



TESS Professional Growth Plans

Revised 2014

How Ratings Are Determined

Professional Practice

Student Performance

Performance
Rating:
Observations;
Artifacts/Evidence;
**Professional
Growth Plan**

**Student
Growth**

Overall
Summative
Rating

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graph TD; A[Professional Practice] --> C((Overall Summative Rating)); B[Student Performance] --> C;
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Purpose of the Professional Growth Plan

- ✓ Acquire new knowledge/ skills
- ✓ Apply new knowledge/ skills
- ✓ Enhance reflective practice
- ✓ Contribute to the professional learning community
- ✓ Impact student achievement

Professional Growth Plan Requirement

- A major component of TESS
- Identifies professional learning outcomes to advance the teacher's professional skills
- Clearly links professional development activities and the teacher's individual professional learning needs identified through the evaluation process
- Plan requires at least $\frac{1}{2}$ of the professional development hours required by law or rule are related to one or more of the following:
 - Teacher's content area
 - Instructional strategies applicable to the teacher's content area
 - The teacher's identified needs

AR Teacher Excellence Support System (TESS) Professional Growth Plan

| | | | |
|---|--|---|-----------------------------------|
| STEP 4 – Professional Growth Goal Plan: Write the steps you will follow to ensure that you reach your Professional Growth Goal (Step 3). Include the professional learning activities in which you will engage and a timeframe for each step. | Steps/Professional Learning | | Timeframe |
| | <ul style="list-style-type: none"> • Step 4: IMPLEMENT THE PLAN <ul style="list-style-type: none"> • Identify the steps that you will take to meet your goals, including the resources and supports to guide your professional learning according to a planned timeframe. | | |
| STEP 5 – Implementation and Monitoring: Create your Theory of Action based on what you are learning from implementing your Professional Growth Goal Plan (Step 4). | Theory of Action | | |
| | Implementation Strategies | Results Indicators | Sources of Data to Monitor |
| | If I take the following actions | Then I will see the following change in my practices | Data source(s) |
| | Then I expect to see my students | Data source(s) | |



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| | | |
|---|--|---|
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| | | |
| <p>STEP 5 – Implementation and Monitoring: Create your Theory of Action based on what you are learning from implementing your Professional Growth Goal Plan (Step 4).</p> | Theory of Action | |
| | Implementation Strategies | Results Indicators |
| | <i>If I take the following actions...</i> | <i>Then I will see the following...</i> |
| | Sources of Data to Monitor | |
| | <i>Data source(s)</i> | |
| | <ul style="list-style-type: none"> • Step 5: Monitoring Implementation: <ul style="list-style-type: none"> • As you implement action steps, document what you are learning as you take identified actions • Record the results that you see based on your actions and also the actions of your students • Identify the data from where you are seeing results of your actions | |

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| | Mid-year review | Your progress on your goal | Data source(s) |
|--|--|----------------------------|----------------|
| <p>Step 6: Reflection: Analyze the progress that you are making toward the accomplishment of your Professional Growth Goal (Step 4). If progress is not being made, revisit your professional growth plan and make the necessary adjustments.</p> | <div style="background-color: #e0f7fa; border: 1px solid black; padding: 10px; width: 80%; margin: auto;"> <ul style="list-style-type: none"> Step 6 <ul style="list-style-type: none"> Review progress using observation results, artifacts or evidence from teacher and student work Discuss any necessary changes to goals Celebrate SUCCESS! </div> | | |

Our signatures below confirm we have met and established a professional growth plan for the upcoming school year.

A copy of this form as well as the Professional Growth Plan will be kept in the educator's evaluation file for future reference.

Educator Name: _____

Signature: _____ Date: _____

Principal/ Designee Signature: _____ Date: _____

Revisions and Updates:

Date: _____

Date: _____



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Our signatures below confirm we have met and established a professional growth plan for the upcoming school year.

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Signature: _____ Date: _____

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Revisions and Updates:

Date: _____

Date: _____



TESS Intensive Growth Plans

Revised 2014

Intensive Support Status

- ✓ Novice, probationary and non-probationary teachers may be placed in Intensive Support Status based on a summative evaluation (Ark. Code Ann. § 6-17-2807).
- ✓ A teacher is placed in Intensive Support Status if the teacher has a rating of Unsatisfactory in any one entire teacher evaluation domain of the evaluation framework, or if the teacher has a rating of Unsatisfactory or Basic in a majority of the components in the teacher evaluation framework.

Intensive Support and Professional Development Rules

- Teachers in Intensive Support Status must use all professional development hours required by rule or law to address their identified needs.

Intensive Support Timeline

- In cases where educators require intensive support to improve their practice, TESS provides a timeline for intervention
 - No more than two semesters unless the educator has demonstrated significant progress within that time period.
- Evaluators shall notify the superintendent of an educator in Intensive Support Status who does not accomplish the goals and complete the tasks established for the Intensive Support Status during the given period.
- Upon review and approval of the documentation, the superintendent shall recommend termination or non-renewal of the teacher's contract.

Intensive Growth Plan

- Similar format to the PGP with the following exceptions
 - Goals are prescribed by evaluator based on educator's performance and relevant student data
 - More frequent monitoring of progress
 - More documentation of monitoring and progress

Questions?

Please contact:

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**Please check the ADE TESS Website
often for updates!**