

Track 1

*Probationary/ Novice

Year 3
Summative Evaluation on all components; formative observations can focus on targeted growth areas, PGP reviewed following first formative evaluation and revised if necessary. PGP revised at end of year.

Year 2
Summative Evaluation on all components; formative observations can focus on targeted growth areas, PGP reviewed following first formative evaluation and revised if necessary. PGP revised at end of year.

Year 1
Summative Evaluation on all components; formative observations can focus on targeted growth areas, PGP developed following first formative evaluation. PGP revised at end of year.

AR-TESS Teacher Tracks

Track 3 Intensive Support Status

Summative Evaluation on all components.
Intensive Professional Learning Plan
Multiple formal and informal observations
Multiple conferences between teacher/evaluator
May remain in Track 3 for 2 semesters. 2 additional semesters may be added if improvement is observed.

Track 2

Interim Teacher Appraisal Process

2A: Summative Evaluation
Summative evaluation on all components once every three years; formative observations can focus on targeted growth areas. PGP is used throughout the year. PGP may be revised after formative evaluation.

2B: Interim Appraisal Process

2B2: Observations focus on targeted areas of PGP.
A modified evaluation is based on specific components of the rubric included in the PGP over the two year cycle.

2B1: Observations focus on targeted areas of PGP.
A modified evaluation is based on specific components of the rubric included in the PGP over the year.

*A first year teacher will be considered both a novice and probationary teacher.

*"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 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.

TESS does not conflict, nor is it meant to replace the Arkansas Teacher Fair Dismissal Act (ATFDA).

AR Teacher Excellence Support System (TESS)
AR TESS Pre-Conference Questions
Formal Observation - Track 1, Track 2A, or Track 3

Teacher's Name	Grade/Subject	TESS Track
Evaluator	Pre-Conference	Date of Observation

1. (1a) How do the lesson concepts fit within the scope of the discipline?

2. (1b) How do you become familiar with the diversity (culture, learning styles, interest, special needs, etc.) of students in your class?

How do you use knowledge of the diversity in your classroom in planning instruction for students to be successful in reaching the learning goal(s) of the lesson?

3. (1c) How does your lesson objective connect to prior lessons and future learning expectations?

4. (1c) What do you want students to know and be able to do as a result of this lesson?

5. (1d) What resources will you utilize to enhance this lesson?

How will these instructional resources help you achieve the learning goals for the lesson?

Formal Observation - Track 1, Track 2A, or Track 3

6. (1e) Describe the structure of your lesson. How do you use the materials, methods, and activities to differentiate instruction for students to achieve the learning outcomes?

How will you actively engage ALL students in the learning process?

Describe and explain the various groupings of students throughout the lesson.

7. (1f) What methods of assessment (formative/summative) will you use to determine whether ALL students have mastered the learning goals?

How will you use assessment data to plan for future instruction?

8. Is there anything else I need to know about the lesson?



ARKANSAS TEACHER EXCELLENCE AND SUPPORT SYSTEM (TESS)
OBSERVATION EVIDENCE COLLECTION FORM (Optional)

Teacher _____ Grade/Subject _____ Date _____

Evaluator _____ Formal/Informal _____ TESS Track _____

Domain 2: The Classroom Environment	Domain 3: Instruction
2a. <u>Respect and Rapport</u>	3a. <u>Communicate with Students</u>
2b. <u>Culture for Learning</u>	3b. <u>Questioning and Discussion Techniques</u>
2c. <u>Classroom Procedures</u>	3c. <u>Engaging Students</u>
2d. <u>Student Behavior</u>	3d. <u>Using Assessment</u>
2e. <u>Organize Physical Space</u>	3e. <u>Flexibility and Responsiveness</u>

Domain 1: Planning and Preparation	Domain 4: Professional Responsibilities
1a. <u>Demonstrating Knowledge of Pedagogy</u>	4a. <u>Reflecting on Teaching</u>
1b. <u>Demonstrating Knowledge of Students</u>	4b. <u>Maintaining Accurate Records</u>
1c. <u>Setting Instructional Outcomes</u>	4c. <u>Communicating with Families</u>
1d. <u>Demonstrating Knowledge of Resources</u>	4d. <u>Participating in a Professional Community</u>
1e. <u>Designing Coherent Instruction</u>	4e. <u>Growing and Developing Professionally</u>
1f. <u>Designing Student Assessments</u>	4f. <u>Showing Professionalism</u>

Post Conference Questions

Formal Observation – Track 1, Track 2A, or Track 3

Teacher's Name	Grade/Subject	TESS Track
Evaluator	Pre-Conference	Date of Observation

1. How would you describe today's lesson?
2. (4a) What evidence is there that students did or did not learn the goals of the lesson?
3. (4a) What do samples of student work show about students levels of engagement and understanding during the lesson?
4. (4a) If you had the opportunity to work with the same students on this lesson again, what would you do the same? What would you do differently?
5. (4b) Please share your system for recording student assessment results.
6. (4b) Describe the system you have established to maintain your records of formative and summative assessments.

Post Conference Questions

Formal Observation – Track 1, Track 2A, or Track 3

7. (4b/4c) How do you provide feedback on assessments for students and/or families? Share your record system to support that feedback?
8. (4b) What role do your students have in maintaining their own records of learning? How do your students determine their learning status from records and communicate this to their families?
9. (4c) How do you communicate with parents/guardians? How do they respond to your communications?
10. (4c) How do you address the concerns of parent/guardians during the school year?
11. (4c) Please describe the roles that families have in your classroom? What methods do you use to encourage family involvement?

Post Conference Questions

Formal Observation – Track 1, Track 2A, or Track 3

- 12.(4c) How do your students participate in conversations with their families and with you, i.e., student led conferences, etc.?
- 13.(4d) How have you worked with colleagues on learning activities this year? Please describe some successes and areas for improvement for that collaboration.
- 14.(4d) What influence has your professional learning experience had on your instruction this year? Describe some specific examples of change resulting from professional learning?

AR Teacher Excellence Support System (TESS) Pre-Summative Evaluation Questions (Optional)

Teacher's Name	Grade/Subject	TESS Track
Evaluator	Pre-Conference	Date of Observation

- 1. Are there other artifacts reflecting your growth during the school year to submit prior to the final conference?**
- 2. What examples of growth in identified components do I need to highlight from earlier in the year until now?**
- 3. What changes, from professional learning attended, have enhanced your achievement in your growth areas this year?**