

TESS and LEADS Update June 2015



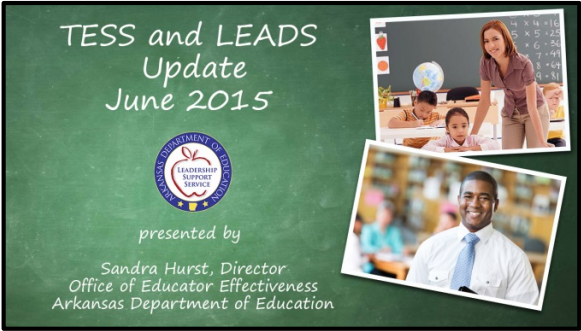
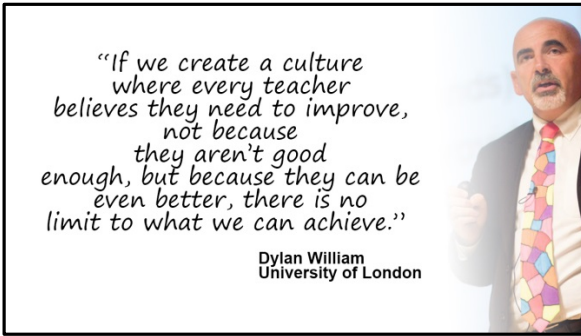
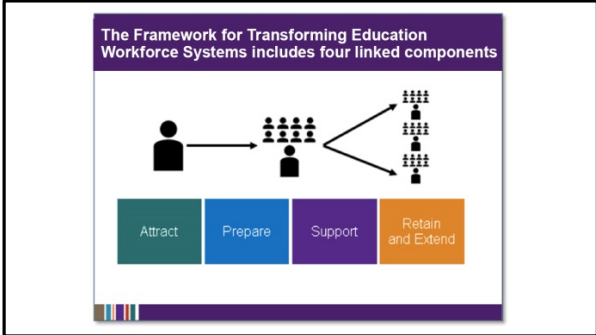
presented by

*Sandra Hurst, Director
Office of Educator Effectiveness
Arkansas Department of Education*



Viewing Guide

Information to facilitate understanding and application to
Arkansas Educator Professional Practice.

Slide	Script	Facilitator Guide
	<p>Welcome to the TESS & LEADS Updates prepared for you by the Office of Educator Effectiveness. These updates are available for educators as they prepare for the upcoming school year. We will be sharing changes to TESS & LEADS as a result of Act 1091 passed during the 2015 regular session of the Arkansas Legislature. In addition, we are glad to present you with the resources available, and will continue to provide information on our activities for informing our future work in the Teacher Excellence and Support System and the Leader Excellence and Development System.</p>	
 <p style="text-align: right;">Dylan William University of London</p>	<p>Dylan William from the University of London said, “If we create a culture where every teacher believes they need to improve, not because they aren’t good enough, but because they can be even better, there is no limit to what we can achieve.”</p> <p>The Arkansas Department of Education through the Office of Educator Effectiveness continues to support the efforts of school districts to ensure that every student has access to an effective educator who is influenced by a growth mindset.</p>	<p>Questions for a group discussion or activity:</p> <ol style="list-style-type: none"> 1. “What is our school culture?” 2. “What positives do we see in our work as a result of this?” 3. “How could we work to improve it?”
	<p>In an effort to attract and prepare the best potential candidates into the profession, the Office of Educator Effectiveness and the Professional Licensure Units work systematically to promote multiple pathways to initial certification and licensure. We work continuously to ensure that we meet the needs of our districts across the state to fill critical shortage areas while at the same time elevating the status of the profession. We are committed to supporting and retaining our present educators through our Induction and Mentoring Programs. Because educators never stop learning and improving, our state uses the Teacher Excellence and Support System and the Leader Excellence and Development System, known as TESS and LEADS, to evaluate and provide ongoing professional learning and career advancement.</p>	



Transforming Arkansas Education Workforce Systems

- Attract the right people to the right positions
- Prepare educators to be "learner ready" on Day 1
- Support educator's growth and provide opportunities to develop them as leaders
- Retain the most effective teachers

We have adopted the model introduced in the most recent National Conference on Educator Effectiveness. We target these outcomes through current workflows. As we have worked together, we have become aware of the connections of what we do. From Teacher Recruitment to Supporting Leadership Development - our focus is working to support success which reaches every student in Arkansas classrooms.

How do TESS and LEADS support this Framework?

- ◆ Examine data to determine the intentional practices of highly effective educators
- ◆ Focus on ways to know if professional learning is beneficial
- ◆ Support informal formats for teachers to become leaders
- ◆ Empower teachers to drive their own growth
- ◆ Create more possibilities for collaboration beyond PLCs and lesson planning



Using an evidence-centered design, all stakeholders in the process of improving instructional implementation may see the results of targeted training and improved instructional implementation leading to student learning and growth. The connection between an evaluation system and an educator's professional development cannot be denied. Learning for improvement will only be seen if feedback from observations and artifacts are accurate and in correct context. If the purpose for educator learning is unclear, time is wasted for educators and those they impact in our schools. The responsibility for student growth means school systems must provide information for properly targeted professional development. Using TESS & LEADS with fidelity will facilitate this process.

Questions for a group discussion or activity:

1. "Do we use these concepts to improve our student growth?"
2. "Have we connected targeting professional growth to our areas for improvement?"
3. "What about teacher leadership as we work together?"
4. "What would empower us to improve, as we know we should?"



Act 1091 of 2015

Professional Learning Plan
The overall school district plan

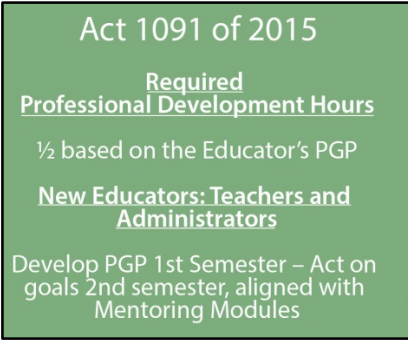

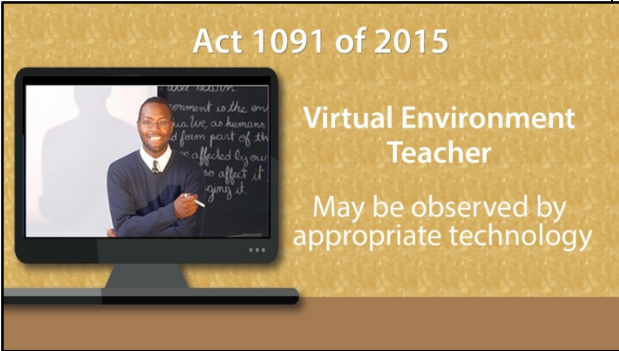
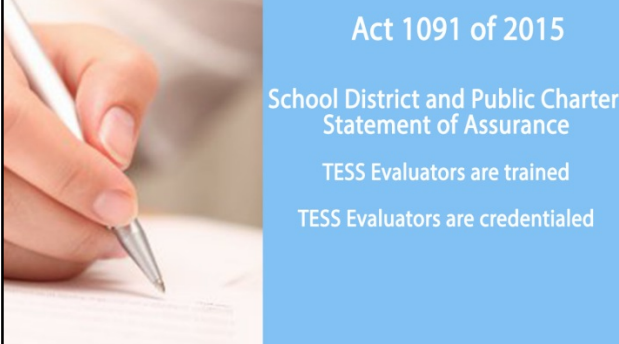
And


Professional Growth Plan
An individual educator's plan under TESS or LEADS



Act 1091 of 2015 was passed to update TESS & LEADS Statute. Language of the statute was clarified - References to "*professional learning plan*" are changed to "*professional growth plan*" because a Professional Learning Plan is the overall school district learning plan and a Professional Growth Plan is created to address the work of an individual educator. Not only is the Professional Growth Plan a familiar term for Arkansas Educators, but it is truly a process in action. Educators all across the state have been working together with their evaluators to set professional growth goals aligned to their evaluation ratings and data from student assessments. Professional Growth Plans are developed to identify and build on an educator's strengths and areas for improvement.

Note:

Explain how you will use the PLP and the PGP in your school or district, so that educators understand the difference.

 	<p>One half (½) of the required hours should be based on the educator’s PGP - One suggestion to meet this requirement is to have educator’s work in BloomBoard to create PGP goals, answer Details of the goals and list Professional Development in the BloomList on the Learner’s home page. Something that will be different this year is that New teachers and administrators should develop and refine their PGP during the 1st semester after time has been given to self-assess and receive feedback from their evaluator’s observations before targeting specific areas; PGP goals will then be enacted during the 2nd semester. Novice Teachers and Beginning Administrators may access mentoring modules through MOODLE to facilitate this process.</p>	<p>Note:</p> <p>Emphasize the importance of the PGP and its relationship to the educator’s professional development. Explain why the PGP timeline looks different for new educators. Check for understanding if you will work with beginning administrators or novice teachers.</p>
	<p>Act 1091 allows a teacher in a virtual environment to be observed by the technology appropriate to the virtual environment These teachers were previously required to use a 360 camera. Changes in digital learning laws and educational environments led to this change. Observers can now find the appropriate technology by asking, “Does the technology provide a fair and accurate depiction of teaching?”</p>	<p>Note:</p> <p>If you have educators working in a virtual environment, this would be the time to inform them of the technology you will be using to evaluate them with.</p>
	<p>Also, for 2015-2016, Superintendents must assure to the Department that evaluators are trained and have passed the credentialing exam required under TESS. It is the District’s responsibility to ensure that this requirement is met. All evaluators who conduct summative evaluations of teachers must be credentialed (ADE currently uses Teachscape Proficiency Assessment for this purpose). ADE provides accounts to newly hired administrators or administrators in new roles who have never had an account. Higher Education Prep programs are planning to embed this training and assessment into leadership preparation programs for future candidates.</p>	<p>Note:</p> <p>This will be included on the statement of assurance submitted by superintendents to the ADE Office of Standards and Assurances each school year.</p>

<p>Credentials are required. . .</p> <ul style="list-style-type: none"> • Ensure that evaluators are prepared to apply fair and accurate ratings for teachers • Ensure that evaluators understand the process and applicable laws • Ensure that teachers understand the framework for teaching and components of effective practice • Ensure that teachers and administrators understand the system by which they will be evaluated 	<p>TESS evaluators must successfully complete module training and the Proficiency Assessment in Teachscape Focus for Observers. New administrators will be given an account in Teachscape to complete this process. New teachers to the profession and their mentors will be provided with a Focus for Teachers account after being paired through MOODLE. Districts may contact their local coops to get find out more about getting access to accounts for teachers who are new to the state or have been out of the profession within the last two years. In the future, new teachers and administrators coming out of an Institute of higher education in Arkansas will already be trained in the TESS and LEADS process. This information is posted on the ADE website at arkansased.gov on the TESS for Administrators: Law & Process Training page.</p>	
 <p>Act 1091 of 2015 (cont'd)</p> <p>Summative Evaluations Now required every 4 years</p> <p>Informal Observations Now permissive in Summative Year</p>	<p>Act 1091 Amends the number of years for required summative evaluations in track 2A from every 3 to every 4 years. Novice/Probationary and Intensive Support Tracks still require a yearly Summative Evaluation. Summative evaluations must be conducted at least once every 4 years; however, districts may conduct a summative evaluation more often. Previously an informal observation was required, but Act 1091 reduces the obligation for informal observations during a summative evaluation year and makes them permissive.</p>	<p>Note: Explain to educators that there has been a change in the number of years for a summative evaluation for teachers and administrators; therefore they may be moving to a different track than what they were expecting. Evaluators will have to take in consideration what their existing track plans look like and readjust accordingly to ensure that this process is fair and consistent with the law.</p>
<p>Act 1091 of 2015 (cont'd)</p> <ul style="list-style-type: none"> • Repeals the use of external assessments in teacher evaluations as originally set out in the law; Replaces the old language with the method for assigning an annual overall rating that includes student growth as determined by the SBE (aligns with ESEA requirements but leaves flexibility for state to make changes within rules and regs) <ul style="list-style-type: none"> - Annual Overall Rating - During Summative Years, all components are rated - During Interim Appraisal - Student Growth 	<p>Also, Act 1091 repeals the use of external assessments in teacher evaluations as originally set out in the law; It replaces the old language with the method for assigning an annual overall rating that includes student growth as determined by the State Board of Education (This aligns with ESEA requirements but leaves flexibility for the state to make changes within rules and regulations.) An educator's Annual Overall Rating will be Based on Professional Practice and Student Growth. This Rating will be entered into BloomBoard. During the Summative Years, all components are rated, and each domain scored for a domain rating with an Overall Rating based on an average of domain ratings. During Interim Appraisal years, the Evaluation is "lesser</p>	<p>Note: Pause here and emphasize that evaluators will not be using state assessments and SOAR Scores in educator evaluation ratings in 2015-2016. Clarify that educators understand the difference rating calculations for a Summative Year and an Interim Year. Remind them that the ADE is researching other measures for student growth determinations.</p>

	<p>in scope” and the rating is based on components that align to the PGP based on Teacher Informal observations, and administrator formative evaluations and feedback.</p> <p>Student Growth will not be a part of an educator’s final rating in 2015-2016 the ADE, in its renewal request, has asked for an extension in including student growth as a part of the rating until the 2017-2018 school year. While state assessments will be used as a measure of student growth, the ADE is researching other measures to be included for student growth determinations.</p>					
 <p>New TESS & LEADS Rules</p> <ul style="list-style-type: none"> ■ Rules with comments based on changes from Act 1091 are available on the ADE website ■ Legislation goes into effect on July 22, 2015 	<p>Following the update of the Teacher Excellence and Support System Statute, rules will be updated and posted on the ADE website. Updates that have been shared will go into effect July 22, 2015.</p>					
<p>Training Requirements for Currently Employed Administrators and Teachers</p> <table border="1" data-bbox="75 911 499 1105"> <thead> <tr> <th data-bbox="75 911 289 935">Administrators</th> <th data-bbox="289 911 499 935">Teachers</th> </tr> </thead> <tbody> <tr> <td data-bbox="75 935 289 1105"> <ul style="list-style-type: none"> • Law and Process Update <ul style="list-style-type: none"> – ADE Website: Approximately one hour – Should be reviewed prior to the start of the 2015-16 SY </td> <td data-bbox="289 935 499 1105"> <ul style="list-style-type: none"> • Law and Process Update <ul style="list-style-type: none"> – ADE Website: Approximately one hour – Should be reviewed prior to the start of the 2015-16 SY </td> </tr> </tbody> </table> 	Administrators	Teachers	<ul style="list-style-type: none"> • Law and Process Update <ul style="list-style-type: none"> – ADE Website: Approximately one hour – Should be reviewed prior to the start of the 2015-16 SY 	<ul style="list-style-type: none"> • Law and Process Update <ul style="list-style-type: none"> – ADE Website: Approximately one hour – Should be reviewed prior to the start of the 2015-16 SY 	<p>Currently employed administrators and teachers must review this presentation of TESS & LEADS Law and Process updates which will be posted on the ADE Website. It will be found on both TESS and LEADS home pages. It is recommended that districts document the completion of this review for local records.</p>	<p>Note: Districts will make the decision as to whether or not this one-hour update will be counted as professional development.</p>
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Optional Training for Currently Employed Administrators and Teachers

Administrators <ul style="list-style-type: none"> • TESS & LEADS Support Training: Calibration and Coaching- summer 2015 <ul style="list-style-type: none"> - Co-ops 	Teachers <ul style="list-style-type: none"> • Arkansas IDEAS new modules aligned to Framework for Teaching • BloomBoard for Teachers training <ul style="list-style-type: none"> - Co-Ops
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In addition to required update information, Support training will be provided at all Arkansas Educational Service Coops. Registration for Coop training is on Coop websites and escweb.net

Note:
If the educators you are meeting with have access to internet, have them go to this website to clarify how to register for trainings.




Training for Beginning Administrators & Novice Teachers

Administrators <ul style="list-style-type: none"> - 3 hour law and process (will include TESS and LEADS) • Offered at AAEEA summer and fall conferences as part of BA induction - Teachscape Credentialing for proficiency <ul style="list-style-type: none"> • Accounts can be secured as soon as administrator is hired (see ADE Commissioner memo) 	Teachers <ul style="list-style-type: none"> - 3 hour law and process <ul style="list-style-type: none"> • Teachers from Out of state or those who have not been in an educator preparation program in the past 2 years • Recommended for all new teachers • Training at co-ops or at district using ADE provided materials - Framework for Teaching- <ul style="list-style-type: none"> • Out of state or those who have not been in an educator preparation program in the past 2 years • Recommended for all new teachers • Online training accounts will be provided to schools; completion of all modules takes approximately 24 hours; total required hours at discretion of district
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Higher Education teacher and leader preparation programs have embedded the Framework for teaching into their curriculum. Educators are continually connected to the framework components (or the ISLLC standards in leadership programs) during their training and preparation. Institutions of Higher Education also train teachers on the elements of TESS and LEADS law and process using materials provided by the ADE. Therefore, new teachers who are hired from approved teacher preparation programs and most of the current non-traditional programs will only need to participate in a TESS/LEADS update that districts can access from the ADE website. The ADE recommends that districts document all educators' participation in the update. Many co-ops will provide this training for new teachers.

Note:
Have educators go to the ADE website to access training calendars. Allow them time to search for trainings.



Arkansas BloomBoard Training

Administrators <ul style="list-style-type: none"> • A BloomBoard training session will be held at the AAEEA Summer conference <ul style="list-style-type: none"> - Train administrator on how to use the tool to initiate observations, how to collect data, how to rate performance and prescribe resources - Co-ops may wish to provide updates for effective BloomBoard use 	Teachers <ul style="list-style-type: none"> • A BloomBoard Teacher Training will be held at co-ops this summer • New teachers will need training on technical aspects of BloomBoard as well <ul style="list-style-type: none"> - District Provided <ul style="list-style-type: none"> • By SuperUsers • Peers • BloomBoard Webinars - At co-ops
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The Arkansas BloomBoard Trainings that will be held this summer for Administrators and Teachers will work with educators on how to ask for targeted feedback, prepare for post-observation conversations, and advocate for your professional development. We will present what we have learned in other places where BloomBoard is in use, and hear how teachers are already leading feedback conversations in their schools or districts.

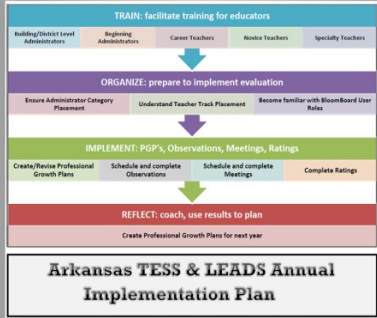
New TESS & LEADS Resource

On ADE Teacher Evaluation System Home Page:

- ✓ Training Requirements & Documents
- ✓ TESS & LEADS Charts
- ✓ TESS & LEADS Forms
- ✓ BloomBoard Information



Please note that we have added a new feature to the TESS home page with a TESS & LEADS resource handbook to guide educators through the evaluation process. This also includes a collection of files which have been previously posted on the ADE website.

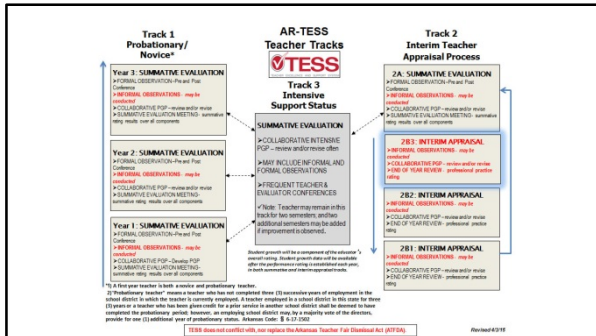


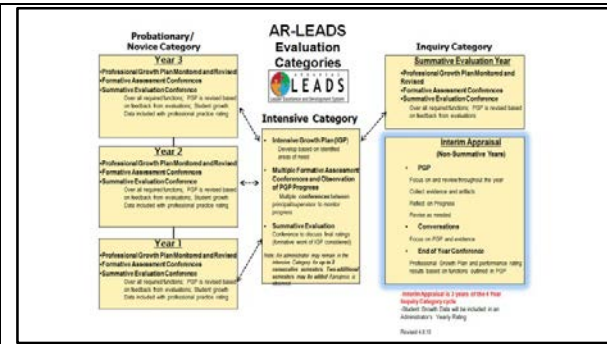
Our handbook is divided into 4 sections representing the phases of work for TESS & LEADS each year. In addition, documents in each section are easily accessible due to links posted in the table of contents.

Note: Take time to demonstrate this resource on the Teacher Evaluation System home page of Arkansased.gov. Choose resources, which may be useful to become familiar with the contents.

Now, taking a look at the TESS Teacher Track chart updated to show Act 1091 improvements. Track 1 teachers that are Probationary and Novice will continue to have a three year cycle. In addition the requirement for a formal observation has not changed. An informal observation which was previously required is now permissive. Also, there is now an Interim Appraisal track, 2B3 that has been added. The addition of the 2B3 year will benefit the primary intent of TESS which is to empower career classroom educators to focus on identified rubric components. Track placement for career teachers is a local decision, allowing for 'best fit' to every faculty while meeting the requirement of a Summative Evaluation year at least once every 4 years.

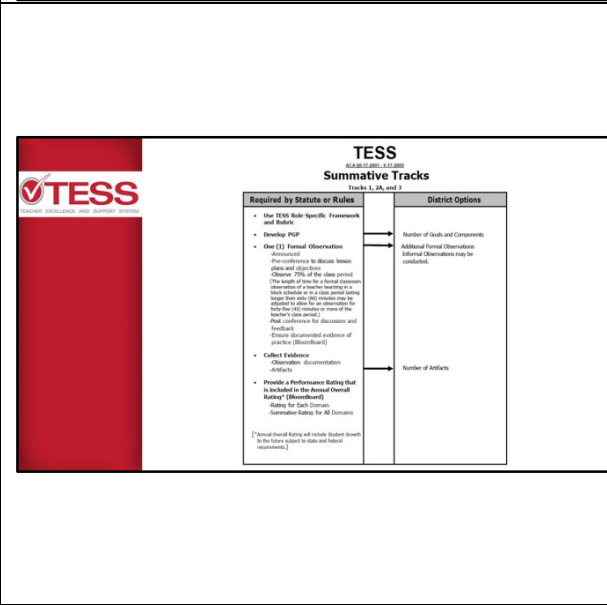
Note: Discuss the change that will be made as a result of this additional time allowed for the Interim Appraisal Teacher Track.





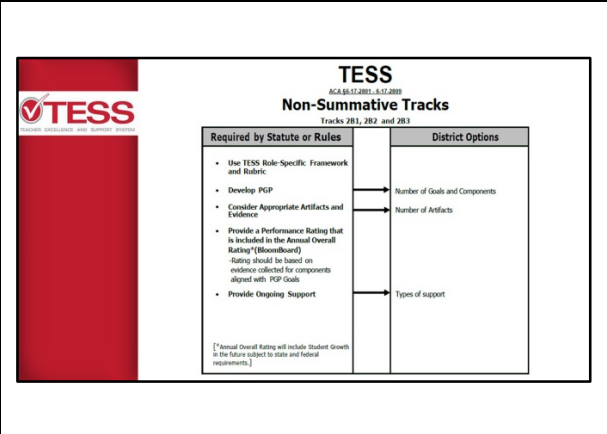
This is the LEADS Categories chart updated to include Act 1091. Probationary and Novice Categories will continue to have a three year cycle. Track placement for Inquiry Category is a local decision while meeting the requirement of a Summative Evaluation at least once every 4 years.

Note:
Discuss the change that will be made as a result of this additional time allowed for the Inquiry Category Track.



Educators who are in the summative tracks 1,2A or 3 are required by law to use a role-specific framework and rubric, develop a PGP in collaboration with their evaluator, and have one (1) announced formal observation with a pre- and post-conference. TESS is an evidence-centered process. Evidence for TESS is observation notes and Artifacts. Artifacts should only be collected for rubric components that *have not* been observed by the evaluator. Additional artifacts may be collected in observed components, if needed, to strengthen proof of level of performance - but is not required unless the evaluator or district has determined further requirements for artifacts. Educators in a summative track are required to have an annual overall rating, including a rating for each domain and a Summative rating for all domains.

Note:
The next 4 slides will provide a time to address not only legal requirements for TESS, but sharing the local practices and protocols, which will be part of the implementation in your district. These are shown under 'District Options'.



Educators, who are in the non-summative tracks 2B1, 2B2, and now 2B3, will also use a TESS role specific framework and rubric and develop a PGP with their evaluator. The number of goals, components and artifacts collected are optional. A performance rating for each component from the PGP will be rated by the evaluator. Since the PGP year is rated on the lesser of the scope this will become the calculated rating for the annual overall score. Administrators will provide ongoing support to these teachers as they work their way through the PGP process.




TESS ACA § 6-17-201 - 6-17-2011	
Professional Growth Plan - PGP	
Required by Statute or Rules	District Options
<ul style="list-style-type: none"> Evaluator and Educator Will Collaboratively develop a PGP Set Goals and Align to Appropriate Evaluation Framework Component(s) Link Professional Development Activities with Identified Needs According to the Rubric At least one-half (1/2) of the professional development hours required by law or rules for teacher licensure are directly related to one (1) or more of: <ul style="list-style-type: none"> Teacher's Content Area Instructional Strategies for Content Area Teacher's Identified Needs Evaluator has Final Approval of PGP 	<ul style="list-style-type: none"> Self Assessment and other types of data: demographic, program, achievement and perceptual Number of Goals and Components PGP Review and Revision Frequency

Professional Growth Plans are still required for every educator to be developed between the learner and the observer. Goals should be set to identify areas of growth and at least half of the professional development hours required for licensure should be directly related to one or more of the goals of the educator's PGP. The evaluator will make the final approval of the learner's PGP.

TESS ACA § 6-17-201 - 6-17-2011	
Intensive Support Track and Arkansas Teacher Fair Dismissal	
Required by Statute or Rules	District Options
<ul style="list-style-type: none"> Teacher is Rated "Unsatisfactory" in any domain Evaluator Provides Written Notice Placement Time Period Notify Superintendent Develop Intensive Growth Plan Clear Goals and Tasks Evidence Based Research Use of Goals as related to Student Growth, and Formative Assessment Essential Necessary Support Documentation Intensive Goals Plan Evaluation Goals & Tasks Completed Written Notice Issued Removal From Intensive Support Goals & Tasks Not Completed Teacher Extended Notice Superintendent Break Documentation to Superintendent Superintendent Recommendation Recommendation for Removal of Contact - Payment to Former Teacher or Alternative Care [Ark. 6-17-1501, et seq.] 	<ul style="list-style-type: none"> Teacher has "Basic" or "Unsatisfactory" rating in a majority of components in any one (1) domain Up to Two (2) Consecutive Semesters Use IEP posted on ADE website or the district's PGP Process Number of Goals and Tasks Types of Assessment Types of Support Two Additional Consecutive Semesters may be added if substantial progress is noted
	<p>Teacher Fair Dismissal Act ACA § 6-17-1501 et seq.</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: The office shall have a plan undertaken to assist the teacher to correct whatever appears to be the cause for potential termination or nonrenewal. ACA § 6-17-1504(b)(2)</p> <p>Notice (aligned with ISS Plan) ACA § 6-17-1506(b)(2)</p>

This particular chart was designed to help educators understand the relationship between the Intensive Support Track and the Arkansas Fair Teacher Dismissal Act. No changes have been made to the Intensive Support Track in 2015. A teacher may be placed in an Intensive Support Track if he or she receives a performance rating that is unsatisfactory in any domain or the district may opt to place a teacher in this track due to a basic or unsatisfactory in a majority of components in any one domain. Remember that It is important to discuss the situation with the superintendent before notifying the teacher in writing of the placement. An Intensive Growth Plan must be developed to include clear goals and ensure necessary support. The types of assessment and support are determined by the district. Make sure you document and develop a time frame for the implementation of the Growth Plan which may take up to two (2) consecutive semesters depending on what the district considers is a reasonable time frame to complete the goal or goals. Two additional consecutive semesters may be added if substantial progress is noted. Keep in mind to be fair and consistent to ensure accuracy.

Note:
This track is for those educators who are in a situation requiring extra support and guidance. Answer questions for those who have them.

 <p>TESS & LEADS Goals 2015-16</p> <ul style="list-style-type: none"> ■ To empower educators to lead their own growth through targeted professional development ■ To facilitate conversations and collaboration focused on educator growth and development to impact student success 	<p>Our goal is to ensure that every student has access to an effective teacher by empowering educators to lead their own professional development in order to impact student success.</p>	
 <p>Update Focus for 2015-16</p> <p>TESS & LEADS Focus Groups (May, 2015) 29 Groups 197 Educators 91 Districts and Charters</p> <ol style="list-style-type: none"> 1. Sharing Information 2. TESS & LEADS Update Responses 	<p>Recently, ADE asked the Southern Regional Education Board to help facilitate focus groups around the state. The purpose of the project was to provide the Arkansas State Department of Education (ADE) feedback on the implementation of its system to evaluate the performance of teachers and principals. Through the focus groups, teachers, principals, and district administrators shared their experiences and perspectives of the evaluation system. SREB will summarize findings and implications from focus groups in a written report and also present to the Arkansas State Board of Education in the summer of 2015.</p>	
 <p>TESS & LEADS CONTACTS</p> <p>Sandra Hurst Director of Educator Effectiveness</p> <p>Becky Gibson Educator Evaluation Program Advisor</p> <p>Maureen Harness Novice Teacher Mentoring Program Advisor</p> <p>Renee Nelson Beginning Administrator Mentoring Program Advisor</p>	<p>For questions or more information regarding this update, please contact the Office of Educator Effectiveness. I hope you found this presentation to be informative and helpful to your work. It is our goal to support and promote positive professional growth for all Arkansas educators.</p>	<p>Note: Ask if anyone has questions and allow time for discussion if necessary.</p>