
TEACHER EVALUATION DISCUSSION AND FEEDBACK



Karen Cushman, Assistant Commissioner
Human Resources/Licensure
Arkansas Department of Education
November 21, 2011



CURRENT TEACHER EVALUATION SYSTEM

- Provides teachers w/little information to improve effectiveness or identify and meet individual professional development needs
- Does little to provide targeted intervention to help struggling teachers
- Does not reward the accomplishments of effective teachers
- Widget Effect – 90+% teachers are rated at highest category



The Teacher Excellence and Support System (TESS) - ACT 1209

- Based on many bodies of research
- Addresses concerns about teacher recruitment and attrition
- Implements the core standards
- Appreciates the state's pilot program
Four schools in state's pilot program last year – Jonesboro, Pocahontas, Lee County, and Magnolia



The Teacher Excellence and Support System (TESS) - ACT 1209

Common Beliefs Shared

- Recognizes student learning as the foundation of teacher effectiveness.
- Gives schools information needed to build the strongest possible instructional delivery system.
- Helps districts hold school leaders accountable for supporting each teacher's professional development.
- Is based on multiple assessments – formative and summative.
- Focuses everyone in the school system on what matters most – realizing each student's full potential and staying on track for career/college readiness.



Major Components of TESS

I. ARTIFACTS

A. Must relate to the rubric

B. Represents output from one or more of the following:

- 1) Lesson plans aligned with standards
- 2) Self-directed or collaborative research approved by the evaluator
- 3) Participation in professional development
- 4) Contributions to parent, community, or professional meetings



Major Components of TESS

I. ARTIFACTS – CONTINUED

- 5) Classroom Assessments (unit tests, samples of student work, pre/post assessments, classroom-based formative assessments)
- 6) District level assessments (formative, grade or subject level, department level, and common assessments)
- 7) State level assessments (EOC, statewide assessments of student achievement, career and technical assessments)
- 8) National Assessments (AP exams, norm-referenced assessments, career and technical assessments)



Major Components of TESS

II. EVALUATION RUBRIC

- A. Clearly Defined Categories
 - a. Distinguished
 - b. Proficient
 - c. Basic
 - d. Below Basic
- B. Performance Levels for Each Component
- C. Descriptors for the Framework



Major Components of TESS

III. Frequency of Observations

A. Novice Teachers (1-3 Years)

Formative and Summative Evaluations

B. Veteran Teachers

Full evaluation (formative and summative once every three years)

C. Intensive Support (Every Year)

Informal and Formal observations

Professional Growth Plan every year – professional development matches the learning plan



Major Components of TESS

IV. Student Learning

- A. Includes trend data and not limited to one assessment
- B. Student Growth is significant and analyzed at every level of the evaluation system to illustrate teacher effectiveness
- C. Requires annual evidence of student growth from artifacts and external assessment measures

In tested content areas, $\frac{1}{2}$ of the artifacts must be external assessments



TO BE DETERMINED IN RULES AND REGS

Non – Tested Areas

- ½ of the artifacts must be external assessments to be determined in rules and regs

Application of Student Learning and Growth

- How to incorporate the evidence of student learning into the rubric and a summative evaluation



Principles of the Waiver Application

An SEA must submit a request that addresses each of the following:

✓ Principle 1:
College- and Career-
Ready Expectations

✓ Principle 2:
Differentiated
Recognition,
Accountability, And
Support

Principle 3:
Supporting Effective
Instruction and
Leadership

✓ Principle 4:
Reducing Duplication
and Unnecessary
Burden



Principle 3: Teachers and Principals

Demonstrate a plan for evaluation systems for teachers and principals that includes:

- At least 3 tiers of differentiation (ratings)
- Evidence of growth in student learning as a significant portion of the evaluation
- Multiple measures of teacher/leader practice
- Plan to use evaluation results to
 - Help improve instruction*
 - Inform personnel decisions*



Teachers and Principals

Submit a timeline for implementation that meets the following criteria:

- Pilot of the new evaluation system by 2013-14
 - As part of pilot, teachers must receive data on their impact on student learning
 - Data will not count as part of evaluation
- Full implementation of the evaluation system by 2014-15



Teachers and Principals

- Waive Highly Qualified Teacher Improvement Plan requirements and associated restrictions on funds
- States are not exempt from the requirement to ensure equitable distribution of experienced, in-field and certified teachers
- When states and districts move to new evaluation systems, they can use the results of these systems to meet this requirement



Information and Questions

After the last regional meeting, December 6, a link will be posted on the ADE homepage to a survey for comments and suggestions – A commissioner’s memo will be released with details

Karen Cushman, Asst. Commissioner of HR/Licensure
karen.cushman@arkansas.gov

Dedicated ADE email address to be checked daily
ade.nclbwaivers@arkansas.gov