

<p><b>Section 1. Framework for Teaching</b></p>	
<p><b>Domain 1: Planning and Preparation</b></p>	<p>1.a. Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> <li>• Content knowledge</li> <li>• Prerequisite relationships</li> <li>• Content pedagogy</li> </ul> <p>1.b. Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> <li>• Child development</li> <li>• Learning process</li> <li>• Special needs</li> <li>• Student skills, knowledge, and proficiency</li> <li>• Interests and cultural heritage</li> </ul> <p>1.c. Setting Instructional Outcomes</p> <ul style="list-style-type: none"> <li>• Value, sequence, and alignment</li> <li>• Clarity</li> <li>• Balance</li> <li>• Suitability for diverse learners</li> </ul> <p>1.d. Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> <li>• For classroom</li> <li>• To extend content knowledge</li> <li>• For students</li> </ul> <p>1.e. Designing Coherent Instruction</p> <ul style="list-style-type: none"> <li>• Learning activities</li> <li>• Instructional materials and resources</li> <li>• Instructional groups</li> <li>• Lesson and unit structure</li> </ul> <p>1.f. Designing Student Assessments</p> <ul style="list-style-type: none"> <li>• Congruence with outcomes</li> <li>• Criteria and standards</li> <li>• Formative assessments</li> <li>• Use for planning</li> </ul>

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<p><b>Domain 2: Classroom Environment</b></p>	<p>2.a. Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> <li>• Teacher interaction with students</li> <li>• Student interaction with students</li> </ul> <p>2.b. Establishing a Culture for Learning</p> <ul style="list-style-type: none"> <li>• Importance of content</li> <li>• Expectations for learning and achievement</li> <li>• Student pride in work</li> </ul> <p>2.c. Managing Classroom Procedures</p> <ul style="list-style-type: none"> <li>• Instructional groups</li> <li>• Transitions</li> <li>• Materials and supplies</li> <li>• Non-instructional duties</li> <li>• Supervision of volunteers and paraprofessionals</li> </ul> <p>2.d. Managing Student Behavior</p> <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Monitoring behavior</li> <li>• Response to misbehavior</li> </ul> <p>2.e. Organizing Physical Space</p> <ul style="list-style-type: none"> <li>• Safety and accessibility</li> <li>• Arrangement of furniture and resources</li> </ul>
<p><b>Domain 3: Instruction</b></p>	<p>3.a. Communicating With Students</p> <ul style="list-style-type: none"> <li>• Expectations for learning</li> <li>• Directions and procedures</li> <li>• Explanations of content</li> <li>• Use of oral and written language</li> </ul> <p>3.b. Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> <li>• Quality of questions</li> <li>• Discussion techniques</li> <li>• Student participation</li> </ul> <p>3.c. Engaging Students in Learning</p> <ul style="list-style-type: none"> <li>• Activities and assignments</li> <li>• Student groups</li> <li>• Instructional materials and resources</li> <li>• Structure and pacing</li> </ul> <p>3.d. Using Assessment in Instruction</p> <ul style="list-style-type: none"> <li>• Assessment criteria</li> <li>• Monitoring of student learning</li> <li>• Feedback to students</li> <li>• Student self-assessment and monitoring</li> </ul> <p>3.e. Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> <li>• Lesson adjustment</li> <li>• Response to students</li> <li>• Persistence</li> </ul>

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<p><b>Domain 4: Professional Responsibilities</b></p>	<p>4.a. Reflecting on Teaching</p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Use in future teaching</li> </ul> <p>4.b. Maintaining Accurate Records</p> <ul style="list-style-type: none"> <li>• Student completion of assignments</li> <li>• Student progress in learning</li> <li>• Non-instructional records</li> </ul> <p>4.c. Communicating with Families</p> <ul style="list-style-type: none"> <li>• About instructional program</li> <li>• About individual students</li> <li>• Engagement of families in instructional program</li> </ul> <p>4.d. Participating in a Professional Community</p> <ul style="list-style-type: none"> <li>• Relationships with colleagues</li> <li>• Participation in school projects</li> <li>• Involvement in culture of professional inquiry</li> <li>• Service to school</li> </ul> <p>4.e. Growing and Developing Professionally</p> <ul style="list-style-type: none"> <li>• Enhancement of content knowledge and pedagogical skill</li> <li>• Receptivity to feedback from colleagues</li> <li>• Service to the profession</li> </ul> <p>4.f. Showing Professionalism</p> <ul style="list-style-type: none"> <li>• Integrity/ethical conduct</li> <li>• Service to students</li> <li>• Advocacy</li> <li>• Decision-making</li> <li>• Compliance with school/district regulations</li> </ul>
<p><b>Section II. Law and Process</b></p>	
<p><b>1. TESS Objectives (Arkansas Code §6-17-2802)</b></p>	<p>1.1 Understands that TESS provides a transparent and consistent teacher evaluation system that ensures effective teaching and promotes professional learning</p> <p>1.2 Understands that TESS provides feedback and a support system supporting teachers improvement in professional knowledge and skills, as well as improving student learning</p> <p>1.3 Understands that TESS provides a basis for making teacher employment decisions</p> <p>1.4 Understands that TESS provides links between evaluation procedures and curricular standards, professional development, targeted instructional support</p> <p>1.5 Understands that TESS informs policymakers on</p>

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	<p>benefits of a consistent evaluation and support system in regard to improving student achievement</p> <p>1.6 Understands that TESS increases the awareness of parents and guardians of students concerning the effectiveness of teachers</p>
<p><b>2. TESS Teacher Requirements</b></p>	<p>2.1 Understands that each employed teacher shall be evaluated in writing.</p> <p>2.2 Understands that a teacher shall participate in TESS. Such participation includes, but is not limited to</p> <ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Pre-Observation Conferences</li> <li>• Post Observation Conferences</li> </ul> <p>2.3 Understands that each teacher shall collaborate in good faith on the teacher’s professional growth plan.</p>
<p><b>3. Framework for Teaching Design</b></p>	<p>3.1 Understands that good teaching can be defined and observed and creates evidence.</p> <p>3.2 Understands that teacher practice is what teachers do and how well they do the work of teaching.</p> <p>3.3 Understands that results are what teachers accomplish and how well their students learn.</p> <p>3.4 Understands that good teaching is consistent and based in pedagogical practice unique to every teacher, every class, and every school.</p>
<p><b>4. TESS Evidence Collection</b></p>	<p>4.1 Understands that direct observation means the evaluator is physically present in the school or venue where the school/district teacher or leader is present and leading and/or managing.</p> <p>4.2 Understands that indirect observation means the evaluator is observing systems that operate without the teacher or leader present.</p> <p>4.3 Understands that artifacts include materials that document the school /district teacher or leader’s practice.</p> <p>4.4 Understands that school data means teacher and students performance data or overall school performance data.</p> <p>4.5 Understands that evidence should be factual, representative, and relevant. Such evidence may include</p> <ul style="list-style-type: none"> <li>• statements, actions, or behaviors</li> <li>• artifacts prepared by the teacher, students, or others</li> <li>• verbatim scripting of teacher or student comments</li> <li>• non-evaluative statements of observed teacher or student behavior</li> <li>• numeric information about time, student participation, resource use, etc.</li> <li>• an observed aspect of environment.</li> </ul>

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	<p>4.6 Understands that a teacher’s collection and analysis of data regarding student learning demonstrates the following:</p> <ul style="list-style-type: none"> <li>• Quality of learning outcomes as indicated by their...             <ul style="list-style-type: none"> <li>○ Being stated clearly, as learning outcomes, not activities</li> <li>○ Representing important, rather than trivial, learning</li> </ul> </li> <li>• Evidence of student learning that is aligned with the outcomes</li> <li>• Quality of analysis of student learning gains, as indicated             <ul style="list-style-type: none"> <li>○ Including sensible rationale for assignment of students to groups</li> <li>○ Being convincing and substantiated by the evidence</li> </ul> </li> <li>• Quality of reflection on the experience, as indicated by...             <ul style="list-style-type: none"> <li>○ Accuracy of the reflection</li> <li>○ Likelihood that reflection will lead to thoughtful modifications of practice</li> </ul> </li> </ul>
<p><b>5. TESS Rubric Formula</b></p>	<p>5.1 Understands that the TESS classroom teacher rubric evaluates teachers on best practices using four level descriptors: unsatisfactory, basic, proficient, or distinguished.</p>
<p><b>6. Arkansas TESS Teacher Tracks</b></p>	<p>Demonstrates an understanding of the following tracks for evaluation:</p> <p>6.1 Track 1 Probationary / Novice (A first year teacher is both a novice and probationary teacher):</p> <ul style="list-style-type: none"> <li>• Year 1: Summative Evaluation             <ul style="list-style-type: none"> <li>○ Formal Observation – Pre and Post Conference</li> <li>○ Informal Observation – May be conducted</li> <li>○ Collaborative PGP – Develop PGP</li> <li>○ Summative Evaluation Meeting – summative rating results over all components</li> </ul> </li> <li>• Year 2: Summative Evaluation             <ul style="list-style-type: none"> <li>○ Formal Observation – Pre and Post Conference</li> <li>○ Informal Observation – May be conducted</li> <li>○ Collaborative PGP – Develop PGP</li> <li>○ Summative Evaluation Meeting – summative rating results over all components</li> </ul> </li> <li>• Year 3: Summative Evaluation             <ul style="list-style-type: none"> <li>○ Formal Observation – Pre and Post Conference</li> <li>○ Informal Observation – May be conducted</li> <li>○ Collaborative PGP – Develop PGP</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>○ Summative Evaluation Meeting – summative rating results over all components</li> </ul> <p>6.2 Track 2 Interim Teacher Appraisal Process</p> <ul style="list-style-type: none"> <li>● 2A: Summative Evaluation             <ul style="list-style-type: none"> <li>○ Formal Observation – Pre and Post Conference</li> <li>○ Informal Observation – May be conducted</li> <li>○ Collaborative PGP – Develop PGP</li> <li>○ Summative Evaluation Meeting – summative rating results over all components</li> </ul> </li> <li>● 2B1: Interim Appraisal             <ul style="list-style-type: none"> <li>○ Informal Observations – focusing on PGP growth components</li> <li>○ Collaborative PGP – review and/or revise</li> <li>○ End of Year Review – professional practice rating</li> </ul> </li> <li>● 2B2: Interim Appraisal             <ul style="list-style-type: none"> <li>○ Informal Observations – focusing on PGP growth components</li> <li>○ Collaborative PGP – review and/or revise</li> <li>○ End of Year Review – professional practice rating</li> </ul> </li> <li>● 2B3: Interim Appraisal             <ul style="list-style-type: none"> <li>○ Informal Observations – focusing on PGP growth components</li> <li>○ Collaborative PGP – review and/or revise</li> <li>○ End of Year Review – professional practice rating</li> </ul> </li> </ul> <p>6.3 Track 3 Intensive Support Status</p> <ul style="list-style-type: none"> <li>● Collaborative Intensive PGP – review and/or revise often</li> <li>● May include informal and formal observations</li> <li>● Frequent teacher and evaluator conferences             <ul style="list-style-type: none"> <li>○ Teacher may remain in this track for two semesters; and two additional semesters may be added if improvement is observed.</li> </ul> </li> </ul> <p>6.4 Understands that TESS does not conflict with, nor replace the Arkansas Teacher Fair Dismissal Act (ATFDA)</p>
<p><b>7. Professional Growth Plan (PGP)</b></p>	<p>7.1 Understands that the PGP is a major component of TESS</p> <p>7.2 Understands that the PGP identifies professional learning outcomes to advance the teacher’s professional skills</p> <p>7.3 Understands that the PGP clearly links professional development activities and the teacher’s individual professional learning needs identified through the evaluation process</p>

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	<p>7.4 Understand that the PGP requires at least ½ of the professional development hours required by law or rule are related to one or more of the following:</p> <ul style="list-style-type: none"> <li>• Teacher’s content area</li> <li>• Instructional strategies applicable to the teacher’s content area</li> <li>• The teacher’s identified needs</li> </ul>
<p><b>8. Mentor Process</b></p>	<p>8.1 Understands that each mentor/novice teacher pair will be provided frequent meeting time face-to-face and/or electronically on at-least a once a month basis to spend together for mentoring.</p> <p>8.2 Understands that each novice teacher will be paired with a mentor who is matched as closely to grade and subject level as possible.</p> <p>8.3 Understands that the goal of mentoring is to provide continuous professional growth for the novice teacher.</p> <p>8.4 Understands that mentors assist the novice teacher in</p> <ul style="list-style-type: none"> <li>• the implementation of the goals in the Professional Growth Plan, which is developed by the novice teacher and his or her administrator</li> <li>• identification and celebration of strength areas</li> <li>• procurement of resources (both human and material)</li> <li>• identification of professional development opportunities</li> <li>• in-class coaching sessions, which provide growth opportunities for the novice teacher with rich, professional conversation between the novice teacher and the mentor</li> </ul>