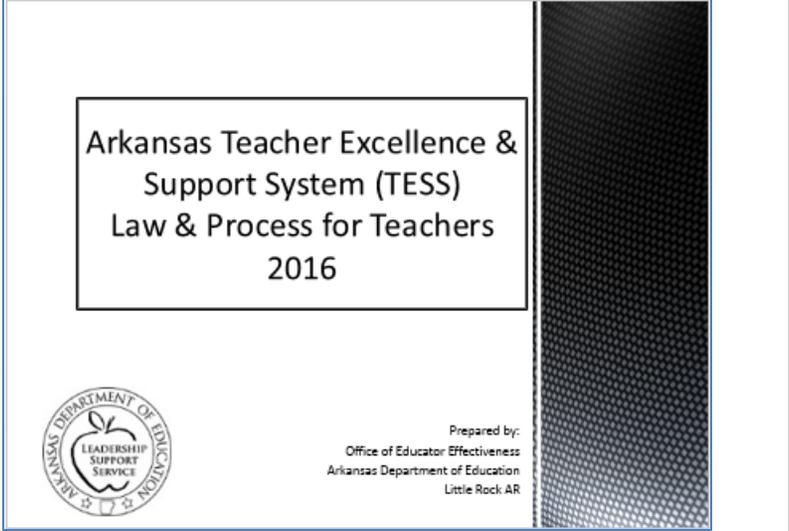
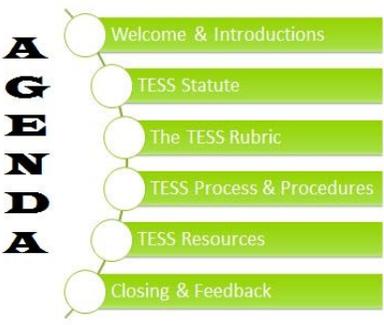


# 2016 TESS for Teachers Facilitator Guide

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.

 <p>Arkansas Teacher Excellence &amp; Support System (TESS) Law &amp; Process for Teachers 2016</p>  <p>Prepared by: Office of Educator Effectiveness Arkansas Department of Education Little Rock, AR</p>	<p><i>Welcome participants/Introduce facilitator(s)/Orient participants to the training site, if needed. Tell where restrooms, etc. may be found.</i></p> <p>“Today’s training topic is one that affects every Arkansas teacher. How many of you will work with students at the Early Childhood level (K – 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 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.”</p>	
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	<p>“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.”</p>	
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<ul style="list-style-type: none"> <li>➤ Develop a working knowledge of the Arkansas Teacher Excellence and Support System</li> <li>➤ Become familiar with the responsibilities of a TESS teacher</li> <li>➤ Identify personal next-steps for being TESS-ready</li> </ul> <div data-bbox="445 782 634 1136" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;"><b>Today's Learning Outcomes</b></p>   </div>	<p>“Today’s best outcome will be leaving with a beginning or improved 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.”</p>	
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<p>Today's group norms. . .</p> <ul style="list-style-type: none"> <li>1. Be respectful of time and of others.</li> <li>2. Be responsible for your learning and participation.</li> <li>3. Be committed to success.</li> </ul>	<p>“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 Parking Lot chart. 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.”</p>	
<p>TESS is. . .</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A state-wide system for documentation of instructional implementation</li> <li><input type="checkbox"/> Required as part of the state's ESEA Flexibility Waiver</li> <li><input type="checkbox"/> A process of events according to an educator's experience level</li> <li><input type="checkbox"/> Evidence-centered activities planned to provide evaluation, feedback and support for instructional quality assurance and teacher growth leading to increased student learning</li> </ul> 	<p>“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 which is known as the <i>No Child Left Behind Act</i>. 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. Arkansas law for TESS first passed in 2011; it was updated in 2013 and in Act 1091 of 2015. The law focuses on educational growth and support as the main component of the system.”</p>	

<p>TESS is. . .</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A link between documentation of practice with curricular standards, professional development activities, targeted support for improvement and human capital decisions</li> <li><input type="checkbox"/> Based on Charlotte Danielson’s Framework for Teaching</li> <li><input type="checkbox"/> Documented in BloomBoard, the online platform designed to collect and manage educator evaluation data</li> </ul> 	<p>[Talk through the slide points.]</p>	
<p><b>TESS Objectives</b> Arkansas Code § 6 -17-2802</p> <ul style="list-style-type: none"> <li>▪ Provide a <i>transparent and consistent teacher evaluation system</i> that ensures effective teaching and promotes professional learning</li> <li>▪ Provide <i>feedback and a support system supporting teachers improvement</i> in professional knowledge and skills, as well as improving student learning</li> <li>▪ Provide a basis for <i>making teacher employment decisions</i></li> <li>▪ Provide links between <i>evaluation</i> procedures and <i>curricular standards, professional development, targeted instructional support</i></li> <li>▪ <i>Inform policymakers on benefits of a consistent evaluation and support system</i> in regard to improving student achievement</li> <li>▪ <i>Increase the awareness of parents and guardians</i> of students concerning the effectiveness of teachers</li> </ul>	<p>“Established by state statute, the Arkansas TESS teacher evaluation system is planned and implemented with these purposes” <i>Read bullet points on slide.</i> <i>Have participants discuss which objective they feel is the strongest objective and which they have the most concern about.</i></p>	
<p><b>TESS Composite Data:</b> Arkansas School Performance Reports</p> 	<p>“From section 12.0 of the Rules Governing the Teacher Excellence &amp; 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: •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:</p>	

- 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.”
- Source: Ark. Code Ann. § 6-15-1402

**TESS Summative Tracks**  
Tracks 281, 282, and 283

Required by Statute or Rules	District Options
<ul style="list-style-type: none"> <li>Use TESS Rule-Specific Framework and Rubric</li> <li>Develop PGP</li> <li>Consider Appropriate Artifacts and Evidence</li> <li>Provide a Performance Rating that is included in the Annual Overall Rating (Observation)</li> <li>Rating should be based on evidence collected for components aligned with PGP Goals</li> <li>Provide Ongoing Support</li> </ul>	<ul style="list-style-type: none"> <li>Number of Goals and Components</li> <li>Additional Formal Observations and/or Observations may be included</li> <li>Number of Artifacts</li> </ul>

Annotations on the left side of the chart:

- PGP (green arrow pointing to 'Develop PGP')
- OBSERVATION (green arrow pointing to 'Consider Appropriate Artifacts and Evidence')
- EVIDENCE (green arrow pointing to 'Consider Appropriate Artifacts and Evidence')
- RATING (green arrow pointing to 'Provide a Performance Rating that is included in the Annual Overall Rating (Observation)')

TESS Legal Requirements Quick Reference  
www.Arkansased.gov

“This slide contains a document that was created for better understanding what TESS Statute actually requires for a teacher in a Summative TESS Track. You can see requirements are a Professional Growth Plan, a Formal Observation(s), the use of Evidence and a resulting Overall Annual Teacher Performance Rating. This information was created to show what is required by TESS Statute and what is Optional in a district.”

Cover points on each side. The charts will be better read as participant handouts.

**TESS Non-Summative Tracks**  
Tracks 281, 282, and 283

Required by Statute or Rules	District Options
<ul style="list-style-type: none"> <li>Use TESS Rule-Specific Framework and Rubric</li> <li>Develop PGP</li> <li>Consider Appropriate Artifacts and Evidence</li> <li>Provide a Performance Rating that is included in the Annual Overall Rating (Observation)</li> <li>Rating should be based on evidence collected for components aligned with PGP Goals</li> <li>Provide Ongoing Support</li> </ul>	<ul style="list-style-type: none"> <li>Number of Goals and Components</li> <li>Number of Artifacts</li> <li>Types of Support</li> </ul>

TESS Legal Requirements Quick Reference  
www.Arkansased.gov

*Follow the discussion procedure as with the previous slide, mentioning the ‘requirements’ and the ‘district options’.*



<p>Each employed teacher shall be evaluated in writing A teacher shall participate in TESS</p> <ul style="list-style-type: none"> <li>■ Participation includes, but isn't limited to: <ul style="list-style-type: none"> <li>■ Classroom Observations</li> <li>■ Pre-Observation Conferences</li> <li>■ Post Observation Conferences</li> </ul> </li> <li>■ Collaborate in good faith on the teacher's professional growth plan</li> </ul> <div style="text-align: center;"> <p><b>TESS Teacher Requirements</b></p>  </div>	<p>After sharing the items on this slide, remind teachers that when statute uses the word 'shall', it is not sharing something that is 'optional'. <i>You may allow participants to share thoughts on this. The important understanding is that teachers are required by law to participate in TESS.</i></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>“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</p>	

	<p>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>	
<p><i>Charlotte Danielson:</i>  <b>“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.”</b></p> <p><small>TESS Defining Danielson 12</small></p>	<p>“This quote from Charlotte Danielson is a 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?”</p> <p><i>Lead a group discussion with focus on: quality teaching, professional learning, rigorous, valid, reliable and defensible (others as mentioned).</i></p>	
<div data-bbox="157 852 430 1096" style="background-color: #d8bfd8; padding: 5px;"> <ul style="list-style-type: none"> <li>▪ Can be defined</li> <li>▪ Can be observed</li> <li>▪ Create evidence</li> </ul> </div> <div data-bbox="441 836 682 917" style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>GOOD TEACHING</b></p> </div> 	<p>“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>	

## 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.

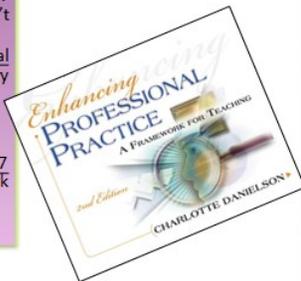


TSSD Defining Danielson

12

“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.”

- ❖ 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.



TSSD Defining Danielson  
2014

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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. . .

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

## TESS

Is for:  
Licensed Teachers  
And Specialists:  
Gifted Coordinators  
Instructional Specialists  
Library Media Specialists  
School Counselors  
School Psychologists  
Speech Language  
Pathologists

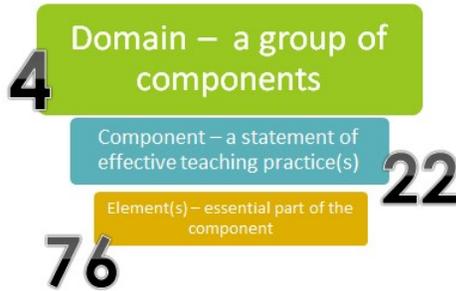


Notes:  
'Teacher' is also a non-licensed classroom teacher working at public charter schools.  
Pre-school teachers not required, but districts/co-op may include them. 19

"TESS is for ALL licensed teachers, as well as those who work with endorsements of special training. We consider specialists to be those who may be responsible for instruction in content, but in addition may provide certain services or administer programs in schools. Also 'Teacher' in TESS includes those working in public charter schools. Currently, pre-school teachers are not required to be included in this system – but they may be included. Rubrics for Specialty positions are available on the ADE Website."

*Provide Smart Cards for Specialty positions for those in those positions OR allow them to access their rubric on the ADE Website – [Arkansased.gov](http://Arkansased.gov). Allow participants to review his/her rubric as each domain is covered in the following slides.*

## Framework for Teaching Design

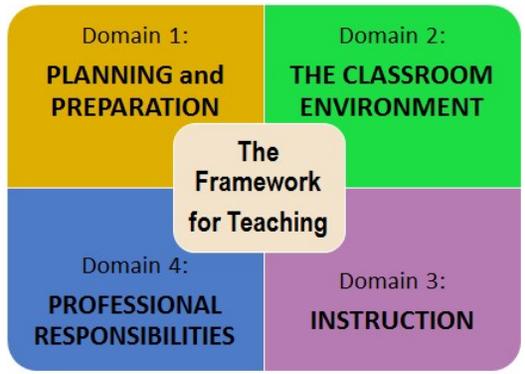


TESS: Defining Domains

20

"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

	<p>component.”</p> <p><i>If you have participants who will be using a Specialty Rubric, discuss the similarities and differences in Classroom and Specialty Rubrics (They all have 4 domains. Specialty Rubrics may include program planning and implementation in addition to working directly with students.)</i></p>	
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 <p>Domain 1: PLANNING and PREPARATION</p> <p>Domain 2: THE CLASSROOM ENVIRONMENT</p> <p>Domain 4: PROFESSIONAL RESPONSIBILITIES</p> <p>Domain 3: INSTRUCTION</p> <p>The Framework for Teaching</p> <p><small>TESS Defining Domains 2014 18</small></p>	<p>“Here are the 4 domains of the Framework for Teaching.”</p> <p><i>Review these and discuss arrangement of Domain 1 and 4: Off stage and Domains 2 and 3: On Stage.</i></p>	
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<p><b>Domain 1: Planning &amp; Preparation</b></p> <p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>1b: Demonstrating Knowledge of Students</p> <p>1c: Setting Instructional Outcomes</p> <p>1d: Demonstrating Knowledge of Resources</p> <p>1e: Designing Coherent Instruction</p> <p>1f: Designing Student Assessments</p> <p><small>TESS Defining Domains 2014 19</small></p>	<p>“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.”</p>	
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(NOTE: 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. . .

*Contrast Content if Specialty Educators are in attendance.*

<p><b>Domain 2: Environment</b></p> <p>2a: Creating an Environment of Respect and Rapport</p> <p>2b: Establishing a Culture for Learning</p> <p>2c: Managing Classroom Procedures</p> <p>2d: Managing Student Behavior</p> <p>2e: Organizing Physical Space</p> <p><small>TESS Defining Danielson 2014 20</small></p>	<p>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.</p> <p><i>Follow your plan for presenting and providing brief explanations of each component and its elements. Contrast Content if Specialty Teachers are present. Environment for a Specialty rubric may be a ‘therapy setting’.</i></p>	
<p><b>Domain 3: Instruction</b></p> <p>3a: Communicating with Students</p> <p>3b: Using Questioning and Discussion Techniques</p> <p>3c: Engaging Students in Learning</p> <p>3d: Using Assessment in Instruction</p> <p>3e: Demonstrating Flexibility and Responsiveness</p> <p><small>TESS Defining Danielson 2014 21</small></p>	<p>“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.”</p> <p>(Note: Remember to include that Component 3c is considered the heart of the framework by Charlotte Danielson.)</p> <p><i>Contrast Content if Specialty Teachers are present. This may be Delivery of Service for Specialty Areas.</i></p>	

## 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

TESO Defining Domains  
2014

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“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.

“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.)

*Contrast Content if Specialty Teachers are present.*

## 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

TESO Defining Domains  
2014

23

“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.”

ACTIVITY: (Divide participants into groups of 7, if possible. If you are not able to do that group as best fits.) Let’s work together to place the each component (ex. 2a, 3b) with the theme it includes. 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.

*Themes in content of Specialty Rubrics will also be found.*

## 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

TESS Defining Domains

24

“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.)

“We now know that the framework tells 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 provide evidence for 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 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.)

“Here is what we know about teachers at each level:

**UNSATISFACTORY**

The teacher performing at the Unsatisfactory level does not yet

	<p>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><b>BASIC</b></p> <p>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><b>PROFICIENT</b></p> <p>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><b>DISTINGUISHED</b></p> <p>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.</p>	
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	<p>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</p>	
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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 Unsatisfactory could be compared to a non-swimmer who has been thrown into deep water and is drowning. 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.”

### The TESS Rubric Formula

Best Practice



Level Descriptors

	Unsatisfactory	Basic	Proficient	Distinguished
3b: Using questioning / prompts and discussion	The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.

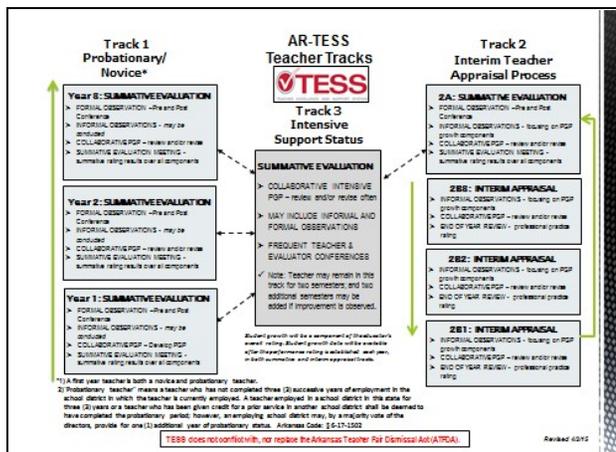
23

“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?’ Words paint a picture of performance for us in the rubric.”

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.

*Read through level of performance descriptors to base conversation on this rubric component.*

“What would be the advantages of having a rubric such as this? Levels of performance describe instructional practice from inexperienced to inexpert to experienced and expert.”



“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.”

### 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**
- ✓ Teachers new to a school district
  - ✓ Districts have policies for probationary status

**Note:**  
Summative Evaluation on all components.  
Formative observations can focus on targeted growth areas.

TESS Process

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“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.” Districts have policies for probationary status of teachers new to their district. They may require 1 year probationary status or up to 3 years.

Explain each year during the 3 year process from the slide.

### TRACK 2: Interim Appraisal Teachers

Track 2 Teachers are in a 4-year cycle which means one of four years is a Summative Evaluation year. The other three years are focused on the teacher's Professional Growth Plan Goals.

- 2A: SUMMATIVE EVALUATION YEAR**
- ✓ Informal observations may be conducted
  - ✓ Formal evaluation on all components



- 2B1, 2B2, & 2B3: INTERIM APPRAISAL YEARS**
- ✓ Evaluated on PGP Components
  - ✓ Teachers move from 2B3 to 2B2, from 2B2 to 2B1, from 2B1 to 2A

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

TESS Process

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“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 three 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.”

### TRACK 3: Intensive Support Teachers

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

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



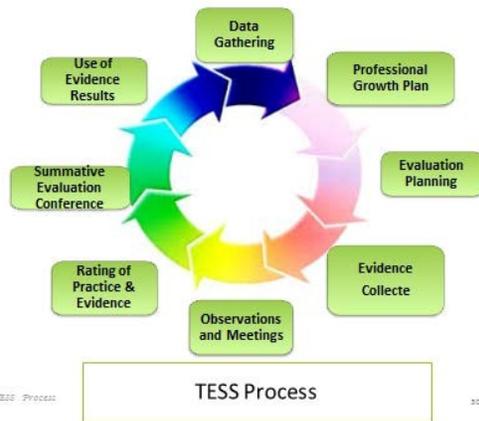
- ✓ Teachers may have received 'Unsatisfactory' in any one domain.
- ✓ Placement may occur at any time from Track 1 or Track 2A.

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

TESS: Activity & Process

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“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 and may be in a position of causing harm to student learning. 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.”



TESS: Process

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“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, 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 to ensure student growth. 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.”

*Talk about different aspects of the process.*

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	<p>“Arkansas educators gather and manage evidence of the work of evaluation online in BloomBoard. BloomBoard is a data management platform designed to meet the requirements of TESS. We say TESS is ‘powered by BloomBoard’.</p> <p>All teachers and administrators use 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 ‘Professional Development Resources’. It’s exciting to think about having ready-to-use documents and reports when you click.” In BloomBoard, Teachers are known as ‘Learners’ and Evaluators are known as ‘Observers’.</p>	
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TESS  
PROFESSIONAL  
GROWTH  
PLAN



**P  
G  
P**

- ❑ 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 ½ 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

"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."

Read through bullets.

"If your Professional Growth Plan is written correctly and implemented with fidelity, research shows these will result. (Present information.)"

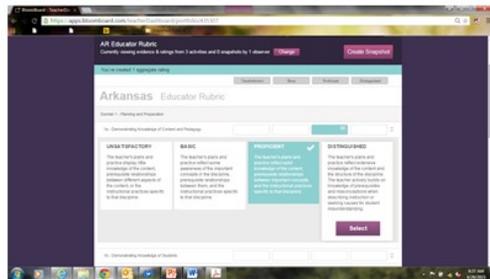
- Demographic
- Program
- Achievement
- Perceptual

DATA TO  
DRIVE  
AND  
SHOW  
IMPROVEMENT



From Learning Point Associates:  
Using Data is the key to continuous improvement. When you “plan,” you must use data to provide insight and focus for your goals. Data patterns reveal strengths and weaknesses in the system and provide excellent direction. When you “do,” you collect data that will tell you the impact of your strategies. Through collaborative reflection, you “study” the feedback offered by your data and begin to understand when to stay the course and when to make changes. Then you “act” to refine your strategies. Eventually, the whole cycle begins again.

<http://www.learningpt.org/pdfs/datause/guidebook.pdf>



The Rubric is always available, allowing *self-assessment* on elements and components. We can work on improving ratings and record the improvement in saved ‘*Snapshots*’ of ratings.

*Slides 39 through 43 show the PGP Process in BloomBoard.*

Home Activities End of Year Evaluation **LEARNING RECORD**

### Goal Planning

[Return to Home](#)

Area Of Strength	Area For Growth
collaboration with families parent of learner learning context	consistency and availability of a culture of learning and co- mentoring of classroom practitioners. I need more time when consulting a designated classroom instructional coaches that is a specific measurement. I need to have aligned notes and time to use. There is

Your Current Goals

Goal #1	Goal #2
PGP Meet w/ appropriate parents and families at least once a month	PGP Work w/ others to develop a culture of learning and co-mentoring of classroom practitioners

1. I.D. Areas of Strength and Areas for Growth.

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Home Activities End of Year Evaluation **LEARNING RECORD**

**Welcome, Becky!**  
Home and My Learning Record

**Blended - To Do Items**  
You have 1 item to do in your learning record.

**Current Activities**  
You have 1 item in your learning record.

**End of Year Evaluation**  
You have 1 item in your learning record.

**Goals**

Goal #1	Goal #2	Goal #3
PGP Meet w/ appropriate parents and families at least once a month	PGP Work w/ others to develop a culture of learning and co-mentoring of classroom practitioners	PGP Work w/ others to develop a culture of learning and co-mentoring of classroom practitioners

2. PGP GOALS are written on Homepage sticky notes.

23

**3. Align components and follow prompts to outline the plan.**

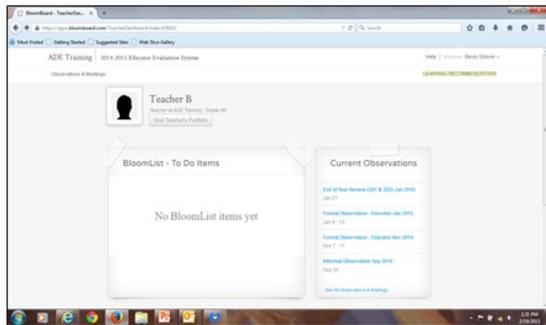
40

**4. Make a BloomList of Training and Activities to complete the plan.**

41

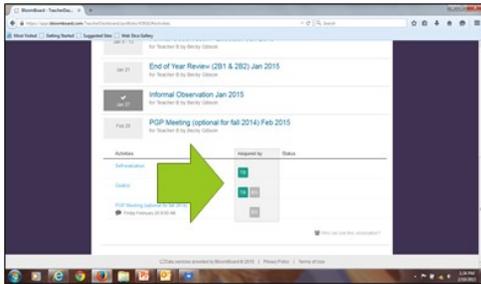
“If your Professional Growth Plan is written correctly and implemented with fidelity, research shows you will acquire new knowledge and skills; you will be able to apply new knowledge and skills; you will develop a reflective practice; you will be able to contribute to the professional learning community – but most importantly, you will impact student achievement and growth(Present information.)”

# TESS OBSERVATIONS



1. Open scheduled meeting on  
Homepage.

*Slides 45 and 46 provide opportunity to talk about the observation documentation requirements in BloomBoard*



2. Complete required activities for the Observation event.



What does an observation look and feel like?

“Observations occur a lot. I’m sure you have experienced observations during your teacher preparation.”

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.

# TESS EVIDENCE AND ARTIFACTS



- Observation notes
- Meeting notes
- Artifacts



## TESS: EVIDENCE CENTERED DESIGN



“The TESS Evaluation System has an ‘EVIDENCE-CENTERED’ Design – the good news is that your evaluator has been trained to know acceptable evidence for teacher evaluation.  
(Note: after reading bullets, explain that there are tools posted for a better understanding of Evidence and Artifacts on the ADE website.)

### Classroom Observation Evidence

1. Verbatim scripting of *teacher or student comments*.
2. An observed aspect of the *classroom environment*.
3. Non-evaluative statements of observed *teacher or student behavior*.
4. *Numeric information* about time, student participation, resource use, etc.



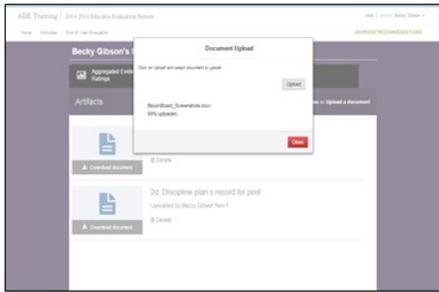
When observing a lesson, evaluators will gather evidence in these areas. Which one of these areas would these evidence statements belong to?

The assignment is on the board for students to do while roll is taken. (2. Environment)  
The teacher stands by the door, greeting students as they enter. (3. Teacher behavior)  
Three students out of eighteen offer nearly all the comments during discussion. (4. Numeric statement)  
“Could one person from each table collect the materials?” (1. Verbatim quote)



Observation evidence is ‘tagged’ to rubric components. Evidence is loaded in the record of ratings.

Slides 51 and 52 are informational for BloomBoard work – tagging evidence and uploading artifacts.



Artifacts are 'uploaded' and 'tagged' to components. Observer and Learner may upload and tag.

22

# TESS TEACHER PERFORMANCE RATINGS



<div data-bbox="163 154 688 230" style="border: 1px solid black; padding: 5px; text-align: center;"> <h3>How Ratings are Determined</h3> </div> <div data-bbox="163 246 688 560" style="text-align: center;"> <p>Performance Rating: Observations; Artifacts/Evidence; Professional Growth Plan</p> <p>Student Growth</p> <p>Overall Summative Rating</p> <p><small>4/28/2015 54</small></p> </div>	<p>“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 TESS Rules and Regulations. Our state is in the process of examining models of Student Growth Measurement that will be part of Teacher Performance Ratings.”</p>	
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<div data-bbox="163 706 688 755" style="text-align: center;"> <h3>Considerations for Growth Measures</h3> </div> <div data-bbox="163 771 688 1071" style="border: 1px solid black; padding: 10px;"> <ul style="list-style-type: none"> <li>• <b>Rigorous measures:</b> <ul style="list-style-type: none"> <li>– Exhibit high expectations for student progress toward college- and career-readiness</li> </ul> </li> <li>• <b>Between two points in time:</b> <ul style="list-style-type: none"> <li>– Show learning growth between two points in time</li> </ul> </li> <li>• <b>Comparable across classrooms and grade levels:</b> <ul style="list-style-type: none"> <li>– The measures used to show students’ growth for a particular subject are the same or very similar across classrooms within a district or state.</li> <li>– 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.</li> </ul> </li> </ul> </div>	<p>“We must maintain quality characteristics for data used for student learning growth measures. All of these standards must be met.</p> <p><i>Read information.</i></p>	
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TESS  
SUCCESS



The Arkansas Department of  
Education will post a video on TESS  
best practices for viewing on  
[Arkansased.gov](http://Arkansased.gov) on June 1, 2016.



*Remind participants to check on new information for  
TESS on the ADE website.*

*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

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?”

## BEST PRACTICE

- ✓ Collaborate in good faith
- ✓ Be aware of school/district evaluation policies - many decisions are made locally
- ✓ Learn the Rubric Content
- ✓ Learn from your mentor & others



*It's worth mentioning – A TESS teacher will succeed when these are done. (Talk through points.) Allow a debrief personal ‘think’ time for participants to attach meaning to each of these – such as ‘How will I be aware of evaluation policies?’*

## Best Practice

- ✓ Allow the language of the rubric to become the language of your work. . .
- ✓ Use it for your Goals
- ✓ Use it with for responses and inquiries
  - Using the rubric works -

*Best Practice Cont'd.*

1. What have you learned today?
2. What would you like to know?



*You may use these questions or posted paper copy for feedback. The ADE Office of Educator Effectiveness welcomes information that you share about this process. Please email [Sandra.Hurst@arkansas.gov](mailto:Sandra.Hurst@arkansas.gov)*

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

