2011 TESS Statute requires the ADE to promulgate rules that:

(1) Recognize that student learning is the foundation of teacher effectiveness, that many factors impact student learning not all of which are under the control of the teacher or the school, and that evidence of student learning includes trend data and is not limited to a single assessment;

(2) Provide that the goals of the Teacher Excellence and Support System are quality assurance and teacher growth;

(3) Reflect evidence-based or proven practices that improve student learning;

(4) Utilize clear, concise, evidentiary data for teacher professional growth and development to improve student achievement;

(5) Recognize that *evidence of student growth* is a *significant part* of the Teacher Excellence and Support System;

(6) Ensure that student **growth is analyzed at every phase** of the evaluation system to illustrate teacher effectiveness;

(7) Require annual evidence of student growth from *artifacts and external assessment measures;*

(8) Include clearly defined teacher evaluation domains, performance ratings, and evaluation rubric components for the evaluation framework;

(9) Include procedures for implementing each component of the Teacher Excellence and Support System; and

(10) Include the professional development requirements for all superintendents, administrators, evaluators, and teachers to obtain the training necessary to be able to understand and successfully implement a Teacher Excellence and Support System under this subchapter.

Preparation and Pilot:
2012-2013 TESS Pilot 10 Districts
2011-2012; 2012-2013 LEADS Pilot 10 Districts
2013-2014 TESS and LEADS Statewide Pilot

2014-15 SY (a) Beginning in the 2014-2015 school year, a public school shall implement the Teacher Excellence and Support System for all teachers employed at the public school under the rules established by the State Board of Education

- Full Implementation of Rubric and Evaluating Professional Practice
    - No **student** growth data in overall ratings in 2014-15
        - All Teachers
        - Classroom Teachers, LMS, SLP, Counselors, Instructional Specialists, Gifted Coordinators

- Administrators (Building or District Leaders)
    - Does not include Supt.
    - Does not include Assistant Supt, Deputy Supt, Associate Supt *unless* district chooses to evaluate under LEADS

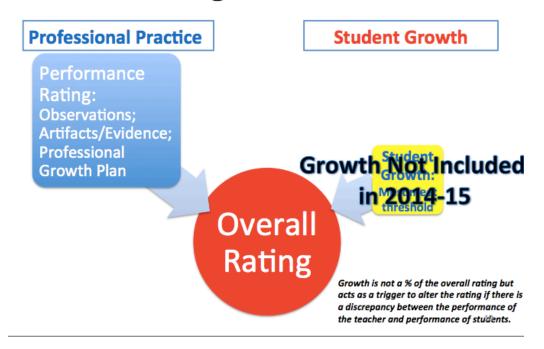- Superintendent Evaluation Pilot to begin in January 2015

U.S Department of Education ESEA Flexibility Extension (July 2014)

- Principle 3 (teacher and leader evaluation systems) has never been approved

- Arkansas committed to implement teacher and principal evaluation and support systems that used
  – multiple measures in evaluating performance, including *student growth based on state assessments as significant factor* in evaluating educator effectiveness.

- *Arkansas* <u>*requested*</u> *and* <u>*received*</u> *flexibility to extend the timeline for inclusion of student growth in the overall rating ---* **No growth in 2014-15 applied to the overall rating of an educator**

- *In July, Arkansas received a one-year extension for flexibility* from certain provisions of ESEA. The extension is through the 2014-2015 school year.
  – Continued flexibility is *subject to Arkansas' continuing work with local schools and districts to continue their efforts to ensure that LEAs implement teacher and principal evaluation and support systems that will meet the ESEA flexibility requirements.*

- Additional flexibility on the implementation timelines for the inclusion of student growth in an educator's rating was granted under the following conditions:
  – ***The state agency will calculate student growth data based on state assessments during the transition year for all teachers of tested grades and subjects***
  – ***Each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments for the 2014-15 school year***
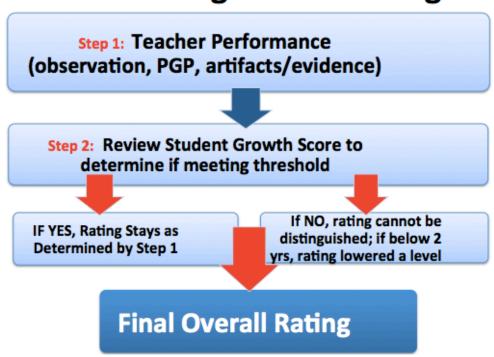
Options for Additional ESEA Flexibility beyond the 2014-15 School Year
- *Arkansas will seek options for additional flexibility after receiving guidance regarding the renewal process in the fall of 2014.*

How Ratings Are Determined

Professional Practice

Student Growth

Performance Rating:
Observations;
Artifacts/Evidence;
Professional
Growth Plan

Student Growth: Meets threshold

Growth Not Included in 2014-15

Overall Rating

Growth is not a % of the overall rating but acts as a trigger to alter the rating if there is a discrepancy between the performance of the teacher and performance of students.

Determining Overall Rating

Step 1: Teacher Performance (observation, PGP, artifacts/evidence)

Step 2: Review Student Growth Score to determine if meeting threshold

IF YES, Rating Stays as Determined by Step 1

If NO, rating cannot be distinguished; if below 2 yrs, rating lowered a level

Final Overall Rating

Guidance and Policy Implementation:
- Teacher Evaluation Advisory Committee
- LEADS Advisory Committee
- Superintendent Evaluation Task Force/Design Committee
- Additional Sub-Committees:
  - LEADS Rubric Committee
  - Special Education Committee
  - Counselor, Library Media Specialist, Speech Language Pathologist Committee
  - Co-op Teacher Center Coordinators
  - TESS Pilot Group
  - BloomBoard Pilot Group

Support
- Trained all state administrators on TESS and LEADS Law and Process in face-to-face trainings

- Provided evaluator training and credentialing assessment for all administrators who will conduct a summative evaluation of an educator

- Trained all teachers on TESS law and Process in face-to-face trainings through a Train-the-Trainer model

- Provided training for all administrators on the new electronic observation and data management platform, BloomBoard

- Provided a Super User training to train at least 1 teacher from every school building in every district on the new electronic observation and data management platform, BloomBoard

- Access to Teachscape Training modules that cover the Danielson Framework for Teaching, with videos and scoring guidance through Arkansas IDEAS

- Disciplinary Literacy Training for content-area teachers held at each co-op summer 2013

- Voluntary Support trainings for administrators during fall of 2013 and fall of 2014 on implementation of TESS and LEADS. Topics included: Scripting, Professional Growth Plan Development, Coaching, Using BloomBoard, Conducting Formal and Informal Conferences

- Worked with Specialty Support Personnel and Specialized Administrators to develop evaluation tools for TESS and LEADS evaluation and support

Higher Education
- Trained Higher Education Faculty on TESS and LEADS

- Provided an electronic copy of the Danielson Rubric for Higher Education Teacher Preparation Programs to allow IHE's to embed Framework components into their curriculum and evaluation of candidates; Partners in ISLLC Standard Updates and Revisions

- Working with Higher Education to embed the Teachscape Training and Credentialing Assessment into the Leadership Preparation Programs

- Working with BloomBoard and Higher Education to provide BloomBoard Accounts to IHE programs to better prepare teachers and leaders to use the tools that enhance the system implementation