

TESS DOMAIN 1: PLANNING AND PREPARATION

TESS Rubric Component/Content/Requirements	StudentGPS	The evaluation evidence connection
<p><u>1a. Know Content and Pedagogy</u></p> <ul style="list-style-type: none"> • Have solid knowledge of the content • Know prerequisites to learning the lesson content • Know how this content fits into the discipline of instruction 	<p><i>Student performance data</i> from state and local assessments – both <i>current and trending data</i>. Find definitive <i>students' subject content data</i> for strengths and areas for growth.</p>	<p>Instruction Implementation is Standards-based. Standards are assessment criteria. Data for Student performance on both state and local assessments shows student learning and areas of need. Teachers evidence knowledge of subject content and instructional strategies by explaining the basis for planning lessons in consideration of student areas for growth and curriculum requirements.</p>
<p><u>1b. Know Students</u></p> <ul style="list-style-type: none"> • Look for Students' backgrounds (academically, culturally) • Know about individuals and groups of students 	<p>Student GPS allows a focus on individuals; specific groups; classes; grade-levels or schools to view our traditional cumulative folders electronically. Find <i>Student Demographic Information; Grades & Credits; Discipline (State & Local); Attendance Records; State Assessments; Local Assessments; Student Growth Percentile and Transcript Information</i>. Find <i>student designations for testing and learning modifications</i>. Have definitive information for student work and grouping.</p>	<p>Teachers plan appropriate instruction for students – when students first come to them, when students stay with them or enter late during the year, and as students complete the academic cycle learning every year. Teachers must make a written and verbal match to their students and required learning. Teachers can base current and future planning on knowing how to plan for student success, as well as how to modify planned instruction to achieve learning for specific students and groups.</p>
<p><u>1c. Set Instructional Outcomes</u></p> <ul style="list-style-type: none"> • Have goals: high-level and standard-based • Create goals for the students you have; diverse and assessable • Consider individual student needs 	<p><i>Local formative assessments</i> give feedback to the planning process.</p>	<p>Learning Outcomes are Standards-based. They may address a wide range of skillsets and abilities for student growth. Student GPS Dashboards inform appropriate goal creation for alignment with student needs and learning targets.</p>
<p><u>1d. Know your Resources</u></p> <ul style="list-style-type: none"> • Know resources in and through school and district • Know resources to help YOU learn • Know resources for individual student needs 	<p>Student GPS has resources compiled and updated daily from e-School and other sources. Student GPS has teacher data, too, simply because educators will identify their own areas for professional growth by considering the needs of students</p>	<p>Knowing about resources so they may be used appropriately can be seen in lesson plans. Teachers should connect to available resources with an explanation of why and how resources will benefit their students, and themselves.</p>
<p><u>1e. Design Coherent Instruction</u></p> <ul style="list-style-type: none"> • Align resources and learning activities to meet the Student Learning Goal • Create lessons for the students you currently have • Have a clear lesson structure that will engage students 	<p><i>GPS Classroom Assessment page with assessment detail by learning objective</i>. See number of mastered goals by students individually or in groups.</p>	<p>The lesson plan will provide the Learning Goal and Activities. The path to effective facilitation of content and materials will be shown by a teacher's written and verbal description of the plan for instruction.</p>
<p><u>1f. Design Student Assessments</u></p> <ul style="list-style-type: none"> • Have a plan for assessment(s) that aligns with your Instructional Outcome • Use clear assessment criteria that is appropriate to measure the needs of your students • Know what you will do with the results of the assessment(s) 	<p>Use <i>student designations/modification</i> information to design the approach for assessing student learning and growth.</p>	<p>The most effective evidence is a plan for multiple assessment formats over time addressing the learning goal. GPS contains end-of-year data, but also provides for a collection of data on local formative assessments. Evidence for 1f is through a Pre-Observation conference and Student GPS screenshots are artifacts working with this process.</p>

TESS DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

TESS Rubric Component/Content/Requirements	Data Center Resource	Why this is useful
<p><u>4a. Reflect on Teaching</u></p> <ul style="list-style-type: none"> • Provide accurate and objective description of the lesson taught • Support the description with specific evidence from the lesson • Make specific suggestions as to how the lesson could be improved 	<p>Create and use a <i>Specific Student Watch List</i> for success or intervention.</p>	<p>During the process of a formal observation, review the rubric descriptors when considering specifics from the lesson observed. What did students say or do to demonstrate their learning or confusion? The perfect use for knowing and doing better in addressing student needs is to create and use the GPS Watch List.</p>
<p><u>4b. Maintain Accurate Records</u></p> <ul style="list-style-type: none"> • Keep accurate, efficient and effective instructional records • Keep accurate, efficient and effective non-instructional records 	<p><i>All Student GPS data</i> – both academic and non-academic.</p>	<p>Teachers can create evidence of knowing, understanding and using this rich data piece. For example, explain today’s lesson by providing screen shots with identifying information masked to explain the basis for instruction observed. Verbal explanations of how various formats of Student GPS data influence instruction work for this component.</p>
<p><u>4c. Communicate with Families</u></p> <ul style="list-style-type: none"> • Involve students’ families in instruction – frequently • Produce culturally-appropriate family communications 	<p><i>GPS Student Family</i> information. <i>GPS Student demographics</i> provide ethnicity for cultural relevance.</p>	<p>So much easier than the contact file for all students. Provide evidence for this component: share a specific time of families’ participation in your classroom learning. Provide a copy of a culturally-appropriate communication or share the process for ensuring respectful and appropriate communication with families.</p>
<p><u>4d. Participate in a Professional Community</u></p> <ul style="list-style-type: none"> • Take part in school and district events and projects • Have positive and productive relationships with colleagues 	<p>Create a <i>custom data set</i> for focusing your work. Use the <i>search option</i> for students, classes, grade-levels or campus. Use the data by adding or removing columns.</p>	<p>Meeting the needs of your school/district teams by defining an area for instructional improvement. Implement with fidelity small changes for big results. Artifacts: meeting minutes and products; implementation documentation, etc.</p>
<p><u>4e. Grow and Develop Professionally</u></p> <ul style="list-style-type: none"> • Find learning opportunities that will help YOU • Share your experiences • Welcome feedback from supervisors and colleagues 	<p>Use <i>local assessment data</i> to graph a positive progression of student performance.</p>	<p>Use Student GPS data to inform your personal plan for learning and growing, the TESS Professional Growth Plan. Reflect and create a plan based on a self-assessment or seek and use feedback from others.</p>
<p><u>4f. Show Professionalism</u></p> <ul style="list-style-type: none"> • Have a high level of ethics and professionalism when you deal with students and colleagues • Respect and follow school and district rules and policies 		<p>The Arkansas Educator Code of Ethics http://www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/professional-licensure-standards-board/code-of-ethics-for-arkansas-educators addresses the importance of respecting confidentiality in the use of student data. Written and verbal explanations of how you use Student GPS data provide TESS evidence.</p>

* Student GPS Dashboards: <https://adedata.arkansas.gov/sgps/>