

ARKANSAS TEACHER EXCELLENCE AND SUPPORT SYSTEM (TESS) GLOSSARY

Artifact - documented piece of evidence chosen by the teacher being evaluated, the evaluator, or both, that relates to the evaluation rubric

Component – part of a domain that defines a distinct aspect of the domain from the evaluation framework

Credentialed Evaluator - person who has successfully completed the observer proficiency assessment

Domain – description of a distinct aspect of teaching from the evaluation framework including all components of the identified area

Element – part of a component from the evaluation framework that defines a distinct aspect of the component

Evaluation – assess with evidence what a teacher should know and be able to do as measured by the domains and ratings of an evaluation framework and promote teacher growth through professional learning

Evaluation Framework/Rubric – standardized set of teaching domains and components that provide an overall basis for an evaluation

Evaluator – licensed and credentialed administrator who is responsible for evaluating teachers

External Assessment Measure – measure of student achievement or growth that is administered, developed, and scored by a person or entity other than the teacher being evaluated. The assessment may be administered by the teacher being evaluated if the assessment is monitored by a licensed individual designated by the evaluator

Formal Classroom Observation – announced visit to a classroom by an evaluator that is preceded by a pre-observation conference to discuss the lesson plans and objectives; conducted by the evaluator for at least seventy-five percent (75%) of the class period either by observing the teacher in the classroom or through the use of three-hundred-sixty-degree (360°) video technology or for a teacher teaching in a block schedule or a class period lasting longer than sixty (60) minutes may be adjusted to allow for an observation for forty-five (45) minutes or more of the teacher’s class period

Formative Assessment – evaluation of a student’s learning that is given before the student completes a course of instruction to foster the student’s development and improvement on a specific strand within the course of instruction

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Formative Evaluation – evaluation of a teacher’s performance, based on a formal or informal observation that may include all or some of the components of the framework. Multiple formative evaluations provide input for the summative evaluation

Formative Observation – informal observation conducted by support personnel, such as, instructional facilitators, instructional coaches, etc., to provide feedback to teachers on instructional practices based on targeted areas

Framework – outline of identified documented teacher’s practices promote effective practices to improve student learning

Informal Classroom Observation – visit to a classroom by an evaluator that may be unannounced or for a shorter period of time than a formal classroom observation

Intensive Support Status – status of a teacher who has a rating of “Unsatisfactory” in any one entire domain of the framework or if the teacher has a rating of “Unsatisfactory” or “Basic” in the majority of components of a domain

Interim Teacher Appraisal (Track 2B) – form of evaluation, other than a summative evaluation that provides support for teaching practices and uses standards for teacher growth and performance that are consistent with the evaluation rubric for the teacher evaluation components of a summative evaluation

Novice Teacher – teacher having less than one school year of public school classroom teaching experience

Performance Ratings – four identified levels, Distinguished, Proficient, Basic, and Unsatisfactory, describing a teacher’s performance level on components and domains

Pre-Observation Conference – conference between the teacher and evaluator to discuss goals and planned outcomes for a classroom lesson before a formal classroom observation

Post Observation Conference – conference between the teacher and evaluator to discuss the outcomes of an observed lesson after a formal classroom observation

Probationary Teacher - teacher who has not completed three (3) successive years of employment in the school district in which the teacher is currently employed. A teacher employed in a school district in Arkansas for three (3) years will complete the probationary period. An employing school district may, by a majority vote of its directors, provide for one (1) additional year of probationary status – District Policy is required to place all new employees incoming to the district from another district /state on a one-year probationary status

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Professional Growth Plan (PGP) – plan of study, when completed, results in the acquisition and application of knowledge, skills, practices, and behaviors that improve professional practice of the person implementing the plan for the purpose of improving student achievement

Reflective Practice – paying critical attention to previous actions to determine their effectiveness and changing behaviors and practices, if necessary, based on what is determined concerning the effectiveness of those practices

Summative Assessment – comprehensive measurement of attainment of standards of student learning

Summative Evaluation - evaluation of a teacher’s performance over all components, domains, and an overall rating of the evaluation framework, based on multiple observations, that support improvement in the teacher’s instructional practices, student achievement and for a school district’s employment decision concerning the teacher

Summative Evaluation Conference – conference between the teacher and evaluator to discuss the summative evaluation, identify strengths, and areas of growth to be included in the next year’s PGP, or if necessary, to implement an intensive support plan for the next school year

Track 1 – teachers in the novice/probationary status (see novice teacher and probationary teacher definitions); teachers in this track must have a summative evaluation

Track 2 – teachers who complete the probationary status and are not in an intensive support status must have a summative evaluation at least once every three years; during the other two years, the teacher is evaluated under the interim appraisal process (see interim appraisal timeline)

Track 3 – teachers in the intensive support status must have a summative evaluation; evaluators must follow a descriptive plan of interventions found in the law (see intensive support status timeline)