



Early Implementation Study of the Arkansas
Teacher Excellence and Support System
(TESS):
Research, Analysis, and Recommendations

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* This is a stand-alone document that accompanies this report.

Executive Summary

School reform has been a constant factor throughout the history of American public education. In recent years, many states have focused their education reform efforts on improving teacher performance in order to increase student achievement. Research points to the primacy of teacher quality in improving student achievement (Darling-Hammond, 1999; Hanushek, Rivkin, & Steven, 2007). As part of this reform, there are various efforts underway nationwide to improve the teacher evaluation process as a function of enhancing teacher quality and improving student achievement.

In 2011, the state of Arkansas passed legislation (Arkansas Code Ann. § 6-17-2802) to reform both the teacher and administrator evaluation systems (Arkansas State Department of Education website, accessed Feb. 1, 2014). The Teacher Excellence and Support System (TESS) seeks to improve the “professional growth of educators as measured by professional practice as well as student growth and achievement” (Arkansas State Department of Education website, accessed Feb. 1, 2014). In April 2013, the

state legislature outlined changes to TESS under Act 709 to reflect the adoption of Danielson’s *Framework for Teaching Evaluation Instrument* (Arkansas State Department of Education website, accessed Feb. 1, 2014). Danielson’s framework specifically references aspects of teachers’ *planning and preparation, classroom environment, instructional skills, and professional responsibilities* that should be included in a well-rounded teacher evaluation protocol (Danielson & McGreal, 2000).

These four domains are captured in the policies and documents surrounding the implementation of TESS throughout the state of Arkansas. All school districts in Arkansas are required to implement the new teacher and administrator evaluation system during the 2013-2014 school year. The new policies include specific state-mandated requirements for teacher and administrator professional development, both online and face-to-face, on this new evaluation system.

The purpose of this study is to examine the implementation of TESS in four school districts in the greater

Jonesboro, Arkansas area. These districts (Jonesboro, Westside Consolidated, Valley View, and Nettleton) have historically engaged in cooperative efforts to collaborate on professional development measures. The TESS requirements represent a significant departure from the legacy evaluation systems in all four districts. The four district superintendents sought an outside perspective on the implementation process in order to help identify areas of success as well as areas of potential concern. Two core questions guided this project:

How do teachers and administrators perceive the implementation of the new teacher evaluation system?

How is the implementation of the new teacher evaluation system shaped by teacher and school administrator capacity?

In order to study the impact of TESS, a mixed methods study was developed. Two teacher surveys and two administrator surveys were designed and administered in order to capture respondents' demographic information and their perceptions about the implementation of TESS. Interview

protocols for teachers and administrators were utilized at school sites in all four districts. This type of mixed methods research "recognizes the importance of traditional quantitative and qualitative research, but also offers a powerful third paradigm choice that often will provide the most informative, complete, balanced, and useful research results" (Johnson & Onwuegbuzie, 2004, p. 129).

Several core findings emerged from the quantitative and qualitative analysis of these surveys and interviews:

Prior experiences and training positively influence teachers' perceptions about TESS

Educators' perceptions about TESS are often a function of their prior personal experiences, as well as the degree to which their school site or district leaders supplement the state-mandated trainings with other activities designed to ease the transition into this new system.

Areas of concerns and varying degrees of capacity influence perceptions

Teachers' and administrators' interview and survey responses indicate that they believe TESS will lead to

professional growth for teachers and increased student achievement. However, both groups of educators express concerns that they will not be able to comply fully or effectively with the new requirements, given certain barriers such as competing obligations, time restraints, lack of job-embedded training, and the need for structured professional collaborations with fellow teachers and administrators. Those teachers who mitigate such barriers have greater confidence that TESS will improve their teaching practices and excel within the new system.

Instrumentation vs. implementation

Educators at all levels express concerns that the instrumentation of TESS (the rubric scores, artifact collection, and formal observations) will trump the actual implementation of TESS, an evaluation system conceptualized to bring about professional growth and greater self-reflection. Teachers are especially concerned that TESS will become an accountability tool, rather than a vehicle for growth.

Limited mandates, unlimited variation

Although there were few TESS requirements from the state, there are unlimited variations of its implementation throughout the districts and schools visited. Prior to the state-mandated training events (a 3 hour presentation and 21 hours of suggested online modules), some administrators at the district or school level took the initiative to supplement the anticipated state training by exposing their staff members to book studies, mock walkthroughs and conferences, and other professional development activities designed to prepare them for the state training. Additionally, some school sites were official pilot sites for the implementation. These diverse approaches result in considerable variation in teachers' and administrators' perceptions about TESS between and within districts.

A series of trade-offs

The most pervasive conflict centers on issues of time. Teachers and administrators across all four districts express that complying with TESS mandates presents a series of difficult trade-offs. Principals share that balancing their dual roles as instructional leaders and

building managers poses many challenges and is a source of considerable stress. Time spent in formal observations, pre-and post-conferences, and record keeping detracts from time needed to address student discipline issues, attend parent-teacher and other student conferences, conduct casual daily (non-TESS) walkthroughs, and build relationships with students and parents. Similarly, teachers report that time spent collecting artifacts, completing TESS paperwork, or planning for formal observations detracts from daily lesson planning, grading, collaborating with colleagues, and other vital tasks.

Educators also think that the heightened emphasis on TESS undermines the recent initiatives and programs implemented within the last two school years, such as Common Core standards, Response to Intervention, new curriculum, and other local changes.

In sum, many educators perceive TESS in a positive light as a vehicle for personal improvement and self-reflection, as well as a catalyst for professional conversations with their colleagues. However, the four districts may wish to take steps to enhance the ongoing

implementation of this new system. The following recommendations flow from our complete findings.

Recommendation 1: Create a strong system of communication

Each district must provide clear, consistent expectations and timelines for implementation. District leadership should a) share these expectations and timelines in person, online, and through both email and printed materials and b) work together to develop a plan for internal communication among and between state officials, district leaders, school site administrators, and teachers.

Recommendation 2: Develop and reorganize structures to maximize time

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. Therefore, the following aids and structures should be in place: a) administrators would benefit from additional personnel to assist with their

duties; b) additionally, administrators may benefit from training and consultation in time management, distributive leadership, and delegation of duties; and c) district and school administrators may wish to reconfigure teacher schedules and workloads and provide appropriate time for meaningful evaluation processes and related collaborative and individual professional development.

Moving forward

The full findings and recommendations shared in this report may be helpful to the leaders of these four districts, as well as to other educators engaged in similar pursuits in other states, as they implement new evaluation systems to create pathways for student achievement and teachers' professional growth.

Section 1: Introduction

NCLB: Teacher Quality

In the aftermath of No Child Left Behind (NCLB), schools began to examine student achievement data more closely in order to improve overall student success and close the extant achievement gap between African American and Hispanic students and their White peers (No Child Left Behind Act, 2001). A variety of curricular, assessment, and accountability changes are linked to states' ongoing efforts to raise overall student achievement, decrease the dropout rate, demonstrate adequate levels of student growth in core subject areas, and improve the quality of instruction in schools.

The more recent reauthorization of No Child Left Behind regulations (2010) calls on "states and districts to develop and implement systems of teacher and professional evaluation and support, and to identify effective and highly effective teachers and principals on the basis of student growth and other factors" (U.S. Department of Education, 2010, p. 4). As part of this reform, there are various efforts underway nationwide to improve the teacher evaluation process as a way of

enhancing teacher quality and improving student achievement. In addition, as many states in 2012 and 2013 were compelled to apply for NCLB 2014 waivers, one of the three main stipulations for approval hinged on a plan to revise and elevate the quality of their teacher and principal evaluation systems (Center on Education Policy, 2012; Rhodes, 2012). As a result, most states have already received approval from the federal government and initiated major changes to their teacher evaluation procedures. The National Council on Teacher Quality points out that these changes are significant, "because policymaking around improving teacher quality to date has focused almost exclusively on teachers' qualifications rather than on their effectiveness in the classroom and the results they get with students" (National Council on Teacher Quality, 2011, p. i).

Arkansas Teacher Evaluation Reforms

In 2011, the state of Arkansas passed legislation (Arkansas Code Ann. § 6-17-2802) to reform both the teacher and administrator evaluation systems. The

Teacher Excellence and Support System (TESS) seeks to improve the “professional growth of educators as measured by professional practice as well as student growth and achievement” (Arkansas State Department of Education website, accessed Feb. 1, 2014). In April 2013, the state legislature outlined changes to TESS under Act 709 to reflect the adoption of Danielson’s *Framework for Teaching* evaluation instrument (Arkansas State Department of Education website, accessed Feb. 1, 2014). Danielson’s framework specifically references aspects of teachers’ *planning and preparation, classroom environment, instructional skills, and professional responsibilities* that should be included in a well-rounded teacher evaluation protocol (Danielson and McGreal, 2000). These four domains are captured in the policies and documents pertaining to the implementation of TESS throughout the state of Arkansas. All school districts in Arkansas are required to implement the new teacher and administrator evaluation system during the 2013-2014 school year, although individual districts may apply for a waiver to utilize an alternate evaluation system.

TESS requirements include specific guidelines for teacher and administrator professional development, both online and face-to-face, on the topic of this new evaluation system. Public school districts in Arkansas engaged in extensive professional development on all aspects of TESS during the 2013-2014 school year, as well as the in-service days preceding this school year, to include familiarization with the four-point rubric used in teacher evaluations. Prior to the 2013-2014 school year, select districts piloted the new TESS requirements and individual districts chose to engage in book studies and other professional development relevant to TESS.

The TESS mandates provide detailed requirements for the number and frequency of teachers’ pre-conferences with their evaluating administrator, their formal observations, and the post-conferences following these evaluations. The rubric administrators use for these observations, as well as the summative evaluation protocol, consists of 22 components and 76 elements clustered into four domains of teaching responsibility: planning and preparation; classroom environment; instruction; and professional

responsibilities (Figure 1). Administrators utilize classroom observations as well as the collection of relevant artifacts to determine teachers’ scores. Possible scores on this detailed, rigorous rubric range from 1) Unsatisfactory; 2) Basic; 3) Proficient; and 4) Distinguished (Arkansas State Department of Education website, accessed February 8th, 2014).

Implementing the new TESS requirements presents a significant impact to teachers’ and administrators’ daily practices, especially in terms of the amount of time spent on the observation process and associated paperwork. TESS also represents a high-stakes change in terms of

teachers’ employment status. Arkansas teachers will receive a summative evaluation at the end of the school year that captures their final overall score, which represents an average of their scores in all four domains. The state legislation requires that teachers who score at unsatisfactory levels for three consecutive semesters be considered for termination, pending school board approval (Arkansas State Department of Education website, accessed February 9, 2014). For these reasons, TESS represents a major departure from the traditional evaluation systems used in Arkansas up to this point.

Figure 1 Four Domains and Twenty-Two Components of the Danielson Framework for Teaching

Danielson Framework for Teaching	
Domain 1: Planning and Preparation 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments	Domain 2: Classroom Environment 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space
Domain 4: Professional Responsibilities 4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism	Domain 3: Instruction 3a Communicating With Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness

Purpose of the Project

The purpose of this project is to examine the implementation of TESS in four school districts in the greater

Jonesboro, Arkansas area. Jonesboro, Westside Consolidated, Valley View, and Nettleton have a history of collaboration, especially with regard to professional

development activities. As a result, the four district superintendents requested that we examine the implementation process in order to help identify areas of success as well as areas of potential concern. Two core questions guided our project:

1. How do teachers and administrators perceive the implementation of the new teacher evaluation system?

2. How is the implementation of the new teacher evaluation system shaped by teacher and school administrator capacity?

In order to address these questions, we designed a mixed-methods project. Mixed methods research “offers richer insights into the phenomenon being studied and allows the capture of information that might be missed by utilizing only one research design” (Caruth, 2013, p. 112). We developed and administered one teacher and one administrator interview protocol to probe for educators’ perceptions about TESS, as well as teachers’ and administrators’ capacities to implement the new system. We also developed two teacher and two administrator survey protocols to capture participants’

demographic information, educational background, and their perceptions about and capacity to implement the new system. These survey and interview protocols were based on the extant literature related to early policy implementation and teacher evaluation research. Rural context and rural schools literature were also explored to better understand the setting of the project. We visited each of the four districts in July and August, 2013 (two-day trips) and October, 2013 (a three-day trip), in order to observe TESS-related teacher professional development events and interview both teachers and administrators.

In studying the perceptions and capacity of stakeholders related to the implementation of TESS, we hope to provide district leaders with insights that will inform the rollout and potential revisions of this new system. Additionally, we hope to contribute to the greater conversation about the impact of new teacher evaluation systems on educators and the communities they serve.

TESS: An Overview

The new evaluation system, TESS, differs significantly from the traditional evaluation system. All four districts previously used evaluation systems that were described as a “checklist” by many principals. School administrators observed teachers annually and determined whether or not teachers met district expectations.

Under the new TESS mandates, however, teachers are observed multiple times a year (informal and formal observations). Principals utilize a rubric while conducting classroom observations. They conduct and pre- and post-conferences pertaining to the formal observation. Each teacher’s set of informal and formal observations are connected to the jointly developed professional growth plan for each teacher. A final summative evaluation meeting is also conducted during which the administrator discusses evaluation results with the teacher and revises their professional growth plan (PGP) for the following school year. In some cases where teachers receive a basic or unsatisfactory on a majority of the rubric’s elements or an unsatisfactory on a whole domain, the administrator would place that

teacher on Track 3, Intense Support Status, and design an Intensive Growth Plan, a research-based plan for improvement.

For Track 1 (Novice/Probationary) teachers, the following is a sample timeline of events outlined by the Arkansas State Department of Education (2013, pp. 1-3):

- 1) June-August- New teachers complete TESS-related online training.
- 2) August-October- Teacher completes PGP; evaluator conducts two informal observations; evaluator and teacher plan actions, professional learning, and changes in instructional practices based on PGP and informal observations.
- 3) September-December- Evaluator conducts formal observation, including pre- and post-conferences. Artifacts related to the four domains of Danielson’s Framework for Teaching are also collected throughout the year.
- 4) November-April- Evaluator conducts additional formal observations with feedback, pending the results of the formal observation and identified needs from the PGP components.
- 5) December- January- Evaluator holds a mid-year review of the PGP with the teacher.

6) April-May- A summative evaluation meeting between evaluator and teacher is held where final scores on the rubric are determined, teacher shares relevant artifacts from the domains, both parties reflect upon progress on the PGP, additional teacher input is given, and the PGP for the next school year is revised in light of the results.

For Track 2A (Interim Appraisal), the same timeline from above for Track 1 applies, with the exception of step 2, where only one informal observation is given between August and October (Arkansas State Department of Education, 2013, pp. 1-4). For Track 2B1 and 2B2 (Interim Appraisal), teachers have successfully exited out of Track 2A and are only formally evaluated (summative evaluation) every three years. As a result, the timeline for this track looks different. The following is a sample timeline:

- 1) July-August- Teachers receive more focused training and professional development on components of TESS related to the teacher's PGP revised the previous spring.
- 2) August-September- Evaluator and teacher plan actions, professional

learning, and changes in instructional practices based on teacher's PGP.

3) October-April- Evaluator conducts multiple informal observations and gives feedback for professional growth based on the teacher's desired outcomes in the PGP. Artifacts related to the four domains of Danielson's Framework for Teaching are also collected throughout the year. *At any time, an evaluator may switch a teacher back to Track 2A to receive a full summative evaluation if there are major areas of concern from the informal observations.*

4) December- January- Evaluator conducts a mid-year review of the PGP with the teacher.

5) April-May- Evaluator and teacher discuss the progress on goals from the teacher's PGP. The PGP is either modified or rewritten as a result.

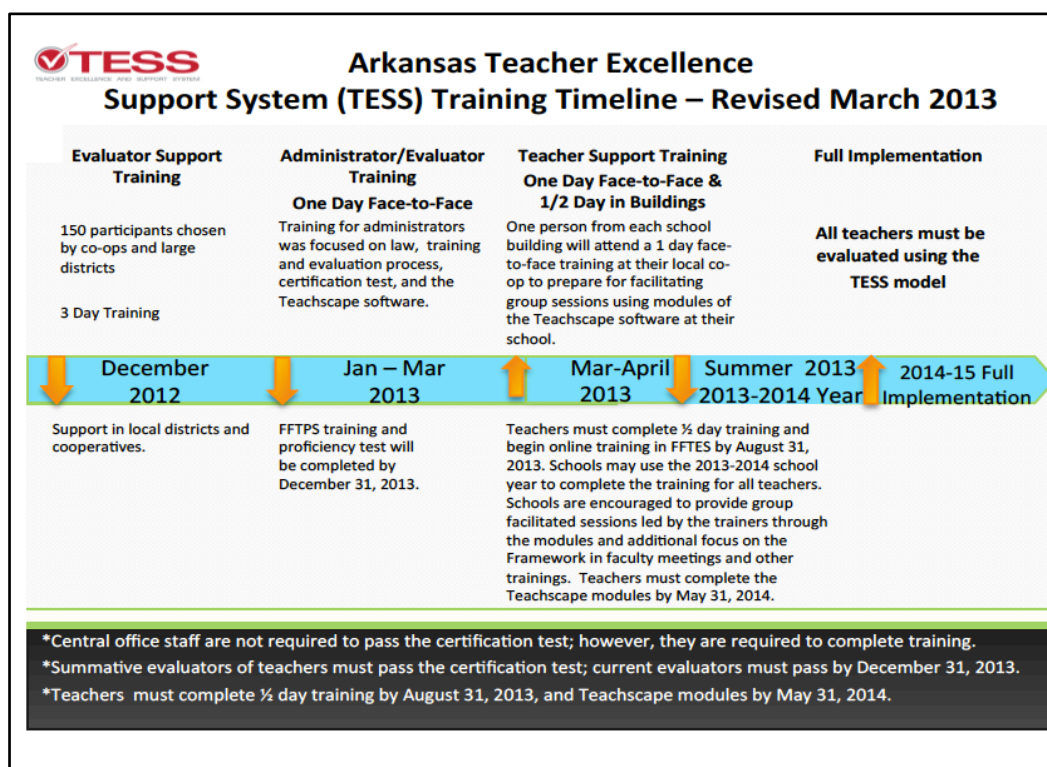
All of these timelines are provided for administrator and teacher reference on the state education website (see Appendix C for *TESS Suggested Timeline by Track Quick Reference*).

Principals also received extensive training on the new TESS requirements. Administrators received professional

development specific to their role as TESS evaluators through various channels, including mandatory online training administered by the state. Principals were required to pass a certification test by the end of 2013. In addition, administrators received a basic timeline from the state for year 1 of implementation (see below). Note

that the 2013-2014 school year is to some extent still considered a pilot year where the timelines mentioned above are to be followed at the discretion of the district and school site administrators in order to prepare for the full implementation year (school year 2014-2015).

Figure 2 Teacher Excellence Support System Training Timeline



Retrieved from Arkansas Department of Education Website

There are, however, variations in the districts' approach to the new TESS requirements. In terms of teacher training, schools and districts started preparing teachers for implementation as early as

2012, while other school sites waited until summer of 2013. In all four districts, teachers have participated in state-mandated online training modules as well as local professional development events to

ensure their awareness of the new state requirements. In addition, many principals from September to October conducted initial informal observations with teachers on Track 1 (but not necessarily Track 2A). By December, some formal observations with the accompanying pre-observation conferences took place for many Track 1 teachers and some Track 2A teachers. Additional meetings with many Track 1 and

some Track 2A teachers about the observation process have taken place, as well as whole staff meetings about the domains and elements of the rubric and related artifact collection. However, very few administrators and Track 2B teachers had informal meetings about their PGPs or participated in informal classroom observations during the fall and winter of the 2013-2014 school year.

Section 2: Background of Sites

Demographic information

Jonesboro School District, Nettleton School District, Valley View School District, and Westside Consolidated School District are small to mid-size rural school districts with student enrollments of 5500, 3200, 2500, and 1700, respectively. The four districts are located in the northeast corner of Arkansas, approximately 65 miles north of Memphis, in the greater Jonesboro area. Employment opportunities in this region predominantly consist of education, to include K-12 schools as well as Arkansas State University; healthcare, to include St. Bernard's Medical Center; agriculture; retail trade; and manufacturing. Local manufacturers include such companies as Frito-Lay, Post, Nestle, Butterball, and International Paper ([www. city town info. com](http://www.citytowninfo.com), accessed Feb. 1, 2014).

All four school districts are within the city jurisdiction of Jonesboro, which had a population of over 67,000 in 2010 (U.S. Census Bureau website, accessed February 10, 2014). However, there are distinct demographic variations between the districts. These variations include

income disparities, differences in student demographic makeup, and staff size.

Figure 3 District Profiles

District	Schools	Students/Staff	Demographics	Free or Reduced Lunch
Jonesboro	1 Pre-K 6 Elementary 2 Junior High 1 High School	5,500+ Students 300 Teachers 25 Administrators	50% Caucasian 41% African American 8% Hispanic	68%
Nettleton	1 Pre-K 2 Elementary 2 Intermediate 1 Junior High 1 High School	3,200+ Students 245 Teachers 20 Administrators	63% Caucasian 30% African American 5% Hispanic 1% Asian	22%
Valley View	1 Pre-K 1 Elementary 1 Intermediate 1 Junior High 1 High School	2,400+ Students 207 Teachers 13 Administrators	93% Caucasian 3% African American 2% Hispanic 1% Asian	55%
Westside	1 Elementary 1 Middle 1 High School	1,600+ Students 150 Teachers 7 Administrators	97% Caucasian 2% African American 1% Hispanic	52%

Rural Context and Beyond

Two of the four districts (Westside and Valley View) are considered to be distant rural communities in terms of school population (2500 students or fewer) and distance from the small city of Jonesboro, Arkansas (5-10 miles). Nettleton School District is considered a fringe rural community in terms of school population (3,200 students) and distance from Jonesboro city (less than 5 miles). Jonesboro School District is considered a small city with a developing urbanized area and population greater than 50,000 but less than 100,000 (Coladarci, 2007; National Center of Education Statistics, 2010).

Although the area Jonesboro school district serves is not classified as rural, many of the defining characteristics and challenges presented in the rural context literature still may apply to this district in terms of norms and practices at the various school sites.

In general, over a third of K-12 students in Arkansas attend a rural school (Strange, Johnson, Showalker, & Klein, 2012). The Rural School and Community Trust ranks Arkansas as one of 13 states whose rural student population is in critical need of attention to diverse student requirements as well as to stronger educational outcomes (Strange et al., 2012). The nature of rural schooling can make “the pursuit of academic reform a considerable challenge” (Forner, Bierlein-Palmer, & Reeves, 2012, p. 2). In addition, some local standards of educational practice may be preserved since the “new localism” (local loyalism) (Crowson & Goldring, 2009) among rural communities tends to filter top-down mandates and adapt them to their own contexts. This can, at times, compromise the quality and fidelity of various policy implementations.

The rural context of Jonesboro plays a role in the implementation of widespread changes in the four school districts. Smaller, rural school districts typically have fewer central office resources than urban or suburban districts, both in terms of finances and human resources (Chance & Segura, 2009; Starr & White, 2008). When tasked to comply with federal or state-mandated changes, larger school districts are at a distinct advantage and can delegate tasks to curriculum specialists, assistant superintendents, and directors. Of the four school districts, Jonesboro has the most extensive central office staff, whereas the other three districts are just beginning to explore more extensive personnel possibilities as district enrollments increase with time. With that said, however, superintendents and school site administrators in small to medium-sized rural districts still typically take on multiple roles simultaneously in order to comply with new mandates (Starr & White, 2008) and are “overburdened with a wide range of responsibilities” (Forner et al., 2012, p. 2). Furthermore, unlike large urban or suburban schools, rural school principals often do not have an assistant principal,

counselor, or coach who can assist with managerial or paperwork tasks (Starr & White, 2008). Additionally, many rural schools struggle to hire and retain highly qualified educators (Chance & Segura, 2009; Eppley, 2009).

The close community ties in a rural area serve as both an advantage and disadvantage to rural school district personnel. Relationships in a rural community can be described as “intimate, complex, and multi-dimensional” (Forner et al., 2012, p. 2). In a rural school district, parents may enjoy closer ties and greater trust with the educators in their community than parents in larger districts (Chance and Segura, 2009, p. 11). In a small, rural community, superintendents may benefit from having a stronger sense of “the unique strengths and weaknesses of their building administrators” (Forner et al., 2012, p. 11).

However, for a principal with close community ties, it may be challenging to evaluate or discipline a teacher who is simultaneously a neighbor, a member of the same church, and a coach for her child’s soccer team. Further, a rural school principal or superintendent may encounter considerable resistance to unpopular decisions, such as the termination of a long-term employee (Forner et al., 2012). Lastly, the superintendents and school administrators are highly visible members of the local community, which promotes a level of scrutiny and a “uniquely public life” less likely in a metropolitan setting (Forner et al., 2012, p. 2).

Section 3: Project Design and Methodology

We designed a mixed methods project in order to provide the four districts with information and insights relevant to teachers' and administrators' perceptions of and capacity for the TESS implementation. Mixed methods research "allow researchers to collect multiple data using different strategies, approaches, and methods in such a way that the resulting mixture or combination is likely to result in complementary strengths and non-overlapping weakness" (Johnson & Onwuegbuzie, 2004, p. 18). This approach allowed us to analyze teachers' and administrators' "deep, rich observational data" from interviews qualitatively and to analyze their "hard, generalizable data" from surveys quantitatively (Sieber, 1973, p. 1335).

We designed our interview and survey protocols after developing a preliminary conceptual framework informed by the extant literature on early policy implementation process and teacher evaluation implementation (see Appendix B). Early policy implementation research examines the factors that shape effective and/or ineffective implementations of

policies at multiple levels within an organizational context (Desimone, 2002; Durlak & DuPre, 2008; Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005) as well as the capacity of and actions taken by individuals and organizations during such implementations (Coburn, 2003; Honig, 2006, 2012; McLaughlin, 1987; Murphy, 1971; Spillane, Reiser, & Reimer, 2002; Supovitz, 2006). Teacher evaluation implementation research examines specifically the elements that shape teacher evaluations systems' influence on teacher and school practice (Danielson & McGreal, 2000; Doyle & Han, 2012; Halverson, Kelley, & Kimball, 2004; Heneman & Milanowski, 2003; Johnson & Fiarman, 2012; Loup, Garland, Ellett, & Rugutt, 1996; Murphy, Heck, & Hallinger, 2013; Peterson and Comeaux, 1990; Stronge & Tucker, 1999; Taylor & Tyler, 2011). We considered the rural context and rural schools in education literature to better inform the setting of the project (mentioned in section two). This broader conceptual framework (early policy implementation and teacher evaluation implementation research) helped guide and

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determine the three main categories of our more refined conceptual framework used to inform the methodology (design) and data analysis stages of our project.

The three main categories of our refined conceptual framework are program delivery, organizational capacity, and individual capacity and will. Program delivery encompasses both communication and training on this new system (Heneman and Milanowski, 2003; Sartain, Stoelinga, Brown, Luppescu, Matsko, & Miller, 2011; Stronge & Tucker, 1999). Organizational capacity comprises time and resources (Darling-Hammond, 2012; Goe, Biggers, & Croft, 2012; Murphy, Heck, & Hallinger, 2013; Stronge, 2006), compatibility with competing programs and policies (Desimone, 2002; Stronge, Helm, & Tucker, 1996; Stronge & Tucker, 1999; White,

Cowhy, Stevens, & Sporte, 2012), professional culture (Behrstock-Sherratt & Jacques, 2012; Danielson & McGreal, 2000; Goe, Biggers, & Croft, 2012; Kimball & Milanowski, 2009; Murphy, Heck, & Hallinger, 2013; Sartain et al., 2011; Wahlstrom & Louis, 2008), and alignment with human capital (Behrstock-Sherratt & Jacques, 2012; Darling-Hammond, 2012; Murphy, Heck, & Hallinger, 2013; Stiggins & Duke, 1998; White et al., 2012). Individual capacity and will include participants' experience and expertise (mostly prior to the new system) (Murphy, Elliot, Goldring, & Porter, 2006; Tucker, Stronge, & Gareis, 2002) as well as their attitudes and beliefs about teaching and the new system (Danielson & McGreal, 2000; Heneman & Milanowski, 2003, 2009; Murphy, Heck, & Hallinger, 2013).

Figure 4 Conceptual Framework

Conceptual Framework		
Program Delivery	Individual Capacity	Organizational Capacity
Communication Training on the System	Experience and Expertise Attitudes and Beliefs	Time and Resources Compatibility with Competing Programs Alignment with Human Capital Professional Culture

A collection of state teacher evaluation implementation studies also informed this revised conceptual framework. Tennessee, Colorado, New

Jersey, and Massachusetts are some of the states in this collection (Firestone, Blitz, Gitomer, Kirova, Shcherbakov, & Nordon, 2013; Little, 2009; McGuinn, 2012; SCEE,

2011; Skinner, 2010; Spote, Stevens, Healey, Jiang, & Hart, 2013; Springer, 2012a).

Our survey and interview questions were developed around this conceptual framework. Interview and survey questions were aligned with the sub-domains in our framework (communication, training, experience and expertise, attitudes and beliefs, time and resources, compatibility with competing policies and programs, professional culture, and alignment with human capital). In order to further ensure validity and reliability, the survey and interview protocols were patterned after other published interview and survey protocols utilized in state educational research studies on teacher evaluation implementation (Colorado Legacy Foundation, 2013; Firestone et al., 2013; Pepper, Dunn, Pratt, Freeman Burns, & Springer, 2011; Springer, 2011, 2012b).

The names of teachers and administrators who participated in the interviews and online surveys were anonymous in the reporting of data. We chose to share disaggregated responses for teacher data that reflects the variation between the districts. In many cases, we

chose not to share disaggregated data for the relatively small number of administrators who were interviewed and surveyed, in order to further safeguard their anonymity.

Survey Information

We administered separate online surveys to teachers and administrators twice (September 2013 and December 2013/January 2014). Our survey questions were designed to capture demographic information about the respondents as well as their perceptions toward and capacity for the new teacher evaluation system and its implementation in their district (see Appendix C for teacher and administrator survey protocols). The survey questions were organized under the different categories of our refined conceptual framework (see Figure 4 above). Furthermore, the phrasing and format of the questions were informed by other states' interview protocols related to teacher evaluation implementation, to include such states as Tennessee, Colorado, and New Jersey (Colorado Legacy Foundation, 2013; Firestone et al., 2013; Pepper et al., 2011; Springer, 2011, 2012b). We had a response rate of 44% among

teachers and 58% among administrators for the first survey, which was administered electronically in September, 2013. The data from the first survey helped us refine our interview protocol for October 2013 and enabled us to determine which questions merited more evidence from a qualitative standpoint. In addition, it helped inform which questions we needed to address further or once again in the second survey.

For the second survey, administered electronically in December, 2013 through January, 2014, we had a response rate of 47% among teachers and 55% among administrators (see chart below). Both survey links were sent via teachers' and administrators' work emails with an introduction about the purpose of the study and the invitation to participate voluntarily. Anonymity was upheld since the surveys' demographic questions only asked for a limited amount of personal information. Further, the survey respondent's answers were in no way linked to their demographic information specifically in the reporting of the data.

Figure 5 Mid-Year Survey Participation Rates

Teacher and Administrator Survey Participation Rates				
Participating Districts	Initial Survey Participation Rates		Mid-Year Survey Participation Rates	
	Teachers	Administrators	Teachers	Administrators
Jonesboro	44% 135/300	55% 15/25	58% 174/300	40% 10/25
Nettleton	34% 84/245	45% 9/20	31% 77/245	65% 13/20
Valley View	37% 76/207	54% 7/13	31% 65/207	54% 7/13
Westside	70% 105/150	100% 7/7	72% 108/150	86% 6/7
Total	44% 399/902	58% 38/65	47% 424/902	55% 36/65

Interviews

We interviewed teachers (both individually and in pairs/trios) and individual administrators at their school sites in August and October, 2013. After an initial visit to all four districts in July, we returned to Jonesboro in August to observe TESS-related professional development events. We also conducted brief interviews with convenience samples drawn from the teachers and administrators present.

We conducted in-depth interviews with teachers and principals in all four districts in October, 2013. Purposive sampling and snowball sampling approaches were used to obtain maximum variation among participants. In considering site selection for our interviews, we sought to represent elementary, middle, and high school teachers and administrators in each district. We submitted the number and types of

schools we would want to interview to the central office officials in each of the four districts, along with the number and types of teachers, thus ensuring variation in experience and grade level. They sent us a list of the schools with contact information for the principals of those schools. A similar letter of correspondence was sent to each principal, informing them of the purpose of the study and the interviews with a list of desired ranges for years of experience and grade level and number of teachers to interview. The principals replied with lists of teachers from their schools aligned with our desired guidelines. At that point, we emailed the teachers individually, asking them to participate and inviting them to bring 1-2 fellow teachers to the interview. All teachers completed a consent form. Many brought 1-2 teacher colleagues to their interviews, which provided further variation in the interview sample. The teachers interviewed ranged in terms of their levels of experience and expertise with TESS, as well as with regard to their track placement for TESS.

For administrators, we sent correspondence to all principals and assistant principals in each of the four

districts, informing them of the purpose of the study and inviting them to participate. Thirty-six consented to participate in the interviews and a range of years of experience and levels of schooling was observed (see Figures 6 and 7).

Figure 6 Teacher interview totals by district

Teacher Interviews		
District	Tier	Total
Jonesboro	5 Kindergarten, 5 Elementary, 5 Junior High, 4 High School	19
Nettleton	3 Intermediate, 6 Junior High, 3 High School	12
Valley View	6 Intermediate, 4 Junior High, 3 High School	13
Westside	3 Elementary, 3 Middle, 3 High School	9

Figure 7 Principal interview totals by district

Principal Interviews		
District	Tier	Total
Jonesboro	5 Elementary, 2 Junior High, 1 High School	8
Nettleton	1 Intermediate, 1 Junior High, 1 High School	3
Valley View	1 Intermediate, 1 Junior High, 1 High School	3
Westside	1 Elementary, 1 Middle, 1 High School	3

Interview protocols were used for both teachers and administrators and were largely informed by the conceptual framework and data from the initial survey in September, 2013 (see Appendix D). We employed a semi-structured interview protocol: a combination of an interview guide approach (topics and issues decided in advance in outline form) and a standardized open-ended interview approach (exact wording and sequence of questions determined in advance and in

open-ended format). “Open-ended interviews add depth, detail, and meaning at a very personal level of experience” (Patton, 2002, p. 17). Each question on the survey fell under a certain sub-category of the conceptual framework. Within each category, there was a range of closed and open-ended questions, ordered in a purposeful way, which allowed for deep and wide coverage of key issues. We intentionally included questions within the interview protocol which probed for specific, illustrative examples. The phrasing of the questions was further informed by other states’ interview protocols related to teacher evaluation implementation.

The interviews took place at each teachers’ respective school site and, for the most part, in their own classrooms during their release times. This ensured feelings of privacy and comfort for the teachers as they answered the interview questions. They also consented to be recorded in order to ensure that their perceptions and answers were correctly captured by the interviewer.

Qualitative Data Analysis

All interviews were digitally recorded. After transcribing the teachers’

and administrators’ interviews, we coded, mapped, and synthesized their responses to the corresponding categories and subcategories of our conceptual framework, district by district, on analytical matrices. Each page was a subcategory of the conceptual framework: communication, training, experience and expertise, attitudes and beliefs, time and resources, compatibility with competing policies and programs, professional culture, and alignment with human capital (see Appendix E for district-by-district matrices for both teachers and administrators). Salient quotes from the interview respondents were also recorded within each subcategory. As the matrices were constructed by all three interviewers, inter-rater reliability was achieved by retaining the codes and types of responses that matched between all three interviewers, with recursive analysis taking place as new codes and observations emerged during the process. Salient quantitative data was also aligned and inserted into each page of the analytic matrices, making it a mixed methods data analysis document.

After the matrices were completed, we examined the areas of overlap as well as

the areas of variation between teachers' and administrators' responses in each subcategory of our conceptual framework and considered the similarities and variations between districts. We also examined areas of overlap and variation between teachers' and administrators' interview responses and the online survey responses. Using the data from the analytic matrices as well as our observation on the areas of overlap and variations, we constructed a list of preliminary themes for both within case analysis (teachers and administrators separately) and cross case analysis (teachers and administrators combined). After much discussion and reflection on both qualitative and quantitative data, the themes were then synthesized into a smaller number of overarching themes for both the within case and cross case analysis. The within case analysis themes specifically addressed each of the two project research questions (see Findings sections 4 and 5). The cross case analysis themes were more elevated in theory and combined and evaluated the data from both administrators and teachers across all four districts (see Findings Section 6).

Quantitative Data Analysis

Upon completing the interviews in October of 2013, analytic memos were written for both teacher and administrator interview experiences. Online survey data was collected from both the teacher and the administrator September and January surveys and imported into quantitative analytic software (SPSS). Question numbers were coded with the same categories used for the design of the survey and interview protocols (i.e., the conceptual framework). The demographic questions were for the most part categorically measured, such as the name of school district or grade level taught, while most of the remaining questions were measured using a five-point Likert scale (strongly agree, agree, uncertain, disagree, and strongly disagree). Missing values on any question number were excluded from the data for that question number. On average, about 423 teachers and 36 administrators responded to any particular survey question. Survey responses were first analyzed for basic descriptive information, such as the mean response for a demographic question (i.e., average years of experience or number of elementary

teachers), or the mean response to a Likert scale (ordinal measured) question (i.e., “The new teacher evaluation system fits well with other school/district initiatives”). Then, aggregate mean growth was measured and compared between the fall and winter surveys for those questions stated exactly the same way in both surveys (a total of nine questions in the teacher survey).

In addition, significance tests using cross tabulations (Chi Square tests) and Pearson correlations were conducted with both the January teacher and administrator survey data. These tests help determine whether or not “the likelihood a relationship between two or more variables is due to chance occurrence” and whether they are statistically significant, “which means that an observed pattern would likely continue to exist if we took another sample from the entire population” (Sweet & Grace-Martin, 2008, p. 96). Further, for the January teacher survey, one-way analysis of variance (ANOVA) tests were applied to examine the mean index difference between different categorical groups’ (district, years of experience, school level) responses to various questions

on the survey (Sweet & Grace-Martin, 2008). Tukey’s post-hoc tests were also conducted to examine these mean differences in more detail between each of the subgroups of a certain category.

In order to conduct Pearson correlations and ANOVA statistical tests, different groups of questions were combined to make different scaled variables. These scaled variables had the same names as the categories from the conceptual framework mentioned earlier. These scaled variables were tested for reliability (see Figure 8 below). All were equal to or exceeded .70—a gold standard threshold for reliability.

Figure 8 Reliability of survey items by sub-domain

Survey Questions		
Sub-Domain	Number of Survey Items	Cronbach’s Alpha
Communication	4	.89
Training	8	.88
Experience and Expertise	4	N/A (not used for a scale)
Attitudes and Beliefs	6	.94
Time and Resources	7	.87 (not used for a scale)
Compatibility with Competing Programs	3	.78
Professional Culture	4	.73
Alignment with Human Capital	3	.72

Finally, multivariate analysis (linear regressions) was conducted on the data.

Regressions document the collective efforts and interplay among factors (control variables and scaled variables) on predicted outcomes for a certain variable or question (Sweet & Grace-Martin, 2008). For example, the superintendents of the four participating districts expressed how they thought a favorable response to the following question would be a desired outcome of the TESS implementation: "Overall, I think the new teacher evaluation system will have a positive impact on my own teaching practices." Therefore, only one regression was tested in this project, which was to see which scaled variables (the subcategories of the conceptual framework) would impact the greatest degree of change in the responses to this question.

Overall, the most salient and critical findings from these tests were used to mathematically measure, support, and validate some of the key qualitative findings derived from the interview and artifact data. The analysis mentioned above was used throughout the matrices as well as in the Findings Sections 4-6.

Limitations

As we learned more about the four districts in Jonesboro, as well as the new statewide changes, we determined that competing initiatives posed a limitation to our project. Implementing TESS is one of many concurrent and far-reaching changes underway in this region. The four districts are also implementing the Common Core State Standards this year. In the spring of 2014, the four districts will administer a new high stakes standardized test for the first time (PARCC). Due to statewide changes, school employees also faced significant alterations to their statewide health insurance options. Many of the schools in this project have adopted new curricular materials. One high school transitioned to themed academies, one district adopted Response to Intervention policies, and several schools moved to new buildings. Based on respondents' spontaneous comments about these concurrent changes, it appears that many educators are experiencing a certain level of stress and tension. It may be somewhat difficult to determine the extent to which these deep and concurrent changes are

impacting educators' perceptions about the implementation of TESS.

A few schools chose to pilot certain elements of TESS during the 2012-2013 school year. For the most part, however, the 2013-2014 school year is the official pilot year for TESS in all four districts. We completed our interviews and the administration of two surveys by January 2014. At that time, only some of the teacher participants in each district had experienced the complete formal observation process. Similarly, during our October interviews, many of the principals had completed fewer than seven formal observations, to include the associated pre- and post-conferences.

Even though the state provided timelines for each track of teachers, administrators across all four districts were given discretion as to which components of each teacher track they wanted to pilot and observe. This presents a limitation in that both teachers' and administrators' responses are based on an incomplete implementation of TESS, in which the system's pieces were used with much variation and in different sequences between districts and schools. (This is

addressed to some extent in the first theme of Findings, Section 6.)

District principals selected some of the teachers who participated in the October interviews. Consequently, selection bias is another limitation to this project. Although we appreciated the candor and concern that teachers shared, the teachers interviewed may have considered the social desirability of their responses during the interview process. The relatively small number of principals interviewed may have also been influenced by this factor. At the same time, of the 17 principals who were interviewed, eight of them were from Jonesboro Consolidated. Additionally, there were differences in survey response rates between districts, with participation varying from as low as 31% among teachers in Nettleton and Valley View, and as high as 72% in Westside. Similarly, the participation rate among administrators varied between districts, with a low of 40% in Jonesboro and a high of 86% in Westside. These participation rates may produce results that reflect one district's opinions more than another.

Section 4: Project Question 1

How do teachers and administrators perceive the implementation of the new teacher evaluation system?

Introduction

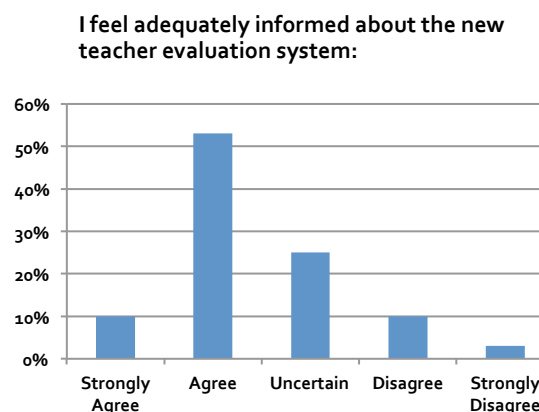
Perceptions about TESS among teachers and administrators varied depending upon which elements and factors of the implementation were under consideration. These elements and factors of implementation include:

1) communication and training on the system; 2) personal experience and expertise obtained prior to implementation; 3) attitudes and beliefs about the system; 4) available time and resources; 5) compatibility with competing policies and programs; 6) existing professional culture; and 7) alignment with human capital management systems. Furthermore, perceptions varied from school to school, depending upon on the extent to which the administrators supplemented the initial state mandated training activities with their own localized efforts to communicate and train teachers on the system. For example, teachers' views were sometimes contingent upon the timeline for which they were scheduled to be evaluated.

Teachers' Positive Perceptions: Prepared, Aligned, and Supported

More than half of the teachers in all four districts reported they were adequately informed about the new TESS requirements and process. Communication on the system included both state-mandated training opportunities as well as supplementary professional development opportunities initiated by the local administrators in some districts.

Figure 9 Teacher Survey Responses



Teachers who received clear, consistent, and frequent communication from their administrators about the TESS requirements and its application tended to express higher rates of understanding of

the expectations and felt more adequately informed as a result.

Teachers who attended training with a Danielson Group consultant (Shirley Hall) found this to be a highly beneficial opportunity. Consequently, these teachers had a more positive view of the system and shared those perceptions with their colleagues who had not participated in the training. Teachers whose personal prior experiences were similar to or aligned with the elements of TESS, such as Pathwise involvement (a new teacher mentorship program), Common Core or Solution Tree training, recent graduate studies, and National Board Certification, were also more inclined to view the new system in a favorable light. Teachers who participated in informal piloting of TESS, which included professional walkthroughs and mock pre- and post- conferences, cited this as a positive and beneficial learning experience. These prior experiences led to a greater sense of familiarity, comfort, and preparedness with the evaluation process.

“We got to watch teachers, observe them, and evaluate them as if we were administrators. That helped us know what they’re looking for...looking at it from an administrator’s point of view.”

– Junior high school teacher trained with the Danielson Consultant Group

Citing their administrators’ extensive training, past teaching experience, and familiarity with the students and staff at their local sites, many teachers shared a belief that their administrators were well prepared to evaluate them (see Appendix F, Exhibit 1).

Some teachers also agreed that the teacher evaluation rubric reflects effective teaching and welcomed the feedback for their own personal growth. Some teachers voiced that with time, as teachers have an opportunity to improve their teaching practices within the context of TESS, increased student achievement would most likely follow. Perceptions regarding the compatibility of TESS with other initiatives and teaching practices and responsibilities were mixed. Some teachers found TESS and Common Core could be “next door neighbors,” which reflected some teachers’ view that the new evaluation system was interrelated with other existing programs and policies. For

example, teachers noted parallels between the level of academic rigor, student engagement, and differentiation between certain domains of TESS and the Common Core State Standards guidelines and practices.

Many teachers see TESS as part of a supportive learning experience. They reported that TESS would increase teacher collaboration and the quality of professional conversations. Additionally, they viewed their administrators' presence at, and contributions to, grade level and PLC meetings as beneficial. In addition, 60% of the teachers who expressed trust in their administrators also believed their administrator's TESS feedback would improve their teaching as result of specific suggestions and resources provided during informal observations and formal post-conferences.

Teachers' Concerns: Confused, Skeptical, and Overwhelmed

For many teachers, miscommunication or lack of communication yielded a sense of concern and doubt. These doubts and

concerns shape teachers' perceptions of the efficacy of TESS as a vehicle for improved instructional practices and increased student achievement. There were commonly referenced, unanswered questions about several points of the system. Teachers wondered what quality

"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."

- Elementary school teacher

instruction and lesson planning (domains 1 and 3 of the Danielson rubric) should look like. Teachers wanted greater clarity on what and how to collect and organize artifacts for each of the four domains. They were also concerned about how the rubric translates into the evaluation of their individual classrooms as well as how a "final score" would be

calculated. Teachers also universally voiced questions and concerns about the exact timelines and pacing of paperwork and preparation with the system, and its real purpose (developmental vs. punitive). Many were uneasy about what was expected of them and turned to one another for answers or support, especially at schools where the state-mandated

training was delivered without follow-up. In many schools, the teachers who expressed these concerns tended to be those who were not scheduled to be evaluated in the current year and were not receiving the same level of communication as teachers scheduled to be observed (see Appendix F, Exhibit 2). Moreover, when administrators were available to answer such questions, some teachers felt that administrators were not adequately informed to address these questions.

Conversely, some school site administrators overwhelmed teachers with too much information and training on TESS in a short period of time.

Teachers in these situations reported experiencing heightened stress and anxiety. Furthermore, a majority of the teachers viewed the 21 hours of state online training as a "waste of time and resources" that could have been used for other desired professional development. After viewing the video modules, many teachers still had unanswered questions about TESS. They found the videos difficult

to follow, found the scoring subjective, and, in many cases, found the modules to be irrelevant to their grade level and classroom contexts. At some school sites, administrators arranged for teachers to watch the videos in groups and discuss each segment. Teachers who experienced the online modules in this more personable, team-oriented, relevant, and

job-embedded manner tended to have fewer unanswered questions and more favorable reflections about this training experience (see Appendix F, Exhibit 3).

In terms of the future of the system and its effectiveness in

developing and evaluating teachers, many teachers believed that TESS could become "just another checklist." The increased paperwork and limited observations would do little to motivate ineffective teachers to improve and would have a negative impact on colleagues who are already performing at high levels. Two frequently voiced concerns involved artifact documentation and the perceived unrealistic, unattainable

*"In order to be a four
["Distinguished"]
teacher I would have
to be a one
["Unsatisfactory"]
mother."*

– High school teacher

level of "distinguished" (level 4) on the rubric.

Teachers further perceived that they would not have enough time to implement TESS while still fulfilling other personal and professional responsibilities, such as spending time with their families or planning lessons. Similarly, the majority of teachers expressed concerns about administrators' abilities to balance the newfound responsibilities of TESS with existing building and instructional duties.

Many teachers perceived TESS as an "add-on" accountability system. These teachers expressed that it has little or no connection to other existing programs and policies. The absence of thoughtful and intentional alignment between TESS and existing professional development and programs led many teachers to perceive the new evaluation system as a burdensome system that undermined other important district initiatives.

"We are having great conversations concerning what quality teaching looks like. We are seeing changes in the classroom"

— Junior high school teacher

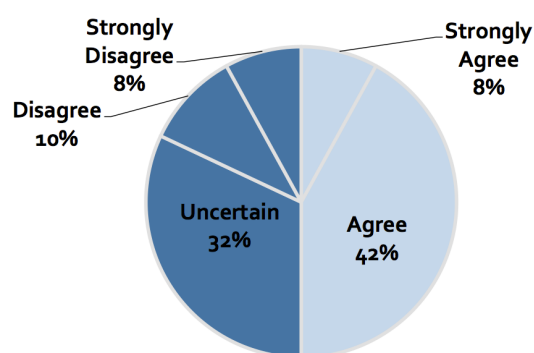
Consequently, many teachers expressed the desire for more time and opportunities to collaborate and make sense of the system with their colleagues and administrators. Such experiences were perceived as opportunities to discuss, question, investigate, and collaborate on different TESS elements, such as artifact collection and aligning practices with different domains of the rubric.

While some teachers recognized that Danielson's Framework of Teaching was designed as a system to differentiate and drive professional conversations and development, the actual intent of TESS was perceived by many teachers as a system of accountability. As a result, many teachers expressed doubts and concerns about how their evaluation scores would be used to inform administrators' actions (accountability vs. growth). This perception of divergent goals and disconnected policies led to further uncertainty about the purpose and function

of TESS. Teachers who reported limited trust in their administrator had a heightened sense of anxiety that this system would be used as a tool to dismiss certain teachers. Also, 50% of teachers surveyed did not believe or were uncertain that their results would be connected to effective, individualized feedback.

Figure 10 Teacher Survey Responses

I believe that feedback given to me through the TESS process can help improve my teaching:



As a result, some teachers perceived TESS as an initiative that would not move beyond the paperwork to make a lasting difference in their classrooms or in their careers. Consequently, in all four districts, the absence of systems and structures to align TESS outcomes with human capital development limits its value, vision, and relevance for teachers.

Principals' Positive Perceptions: Prepared, Reflective, and Optimistic

Overall, administrators viewed TESS as a vast improvement over the legacy evaluation systems, which most dismissed as mere "checklists." Most administrators believed that TESS has the potential to be a powerful vehicle for teachers' professional growth as well as students' academic achievement. Several principals discussed their recent conferences with teachers with great enthusiasm and stated that these conversations demonstrated the power of TESS as a tool for self-reflection. Several principals who had recent experience with National Board certification, the Pathwise mentorship program, graduate school, or attendance at professional conferences cited these experiences as sources of beneficial preparation for TESS.

The vast majority of principals stated that they felt adequately informed about TESS. They discussed their extensive online training and their state certification test. Many principals also referred to professional development organized by their district leaders and local professional development cooperative. They also expressed that the state of Arkansas had

clearly and consistently communicated expectations about TESS. Some principals praised the state department of education's website as an excellent source of information (see Appendix F, Exhibit 4) for rules and timelines governing the new evaluation system.

Principals' Concerns: Overwhelmed, Under Pressure, and Unsure

Nearly all principals expressed that they were "overwhelmed" by the sheer volume of information and expectations brought about by the new evaluation system. Although principals shared during interviews that they felt adequately trained to perform their new duties under TESS, our survey results showed that principals were daunted by the amount of time needed to track TESS-related paperwork for teachers involved in multiple evaluation cycles, as well as conduct pre-conferences, observations, and post-conferences (see Appendix F, Exhibit 5). Administrators' concerns about the time and paperwork involved in the TESS implementation permeated their responses to many

interview questions, even those unrelated to this topic. Additionally, principals expressed concerns about the impact of concurrent initiatives in their districts (such as Common Core, Response to Intervention, and PARCC exams) and their role in further exacerbating their sense of personal stress.

Several principals shared that the challenges of implementing TESS while managing their duties as a building manager and incorporating other district initiatives led them to consider retirement or reassignment. All principals stated that they believed the paperwork burden of TESS would lead to many teacher retirements as well: "If people can get out of education, they will."

Although principals believe that TESS will result in higher student achievement as well as more effective instructional practices, they cautioned that improvements may not be visible for 3 to 5 years. Additionally, some principals expressed that it would be difficult to discern whether any student or teacher improvements could be traced

*"I'm not
against
Common Core.
I'm not against
TESS. It's just
too much at one
time."*

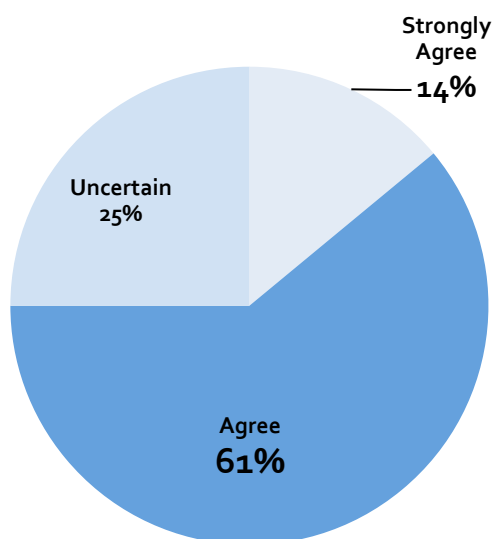
- Principal

directly to TESS, rather than to Common Core, Response to Intervention, or other concurrent initiatives.

Principals criticized the state's lack of clarity in communicating expectations about the collection of teacher artifacts and the absence of an online data collection system to track their classroom observations (see Appendix F, Exhibit 6). This led many principals to create their own data collection and tracking systems, which varied from school to school and district to district.

Figure 11

Principals' response to "I believe the new teacher evaluation system will have a positive effect on student achievement in my school."



In the smaller districts, principals are also concerned about the fidelity of implementation among schools. Since teachers in smaller districts have close professional and personal ties between buildings, inconsistent implementation of TESS within the same district has the potential to lead to discord and the erosion of trust in the system. This presents an additional stressor to principals in smaller districts. Additionally, some principals in smaller districts reported awkwardness in separating personal and professional relationships in the midst of the evaluation process.

Some principals without recent teaching experience lacked confidence in their ability to assess teachers on the TESS rubric and shared concerns about their own inconsistencies in rating teachers accurately while watching state-mandated video modules. Similarly, 67% of the administrators surveyed reported they need in-depth or refresher training on accurately rating teachers with the TESS rubric.

Section 5: Project Question 2

How is the implementation of the new teacher evaluation system shaped by teacher and school administrator capacity?

Introduction

Teachers' and administrators' perceptions of TESS and its implementation were connected to their capacity to implement the new system. Teachers' capacity for implementation involved the following elements and factors: 1) communication and training on the system; 2) personal experience and expertise obtained prior to implementation; 3) attitudes and beliefs about the system; 4) available time and resources; 5) compatibility with competing policies and programs; 6) existing professional culture; and 7) alignment with human capital management systems. Some teachers and administrators reported certain personal and school-linked assets that helped support their ability to implement TESS effectively. Conversely, many barriers were also reported, which limited their capacity to implement the new system.

Teachers' Assets Supporting Implementation: Timelines, Professional Development, and Collaboration

Any professional development or TESS-related training prior to the state-mandated face-to-face or online modules provided teachers with a stronger foundation on the Danielson rubric and the evaluation process. During the 2013-2014 school year, some schools continued to provide teachers with ongoing professional development on TESS-related topics such as lesson planning, student engagement, problem-based learning, and instructional strategies. Similarly, at schools that served as pilot sites during the 2012-2013 school year, the teachers involved in the pilot expressed confidence and familiarity with the expectations and processes associated with the new system. Many teachers also entered into informal mentorships with colleagues who had received these various forms of prior training. In addition, teachers with certain prior experiences (i.e., Pathwise mentoring, Solution Tree training, graduate

studies, and National Board certification) reported especially strong levels of confidence in their abilities to implement the new requirements. These teachers often served as informal mentors to their colleagues, which led to the development of new horizontal, collegial relationships.

Districts and school sites that provided teachers with specific timelines for implementation (i.e., scheduled professional development days that addressed certain domains and due dates) enabled them to allocate their time and resources more efficiently. At a few school sites, administrators enhanced the value of the state-mandated online training modules by presenting them in smaller segments and discussing them in greater detail with their staff members. Similarly, at some schools, teachers and administrators engaged in professional development on each domain of the Danielson rubric and discussed the professional practices and documentation relevant to each domain (see Appendix G, Exhibit 1). Such ongoing

“I was a Pathwise mentor... the process, paperwork, and the observations... I feel comfortable because I have done it myself with mentees.”

- High school teacher

training provided teachers with a deeper understanding of TESS and its applicability to their everyday practices.

At schools where there were regular opportunities to collaborate within the instructional day at grade level, subject level, and/or PLC meetings, teachers reported engaging in productive conversations about understanding and implementing the new system. At these sites, teachers frequently expressed confidence that their colleagues and administrators would serve as valuable resources throughout the implementation process.

Barriers Limiting Teacher Implementation: Track Placement, Artifacts, and Concurrent Initiatives

One of the foremost barriers to developing teachers' knowledge and self-efficacy on the system was the different degree of communication provided to teachers who were placed on different tracks. Track placement was based on various factors. New and probationary teachers were placed on Track 1 and were scheduled to be evaluated during the 2013-

2014 school year. In one district, a few experienced teachers at each school were also placed on Track 1, so that they could experience the evaluation cycle and serve as resources for their colleagues. In one particular school in one district, all teachers were placed on Track 1, so that everyone could experience the new system at the same time. With regard to placement on Tracks 2A, 2B, and 2B1, most districts chose to place teachers randomly via a lottery system rather than by levels of expertise or instructional proficiency. As a result, teachers on Tracks 2A, 2B, and 2B1 will experience the evaluation cycle during either the 2014-2015 or 2015-2016 school year. Most administrators chose to concentrate their professional development on teachers placed on Track 1 while the other teachers were given a more cursory overview. As a result, even at the same school sites, some teachers were given more intensive, specific training on the system, whereas others were given less frequent, more limited directives and training on the system. This limited the degree to which teachers could engage in collegial conversations with all of their colleagues at any particular school site.

Most teachers cited the process of collecting and documenting artifacts for TESS as a barrier to their successful implementation of the system (see Appendix G, Exhibit 2). The time spent concentrating on artifact management detracted from opportunities for teachers to experience desired professional development on other key aspects of the system, such as elements in the planning and preparation, instructional, and classroom environment domains. This created another barrier: teachers' lack of experience and expertise with particular elements of the four domains in Danielson's rubric. For example, some teachers reported that the student-driven questioning and discussion component in the instruction domain was new territory for them. Another example was the depth and specificity of lesson planning required by the system. Because teachers were receiving more general training on the domains and focused more on artifact collection, many voiced a desire for modeling and training on the application of these domains in their classroom. In addition, in cases where teachers received only limited information on these domains, they found that administrators did not always have the

foundational knowledge and experience to address their concerns adequately.

In most districts, teachers expressed that the concentration on TESS-related professional development detracted from the time and resources needed to provide professional development on other concurrent initiatives and areas of need. Conversely, some schools delayed professional development on TESS in favor of other initiatives, which impacted teachers' self-efficacy on the new system. In general, the number of new concurrent initiatives and existing responsibilities posed a major barrier to the implementation of TESS. Additionally, TESS posed a special burden on new teachers, who had to be evaluated on both TESS and Praxis III (a new teacher evaluation system) during their first year of teaching. Approximately

“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”

- Teacher

60% of Track 1 teachers reported that TESS interfered with their other responsibilities. In general, over two-thirds of all teachers surveyed reported that the obligations of TESS interfered with their ability to carry out other teacher responsibilities.

At some school sites, the absence of grade level/department or PLC meetings during the instructional day posed a barrier to teachers' ability to engage in collegial conversations and collaborate on the new system. Where opportunities for collaboration did exist during the instructional day, teachers had yet to develop protocols or action plans to guide their conversations about the TESS implementation.

In all four districts, there were few policies and procedures in place that connected career and professional development with TESS evaluation outcomes (see Appendix G, Exhibit 3) (e.g., recruitment, hiring, mentoring, teacher leadership, and equitable teacher distribution) (Goe, Biggers, & Croft, 2012; Heneman & Milanowski, 2003; Behrstock-Sherratt, 2012). At this point, it appears that only renewal and non-renewal status are connected to the outcomes of the system. Districts lack the resources and support needed to develop systems to measure teachers' performance and align it with individualized professional growth and advancement.

Administrators' Assets Supporting Implementation: Commitment, Connections, and Conversations

Principals widely believed that the TESS rubric helps them have better conversations with their teachers about effective instruction. During the interviews, principals expressed more enthusiasm over these improved conversations than any other

aspect of TESS. Administrators stated that TESS allowed them to have "great conversations concerning what quality teaching looks like" and further served as a vehicle for teachers' self-reflection.

Nearly all administrators shared details about their close personal ties to the greater Jonesboro area, and many reported having

"It's finally creating a platform to have conversations - it gives me a tool to have a conversation."

"It has opened the door to having some difficult conversations with teachers."

- Principals

attended schools in the districts where they now worked. They reported having strong and long-standing professional and personal relationships with their staff members. This deep commitment to and close connection with their districts and towns appeared to motivate principals to maximize the potential for the new TESS implementation to be a source of positive change for their communities. These close personal and professional relationships with teachers and the community represent a major asset to this significant change in professional practices.

Barriers Limiting Administrators'

Implementation: Time, Tools, and Tension

Time restraints and competing demands pose a major barrier to implementation. Principals reported extreme difficulties in balancing their dual roles as full-time instructional leaders and full-time building managers. They reported that the new evaluation system takes 40 - 75% more time than the previous evaluation system. As a result, they are working later and taking more work home to meet these increased demands. In order to spend between 2 and 6 hours per teacher on the evaluation cycle, they are outsourcing other duties to counselors or other colleagues. Many are concerned that outsourcing student discipline issues and parent conferences, as well as conducting far fewer casual classroom walkthroughs, will make them less visible on campus and negatively impact their relationships with students and parents (see Appendix G, Exhibit 4).

The absence of technology-based tools for the implementation of TESS was cited by many as another barrier to implementation.

"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."

-Principal

Many principals mentioned that certain logistics should have been thought of in advance of the pilot year, such as: an iPad application to type up teacher observations, a way to track easily which teachers were in each phase, and an online database to house teachers' artifacts for each domain. Administrators appeared frustrated by these omissions. Individual principals or central office administrators overcame this obstacle by creating local tools or systems to track needed documentation. This led to other concerns by administrators, who knew that the state was developing an online database and who felt they would have to "redo" all of their work when this tool was finally developed.

Although the majority of principals agreed that TESS fits well with other initiatives at their school or district, they also stated that it was extremely difficult to implement TESS effectively in addition to these new policies and practices. These seemingly competing initiatives in all four

districts include the adoption of Common Core, new statewide exams (PARCC), and changes to the statewide health insurance plans. Individual districts and schools are also implementing such changes as Response to Intervention, new curricular materials, themed high school academies, Problem-Based Learning, and adjusting to new school sites after moving buildings. A few principals were concerned about repercussions for possible implementation

dips in their test scores, given the vast number of initiatives in their districts.

Principals were frustrated in their attempts to reassure teachers that a rubric score of 3 was, in fact, a positive reflection of their performance. Assuaging teachers' concerns over not receiving a mark of 4 ("distinguished") was cited by many as an ongoing source of tension in their buildings.

“My heart’s in the classroom but my body’s in the office.”

Principal

Section 6: Cross-Case Analysis, Themed Findings

Limited Mandates, Unlimited Variation

The state of Arkansas extended very few and limited requirements as to how districts were to implement TESS during the 2013-2014 school year. Principals were directed to deliver a three-hour PowerPoint presentation, provided by the state, to teachers by August 31, 2013. Teachers were additionally required to complete 21 hours of state-designed online training by May 31, 2014. Principals were required to participate in a one-day training on the system and complete a series of online training modules. Additionally, principals were required to pass a certification test by December 31, 2013. Even though the state provided evaluation track timelines on their state website, it explicitly stated that these timelines were to be used for full implementation in the school year 2014-2015. This means that the school year 2013-2014 is a pilot year during which the timelines could be used at the discretion of the central office and school administrator. As a result, many variations in timelines were evident across and within the four school districts. Independent of these requirements, individual district and school

site leaders were given limited directions in terms of preparing their teachers for TESS this school year. Prior to the state-mandated training events, some administrators took the initiative to supplement the anticipated state training by utilizing a variety of approaches.

The approaches taken by each district varied in pacing, quality, intensity, and consistency from school to school. One district chose to expose their staff members to the new evaluation system gradually from 2011 – 2013 through book studies, training events for teachers led by consultants from the Danielson group, peer walkthroughs, and pilot observations using the TESS rubric. Some districts required their teachers to finish the online training within a period of time prior to the state's mandated deadline, whereas another district allowed teachers to complete it by the state deadline of May 31, 2014. Some districts arranged for teachers to watch the online modules in smaller segments as an interactive group activity. Others directed their teachers to watch it at their discretion, without any discussion or follow-up at the school level. As a result, there was great

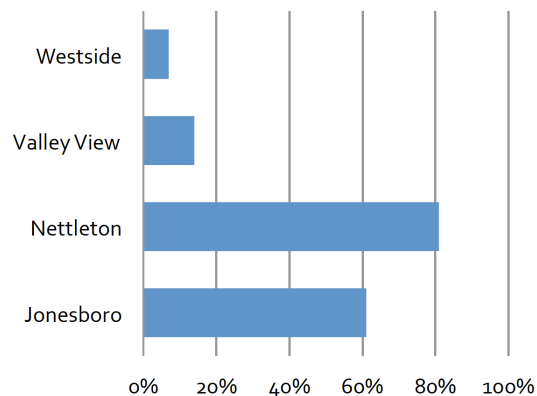
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variation between districts in terms of the hours educators spent on TESS-related professional development since January 2013. Some districts overall received significantly more hours than others, and even within each district there were some significant differences as well (see Appendix H, Exhibit 1).

The state also permitted considerable variation with regard to the number of teachers involved in the formal observation cycle, inclusive of pre- and post-observation conferences and artifact collection. Some schools elected to involve every teacher in the evaluation cycle during the 2013-2014 school year. Other districts and schools tiered teachers into up to three evaluation tracks. As a result, some teachers will not be formally observed until the 2015-2016 school year. In addition, some schools were also more explicit in terms of informing teachers of their track placement, whereas other schools were not. As a result, 62 out of 77 teachers in one district and 106 out of 174 in another reported they were uncertain about which track they were given for evaluation.

Figure 12 Percent of Teachers Uncertain of Their Assigned Track

Teachers responding "uncertain" when asked to identify their evaluation track:



TESS-related professional development, exclusive of the state-mandated trainings, also varied by district and by school. Some schools engage in monthly staff meetings about each of the four domains, with explicit timelines for the school year. Other schools have had far fewer meetings with their staff members about the four domains and corresponding expectations, and have chosen to discuss this only with the teachers who will be formally evaluated this school year. Consequently, teachers who were formally evaluated perceived they were more prepared for the TESS implementation than teachers who were not formally evaluated yet (Appendix H, Exhibit 2).

In addition, some schools and districts emphasized specific aspects of TESS (such as artifact collection or student engagement) more heavily than others. Lastly, only a few schools connected teachers' annual professional growth plans for the 2013-2014 school year to a specific domain and component of the TESS rubric.

These variations helped shape teachers' divergent perceptions about the system across the four districts and their respective schools. Teachers at school sites that introduced TESS-related concepts gradually through various avenues prior to the state-mandated trainings were generally more at ease and prepared than teachers with less prior exposure to TESS. Teachers at schools that provided little information outside of the initial state-mandated training felt underprepared and expressed some anxiety and fear of the unknown. Conversely, teachers at schools that provided intensive training in a shorter period of time stated that they felt overwhelmed and disillusioned with the system.

Schools and districts also varied in their integration of TESS components into teachers' everyday practices. Some chose

to discuss these components only within the boundaries of staff meetings or professional development on TESS, while others found multiple ways to encourage teacher conversations, such as during Professional Learning Community (PLC) or other teacher meetings. For example, Jonesboro, a district that took a more gradual, distributive leadership training approach, had the highest percentage of agreement on the question pertaining to whether teachers felt adequately informed about the new teacher evaluation system (Appendix H, Exhibits 3-4). Overall, the degree, frequency, and depth to which teachers practiced and discussed TESS appears to have made an impact in their sense of preparation and self-efficacy.

TESS Tug of War: A Series of Trade-Offs

Teachers and administrators in all four districts expressed that complying with TESS mandates presented a series of difficult trade-offs. Principals shared that balancing their dual roles as instructional leaders and building managers posed many challenges and was a source of considerable stress. Time spent in formal observations, pre-and post-conferences, and record keeping detracted from time

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needed to address student discipline issues, attend parent-teacher and other student conferences, conduct casual daily (non-TESS) walkthroughs, and build relationships with students and parents. For example, 70% of all participating administrators felt TESS either greatly or somewhat impacted time they would spend interacting with students. However, 86% of the Valley View administrators thought it had little or no impact, indicating some trade-off made by this group of administrators (see Appendix H, Exhibit 5).

Similarly, Jonesboro, Valley View, Nettleton, and Westside teachers reported they were uncertain about these trade-offs. Teachers expressed that time spent collecting artifacts, completing TESS paperwork, or planning for formal observations detracted from daily lesson planning, grading, collaborating with colleagues, and other vital tasks (see Appendix H, Exhibit 6). Specifically, a majority of them conveyed that TESS would compromise their priority and responsibility to plan and execute

quality instruction on a day-to-day basis. This was disconcerting, given that TESS is meant to improve the quality of instruction. Educators also felt that the heightened emphasis on TESS undermined recent initiatives and programs implemented within the last two school years. It should

“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.”

- Elementary school teacher

be noted that TESS has been presented as a stand-alone system, rather than as an integral part of the other concurrent initiatives, such as Common Core. The few teachers who drew relationships between these concurrent initiatives and addressed them in their PLC meetings felt more favorably disposed toward TESS, whereas other teachers found the

sheer number of concurrent initiatives to be unmanageable and burdensome. In addition, all districts’ teachers on average agreed that their school’s resources and funding could have been better used elsewhere than with TESS (see Appendix H, Exhibit 7).

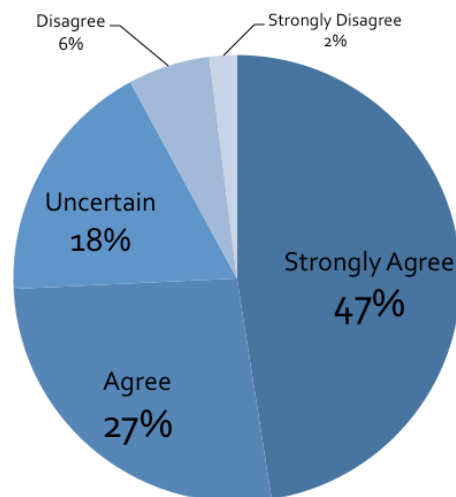
Similarly, many administrators sacrificed time spent on the other initiatives during school level professional development events in favor of TESS-related professional development. Many tended to treat these initiatives (such as Common Core, the new PARCC exams, and Response to Intervention) as discrete and separate entities, rather than creating opportunities to integrate them into an overall framework of improving student achievement. This may have exacerbated the dilemmas relating to time and resource allocation among the administrators and teachers. As a result, there still remains a high degree of uncertainty among all four districts' administrators about whether or not TESS consumes resources that could be better spent on promoting other important district improvement initiatives (see Appendix H, Exhibit 8).

One final tug of war emerged, which involved teachers' attitudes and beliefs about the intent behind TESS, versus the realities of the TESS implementation. Many teachers and administrators expressed that the Danielson rubric, self-reflection, and professional conversations central to TESS could be valuable tools for

teacher growth. They spoke positively of TESS in terms of its superiority to prior "checklist" evaluation tools. However, both teachers and administrators generally did not believe it could be reasonably implemented, given its extensive new demands (i.e., documenting artifacts for each domain, pre- and post-conference paperwork, and the formal and informal observations). Educators expressed that over time, TESS would have a positive impact on student achievement and teacher professional growth, but that this depended upon finding ways to implement it effectively, given the many time constraints and seemingly competing initiatives in place.

Figure 13 Teacher Survey Responses

TESS consumes time and resources that could be better spent elsewhere:



Instrumentation over Implementation

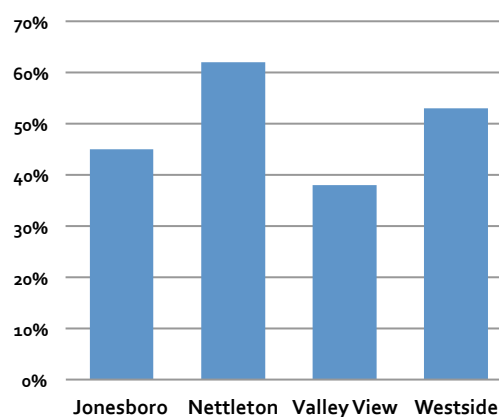
Many teachers perceived TESS in a positive light as a vehicle for personal improvement and self-reflection, as well as a catalyst for professional conversations with their administrators. Similarly, 97% of the administrators expressed that TESS has helped them have more targeted conversations with their teachers about effective instruction (see Appendix H, Exhibit 9).

However, the initial TESS training events for teachers focused largely on the details of the implementation, rather than on how to implement more fully the actual elements in the rubric. Teachers stated that the staff-level and online trainings focused on the “nuts and bolts” of the system, such as how administrators would score teachers on the rubric, the elements and indicators of each domain, the artifacts to collect for each domain, and the number of observations. The accountability aspect of TESS, rather than the opportunities to improve professional practices and grow as an educator, became the primary topic of conversation between teachers and administrators. In contrast to administrators’ responses, many teachers’

responses indicated that they did not believe TESS had improved the quality, depth, and frequency of professional conversations at their school site related to professional practices and growth and development (see Appendix H, Exhibit 10).

Figure 14 Teacher Survey Responses

Teachers who disagree or strongly disagree that the quality and frequency of professional conversations has increased:



Many teachers’ attitudes toward TESS showed a strong connection with their school sites’ emphasis on artifact collection. Details and concerns surrounding artifact collection had a substantial impact on some teachers’ overall perception of TESS. Very few teachers and administrators acknowledged the value of collecting artifacts, yet this aspect of TESS training tended to dominate teachers’ conversations and areas of uncertainty. Ultimately, many

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teachers viewed artifact collection as a state-required to-do list for accountability purposes, rather than as purposeful evidence to guide ongoing professional conversations.

One of the inherent challenges in implementing these state-mandated requirements is finding a way to ensure that educators perceive TESS as a model for student achievement and teachers' professional growth, rather than solely as a tool for accountability. The state-mandated training events (a three hour PowerPoint presentation and online training modules) provide an example of instrumentation trumping implementation. Although many teachers found the three hour PowerPoint presentation (typically facilitated by principals at their school sites) to be helpful, others found it to be a superficial overview with insufficient information about how to implement the four domains to improve their own professional practice. Similarly, in two of the four districts, teachers were directed to

“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?”

- High school teacher

complete the 21 hours of online TESS training on their own, with little or no follow-up discussion. Other districts chose to have teachers watch the modules in small groups and discuss it in detail in their teams. Teachers who completed it outside of a school setting found the online training to be ineffective or tedious.

Similarly, subsequent TESS-related staff meetings focused heavily on the details of each of the four domains on the rubric, rather than ways to improve practices to meet these heightened professional standards. In all four districts, teachers were strongly concerned that it would be “impossible” to score a 4 (“distinguished”) on any aspect of the rubric. Teachers were also concerned about the volume of individual indicators within each of the four domains that they had to address in their lessons for formal evaluations. Many teachers perceived that a distinguished score was designed to be unattainable, making TESS a vehicle for defeat rather

than a vehicle for validation and growth. As a result, teachers have mixed perceptions of whether or not TESS will positively impact their teacher practices. This was similarly observed across all four districts for teachers who have been formally evaluated, and across different years of experience (see Appendix H, Exhibits 11-13).

Furthermore, many teachers expressed concerns about the relative infrequency (twice per year) and planned format of the formal evaluations and artifact collection process. These artifacts and observations may not be the most accurate reflection of their everyday practices. Teachers also expressed frustration that ineffective teachers could “game the system” by preparing a few well-planned lessons annually for their formal observations and neglecting their daily instruction.

Multiple teachers who are not being formally evaluated this school year reported having heard very little about what is expected of them and how to best

prepare for it in terms of professional growth.

On the other hand, clusters of teachers at a few schools are finding ways to make the initial trainings more relevant to their everyday practices and meetings.

“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.”

- Middle school teacher

Some teachers are watching the online modules in segments with colleagues and discussing them, conducting book studies related to the Danielson framework, collecting and discussing artifacts as a PLC or grade level, or focusing (as a group or individually) on one component of the rubric and implementing it into their

practices and professional growth plans.

Professional Learning Communities (PLCs): Catalyst for Change

Professional culture played a major role in shaping how TESS was perceived and implemented at each school site. Teachers relied upon one another to make sense of TESS and how to meet its requirements on a day-to-day basis. Teachers at schools without opportunities for common planning time and PLCs

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nonetheless managed to have impromptu conversations with their fellow teachers about TESS. During these casual conversations, teachers tended to discuss the more superficial issues of the implementation, such as due dates or artifact collection. However, at schools with well-established PLCs, teachers report that professional conversations around TESS are more frequent and meaningful.

These PLC or grade level meetings provided ongoing opportunities for teachers to discuss the various instructional aspects of TESS and compare artifacts from different classrooms for the same component. These meetings also helped educators articulate their confusions and concerns and develop specific questions to address with administrators about the system. On some occasions, these meetings had specific expectations, such as the completion of an online module or a team discussion before the principal held an official staff meeting on a certain topic. Many teachers, especially at schools that lacked opportunities for professional collaboration, expressed a desire to have time to discuss and work on TESS. They reported that they needed more time to

unpack its many components, as well as to collaborate on activities and artifact collection within each of the four domains. These conditions have produced a gap between the current degree of teacher collaboration at various school sites and the degree needed to use TESS as a vehicle for collegial support (see Appendix H, Exhibits 14-15).

Structured meetings and informal exchanges also provided opportunities for certain teachers to act as unofficial TESS mentors. Some teachers sought out assistance from colleagues experienced with Pathwise (a state-sponsored new teacher mentorship program), because the Pathwise rubric process mirrors the TESS (Danielson) rubric in many ways. As a result, 81% of the Pathwise-trained teachers perceived they understood what is expected of them in each of the domains and subdomains of the Danielson rubric (see Appendix H, Exhibit 16).

However, this was a teacher-driven effort rather than an organized effort by administration to utilize these experienced teachers. One district sent a cohort of teachers from each of their school sites to be trained by the Danielson group. These

teachers then led professional development events at their school sites and provided ongoing support and direction at their respective grade level and PLC meetings. When teachers were given special training on TESS or had compatible prior experiences, they seemed to construct a greater understanding of and familiarity with TESS than their peers who lacked these experiences.

One important aspect of PLCs as a catalyst for change is the role and presence of the administrator during PLC and grade level meetings. At some school sites, administrators would occasionally check in with teachers to address any questions they had about the new evaluation system. These informal meetings and exchanges were opportunities for administrators to speak candidly and share personal

experiences about the system as well. Such intentional, routine efforts provided opportunities for teachers to develop a greater sense of trust in their administrator and served as informal sources of professional development on the system. Additionally, this promoted greater trust and collaboration between teachers and administrators. These experiences helped teachers to develop positive attitudes and beliefs about TESS and strengthened their capacities to implement it. In addition, it strengthened teachers' perceptions of their administrators' capacities to evaluate them, which is still developing and varies across all four districts (see Appendix H, Exhibit 17).

Section 7: Discussion

The extant literature on early policy implementation and teacher evaluation implementation proposes that the success of an implementation of this order and magnitude depends on a wide variety of elements and factors: 1) communication and training on the system; 2) personal experience and expertise obtained prior to implementation; 3) attitudes and beliefs about the system; 4) available time and resources; 5) compatibility with competing policies and programs; 6) existing professional culture; and 7) alignment with human capital management systems.

Communication and Training on the System

Effective communication (Stronge & Tucker, 1999; Spote, Stevens, Healey, Jiang, & Hart, 2013) plays a pivotal role. Providing educators with clear expectations, training, and guidance (Spote et al., 2013) are critical factors, since teachers and administrators should be well prepared to meet the challenges of new expectations (Heneman & Milanowski, 2003). For example, thoughtfully designed delivery specifications might include abundant program information materials,

implementation guides, and related professional development. Such measures are correlated to higher degrees of success in implementing the programs as intended (Desimone, 2002).

In districts that provided teachers with clear, consistent, and frequent communication on the system, teachers perceived that they were more prepared to implement TESS. Conversely, teachers who received insufficient communication about the system (beyond the initial training) reported less confidence in the process. In addition, lack of communication led to an absence of teacher buy-in at some school sites.

Professional learning surrounding a new evaluation system should promote the viewpoint that the teacher evaluation process is a vehicle to advance professional practice and a process to support and encourage teacher development (Sartain, Stoelinga, Brown, Luppescu, Matsko, & Miller, 2011). The focus on the instrumentation aspects of TESS may have detracted from opportunities to have meaningful conversations about improving instructional practices and promoting

professional growth through differentiated feedback.

Experience and Expertise

Many teachers' and administrators' prior experiences, distinct from their participation in state-mandated or school level trainings for TESS, bolstered their understanding of the new system and their capacity to support their colleagues. When teachers receive feedback from and work with effective professional colleagues, this leads to greater teacher improvement during the early teacher evaluation implementation process (Taylor & Tyler, 2011). Although many would like further training, teachers and administrators also commonly believed that with time and experience, they will gain proficiency and confidence in their ability to implement TESS well. Teachers learn from experience through regular opportunities to observe and reflect (Tucker, Stronge, & Garies, 2002).

Given that all districts are in the early stages of this new implementation, very few teachers and administrators have had extensive experiences with the complete evaluation cycle. Because many have not yet been formally observed, many

teachers and administrators have not had the opportunity to analyze and discuss observations on instructional practices, which is at the heart of teacher evaluation (Heneman & Milanowski, 2003, 2009; Milanowski and Kimball, 2009; Sartain et al., 2011).

Attitudes and Beliefs about the System

In the absence of these experiences, teachers are focusing their concerns on the process of collecting information for accountability purposes, rather than as an integral process for analyzing and evaluating their professional practices to improve instruction. This tension between accountability versus professional growth impacts teachers' beliefs about the purpose of the new system (Loup et al., 1996). As a result, for some teachers, the evaluation process has fostered disillusionment, distrust, stress, or fear of failure (Duke, 1993), rather than emphasized educators' personal growth and development (Danielson & McGreal, 2000; Stronge, Helm, & Tucker, 1996).

The degree to which teachers conceptualize their instructional practices as constantly evolving, open to critique, and in need of adjustments and

improvements also greatly influences teachers' attitudes and beliefs about the new system (Sartain et al., 2011).

Teachers' attitudes and beliefs about the system were also influenced by the level of trust they have in their administrator. This trust depended upon their opinions about their administrators' training on the system, their time to successfully implement it, and familiarity with their classroom context and content. To that end, teachers' trust in administrators proves just as strong (if not more) of an indicator of teacher buy-in as the belief in the principal as an instructional leader (Clipa, 2011; Kimball & Milanowski, 2009; Wahlstrom & Louis, 2008).

Time and Resources

Principals reported limited time and resources to prepare effectively for and discuss observations of instructional practice. This limited time has caused some principals to focus on merely completing the evaluation process (the instrumentation). Similarly, teachers wonder if principals can effectively evaluate many teachers in a short period of time amidst other responsibilities. Teachers have a more supportive and optimistic

attitude toward the new system when their administrators stress implementation over instrumentation and focus on evaluation accuracy and quality feedback (Heneman & Milanowski, 2003, 2009; Johnson, 1990; Kimball & Milanowski, 2009; Stronge, 2006).

Teachers also shared a common desire to have time during the school day to plan and prepare for TESS-related duties. Furthermore, in the absence of dedicated time for meaningful evaluation meetings, teacher reflection and goal setting, and collaboration (Behrstock-Sherratt & Jacques, 2012; Darling-Hammond, 1995, 2012), teachers and administrators fear it could be reduced to a mere checklist-style evaluation process.

Compatibility with Competing Policies and Programs

In all four districts, the implementation of TESS competed with numerous concurrent programs and initiatives. Although these initiatives potentially could complement each other, districts presented them as discrete obligations, and teachers viewed them as such. Lack of thoughtful and intentional alignment between competing initiatives

leads to teachers' views of a teacher evaluation system as burdensome and an impediment to effective implementation of other important district (or school) initiatives (Desimone, 2002; Stronge & Tucker, 1999; White, Cowhy, Stevens, & Spote, 2012).

None of the schools reported intentional efforts to align TESS with their current school mission, goals, and programs. In addition, few administrators and their staff shared a common vision and understanding of TESS. Teachers should perceive that the system has individual, as well as institutional, value and purpose (Stronge, Helm, & Tucker, 1996; Stronge et al., 2006). Ideally, individual and institutional purposes and goals (strong academic mission and challenging organizational goals and expectations) should be mutually beneficial and valued by both the individual teacher and the school (Murphy, Heck, & Hallinger, 2013; Stronge, 2006). In order to promote a new teacher evaluation system as a tool for school improvement, it is important to provide "alignment and cohesiveness to all school actions" (Murphy, Heck, & Hallinger, 2013, p.4).

Alignment with Human Capital

At all school sites, during these early stages of implementation, there was also little evidence of structures and alignment between teacher evaluation results and opportunities for professional growth and advancement based on those results. Feedback and results from observations should lead to differentiated and tightly coupled state, district, and school site professional development and advancement (MET Project, 2013). "Evaluation results should be used by both teachers and staff development planners to set training priorities and to evaluate success in achieving organizational and personal goals" (Stiggins & Duke, 1998, p. 24). Many teachers voiced the desire to receive feedback and professional development tailored to their individual needs and preferences. While a teacher evaluation instrument might serve many purposes, many teachers may desire to have the system inform different needs for different teachers and accordingly inform related professional development measures and personal, reflective practices (Peterson and Comeaux, 1990).

Professional Culture

Schools with a strong professional culture are characterized by their shared commitment to and reflective inquiry surrounding instructional practices and student achievement (Clipa, 2011; Wahlstrom & Louis, 2008). There was little evidence that the schools visited operated within such a well-established culture. A strong professional culture that “positively impacts instructional quality” includes “providing actionable feedback to teachers; developing communities of practice in which teachers share goals, work, and responsibility for student outcomes; offering abundant support for the work of teachers; and creating systems in which teachers have the opportunity to routinely develop and refine their skills” (Murphy, Heck, and Hallinger, 2013). However, few teachers had structured opportunities to collaborate effectively and regularly with

their colleagues during the instructional day. Without these opportunities, it will be challenging for TESS to move from a system of instrumentation to a true lever for instructional improvement and teacher development (Behrstock-Sherratt & Jacques, 2012; Sartain et al., 2011).

Schools that leverage the existing trust and personal relationships among and between teachers and administrators can elevate the level of meaningful conversations at their school sites (Goe, Biggers, & Croft, 2012; Hart, Akmal, & Kingrey, 2010). At most of the schools visited, teachers and principals professed strong relationships with each other and strong ties to the community. These relationships present a major asset to the four districts as they continue to build their professional culture during the TESS implementation process.

Section 8: Recommendations and Conclusion

The four Northern Arkansas school districts have the opportunity to build upon their strengths in order to enhance the ongoing implementation of TESS. We began the process of developing our recommendations by conducting a gap analysis with the data. This involved comparing the current conditions and practices in each district with the desired and recommended conditions and practices derived from the extant literature on early policy implementation and teacher evaluation implementation. The following are recommendations to consider as they continue with year two of implementation.

Finding: Miscommunication, variations in communication, or lack of communication yielded a sense of concern and doubt.

Recommendation 1: Create a strong system of communication

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 providing internal systems that are more personal and responsive to district teachers and administrators. As the state makes changes in the new evaluation process and as both current and newly hired teachers undergo the evaluation process, these systems would provide administrators and teachers with trusted, reliable, and helpful information.

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.

Finding: Teachers and administrators expressed that further professional development will enhance the ongoing implementation of TESS.

Recommendation 2: Provide Targeted and Differentiated Professional Development Opportunities

Support systems must be in place to deliver a variety of job-embedded and face-to-face professional learning opportunities. Administrators can utilize different resources to make specific, formal recommendations to teachers.

Job-embedded opportunities might include reading professional journal articles about instructional strategies, book studies, observing model lessons, and meeting with mentors to discuss lesson planning or a lesson observation. For example, many teachers expressed a desire to observe a Level 4 teacher.

Figure 17 Teacher recommendation for observing a Level 4 teacher (according to Danielson rubric).

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 Agree	Total
25.5%	44.4%	17.7%	7.6%	4.7%	423

When teachers were asked how to improve TESS in terms of training and

support, the majority responded in favor of further professional development. Teachers need ongoing opportunities to attend face-to-face professional development work sessions specifically related to the planning and preparation, instruction, and classroom environment domains of the Danielson rubric.

Figure 15 Teacher recommendations for further training and support with TESS

In terms of training and support with TESS, what are some ways you think the evaluation process can be improved?					
Face to Face PD work sessions related to the planning and preparation domain:					
Strongly Agree	Agree	Uncertain	Disagree	Strongly Agree	Total
17.6%	50.5%	22.6%	6.7%	2.6%	420
Face to Face PD work sessions related to the instruction domain:					
Strongly Agree	Agree	Uncertain	Disagree	Strongly Agree	Total
17.0%	50.1%	23.9%	5.9%	2.7%	423
Face to Face PD work sessions related to classroom environment domain:					
Strongly Agree	Agree	Uncertain	Disagree	Strongly Agree	Total
16.6%	48.9%	22.7%	9.7%	2.1%	423

One future consideration would be to integrate the TESS expectations into the state teacher credentialing requirements. State officials would be well advised to coordinate with representatives from the colleges and universities in Arkansas that offer teacher credentialing programs. This will help new teachers transition more smoothly into their careers and lessen the

need for principals and districts to provide newly hired teachers with extensive professional development on TESS.

Although a majority of administrators agree they are prepared to carry out various aspects of TESS, most believe that more training is needed. Specific areas where administrators would like more in-depth or refresher training include the following: rating teachers, assessing artifacts, conducting conferences, completing paperwork, coaching teachers, and having critical conversations.

Ongoing training after year one should be required of all administrators to ensure that ratings remain accurate and consistent. 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.

Figure 16 Administrator recommendations for further training and support with TESS

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
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

Furthermore, administrators must receive ongoing training and guidance on how to make recommendations to ensure that professional development activities positively affect teacher practices.

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. They also need guidance on how to ensure that professional development activities promote

measurable growth in teachers' areas of refinement.

School and district administrators should also utilize evaluation data to guide the identification and deployment of individual, school, and district-wide professional development offerings. Furthermore, district administrators should work together to find common areas of improvement and collaborate in order to provide professional development opportunities to build teacher competencies in these areas. These common areas of improvement would then be shared with local universities and the state to inform future decision making to support teacher development.

Finding: Teachers benefited from informal guidance with experienced colleagues throughout the evaluation process.

Recommendation 3: Create Opportunities for Distributive Leadership

Teachers would benefit from the support of experienced colleagues throughout the evaluation process. National Board Certified teachers and Pathwise mentors and mentees found that these 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 about 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.

Districts should establish and support a peer assistance program (similar to the successful implementation in Cincinnati, Ohio) where educators can offer their experience and expertise to assist new and veteran teachers in need of improving their skills or knowledge (Johnson & Fiarman, 2012).

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 teacher). 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 these teacher leaders can help carry out and support professional development decisions informed by individual teachers' evaluation results.

Findings: Administrators and teachers have limited time to complete TESS-related tasks.

Recommendation 4: Develop Support Systems and Reorganize Structures to Maximize Time

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 perform their responsibilities effectively 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 may suffer.

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 reviewed by the observed teacher in a timely manner.

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. In order to maximize shared planning time, teachers should receive training and support in implementing effective protocols for teacher-to-teacher communication and collaboration.

Finding: TESS is viewed as competing with, rather than complementing, other concurrent programs, initiatives, and goals.

Recommendation 5: Align with Existing Programs, Initiatives, and Goals

Districts should begin to conceptualize plans to align the new evaluation system with other district initiatives in order to reduce administrator and teacher workload and prevent undermining other important district initiatives. All trainings on instructional practices, processes, programs, or initiatives (e.g., Common Core, PARCC, new curriculum, and 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 of the TESS (Danielson) rubric. Administrators and teachers must be able to recognize clearly and readily the connection between available learning opportunities and areas identified for growth and refinement.

Finding: Few teachers have opportunities to collaborate and engage in professional conversations and work related to TESS.

Recommendation 6: Build Culture and Commitment Around the New System

Teachers must have opportunities to engage in frequent and ongoing conversations with colleagues and administrators. In order for teacher collaboration and conversations to be sufficiently productive, there must be adequate time for teachers to collaborate, plan, prepare, research best practices, review data, reflect and refine, set goals, and pursue professional development. In addition, teachers must have sufficient training and effective protocols to facilitate teacher-to-teacher communication and collaboration.

In instances where teachers do not share common planning times, administrators should adjust schedules to provide opportunities within the school day for collegial teacher collaboration. Teachers must have opportunities and structures to observe colleagues and analyze and learn from these observations in light of the domains and elements of Danielson's rubric.

Administrators must continue to develop a collaborative culture of collective responsibility and promote an environment of collegiality, trust, and respect. Administrators must ensure that some of the following characteristics are in place in order to create this culture:

- 1) a focus on continuous improvement in instruction and student learning based on evaluation results;
- 2) sufficient time and energy to conduct, analyze, and discuss observations of instructional practice with teachers individually and collectively;
- 3) discussions about relevant research and demonstrations about proven practices;
- 4) the necessary tools and structures to support the development of a culture of shared commitment and reflective inquiry;
- 5) encouragement for teachers to form teams and develop similar professional development plans or one set of goals for the group; and
- 6) opportunities to recognize teachers' growth and talents and contribute existing and emerging expertise.

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.

District and school administrators should take advantage of state-offered flexibility to seek out additional ways to measure teacher performance. To support a strong professional culture among all teachers in the district, administrators should capitalize on teacher voice when considering these other ways to measure their performance. The survey data reflects different ways teachers think they should or should not be measured outside of the Danielson rubric. This process and feedback could promote worthwhile buy-in and conversation among teachers on a school and district level.

Finding: Few policies or procedures are currently in place that connect human capital management systems with teacher evaluation.

Recommendation 7: Utilize Evaluation Results to Inform Human Capital Management

As a condition of being in the early stages of implementation, there is little alignment between teacher evaluation results and opportunities for professional

growth and advancement based on those results. Districts should begin the process of planning and developing policies, systems, and supports that link opportunities for professional growth and advancement with teacher evaluation expectations and performance.

Furthermore, aligning teacher evaluation results with pathways to leadership would incentivize and reward teaching excellence. Districts should consider ways to align teacher evaluation with pathways to leadership (e.g., teacher mentors, instructional coaches, model classroom teachers, administrators).

Districts should consider how the new evaluation system could inform and align with teacher recruitment, selection, and induction practices. In addition, 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 change grade levels voluntarily, serve a different population of students, or teach a different a set of courses.

Conclusion

Implementing widespread changes presents many challenges to an organization. Introducing a new teacher evaluation system is a highly complex undertaking. Districts must liaise between the state's expectations and their stakeholders' reality, communicate messages which are not always clear, and create solutions to unanswered questions. Administrators are called to translate a state-mandated message into one that resonates with local stakeholders' sensibilities. Instead of weaving changes into the fabric of school life, administrators and teachers must sometimes implement multiple mandates separately yet simultaneously. This must all occur within the context of a dynamic school culture, one in which both principals and teachers are consumed by the wide variety of tasks

involved in the daily operations of busy school sites with competing demands. During the interviews conducted during the 2013-2014 pilot year of the TESS implementation, teachers and principals voiced high hopes for this new system as a tool for self-reflection, collaboration, and ongoing improvement. Although the considerable logistics of TESS pose daily challenges to educators in all four districts, their commitment to their students, colleagues, and stakeholders led them to strive to understand and manage these new expectations with dedication and professionalism. It is our sincere hope that this study provides the four districts with insights for future growth and can serve as a guide for other districts facing similar challenges.

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Appendix A

TESS Suggested Timeline by Track Quick Reference

TESS Suggested Timeline by Track Quick Reference		June	July	August	September	October	November	December	January	February	March	April
NOVICE PROBATIONARY TRACK	Step 1: June–August • New evaluators train and test • Districts/schools/co-ops provide TESS training for new teachers											
	Step 2: August–October • TESS <i>Self-Assessment</i> completed to inform the PGP • Teacher develops a <i>PGP</i> • Novice teacher mentor supports the teacher in the PGP and framework components • At least two <i>informal observations</i> completed before formal observation (Provide Feedback on performance using either the <i>Informal Observation form</i> OR the <i>Formative Evaluation Form.</i>) • Evaluator and teacher plan professional development or instructional changes											
	Step 3: September – December • Evaluator conducts at least one formal observation (announced) containing a <i>pre-conference</i> , observation (note time required), and <i>post conference</i> . • Evaluator completes a <i>Formative Evaluation</i> for each teacher based on the formal observation. Feedback provided using the <i>Formative Evaluation Form</i> .											
	Step 4: November–April • Additional <i>informal observations</i> conducted based on the results of the <i>formal observation</i> • Frequency of observations based on previous observations; • An additional formal observation may be conducted if needed											
	Step 5: December—January • Mid-year review of the PGP and informal observation(s) results with possible revisions to PGP											
	Step 6: April—May SUMMATIVE EVALUATION MEETING • For early Basic or Unsatisfactory rating, <i>pre-summative evaluation</i> questions may help identify additional applicable information and artifacts • Evaluator and teacher conference to discuss all observation results and artifacts • Evaluator makes the final summative rating decision using the <i>Summative Evaluation Form</i> and <i>Summative Evaluation Scoring Guide</i> . • Teacher and administrator collaborate on <i>PGP</i> for the next school year											
INTENSIVE TRACK	Step 1: June–August • New evaluators train and test • Districts/schools/co-ops provide TESS-focused teacher training											
	Step 2: September - April • Teacher’s Intensive Growth Plan (<i>IGP</i>) guides observations (informal) at least two times a month; feedback follows using the <i>Formative Evaluation Form</i> documentation with <i>IGP</i> adjusted • At least one formal observation during the fall semester; also the spring with documentation											
	Step 3: April • Evaluator completes <i>summative evaluation</i> over all 22 components • One occurs: 1) Goals are met and teacher is moved to either Track 2A or Track 1 (if novice) 2) Some progress made with additional goals pending – two additional semesters (maximum of four). Teacher notified in writing. 3) No progress: teacher is recommended for termination or non-renewal											

*Timelines and number of observations are suggestions, not requirements.
Detailed Suggested Timeline Available at www.arkansased.org--- TESS Supporting Documents*



TESS Suggested Timeline by Track Quick Reference

	June	July	August	September	October	November	December	January	February	March	April	
NOVICE_PROBATIONARY TRACK	Step 1: June--August • New evaluators train and test • Districts/schools/co-ops provide TESS training for new teachers											
				Step 2: August--October • TESS <i>Self-Assessment</i> completed to inform the PGP • Teacher develops a <i>PGP</i> • Novice teacher mentor supports the teacher in the PGP and framework components • At least two <i>informal observations</i> completed before formal observation (Provide Feedback on performance using either the <i>Informal Observation form</i> OR the <i>Formative Evaluation Form.</i>) • Evaluator and teacher plan professional development or instructional changes								
					Step 3: September – December • Evaluator conducts at least one formal observation (announced) containing a <i>pre-conference</i> , observation (note time required), and <i>post conference</i> . • Evaluator completes a <i>Formative Evaluation</i> for each teacher based on the formal observation. Feedback provided using the <i>Formative Evaluation Form</i> .							
						Step 4: November-April • Additional <i>informal observations</i> conducted based on the results of the <i>formal observation</i> • Frequency of observations based on previous observations; • An additional formal observation may be conducted if needed						
								Step 5: December—January • Mid-year review of the PGP and informal observation(s) results with possible revisions to PGP				
									Step 6: April—May SUMMATIVE EVALUATION MEETING • For early Basic or Unsatisfactory rating, <i>pre-summative evaluation</i> questions may help identify additional applicable information and artifacts • Evaluator and teacher conference to discuss all observation results and artifacts • Evaluator makes the final summative rating decision using the <i>Summative Evaluation Form</i> and <i>Summative Evaluation Scoring Guide</i> . • Teacher and administrator collaborate on <i>PGP</i> for the next school year			
INTENSIVE TRACK	Step 1: June--August • New evaluators train and test • Districts/schools/co-ops provide TESS-focused teacher training											
				Step 2: September - April • Teacher's Intensive Growth Plan (<i>IGP</i>) guides observations (informal) at least two times a month; feedback follows using the <i>Formative Evaluation Form</i> documentation with <i>IGP</i> adjusted • At least one formal observation during the fall semester; also the spring with documentation								
								Step 3: April • Evaluator completes <i>summative evaluation</i> over all 22 components • One occurs: 1) Goals are met and teacher is moved to either Track 2A or Track 1 (if novice) 2) Some progress made with additional goals pending – two additional semesters (maximum of four). Teacher notified in writing. 3) No progress: teacher is recommended for termination or non-renewal				

Timelines and number of observations are suggestions, not requirements.
 Detailed Suggested Timeline Available at www.arkansased.org--- TESS Supporting Documents

Appendix B

Broad Conceptual Framework that Guided the Refined Conceptual Framework

Early Policy Implementation Literature	Teacher Evaluation Implementation Literature	Rural Context Literature
<p>High degree of design and delivery specification:</p> <ul style="list-style-type: none"> •Abundant Program Information Materials •Implementation Guides •Professional Development <p>Capacity and will of local actors</p> <p>Dimensions of institution context shape collective and individual action</p> <p>Individuals' sense-making effect degree of implementation (intentional vs. superficial)</p>	<p>Compatibility with current district/school goals, processes and practices</p> <p>Ongoing and effective communication with all constituencies</p> <p>Organizational commitment in terms of time, resources and support</p> <p>Teacher-Administrator Collaboration in development of evaluation goals and processes</p> <p>Measurement (validity, tracking, consistency, weighting)</p> <p>Capacity and impact on fidelity</p> <p>Emphasis on growth and development vs. accountability</p>	<p>Alignment across districts, across schools</p> <p>Limited resources</p> <p>NCLB, AMOs, CCSS, PARCC</p> <p>Norms and structures of collaboration among colleagues (personal vs. professional relationships)</p> <p>Human Capital (limited expertise, multiple hats, one thing at a time)</p> <p>New localism (local loyalism)</p> <p>Higher potential of distributive leadership</p>

Appendix C

Teacher and Administrator Survey Protocols

TESS Midyear Teacher Survey

The data collected in this survey will provide useful information regarding implementation of the Teacher Excellence and Support System (TESS) in your district. The survey should take between 10-15 minutes to complete. Your participation in this survey is voluntary. All responses are anonymous. Following the survey you will have the opportunity to enter a drawing for a gift card. One survey participant (teacher) from each district will be selected. Your participation in the drawing is voluntary and in no way connected to your survey responses. Thank you for your participation. Your input is highly valuable and greatly appreciated.

*** 1. Select School District:**

Jonesboro
 Nettleton
 Valley View
 Westside

*** 2. How many total years have you been in education?**

1-3
 4-6
 7-10
 10-20
 21-30
 30+

*** 3. Please select your school's configuration from the following list:**

Elementary School
 Intermediate School
 Middle School
 High School

Other (please specify)

Page 1

TESS Midyear Teacher Survey

***4. Which evaluation track are you on?**

- 1
- 2A
- 2B1
- 2B2
- Uncertain

***5. Have you had at least one formal evaluation with a pre-conference and post-conference this school year?**

- Yes
- No

***6. I understand what is expected of me in each of the domains and subdomains of the rubric.**

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

***7. I can accurately describe to others the processes and procedures by which I will be evaluated (i.e. the number of observations, artifact collection, and other related paperwork).**

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

TESS Midyear Teacher Survey

***8. I feel adequately informed about the new teacher evaluation system.**

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

***9. Expectations have been communicated clearly and consistently.**

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

***10. The overall quality of training I have received has been _____.**

- Very Poor
- Poor
- Fair
- Good
- Very Good

***11. How many total hours of TESS training have you received since January, 2013?**

Please include watching the online modules/videos, district or school-wide professional development events, book studies, and any other TESS-related professional development opportunities.

- 0-10
- 11-20
- 21-30
- 31-40
- 41+

TESS Midyear Teacher Survey					
* 12. I am prepared to carry out the following aspects of TESS:					
	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Collect and document artifacts for each of the four domains	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete paperwork for pre- and post-conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop lesson plans that incorporate principles from the "Planning and Preparation" domain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement instructional practices that reflect principles from the "Instruction" domain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create a classroom environment that reflects principles from the "Classroom Environment" domain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choose and fulfill the duties under the "Professional Responsibilities" domain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* 13. Which of the following apply to you?					
	Yes		No		
I am a National Board Certified Teacher	<input type="radio"/>			<input type="radio"/>	
I have undergone Pathwise Training	<input type="radio"/>			<input type="radio"/>	
I serve/served as a Pathwise Mentor	<input type="radio"/>			<input type="radio"/>	
* 14. What is the highest degree you have received?					
<input type="radio"/> Bachelor's					
<input type="radio"/> Master's					
<input type="radio"/> Ed.S					
<input type="radio"/> Doctorate (Ed.D or Ph.D)					

TESS Midyear Teacher Survey

*** 15. Overall, I think the new teacher evaluation system will have a positive impact on my own teaching practice.**

- Strongly Agree
 Agree
 Uncertain
 Disagree
 Strongly Disagree

*** 16. Overall, I think the new teacher evaluation system will have a positive impact on student achievement in my school.**

- Strongly Agree
 Agree
 Uncertain
 Disagree
 Strongly Disagree

*** 17. I believe that feedback given to me through the TESS process can help improve my teaching.**

- Strongly Agree
 Agree
 Uncertain
 Disagree
 Strongly Disagree

*** 18. The following domains of the new evaluation system rubric accurately reflect effective teacher practices:**

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Planning and Preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TESS Midyear Teacher Survey

***19. The new teacher evaluation system fits well with other school/district initiatives (such as implementing Common Core and other schoolwide curricular/policy changes) .**

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

***20. The new teacher evaluation system consumes time and resources that could be better spent elsewhere.**

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

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

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

***22. There is a great deal of trust between administrators and teachers in this school.**

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

TESS Midyear Teacher Survey

***23. There is a great deal of teacher collaboration at our school.**

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

***24. The new teacher evaluation system is helping me collaborate with my colleagues as part of a professional learning community.**

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

***25. The quality and frequency of professional conversations with colleagues has increased under the new teacher evaluation system.**

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

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

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

TESS Midyear Teacher Survey

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

- Strongly Agree
 Agree
 Uncertain
 Disagree
 Strongly Disagree

***28. In terms of measures to evaluate you, what are some ways you think the evaluation system could be improved?**

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Have frequent, shorter observations rather than one long observation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use multiple raters and observers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporate students' standardized test scores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporate Teacher Peer Ratings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporate student surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporate parent surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

TESS Midyear Teacher Survey

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

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Opportunities to observe a Level 4 teacher in your district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having a district liaison assigned to school site for advising on TESS process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online access to sample artifacts from other teachers' classrooms in your district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Face to face PD work sessions related to planning and preparation domain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Face to face PD work sessions related to instruction domain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Face to face PD work sessions related to classroom environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer walkthroughs at school site with debriefings to better understand scoring of formal evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>				

30. Generally speaking, what BENEFITS have you encountered with the new teacher evaluation system this school year?

31. Generally speaking, what CHALLENGES have you encountered with the new teacher evaluation system this school year?

**TESS Midyear Administrator Survey
**

The data collected in this survey will provide useful information regarding implementation of the Teacher Excellence and Support System (TESS) in your district. The survey should take between 10-15 minutes to complete. Your participation in this survey is voluntary. All responses are anonymous. Thank you for your participation. Your input is highly valuable and greatly appreciated.

***1. Select School District**

- Jonesboro
- Nettleton
- Valley View
- Westside

***2. How many teachers have you formally evaluated this year (including holding the pre- and post-conferences)?**

- 0
- 1-5
- 6-10
- 11-15
- 16-20
- 20+

***3. On average, how many hours each week do you spend on TESS-related duties?**

- 0
- 1-3
- 4-6
- 7-9
- 10+

TESS Midyear Administrator Survey

***4. I can accurately describe to others the processes and procedures used to conduct teacher evaluations.**

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

***5. I feel adequately informed about the new teacher evaluation system.**

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

***6. The state of Arkansas has clearly and consistently communicated expectations about TESS.**

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

***7. My district has clearly and consistently communicated expectations about TESS.**

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

TESS Midyear Administrator Survey

***8. I believe that I have received adequate training to perform my expected role under the new teacher evaluation system.**

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

***9. The quality of training I have received has been _____.**

- Very Good
- Good
- Fair
- Poor
- Very Poor

***10. How many total hours of TESS training have you received since January, 2013?
Please include the online modules, district training events, Co-op training events, and other professional development opportunities for administrators.**

- 0-20
- 21-40
- 41-60
- 61-80
- 81-100
- 101+

TESS Midyear Administrator Survey

*** 11. I am prepared to carry out the following aspects of TESS:**

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Accurately rate teachers using the TESS rubric	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accurately assess the suitability of artifacts for all four domains	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct teacher conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete all TESS-related paperwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing or leading professional development at my school site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewing data from different classroom assessments across the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend outside professional development important for my growth as an administrator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 12. To what extent has time spent on TESS-related tasks impacted the amount of time you have for the following:**

	greatly impacted	somewhat impacted	slightly impacted	no impact
Student discipline issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Casual classroom walkthroughs unrelated to the TESS requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending parent-teacher or other student-related conferences or meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing other state or district required paperwork and tasks unrelated to TESS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time to reflect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TESS Midyear Administrator Survey 					
* 13. I am confident in my ability to _____.					
	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Provide substantive feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coach teachers on each of the four domains	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have critical conversations with teachers regarding their performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify professional development and support for specific teachers based on their evaluation results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determine what type of professional development would be most beneficial for my school based on teacher effectiveness data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. How many years have you been an administrator?					
<input type="radio"/> 1-3					
<input type="radio"/> 4-6					
<input type="radio"/> 7-10					
<input type="radio"/> 10-20					
<input type="radio"/> 21-30					
<input type="radio"/> 30+					
* 15. How many years of teaching experience did you have prior to becoming an administrator?					
<input type="radio"/> 0					
<input type="radio"/> 1-3					
<input type="radio"/> 4-6					
<input type="radio"/> 7-10					
<input type="radio"/> 10-20					
<input type="radio"/> 21-30					
<input type="radio"/> 30+					

TESS Midyear Administrator Survey

*** 16. Overall, I think the new teacher evaluation system will have a positive impact on the quality of instruction in my school.**

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

*** 17. Overall, I think the new teacher evaluation system will have a positive impact on student achievement in my school.**

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

*** 18. The new teacher evaluation system fits well with other school/district initiatives (i.e. Common Core and other schoolwide curricular/policy changes).**

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

*** 19. The new teacher evaluation system consumes resources that could be better spent on promoting key district improvement initiatives (i.e. Common Core and other schoolwide curricular/policy changes).**

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

TESS Midyear Administrator Survey

***20. I believe that the obligations of TESS interfere with my ability to support other programs and policies.**

Strongly Agree
 Agree
 Uncertain
 Disagree
 Strongly Disagree

***21. The new evaluation system helps me to have better conversations with my teachers about effective instruction.**

Strongly Agree
 Agree
 Uncertain
 Disagree
 Strongly Disagree

***22. I have resources that I can recommend and/or provide to teachers who need to improve their performance.**

Strongly Agree
 Agree
 Uncertain
 Disagree
 Strongly Disagree

***23. Administrators should be able to use teacher evaluation results in making decisions about _____.**

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intra-District Transfers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Termination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher Pay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TESS Midyear Administrator Survey

*** 24. 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
Accurately assessing the suitability of artifacts for all four domains	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accurately rating teachers using the TESS Rubric	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting teacher conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing paperwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coaching teachers in aspects of each of the four domains	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having critical conversations with teachers regarding their performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying professional development and support for specific individuals based on their evaluation results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using teacher effectiveness data to determine what type of professional development would be most beneficial for your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>		

*** 25. How are you primarily keeping track of artifacts and the observation cycles (i.e. GoogleDocs, LiveBinder, Combination of Paper and Computer Records, Paper Records Only...)**

26. OPTIONAL: Generally speaking, what BENEFITS have you encountered with the new teacher evaluation system this school year?

**TESS Midyear Administrator Survey
**

27. Generally speaking, what CHALLENGES have you encountered with the new teacher evaluation system this school year?

Appendix D

Teacher and Administrator Interview Protocols

TEACHER INTERVIEW PROTOCOL

ICEBREAKERS

What do you teach?

How long have you been teaching?

What is something you've enjoyed about working in this district?

PERCEPTION

1. Tell me a little about your training. What were the trainings like? What did you do? What did you learn? What is your sense of how well it has prepared you? What made sense/what didn't?
2. What are the new expectations of teachers in this evaluation process? What do you have to do?
3. What do you think about these changes and these added expectations?
4. What is your sense of how well prepared you are to meet these new expectations?
5. What differences have you discovered between the new teacher evaluation system your previous teacher evaluation system? What aspects do you find better/worse?
6. Let's take a look at the rubric. What are your thoughts in general, about the rubric that is used to evaluate you?
7. Principals have a key role in the process....How well prepared do you feel a principal is to observe, evaluate, and provide you with feedback throughout the TESS process?
8. So, let me ask you: Is there one particular part of the process you find most useful to you in your professional growth? Why do you think this?
9. How does (or will) TESS impact your day-to-day work inside and outside the classroom?
10. How do you think this new teacher evaluation system will impact your relationship with your principal?
11. How do you think this new teacher evaluation system will impact your relationship with your fellow teachers?
12. How do you think this new system is going to inform or impact your professional development?
13. How do you think this new system is going to inform or impact your curriculum?
14. How do you think this new system is going to inform or impact your instructional practices?

Date of Approval: 9/13/2013



15. How do you think this new system is going to impact/inform students achievement?

16. What could be done to improve the usefulness of the teacher observation system?

CAPACITY

1. This is brand new. What sort of support do you need to be successful implementing this new system?

2. What sort of supports is the district providing in terms of extra time, resources, training?

3. How would you describe the quality of the professional development you've received in preparing your for the new teacher eval. process? Any examples?

4. What are some questions you still have about your role during the teacher evaluation process?

5. What are some challenges in terms of understanding the teacher evaluation procedures and expectations? In terms of following the process according to the specifics of the model, plan/procedures?

6. So, let's talk about staff meetings at your school. How often do you have staff meetings at your school? What do you normally cover/discuss during these meetings?

7. Do you talk about TESS? What is the general focus of these conversations during faculty meetings? What are some of the topics or questions that teachers raise? Do you talk about TESS and the different steps and procedures required?

8. How frequently do you have professional conversations with your administrator and with the staff about teacher quality and student achievement? Has the frequency and quality of conversation increased under the new system?

Date of Approval: 9/13/2013



VANDERBILT UNIVERSITY
Institutional Review Board

PRINCIPAL INTERVIEW PROTOCOL**ICEBREAKERS**

How long have you been in administration?

What is something you've enjoyed about working in this district?

PERCEPTIONS:

1. After all of your initial training in regards to TESS, what do you feel the purpose of this new teacher evaluation system is?
2. How would you describe the quality of the professional development you've received in preparing your for the new teacher eval. process? What grade would you give the training? And the model/instrument? What are issues? Concerns? Benefits?
3. As a school administrator you have to balance many roles and meet meet a great number of requirements. Successfully preparing teachers for the new evaluation system requires a specific set leadership characteristics and supports. How successful do you believe you have been in preparing teachers?
4. What is expected of you in this process?
5. What's your assessment the new roles and expectations? Can you assign it a grade (A to F)? Why?
6. How prepared do you feel you are to meet these new expectations? Is the training/preparation aligned (use your hands) with the new evaluation tool and process? Key challenges? key constraints?
7. Thinking about the teacher observations and feedback process that you have started this year, how are they different from what you've done in previous years in terms of quality and expectations? How similar? What's the new, expected benefit of this new approach?
8. Let's take a look at the rubric for a moment. What are your thoughts specifically about the rubric that is used to evaluate the teachers (probe: the one with the four domains)?
9. How well prepared do you feel, as a principal, to observe, evaluate, and provide teachers with feedback throughout the TESS process?
10. How about your ability to use it correctly and in a timely manner?
11. Which part/aspect of this process would be most useful to your teachers' professional growth? Why do you think this?
12. Tell me: How does (or will) TESS impact your day-to-day work?

Date of Approval: 9/13/2013



13. How do you think this new teacher evaluation system will impact your relationship with your teachers?

14. How has TESS changed what is expected of you as a principal?

15. How do you think this new system is going to impact/inform student achievement?

16. What could be done to improve the usefulness of the teacher observation system?

CAPACITY:

1. What sort of support do you need to successfully implement this new evaluation plan? What would success look like?

2. What sort of supports is the district providing you in terms of extra time, resources, and training to be an instructional leader?

3. What are some questions you still have about your role during the teacher evaluation process?

4. This is an entirely new system for teacher evaluation. What are some personal challenges in terms of understanding and following the teacher evaluation procedures and expectations?

5. Thinking about the feedback you gave last year to teachers, how was it different than the type, frequency, and quality of feedback you gave last year?

6. What contributes to or undermines the accuracy of your facilitation of the teacher observation system?

7. What are some supports you are getting to help ensure that you give *accurate* teacher observation scores?

9. I have a technical question here. What systems are in place to help you store and retrieve teacher observation data?

10. How do you plan to use teacher observation data to inform individual growth plans and professional development at your school?

11. How is the teacher observation system facilitating or impeding collaboration among educators in this district?

Any other issues that you would like to address that I didn't cover?

Thank you!!

Date of Approval: 9/13/2013



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Institutional Review Board

Appendix E
Analytical Matrices

SEE SEPARATE STAND-ALONE DOCUMENT (After Appendix I)

Appendix F

Findings Section 4- Related Analysis Exhibits

Exhibit 1- Teachers' Positive Perceptions

Correlations Between Trust in Administrator Training & Preparedness in Ability to Evaluate Teachers

	I am confident in my evaluator's ability to accurately assess my performance on a consistent basis.	I am confident that I will be accurately evaluated in the new system.	I feel that the evaluators in my school have the required knowledge and competencies to appraise teachers.
I feel that the evaluators in my school have received adequate training to perform their job effectively.	.633*	.553*	.821*
I feel that the evaluators in my school have the required knowledge and competencies to appraise teachers.	.673*	.596*	_____

*correlations significant at p<.01 level.

Exhibit 2- Teachers' Concerns

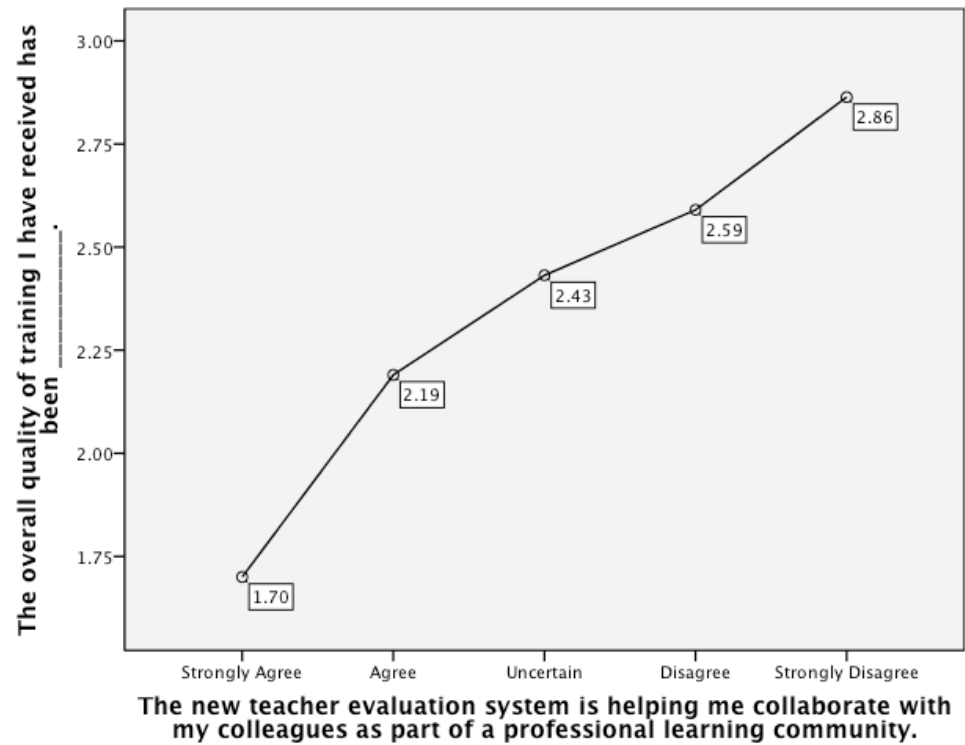
I feel adequately informed about the new teacher evaluation system

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	N
At least one formal evaluation	15.2%	50.3%	23.4%	8.1%	3.0%	197
No formal evaluation	5.3%	52.4%	25.1%	11.0%	6.2%	227
Totals	42	218	103	41	20	424

P value, Chi Square test, .008 $p < .05$ (statistically significant at conventional levels)

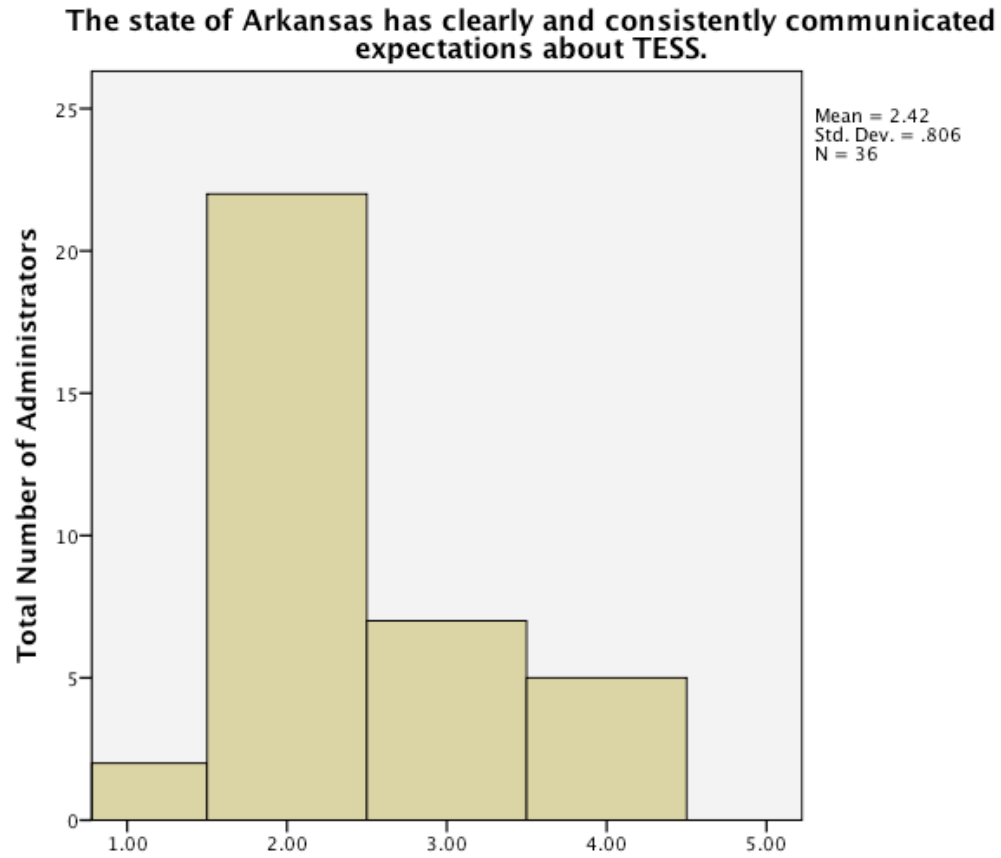
Exhibit 3- Teachers' Concerns

The Relationship Between Team Collaboration Quality of Training



* Likert Scale for Quality of Training (1= Very Good, 2=Good, 3=Fair, 4=Poor, 5= Very Poor)

Exhibit 4- Principals' Positive Perceptions



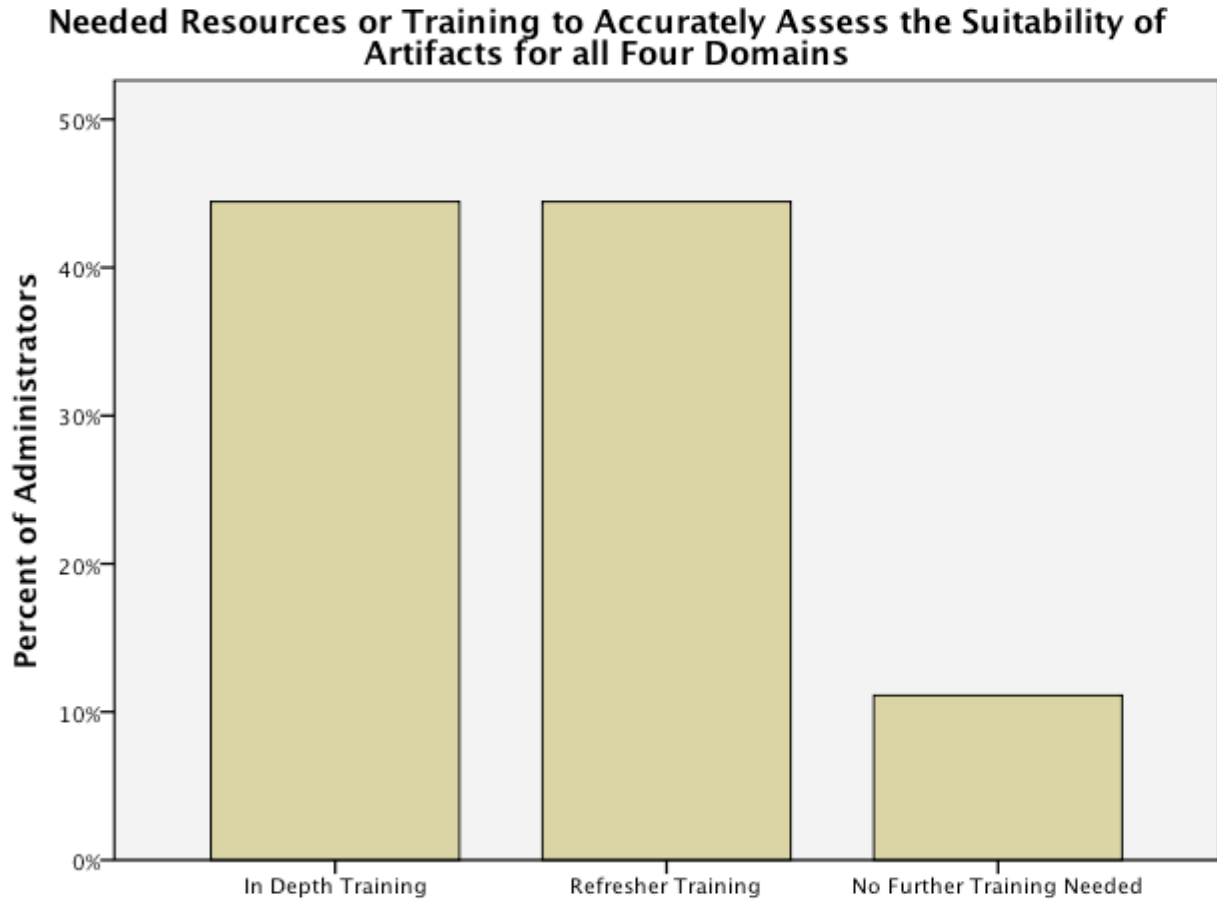
* X-axis scale- 1-Strongly Agree, 2- Agree, 3- Uncertain, 4-Disagree, 5-Strongly Disagree

Exhibit 5- Principals' Concerns

Need Resources and/or more Training with Completing TESS Paperwork

	Number of Principals	Percent of Total
In Depth Training	9	25.0
Refresher Training	17	47.2
No Further Training Needed	9	25.0
Total	35	

Exhibit 6- Principals' Concerns



Appendix G

Findings Section 5- Related Analysis Exhibits

Exhibit 1- Teachers' Assets Supporting Implementation

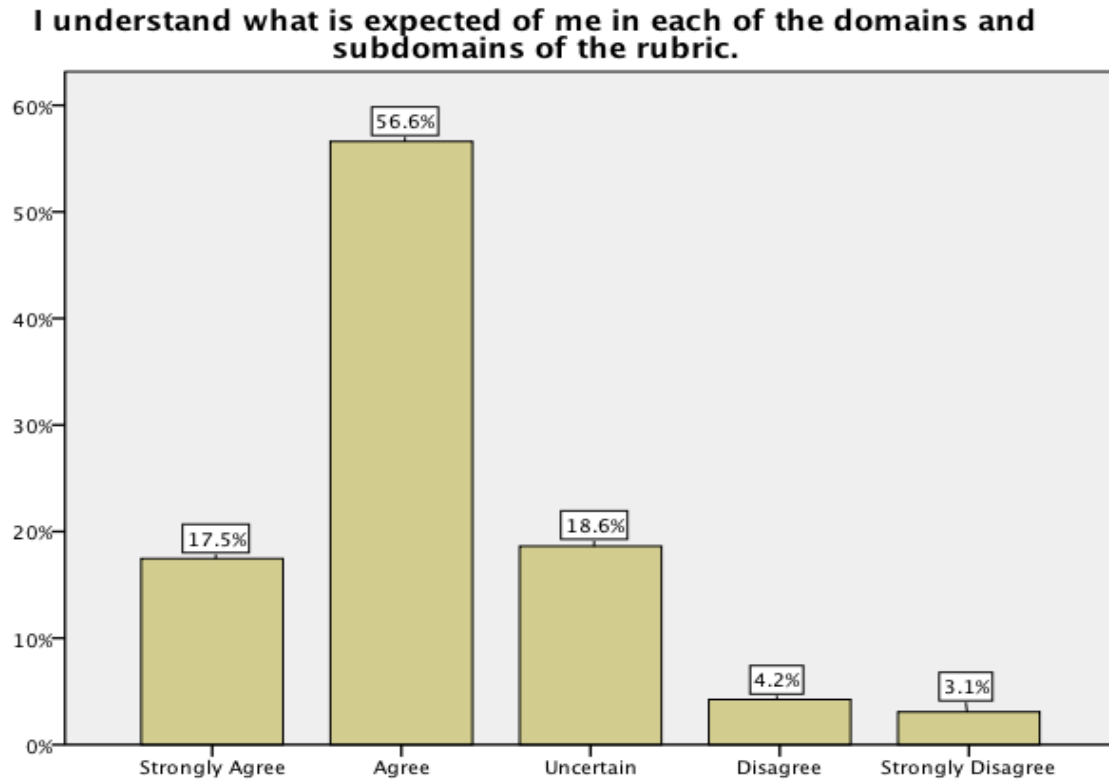


Exhibit 2- Barriers Limiting Teacher Implementation

I am prepared to collect and document artifacts for each of the four domains.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	N
Jonesboro	13.9%	53.2%	23.1%	6.4%	3.5%	173
Nettleton	13.0%	46.8%	20.8%	13.0%	6.5%	77
Valley View	20.0%	41.5%	26.2%	6.2%	6.2%	65
Westside	4.6%	38.0%	34.3%	13.9%	9.3%	108
Totals	52	196	110	40	25	423

P value, Chi Square test, .010 $p < .05$ (statistically significant at conventional levels)

Exhibit 3- Barriers Limiting Teacher Implementation

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

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	N
Teachers who have had at least one formal evaluation	7.1%	48.2%	27.4%	14.7%	2.5%	197
Teachers who have not had at least one formal evaluation	4.0%	32.6%	43.6%	11.9%	7.9%	227
Totals	23	169	153	56	23	424

P value, Chi Square test, .000 $p < .05$ (statistically significant at conventional levels)

Exhibit 4- Barriers Limiting Administrator Implementation

Time for casual classroom walkthroughs (unrelated to TESS) has been impacted by TESS requirements.

<i>Average hours per week spent on TESS-related duties</i>	Greatly Impacted	Somewhat Impacted	Slightly Impacted	No Impact	N
0	0%	0%	100.0%	0%	1
1-3	25.0%	50.0%	25.0%	0%	8
4-6	35.7%	42.9%	7.1%	14.3%	14
7-9	66.7%	33.3%	0%	0%	6
10+	66.7%	16.7%	16.7%	0%	6
Totals	15	13	5	2	35

Appendix H

Findings Section 6- Related Analysis Exhibits

Exhibit 1- *Limited Mandates, Unlimited Variation*

How many total hours of TESS training have you received since January, 2013 (online modules, school/district PD, book studies, etc.)?

<i>Hours of Training</i>	0-10	11-20	21-30	31-40	41+	N
Jonesboro	9.2%	28.7%	40.8%	14.4%	6.9%	174
Nettleton	10.4%	23.4%	42.9%	19.5%	3.9%	77
Valley View	1.5%	3.1%	58.5%	20.0%	16.9%	65
Westside	2.8%	22.2%	38.9%	20.4%	15.7%	108
Totals	28	104	146	78	74	424

P value, Chi Square test, .00 p<.05 (statistically significant at conventional levels)

Exhibit 2- Limited Mandates, Unlimited Variation

	Formerly evaluated at least once this year (N=197)	Not formerly evaluated this year (N=227)	P value, F Test
<i>Expectations have been communicated clearly and consistently.</i>	2.28	2.58*	.002**, 9.95

*Indicates mean is different between groups (p<.05)

**overall P-value for test is statistically significant (p<.05)

- Likert Scale (1= Strongly Agree, 2= Agree, 3= Uncertain, 4= Disagree, 5=Strongly Disagree)

Exhibit 3- Limited Mandates, Unlimited Variation

I feel adequately informed about the new teacher evaluation system.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	N
Jonesboro	10.3%	60.9%	20.1%	5.2%	3.4%	174
Nettleton	10.4%	46.8%	23.4%	13.0%	6.5%	77
Valley View	9.2%	44.6%	30.8%	7.7%	7.7%	65
Westside	9.3%	43.5%	27.8%	15.7%	3.7%	108
Totals	42	218	103	41	20	424

P value, Chi Square test, .071 p>.05 (not statistically significant at conventional levels)

Exhibit 4- Limited Mandates, Unlimited Variation

	Jonesboro (N=174)	Nettleton (N=77)	Valley View (N=65)	Westside (N=108)	P value, F Test
<i>I understand what is expected of me in each of the domains and subdomains of the rubric</i>	2.00	2.31	2.23	2.37	.003*, 4.72

*Indicates means are significantly different, (p<.05)
 - Likert Scale (1= Strongly Agree, 2= Agree, 3= Uncertain, 4= Disagree, 5=Strongly Disagree)

Exhibit 5- TESS Tug of War: A Series of Trade-Offs

To what extent has time spent on TESS impacted the amount of time you have for interacting with students?

Administrators	Greatly Impacted	Somewhat Impacted	Slightly Impacted	No Impact	N
Jonesboro	38.5%	38.5%	0%	23.1%	13
Nettleton	20.0%	70.0%	10.0%	0%	10
Valley View	0%	14.3%	42.9%	42.9%	7
Westside	16.7%	66.7%	0%	16.7%	6
Totals	8	17	4	7	36

P value, Chi Square test, .024 p<.05 (statistically significant at conventional levels)

Exhibit 6- TESS Tug of War: A Series of Trade-Offs

	Jonesboro (N=174)	Nettleton (N=77)	Valley View (N=65)	Westside (N=108)	P value, F Test
<i>I believe that the obligations of TESS interfere with my ability to carry out other teaching responsibilities</i>	3.72	4.23*	3.92	3.79	.006**, 4.20

*Indicates mean is different from all other groups, using Post-Hoc Test (p<.05)
 **overall P-value for test is statistically significant (p<.05)
 - Likert scale (1=Strongly Disagree, 2= Disagree, 3- Uncertain, 4= Agree, 5=Strongly Agree)

Exhibit 7- TESS Tug of War: A Series of Trade-Offs

	Jonesboro (N=174)	Nettleton (N=77)	Valley View (N=65)	Westside (N=108)	P value, F Test
<i>TESS consumes time and resources that can be better spent elsewhere</i>	3.99	4.47*	4.17	4.10	.007**, 4.15

*Indicates mean is different from all other groups, using Post-Hoc Test (p<.05)
 **overall P-value for test is statistically significant (p<.05)
 - Likert scale (1=Strongly Disagree, 2= Disagree, 3- Uncertain, 4= Agree, 5=Strongly Agree)

Exhibit 8- TESS Tug of War: A Series of Trade-Offs

The new teacher evaluation system consumes resources that could be better spent on promoting key district improvement initiatives (i.e., Common Core and other schoolwide curricular/policy changes).

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	N
Jonesboro	7.7%	7.7%	53.8%	23.1%	7.7%	13
Nettleton	20.0%	20.0%	50.0%	10.0%	0%	10
Valley View	0%	28.6%	57.1%	14.3%	0%	7
Westside	0%	33.3%	50.0%	0%	16.7%	6
Totals	3	7	19	5	2	36

P value, Chi Square test, .727 $p > .05$ (not statistically significant at conventional levels)

Exhibit 9- Instrumentation over Implementation

The new teacher evaluation system helps me to have better conversations with my teachers about effective instruction.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	N
Jonesboro	46.2%	53.8%	0%	0%	0%	13
Nettleton	20.0%	70.0%	10%	0%	0%	10
Valley View	14.3%	85.7%	0%	0%	0%	7
Westside	33.3%	66.7%	0%	0%	0%	6
Totals	11	24	1	0	0	36

P value, Chi Square test, .501 $p > .05$ (not statistically significant at conventional levels)

Exhibit 10- Instrumentation over Implementation

The quality and frequency of professional conversations with colleagues has increased under the new teacher evaluation system.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	N
Jonesboro	4.6%	23.6%	26.4%	36.8%	8.6%	174
Nettleton	1.3%	15.6%	20.8%	39.0%	23.4%	77
Valley View	6.2%	20.0%	35.4%	26.2%	12.3%	65
Westside	1.9%	22.2%	23.1%	41.7%	11.1%	108
Totals	15	90	110	156	53	424

P value, Chi Square test, .048 $p < .05$ (statistically significant at conventional levels)

Exhibit 11- Instrumentation over Implementation

Overall, I think the new teacher evaluation system will have a positive impact on my own teaching practice.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	N
Jonesboro	6.9%	27.6%	32.2%	23.0%	10.3%	174
Nettleton	1.3%	28.6%	31.2%	13.0%	26.0%	77
Valley View	6.2%	23.1%	41.5%	13.8%	15.4%	65
Westside	4.6%	17.6%	36.1%	17.6%	24.1%	108
Totals	22	104	146	78	74	424

P value, Chi Square test, .025 $p < .05$ (statistically significant at conventional levels)

Exhibit 12- Instrumentation over Implementation

Overall, I think the new teacher evaluation system will have a positive impact on my own teaching practice.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	N
At least one formal evaluation	6.6%	28.9%	34.0%	17.3%	13.2%	197
No formal evaluation	4.0%	20.7%	34.8%	19.4%	21.1%	227
Totals	22	104	146	78	74	424

P value, Chi Square test, .077 $p > .05$ (not statistically significant at conventional levels)

Exhibit 13- Instrumentation over Implementation

Overall, I think the new teacher evaluation system will have a positive impact on my own teaching practice.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	N
1-3 yrs. experience	13.0%	23.9%	45.7%	6.5%	10.9%	46
4-6 yrs. experience	3.6%	28.6%	30.4%	23.2%	14.3%	56
7-10 yrs. experience	1.6%	31.1%	34.4%	13.1%	19.7%	61
10-20 yrs. experience	4.6%	26.0%	30.5%	19.1%	19.8%	131
21-30 yrs. experience	5.2%	19.5%	36.4%	23.4%	15.6%	77
30 + yrs. experience	5.7%	17.0%	35.8%	20.8%	20.8%	53
Totals	22	104	146	78	74	424

P value, Chi Square test, .312 $p > .05$ (not statistically significant at conventional levels)

Exhibit 14- Professional Learning Communities (PLCs) as a Catalyst for Change

There is a great deal of teacher collaboration at our school.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	N
Jonesboro	29.9%	46.0%	10.9%	10.3%	2.9%	174
Nettleton	28.6%	46.8%	10.4%	11.7%	2.6%	77
Valley View	29.2%	53.8%	4.6%	10.8%	1.5%	65
Westside	13.0%	47.2%	16.7%	16.7%	6.5%	108
Totals	107	202	48	52	15	424

P value, Chi Square test, .052 $p > .05$ (not statistically significant at conventional levels)

Exhibit 15- Professional Learning Communities (PLCs) as a Catalyst for Change

The new teacher evaluation system is helping me collaborate with my colleagues as part of a professional learning community.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	N
Jonesboro	5.7%	32.8%	21.3%	33.3%	6.9%	174
Nettleton	2.6%	23.4%	16.9%	42.9%	14.3%	77
Valley View	9.2%	26.2%	29.2%	24.6%	10.8%	65
Westside	1.9%	26.9%	24.1%	34.3%	13.0%	108
Totals	20	121	95	144	44	424

P value, Chi Square test, .120 $p > .05$ (not statistically significant at conventional levels)

Exhibit 16- Professional Learning Communities (PLCs) as a Catalyst for Change

I understand what is expected of me in each of the domains and subdomains of the rubric.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	N
Pathwise Trained	20.9%	60.2%	15.2%	1.4%	2.4%	211
Not Pathwise Trained	13.6%	54.3%	22.1%	6.0%	4.0%	199
Totals	71	235	76	15	13	410

P value, Chi Square test, .010 p<.05 (statistically significant at conventional levels)

Exhibit 17- Professional Learning Communities (PLCs) as a Catalyst for Change

There is a great deal of trust between administrators and teachers in this school.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	N
Jonesboro	20.7%	46.0%	16.1%	14.9%	2.3%	174
Nettleton	26.0%	42.9%	15.6%	13.0%	2.6%	77
Valley View	38.5%	46.2%	7.7%	4.6%	3.1%	65
Westside	4.6%	35.2%	27.8%	18.5%	13.9%	108
Totals	86	181	75	59	23	424

P value, Chi Square test, .000 p<.05 (statistically significant at conventional levels)

Appendix I

Correlations and Regression Analysis Exhibits and Explanations

Exhibit 1- Correlations Analysis: Relationship Between Different Levers for Change

<i>Correlations Among Scaled Variables</i>	Professional Culture	Training	Communication	Attitudes and Beliefs	Alignment with Human Capital	Compatibility with Competing Initiatives
Professional Culture	_____					
Training	0.453*	_____				
Communication	0.448*	0.729*	_____			
Attitudes and Beliefs	0.545*	0.545*	0.535*	_____		
Alignment with Human Capital	0.656*	0.575*	0.602*	0.737*	_____	
Compatibility with Competing Initiatives	0.448*	0.421*	0.403*	0.720*	0.582*	_____

*correlations significant at p<.01 level.

Reflection and Explanation on Correlations Analysis: Relationship Between Different Levers for Change

This project used a conceptual framework that guided the design of the surveys and interview protocols as well as the lens through which the data obtained was analyzed. As a result, the quantitative analysis was coded using the sub-categories of the conceptual framework. Some of these same sub-categories were used as reliable, scale variables that combined different groups of questions that were assigned the same sub-category. The following were scale variables in this project:

- 1) Communication on the system
- 2) Training on the system
- 3) Professional culture
- 4) Alignment with human capital
- 5) Compatibility with competing initiatives
- 6) Attitudes and beliefs about the system

As mentioned earlier, these variables interplay with one another in the analysis as well as in the school environment. Change (positively or negatively) in one of these sub-categories can potentially impact or influence another (positively or negatively). According to the correlations analysis, all variables were positively correlated. However, some variables had significantly stronger correlations (see exhibit above).

- 1) Communication on the system and professional culture correlate with alignment with human capital.
- 2) Communication on the system correlates with training on the system.
- 3) All variables significantly correlated with attitudes and beliefs about the system, especially alignment with human capital and compatibility with competing initiatives.

Exhibit 2- Regression Analysis: Pulling Different Levers for Change

Results of Linear Regression (See Reflection and Explanation Below Exhibit)

Overall, I think the new teacher evaluation system will have a positive impact on my own teaching practice.

	(1)	(2)	(3)	(4)	(5)	(6)
Clear Communication of TESS	0.42* (9.28)	0.19* (2.96)	0.10 (1.67)	-0.02 (-.28)	-0.04 (-.75)	-0.04 (-.89)
Quality of Training		0.32* (5.11)	0.23* (3.77)	0.13* (2.30)	0.08 (1.67)	0.03 (0.61)
Strength of Professional Culture			0.36* (7.79)	0.11* (2.26)	0.06 (1.35)	0.04 (1.06)
Alignment human capital				.52* (9.73)	0.30* (6.20)	0.17* (3.52)
Compatibility with other initiatives					0.50* (13.19)	.36* (9.01)
Supportive Attitudes and Beliefs						0.37* (8.00)
Constant	1.47 (5.46)	1.12 (4.13)	0.58 (2.23)	0.18 (0.76)	-1.05 (-4.73)	-.67 (-3.15)
Observations	423	423	423	423	423	423
R ²	0.21	0.26	0.35	0.47	0.63	0.68
Adjusted R ²	0.20	0.25	0.34	0.46	0.62	0.67

*significant at p<.05 level

-T statistics in parenthesis

-Control Variables for each model (district name, school config., years of exper., highest degree earned, eval. this year or not)

Reflection and Explanation on Regression Analysis: Pulling Different Levers for Change

In addition, a linear regression was also conducted (see exhibit above). The model controlled for school district, school configuration, years of experience, and highest degree while testing the predictive impact the sub-categories of the conceptual framework altogether have on one important question: *Overall, I think the new teacher evaluation system will have a positive impact on my own teaching practice.* The superintendents as well as many project participants in some way echoed this statement as a vision or desired outcome of TESS.

The model of best fit (column 6) indicated that attitudes and beliefs, compatibility with competing initiatives, and alignment with human capital all had some significant degree of impact on the response to this question—but not necessarily substantive. However, all six categories collectively yielded an r-squared value of .67, which means that positive change in all six categories can account for 67% positive change in the response to the question mentioned above.

In other words, these variables may act as levers and factors to consider when building and sustaining a strong implementation for teacher evaluation at a school site. Improvements in any one of these sub-categories may potentially improve or increase the desired perceptions and capacities for another sub-category and for the desired response to whether or not TESS can positively impact teaching practices.

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 & 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																						
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																						

Training on the System

	Current Situation	Recommended Practices	Desired Situation																																																																														
	<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="226 802 863 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 & 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 & 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="905 940 1541 1053"> <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 & 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 & 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 & Duke, 1998)</p>
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	Current Situation	Recommended Practices	Desired Situation
Experience and Expertise	<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 Pathwise [trainee] only been teaching for five years, seems like I am continuing what I have already done.”</p> <p>“I was a Pathwise mentor; the process, paperwork, and the observations, I feel comfortable with because I have done it myself with mentees.”</p> <p>“The standards (National Board) 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 Common Core and TESS—they’re kind of next door neighbors.”</p> <p>“Our district sent us to Solution Tree 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, & Gareis, 2002).</p> <p>Administrators demonstrate and expertise in revealing a wide assortment of improvement opportunities for teachers (Murphy, Elliot, Goldring, & Porter, 2006).</p> <p>Teachers receive feedback from and working alongside constructive, more-effective professional colleagues (Taylor & Tyler, 2011).</p>

Attitudes and Beliefs

	Current Situation	Recommended Practices	Desired Situation																								
	<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 & McGreal, 2000)</p> <p>Stressing implementation over instrumentation with a focus on evaluation accuracy and quality feedback over management (Heneman & Milanowski, 2003, 2009; Milanowski & 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, & 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>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 & 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 & McGreal, 2000)</p> <p>Stressing implementation over instrumentation with a focus on evaluation accuracy and quality feedback over management (Heneman & Milanowski, 2003, 2009; Johnson, 1990; Milanowski & 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 & 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 & 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 & Louis, 2008).</p> <p>Collegial and trusting atmosphere among teachers and between teachers and evaluators (Hart, Akmal, & Kingrey, 2010).</p> <p>School culture supports informal collaboration and opportunities to share strategies and learn from colleagues (Behrstock-Sherratt & 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 & McGreal, 2000, Milanowski & Kimball, 2009).</p> <p>Feedback from multiple sources including peers (Seifert, Yuki & 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 & Milanowski, 2009; Goe, Biggers & 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 & 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, & Tucker, 1996)</p>
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total																						
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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 & 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 & 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 & 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 & 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, & Gareis, 2002).</p> <p>Administrators demonstrate and expertise in revealing a wide assortment of improvement opportunities for teachers (Murphy, Elliot, Goldring, & Porter, 2006).</p> <p>Teachers receive feedback from and working alongside constructive, more-effective professional colleagues (Taylor & 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 & McGreal, 2000)</p> <p>Stressing implementation over instrumentation with a focus on evaluation accuracy and quality feedback over management (Heneman & Milanowski, 2003, 2009; Milanowski & 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, & 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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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																						

	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 & 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 & McGreal, 2000)</p> <p>Stressing implementation over instrumentation with a focus on evaluation accuracy and quality feedback over management (Heneman & Milanowski, 2003, 2009; Johnson, 1990; Milanowski & 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 & 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 & 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 & Louis, 2008).</p> <p>Collegial and trusting atmosphere among teachers and between teachers and evaluators (Hart, Akmal, & Kingrey, 2010).</p> <p>School culture supports informal collaboration and opportunities to share strategies and learn from colleagues (Behrstock-Sherratt & 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 & McGreal, 2000, Milanowski & Kimball, 2009).</p> <p>Feedback from multiple sources including peers (Seifert, Yuki & 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 & Milanowski, 2009; Goe, Biggers & 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 & 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, & Tucker, 1996)</p>
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total																						
26.0%	42.9%	15.6%	13.0%	2.6%	77																						
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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 & Croft, 2012; Heneman & Milanowski, 2003; Behrstock-Sherratt & 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 & 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 & Duke, 1998).</p>
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total																																	
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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 & 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="905 940 1541 1053"> <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 & 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 & 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 & 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, & Gareis, 2002).</p> <p>Administrators demonstrate and expertise in revealing a wide assortment of improvement opportunities for teachers (Murphy, Elliot, Goldring, & Porter, 2006).</p> <p>Teachers receive feedback from and working alongside constructive, more-effective professional colleagues (Taylor & 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 & McGreal, 2000)</p> <p>Stressing implementation over instrumentation with a focus on evaluation accuracy and quality feedback over management (Heneman & Milanowski, 2003, 2009; Milanowski & 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, & 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
<p>Time and Resources</p>	<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 & 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 & McGreal, 2000)</p> <p>Stressing implementation over instrumentation with a focus on evaluation accuracy and quality feedback over management (Heneman & Milanowski, 2003, 2009; Johnson, 1990; Milanowski & 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 & 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 & Croft, 2012)</p>

Compatibility with Competing Policies and Programs

Current Situation

Nearly half of surveyed teachers believe that the new teacher evaluation system fits well with other school/district initiatives.

"We spend a lot longer this year selecting our new curriculum because we know TESS, Common Core, etc. is here."

Some teachers believe TESS is overshadowed by other initiatives.

"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."

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.

"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."

"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."

"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."

"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."

"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."

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

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
4.6%	18.5%	43.1%	15.4%	18.5%	65

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
36.9%	29.2%	23.1%	10.8%	0%	65

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>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 1336"> <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 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>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 & Louis, 2008).</p> <p>Collegial and trusting atmosphere among teachers and between teachers and evaluators (Hart, Akmal, & Kingrey, 2010).</p> <p>School culture supports informal collaboration and opportunities to share strategies and learn from colleagues (Behrstock-Sherratt & 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 & McGreal, 2000, Milanowski & Kimball, 2009).</p> <p>Feedback from multiple sources including peers (Seifert, Yukl & 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 & Milanowski, 2009; Goe, Biggers & 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 & 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, & 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 & Croft, 2012; Heneman & Milanowski, 2003; Behrstock-Sherratt & 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 & 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 & 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 1321 863 1435"> <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 & 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 & 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 & 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 & 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 & 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 & Duke, 1998)</p>
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Experience and Expertise

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	<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="220 922 871 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="262 1096 829 1201"> <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="262 1291 829 1396"> <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, & Gareis, 2002).</p> <p>Administrators demonstrate and expertise in revealing a wide assortment of improvement opportunities for teachers (Murphy, Elliot, Goldring, & Porter, 2006).</p> <p>Teachers receive feedback from and working alongside constructive, more-effective professional colleagues (Taylor & 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 & McGreal, 2000)</p> <p>Stressing implementation over instrumentation with a focus on evaluation accuracy and quality feedback over management (Heneman & Milanowski, 2003, 2009; Milanowski & 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, & 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 & 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 & McGreal, 2000)</p> <p>Stressing implementation over instrumentation with a focus on evaluation accuracy and quality feedback over management (Heneman & Milanowski, 2003, 2009; Johnson, 1990; Milanowski & 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 & 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 & 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 1474"> <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 & McGreal, 2000; Desimone, 2002; Stronge & 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, & 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, & 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 alone. 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 & Louis, 2008).</p> <p>Collegial and trusting atmosphere among teachers and between teachers and evaluators (Hart, Akmal, & Kingrey, 2010).</p> <p>School culture supports informal collaboration and opportunities to share strategies and learn from colleagues (Behrstock-Sherratt & 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 & McGreal, 2000, Milanowski & Kimball, 2009).</p> <p>Feedback from multiple sources including peers (Seifert, Yuki & 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 & Milanowski, 2009; Goe, Biggers & 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 & 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, & Tucker, 1996)</p>
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total																						
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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 & 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>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 & 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 & 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 & Duke, 1998)</p>
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	Current Situation	Recommended Practices	Desired Situation
Experience and Expertise	<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, & Gareis, 2002).</p> <p>Administrators demonstrate and expertise in revealing a wide assortment of improvement opportunities for teachers (Murphy, Elliot, Goldring, & Porter, 2006).</p> <p>Teachers receive feedback from and working alongside constructive, more-effective professional colleagues (Taylor & Tyler, 2011).</p>

Attitudes and Beliefs

	Current Situation	Recommended Practices	Desired Situation																																				
	<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 1312 863 1425"> <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 & McGreal, 2000)</p> <p>Stressing implementation over instrumentation with a focus on evaluation accuracy and quality feedback over management (Heneman & Milanowski, 2003, 2009; Milanowski & 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, & 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

Current Situation	Recommended Practices	Desired Situation																		
<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 & 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 & McGreal, 2000)</p> <p>Stressing implementation over instrumentation with a focus on evaluation accuracy and quality feedback over management (Heneman & Milanowski, 2003, 2009; Johnson, 1990; Milanowski & 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 & 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 & Croft, 2012)</p>
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Compatibility with Competing Policies and Programs

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<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 & McGreal, 2000; Desimone, 2002; Stronge & 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, & 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, & 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

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	<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 1062"> <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 1468"> <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 & Louis, 2008).</p> <p>Collegial and trusting atmosphere among teachers and between teachers and evaluators (Hart, Akmal, & Kingrey, 2010).</p> <p>School culture supports informal collaboration and opportunities to share strategies and learn from colleagues (Behrstock-Sherratt & 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 & McGreal, 2000, Milanowski & Kimball, 2009)</p> <p>Feedback from multiple sources including peers (Seifert, Yuki & 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 & Milanowski, 2009; Goe, Biggers & 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 & 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, & 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).