

Arkansas Teacher Excellence Support System

Timelines by Track

Track 1: Novice/Probationary Track Timeline

A first year teacher is considered both a novice and probationary teacher.

“Novice teacher” is a teacher having less than one year of public school teaching experience.

“Probationary teacher” is 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 Arkansas for three (3) years completes the probationary period.

An employing school district may, by a majority vote of its directors, provide one (1) additional year of probationary status—District policy is required to place all new employees incoming to the district from another district on a one-year probationary status.

Step 1: June--August

- New administrators attend ADE training.
- Evaluators successfully complete Teachscape modules and test.
- Districts/schools/co-ops provide comprehensive TESS training for new teachers.

Step 2: August—October

- First year teachers complete the Self-Assessment Form to assist in the development of the Professional Growth Plan, (PGP).
- First year teachers develop a PGP based on the framework, in collaboration with the evaluator, personal identification of needs from the self-assessment, and building priorities.
- The PGP is an individual plan for growth. The novice teacher’s mentor provides support to the novice based on the PGP’s areas of focus and each of the 22 components in the framework.
- It is recommended the administrator completes at least two informal observations (may be unannounced), based on the identified components of the PGP, with feedback, before completing a formal observation for each novice teacher.
- Using a teacher’s PGP, the evaluator and teacher plan actions, professional learning, or changes in instructional practice for the year.

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Track 1--Novice/Probationary Track Timeline – (continued)

Step 3: September – December

- Certified evaluators should conduct at least one formal observation (announced) containing a pre-conference, observation (at least 75% of the class period or 45 minutes if block schedule), and post conference. Pre-observation and Post Observation questions may be used for this process.
- Administrator completes a Formative Evaluation for each teacher based on the results of formal observation.

Step 4: November-April

- Additional informal observations with feedback should be conducted based on the results of the formal observation and/or from the PGP's identified components. Frequency of the observations should be dependent upon the teacher's performance from formal and informal observations.
- An additional formal observation may be conducted if the evaluator feels it is needed.

Step 5: December--January

- A mid-year review of the PGP with the teacher might include discussion related to informal observation(s) results. Possible revisions might result.

Step 6: April--May

SUMMATIVE EVALUATION MEETING

- If a teacher has received Basic or Unsatisfactory ratings early in the year; but improvements are demonstrated, the evaluator may opt to utilize Pre-Summative Evaluation Questions to determine whether all information and artifacts are submitted prior to completing the Summative Evaluation.
- A conference is conducted between evaluator and teacher to discuss performance on all 22 components obtained from informal and formal observations throughout the year, progress on the PGP, relevant artifacts, and input from the teacher.
- Evaluator makes the final summative rating decision.
- Teacher develops or continues a PGP in cooperation with the evaluator for the next school year.

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Track 1--Novice/Probationary Track Timeline – (continued)

- If a teacher has an Unsatisfactory rating on any domain, the teacher shall be placed in the Intensive Support Status (Track 3)*. The teacher and evaluator develop an Intensive Growth Plan (IGP) by reviewing relevant data to determine goals for a research-based plan of improvement. If poor student performance is the basis for the teacher's status, student performance data is utilized to develop the plan. A teacher may be placed in the Intensive Support Status (Track 3) with ratings of Basic or Unsatisfactory on a majority of the components. The same process for IGP development should be followed. Teacher should receive notice in writing when he/she is placed in Intensive Support Status (Track 3).

*A teacher may be placed into the Intensive Support Status at any time during the academic year. If placement in the Intensive Support Status does not happen at the summative evaluation at the end of the academic year, the teacher should immediately be evaluated based on procedures in Track 3.