

**Amendment No. 3 to HB1549**

**Womick**  
**Signature of Sponsor**

**AMEND Senate Bill No. 1835**

**House Bill No. 1549\***

by adding the following new sections immediately preceding the penultimate section and by renumbering the subsequent sections accordingly:

SECTION \_\_. The changes made to § 49-1-302(d) by this act shall be known and may be cited as the “Fair and Clear Teacher Evaluation System Act”.

SECTION \_\_. Tennessee Code Annotated, Section 49-1-302(d), is amended by adding the following language as a new subdivision (3) and by renumbering the subsequent subdivisions accordingly:

(3) The teacher evaluation system shall:

(A) Evaluate teachers based on their own work as teachers and the success of their students. A teacher’s evaluation shall not be based on test scores or other data derived from students in subjects, classes or grades in which the teacher did not teach or have input of any sort;

(B) Be easily understood and transparent to teachers and shall provide consistent and valid measurements;

(C) Use a pre-test and post-test system within a teacher’s class and subject that accurately gauges student learning and is developed by each LEA. Students who are not present at the beginning of a year or semester to take the pre-test, as applicable to the teacher’s class, shall not be included in the teacher’s evaluation. The observation portion of the evaluation shall be increased and given increased weight if pre-test and post-test data is absolutely unavailable;

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(D) Not use school-wide data if classroom data is available for use;

(E) Use the achievement data from the pre-test and post-test system used within a teacher's class for the fifty percent (50%) of the evaluation criteria composed of student achievement data;

(F) Notwithstanding subdivision (d)(2)(A), reduce the percentage of student growth data used in determining a teacher's overall evaluation scores, if the teacher achieves a performance effectiveness level of "above expectations" or "significantly above expectations" on the observation portion of the evaluation, but the teacher's student growth data portion of the evaluation reflects a performance effectiveness level of "below expectations" or "significantly below expectations"; and

(G) Minimize paperwork, reporting and testing in order to increase instructional time.