

# TEACHER AND ADMINISTRATOR MATRICES

Early Implementation Study of the Arkansas Teacher Excellence and Support System (TESS):

Jonesboro Public Schools

Nettleton Public Schools

Valley View School District

Westside Consolidated Schools

Administrators (All Four Districts)

# Jonesboro Public Schools

	Current Situation	Recommended Practices	Desired Situation																								
<p>Communication on the System</p>	<p>Teachers throughout the district broadly share that they are adequately informed and/or confident that pertinent information will be available as needed. Teachers have been informed and receive ongoing communication through a combination of school-specific and district-wide resources and training. Many teachers participated in school-wide trainings facilitated by a Danielson Group representative (Shirley Hall). These trainings were frequently cited as highly informative. In some cases, Shirley Hall trained a cadre of teachers from select schools in a manner similar to evaluators. These teachers serve as in-house resources, helping their colleagues better understand what is needed and how to prepare to meet evaluation expectations.</p> <p>Although the high school has had minimal TESS meetings since the beginning of school year, due to introduction of Problem-Based Learning, Common Core, PARCC, themed academies, and Response to Intervention, monthly staff meetings and designated PD days have been scheduled throughout the school year and have been provided to teachers in the form of a timeline. Other sites have begun mandatory TESS-related monthly meetings (distinct from normal staff meetings). These meetings have been largely regarded as highly informative.</p> <p>Teachers who are being evaluated this year or who are working closely with a trained teacher informant (trained by Shirley Hall) feel well informed about how they will be evaluated and how to start collecting artifacts. While teachers not formally evaluated this school year express uncertainty regarding details around artifact collection and how they will be evaluated, they are generally confident that the information will be forthcoming.</p> <p>"Many times district go gung-ho and then never follow through; so far TESS has the most follow through."</p> <p>"They [district] have done a good job of laying it out for us... [I'm] still not comfortable of whole system yet but now I have my notebook which tells me what I am supposed to do; notebook of past meetings and timelines."</p> <p>"If the state department would present things with the preface that this is something that is going to benefit students, which is ultimately why teachers are here, instead of using that threatening tone that this is about job security, that if you make it to proficient your ok or you are in jeopardy. There's so much threatening tone. Not that this is about development."</p> <p>I feel adequately informed about the new evaluation system.</p> <table border="1" data-bbox="220 1209 856 1323"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>10.3%</td> <td>60.9%</td> <td>20.1%</td> <td>5.2%</td> <td>3.4%</td> <td>174</td> </tr> </tbody> </table> <p>Expectations have been communicated clearly and consistently.</p> <table border="1" data-bbox="220 1372 856 1485"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>16.1%</td> <td>53.5%</td> <td>19.5%</td> <td>9.8%</td> <td>1.2%</td> <td>174</td> </tr> </tbody> </table>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	10.3%	60.9%	20.1%	5.2%	3.4%	174	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	16.1%	53.5%	19.5%	9.8%	1.2%	174	<p>In many cases, teachers who are not undergoing evaluation this school year report having limited knowledge of the system. In order to ensure all teachers understand current expectations and requirements and remain well informed, districts must establish clear, concise, and sustainable systems in communication. As the state makes changes in the new evaluation process and as both current and newly hired teachers undergo the evaluation process, these systems should provide administrators and teachers with trusted, reliable and helpful information.</p> <p>Furthermore, districts should devote time and resources to orienting administrators and teachers on existing sources of information and lines of communication as well as provide internal systems that are more personal and responsive to district teachers and administrators.</p>	<p>Ongoing and effective communication with all constituencies, especially teachers (Stronge &amp; Tucker, 1999).</p> <p>District provides needed support and clear, consistent expectations and timelines for implementation in order to enhance administrator communication to teachers. Strong communication, training, and guidance allow the administrators to appear more confident, knowledgeable, prepared, and vision/mission-minded in the perceptions of the teachers. Such heightened, optimal teacher perceptions increase the level of buy-in, trust, commitment, and confidence the teachers have about the new system and their success and the school's success in its present and future implementation (Sporte, et al., 2013).</p>
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# Training on the System

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	<p>Training on the system includes summer face-to-face training, online videos, staff meetings, Shirley Hall's training days in fall 2013 and during summer for select teachers and school leadership, and Shirley Hall's (Danielson Group) training for larger groups of staff members during summer. Shirley Hall's training was universally recognized as highly beneficial. Teachers who attended training with Shirley Hall and school site meetings and/or are being fully evaluated this year feel more at ease. Beyond preparation, focusing specifically on training on the system, many teachers identify peer observations, National Board preparation, and Pathwise, Common Core and Solution Tree Training as preparing them for the demands of TESS (See Experience and Expertise). PLCs were also broadly recognized as highly beneficial (See Professional Culture).</p> <p>"Training in February for four days with Shirley Hall, 1 per grade level, that helped me get more in depth with what we were looking for. Until then I didn't know how it was changing until this training. We got to watch teachers, observe them, and evaluate them as if we were administrators. [That] helped us know what they're looking for in students, engaged as opposed to not, looking at it from administrator's point of view."</p> <p>"I've had no past training besides TESS that has helped me prepare for this. Teachers not evaluated this year feel they will get the information they need to know from more informed teachers who will have been evaluated already."</p> <p>I am prepared to carry out the following aspects of TESS:</p> <table border="1" data-bbox="226 803 863 1495"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>Collect and document artifacts for each of the four domains</td> <td>13.87% 24</td> <td>53.18% 92</td> <td>23.12% 40</td> <td>6.36% 11</td> <td>3.47% 6</td> </tr> <tr> <td>Complete paperwork for pre &amp; post-conference</td> <td>16.09% 28</td> <td>54.60% 95</td> <td>19.54% 34</td> <td>8.05% 14</td> <td>1.72% 3</td> </tr> <tr> <td>Develop lesson plans incorporating principles from the Planning &amp; Preparation domain</td> <td>15.79% 27</td> <td>61.40% 105</td> <td>15.79% 27</td> <td>5.26% 9</td> <td>1.75% 3</td> </tr> <tr> <td>Implement instructional practices reflecting principles from the Instruction domain</td> <td>13.79% 24</td> <td>64.94% 113</td> <td>15.52% 27</td> <td>4.60% 8</td> <td>1.15% 2</td> </tr> <tr> <td>Create a classroom environment reflecting principles from the Classroom Environment domain</td> <td>20.93% 36</td> <td>63.95% 110</td> <td>9.88% 17</td> <td>4.07% 7</td> <td>1.16% 2</td> </tr> <tr> <td>Choose and fulfill the duties under Professional Responsibilities domain</td> <td>22.54% 39</td> <td>63.01% 109</td> <td>9.83% 17</td> <td>2.89% 5</td> <td>1.73% 3</td> </tr> </tbody> </table>		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Collect and document artifacts for each of the four domains	13.87% 24	53.18% 92	23.12% 40	6.36% 11	3.47% 6	Complete paperwork for pre & post-conference	16.09% 28	54.60% 95	19.54% 34	8.05% 14	1.72% 3	Develop lesson plans incorporating principles from the Planning & Preparation domain	15.79% 27	61.40% 105	15.79% 27	5.26% 9	1.75% 3	Implement instructional practices reflecting principles from the Instruction domain	13.79% 24	64.94% 113	15.52% 27	4.60% 8	1.15% 2	Create a classroom environment reflecting principles from the Classroom Environment domain	20.93% 36	63.95% 110	9.88% 17	4.07% 7	1.16% 2	Choose and fulfill the duties under Professional Responsibilities domain	22.54% 39	63.01% 109	9.83% 17	2.89% 5	1.73% 3	<p>State officials would be well advised to coordinate with representatives from the colleges and universities in Arkansas that offer teacher credentialing programs. The first few years of teaching are an exciting, but challenging time. By integrating the TESS expectations into the state teacher credentialing requirements, new teachers will be able to integrate more smoothly into their careers. This will also lessen the need for school site principals and district office officials to provide extensive professional development on this topic to newly hired educators.</p> <p>Teachers need access to ongoing opportunities to attend face to face professional development work sessions related to the planning and preparation, instruction, and classroom environment domains:</p> <p>In terms of training and support with TESS, what are some ways you think the evaluation process can be improved?</p> <p>Face to Face PD work sessions related to the planning and preparation domain:</p> <table border="1" data-bbox="905 943 1541 1057"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>15.6%</td> <td>45.3%</td> <td>29.7%</td> <td>4.7%</td> <td>4.7%</td> <td>64</td> </tr> </tbody> </table> <p>Face to Face PD work sessions related to the instruction domain:</p> <table border="1" data-bbox="905 1117 1541 1230"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>13.9%</td> <td>47.7%</td> <td>29.2%</td> <td>4.6%</td> <td>4.6%</td> <td>65</td> </tr> </tbody> </table> <p>Face to Face PD work sessions related to classroom environment domain:</p> <table border="1" data-bbox="905 1300 1541 1414"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>14.1%</td> <td>45.3%</td> <td>29.7%</td> <td>6.3%</td> <td>4.7%</td> <td>64</td> </tr> </tbody> </table>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	15.6%	45.3%	29.7%	4.7%	4.7%	64	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	13.9%	47.7%	29.2%	4.6%	4.6%	65	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	14.1%	45.3%	29.7%	6.3%	4.7%	64	<p>Principals anticipate different and increased role expectations (Heneman &amp; Milanowski, 2003).</p> <p>Principals and teachers receive training and support to learn how to have meaningful conversations about improving instructional practice (Sartain, et al., 2011).</p> <p>Reliability and validity are functions of the users of the tool, as well as of the tool itself (Sartain, et al., 2011).</p> <p>Teachers and administrators are thoroughly prepared (Heneman &amp; Milanowski, 2003).</p> <p>Teacher evaluation tools, ratings, and systems are supported by professional development that help principals and teachers to view the teacher evaluation as a process intended to support and encourage teacher development and as a vehicle to advance instructional practice (Sartain, et al., 2011).</p> <p>Evaluators are trained to provide clear, precise, and sufficiently diagnostic feedback (Stiggins &amp; Duke, 1998)</p>
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<b>Experience and Expertise</b>	<p>Teachers frequently attribute experiences outside direct TESS specific training as highly beneficial in preparing them for the demands of TESS:</p> <p>“I think for me, I have only been teaching five years, I am not that far out of <b>Pathwise [trainee]</b> only been teaching for five years, seems like I am continuing what I have already done.”</p> <p>“I was a <b>Pathwise mentor</b>; the process, paperwork, and the observations, I feel comfortable with because I have done it myself with mentees.”</p> <p>“The standards (<b>National Board</b>) are like cousins, very similar: the expectations—being able to focus on the big picture.”</p> <p>“At this point, we’re devoting a lot of time if you think about such as lesson planning such as <b>Common Core</b> and TESS—they’re kind of next door neighbors.”</p> <p>“Our district sent us to <b>Solution Tree</b> PLCs 3 days in St. Louis, summer 2012... so much crossover to these domains... put our teachers more in contact with one another...collaborate with others teachers at this school site... working and talking together, like TESS wants us to do, so it reminds me of that.”</p> <p>Teachers not being evaluated this year feel they will get the information they need from their colleagues as they gain experience with the system.</p> <p>“I have had no past training besides TESS that has helped me prepare for this. Teachers not being evaluated this year feel they will get the information they need to know from more informed teachers who will have been evaluated already.”</p> <p>Documentation is an area few feel comfortable with. Although past experience is cited as beneficial, anxiety and uncertainty remain.</p> <p>“Still unsure about having to keep up with what you have to do such as the portfolio, not 100% sure I will be OK, I can do it, because I have the background in it, but many that will not be able to do it.”</p> <p>Some teachers share concern that inexperienced teachers will find it difficult to grasp the “art of teaching” when trying to satisfy every element of the rubric at once.</p> <p>“I can’t imagine how new teachers who don’t have the classroom management that veteran teachers have and don’t know those teachable moments and trying to learn that and everything else.”</p>	<p>Teachers would benefit from the support of experienced teachers throughout the evaluation process. National Board Certified teachers and Pathwise mentors and mentees found the initiatives largely aligned with TESS. These educators should be recognized as valuable resources and given opportunities to share their insights and understanding with colleagues and administrators in how to successfully manage and navigate the process. In particular, Pathwise mentors should be identified and utilized to help advise and coach colleagues and administrators.</p> <p>Districts should establish and support a peer assistance program where educators can offer their experience and expertise to assist new and veteran teachers in need of improving their skills or knowledge.</p> <p>Promoting teachers who have both received a “Distinguished” score on their summative evaluation and have demonstrated effective coaching and mentoring competencies should have opportunities to pursue an instructional support position (e.g. instructional coach, consulting teachers). Among other duties, these educators would work closely with administrators to observe teachers, document their performance, and coach them accordingly. Although these educators cannot officially evaluate teachers, they are likely to provide more extensive improvement assistance than traditional administrator evaluators, especially if utilized and incentivized as a teacher leader who can help carry out and support professional development decisions informed by individual teachers' evaluation results.</p>	<p>Teachers learn from experience through regular opportunities to observe and reflect (Tucker, Stronge, &amp; Gareis, 2002).</p> <p>Administrators demonstrate and expertise in revealing a wide assortment of improvement opportunities for teachers (Murphy, Elliot, Goldring, &amp; Porter, 2006).</p> <p>Teachers receive feedback from and working alongside constructive, more-effective professional colleagues (Taylor &amp; Tyler, 2011).</p>

Attitudes and Beliefs

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<p>Teachers want the new system to be an authentic, reflective, and rigorous process that will have a lasting impact and not simply a checklist. While some believe the new evaluation system will encourage teachers to change and improve their practice, many share concerns that the system will be a source of great stress and serve as a system of accountability rather than growth and development.</p> <p>“We still live in a very traditional time still. This system will change that unless you don’t want a job you’ll have to change.”</p> <p>“It will have some effect on teachers’ practices, maybe a lot of effect...I am sure teachers will do what they need to do to try to get positive evaluations.”</p> <p>“I don’t want to get so bogged down in paper work. It needs to be more about how we are as teacher and how we do with kids, documentation stresses everyone out.”</p> <p>“As long as they approach it from a relaxed and positive process for everybody, use it as a tool for growth and not reduce you, but to make us better.”</p> <p>Some teachers are already seeing positive effects of the new system, and, in time, believe they will grow more comfortable with the process and see improvement in their practice.</p> <p>“I feel like I have changed the way that I teach. I feel like I give my students more ownership, they are not regurgitating, it helped me step back and become a better teacher.”</p> <p>“I learned a lot this year and can really apply it better next year---artifact collection, evidence collection, lesson plan better.”</p> <p>“I am still working on my lesson plan organization and artifacts, I am getting there...but I understand what they are looking for and I just have a couple of things I am working on, feel good about it, I don’t to expect to be perfect this year, always something I can improve.”</p> <p>“We just need more experience with all of this. We just need time to keep talking about it.”</p> <p>Overall, I think the new evaluation system will have a positive impact on my own teaching practice.</p> <table border="1" data-bbox="226 1174 863 1276"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>6.9%</td> <td>27.6%</td> <td>32.2%</td> <td>23.0%</td> <td>10.3%</td> <td>174</td> </tr> </tbody> </table> <p>Overall, I think the new evaluation system will have a positive impact on student achievement in my school.</p> <table border="1" data-bbox="226 1377 863 1479"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>5.2%</td> <td>23.0%</td> <td>36.8%</td> <td>21.8%</td> <td>13.2%</td> <td>174</td> </tr> </tbody> </table>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	6.9%	27.6%	32.2%	23.0%	10.3%	174	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	5.2%	23.0%	36.8%	21.8%	13.2%	174	<p>In order for teachers to perceive TESS as a valuable tool for improving instructional practices, it is important to shift the conversations with teachers away from instrumentation and toward the actual implementation of TESS. Central office administrators could provide principals with professional development on how to assist teachers grow in each domain. This might include a resource bank of specific suggestions for teachers who need to improve their performance in each domain. This may alleviate principals’ workload by providing them with tools to give teachers feedback.</p> <p>Providing teachers with choices would increase buy-in in terms of their professional development in each of the four domains. Central office personnel can support this by preparing PD opportunities for teachers in each of the four domains after soliciting teacher input from an online survey designed to capture teachers’ areas of improvement/preferences. The central office could also send an online survey to principals to solicit their views on areas of improvement for their staff. Using this information, the central office administrators could plan differentiated professional development opportunities for teachers based on their preferences and areas of improvement. By providing teachers with targeted, differentiated PD, teachers may shift their focus toward ways to implement each domain well, rather than focus their concerns on their rubric scores or artifact collection.</p> <p>At schools without grade level/subject level or PLC meeting times within the school day, principals may wish to consider ways to create such opportunities for teachers to collaborate on TESS-related tasks. Principals may wish to consider using literacy coaches or other specialists to cover classrooms as needed to accomplish this goal. Also, during PD days, principals may wish to release at least part of each day to teachers, rather than have all-day events, in order to allow teachers more time for TESS-related obligations.</p> <p>Central office administrators may wish to create a framework that illustrates how TESS aligns with Common Core, Response to Intervention, PARCC exams, and other seemingly competing district initiatives. By weaving TESS into these concurrent practices and programs, teachers and administrators may view it as an integral aspect of schooling, rather than as a separate entity.</p>	<p>Teachers conceptualize their instructional practice as constantly evolving, open to critique, and in need of adjustments and improvement (Sartain, et al., 2011).</p> <p>Emphasis on growth and development vs. accountability (Danielson &amp; McGreal, 2000)</p> <p>Stressing implementation over instrumentation with a focus on evaluation accuracy and quality feedback over management (Heneman &amp; Milanowski, 2003, 2009; Milanowski &amp; Kimball, 2009; Stronge, 2006).</p> <p>Teacher evaluation is viewed as a process of collecting information to deeply analyze and evaluate teachers’ practice to improve instruction. Administrators value the process enough to devote a significant amount of their time and energy to conducting, analyzing, and discussing observations of instructional practice (Sartain, et al., 2011).</p> <p>Teacher evaluation is viewed as a catalyst for improving teaching and learning in schools (Stronge, Helm, &amp; Tucker, 1996)</p> <p>The teacher evaluation system does not foster disillusionment, distrust, stress, or fear of failure (Duke, 1993).</p>
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Time and Resources	<p>Many teachers share they have limited time to devote to all the tasks required of TESS. Teachers broadly agree that administrators have little time to effectively evaluate teachers and will struggle to perform other responsibilities. The majority of teachers report that time devoted to TESS could be better spent on other things such as lesson planning and preparation.</p> <p>“Time is already in low supply, and adding a new system for a new teacher to learn is overwhelming.”</p> <p>“The time I could be spending preparing for my children, grading papers, talking with peers in my field to better improve my instruction, I am spending in TESS sessions.”</p> <p>“I think time is the major challenge. There is not enough time to collaborate with others, to plan adequately, to gather required artifacts, to organize the needed artifacts, or to discuss with administrators their expectations and feedback in depth.”</p> <p>“We get nothing else we need because we have to focus on TESS all the time. All faculty meetings are spent on TESS. Almost all PD days are devoted to TESS. I don't see how it's necessary to devote all my time to it when I could be actually teaching my students.”</p> <p>“Morale is low because people are pooped. There isn't time to do this during the day and you have to do this on your own. It's not just TESS. You tie together other things and you have people here to 5-6 at night and on the weekend.”</p> <p>“My major concern though is that it is extremely time consuming and I am afraid that for this to be effective it has to be implemented correctly. From an administrative standpoint, can the administrators find the time to do a pre-conference, observation, post-conference? It's time consuming.”</p> <p>“Prepare for mass burnouts.”</p>	<p>Teachers must have time to plan and reflect both independently and collectively. District and school administrators must rethink teacher schedules and workloads and provide appropriate time for meaningful evaluation and professional development. Teachers must have time to collaborate, plan and prepare, research best practices, review data, reflect and refine, set goals, and pursue professional development. Teachers must receive training and support implementing effective protocols for teacher-to-teacher communication and collaboration in order to maximize shared planning time.</p>	<p>Organizational commitment in terms of time, resources and support (Danielson &amp; McGreal, 2000)</p> <p>Principals devote the necessary time and energy to effectively conduct, analyze, and discuss observations of instructional practice (Stronge, 2006).</p> <p>Emphasis on growth and development vs. accountability (Danielson &amp; McGreal, 2000)</p> <p>Stressing implementation over instrumentation with a focus on evaluation accuracy and quality feedback over management (Heneman &amp; Milanowski, 2003, 2009; Johnson, 1990; Milanowski &amp; Kimball, 2009, Stronge, 2006).</p> <p>The school/district provides sufficient time for teachers to develop a professional growth plan to gain the skills and knowledge needed to overcome professional weaknesses and continually learn and grow in other areas they have identified. (Darling-Hammond, 2012)</p> <p>Appropriate time is available for meaningful evaluation and professional development, including dedicated time for evaluation meetings, teacher reflection and goal setting, and collaboration (Darling-Hammond &amp; McLaughlin, 1995).</p> <p>Technology is utilized to expand learning opportunities for teachers by collecting information more quickly and aligning with professional development (Goe, Biggers &amp; Croft, 2012)</p>

# Compatibility with Competing Policies and Programs

## Current Situation

Although a majority of Jonesboro teachers respond that the new evaluation system fits well with other school and district initiatives, a large percentage of teachers remain uncertain. Teachers often share concerns about balancing the implementation of multiple new initiatives alongside TESS. Jonesboro High School teachers are particularly concerned given the number of new initiatives (i.e. Common Core, PARCC, RTI, PBL, and Academies). Although some see TESS as a complementing or enhancing other initiatives, a majority of teachers believe that it interferes with their ability to carry out other teaching responsibilities and consumes time and resources that could be better spent elsewhere.

“At this point, we’re devoting a lot of time if you think about such as lesson planning such as Common Core and TESS. They’re kind of next door neighbors.”

“A lot of things going on this year for Arkansas; we keep moving TESS towards next year, not doing it as heavy as I thought it would be, because of other initiatives such as RTI, PBL, Common Core, became academies this year, very swamped.”

“We dig deeper with the instruction and the environment domains, aligning with PARCC, we are ultimately helping ourselves with TESS, they go hand in hand, student expectations, etc....in our department, we work hand in hand, and we push our colleagues to see how it all is just an ongoing circle.”

Teachers undergoing similar evaluation frameworks like Praxis III or National Boards receive no guidance on combining the two evaluation processes, and, as a result, are overwhelmed with additional planning, observations and paperwork.

Outside PD and training has indirectly contributed to understanding some of the domains for TESS or doing the work required of TESS. Some teachers believe TESS will bring about a lot of changes in many of the current programs and initiatives. Others see it as a stand-alone policy that will have little to no effect on practices, policies, meetings, and programs.

“TESS hasn’t really changed what we were doing anyway; I don’t think TESS should drive what we talk about, it should evaluate what we are doing with what we are talking about; we are very careful to keep meetings about what they are meant to be about meeting.”

The new teacher evaluation system fits well with other school/district initiatives.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
5.2%	47.7%	29.9%	10.9%	6.3%	174

I believe that the obligations of TESS interfere with my ability to carry out other teaching responsibilities.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
32.2%	29.9%	19.0%	16.1%	2.9%	174

## Recommended Practices

The new evaluation system must be aligned with other district initiatives in order to reduce administrator/teacher workload and prevent undermining other important district initiatives. All trainings on instruction-related practices, processes, programs, or initiatives (e.g. Common Core, PARCC, new curriculum, learning academies) must thoughtfully and intentionally align with the new evaluation system. This alignment must be clearly and consistently communicated. Furthermore, professional development must be explicitly aligned with the domains and elements. Administrators/Teachers must clearly and conveniently recognize available learning opportunities connection to areas identified for growth and refinement.

## Desired Situation

Alignment and/or compatibility with current district/school mission and goals; and competing processes and practices (Danielson & McGreal, 2000; Desimone, 2002; Stronge & Tucker, 1999)

The evaluation system contributes to teachers’ personal goals, and to the mission of the program, the school, and the total educational organization (Stronge, Helm, & Tucker, 1996)

Individual and institutional purposes and goals are mutually beneficial and valued by both the individual teacher and the school (Murphy, Heck, & Hallinger, 2013; Stronge, 2006)

Thoughtful and intentional alignment reduces the perception of the new evaluation system as burdensome or undermining other important district initiatives (White et al., 2012)

# Professional Culture

	Current Situation	Recommended Practices	Desired Situation																								
	<p>Some teachers report that conversations around TESS occur regularly, often driving conversations in grade level meetings, faculty meetings, and during PLC meetings. Professional conversations are more frequent and meaningful where PLCs are well established.</p> <p>“We have one Tuesday a month to watch some of the videos for TESS domains... to discuss and share how we feel about it; we bring our laptops and the Apple TV and watch it together, time allotted for 7th grade PLC, student data, TESS, PBL, so our 7th grade has chosen PLC time, and we take the quizzes together.”</p> <p>“We have had PLCs for years so we have time to discuss. We are ahead of the game. There are people starting to talk about ‘Oh that’s good for domain 4 or domain 1.’ I haven’t heard anyone not on board. Everyone is truly doing the reading and videos.”</p> <p>“TESS is always represented in the PLC discussion, it’s there, it’s always present; and it is a hot topic and every day discussion and discussed the most... teachers’ vocabulary in general has changed... it’s more student driven and not teacher driven as result of staff Domain 1 and 2 work.”</p> <p>“Our professional conversations in our department and our PLC meetings have changed, because we are constantly searching for data and things that we know will help us with TESS.”</p> <p>Some teachers share that TESS is discussed informally and not a topic of conversation during organized meetings with colleagues.</p> <p>“During lunch and hallway conversations, TESS has come up about the artifacts and the upcoming evaluations or evaluation that just took place...but aside from these conversations, TESS doesn’t drive our meetings.”</p> <p>Teachers frequently express a confidence that colleagues will serve as a valuable resource throughout TESS implementation.</p> <p>“I am sure I will talk to teachers that have been through the process when my year comes up, and I will lean on some of them a little bit when I get there...with those who better know what needs to be done, or if I am not learning something, trying to learn about it from them.”</p> <p>There is a great deal of trust between administrators and teachers at this school.</p> <table border="1" data-bbox="226 1187 863 1300"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>20.7%</td> <td>46.0%</td> <td>16.1%</td> <td>14.9%</td> <td>2.3%</td> <td>174</td> </tr> </tbody> </table> <p>There is a great deal of teacher collaboration at our school.</p> <table border="1" data-bbox="226 1370 863 1484"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>29.9%</td> <td>46.0%</td> <td>10.9%</td> <td>10.3%</td> <td>2.9%</td> <td>174</td> </tr> </tbody> </table>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	20.7%	46.0%	16.1%	14.9%	2.3%	174	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	29.9%	46.0%	10.9%	10.3%	2.9%	174	<p>Teachers must have opportunities to engage in frequent and ongoing conversations with colleagues and administrators.</p> <p>Meaningful and productive conversations among and between teachers and administrators demands sufficient time to reflect, discuss and collaborate.</p> <p>In instances where teachers do not share common planning times, administrators should adjust schedules to effectively provide opportunities within the school day for collegial teacher collaboration. Along with adequate time to collaborate, teachers must have access to sufficient training and effective protocols for teacher-to-teacher communication and collaboration.</p> <p>Administrators must devote sufficient time and energy to conducting, analyzing, and discussing observations of instructional practice with teachers.</p>	<p>Culture of shared commitment and reflective inquiry (Wahlstrom &amp; Louis, 2008).</p> <p>Collegial and trusting atmosphere among teachers and between teachers and evaluators (Hart, Akmal, &amp; Kingrey, 2010).</p> <p>School culture supports informal collaboration and opportunities to share strategies and learn from colleagues (Behrstock-Sherratt &amp; Jacques, 2012).</p> <p>Teacher and Principal conversations act as the true lever for instructional improvement and teacher development (Sartain, et al., 2011).</p> <p>Extensive and high quality feedback (Danielson &amp; McGreal, 2000, Milanowski &amp; Kimball, 2009).</p> <p>Feedback from multiple sources including peers (Seifert, Yuki &amp; McDonald, 2003)</p> <p>Feedback is viewed as a path to improved teaching (MET Project, 2013)</p> <p>Environment that fosters mutual trust among teachers and between evaluator and teacher (Clipa, 2011; Kimball &amp; Milanowski, 2009; Goe, Biggers &amp; Croft, 2012; Stronge, 2006; Washlstrom and Louis, 2008)</p> <p>Trust and strong relationships among and between teachers leads to meaningful evidence-based conversations (Goe, Biggers &amp; Croft, 2012).</p> <p>The evaluation system is growth oriented and contributes to the personal and professional development needs of the individual teacher as well as improvement within the school (Stronge, Helm, &amp; Tucker, 1996)</p>
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Alignment with Human Capital

Current Situation

Beyond state law regarding termination or nonrenewal for inadequate TESS scores, few policies or procedures are currently in place that connect human capital management systems with teacher evaluation (e.g. preparation, recruitment, hiring, induction and mentoring, career pathways, leadership, working conditions, and equitable teacher distribution). Teachers have limited access to high quality, relevant professional development opportunities aligned with their unique areas of growth.

“I would like to have smaller trainings. Take departments and discuss different domains. It needs to be done differently.”

“We are going to have to make this purposeful. A lot of the materials we use as mentors for Pathwise could be used. Whether it’s reflection sheets to put in their notebook or a planning book.”

“As long as they approach it from a relaxed and positive process for everybody, use it as a tool for growth and not reduce you but to make us better.”

I have access to adequate support to improve areas of refinement identified in my teacher evaluations.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
5.2%	39.7%	35.6%	14.9%	4.6%	174

Teachers who have had at least one formal evaluation with a pre- and post-conference this year:

Feedback from my teacher evaluation informs the professional development activities in which I participate.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
4%	25%	40%	27%	2%	71

Recommended Practices

Districts should offer a multitude of job-embedded professional learning opportunities (such as reading professional journal articles about instructional strategies, book studies, observing model lessons, and meeting with mentors to discuss lesson planning or a lesson observation).

In terms of training and support with TESS, what are some ways you think the evaluation process can be improved?

Opportunities to observe a Level 4 teacher in your district.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
31.2%	43.3%	14.5%	7.5%	3.5%	173

Districts should set aside time for teachers to plan professional growth activities that helps them gain the knowledge and skills needed to overcome their professional weaknesses as well as continually learn and grow in other areas that they identify.

Consideration for advancement should take evaluation performance into consideration. Evaluation and professional development should be linked to career ladders and leadership opportunities accessible to high-performing teachers.

Desired Situation

The human capital management system is fully aligned and connects the whole spectrum of teacher-effectiveness policies [e.g. preparation, recruitment, hiring, induction and mentoring, career pathways, leadership, dismissal, working conditions, and equitable teacher distribution] (Goe, Biggers & Croft, 2012; Heneman & Milanowski, 2003; Behrstock-Sherratt & Jacques, 2012).

Teachers and administrators have sufficient organizational and instructional support to carry out a system of teacher evaluation that enables continuous learning (Darling-Hammond, 2012).

Each teacher has access to high quality, relevant professional development opportunities aligned with his or her unique areas of growth (Behrstock-Sherratt & Jacques, 2012).

Coupling evaluation with professional development drives improvement goals and focus support for teachers at all levels of performance (White et al. 2012).

Evaluation results are used by both teachers, administrators and staff development planners to identify training priorities and evaluate progress in meeting organizational and individual goals (Stiggins & Duke, 1998).

# Nettleton School District

	Current Situation	Recommended Practices	Desired Situation																								
<p>Communication on the System</p>	<p>Nettleton Intermediate chose to pilot the new evaluation framework the prior school year using the Danielson Framework as a guide. Training and videos were made available. Administrators conducted walkthroughs and held pre- and post-interviews with teachers. Teachers at this location share that they are well informed and demonstrate a common understanding of the purpose and process of the new evaluation system.</p> <p>“The state presenter made it seem so scary and oppressive, that it was about keeping my job. It was so ugly and nasty. I thought our administrators and district have done a wonderful job of preparing us for this. Our administrator piloted this, with pre-interview and post-interview taking us through the rubric. We also did the online TESS course, which was helpful and eye opening.”</p> <p>“[Principal] keeps a positive attitude towards it, at least with us, and keep us updated so we don’t keep to overwhelmed or anything.”</p> <p>At other locations, communication with teachers regarding TESS has been limited to a three-hour state required face-to-face training with the principal the week prior to school; monthly meetings devoted to TESS; and weekly newsletters sharing “tips” on TESS elements. Few teachers have completed the 21 hours of required online training and some have yet to start. As a result, teachers broadly report that they are unclear on a variety of aspects of TESS, such as how to prepare for a “full blown” evaluation; what each domain looks like; how principals will assess and address unique classroom contexts; why, what and how to collect artifacts; and the purpose and need for a new teacher evaluation system.</p> <p>“Big surprise. . .how extensive it really is; not sure why we are doing this, not made clear on why we changed [from old to new evaluation system].”</p> <p>“We need more talk about what things we should not stress about, how they evaluate and what things really matter.”</p> <p>80% of Nettleton teachers surveyed chose “uncertain” when asked to identify their evaluation track (1, 2A, 2B1, 2B2).</p> <p>I feel adequately informed about the new evaluation system.</p> <table border="1" data-bbox="226 1198 863 1312"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>10.4%</td> <td>46.8%</td> <td>23.4%</td> <td>13.0%</td> <td>6.5%</td> <td>77</td> </tr> </tbody> </table> <p>Expectations have been communicated clearly and consistently.</p> <table border="1" data-bbox="226 1377 863 1482"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>14.3%</td> <td>49.4%</td> <td>22.1%</td> <td>9.1%</td> <td>5.2%</td> <td>77</td> </tr> </tbody> </table>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	10.4%	46.8%	23.4%	13.0%	6.5%	77	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	14.3%	49.4%	22.1%	9.1%	5.2%	77	<p>In many cases, teachers who are not undergoing evaluation this school year report having limited knowledge of the system. In order to ensure all teachers understand current expectations and requirements and remain well informed, districts must establish clear, concise, and sustainable systems in communication. As the state makes changes in the new evaluation process and as both current and newly hired teachers undergo the evaluation process, these systems should provide administrators and teachers with trusted, reliable and helpful information.</p> <p>Furthermore, districts should devote time and resources to orienting administrators and teachers on existing sources of information and lines of communication as well as provide internal systems that are more personal and responsive to district teachers and administrators.</p>	<p>Ongoing and effective communication with all constituencies, especially teachers (Stronge &amp; Tucker, 1999).</p> <p>District provides needed support and clear, consistent expectations and timelines for implementation in order to enhance administrator communication to teachers. Strong communication, training, and guidance allow the administrators to appear more confident, knowledgeable, prepared, and vision/mission-minded in the perceptions of the teachers. Such heightened, optimal teacher perceptions increase the level of buy-in, trust, commitment, and confidence the teachers have about the new system and their success and the school's success in its present and future implementation (Sporte, et al., 2013).</p>
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Training on the System

	Current Situation	Recommended Practices	Desired Situation																																																
	<p>Teachers at Nettleton Intermediate cite job- embedded training as a positive and beneficial learning experience. During the prior year, the administration conducted informal observations and held pre- and post-interviews. Opinions on state- provided training and online videos were mixed (“eye-opening,” “overwhelming,” and “scary”). Great uncertainty and anxiety remain among teachers as to how well trained and prepared they actually are for implementation.</p> <p>“We had the training, we’ve set up the folders, we’ve had access to Danielson’s videos and book, but until you go through it you don’t know.”</p> <p>Junior High and High School did not pilot the prior school year and are taking a different approach. Online video training was not required until the end of school year, with teachers varying greatly in their progress towards completion. As a result of “taking it slowly,” many teachers share they do not feel prepared but experience less anxiety. Many who have completed online training report finding it had little benefit and was too time consuming. New teacher hires report being overwhelmed, since they did not have the opportunity to complete the training over the summer.</p> <p>“Not that I think our district is doing great by going slowly, but if we just jumped in we’d be freaking out.”</p> <p>“In the training there was much more focus on how to use scanners (administration) and there was no discussion about internal self-improvement. In the videos and online training it was very hypothetical, broad and unrealistic, but for what I think our principal’s perspective is, he needs to make certain his teachers get done what he is told they need to do and that is his priority.”</p> <p>“We have a large population of teachers that have outside extracurricular responsibilities, so they miss faculty meeting and get the paperwork, and so many are missing the receiving of information on tasks such as uploading artifacts, watching the videos, mandatory meetings needed; no holding feet to fire here so there might be confusion.”</p> <p>The overall training I have received has been _____.</p> <table border="1" data-bbox="226 1295 863 1409"> <thead> <tr> <th>Very Poor</th> <th>Poor</th> <th>Fair</th> <th>Good</th> <th>Very Good</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2.6%</td> <td>5.2%</td> <td>46.8%</td> <td>35.1%</td> <td>10.4%</td> <td>77</td> </tr> </tbody> </table>	Very Poor	Poor	Fair	Good	Very Good	Total	2.6%	5.2%	46.8%	35.1%	10.4%	77	<p>State officials would be well advised to coordinate with representatives from the colleges and universities in Arkansas that offer teacher credentialing programs. The first few years of teaching are an exciting, but challenging time. By integrating the TESS expectations into the state teacher credentialing requirements, new teachers will be able to integrate more smoothly into their careers. This will also lessen the need for school site principals and district office officials to provide extensive professional development on this topic to newly hired educators.</p> <p>Teachers need access to ongoing opportunities to attend face to face professional development work sessions related to the planning and preparation, instruction, and classroom environment domains:</p> <p>In terms of training and support with TESS, what are some ways you think the evaluation process can be improved?</p> <p>Face to Face PD work sessions related to the planning and preparation domain:</p> <table border="1" data-bbox="905 943 1541 1057"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>15.6%</td> <td>45.3%</td> <td>29.7%</td> <td>4.7%</td> <td>4.7%</td> <td>64</td> </tr> </tbody> </table> <p>Face to Face PD work sessions related to the instruction domain:</p> <table border="1" data-bbox="905 1117 1541 1230"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>13.9%</td> <td>47.7%</td> <td>29.2%</td> <td>4.6%</td> <td>4.6%</td> <td>65</td> </tr> </tbody> </table> <p>Face to Face PD work sessions related to classroom environment domain:</p> <table border="1" data-bbox="905 1300 1541 1414"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>14.1%</td> <td>45.3%</td> <td>29.7%</td> <td>6.3%</td> <td>4.7%</td> <td>64</td> </tr> </tbody> </table>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	15.6%	45.3%	29.7%	4.7%	4.7%	64	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	13.9%	47.7%	29.2%	4.6%	4.6%	65	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	14.1%	45.3%	29.7%	6.3%	4.7%	64	<p>Principals anticipate different and increased role expectations (Heneman &amp; Milanowski, 2003).</p> <p>Principals and teachers receive training and support to learn how to have meaningful conversations about improving instructional practice (Sartain, et al., 2011).</p> <p>Reliability and validity are functions of the users of the tool, as well as of the tool itself (Sartain, et al., 2011).</p> <p>Teachers and administrators are thoroughly prepared (Heneman &amp; Milanowski, 2003).</p> <p>Teacher evaluation tools, ratings, and systems are supported by professional development that help principals and teachers to view the teacher evaluation as a process intended to support and encourage teacher development and as a vehicle to advance instructional practice (Sartain, et al., 2011).</p> <p>Evaluators are trained to provide clear, precise, and sufficiently diagnostic feedback (Stiggins &amp; Duke, 1998)</p>
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Experience and Expertise

	Current Situation	Recommended Practices	Desired Situation
	<p>National Board Certification and Pathwise training strongly contribute to feelings of preparation for TESS. Other beneficial preparatory experiences shared by teachers at various sites are graduate studies and prior professional development experiences:</p> <p>“My confidence in teaching, graduate studies in English helped me too, professional development over the years, especially CLaSS about literacy, Common Core... looking back, this was sort of the beginning of understanding this [TESS] language...I realize that now.”</p> <p>Pathwise/Praxis III and National Board:            “The whole layout, planning, environment, instruction, professionalism...these make sense to you because of Pathwise and National Board certification, everything seems to meld; we do these things every day.”</p> <p>“Well for me it’s not really that different from what we had to do after we finished college. We had to go through Praxis III in Arkansas and that’s really similar...it wasn’t a total shock to me as it was to older teachers who had been here awhile.”</p> <p>Across the district, teachers report limited previous experience with documentation.</p> <p>“I have never kept a parent contact log, emails, phone calls, just begun to do that, probably about an hour or two more a week; I am not sure it is too much of an addition but now it is just being aware of--- a sense of awareness.”</p> <p>“I do not feel prepared still even though I have gone through the training. I am an older teacher. Technology is not my comfort zone.”</p> <p>Nettleton Intermediate took the initiative the prior school year to pilot the system using the Danielson Book as a guide. This was broadly accepted and viewed as a positive preparatory experience.</p> <p>“I did it [conferences] a lot last year with the assistant principal and it was very helpful for me to hear from a principal some thoughts and ideas on ways I could have done it different.”</p>	<p>Teachers would benefit from the support of experienced teachers throughout the evaluation process. National Board Certified teachers and Pathwise mentors and mentees found the initiatives largely aligned with TESS. These educators should be recognized as valuable resources and given opportunities to share their insights and understanding with colleagues and administrators in how to successfully manage and navigate the process. In particular, Pathwise mentors should be identified and utilized to help advise and coach colleagues and administrators.</p> <p>Districts should establish and support a peer assistance program where educators can offer their experience and expertise to assist new and veteran teachers in need of improving their skills or knowledge.</p> <p>Promoting teachers who have both received a “Distinguished” score on their summative evaluation and have demonstrated effective coaching and mentoring competencies should have opportunities to pursue an instructional support position (e.g. instructional coach, consulting teachers). Among other duties, these educators would work closely with administrators to observe teachers, document their performance, and coach them accordingly. Although these educators cannot officially evaluate teachers, they are likely to provide more extensive improvement assistance than traditional administrator evaluators, especially if utilized and incentivized as a teacher leader who can help carry out and support professional development decisions informed by individual teachers' evaluation results.</p>	<p>Teachers learn from experience through regular opportunities to observe and reflect (Tucker, Stronge, &amp; Gareis, 2002).</p> <p>Administrators demonstrate and expertise in revealing a wide assortment of improvement opportunities for teachers (Murphy, Elliot, Goldring, &amp; Porter, 2006).</p> <p>Teachers receive feedback from and working alongside constructive, more-effective professional colleagues (Taylor &amp; Tyler, 2011).</p>

# Attitudes and Beliefs

	Current Situation	Recommended Practices	Desired Situation																								
	<p>In general, the new evaluation system is not viewed as an effective process of collecting information and evaluating teaching practice. While some teachers are hopeful the new evaluation process will lead to growth and development, many find little value in the new system.</p> <p>"I want it to make me a better teacher and more aware of what I am doing in the classroom, and what students are doing in the classroom, or how I can be more effective."</p> <p>"I don't think evaluating me is going to make much of an impact on my student learning because I am going to teach the way I teach. Maybe not for that one hour when putting on a show."</p> <p>Some teachers believe that planned, infrequent observations make it easy for ineffective teachers to game the system. Those who are interested in receiving quality feedback believe the system can lead to improvement. Many of those who have not been through the process express a wait and see attitude.</p> <p>"I question if it will help several teachers' performance---even the worst teacher can pull off proficient lessons if given enough time and preparation and foreknowledge."</p> <p>"The rubric and everything on TESS are right on target, and that's what we should be doing all the time, but the observations are not what we do every day. That's only one or two times a year, and some people can pull it off and the rest of the year they go back to their old ways. "</p> <p>"It has helped me a lot. I did it a lot last year with the assistant principal and it was very helpful for me to hear from a principal some thoughts and ideas on ways I could have done it different.</p> <p>"I haven't decided yet if it's good or not. We don't know yet how it's going to be. We had the training, we've set up the folders, we've had access to Danielson's videos and book but until you go through it you don't know."</p> <p>"I'm not 100% invested in this because I had no say. It's not a priority to me. This is a secondary thing to me but it looms over me like it's the most important thing in the world. It looms over you all the time. I'll do my horse and pony show for my principal if that's what the state wants."</p> <p>Overall, I think the new evaluation system will have a positive impact on my own teaching practice.</p> <table border="1" data-bbox="226 1170 863 1276"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1.3%</td> <td>28.6%</td> <td>31.2%</td> <td>13.0%</td> <td>26.0%</td> <td>77</td> </tr> </tbody> </table> <p>Overall, I think the new evaluation system will have a positive impact on student achievement in my school.</p> <table border="1" data-bbox="226 1377 863 1482"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1.3%</td> <td>23.4%</td> <td>37.7%</td> <td>14.3%</td> <td>23.4%</td> <td>77</td> </tr> </tbody> </table>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	1.3%	28.6%	31.2%	13.0%	26.0%	77	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	1.3%	23.4%	37.7%	14.3%	23.4%	77	<p>In order for teachers to perceive TESS as a valuable tool for improving instructional practices, it is important to shift the conversations with teachers away from instrumentation and toward the actual implementation of TESS. Central office administrators could provide principals with professional development on how to assist teachers grow in each domain. This might include a resource bank of specific suggestions for teachers who need to improve their performance in each domain. This may alleviate principals' workload by providing them with tools to give teachers feedback.</p> <p>Providing teachers with choices would increase buy-in in terms of their professional development in each of the four domains. Central office personnel can support this by preparing PD opportunities for teachers in each of the four domains after soliciting teacher input from an online survey designed to capture teachers' areas of improvement/preferences. The central office could also send an online survey to principals to solicit their views on areas of improvement for their staff. Using this information, the central office administrators could plan differentiated professional development opportunities for teachers based on their preferences and areas of improvement. By providing teachers with targeted, differentiated PD, teachers may shift their focus toward ways to implement each domain well, rather than focus their concerns on their rubric scores or artifact collection.</p> <p>At schools without grade level/subject level or PLC meeting times within the school day, principals may wish to consider ways to create such opportunities for teachers to collaborate on TESS-related tasks. Principals may wish to consider using literacy coaches or other specialists to cover classrooms as needed to accomplish this goal. Also, during PD days, principals may wish to release at least part of each day to teachers, rather than have all-day events, in order to allow teachers more time for TESS-related obligations.</p> <p>Central office administrators may wish to create a framework that illustrates how TESS aligns with Common Core, Response to Intervention, PARCC exams, and other seemingly competing district initiatives. By weaving TESS into these concurrent practices and programs, teachers and administrators may view it as an integral aspect of schooling, rather than as a separate entity.</p>	<p>Teachers conceptualize their instructional practice as constantly evolving, open to critique, and in need of adjustments and improvement (Sartain, et al., 2011).</p> <p>Emphasis on growth and development vs. accountability (Danielson &amp; McGreal, 2000)</p> <p>Stressing implementation over instrumentation with a focus on evaluation accuracy and quality feedback over management (Heneman &amp; Milanowski, 2003, 2009; Milanowski &amp; Kimball, 2009; Stronge, 2006).</p> <p>Teacher evaluation is viewed as a process of collecting information to deeply analyze and evaluate teachers' practice to improve instruction. Administrators value the process enough to devote a significant amount of their time and energy to conducting, analyzing, and discussing observations of instructional practice (Sartain, et al., 2011).</p> <p>Teacher evaluation is viewed as a catalyst for improving teaching and learning in schools (Stronge, Helm, &amp; Tucker, 1996)</p> <p>The teacher evaluation system does not foster disillusionment, distrust, stress, or fear of failure (Duke, 1993).</p>
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total																						
1.3%	28.6%	31.2%	13.0%	26.0%	77																						
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	Current Situation	Recommended Practices	Desired Situation
<p>Time and Resources</p>	<p>Teachers are overwhelmed with TESS documentation and believe that time must be provided to prepare evaluation documents. In particular, teachers report that the time consuming process of scanning and uploading artifacts infringes on time to collaborate with colleagues and plan and prepare quality lessons. Although currently overwhelmed, some predict the process will become more manageable and less time-consuming with more experience.</p> <p>“It is far too cumbersome! I have no problem being held accountable and being evaluated, but this current system takes far too much time away from things I feel could much better benefit my teaching. For example, the collection of artifacts is extremely time consuming. This time would be better spent collaborating with colleagues.”</p> <p>“Preparing my artifacts, documents, etc. for my fall observation took almost 15 hours. I feel like this is a ‘jump through the hoops’ kind of task that will not help me become a better teacher.”</p> <p>“Collecting artifacts have made me consider early retirement. I love teaching, and this activity is so time consuming and stressful it prohibits me from creating new, innovative lessons.”</p> <p>“We don’t have the time during our workday, which can be 10-11 hours, to scan documents and organize them into folders. Our time is spent teaching, keeping children safe, talking with parents, collaborating with colleagues...It may get easier as we do it, but right now it’s new to us. Will we get smart at it, yes, and we’ll make it work, but right now it’s very intensive.”</p> <p>Many teachers share concerns that administrators will have less time to attend to important personal and professional responsibilities.</p> <p>“It’s too much on our administrators but they will do their very best on it. Other areas will suffer though. If anything it will take away family life because they will do what needs to be done. The personal life is what is going to suffer.”</p> <p>“I don’t know that it’s physically possible for administration to do what they are supposed to do and in a way that it’s supposed to be done. On top of what they are already doing, I’m concerned for them. When you’re tired and you’re stressed you get cranky, and they’re human, so it can’t help but flow over in all of their relationships, with students, teachers.”</p>	<p>Teachers must have time to plan and reflect both independently and collectively. District and school administrators must rethink teacher schedules and workloads and provide appropriate time for meaningful evaluation and professional development. Teachers must have time to collaborate, plan and prepare, research best practices, review data, reflect and refine, set goals, and pursue professional development. Teachers must receive training and support implementing effective protocols for teacher-to-teacher communication and collaboration in order to maximize shared planning time.</p>	<p>Organizational commitment in terms of time, resources and support (Danielson &amp; McGreal, 2000)</p> <p>Principals devote the necessary time and energy to effectively conduct, analyze, and discuss observations of instructional practice (Stronge, 2006).</p> <p>Emphasis on growth and development vs. accountability (Danielson &amp; McGreal, 2000)</p> <p>Stressing implementation over instrumentation with a focus on evaluation accuracy and quality feedback over management (Heneman &amp; Milanowski, 2003, 2009; Johnson, 1990; Milanowski &amp; Kimball, 2009, Stronge, 2006).</p> <p>The school/district provides sufficient time for teachers to develop a professional growth plan to gain the skills and knowledge needed to overcome professional weaknesses and continually learn and grow in other areas they have identified. (Darling-Hammond, 2012)</p> <p>Appropriate time is available for meaningful evaluation and professional development, including dedicated time for evaluation meetings, teacher reflection and goal setting, and collaboration (Darling-Hammond &amp; McLaughlin, 1995).</p> <p>Technology is utilized to expand learning opportunities for teachers by collecting information more quickly and aligning with professional development (Goe, Biggers &amp; Croft, 2012)</p>

# Compatibility with Competing Policies and Programs

## Current Situation

Although opinions are mixed on whether the new evaluation system fits in well with other school and district initiatives, the vast majority of teachers agree or strongly agree that it consumes time and resources that could be better spent elsewhere. Teachers generally believe that the number of changes and new initiatives has left teachers overwhelmed.

“Common Core, TESS coming at once, lending itself to confusion on our part, everything being thrown at us, but you still have to teach.”

“Some of the reason for the chatter is that Common Core, new math program implemented, we’re getting ready for PARC, insurance rates are increasing substantially, so that’s five –six things with great impact. Is there ever a good time to implement change, but it’s that all of these things are hitting at one time. I don’t know if it’s TESS or any one of these things, there’s just a lot going on this year for educators.”

“The tension is cumulative. TESS adds pressure they already felt and now it’s a realized entity. When they are faced with that and other hurdles they face day to day in their classroom, veteran teachers who have put in so much work are frustrated they have to learn a whole new system.”

“Right now we have Common Core, the curriculum is changing, we have a new textbook. These things are continuously happening.”

“People making decisions for us not realizing how hard we already work and they keep loading it on and loading it on and that’s frustrating.”

The new teacher evaluation system fits well with other school/district initiatives.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
5.2%	29.9%	36.4%	18.2%	10.4%	77

I believe that the obligations of TESS interfere with my ability to carry out other teaching responsibilities.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
49.4%	29.9%	15.6%	5.2%	0%	77

## Recommended Practices

The new evaluation system must be aligned with other district initiatives in order to reduce administrator/teacher workload and prevent undermining other important district initiatives. All trainings on instruction-related practices, processes, programs, or initiatives (e.g. Common Core, PARCC, new curriculum, learning academies) must thoughtfully and intentionally align with the new evaluation system. This alignment must be clearly and consistently communicated. Furthermore, professional development must be explicitly aligned with the domains and elements. Administrators/Teachers must clearly and conveniently recognize available learning opportunities connection to areas identified for growth and refinement.

## Desired Situation

Alignment and/or compatibility with current district/school mission and goals; and competing processes and practices (Danielson & McGreal, 2000; Desimone, 2002; Stronge & Tucker, 1999)

The evaluation system contributes to teachers’ personal goals, and to the mission of the program, the school, and the total educational organization (Stronge, Helm, & Tucker, 1996)

Individual and institutional purposes and goals are mutually beneficial and valued by both the individual teacher and the school (Murphy, Heck, & Hallinger, 2013; Stronge, 2006)

Thoughtful and intentional alignment reduces the perception of the new evaluation system as burdensome or undermining other important district initiatives (White et al., 2012)

# Professional Culture

	Current Situation	Recommended Practices	Desired Situation																								
	<p>Some schools have or still do professional walkthroughs, which has seemed to help classrooms be open to evaluation and constructive feedback.</p> <p>“Mentioned [Administration] they would do walkthroughs throughout the year to prepare for full blown evaluations; an informal preparation for evaluation for them and something they noticed outright we need to work on...not too different from the way we’ve been doing walkthroughs.”</p> <p>TESS verbiage is slowly making it into the staff’s professional conversations outside the TESS-related whole staff meetings—but more as a question-answer session about documentation, routine TESS items, or about the tension of TESS rather than instructional practices. The degree to which TESS is mentioned depends on whether there is an informed, inquiring teacher in the group.</p> <p>“TESS has not yet found its way into our monthly department meetings, we talk of those things, but we did that before TESS; as far as the actual verbiage coming from the individual domains, not yet. As we become more familiar with it, that language will find its way more into our monthly departments and informals...become unavoidable.”</p> <p>“Professional conversation frequency hasn’t changed, [but] TESS has improved quality; faculty and department not focused on annoying kids and negative stuff for kids. Now we’re talking more about classroom management, strategies, higher thinking, what’s working for us.”</p> <p>Lack of common planning at some sites makes it difficult to talk about TESS. As a result much of the conversations around effective teaching practices are impromptu and topical.</p> <p>“I have quite a few [conversations] with my grade level about professional strategies and students...how they are doing... strategies working... much more informal... between classes and lunch time. We have no common planning time, most science teachers have second...mine is fifth.”</p> <p>Some potential teacher leaders have expressed a desire to help other teachers on a more formal level.</p> <p>“I suggest we get together and lead small groups for those who don’t understand it yet, like show them my portfolio to help some people get started.”</p> <p>“We did have one teacher that volunteered herself to do a lesson and be videoed so that we can show it at a faculty meeting and comment on it and use the domain rubric.”</p> <p>There is a great deal of trust between administrators and teachers at this school.</p> <table border="1" data-bbox="226 1230 863 1344"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>26.0%</td> <td>42.9%</td> <td>15.6%</td> <td>13.0%</td> <td>2.6%</td> <td>77</td> </tr> </tbody> </table> <p>There is a great deal of teacher collaboration at our school.</p> <table border="1" data-bbox="226 1382 863 1495"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>28.6%</td> <td>46.8%</td> <td>10.4%</td> <td>11.7%</td> <td>2.6%</td> <td>77</td> </tr> </tbody> </table>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	26.0%	42.9%	15.6%	13.0%	2.6%	77	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	28.6%	46.8%	10.4%	11.7%	2.6%	77	<p>Teachers must have opportunities to engage in frequent and ongoing conversations with colleagues and administrators.</p> <p>Meaningful and productive conversations among and between teachers and administrators demands sufficient time to reflect, discuss and collaborate.</p> <p>In instances where teachers do not share common planning times, administrators should adjust schedules to effectively provide opportunities within the school day for collegial teacher collaboration. Along with adequate time to collaborate, teachers must have access to sufficient training and effective protocols for teacher-to-teacher communication and collaboration.</p> <p>Administrators must devote sufficient time and energy to conducting, analyzing, and discussing observations of instructional practice with teachers.</p>	<p>Culture of shared commitment and reflective inquiry (Wahlstrom &amp; Louis, 2008).</p> <p>Collegial and trusting atmosphere among teachers and between teachers and evaluators (Hart, Akmal, &amp; Kingrey, 2010).</p> <p>School culture supports informal collaboration and opportunities to share strategies and learn from colleagues (Behrstock-Sherratt &amp; Jacques, 2012).</p> <p>Teacher and Principal conversations act as the true lever for instructional improvement and teacher development (Sartain, et al., 2011).</p> <p>Extensive and high quality feedback (Danielson &amp; McGreal, 2000, Milanowski &amp; Kimball, 2009).</p> <p>Feedback from multiple sources including peers (Seifert, Yuki &amp; McDonald, 2003)</p> <p>Feedback is viewed as a path to improved teaching (MET Project, 2013)</p> <p>Environment that fosters mutual trust among teachers and between evaluator and teacher (Clipa, 2011; Kimball &amp; Milanowski, 2009; Goe, Biggers &amp; Croft, 2012; Stronge, 2006; Washlstrom and Louis, 2008)</p> <p>Trust and strong relationships among and between teachers leads to meaningful evidence-based conversations (Goe, Biggers &amp; Croft, 2012).</p> <p>The evaluation system is growth oriented and contributes to the personal and professional development needs of the individual teacher as well as improvement within the school (Stronge, Helm, &amp; Tucker, 1996)</p>
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total																						
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# Alignment with Human Capital

Current Situation	Recommended Practices	Desired Situation																																				
<p>Beyond state law regarding termination or nonrenewal for inadequate TESS scores, few policies or procedures are currently in place that connect human capital management systems with teacher evaluation (e.g. preparation, recruitment, hiring, induction and mentoring, career pathways, leadership, working conditions, and equitable teacher distribution). Teachers are eager for feedback and opportunities to reflect.</p> <p>"I want someone that will have to go through certain items and be very specific about what I have to improve...let's pick it apart and just focus on one or two things to improve and build on that."</p> <p>"I want it to make me a better teacher. I want to know what could make me be better and more aware of what I am doing in the classroom, and what students are doing in the classroom, or how it can be more effective."</p> <p>"I want personal feedback from it, but I evaluate it every day; when I don't like something, I jot it in my planner; and the goal is to make you a better teacher, but I don't see how TESS is helping that."</p> <p>Some teachers want the new evaluation system to motivate others to improve performance but do not want to see it tied to compensation:</p> <p>"It would not be good if schools base pay on this; that would not be good, you could put on a good show, but that does not show true measure of a teacher, but you can bomb and still be a good teacher day to day, like bombing a test per se. Some people don't work well under pressure and that's pressure."</p> <p>"I want it to make us professionals, hold people to working and doing their jobs; I want them to avoid the rubber stamp of every one doing good...everyone got three...like our old instrument was like...never got feedback of what to work on...it was a checklist. If used correctly get the nonworkers to move out or move up."</p> <p>I have access to adequate support to improve areas of refinement identified in my teacher evaluations.</p> <table border="1" data-bbox="226 1057 863 1166"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>6.5%</td> <td>37.7%</td> <td>41.6%</td> <td>9.1%</td> <td>5.2%</td> <td>77</td> </tr> </tbody> </table> <p>Teachers who have had at least one formal evaluation with a pre- and post-conference this year:</p> <p>Feedback from my teacher evaluation informs the professional development activities in which I participate.</p> <table border="1" data-bbox="226 1323 863 1432"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>3%</td> <td>37%</td> <td>37%</td> <td>16%</td> <td>8%</td> <td>38</td> </tr> </tbody> </table>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	6.5%	37.7%	41.6%	9.1%	5.2%	77	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	3%	37%	37%	16%	8%	38	<p>Districts should offer a multitude of job-embedded professional learning opportunities (such as reading professional journal articles about instructional strategies, book studies, observing model lessons, and meeting with mentors to discuss lesson planning or a lesson observation).</p> <p>In terms of training and support with TESS, what are some ways you think the evaluation process can be improved?</p> <p>Opportunities to observe a Level 4 teacher in your district.</p> <table border="1" data-bbox="905 651 1541 764"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>22.1%</td> <td>48.0%</td> <td>16.9%</td> <td>7.8%</td> <td>5.2%</td> <td>77</td> </tr> </tbody> </table> <p>Districts should set aside time for teachers to plan professional growth activities that helps them gain the knowledge and skills needed to overcome their professional weaknesses as well as continually learn and grow in other areas that they identify.</p> <p>Consideration for advancement should take evaluation performance into consideration. Evaluation and professional development should be linked to career ladders and leadership opportunities accessible to high-performing teachers.</p>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	22.1%	48.0%	16.9%	7.8%	5.2%	77	<p>The human capital management system is fully aligned and connects the whole spectrum of teacher-effectiveness policies [e.g. preparation, recruitment, hiring, induction and mentoring, career pathways, leadership, dismissal, working conditions, and equitable teacher distribution] (Goe, Biggers &amp; Croft, 2012; Heneman &amp; Milanowski, 2003; Behrstock-Sherratt &amp; Jacques, 2012).</p> <p>Teachers and administrators have sufficient organizational and instructional support to carry out a system of teacher evaluation that enables continuous learning (Darling-Hammond, 2012).</p> <p>Each teacher has access to high quality, relevant professional development opportunities aligned with his or her unique areas of growth (Behrstock-Sherratt &amp; Jacques, 2012).</p> <p>Coupling evaluation with professional development drives improvement goals and focus support for teachers at all levels of performance (White et al. 2012).</p> <p>Evaluation results are used by both teachers, administrators and staff development planners to identify training priorities and evaluate progress in meeting organizational and individual goals (Stiggins &amp; Duke, 1998).</p>
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# Valley View Public Schools

## Communication on the System

	Current Situation	Recommended Practices	Desired Situation																								
	<p>Teachers widely report not having adequate information and struggle with common unanswered questions: what lesson plans look like; how to collect and organize artifacts; what evaluators will be looking for; and what the purpose is (developmental or punitive). Teachers at each site express a common belief that principals lack the information and training to adequately respond to questions. Insufficient communication and in-depth, timely follow-up from school leadership since the initial summer introduction to TESS (by district leadership) has left teachers largely relying on one another in terms of sharing information and developing resources. As a result, teachers are uncertain as to whether they are sharing accurate information and moving in the right direction.</p> <p>“We’re in the dark. Panicked. We know it is coming, but we don’t know what it is. We still don’t know what it is. What will [the principal] look for? I know once [the principal] knows, then we’ll know. Then we know what can fuel our conversations. It’s vague right now, and I want it to be explicit.”</p> <p>“We [teachers] are panicky. What are you really going to look for and focus on when coming to observe me? Domains 2 and 3 maybe? Still confused on what artifacts to collect and how to divide it up...So we are collecting it constantly. I don’t even know how or what to collect? I’m collecting a lot. Is this what they want?”</p> <p>“[The principal] kept saying, this is all I’ve been told. He’s concerned about it too. He had a ton of hours on top of the 21. He’s as clear as can be, but that is kind of as clear as mud right now. They did not get ample time and to do the trainings on top of it like he should have. Knowing that he’s told us everything [the principal] knows, I am not sure he can answer my questions yet.”</p> <p>I feel adequately informed about the new evaluation system.</p> <table border="1" data-bbox="226 1174 863 1279"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>9.2%</td> <td>44.6%</td> <td>30.8%</td> <td>7.7%</td> <td>7.7%</td> <td>65</td> </tr> </tbody> </table> <p>Expectations have been communicated clearly and consistently.</p> <table border="1" data-bbox="226 1354 863 1461"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>15.4%</td> <td>41.5%</td> <td>27.7%</td> <td>6.2%</td> <td>9.2%</td> <td>65</td> </tr> </tbody> </table>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	9.2%	44.6%	30.8%	7.7%	7.7%	65	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	15.4%	41.5%	27.7%	6.2%	9.2%	65	<p>In many cases, teachers who are not undergoing evaluation this school year report having limited knowledge of the system. In order to ensure all teachers understand current expectations and requirements and remain well informed, districts must establish clear, concise, and sustainable systems in communication. As the state makes changes in the new evaluation process and as both current and newly hired teachers undergo the evaluation process, these systems should provide administrators and teachers with trusted, reliable and helpful information.</p> <p>Furthermore, districts should devote time and resources to orienting administrators and teachers on existing sources of information and lines of communication as well as provide internal systems that are more personal and responsive to district teachers and administrators.</p>	<p>Ongoing and effective communication with all constituencies, especially teachers (Stronge &amp; Tucker, 1999).</p> <p>District provides needed support and clear, consistent expectations and timelines for implementation in order to enhance administrator communication to teachers. Strong communication, training, and guidance allow the administrators to appear more confident, knowledgeable, prepared, and vision/mission-minded in the perceptions of the teachers. Such heightened, optimal teacher perceptions increase the level of buy-in, trust, commitment, and confidence the teachers have about the new system and their success and the school's success in its present and future implementation (Sporte, et al., 2013).</p>
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total																						
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# Training on the System

	Current Situation	Recommended Practices	Desired Situation																																																
	<p>Training on the system was largely limited to online video training and a 3-hour face-to-face session with district coordinator (during the summer). The 3-hour training held by the curriculum director was widely viewed as helpful and informative, but was seen as too overwhelming and insufficient by many. Online TESS training was broadly viewed as “ineffective” and “a waste of time.” Teachers tend to prefer professional learning that is more personable, face-to-face, team-oriented, relevant and job-embedded.</p> <p>“[The Curriculum Director] did teach us how to get on computers and look at videos. I would not have known how to do it otherwise; most beneficial part of that.”</p> <p>“It [3-hour face-to-face training] was effective in that this is what I have to do, my deadlines, etc. [The Curriculum Director] communicated what we have to do. We have to do this before we go back to school. It wasn't effective in helping us understand this is what we need to do become better teachers.”</p> <p>“[Online training] was against effective teaching, sitting and listening to a lecture; after many hours people just start clicking.”</p> <p>“[Online videos] was a waste of time... I didn't feel like I benefited at all.”</p> <p>“Much preferred someone been there and done that and come out and explain it to me person to person”</p> <p>“21 hours not as effective... wish we had more face to face time with that online training to discuss the videos.”</p> <p>Teachers generally acknowledge past experiences outside direct TESS-specific training as having the greatest influence on preparation. Graduate study and Pathwise/Praxis III were frequently shared as beneficial. A small number cite National Board Certification, years of experience and PLCs as beneficial.</p> <p>There was limited evidence in visited schools of monthly staff meetings directly addressing aspects of TESS. School level PD on lesson plans, Common Core, parent communication, and other TESS-related topics were viewed as more helpful than TESS-specific training.</p> <p>“Our assistant principal got different instructional strategies for Marzano and reminded us of some of what can be used and put into the lesson plan. It was helpful...we inferred this was maybe connected to TESS, that was helpful, and why she was doing this. Wish there were more of these tools.”</p> <p>Some teachers express uncertainty that administration is adequately trained on the system to effectively implement the new evaluation system.</p> <p>“They [Administrators] are great about saying we'll get through this together, but still no one, even admin, knows how it might roll out, sense that we're all in this together, but no one knows what to expect; their biggest concern how will they faithfully execute this process and do what it is intended to do.”</p> <p>The overall training I have received has been _____.</p> <table border="1" data-bbox="226 1386 863 1500"> <thead> <tr> <th>Very Good</th> <th>Good</th> <th>Fair</th> <th>Poor</th> <th>Very Poor</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>9.2%</td> <td>47.7%</td> <td>32.3%</td> <td>10.8%</td> <td>0.0%</td> <td>65</td> </tr> </tbody> </table>	Very Good	Good	Fair	Poor	Very Poor	Total	9.2%	47.7%	32.3%	10.8%	0.0%	65	<p>State officials would be well advised to coordinate with representatives from the colleges and universities in Arkansas that offer teacher credentialing programs. The first few years of teaching are an exciting, but challenging time. By integrating the TESS expectations into the state teacher credentialing requirements, new teachers will be able to integrate more smoothly into their careers. This will also lessen the need for school site principals and district office officials to provide extensive professional development on this topic to newly hired educators.</p> <p>Teachers need access to ongoing opportunities to attend face to face professional development work sessions related to the planning and preparation, instruction, and classroom environment domains:</p> <p>In terms of training and support with TESS, what are some ways you think the evaluation process can be improved?</p> <p>Face to Face PD work sessions related to the planning and preparation domain:</p> <table border="1" data-bbox="905 943 1541 1057"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>15.6%</td> <td>45.3%</td> <td>29.7%</td> <td>4.7%</td> <td>4.7%</td> <td>64</td> </tr> </tbody> </table> <p>Face to Face PD work sessions related to the instruction domain:</p> <table border="1" data-bbox="905 1117 1541 1230"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>13.9%</td> <td>47.7%</td> <td>29.2%</td> <td>4.6%</td> <td>4.6%</td> <td>65</td> </tr> </tbody> </table> <p>Face to Face PD work sessions related to classroom environment domain:</p> <table border="1" data-bbox="905 1304 1541 1417"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>14.1%</td> <td>45.3%</td> <td>29.7%</td> <td>6.3%</td> <td>4.7%</td> <td>64</td> </tr> </tbody> </table>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	15.6%	45.3%	29.7%	4.7%	4.7%	64	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	13.9%	47.7%	29.2%	4.6%	4.6%	65	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	14.1%	45.3%	29.7%	6.3%	4.7%	64	<p>Principals anticipate different and increased role expectations (Heneman &amp; Milanowski, 2003).</p> <p>Principals and teachers receive training and support to learn how to have meaningful conversations about improving instructional practice (Sartain, et al., 2011).</p> <p>Reliability and validity are functions of the users of the tool, as well as of the tool itself (Sartain, et al., 2011).</p> <p>Teachers and administrators are thoroughly prepared (Heneman &amp; Milanowski, 2003).</p> <p>Teacher evaluation tools, ratings, and systems are supported by professional development that help principals and teachers to view the teacher evaluation as a process intended to support and encourage teacher development and as a vehicle to advance instructional practice (Sartain, et al., 2011).</p> <p>Evaluators are trained to provide clear, precise, and sufficiently diagnostic feedback (Stiggins &amp; Duke, 1998)</p>
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Experience and Expertise

	Current Situation	Recommended Practices	Desired Situation
	<p>Some share that graduate studies were highly beneficial in preparing for TESS and reducing anxiety:</p> <p>“TESS would be overwhelming and new if not having it in graduate studies such as wait time...use of praise and more academic feedback...”</p> <p>“Master’s in literacy five years ago helped me prepare for this because I’m more up to date with current trends in education, current training and workshops.”</p> <p>Pathwise mentors and mentees found the program largely aligned with TESS, making a smooth transition that might otherwise have been more difficult.</p> <p>“I was mentored my first year of teaching and had a really good mentor. I have been through knowing what all domains are, what you have to say, and knowing what to write down on evidence. Same thing all over again...”</p> <p>“Older teachers who haven’t been exposed to [Pathwise/Praxis III] and out of state, I think they are pretty worked up about it.”</p> <p>Professional development, staff meetings and PLC discussions were mentioned as helpful (topics mentioned included Carnegie Math, Cognitive Guided Instruction, Common Core, lesson planning, and questioning).</p> <p>Limited experience and expertise in student-driven instruction is a concern for some teachers.</p> <p>“I’m uncomfortable with letting go. I am a control person, relearn how to question, let me just show you what to do; I have to step back, the questioning piece for students, they have different way of seeing it and expressing how they solved a problem.”</p> <p>“We all noticed in the training that the children taking control and being responsible for other children’s behavior and that we are out of the picture and taken out of picture...but they are children...we have a little bit of issue with that...finding the balance is the key. I can tell you we are already seeing success.”</p> <p>Many teachers view veteran teaching experience as good preparation for much of the demands of TESS.</p> <p>“Having the autonomy has helped me prepare for it. I feel like I am already there. I should be there after 27 years.”</p> <p>“Only thing that prepared me, just experiences, being with different administrators throughout the years and different ways they handled things; teaching units back in the day helped me with lesson plan aspects especially with integrative curriculum elements of the rubric.”</p> <p>“It just helps that I know the depth of the content...I have taught it all; and I have already switched from being a pure lecturer to a more project-based learning collaborative teacher setting which is where we are heading with us.”</p>	<p>Teachers would benefit from the support of experienced teachers throughout the evaluation process. National Board Certified teachers and Pathwise mentors and mentees found the initiatives largely aligned with TESS. These educators should be recognized as valuable resources and given opportunities to share their insights and understanding with colleagues and administrators in how to successfully manage and navigate the process. In particular, Pathwise mentors should be identified and utilized to help advise and coach colleagues and administrators.</p> <p>Districts should establish and support a peer assistance program where educators can offer their experience and expertise to assist new and veteran teachers in need of improving their skills or knowledge.</p> <p>Promoting teachers who have both received a “Distinguished” score on their summative evaluation and have demonstrated effective coaching and mentoring competencies should have opportunities to pursue an instructional support position (e.g. instructional coach, consulting teachers). Among other duties, these educators would work closely with administrators to observe teachers, document their performance, and coach them accordingly. Although these educators cannot officially evaluate teachers, they are likely to provide more extensive improvement assistance than traditional administrator evaluators, especially if utilized and incentivized as a teacher leader who can help carry out and support professional development decisions informed by individual teachers' evaluation results.</p>	<p>Teachers learn from experience through regular opportunities to observe and reflect (Tucker, Stronge, &amp; Gareis, 2002).</p> <p>Administrators demonstrate and expertise in revealing a wide assortment of improvement opportunities for teachers (Murphy, Elliot, Goldring, &amp; Porter, 2006).</p> <p>Teachers receive feedback from and working alongside constructive, more-effective professional colleagues (Taylor &amp; Tyler, 2011).</p>

# Attitudes and Beliefs

Current Situation	Recommended Practices	Desired Situation																								
<p>Teachers want the new evaluation system to provide adequate feedback that encourages and guides improvement not simply a checklist with little follow through. However, there is a concern among educators that observations and ratings will not accurately reflect teacher and student performance. Although some believe that TESS has the potential to make them better teachers, many find the demands of the new system overwhelming.</p> <p>"I feel the evaluation systems have not worked in the past. This is what you're doing well...which we know. I hope this one will work."</p> <p>"Overwhelmed by the amount of work you have to do to be a proficient-distinguished teacher... how am I going to do my job to come up with all this documentation and jump through all these hoops."</p> <p>"If you look at what you need to do to meet highest levels, it seems unrealistic...very discouraging to see that it is impossible to get a 4, you're never going to be able to do this."</p> <p>Some hold positive attitudes towards the system and believe it can have a positive impact on their practice and student learning.</p> <p>"It will hold me accountable. It will make me stop and think and focus on areas for improvement."</p> <p>"I like the reflection part...it makes you slow down and think about what you are doing... we need to take time to reflect...then we can put it into practice. I like that part of it."</p> <p>"Any time teachers improve, students will improve. It will help us be more effective."</p> <p>Some believe that it will take some time to effectively implement and gain acceptance by teachers.</p> <p>"It may be more than we can do, but teachers are good at monitoring and adjusting; the intention of this program is good and good things can come from it."</p> <p>"A lot of anxiety about it right now. Learning to fit into natural process will take some time."</p> <p>Overall, I think the new evaluation system will have a positive impact on my own teaching practice.</p> <table border="1" data-bbox="226 1209 863 1307"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>6.2%</td> <td>23.1%</td> <td>41.5%</td> <td>13.8%</td> <td>15.4%</td> <td>65</td> </tr> </tbody> </table> <p>Overall, I think the new evaluation system will have a positive impact on student achievement in my school.</p> <table border="1" data-bbox="226 1382 863 1479"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>4.6%</td> <td>18.5%</td> <td>43.1%</td> <td>15.4%</td> <td>18.5%</td> <td>65</td> </tr> </tbody> </table>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	6.2%	23.1%	41.5%	13.8%	15.4%	65	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	4.6%	18.5%	43.1%	15.4%	18.5%	65	<p>In order for teachers to perceive TESS as a valuable tool for improving instructional practices, it is important to shift the conversations with teachers away from instrumentation and toward the actual implementation of TESS. Central office administrators could provide principals with professional development on how to assist teachers grow in each domain. This might include a resource bank of specific suggestions for teachers who need to improve their performance in each domain. This may alleviate principals' workload by providing them with tools to give teachers feedback.</p> <p>Providing teachers with choices would increase buy-in in terms of their professional development in each of the four domains. Central office personnel can support this by preparing PD opportunities for teachers in each of the four domains after soliciting teacher input from an online survey designed to capture teachers' areas of improvement/preferences. The central office could also send an online survey to principals to solicit their views on areas of improvement for their staff. Using this information, the central office administrators could plan differentiated professional development opportunities for teachers based on their preferences and areas of improvement. By providing teachers with targeted, differentiated PD, teachers may shift their focus toward ways to implement each domain well, rather than focus their concerns on their rubric scores or artifact collection.</p> <p>At schools without grade level/subject level or PLC meeting times within the school day, principals may wish to consider ways to create such opportunities for teachers to collaborate on TESS-related tasks. Principals may wish to consider using literacy coaches or other specialists to cover classrooms as needed to accomplish this goal. Also, during PD days, principals may wish to release at least part of each day to teachers, rather than have all-day events, in order to allow teachers more time for TESS-related obligations.</p> <p>Central office administrators may wish to create a framework that illustrates how TESS aligns with Common Core, Response to Intervention, PARCC exams, and other seemingly competing district initiatives. By weaving TESS into these concurrent practices and programs, teachers and administrators may view it as an integral aspect of schooling, rather than as a separate entity.</p>	<p>Teachers conceptualize their instructional practice as constantly evolving, open to critique, and in need of adjustments and improvement (Sartain, et al., 2011).</p> <p>Emphasis on growth and development vs. accountability (Danielson &amp; McGreal, 2000)</p> <p>Stressing implementation over instrumentation with a focus on evaluation accuracy and quality feedback over management (Heneman &amp; Milanowski, 2003, 2009; Milanowski &amp; Kimball, 2009; Stronge, 2006).</p> <p>Teacher evaluation is viewed as a process of collecting information to deeply analyze and evaluate teachers' practice to improve instruction. Administrators value the process enough to devote a significant amount of their time and energy to conducting, analyzing, and discussing observations of instructional practice (Sartain, et al., 2011).</p> <p>Teacher evaluation is viewed as a catalyst for improving teaching and learning in schools (Stronge, Helm, &amp; Tucker, 1996)</p> <p>The teacher evaluation system does not foster disillusionment, distrust, stress, or fear of failure (Duke, 1993).</p>
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	Current Situation	Recommended Practices	Desired Situation
Time and Resources	<p>Teachers are anxious and overwhelmed by the amount of time they expect to devote to TESS. Many express concern that TESS will limit their time available to devote to planning and preparing instruction. A limited understanding of the demands of TESS makes administrators less of a resource for teachers who depend on them for guidance. There is widespread concern among teachers that administrators cannot meet the demands of TESS alongside their numerous responsibilities and effectively evaluate their staff.</p> <p>“Some [teachers] are reaching burnout, this TESS feeds into that a bit, because they have to do all these extra things.”</p> <p>“I am not sure [administrator] can answer my questions yet. I will feel more comfortable asking questions next year for the questions I have this year because they’ll know more.”</p> <p>“Evaluators can pull this off? It’s just too much for them to do. A portfolio for every teacher in building? A lot of things to do in the classroom. And we have discipline to worry about. How?”</p> <p>“Two principals are stretched thin. They won’t get the best data on me. I don’t want it to reflect negatively on me because of their lack of time.”</p> <p>“Year one, admin may do it to just get it done... impossible task. I do not want to be them at all. I don’t see how it can be done accurately. How can it be done accurately? And then have other things to do?”</p> <p>“They gave us time by department to sit down and do professional growth plans with other teachers. Just that time to sit down and do the PGP’s was helpful, and not do on your own.”</p> <p>“Having formal time to address application of it is hard because we have little PD time and funding for subs and having PLCs coming together. TESS training affected that budget, whenever we do have that time, it is addressed, however that time is hard to come by.”</p> <p>“The challenges I’ve encountered with the new teacher evaluation system far outweigh the benefits. The time that I have spent pulling together artifacts, preparing by filling out pre- and post-conference paperwork for observations have definitely taken time away from my planning and preparation time.”</p>	<p>Teachers must have time to plan and reflect both independently and collectively. District and school administrators must rethink teacher schedules and workloads and provide appropriate time for meaningful evaluation and professional development. Teachers must have time to collaborate, plan and prepare, research best practices, review data, reflect and refine, set goals, and pursue professional development. Teachers must receive training and support implementing effective protocols for teacher-to-teacher communication and collaboration in order to maximize shared planning time.</p>	<p>Organizational commitment in terms of time, resources and support (Danielson &amp; McGreal, 2000)</p> <p>Principals devote the necessary time and energy to effectively conduct, analyze, and discuss observations of instructional practice (Stronge, 2006).</p> <p>Emphasis on growth and development vs. accountability (Danielson &amp; McGreal, 2000)</p> <p>Stressing implementation over instrumentation with a focus on evaluation accuracy and quality feedback over management (Heneman &amp; Milanowski, 2003, 2009; Johnson, 1990; Milanowski &amp; Kimball, 2009, Stronge, 2006).</p> <p>The school/district provides sufficient time for teachers to develop a professional growth plan to gain the skills and knowledge needed to overcome professional weaknesses and continually learn and grow in other areas they have identified. (Darling-Hammond, 2012)</p> <p>Appropriate time is available for meaningful evaluation and professional development, including dedicated time for evaluation meetings, teacher reflection and goal setting, and collaboration (Darling-Hammond &amp; McLaughlin, 1995).</p> <p>Technology is utilized to expand learning opportunities for teachers by collecting information more quickly and aligning with professional development (Goe, Biggers &amp; Croft, 2012)</p>

# Compatibility with Competing Policies and Programs

	Current Situation	Recommended Practices	Desired Situation																								
	<p>Nearly half of surveyed teachers believe that the new teacher evaluation system fits well with other school/district initiatives.</p> <p>"We spend a lot longer this year selecting our new curriculum because we know TESS, Common Core, etc. is here."</p> <p>Some teachers believe TESS is overshadowed by other initiatives.</p> <p>"TESS is filtering in more with us in terms of our documentation and notebooks but Common Core has had more of an impact in terms of math planning."</p> <p>Nearly 3 of 4 teachers surveyed believe that TESS consumes time and resources that could be better spent elsewhere. Many are left wondering how they can meet the expectations of TESS alongside recent and upcoming initiatives, programs, and policies.</p> <p>"My biggest complaint is why are we implementing everything this year...Common Core, brand new curriculum, TESS, the PARCC assessment, we moved into a brand new building. Major changes."</p> <p>"I'm [Special education teacher] already collecting so much paperwork, I can't do it, and then less time with students. That is what worries me is the time I could spend more with kids will be spent collecting artifact paperwork."</p> <p>"Because I have to be a Pathwise observee as well as a TESS observee, the amount of paperwork that I have to do in my free time is daunting. I have much less time than my peers to plan for lessons. I spent my evenings at home preparing for observations. One of these would be difficult for a first year teacher. But both seem to cause a lot of undo stress and frustration."</p> <p>"Fellow teachers, many are concerned they will have to forego spring projects when evaluations happen. They're less willing to take interns and field 3 students, because of the greater responsibility needed, and can't entrust it unto others when you're the one being evaluated as well as your students."</p> <p>"Having formal time to address application of it is hard because we have little PD time and funding for subs and having PLCs coming together, TESS training affected that budget, whenever we do have that time, it is addressed, however that time is hard to come by."</p> <p>The new teacher evaluation system fits well with other school/district initiatives</p> <table border="1" data-bbox="226 1149 861 1263"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>4.6%</td> <td>18.5%</td> <td>43.1%</td> <td>15.4%</td> <td>18.5%</td> <td>65</td> </tr> </tbody> </table> <p>I believe that the obligations of TESS interfere with my ability to carry out other teaching responsibilities.</p> <table border="1" data-bbox="226 1347 861 1461"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>36.9%</td> <td>29.2%</td> <td>23.1%</td> <td>10.8%</td> <td>0%</td> <td>65</td> </tr> </tbody> </table>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	4.6%	18.5%	43.1%	15.4%	18.5%	65	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	36.9%	29.2%	23.1%	10.8%	0%	65	<p>The new evaluation system must be aligned with other district initiatives in order to reduce administrator/teacher workload and prevent undermining other important district initiatives. All trainings on instruction-related practices, processes, programs, or initiatives (e.g. Common Core, PARCC, new curriculum, learning academies) must thoughtfully and intentionally align with the new evaluation system. This alignment must be clearly and consistently communicated. Furthermore, professional development must be explicitly aligned with the domains and elements. Administrators/Teachers must clearly and conveniently recognize available learning opportunities connection to areas identified for growth and refinement.</p>	<p>Alignment and/or compatibility with current district/school mission and goals; and competing processes and practices (Danielson &amp; McGreal, 2000; Desimone, 2002; Stronge &amp; Tucker, 1999)</p> <p>The evaluation system contributes to teachers' personal goals, and to the mission of the program, the school, and the total educational organization (Stronge, Helm, &amp; Tucker, 1996)</p> <p>Individual and institutional purposes and goals are mutually beneficial and valued by both the individual teacher and the school (Murphy, Heck, &amp; Hallinger, 2013; Stronge, 2006)</p> <p>Thoughtful and intentional alignment reduces the perception of the new evaluation system as burdensome or undermining other important district initiatives (White et al., 2012)</p>
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# Professional Culture

	Current Situation	Recommended Practices	Desired Situation																								
	<p>Many teachers are more inclined to turn to each other for questions on the system as a sense-making community of their own.</p> <p>“One plus of TESS is that we are all going through it together, we have an issue, we go to each other, support of our coworkers in departments has been helpful, people willing to critique you without blasting you.”</p> <p>“Even though we do not have professional conversations much as a staff, as fellow teachers informally day to day we do... We do communicate well with each other as a department.”</p> <p>Although some sites do not have established PLCs or common planning periods, many teachers find ways to communicate and share ideas. Teachers express a desire to have more chances to communicate with one another.</p> <p>“Sad to see some veteran teachers try to get out before TESS—feel like they don't have anything worth sharing—they have a lot to offer, wish they could be asked to offer more.”</p> <p>“We hope it [TESS] allows us to go in and see other teachers teach, get ideas from other teachers, have that communication, talk about and see it.”</p> <p>“The administration gave us time by department to sit down and do professional growth plans with other teachers. Just that time to sit down and do the PGP's was helpful...we don't meet with grade level...time as grade levels or subject areas, we don't do that.”</p> <p>TESS has had varying effects on professional conversations among sites. Many teachers want TESS to be a learning experience, a chance for collaboration and feedback vehicle for growth.</p> <p>“TESS has improved frequency and quality of our professional conversations a little bit ... conversations are more substantial because we are going to be held more accountable, more motivated now because someone is paying attention.”</p> <p>“A weakness at our school is that professional conversations do not really happen here between administration and staff unless when I get evaluated. Not enriched by TESS yet on teacher-to-teacher level, and no school level conversations about TESS in action. No staff meetings. Just business as usual.”</p> <p>“Very comfortable with admin coming in to observe and give me constructive criticism feedback; I trust them and they would have good insights... Observe me. Tell me what I need to do better.”</p> <p>There is a great deal of trust between administrators and teachers at this school.</p> <table border="1" data-bbox="226 1222 863 1333"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>38.5%</td> <td>46.2%</td> <td>7.7%</td> <td>4.6%</td> <td>3.1%</td> <td>65</td> </tr> </tbody> </table> <p>There is a great deal of teacher collaboration at our school.</p> <table border="1" data-bbox="226 1382 863 1492"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>29.2%</td> <td>53.9%</td> <td>4.6%</td> <td>10.8%</td> <td>1.5%</td> <td>65</td> </tr> </tbody> </table>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	38.5%	46.2%	7.7%	4.6%	3.1%	65	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	29.2%	53.9%	4.6%	10.8%	1.5%	65	<p>Teachers must have opportunities to engage in frequent and ongoing conversations with colleagues and administrators.</p> <p>Meaningful and productive conversations among and between teachers and administrators demands sufficient time to reflect, discuss and collaborate.</p> <p>In instances where teachers do not share common planning times, administrators should adjust schedules to effectively provide opportunities within the school day for collegial teacher collaboration. Along with adequate time to collaborate, teachers must have access to sufficient training and effective protocols for teacher-to-teacher communication and collaboration.</p> <p>Administrators must devote sufficient time and energy to conducting, analyzing, and discussing observations of instructional practice with teachers.</p>	<p>Culture of shared commitment and reflective inquiry (Wahlstrom &amp; Louis, 2008).</p> <p>Collegial and trusting atmosphere among teachers and between teachers and evaluators (Hart, Akmal, &amp; Kingrey, 2010).</p> <p>School culture supports informal collaboration and opportunities to share strategies and learn from colleagues (Behrstock-Sherratt &amp; Jacques, 2012).</p> <p>Teacher and Principal conversations act as the true lever for instructional improvement and teacher development (Sartain, et al., 2011).</p> <p>Extensive and high quality feedback (Danielson &amp; McGreal, 2000, Milanowski &amp; Kimball, 2009).</p> <p>Feedback from multiple sources including peers (Seifert, Yuki &amp; McDonald, 2003)</p> <p>Feedback is viewed as a path to improved teaching (MET Project, 2013)</p> <p>Environment that fosters mutual trust among teachers and between evaluator and teacher (Clipa, 2011; Kimball &amp; Milanowski, 2009; Goe, Biggers &amp; Croft, 2012; Stronge, 2006; Washlstrom and Louis, 2008)</p> <p>Trust and strong relationships among and between teachers leads to meaningful evidence-based conversations (Goe, Biggers &amp; Croft, 2012).</p> <p>The evaluation system is growth oriented and contributes to the personal and professional development needs of the individual teacher as well as improvement within the school (Stronge, Helm, &amp; Tucker, 1996)</p>
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# Alignment with Human Capital

	Current Situation	Recommended Practices	Desired Situation																																				
	<p>Beyond state law regarding termination or nonrenewal for inadequate TESS scores, few policies or procedures are currently in place that connect human capital management systems with teacher evaluation (e.g. preparation, recruitment, hiring, induction and mentoring, career pathways, leadership, working conditions, and equitable teacher distribution).</p> <p>"[TESS] should be spun in positive light. This system is meant to help teachers find areas in which they can improve on and know their strengths."</p> <p>"I wish it was less paperwork and more teaching me how to be a better teacher."</p> <p>"There has been nothing about how we can change our practice based on feedback because we are still early in process."</p> <p>"One shortcoming would be not following through, going through motions, not giving us feedback to actually improve teaching and student learning."</p> <p>Many teacher share that they have limited access to high quality, relevant professional development opportunities aligned with his or her unique areas of growth.</p> <p>"If there is one thing that sticks out in the evaluation process that needs to be addressed, it is our own desires for PD. You want to grow in based on your evaluation; it will direct you to which PD will be best for you, narrow things down."</p> <p>"The school needs to step up and give us opportunity and encourage for us to receive PD, and they have dropped the ball on this even though they are a good school. I have been here five years; I have never gone to any PD aside from local Co-Op or outside school in last five years.</p> <p>"There is no targeted professional development yet."</p> <p>A majority of teachers surveyed indicate they have access to adequate support to improve areas of refinement identified in their teacher evaluations.</p> <table border="1" data-bbox="226 979 863 1092"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>10.77%</td> <td>46.15%</td> <td>32.31%</td> <td>6.15%</td> <td>4.62%</td> <td>65</td> </tr> </tbody> </table> <p>Almost half of surveyed teachers who have had at least one formal evaluation with a pre- and post-conference this year almost report that feedback from their evaluation informs the professional development activities in which they participate.</p> <table border="1" data-bbox="226 1239 863 1341"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>11%</td> <td>37%</td> <td>33%</td> <td>15%</td> <td>4%</td> <td>27</td> </tr> </tbody> </table>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	10.77%	46.15%	32.31%	6.15%	4.62%	65	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	11%	37%	33%	15%	4%	27	<p>Districts should offer a multitude of job-embedded professional learning opportunities (such as reading professional journal articles about instructional strategies, book studies, observing model lessons, and meeting with mentors to discuss lesson planning or a lesson observation).</p> <p>In terms of training and support with TESS, what are some ways you think the evaluation process can be improved?</p> <p>Opportunities to observe a Level 4 teacher in your district.</p> <table border="1" data-bbox="905 651 1541 764"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>16.9%</td> <td>46.2%</td> <td>30.8%</td> <td>3.1%</td> <td>3.1%</td> <td>65</td> </tr> </tbody> </table> <p>Districts should set aside time for teachers to plan professional growth activities that helps them gain the knowledge and skills needed to overcome their professional weaknesses as well as continually learn and grow in other areas that they identify.</p> <p>Consideration for advancement should take evaluation performance into consideration. Evaluation and professional development should be linked to career ladders and leadership opportunities accessible to high-performing teachers.</p>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	16.9%	46.2%	30.8%	3.1%	3.1%	65	<p>The human capital management system is fully aligned and connects the whole spectrum of teacher-effectiveness policies [e.g. preparation, recruitment, hiring, induction and mentoring, career pathways, leadership, dismissal, working conditions, and equitable teacher distribution] (Goe, Biggers &amp; Croft, 2012; Heneman &amp; Milanowski, 2003; Behrstock-Sherratt &amp; Jacques, 2012).</p> <p>Teachers and administrators have sufficient organizational and instructional support to carry out a system of teacher evaluation that enables continuous learning (Darling-Hammond, 2012).</p> <p>Each teacher has access to high quality, relevant professional development opportunities aligned with his or her unique areas of growth (Behrstock-Sherratt &amp; Jacques, 2012).</p> <p>Coupling evaluation with professional development drives improvement goals and focus support for teachers at all levels of performance (White et al. 2012).</p> <p>Evaluation results are used by both teachers, administrators and staff development planners to identify training priorities and evaluate progress in meeting organizational and individual goals (Stiggins &amp; Duke, 1998).</p>
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# Westside Consolidated School District

	Current Situation	Recommended Practices	Desired Situation																								
<p>Communication on the System</p>	<p>Teachers consistently report being well informed. Communication in the months prior to implementation was identified as helpful in providing needed information (faculty meetings, emails from the superintendent, book studies, and intensive trainings). Although communication has been clear and consistent, teachers widely agree that the amount and frequency of communication was overwhelming and highly stressful.</p> <p>Uncertainty of processes and procedures are minimal and limited to those currently not under evaluation. Identified areas of uncertainty include: how/which artifacts to collect; how the rubric is scored and final calculations; clarity of big picture; and the need for timelines.</p> <p>“A lot of our communication started in January or February through emails [Dr. Duffie, Superintendent] sharing information from the state. Then we did the whole Danielson book study and the state training this summer. We were overwhelmed with how many hours we had to fit into the training.”</p> <p>“My administrators are stressing me out [with all the information]... [neighboring district] has not had near this level of stress with TESS.”</p> <p>“[Superintendent Duffie] wants us to get our feet wet and not be shocked, but it is difficult in the way it was presented. If felt like we were already getting evaluated and not that it was a pilot.”</p> <p>“As administrators get new information, they pass it along. However, the information they get is sometimes contradictory or unclear. It seems like every time they go to a training the expectations completely change and teachers has to revamp what they are doing.”</p> <p>I feel adequately informed about the new evaluation system.</p> <table border="1" data-bbox="226 1138 863 1252"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>9.3%</td> <td>43.5%</td> <td>27.8%</td> <td>15.7%</td> <td>3.7%</td> <td>108</td> </tr> </tbody> </table> <p>Expectations have been communicated clearly and consistently.</p> <table border="1" data-bbox="226 1320 863 1433"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>4.6%</td> <td>48.1%</td> <td>25.9%</td> <td>16.7%</td> <td>4.6%</td> <td>108</td> </tr> </tbody> </table>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	9.3%	43.5%	27.8%	15.7%	3.7%	108	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	4.6%	48.1%	25.9%	16.7%	4.6%	108	<p>In many cases, teachers who are not undergoing evaluation this school year report having limited knowledge of the system. In order to ensure all teachers understand current expectations and requirements and remain well informed, districts must establish clear, concise, and sustainable systems in communication. As the state makes changes in the new evaluation process and as both current and newly hired teachers undergo the evaluation process, these systems should provide administrators and teachers with trusted, reliable and helpful information.</p> <p>Furthermore, districts should devote time and resources to orienting administrators and teachers on existing sources of information and lines of communication as well as provide internal systems that are more personal and responsive to district teachers and administrators.</p>	<p>Ongoing and effective communication with all constituencies, especially teachers (Stronge &amp; Tucker, 1999).</p> <p>District provides needed support and clear, consistent expectations and timelines for implementation in order to enhance administrator communication to teachers. Strong communication, training, and guidance allow the administrators to appear more confident, knowledgeable, prepared, and vision/mission-minded in the perceptions of the teachers. Such heightened, optimal teacher perceptions increase the level of buy-in, trust, commitment, and confidence the teachers have about the new system and their success and the school's success in its present and future implementation (Sporte, et al., 2013).</p>
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# Training on the System

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	<p>Although opinions are mixed on the quality of teacher training, teachers generally agree that the district did a “good job” despite inadequate training materials provided by the state (i.e. PowerPoint, videos). Teachers generally report feeling prepared, however those not having been through the process voice uncertainty.</p> <p>Teachers generally perceive administrators as “fully prepared” to carry out accurate assessments, citing extensive training and meeting certification requirements as evidence of preparedness. Administrators’ knowledge of teachers, students and context is commonly emphasized as a key factor in their ability to accurately assess performance.</p> <p>“Our district did the best to prepare us, but what they had to prepare us with, which was provided by the state, was ridiculous. I couldn’t tell what was going on (videos). I didn’t like the training itself. Am I prepared? I don’t know if I am or not.”</p> <p>“The state presentation [PowerPoint provided by the state] was horrible. We had others facilitate and the PowerPoint they put together went a lot better. The state was too much, too fast, and didn’t dive deep enough into the information.”</p> <p>The overall training I have received has been _____.</p> <table border="1" data-bbox="226 764 863 878"> <thead> <tr> <th>Very Poor</th> <th>Poor</th> <th>Fair</th> <th>Good</th> <th>Very Good</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>12.0%</td> <td>38.0%</td> <td>45.4%</td> <td>2.8%</td> <td>1.9%</td> <td>108</td> </tr> </tbody> </table> <p>I am prepared to carry out the following aspects of TESS:</p> <table border="1" data-bbox="218 932 875 1507"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>Collect and document artifacts for each domain</td> <td>4.63% 5</td> <td>37.96% 41</td> <td>34.26% 37</td> <td>13.89% 15</td> <td>9.26% 10</td> </tr> <tr> <td>Complete paperwork for pre &amp; post-conference</td> <td>7.41% 8</td> <td>58.33% 63</td> <td>24.07% 26</td> <td>5.56% 6</td> <td>4.63% 5</td> </tr> <tr> <td>Develop lesson plans incorporating principles from the Planning &amp; Preparation domain</td> <td>9.26% 10</td> <td>50% 54</td> <td>28.70% 31</td> <td>8.33% 9</td> <td>3.70% 4</td> </tr> <tr> <td>Implement instructional practices reflecting principles from the Instruction domain</td> <td>10.19% 11</td> <td>57.41% 62</td> <td>26.85% 29</td> <td>3.70% 4</td> <td>1.85% 2</td> </tr> <tr> <td>Create a classroom environment reflecting principles from the Classroom Environment domain</td> <td>12.96% 14</td> <td>61.11% 66</td> <td>19.44% 21</td> <td>4.63% 5</td> <td>1.85% 2</td> </tr> <tr> <td>Choose and fulfill the duties under Professional Responsibilities domain</td> <td>12.15% 13</td> <td>63.55% 68</td> <td>15.89% 17</td> <td>5.61% 6</td> <td>2.80% 3</td> </tr> </tbody> </table>	Very Poor	Poor	Fair	Good	Very Good	Total	12.0%	38.0%	45.4%	2.8%	1.9%	108		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Collect and document artifacts for each domain	4.63% 5	37.96% 41	34.26% 37	13.89% 15	9.26% 10	Complete paperwork for pre & post-conference	7.41% 8	58.33% 63	24.07% 26	5.56% 6	4.63% 5	Develop lesson plans incorporating principles from the Planning & Preparation domain	9.26% 10	50% 54	28.70% 31	8.33% 9	3.70% 4	Implement instructional practices reflecting principles from the Instruction domain	10.19% 11	57.41% 62	26.85% 29	3.70% 4	1.85% 2	Create a classroom environment reflecting principles from the Classroom Environment domain	12.96% 14	61.11% 66	19.44% 21	4.63% 5	1.85% 2	Choose and fulfill the duties under Professional Responsibilities domain	12.15% 13	63.55% 68	15.89% 17	5.61% 6	2.80% 3	<p>State officials would be well advised to coordinate with representatives from the colleges and universities in Arkansas that offer teacher credentialing programs. The first few years of teaching are an exciting, but challenging time. By integrating the TESS expectations into the state teacher credentialing requirements, new teachers will be able to integrate more smoothly into their careers. This will also lessen the need for school site principals and district office officials to provide extensive professional development on this topic to newly hired educators.</p> <p>Teachers need access to ongoing opportunities to attend face to face professional development work sessions related to the planning and preparation, instruction, and classroom environment domains:</p> <p>In terms of training and support with TESS, what are some ways you think the evaluation process can be improved?</p> <p>Face to Face PD work sessions related to the planning and preparation domain:</p> <table border="1" data-bbox="905 943 1541 1057"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>15.6%</td> <td>45.3%</td> <td>29.7%</td> <td>4.7%</td> <td>4.7%</td> <td>64</td> </tr> </tbody> </table> <p>Face to Face PD work sessions related to the instruction domain:</p> <table border="1" data-bbox="905 1117 1541 1230"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>13.9%</td> <td>47.7%</td> <td>29.2%</td> <td>4.6%</td> <td>4.6%</td> <td>65</td> </tr> </tbody> </table> <p>Face to Face PD work sessions related to classroom environment domain:</p> <table border="1" data-bbox="905 1305 1541 1419"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>14.1%</td> <td>45.3%</td> <td>29.7%</td> <td>6.3%</td> <td>4.7%</td> <td>64</td> </tr> </tbody> </table>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	15.6%	45.3%	29.7%	4.7%	4.7%	64	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	13.9%	47.7%	29.2%	4.6%	4.6%	65	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	14.1%	45.3%	29.7%	6.3%	4.7%	64	<p>Principals anticipate different and increased role expectations (Heneman &amp; Milanowski, 2003).</p> <p>Principals and teachers receive training and support to learn how to have meaningful conversations about improving instructional practice (Sartain, et al., 2011).</p> <p>Reliability and validity are functions of the users of the tool, as well as of the tool itself (Sartain, et al., 2011).</p> <p>Teachers and administrators are thoroughly prepared (Heneman &amp; Milanowski, 2003).</p> <p>Teacher evaluation tools, ratings, and systems are supported by professional development that help principals and teachers to view the teacher evaluation as a process intended to support and encourage teacher development and as a vehicle to advance instructional practice (Sartain, et al., 2011).</p> <p>Evaluators are trained to provide clear, precise, and sufficiently diagnostic feedback (Stiggins &amp; Duke, 1998)</p>
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# Experience and Expertise

	Current Situation	Recommended Practices	Desired Situation																																												
	<p>Teachers surveyed in other districts frequently referenced experiences with Pathwise, National Board Certification, and graduate studies as creating a sense of familiarity with TESS and, as a result, easing the transition to the new system. However, these experiences were mentioned significantly less by Westside teachers. Although, among surveyed teachers, Westside has the highest percentage of teachers having completed graduate studies and the second highest percentage of teachers having completed Pathwise training, this district has the lowest percentage of teachers who have served as Pathwise Mentors and National Board Certified teachers.</p> <p>"I see nothing that is very different from the Pathwise program, under which I was trained."</p> <p>Survey responses from the four districts show that Westside has the lowest percentage of National Board Certified teachers and Pathwise mentors, but the highest percentage of teachers with Master's degrees.</p> <table border="1" data-bbox="218 922 873 1068"> <thead> <tr> <th colspan="2">National Board Certified</th> <th colspan="2">Pathwise Trained</th> <th colspan="2">Pathwise Mentor</th> </tr> <tr> <th>Yes</th> <th>No</th> <th>Yes</th> <th>No</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>9.5%</td> <td>90.5%</td> <td>54.8%</td> <td>45.2%</td> <td>17.5%</td> <td>82.5%</td> </tr> <tr> <td>9</td> <td>86</td> <td>57</td> <td>47</td> <td>17</td> <td>80</td> </tr> </tbody> </table> <table border="1" data-bbox="260 1097 831 1203"> <thead> <tr> <th>Bachelors</th> <th>Masters</th> <th>Ed.S.</th> <th>Doctorate</th> </tr> </thead> <tbody> <tr> <td>42.6%</td> <td>54.6%</td> <td>1.9%</td> <td>0.9%</td> </tr> <tr> <td>3</td> <td>59</td> <td>2</td> <td>1</td> </tr> </tbody> </table> <p>Percentage of teachers with advanced degrees:</p> <table border="1" data-bbox="260 1295 831 1401"> <thead> <tr> <th>Jonesboro</th> <th>Nettleton</th> <th>Valley View</th> <th>Westside</th> </tr> </thead> <tbody> <tr> <td>49.4%</td> <td>50.7%</td> <td>47.7%</td> <td>57.4%</td> </tr> </tbody> </table>	National Board Certified		Pathwise Trained		Pathwise Mentor		Yes	No	Yes	No	Yes	No	9.5%	90.5%	54.8%	45.2%	17.5%	82.5%	9	86	57	47	17	80	Bachelors	Masters	Ed.S.	Doctorate	42.6%	54.6%	1.9%	0.9%	3	59	2	1	Jonesboro	Nettleton	Valley View	Westside	49.4%	50.7%	47.7%	57.4%	<p>Teachers would benefit from the support of experienced teachers throughout the evaluation process. National Board Certified teachers and Pathwise mentors and mentees found the initiatives largely aligned with TESS. These educators should be recognized as valuable resources and given opportunities to share their insights and understanding with colleagues and administrators in how to successfully manage and navigate the process. In particular, Pathwise mentors should be identified and utilized to help advise and coach colleagues and administrators.</p> <p>Districts should establish and support a peer assistance program where educators can offer their experience and expertise to assist new and veteran teachers in need of improving their skills or knowledge.</p> <p>Promoting teachers who have both received a "Distinguished" score on their summative evaluation and have demonstrated effective coaching and mentoring competencies should have opportunities to pursue an instructional support position (e.g. instructional coach, consulting teachers). Among other duties, these educators would work closely with administrators to observe teachers, document their performance, and coach them accordingly. Although these educators cannot officially evaluate teachers, they are likely to provide more extensive improvement assistance than traditional administrator evaluators, especially if utilized and incentivized as a teacher leader who can help carry out and support professional development decisions informed by individual teachers' evaluation results.</p>	<p>Teachers learn from experience through regular opportunities to observe and reflect (Tucker, Stronge, &amp; Gareis, 2002).</p> <p>Administrators demonstrate and expertise in revealing a wide assortment of improvement opportunities for teachers (Murphy, Elliot, Goldring, &amp; Porter, 2006).</p> <p>Teachers receive feedback from and working alongside constructive, more-effective professional colleagues (Taylor &amp; Tyler, 2011).</p>
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# Attitudes and Beliefs

Current Situation	Recommended Practices	Desired Situation																								
<p>Beginning teachers (1-3 years of experience) welcome the new evaluation system and share the belief that it will have a positive impact on both their teaching and student achievement. These teachers also broadly agree that the teacher evaluation rubric reflects effective teaching and welcome the feedback it is expected to generate. More experienced teachers (4+ years) do not widely share these beliefs and commonly expressed opinions that the new evaluation system is largely a checklist leading to little more than increased paperwork for teachers and administrators. These teachers commonly expressed the belief that the new evaluation system would not only do little to motivate ineffective teachers to improve, but would also have a negative impact on colleagues already performing at high levels. Many expressed the belief that the new system was "setting teachers up for failure," citing the attainment of "Distinguished" on the rubric as unrealistic and unattainable.</p> <p>"It is important for teachers to be evaluated. It is important to be reflective. Your lessons should be meaningful and serve a purpose, but I feel that it needs to be something that is going to work to bring about systemic change. Not just a checklist."</p> <p>"I am a different kind of personality than a lot of these people here. One, I'm much younger, two, I'm very new, three, I get very easily excited about things that can better myself. I want to do things to the best of my ability. I feel that some teachers have been here so long that they don't get as excited about change as I do. I'm ready for the change, challenge, I'm ready for all those things and they're not."</p> <p>"Do I think it's going to improve everyone's quality of teaching? No, I think it makes some of the good teachers mad because they have to spend extra time because they already do these things in their classroom. If you're a teacher that doesn't care you're not going to care anyway."</p> <p>"To me this is just another check system and being distinguished isn't possible. It's just pie in the sky. Why is it even there [Level 4/Distinguished]?"</p> <p>Overall, I think the new evaluation system will have a positive impact on my own teaching practice.</p> <table border="1" data-bbox="226 1133 863 1247"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>4.6%</td> <td>17.6%</td> <td>36.1%</td> <td>17.6%</td> <td>24.1%</td> <td>108</td> </tr> </tbody> </table> <p>Overall, I think the new evaluation system will have a positive impact on student achievement in my school.</p> <table border="1" data-bbox="226 1349 863 1463"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>4.6%</td> <td>15.7%</td> <td>35.2%</td> <td>18.5%</td> <td>25.9%</td> <td>108</td> </tr> </tbody> </table>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	4.6%	17.6%	36.1%	17.6%	24.1%	108	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	4.6%	15.7%	35.2%	18.5%	25.9%	108	<p>In order for teachers to perceive TESS as a valuable tool for improving instructional practices, it is important to shift the conversations with teachers away from instrumentation and toward the actual implementation of TESS. Central office administrators could provide principals with professional development on how to assist teachers grow in each domain. This might include a resource bank of specific suggestions for teachers who need to improve their performance in each domain. This may alleviate principals' workload by providing them with tools to give teachers feedback.</p> <p>Providing teachers with choices would increase buy-in in terms of their professional development in each of the four domains. Central office personnel can support this by preparing PD opportunities for teachers in each of the four domains after soliciting teacher input from an online survey designed to capture teachers' areas of improvement/preferences. The central office could also send an online survey to principals to solicit their views on areas of improvement for their staff. Using this information, the central office administrators could plan differentiated professional development opportunities for teachers based on their preferences and areas of improvement. By providing teachers with targeted, differentiated PD, teachers may shift their focus toward ways to implement each domain well, rather than focus their concerns on their rubric scores or artifact collection.</p> <p>At schools without grade level/subject level or PLC meeting times within the school day, principals may wish to consider ways to create such opportunities for teachers to collaborate on TESS-related tasks. Principals may wish to consider using literacy coaches or other specialists to cover classrooms as needed to accomplish this goal. Also, during PD days, principals may wish to release at least part of each day to teachers, rather than have all-day events, in order to allow teachers more time for TESS-related obligations.</p> <p>Central office administrators may wish to create a framework that illustrates how TESS aligns with Common Core, Response to Intervention, PARCC exams, and other seemingly competing district initiatives. By weaving TESS into these concurrent practices and programs, teachers and administrators may view it as an integral aspect of schooling, rather than as a separate entity.</p>	<p>Teachers conceptualize their instructional practice as constantly evolving, open to critique, and in need of adjustments and improvement (Sartain, et al., 2011).</p> <p>Emphasis on growth and development vs. accountability (Danielson &amp; McGreal, 2000)</p> <p>Stressing implementation over instrumentation with a focus on evaluation accuracy and quality feedback over management (Heneman &amp; Milanowski, 2003, 2009; Milanowski &amp; Kimball, 2009; Stronge, 2006).</p> <p>Teacher evaluation is viewed as a process of collecting information to deeply analyze and evaluate teachers' practice to improve instruction. Administrators value the process enough to devote a significant amount of their time and energy to conducting, analyzing, and discussing observations of instructional practice (Sartain, et al., 2011).</p> <p>Teacher evaluation is viewed as a catalyst for improving teaching and learning in schools (Stronge, Helm, &amp; Tucker, 1996)</p> <p>The teacher evaluation system does not foster disillusionment, distrust, stress, or fear of failure (Duke, 1993).</p>
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	Current Situation	Recommended Practices	Desired Situation
Time and Resources	<p>Westside has devoted a great amount of time and resources preparing teachers for TESS. Rather than easing anxieties, many teachers report feeling overwhelmed, inadequate and/or uncertain as to whether they are prepared to meet the demands of TESS. Teachers share a common view that focusing on TESS takes away valuable time and resources that could be devoted to planning and preparation of lessons, collaborating with peers and pursuing professional development opportunities. Overall teachers report feeling overwhelmed with the amount of time devoted collecting artifacts and completing paperwork.</p> <p>“I see my students everyday and I know their needs but because of TESS I have to place their needs aside and focus on collecting data and completing paperwork so I can keep my job...no teacher has that much time to complete all the paperwork and data collecting that goes with it. TESS makes me feel like a failure even though I know I am an effective teacher.”</p> <p>“I feel extremely overwhelmed by the time TESS is wasting. It feels like I'm out of my classroom more than I am in it. I feel like I'm not making a difference and failing the kids in the process. I once had a passion for teaching and TESS has killed that passion. It's busy work that doesn't matter at all.”</p> <p>“I would love to have that time [to collaborate with others] but there's not time to come together.”</p> <p>“In order to be a four [“Distinguished”] teacher I would have to be a one [“Unsatisfactory”] mother.”</p>	<p>Teachers must have time to plan and reflect both independently and collectively. District and school administrators must rethink teacher schedules and workloads and provide appropriate time for meaningful evaluation and professional development. Teachers must have time to collaborate, plan and prepare, research best practices, review data, reflect and refine, set goals, and pursue professional development. Teachers must receive training and support implementing effective protocols for teacher-to-teacher communication and collaboration in order to maximize shared planning time.</p>	<p>Organizational commitment in terms of time, resources and support (Danielson &amp; McGreal, 2000)</p> <p>Principals devote the necessary time and energy to effectively conduct, analyze, and discuss observations of instructional practice (Stronge, 2006).</p> <p>Emphasis on growth and development vs. accountability (Danielson &amp; McGreal, 2000)</p> <p>Stressing implementation over instrumentation with a focus on evaluation accuracy and quality feedback over management (Heneman &amp; Milanowski, 2003, 2009; Johnson, 1990; Milanowski &amp; Kimball, 2009, Stronge, 2006).</p> <p>The school/district provides sufficient time for teachers to develop a professional growth plan to gain the skills and knowledge needed to overcome professional weaknesses and continually learn and grow in other areas they have identified. (Darling-Hammond, 2012)</p> <p>Appropriate time is available for meaningful evaluation and professional development, including dedicated time for evaluation meetings, teacher reflection and goal setting, and collaboration (Darling-Hammond &amp; McLaughlin, 1995).</p> <p>Technology is utilized to expand learning opportunities for teachers by collecting information more quickly and aligning with professional development (Goe, Biggers &amp; Croft, 2012)</p>

# Compatibility with Competing Policies and Programs

Current Situation	Recommended Practices	Desired Situation																								
<p>Teachers generally view TESS as an isolated process that consumes time and resources that could be better spent elsewhere. Teachers share that the heightened emphasis and focus on TESS generated widespread anxiety. Despite great attention to preparing teachers for implementation, 40% of teachers surveyed remain uncertain as to whether TESS fits well with other school and district initiatives.</p> <p>“I was kind of mad. I would rather spend more time training for what’s going to be more productive for the kids in my classroom rather than how I’m going to be evaluated. It took up five days by time we were finished and took up five days at the beginning of the school year. So, there wasn’t time for much other professional development beside TESS”</p> <p>“Right now this is the lowest I’ve seen it [morale] in this school for awhile. TESS and Common Core. There are so many things coming down what’s important gets lost. What’s important is these kids. Everybody’s focus is being drawn into this other stuff. It’s a tragedy.”</p> <p>“Time involved with paperwork and planning for TESS could and should be used on planning activities for the students.”</p> <p>“Too much of the evaluation is based on certain core subjects and does not apply to all subjects areas yet everyone is accountable even without the same amount of training available to all staff. Mostly, because PD money has been allocated for TESS, I am no longer able to get training in my field that would specifically help me to do a better job planning, preparing and teaching my students”</p> <p>The new teacher evaluation system fits well with other school/district initiatives (such as implementing Common Core and other school-wide curricular/policy changes).</p> <table border="1" data-bbox="226 1146 863 1260"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2.8%</td> <td>35.2%</td> <td>40.7%</td> <td>11.1%</td> <td>10.2%</td> <td>108</td> </tr> </tbody> </table> <p>I believe that the obligations of TESS interfere with my ability to carry out other teaching responsibilities.</p> <table border="1" data-bbox="226 1354 863 1468"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>47.2%</td> <td>26.9%</td> <td>17.6%</td> <td>5.6%</td> <td>2.8%</td> <td>108</td> </tr> </tbody> </table>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	2.8%	35.2%	40.7%	11.1%	10.2%	108	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	47.2%	26.9%	17.6%	5.6%	2.8%	108	<p>The new evaluation system must be aligned with other district initiatives in order to reduce administrator/teacher workload and prevent undermining other important district initiatives. All trainings on instruction-related practices, processes, programs, or initiatives (e.g. Common Core, PARCC, new curriculum, learning academies) must thoughtfully and intentionally align with the new evaluation system. This alignment must be clearly and consistently communicated. Furthermore, professional development must be explicitly aligned with the domains and elements. Administrators/Teachers must clearly and conveniently recognize available learning opportunities connection to areas identified for growth and refinement.</p>	<p>Alignment and/or compatibility with current district/school mission and goals; and competing processes and practices (Danielson &amp; McGreal, 2000; Desimone, 2002; Stronge &amp; Tucker, 1999)</p> <p>The evaluation system contributes to teachers’ personal goals, and to the mission of the program, the school, and the total educational organization (Stronge, Helm, &amp; Tucker, 1996)</p> <p>Individual and institutional purposes and goals are mutually beneficial and valued by both the individual teacher and the school (Murphy, Heck, &amp; Hallinger, 2013; Stronge, 2006)</p> <p>Thoughtful and intentional alignment reduces the perception of the new evaluation system as burdensome or undermining other important district initiatives (White et al., 2012)</p>
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total																					
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# Professional Culture

	Current Situation	Recommended Practices	Desired Situation																								
	<p>Conditions that support collaboration among and between colleagues vary within and across schools. Many find there is little time, while others share that time and opportunities to collaborate are available if teachers choose to pursue those opportunities.</p> <p>"I would love to have that time [PLCs] but there's not time to come together."</p> <p>"Learning communities should be rated a 4 and I think we're at a 1."</p> <p>"We have PLCs and in the last one we went and observed a teacher. We do have that time if that's how we'd like to use it."</p> <p>"We have grade level meetings twice each month. Meet in hall daily. Team meetings are more behavior issues...subject area meets half a day each month and an hour/half each month. Those are largely instructional. Observing each others, discussing strategies, website resources, discussing things we have done."</p> <p>Some teachers share that the new evaluation system has impacted the frequency and quality of conversations in the building.</p> <p>"There have been more conversations between educators about effective practices."</p> <p>"Teachers who have been sticking with the same old things for years and years are changing up the way they're doing things."</p> <p>Trust and strong relationships exist among and between teachers. However, many teachers do not feel trusted by education officials and a majority of teachers do not have a great deal of trust in their administrator(s).</p> <p>"Whatever we do it's never enough and it's never good enough. It's like they don't trust us in our classrooms. I'd rather them put a camera in my room 24/7 and just leave me along. Because that would be a full picture - that's the truth."</p> <p>There is a great deal of trust between administrators and teachers at this school.</p> <table border="1" data-bbox="226 1170 863 1284"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>4.6%</td> <td>35.2%</td> <td>27.8%</td> <td>18.5%</td> <td>13.9%</td> <td>108</td> </tr> </tbody> </table> <p>There is a great deal of teacher collaboration at our school.</p> <table border="1" data-bbox="226 1349 863 1463"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>13.0%</td> <td>47.2%</td> <td>16.7%</td> <td>16.7%</td> <td>6.5%</td> <td>108</td> </tr> </tbody> </table>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	4.6%	35.2%	27.8%	18.5%	13.9%	108	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	13.0%	47.2%	16.7%	16.7%	6.5%	108	<p>Teachers must have opportunities to engage in frequent and ongoing conversations with colleagues and administrators.</p> <p>Meaningful and productive conversations among and between teachers and administrators demands sufficient time to reflect, discuss and collaborate.</p> <p>In instances where teachers do not share common planning times, administrators should adjust schedules to effectively provide opportunities within the school day for collegial teacher collaboration. Along with adequate time to collaborate, teachers must have access to sufficient training and effective protocols for teacher-to-teacher communication and collaboration.</p> <p>Administrators must devote sufficient time and energy to conducting, analyzing, and discussing observations of instructional practice with teachers.</p>	<p>Culture of shared commitment and reflective inquiry (Wahlstrom &amp; Louis, 2008).</p> <p>Collegial and trusting atmosphere among teachers and between teachers and evaluators (Hart, Akmal, &amp; Kingrey, 2010).</p> <p>School culture supports informal collaboration and opportunities to share strategies and learn from colleagues (Behrstock-Sherratt &amp; Jacques, 2012).</p> <p>Teacher and Principal conversations act as the true lever for instructional improvement and teacher development (Sartain, et al., 2011).</p> <p>Extensive and high quality feedback (Danielson &amp; McGreal, 2000, Milanowski &amp; Kimball, 2009).</p> <p>Feedback from multiple sources including peers (Seifert, Yuki &amp; McDonald, 2003)</p> <p>Feedback is viewed as a path to improved teaching (MET Project, 2013)</p> <p>Environment that fosters mutual trust among teachers and between evaluator and teacher (Clipa, 2011; Kimball &amp; Milanowski, 2009; Goe, Biggers &amp; Croft, 2012; Stronge, 2006; Washlstrom and Louis, 2008)</p> <p>Trust and strong relationships among and between teachers leads to meaningful evidence-based conversations (Goe, Biggers &amp; Croft, 2012).</p> <p>The evaluation system is growth oriented and contributes to the personal and professional development needs of the individual teacher as well as improvement within the school (Stronge, Helm, &amp; Tucker, 1996)</p>
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total																						
4.6%	35.2%	27.8%	18.5%	13.9%	108																						
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Alignment with Human Capital

Current Situation

There is no explicit alignment between rubric elements and professional development. Beyond state law regarding termination or nonrenewal for inadequate TESS scores, few policies or procedures are currently in place that connect human capital management systems with teacher evaluation (e.g. preparation, recruitment, hiring, induction and mentoring, career pathways, leadership, working conditions, and equitable teacher distribution). Support systems to deliver job-embedded professional development, such as mentor teachers, instructional coaches, and professional learning communities, or technology-based support systems, such as video banks of exceptional practice, are limited or underdeveloped. However, teachers who see the system as a means of improving practice crave opportunities to develop better understanding of effective teaching practices and tend to seek them out.

“A true learning experience for a teacher, something they are really going to take ahold of and is going to be applicable, has to include modeling. You can’t tell them over and over again. You have to model what it looks like. Show us how do we make that real. The modeling is important and I don’t think that any professional development is going to work as well as if you have a model. Videos don’t always do that.”

“We have a retired math teacher that is kind of a math coach for the school and through benchmark scores and testing she has always had the highest scores so she works with us, especially if we’re running low on creativity. My principal has given me books to help me understand some concepts I don’t fully understand.”

“Feedback...positive...nothing really negative. It’s accurate but nothing that has benefited me in teaching.”

Feedback from my teacher evaluation informs the professional development activities in which I participate.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
0%	26.9%	43.5%	25%	4.6%	108

I have access to adequate support to improve the areas of refinement identified in my teacher evaluations.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
1.9%	38.0%	35.2%	17.6%	7.4%	108

Recommended Practices

Districts should offer a multitude of job-embedded professional learning opportunities (such as reading professional journal articles about instructional strategies, book studies, observing model lessons, and meeting with mentors to discuss lesson planning or a lesson observation).

In terms of training and support with TESS, what are some ways you think the evaluation process can be improved?

Opportunities to observe a Level 4 teacher in your district (Valley View).

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
24.1%	42.6%	15.7%	10.2%	7.4%	108

Districts should set aside time for teachers to plan professional growth activities that helps them gain the knowledge and skills needed to overcome their professional weaknesses as well as continually learn and grow in other areas that they identify.

Consideration for advancement should take evaluation performance into consideration. Evaluation and professional development should be linked to career ladders and leadership opportunities accessible to high-performing teachers.

Desired Situation

The human capital management system is fully aligned and connects the whole spectrum of teacher-effectiveness policies [e.g. preparation, recruitment, hiring, induction and mentoring, career pathways, leadership, dismissal, working conditions, and equitable teacher distribution] (Goe, Biggers & Croft, 2012; Heneman & Milanowski, 2003; Behrstock-Sherratt & Jacques, 2012).

Teachers and administrators have sufficient organizational and instructional support to carry out a system of teacher evaluation that enables continuous learning (Darling-Hammond, 2012).

Each teacher has access to high quality, relevant professional development opportunities aligned with his or her unique areas of growth (Behrstock-Sherratt & Jacques, 2012).

Coupling evaluation with professional development drives improvement goals and focus support for teachers at all levels of performance (White et al. 2012).

Evaluation results are used by both teachers, administrators and staff development planners to identify training priorities and evaluate progress in meeting organizational and individual goals (Stiggins & Duke, 1998).

## Administrators (All Districts)

	Current Situation	Recommended Practices	Desired Situation																																				
Communication on the System	<p>Almost all principals express feelings of being “overwhelmed” by the sheer volume of information and expectations. A common criticism among principals is the state’s lack of clarity in communicating expectations regarding teacher artifacts and data collection (such as ways to track their classroom observations online). The state department’s education website was identified by some as an excellent source of information.</p> <p>Administrators are “sandwiched” in their role as a point of contact between the district and the teachers and must interpret communications/expectations from higher levels and deliver these messages appropriately to their staff. Some concern with fidelity of information within districts was shared. Principals in Westside, the smallest of the four districts, are especially concerned about communicating expectations similarly between buildings. Given teachers from all 3 Westside schools have close work and personal ties, mixed messages could lead to confusion, anxiety and undermine trust and confidence in the system.</p> <p>“We’re trying as a district to keep everything as consistent as possible, because the elementary teachers know what the high school teachers are doing, and if we’re not doing close to the same...”</p> <p>I feel adequately informed about the teacher evaluation system.</p> <table border="1" data-bbox="218 1110 856 1222"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>22.2%</td> <td>61.1%</td> <td>5.6%</td> <td>11.1%</td> <td>0%</td> <td>36</td> </tr> <tr> <td>8</td> <td>22</td> <td>2</td> <td>4</td> <td>0</td> <td></td> </tr> </tbody> </table> <p>The state of Arkansas has clearly and consistently communicated expectations about TESS.</p> <table border="1" data-bbox="218 1318 856 1430"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>5.6%</td> <td>63.9%</td> <td>19.4%</td> <td>13.9%</td> <td>0%</td> <td>36</td> </tr> <tr> <td>2</td> <td>23</td> <td>7</td> <td>5</td> <td>0</td> <td></td> </tr> </tbody> </table>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	22.2%	61.1%	5.6%	11.1%	0%	36	8	22	2	4	0		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	5.6%	63.9%	19.4%	13.9%	0%	36	2	23	7	5	0		<p>Each district must provide clear, consistent expectations and timelines for implementation. District leadership must share these expectations and timelines in person, online, and through both email and printed materials.</p> <p>Districts should work together to develop a plan for internal communication among and between state officials, district leaders, school-based administrators, and teachers. Systems and structures must be in place to quickly respond to questions and provide up to date information. Although state-level lines of communication and sources of information exist, such as the ADE website and the ArkansasIDEAS website, they are not widely recognized as informative or responsive. Districts should devote time and resources to orienting administrators and teachers on existing sources of information and lines of communication as well as provide internal systems that are more personal and responsive to district teachers and administrators.</p>	<p>Ongoing and effective communication with all constituencies, especially teachers (Stronge &amp; Tucker, 1999).</p> <p>District provides needed support and clear, consistent expectations and timelines for implementation in order to enhance administrator communication to teachers. Strong communication, training, and guidance allow the administrators to appear more confident, knowledgeable, prepared, and vision/mission-minded in the perceptions of the teachers. Such heightened, optimal teacher perceptions increase the level of buy-in, trust, commitment, and confidence the teachers have about the new system and their success and the school's success in its present and future implementation (Sporte, et al., 2013).</p>
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# Training on the System

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	<p>Principals universally disliked the former evaluation system, which they dismissed as “a checklist.” Although some principals shared during were critical of the quality and adequacy of evaluator training, survey results show that most found that training adequately prepared them to perform their expected role under the new evaluation system. Overall, principals emphasize being “overwhelmed” by their other duties and daunted by the amount of time needed to conduct pre-conferences, observations, and post-conferences. In particular, principals did not feel well prepared to handle the logistics of TESS, to include artifact collections and tracking staff members involved in multiple evaluation cycles.</p> <p>I believe that I have received adequate training to perform my expected role under the new teacher evaluation system.</p> <table border="1" data-bbox="226 683 863 797"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>22.2% 8</td> <td>52.8% 9</td> <td>16.7% 6</td> <td>8.3% 3</td> <td>0% 0</td> <td>36</td> </tr> </tbody> </table> <p>I am prepared to carry out the following aspects of TESS:</p> <table border="1" data-bbox="218 873 869 1398"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>Accurately rate teachers according to the TESS rubric</td> <td>8.3% 3</td> <td>88.9% 32</td> <td>0% 0</td> <td>2.8% 1</td> <td>0% 0</td> </tr> <tr> <td>Accurately assess the suitability of artifacts for all four domains</td> <td>2.8% 1</td> <td>61.1% 22</td> <td>33.3% 12</td> <td>2.8% 1</td> <td>0% 0</td> </tr> <tr> <td>Conduct teacher conferences</td> <td>13.9% 5</td> <td>72.2% 26</td> <td>13.9% 5</td> <td>0% 0</td> <td>0% 0</td> </tr> <tr> <td>Complete all TESS related paperwork</td> <td>2.8% 1</td> <td>55.6% 20</td> <td>36.1% 13</td> <td>2.8% 1</td> <td>2.8% 1</td> </tr> <tr> <td>Preparing or leading professional development at my school site</td> <td>13.9% 5</td> <td>63.9% 23</td> <td>19.4% 7</td> <td>0% 0</td> <td>2.8% 1</td> </tr> </tbody> </table>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	22.2% 8	52.8% 9	16.7% 6	8.3% 3	0% 0	36		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Accurately rate teachers according to the TESS rubric	8.3% 3	88.9% 32	0% 0	2.8% 1	0% 0	Accurately assess the suitability of artifacts for all four domains	2.8% 1	61.1% 22	33.3% 12	2.8% 1	0% 0	Conduct teacher conferences	13.9% 5	72.2% 26	13.9% 5	0% 0	0% 0	Complete all TESS related paperwork	2.8% 1	55.6% 20	36.1% 13	2.8% 1	2.8% 1	Preparing or leading professional development at my school site	13.9% 5	63.9% 23	19.4% 7	0% 0	2.8% 1	<p>Although a majority of administrators agree they are prepared to carry out various aspects of TESS, most believe that more training is needed (rating teachers, assessing artifacts, conducting conferences, completing paperwork, coaching teachers, and having critical conversations).</p> <p>To what extent would you like more support and training around the use of teacher evaluation data in the following specific areas:</p> <table border="1" data-bbox="926 488 1524 1003"> <thead> <tr> <th></th> <th>In Depth Training</th> <th>Refresher Training</th> <th>No Further Training Needed</th> </tr> </thead> <tbody> <tr> <td>Accurately rating teachers using the TESS Rubric</td> <td>11.1% 4</td> <td>55.6% 20</td> <td>33.3% 12</td> </tr> <tr> <td>Accurately assessing the suitability of artifacts for all four domains</td> <td>45.7% 16</td> <td>45.7% 16</td> <td>8.6% 3</td> </tr> <tr> <td>Conducting teacher conferences</td> <td>19.4% 7</td> <td>58.3% 21</td> <td>22.2% 8</td> </tr> <tr> <td>Completing all TESS related paperwork</td> <td>25.7% 9</td> <td>48.6% 17</td> <td>25.7% 9</td> </tr> <tr> <td>Coaching teachers in aspects of each of the four domains</td> <td>25.7% 9</td> <td>57.1% 20</td> <td>17.1% 6</td> </tr> <tr> <td>Having critical conversations with teachers regarding their performance</td> <td>16.7% 6</td> <td>66.7% 24</td> <td>16.7% 6</td> </tr> </tbody> </table> <p>Ongoing training after year one should be required of all administrators to ensure ratings remain accurate and consistent with each other and over time. Districts should also support and encourage administrator PLCs within and across districts. These PLCs would serve as a support network for administrators. Activities could include observing teachers in pairs or teams and comparing ratings, observing conferences between fellow administrators and teachers, and sharing best practices.</p> <p>“[I’d need to see] examples of pre-conference, observation and post-conference examples of other TESS evaluators. What does a distinguished completed evaluation look like?”</p>		In Depth Training	Refresher Training	No Further Training Needed	Accurately rating teachers using the TESS Rubric	11.1% 4	55.6% 20	33.3% 12	Accurately assessing the suitability of artifacts for all four domains	45.7% 16	45.7% 16	8.6% 3	Conducting teacher conferences	19.4% 7	58.3% 21	22.2% 8	Completing all TESS related paperwork	25.7% 9	48.6% 17	25.7% 9	Coaching teachers in aspects of each of the four domains	25.7% 9	57.1% 20	17.1% 6	Having critical conversations with teachers regarding their performance	16.7% 6	66.7% 24	16.7% 6	<p>Principals anticipate different and increased role expectations (Heneman &amp; Milanowski, 2003).</p> <p>Principals and teachers receive training and support to learn how to have meaningful conversations about improving instructional practice (Sartain, et al., 2011).</p> <p>Reliability and validity are functions of the users of the tool, as well as of the tool itself (Sartain, et al., 2011).</p> <p>Teachers and administrators are thoroughly prepared (Heneman &amp; Milanowski, 2003).</p> <p>Teacher evaluation tools, ratings, and systems are supported by professional development that help principals and teachers to view the teacher evaluation as a process intended to support and encourage teacher development and as a vehicle to advance instructional practice (Sartain, et al., 2011).</p> <p>Evaluators are trained to provide clear, precise, and sufficiently diagnostic feedback (Stiggins &amp; Duke, 1998)</p>
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<b>Experience and Expertise</b>	<p>Administrators who have had prior experience with teacher evaluation polices, processes and procedures did not indicate that it has helped prepare them to effectively manage and implement the new evaluation system. Past evaluation systems were generally treated as a mere formality and did little to encourage professional conversations or inform professional growth or development.</p> <p>Some principals cite their experience with National Board certification, Pathwise mentoring, collaborating with colleagues at conferences, and recent graduate school studies as highly beneficial preparation for TESS. Others feel less confident.</p> <p>"I have an administrators' degree, but am I a curriculum guru? I struggle."</p> <p>Many administrators share a belief that the process will become more manageable and meaningful with experience.</p> <p>"It has taken a lot of time. I probably spent more time than necessary on the training. It is taking a lot of time to write up the observations, but I think this will get much better as I become more familiar with the process and gain confidence."</p> <p>"I'm not anywhere as prepared as I will be 5 years down the road. It might be a good idea to pilot this longer, and phase it in and give us the expectations."</p>	<p>Many principals expressed that the time they spent with other principals at statewide conferences and Co-op meetings provided them with invaluable insights into the new system. Although those principals with related prior experiences expressed greater familiarity with the four domains, all principals must integrate their understanding of these domains into the practical work of conducting observations and managing TESS-related paperwork within the context of a dual role as a building leader and instructional leader. This represents a significant departure from the prior "checklist" system of evaluations.</p> <p>In order to capitalize on administrators' personal experiences and expertise, administrators should create Professional Learning Communities within and across districts. These PLCs would provide regular opportunities for administrators to reflect upon their current practices discuss areas of concern and uncertainty, share ideas for wise time management, and review videos to calibrate their scoring on the rubric.</p>	<p>Teachers learn from experience through regular opportunities to observe and reflect (Tucker, Stronge, &amp; Gareis, 2002).</p> <p>Administrators demonstrate and expertise in revealing a wide assortment of improvement opportunities for teachers (Murphy, Elliot, Goldring, &amp; Porter, 2006).</p> <p>Teachers receive feedback from and working alongside constructive, more-effective professional colleagues (Taylor &amp; Tyler, 2011).</p>

# Attitudes and Beliefs

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<p>Most principals found the previous “checklist” style evaluation tools were ineffective. In contrast, principals believe that TESS provides a framework for identifying effective teaching practices and tools that will improve professional conversations with teachers and colleagues. However, although principals philosophically agree with TESS, they struggle with the implementation in terms of time and logistics.</p> <p>“We know effective teaching when we see it, but this is giving us the tools to point it out specifically.”</p> <p>“It’s a good thing. I’m not against Common Core, I’m not against TESS, it’s just too much at one time.”</p> <p>“My anxiety is I want to do it right and have the time to go in and do a quality job. The thing that scares me the most is, bottom line, number one thing, we’re told to be instructional leaders but we still have to be mid-level managers. I’m afraid TESS will be affected.”</p> <p>All believe a “wave of retirements” of both teachers and administrators are on the horizon. Many principals report they are currently considering retirement. There is a common belief among principals that TESS will ultimately result in increases in student achievement but will take time. In the meantime, principals are concerned that the amount of time teachers must devote to TESS planning and documentation may have a negative impact on instruction.</p> <p>“Some teachers and administrators say that the joy is gone.”</p> <p>“Two outstanding teachers retired because of TESS. It becomes a clerical burden that gets in the way of good instruction.”</p> <p>“If people can get out of education, they will.”</p> <p>Overall, I think the new evaluation system will have a positive impact on the quality of instruction at my school.</p> <table border="1" data-bbox="226 1130 863 1243"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>13.9%</td> <td>72.2%</td> <td>16.7%</td> <td>2.8%</td> <td>0%</td> <td>36</td> </tr> <tr> <td>5</td> <td>26</td> <td>6</td> <td>1</td> <td>0</td> <td></td> </tr> </tbody> </table> <p>Overall, I think the new evaluation system will have a positive impact on student achievement in my school.</p> <table border="1" data-bbox="226 1313 863 1427"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>13.9%</td> <td>61.1%</td> <td>25.0%</td> <td>0%</td> <td>0%</td> <td>36</td> </tr> <tr> <td>5</td> <td>22</td> <td>9</td> <td>0</td> <td>0</td> <td></td> </tr> </tbody> </table>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	13.9%	72.2%	16.7%	2.8%	0%	36	5	26	6	1	0		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	13.9%	61.1%	25.0%	0%	0%	36	5	22	9	0	0		<p>In order for teachers to perceive TESS as a valuable tool for improving instructional practices, it is important to shift the conversations with teachers away from instrumentation and toward the actual implementation of TESS. Central office administrators could provide principals with professional development on how to assist teachers grow in each domain. This might include a resource bank of specific suggestions for teachers who need to improve their performance in each domain. This may alleviate principals’ workload by providing them with tools to give teachers feedback.</p> <p>Providing teachers with choices would increase buy-in in terms of their professional development in each of the four domains. Central office personnel can support this by preparing PD opportunities for teachers in each of the four domains after soliciting teacher input from an online survey designed to capture teachers’ areas of improvement/preferences. The central office could also send an online survey to principals to solicit their views on areas of improvement for their staff. Using this information, the central office administrators could plan differentiated professional development opportunities for teachers based on their preferences and areas of improvement. By providing teachers with targeted, differentiated PD, teachers may shift their focus toward ways to implement each domain well, rather than focus their concerns on their rubric scores or artifact collection.</p> <p>At schools without grade level/subject level or PLC meeting times within the school day, principals may wish to consider ways to create such opportunities for teachers to collaborate on TESS-related tasks. Principals may wish to consider using literacy coaches or other specialists to cover classrooms as needed to accomplish this goal. Also, during PD days, principals may wish to release at least part of each day to teachers, rather than have all-day events, in order to allow teachers more time for TESS-related obligations.</p> <p>Central office administrators may wish to create a framework that illustrates how TESS aligns with Common Core, Response to Intervention, PARCC exams, and other seemingly competing district initiatives. By weaving TESS into these concurrent practices and programs, teachers and administrators may view it as an integral aspect of schooling, rather than as a separate entity.</p>	<p>Teachers conceptualize their instructional practice as constantly evolving, open to critique, and in need of adjustments and improvement (Sartain, et al., 2011).</p> <p>Emphasis on growth and development vs. accountability (Danielson &amp; McGreal, 2000)</p> <p>Stressing implementation over instrumentation with a focus on evaluation accuracy and quality feedback over management (Heneman &amp; Milanowski, 2003, 2009; Milanowski &amp; Kimball, 2009; Stronge, 2006).</p> <p>Teacher evaluation is viewed as a process of collecting information to deeply analyze and evaluate teachers’ practice to improve instruction. Administrators value the process enough to devote a significant amount of their time and energy to conducting, analyzing, and discussing observations of instructional practice (Sartain, et al., 2011).</p> <p>Teacher evaluation is viewed as a catalyst for improving teaching and learning in schools (Stronge, Helm, &amp; Tucker, 1996)</p> <p>The teacher evaluation system does not foster disillusionment, distrust, stress, or fear of failure (Duke, 1993).</p>
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# Time and Resources

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<p>Principals see themselves as full-time instructional leaders and full-time building managers, and find balancing both roles challenging to impossible. Principals report that the new evaluation system takes 40-75% more time than the previous system. They report that they are working later and taking more work home to meet the new demands. Principals report spending between 2 to 6 hours per teacher on the evaluation cycle and outsourcing other duties to counselors or other staff members. Principals regret outsourcing student discipline issues to counselors or other colleagues and foregoing casual daily walkthroughs in their building because of time-consuming TESS activities. Many are concerned that decreasing their time with student discipline concerns and conducting fewer casual classroom walkthroughs will make them less visible on campus and impact their relationships with students and parents.</p> <p>“I think time is not realistic in terms of everything we do. Nothing’s going to not get done, but I’ll be here ‘til midnight or I won’t do this to the standard that I do everything else.”</p> <p>“They have to find a way to provide support for administrators.”</p> <p>“You’re a building manager, there’s parents walking in, student issues on a daily basis – there’s a lot of factors. I look at the schedule and think, how can we get this [TESS] done and do it effectively? That’s going to be the biggest struggle – merging instructional leader with previous jobs. We almost need another person to be the building manager.”</p> <p>“My heart is in the classroom but my body is in the office.”</p> <p>“There needs to be an administrator that does nothing but TESS evaluations due to the amount of time it takes to review PGP’s, conduct required formal and informal observations, conduct CWT’s, conduct mid-year PGP review for off-track teachers, summative evaluations, and dealing with teachers that need to be on the intensive track. VERY OVERWHELMING PROCESS due to lack of administrative personnel.”</p> <p>How many hours each week do you spend on TESS related duties?</p> <table border="1" data-bbox="226 1328 863 1442"> <thead> <tr> <th>0</th> <th>1-3</th> <th>4-6</th> <th>7-9</th> <th>10+</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2.8%</td> <td>25.0%</td> <td>38.9%</td> <td>16.7%</td> <td>16.7%</td> <td>36</td> </tr> <tr> <td>1</td> <td>9</td> <td>14</td> <td>6</td> <td>6</td> <td></td> </tr> </tbody> </table>	0	1-3	4-6	7-9	10+	Total	2.8%	25.0%	38.9%	16.7%	16.7%	36	1	9	14	6	6		<p>If TESS continues to reduce the time available for administrators to attend to essential instructional and non-instructional tasks without additional support, teacher evaluation may become unsustainable and serve as little more than an elaborate checklist. In order to devote the necessary time and energy to effectively perform their responsibilities under TESS, administrators must find time within already full workloads. Administrators would benefit from training and consultation in time management, distributive leadership, and delegation of duties. However, without providing additional administrative personnel to help conduct evaluations and/or assist with other responsibilities, implementation of the system will remain strained and other administrative duties suffer.</p> <p>To simplify the evaluation process administrators must streamline reporting by moving from a paper-based system to one supported by technology. Evaluators must have access to Web-based systems that make data collection easier and more efficient. Such a system would allow evaluators to acquire, complete and submit forms online where they could be review by the observed teacher in a timely manner.</p>	<p>Organizational commitment in terms of time, resources and support (Danielson &amp; McGreal, 2000)</p> <p>Principals devote the necessary time and energy to effectively conduct, analyze, and discuss observations of instructional practice (Stronge, 2006).</p> <p>Emphasis on growth and development vs. accountability (Danielson &amp; McGreal, 2000)</p> <p>Stressing implementation over instrumentation with a focus on evaluation accuracy and quality feedback over management (Heneman &amp; Milanowski, 2003, 2009; Johnson, 1990; Milanowski &amp; Kimball, 2009, Stronge, 2006).</p> <p>The school/district provides sufficient time for teachers to develop a professional growth plan to gain the skills and knowledge needed to overcome professional weaknesses and continually learn and grow in other areas they have identified. (Darling-Hammond, 2012)</p> <p>Appropriate time is available for meaningful evaluation and professional development, including dedicated time for evaluation meetings, teacher reflection and goal setting, and collaboration (Darling-Hammond &amp; McLaughlin, 1995).</p> <p>Technology is utilized to expand learning opportunities for teachers by collecting information more quickly and aligning with professional development (Goe, Biggers &amp; Croft, 2012)</p>
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# Compatibility with Competing Policies and Programs

Current Situation	Recommended Practices	Desired Situation																																				
<p>Although principals broadly agree that the new evaluation system will lead to more effective instruction and increases in student achievement, all find it difficult to impossible to effectively implement TESS alongside an “overwhelming” number of new and existing policies and practices. All four districts are currently adapting to major changes including, but not limited to, the adoption of CCSS, PARCC, and changes to the statewide teachers’ health insurance plans. These district-wide changes further compete for time, attention, training, and resources with numerous programs and initiatives adopted by individual schools (i.e. RTI, new math curriculums, themed high school academies, and Problem-Based Learning).</p> <p>“TESS is Common Core on the teacher level... None of this is bad, it’s just timing.”</p> <p>“We’re pulled in ten different directions.”</p> <p>“I believe TESS is a great model. However, when you put it in our normal day – car duty, lunch duty, parents, discipline, all that going on top of it, you need somebody else just to tackle that.”</p> <p>The new teacher evaluation system fits well with other school/district initiatives.</p> <table border="1" data-bbox="226 1089 863 1203"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>16.7%</td> <td>63.9%</td> <td>13.9%</td> <td>5.6%</td> <td>0%</td> <td>36</td> </tr> <tr> <td>6</td> <td>23</td> <td>5</td> <td>2</td> <td>0</td> <td></td> </tr> </tbody> </table> <p>I believe that the obligations of TESS interfere with my ability to support other programs and policies.</p> <table border="1" data-bbox="226 1308 863 1422"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>13.9%</td> <td>30.6</td> <td>36.1%</td> <td>16.7%</td> <td>2.8%</td> <td>36</td> </tr> <tr> <td>5</td> <td>11</td> <td>13</td> <td>6</td> <td>1</td> <td></td> </tr> </tbody> </table>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	16.7%	63.9%	13.9%	5.6%	0%	36	6	23	5	2	0		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	13.9%	30.6	36.1%	16.7%	2.8%	36	5	11	13	6	1		<p>The new evaluation system must be aligned with other district initiatives in order to reduce administrator/teacher workload and prevent undermining other important district initiatives. All trainings on instruction-related practices, processes, programs, or initiatives (e.g. Common Core, PARCC, new curriculum, learning academies) must thoughtfully and intentionally align with the new evaluation system. This alignment must be clearly and consistently communicated. Furthermore, professional development must be explicitly aligned with the domains and elements. Administrators/Teachers must clearly and conveniently recognize the connection between available learning and areas identified for growth and refinement.</p>	<p>Alignment and/or compatibility with current district/school mission and goals; and competing processes and practices (Danielson &amp; McGreal, 2000; Desimone, 2002; Stronge &amp; Tucker, 1999)</p> <p>The evaluation system contributes to teachers’ personal goals, and to the mission of the program, the school, and the total educational organization (Stronge, Helm, &amp; Tucker, 1996)</p> <p>Individual and institutional purposes and goals are mutually beneficial and valued by both the individual teacher and the school (Murphy, Heck, &amp; Hallinger, 2013; Stronge, 2006)</p> <p>Thoughtful and intentional alignment reduces the perception of the new evaluation system as burdensome or undermining other important district initiatives (White et al., 2012)</p>
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# Professional Culture

	Current Situation	Recommended Practices	Desired Situation																																										
	<p>Administrators believe that the new evaluation system helps them to have better conversations concerning what quality teaching looks like. "It's finally creating a platform to have conversations. It gives me a tool to have a conversation."</p> <p>"[TESS] forces you to reflect and have collaborative conversations."</p> <p>When surveyed on the benefits they have encountered with TESS, administrators' responses overwhelmingly centered on the quality, frequency and depth of conversations facilitated by the new system:</p> <p>"We are having great conversations concerning what quality teaching looks like. We are seeing changes in the classroom."</p> <p>"I find it much easier to discuss observation results with teachers than in the past."</p> <p>"More communication between the teacher and administrator and teachers realizing what they can do to improve in their classrooms."</p> <p>"It has opened the door to having some difficult conversations with teachers."</p> <p>"We are having great conversations concerning what quality teaching looks like. We are seeing changes in the classroom."</p> <p>The majority of teachers having had at least one formal evaluation with a pre- and post-conference this school year believe that feedback provided through the TESS process can help improve their teaching.</p> <table border="1" data-bbox="226 948 863 1060"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>9.1% 18</td> <td>48.7% 96</td> <td>26.9% 53</td> <td>9.6% 19</td> <td>6.1% 12</td> <td>198</td> </tr> </tbody> </table> <p>Administrators widely believe the new evaluation system helps them to have better conversations with their teachers about effective instruction.</p> <table border="1" data-bbox="218 1159 871 1466"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Uncertain</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>Jonesboro</td> <td>46.2% 6</td> <td>53.9% 7</td> <td>0% 0</td> <td>0% 0</td> <td>0% 0</td> </tr> <tr> <td>Nettleton</td> <td>20.0% 2</td> <td>70.0% 7</td> <td>10% 1</td> <td>0% 0</td> <td>0% 0</td> </tr> <tr> <td>Valley View</td> <td>14.3% 1</td> <td>85.7% 6</td> <td>0% 0</td> <td>0% 0</td> <td>0% 0</td> </tr> <tr> <td>Westside</td> <td>33.3% 2</td> <td>66.7% 4</td> <td>0% 0</td> <td>0% 0</td> <td>0% 0</td> </tr> </tbody> </table>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	9.1% 18	48.7% 96	26.9% 53	9.6% 19	6.1% 12	198		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Jonesboro	46.2% 6	53.9% 7	0% 0	0% 0	0% 0	Nettleton	20.0% 2	70.0% 7	10% 1	0% 0	0% 0	Valley View	14.3% 1	85.7% 6	0% 0	0% 0	0% 0	Westside	33.3% 2	66.7% 4	0% 0	0% 0	0% 0	<p>Administrators must continue to develop a collaborative culture of collective responsibility and promote an environment of collegiality, trust and respect.</p> <p>Administrators must ensure that trustworthy research and proven practices are frequently discussed and ably demonstrated in their schools; create a culture in the school around continued learning and professional inquiry; remain focused on continuous improvement in instruction and student learning; provide the necessary tools and structures to support the development of a culture of shared commitment and reflective inquiry; and devote sufficient time and attention to actively engaging teachers in self-reflection and professional discussion. As a result, teachers will grow to perceive the evaluation process as constructive system that supports professional learning and not merely a checklist or an accountability system.</p> <p>Administrators might consider encouraging teachers to form teams and develop similar professional development plans or one set of goals for the group.</p> <p>In instances where teachers do not share common planning times, administrators should adjust schedules to effectively provide opportunities within the school day for collegial teacher collaboration. Along with adequate time to collaborate, teachers must have access to sufficient training and effective protocols for teacher-to-teacher communication and collaboration.</p> <p>Administrators must seek out opportunities to recognize teachers' growth and talents and contribute existing and emerging expertise.</p>	<p>Culture of shared commitment and reflective inquiry (Wahlstrom &amp; Louis, 2008).</p> <p>Collegial and trusting atmosphere among teachers and between teachers and evaluators (Hart, Akmal, &amp; Kingrey, 2010).</p> <p>School culture supports informal collaboration and opportunities to share strategies and learn from colleagues (Behrstock-Sherratt &amp; Jacques, 2012).</p> <p>Teacher and Principal conversations act as the true lever for instructional improvement and teacher development (Sartain, Lauren, et al., 2011).</p> <p>Extensive and high quality feedback (Danielson &amp; McGreal, 2000, Milanowski &amp; Kimball, 2009)</p> <p>Feedback from multiple sources including peers (Seifert, Yuki &amp; McDonald, 2003)</p> <p>Feedback is viewed as a path to improved teaching (MET Project, 2013)</p> <p>Environment that fosters mutual trust among teachers and between evaluator and teacher (Clipa, 2011; Kimball &amp; Milanowski, 2009; Goe, Biggers &amp; Croft, 2012; Stronge, 2006; Washlstrom and Louis, 2008)</p> <p>Trust and strong relationships among and between teachers leads to meaningful evidence-based conversations (Goe, Biggers &amp; Croft, 2012)</p> <p>The evaluation system is growth oriented and contributes to the personal and professional development needs of the individual teacher as well as improvement within the school (Stronge, Helm, &amp; Tucker, 1996)</p>
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# Alignment with Human Capital

## Current Situation

Beyond state law regarding termination or nonrenewal for inadequate TESS scores, no other policies tying evaluation decisions staffing, student placement or compensation currently exist.

Most administrators believe that they should be able to use teacher evaluation results in making decisions about hiring, promotion, intra-district transfers, termination, and student assignment. Fewer than 20% are in favor of tying evaluation results to teacher pay and almost half remain uncertain.

Administrators should be able to use teacher evaluation results in making decisions about \_\_\_\_\_.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Hiring	36.1% 13	47.2% 17	13.9% 5	0% 0	2.8% 1
Promotion	25.0% 9	55.6% 20	13.9% 5	2.8% 1	2.8% 1
Intra-District Transfers	27.8% 10	63.9% 23	8.3% 3	0% 0	0% 0
Termination	44.4% 16	50.0% 18	5.6% 2	0% 0	0% 0
Teacher Pay	11.1% 4	8.3% 3	44.4% 16	25.0% 9	11.1% 4
Student Assignment	16.7% 6	52.8% 19	19.4% 7	8.3% 3	2.8% 1

## Recommended Practices

Districts should identify and sustain support systems to deliver job-embedded professional learning opportunities (e.g. mentor teachers, instructional coaches, and PLCs) that evaluators can utilize as resources to make specific, formal recommendations (e.g. co-teaching, modeling, observations, reading of professional literature, video analysis). Furthermore, administrators must receive ongoing training and guidance in how to make recommendations to ensure that professional development activities positively affect teacher practice.

Both in-depth and refresher training should be provided to help administrators use evaluation results and teacher effectiveness data to identify professional development and support for specific individuals and determine the most beneficial school-wide professional development.

Administrators should consider how to use evaluation results to assess fairness in teacher distribution. Where discrepancies exist, districts should support administrators by allowing them the authority to mandate, incentivize, or ask effective teachers to voluntarily change grade levels, serve a different population of students, or teach a different a set of courses.

To what extent would you like more support and training around the use of teacher evaluation data in the following specific areas:

	In Depth Training	Refresher Training	No Further Training Needed
Identifying professional development and support for specific individuals based on their evaluation results	33.3% 12	50.0% 18	16.7% 6
Using teacher effectiveness data to determine what type of professional development would be most beneficial for your school	33.3% 12	58.3% 21	8.3% 3

School and district administrators should utilize evaluation data to guide the identification and deployment of individual, school and district-wide professional development offerings. Furthermore, district administrators should work collaboratively to find common areas of need of improvement, combine efforts to provide opportunities that build teacher competencies in those areas. These commonalities would then be shared with local universities and the state.

## Desired Situation

The human capital management system is fully aligned and connects the whole spectrum of teacher-effectiveness policies [e.g. preparation, recruitment, hiring, induction and mentoring, career pathways, leadership, dismissal, working conditions, and equitable teacher distribution] (Goe, Biggers & Croft, 2012; Heneman & Milanowski, 2003; Behrstock-Sherratt & Jacques, 2012).

Teachers and administrators have sufficient organizational and instructional support to carry out a system of teacher evaluation that enables continuous learning (Darling-Hammond, 2012).

Each teacher has access to high quality, relevant professional development opportunities aligned with his or her unique areas of growth (Behrstock-Sherratt & Jacques, 2012).

Coupling evaluation with professional development drives improvement goals and focus support for teachers at all levels of performance (White et al. 2012).

Evaluation results are used by both teachers, administrators and staff development planners to identify training priorities and evaluate progress in meeting organizational and individual goals (Stiggins & Duke, 1998).