

ARKANSAS TEACHER EXCELLENCE AND SUPPORT SYSTEM (TESS) GLOSSARY

Artifact - documented piece of evidence chosen by the teacher being evaluated, the evaluator, or both, that relates to the evaluation rubric

Component – part of a domain that defines a distinct aspect of the domain from the evaluation framework; what professional educators should know and be able to do

Credentialed Evaluator - person who has successfully completed LEADS Law and Process training and the observer proficiency assessment

Domain – clusters of distinct aspects (components) of professional instructional implementation practice

Element – description of a specific feature of rubric components

Evaluation – assess with evidence what a teacher should know and be able to do as measured by the domains and ratings of an evaluation framework and promote teacher growth through professional learning

Evaluation Framework/Rubric – standardized set of teaching domains and components that provide an overall basis for an evaluation

Evaluator – a person licensed by the State Board of Education as an administrator who is designated as the person responsible for evaluating teachers and who is an employee of the school district or open enrollment public charter school in which the evaluations are performed; also includes public charter school administrators who are designated by their public charter schools as evaluators, even if the public charter school administrators do not hold an administrator's license

External Assessment Measure – measure of student achievement or growth that is administered, developed, and scored by a person or entity other than the teacher being evaluated; the assessment may be administered by the teacher being evaluated if the assessment is monitored by a licensed individual designated by the evaluator.

Formal Classroom Observation – announced visit to a classroom by an evaluator that is preceded by a pre-observation conference to discuss the lesson plans and objectives; conducted by the evaluator for at least seventy-five percent (75%) of the class period (for a teacher teaching in a block schedule or 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) either by observing the teacher in the classroom or through the use of three-hundred- sixty-degree (360°) video technology or for a distance learning instructor using appropriate technology

Formative Assessment – evaluation of a student's learning before the student completes a course of instruction to foster the student's development and improvement on a specific strand within the course of instruction

ARKANSAS TEACHER EXCELLENCE AND SUPPORT SYSTEM (TESS) GLOSSARY

Formative Evaluation – evaluation of a teacher’s performance, based on a formal or informal observation that may include all or some of the components of the framework. Multiple formative evaluations provide input for the summative evaluation

Formative Observation – informal observation conducted by support personnel, such as, instructional facilitators, instructional coaches, etc., to provide feedback to teachers on instructional practices based on targeted areas

Framework – outline of identified documented teacher’s practices promote effective practices to improve student learning

Informal Classroom Observation – visit to a classroom by an evaluator that may be unannounced or for a shorter period of time than a formal classroom observation

Intensive Support Status – status of a teacher who has a rating of “Unsatisfactory” in any one entire domain of the framework or if the teacher has a rating of “Unsatisfactory” or “Basic” in the majority of components of a domain

Interim Teacher Appraisal (Track 2B) – form of evaluation, other than a summative evaluation that provides support for teaching practices and uses standards for teacher growth and performance that are consistent with the evaluation rubric for the teacher evaluation components of a summative evaluation

Novice Teacher – teacher having less than one school year of public school classroom teaching experience

Performance Ratings – four identified levels, Distinguished, Proficient, Basic, and Unsatisfactory, describing a teacher’s performance level on components and domains

Pre-Observation Conference – conference between the teacher and evaluator to discuss goals and planned outcomes for a classroom lesson before a formal classroom observation

Post Observation Conference – conference between the teacher and evaluator to discuss the outcomes of an observed lesson after a formal classroom observation

Probationary Teacher - 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 Arkansas for three (3) years will complete the probationary period. An employing school district may, by a majority vote of its directors, provide for one (1) additional year of probationary status – District Policy is required to place all new employees incoming to the district from another district /state on a one-year probationary status

ARKANSAS TEACHER EXCELLENCE AND SUPPORT SYSTEM (TESS) GLOSSARY

Professional Growth Plan (PGP) – plan of study, when completed, results in the acquisition and application of knowledge, skills, practices, and behaviors that improve professional practice of the person implementing the plan for the purpose of improving student achievement

Reflective Practice – paying critical attention to previous actions to determine their effectiveness and changing behaviors and practices, if necessary, based on what is determined concerning the effectiveness of those practices

Summative Assessment – comprehensive measurement of attainment of standards of student learning

Summative Evaluation - evaluation of a teacher's performance over all components, domains, and an overall rating of the evaluation framework, based on multiple observations, that support improvement in the teacher's instructional practices, student achievement and for a school district's employment decision concerning the teacher

Summative Evaluation Conference – conference between the teacher and evaluator to discuss the summative evaluation, identify strengths, and areas of growth to be included in the next year's PGP, or if necessary, to implement an intensive support plan for the next school year

Track 1 – teachers in the novice/probationary status (see novice teacher and probationary teacher definitions); teachers in this track must have a summative evaluation

Track 2 – teachers who complete the probationary status and are not in an intensive support status must have a summative evaluation at least once every four years; during the other two years, the teacher is evaluated under the interim appraisal process (see interim appraisal timeline)

Track 3 – teachers in the intensive support status must have a summative evaluation; evaluators must follow a descriptive plan of interventions found in the law (see intensive support status timeline)



TESS Suggested Timeline by Track Quick Reference

Please Note: This document is prepared for those who may be new to the Arkansas TESS Evaluation System. It is presented as a possible timeline for the evaluation process. Trained and credentialed teacher evaluators must base their work on existing Arkansas school district policies and/or protocols.

	June	July	August	September	October	November	December	January	February	March	April	
NOVICE_PROBATIONARY TRACK	Step 1: June-----August <ul style="list-style-type: none"> New evaluators train and test Districts/schools/co-ops provide TESS training for new teachers 											
				Step 2: August—October <ul style="list-style-type: none"> TESS Self-Assessment completed to inform the PGP Teacher develops a PGP Novice teacher mentor supports the teacher in the PGP and framework components Informal observations may be completed prior to Formal Observation Evaluator and teacher plan professional development or instructional changes 								
				Step 3: September – December <ul style="list-style-type: none"> Evaluator may conduct a Formal Observation (announced) containing a pre-conference, observation, and post conference resulting in actionable feedback for the teacher. 								
						Step 4: November---April <ul style="list-style-type: none"> Additional informal observations may be conducted based on the results of the formal observation An additional formal observation may be conducted if needed 						
								Step 5: December—January <ul style="list-style-type: none"> Mid-year review (optional) of the PGP and observation(s) results with possible revisions to 				
								Step 6: April—May SUMMATIVE EVALUATION MEETING <ul style="list-style-type: none"> For early Basic or Unsatisfactory rating, pre---summative evaluation questions may help identify additional applicable information and artifacts Evaluator and teacher conference to discuss all observation results and artifacts Evaluator makes the final summative rating decision using the Summative Evaluation Form and Summative Evaluation Scoring Guide. Teacher and administrator collaborate on PGP for the next school year 				
INTENSIVE TRACK	Step 1: June-----August <ul style="list-style-type: none"> New evaluators train and test Districts/schools/co---ops provide TESS---focused teacher training 											
				Step 2: September--- April <ul style="list-style-type: none"> Teacher’s Intensive Growth Plan (IGP) guides observations (informal) at least two times a month; feedback follows using the Formative Evaluation Form documentation with IGP adjusted At least one formal observation during the fall semester; also the spring with documentation 								
						Step 3: April <ul style="list-style-type: none"> Evaluator completes summative evaluation over all 22 components One occurs: <ol style="list-style-type: none"> Goals are met and teacher is moved to either Track 2A or Track 1 (if novice) Some progress made with additional goals pending – two additional semesters (maximum of four). Teacher notified in writing. No progress: teacher is recommended for termination or non---renewal 						

TESS Suggested Timeline by Track Quick Reference (cont.)

		June	July	August	September	October	November	December	January	February	March	April
INTERIM APPRAISAL TRACK Track 2A: Summative Evaluation	Step 1: June-----August <ul style="list-style-type: none"> • New evaluators train and test • Districts/schools/co---ops training for teachers with TESS focus 											
	Step 2: August— October <ul style="list-style-type: none"> • The teacher’s <i>Professional Growth Plan (PGP)</i> guides work. • Artifacts and evidence are collected throughout the year. • The evaluator and teacher plan actions, professional learning, or changes in instructional practice for the year referring to the <i>PGP</i> • At least one informal observation based on PGP before a formal observation. 											
	Step 3: September – December <ul style="list-style-type: none"> • Evaluator conducts at least one formal observation (announced) containing a <i>pre---conference</i>, observation (note time required), and <i>post conference</i>. • Evaluator completes a <i>Formative Evaluation</i> for each teacher based on the <i>formal observation</i>. 											
	Step 4: November---April <ul style="list-style-type: none"> • Additional <i>informal observations</i> conducted based on the results of the formal observation’s findings in the <i>Formative Evaluation</i>. • Frequency of observations based on previous observations • An additional formal observation may be conducted if needed 											
	Step 5: December—January <ul style="list-style-type: none"> • Mid---year review of the <i>PGP</i> and informal observation(s) results with possible revisions 											
	Step 6: April—May <u>SUMMATIVE EVALUATION MEETING</u> <ul style="list-style-type: none"> • For early Basic or Unsatisfactory rating, <i>Pre---Summative Evaluation Questions</i> may help identify additional applicable information and artifacts • Evaluator and teacher conference to discuss all observation results and artifacts and discuss ratings on <i>Summative Evaluation Form (determined using Summative Scoring Guide)</i> • Evaluator makes the final summative rating decision. • Teacher collaborates on PGP for the next school year 											
INTERIM APPRAISAL: Track 2B: 2B1 and 2B2	Step 1: June-----August <ul style="list-style-type: none"> • New evaluators train and test • Districts/schools/co---ops training for teachers with TESS focus 											
	Step 2: September-----April <ul style="list-style-type: none"> • Multiple <i>informal observations</i> based on <i>PGP</i> components • Artifacts and evidence are collected throughout the year. • Areas of concern? Administrator may move a teacher to a summative evaluation track (2A) 											
	Step 3: December—January <ul style="list-style-type: none"> • Mid---year review of <i>PGP</i> with possible revisions 											
	Step 4: April--- May <ul style="list-style-type: none"> • End---of---Year conference held on PGP progress. Discuss PGP goals for upcoming year and plan for Professional Development related to goals. • During Interim Appraisal, a modified evaluation uses components of the Framework for Teaching relevant to the PGP. 											

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

AR-TESS Teacher Tracks



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 - *may be conducted*
- COLLABORATIVE PGP – review and/or revise
- SUMMATIVE EVALUATION MEETING - summative rating results over all components

2B3: INTERIM APPRAISAL

- INFORMAL OBSERVATIONS *may be conducted*
- COLLABORATIVE PGP – review and/or revise
- END OF YEAR REVIEW - professional practice rating

2B2: INTERIM APPRAISAL

- INFORMAL OBSERVATIONS *may be conducted*
- COLLABORATIVE PGP – review and/or revise
- END OF YEAR REVIEW - professional practice rating

2B1: INTERIM APPRAISAL

- INFORMAL OBSERVATIONS *may be conducted*
- 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).