| Domain 1: Planning and Preparation | 1.a. Demonstrating Knowledge of Content and Pedagogy  
- Content knowledge  
- Prerequisite relationships  
- Content pedagogy  
1.b. Demonstrating Knowledge of Students  
- Child development  
- Learning process  
- Special needs  
- Student skills, knowledge, and proficiency  
- Interests and cultural heritage  
1.c. Setting Instructional Outcomes  
- Value, sequence, and alignment  
- Clarity  
- Balance  
- Suitability for diverse learners  
1.d. Demonstrating Knowledge of Resources  
- For classroom  
- To extend content knowledge  
- For students  
1.e. Designing Coherent Instruction  
- Learning activities  
- Instructional materials and resources  
- Instructional groups  
- Lesson and unit structure  
1.f. Designing Student Assessments  
- Congruence with outcomes  
- Criteria and standards  
- Formative assessments  
- Use for planning |
| Domain 2: Classroom Environment | 2.a. Creating an Environment of Respect and Rapport  
- Teacher interaction with students  
- Student interaction with students  
2.b. Establishing a Culture for Learning  
- Importance of content  
- Expectations for learning and achievement  
- Student pride in work  
2.c. Managing Classroom Procedures  
- Instructional groups  
- Transitions  
- Materials and supplies  
- Non-instructional duties  
- Supervision of volunteers and paraprofessionals  
2.d. Managing Student Behavior  
- Expectations  
- Monitoring behavior  
- Response to misbehavior  
2.e. Organizing Physical Space  
- Safety and accessibility  
- Arrangement of furniture and resources |
| Domain 3: Instruction | 3.a. Communicating With Students  
- Expectations for learning  
- Directions and procedures  
- Explanations of content  
- Use of oral and written language  
3.b. Using Questioning and Discussion Techniques  
- Quality of questions  
- Discussion techniques  
- Student participation  
3.c. Engaging Students in Learning  
- Activities and assignments  
- Student groups  
- Instructional materials and resources  
- Structure and pacing  
3.d. Using Assessment in Instruction  
- Assessment criteria  
- Monitoring of student learning  
- Feedback to students  
- Student self-assessment and monitoring  
3.e. Demonstrating Flexibility and Responsiveness  
- Lesson adjustment  
- Response to students  
- Persistence |

FFT - Charlotte Danielson’s *Framework for Teaching* 2007  
ATLR - *Arkansas TESS and Leads Resources* 2014-2015  

Revised 7/14/2016
## Domain 4: Professional Responsibilities

<table>
<thead>
<tr>
<th>Section</th>
<th>Details</th>
</tr>
</thead>
</table>
| 4.a. Reflecting on Teaching | - Accuracy  
- Use in future teaching |
| 4.b. Maintaining Accurate Records | - Student completion of assignments  
- Student progress in learning  
- Non-instructional records |
| 4.c. Communicating with Families | - About instructional program  
- About individual students  
- Engagement of families in instructional program |
| 4.d. Participating in a Professional Community | - Relationships with colleagues  
- Participation in school projects  
- Involvement in culture of professional inquiry  
- Service to school |
| 4.e. Growing and Developing Professionally | - Enhancement of content knowledge and pedagogical skill  
- Receptivity to feedback from colleagues  
- Service to the profession |
| 4.f. Showing Professionalism | - Integrity/ethical conduct  
- Service to students  
- Advocacy  
- Decision-making  
- Compliance with school/district regulations |

## Section II. Law and Process

<table>
<thead>
<tr>
<th>TESS Objectives (Arkansas Code §6-17-2802)</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Understands that TESS provides a transparent and consistent teacher evaluation system that ensures effective teaching and promotes professional learning</td>
<td></td>
</tr>
<tr>
<td>1.2 Understands that TESS provides feedback and a support system supporting teachers improvement in professional knowledge and skills, as well as improving student learning</td>
<td></td>
</tr>
<tr>
<td>1.3 Understands that TESS provides a basis for making teacher employment decisions</td>
<td></td>
</tr>
<tr>
<td>1.4 Understands that TESS provides links between evaluation procedures and curricular standards, professional development, targeted instructional support</td>
<td></td>
</tr>
<tr>
<td>1.5 Understands that TESS informs policymakers on</td>
<td></td>
</tr>
<tr>
<td>Competencies for Teacher Excellence and Support System</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>benefits of a consistent evaluation and support system in regard to improving student achievement</td>
<td></td>
</tr>
<tr>
<td>1.6 Understands that TESS increases the awareness of parents and guardians of students concerning the effectiveness of teachers</td>
<td></td>
</tr>
</tbody>
</table>

2. **TESS Teacher Requirements**

| 2.1 Understands that each employed teacher shall be evaluated in writing. |
| 2.2 Understands that a teacher shall participate in TESS. Such participation includes, but is not limited to |
| - Classroom Observations |
| - Pre-Observation Conferences |
| - Post Observation Conferences |
| 2.3 Understands that each teacher shall collaborate in good faith on the teacher’s professional growth plan. |

3. **Framework for Teaching Design**

| 3.1 Understands that good teaching can be defined and observed and creates evidence. |
| 3.2 Understands that teacher practice is what teachers do and how well they do the work of teaching. |
| 3.3 Understands that results are what teachers accomplish and how well their students learn. |
| 3.4 Understands that good teaching is consistent and based in pedagogical practice unique to every teacher, every class, and every school. |

4. **TESS Evidence Collection**

| 4.1 Understands that direct observation means the evaluator is physically present in the school or venue where the school/district teacher or leader is present and leading and/or managing. |
| 4.2 Understands that indirect observation means the evaluator is observing systems that operate without the teacher or leader present. |
| 4.3 Understands that artifacts include materials that document the school/district teacher or leader’s practice. |
| 4.4 Understands that school data means teacher and students performance data or overall school performance data. |
| 4.5 Understands that evidence should be factual, representative, and relevant. Such evidence may include |
| - statements, actions, or behaviors |
| - artifacts prepared by the teacher, students, or others |
| - verbatim scripting of teacher or student comments |
| - non-evaluative statements of observed teacher or student behavior |
| - numeric information about time, student participation, resource use, etc. |
| - an observed aspect of environment. |
### Competencies for Teacher Excellence and Support System

<table>
<thead>
<tr>
<th>4.6</th>
<th>Understands that a teacher’s collection and analysis of data regarding student learning demonstrates the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Quality of learning outcomes as indicated by their…</td>
<td></td>
</tr>
<tr>
<td>o Being stated clearly, as learning outcomes, not activities</td>
<td></td>
</tr>
<tr>
<td>o Representing important, rather than trivial, learning</td>
<td></td>
</tr>
<tr>
<td>- Evidence of student learning that is aligned with the outcomes</td>
<td></td>
</tr>
<tr>
<td>- Quality of analysis of student learning gains, as indicated</td>
<td></td>
</tr>
<tr>
<td>o Including sensible rationale for assignment of students to groups</td>
<td></td>
</tr>
<tr>
<td>o Being convincing and substantiated by the evidence</td>
<td></td>
</tr>
<tr>
<td>- Quality of reflection on the experience, as indicated by…</td>
<td></td>
</tr>
<tr>
<td>o Accuracy of the reflection</td>
<td></td>
</tr>
<tr>
<td>o Likelihood that reflection will lead to thoughtful modifications of practice</td>
<td></td>
</tr>
</tbody>
</table>

| 5. TESS Rubric Formula | 5.1 Understands that the TESS classroom teacher rubric evaluates teachers on best practices using four level descriptors: unsatisfactory, basic, proficient, or distinguished. |

<table>
<thead>
<tr>
<th>6. Arkansas TESS Teacher Tracks</th>
<th>Demonstrates an understanding of the following tracks for evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Track 1 Probationary / Novice (A first year teacher is both a novice and probationary teacher):</td>
<td></td>
</tr>
<tr>
<td>- Year 1: Summative Evaluation</td>
<td></td>
</tr>
<tr>
<td>o Formal Observation – Pre and Post Conference</td>
<td></td>
</tr>
<tr>
<td>o Informal Observation – May be conducted</td>
<td></td>
</tr>
<tr>
<td>o Collaborative PGP – Develop PGP</td>
<td></td>
</tr>
<tr>
<td>o Summative Evaluation Meeting – summative rating results over all components</td>
<td></td>
</tr>
<tr>
<td>- Year 2: Summative Evaluation</td>
<td></td>
</tr>
<tr>
<td>o Formal Observation – Pre and Post Conference</td>
<td></td>
</tr>
<tr>
<td>o Informal Observation – May be conducted</td>
<td></td>
</tr>
<tr>
<td>o Collaborative PGP – Develop PGP</td>
<td></td>
</tr>
<tr>
<td>o Summative Evaluation Meeting – summative rating results over all components</td>
<td></td>
</tr>
<tr>
<td>- Year 3: Summative Evaluation</td>
<td></td>
</tr>
<tr>
<td>o Formal Observation – Pre and Post Conference</td>
<td></td>
</tr>
<tr>
<td>o Informal Observation – May be conducted</td>
<td></td>
</tr>
<tr>
<td>o Collaborative PGP – Develop PGP</td>
<td></td>
</tr>
</tbody>
</table>

FFT - Charlotte Danielson’s *Framework for Teaching* 2007
ATLR - *Arkansas TESS and Leads Resources* 2014-2015

Revised 7/14/2016
Competencies for Teacher Excellence and Support System

6.2 Track 2 Interim Teacher Appraisal Process

- **2A: Summative Evaluation**
  - Formal Observation – Pre and Post Conference
  - Informal Observation – May be conducted
  - Collaborative PGP – Develop PGP
  - Summative Evaluation Meeting – summative rating results over all components

- **2B1: Interim Appraisal**
  - Informal Observations – focusing on PGP growth components
  - Collaborative PGP – review and/or revise
  - End of Year Review – professional practice rating

- **2B2: Interim Appraisal**
  - Informal Observations – focusing on PGP growth components
  - Collaborative PGP – review and/or revise
  - End of Year Review – professional practice rating

- **2B3: Interim Appraisal**
  - Informal Observations – focusing on PGP growth components
  - Collaborative PGP – review and/or revise
  - End of Year Review – professional practice rating

6.3 Track 3 Intensive Support Status

- Collaborative Intensive PGP – review and/or revise often
- May include informal and formal observations
- Frequent teacher and evaluator conferences
  - Teacher may remain in this track for two semesters; and two additional semesters may be added if improvement is observed.

6.4 Understands that TESS does not conflict with, nor replace the Arkansas Teacher Fair Dismissal Act (ATFDA)

7. Professional Growth Plan (PGP)

- **7.1** Understands that the PGP is a major component of TESS
- **7.2** Understands that the PGP identifies professional learning outcomes to advance the teacher’s professional skills
- **7.3** Understands that the PGP clearly links professional development activities and the teacher’s individual professional learning needs identified through the evaluation process

FFT - Charlotte Danielson’s *Framework for Teaching* 2007
ATLR - *Arkansas TESS and Leads Resources* 2014-2015

Revised 7/14/2016
7.4 Understand that the PGP requires at least ½ of the professional development hours required by law or rule are related to one or more of the following:
- Teacher’s content area
- Instructional strategies applicable to the teacher’s content area
- The teacher’s identified needs

### 8. Mentor Process

8.1 Understands that each mentor/novice teacher pair will be provided frequent meeting time face-to-face and/or electronically on at least a once a month basis to spend together for mentoring.

8.2 Understands that each novice teacher will be paired with a mentor who is matched as closely to grade and subject level as possible.

8.3 Understands that the goal of mentoring is to provide continuous professional growth for the novice teacher.

8.4 Understands that mentors assist the novice teacher in
- the implementation of the goals in the Professional Growth Plan, which is developed by the novice teacher and his or her administrator
- identification and celebration of strength areas
- procurement of resources (both human and material)
- identification of professional development opportunities
- in-class coaching sessions, which provide growth opportunities for the novice teacher with rich, professional conversation between the novice teacher and the mentor