Competencies for Teacher Excellence and Support System

Section 1. Framework for Teaching	
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

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Domain 4: Professional Responsibilities	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	
1. TESS Objectives (Arkansas Code §6-17-2802)	1.1 Understands that TESS provides public school districts and public charter schools a transparent and consistent teacher evaluation system that ensures effective teaching and promotes professional learning for all educators 1.2 Understands that TESS provides an evaluation, feedback and support system encouraging teachers to improve their knowledge and instructional skills in order to improve student learning 1.3 Understands that TESS provides a basis for making teacher employment decisions 1.4 Understands that TESS provides links between evaluation procedures and curricular standards, professional

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	development activities, targeted support, and human capital decisions
	1.5 Understands that TESS encourages highly effective teachers to undertake challenging assignments
	1.6 Understands that TESs informs policymakers regarding the benefits of a consistent evaluation and support system in regard to improving student achievement across the state
	1.7 Understands that TESS increases the awareness of parents and guardians of students concerning the effectiveness of teachers
2. TESS Teacher Requirements	2.1 Understands that all evaluations performed on employed teachers must be in writing.

	2.2 Understands that a teacher shall participate in TESS or an equivalent State Board system of teacher evaluation and support. 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

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	• non-evaluative statements of observed teacher or student behavior
	• numeric information about time, student participation, resource use, etc.
	• an observed aspect of environment.
	
	4.6 Understands that a teacher's collection and analysis of data regarding student learning demonstrates the following:
	• Quality of learning outcomes as indicated by their
	    ○ Being stated clearly, as learning outcomes, not activities
	    ○ Representing important, rather than trivial, learning
	• Evidence of student learning that is aligned with the outcomes
	• Quality of analysis of student learning gains, as indicated
	    ○ Including sensible rationale for assignment of students to groups
	    ○ Being convincing and substantiated by the evidence
	• Quality of reflection on the experience, as indicated by
	    ○ Accuracy of the reflection
	    ○ Likelihood that reflection will lead to thoughtful modifications of practice

5. TESS Rubric Usage	5.1 Understands that the TESS classroom teacher rubric evaluates teachers on best practices using four level of performance descriptors: unsatisfactory, basic, proficient, or distinguished. 5.2 Understands that classroom and specialty teachers who are not novice teachers will have a summative evaluation at least one (1) time every four (4) school years. 5.3 Understands that a summative evaluation shall result in a written evaluation determination for the teacher's performance on all evaluation domains as a whole using the evaluation framework and evaluation rubric appropriate to the teacher's role.
6. Professional Growth Plan (PGP)	6.1 Understands that the PGP is a major component of TESS. 6.2 Understands that the PGP identifies professional learning outcomes to advance the teacher's instructional skills. 6.3 Understands that the PGP clearly links professional development activities and the teacher's individual professional learning needs identified through the evaluation process.
7. Novice Teacher Mentor Process	7.1 Understands that each novice teacher employed at a public school or public charter school will participate in a mentoring process that:

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	- Provides training and support to novice teachers to increase teacher retention; - Establishes norms of professionalism; and - Leads to improved student achievement by increasing effective teacher performance. 7.2 Understands that Novice Teacher Mentoring will be coordinated regionally through the Department of Education and its educational partners. 7.3 Understands that teachers who are presently in an alternative educator preparation program (formerly "non-traditional") may receive mentoring support until the completion of their program, or longer, at the discretion of their administrator. 7.4 Understands that educational entities (districts and/or schools) are responsible for ensuring that each novice teacher is provided mentoring support opportunities as needed during his/her first three (3) years of employment as a teacher.