

# Teacher and Leader Support and Development 2019-2020



**Prepared by  
Educator Support and Development  
Division of Educator Effectiveness**

**Arkansas Department of Education**

**2019 -2020**

# Objectives

- ❖ Identify the ADE Vision and Mission
- ❖ Identify the Every Student Succeeds Act (ESSA) Plan for Arkansas
- ❖ Identify the Teacher Excellence Support System (TESS) process
- ❖ Identify the Leader Excellence and Development System (LEADS) process
- ❖ Identify resources for Arkansas Leaders



# ADE Vision

Transforming Arkansas to lead  
the nation in student-focused  
education



# ADE Mission

Provides leadership, support and service to schools, districts, and communities so every student graduates prepared for college, career, and community engagement



# Every Student Succeeds Act (ESSA)

[http://www.arkansased.gov/public/userfiles/ESEA/Arkansas\\_ESSA\\_Plan\\_Final\\_rv\\_January\\_30\\_2018.pdf](http://www.arkansased.gov/public/userfiles/ESEA/Arkansas_ESSA_Plan_Final_rv_January_30_2018.pdf)

- ❖ Approved September 2017
- ❖ Contract with U.S. Department of Education
- ❖ Will hold Arkansas accountable for school performance in return for federal funding
- ❖ Focuses on improvement and opportunity for all students



# Effective Teacher and Leader

What is an effective teacher?

What is an effective leader?



# Effective Teacher

(as defined in ESSA plan)

## More than 3 years of experience

❖ Receives high performance ratings on state approved evaluation and support system	❖ Uses highly effective instructional practices
❖ Prepares to meet needs of all students	❖ Communicates and collaborates effectively with all stakeholders
❖ Establishes environment conducive to learning	❖ Seeks professional growth and ethical practice



# Effective Leader

(as defined in ESSA plan)

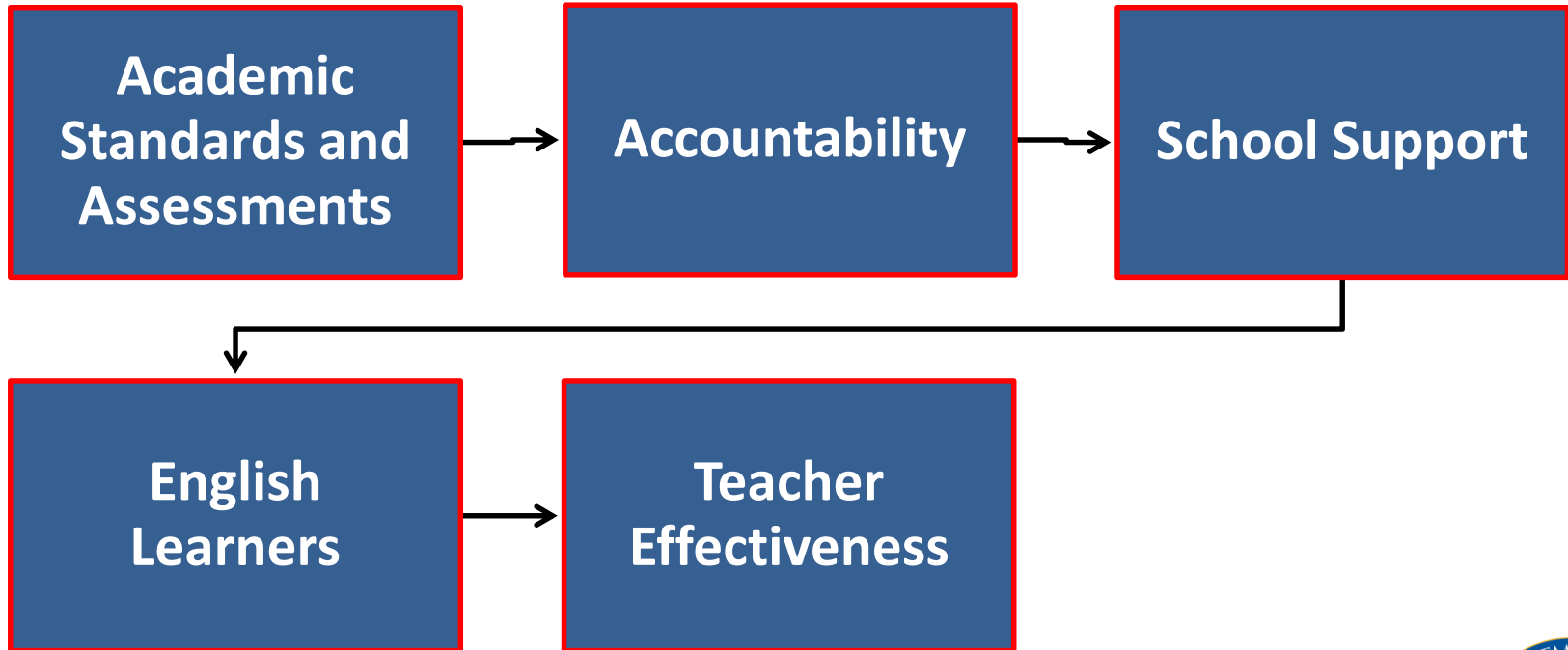
**At least 3 years of experience**

❖ Receives high performance ratings on the state-approved evaluation and support system	❖ Communicates and collaborates effectively with community and external partners
❖ Engages all stakeholders to accomplish the vision	❖ Supports rigorous curricula
❖ Maintains culturally responsible environment	❖ Seeks continual professional growth
❖ Models ethical professional behavior	❖ Supports professional growth of educational staff



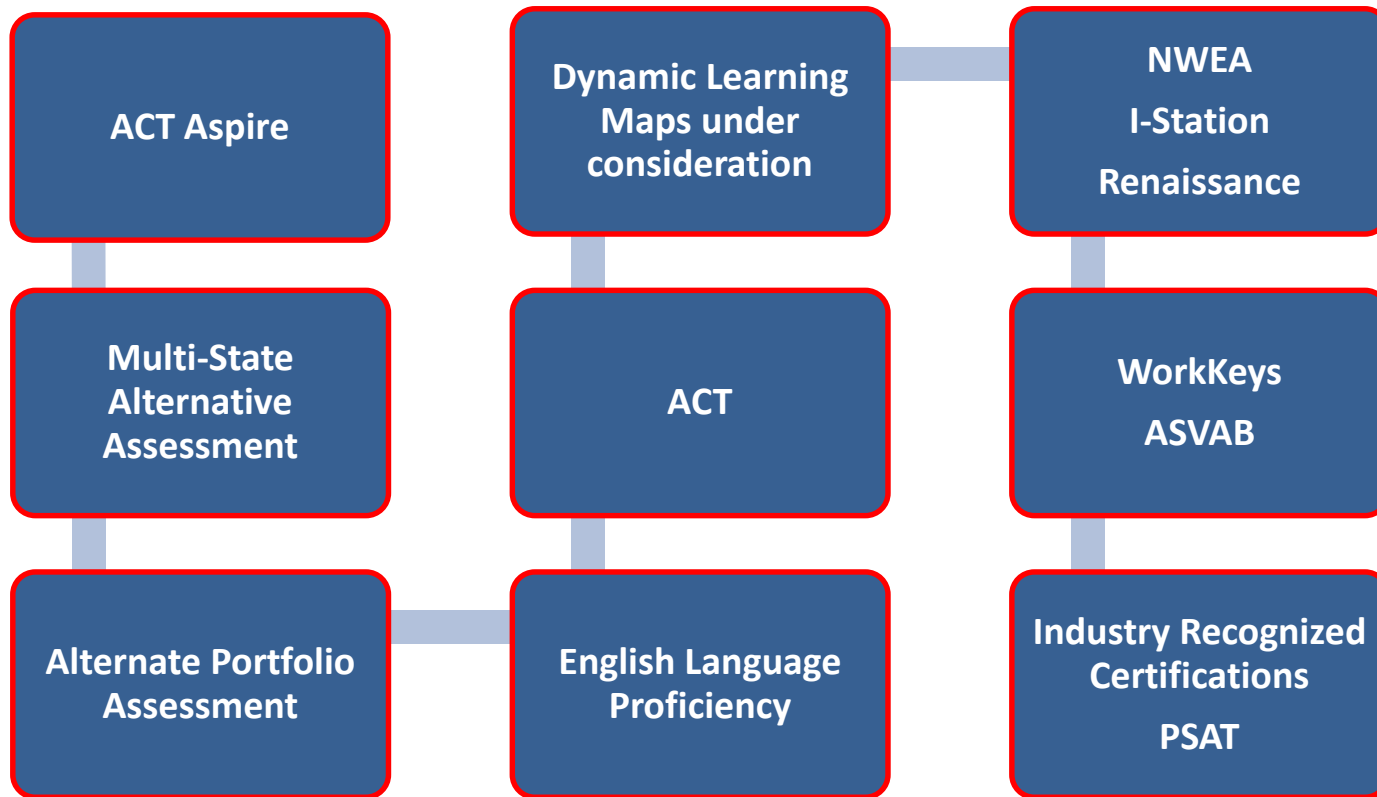


# ESSA Focus



# Academic Standards and Assessments

- ❖ Rigorous standards
- ❖ Focus on core instruction



# Accountability

## ESSA School Index

- ❖ Annual calculation for every school used for school accountability
- ❖ Yearly look to measure how well students are being served within each school
- ❖ Five weighted indicators

**Weighted  
Achievement**

**School Mean  
Growth + English  
Learner Growth**

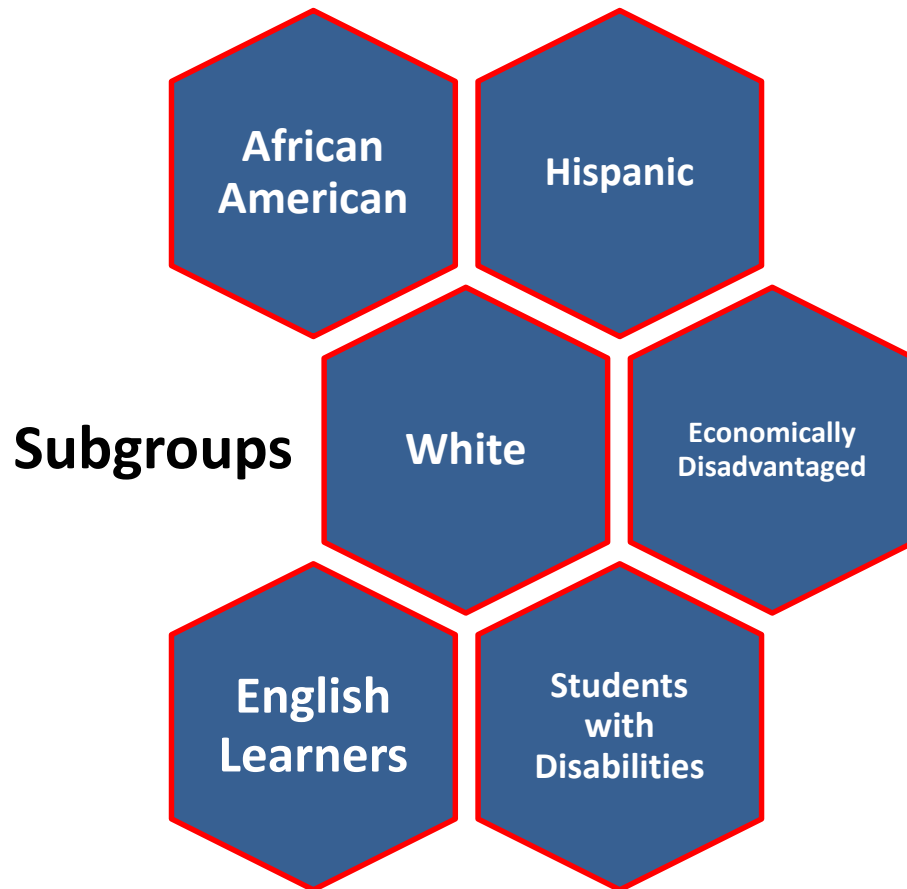
**Progress to ELP**

**Graduation Rate**

**School Quality and  
Student Success**



# Accountability



# School Support

## Identification of Schools Needing Support Three (3 Categories)

1) Comprehensive Support and Improvement (schools receiving Title I, Part A funds)

- ❖ ID 2018-2019 and every three years after
- ❖ 3 grade spans
- ❖ Lowest 5% in each grade span



# School Support

## Identification of Schools Needing Support Three (3 Categories)

### 2) Targeted Support and Improvement

- ❖ Underperforming subgroup
- ❖ Bottom 1% of all title I schools statewide on all indicators



# School Support

## Identification of Schools Needing Support Three (3 Categories)

### 3) Additional Targeted Support

- ❖ School ID as needing targeted support
- ❖ One or more subgroup in any school on its own led to identification of a school in need of Comprehensive Support



# English Learners (EL)

**ELs progress to English Language Proficiency at a rate proportional to number of ELs**



# Teacher Effectiveness

## Focus on Equity

### Effective Teachers

- Calculating and reporting disproportionate rates of access to effective teachers (Equity Labs)

### Supporting Effective Instruction and Strategies

- Equitable Access to Excellent Educators Plan
- Opportunity Culture Model
- Advanced licensure opportunities
- Multi-tiered system of support for educators



# Intent of Teacher Excellence and Support System (TESS) and Leader Excellent and Development System (LEADS)



Consistent teacher and leader support



System linking standards and professional growth activities



Support teacher/leader roles in improving student achievement



# Intent of TESS and LEADS



Encourage teachers and leaders to improve knowledge and skills



Increase awareness of parents and guardians concerning professional practices



Employment decisions



# TESS and LEADS Law

## Act 295 of 2017

- ❖ **Beginning Administrator** - Building or district level leader who has completed less than three (3) years as building or district level leader
- ❖ **Novice Teacher** – Teacher who has completed less than three (3) years of public classroom teaching experience
- ❖ **Evaluator** – person licensed by the State Board as an administrator designated as the person responsible for evaluating teachers or building or district level leaders and is an employee of the educational entity in which evaluations are performed



# TESS and LEADS Law

## Act 295 of 2017

- ❖ Summative Evaluation – evaluation of educator’s performance that evaluates all domains or standards of the evaluation framework and is supported by evidence
- ❖ Formative Year – a year other than a summative evaluation year in which the educator and educational entity collaboratively engage in supporting the educator’s growth aligned with the educator’s needs in the professional growth plan



# TESS and LEADS Law

## Act 295 of 2017

- ❖ At least one (1) summative every (4) four school years for each teacher who is not a novice teacher
- ❖ An overall rating is assigned after a summative evaluation
- ❖ During formative year, TESS aligns professional support and learning opportunities to link teacher's professional practice with support for targeted, personalized learning (identified through the professional growth plan (PGP))
- ❖ TESS includes novice teacher mentoring

*Note: All of the above applies to administrators (excludes superintendents)*



# TESS and LEADS Law

## Act 295 of 2017

- ❖ In a formative year, the district must support teachers on an ongoing basis
- ❖ An overall rating is not required during a formative year

*Note: All of the above applies to administrators (excludes superintendents)*



# TESS and LEADS Law

## Act 295 of 2017

- ❖ PGP developed collaboratively between evaluator and teacher
- ❖ PGP activities may include collaborating with team of teachers, conducting self-directed research, completing competency-based credentialing
- ❖ Evaluator has final decision on teacher's PGP

*Note: All of the above applies to administrators (excludes superintendents)*



# TESS and LEADS Law

## Act 295 of 2017

### Intensive Support Status

- ❖ As evidenced by low performance ratings on evaluation, a teacher may be placed in intensive support status
- ❖ If placed in intensive support status, the evaluator shall
  - ✓ Notify the superintendent
  - ✓ Establish time period
  - ✓ Provided written notice to teacher
  - ✓ Work with teacher to develop clear set of goals and tasks



# TESS and LEADS Law

## Act 295 of 2017

### Intensive Support status

- ❖ If placed in intensive support status, the evaluator shall
  - ✓ Indicate time period to allow teacher an opportunity to accomplish goals
  - ✓ Ensure support is offered
  - ✓ Status shall not last for more than two consecutive semesters unless teacher has progressed and teacher and evaluator agree in writing to extend status
  - ✓ Provide written notice to teacher as to whether or not goals have been met

*Note: All of the above applies to administrators (excludes superintendents)*



# TESS and LEADS Law

## Act 295 of 2017

### Intensive Support Status

- ❖ All of the above does not negate the Teacher Fair Dismissal Act of 1983, 6-17-1501 et seq.



# TESS and LEADS Law

## Act 295 of 2017

**What constitutes evidence and artifacts**

National Board Certified Teacher (NBCT), peer observations, and student surveys may be used a part of evidence

**Local Decisions**

**District can choose to do summative evaluations at any time**

A waiver is available to all schools [subject to State Board of Education approval]



# TESS and LEADS Law

## Act 295 of 2017

A summative  
must include  
evidence

Opportunity must be provided for  
the evaluator and teacher to discuss  
the evidence used in the evaluation

An overall rating must be  
assigned at the conclusion  
of a summative evaluation



# TESS and LEADS Rules

Rules governing Educator Support and Development state:

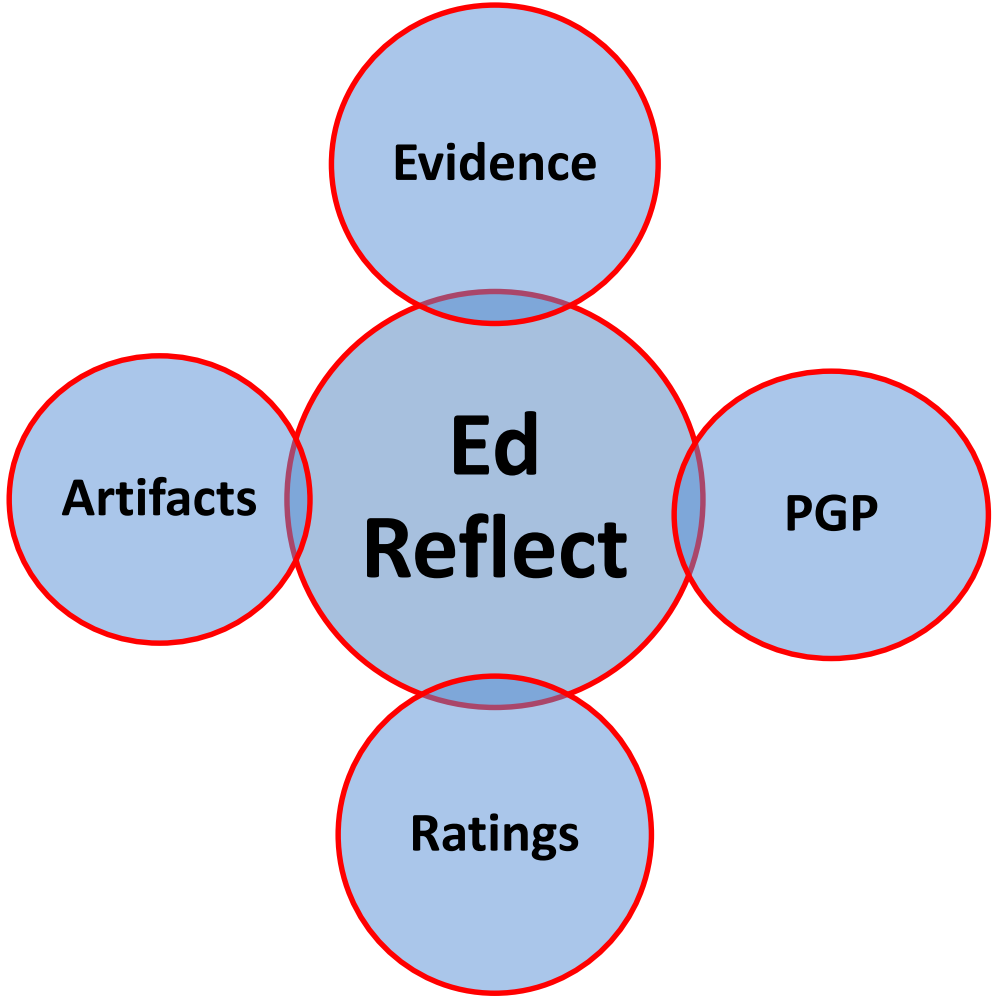
*“An educational entity using T.E.S.S or L.E.A.D.S. shall use the electronic system provided by the Department for conducting a summative evaluation and assigning an overall performance rating following the summative evaluation.”*



# Electronic System Ed Reflect

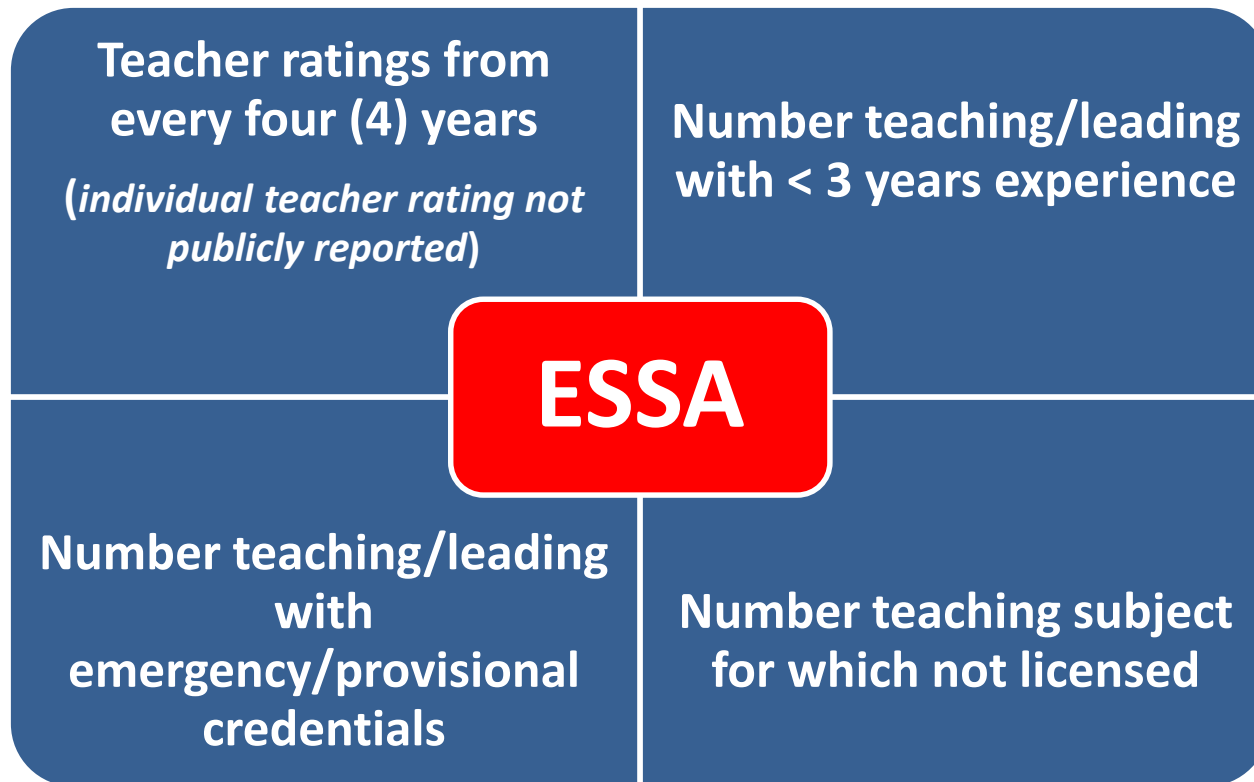


# Ed Reflect



# Data Reporting

## Supports Requirements Under ESSA



# Charlotte Danielson and the TESS Framework

*Charlotte Danielson states:*

- ❖ **“An effective system of teacher evaluation accomplishes two things:
  - it ensures quality teaching
  - it promotes professional learning.**
  
- ❖ **The quality of teaching is the single most important determinant of student learning.**



# TESS Framework

✓ Planning and  
Preparation

✓ Classroom  
Environment

✓ Professional  
Responsibilities

✓ Instruction



# TESS Framework

22 Components

- Statements of effective teaching practices

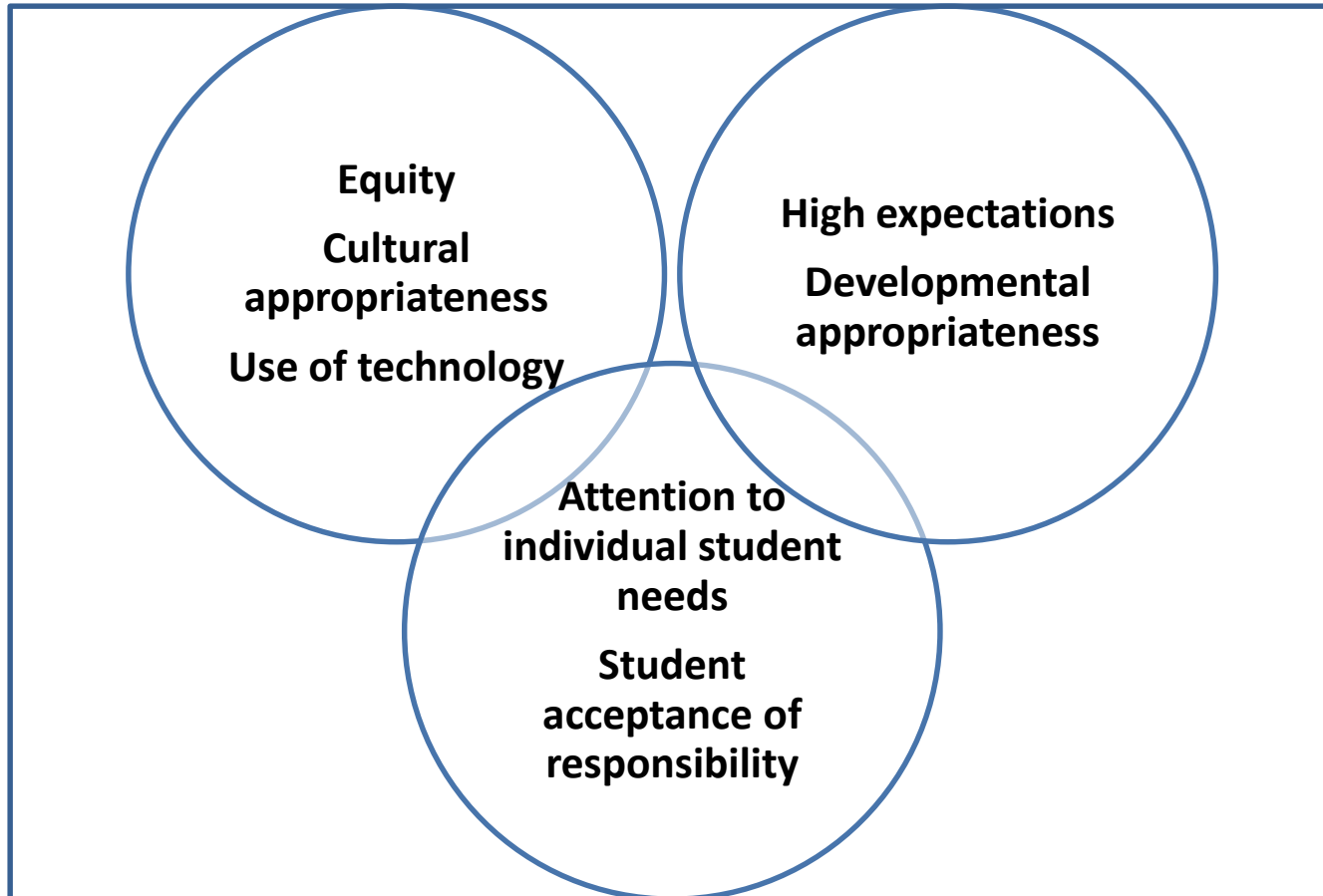
76 Elements

- Essential parts of components



# TESS Framework

## Seven Themes



# Specialty Area Rubrics

**Library  
Media  
Specialist**

**School  
Counselor**

**School  
Psychologist**

**Instructional Specialist**

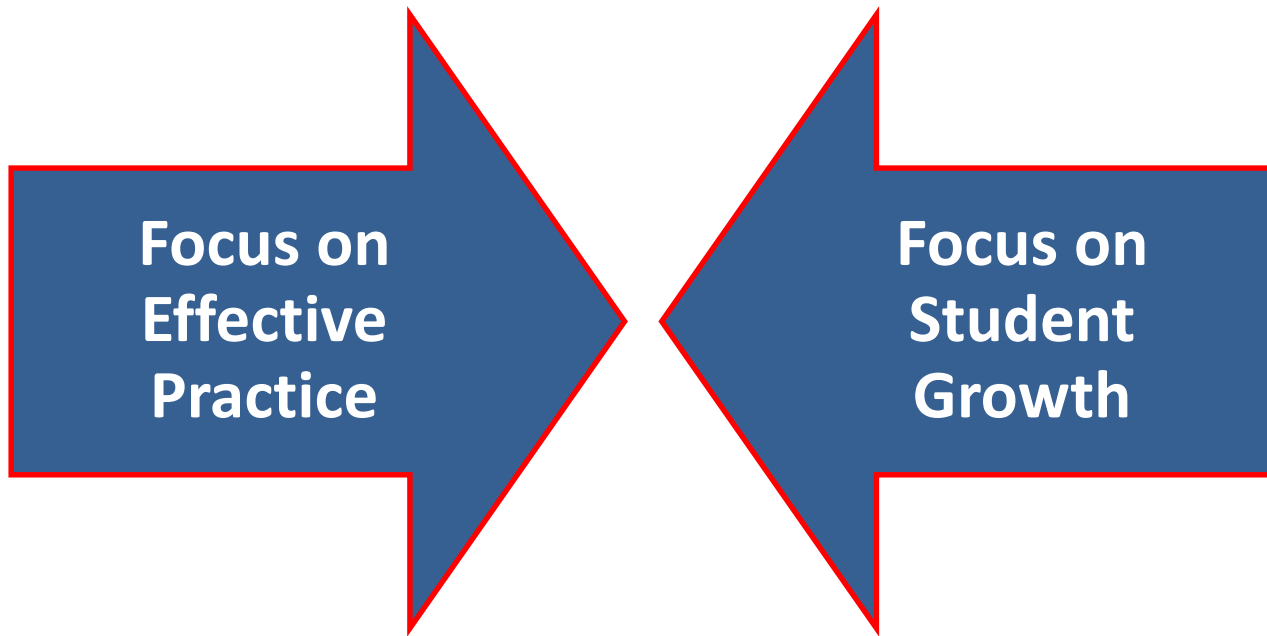
**Gifted  
Coordinator**

**Speech Language Pathologist**





# TESS and LEADS



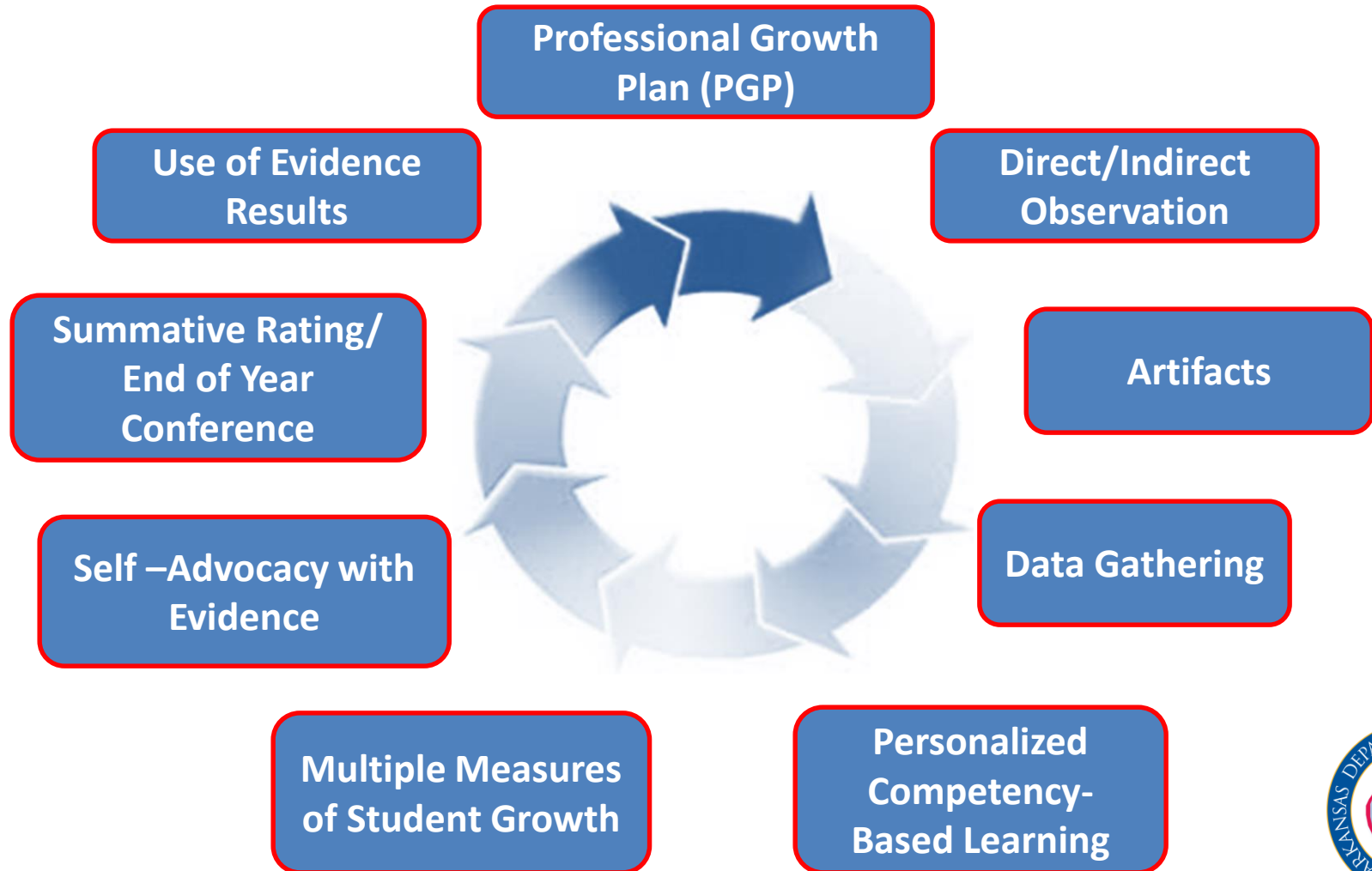
# TESS and LEADS

Must use multiple sources of evidence including

- Direct observation – physically present or using technology to observe the teacher or leader
- Indirect observation – Observing systems that operate as result of educator’s research, planning, implementation inside classroom or in work-related environment outside classroom
- Artifacts
- Data



# TESS Process



# LEADS for Administrators

New LEADS 2.0 fully implemented 2019-2020

System Alignment to new Professional Standards for Educational Leaders (PSEL) of 2015

New LEADS 2.0 includes PSEL and School Turnaround Framework



# LEADS for Administrators

Rubrics for:

- ❖ Building level administrators: principals and assistant principals
- ❖ District level administrators (does not include superintendent)



# LEADS for Administrators

## The Big Ideas



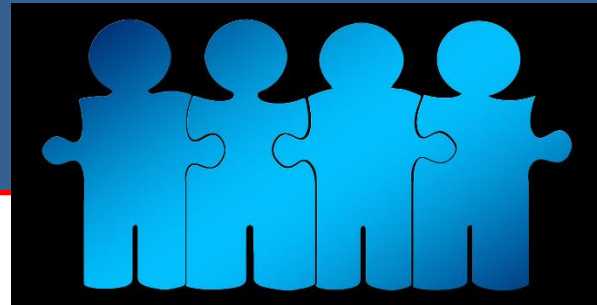
- Goal Setting – Connecting student performance to leadership standards (PGP)
- Targeted personalized learning
- Learner to observer
- Self advocacy through evidence collection



# LEADS for Administrators

New LEADS 2.0 consists of :

❖ 4 Domains



# LEADS for Administrators

New LEADS rubric  
consists of:

- ❖ Four (4) Domains  
(School Turnaround)
- ❖ Ten (10) Components  
(PSEL)



# LEADS for Administrators Ratings



# ISLLC and PSEL Crosswalk

ISLLC 2008 (6)	PSEL 2015 (10)
1. Vision	1. Mission, Vision, and Core values 10. School Improvement
2. School Culture and instructional Program	4. Curriculum, Instruction, and Assessment 5. Community of Care and Support for Students 6. Professional Capacity of School Personnel 7. Professional Community for Teachers and Staff
3. Operations, Management, and Resources	5. Community of Care and Support for Students 6. Professional Capacity of School Personnel 9. Operations and Management
4. Collaboration with Faculty and Community	8. Meaningful engagement of Families and Community
5. Ethics	2. Ethics and Professional Norms 3. Equity and Cultural Responsiveness
6. Political, Social, Legal, Cultural Context	3. Equity and Cultural Responsiveness 8. Meaningful Engagement of Families and Community



# Comparing ISLLC and PSEL Themes

ISLLC	PSEL
Equity – responding to cultural context	Equity – Standard 3 specifically addresses equity and cultural responsiveness
Talent Development – create a culture that is “conducive to professional growth”	Talent Development – Standard 6 calls leaders to develop professional capacity and practice of school personnel
Leadership Capacity – references importance of developing, articulating, and implementing vision	Leadership Capacity - Standard 10 specifically addresses continuous improvement
Academic systems – Curriculum, instruction, assessment	Academic Systems – Specifically refers to intellectual rigor and coherence



# Comparing PSEL and School Turnaround Framework

PSEL	School Turnaround Framework
Equity- Standard 3 specifically addresses equity and cultural responsiveness	Cultural Shift – Build culture focused on student learning and effort, involve stakeholders and act upon input, engage students and families in pursuing education goals
Talent Development – Standard 6 calls leaders to develop professional capacity and practice of school personnel	Talent Development – Focus on clear performance expectations, targeted professional learning opportunities, and planning for recruiting, developing, retaining and sustaining talent
Leadership Capacity - Standard 10 specifically addresses continuous improvement	Leadership – Prioritizes improvement, monitoring short and long-term goals, and customizing and targeting support to meet needs
Academic Systems – Specifically refers to intellectual rigor and coherence	Instructional Transformation – Focus on diagnosing and responding to student learning needs, providing rigorous evidence-based instruction, and removing barriers



# Resources

- ✓ Arkansas Department of Education (ADE)
- ✓ BloomBoard - access micro-credentials and professional learning
- ✓ Opportunity Culture
- ✓ Council of Chief State School Officers (CCSSO) – access PSEL information
- ✓ Arkansas Ideas - access professional learning
- ✓ The Center on School Turnaround
- ✓ Arkansas Association of Educational Administrators (AAEA) - access state administrator organizations





# Educator Support and Development Unit

- ❖ Beginning Administrator Mentoring
- ❖ Teacher Mentoring
- ❖ Teacher Recruitment and Retention
- ❖ Opportunity Culture Schools
- ❖ Equity Labs
- ❖ Micro-credentialing for Professional Learning



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