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REVISED JULY, 2005

APPENDICES

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)*
Basketball
Volleyball
Scholars Bowl
Science Fair
Fine Arts Workshops
Speakers Tournament
Spelling Bee
Literary Contest

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

State Wide Testing Service using the Stanford Achievement Test, Ninth 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 two to three days, contingent upon the school's enrollment.

Applications will be available on June 1 of each year. Schools must make application by October 1. 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 appear 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, school and 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 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, and 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 September 30th. A child entering first grade shall be no less than six years of age on or before September 30th.

A CHILD MUST BE FIVE YEARS OF AGE ON OR BEFORE SEPTEMBER 30 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
> 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.

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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, 5, 7, and 9. TANAS strongly suggests that tests be given to each grade level annually.

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 9th 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
Vocational education Seventh-twelfth	28 students	28 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, not withstanding the maximum size otherwise allowed by this act.

Previously a local school system may have been eligible for class size waivers not to exceed 10% at each grade level. However, beginning with the 2001-2002 school year, there will be no waivers pertaining to class size.

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. General

    The General Diploma will be awarded to students who:
    a. earn 21 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 V for required credits.

2. Academic (College Bound)

    The Academic Diploma will be awarded to students who:
    a. earn 21 units of credit
    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 V for required credits.

3. 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.

4. 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)(l), 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. 49-6-500l: 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

Each child must have on record proof of the following immunizations:

4 doses of DTP/DT/DTaP (in any combination). The fourth dose must be administered on or after the fourth birthday.

4 doses of Polio vaccine, 3 doses are acceptable if the third dose is administered on or after the fourth birthday.

2 doses of MMR vaccine for Kindergarten, fourth, eighth, and twelfth grades only. The second dose must be given at least 30 days after the first dose. One dose of MMR vaccine, given on or after the first birthday, is required for all other grades.

3 doses of Hepatitis b vaccine are required for entry into Kindergarten. Hepatitis b is not required for any other grades.

Immunizations are required to be documented on a Tennessee Permanent certificate of Immunization (PH 2414) or Tennessee Child Health Record (PH 2414 revised after January 1, 1997).

Children transferring from a Tennessee school may have a thirty-day grace period in which to provide proof of immunization. Students transferring from a school in another state must have proof they are in compliance before being admitted.

Students who have not completed their immunization series may attend under the following circumstances:

They have started the required vaccine series and are in the time period between doses (e.g., a child who received DTP number one the day before school began would not be due for the next dose for two months). These students must have a valid Temporary Certificate of Immunization (PH 2413) in their record.

Medical exemptions are accepted if signed by a MD or DO. Chiropractors cannot 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 11th or 12th grade student who has distinguished himself or herself by high academic achievement in the 9th, 10th, and 11th 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 11th or 12th 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 $5.00 per student. The minimum fee is $100.00.

A $300.00 accreditation fee will be assessed at the time of inspection and evaluation by the TANAS Evaluative Team.

Schools shall also be responsible for the travel, meals, and lodging expenses of the Evaluative Team. Travel will be calculated at 30 cents per mile.

Each Evaluative Team member shall be compensated fifty dollars ($50.00) per day.

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

CHAPTER 4

a) TANAS ADMINISTRATOR AND TEACHER CRITERIA AND EVALUATION

I. CERTIFICATION

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

Probationary Permits shall be issued to those school systems meeting the following requirements:

1. A superintendent of schools must state intent to employ and indicate the position to be held by the applicant.

2. The school system/non-public school must indicate that it is unable to obtain the services of a licensed teacher for the type and kind of school in which a vacancy exists.

3. A bachelor's degree is required for issuance of a Permit except for an applicant in occupational education.

4. A Permit may be renewed two times.

To receive an application for Permit, contact the TANAS office.

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.

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, from page 25 through page 103.

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**

TABLE OF CONTENTS

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

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GENERAL EDUCATION PERFORMANCE STANDARDS
Domains and Indicators with Measurement Statements

</div>

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

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Framework for Evaluation and Professional Growth

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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

APPRENTICE

PROFESSIONAL LICENSE

COMPREHENSIVE ASSESSMENT

OPTION 1

OPTION 2

APPRENTICE

COMPREHENSIVE ASSESSMENT

PROFESSONAL LICENSE

FOCUSED ASSESSMENT

COMPREHENSIVE ASSESSMENT
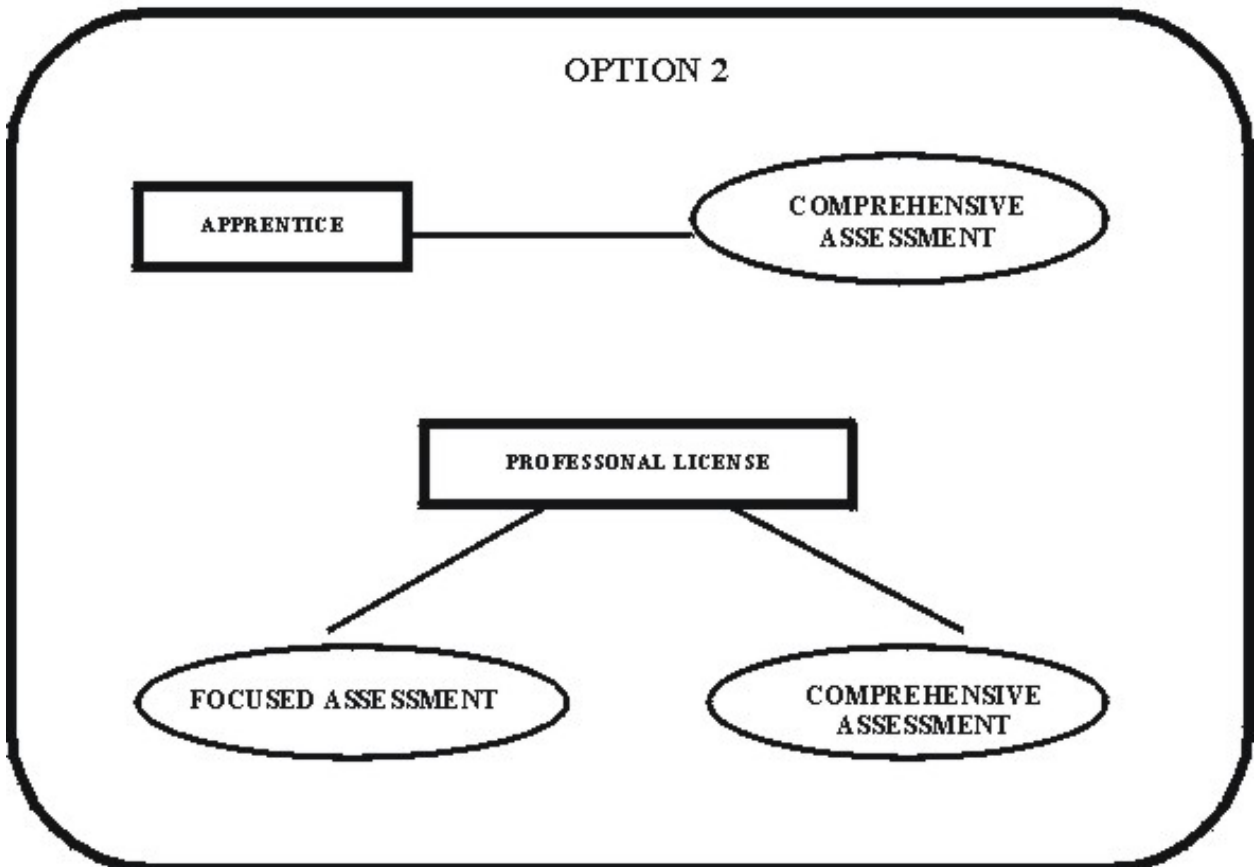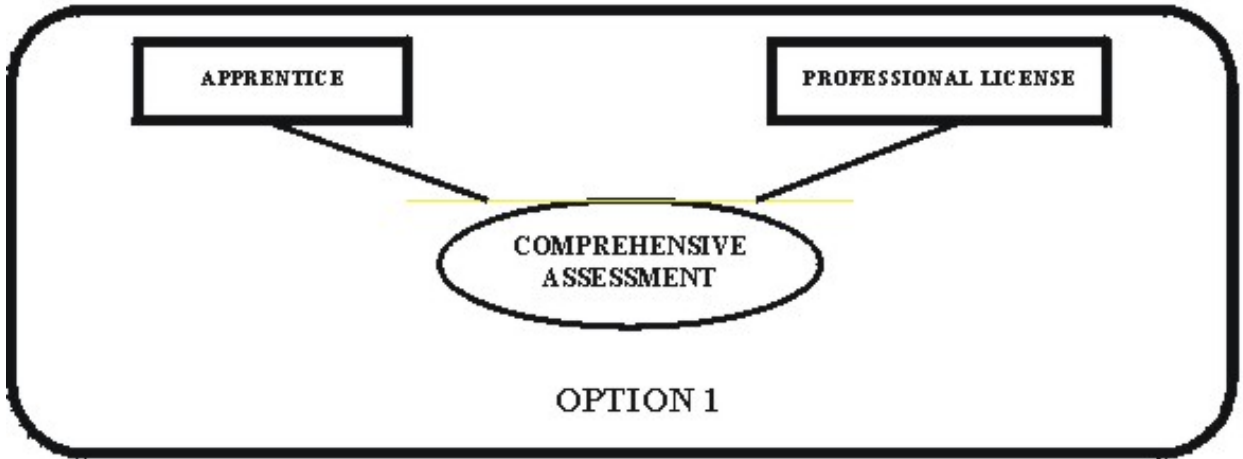
Choice Points for Local Education Agencies

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.

Self-Assessment with student performance information and a review of previously collected data	Unit Plan and Lesson Plan (OPTIONAL)	Observations with Planning and Reflecting Information

Submission of Educator Information Record	Comprehensive Assessment-- Summative Report	Future Growth Plan
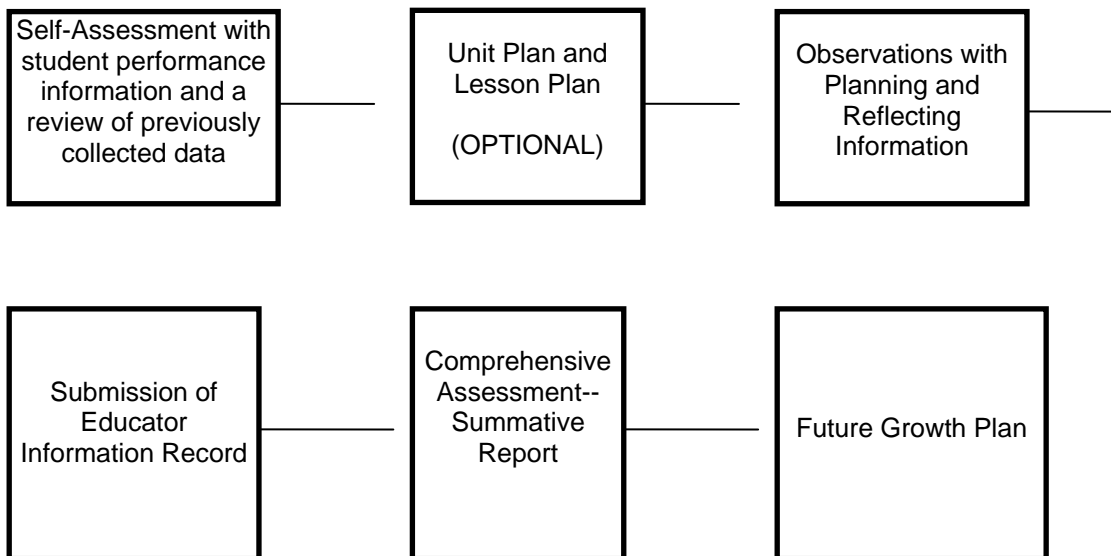
Details of the above process are contained on the next page.

COMPARISON
OF
STATE MODEL FOR LOCAL EVALUATION AND COMPREHENSIVE ASSESSMENT

State Model for Local Evaluation	Comprehensive Assessment
◆ Analysis of Unit Plan/Lesson Plan: Required Probationary and Apprentice	◆ Analysis of Unit Plan/Lesson Plan: (Revised) Recommended for 1st year and 2nd year teachers, and as directed by the school system
◆ Pre-Observation Conference Record: Description of lesson/activities	◆ Planning Information Record: Rationale for and description of instructional design
◆ Post-Observation Conference Record: Evaluator's identification of competency-related strengths and needs as observed	◆ 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.)
◆ Classroom Observation Instrument: Identification and categorization of teacher/student behaviors	◆ Data Collection: Non-judgmental record of facts regarding what took place during the observation
◆ Teacher Conference Information Gathering Form: Qualitative summary of the educator's written/verbal responses to 28 questions	◆ Educator Information Record: Gathers information in evaluation and professional development (contains six response areas)
◆ Development Plan: Required of all teachers	◆ Future Growth Plan: Required of all teachers
◆ 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.	◆ 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.

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.

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

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

Areas to Strengthen [Area(s) for Growth]*	Reasons for Selecting
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
——— The unit goal(s) is/are consistent with the curriculum.	
——— The goal(s) is/are appropriate for these students.	
——— Strategies contextualizing the unit goal(s) for these students are included.	
——— Description of materials/media and their use is included.	
——— Ongoing learner understanding is assessed throughout the unit.	
——— The assessment of learner understanding relates to the stated goal(s) of the unit.	

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

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

_____
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: _____/_____/_____   **Class/Session Start Time:_____**

Number of Students: _____   **Class/Session End Time:_____**

	Time	Anecdotal Notes
OBSERVATION NOTES		
EDUCATOR NAME:_____ DATE:_____		

	Time	Anecdotal Notes
1		
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3		
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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? **IIIC**

2. In your reflection, how did the lesson actually unfold as compared to what you had anticipated happening as you did your planning? **IIIC**

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.)* **IIIA and IIID**

4. If you were to teach this lesson again to these students, describe the lesson plan. **IIIC and Domains where changes were made**

5. As you envision the next step for these students in learning, what do you have planned? **IIIC 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? **IIIC**

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?)* **IIIA**

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

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

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

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

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

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.) **IIID**

Pre-Instructional Data	Post-Instructional Data	Conclusions

Use of this Information:

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

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**

Collaborative Activity and Date	Purpose of Collaboration	Outcome of the Collaboration

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**

Professional Development Activity and Date	Application and Leadership which have resulted from the Professional Development Activity

Comprehensive Assessment--
Summative Report

Scoring Standards, Rubrics, Future Growth Plan

Directions for Completing
Comprehensive Assessment--Summative Report

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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 evaluator and 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."

Current Status	Expectations	Criteria for marking a domain as a "Required Area to Strengthen"
First-Year Educators	• **1** indicator in each domain **above Level A** in Domains I-IV • **All** indicators at **Level A** in Domains V & VI	• **All** indicators at **Level A or an indicator(s) below Level A** in a domain within Domains I-IV • An indicator(s) **below Level A** in a domain within Domains V & VI **Expectation: No more than 2 domains be identified as "Required Areas to Strengthen."**
Third-Year Apprentice/ Advancement to a Professional License	• **All** indicators at **Level B**	• An indicator(s) **below Level B** **Requirement: Advancement to a Professional License allows no more than 2 domains identified as "Required Areas to Strengthen."**
Professional License	• **No** indicators below **Level B** • At least **1** indicator in each domain at **Level C**	• An indicator(s) **below Level B** • A domain in which **no** indicator is at **Level C** **Expectation: No more than 1 domain be identified as a "Required Area to Strengthen."**

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**

DOMAIN III: Assessment and Evaluation				
Indicators	**Unsatisfactory**	**Performance Level A**	**Performance Level B**	**Performance Level C**
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	——	——	——	——

COMMENTS: _____ **Required Area to Strengthen**

DOMAIN IV: Learning Environment				
Indicators	**Unsatisfactory**	**Performance Level A**	**Performance Level B**	**Performance Level C**
A. Creates a learning climate that supports the development of student abilities	——	——	——	——
B. Manages classroom resources effectively	——	——	——	——

COMMENTS: _____ **Required Area to Strengthen**

DOMAIN V: Professional Growth				
Indicators	**Unsatisfactory**	**Performance Level A**	**Performance Level B**	**Performance Level C**
A. Collaborates with colleagues and appropriate others	___	___	___	___
B. Engages in professional development	___	___	___	___
C. Performs professional responsibilities efficiently	___	___	___	___

_____ **Required Area to Strengthen**
COMMENTS:

DOMAIN VI: Communication				
Indicators	**Unsatisfactory**	**Performance Level A**	**Performance Level B**	**Performance Level C**
A. Uses appropriate verbal and non-verbal techniques to communicate effectively with students, parents, and appropriate others	___	___	___	___
B. Writes clearly and correctly	___	___	___	___

_____ **Required Area to Strengthen**
COMMENTS:

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*
                        _____

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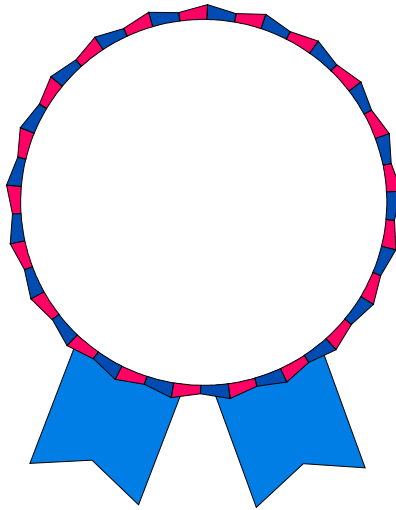
The following rubrics are to be used in identifying the level at which an indicator within a domain is performed. All of the data gathered from the varied sources should be considered when determining the performance level. The rubrics should be used to identify the best fit for the collected data rather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

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 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

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

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

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.
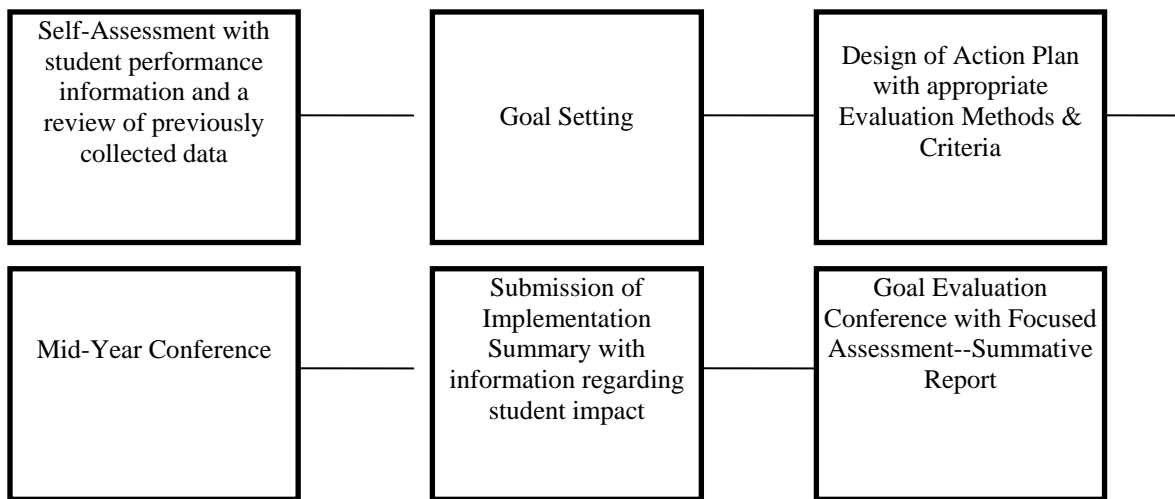
Self-Assessment with student performance information and a review of previously collected data	Goal Setting	Design of Action Plan with appropriate Evaluation Methods & Criteria
Mid-Year Conference	Submission of Implementation Summary with information regarding student impact	Goal Evaluation Conference with Focused Assessment--Summative Report

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.

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

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

Areas to Strengthen [Area(s) for Growth]*	Reasons for Selecting
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

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┌─────────────────────────────────────────────────────────┐
│               DIRECTIONS FOR COMPLETING                 │
│         FOCUSED ASSESSMENT--SUMMATIVE REPORT            │
└─────────────────────────────────────────────────────────┘
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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.

B. VI. LIBRARY MEDIA PERSONNEL
C.
D.   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.

   l. 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 it's own cycle.

Beginning with the school year 1997-1998, the six-year cycle for the selection and adoption of textbooks shall determine the order of implementation of the curriculum frameworks, grades K-12.

1997	Language Arts and Foreign Languages
1998	Math, Bible, and Computer
1999	Literature, Vocational, and the Fine Arts
2000	Reading, grades 1-12
2001	Social Studies
2002	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. <u>Mathematics</u>

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	Three units of credit are required for a General Diploma and three units for an Academic Diploma. The academic diploma must include Algebra I, Algebra II, and Geometry or Advanced Math. Please see Appendix V for details on courses necessary to complete the requirements.

C. <u>Science</u>

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 General Diploma and three units for an Academic Diploma. At least one unit shall be drawn from the physical sciences and one unit from Biology. Pupil participation in various laboratory experiences shall be required.

D. <u>Social Studies</u>

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 may include United States History, World History, Geography, Economics, Civics, and Marriage and Family Life Courses. 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)
	One-half unit in economics shall include but not be limited to a study of the fundamental principles of the free enterprise system and the factors that influence its function as well as rudiments of consumer economics. (T.C.A. 49-6-1205)
	U.S. History, World History, and one-half credit in Economics are required for graduation.
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.

E. <u>Health, Physical Education, & Wellness</u>

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.

F. <u>Foreign Languages</u>

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. <u>Driver's Education</u>

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 an academic 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. Students who transfer from another state during their senior year are exempt from this requirement.

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.

TEACHER EVALUATIVE CRITERIA

School: _____

Date of Evaluation: _____

Teacher: _____ Number of Students: _____

Grade Level/Subject: _____ Time of Evaluation: _____

I. Philosophy

Exhibits understanding of school's philosophy	
Exhibits Biblical understanding of education	
Communicates the call of god	
Staff Interaction	

II. Public Relations

Communicates with parents	
Communicates the vision of the school to the community	

III. Curriculum Planning

Sets priorities within curriculum guidelines	
Plans instruction so as to promote student mastery	
Supports objectives with written lesson plans	
Incorporates cognitive levels of learning	
Integrates Christ/Bible into all subjects	

IV. Implementation

Clearly communicates specific learning objectives	
Maintains student attention	
Uses appropriate delivery strategy	
Uses examples and illustrations	
Uses aids and materials that support curriculum objectives	
Relates new ideas to previous or future learning	
Relates learning to relevant life experiences	
Uses questions to promote understanding	
Encourages all students to respond	
Uses teacher directed group activities	
Monitors seatwork closely	

V. Classroom Management

Maintains a grade book and appropriate entries	
Displays resourcefulness in handling Classroom interruptions or distractions	
Demands respect from students	
Maintains control of classroom atmosphere	
Reports students' status and progress in a timely manner	
Displays self-confidence and self-control	
Maintains a neat and attractive room	

VI. Relationship With Students

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

VII. Professional Responsibilities

Qualifies by training and experience
  Certification:
  Years of experience:
  Degree:	

Attends in-service and other self improvement classes and courses	
Adheres to school policies	
Demonstrates and fosters loyalty to the school and staff	
Punctual	
Dependable	
Faithful	
Organized	
Initiative	
Personal appearance	

VIII. Personnel File

Teacher Application	
Résumé	
Verification of certification	
Current year contract	
W-4 for the current year	
Consent to background check	
Photo ID	
Teacher Evaluations	
Additional Comments:	

Code: E = Excellent
    S = Satisfactory
    N = Needs Improvement   Person Conducting Evaluation: _____

APPENDIX III
ADMINISTRATOR/PRINCIPAL EVALUATIVE CRITERIA

School: _____

Date: _____

Name of Administrator: _____

Name of Evaluative Team Member: _____

I. Supervision

Activity	Remarks
Plans and evaluates spiritual goals	
Plans and evaluates academic goals	
Maintains a school environment conducive to learning	
Implements an evaluative program for measuring the objectives of the school	

II. Organization

Develops and implements administrative procedures consistent with church or 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

Promotes a positive image of the school To the public	
Communicates with parents	
Manages conflicts between teachers and parents	
Communicates with staff	

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IV. Professional Growth

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

(1) V. Professional Responsibilities

Qualifies by training and experience
    Certification:
    Years of Experience:
    Degree:	

Punctual	
Dependable	
Faithful	
Organized	
Initiative	
Personal appearance	
Additional Comments:	

(2) Code: C = Compliant
NC = Non-Compliant
NA = Non-Applicable

APPENDIX IV
STUDENT EVALUATION

I. IDENTIFYING INFORMATION

NAME: _____
       First   Last   MI

ADDRESS: _____
       Street   City   State   Zip Code

PHONE: _____   _____
              Home   *Other*

YEAR ENROLLED: _____   YEAR GRADUATED:_____

YEAR WITHDRAWN: _____

REASON FOR WITHDRAWAL: (check those which apply)

☐ Moved

☐ Dropped out

☐ Disciplinary action

☐ Financial reasons

☐ Dissatisfied with: (check area)   ☐ Staff
                                      ☐ Academics
                                      ☐ Activities
                                      ☐ Spiritual content

II. SCHOLASTIC INFORMATION

MAJOR COURSE OF STUDY_____

TYPE OF DIPLOMA EARNED: ☐ Academic
                                     ☐ General
                                     ☐ Cert/Attendance
                                     ☐ Sp/Ed

STUDENT'S GRADE POINT AVERAGE: _____

TEST SCORES: ACT_____

                      SAT_____

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)

☐ Agriculture   ☐ Army

☐ Business   ☐ Navy

☐ Christian Service   ☐ Marines

☐ Education   ☐ Air Force

☐ Industry   ☐ Unemployed

☐ Legal Professions   ☐ Unknown

☐ Medical

☐ 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.

_____

_____

_____

_____

_____

V. FOLLOW-UP INFORMATION

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

_____

_____

_____

_____

_____

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

ACADEMIC OR HONORS (COLLEGE PREPARATORY) REQUIRED		GENERAL DIPLOMA REQUIRED	
Bible	2	**Bible**	2
Language Arts	4	**Language Arts**	4
Math	3	**Math**	3
Algebra I		**Algebra ½ (Pre-Algebra)**	
Algebra II		**Algebra I**	
Geometry or Advanced Maths:		**Algebra II**	
Probability & Statistics		**Geometry**	
Trigonometry		**Applied Math I & II**	
Pre-Calculus		**Business Math**	
Calculus		**Accounting I & II**	
Unified Geometry		**Math for Technology II**	
Math IV			
Science	3	**Science**	3
General Science		**General Science**	
Biology (required)		**Biology (required)**	
Chemistry or Physics		**Life Science**	
		Anatomy & Physiology	
Social Studies	3	**Earth/Space Science**	
U.S. History (required)		**Geology**	
World History		**Environmental Sciences**	
World Geography		**Ecology**	
Economics		**Chemistry or Physics**	
Government			
Ancient History		**Social Studies**	3
Modern History		**U.S. History (required)**	
European History		**World History**	
		World Geography	
Wellness (P.E. ½, Health ½)	1	**Economics (½ credit)**	
		Government (½ credit)	
Foreign Language	2	**Civics (½ credit)**	
(both must be in same language)		**Wellness (P.E. ½, Health ½)**	1
Visual or Performing Arts	1	**Program of study**	4
		Towards a particular technical area	
Electives	2	**Electives**	1
**TOTAL CREDITS**	_21_	_**TOTAL CREDITS**_	_21_

<div align="center">RECOMMENDED</div>

Computer-1,

Composition-1

Speech-½

<div align="center">RECOMMENDED</div>

Computer-1

Speech- ½

Art-1

<div align="center">
A unit of credit in secondary courses is based on 180 class periods.
These requirements meet or exceed the Tennessee Board of Regents
and State Department of Education requirements. 2001
</div>

APPENDIX VI
EVALUATIVE TEAM CHECK LIST

☐ 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

☐ Evaluate The Curriculum Standards And Procedures

☐ 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 Budget

☐ Evaluate The School's Biblical And Philosophical Foundations

DATE_____   SIGNATURE_____

APPENDIX VII
POLICY MANUAL AND FORMS CHECKLIST

School: _____

Date of on-site visit: _____

Team Members: _____

I. Philosophy	**Comments and Time Frame**
Statement of philosophy	
Mission statement	
Purpose	

II. Administration

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	

III. 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	

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: _____ Date of Evaluation: _____

Team Members: _____

I. School Site

Adequate acreage	
Adequate parking	
Condition of grounds & facilities	
Gymnasium	
Handicapped facilities approved	
Playground area	
School location	
Vehicle access and student safety	

II. Building

Administration facilities adequate	
All city and county ordinances met	
Asbestos inspection completed	
Maintenance and custodial program	
Disaster preparedness plan	
Health department's regulations met	
State fire marshal's regulations met	
Volunteers policy	

Cafeteria services
   Health Permit must be obtained and posted
   Qualifications of Personnel
   Cafeteria policies
   Menus planned in advance
   Menus must meet nutritional requirements	

Class ceiling heights
   Average of 10 feet or nine feet with forced air ventilation
      and fluorescent lighting.	

Classrooms meet space regulations Minimum floor space twenty square ft/student	
Corridor ceiling heights Nine Feet	

Doors
   Exit doors shall open outward except when a classroom has
      a door swinging directly to the outside and has an
      occupancy of fewer than 50. Exit doors must be equipped
      with panic hardware and be thirty-six inches wide.	

Emergency numbers posted
   911 and numbers for police, fire department, and
      emergency room must be posted near all phones	

Entryway identification All doors will be identified	
Fire drills conducted regularly Records must be kept on file.	

Fire exit lights
   Must meet fire marshal's standards and be clearly marked
      and lighted. Halls and stairways must be kept clear.	

Fire extinguishers
   Charged and serviced annually. The staff must be
     instructed in their use.	

Fire proof safe for records	
Glass Glass must meet Adopted Codes	
Condition of restrooms	
Drinking fountains 1/60	

Bathroom facility   Boys   Girls
   Toilets   1/60   1/30
   Lavatories   1/50   1/50
   Urinals 1/30	

Internet policies	

Internet screening program
   All computers used by administration, faculty, staff, and
students must have an activated internet
   screening program on all computers.	

Library media center
   Number of books per student : 1000 or 12/student
   Current periodicals per student: newspapers, local, state &
     national, and a sufficient number of current magazines
   Access to computer programs
   Listing of all media equipment: accessible to faculty	

Lighting
   Natural lighting shall be supplemented by shadow and glare
     free artificial lighting In amounts that provide at least 30
     foot-candles on desk top.	

Mechanical systems
   Mechanical systems shall be designed in accordance with
     all applicable standards.
   These include:
     American Society for Mechanical Engineers
     American Society of Heating, Refrigeration and Air
      Conditioning Engineers
     American Refrigeration Institute
     National Fire Protection Association
     American Gas Association
     Standard Building Code
     Underwriters Laboratory	

Miscellaneous safety issues	

Physical education
   The school shall have adequate space and a sufficient
     amount of supplies and equipment to offer to the students
     a well balanced physical education program.	

Physical education policies
   A physical education policies manual should implemented
     giving schools P.E. philosophy.	

Weight room
   All free weights must be in a secured room. Students shall
     have adult supervision at all times.	

Safety devices for science laboratories
   Eyewash equipment, first aid kit, fire extinguisher, safety
     goggles, master control system for gas and electricity, and
     a fume hood.	

Student driving policies	

Postings required by law (signs, except fire escape maps, must be metal and security attached to the building)
    Posted fire exit maps – fire exit maps must be on fluorescent colored paper, and placed on or near door exiting into the hallway. Maps must be placed in all classrooms, restrooms, hallways, cafeteria, and gymnasium.
    Posted gun free, drug free zone TCA 39-17-1307-1310 (gun restriction law should be posted at every entrance.
    Posted student lockers, packages, containers, and other storage areas are subject to search TCA 49-6-4204 – right to inspect lockers should be posted near lockers.
    Posted non-discrimination/harassment law TCA 49-6-3109
      – non-discrimination law should be posted throughout school and in administration office.
    Posted all visitors please report to the office TCA 49-6-2008 – sign must be posted at main entrance.
    Posted health permit – health permit must be posted in cafeteria and cafeteria office.	

Code: **C - Compliance**
                N - Non-Compliance
                N/A - Non-Applicable

APPENDIX IX
FINANCIAL ACCOUNTABILITY

School: _____

Date of Evaluation: _____

Team Members: _____

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

Items for Review	Comments and Time Frames
Income and Expense Statement – last school year	
School budget for current school year	
Copy of a third party audit	

Proof of insurance:
   Liability
   Student
   Facility
   Transportation	

Salary scale for staff	
List of indebtedness	
Person(s) responsible for daily bookkeeping and their experience and qualifications	
Listing of any grants or endowments	

Sample Budget for New Schools

INCOME

Tuition	
Donations	
Special Offerings	
Fund Raising	
Support from the local church or denomination	
Grants	
Trust or Endowment Funds	
Total Income	

EXPENSES

Salaries
  FWT/FICA/Medicare
  Benefits

Curriculum
Library/Media

Insurance
  Property/Facility
  Student
  Transportation
  Liability

Rent/Mortgage
Utilities
Activities

Operating Expenses
  Office supplies
  Janitorial supplies
  Teacher supplies
  Equipment
  Telephone
  Internet/Cable
  Postage
  Other

Athletics
Maintenance of major equipment
Savings
Special Speakers
Yearbook

Building Expenses
  Bringing existing buildings into compliance
    with state regulations
  Remodeling expenses
  New building expenses

Other
Total Expenses

APPENDIX X
PERSONNEL FILE INFORMATION

- Teacher Application

- Résumé

- Verification of Certification

- Current Year Contract

- W-4 for the Current Year

- Consent to Background Check

- Photo ID (copy of Driver's License is acceptable)

- Teacher Evaluations

APPENDIX XI
TEACHER CONTRACT INFORMATION

- Name of School

- School Term Designated

- Position

- Beginning Date

- Hours Designated

- Salary

- Payment Schedule

- Benefits

- Dated Signature of Employee

- Dated Signature of Employer

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

- Current year enrollment or re-enrollment application
    - o School Name
    - o School Year
    - o Grade of Enrollment
    - o Student's Social Security Number

- Transcript
    - o Birth Certificate
    - o Immunization Record/Religious Exemption from Immunization Letter
    - o Entry Medical Exam Form

Please affix the student's enrollment application or re-enrollment application along with the three documents immediately above to the left side of the child's student record.

APPENDIX XIV
BACKGROUND CHECKS AND FINGERPRINTING

TBI Background Checks:

Law: T.C.A. 49-5-413

Contact Person: Ms. Mona Jamison at (615) 744-4004

What to ask for: School District Packet and an ORI (Originating Agency Identifier)

SIFC – Sylvan/Indentix Fingerprinting Centers

Contact Person: Casey Mayfield at (217) 547-2207

Department of Education Background Checks and Fingerprinting:

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