Texas Teacher Evaluation and Support System (T-TESS)

Leadership Center for Excellence
Sandra McConaughy-Director
PDAS – 1997
Professional Development Appraisal System
Then and Now
T-TESS Timelines and Pilot Sites

2014-2015 – 65 Pilot LEAs

Region One Pilot Districts- Weslaco ISD & Los Fresnos CISD

2015-2016 – Refinement Year – Approximately 200 LEAs

2016-2017 – Statewide Implementation
### Texas Teacher Standards

- **Six (6) Standards**
  - Standard 1: Instructional Planning and Delivery
  - Standard 2: Knowledge of Students and Student Learning
  - Standard 3: Content Knowledge and Expertise
  - Standard 4: Learning Environment
  - Standard 5: Data-Driven Practice
  - Standard 6: Professional Practices and Responsibilities

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**149.001 – Purpose:** The standards identified in this section are performance standards to be **used to inform the training, appraisal, and professional development of teachers.**

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Texas Administrative Code, Chapter 149. – Effective June 8, 2014.
T-TESS Rubric Overview

Planning
- Standards and Alignment
- Data and Assessment
- Knowledge of Students
- Activities

Instruction
- Achieving Expectations
- Content Knowledge and Expertise
- Communication
- Differentiation
- Monitor and Adjust

Learning Environment
- Classroom Environment, Routines, and Procedures
- Managing Student Behavior
- Classroom Culture

Professional Practices and Responsibilities
- Professional Demeanor and Ethics
- Goal Setting
- Professional Development
- School Community Involvement
## Requirements and Recommendations for Pilot Year

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>One observation</td>
<td>Multiple observations – formal and informal</td>
</tr>
<tr>
<td>45 minute minimum for observation</td>
<td>Observations should be lesson length (beginning, middle and end)</td>
</tr>
<tr>
<td>No requirements for announced versus unannounced</td>
<td>At least 1 announced and 1 unannounced observation</td>
</tr>
<tr>
<td>Post conference within 10 business days (feedback)</td>
<td>Post conference within 48 hours in-person</td>
</tr>
<tr>
<td>Pre-conference is optional</td>
<td>Pre-conferences should take place for all announced observations</td>
</tr>
</tbody>
</table>
T-TESS Rubric

INSTRUCTION DIMENSION 2.4
Differentiation

**The Teacher:**

- Adapts lessons to address individual needs of all students.
- Consistently monitors the quality of student participation and performance.
- Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Uses strategies to teach and assess students.

**Distinguished**

- Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.
- Consistently monitors the quality of student participation and performance.
- Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Uses multiple strategies to teach and assess students.

**Accomplished**

- Adapts lessons to address individual needs of all students.
- Regularly monitors the quality of student participation and performance.
- Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.

**Proficient**

- Adapts lessons to address some student needs.
- Regularly monitors the quality of student participation and performance.
- Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs.
- Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.

**Developing**

- Adapts lessons to address some student needs.
- Sometimes monitors the quality of student participation and performance.
- Sometimes recognizes when students become confused or disengaged and responds to student learning or social/emotional needs.
- Sometimes provides differentiated instructional methods and content.

**Improvement Needed**

- Provides one-size-fits-all lessons without meaningful differentiation.
- Rarely monitors the quality of student participation and performance.
- Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.
- Rarely provides differentiated instructional methods and content.

Sources of Evidence:
Pre-Conference, Formal Observation

Standards Basis: 1.3, 1.6, 2.1, 2.2, 2.3, 3.3, 4.1, 5.1, 5.3, 5.4
T-TESS Rubric

INSTRUCTION DIMENSION 2.4

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

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- Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.
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**Moves to Student-Centered Actions**

**Developing**

**The Teacher:**
- Adapts lessons to address some student needs.
- Sometimes monitors the quality of student participation and performance.
- Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.
- Sometimes provides differentiated instructional methods and content.

**Focuses on Mostly Teacher-Centered Actions**

**Improvement Needed**

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- Provides one-size-fits-all lessons without meaningful differentiation.
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**T-TESS Rubric**

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Focuses on mostly teacher-centered actions.

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# T-TESS Rubric

## Performance Levels

### Distinguished

- **Teacher:**
  - Adapts lessons with a wide array of instructional strategies that address individual needs.
  - Consistently monitors the quality of student participation and performance.
  - Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
  - Uses multiple strategies to teach and assess students.

### Accomplished

- **Teacher:**
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### Developing

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### Improvement Needed

- **Teacher:**
  - Provides one-size-fits-all lessons without meaningful differentiation.
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Evaluation Cycle

**Announced**
- Pre-Conference
- Observation
- Post-Conference

**Unannounced**
- Observation
- Post-Conference
Collective Evidence is Essential

- Detailed Collection of Evidence: 
  *Unbiased* notes of what occurs during a classroom lesson.
  - Capture:
    - what the teacher says
    - what the teacher does
    - what the students say
    - what the students do
  - Copy wording from visuals used during the lesson.
  - Record time segments of lesson.

The collection of detailed evidence is ESSENTIAL for the observation process to be implemented accurately, fairly, and for the intended purpose of the process.
When Do You Collect Evidence

Prior to the Lesson Being Observed

- Pre-conference
- Review of lesson and/or unit plans as applicable

During the Lesson

- What the teacher says and does
- What the students say and do

After the Lesson

- Communication between classroom observation and post-conference
Purpose of the Pre-Conferences

- To provide the teacher with an opportunity to share his/her thought process in developing the lesson/plan and provide additional details about the upcoming observation.
- To clarify expectations for teacher and student performance.
- To provide the appraiser with information about the lesson observation and criteria that may not be directly observable.
Four Key Elements of the Instructional Post-Conference

Introduction
- Greeting
- Review Conference Process
  - Ask a general impression question about the lesson.

Reinforcement
- Reinforcement Area (Dimension)
  - Self-Analysis and Follow-Up Questions
  - Share Evidence for Reinforcement

Refinement
- Refinement Area (Dimension)
  - Self-Analysis and Follow-Up Questions
  - Share Evidence for Refinement

Review Ratings
- Share Evidence for Ratings
  - Share Recommendations
Teacher Overviews & Rubric Rollouts

Targeted Dimension Rollouts

Tied to Observations and Feedback

Develop Teacher Capacity Over Time
Self-Assessment, Goal Setting and Professional Development Plan

- Ongoing review of teacher and student performance data and the relationship between these two
- Ongoing review of areas of reinforcement, refinement and professional development which contributes to teacher growth
- Ongoing review of goals and progress towards the goals through data analysis and professional development
Training Portal: Reports and Data
https://teachfortexas.org

Teach for Texas Portal

The Teach for Texas Portal is an interactive web-based tool that provides real-time access to individualized trainings and support in order to improve instruction and the appraisal process.
Great teaching is at the core of every quality education system."

"Research shows that there is no greater in-school factor than having an outstanding educator in the classroom."

T-TESS was developed by educators for educators.

T-TESS is aligned to research-based, best practices for teaching and learning.

The T-TESS Rubric aligns directly with the new Texas Teacher Standards.

The T-TESS process provides for actionable, timely feedback, allowing teachers set goals and identify professional development that will lead to refinement in knowledge and skills.
The 'Proficient' performance level is representative of a 'Rock Solid' teacher.

It will take time to establish a new mindset around the role of appraisals as a process that supports teachers in their professional and instructional growth.

Everyone in the school community is a public learner.

The ultimate outcome is improved student performance.
Questions/Comments

TExAS
Teacher Evaluation
and Support Rubric

TEA
Texas Education Agency
T-TESS/T-PESS Pilot Districts for 2015-2016

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