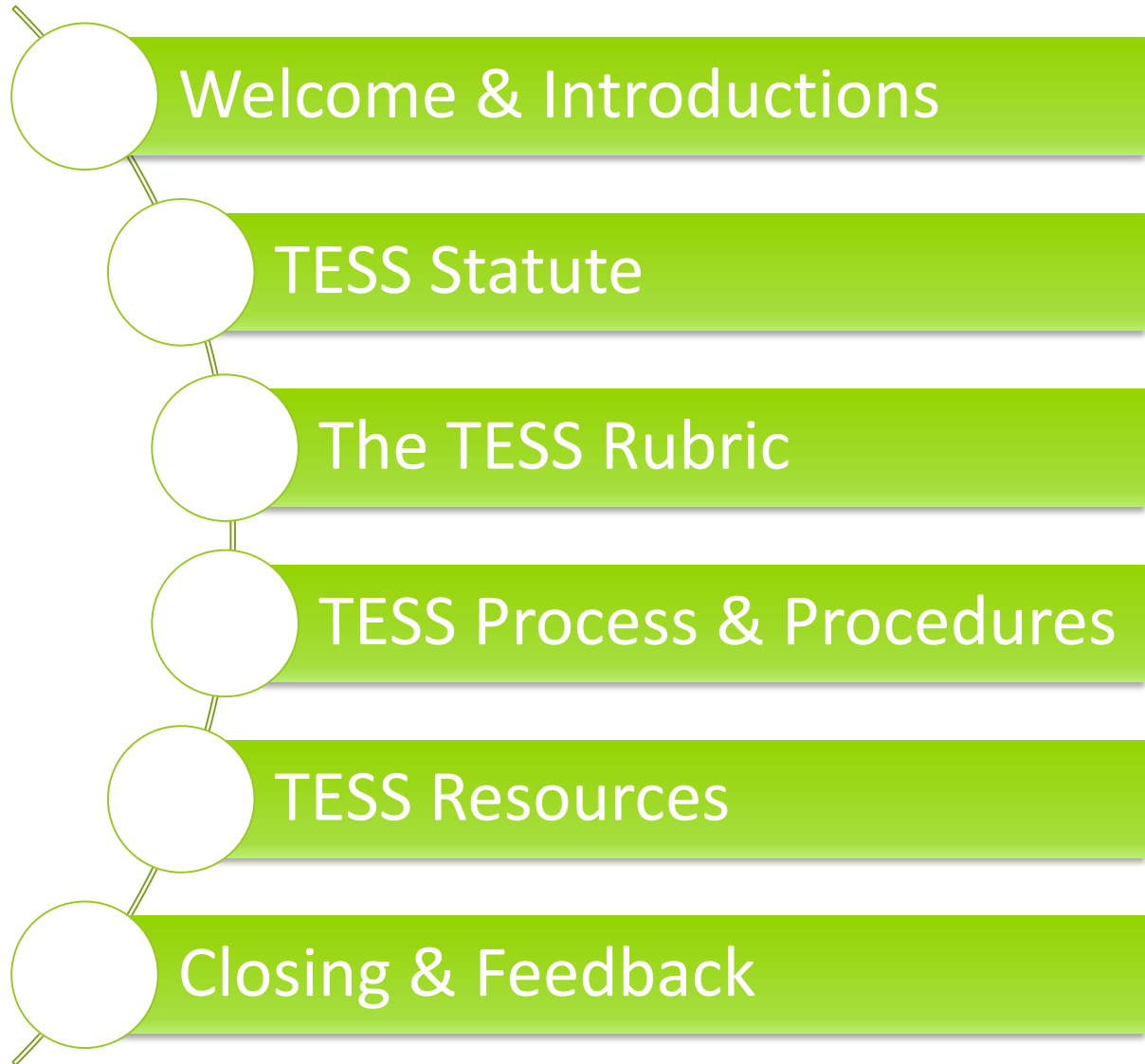


Arkansas Teacher Excellence & Support System (TESS) Law & Process for Teachers 2016



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

A G E N D A



Today's Learning Outcomes

- 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

ACA 66-17-1001 - 6-17-2008

Summative Tracks

Tracks 1, 2A, and 3

PGP



OBSERVATION



EVIDENCE



RATING



Required by Statute or Rules	District Options
<ul style="list-style-type: none"> • Use TESS Role-Specific framework and Rubric 	<p>Number of Goals and Components</p> <p>Additional Formal Observations Informal Observations may be conducted.</p>
<ul style="list-style-type: none"> • Develop PGP • One (1) Formal Observation <ul style="list-style-type: none"> -Announced -Pre-conference to discuss lesson plans and objectives -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.) -Post-conference for discussion and feedback -Ensure documented evidence of practice (BloomBoard) 	
<ul style="list-style-type: none"> • Collect Evidence <ul style="list-style-type: none"> -Observation documentation -Artifacts 	<p>Number of Artifacts</p>
<ul style="list-style-type: none"> • Provide a Performance Rating that is included in the Annual Overall Rating* (BloomBoard) <ul style="list-style-type: none"> -Rating for Each Domain -Summative Rating for All Domains <p style="font-size: x-small;">[*Annual Overall Rating will include Student Growth in the future subject to state and federal requirements.]</p>	

TESS

ACA §6-17-2801 - 6-17-2809

Non-Summative Tracks

Tracks 2B1, 2B2, and 2B3

Required by Statute or Rules		District Options
<ul style="list-style-type: none"> • Use TESS Role-Specific Framework and Rubric 		
<ul style="list-style-type: none"> • Develop PGP 		Number of Goals and Components
<ul style="list-style-type: none"> • Consider Appropriate Artifacts and Evidence 		Number of Artifacts
<ul style="list-style-type: none"> • Provide a Performance Rating that is included in the Annual Overall Rating*(BloomBoard) -Rating should be based on evidence collected for components aligned with PGP Goals 		
<ul style="list-style-type: none"> • Provide Ongoing Support <p>[*Annual Overall Rating will include Student Growth in the future subject to state and federal requirements.]</p>		Types of support

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.
<ul style="list-style-type: none"> • Teacher is Rated "Unsatisfactory" in any Domain • Evaluator Provides Written Notice <ul style="list-style-type: none"> -Placement -Time Period -Notify Superintendent • Develop Intensive Growth Plan <ul style="list-style-type: none"> -Clear Goals and Tasks -Related to Intensive Growth Plan -Evidence Based Research -If Goals are related to Student Growth, use Formative Assessment -Ensure Necessary Support • Documentation • Intensive Growth Plan Evaluation <ul style="list-style-type: none"> -Goals & Tasks Completed <ul style="list-style-type: none"> Written Notice Issued Removal From Intensive Support -Goals & Tasks Not Completed <ul style="list-style-type: none"> Time-line Extended Notify Superintendent <ul style="list-style-type: none"> Provide documentation to Superintendent • Superintendent Recommendation <ul style="list-style-type: none"> -Recommendation for Non-renewal of Contract Pursuant to the Arkansas Teacher Fair Dismissal Act Code [Ann. 6-17-1501 et seq.] 		<p>Teacher has "Basic" or "Unsatisfactory" rating in a majority of components in any one (1) domain</p> <p>Up to Two (2) Consecutive Semesters</p> <p>Use IGP posted on ADE website or the BloomBoard PGP Process Number of Goals and Tasks</p> <p>Types of Assessment</p> <p>Types of Support</p> <p>Two Additional Consecutive Semesters may be added if substantial progress is noted</p>	<p>Evaluation required ACA § 6-17-1504(a)</p> <p>Notice (aligned with ISS Plan) ACA § 6-17-1504(b)(1)</p> <p>Documentation of: <i>"the efforts that have been undertaken to assist the teacher to correct whatever appears to be the cause for potential termination or nonrenewal"</i> ACA § 6-17-1504(b)(2)</p> <p>Notice (aligned with ISS Plan) ACA § 6-17-1506(b)(2)</p>

ADE 04.16.15

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

TESS Teacher Requirements





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

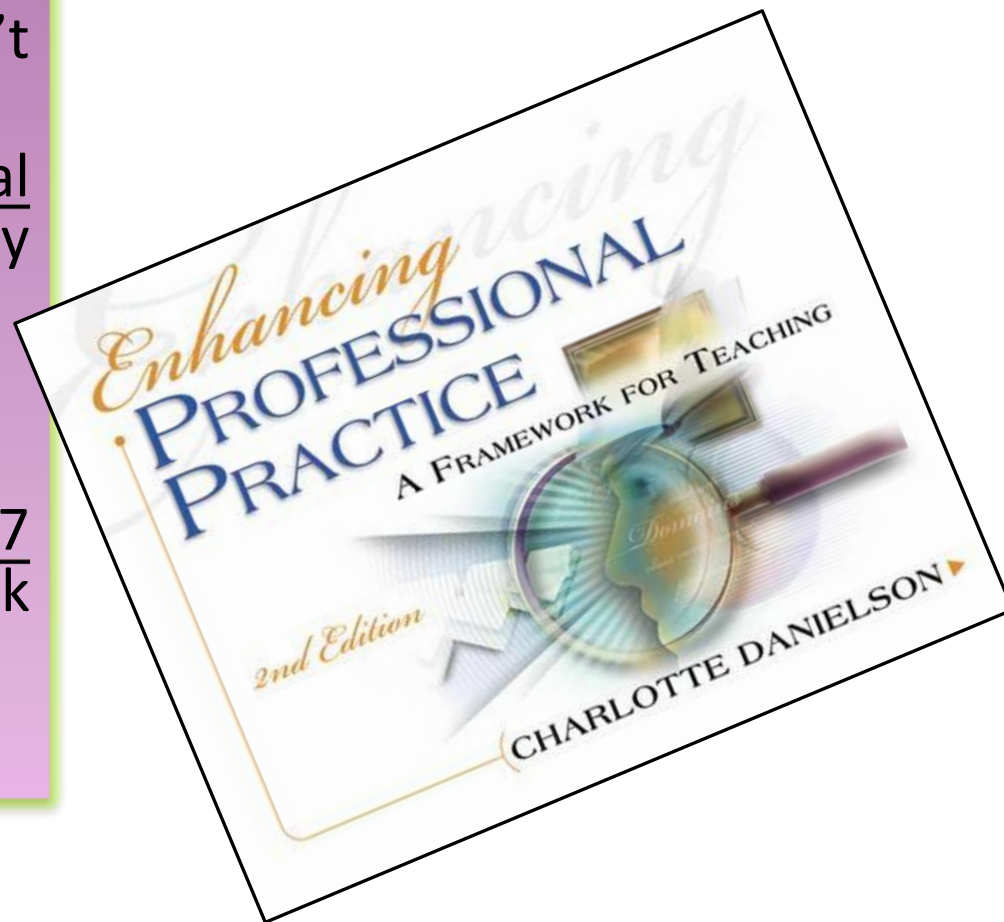
Teacher Practices –

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. 19

Framework for Teaching Design

4

Domain – a group of components

Component – a statement of effective teaching practice(s)

22

Element(s) – essential part of the component

76

Domain 1:

**PLANNING and
PREPARATION**

Domain 2:

**THE CLASSROOM
ENVIRONMENT**

**The
Framework
for Teaching**

Domain 4:

**PROFESSIONAL
RESPONSIBILITIES**

Domain 3:

INSTRUCTION

Domain 1: Planning & Preparation

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessments

Domain 2: Environment

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

2d: Managing Student Behavior

2e: Organizing Physical Space

Domain 3: Instruction

3a: Communicating with Students

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

4a: Reflecting on Teaching

4b: Maintaining Accurate Records

4c: Communicating with Families

**4d: Participating in a Professional
Community**

4e: Growing and Developing Professionally

4f: Showing Professionalism

T H E M E S

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

Levels of Performance

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

The TESS Rubric

Best Practice

FORMULA

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.

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 - 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

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.

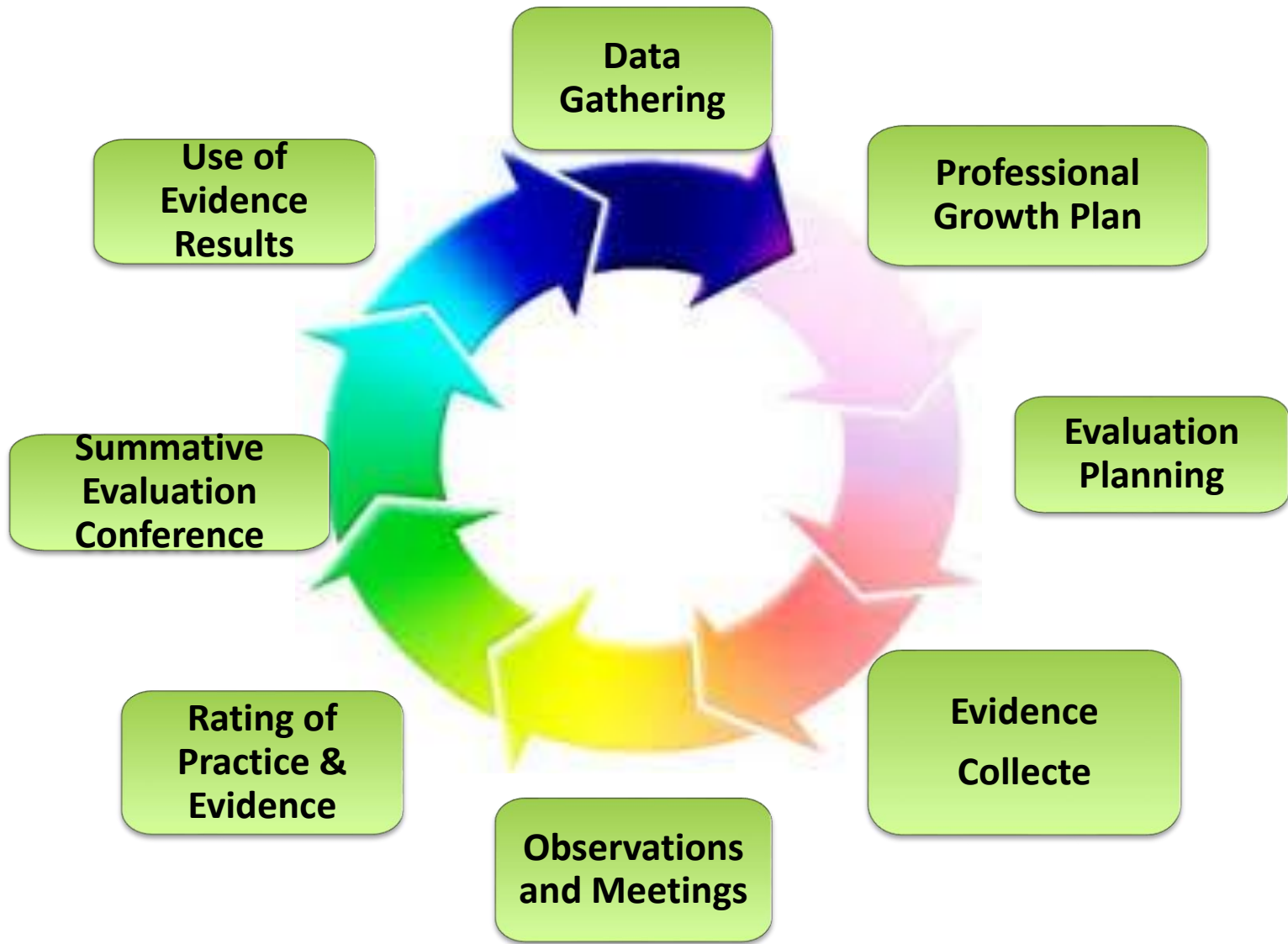
- ✓ Placement is evidence-based.
- ✓ Teachers may have received 'Basic' and 'Unsatisfactory' in the majority of components of a domain.



- ✓ 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.



TESS Process



BloomBoard

TESS PROFESSIONAL GROWTH PLAN



PPG

- ❑ A major component of TESS
- ❑ Identifies professional learning outcomes to advance the teacher's professional skills
- ❑ Clearly links professional development activities and the teacher's individual professional learning needs identified through the evaluation process
- ❑ Plan requires at least $\frac{1}{2}$ of the professional development hours required by law or rule are related to one or more of the following:
 - Teacher's content area
 - Instructional strategies applicable to the teacher's content area
 - The teacher's identified needs

- Demographic
- Program
- Achievement
- Perceptual

DATA TO
DRIVE
AND
SHOW
IMPROVEMENT



BloomBoard - TeacherDash x

https://apps.bloomboard.com/teacherDashboard/portfolio/435307

AR Educator Rubric
Currently viewing evidence & ratings from 3 activities and 0 snapshots by 1 observer [Change](#) [Create Snapshot](#)

You've created 1 aggregate rating

Unsatisfactory Basic Proficient Distinguished

Arkansas Educator Rubric

Domain 1 - Planning and Preparation

1a - Demonstrating Knowledge of Content and Pedagogy

UNSATISFACTORY
The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.

BASIC
The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.

PROFICIENT ✓
The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.

DISTINGUISHED
The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.

Select

1b - Demonstrating Knowledge of Students

9:37 AM
4/29/2015

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.

Goal Planning

Professional Goals

Areas Of Strength:

communication with families
sense of humor
knowing content

Areas For Growth:

creating and maintaining 2b a culture of learning and 2c
managing my classroom procedures I must learn more
about creating a disciplined classroom environment
rather than a chaotic environment. I need to learn
about rules and how to use them in

Your Current Goals

Goal #1

PGP: Have an appropriate



Goal #2

PGP: Work w others to



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

Home Activities End of Year Evaluation LEARNING RECOMMENDATIONS

Welcome, Becky!
Teacher at ADE Training
[Visit My E-Portfolio](#)

BloomList - To Do Items

Your BloomList is a place to keep track of your to do list.

[Create My Own BloomList Item](#)

[See all BloomList items](#)

Current Activities

You don't have any current activities.

You will see information here about timing and next steps once your coach schedules a new observation.

[See All Activities](#)

End of Year Evaluation

Once everything is ready, this is where you'll see information about your end of year evaluation.

[View archived](#)

Goal #1

PGP: Have an appropriate culture of learning in classroom with disciplined not chaotic environment.

21
22
23
24
25

Goal #2

PGP: Work w others to improve Gs literacy skills for PARCC through problem-solving using data

1b
1c
1d
1e

Ready to plan your goals?

Data services provided by BloomBoard © 2015 | [Privacy Policy](#) | [Terms of Use](#)

2. PGP GOALS are written on Homepage sticky notes.

Goal #1

PGP: Have an appropriate culture of learning in classroom with disciplined not chaotic environment.

- 2b
- 2c
- 2e
- 3e

Added on Sep 26, 2014

Which indicators does this goal align with?

- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2e Organizing Physical Space
- 3e Demonstrating Flexibility and Responsiveness

+ Align this goal with indicators

✓ TESS - What specifics will help you know you've reached your goal?

My students will be engaged because of the culture of learning

✓ TESS - What data will you use to measure progress?

Narrative documentation of what my students do to get ready to learn and what they do during learning.

✓ TESS - What types of resources and supports do you need to complete this goal?

I need training and I need materials for organizing my classroom procedures

✓ TESS - How is this goal relevant to you and your students?

I know my students aren't engaged like they should be. . . I know we are not organized

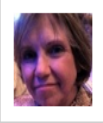
✓ TESS - When will you collect data? By when will you complete this goal?

I will have my own notes and picturea and my observer's notes from observations. I will do a check on this goal in a month - I hope to complet it in a 2 or 3 months.

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

ADE Training | 2014-2015 Educator Evaluation System Help | learner: Becky Gibson ▾

[Home](#) [Activities](#) [End of Year Evaluation](#) LEARNING RECOMMENDATIONS




Welcome, Becky!

Teacher at ADE Training

[Visit My E-Portfolio](#)

BloomList - To Do Items

Your BloomList is a place to keep track of your to do list.

 [Create My Own BloomList Item](#)

[See all BloomList Items](#)

Current Activities

You don't have any current activities.

You will see information here about timing and next steps once your coach schedules a new observation.

[See All Activities](#)

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

TESS OBSERVATIONS



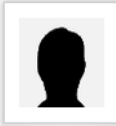
BloomBoard - TeacherDas... x +

https://apps.bloomboard.com/TeacherDashboard/index/439162

Most Visited Getting Started Suggested Sites Web Slice Gallery

ADE Training | 2014-2015 Educator Evaluation System Help | observer: Becky Gibson

Observations & Meetings **LEARNING RECOMMENDATIONS**

 **Teacher B**
Teacher at ADE Training , Grade 5th
[Visit Teacher's Portfolio](#)

BloomList - To Do Items

No BloomList items yet

Current Observations

- [End of Year Review \(2B1 & 2B2\) Jan 2015](#)
Jan 21
- [Formal Observation - Educator Jan 2015](#)
Jan 9 - 13
- [Formal Observation - Educator Nov 2014](#)
Nov 7 - 11
- [Informal Observation Sep 2014](#)
Sep 26

[See All Observations & Meetings](#)

Windows taskbar: 1:31 PM 2/19/2015

1. Open scheduled meeting on Homepage.

The screenshot shows the BloomBoard Teacher Dashboard interface. At the top, there is a navigation bar with tabs for 'Most Visited', 'Getting Started', 'Suggested Sites', and 'Web Slice Gallery'. Below this, a list of activities is displayed, including 'End of Year Review (2B1 & 2B2) Jan 2015', 'Informal Observation Jan 2015', and 'PGP Meeting (optional for fall 2014) Feb 2015'. A large green arrow points from the 'Self-evaluation' activity to a table below.

Activities	Required by	Status
Self-evaluation	TB	
Goal(s)	TB BG	
PGP Meeting (optional for fall 2014) Friday February 20 9:00 AM	BG	

Who can see this observation?

Data services provided by BloomBoard © 2015 | Privacy Policy | Terms of Use

1:34 PM
2/19/2015

2. Complete required activities for the Observation event.

PREPARING TO BE OBSERVED



What does an observation look and feel like?

TESS EVIDENCE AND ARTIFACTS



- Observation notes
- Meeting notes
- Artifacts

TESS: EVIDENCE CENTERED DESIGN



"Transmission" → Period 4 and 5 (40 min)
Math Intervention: Ms. Moon

10:20 Do Now on the board
 "Give me 100 pennies, please!"
 "I love this room!" (see "mountain" paper)

10:21 Students are asked to share
 Encourages effort
 "I look at eyes on the board"

10:31 Review Do Now answers on board
 Catch a student who is
 "Share 6"

10:35 Over 70% correct as students complete
 A shared procedure
 Gives a warm hand (to warm up)

10:37 Students read papers
 Encourages effort as they write quickly
 "I'm talking with mine" (seeing
 Students share very similar work practices
 (i.e. sharing the same paper)

10:45 Students are given a task
 Students are to do the task
 She immediately has to push them
 After reading

10:45 "Class" → I love that she uses
 the opposite to "dip" when
 Reinforces attention
 Reviews yesterday's lesson
 Students share out answers
 I bidly asks a student to step outside
 (to work about behavior)

10:55 Circulate - to check for understanding
 clear in own and individual who are
 either off task or who have
 questions/problems with material

11:02 Mr. Nally 238 comes in to help out
 (10 min in on where students are
 and what they)

11:14 Still circulating as students continue
 working independently; some work
 in pairs

11:35 Student with his hand raised and says
 she needs everything eyes
 (possibly) Teach like a champion
 Capital that she is helping work together
 Talks her of this lesson

11:52 Students break off again into independent
 work (or draw/purpose work)

11:48 Has a student who has completed his work
 to help a student who has not

***About the Room**

"I am the student of the day
 I am the student of my day"

N. B. says "A student
 who has the habit of working hard"
 - 100% completed

10:30 Diff with equations, problem
 (explained) groups, which are
 very difficult and sometimes
 if student gets stuck they get up in
 a pensive place

On the Board
 Out of context: "What's the
 objective?"

Objective → Strategy
 Do Now
 ES
 Strategic
 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.



Informal Observation
between Teacher B and Becky Gibson

Steps ▾ Collected Evidence Ratings Summary ⚙

Informal Observation

Autosaved a few seconds ago

Evidence is not shared as you tag it. [Share evidence](#)

Arkansas:
Educator Rubric

- Domain 1 - Planning and 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 - The Classroom 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

Add a comment

Save Cancel

your notes will make them visible to Teacher B.

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

ADE Training | 2014-2015 Educator Evaluation System Help | learner: Becky Gibson

Home Activities End of Year Evaluation LEARNING RECOMMENDATIONS

Becky Gibson's

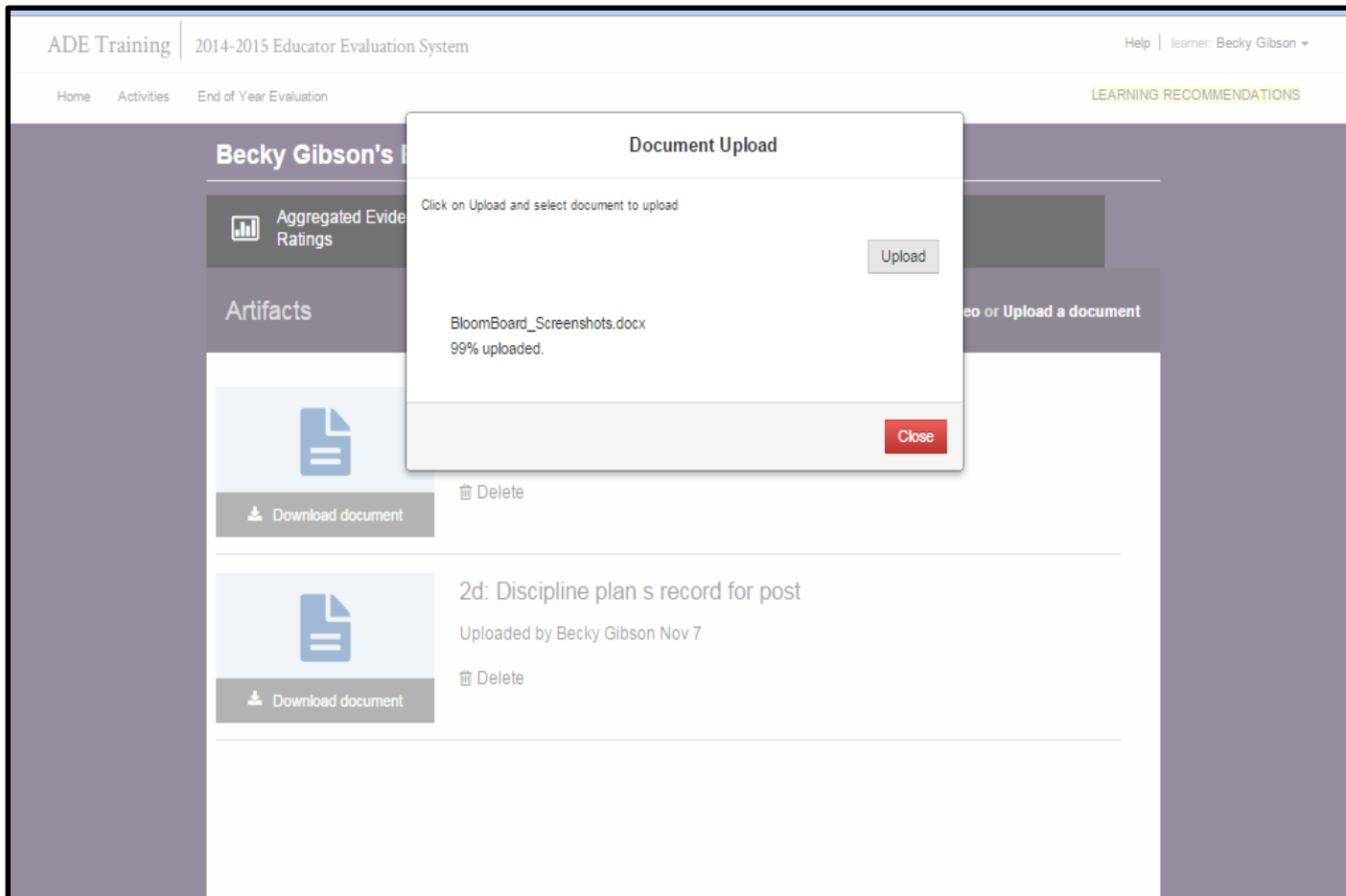
Aggregated Evidence Ratings

Artifacts

Upload or Upload a document

BloomBoard_Screenshots.docx
99% uploaded.

2d: Discipline plan s record for post
Uploaded by Becky Gibson Nov 7



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

Student
Growth

Overall
Summative
Rating

```
graph TD; A[Performance Rating:  
Observations;  
Artifacts/Evidence;  
Professional Growth  
Plan] --> C((Overall  
Summative  
Rating)); B[Student  
Growth] --> C;
```

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

Sandra.Hurst@Arkansas.gov

Becky Gibson, Teacher and Leader Support Advisor

Becky.Gibson@Arkansas.gov

Maureen Harness, Teacher and Leader Support Advisor

Maureen.Harness@Arkansas.gov

Renee Nelson, Teacher and Leader Support Advisor

Renee.Nelson@Arkansas.gov

Diann Gathright, State Trainer

Diann_Gathright@yahoo.com

Jim Johnson, State Trainer

Jim.Johnson629@yahoo.com

