professions | <input type="checkbox"/> Unknown    |
| <input type="checkbox"/> Medical           |                                     |
| <input type="checkbox"/> Politics          |                                     |

**IV. CHARACTER INFORMATION**

PLEASE GIVE A BRIEF DESCRIPTION OF THE STUDENT'S RELATIONSHIP WITH GOD, THE CHURCH, AND PARENTS, ALONG WITH A BRIEF NARRATIVE REGARDING HIS OR HER CHARACTER QUALITIES.

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**V. FOLLOW-UP INFORMATION**

LIST ALL ADDITIONAL INFORMATION OBTAINED ON THIS STUDENT SINCE HIS OR HER GRADUATION FROM HIGH SCHOOL.

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DATE OF LAST UPDATE \_\_\_ / \_\_\_ / \_\_\_ SIGNATURE \_\_\_\_\_

DATE OF LAST UPDATE \_\_\_ / \_\_\_ / \_\_\_ SIGNATURE \_\_\_\_\_

DATE OF LAST UPDATE \_\_\_ / \_\_\_ / \_\_\_ SIGNATURE \_\_\_\_\_

**APPENDIX V**  
**GRADUATION REQUIREMENTS**  
**TENNESSEE ASSOCIATION OF NON-PUBLIC ACADEMIC SCHOOLS**

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**Honors and Regular Diploma**

- **Math:** 4 credits, including Algebra I, II, Geometry and a fourth higher level math course (Students must be enrolled in a mathematics course each school year.)
- **English:** 4 credits
- **Science:** 3 credits, including Biology, Chemistry or Physics, and a third lab course
- **Social Studies:** 3 credits, including U.S. History and Geography, World History and Geography, U.S. Government and Civics, and Economics
- **Physical Education and Wellness:** 1.5 credits
- **Personal Finance:** 0.5 credits (Three years of JROTC may be substituted for one-half unit of Personal Finance if the JROTC instructor attends the Personal Finance training.)
- **Foreign Language:** 2 credits (May be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus)
- **Fine Arts:** 1 credit (may be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus)
- **Elective Focus:** 3 credits consisting of Math and Science, Career and Technical Education, Fine Arts, Humanities, Advanced Placement (AP), International Baccalaureate (IB) or Bible.

**Total Credits Necessary for Graduation: 22**

**Schools are not limited to only requiring 22 credits.**

**Although most TANAS schools only offer the Honors and Regular Diplomas, schools may also offer the following diplomas if they deem necessary.**

### **Special Education Diploma**

A special education diploma may be awarded at the end of their fourth (4th) year of high school to students with disabilities who have (1) not met the requirements for a regular high school diploma, (2) have satisfactorily completed an IEP, and (3) have satisfactory records of attendance and conduct. Students who obtain the special education diploma may continue to work toward a regular high school diploma through the end of the school year in which they turn twenty-two (22) years old.

### **Occupational Diploma**

An occupational diploma may be awarded at the end of their fourth (4th) year of high school to students with disabilities who (1) have not met the requirements for a regular high school diploma, (2) have satisfactorily completed an IEP, (3) have satisfactory records of attendance and conduct, (4) have completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA) created by the Department of Education, and (5) have completed two (2) years of paid or non-paid work experience. The determination that an occupational diploma is the goal for a student with a disability will be made at the conclusion of the student's tenth (10th) grade year or two (2) academic years prior to the expected graduation date. Students who obtain the occupational diploma may continue to work towards the high school diploma through the end of the school year in which they turn twenty-two (22) years old.

### **Alternate Diploma**

An alternate academic diploma may be awarded to students with significant cognitive disabilities at the end of their fourth (4th) year of high school who have: (1) participated in the high school alternate assessments, (2) earned the prescribed twenty-two (22) credit minimum, (3) received special education services or supports and made satisfactory progress on an IEP, (4) have satisfactory records of attendance and conduct, and (5) have completed a transition assessment(s) that measures, at a minimum, preparedness for postsecondary education and training; employment; independent living; and community involvement.

The required credits may be earned either through the state-approved standards or through alternate academic diploma modified course requirements approved by the State Board. A student who earns an alternate academic diploma shall continue to be eligible for special education services under IDEA until he or she receives a regular high school diploma or through the school year in which the student turns twenty-two (22).

**APPENDIX VI  
EVALUATIVE TEAM CHECK LIST**

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**Areas of Observation or Inspection**

- Conduct a Pre-Evaluation Meeting with the Principal
- Observe and Evaluate Administrative Staff
- Observe and Evaluate Teaching Staff
- Observe and Evaluate Teacher's Aides or Volunteer Staff
- Observe the Social Environment of the School
- Observe and Evaluate the School's Safety and Security Policies
- Evaluate the Curriculum Standards and Procedures
- Evaluate Student Achievement
- Evaluate Teaching Credentials and Assignments
- Evaluate Office and Administrative Procedures
- Evaluate Student and Teacher Policies
- Evaluate the Physical Facilities
- Evaluate Parental Involvement
- Evaluate the School's Budget
- Evaluate the School's Biblical and Philosophical Foundations
- Evaluate the School's Involvement in the Community

*DATE* \_\_\_\_\_

*SIGNATURE* \_\_\_\_\_

**APPENDIX VII  
POLICY MANUAL AND FORMS CHECKLIST**

School: \_\_\_\_\_

Date of on-site visit: \_\_\_\_\_

Team Members: \_\_\_\_\_

<b>I. Philosophy</b>	<b>Comments and Time Frame</b>
Statement of philosophy	
Mission statement	
Purpose	

<b>IV. Administration</b>	
Organization of school defined	
School board members	
School board member qualifications	
School board job description	
Administrator qualifications	
Administrator job description	
Administrative staff qualifications	
Administrative staff job description	
Teacher qualifications	
Teacher job description	
Staff evaluative procedures	
Length of school day and school term	
Parent-Teacher organization	
Liability insurance	
Financial accountability	
School policy manual	
Agreement with TANAS statement of faith	
Private School Reporting Form	
Age of school	
Pupil/Teacher ratio	
Staff policy manual	
Volunteer policies	
Teacher/Staff contracts	
Personnel and student records	
Statistical information	
In-service	

**IV. Admissions**

Parent orientation	
Student orientation	
Enrollment application	
Re-enrollment application	
Pre-placement testing	
Age requirements for kindergarten	
Age requirements for first grade	
Non-discriminatory policy	
Parent agreement form	
Tuition or financial policy	
Birth certificate required	
Immunizations required	
Entry medical exam	
Legal status of school defined	
Enrollment procedures	
Medical release form	
Medical history	

**IV. General Policies**

Chapel or devotional programs	
Dress code	
Right of access to records	
School colors and name	
Tuition policy	
Student rules and regulations in relation to staff, other students, and school property	
Attendance and truancy policies	
Excused and unexcused absences	
Tardies	
Physical education	
Co-op program	
Early college admissions	
Summer school	
Special education	
Transportation	
Extended care policies	
Student drivers	
Student withdrawal policies	
Internet policies and screening program	
Release of record form	
Return of textbooks	
Reporting of child neglect and abuse	
Library Policies	
Handguns and Weapons Policy	

**V. Academic Policies**

Curriculum is State approved	
Curriculum framework	
Homework policy	
Reporting of student progress	
Achievement testing program	

SAT/ACT code number	
Grading scale	
Promotion and retention policies	
Honors and awards	
Graduation requirements	
Parent-Teacher conferences	

**VI. School Routine**

Illness/accidents during school hours	
Emergency first-aid personnel	
Emergency school closings	
Emergency contact numbers	
Fire and disaster drills	
Field trips	
Lost and found	
Lunch program	
Medication and sick policy	
Parent or visitor visitation	
School hours	
Office hours	
School calendar	
Telephone calls and messages	
Procedure for drop off and pick up	
Authorized persons for child pick up	

**VIII. Student Discipline**

Biblical perspective of behavior	
Discipline policy	
Suspension policy	
Dismissal policy	
Students' possessions	

**VII. Extra Activities**

Athletics program	
Clubs	
Band/Music	
Student activities	

**Code:** C = Compliant  
N = Non-Compliant  
N/A = Non-Applicable

**APPENDIX VIII  
BUILDING AND EQUIPMENT CHECKLIST**

School:

Inspection completed by:

Date of inspection:

**1. SCHOOL SITE**

<b>Item</b>	<b>Details</b>	<b>Compliant</b>	<b>Non-Compliant</b>
<b>Adequate Acreage</b>	Minimum of three acres		
<b>Adequate parking</b>	Handicap: 1 per 100 spaces		
<b>Condition of Grounds</b>			
<b>Condition of Outside of Facilities</b>			
<b>Handicapped Facilities Approved</b>			
<b>Playground Areas</b>	Ground cover should be a minimum of six inches		
<b>School Location</b>			
<b>Vehicle Access and Student Safety</b>			

**II. BUILDING**

<b>Item</b>	<b>Details</b>	<b>Compliant</b>	<b>Non-Compliant</b>
<b>Administration Facilities Adequate</b>			
<b>City and County Ordinances Approved</b>			
<b>Asbestos Inspection Completed</b>			
<b>Health Department Approved</b>			
<b>Classrooms Size</b>	Minimum floor space 25 Sq. Ft per student		

Item	Details	Compliant	Non-Compliant
<b>Ceiling Heights</b>	Minimum of 9 ft		
<b>Glass</b>	Meets standard codes for schools		
<b>Boys Restrooms</b>	Toilets: 1/60 Urinals: 1/30		
<b>Girls Restrooms</b>	Toilets: 1/30		
<b>Lavatories</b>	1/50		
<b>Gymnasium</b>	Gymnasium available and physical educational supplies adequate		
<b>Staff Trained in Lockdown of Facility</b>			
<b>Emergency Action Plans</b>	Fire, tornado, earthquake, and intruder		
<b>Entrances to Facility are Locked</b>			

### III. FIRE SAFETY

Item	Details	Compliant	Non-Compliant
<b>Division of Fire Prevention</b>	Annual inspection verified		
<b>Fire Extinguishers installed</b>	Current annual inspection verified		
<b>Fire Exit Lights</b>	Properly lighted and operational		
<b>Fire Alarm Operational</b>	Current annual inspection verified		
<b>Exit Doors are Recognizable</b>			
<b>Emergency Lights Operational</b>			
<b>Fire Drills TCA 68-102-137</b> <b>Fire Drills Recorded</b>	Two Fire drills within the first 30 full days and one every 30 school days thereafter and 4 fire safety educational announcements. Three safety drills must be conducted during the school year.		
<b>Portable Buildings</b>	Those within 30 ft. are tied to the building fire alarm		

Item	Details	Compliant	Non-Compliant
<b>Building with Fire Sprinkler Systems</b>	In working condition and maintenance, testing and inspection recorded		
<b>School Lofts</b>	Lofts over 48 inches in sprinklered buildings must be protected with sprinklers if permanently attached to the floor.		
<b>Corridors and Corridor Doors</b>	Fire rated		
<b>Hazardous Ares</b>	Fire rated		
<b>Storage</b>	Separated from heaters or heating devices		
<b>Combustible Materials</b>	Not stored in boiler rooms, mechanical rooms or electrical rooms		
<b>Storage Areas</b>	May not be in attics, under floors or concealed spaces		
<b>Storage</b>	Maintained 18 inches below sprinkler deflections		
<b>Combustible Artwork or Teaching Material</b>	20% of wall area in non-sprinkled buildings, 50% in sprinkled buildings		
<b>Curtains</b>	Flame retardant		

#### IV. MEANS OF EGRESS

Item	Details	Compliant	Non-Compliant
<b>Exit Doors</b>	Operable and free of obstructions and every level has a minimum of two exits		
<b>Corridors are Free of Storage</b>			
<b>Exit Corridors</b>	Not less than 6ft wide		
<b>Locks and Latches</b>	Require only one releasing action		
<b>Panic or Fire Exit Hardware</b>	Installed and operable		
<b>Preschool, Kindergarten and First Grade</b>	Located on the level of exit discharge		

Item	Details	Compliant	Non-Compliant
<b>Second Grade</b>	Located not more than one story above the level of discharge		
<b>Student Area Greater than 250 Square Feet</b>	Must have a rescue window, or door directly to the outside, or intervening room, or fully sprinkled building.		
<b>Required Fire and Smoke Doors</b>	Positive latching, automatic closures and rated frames		
<b>Dead-end Corridors</b>	Do not exceed 20 ft. in non-sprinkled buildings		
<b>Dead-end Corridors</b>	Do not exceed 50 ft. in sprinkled buildings		
<b>Exit Doors Serving 50 or More Students</b>	Must swing in the direction of egress travel		
<b>Travel Distance to Exits</b>	No more than 150 ft (200 ft. in a sprinkled building)		
<b>Stairways</b>	One-hour fire rated for 3 stories and two-hour if 4 or more stories		
<b>Exit Stair Doors</b>	Fire rated, self-closing and positive latching		
<b>Classroom Lofts</b>	Must have handrails and guard rails		

**V. KITCHEN HOOD AND DUCT**

Item	Details	Compliant	Non-Compliant
<b>NFPA 96 Compliant Commercial Kitchen Hood and Duct System Installed</b>			
<b>Suppression Coverage is Adequate</b>			
<b>Interconnected to the Fire Alarm System</b>			
<b>Emergency Shutdowns Operational</b>			
<b>Baffle Filters are Installed Correctly</b>			

## VI. ELECTRICAL, MECHANICAL AND LIGHTING

Item	Details	Compliant	Non-Compliant
<b>Electrical Wiring</b>	Free of deficiencies		
<b>Extension Cords</b>	Not used as a substitute for permanent wiring		
<b>Extension Cords</b>	Not attached to structures, extended through walls, ceilings or floors or under floors		
<b>Extension Cords</b>	Only used with portable appliances		
<b>Electrical Service Panels</b>	Working space around panel must meet fire standard requirements		
<b>Junction Box Covers</b>	Covers are in place		
<b>Electrical Outlets and Light Switches</b>	Must have covers		
<b>Lighting</b>	Natural lighting shall be supplemented by shadow and glare free artificial lighting: at least 30 foot candles on desk top		
<b>Mechanical Systems</b>	Operational		

## VII. POLICIES

Item	Details	Compliant	Non-Compliant
<b>Cafeteria Services</b>	Health Permit Cafeteria Policies		
<b>Emergency Numbers Posted</b>	Posted where they are quickly visible in office and classroom areas		
<b>Entryway Identification</b>	All doors are to be identified		
<b>Emergency Exit Maps</b>	Posted near all exit doors from the interior.		
<b>Fire Extinguisher Training for Staff</b>			
<b>Wall Displays</b>	Sprinkled: 50% Non-Sprinkled 20%		
<b>Internet Screening</b>	Internet filter installed		

## VIII. SAFETY

Item	Details	Compliant	Non-Compliant
<b>Weight Room</b>	Secured and monitored		
<b>Flammable Liquids</b>	Placed in locked storage		
<b>Harmful Chemicals</b>	Placed in locked storage		
<b>Science Labs</b>	Eyewash, first aid kit, fire extinguisher, safety goggles, master control system for gas and electricity and a fume hood		
<b>Alcohol Based Hand Rub Dispensers</b>	Must be in rooms separated from corridors and exits		

## IX. POSTINGS

Item	Details	Compliant	Non-compliant
<b>Fire Exit Maps in all Rooms Accessible to People</b>	Fluorescent paper Located at exit door		
<b>Gun Free-Drug Free Zone</b>	TCA 39-17-1307-1310 Public entrances		
<b>Student Lockers-Packages-Containers are Subject to Search</b>	TCA-496-4204 Located near student lockers		
<b>Non-Discrimination/Harassment Law</b>	TCA 49-6-3109 Placed in the administration office and a place visible to the public		
<b>Visitors Report to the Office</b>	TCA-49-6-2008 Located at the school entrance		
<b>Health Permit</b>	Located near the cafeteria		

**NEW POSTING: TCA – 39-17-1309 (d)(1)**

**Felony for Carrying A Weapon on School Property**

Each chief administrator of a public or private school shall display in prominent locations about the school a sign, at least six inches (6") high and fourteen inches (14") wide, stating: <sup>[[17]]</sup><sub>[[17]]</sub> <sup>[[17]]</sup><sub>[[17]]</sub> FELONY: STATE LAW PRESCRIBES A MAXIMUM PENALTY OF SIX (6) YEARS IMPRISONMENT AND A FINE NOT TO EXCEED THREE THOUSAND DOLLARS (\$3,000) FOR CARRYING WEAPONS ON SCHOOL PROPERTY.

**X. APPEARANCE OF FACILITY**

<b>Item</b>	<b>Details</b>
<b>Cosmetic Issues</b>	
<b>Janitorial Issues</b>	
<b>Maintenance Issues</b>	
<b>Other</b>	

**Additional Notes:**

**APPENDIX IX  
FINANCIAL ACCOUNTABILITY**

**School:**

**Date of Evaluation:**

**Evaluator:**

*Each school applying for accreditation must include the following for review:*

Item for Review	Comments
Last years income and expense statement	
School budget for the current school year	
Verification of financial audit	
Salary scale for staff	
Balance Sheet showing assets and liabilities	
Person responsible for accounting records	
Policies that safeguard accounting	
Listing of any grants or endowments	
Proof of Insurance Liability Student Faculty Facility Transportation	

## Sample Budget for New Schools

<b>INCOME</b>	
Tuition	
Donations	
Special Gifts	
Fund Raising	
Support from the local church or denomination	
Trust Funds or Endowments	
Event Sales	
Interest	
Total Income	

<b>GENERAL EXPENSES</b>	
Payroll	
FWT/FICA/Medicare	
Employee Benefits	
Curriculum	
Library/Media	
Property Insurance	
Student Insurance	
Liability Insurance	
Transportation Insurance	
Staff Insurance	
Mortgage/Rent	
Annual Membership Fees	
Total General Expenses	

<b>OPERATING EXPENSES</b>	
Utilities	
Office Supplies	
Janitorial Supplies	
Routine Maintenance	
Teacher/Classroom Materials	
Equipment	
Phone	
Internet	
Postage	
Athletics	

Yearbook	
Annual Activities	
Cafeteria Program	
Legal Fees	
Advertising Cost	
Computers and Software	
Background Checks	
Trash Collection	
Travel	
Security	
Community Events	
Standard Testing	
Total Operating Expenses	

<b>FACILITY EXPENSES</b>	
Property Tax	
Projected Repairs	
Projected Cosmetic Updates	
Grounds Maintenance	
Grounds Equipment	
Asbestos Inspection/Removal	
New Facility Building Expense	
Total Facility Expenses	

**APPENDIX X  
PERSONNEL FILE INFORMATION**

**Administrators and Teachers**

Left Side of Folder	Right Side of Folder
Licensure Verification or	Application: Includes Social Security Number
Plan of Action toward Licensure	Resume
Current Year Contract	Background Check
Verification of Further Education or Professional Development Points	Current W 4 I-9
Current Evaluation	Photo ID (photo may be placed on the inside or outside of the folder)

**Support Staff**

Left Side of Folder	Right Side of Folder
Current Year Contract	Application: Includes Social Security Number
In-service or Professional Development Points if serving as a teacher's assistant.	Resume
W 4 and I-9	Background Check
Current Evaluation	Photo ID (photo may be placed on the inside or outside of the folder)

The above items are required for each administrator, teacher and support staff.

The folder samples are examples of personnel file organization. Schools may use other methods of organization such as using two folders for the required information.

## **Hiring Employees**

### **IRS.gov**

If you hire employees there is information that you need to secure for your records and forms that you must complete.

[Eligibility to Work in the United States](#)  
[Employee's Withholding](#)  
[Employee's Social Security Number \(SSN\)](#)

### **Eligibility to Work in the United States**

You must verify that each new employee is legally eligible to work in the United States. Have the employees you hire fill out [Form I-9, Employment Eligibility Verification](#) (PDF).

### **Employee's Social Security Number (SSN)**

You are required to get each employee's name and Social Security Number (SSN) and to enter them on Form W-2. (This requirement also applies to resident and nonresident alien employees.) You should ask your employee to show you his or her social security card. The employee may show the card if it is available. You may, but are not required to, photocopy the social security card if the employee provides it. Record each new employee's name and social security number from his or her social security card.

Any employee without a social security card should apply for one using [Form SS-5, Application for Social Security Card](#) (PDF). The Social Security Administration (SSA) offers [social security number \(SSN\) verification](#) and quick access to relevant [forms and publications](#).

Do not accept an ITIN in place of an SSN for employee identification or for work. An ITIN is only available to resident and nonresident aliens who are not eligible for U.S. employment and need identification for other tax purposes. You can identify an ITIN because it is a 9-digit number, beginning with the number "9" and is formatted like an SSN (NNN-NN-NNN).

**Note:** An individual with an ITIN who later becomes eligible to work in the United States must obtain a SSN.

### **Employee's Withholding**

To know how much income tax to withhold from employees' wages, you should have a [Form W-4, Employee's Withholding Allowance Certificate](#) (PDF), on file for each employee. Ask all new employees to give you a signed Form W-4 when they start work. Make the form effective with the first wage payment. If employees claim exemption from income tax withholding, they must indicate this on their W-4. The amount of income tax withholding must be based on filing status and withholding allowances as indicated on the form. If a new employee does not give you a completed Form W-4, withhold tax as if

he or she is single, with no withholding allowances. Additional withholding may be required on wages paid to non-resident aliens.

A Form W-4 remains in effect until the employee gives you a new one. If employees claim exemption from income tax withholding, they must give you a new Form W-4 each year.

If an employee gives you a Form W-4 that replaces an existing Form W-4, begin withholding no later than the start of the first payroll period ending on, or after the 30th day, from the date you received the replacement Form W-4. For exceptions and invalid Forms W-4, refer to [Publication 15 Circular E, Employer's Tax Guide](#).

You may also refer your employees to the [withholding allowance calculator](#). Remember that this application is to help employees to ensure that they do not have too much or too little income tax withheld from their pay. It is not a replacement for Form W-4, but most people will find it more accurate and easier to use than the worksheets that accompany Form W-4. They may use the results of this program to help them complete a new Form W-4, which they will submit to their employer. Special rules may apply to agricultural employers. For more information, please refer to [Publication 51 Circular A, Agricultural Employer's Tax Guide](#).

Appendix X a

Personnel File Checklist

This form is to be completed on-site by a TANAS evaluator.

School:

Date:

Inspected by:

**Record Requirements**

Name	Application	Resume	Photo ID	Current Contract	Background Check	W-4	I-9	Current Evaluations

**Licensure Information**

Name	Licensure Information	Expiration Date	Endorsements	Administrative or Teaching Position

**APPENDIX XI  
TEACHER CONTRACT INFORMATION**

- NAME OF SCHOOL
- NAME OF EMPLOYER
- SCHOOL TERM DESIGNATED
- POSITIONS FOR WHICH THE PERSON IS BEING HIRED
- HOURS DESIGNATED
- SALARY STATED
- PAYMENT SCHEDULE
- BENEFITS OFFERED
- HOLIDAYS SPECIFIED
- REQUIRED IN-SERVICE DAYS
- SICK DAYS/MATERNITY LEAVE
- PERSONAL LEAVE
- DATED SIGNATURE OF EMPLOYER
- DATED SIGNATURE OF EMPLOYEE

The employee signature affirms the employee has read the employee handbook, which would include a job description and any reasons for termination.

**APPENDIX XII  
POLICY MANUAL STATEMENTS**

*The following are sample statements that can be included in policy manuals:*

Equal Employment Opportunity

It is the policy of  (School Name)  not to discriminate against any employee or applicant for employment because of race, color, age, sex, national origin, ancestry, handicap, or status as a veteran.

Non-Discriminatory Policy

It is the policy of  (School Name)  not to discriminate against any employee or student because of race, color, age, sex, national origin, ancestry, handicap, or status as a veteran.

Reporting of Child Neglect and Abuse

Public and private schools are required by Tennessee law to report to the Department of Human Services or local law enforcement officers, incidences or any visible signs of suspected child abuse or neglect.

***\*\*TANAS recommends that an in-service day be held each year for new staff, in regard to the reporting of child neglect and abuse. The Department of Human Services in your county will furnish material or a speaker for an in-service day.\*\****

**APPENDIX XIII  
STUDENT RECORD INFORMATION**

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<b>Left Side of Folder</b>	<b>Right Side of Folder</b>
Original Application	Annual Re-Enrollment Form
Birth Certificate	Current Standardized Test
Immunization Record/Medical Exam	High School Students: Transcript

**Current enrollment application or re-enrollment application should include the following:**

- School Name
- Current School Year
- Student's grade level for the current school year

Parents who do not immunize their children, must complete a religious exemption form or have a medical exemption form included in the student's permanent record.

Each student must have a current photo ID. The ID may be stapled to the current year application or stapled to the folder.

**APPENDIX XIV  
BACKGROUND CHECKS AND FINGERPRINTING**

**Tennessee Code Annotated 49-5-413**

**Investigation of applicants for teaching or child care positions.**

(a) Except as provided by subsection (f), and in addition to the requirements of 49-5-406, a local board of education, charter school, or any child care program as defined in 49-1-1102, shall require that prior to employment, and at least every five (5) years thereafter, any person applying for or holding a position as a teacher or any other position requiring proximity to school children or to children in a child care program to:

(1) Agree to the release of all investigative records to the board or child care program for examination for the purpose of verifying the accuracy of criminal violation information as required by 49-5-406(a)(1)(A); and

(2) Supply a fingerprint sample and submit to a criminal history records check to be conducted by the Tennessee bureau of investigation and the federal bureau of investigation.

**Tennessee Bureau of Investigation**

The Tennessee Bureau of Investigation offers the general public and qualified organizations criminal background checks. Each has its own scope, rules, and process, so please review the following information carefully.

**General Public**

**Tennessee Only**

**\$29**

**FINGERPRINTS NOT REQUIRED**

TBI allows the general public to obtain a Tennessee adult criminal history on any individual. The process may be completed online or by mail.

- [Online Request Form](#)
  
- [Additional Information](#)

**FBI Only (Nationwide)**

**\$50**

**FINGERPRINTS REQUIRED**

The FBI allows members of the general public to obtain their own criminal history for record or review. Click the vendor link below for more information or call 1 (877) 783-4187.

- [IdentoGO](#)

***Department of Education Background Checks and Fingerprinting:***

Contact Person: Kay Jeter at (615) 741-2921

## Appendix XV

### Immunization Requirements

#### **Childcare and Preschool**

Infants entering child care facilities must be up to date at the time of enrollment and are required to provide an updated certificate after completing all of the required vaccines due no later than 18 months of age.

- Poliomyelitis (IPV or OPV)
- Haemophilus influenzae type B (Hib) - age younger than 5 years only
- Pneumococcal conjugate vaccine (PCV) - age younger than 5 years only
- Measles, Mumps, Rubella - 1 dose of each, normally given together as MMR
- Varicella - 1 dose or credible history of disease
- Hepatitis B (HBV)
- Diphtheria-Tetanus-Pertussis (DTaP, or DT if appropriate)
- Hepatitis A - 1 dose, required by 18 months of age or older

#### **Children enrolling in Kindergarten**

- Hepatitis B (HBV)
- Diphtheria-Tetanus-Pertussis (DTaP, or DT if appropriate)
- Poliomyelitis (IPV or OPV) - final dose on or after the 4th birthday
- Measles, Mumps, Rubella - 2 doses of each, usually given together as MMR
- Varicella - 2 doses or credible history of disease
- Hepatitis A - total of 2 doses, spaced at least 6 - 18 months apart

#### **All children entering 7th grade (including currently enrolled students)**

- Tetanus-diphtheria-pertussis booster (Tdap) - evidence of one Tdap dose given any time before 7th grade entry is required regardless of Td history
- Varicella - 2 doses or credible history of disease
- [Update to 7th Grade Chickenpox \(Varicella\) Immunization Requirements](#)

**Children who are new enrollees in a TN school in grades *other* than Kindergarten**

- Diphtheria-Tetanus-Pertussis (DTaP, or DT if appropriate)
- Measles, Mumps, Rubella (2 doses of each, normally given together as MMR)
- Poliomyelitis (IPV or OPV) – final dose on or after the 4th birthday now required
- Varicella (2 doses or credible history of disease) – previously only one dose was required
- Hepatitis B (HBV) – previously only for Kindergarten, 7th grade entry
- New students entering grades other than 7th grade are not required to have Tdap

## Appendix XVI Library Policies

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### School Library Information Center

The school library shall serve as a resource center for students and teachers and for the community, should the school deem community use as appropriate. The purpose of library facilities is to enhance student learning.

#### 1. Minimum Requirements

The collection and the services of the library shall adequately support the curricular priorities of the school.

School libraries shall provide an environment that allows efficient access to resources, including both print and electronic.

Schools must allow the library program to operate a flexible schedule that allows students and teachers to access resources at the point of need.

School library information specialists shall work collaboratively with classroom teachers and school administrators to integrate both curricular concepts and information skills that assist research and other learning activities.

#### 2. Library Information Personnel

**Elementary/Middle Schools. Schools including grades kindergarten through eight (k-8) or any combination thereof shall provide library information personnel as follows:**

1. A school having a current average daily membership of 550 or more students shall have a full-time library information specialist with endorsement as a library information specialist.
2. A school with a current average daily membership of 400 to 549 students shall have a half-time library information specialist with endorsement as a library information specialist. During the time that the library is open during regular school hours and the library information specialist is not present, staff member(s) shall be designated to provide supervision to students in the library.
3. In a school with fewer than 400 students, a faculty member shall serve as a library information coordinator. If the library information coordinator is not present during the time that the library is open during regular school hours, staff member(s) shall be designated to provide supervision to students in the library.

**High Schools. Schools including any high school grade shall provide library information personnel as follows:**

1. A school with a current average daily membership of 1,500 or more students shall have two (2) full-time library information specialists, each with endorsement as a library information specialist.
2. A school with a current average daily membership of more than 300 but less than 1,500 students shall have a full-time library information specialist with endorsement as a library information specialist.
3. A school with a current average daily membership of fewer than 300 students shall have a half-time library information specialist. During the time that the library is open during regular school hours and the library information specialist is not present, staff member(s) shall be designated to provide supervision to students in the library.

### 3. Library Information Center Collection

The three (3) levels of collection standards for TANAS school libraries are: Basic, Standard, and Exemplary. The criteria by which school library collections are evaluated are listed below:

- (a) Item Count. Basic collection - Contains a minimum of twelve (12) items per student in Average Daily Membership (ADM); Standard collection - Contains fifteen (15) items per student in ADM; and Exemplary collection - Contains eighteen (18) items per students in ADM.
- (b) Collection Compilation. 1. Pamphlets, textbooks, class sets, periodicals, out-of-date items, and items in poor physical condition shall neither be counted nor reported in the total collection. No more than five (5) copies of the same print title may be counted to meet standards for a minimum number of items per student. 2. Digital resources should be accessible through a school library webpage or Online Public Access Catalog (OPAC) and may comprise fifty percent (50%) of the collection. 3. The library may provide access to the virtual library administered by the Tennessee State Library and Archives and the library personnel should receive training. These resources may count for up to twenty percent (20%) of the overall collection or, in schools in which the librarian has received official training within the last five (5) years, they may count for up to thirty percent (30%) of the overall collection. 4. The collection shall include access to a current, complete encyclopedia in any format. In secondary schools, the collection shall also include an unabridged dictionary, one (1) foreign language dictionary in the native language of ESL students in attendance at the school, a local newspaper, and one (1) daily newspaper presenting news on both state and national levels. For digital materials, only full text should be counted in the total. 5. The collection should include a balance of fiction and nonfiction with an appropriate level of text complexity. The resources in the collection should be chosen to: complement and augment the most recently adopted curriculum standards, be a motivational springboard for student research, and encourage self-expression and curiosity by offering a variety of recreational reading material.
- (c) Age. Collections meeting the compilation standards are evaluated based on age of the collection as measured in years from the current year: Basic collection – sixteen (16) years and older; Standard collection – fifteen (15) years; and Exemplary collection – fourteen (14) years or less. (d) Technology - Access to Digital Materials. 1. Workstations with Internet access in the library information center are sufficient to provide access for students. The number of workstations should be no less than the maximum average class size allowable by the state. A workstation may be a desktop, laptop, tablet or similar device, but devices available for checkout should not be counted in the total. 2. School libraries should be equipped with instructional technology, including, but not limited to, LCD projector, screen and/or interactive smart board, document camera, computer, etc., and provide user training for such devices. 3. Separate computers must be maintained for both the library management system/circulation and for the library personnel.