ARKANSAS TESS
TRAINING

~Training Facilitation Guide~

Teacher Excellence and Support

Office of Educator Effectiveness
ADE Division of Elementary & Secondary Education
Summer 2020
“Welcome to this session about the new LEADS 2.0 Assistant Principal Rubric. This rubric is user-friendly by following the content and format of the LEADS 2.0 Principal Rubric. No one knows for sure what the 2020-2021 school year will bring. Leaders remain responsible whether students and teachers are in the classroom, online or in a hybrid-learning environment. We can imagine that logistics will be a priority, but at the same time, we know the business of education is a people business.”

**Training Note:**
Introductions, if this is face-to-face, any logistics (restrooms, etc.). The virtual session is best if breakout rooms are available.

“Your current state of mind. Have participants choose the picture best depicting their current mood. Share in small/whole group.

If breakout rooms are available, use this activity to practice.
This section discusses law/rules governing TESS. Over the years, law/rules have been updated which sometimes causes confusion between those who were trained 4-8 years ago and those who were trained more recently.

Additionally, often trainers have stated best practices as law/rules, which often causes confusion. Example: Number of minutes for a formal observation, use of artifacts, how many observations should be completed, whether or not a walk through can count as an observation.

For this training we refer to “the law,” “the rules,” and “district protocol” repeatedly. When the law/rules do not explicitly answer a question, refer to their district protocol. It is still helpful to give advice, best practice, and/or previous experience during the training; however, be certain to relay them as such.

The goal is to improve professional practice. We don’t have progressing or highly effective teachers, we instead have teachers who have progressing and/or highly effective practices.

If, then, and…
If administrators conduct purposeful observations with quality feedback, then teachers will grow in their instruction, and student achievement will improve.
State law governing TESS.

Evaluation is a minor part of TESS, the purpose of TESS is to support teacher growth.

The following slides contain statements. Your task is to determine if the statement is a “Yep” or “Nope” statement. Each statement is attached to it’s corresponding rule. The purpose of the slide is to emphasize what we think is a rule versus what is a local decision.

This may be completed individually or small group.
<table>
<thead>
<tr>
<th>Yep or Nope</th>
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6.02 An educator and evaluator shall participate in T.S.S.S. and collaborate in good faith to develop the educator's professional growth plan based on the identified needs of the educator.
6.05 If a teacher and evaluator cannot agree on a professional growth plan, the educator's decision shall be final.

<table>
<thead>
<tr>
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- 6.1 Each educational entity shall conduct a summative evaluation of each teacher employed by the educational entity under these rules at least once every four (4) years, except as follows:

- 6.1.1 An educational entity is not required to conduct a summative evaluation while a teacher is in the novice teacher category. It is strongly recommended that evaluations focus on professional growth and development. However, an educational entity may choose to conduct a summative evaluation for the teacher at any time. |

- 6.1.2 The educational entity is responsible for determining when a teacher is required to have a summative evaluation. The summative evaluation schedule for a teacher transferring from another educational entity may be based on the date of the transferring teacher's last summative evaluation, which may be provided by the previous educational entity under 45 A.C.R.S. § 5-3.06. |

<table>
<thead>
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<th><strong>Yep or Nope</strong></th>
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<tr>
<td>During a formative year, a teacher must receive a rating in their PGP area.</td>
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- 6.12 These rules do not require an overall rating during a formative year. |

- Follow district protocols regarding end of year ratings for formative year teachers. |
- It is okay to rate or not rate teachers during formative years. Feedback and growth are critical during formative years and ratings may be a support.
<table>
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6.03. A summative evaluation shall be based on the evaluation framework and rubric established by the Department and:
6.03.1. Result in a written evaluation determination for the teacher’s performance of all evaluation domains as a whole;
6.03.2. Use the appropriate evaluation framework and evaluation rubric appropriate to the teacher’s role;
6.03.3. Use multiple sources of evidence of the teacher’s professional practice including direct observation, indirect observation, artifacts, and data.

<table>
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<td>The deadline to upload Professional Growth Plans into EdReflect is October 1.</td>
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Give the following prompt (individually, pairs, breakout rooms): Reflect on your past experience with professional growth plans.

1. How was the pgp developed?
2. Reviewed?
3. Impact your growth?

A professional growth plan must be collaboratively completed yearly. They are designed to improved professional practice.
“This is an example of a goal that is too broad. In order to be successful, a teacher would need to be effective in all 5 component areas of Domain 2. Instead, let’s discuss how this might be improved.”

Example:
Ok: Improve classroom management
Good: Improve classroom procedures and routines for transitions
Better: 75% of classroom procedures and routines for transitions will be less than 30 seconds by October.

By setting a more focused goal with a target date, both the observer will have a purpose for learner discussions and the learner will be able to have a “quick victory” by being successful. In October, a new goal can be set with a new timeframe. This transitions us from the old way of conducting PGPs (set it at the beginning of the year, midyear check-in, then end of year meeting). Move from compliance to application.

The TESS prompts are available to help guide the conversation? Are these required? No
Are they really good to use? Yes

Remember, the prompts are not about compliance and “filling them all out.” They are instead meant to guide meaningful conversations.

The prompts are not required in rules. Do you know your district protocol for completing the prompts?
Read slide then use following slide with goals.

Answers given to these questions will vary.

This slide is included as another example.
What is your big take away about professional growth plans?
Discuss the types of evidence.

Brainstorm specific example of artifacts/data

Artifacts: lesson plans, meeting notes, classroom newsletter, parent communication, etc.

Data: ASPIRE summative, interim assessment growth, attendance, behavior, etc.

What does quality evidence look like?

Quality evidence is:

- Objective: non-biased and leaves little to perception or interpretation

- Observational: focused on what you see and hear in the classroom

Qualitative Data

Scripting that captures:

- Selective verbatim—Record actual words of the students and/or teacher
- Verbal flow—Capturing the interaction between two speakers (student/student or student/teacher)
- Interaction analyst—Record details about the types of statements made by teacher and/or students
- Anecdotal notes—Capture what is occurring in the classroom, either behaviors or details of the room environment.
Read each statement. Determine quality or not. If not, how could it be made better.

Examples from previous slide

You are clearly passionate about your subject!
Teacher had to redirect the students attention to the task multiple times.
Students appear on task from the moment they walk in the door.
Good use of questioning to drive deep thinking.
Student groups are conducive to the task.

T. Great tone. T. This is the key part of the experiment. Pay close attention to what happens next. This facilitates not. Don’t miss it!
S. Great. Remember that we work quietly during the warm-up. Now, let’s go to task together.
S. Be sure to stop talking. T. Great. Now, please get the warm up done.
S. Students please take a warm-up sheet when you enter the door, go to their seats and begin working.

What is the main character's motivation in this story?
What details from the story make you think that is important to him?

Student pairs in groups of three. Each team member has a role they must complete during the lab.

Quantitative Data

- Numbers are emphasized over words during quantitative data collection.
- Data collection includes frequencies, distributions, and pacing.
- Checklists, tallies, and/or classroom seating charts are often used.

Share slide information
### Examples of Quantitative Data

- 10:05: Students enter room
  - 10:07: 2/24 students are working on their Do Now
  - 10:10: Tchr tells sts that they have 1 minute to finish.
- All students begin working on worksheet.
- Teacher generated questions:  
  - Student generated questions: III
- 2 students do not have assignment on desk as directed.
- Most students track their reading using their finger.

### Let’s Practice

In your breakout room use the sample evidence to:

- Identify 2 pieces of quality evidence. What makes it quality evidence?
- Identify 2 pieces of evidence that could be improved. How could they be improved?

### Share example

**Read slide and use following slide for the activity.**

May be completed individually, pairs, or small group.

### Discuss

- The class was seated in a horseshoe seating arrangement. This allowed the students to see each other and the teacher.
- The lesson began with T reminding the students of the worksheet they completed the day before.
- A number of sts actively engaged in this discussion and the teacher allowed this discussion to flow.
- Bellringer activity was positive
- DOK Level Questions: Level 1: 8 Level 2: 2 Level 3: 1
- Students were too talkative and loud throughout the lesson.
- T accepted the input and responses and praised students for their input using words such as “Great job,” “Well done,” and “That’s awesome.”
- T asked the students to read the points silently.
- While the students were reading, T walked around the room to ensure that they were engaged in the process.
- STs enjoyed the game used for test review.
- 15/18 students were called to respond to questions during the lesson.
Focus on scripting. Watch 3 to 5 minutes of the video. The only goal is to script what they see and hear. Remember to also script the classroom environment.

After 1 minutes, pause the video and ask the group to look for any biased statements or scripted evidence. If none, ask them to share any biases they may have already had while watching. “The lesson is boring.” “Students are bored.” “I’m bored.” “This isn’t a good lesson.” “The lesson needs to be more exciting.” “Too much time spent on going over the objective.”

Continue the video, focused on the evidence.

Follow the slide and discuss.

Repeat previous directions. Focus is on scripting and evidence collection.
We have discussed having a purpose for observations. The following activities will merge your evidence collection with a specific collection target.

The targeted observation may be based on a teacher's PGP, school goals, or general walk-through goals.

Remember, the goal of an observation is to improve a teacher's practice, so always know your purpose when completing an observation.

Our first observation practice will center on Using Questioning and Discussion Techniques. Let's discuss how to breakdown the component (process may be used for any TESS/LEADS component).

Begin by reading the effective descriptor for 3B. Notice phrases and/or verbs that are helpful in identifying an effective rating of the teacher’s practice. Share.

As you script, note only the evidence that corresponds with 3B.
Practice Scripting.

At the 5 minute mark, ask if additional time is needed to collect evidence, then have a conversation about why/why not. The purpose of this conversation is to learn the rules about time.

There are no rules about length of an observation. The observation should be long enough to give the observer the opportunity to collect quality evidence. This might be 5 or 45 minutes. This also may depend on the district’s protocol.

Follow the prompts on the slide.

Based on evidence, rate the teacher’s practice. Remember that a rating is based on a preponderance of evidence and over more than one observation.

Discuss.

What feedback or coaching would you provide this teacher to improve his/her practice?

Repeat the process for the following 6 slides.
Let’s Practice!

Conduct a brief observation for this teacher:

- Prepare to script to the designated component
- **GO!**

Debrief in Small Groups

Clean up evidence

- Is it quality?
- Does it make sense?
- Correct spelling, etc.

Debrief

- Which rating would you assign?

### 3c: Engaging Students in Learning

<table>
<thead>
<tr>
<th>IEEFECTIVE</th>
<th>PROGRESSING</th>
<th>EFFECTIVE</th>
<th>HIGHLY EFFECTIVE</th>
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<tbody>
<tr>
<td>Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.</td>
<td>Activities and assignments, materials, and groupings of students are partially inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but the structure is not fully maintained.</td>
<td>Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in high intellectual engagement. The lesson is coherent and appropriate for the students' needs.</td>
<td>Students throughout the lesson are highly intellectually engaged in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.</td>
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</table>
Let’s Practice!
Conduct a brief observation for this teacher:
- Prepare to script to the designated component
- **GO!**

Debrief in Small Groups
Clean up evidence
- Is it quality?
- Does it make sense?
- Correct spelling, etc.

Debrief
- Which rating would you assign?

This time we are going to observe more than component.
Repeat process from previous slides.
<table>
<thead>
<tr>
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<td>Conduct a brief observation for this teacher:</td>
</tr>
<tr>
<td>• Prepare to script to the designated components</td>
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<td>• GO!</td>
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<td>• Which ratings would you assign?</td>
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<th>Organizing During/After the Observation</th>
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<tbody>
<tr>
<td>• “Clean up evidence” before sharing with teachers</td>
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<tr>
<td>• It's difficult to gather pristine evidence</td>
</tr>
<tr>
<td>• Not all evidence is important</td>
</tr>
<tr>
<td>• Tagging evidence to components on the framework</td>
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<tr>
<td>• Make notes regarding feedback and next steps</td>
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<tr>
<td>• In the EdReflect platform; or</td>
</tr>
<tr>
<td>• Sticky Note, Notepad, Google doc, etc.</td>
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</table>

Not applicable for teachers.

Read slide for observers.
**To Rate or Not to Rate?**

- Is this a formative or summative observation?
- What is the district protocol for rating?
- Ratings provide growth/trend data that can be valuable for end of year conversations (i.e., PGP achievement, summative year evaluations)
- Ratings can drive very productive coaching conversations - teachers and observers should both rate to tee up most effective conversation

**Let’s Practice**

- Work in a group of 2-3 to draft Feedback and Next Steps for the teacher you observed.

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**Not applicable for teachers.**

Read slide for observers.

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Discuss takeaways from this section.
High Quality Feedback

- Educators learn best when feedback is
  - Tied to specific teaching standards
  - Specific, detailed and evidence based
  - Timely and frequent
  - Constructive, with effective use of questioning
- Deliver feedback in a constructive way that engages the teacher with you to determine next steps

Structuring Coaching Conversations

Effective coaching conversations:

- Invite reflection
- Deconstruct the component with the teacher
- Let the evidence speak
- Identify specific and actionable next steps
- Offer appropriate resources/supports
1. Explain the purpose of the conversation:
   - The observation is an opportunity to see the teacher in action and provide insight for the teacher as he/she works to improve instructional practice.
   - This is one of multiple observations that will inform the Teacher Practice subcomponent of the Composite APPR Rating and Score. Summarize how many observations into the school year there have been so far and how many more opportunities will follow. Remind the teacher about any other components of the Teacher Practice subcomponent in your District as well.

2. Begin with positive feedback and reinforcement:
   - Ask the teacher to reflect on strengths observable in the lesson.
   - Name and add areas where the teacher demonstrated strength or has shown notable progress.
   - Your feedback to your evidence from the observation or formative assessment data.
   - All feedback you provide during the meeting should be low-inference and not high-inference

Box A – High-Inference vs. Low-Inference Feedback
The more specific your feedback is, the more helpful it will be for the teacher.

High-inference feedback: an overall impression without a lot of detail: "You are doing a better job of checking for understanding.

Low-inference feedback: a much finer grain of detail, refers to specific examples that explain the feedback: "I saw two different times during the lesson, you showed variations in student's solution methods that strengthen other students' understanding of the concept.

Illustrative Example for Providing Positive Feedback Based on Evidence:
- Look time we talked about how you were struggling with checking for understanding. During this observation, I saw several instructional strategies that you used to maximize opportunities for all students to learn the content. Students spoke in a variety of places, asked questions, and spoke up in their solutions, and asked questions to make sure that the class understood why both approaches were correct mathematically and conceptually.
- You also chose deliberately checking for understanding throughout the lesson by assigning short problem of the day to reinforce the content.
- Finally, you utilized at the end to summarize the math learned in this lesson.
3. Ask targeted questions to help lead the teacher to the core issue:

- Plan to address no more than two to three opportunities for improvement during this post-observation conversation. However, be flexible about other topics the teacher suggests as well.
- Begin by asking the teacher specific questions that may lead a teacher to identify the areas of improvement, such as:
  - “What is one area of improvement you would like to focus on?”
  - “What specific strategies or techniques have you tried recently that you feel could be enhanced?”
- Reinforce the teacher’s suggestions or further probe as needed, focusing on low inference evidence this and other recent observations, as well as formative student assessment data.

### Box B – Targeted Questions

The more specific your questions, the more likely the teacher can name the issues before you do.

- **OK:** was there anything you thought you could have done better while I was observing the class?
- **Better:** who was doing the heavy thinking and lifting during the lesson – you or the students? How do you know? How much time during the lesson were you talking at the students versus the students working and thinking?
- **Best:** did you see students struggle with difficult questions or did you stop in and leave them or answer the question for them? What could you have asked or asked to push students to more clearly and accurately reflect their mathematical understanding of this concept?

4. Name the issue(s) together:

There should be no ambiguity about the opportunity for improvement. How much you explicitly name the issue versus giving the teacher the opportunity to do so depend on the nature of the issue and the teacher’s ability to identify the concern.

### Teacher-driven vs. Shared vs. Administrator-driven

- **Teacher-driven**
  - The teacher recognizes the issue independently and is able to recommend solutions and next steps.
- **Shared**
  - The administrator guides the teacher to the issue.
  - The administrator and teacher share their ideas on the solution together.
- **Administrator-driven**
  - The administrator names the problem and specifies the required next steps.

- **Focus again on low-inference feedback.**
  - E.g., instead of “You are too quick to give the students the answers instead of waiting for them to figure it out,” provide low-inference feedback like, “During two of my observations, when you waited with your lower-achieving students, you waited for them to give 2-3 wrong or insufficient answers before you pointed them to the answer in the text, or you gave them the answer.”

5. Explore solutions together:

- Explore with the teacher what changes to practice could address each area of improvement.
  - In our current example, the teacher may be struggling with increasing student engagement and thinking. He may be anxious to get through all lesson materials and the questions he planned for students to answer. He also may have a limited toolkit of ways to facilitate a classroom where all students are productively engaged in the work of the lesson. Together you might brainstorm 4 or 5 ways that he can give more time for certain groups of students, plan more questions to push for students to “work” for the answers, model perseverance, or build a classroom culture where students persist in efforts to read, speak, and write about demanding texts even when it gets hard.
- Brainstorm together about the different resources available, and the kind of support that will help improve instructional practice. The more specific the action plan is, the more helpful it will be.
  - You and the teacher may be able to construct specific new practices together in the moment and make plans for immediate follow-up. Two examples from Paul Bambrick-Santoyo’s book Leverage Leadership:
Observing in a virtual world is the same as observing on-site. You are still watching directly or collecting artifacts and data as evidence.

The big difference is the type of feedback and coaching taking place. When discussing engaging students in learning, the coaching of a virtual teacher may be different than the coaching for onsite. How to communicate with student, classroom management, and other components would not be observed differently; however, once again the coaching aspect would need to be applicable.
Video observations are one tool available for school districts.

Watch videos as desired.

In a world where our "normal" has been shaken, this video encourages us to “Embrace the Shake.”

Enjoy and thank you.