



Research Report

Teacher and School Leader Evaluations

June 22, 2016

Prepared for

**THE HOUSE INTERIM COMMITTEE ON EDUCATION
AND THE SENATE INTERIM COMMITTEE ON EDUCATION**



BUREAU OF LEGISLATIVE RESEARCH
One Capitol Mall, 5TH Floor | Little Rock, Ark., 72201 | (501) 682-1937

TABLE OF CONTENTS

INTRODUCTION..... 1

WHAT IS TESS?..... 1

WHAT IS LEADS?..... 4

BLR SURVEY OF SUPERINTENDENTS, PRINCIPALS, AND TEACHERS 6

 Superintendent Survey 6

 Principal Survey..... 7

 Teacher Survey 8

SREB FOCUS GROUPS IN ARKANSAS 10

EVALUATION SYSTEMS IN SREB STATES 10

APPENDIX A: SUPERINTENDENT SURVEY RESPONSES 11

APPENDIX B: TEACHER SURVEY RESPONSES 12

INTRODUCTION

As part of the 2016 adequacy study, the Bureau of Legislative Research (BLR) is taking a closer look at teacher and principal evaluation in Arkansas. This report summarizes the evaluation systems currently required under state statute: the Teacher Evaluation and Support System (TESS) and the Leader Excellence and Development System (LEADS). It also presents relevant findings from the BLR's survey of all school superintendents, as well as site visits with school principals and teacher surveys in a randomly-selected sample of 73 schools chosen to participate in this year's adequacy study. Relevant verbatim responses from superintendents and teachers are included in the appendices.

WHAT IS TESS?

Under the federal Elementary and Secondary Education Act (ESEA), states were required to develop and implement teacher and principal evaluation systems in order to qualify for waivers from certain ESEA requirements.¹ Act 1209 of 2011 created a statewide system known as TESS (§ 6-17-2801 et seq.). This subchapter requires the Arkansas Department of Education (ADE) to develop and all districts to implement the TESS system. TESS was piloted in 11 schools in 2012-13 and required for all schools in 2014-15, meaning that TESS evaluations could be used as a basis for teacher dismissals.²

TESS was largely based on national teacher evaluation expert Charlotte Danielson's *Framework for Teaching*. The framework measures teachers' effectiveness in four domains:

1. Planning and preparation;
2. Classroom environment;
3. Instruction; and
4. Professional responsibilities.

Novice teachers, probationary teachers, and teachers who successfully completed an "intensive support status" program in the previous year must receive summative evaluations annually. All other teachers are only required to receive summative evaluations at least once every four years. The TESS evaluator rates a teacher's performance in each of the four domains as Distinguished, Proficient, Basic, or Unsatisfactory. Summative evaluations include a formal classroom observation (an announced visit by an evaluator that lasts at least 75% of the class period) and an informal classroom observation (a shorter visit that may be unannounced), as well as pre- and post-observation conferences. Teachers must also provide "artifacts," or documented evidence of their performance in each of the four domains. Examples of artifacts are lesson plans, samples of student work, and formative assessments. Teachers and administrators in all districts must upload all TESS documentation to an online system called BloomBoard, which ADE provides to districts free of charge.

¹ Arkansas was later granted waivers from many ESEA requirements. The U.S. Department of Education's (DOE) competitive grant known as Race to the Top also required states to implement teacher evaluation systems; however, Arkansas was not awarded funding from this grant program. The 2016 federal reauthorization of ESEA, known as the Every Student Succeeds Act (ESSA), eliminates the requirement for states to create teacher and principal evaluation systems based in large part on students' standardized test scores.

² Under ADE rules, a public school could seek permission from ADE to continue to use a "nationally recognized system of teacher evaluation and support that is substantially similar to the Teacher Excellence and Support System and that the school district used in the 2012-13 and 2013-14 school years." The Little Rock, Augusta, Lincoln, and Cross County School Districts, as well as KIPP Delta Public Schools, have all been approved to use an alternate evaluation system that met such criteria.

TESS requires the evaluator to provide a written evaluation that determines the teacher's rating, and teachers must provide feedback on the evaluation process. If a teacher receives an Unsatisfactory rating in any one full domain, or has a rating of Unsatisfactory or Basic in a majority of components in any one domain, the district must place the teacher in "intensive support status." The evaluator must then provide necessary support for the teacher to achieve his or her goals and complete certain tasks within two semesters (unless the teacher is making significant progress). If the teacher has not successfully achieved his or her goals and tasks within this timeframe and the superintendent approves the documentation about the teacher's performance, state statute requires the superintendent to "recommend termination or nonrenewal of the teacher's contract." A recommendation for termination or nonrenewal based on a TESS evaluation is subject to the same authority and requirements of The Teacher Fair Dismissal Act of 1983 (§ 6-17-1501 et seq.)

Act 1091 of 2015 and subsequent ADE rules made the following changes to the TESS and LEADS requirements:

- Summative evaluations must be completed at least once every four years instead of every three years for all teachers who are not classified as Novice, Probationary, or in an Intensive Support Track (these teachers must still receive an annual summative evaluation).
- The law originally required that schools use external assessments as part of teacher evaluations. Act 1091 repealed this requirement.³ Under ADE's current TESS rules, "Until the State Board adopts rules defining one (1) or more student growth measures, a student growth measure will not be required as part of the annual overall rating" (6.03).⁴
- A teacher will not be assigned a Professional Growth Plan (PGP), which outlines his or her individual goals and specific professional development needs for the year, until after he or she has had a chance to work with students and identified his or her own strengths and areas for growth.
- All TESS evaluators must successfully complete the LEADS Law and Process training and pass the observer proficiency assessment by 2015-16.

Under ADE's current TESS rules, school report cards will begin including the total number of teachers employed who are identified as proficient or above under TESS, among other measures of teacher quality, beginning in 2017-18 (13.02).

According to ADE officials, ADE does not collect performance rating data for individual teachers or school leaders, nor does it have data on whether any teachers or school leaders have been dismissed based on TESS or LEADS ratings. Although schools have been required to submit TESS and LEADS data in BloomBoard since 2014-15, ADE does not have school-level data on average teacher and school leader ratings for that year. However, rating data for 2015-16 will be available by school (overall rating and rating by domain and component) after July 15, 2016, which will allow the BLR to analyze trends and disparities in ratings among schools.

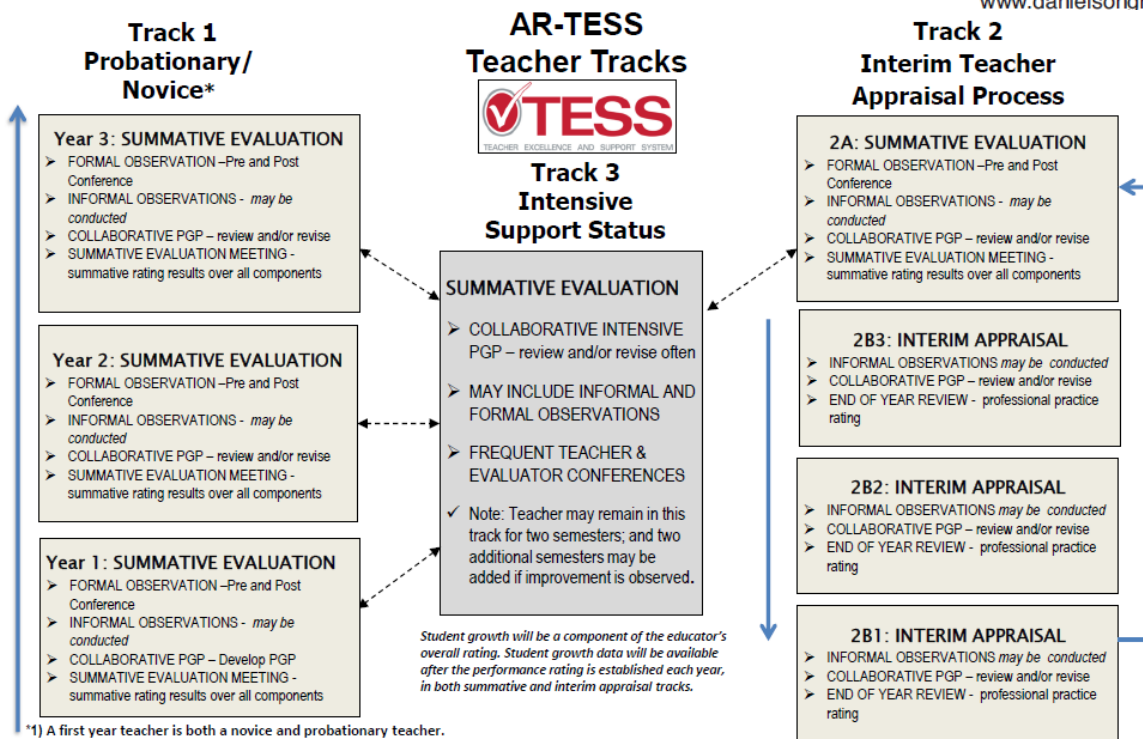
³ Act 709 of 2013 required students' scores on external assessments to be considered but did not specify how much these scores must factor into teachers' evaluations.

⁴ ADE Rules Governing the Teacher Excellence and Support System (December 2015): http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/TESS/TESS_Rules_December_2015_10616.pdf

Charlotte Danielson's FRAMEWORK FOR TEACHING

<p>DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy • Content knowledge • Prerequisite relationships • Content pedagogy</p> <p>1b Demonstrating Knowledge of Students • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage</p> <p>1c Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners</p> <p>1d Demonstrating Knowledge of Resources • For classroom • To extend content knowledge • For students</p> <p>1e Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure</p> <p>1f Designing Student Assessments • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning</p>	<p>DOMAIN 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport • Teacher interaction with students • Student interaction with students</p> <p>2b Establishing a Culture for Learning • Importance of content • Expectations for learning and achievement • Student pride in work</p> <p>2c Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals</p> <p>2d Managing Student Behavior • Expectations • Monitoring behavior • Response to misbehavior</p> <p>2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and resources</p>
<p>DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching • Accuracy • Use in future teaching</p> <p>4b Maintaining Accurate Records • Student completion of assignments • Student progress in learning • Non-instructional records</p> <p>4c Communicating with Families • About instructional program • About individual students • Engagement of families in instructional program</p> <p>4d Participating in a Professional Community • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school</p> <p>4e Growing and Developing Professionally • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession</p> <p>4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations</p>	<p>DOMAIN 3: Instruction</p> <p>3a Communicating With Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language</p> <p>3b Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation</p> <p>3c Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing</p> <p>3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring</p> <p>3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence</p>

www.danielsongroup.org



*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
6/23/15

WHAT IS LEADS?

Unlike the TESS statute, Act 709 of 2013 authorizes (but does not require) ADE to develop and implement an evaluation system for school administrators, known as LEADS (§ 6-17-2809). A state task force designed LEADS to align with six of the Interstate School Leaders' Licensure Consortium (ISLLC) Standards adopted by the National Policy Board for Educational Administration (NPBEA), which are used as the framework for leadership development in Arkansas:

1. Promoting a widely shared vision for learning;
2. Developing a school culture and instructional program conducive to student learning and staff professional growth;
3. Ensuring effective organizational management and operations, including a safe, secure learning environment for all students;
4. Collaborating with faculty and community members, responding to the diverse needs and interests, and mobilizing resources;
5. Acting with integrity, fairness and in an ethical manner; and
6. Understanding, responding to, and influencing the political, social, legal and cultural contexts that impact education.

In 2011-12 and 2012-13, 10 districts piloted LEADS. All districts were required to fully implement LEADS beginning in 2014-15.

The LEADS system requires superintendents or their designee to complete formative assessment conferences with all building- and district-level leaders, based on their professional growth plans and evaluation rubric. Building- and district-level leaders (including assistant principals and associate/deputy superintendents) may receive ratings of Exemplary, Proficient, Progressing, and Not Meeting Standards. Leaders are classified into three categories: the Novice/Probationary Category (for those in their first three years as an administrator or those who have transferred from another district or agency); the Inquiry Category, for leaders who have already achieved a rating of Exemplary, Proficient, or Progressing; and the Intensive Category, for leaders who were rated as Not Meeting Standards on any of the six LEADS standards, or a rating of Not Meeting Standards and/or Not Progressing on the majority of functions in any of the standards. Superintendents must complete summative evaluations for Novice/Probationary and Intensive Category Leaders annually and once every four years for leaders in the Inquiry Category. A leader in the Intensive Category must complete a LEADS Intensive Growth Plan and receive additional support for at least two consecutive semesters. If he or she has failed to meet the goals and complete the tasks of his or her growth plan, the superintendent "shall recommend termination or nonrenewal of the building- or district-leader's contract" (ADE Rule 6.06.6).⁵ The requirements of Teacher Fair Dismissal Act must be followed, "if applicable to the building- or district-leader's contract" (6.06.6.1).

For more information about the TESS and LEADS systems, see ADE's most recent comprehensive handbook, "Arkansas TESS and LEADS Resources", available at <http://www.arkansased.gov/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness/teacher-evaluation-system>

⁵ ADE Rules Governing the Leader Excellence and Development System (December 2015): http://www.arkansased.gov/public/userfiles/rules/Current/LEADS_Final_Rule_for_SBOE_2015_11_12.pdf

AR-LEADS Evaluation Categories



Intensive Category

- **Intensive Growth Plan (IGP)**
Develop based on identified areas of need
- **Multiple Formative Assessment Conferences and Observation of PGP Progress**
Multiple **conferences** between principal/supervisor to monitor progress
- **Summative Evaluation**
Conference to discuss final ratings (formative work of IGP considered)

Note: An administrator may remain in the Intensive Category for up to 2 consecutive semesters. Two additional semesters may be added if progress is observed.

Probationary/ Novice Category

Year 3

- Professional Growth Plan Monitored and Revised
- Formative Assessment Conferences
- **Summative Evaluation Conference**
Over all required functions; PGP is revised based on feedback from evaluations; Student growth Data included with professional practice rating

Year 2

- Professional Growth Plan Monitored and Revised
- Formative Assessment Conferences
- **Summative Evaluation Conference**
Over all required functions; PGP is revised based on feedback from evaluations; Student growth Data included with professional practice rating

Year 1

- Professional Growth Plan Monitored and Revised
- Formative Assessment Conferences
- **Summative Evaluation Conference**
Over all required functions; PGP is revised based on feedback from evaluations; Student growth Data included with professional practice rating

Inquiry Category

Summative Evaluation Year

- Professional Growth Plan Monitored and Revised
- Formative Assessment Conferences
- **Summative Evaluation Conference**
Over all required functions; PGP is revised based on feedback from evaluations

Interim Appraisal (Non-Summative Years)

- **PGP**
Focus on and review throughout the year
Collect evidence and artifacts
Reflect on Progress
Revise as needed
- **Conversations**
Focus on PGP and evidence
- **End of Year Conference**
Professional Growth Plan and performance rating results based on functions outlined in PGP

-Interim Appraisal is 3 years of the 4 Year Inquiry Category cycle
-Student Growth Data will be included in an Administrator's Yearly Rating

Revised 4.8.15

BLR SURVEY OF SUPERINTENDENTS, PRINCIPALS, AND TEACHERS

As part of the 2016 adequacy study, BLR surveyed teachers and interviewed principals in a random sample of schools across the state in fall 2015. BLR also distributed surveys to all 234 superintendents and 22 directors of all open-enrollment charter schools, with a total response rate of 248 out of 256 (96.8%). To elicit the most candid responses, district and school staff and teachers were assured their responses would not be individually identified; therefore, responses in this report are provided only in aggregate. The questions and responses described below are related to teacher and principal evaluation. Responses to other survey questions are presented in other adequacy reports. It is important to note that BLR's survey relied on self-reported data and measured respondents' *perceptions* of these issues.

Superintendent Survey

The data below show superintendents' responses to two multiple-choice questions about teacher and principal evaluation. Most superintendents (57.7%) stated that TESS was "useful" to "essential" in terms of providing support to teachers; however, less than half (46.8%) felt the same about the usefulness of LEADS in providing support to school leaders. There were no significant differences in superintendents' responses by district type (e.g., region, charter v. traditional school district, size).

District Survey Question: How useful is the new TESS evaluation system in terms of providing support to teachers and improving teaching in your district?

RESPONSES	# SUPERINTENDENTS	%
Not very useful	24	9.7%
Somewhat useful	76	30.6%
Useful	81	32.7%
Very useful	48	19.4%
Essential	14	5.6%
Blank (No response)	5	2.0%
TOTAL	248	100.0%

District Survey Question: How useful is the new LEADS evaluation system in terms of providing support to school leaders and improving leadership in your district?

RESPONSES	# SUPERINTENDENTS	%
Not very useful	39	15.7%
Somewhat useful	91	36.7%
Useful	78	31.5%
Very useful	31	12.5%
Essential	7	2.8%
Blank (No response)	2	0.8%
TOTAL	248	100.0%

Of the 248 superintendents participating in this online survey, 194 (78.2%) provided answers to the following open-ended question:

District Survey Question: If your district could receive a waiver from one state requirement, what would it be?

Of these 194 respondents, 13 (6.7%) mentioned TESS and/or LEADS, and another 13 (6.7%) mentioned the Teacher Fair Dismissal Act. The reason most commonly cited for wanting a waiver from TESS/LEADS was that it was far too time-consuming, particularly for smaller districts that may not have enough administrators to help complete all of the required observations and paperwork. A list of superintendents' verbatim responses about TESS and/or LEADS is included in Appendix A.

Principal Survey

The following chart summarizes 73 principals' responses to questions about TESS and LEADS that were asked in person by BLR staff. The vast majority of principals (82.1%) stated that TESS was "useful" to "essential" in terms of providing support to teachers.

Principal Survey Question: How useful is the new TESS evaluation system in terms of providing support to teachers and improving teaching in your school?

RESPONSES	# PRINCIPALS	%
Not very useful	4	5.5%
Somewhat useful	7	9.6%
Useful	25	34.2%
Very useful	26	35.6%
Essential	9	12.3%
N/A*	2	2.7%
TOTAL	73	100.0%

*N/A: Two schools in the sample used a teacher evaluation system other than TESS.

Principal Survey Question: Please describe your experience with the TESS evaluation system. What challenges have you encountered so far, if any?

Of the 73 principals interviewed, 44 (60.2%) noted that TESS was very time-consuming to implement, even among many who viewed TESS as useful to essential. Many principals liked the fact that TESS provided a much more rigorous, objective process than the simple checklists they had used in previous years. They had mixed opinions about BloomBoard, the online system used by principals and teachers to submit data for TESS and LEADS, but were hopeful that many of the technical issues and learning curve could be overcome.

Principal Survey Question: Do you use standardized test scores as part of teachers' evaluations? If so, how are test scores used? E.g., do you require test scores to be included as a teacher's artifacts? Are they factored into a teacher's performance rating routinely, sometimes, not at all?

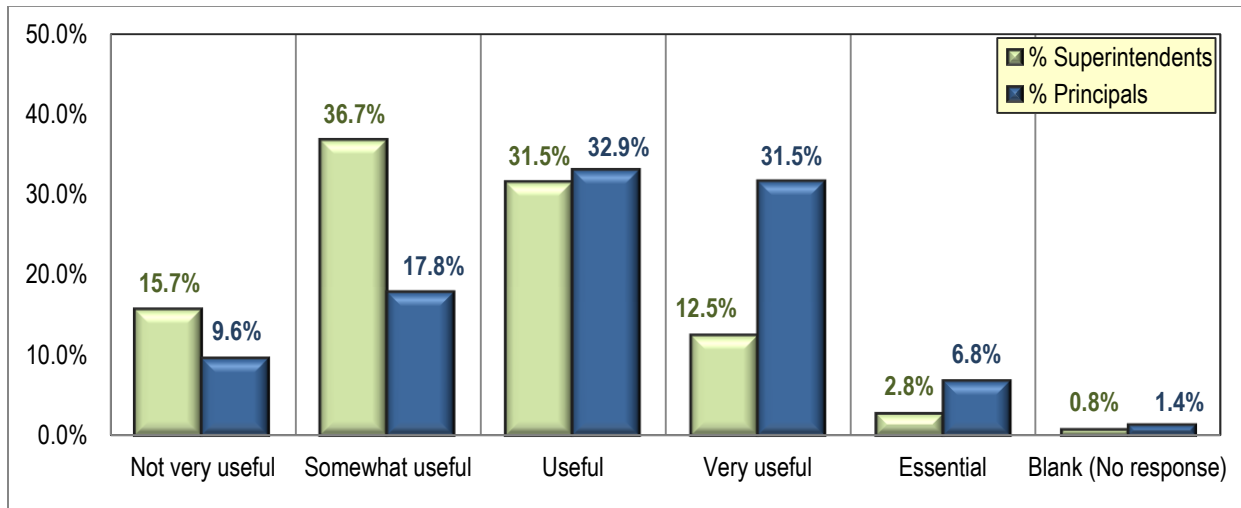
Only seven principals (9.5%) told BLR staff that they consider standardized test scores as part of teachers' evaluations in some way. All other respondents either said that they did not tie test scores to evaluations at all, or they only used test scores as a small part of teachers' Professional Growth Plans (PGPs).

Principal Survey Question: How useful is the new LEADS evaluation system in terms of providing support to school leaders and improving leadership?⁶

RESPONSES	# PRINCIPALS	%
Not very useful	7	9.6%
Somewhat useful	13	17.8%
Useful	24	32.9%
Very useful	23	31.5%
Essential	5	6.8%
Blank (No response)	1	1.4%
TOTAL	73	100.0%

⁶ Note: Superintendents or school leadership teams were present at interviews with 20 school principals in the sample, which may have influenced principals' responses.

Like TESS, most principals (71.2%) felt that LEADS was “useful” to “essential” in providing support to school leaders as well. The following bar graph compares the responses overall between superintendents and principals on this question.



Principal Survey Question: Please describe your experience with the LEADS principal evaluation system. What challenges have you encountered so far, if any?

Of the 73 principals interviewed, 19 (26.0%) noted that LEADS was very time-consuming to implement, even among those who viewed LEADS as useful to essential. Unlike TESS, which schools have been using for several years, the LEADS system is still fairly new to many principals, and some have not used it yet at all (often due to leadership turnover). Many principals felt that they needed much more training about the LEADS system and more frequent feedback from their superintendents or other supervisors. Like the TESS system, many principals also stated that they had problems understanding and utilizing the online BloomBoard system for their own evaluations.

Teacher Survey

A total of 1,071 out of 2,464 eligible teachers in BLR’s random sample of 73 schools participated in the online anonymous survey (a 43.4% response rate). The following charts summarize these teachers’ responses about questions related to teacher evaluation.

Teacher Survey Question: In a given school year, approximately how often is your teaching observed by the principal or a teacher leader?

RESPONSES	# TEACHERS	%
Daily	20	1.9%
Weekly	191	17.8%
Monthly	379	35.4%
Quarterly	339	31.7%
Annually	113	10.6%
Never	10	0.9%
Blank (No answer)	19	1.8%
TOTAL	1,071	100.0%

Answers to this question were mixed, with over a third stating they were observed monthly (35.4%) and another third saying quarterly (31.7%).

Teacher Survey Question: Do you believe that teachers in your school are evaluated fairly and consistently?

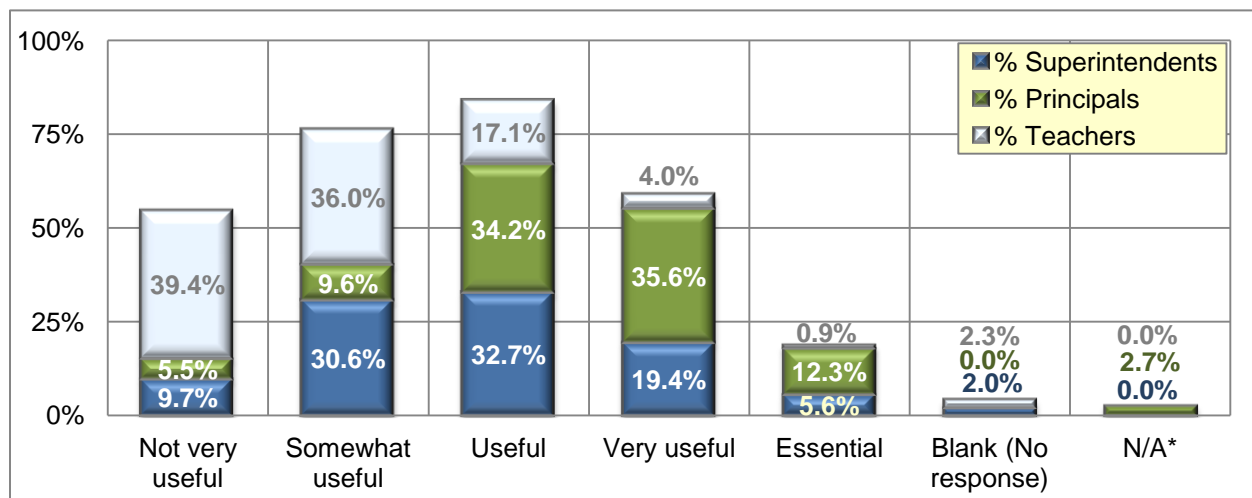
RESPONSES	# TEACHERS	%
Yes	681	63.6%
No	117	10.9%
Not sure	255	23.8%
Blank (No answer)	18	1.7%
TOTAL	1,071	100.0%

Nearly two-thirds of teachers surveyed (63.6%) said they thought teachers in their school were evaluated fairly and consistently, while nearly a quarter (23.8%) said they were not sure.

Teacher Survey Question: How useful is the new TESS evaluation system in terms of providing support and improving your teaching?

RESPONSES	# TEACHERS	%
Not very useful	423	39.4%
Somewhat useful	386	36.0%
Useful	184	17.1%
Very useful	43	4.0%
Essential	10	0.9%
Blank (No answer)	25	2.3%
TOTAL	1,071	100.0%

Three-quarters of teachers surveyed (75.4%) felt that TESS was either “not very useful” or only “somewhat useful” in terms of providing support and improving their teaching. Overall, teachers had much more negative views of the usefulness of TESS compared to superintendents and principals in the survey, as illustrated in the following bar graph.



Teacher Survey Question: Finally, are there comments you would like to make to legislators that would help them in making decisions about improving the teaching environment or student achievement?

A total of 405 teachers responded to this final open-ended question. Of these, 51 respondents (12.6%) mentioned TESS or teacher evaluations. While many teachers felt that TESS gave them a clearer framework for improving their own teaching and removed some subjectivity inherent in previous evaluation systems, many of these same teachers found TESS far too time-consuming and required an unnecessary amount of paperwork, on top of their already overwhelming workload. Many teachers also stated that being required to constantly “prove their

worth” made them feel demoralized and disrespected as professionals, especially those who had many years of experience and professional development, plus advanced degrees or other credentials, such as a National Board Certified Teaching certificate. In fact, the most frequently used words were “time,” “trust,” and “respect.” Some teachers suggested that TESS be targeted to teachers who need the greatest amount of support, such as those in their first few years in the classroom, rather than requiring all teachers to undergo the same evaluation process each year. Teachers’ verbatim responses relevant to TESS are included in Appendix B.

SREB FOCUS GROUPS IN ARKANSAS

Many of the findings from the BLR’s surveys echoed those from the Southern Regional Education Board’s (SREB) focus groups with a total of 197 teachers and administrators in Arkansas in spring 2015. ADE invited SREB to lead these focus groups in order to help the agency and educators better understand their successes and challenges in implementing TESS and LEADS. SREB’s final report included the following major findings:

1. While TESS has provided much clearer, specific standards for all teachers, the quality of feedback on teachers’ observations varies widely.
2. Most educators like the idea of using a paperless system for managing TESS; however, nearly all participants had major technical challenges with the online BloomBoard system, which they hoped would improve over time.
3. Most educators felt the amount of documentation required by TESS was too time-consuming and took time away from more informal observations and conversations. The requirements for artifacts also varied by districts and schools.
4. While TESS may assist teachers’ continuous improvement, great teaching still depends on schools making structural and cultural changes, particularly providing teachers more time to collaborate with and learn from one another.
5. Educators need more training and long-term support to implement TESS consistently and fairly across the state.
6. Most educators had little knowledge of the student growth component of TESS and generally had a negative perception of test-based accountability.
7. Superintendents’ implementation of LEADS for school leaders is lagging behind schools’ implementation of TESS.

EVALUATION SYSTEMS IN SREB STATES

According to a 2016 report by the Southern Regional Education Board (SREB), SREB states have attempted to balance flexibility and comparability in their teacher evaluation systems.⁷ Arkansas is one of five SREB states that has a statewide system that clearly distinguishes what is required by state statute and rules (e.g., teachers must develop a professional growth plan) and what districts may determine at the local level (e.g., the number of artifacts teachers must submit). A summary of SREB state’s evaluation systems is provided the following table:

One state system	One state system and state-approved alternative systems	One state framework with district-determined components	State-approved local systems	State-aligned local systems
North Carolina	Delaware	Arkansas	Florida	Alabama
West Virginia	Georgia	Kentucky	Maryland	Texas
	Tennessee	Louisiana	Oklahoma	Virginia
		Mississippi	South Carolina	
		Tennessee		

⁷ SREB. (2016). “State Actions to Advance Teacher Evaluation.” Retrieved June 6, 2016, from http://publications.sreb.org/2016/160210_stateactionstoadvanceteachereval.pdf

APPENDIX A: SUPERINTENDENT SURVEY RESPONSES

Superintendent Survey Question: If your district could receive a waiver from one state requirement, what would it be?⁸

1.	1. TESS 2. Teacher Certification 3. Waiver from graduation requirements to allow flexibility in Career and Technical Programs. 4. Temporary flexibility from October 1 child count in determining staffing requirements.
2.	Do away with TESS and LEADS. The concept is good, but there is no way that we will have enough time in the day to complete what is required. If observation was the only thing administrators had to do, it might be different. Who is the one who completes surveys, indistar, evaluations, disciplinary reports, ballgame duties, etc??? The answer is the same, administrators or teacher. I want my teachers improving on instruction, not filling out reports trying to show me they are good teachers. IMPROVE INSTRUCTION, WE MUST DO THIS TO SEE THE DIFFERENCE.
3.	LEADS and TESS Evaluations.
4.	Release from the constraints of TESS and LEADS. While they are both good ideas in their current form they are too time consuming for administrators to be able to effectively provide quality guidance to those teachers they are attempting to help make the improvements they recognize already. This is highly challenging for small schools that are unable to employ assistant principals or dean of students. Principals in small school deal with so many issues throughout their day that they are fighting this program to be able to be the instructional leaders they can and want to be.
5.	Teacher evaluations
6.	Tess
7.	TESS -- The Danielson instructional model (according to Charlotte Danielson) was never intended to be an evaluation tool. A simpler, more time-efficient evaluation instrument (for both teacher and evaluator) would be preferred.
8.	TESS and LEADS would be a start.
9.	TESS- It is extremely difficult for smaller districts to meet this requirement without assistant principals.
10.	Tess, Leads, GT.
11.	Tess/Leads
12.	TESS/LEADS
13.	TESS/LEADS--Give the evaluation procedure back to the Local Boards or at least more flexibility if we are going to continue to use a uniform eval system.

⁸ This chart lists verbatim responses from superintendents and charter school leaders regarding TESS and/or LEADS in BLR's online survey.

APPENDIX B: TEACHER SURVEY RESPONSES

Teacher Survey Question: Finally, are there comments you would like to make to legislators that would help them in making decisions about improving the teaching environment or student achievement?⁹

Appendix B – Teacher Survey Response: Comments	
1.	Until true respect for teachers is returned to the job and we are no longer treated like the ages of our students, I could never encourage a young person to enter the field. For example- TESS expects teachers to know their students lives/personal information both at home and school. Yet, a couple of months ago we had a student who was suspended for a day. It was told to one of our teachers that we had no reason to know why he was suspended. We found that very disrespectful to us as professionals.
2.	1. Every teacher, administrator, and legislator has room for improvement. The TESS evaluation system for educators, however, is too lengthy/time consuming---for both teachers and administrators! Again, Too.Much.Paperwork. TESS is just as subjective as any other type of evaluation used previously in our state. Many teachers who strive for excellence find it hard to 'live in the 3 and visit the 4'. A teacher's score will depend, to some extent, on the evaluator. There is no perfect tool, but in my opinion, adjustments to the system need to be made. And finally, BloomBoard is not user friendly!
3.	Dump Tess--it is far too time consuming.
4.	3. TESS is a waste of time. Of course there should be some sort of system in place to catch teachers falling through the cracks and to hold them accountable, but when the principal is kept so busy with paperwork and constant observations that teachers cannot get in touch with her, then there is a problem. There is also entirely too much 'paperwork' on the teachers' side. We have goals to set for ourselves, but then have tons of questions to answer and artifacts to provide for each goal. I just choose a couple of goals to work on (instead of the actual number of goals I have) so that I have less paperwork to do. Teaching my students and giving them my attention is far more important to me than answering questions on the computer and providing artifacts. 4. The testing system in general needs to be completely reevaluated. How is it fair that my students' test scores from this year are going to be compared to my students' test scores from last year? That's like comparing apples and oranges. They are two completely different sets of students. Yet, I'm going to be held accountable if there is not an improvement in scores?
5.	All of the documentation required (digital and meetings) to prove we have implemented all of the things that are added to our list each year takes away from our planning and instructional time which makes us feel less prepared for doing the best we can teaching our students.
6.	Bloomboard is NOT very user friendly.
7.	Teachers are also being evaluated based upon their students performance yet not being given appropriate time to prepare for the students.
8.	Due to: low salary wages, government regulations on curriculum, over evaluation, little planning time, and little to no compensation for overtime, there is a shortage of teachers. Our educational system is currently traveling at a fast rate on downward landslide. If teachers were trusted with their educational expertise to competently teach, were treated as professionals with a chosen career path, given pay that is worthy of a college graduate, then there would be an increase in the number of highly qualified teachers. Teachers are well educated and highly skilled, and it's past time that they are also treated as such. I truly believe in this profession and hope to see a positive change. The future success for generations to come is dependent upon this much needed change.
9.	Do away with TESS as it takes up way too much of teachers' time that could be used to plan and prepare for effective instruction. Replace TESS with a system that does not take sooooo much time on both, the teachers' and the administrators' time, that no one has to spend on it if the priority of the State is time on task when it comes to instruction.

⁹ This chart only includes teachers' verbatim responses that are directly related to teacher evaluation.

Appendix B – Teacher Survey Response: Comments	
10.	<p>As far as TESS is concerned- what a waste of time, money and effort. That is all our administrator's have time to do and there are other more important items. Teachers have to spend much of their personal time with the artifacts and the uploads, etc. We have lost several excellent teachers to other professions not for the salary increase but for the time all these extra TESS, UBD and other items take on evenings, weekends and summers.</p> <p>The school and teachers are the ones penalized totally for poor test performance. The old saying 'You can lead a horse to water but you cannot make him drink' fits so well here. Giving the PARCC test last year was so frustrating to watch the kids get tired on reading the on-line materials and just 'click, click, click' and never read the passage. I personally took a number of students outside the room to discuss the seriousness of the test and called several parents. Student attitude: don't care. Parent attitude: Don't care, 'So what do you want me to do about it?', or 'Oh well'.</p>
11.	<p>I answered all questions based on my current position as a library/media specialist; however, my answers would be VERY different if I were still a classroom teacher. For example, as a classroom teacher, I spent at least 3-4 hours daily (beyond the school day) on lesson planning, grading, tutoring and completing extra duties and paperwork (ex. TESS). I worked every evening at home and on weekends. I rarely had a free weekend. It was exhausting and tremendously stressful. The amount of paperwork alone was overwhelming.</p>
12.	<p>I believe you could improve the teaching environment by designing a better teacher evaluation system. There should be an easier one that the state could implement that would not contribute to more stress and paperwork for the teacher and the principal.</p>
13.	<p>Between the frustration of the paperwork, TESS, state mandated testing, and required professional development that doesn't even apply to what I do, it gets harder to sign my contract every year.</p>
14.	<p>I feel that the implementation of the TESS system to evaluate teachers is insulting. It makes us feel like the state does not trust us to do our job properly. In reality, what other jobs have such demands placed on them to prove that they are doing their job by providing evidence and artifacts of every single aspect of their job? And with no extra time to do this? I feel that having the principals come to observe and give feedback is really all that is needed. Sure, have those expectations high, and give the information on what the state would like to see especially for new teachers just learning the trade, but it is insulting to require so much of people that are already giving their all, above and beyond to help the students in our state to grow up to be knowledgeable, caring, successful people in life. We are already working beyond the hours we are paid and yet more and more is being asked of us. That is why so many are leaving the profession. It is taking the joy out of teaching and being creative with our lessons so that the students actually enjoy learning and want to come to school, and making the teachers overly tired, struggling to keep up with the workload, and having difficulty enjoying what they do.</p> <p>Personally, I love teaching. I love the kids. I love my school. I love my co-workers. I do struggle to stay on top of the workload, teacher evaluations, and other tasks asked of me at work. I daily feel stressed and often overwhelmed. Right now, as I am typing this, it is 5:00 and I have things I have to grade and get ready for tomorrow, but was asked to fill this out. I don't mean to be so negative, but I wanted to take the time to say all of this for those other teachers who weren't able to take the time to type all this out. I do love my job and will continue to do my best to help these kids be ready to face this difficult world we live in and be the best people they can be. It would make things a whole lot easier, if we felt love and support from our state, if we didn't feel like little kids being watched on surveillance videos just waiting to catch someone doing something wrong. It helps to have some encouragement. Sure, the kids will tell you they love you all day long, but it would be great to get some positive feedback from our administration and state. Thank you for the hard job you also have to do. Thanks for taking the time to read this.</p>
15.	<p>I feel the direction education has taken in pinning so much on test scores has been detrimental to students, teachers, admin and the professionals. There are exceptional teachers, mediocre ones, and some inadequate. There are exceptional students, mediocre ones and some lower level. TESS has exceptional teachers doing the same legwork as inadequate ones. It is insulting to be so micromanaged. When a teacher is known to be exceptional, why have them jump through hoops when they have the innate ability to get results with their students. Same for students, why</p>

Appendix B – Teacher Survey Response: Comments	
	have lower level students measured against the exceptional ones. It is one thing to STRIVE to be proficient, but to be penalized for not being so, as a student/teacher/district, is ridiculous. Teacher retention would be better if they were viewed as the professionals they are. Rigorous teaching programs, Praxis, PD and still have to prove daily they know their own profession. What other profession is so micromanaged???
16.	The teaching profession can be overwhelming, teachers need to know their voices are being heard. We know our administrators are overwhelmed too. For the most part, teachers know how to engage students and educate them, but having to constantly prove that we are meeting the criteria for excellence as well as switch focus to the newest educational philosophy, this causes a disservice to both students and teachers.
17.	2) Another problem I see is how many teachers don't really put their best effort on a daily basis, yet school leadership if they were even aware of it, would not be able to do much about it. While there are many hardworking teachers, there still remain too many that barely even do the minimum and some that really have no idea how to teach their content or even know much about their content. Teachers that do not put in a solid effort to teach their students or continue to grow in their content should not be in the classroom. As a CPA, if someone at the firm wasn't performing up to a certain standard they were warned of their performance, and if their performance continued to be below expectation, they were terminated. 3) As the sole instructional facilitator at our school, I've noticed that the math department is the only department that receives continued development through in-classroom observations and debriefs. Teachers in other departments are evaluated once maybe twice a year and that's all the development they receive.
18.	Also, while I find great value in TESS, it feels a bit as though we are having to 'prove' ourselves over and over. I am in the most intense track this year, and the bloomboard experience is honestly comparable to my Master's portfolio with my Administration degree. Scanning/uploading all of the articles of evidence is very time consuming and every bit of it has been done outside the contracted time. Time spent doing this would be more effective in actually planning for our students. Perhaps contracted time could be set aside for completing this.
19.	Between the cost of insurance, lack of better pay, TESS evaluations, I would never recommend an up and coming college student to go into the teaching profession.
20.	I think that TESS is a lot of extra work on teachers. I do not mind being observed at all, but to have all of the work to do behind it- there is not enough time in the school day to get that completed. Teachers already spend time at home and in the summer without pay to do lesson planning, work on projects etc. to make learning fun and their students successful without the added work of TESS.
21.	I think the Tess observation can be very subjective.
22.	The teacher evaluation system is awful and should be eliminated. I spend too much of my own personal time 'scrapbooking' and organizing tons of data about myself. Once I put in a full week; which is usually at least 50-60 hours, the last thing I want to do is organize my data in Bloomboard or mess with TESS.
23.	I wished that the teachers are not required to do so much paperwork for bloomboard etc. It takes time away from teacher and the documentation does not prove that a teacher is excellent.
24.	I would like to teach more and have less paperwork to do. I feel like I am given too many things to do that keep me from valuable planning, preparation, and actual teaching. I feel like I need a secretary and feel like I spend useless amounts of time 'meeting' too much and getting nothing accomplished. I am a teacher. I need to teach. I want to teach. I don't want to spend so much time making sure my lessons have 10 components and are typed out. I use a spiral notebook and that is what I keep right beside me all day. The things we are asked to do and upload and download and fill out and reflect upon and record and discuss is ridiculous. LET ME TEACH!!!! I reflect and plan in the car. Why should I have to sit down during the day and worry about doing everything so my administrators can check a box that nobody is looking at? TOO many extra things.....let me teach....just let me teach.

Appendix B – Teacher Survey Response: Comments	
25.	<p>If the state insists on using the TESS System, then train the teachers the same way you want us to present lessons to our students. Currently the training for TESS is horrendous, unusable, tedious and confusing. The present training videos are for the most part visually and verbally unintelligible. Multiple guess is a poor way to monitor comprehension of said training.</p> <p>If a classroom teacher were to present such poorly designed training to their students they would be graded as failing according to the TESS System.</p> <p>In other words if the people who designed this training cannot present it in the manner they wish us to teach, how do they expect the teachers to teach in said manner?</p> <p>Show and model how to teach to the TESS Standards. Lose the jargon, acronyms, and vague and long winded descriptions. If it can't be put in plain English, then whoever wrote the standards, don't know what they are talking about.</p> <p>TESS presently is punitive, not supportive. It has no support in it at all.</p> <p>It creates stress in a career that loses half its people to stress in the first 5 years.</p> <p>It requires loads of paperwork on teachers already stress for time enough to present lessons.</p>
26.	<p>In my opinion TESS has put undue stress on teachers causing a lot of our good, veteran teachers to leave the profession and has prevented many college students from going into the field. Local school districts should eliminate the bad teachers. It should not have taken such a law for administration to manage their employees.</p>
27.	<p>Also, I wish those elected as well as administrators could be scrutinized under a TESS evaluation system and paid accordingly. I wish to be treated as a valuable professional and not a 'scape-goat' as to why our students aren't achieving.</p>
28.	<p>Let us teach and get rid of Tess and common core.</p>
29.	<p>My biggest complaint is regarding our teacher evaluation system. I totally understand the need for an adequate teacher observation system. We need teachers that are serious about educating our youth. I know I only want highly qualified teachers teaching my daughter. I know for a fact that TESS is not that observation system that will weed out bad teachers from good teachers.</p> <p>Teachers that do their job teach bell to bell, use their prep time to develop high yield lessons, and do many things to encourage positive behavior in their classrooms which leads to a positive learning environment. There are teachers that decided to go into this field with the understanding that they only work until 3:30 each day, have week long holiday breaks, and a two and a half month summer break. Now these are the same teachers that don't want to do anything after the school day is out. What is happening is these 'bad' teachers are using the regular instructional time to work on all that encompasses TESS. They are giving busy work, so they can make themselves look good on paper. Anybody can make themselves look good on paper. Personally, I'm not the best teacher, but I certainly strive to be the best. I teach bell to bell. I don't let my students make up tests or quizzes during instructional time. I teach them responsibility by making them come in during lunch intramural time to make them up. Now I am actually using my allocated lunch time to accomplish this. I also use lunch intramural time to tutor struggling students. If you were to look at my google drive, you would find many documents that I have created. Some are lessons that I have developed that are aligned with CCSS. Others are used to keep good records on such things as seating charts, restroom passes, discipline issues, and daily log of skills addressed. The teachers that are good at doing their job are the same ones that are asked to either leaders or members of this group or that group. Good teachers already have a pile of work to do on top of doing what is already expected in the classroom. Another thing that is happening is we are losing great principals. We had a fabulous principal that was well respected because he was organized, consistent, and fair. He expected excellence in education. He retired early and TESS was one of the leading factors in his decision. We have a wonderful principal that took his place. She is very kind, but she stays in her office most of the time working on TESS. We aren't seeing her or our assistant principal in the hallways between classes making a presence most of the time. I understand that they are just doing what they are told to do. But let's face it, what's more important in the grand scheme of things. I feel like we are going to lose great administrators and teachers because they don't have the time to prove themselves with what this TESS system is asking of us. The bad teachers aren't going to lose their jobs with this evaluation system. They are going to make themselves look good on paper and keep doing what they have always done. This scares me. My daughter is currently in a private school, but it has been my intention to enroll her in public school when she enters 7th grade. At the rate we are going right now though, I may change my mind. If many high quality educators leave this field and we are left</p>

Appendix B – Teacher Survey Response: Comments	
	with many minimal quality educators, can we really say this was all worth it? I think not. Here's an idea. Instead of trying to prove ourselves on paper, why don't we have many random visits throughout the school year. Principals are going to get a much better idea of teacher performance if they are actually in the classroom. I welcome any principal, teacher, or parent into my classroom anytime. I do my job daily, so I have nothing to hide. Another thing that we could do is just meet with our principals once or twice a year to show them or discuss with them what we are doing to provide an adequate education to our children.
30.	Pick something and stick with it long enough to judge the results. This included standards, testing systems, and teacher evaluation. Changing every few years (or every year) gives our students an incomplete education and causes teacher burn-out.
31.	<p>Please bring common sense back into our educational process. Reduce the paper work and documentation required by teachers and let us do our job. I LOVE TEACHING, I have years of data supporting my students have been successful and 19 years of exemplary evaluations. It's the pointless requirements, documentations, TESS, inconsistencies with standards/testing, etc... that are going to drive me out of the profession.</p> <p>Get actual, current teachers involved!!! Educators who haven't actually been in the classroom in the past 5+ years won't cut it. It's a whole new experience - and not one for the better. Hours have increased exponentially, money has not. It's not fair. No matter what standards, educational practices, evaluation systems, etc... you put in place - they will all be ineffective if you continue to drive quality educators out of the profession.</p>
32.	<p>HOLD US ACCOUNTABLE - but not with more systems and programs!</p> <p>Get our administrators in to watch us UNANNOUNCED and see what is REALLY going on behind the classroom doors! THEN -- let the strong teachers teach, hold the weak ones accountable to growth -- and if they do not grow, GET RID OF THEM.</p>
33.	Please allow those of us who are doing what is expected and more to continue with what is working; use TESS and such for those who continue to disregard Best Practices and the well being of the students education.
34.	Give teachers the opportunity to succeed as a teacher and not feel like failures. The TESS system makes it impossible to have excellence. We never grade our students this way nor would you want us to. Why are you grading teachers by snapshot? Should we be held accountable yes, but should we be able to reach the highest goal yes.
35.	<p>So far, my experiences have given me somewhat of a like/hate relationship with TESS. I feel that in general, TESS and Bloomboard are good ideas, and I like setting goals and uploading artifacts, but I feel generally dissatisfied with the evaluation process that I have experienced so far. This may have more to do with my administration than TESS, but at my district, were generally made to feel like observations would essentially document what was visible as tied to the different domains and what we were doing in the classroom (No 'gotchas'), but for some reason, I recall getting in trouble for something that wasn't visible on the day of an unannounced observation in the name of TESS and my PGP. It's not that I wasn't doing that particular thing tied to my PGP goal, but it wasn't visible on that random day, so I got in trouble, despite the fact that I had a plan to follow up on that lesson in a way that tied to that goal (That is EXACTLY what a 'gotcha' is), and the followup conference just made me feel like a failure, and I had to sign a humiliating write-up.</p> <p>So, if this is an issue with administration implementation of TESS and followup observations, perhaps administrators need further training on how to manage this in a professional, smooth manner that is actually a productive means of growth instead of just an accountability piece with a bunch of lip-service to make us feel more comfortable about it.</p>
36.	So much of my time as a teacher is spent on documentation, planning, assessing, and preparing students for testing. Teachers need time, space, and freedom to teach. Also, things like TESS get in the way of teaching.
37.	Some principals are using elements of the TESS system very subjectively. They are grading down some teachers who do not teach in a cookie cutter way.
38.	Teachers should be paid based on a rating system, but it should not include additional training/education for the teacher. If the teacher is a high-performer, her students are achieving/learning based on the state mandatory testing, then the teacher should receive a raise. Additional education for the teacher not in their content area is not going to help the students.

Appendix B – Teacher Survey Response: Comments	
	<p>Teachers who do not perform, who aren't in their classroom, who are not teaching should not have a job. Principals who are not leaders, don't leave their office, don't visit classrooms, don't monitor students in the halls, or even care what is happening in the classrooms, should not have a job.</p> <p>1) The state needs to develop an evaluation so the teachers can rate the Principals. It should not be a broad evaluation. It should be very specific. Teachers should be required to give evidence of the performance of the Principal so it is not a 'like' or 'dislike' but a performance evaluation. If the Principal wants to receive a paycheck he/she should perform their job duties. If their school is not performing it is the Principal who should be removed first and then the teachers. Instead, the teachers are required to do extra work, and they are the ones the public blames for student failure.</p> <p>Ultimately it is the Principal's job for the success of the students. The students are not allowed to hire staff. That is the Principal's job.</p> <p>2) The state needs to develop a peer evaluation so teachers can rate each other. This includes classroom monitoring. It should not be the only basis for evaluation, merely another factor in the evaluation. It should not be based on 'friends' but performance. The questions should be directly related to observing the teacher. Evidence from the observation must be provided. This could include a video, assignment given to the student (was it relevant? Did the students learn).</p> <p>3) All students in 9-12 grades should be required to evaluate their teachers at the end of every year - just like college courses. I understand students will rate the teacher on their like or dislike, but if the questions are worded correctly and they are tied to the state mandated test scores, a direct correlation can be seen.</p> <p>If you have a bad Principal. You have a bad school.</p>
39.	Teachers have been given more and more tasks to complete to prove they are good teachers yet are underpaid as professionals. No other profession has the scrutiny that teaching has to my knowledge. And no other profession requires the professional to provide such documentation and attend as much professional development. This is in concert with all of the meetings teachers attend all year long.
40.	I still love my job, but over the past few years with the added stress of decreased insurance benefits, higher premiums, more requirements to prove that I am adequately doing what any teacher who deserves to be in the profession should already be doing at a level 3 or 4 (TESS), and what seems like blame on public schools for low student performance.....it just seems like things are out of balance. Student learning needs to be what teachers give the majority of their time to, not taking time to document proof of their teaching ability.
41.	TESS is ridiculous. I taught in Texas and they have teacher observation, standardized testing and preparation figured out! Look at what Texas does!!
42.	TESS needs to be reexamined. How is a teacher supposed to cover all areas of domains 2 and 3 in one class? That's unreasonable. They are not always seen in every class period. Get rid of useless paperwork and let us spend our time teaching and preparing to teach.
43.	Tess program is extra busy work
44.	Lastly, decrease the amount of data collection that teachers are required to do so they can focus more on preparing for their classrooms. Perhaps this would entail more classroom evaluations, but it would increase the morale of the teachers which will in turn be a benefit to the students.
45.	The TESS evaluation system and the depth of time that it requires does not make one a better educator. Administrators and teachers are using a lot of valuable time that does not necessarily improve their effectiveness. Wish this system would be reconsidered.
46.	I love the children I teach. But the demands of TESS and lack of support with discipline from parents and sometimes administration, TLI, AIP, etc... it's hard to just come do our job which is teach. I understand we need to be held accountable but careers with a much higher pay scale do not have to undergo the observation and evaluation processes we do. Thank you for your time.
47.	Time is such a major factor for teachers. We spend hours after school and on weekends doing what has to be done. If it wasn't for the love I have for my students, I would definitely be looking for another profession. With Tess and other programs, I feel like so much of it is just busy paperwork that is taking away from my time that I need to prepare and plan for my students. The state/school

Appendix B – Teacher Survey Response: Comments	
	seems to constantly expect and demand more and more from us. We are expected to spend hours on TESS, INDISTAR, RTI, and as well as create quality curriculum and instruction, planning, grading papers, assessing, analyzing reports, extra curriculum activities, clubs, tutoring, and parent involvement. I don't mean to only complain but most days I feel like myself and many other teachers feel overworked, underpaid, overwhelmed, and stressed out.
48.	<p>In my 17 years, I have seen the value of my opinion and the lack of trust in me to do my job completely diminish. I feel I have to prove myself constantly. I am forced to spend all of this time on PGP goals, finding evidence that you meet this TESS component and that TESS component. I know of no other profession where that type of evaluation is used. Their work is assessed, not some portfolio anyone can create with a computer and Pinterest.</p> <p>When a student does something in my classroom, I feel I have to prove they did it. In the past, a teacher's word meant something- no questions asked. I have had students tell outrageous stories about me hitting them, etc. only to have the principal (who knew from questioning students it didn't happen) announce it didn't matter if we did what the students said or not. Perception is reality. There is no line of defense against that. When a parent or student can turn what a student does around on a teacher, and the administration says it doesn't matter if you did or didn't, then we are fighting a losing battle. Students know what we say is not respected. They play the game and play it well. If you want to know if I am doing my job as a teacher well enough, then come to my classroom and watch me teach. Have the administrators who make the big bucks go in classrooms instead of filling out meaningless paperwork for the state department. A portfolio only takes my time and energy away from my job and my students. Again, anyone can prove anything on paper. Teachers are leaving the profession left and right and the state is wringing their hands trying to figure out what to do. Here's a hint- don't make it harder for people who are not appreciated, underpaid, and disrespected on a daily basis. Stop concentrating on what the teacher is/is not doing with an online portfolio. Start putting responsibility on administration to get in our classrooms and see for themselves what is going on in class and assessing teachers. Start putting responsibility on the teachers not doing their jobs after these assessments (not creating more work for all teachers).</p>
49.	Also again, TESS is TOO Much. Too much paper work (busy work). It is also very discriminatory against your older teachers. A lot of them have trouble with how to do so much of the things on the computer that are required, but no one will teach them how to do it. It is just expected of them to figure it out on their own. It is very overwhelming and stressful.
50.	We wear so many hats. If we had less paperwork to constantly prove that we have done our jobs, we could actually do our jobs! It is so sad that we are unable to spend time preparing for lessons and actually teaching, because we are constantly having to document everything we do.
51.	I also pose this what other profession is asked to be as accountable and responsible as teachers and they are evaluated at the same level with the amount of pay and continued education required. The state and federal government has made being a teacher more difficult and less attractive than just about any other profession.