

Arkansas Teacher
Excellence Support System
(TESS)

Law and Process for Teachers



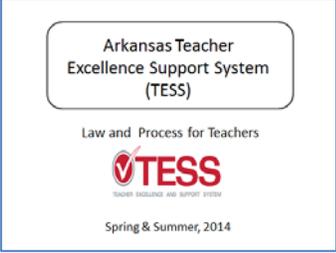
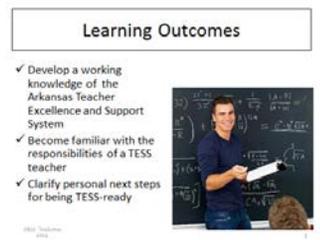
Spring & Summer, 2014

Training Facilitator Guide

TESS for Teachers: 2014 Law and Process

Facilitator Guide

Prepare to train: This document is designed with three columns. First: The slide to be shown is pictured. Second: A narrative of facilitator actions and dialogue. Third: Additional information. Participants will need a copy of the Training Agenda, 2 sheets of paper for Wordle and Framework Themes activity, and copy of a feedback form.

	<ol style="list-style-type: none"> 1. <i>Welcome participants/Introduce facilitator(s)/Orient participants to the training site, if needed. Tell where restrooms, etc. may be found.</i> 2. "Today's training topic is one that affects every Arkansas teacher. How many of you will work with students at the Early Childhood level (PK – 4)? [Allow a show of hands. Have participants share their names and where they will be working, if your group is a size that would have time to do this. Follow same procedures after each question asked.] How many at the Elementary level (K-6)? How many at the Middle School level (4-8)? And, how many at the Secondary level (7-12)? It's good to have you here so we can learn from each other. Even though our work with students will be different in many ways, we will all have teacher evaluation in common." 	
	<ol style="list-style-type: none"> 1. "Today's agenda will show you what's ahead. We will learn what TESS is and why it's important to all teachers. There will be information on the Danielson Framework for Teaching that is the content used for Arkansas Teacher Evaluation. We'll spend some time understanding the workflow for this system and what a teacher-role in TESS will be like. Before we leave today, we will ask and answer questions and then leave prepared with resources that are available should you need them to learn more about TESS." 	
	<ol style="list-style-type: none"> 1. "Today's best outcome will be leaving with a basic knowledge of the scope of TESS; as well as feeling better prepared for benefiting as a professional educator from TESS because you will understand what TESS means for you as a teacher and what you will be expected to know and do." 	

Today's ground rules. . .

1. Be respectful of time and of others.
2. Be responsible for your learning and participation.
3. Be committed to success.

TESS: NoDodge 2014

1. "We will all have a positive experience when we are respectful, responsible and committed during this time. Thanks for your good effort and attitude. When we actively listen and participate without distracting sidebars, everyone will benefit. As this is something all educators are learning about, it is expected there will be questions about TESS. Quite a bit of information will be shared; however, if a question should occur to you, please feel free to ask during the presentation – or if it is outside presentation time, please post your question on the Chart at the back of the room. Thanks for returning from break and activities on time so we won't increase the scheduled learning time. Showing consideration when others speak and express opinions is really helpful. Please silence your devices at this time."



TESS begins. . .

- Arkansas' ESEA Flexibility Plan brings a Federal waiver from NCLB.
- Arkansas Education Law [Act 1209 of 2011; Act 709 of 2013] requires all districts in the state to implement a new educator evaluation systems.

TESS Foundation 2014

1. "In 2011, Arkansas began a plan for the academic success of all students, a new version of the Elementary and Secondary Education Act. ESEA was Public Law 107-110, known as the *No Child Left Behind Act*. The goal of NCLB was that every student would score at least proficient on state-required assessments. As the time for meeting that goal approached, the United States Department of Education allowed states to submit a request for waiver based on new research and plans for instructional support. The ESEA waiver and Arkansas Statute require student growth to be included in educator evaluations. Arkansas law for this process first passed in 2011 and was updated in 2013. The law focuses on educational growth and support as the main part of the system.

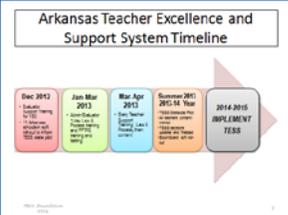
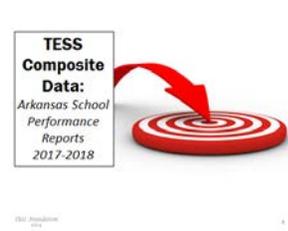
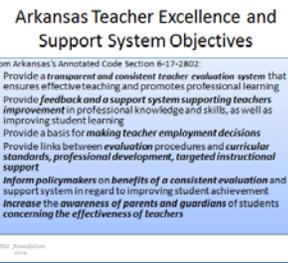


Why Educator Evaluation?

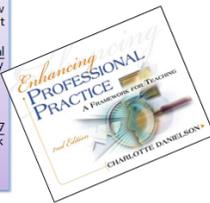
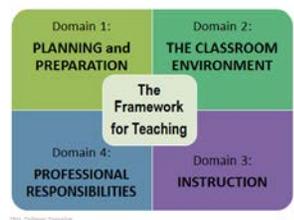
TESS Foundation 2014

1. "An important body of knowledge in education resulted in the concept of effective schools; this work has extended into learning about effective teachers. We know our efforts should be put into activities that are proven successful by research on what works. From Defining the Effective Teacher: Current Arguments in Education by Tim Markley, November, 2004, we know that Effective teachers are responsible for student learning. They are professional learners who provide the best opportunities for students to know success and understand the challenge of learning."



 <p>Arkansas Teacher Excellence and Support System Timeline</p> <p>Dec 2012: TESS Implementation begins with the release of the TESS manual and the start of the statewide pilot.</p> <p>Jan-Mar 2013: Local Evaluation: The local evaluation process is implemented in pilot schools.</p> <p>Mar-Apr 2013: Statewide Pilot: The statewide pilot is implemented in pilot schools.</p> <p>Summer 2013: 2013-14 Year: The statewide pilot is implemented in pilot schools.</p> <p>2014-2015: IMPLEMENT TESS</p>	<p>1. "Planning and implementing a new statewide model for teacher evaluation actually began in 2010 with the establishment of a Teacher Evaluation Task Force. Consistent work headed by the Arkansas Department of Education resulted in successful training and piloting of Arkansas TESS as shown by these capstones. We have learned so much together from the just-completed statewide pilot which has translated into improvements in forms we use and better planning and implementation for the system locally."</p>	
 <p>TESS Full Implementation 2014-2015</p>	<p>1. "This year, first time – everyone will participate in Teacher Excellence and Support System. It is the best opportunity to learn the language and process of working with others to improve instruction. It is the best opportunity to document what we do and how we work to improve our practice."</p>	
 <p>TESS Composite Data: Arkansas School Performance Reports 2017-2018</p>	<p>1. "From section 12.0 of the Rules Governing the Teacher Excellence & Support System (TESS): 12.0 SCHOOL PERFORMANCE REPORT Beginning with the 2017-2018 school year, for the school year covered by a school performance report pursuant to Ark. Code Ann. § 6-15-1402, the school performance report shall include:</p> <ul style="list-style-type: none"> • 12.01 The total number of teachers who are employed in the public school; and • 12.02 Of that total, the number who meet each of the following criteria: <ul style="list-style-type: none"> • 12.02.1 Highly qualified teacher; • 12.02.2 Identified as proficient or above under the Teacher Excellence and Support System for the school; and • 12.02.3 Certified by the National Board for Professional Teaching Standards." <p>Source: Ark. Code Ann. § 6-15-1402</p>	
 <p>Arkansas Teacher Excellence and Support System Objectives</p> <p>From Arkansas's Annotated Code Section 6-17-2802:</p> <ul style="list-style-type: none"> • Provide a transparent and consistent teacher evaluation system that ensures effective teaching and promotes professional learning • Provide feedback and a support system supporting teachers' improvement in professional knowledge and skills, as well as improving student learning. • Provide a basis for making teacher employment decisions • Provide links between evaluation procedures and curricular standards, professional development, targeted instructional support • Inform policymakers on benefits of a consistent evaluation and support system in regard to improving student achievement • Increase the awareness of parents and guardians of students concerning the effectiveness of teachers 	<p>1. "Established by state statute, the Arkansas TESS teacher evaluation system is planned and implemented with these purposes"</p> <p>2. <i>Read bullet points on slide.</i></p> <p>3. "TESS allows all teachers to understand and implement best practices for student growth. Effort and improvement are planned and documented. Teacher Instructional Practice will mirror student growth. Data from this process will lead to increased understanding for those who work to facilitate the proper practice of classroom teachers and specialists."</p>	

 <p>Charlotte Danielson is an educational consultant who has extensive work experience in a wide range of positions. She created a framework to help teachers improve instructional practice.</p> <p><small>©2010 Dr. Charlotte Danielson</small></p>	<ol style="list-style-type: none"> 1. “Charlotte Danielson is an educational consultant based in Princeton, New Jersey. She has taught at all levels, from kindergarten through college, and has worked as an administrator, a curriculum director, and a staff developer. In her consulting work, Ms. Danielson has specialized in aspects of teacher quality and evaluation, curriculum planning, performance assessment, and professional development. Ms. Danielson has worked as a teacher and administrator in school districts in several regions of the United States. In addition, she has served as a consultant to hundreds of districts, universities, intermediate agencies, and state departments of education in virtually every state and in many other countries. Charlotte has developed materials for ASCD, the College Board, Educational Testing Service, the California Commission on Teacher Credentialing, and the National Board for Professional Teaching Standards. Charlotte Danielson has a rich and varied educational background. She holds a BA in history from Cornell University, and advanced degrees (in philosophy, economics, and educational administration) from Oxford and Rutgers Universities. She is based in Princeton, New Jersey, and has taught at all levels, from kindergarten through college, as well as working as an administrator, a curriculum director, and a staff developer.” 	
<p>Good teaching. . .</p> <ul style="list-style-type: none"> • Can be defined • Can be observed • Creates evidence  <p><small>©2010 Dr. Charlotte Danielson</small></p>	<ol style="list-style-type: none"> 1. “The Framework for Teaching that Charlotte Danielson put together works for teachers. Why? Because you can define ‘good teaching’. You can witness ‘good teaching’. And ‘good teaching’ leaves tracks. The descriptions of ‘what good teaching is’ are the content of the rubric for TESS. Charlotte Danielson not only developed the Framework for Teaching for classroom teachers, but she also extended the work into the specialty area rubrics that we use.” 	
<p><i>Charlotte Danielson:</i> “An effective system of teacher evaluation accomplishes two things: it ensures quality teaching and it promotes professional learning. The quality of teaching is the single most important determinant of student learning. A school district’s system of teacher evaluation is the method by which it ensures that teaching is of high quality. Therefore, the system developed for teacher evaluation must have certain characteristics; it must be rigorous, valid, reliable and defensible, and must be grounded in a research-based and accepted definition of good teaching.”</p> <p><small>©2010 Dr. Charlotte Danielson</small></p>	<ol style="list-style-type: none"> 1. “This quote from Charlotte Danielson is an excellence summary of the best teacher evaluation system possible. What are her ideas about characteristics of the system? Why are these characteristics important to us as teachers?” 2. <i>Lead group discussion with focus on: quality teaching, professional learning, rigorous, valid, reliable and defensible (others as mentioned).</i> 	

<p>Framework for Teaching Design</p> <p><i>Teacher Practices</i> – That is, what teachers do and how well they do the work of teaching. <i>Results</i> – That is, what teachers accomplish; typically, how well their students learn.</p>  <p><small>©2010 Defining Domains 2010</small></p>	<ol style="list-style-type: none"> 1. “Successful evaluation is based on a successful rubric. As we begin to look at the rubric, let’s see if we find information on what teachers do, how well they are doing it – and what can be done to improve our instructional practices.” 	
<p>Framework for Teaching Design</p> <p>4 Domain – a group of components</p> <p>Component – a statement of effective teaching practice(s) 22</p> <p>Element(s) – essential part of the component 76</p> <p><small>©2010 Defining Domains 2010</small></p>	<ol style="list-style-type: none"> 1. “The Organization of content follows the structure shown by this slide: There are 22 statements of good teaching practices which are the ‘components’ of the framework. Imagine – 22 descriptions of components of being an effective teacher, and the vital stuff is covered! Doesn’t it feel good to think that you can know what best instructional practices are? There are 4 groups of components that describe practice before, during and after you teach. Each of the components has important parts – it’s like components of the components. They are called ‘elements’. Components have different numbers of elements – they help us to better understand what is required to be successful in each component.” 	
<p>The TESS Rubric. . .</p> <ul style="list-style-type: none"> ❖ Is <u>consistent</u>; we know best practice and it doesn’t change. ❖ Is based in <u>pedagogical</u> practice unique to every teacher, every class, every school. ❖ Is simple, but masterful. ❖ Is based on the 2007 edition of The Framework for Teaching.  <p><small>©2010 Defining Domains 2010</small></p>	<ol style="list-style-type: none"> 1. Address the benefits of using an established rubric for understanding teaching practice – we know standards in advance, i.e., we can immediately apply feedback for actionable improvement – we can expend effort where it will count – what we learn, what we do, how it is rated are a continuing cycle in our work. Remember – it applies to all instruction. . . <p>Specialty area rubrics may be included for discussion and compared to the classroom teacher rubric. Discussions should focus on the similarity in the structure of the rubrics and also similarities in the different domains and many of the components.</p>	
 <p><small>©2010 Defining Domains 2010</small></p>	<ol style="list-style-type: none"> 1. “Here are the 4 domains of the Framework for Teaching.” 2. <i>Review these and discuss arrangement of Domain 1 and 4: Off stage and Domains 2 and 3: On Stage.</i> 	

Domain 1: Planning & Preparation
1a: Demonstrating Knowledge of Content and Pedagogy
1b: Demonstrating Knowledge of Students
1c: Setting Instructional Outcomes
1d: Demonstrating Knowledge of Resources
1e: Designing Coherent Instruction
1f: Designing Student Assessments
<small>©2010 Defining Domains 2014</small>

1. "Domain 1 is about Planning and Preparing for Instruction. When would this take place? That's right BEFORE the lesson is taught. Domain 1 has 6 components. A good way to think of these is 3 to know and 3 to do. As you can see the teacher must have knowledge of content and pedagogy; knowledge of students and knowledge of resources. The teacher must be able to set instructional outcomes, design coherent instruction and design student assessments. We have talked about the design of the Framework – What are groups of statements ? Right, Domains. What are the statements of best instructional practices? That's right, Components. We have talked about elements being important parts of the components."
2. *A brief presentation of each component should be done. Use the elements listed for each component on the Smart Card. Talk through them in a format comfortable to you – you can name some elements or have participants name them – furnish a brief idea of what each one means. Time for this should be quick as the repetition could be so boring. We want to simply introduce the scope and meaning of all components.*
Here is an example that might be used for Component 1a:
"Take out your Smart Cards – they are the one page framework summaries – let's talk about what 1a: Demonstrating Knowledge of Content and Pedagogy really means. We can see from the Smart Card that the elements are 1. Knowledge of content and the structure of the discipline which means understanding the 'big ideas' and smaller concepts and skills and concepts of the discipline; 2. Knowledge of prerequisite relationships – can you identify what students must know and be able to do to be successful in the lesson you will be teaching; and 3. Knowledge of content-related pedagogy – Sometimes disciplines will have proven effective instructional strategies – are you aware of those that exist for what you teach?"
Continue for each component. . .

Domain 2: Environment
2a: Creating an Environment of Respect and Rapport
2b: Establishing a Culture for Learning
2c: Managing Classroom Procedures
2d: Managing Student Behavior
2e: Organizing Physical Space
<small>©2010 Defining Domains 2014</small>

1. "Domain 2 is about the creation of a classroom environment that is conducive to learning. When would this domain of practices occur for teachers? That's right. When they are teaching. Now, let's look at Domain 2 components."
2. *Follow your plan for presenting and providing brief explanations of each component and it's elements.*

Domain 3: Instruction
3a: Communicating with Students
3b: Using Questioning and Discussion Techniques
3c: Engaging Students in Learning
3d: Using Assessment in Instruction
3e: Demonstrating Flexibility and Responsiveness

1. "This is the TEACHER Domain! – This is what we have been trained to do. Let's look at the best practices of teaching, according to our Framework."
2. *Again, cover components by brief presentation. Remember to include that Component 3c is considered the heart of the framework by Charlotte Danielson.*

Domain 4: Professional Responsibilities
4a: Reflecting on Teaching
4b: Maintaining Accurate Records
4c: Communicating with Families
4d: Participating in a Professional Community
4e: Growing and Developing Professionally
4f: Showing Professionalism

1. "This is the last domain. It is Professional Responsibilities. We noted that Domain 1 happens before you teach, and domains 2 and 3 occur when the lesson is being taught. When do we know if a teacher demonstrates proficiency in Professional Responsibilities? That's right, after the lesson is taught."
2. "Now let's complete our 'Framework Walk' and look at the 6 components of Domain 4."
(The same format will be applied here for Domain 4 components.)

T	❖ Appropriate use of technology
H	❖ Attention to individual student needs
E	❖ Cultural competence
M	❖ Developmental appropriateness
E	❖ Equity
S	❖ High expectations
	❖ Student acceptance of responsibility

1. "We know that the Framework was created to incorporate additional concepts. The common themes of the framework are here. (Read the bullets.) These each apply to more than one component of the framework."
2. *ACTIVITY: (Divide participants into groups of 7, if possible. If you are not able to do that group as best fits.) Let's look at your Participant Guide to work together to place the label of each component (ex. 2a, 3b) under the theme it will produce evidence for. Allow elbow partners to share answers to narrow time for this. You may take time for random sharing after completion of activity. Point out that there are multiple choices to this activity as many components will lend to each theme.*

Levels of Performance			
Unsatisfactory	Basic	Proficient	Distinguished
Not No Not clear Unaware Does not respond Poor Not congruent	Some Attempts to Limited Moderate Uneven Inconsistent Rudimentary	Consistent High quality Timely Accurate Appropriate Clear Effective High expectations	All students Highly effective Entirely appropriate Adapted for individual students Fully aligned Extensive

1. "Let's review what we know about the design of the Arkansas TESS Rubric: Allow whole group responses as you remind participants of the Framework for Teaching – who designed it – how it is organized."
(This is about domains, components, elements and levels of performance.)
2. "We now know that the framework tell us 'what effective teachers know', but it also tells us 'What an accomplished teacher does in the performance of his/her duties'. This is shown in the framework by categories known as 'Levels of Performance'. Each teacher's instructional work will prove a rating, so in addition to what we've learned about the design of the Framework, each component has descriptors for four levels of instructional practice. The levels are Unsatisfactory, Basic, Proficient, and Distinguished. As you become familiar with

	<p>the framework, you can see that each level will be described consistently. (A mouse click will bring in each list of level vocabulary so you can talk through them.)</p> <p>3. "Here is what we know about teachers at each level:</p> <p>UNSATISFACTORY The teacher performing at the Unsatisfactory level does not yet appear to understand the concepts underlying the component. This teacher must work on the fundamental practices associated with the elements to grow and develop into proper performance. In some areas of practice, performance at the Unsatisfactory level represents teaching that is below the licensing standard of "DO NO HARM".</p> <p>BASIC The teacher performing at the Basic level appears to understand the concepts underlying the component and attempts to implement its elements, but implementation is sporadic, intermittent, or otherwise not entirely successful. Additional training and practice should lead a teacher to become proficient.</p> <p>PROFICIENT The teacher performing at the Proficient level clearly understands the concepts underlying the component and implements it well. Most experienced, capable teachers will regard themselves and be regarded by others as performing at this level. Teachers at the Proficient level are experienced, professional educators. They thoroughly know their content, they know their students, they know the curriculum and have a broad repertoire of strategies and activities to use with students, and they can easily move to 'Plan B' if that turns out to be necessary. These teachers have mastered the work of teaching while working to improve their practice. They can serve as resources to one another as they participate in the professional learning community.</p> <p>DISTINGUISHED Teachers performing at the Distinguished level are master teachers and make a contribution to the field, both in and outside their school. Their classrooms operate at a qualitatively different level from those of other teachers. Such classrooms consist of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning. All the common themes are manifested as appropriate, in the classroom of a Distinguished teacher. Distinguished-level performance is very high performance. Some teachers (particularly in some situations) may never attain it consistently. Some educators have said, "Distinguished-level performance is a good place to visit, but don't expect to live there." The student component is important. In some instances it is a challenge to create a community of learners, but Distinguished-level remains a goal for all teachers, regardless of the challenges. One way to think of these might be to remember swimmers: A swimmer at <u>Unsatisfactory</u> could be compared to a non-swimmer who has been thrown into deep water and is drowning.</p>	
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At Basic level, the swimmer can dog paddle, but nothing else. Basic can get across the lake, but may be swamped if any waves come up.
 The Proficient level swimmer knows several different strokes and when to use them – and will do it successfully.
 A Distinguished swimmer is the competitive swimmer who is perfecting strokes – or is the swimming teacher!”

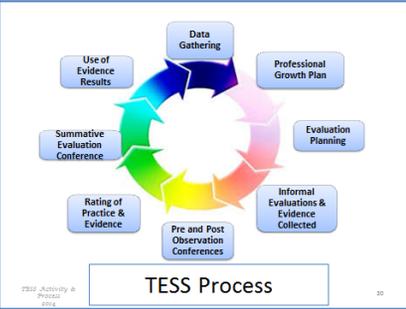
Instruments and Rubrics
 SOME CURRENT INSTRUMENTS.....

	Unsatisfactory	Basic	Proficient	Distinguished
Do Teachers use appropriate questioning techniques and prompts in discussion.			X	

1. “TESS is allowing much needed improvement in teacher evaluation. No longer will teachers be told ‘you are okay’ or ‘you are not okay’. We now are able to understand what the components of good teaching are; we are able to produce evidence of successful planning and implementation of best instructional practices. Before TESS, so many questions remained after evaluation – ‘How did I do?’ ‘What did I do?’ ‘What does this mean?’ ‘How can I know what I do next time will be better?’
 Specialty area rubrics may be included for discussion and compared to the classroom teacher rubric. Discussions should focus on the similarity in the structure of the rubrics and also similarities in the different domains and many of the components.

	Unsatisfactory	Basic	Proficient	Distinguished
Use of questioning techniques and prompts in discussion	Teacher's questions are of low quality and do not address content requirements, and asked in rigid fashion.	Teacher's questions are of moderate quality and address content requirements, and asked in rigid fashion.	Teacher's questions are of high quality and address content requirements, and asked in a way that encourages student thinking and understanding.	Teacher's questions are of exceptional quality and address content requirements, and asked in a way that encourages student thinking and understanding.

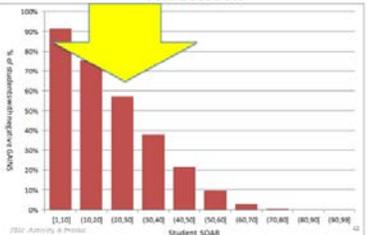
1. “Now, what do you think about the differences?
 2. *Read through element descriptors to base conversation on this rubric component.*
 3. “What would be the advantages of having a rubric such as this? Levels of performance describe instructional practice from inexperienced to inexperienced to experienced and expert.”.



1. “Now that we’ve learned a lot about the content of TESS, let’s spend some time thinking about what you will be doing for teacher evaluation during the school year. When you begin working, you will spend time gathering student data and completing a self-assessment. You will have an initial conference. You bring data that you have , and working with your evaluator you will create your Professional Growth Plan. The TESS Professional Growth Plan is very important . It is the piece that connects the current information with the standards (TESS Rubric) and allows a plan to be made for growing professionally where it is needed. As we note the other events you will see it is a cycle. This simple diagram represents the opportunity we have to organize and provide evidence and artifacts for our implementation of instruction.”

 <p>Evidence: Facts and Artifacts</p>	<ol style="list-style-type: none"> 1. "The TESS Rubric is known as an 'EVIDENCE-CENTERED' Design – the good news is that your evaluator has been trained to know acceptable evidence for teacher evaluation." 2. <i>After reading bullets, explain that there are tools posted for a better understanding of Evidence and Artifacts on the ADE website. Demonstrate this page for them.</i> 	<p>Arkansased.org To TESS logo under Helpful Websites To Related files: 'TESS Artifacts and Evidence' in the left-hand menu</p>
<p>Observation Evidence</p> <ol style="list-style-type: none"> 1. An observed aspect of the classroom environment. 2. Non-evaluative statements of observed teacher or student behavior. 3. Numeric information about time, student participation, resource use, etc. 4. Verbatim scripting of teacher or student comments. 	<ol style="list-style-type: none"> 1. When observing a lesson, evaluators will gather evidence in these areas. Which one of these areas would these evidence statements belong to? The assignment is on the board for students to do while roll is taken. (1.Environment) The teacher stands by the door, greeting students as they enter. (2. Teacher behavior) Three students out of eighteen offer nearly all the comments during discussion. (3. Numeric statement) "Could one person from each table collect the materials?" (4. Verbatim quote) 	
<p>What does an observation look like and feel like?</p> 	<ol style="list-style-type: none"> 1. "Observations occur a lot. I'm sure you have experienced observations during your teacher preparation. 2. <i>If you are willing, share an experience or two about observations. Then, allow participant thoughts to be shared. Allow teachers to consider what may be involved in working with administrators through the process of being observed and rated. Before the next slide, be sure to point out the situation in the bottom left depicts a professional conversation.</i> 	
<p><i>Of all the approaches available to educators to promote teacher learning, the most powerful is that of professional conversation.</i></p> <p><i>Talk About Teaching!</i> Charlotte Danielson 2009, Corwin Press</p>	<ol style="list-style-type: none"> 1. <i>Discussion prompts: "What does it mean to have a professional conversation? When will they occur? What would be good practices for success in professional conversations?"</i> 	

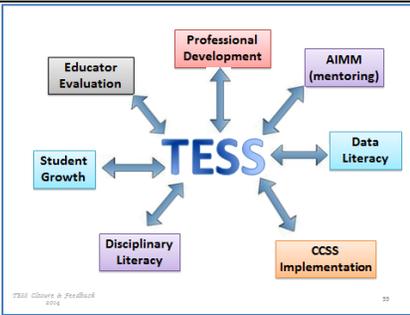
<p>Professional Growth Plan Requirement</p> <ul style="list-style-type: none"> <input type="checkbox"/> A major component of TESS <input type="checkbox"/> Identifies professional learning outcomes to advance the teacher's professional skills <input type="checkbox"/> Clearly links professional development activities and the teacher's individual professional learning needs identified through the evaluation process <input type="checkbox"/> Plan requires at least 1/2 of the professional development hours required by law or rule are related to one or more of the following: <ul style="list-style-type: none"> - Teacher's content area - Instructional strategies applicable to the teacher's content area - The teacher's identified needs <p><small>TESS Activity & Process 2014 25</small></p>	<ol style="list-style-type: none"> 1. "A vital activity in TESS is creating your Professional Growth Plan. Your PGP is your roadmap to guide and focus you in learning and changing your practice." 2. <i>Read through bullets.</i> 3. <i>GO to PGP on website and have teachers review form and resources</i> 	
<p>Purpose of the Professional Growth Plan</p> <ul style="list-style-type: none"> <input type="checkbox"/> Acquire new knowledge/skills <input type="checkbox"/> Apply new knowledge/skills <input type="checkbox"/> Enhance reflective practice <input type="checkbox"/> Contribute to the professional learning community <input type="checkbox"/> Impact student achievement <p><small>TESS Activity & Process 2014 26</small></p>	<ol style="list-style-type: none"> 1. "If your Professional Growth Plan is written correctly and implemented with fidelity, research shows these will result. (<i>Present information.</i>) 	
 <p><small>TESS Activity & Process 2014 27</small></p>	<ol style="list-style-type: none"> 1. "These are the steps from the TESS Professional Growth Plan. They are logical. They are the best tool for re-centering your work. This is why we can plan purposeful practice – and see results. 2. <i>Cover processes of completing a Professional Growth Plan.</i> 	
<p>How Ratings are Determined</p>  <p><small>TESS Activity & Process 2014 28</small></p>	<ol style="list-style-type: none"> 1. "We have covered the design of the Rubric and the processes of TESS - We understand about components and levels of performance. What we haven't covered in detail is the requirement of TESS to include evidence of student growth. Teacher ratings will be based on professional practice and student performance. The student performance component of the rating is based on student growth according to state assessments (for all educators). Growth is calculated using a Student Growth Percentile Ranking. Administrators and Specialized Support Personnel will receive a School SOAR, while classroom teachers receive an individual SOAR score for students in his/her classes. 	

<p style="text-align: center;">Considerations for Student Growth Measures</p> <ul style="list-style-type: none"> • Rigorous measures: <ul style="list-style-type: none"> – Exhibit high expectations for student progress toward college- and career-readiness. • Between two points in time: <ul style="list-style-type: none"> – Show learning growth between two points in time. • Comparable across classrooms and grade levels: <ul style="list-style-type: none"> – The measures used to show students' growth for a particular subject are the same or very similar across classrooms within a district or state. – The measures used in non-tested subjects and grades are as rigorous as those in tested subjects and grades. In other words, measures used to document student learning growth in art, music, and social studies must be as rigorous as those for student learning growth in reading/language arts and mathematics. <p style="font-size: small;">©2012 Activity & Process 19</p>	<ol style="list-style-type: none"> 1. "We must maintain quality characteristics for data used for student learning growth measures. All of these standards must be met. 2. <i>Read information.</i> 	
<p>Each student for a teacher has a SOAR growth value from their assessments</p>  <p style="font-size: small;">©2012 Activity & Process 20</p>	<ol style="list-style-type: none"> 1. "The Arkansas student Growth Model is called – SOAR or Student Ordinal Assessment Ranking. Here are the steps for determining each teacher's student growth measure. An example we will use is this, all students will take the Fourth grade PARCC assessment (or the state required assessment), and the same group will take the Fifth grade PARCC assessment. When the results from the Fifth grade test come in, each student will have that score compared only to every other student in Arkansas who made exactly what they did on the previous year's assessment. These student scores are listed from lowest score on the new test to highest with a percent of growth assigned. That number is the student's SOAR growth value." 	
<p>A teacher's students are lined up by SOAR to find the median (middle)</p> <p style="text-align: center;">13 17 21 34 42 55 62 71 77 77 93</p>  <p style="text-align: center;">↑ This teacher's SOAR is 55</p> <p style="font-size: small;">©2012 Activity & Process 21</p>	<ol style="list-style-type: none"> 1. "We can see that a median SOAR is obtained for the students of each teacher. This is not an average. We are dealing with percentiles. This is a ranking of scores so we look for the median (middle) score." 	
<p style="text-align: center;">Determining the Growth Threshold</p>  <p style="font-size: small;">©2012 Activity & Process 22</p>	<ol style="list-style-type: none"> 1. "Research (more complex than we have time for here) has shown that teachers whose median SOAR score is below 30 will have over 50% of their students declining in proficiency. This means that a SOAR median of less than 30 is what we call the 'growth trigger'. If a teacher's median SOAR is 30 or below, action and support will occur." 	

<p>Below 30% Growth Threshold</p> <p>Year One: Teachers cannot receive a "Distinguished" rating.</p> <p>Two Consecutive Years: Teachers are lowered one performance rating.</p> <p><small>TESS - Activity & Process 2014</small></p>	<ol style="list-style-type: none"> 1. "These are the results of the SOAR trigger. Would you like to ask questions about this? There are consequences for not reaching the growth threshold. If the threshold isn't reached, work must begin for locating the area of concern and working to better it. The best-ever improvement for this new system is that before we always compared the scores of this year's seventh grade with last year's seventh grade. No longer will that be done. Academic peers will be compared in SOAR." 	
<p>Determining Overall Rating</p> <p>Step 1: Overall Performance Rating Determined based on Teacher Performance (observation, PGP, artifacts/evidence)</p> <p>Step 2: Review Student Growth Score to determine if meeting threshold</p> <p>IF YES, Rating Stays as Determined by Step 1</p> <p>IF NO, rating cannot be distinguished, if below 2 YFS, rating lowered a level</p> <p>Final Overall Summative Rating Established</p> <p><small>TESS - Activity & Process 2014</small></p>	<ol style="list-style-type: none"> 1. "Here is a more detailed explanation of the process of determining a teacher's TESS overall rating." 2. <i>Talk through this process. Our emphasis still is the fact that so much more is involved in a teacher's final rating than just a SOAR score.</i> 	
<p>Evaluation Data Use Cycle</p> <p>Self-Reflection and Goal Setting</p> <p>Summative Evaluation</p> <p>Formative Evaluations</p> <p><small>TESS - Activity & Process 2014</small></p>	<ol style="list-style-type: none"> 1. "Here is a more detailed explanation of the process of determining a teacher's TESS overall rating. Data Literacy is in the forefront for best professional learning and growth." 	
<p>AR-TESS Teacher Tracks</p> <p>Track 1 Probationary/Novice</p> <p>Track 2 Intensive Teacher Appraisal Process</p> <p>Track 3 Intensive Support Status</p> <p>TESS</p> <p><small>TESS - Activity & Process 2014</small></p>	<ol style="list-style-type: none"> 1. "Here is even more good news. There is a plan to ensure that teachers who need extra support in the classroom may receive it. This plan is known as TESS teacher tracks. This is a summary document of the three teacher tracks. We will return to this document, but let's look at each track in detail to better understand them." 2. Remind participants about tutorial on Track placement. 	

<p>TRACK 1: Novice/Probationary Teachers</p> <p>All Track 1 Teachers have a summative evaluation over all framework components. Teachers may be in Track 1 for one to three years depending on teaching experience.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>NOVICE TEACHER</p> <ul style="list-style-type: none"> ✓ Less than 3 years teaching experience ✓ In Track 1 for 3 years </div> <div style="width: 45%; text-align: center;">  </div> <div style="width: 45%;"> <p>PROBATIONARY TEACHER</p> <ul style="list-style-type: none"> ✓ New to district ✓ Teachers are Probationary 1 year unless district policy provides for additional years. </div> </div> <p>Note: Summative Evaluation on all components. Formative observations can focus on targeted growth areas.</p> <p><small>TESS Activity & Process 2014 47</small></p>	<ol style="list-style-type: none"> 1. "Track 1 teachers will either be novice or probationary teachers. Track 1 for novice teachers involves a 3 year process until an educator is no longer considered a "novice teacher." Probationary teachers (those new to a district) will be placed in track 1 per district policy and follow the process as long as they retain "probationary status." 2. <i>Explain each year during the 3 year process from the slide.</i> 	
<p>TRACK 2: Interim Appraisal Teachers</p> <p>Track 2 Teachers are in a 3-year cycle which means one of three years is a Summative Evaluation year. The other two years are focused on the teacher's Professional Growth Plan Goals.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>2A: SUMMATIVE EVALUATION YEAR</p> <ul style="list-style-type: none"> ✓ Multiple informal observations ✓ Formal evaluation on all components </div> <div style="width: 45%; text-align: center;">  </div> <div style="width: 45%;"> <p>2B1 & 2B2: INTERIM APPRAISAL YEARS</p> <ul style="list-style-type: none"> ✓ Evaluated on PGP Components ✓ Teachers move from 2B2 to 2B1, then 2A </div> </div> <p>Note: Teachers may be moved to a different track at any time by administrative decision in consideration of observations and PGP work.</p> <p><small>TESS Activity & Process 2014 48</small></p>	<ol style="list-style-type: none"> 1. "Track 2 is shown on the right-hand side of the Teacher Track Graphic. This is a track designed for non-probationary teachers. This track includes one Summative Evaluation Year and two Interim Appraisal Years. This system allows teachers to strongly focus on personal professional growth to benefit student learning. These teachers still are evaluated, but the concentration for this is based on the Professional Growth Plan Framework Components and the teacher's Growth Goal. TESS is a teacher evaluation system that is 'formative'. Growth is the goal for both educators and students." 	
<p>TRACK 3: Intensive Support Teachers</p> <p>Track 3 teachers need intense, targeted assistance to correct areas of concern from observations or teacher performance.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <ul style="list-style-type: none"> ✓ Placement is data-based. ✓ Teachers may have received 'Unsatisfactory' or 'Basic' in the majority of components of a domain. </div> <div style="width: 45%; text-align: center;">  </div> <div style="width: 45%;"> <ul style="list-style-type: none"> ✓ Teachers may have received 'Unsatisfactory' in any one domain. ✓ Placement may occur at any time from Track 1 or Track 2A. </div> </div> <p>Note: TESS does not conflict, nor is it meant to replace the Arkansas Teacher Fair Dismissal Act.</p> <p><small>TESS Activity & Process 2014 49</small></p>	<ol style="list-style-type: none"> 1. "There is one remaining track. It is placed in the middle of the Track graphic. This is the Intensive Support Track. The purpose of this track is to provide organizational support and assistance to teachers who are not meeting the district's teaching standards. The focus of this track is instructional quality assurance and to provide the teacher with the best system of assistance for the area(s) of concern. Following awareness of the need, the result of the intense assistance will hopefully be improvement leading to educator and student growth." 	
<div style="text-align: center;">  <p>BloomBoard</p> </div> <p><small>TESS & Teacher Support 2014 50</small></p>	<ol style="list-style-type: none"> 1. "TESS is now powered by BloomBoard. We have signed a contract with a national data management system. All teachers and administrators will utilize BloomBoard. Observations, data collection, uploading of artifacts and resources for professional development will be web-based in BloomBoard. You will have special training in this process. The capabilities with BloomBoard are outstanding. ONE PLACE – schedule all events – gather all data – upload all artifacts – have access to a 'Marketplace of Professional Development'. It's exciting to think about having ready-to-use documents and reports when you click." 	

<p style="text-align: center;">TESS: The Best Way</p>  <ul style="list-style-type: none"> • Collaborate in good faith • Be aware of School/District Evaluation policies • Be organized for success <p style="font-size: small;">TESS & Teacher Support 2014 51</p>	<ol style="list-style-type: none"> 1. "It's worth mentioning – A TESS teacher will succeed when these are done." 2. <i>Talk through points.</i> 3. <i>Allow a personal 'think' time for participants to attach meaning to each of these – such as 'How will I be aware of evaluation policies?'</i> 	
<p style="text-align: center;">TESS Component Teacher Training</p> <ul style="list-style-type: none"> • Requirements for teacher training in the Danielson Framework for Teacher are established at the school/district level. • Decisions about training are based on previous professional learning and/or a needs assessment. • Remember – Professional Development credit is issued by your school/district. <p style="font-size: small;">TESS & Teacher Support 2014 52</p>	<ol style="list-style-type: none"> 1. <i>Cover information in the bullets.</i> 	
<p style="text-align: center;">Arkansas Induction Mentoring Module ∞AIMM∞</p>  <ul style="list-style-type: none"> ➢ By Arkansas Statute, all first year teachers are mentored. ➢ AIMM is a blended learning environment. ➢ AIMM modules lead to collaboration. ➢ AIMM is based on Danielson Framework for Teaching. <p style="font-size: small;">TESS & Teacher Support 2014 53</p>	<ol style="list-style-type: none"> 1. <i>Review this information – with any personal knowledge you have of AIMM added. We want new teachers to know that the mentor is the 'go-to' person for assistance in practice. Also, we want them to know they will have a personal support source for the first year of teaching.</i> 	
<p style="text-align: center;">∞AIMM∞</p> <ul style="list-style-type: none"> ➢ Each school/district has a Project Director in charge of AIMM. ➢ AIMM supports teachers in his/her teaching practices and professional growth. ➢ AIMM results in TESS artifacts. ➢ More information will be provided by each school/district.  <p style="font-size: small;">TESS & Teacher Support 2014 54</p>	<ol style="list-style-type: none"> 1. <i>AIMM continues. We have learned that many teachers aren't aware that a person will be in charge of AIMM in each district because Project Directors may be 'far away' from the everyday practice of the teachers. It is helpful to understand the structure of the program in districts.</i> 	



1. "TESS will 1. Provide an integrated system that links evaluation procedures with curricular standards, professional learning activities, targeted support, and human capital decisions; 2. Support teachers' roles in improving students' educational achievements and 3. Inform policymakers regarding the benefits of a consistent evaluation and support system to improve student achievement across the state."
2. *ACTIVITY: From what has been learned – have participants table talk to have a description of each connection to TESS. Ex. TESS will train me to better understand mentoring and AIMM will provide TESS artifacts.*



1. *Participants will complete a feedback form. You may use the following participant page or another feedback form. ADE Educator Evaluation welcomes information that you share about this process. .*

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1. "These are the contacts for TESS at ADE. If you have questions or problems in Teacher Evaluation and need assistance, please contact them."