

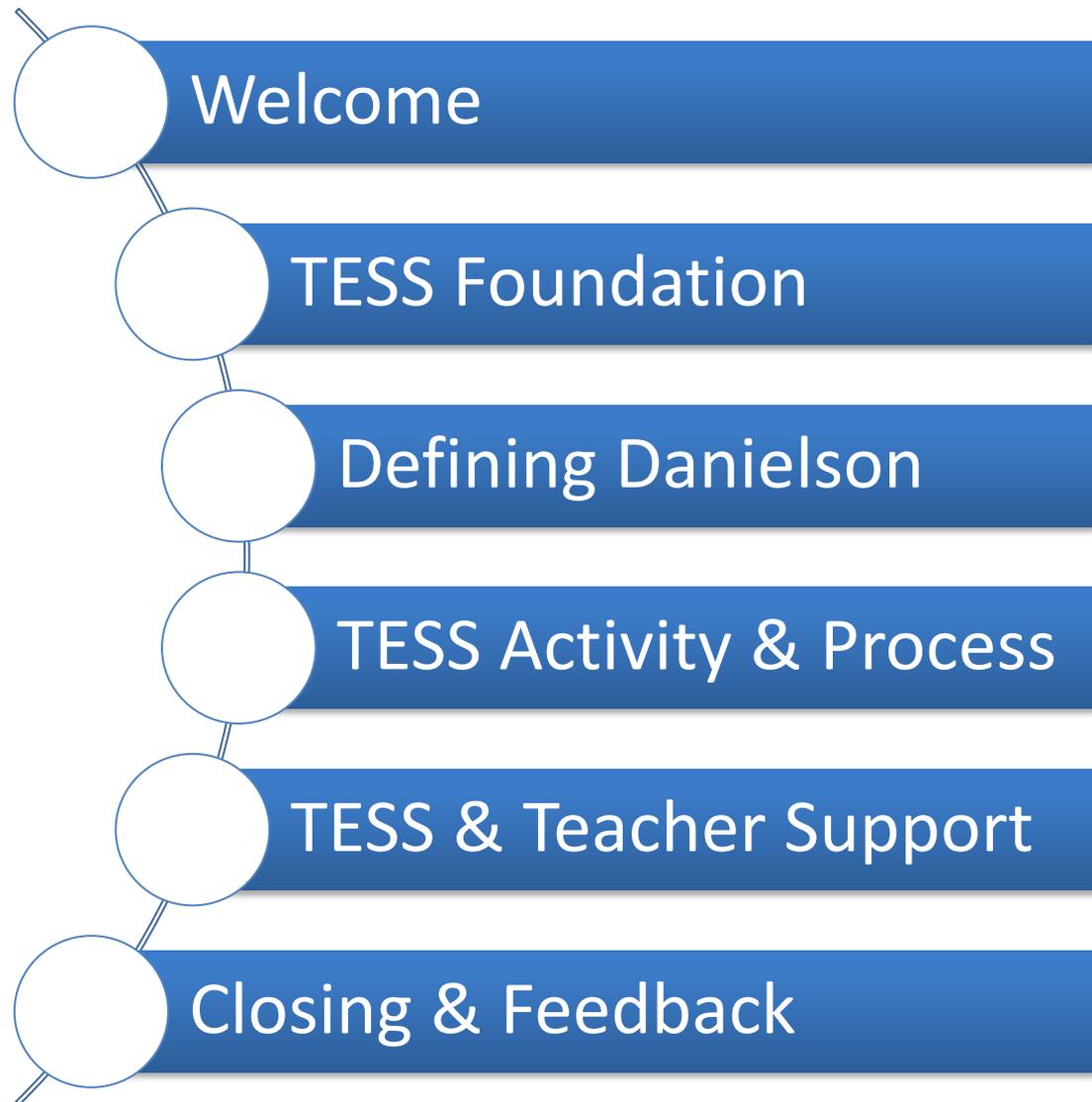
Arkansas Teacher Excellence Support System (TESS)

Law and Process for Teachers



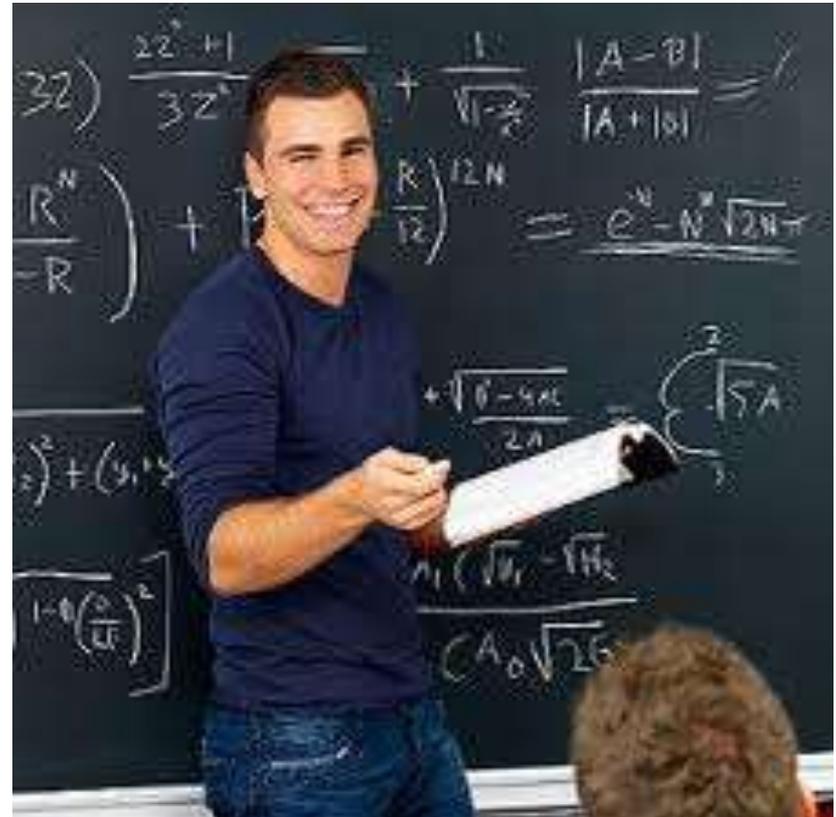
Spring & Summer, 2014

A G E N D A



Learning Outcomes

- ✓ Develop a working knowledge of the Arkansas Teacher Excellence and Support System (TESS)
- ✓ Become familiar with the responsibilities of a TESS teacher
- ✓ Clarify personal next steps for being TESS-ready



Today's ground rules. . .

1. Be respectful of time and of others.

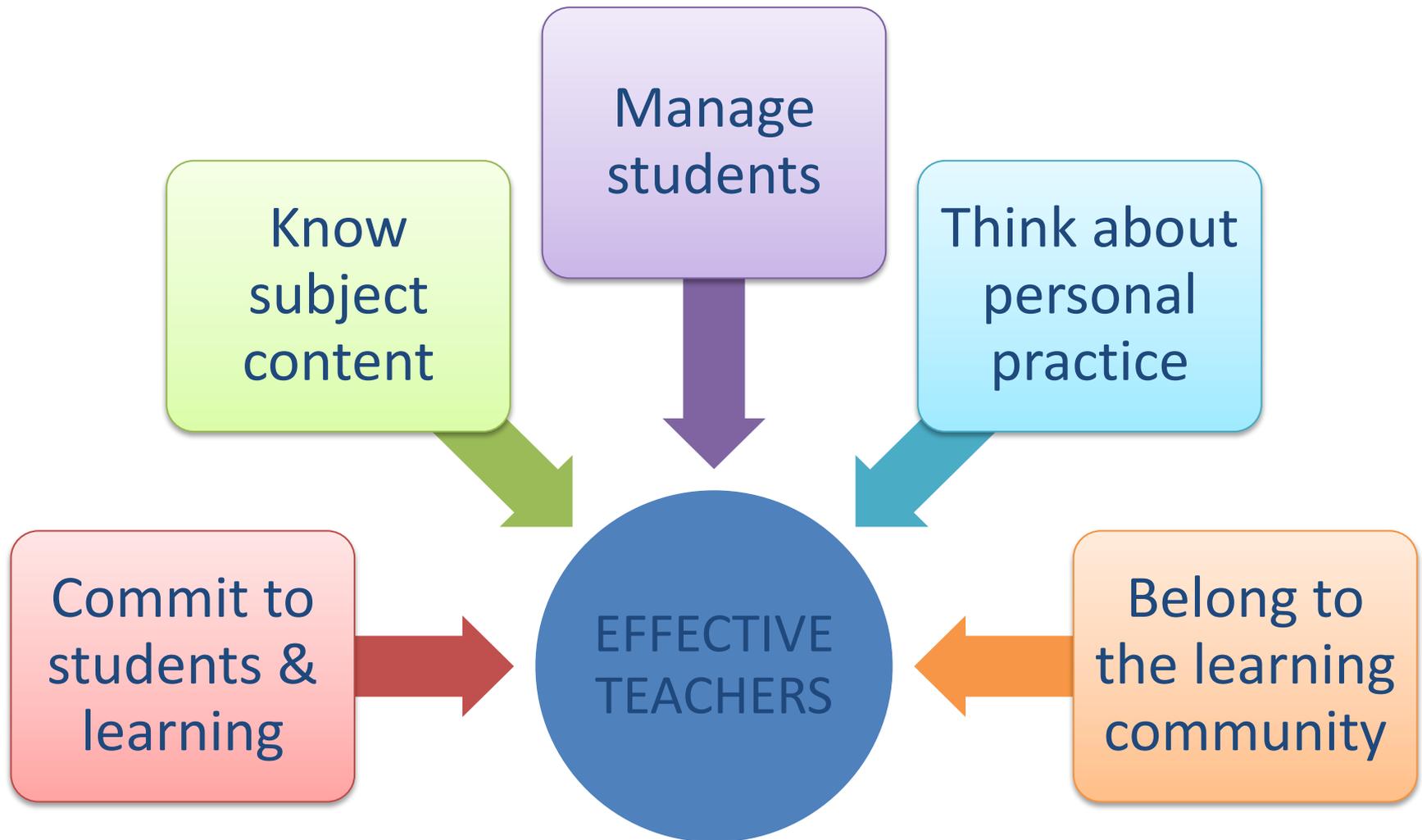
2. Be responsible for your learning and participation.

3. Be committed to success.

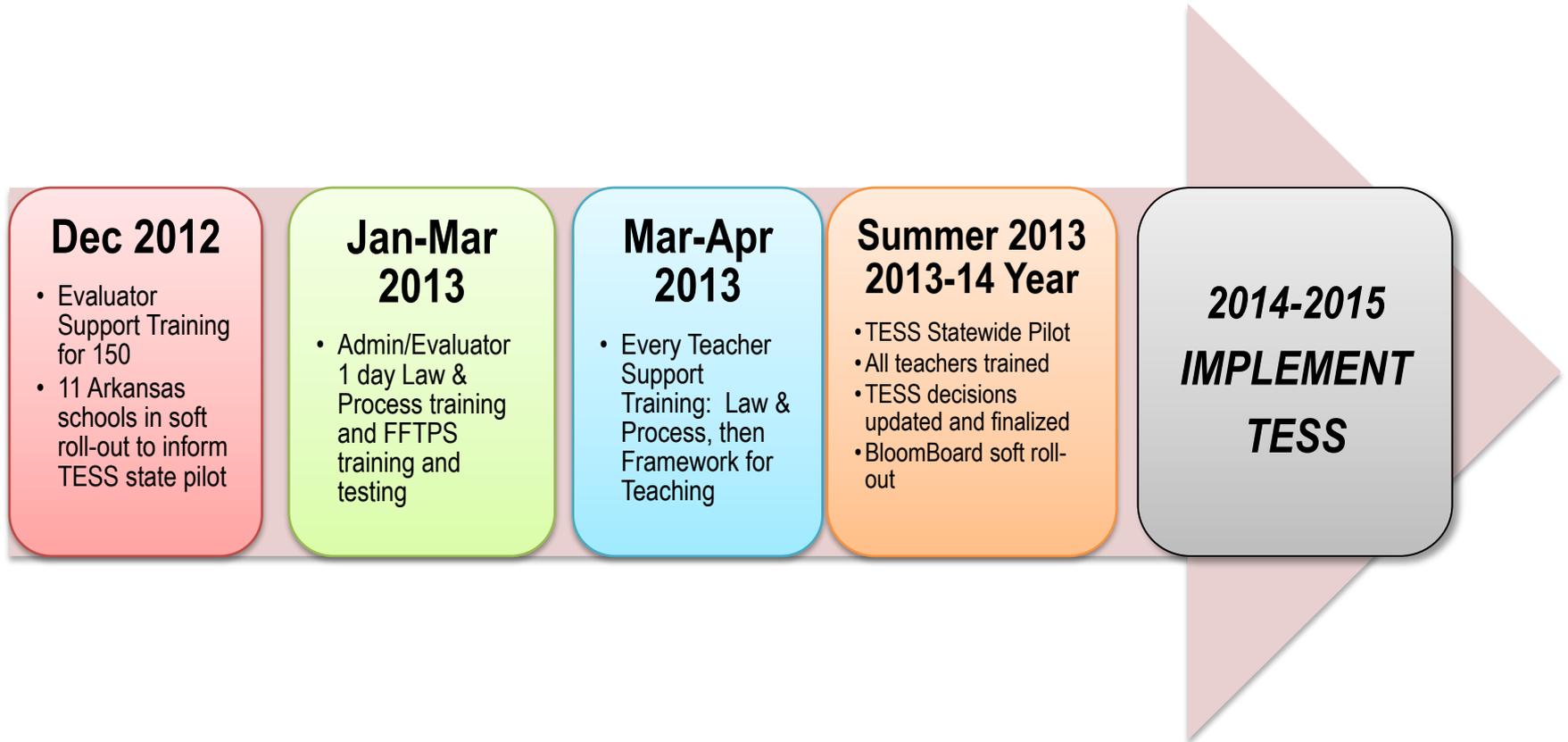
TESS begins. . .

- 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.

Why Educator Evaluation?



Arkansas Teacher Excellence and Support System Timeline





TESS
Full Implementation
2014-2015

2014-2015

TESS
Composite
Data:
Arkansas School
Performance
Reports
2017-2018



Arkansas Teacher Excellence and Support System Objectives

From Arkansas's Annotated Code Section 6-17-2802:

- 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***

TESS Rules

- ADE promulgates Rules and Regulations
 - Written to clarify requirements for implementation
 - A time of public comment and Arkansas State Board approval
 - Fast find: TESS icon under Helpful Websites on Arkansased.org



TESS

For
Licensed Teachers

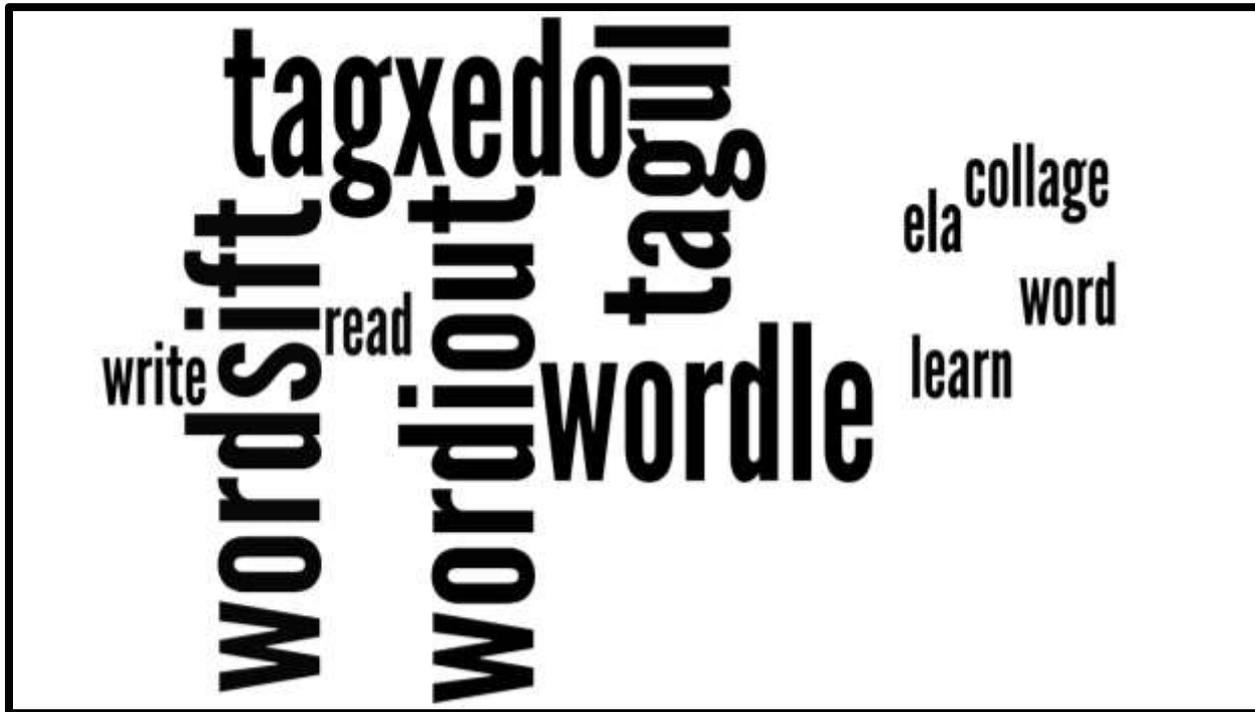
And Specialists:
Gifted Coordinators
Instructional Specialists
Library Media Specialists
School Counselors
School Psychologists



Notes:

‘Teacher’ = non-licensed classroom teacher working at public charter schools.

Pre-school teachers not required, but districts/co-op may include them.



WORDLE

"After 30 years of doing such work, I have concluded that classroom teaching...is perhaps the most complex, challenging, and most demanding subtle, nuanced and frightening activity that our species has ever invented. . . The only time a physician could possibly encounter a situation of comparable complexity would be in the emergency room of a hospital during or after a natural disaster."

- *Lee Schulman*
The Wisdom of Practice





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.

Good teaching. . .

- Can be defined
- Can be observed
- Creates evidence



Charlotte Danielson:

“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.”

Framework for Teaching Design

Teacher Practices – That is, what teachers do and how well they do the work of teaching.

Results – That is, what teachers accomplish; typically, how well their students learn.



Framework for Teaching Design

4

Domain – a group of components

Component – a statement of effective teaching practice(s)

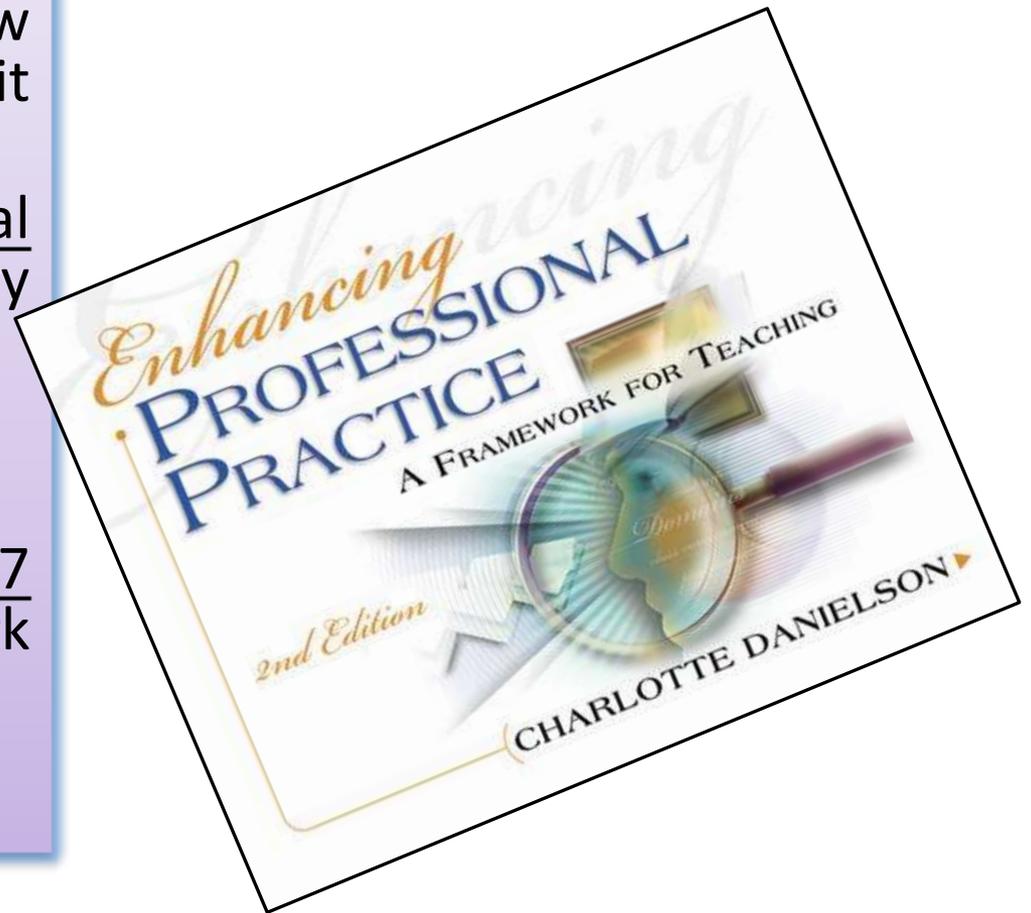
22

Element(s) – essential part of the component

76

The TESS Rubric. . .

- ❖ Is consistent; we know best practice and it doesn't change.
- ❖ Is based in pedagogical practice unique to every teacher, every class, every school.
- ❖ Is simple, but masterful.
- ❖ Is based on the 2007 edition of The Framework for Teaching.



Domain 1:

**PLANNING and
PREPARATION**

Domain 2:

**THE CLASSROOM
ENVIRONMENT**

**The
Framework
for Teaching**

Domain 4:

**PROFESSIONAL
RESPONSIBILITIES**

Domain 3:

INSTRUCTION

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

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

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

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

T H E M E S

- ❖ Appropriate use of technology
- ❖ Attention to individual student needs
- ❖ Cultural competence
- ❖ Developmental appropriateness
- ❖ Equity
- ❖ High expectations
- ❖ Student acceptance of responsibility

Levels of Performance

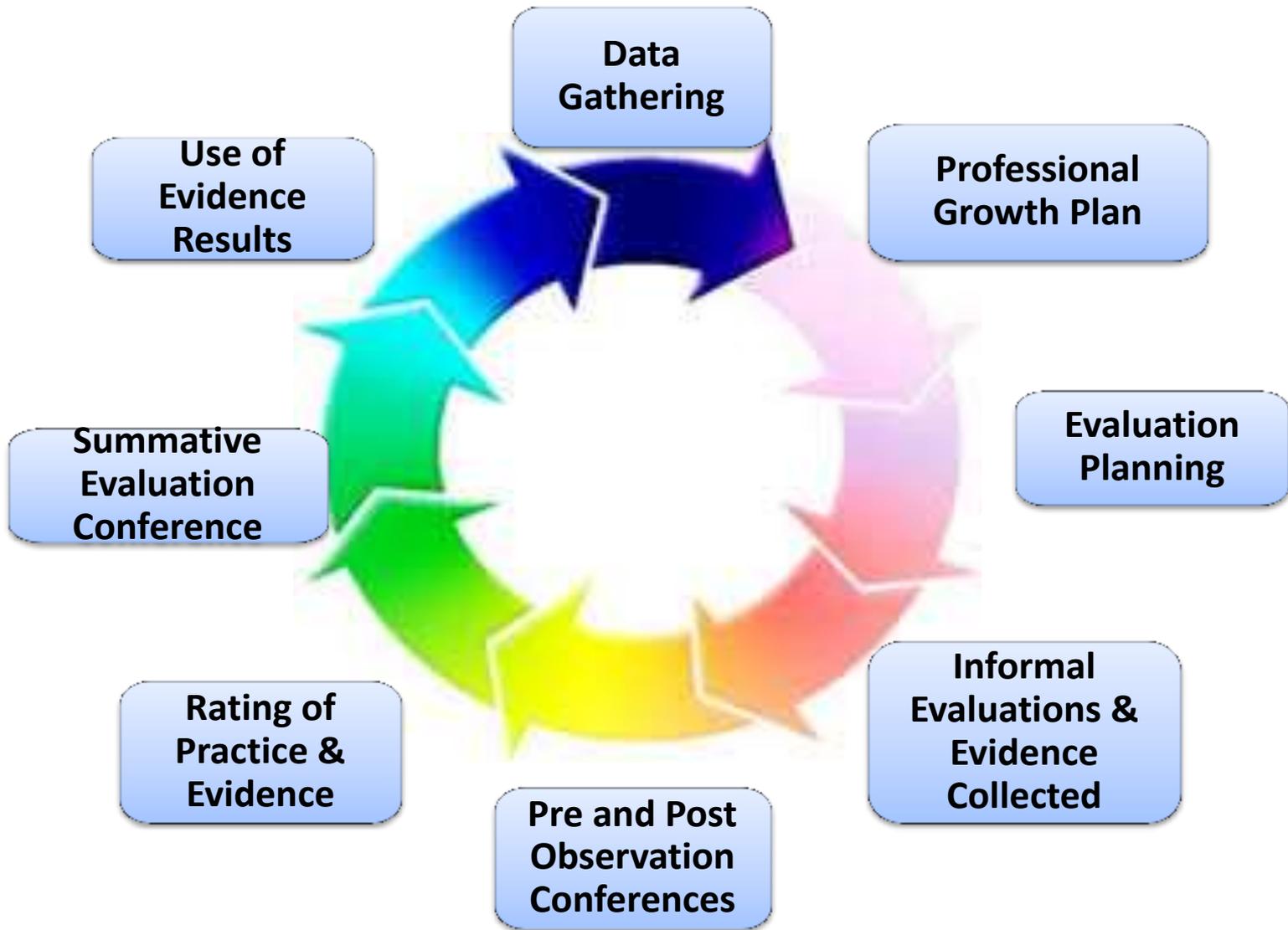
Unsatisfactory	Basic	Proficient	Distinguished
<p>Not No Not clear Unaware Does not respond Poor Not congruent</p>	<p>Some Attempts to Limited Moderate Uneven Inconsistent Rudimentary</p>	<p>Consistent High quality Timely Accurate Appropriate Clear Effective High expectations</p>	<p>All students Highly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

Instruments and Rubrics

SOME CURRENT INSTRUMENTS.....

	Unsatisfactory	Basic	Proficient	Distinguished
3b. Teacher uses appropriate questioning techniques and prompts in discussion			X	

	Unsatisfactory	Basic	Proficient	Distinguished
3b: Using questioning / prompts and discussion	<p>Teacher’s questions are of low cognitive challenge, single correct responses, and asked in rapid succession.</p> <p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p> <p>A few students dominate the discussion.</p>	<p>Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.</p>	<p>While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding.</p> <p>Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate.</p> <p>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse and promote meta-cognition.</p> <p>Students formulate many questions, initiate topics and make unsolicited contributions.</p> <p>Students themselves ensure that all voices are heard in the discussion.</p>



TESS Process

The screenshot shows a web browser window with the URL <http://www.arkansased.org/divisions/human-re>. The page header includes the Arkansas Department of Education logo and the text "ARKANSAS DEPARTMENT OF EDUCATION". A search bar is present with the text "HOW DO I FIND?" and "enter keyword(s)". Below the header is a navigation menu with links: "ABOUT ADE", "I'M LOOKING FOR...", "STATE BOARD", "ADE DIVISIONS", "ESEA FLEXIBILITY", and "CONTACT US". The main content area features a sidebar titled "TEACHER EVALUATION SYSTEM" with links to "TESS Artifacts and Evidence", "TESS Evaluation Forms", "TESS Facilitation Guides and Presentations", "TESS Professional Growth Plans", "TESS Supporting Documents", "TESS Training Materials and Resources", and "TESS Video Tutorials". The main heading is "TESS ARTIFACTS AND EVIDENCE", followed by a list of links: "TESS Artifacts and Evidence Overview", "TESS Artifact and Evidence Presentation", "TESS Artifact LIVEBINDER", "TESS Examples of Artifacts Classroom Teacher", and "TESS Examples of Artifacts Gifted Coordinator". A footer note says "For more information, please contact:". The browser's taskbar at the bottom shows various application icons and the system clock indicating 1:35 PM on 3/13/2014.

Evidence: Facts and Artifacts

Observation Evidence

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.

What does an observation look like and feel like?



Of all the approaches available to educators to promote teacher learning, the most powerful is that of professional conversation.

Talk About Teaching!

Charlotte Danielson
2009, Corwin Press

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

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



1. Target Area for Growth

2. Align TESS Component

3. Write Professional Growth Goal

4. Professional Growth Goal Plan (Steps & Timeframe)

5. Create Theory of Action (Strategies, Results, Data)

6. Reflection (Mid-Year & End-of-Year)

How Ratings Are Determined

Professional Practice

Student Performance

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

Student Growth

Overall Rating

Growth is not a % of the overall rating but acts as a trigger to alter the rating if there is a discrepancy between the performance of the teacher and performance of students.

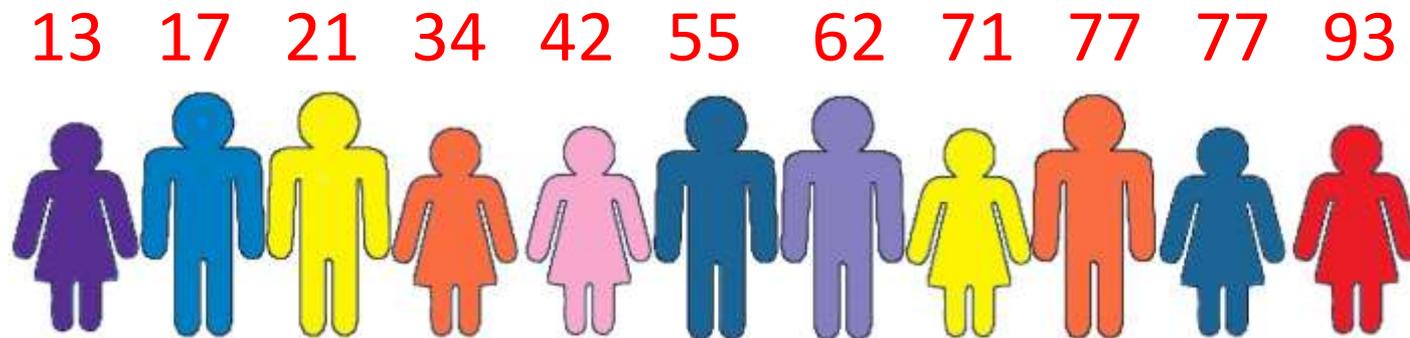
Considerations for Student Growth Measures

- **Rigorous measures:**
 - Exhibit high expectations for student progress toward college- and career-readiness
- **Between two points in time:**
 - Show learning growth between two points in time
- **Comparable across classrooms and grade levels:**
 - 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.

Each student for a teacher has a SOAR growth value from their assessments



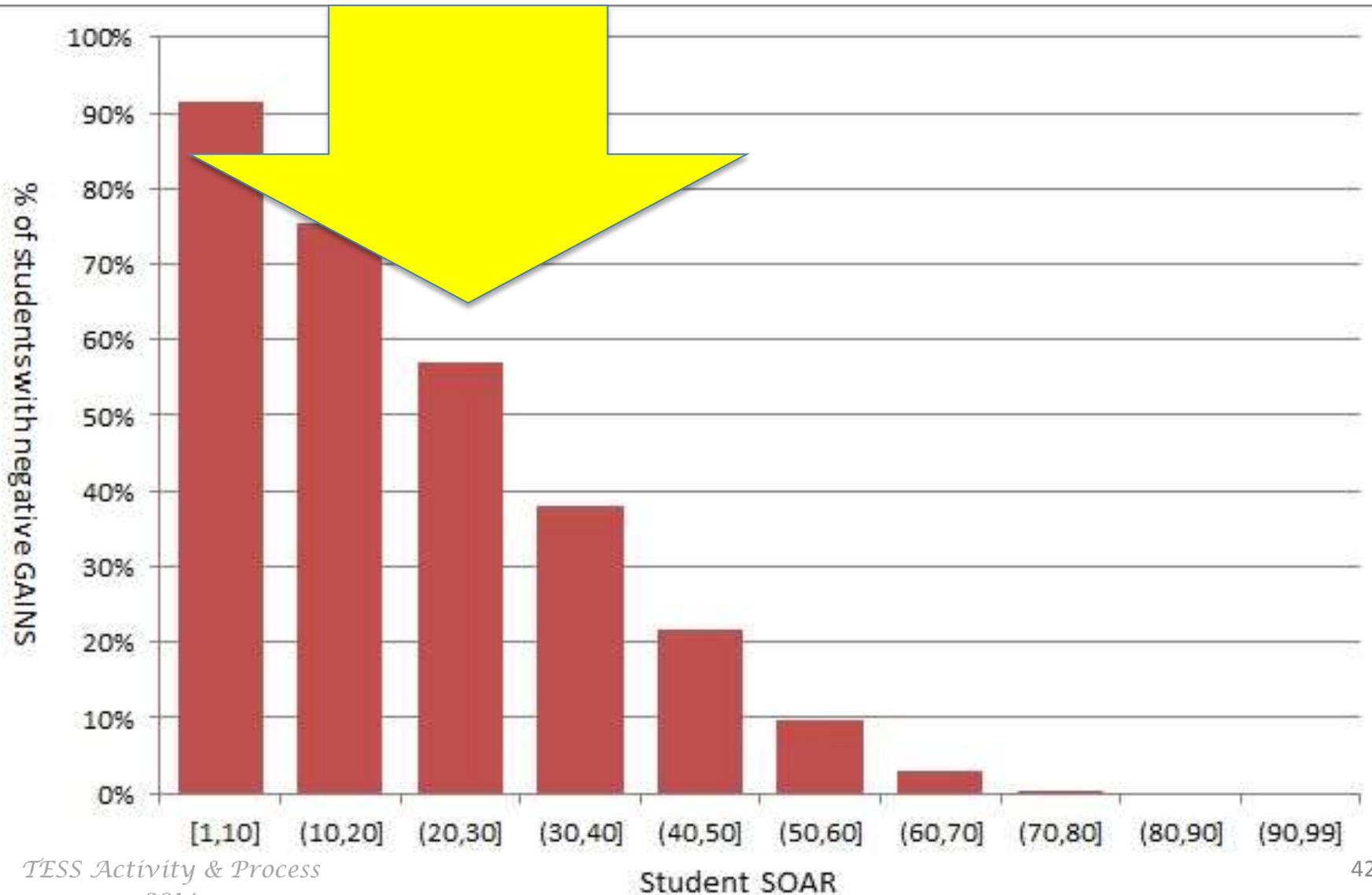
A teacher's students are lined up by SOAR to find the median (middle)



This teacher's SOAR is 55



Determining the Growth Threshold



Below 30% Growth Threshold



Year One: Teachers cannot receive a “Distinguished” rating.

Two Consecutive Years: Teachers are lowered one performance rating.



Determining Overall Rating

Step 1: Overall Performance Rating Determined based on Teacher Performance (observation, PGP, artifacts/evidence)

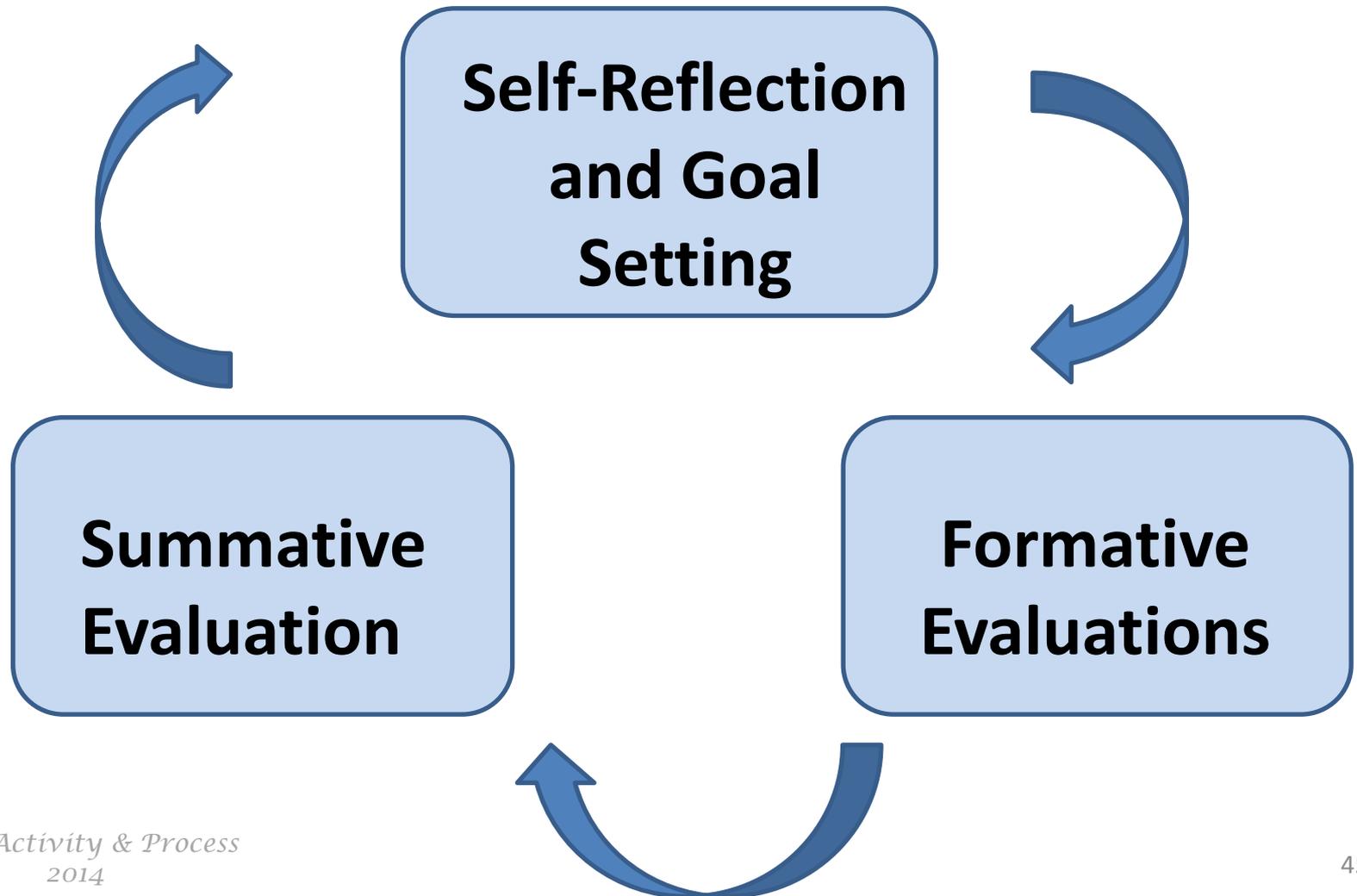
Step 2: Review Student Growth Score to determine if meeting threshold

IF YES, Rating Stays as Determined by Step 1

If no, rating cannot be distinguished; if below 2 yrs, rating lowered a level

Final Overall Rating Established

Evaluation Data Use Cycle



Track 1 Probationary/ Novice

Track 2 Interim Teacher Appraisal Process

AR-TESS Teacher Tracks

Track 3 Intensive Support Status

SUMMATIVE EVALUATION

- COLLABORATIVE INTENSIVE PGP – review and/or revise often
- MULTIPLE INFORMAL AND FORMAL OBSERVATIONS
- FREQUENT TEACHER & EVALUATOR CONFERENCES

✓ Note: Teacher may remain in this track for two semesters; and two additional semesters may be added if improvement is observed.



Year 3: SUMMATIVE EVALUATION

- FORMAL OBSERVATION –Pre and Post Conference
- INFORMAL OBSERVATIONS - may focus on PGP growth components
- COLLABORATIVE PGP – review and/or revise
- SUMMATIVE EVALUATION MEETING - summative rating results over all components

Year 2: SUMMATIVE EVALUATION

- FORMAL OBSERVATION –Pre and Post Conference
- INFORMAL OBSERVATIONS - may focus on PGP growth components
- COLLABORATIVE PGP – review and/or revise
- SUMMATIVE EVALUATION MEETING - summative rating results over all components

Year 1: SUMMATIVE EVALUATION

- FORMAL OBSERVATION –Pre and Post Conference
- INFORMAL OBSERVATIONS - may focus on PGP growth components
- COLLABORATIVE PGP – review and/or revise
- SUMMATIVE EVALUATION MEETING - summative rating results over all components

2A: SUMMATIVE EVALUATION

- FORMAL OBSERVATION –Pre and Post Conference
- INFORMAL OBSERVATIONS - may focus on PGP growth components
- COLLABORATIVE PGP – review and/or revise
- SUMMATIVE EVALUATION MEETING - summative rating results over all components

2B2: INTERIM APPRAISAL

- INFORMAL OBSERVATIONS - focus on PGP growth components
- COLLABORATIVE PGP – review and/or revise
- END OF YEAR REVIEW - Professional Growth Plan and performance rating results

2B1: INTERIM APPRAISAL

- INFORMAL OBSERVATIONS - focus on PGP growth components
- COLLABORATIVE PGP – review and/or revise
- END OF YEAR REVIEW - Professional Growth Plan and performance rating results

Note:

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

TESS does not conflict with, nor replace the Arkansas Teacher Fair Dismissal Act (ATFDA).

TRACK 1: Novice/Probationary Teachers

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.

NOVICE TEACHER

- ✓ Less than 3 years teaching experience.
- ✓ In Track 1 for 3 years



PROBATIONARY TEACHER

- ✓ New to district
- ✓ Teachers are Probationary 1 year unless district policy provides for additional years.

Note:

Summative Evaluation on all components.

Formative observations can focus on targeted growth areas.

TRACK 2: Interim Appraisal Teachers

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.

2A: SUMMATIVE EVALUATION YEAR

- ✓ Multiple informal observations
- ✓ Formal evaluation on all components



2B1 & 2B2: INTERIM APPRAISAL YEARS

- ✓ Evaluated on PGP Components
- ✓ Teachers move from 2B2 to 2B1, then 2A

Note:

Teachers may be moved to a different track at any time by administrative decision in consideration of observations and PGP work.

TRACK 3: Intensive Support Teachers

Track 3 teachers need intense, targeted assistance to correct areas of concern from observations or teacher performance.

- ✓ Placement is data-based.
- ✓ Teachers may have received 'Unsatisfactory' or 'Basic' in the majority of components of a domain.



- ✓ Teachers may have received 'Unsatisfactory' in any one domain.
- ✓ Placement may occur at any time from Track 1 or Track 2A.

Note:

TESS does not conflict, nor is it meant to replace the Arkansas Teacher Fair Dismissal Act.



BloomBoard

TESS: The Best Way



- Collaborate in good faith
- Be aware of School/District Evaluation policies
- Be organized for success

TESS Component Teacher Training

- 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.

Arkansas Induction Mentoring Module

∞AIMM∞

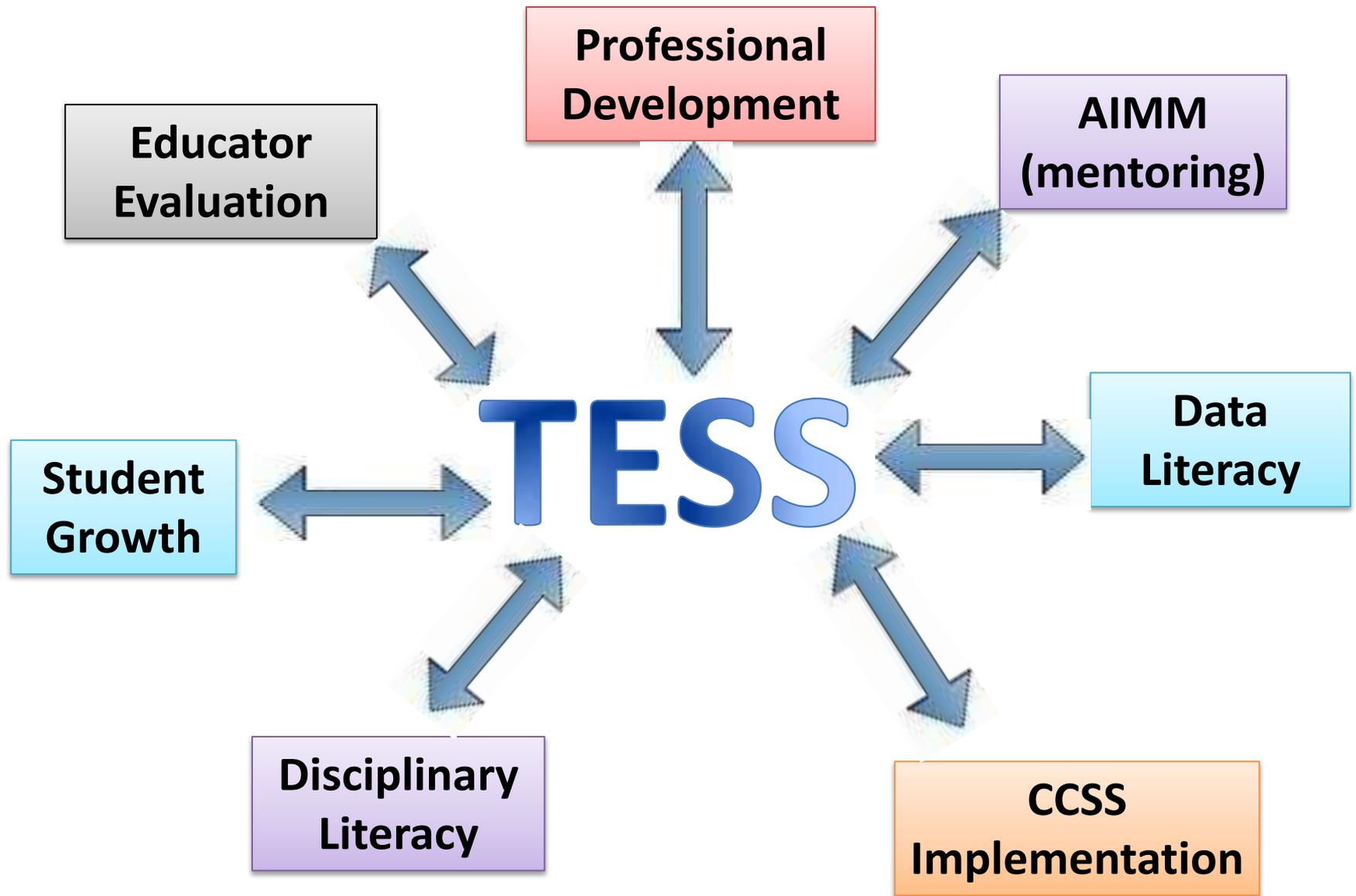


- By Arkansas Statute, all first year teachers are mentored.
- AIMM is a blended learning environment.
- AIMM modules lead to collaboration.
- AIMM is based on Danielson Framework for Teaching.

∞AIMM∞

- 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.





**What comments
do you have?**



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TEACHER EXCELLENCE AND SUPPORT SYSTEM