

<b>Section 1. Framework for Teaching</b>	
<b>Domain 1: Planning and Preparation</b>	<p>1.a. Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> <li>• Content knowledge</li> <li>• Prerequisite relationships</li> <li>• Content pedagogy</li> </ul> <p>1.b. Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> <li>• Child development</li> <li>• Learning process</li> <li>• Special needs</li> <li>• Student skills, knowledge, and proficiency</li> <li>• Backgrounds and Interests</li> </ul> <p>1.c. Setting Instructional Outcomes</p> <ul style="list-style-type: none"> <li>• Value, sequence, and alignment</li> <li>• Clarity</li> <li>• Balance</li> <li>• Suitability for diverse learners</li> </ul> <p>1.d. Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> <li>• For classroom</li> <li>• To extend content knowledge</li> <li>• For students</li> </ul> <p>1.e. Designing Coherent Instruction</p> <ul style="list-style-type: none"> <li>• Grade-level learning activities</li> <li>• Instructional materials and resources</li> <li>• Instructional groups</li> <li>• Lesson and unit structure</li> </ul> <p>1.f. Designing Student Assessments</p> <ul style="list-style-type: none"> <li>• Congruence with outcomes</li> <li>• Criteria and standards</li> <li>• Formative assessments</li> <li>• Use for planning</li> </ul>

<b>Domain 2: Classroom Environment</b>	<ul style="list-style-type: none"> <li>2.a. Creating an Environment of Respect and Rapport                             <ul style="list-style-type: none"> <li>• Teacher interaction with students</li> <li>• Student interaction with students</li> </ul> </li> <li>2.b. Establishing a Culture for Learning                             <ul style="list-style-type: none"> <li>• Importance of content</li> <li>• Expectations for learning and achievement</li> <li>• Student pride in work</li> </ul> </li> <li>2.c. Managing Classroom Procedures                             <ul style="list-style-type: none"> <li>• Instructional groups</li> <li>• Transitions</li> <li>• Materials and supplies</li> <li>• Non-instructional duties</li> <li>• Supervision of volunteers and paraprofessionals</li> </ul> </li> <li>2.d. Managing Student Behavior                             <ul style="list-style-type: none"> <li>• Classroom behavior expectations</li> <li>• Monitoring behavior</li> <li>• Response to misbehavior</li> </ul> </li> <li>2.e. Organizing Physical Space                             <ul style="list-style-type: none"> <li>• Safety and accessibility</li> <li>• Arrangement of furniture and resources</li> </ul> </li> </ul>
<b>Domain 3: Instruction</b>	<ul style="list-style-type: none"> <li>3.a. Communicating With Students                             <ul style="list-style-type: none"> <li>• Expectations for learning</li> <li>• Directions and procedures</li> <li>• Explanations of content</li> <li>• Use of oral and written language</li> </ul> </li> <li>3.b. Using Questioning and Discussion Techniques                             <ul style="list-style-type: none"> <li>• Quality of questions</li> <li>• Discussion techniques</li> <li>• Student participation</li> </ul> </li> <li>3.c. Engaging Students in Learning                             <ul style="list-style-type: none"> <li>• Activities and assignments</li> <li>• Student groups</li> <li>• Instructional materials and resources</li> <li>• Structure and pacing</li> </ul> </li> <li>3.d. Using Assessment in Instruction                             <ul style="list-style-type: none"> <li>• Assessment criteria</li> <li>• Monitoring of student learning</li> <li>• Feedback to students</li> <li>• Student self-assessment and monitoring</li> </ul> </li> <li>3.e. Demonstrating Flexibility and Responsiveness                             <ul style="list-style-type: none"> <li>• Lesson adjustment</li> <li>• Response to students</li> <li>• Persistence</li> </ul> </li> </ul>

<b>Domain 4: Professional Responsibilities</b>	<p>4.a. Reflecting on Teaching</p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Use in future teaching</li> </ul> <p>4.b. Maintaining Accurate Records</p> <ul style="list-style-type: none"> <li>• Student completion of assignments</li> <li>• Student progress in learning</li> <li>• Non-instructional records</li> </ul> <p>4.c. Communicating with Families</p> <ul style="list-style-type: none"> <li>• About instructional program</li> <li>• About individual students</li> <li>• Engagement of families in instructional program</li> </ul> <p>4.d. Participating in a Professional Community</p> <ul style="list-style-type: none"> <li>• Relationships with colleagues</li> <li>• Participation in school projects</li> <li>• Involvement in culture of professional inquiry</li> <li>• Service to school</li> </ul> <p>4.e. Growing and Developing Professionally</p> <ul style="list-style-type: none"> <li>• Enhancement of content knowledge and pedagogical skill</li> <li>• Receptivity to feedback from colleagues</li> <li>• Service to the profession</li> </ul> <p>4.f. Showing Professionalism</p> <ul style="list-style-type: none"> <li>• Integrity/ethical conduct</li> <li>• Service to students</li> <li>• Advocacy</li> <li>• Decision-making</li> <li>• Compliance with school/district regulations</li> </ul>
<b>Section II. Law and Process</b>	
<b>1. TESS Objectives (Arkansas Code §6-17-2802)</b>	<p>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;</p> <p>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;</p> <p>1.3 Understands that TESS provides a basis for making teacher employment decisions;</p> <p>1.4 Understands that TESS provides links between evaluation procedures and curricular standards, professional</p>

	<p>development activities, targeted support, and human capital decisions;</p> <p>1.5 Understands that TESS encourages highly effective teachers to undertake challenging assignments;</p> <p>1.6 Understands that TESS informs policymakers regarding the benefits of a consistent evaluation and support system regarding improving student achievement across the state; and</p> <p>1.7 Understands that TESS increases the awareness of parents and guardians of students concerning the effectiveness of teachers</p>
<p><b>2. TESS Teacher Requirements</b></p>	<p>2.1 Understands that all evaluations performed on employed teachers must be in writing</p> <p>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</p> <ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Pre-Observation Conferences</li> <li>• Post Observation Conferences</li> </ul> <p>2.3 Understands that each teacher shall collaborate in good faith on the teacher’s professional growth plan.</p>
<p><b>3. Framework for Teaching Design</b></p>	<p>3.1 Understands that good teaching can be defined and observed and creates evidence.</p> <p>3.2 Understands that teacher practice is what teachers do and how well they do the work of teaching.</p> <p>3.3 Understands that results are what teachers accomplish and how well their students learn.</p> <p>3.4 Understands that good teaching is consistent and based in pedagogical practice unique to every teacher, every class, and every school.</p>
<p><b>4. TESS Evidence Collection</b></p>	<p>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.</p> <p>4.2 Understands that indirect observation means the evaluator is observing systems that operate without the teacher or leader present.</p> <p>4.3 Understands that artifacts include materials that document the school /district teacher or leader’s practice.</p> <p>4.4 Understands that school data means teacher and students performance data or overall school performance data.</p> <p>4.5 Understands that evidence should be factual, representative, and relevant. Such evidence may include</p> <ul style="list-style-type: none"> <li>• statements, actions, or behaviors</li> <li>• artifacts prepared by the teacher, students, or others</li> </ul>

	<ul style="list-style-type: none"> <li>• verbatim scripting of teacher or student comments</li> <li>• non-evaluative statements of observed teacher or student behavior</li> <li>• numeric information about time, student participation, resource use, etc.</li> <li>• an observed aspect of environment.</li> </ul> <p>4.6 Understands that a teacher’s collection and analysis of data regarding student learning demonstrates the following:</p> <ul style="list-style-type: none"> <li>• Quality of learning outcomes as indicated by their...             <ul style="list-style-type: none"> <li>○ Being stated clearly, as learning outcomes, not activities</li> <li>○ Representing important, rather than trivial, learning</li> </ul> </li> <li>• Evidence of student learning that is aligned with the outcomes</li> <li>• Quality of analysis of student learning gains, as indicated             <ul style="list-style-type: none"> <li>○ Including sensible rationale for assignment of students to groups</li> <li>○ Being convincing and substantiated by the evidence</li> </ul> </li> <li>• Quality of reflection on the experience, as indicated by...             <ul style="list-style-type: none"> <li>○ Accuracy of the reflection</li> <li>○ Likelihood that reflection will lead to thoughtful modifications of practice</li> </ul> </li> </ul>
<p><b>5. TESS Rubric Usage</b></p>	<p>5.1 Understands that the TESS classroom teacher rubric evaluates teachers on best practices using four levels of performance descriptors: unsatisfactory, progressing, effective, or highly effective.</p> <p>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.</p> <p>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.</p>
<p><b>6. Professional Growth Plan (PGP)</b></p>	<p>6.1 Understands that the PGP is a major component of TESS.</p> <p>6.2 Understands that the PGP identifies professional learning outcomes to advance the teacher’s instructional skills.</p> <p>6.3 Understands that the PGP clearly links professional development activities and the teacher’s individual professional learning needs identified through the evaluation process.</p>

# Competencies for Teacher Excellence and Support System

2023

<b>7. Novice Teacher Mentor Process</b>	<p>7.1 Understands that each novice teacher employed at a public school or public charter school will participate in a mentoring process that:</p> <ul style="list-style-type: none"><li>• Provides training and support to novice teachers to increase teacher retention;</li><li>• Establishes norms of professionalism; and</li><li>• Leads to improved student achievement by increasing effective teacher performance.</li></ul> <p>7.2 Understands that Novice Teacher Mentoring will be coordinated regionally through the Department of Education and its educational partners.</p> <p>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.</p> <p>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.</p>