# Arkansas Teacher Excellence & Support System (TESS) Law & Process for Teachers 2015

Prepared by:
Office of Educator Effectiveness
Arkansas Department of Education
Little Rock AR

# AGENDA

- Welcome & Introductions
- TESS Statute
- The TESS Rubric
- TESS Process & Procedures
- TESS Resources
- Closing & Feedback

# Today's Learning Outcomes

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

TESS
TEACHER EXCELLENCE AND SUPPORT SYSTEM

# Today's group norms. . .

**1. Be respectful of time and of others.**

**2. Be responsible for your learning and participation.**

**3. Be committed to success.**

# TESS is. . .

- A state-wide system for documentation of instructional implementation
- Required as part of the state's ESEA Flexibility Waiver
- A process of events according to an educator's experience level
- Evidence-centered activities planned to provide evaluation, feedback and support for instructional quality assurance and teacher growth leading to increased student learning

# TESS is. . .

- A link between  documentation of practice with curricular standards, professional development activities, targeted support for improvement and human capital decisions
- Based on Charlotte Danielson's Framework for Teaching
- Documented in BloomBoard, the online platform designed to collect and manage educator evaluation data

# TESS Objectives

**Arkansas Code § 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 Composite Data:

*Arkansas School Performance Reports*

# TESS

A.C.A. 6-17-2801 - 6-17-2808

## Summative Tracks

Tracks 1, 2A, and 3

| Required by Statute or Rules | District Options |
|---|---|
| • Use TESS Role-Specific Framework and Rubric | |
| Develop PGP | Number of Goals and Components |
| • One (1) Formal Observation<br>-Announced<br>-Preconference to discuss lesson plans and objectives<br>-Observe 75% of the class period (The length of time for a formal classroom observation of a teacher teaching in a block schedule or in a class period lasting longer than sixty (60) minutes may be adjusted to allow for an observation for forty-five (45) minutes or more of the teacher's class period.)<br>-Post conference for discussion and feedback<br>-Ensure documented evidence of practice (BloomBoard) | Additional Formal Observations<br>Informal Observations may be conducted. |
| • Collect Evidence<br>-Observation documentation<br>-Artifacts | Number of Artifacts |
| • Provide a Performance Rating that is included in the Annual Overall Rating* (BloomBoard)<br>-Rating for Each Domain<br>-Summative Rating for All Domains | |

[*Annual Overall Rating will include Student Growth in the future subject to state and federal requirements.]

PGP

OBSERVATION

EVIDENCE

RATING

**TESS Legal Requirements Quick Reference**

www.Arkansased.gov

# TESS

ACA §6-17-2801 - 6-17-2809

## Non-Summative Tracks

Tracks 2B1, 2B2 and 2B3

| Required by Statute or Rules | District Options |
|---|---|
| • **Use TESS Role-Specific Framework and Rubric** | |
| • **Develop PGP** | Number of Goals and Components |
| • **Consider Appropriate Artifacts and Evidence** | Number of Artifacts |
| • **Provide a Performance Rating that is included in the Annual Overall Rating*(BloomBoard)**<br>-Rating should be based on evidence collected for components aligned with PGP Goals | |
| • **Provide Ongoing Support** | Types of support |
| [*Annual Overall Rating will include Student Growth in the future subject to state and federal requirements.] | |

**TESS Legal Requirements Quick Reference**

www.Arkansased.gov

# TESS

ACA §6-17-2801 - 6-17-2809

## Intensive Support Track and Arkansas Teacher Fair Dismissal

| Required by Statute or Rules | District Options | Teacher Fair Dismissal Act ACA § 6-17-1501 et seq. |
|---|---|---|
| • **Teacher is Rated "Unsatisfactory" in any Domain** | Teacher has "Basic" or "Unsatisfactory" rating in a majority of components in any one (1) domain | Evaluation required ACA § 6-17-1504(a) |
| • **Evaluator Provides Written Notice**<br>-Placement<br>-Time Period<br>-Notify Superintendent | Up to Two (2) Consecutive Semesters | Notice (aligned with ISS Plan) ACA § 6-17-1504(b)(1) |
| • **Develop Intensive Growth Plan**<br>-Clear Goals and Tasks<br>-Related to Intensive Growth Plan<br>-Evidence Based Research<br>-If Goals are related to Student Growth, use Formative Assessment<br>-Ensure Necessary Support | Use IGP posted on ADE website or the BloomBoard PGP Process<br>Number of Goals and Tasks<br>Types of Assessment<br>Types of Support | **Documentation of:**<br>*"the efforts that have been undertaken to assist the teacher to correct whatever appears to be the cause for potential termination or nonrenewal"*<br>ACA § 6-17-1504(b)(2) |
| • **Documentation**<br>• **Intensive Growth Plan Evaluation**<br>-Goals & Tasks Completed<br>Written Notice Issued<br>Removal From Intensive Support<br>-Goals & Tasks Not Completed<br>Time-line Extended<br>Notify Superintendent<br>Provide documentation to Superintendent | Two Additional Consecutive Semesters may be added if substantial progress is noted | |
| • **Superintendent Recommendation**<br>-Recommendation for Non-renewal of Contract Pursuant to the Arkansas Teacher Fair Dismissal Act Code [ Ann. 6-17-1501 et seq.] | | Notice (aligned with ISS Plan) ACA § 6-17-1506(b)(2) |

ADE 04.16.15

# TESS Legal Requirements Quick Reference

www.Arkansased.gov

# TESS

ACA §6-17-2801 - 6-17-2809

## Professional Growth Plan - PGP

| Required by Statute or Rules | | District Options |
|---|---|---|
| • Evaluator and Educator Will Collaboratively develop a PGP | | Self-Assessment and other types of data: demographic, program, achievement and perceptual |
| • Set Goals and Align to Appropriate Evaluation Framework Component(s) | | Number of Goals and Components |
| • Link Professional Development Activities with identified Needs According to the Rubric | | |
| • At least one-half (1/2) of the professional development hours required by law or rule for teacher licensure are directly related to one (1) or more of:<br>-Teacher's Content Area<br>-Instructional Strategies for Content Area<br>-Teacher's Identified Needs<br>- | | PGP Review and Revision Frequency |
| • Evaluator has Final Approval of PGP | | |

**TESS Legal Requirements Quick Reference**

www.Arkansased.gov

# TESS Teacher Requirements

Each employed teacher shall be evaluated in writing

A teacher shall participate in TESS

- Participation includes, but isn't limited to:
  - Classroom Observations
  - Pre-Observation Conferences
  - Post Observation Conferences
- Collaborate in good faith on the teacher's professional growth plan

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.

## *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."**

# GOOD TEACHING

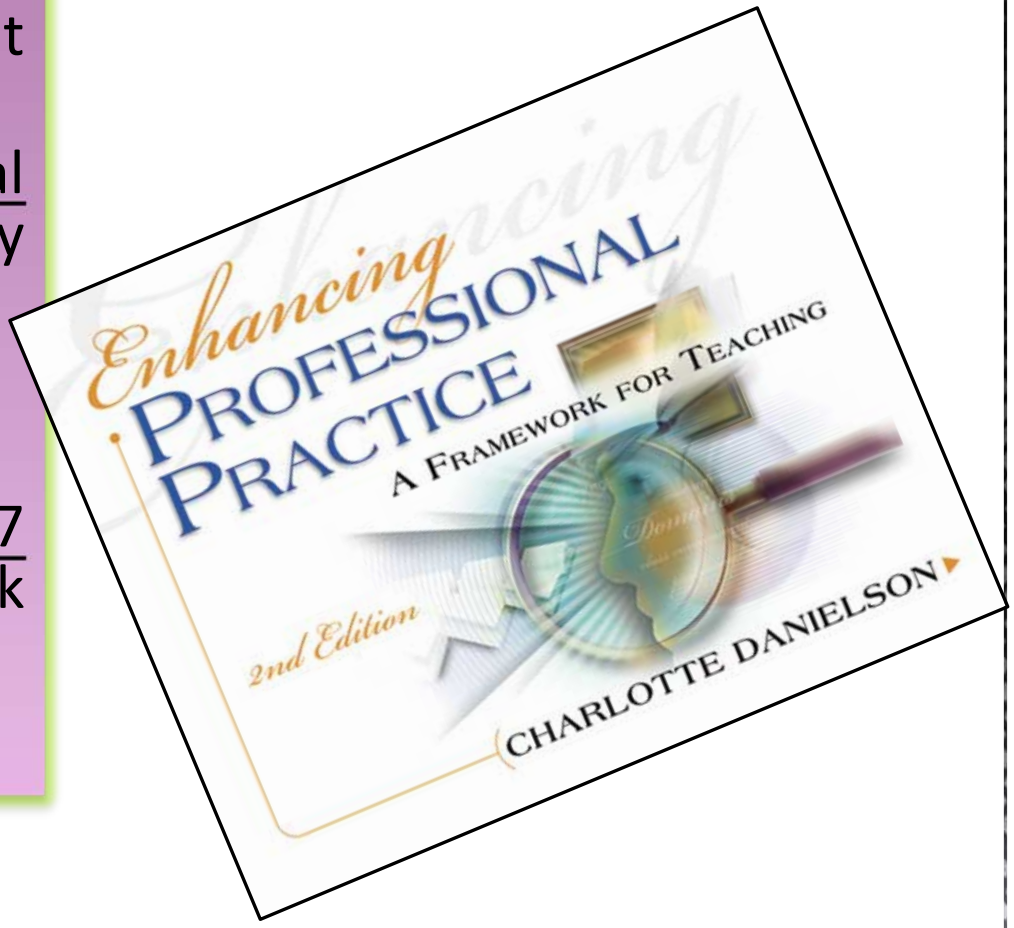
- Can be defined
- Can be observed
- Create evidence

# 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.

- 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.



# 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.

# Framework for Teaching Design

4

Domain – a group of components

22

Component – a statement of effective teaching practice(s)

76

Element(s) – essential part of the component

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

# THEMES

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

# 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. |

# AR-TESS Teacher Tracks

## Track 1 Probationary/ Novice*

### Year 3: SUMMATIVE EVALUATION
- FORMAL OBSERVATION –Pre and Post Conference
- INFORMAL OBSERVATIONS - *may be conducted*
- 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 be conducted*
- 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 be conducted*
- COLLABORATIVE PGP – Develop PGP
- SUMMATIVE EVALUATION MEETING - summative rating results over all components

## Track 3 Intensive Support Status

### SUMMATIVE EVALUATION
- COLLABORATIVE INTENSIVE PGP – review and/or revise often
- MAY INCLUDE 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.

***Student growth will be a component of the educator's overall rating. Student growth data will be available after the performance rating is established each year, in both summative and interim appraisal tracks.***

## Track 2 Interim Teacher Appraisal Process

### 2A: SUMMATIVE EVALUATION
- FORMAL OBSERVATION –Pre and Post Conference
- INFORMAL OBSERVATIONS - focusing on PGP growth components
- COLLABORATIVE PGP – review and/or revise
- SUMMATIVE EVALUATION MEETING - summative rating results over all components

### 2B3: INTERIM APPRAISAL
- INFORMAL OBSERVATIONS - focusing on PGP growth components
- COLLABORATIVE PGP – review and/or revise
- END OF YEAR REVIEW - professional practice rating

### 2B2: INTERIM APPRAISAL
- INFORMAL OBSERVATIONS - focusing on PGP growth components
- COLLABORATIVE PGP – review and/or revise
- END OF YEAR REVIEW - professional practice rating

### 2B1: INTERIM APPRAISAL
- INFORMAL OBSERVATIONS - focusing on PGP growth components
- COLLABORATIVE PGP – review and/or revise
- END OF YEAR REVIEW - professional practice rating

***1) A first year teacher is both a novice and probationary teacher.**
**2)"Probationary teacher" means a teacher who has not completed three (3) successive years of employment in the school district in which the teacher is currently employed. A teacher employed in a school district in this state for three (3) years or a teacher who has been given credit for a prior service in another school district shall be deemed to have completed the probationary period; however, an employing school district may, by a majority vote of the directors, provide for one (1) additional year of probationary status. Arkansas Code: § 6-17-1502**

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

***Revised 4/3/15***

# 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.

# 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

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

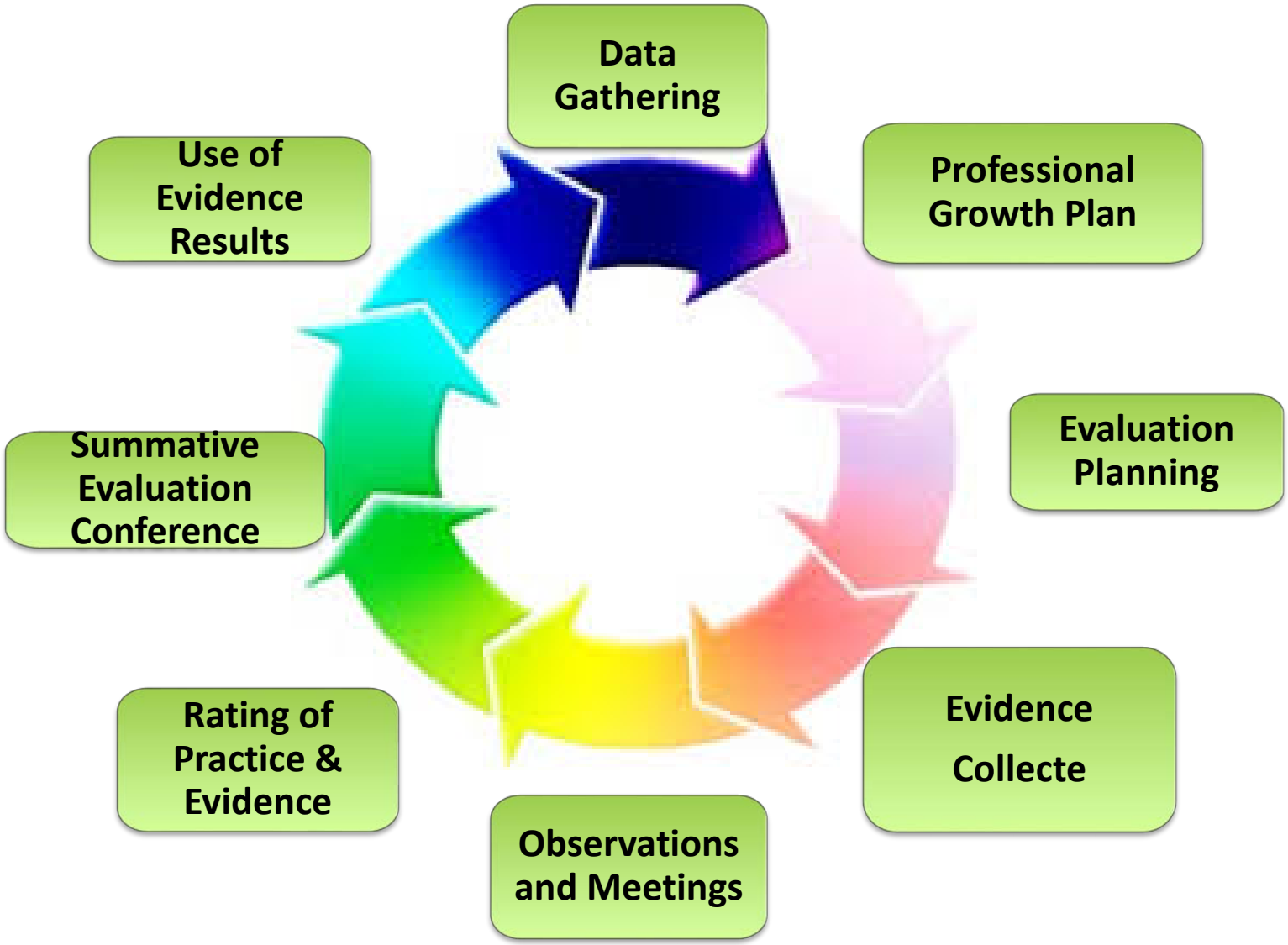
# TRACK 3: Intensive Support Teachers

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

- ✓ Placement is 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.

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




# TESS Process

BloomBoard

# TESS PROFESSIONAL GROWTH PLAN

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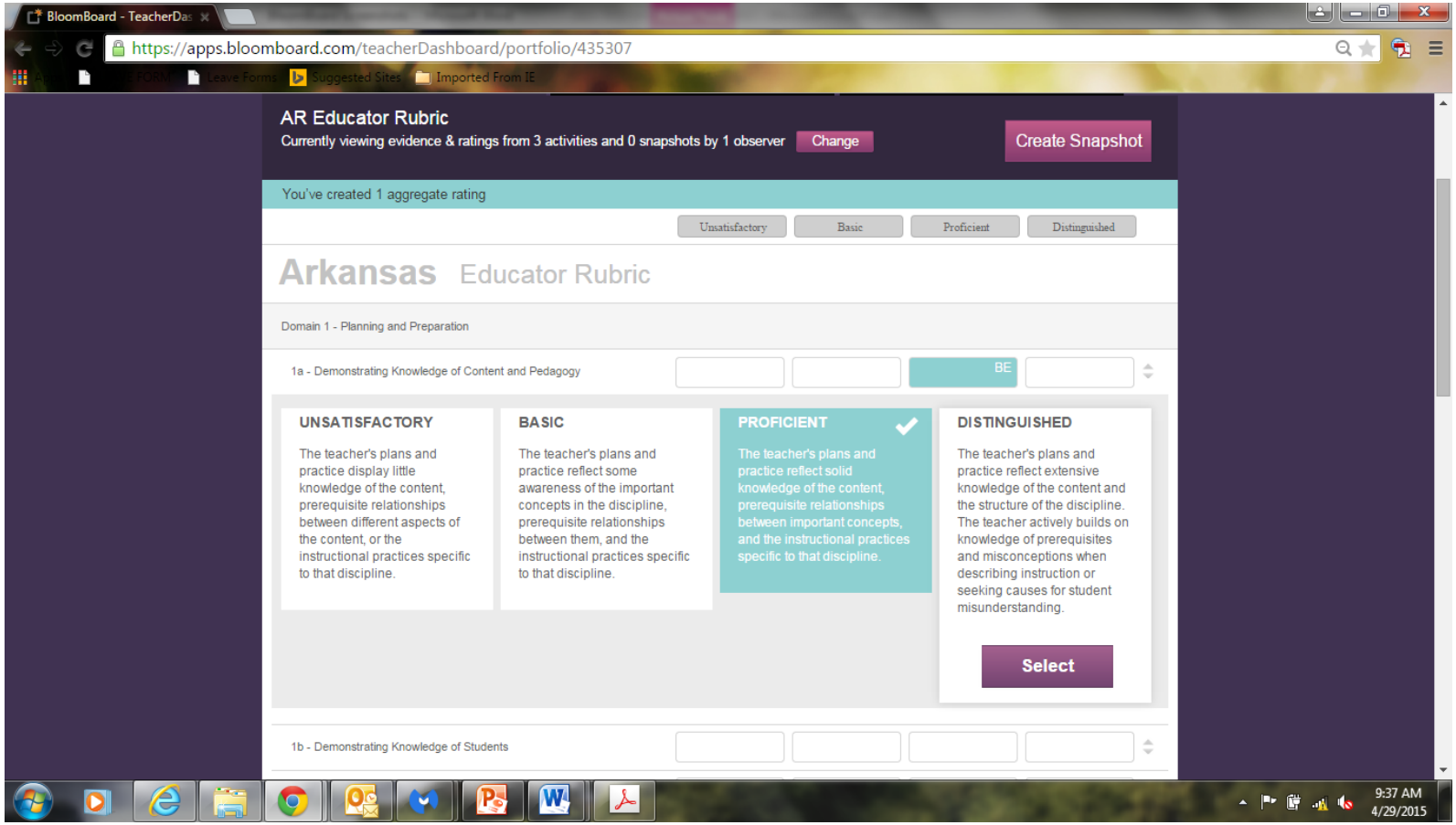
# P G P

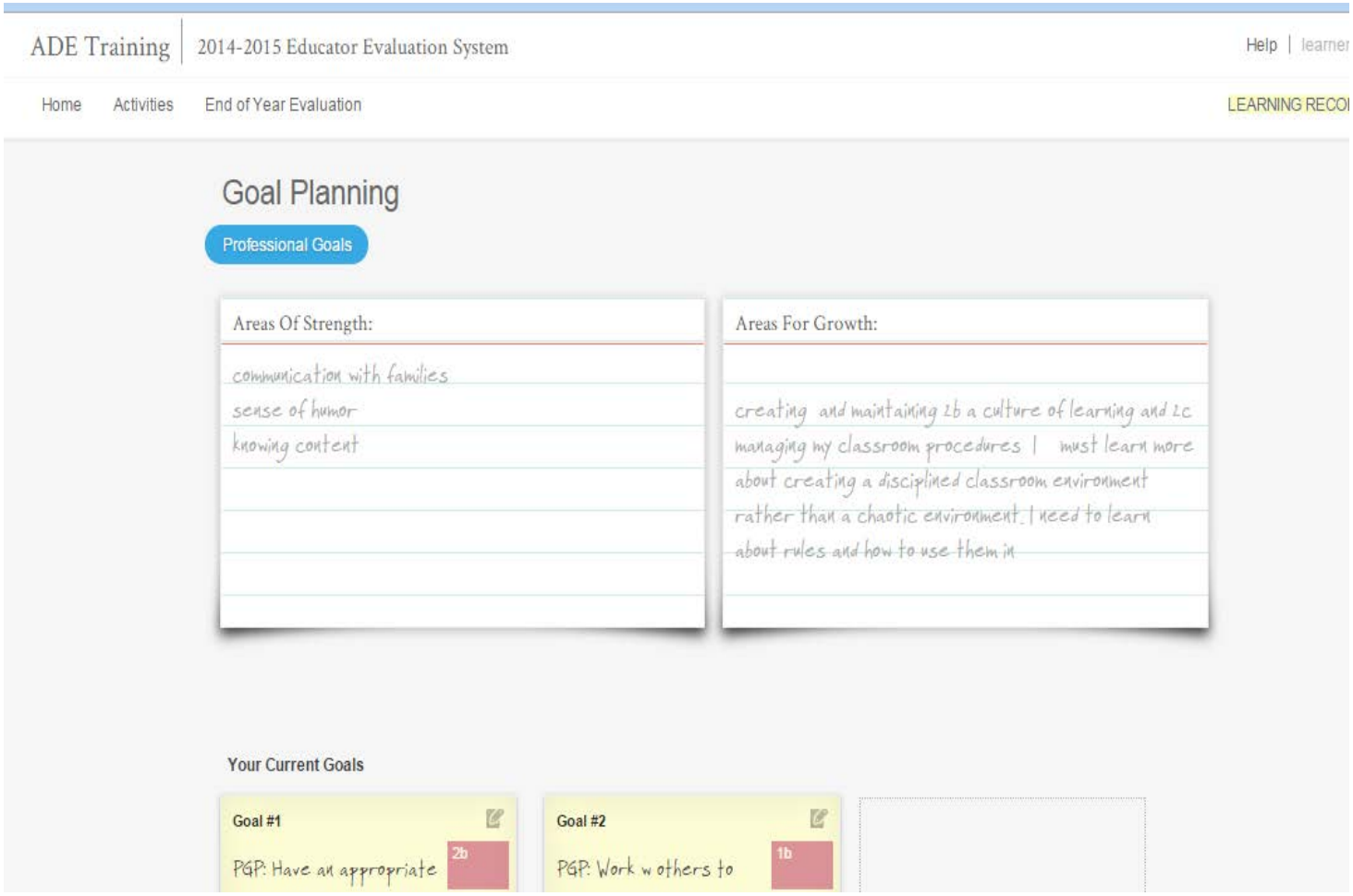
- A major component of TESS
- Identifies professional learning outcomes to advance the teacher's professional skills
- Clearly links professional development activities and the teacher's individual professional learning needs identified through the evaluation process
- Plan requires at least ½ of the 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

# DATA TO DRIVE AND SHOW IMPROVEMENT

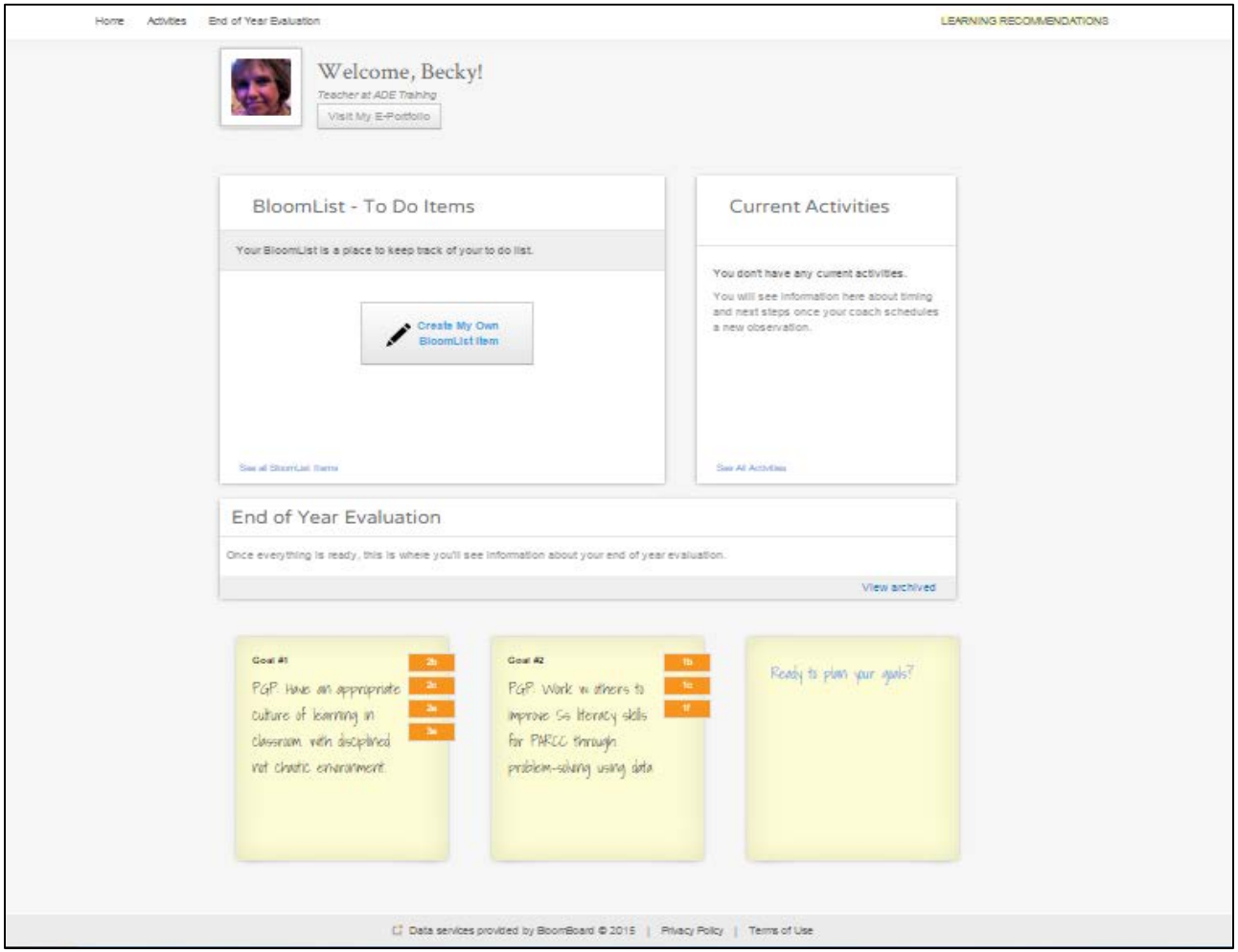
- Demographic
- Program
- Achievement
- Perceptual



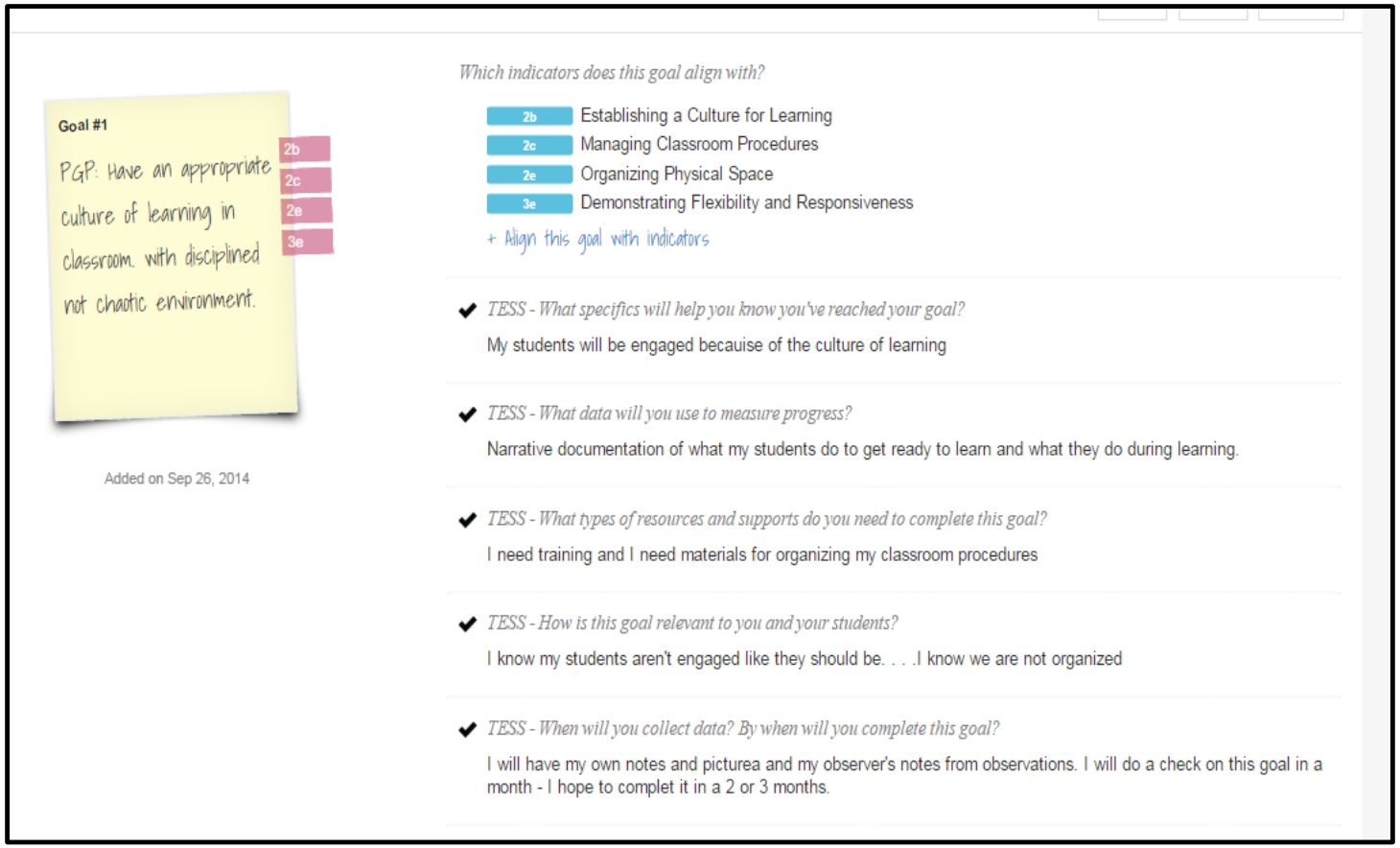

The Rubric is always available, allowing *self-assessment* on elements and components. We can work on improving ratings and record the improvement in saved *'Snapshots'* of ratings.



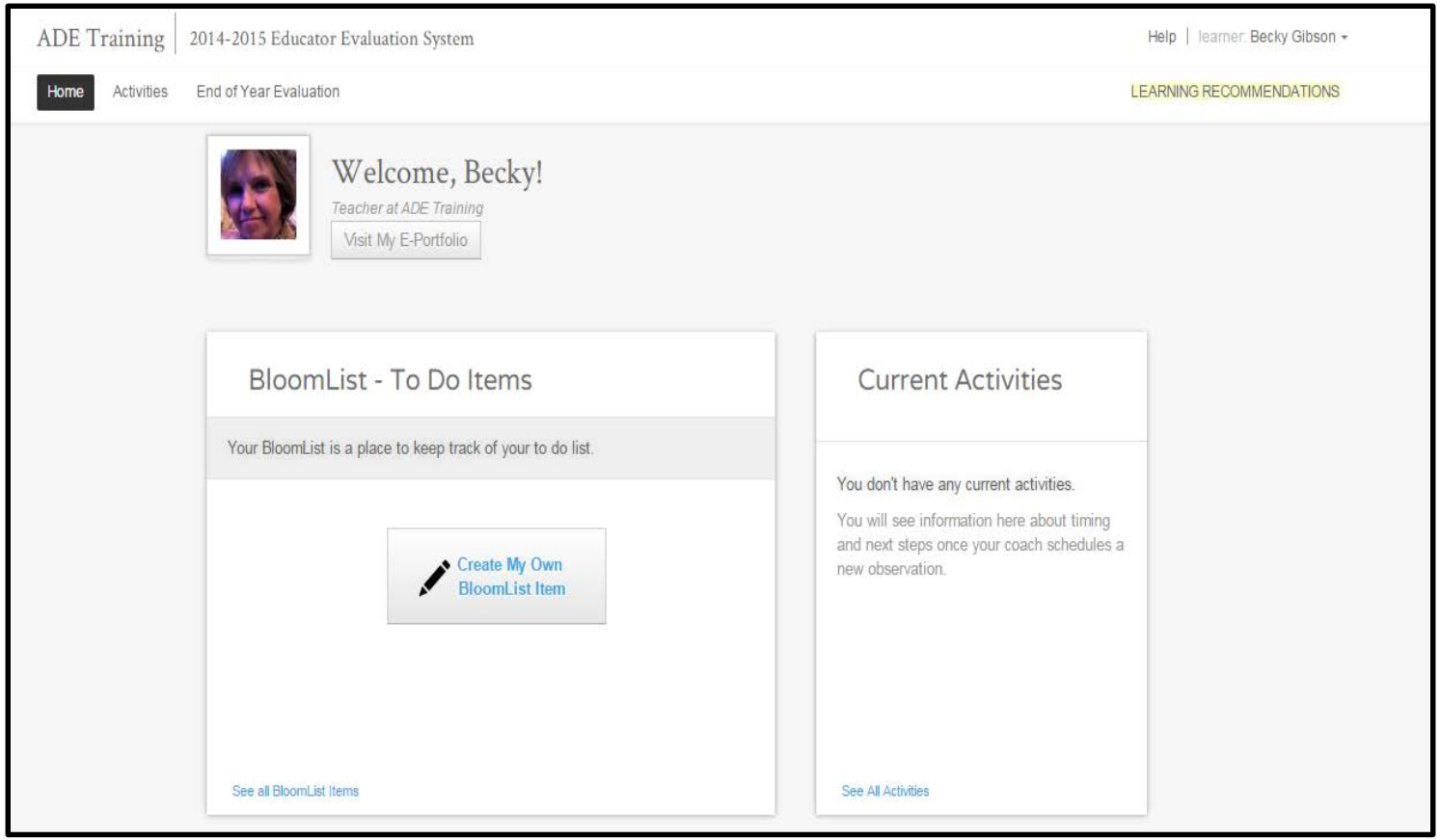

1. I.D. Areas of Strength and Areas for Growth.




2. PGP GOALS are written on Homepage sticky notes.




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




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

# TESS OBSERVATIONS

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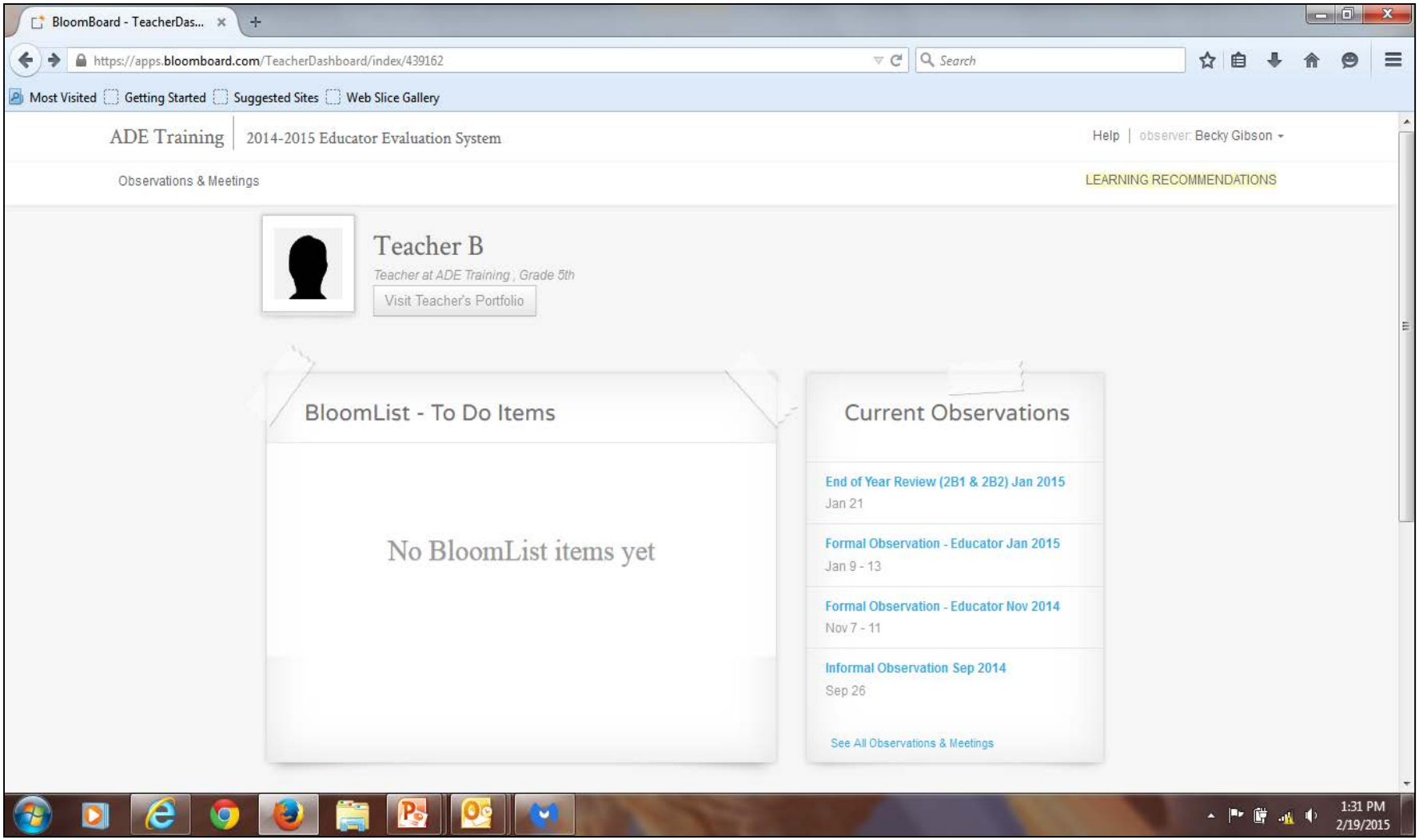
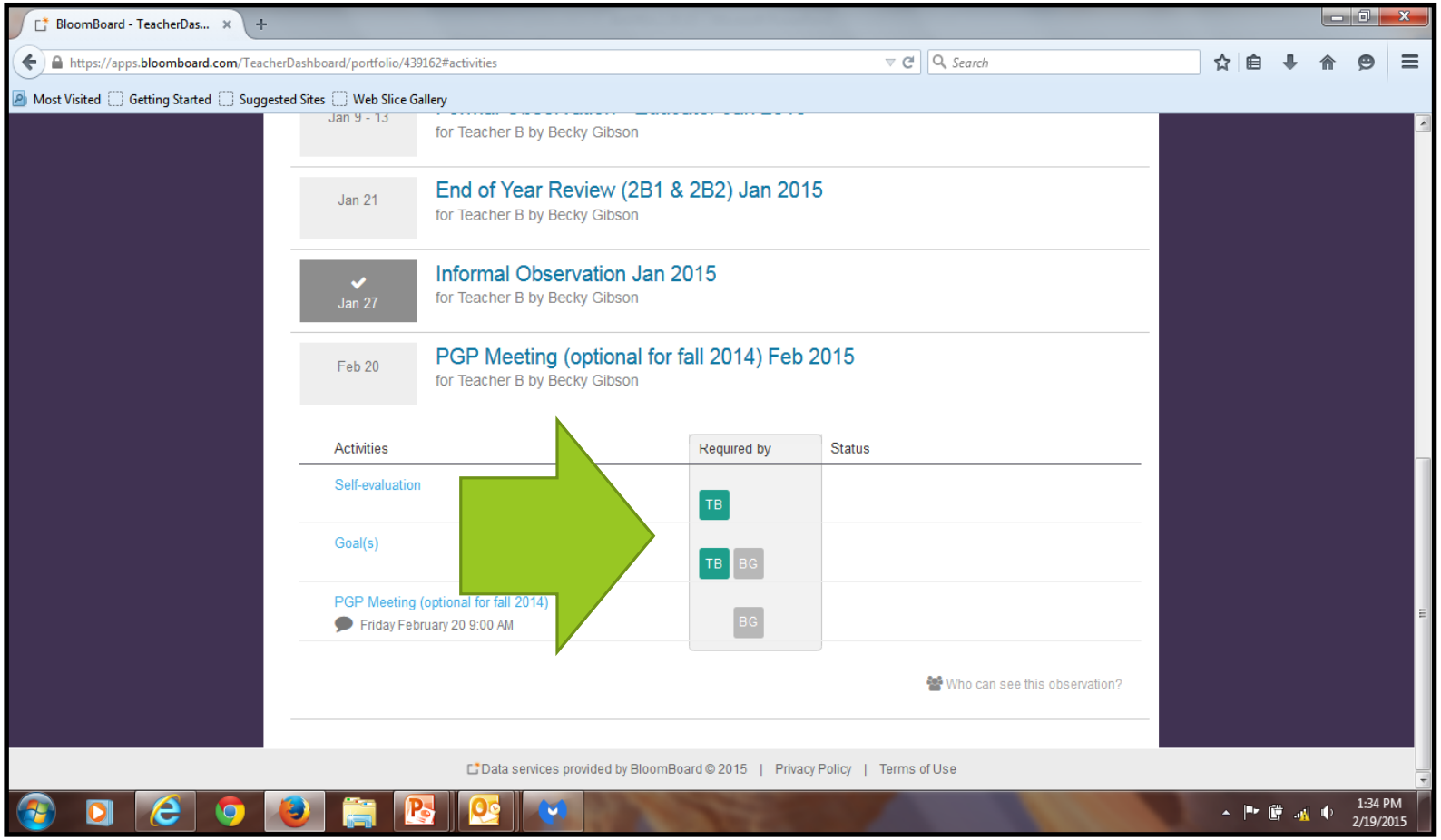



1. Open scheduled meeting on Homepage.




2. Complete required activities for the Observation event.

What does an observation look and feel like?

# TESS EVIDENCE AND ARTIFACTS

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# TESS: EVIDENCE CENTERED DESIGN

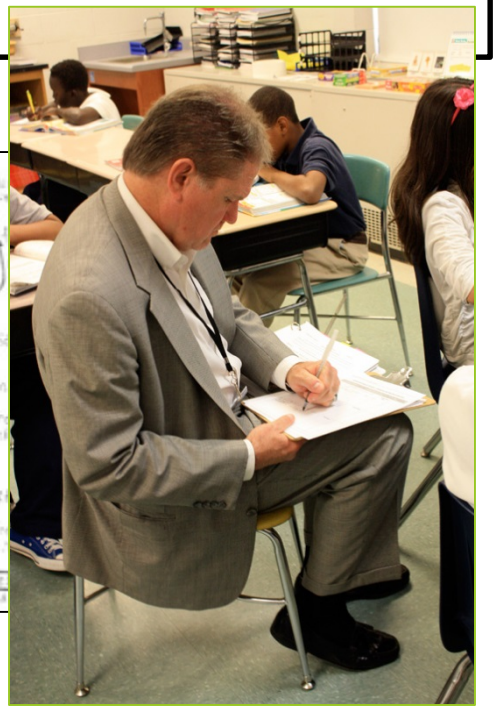
- Observation notes
- Meeting notes
- Artifacts

"Transmath" → Periods 4 and 5 (double block)
Math Intervention: Ms. Moen

10:29 Do Now on the board
Timer set (10 points - margin?)
"Quiet work! Everyone has finished"
★ "I love this room" (see "Moen behavior" page)
10:31 Students are quiet to share
Encourages effort
"I need all eyes on the board
Still waiting for 2"
10:31 Review Do Now answers on board
Catch in a different color
Lots of positive student value!
10:35 "Move 6"
Now Total Science as students complete a short worksheet
Gives a countdown (5 seconds left)
10:37 Students switch papers
Focused on [illegible] as they take quizzes
[illegible]
Students seem very familiar with routines
(i.e. checking the spelling of papers)
Bonus = Project: Deal instruction
10:43 Students file papers away
Student asks to go to the bathroom,
She politely asks her to wait until
After Reading

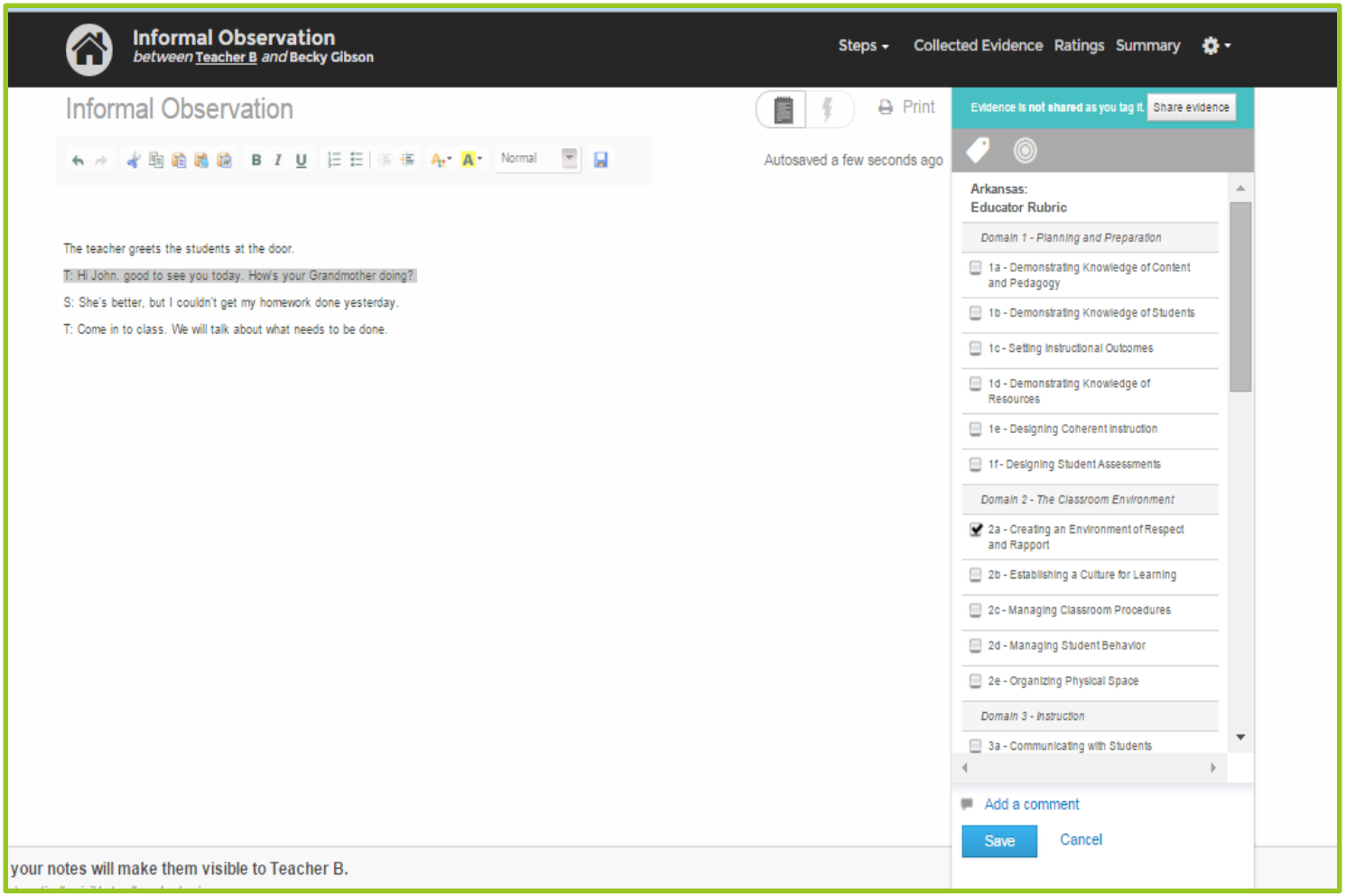
10:45 "Class" → I love that she uses this as a signal to "hush" when refocusing attention
Reviews yesterday's lesson;
Students shouts out answers
Idea of ARS a student to step outside
(to speak about behavior)
10:55 Circulate to check for understanding
Chat in with individuals who are either off task or who have questions/problems with material
11:02 Mr. Nakazza comes in to help out
(fills him in on where students are and what they
11:14 Still circulating as students continue working independently; some work in pairs
11:26 Student with hands behind back and says she needs everyone's eyes.
(powerful. Teach like a Champion)
Signals that she is ready to work together.
Teacher briefly reviews lesson
11:32 Students break off again into independent work (or group/partner work OK)
11:48 Asks a student who has completed his work to help a student who has not

Around the Room
"I am the master of my soul.
I am the captain of my fate."
N. E. [illegible] Student!
"90% of the failures come from people who have the habit of making excuses"
— George Washington
Conflict Dispute with classmates, problems solved (explained), groups, [illegible]
Very [illegible] and [illegible]
If students eyes wander they [illegible]
A positive place
On the Board
Our Guaranteed Objectives Today
Date
Objective
Do Now
EQ
Strategy
Learning Method

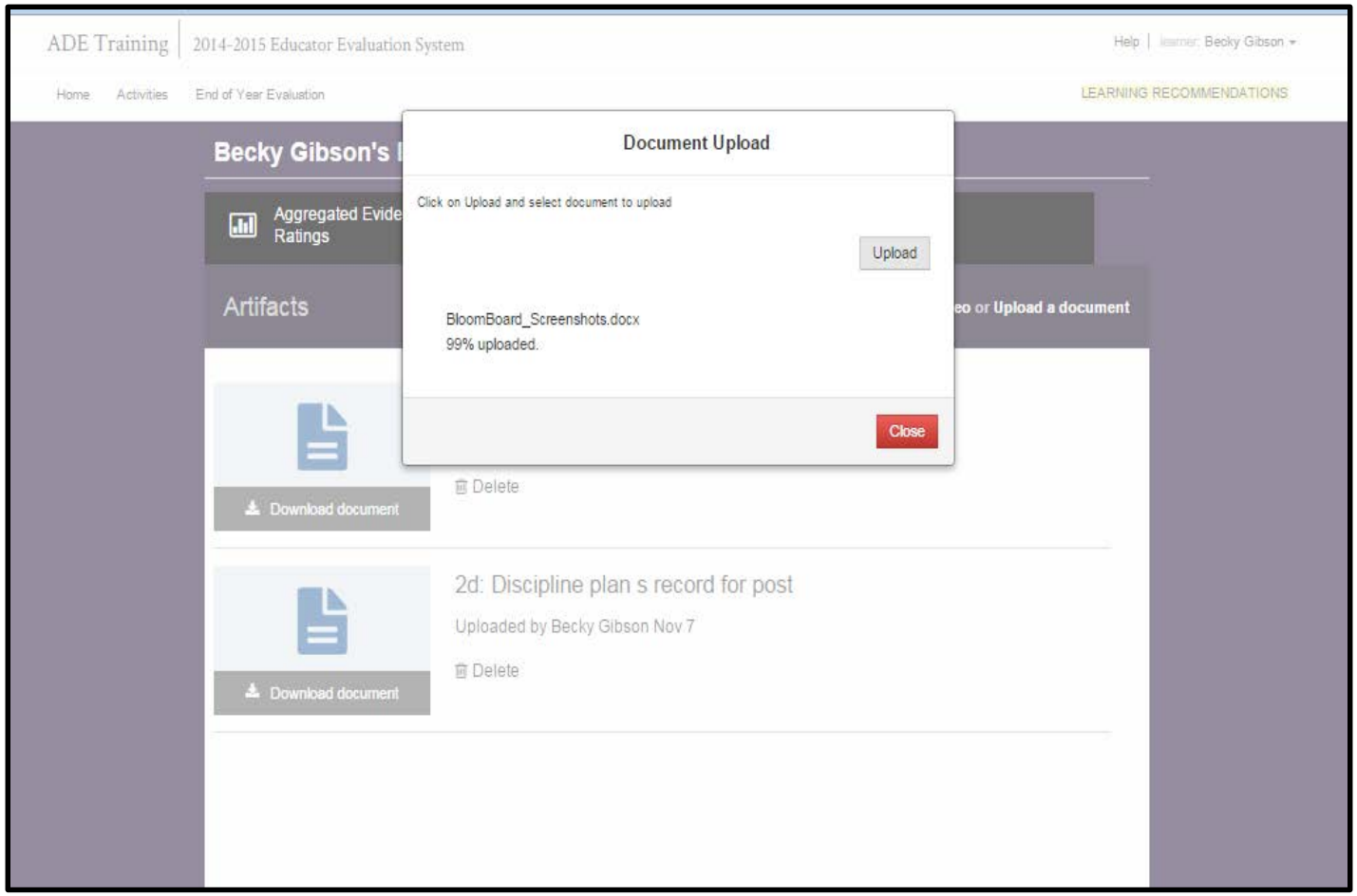


# Classroom Observation Evidence

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.




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




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

# TESS TEACHER PERFORMANCE RATINGS

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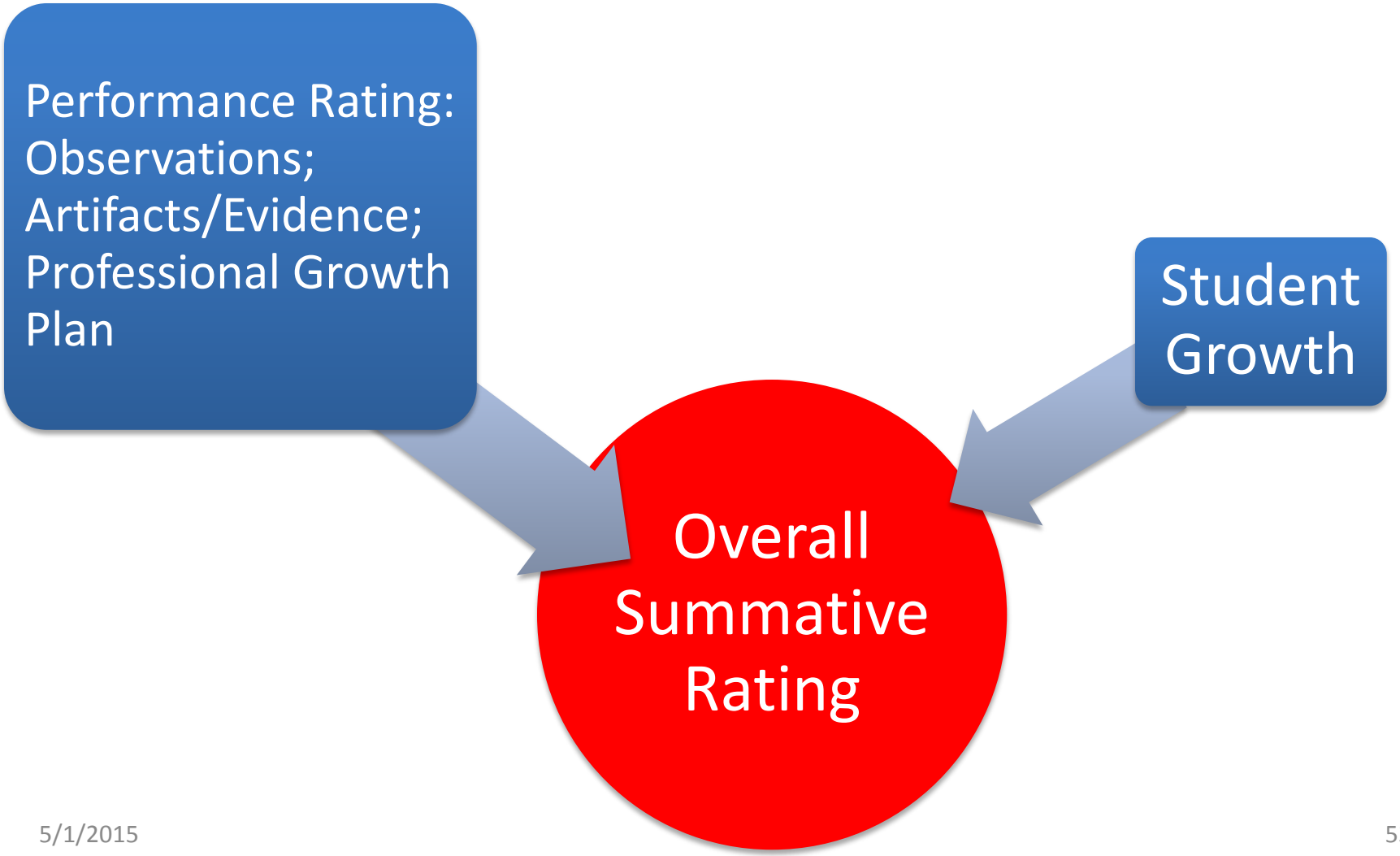
# How Ratings are Determined



# Considerations for 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.

# TESS SUCCESS

The Arkansas Department of Education will post a one (1) hour video up-date on TESS for viewing on Arkansased.gov on June 1, 2015.

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*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

# 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

# Best Practice

- ✓ Allow the language of the rubric to become the language of your communication. . .
- ✓ Use it for your Goals
- ✓ Use it with your Artifacts and tagging

- Using the rubric works -

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

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