

# **BloomBoard AT A GLANCE**

- Commissioner Memos:
  - LIC-14-302
  - LIC-14-036
- **Streamline the observation processes (TESS and LEADS) with BloomBoard's online platform**
- **Can be customized to the needs of Arkansas districts—for free.**
- **Contains all the tools you'll need to meet state requirements-FREE.**
  - **Additional features available for district purchase**
    - **Paid Marketplace resources (many resources are free)**
    - **Premium Data Dashboard**
- **Developed *for* educators, *by* educators, and focused on support.**

# **BloomBoard Technology**

Track all of your observations!

Search for a learner

ALL LEARNERS

Teacher A Teacher B Teacher C

Observation Type	Action	Teacher A	Teacher B	Teacher C
Formal Observation	Schedule	MAR 17 - 20	MAR 17 - 20	MAR 17 - 20
		MAR 13 - 21	MAR 17 - 20	MAR 17 - 20
		APR 21 - 25	MAR 17 - 20	MAR 17 - 20
	Schedule		MAR 17 - 20	MAR 17 - 20
			Schedule	Schedule
Informal Observation	Schedule	MAR 10	MAR 10	MAR 10
		APR 17	Schedule	Schedule
	Schedule			

# Observer Screen

## Schedule Formal Observation



When would you like to Schedule your **Pre-Observation Conference** ?

Date: Wednesday, April 9th 2014

April 2014

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Time: 09:00 AM - 10:00 AM

Start Time: 09:00 AM

End Time: 10:00 AM

### Send Invitations

Keep this activity private

- Send Teacher an invitation
- Send myself an invitation

Schedule Later

Schedule & Continue

# Schedule Observation

Track all of your observations!

Search for a learner

ALL LEARNERS

Teacher A Teacher B Teacher C

			Schedule	Schedule
▼ Informal Observation	Schedule	MAR 10	MAR 10	MAR 10
		APR 17	Schedule	Schedule

### Informal Observation Apr 2014

for Teacher A by ARDemo Observer1059

Activities	Required by	Status
Informal Observation Thursday April 17 9:00 AM	AO	
Artifacts	TA AO	
Rating	TA AO	

Review & Close

Who can see this observation?

Delete this observation

# Informal Observation

Track all of your observations!

Search for a learner

ALL LEARNERS



Teacher A



Teacher B



Teacher C

### Formal Observation Apr 2014

for Teacher A by ARDemo Observer1059

Activities	Required by	Status
Pre-Observation Form	TA	
Artifacts	TA AO	
Pre-Observation Conference Monday April 21 9:00 AM	AO	
Formal Observation Wednesday April 23 9:00 AM	AO	
Post-Observation Form	TA	
Additional Artifacts	TA AO	
Post-Observation Conference Friday April 25 9:00 AM	AO	
Rating	TA AO	

Review & Close

Who can see this observation?

Delete this observation

# Formal Observation

## Artifacts

To get started:

 Upload your Artifacts



### Domain 1: Planning and Preparation

#### 1a - Demonstrating Knowledge of Content and Pedagogy

1a.1 - Knowledge of content and the structure of the discipline

1a.2 - Knowledge of prerequisite relationships

1a.3 - Knowledge of content-related pedagogy

#### 1b - Demonstrating Knowledge of Students

1b.1 - Knowledge of child and adolescent development

1b.2 - Knowledge of the learning process

1b.3 - Knowledge of students' skills, knowledge, and language proficiency

1b.4 - Knowledge of students' interests and cultural heritage

1b.5 - Knowledge of students' special needs

#### 1c - Setting Instructional Outcomes

1c.1 - Value, sequence, and alignment

1c.2 - Clarity

1c.3 - Balance

1c.4 - Suitability for diverse learners

Please select some evidence in order to be able to tag it

# Upload Artifacts



# Formal Observation

between Teacher A and ARDemo Observer1059



Who can see this observation?



ADD NOTES

## Formal Observation



Share



Print



Rich text editor toolbar with icons for undo, redo, link, unlink, insert link, insert image, bold, italic, underline, bulleted list, numbered list, indent, outdent, text color, background color, font size, normal style, and save.

### Domain 2:

#### The Classroom Environment

*2a - Creating an Environment of Respect and Rapport*

2a.1 - Teacher interaction with students

2a.2 - Student interactions with other students

*2b - Establishing a Culture for Learning*

2b.1 - Importance of the content

2b.2 - Expectations for learning and achievement

2b.3 - Student pride in work

*2c - Managing Classroom Procedures*

2c.1 - Management of instructional groups

2c.2 - Management of transitions

2c.3 - Management of materials and supplies

2c.4 - Performance of noninstructional duties

2c.5 - Supervision of volunteers and paraprofessionals

*2d - Managing Student Behavior*

2d.1 - Expectations

2d.2 - Monitoring of student behavior

Please select some evidence in order to be able to tag it

# Scripting Page

# Formal Observation



Share



Print

Add Note



## 1a - Demonstrating Knowledge of Content and Pedagogy

- 1a.1 - Knowledge of content and the structure of the discipline
- 1a.2 - Knowledge of prerequisite relationships
- 1a.3 - Knowledge of content-related pedagogy

## 1b - Demonstrating Knowledge of Students

- 1b.1 - Knowledge of child and adolescent development
- 1b.2 - Knowledge of the learning process
- 1b.3 - Knowledge of students' skills, knowledge, and language proficiency
- 1b.4 - Knowledge of students' interests and cultural heritage
- 1b.5 - Knowledge of students' special needs

## 1c - Setting Instructional Outcomes

- 1c.1 - Value, sequence, and alignment
- 1c.2 - Clarity
- 1c.3 - Balance
- 1c.4 - Suitability for diverse learners

## 1d - Demonstrating Knowledge of Resources

- 1d.1 - Resources for classroom use
- 1d.2 - Resources to extend content knowledge and pedagogy
- 1d.3 - Resources for students

## 2a - Creating an Environment of Respect and Rapport

- 2a.1 - Teacher interaction with students
- 2a.2 - Student interactions with other students

## 2b - Establishing a Culture for Learning

- 2b.1 - Importance of the content
- 2b.2 - Expectations for learning and achievement
- 2b.3 - Student pride in work

## 2c - Managing Classroom Procedures

- 2c.1 - Management of instructional groups
- 2c.2 - Management of transitions
- 2c.3 - Management of materials and supplies
- 2c.4 - Performance of noninstructional duties
- 2c.5 - Supervision of volunteers and paraprofessionals

## 2d - Managing Student Behavior

- 2d.1 - Expectations
- 2d.2 - Monitoring of student behavior
- 2d.3 - Response to student misbehavior

## 2e - Organizing Physical Space

- 2e.1 - Safety and accessibility
- 2e.2 - Arrangement of furniture and use of physical resources

## 3a - Communicating with Students

- 3a.1 - Expectations for learning
- 3a.2 - Directions and procedures
- 3a.3 - Explanations of content
- 3a.4 - Use of oral and written language

## 3b - Using Questioning and Discussion Techniques

- 3b.1 - Quality of questions
- 3b.2 - Discussion techniques
- 3b.3 - Student participation

## 3c - Engaging Students in Learning

- 3c.1 - Activities and assignments
- 3c.2 - Grouping of students
- 3c.3 - Instructional materials and resources
- 3c.4 - Structure and pacing

## 3d - Using Assessment in Instruction

- 3d.1 - Assessment criteria
- 3d.2 - Monitoring of student learning
- 3d.3 - Feedback to students
- 3d.4 - Student self-assessment and monitoring of progress

## 3e - Demonstrating Flexibility and Responsiveness

- 3e.1 - Lesson adjustment

# Quickfire Scripting

IP

Unsatisfactory

## 3d.1 - Assessment criteria

IP

## 3d.2 - Monitoring of student learning

IP

**UNSATISFACTORY** ✓

Teacher does not monitor student learning in the curriculum.

**BASIC**

Teacher monitors the progress of the class as a whole but elicits no diagnostic information.

**PROFICIENT**

Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.

**DISTINGUISHED**

Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.

[Add Comment](#)

## 3d.3 - Feedback to students

IP

**UNSATISFACTORY** ✓

Teacher's feedback to students is of poor quality and not provided in a timely manner.

**BASIC**

Teacher's feedback to students is uneven, and its timeliness is inconsistent.

**PROFICIENT**

Teacher's feedback to students is timely and of consistently high quality.

**DISTINGUISHED**

Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.

[Add Comment](#)

## 3d.4 - Student self-assessment and monitoring of progress

IP

**UNSATISFACTORY** ✓

Students do not engage in self-assessment or monitoring of progress.

**BASIC**

Students occasionally assess the quality of their own work against the assessment criteria and performance standards.

**PROFICIENT**

Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.

**DISTINGUISHED**

Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that

Find Resources to Help You Grow <sup>BETA</sup>

Differentiation | Literacy Strategies | Classroom Management | Common Core

Filter by Rubric More search options



Search Keywords



**Success AT THE Core**

**Hands-On Learning - Success at the Core**

This video models the practice of Hands-On Learning where you invite students to learn by doing. It includes two different examples of math manipulatives and how to implement in a classroom. Video, lesson...

COST: Free

👍 90%

Aspire Public Schools

**Success AT THE Core**

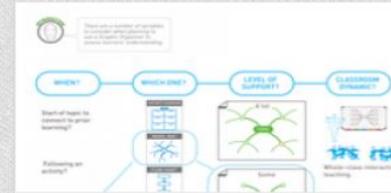
**Guiding Self-Assessment - Success at the Core**

This video models the practice of Guiding Self Assessment. This teacher demonstrates one strategy for having students self-assess and receive different kinds of instructional support based upon their self...

COST: Free

👍 100%

Aspire Public Schools



**Graphic Organisers for Formative Assessment**

Teachers give feedback to learners telling them specifically how to improve their visual demonstration of their understanding. Search for "HOW2s" to see 100+ Visual Explanations of the best teaching...

COST: \$10.00

Train Visual

**Success AT THE Core**

**Reviewing Homework - Success at the Core**

This video models one teacher's strategy for having students work in small groups to review, revise, and reflect on their homework. Video, lesson plan, worksheets, student work, and teacher reflection also...

COST: Free

👍 96%

Aspire Public Schools

**Success AT THE Core**

**Facilitating Student-Centered Discussion - Success at the Core**

This video models the practice of Facilitating Student-Centered Discussion. It includes demonstration of several different strategies that invite students to learn by talking and listening to each other...

COST: Free

👍 91%

Aspire Public Schools



**Reality PD | Respond to student understanding | Pre-K**

Thanks to a generous grant from the Bill & Melinda Gates Foundation and the DC Public Education Fund, DCPS has developed an innovative video library that shows what excellence looks like across grade...

COST: Free

👍 85%

DC Public Schools

# Resources Marketplace

# Find Resources to Help You Grow <sup>BETA</sup>

Differentiation | Literacy Strategies | Classroom Management | Common Core



Search Keywords



Filter by Rubric Fewer search options

## Content Area

- Math
- English/Language Arts
- Science
- Technology
- English Language Acquisition
- History/Social Sciences
- Special Education
- Foreign Language
- Electives
- Unspecified

## Grade

- Pre K
- K-2
- 3-5
- 6-8
- 9-12

## Time Commitment

- < 1 hour
- 1-2 hours
- 2-3 hours
- Multiple sittings

## Resource Type

- Read
- Watch
- Show only free resources
- Show only resources from my organization

## Success AT THE Core

### Hands-On Learning - Success at the Core

This video models the practice of Hands-On Learning where you invite students to learn by doing. It includes two different examples of math manipulatives and how to implement in a classroom. Video, lesson...

COST: Free

90% Aspire Public Schools

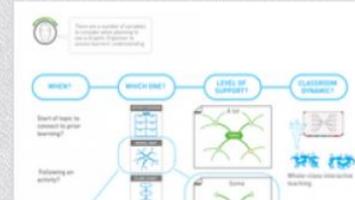
## Success AT THE Core

### Guiding Self-Assessment - Success at the Core

This video models the practice of Guiding Self Assessment. This teacher demonstrates one strategy for having students self-assess and receive different kinds of instructional support based upon their self...

COST: Free

100% Aspire Public Schools



### Graphic Organisers for Formative Assessment

Teachers give feedback to learners telling them specifically how to improve their visual demonstration of their understanding. Search for "HOW2s" to see 100+ Visual Explanations of the best teaching...

COST: \$10.00

Train Visual

## Success AT THE Core

### Reviewing Homework - Success at the Core

This video models one teacher's strategy for having students work in small groups to review, revise, and reflect on their homework. Video, lesson plan, worksheets, student work, and teacher reflection also...

COST: Free

96% Aspire Public Schools

## Success AT THE Core

### Facilitating Student-Centered Discussion - Success at the Core

This video models the practice of Facilitating Student-Centered Discussion. It includes demonstration of several different strategies that invite students to learn by talking and listening to each other....

COST: Free

91% Aspire Public Schools



### Reality PD | Respond to student understanding | Pre-K

Thanks to a generous grant from the Bill & Melinda Gates Foundation and the DC Public Education Fund, DCPS has developed an innovative video library that shows what excellence looks like across grade...

COST: Free

85% DC Public Schools

# Search Filter by Subject/Grade

## Filter by these indicators

from the TESS Educator Rubric



### Planning and Preparation

### The Classroom Environment

### Instruction

### Professional Responsibilities

#### Domain 1: Planning and Preparation

##### 1a - Demonstrating Knowledge of Content and Pedagogy

- 1a.1 - Knowledge of content and the structure of the discipline
- 1a.2 - Knowledge of prerequisite relationships
- 1a.3 - Knowledge of content-related pedagogy

##### 1b - Demonstrating Knowledge of Students

- 1b.1 - Knowledge of child and adolescent development
- 1b.2 - Knowledge of the learning process
- 1b.3 - Knowledge of students' skills, knowledge, and language proficiency
- 1b.4 - Knowledge of students' interests and cultural heritage
- 1b.5 - Knowledge of students' special needs

##### 1c - Setting Instructional Outcomes

- 1c.1 - Value, sequence, and alignment
- 1c.2 - Clarity

Clear All

Filter by 0 Indicators

# Search Filter by TESS Rubric

Resources »

### Hands-On Learning - Success at the Core

[View now](#)

This video models the practice of Hands-On Learning where you invite students to learn by doing. It includes two different examples of math manipulatives and how to implement in a classroom. Video, lesson plan, worksheets, student work, and teacher reflection also included.

90% of educators would recommend to a colleague

Publisher Aspire Public Schools

Alignment **2e.2** **3c.3**

Math  
Grades 4th-8th

Cost Free

Included Hands-On Learning - Success at the Core

## Success AT THE Core

### Ratings and Reviews

[Recommend to a teacher](#)

Out of 20 Educators  
90% would recommend this to a colleague.

Out of 19 Educators  
79% gained concrete strategies to improve their practice.



I enjoyed the video and will implement some of the concepts demonstrated in it.  
-Yvette S, Newark Public Schools  
[Read more reviews](#)

# Share Resources

« Upload Queue

1 . Choose your Content

2 . Resource Viewing Experience

3 . Create a Card

4 . Search Options

5 . Review & Publish

## What content do you want to include?

*This is the material your audience will engage with.*

 Upload a video or Upload a document

or

 Link to online content

Cancel

Save and Continue

# Upload Resource to Marketplace



## Teacher A

Teacher at Arkansas Department of Education

[Visit Teacher's Portfolio](#)

### Teacher's BloomList

1 item suggested by ARDemo Observer1059

[research classroom mgmt](#) Anytime

[See All BloomList Details](#)

### Current Observations

[Formal Observation Apr 2014](#)

Apr 21 - 25

[Formal Observation Mar 2014](#)

Mar 13 - 21

[Informal Observation Mar 2014](#)

Mar 10

[See All Observations & Meetings](#)

#### Goal #1

Develop routines that will maximize time on task for students.

3a.1

3a.2

#### Goal #2

Decrease transition time to maintain momentum and increase student engagement.

2a.2

[View Goal Planning](#)

**Will Become the Teacher's Professional Growth Plan**



# BloomBoard

*Previously Formative Learning*

Keep me logged in

Sign In

*Don't know your password?*

# Time to Sign In

## Administrator Training

- Full Day Training at Co-Ops (make up trainings also available)
- See Training Schedule
  - [http://www.arkansased.org/public/userfiles/HR\\_and\\_Educator\\_Effectiveness/TESS/Teacher%20Evaluation%20System/2014\\_Summer\\_Training\\_Schedule\\_324142.pdf](http://www.arkansased.org/public/userfiles/HR_and_Educator_Effectiveness/TESS/Teacher%20Evaluation%20System/2014_Summer_Training_Schedule_324142.pdf)

## Teacher Training

- ½ day Super User training for 1 educator in each building
- Local training for rest of faculty determined by district
- (Super Users scheduled by local district)
- (See Training Plan Options on **Arkansas Training Plan** Document)

**Come to Training!!!**