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

**Tracks 1, 2A, and 3**

<table>
<thead>
<tr>
<th>Required by Statute or Rules</th>
<th>District Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use TESS Role-Specific Framework and Rubric</td>
<td></td>
</tr>
<tr>
<td>• Develop PGP</td>
<td></td>
</tr>
<tr>
<td>• One (1) Formal Observation</td>
<td>Number of Goals and Components</td>
</tr>
<tr>
<td>- Announced</td>
<td>Additional Formal Observations</td>
</tr>
<tr>
<td>- Preconference to discuss lesson plans and objectives</td>
<td>Informal Observations may be conducted</td>
</tr>
<tr>
<td>- Observe 75% of the class period</td>
<td>Number of Artifacts</td>
</tr>
<tr>
<td>(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 teachers class period)</td>
<td></td>
</tr>
<tr>
<td>- Post conferences for discussion and feedback</td>
<td></td>
</tr>
<tr>
<td>- Direct documented evidence of practice (BloomBoard)</td>
<td></td>
</tr>
<tr>
<td>• Collect Evidence</td>
<td></td>
</tr>
<tr>
<td>- Observation documentation</td>
<td></td>
</tr>
<tr>
<td>- Artifacts</td>
<td></td>
</tr>
<tr>
<td>• Provide a Performance Rating that is included in the Annual Overall Rating* (BloomBoard)</td>
<td></td>
</tr>
<tr>
<td>• Rating for each Domain</td>
<td></td>
</tr>
<tr>
<td>• Summative Rating for All Domains</td>
<td></td>
</tr>
</tbody>
</table>

*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 Legal Requirements Quick Reference

www.Arkansased.gov

### Non-Summative Tracks

Tracks 2B1, 2B2, and 2B3

<table>
<thead>
<tr>
<th>Required by Statute or Rules</th>
<th>District Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use TESS Role-Specific Framework and rubric</td>
<td>Number of Goals and Components</td>
</tr>
<tr>
<td>• Develop PGP</td>
<td>Number of Artifacts</td>
</tr>
<tr>
<td>• Consider Appropriate Artifacts and Evidence</td>
<td>Types of support</td>
</tr>
<tr>
<td>• Provide a Performance Rating that is included in the Annual Overall Rating <em>(BloomBoard)</em></td>
<td></td>
</tr>
<tr>
<td>- Rating should be based on evidence collected for components aligned with PGP Goals</td>
<td></td>
</tr>
<tr>
<td>• Provide Ongoing Support</td>
<td></td>
</tr>
</tbody>
</table>

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

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**TESS**

ACA §6-17-2801 - 6-17-2309
## TESS

**ACRA 56-17-2801 - 6-17-2809**

### Intensive Support Track and Arkansas Teacher Fair Dismissal

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

ADE 04.16.15

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**TESS Legal Requirements Quick Reference**

www.Arkansased.gov
### Professional Growth Plan - PGP

<table>
<thead>
<tr>
<th>Required by Statute or Rules</th>
<th>District Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evaluator and Educator Will Collaboratively develop a PGP</td>
<td>Self-Assessment and other types of data: demographic, program, achievement and perceptual</td>
</tr>
<tr>
<td>• Set Goals and Align to Appropriate Evaluation Framework Component(s)</td>
<td>Number of Goals and Components</td>
</tr>
<tr>
<td>• Link Professional Development Activities with identified Needs According to the Rubric</td>
<td>PGP Review and Revision Frequency</td>
</tr>
<tr>
<td>• 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: Teacher’s Content Area, Instructional Strategies for Content Area, Teacher’s Identified Needs</td>
<td></td>
</tr>
<tr>
<td>• Evaluator has Final Approval of PGP</td>
<td></td>
</tr>
</tbody>
</table>

TESS Legal Requirements Quick Reference

www.Arkansased.gov
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.”
- 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**.
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

- **Domain** — a group of components
- **Component** — a statement of effective teaching practice(s)
- **Element(s)** — essential part of the component
Domain 1: PLANNING and PREPARATION

Domain 2: THE CLASSROOM ENVIRONMENT

Domain 3: INSTRUCTION

Domain 4: PROFESSIONAL RESPONSIBILITIES

The Framework for Teaching
<table>
<thead>
<tr>
<th>Domain 1: Planning &amp; Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1a:</strong> Demonstrating Knowledge of Content and Pedagogy</td>
</tr>
<tr>
<td><strong>1b:</strong> Demonstrating Knowledge of Students</td>
</tr>
<tr>
<td><strong>1c:</strong> Setting Instructional Outcomes</td>
</tr>
<tr>
<td><strong>1d:</strong> Demonstrating Knowledge of Resources</td>
</tr>
<tr>
<td><strong>1e:</strong> Designing Coherent Instruction</td>
</tr>
<tr>
<td><strong>1f:</strong> Designing Student Assessments</td>
</tr>
</tbody>
</table>
## Domain 2: Environment

<p>| 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 |</p>
<table>
<thead>
<tr>
<th>Domain 3: Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a: Communicating with Students</td>
</tr>
<tr>
<td>3b: Using Questioning and Discussion Techniques</td>
</tr>
<tr>
<td>3c: Engaging Students in Learning</td>
</tr>
<tr>
<td>3d: Using Assessment in Instruction</td>
</tr>
<tr>
<td>3e: Demonstrating Flexibility and Responsiveness</td>
</tr>
</tbody>
</table>
# Domain 4: Professional Responsibilities

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4a</td>
<td>Reflecting on Teaching</td>
</tr>
<tr>
<td>4b</td>
<td>Maintaining Accurate Records</td>
</tr>
<tr>
<td>4c</td>
<td>Communicating with Families</td>
</tr>
<tr>
<td>4d</td>
<td>Participating in a Professional Community</td>
</tr>
<tr>
<td>4e</td>
<td>Growing and Developing Professionally</td>
</tr>
<tr>
<td>4f</td>
<td>Showing Professionalism</td>
</tr>
</tbody>
</table>
TESS Defining Danielson

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

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

**TESS Defining Danielson**

27
## The TESS Rubric

<table>
<thead>
<tr>
<th>Best Practice</th>
<th>FORMULA</th>
<th>Level Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3b: Using questioning / prompts and discussion</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unsatisfactory</strong></td>
<td>The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.</td>
<td><strong>Basic</strong></td>
</tr>
</tbody>
</table>
### 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

*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

### 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

- **FREQUENT TEACHER & EVALUATOR CONFERENCES**
- **MAY INCLUDE INFORMAL AND FORMAL OBSERVATIONS**

### 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

### 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

### 2B1: 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

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

---

**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.**

---

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

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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

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 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.
Data Gathering

Use of Evidence Results

Professional Growth Plan

Evaluation Planning

Summative Evaluation Conference

Rating of Practice & Evidence

Evidence Collecte

Observations and Meetings

TESS Process
TESS
PROFESSIONAL GROWTH PLAN
- 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
- Demographic
- Program
- Achievement
- Perceptual

DATA TO DRIVE AND SHOW IMPROVEMENT
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
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
Observation notes
Meeting notes
Artifacts

TESS: EVIDENCE CENTERED DESIGN
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
How Ratings are Determined

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

Overall Summative Rating

Student Growth

6/1/2016
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 video on TESS best practices for viewing on Arkansased.gov on June 1, 2016.
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?
Sandra Hurst, Director of Educator Evaluation
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Becky Gibson, Teacher and Leader Support Advisor
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Jim.Johnson629@yahoo.com