



Texas Teacher Evaluation and Support System (T-TESS)

Teacher Overview

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Welcome....

The purpose for this training is to learn about the new Texas Teacher Evaluation and Support System.... also know as T-TESS. This is intended to ensure that every one of you (teachers) has a clear understanding about the new system and how it will support all of us in learning and growing as a school community, to ultimately impact our students' performance.



Objectives:

The teachers will:

- become familiar with the T-TESS process;
- begin to move from procedural to conceptual in understanding how the domains, dimensions, descriptors, and performance levels of the T-TESS rubric apply to their roles and responsibilities; and
- understand that the T-TESS process is based on best practices and an ongoing system of feedback and support.



All teachers will be supported to gain a clear understanding of the rubric and how it applies to their roles and responsibilities with teaching and learning. The focus will be on collecting evidence before, during, and after the lesson and scoring the evidence based on the T-TESS rubric.

The objectives for today are that each of you will....

- Become familiar with the T-TESS process to continue improving professional practices as a school community of learners.**
- Move us from the procedural (step-by-step procedures) to conceptual (understanding T-TESS concepts and connecting and applying them in various situations) knowledge... including how the domains of the T-TESS rubric apply to teachers' roles and responsibilities.**
- Recognize and collectively embrace the fact that T-TESS is a research-based process with a strong system of support intended to connect the appraisal system to training and professional development.**

Introductory Video





Now you will watch the TTESS Introductory Video located in the video/powerpoints section of the training module.

This video is an introduction to the T-TESS process and will provide some background and context for how the new system was developed and will be implemented. Several members of the steering committee who assisted with the development of the T-TESS process are in the video.



It's a Process, not an Event.

- **Overview and Introduction**
- **Public Learners**
- **T-TESS Experts**

This training is about providing an overview and introduction. All administrators and teachers must go through in-depth practice and training to be fluent in all of its applications and uses.

We must embrace the fact that we will be public learners with this process. This means that we will spend additional time studying and applying the rubric in structured professional learning forums beyond today's session to ensure that we understand it and are applying it as intended. The campus goal is that we're T-TESS experts and are using the tool to learn and grow as an organization.... Administrators, teachers, students and other stakeholders.

Texas Teacher Standards

New!

•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.**

- 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



Effective June 8, 2014, Texas has new rules regarding Educator Standards. These new Texas Teacher Standards, along with research-based best practices provide the foundation for the T-TESS Rubric. Just like our TEKS for students, these standards define what teachers are supposed to know and be able to do.

Chapter 149.001 clearly states that the purpose of these standards is to inform training, appraisal, and professional development for teachers. Training and professional development, or growth, are the impetus for the new evaluation system.

This provides the categories for each of the standards. We will study these later; however, note the topics for each standard so that you can mentally connect them to the T-TESS Rubric.

T-TESS Overview

Student Growth (Value Added, Student Learning Objectives, District Assessments, Pre/Post Assessments)



Observations (both formal and informal)



The Texas Education Agency was required to develop an evaluation system that included a student growth measure. This slide shows us that:

80% of the overall summative score for the teacher will include the teacher observation (70% from observation, 10% from self-assessment)

20% of the overall summative score for the teacher will include the student growth component. Districts will have flexibility in determining how the student growth score will be determined for non-tested subject areas and grade levels.

The student growth measure will not be included in the Pilot phase. It will be part of the 2015-2016 appraisal cycle. There are still many decisions to be made for that 15-16 school year, so this will be addressed as we receive more information.

The next table highlights the requirements vs. the recommended process and the recommended process is dictated by best practices.

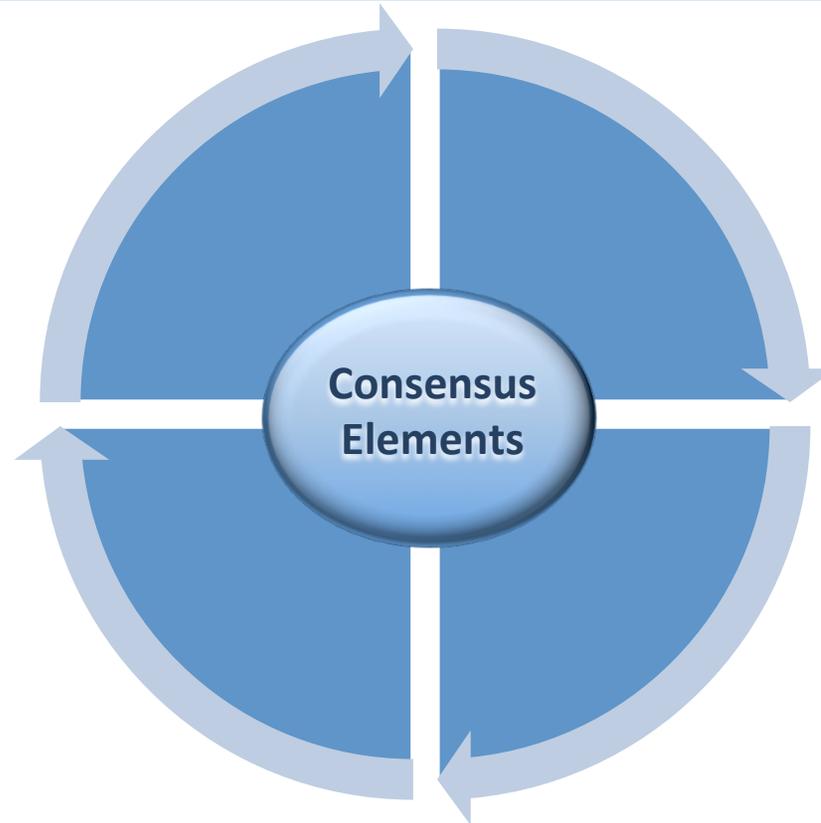
With the rollout of this new system comes new mind sets....we need to begin thinking about observations as a learning tool, rather than a 'gotcha' ...We are learning organizations and should consistently model this as adult learners, as well.

Requirements and Recommendations

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

* Teacher self-reflection ratings are not required but recommended.

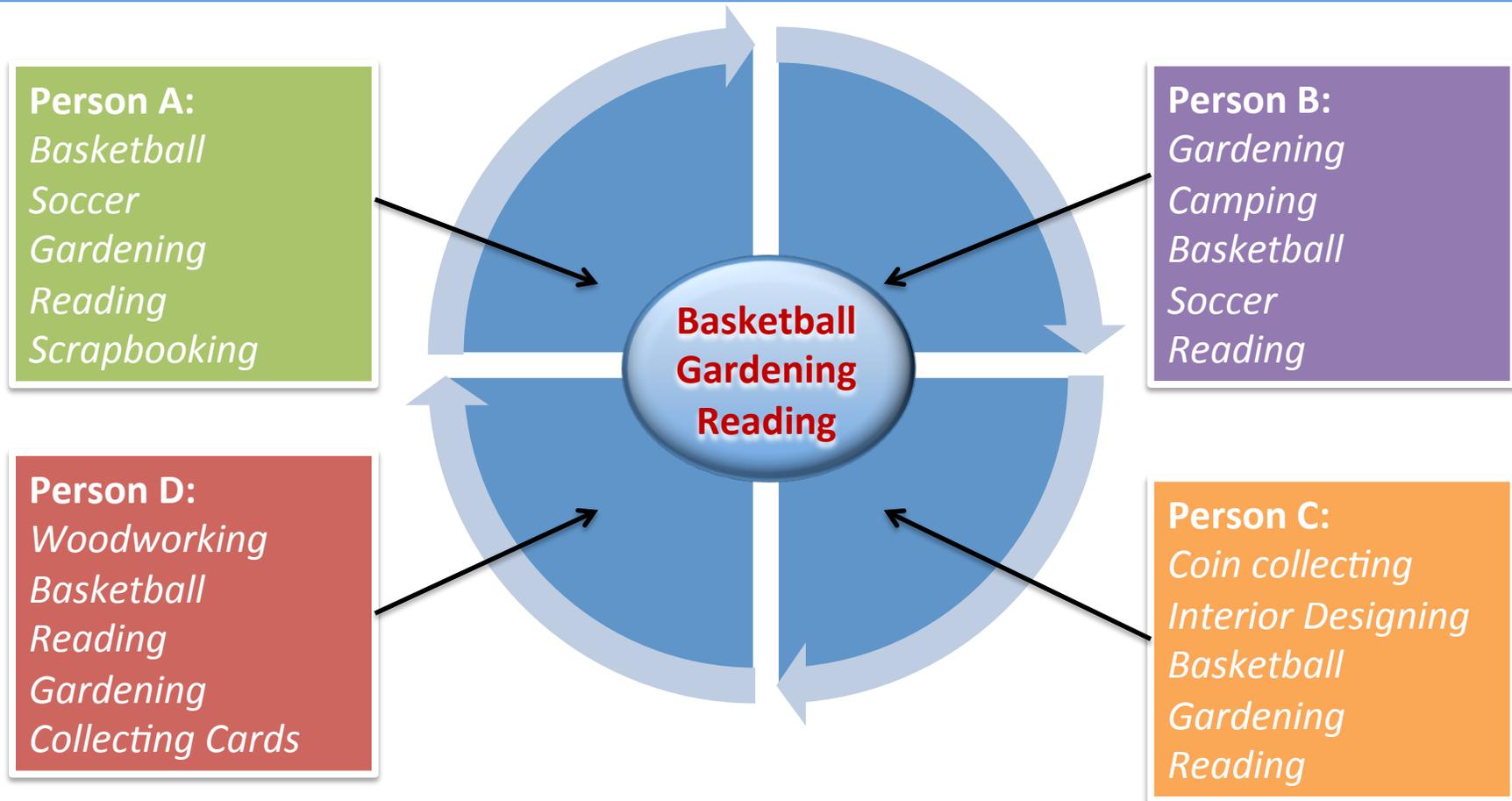
Elements of an Effective Lesson Placemat Consensus



In the in-person training, staff worked together to create a Consensus Maps. See the slide to see what a consensus map looks like.

Elements of an Effective Lesson

Placemat Consensus



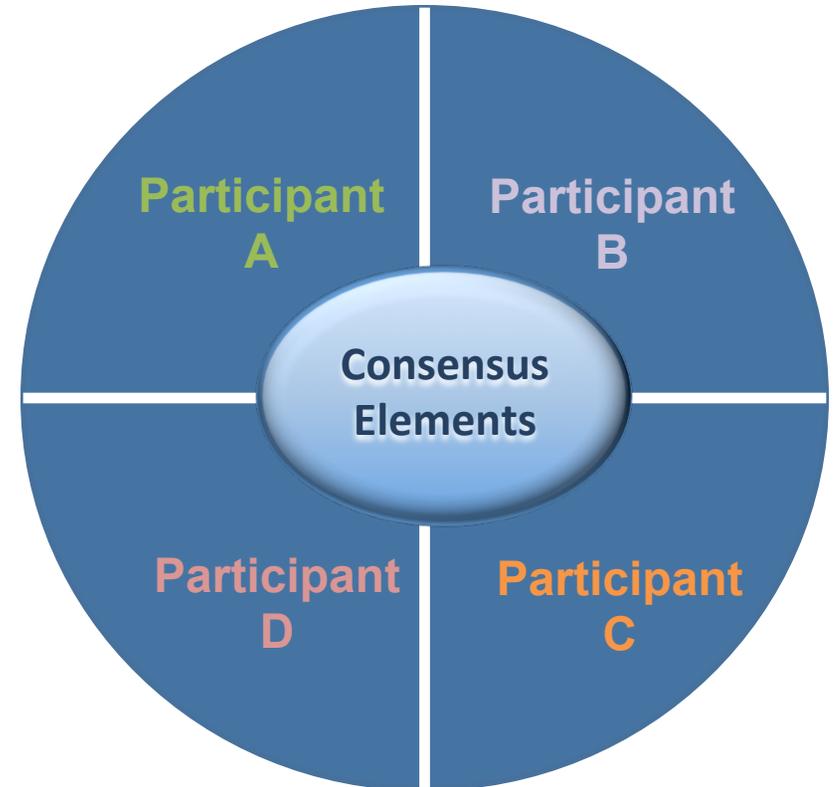
What are your favorite hobbies?



Looking at the consensus map in the previous slide, assume this team was asked to identify their favorite hobbies. Each person individually listed their hobbies in the space provided. --the consensus elements (Basketball, Gardening and Reading) are written in the middle, since everyone had these.

Draw a similar chart in your notes. You'll fill in ideas that you will refer to during this training.

Placemat Consensus



As you reflect upon a recent lesson you observed that was effective, what occurred during that lesson that led it to be effective? Take notes on your response/thoughts on this questions

Effective Elements Summary

- Rigorous and measurable goals aligned to state content standards
- Student engagement and interaction
- Alignment of activities and materials throughout lesson
- Student relevancy
- Teacher displays content knowledge
- Numerous checks for mastery
- Teacher asks probing questions to extend learning
- Evidence of student mastery of the objective
- Differentiation





When a lesson is effective, we know it when we see it. But, when “it” is missing key elements, how do we communicate what is missing to someone else? How do we build the missing skills in others? How do we measure “it”?

T-TESS provides us with what “it” is (i.e. what an effective lesson, effective teaching is), the process for building the skills in others, and the tools by which we measure it (T-TESS rubric and the correlating pieces).

The T-TESS Rubric includes four broad categories, or Domains, and 16 Dimensions.

Read each domain and the bulleted dimensions:

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

T-TESS Rubric

INSTRUCTION DIMENSION 2.4 Differentiation

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

Distinguished

The Teacher:

- 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.

MOVES TO STUDENT-CENTERED ACTIONS

Accomplished

The Teacher:

- 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.
- Uses strategies to teach and assess students.

MOVES TO STUDENT-CENTERED ACTIONS

Proficient

The Teacher:

- Adapts lessons to address individual needs of all students.
- 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.

FOCUSES ON MOSTLY TEACHER-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 TEACHER-CENTERED ACTIONS

Improvement Needed

The Teacher:

- 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.

FOCUSES ON TEACHER-CENTERED ACTIONS



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



Note: The previous slide provides an overview of the Rubric's format. Please refer to Handout #1: T-TESS Rubric. Two are provided in the handouts, one is in color as seen above.

These next few slides will highlight each element of the rubric... the Domain, Dimension, Descriptors and Performance Levels. These slides will also highlight each element of the rubric (Domain, Indicator, Descriptors and Performance Levels) in slide show mode.

T-TESS Rubric

INSTRUCTION DIMENSION 2.4

Differentiated Instruction

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



Domain

Distinguished

The Teacher:

- 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.

MOVES TO STUDENT-CENTERED ACTIONS

Advanced

- Recognizes and responds to individual student needs and learning styles.
- Uses strategies to ensure students have the opportunity to master what is being taught.

MOVES TO STUDENT-CENTERED ACTIONS

FOCUS ON MOSTLY TEACHER-CENTERED ACTIONS

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T-TESS Rubric

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MOVES TO STUDENT-CENTERED ACTIONS

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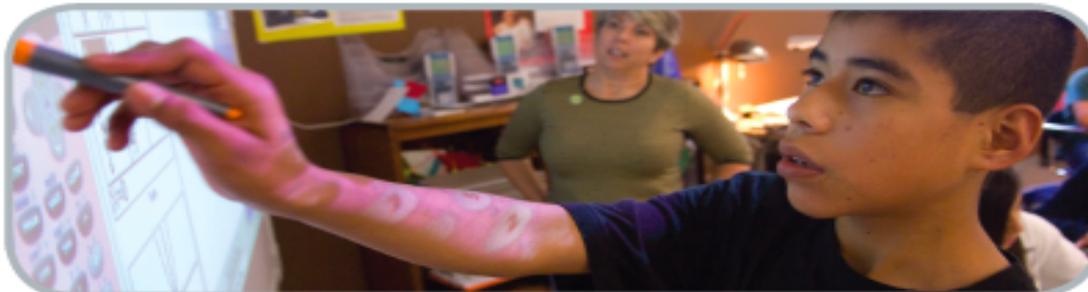
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T-TESS Rubric

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FOCUSSES ON TEACHER-CENTERED ACTIONS

Improvement Needed

The Teacher:

Dimension



This section outlines the Dimensions...In this case it's Differentiation.

T-TESS Rubric

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FOCUSES ON MOSTLY TEACHER-CENTERED ACTIONS

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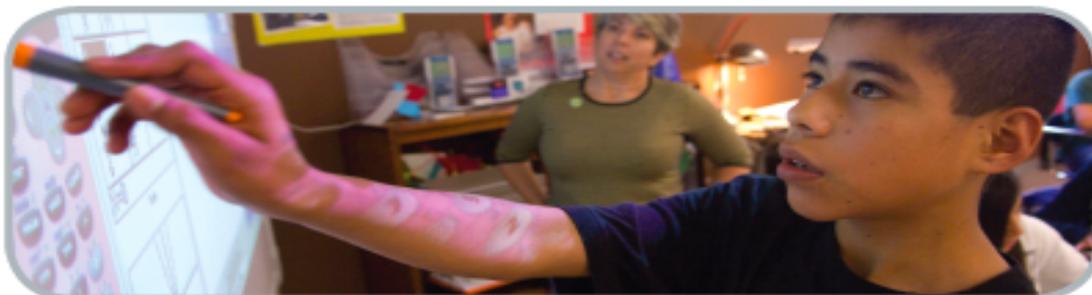
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FOCUSES ON TEACHER-CENTERED ACTIONS



These slides will highlight each element of the rubric (Domain, Indicator, Descriptors and Performance Levels) in slide show mode.

T-TESS Rubric

INSTRUCTION DIMENSION 2.4 Differentiation

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Distinguished

The Teacher:

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MOVES TO STUDENT-CENTERED ACTIONS

Accomplished

The Teacher:

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Descriptors

Proficient

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FOCUS ON MOSTLY TEACHER-CENTERED ACTIONS

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FOCUS ON TEACHER-CENTERED ACTIONS



These sections provide the descriptors for each performance level of the Differentiation dimension.

T-TESS Rubric

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These slides will highlight each element of the rubric (Domain, Indicator, Descriptors and Performance Levels) in slide show mode.

T-TESS Rubric

Performance Levels

INSTRUCTION DIMENSION Differentiation

...tion, aligning methods
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FOCUSES ON TEACHER-CENTERED ACTIONS



This slide shows the performance levels... Distinguished, Accomplished, Proficient, Developing and Improvement Needed.

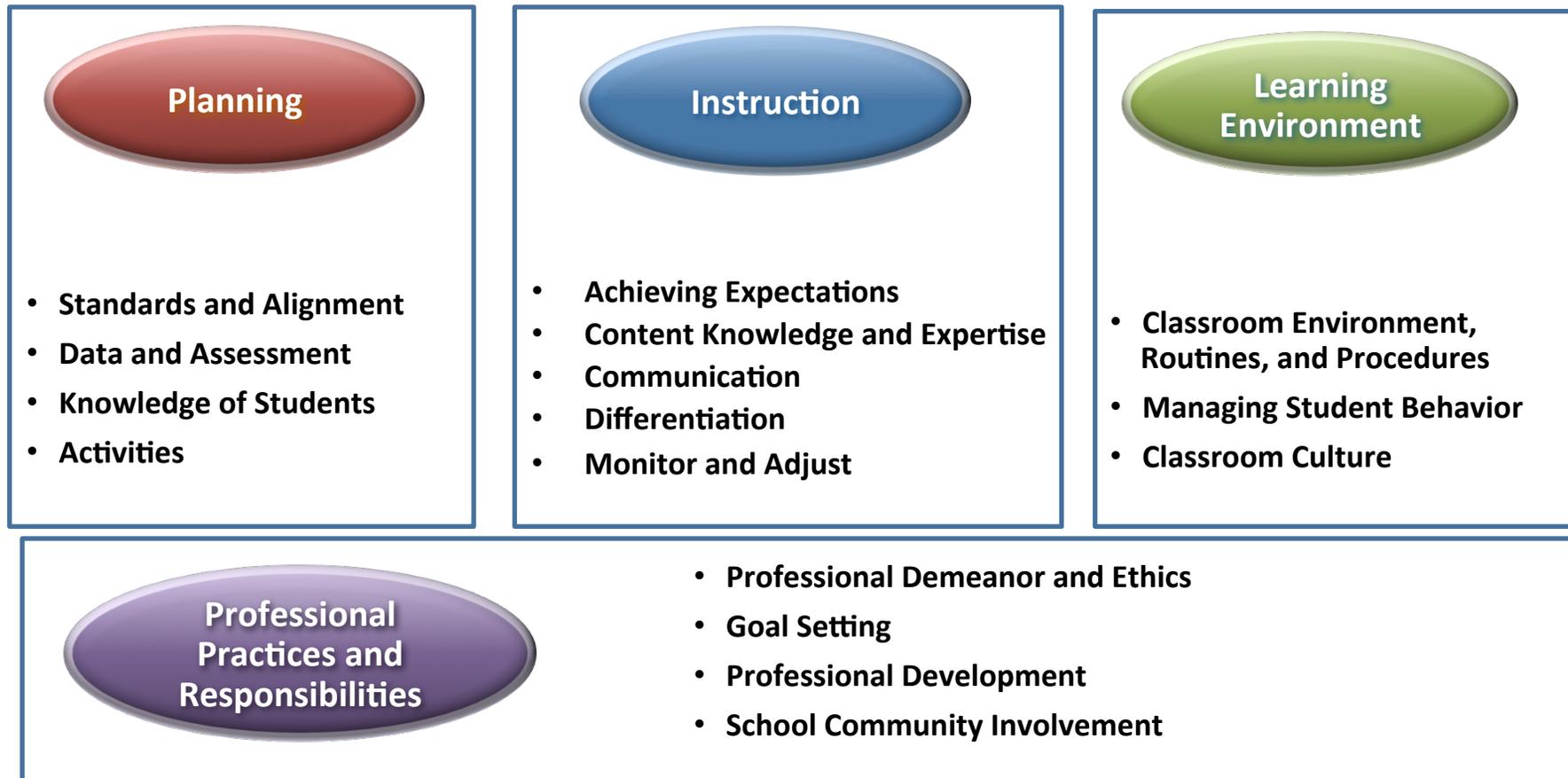


Very Important...

When appraisers use the evidence to score a lesson, they will begin in the proficient column. This performance level – Proficient - signifies a ‘Rock Solid’ teacher. Let me say this again, Proficient is Rock Solid....

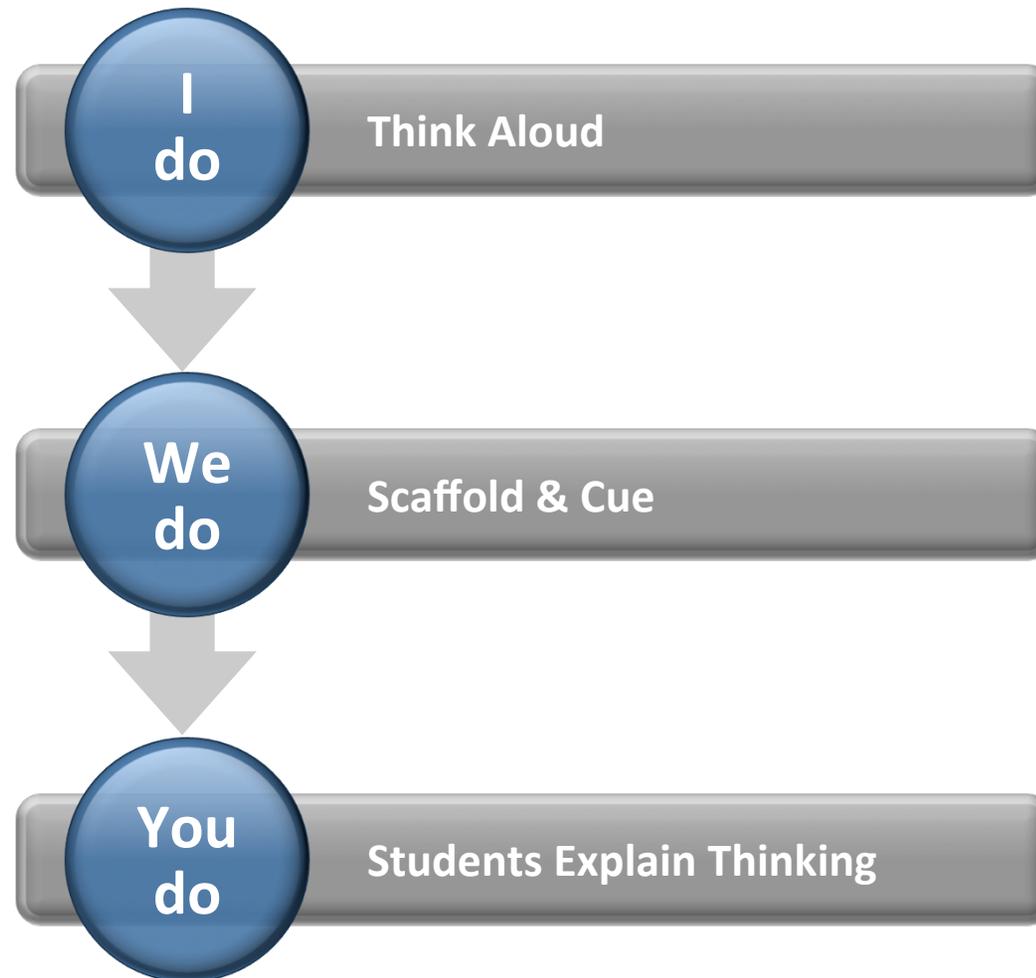
What does this mean? We will see a bell curve with T-TESS evaluations.... This is a culture shift in Texas. If teachers are Proficient and Rock Solid, then we will see a bell curve which indicates there are some that fall in the accomplished and distinguished levels and others that will be developing and improvement needed. This process is not about the person... it’s about how the lesson scores, using the evidence collected and the rubric descriptors for each dimension.

T-TESS Rubric Overview



As a reminder, this graphic shows us the how the T-TESS Rubric includes four broad categories, or Domains, and 16 Dimensions. For this training, we will spend time primarily on the Instruction and Learning Environment Domains.

What is the *Process* of Modeling Your Thinking (Think-Aloud)?



The gradual release of responsibility is widely recognized as an important part of effective teaching.

Communication (Instruction Dimension 2.3)

Handout

INSTRUCTION DIMENSION 2.3 Communication

The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.



Distinguished

The Teacher:

- Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content.
- Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery.
- Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson.
- Skillfully balances wait time, questioning techniques and integration of student and other resources to support student-directed learning.
- Establishes classroom practices that encourage all students to safely communicate effectively using visual tools and technology, artistic, spatial, tactile or other media with the teacher and their peers.

MOVES TO STUDENT-CENTERED ACTIONS

Accomplished

The Teacher:

- Skillfully uses probing questions to clarify, elaborate and extend learning; provides direct instruction as appropriate.
- Anticipates possible student misunderstandings and proactively develops techniques to address stumbling blocks to learning.
- Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion.
- Provides wait time when questioning students.
- Provides explanations that are clear and coherent.
- Establishes classroom practices that encourage all students to communicate effectively using visual tools and technology with the teacher and their peers.

MOVES TO STUDENT-CENTERED ACTIONS

Proficient

The Teacher:

- Uses probing questions to clarify, elaborate learning.
- Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts.
- Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion.
- Provides explanations that are clear.
- Uses verbal and written communication that is clear and correct.
- Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.

FOCUSES ON MOSTLY TEACHER-CENTERED ACTIONS

Developing

The Teacher:

- Leads lessons with some opportunity for dialogue, clarification or elaboration.
- Recognizes student misunderstandings but has a limited ability to respond.
- Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion.
- Uses verbal and written communication that is generally clear with minor errors of grammar.

FOCUSES ON TEACHER-CENTERED ACTIONS

Improvement Needed

The Teacher:

- Directs lessons with little opportunity for dialogue, clarification or elaboration.
- Is sometimes unaware of or unresponsive to student misunderstandings.
- Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure.

FOCUSES ON TEACHER-CENTERED ACTIONS



Sources of Evidence:
Pre-Conference, Formal Observation

Standards Basis: 1.4, 1.5, 2.1, 3.1, 4.4



Referring to the previous slide, see the highlighted handout as an example. It is located in your Handouts section of the training module.

Start with the summary statement at the top of the rubric (The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.). Share which words you would highlight as key terms in the rubric.

Move to the ‘Rock Solid’ – Proficient Column – since this is where we begin scoring the lesson. Scan and compare the Accomplished and Distinguished descriptors as you think about it.

Highlight key words in the descriptors.

Connect these to the Placemat Consensus activity.

Rubric Activity

Directions:

- You will use the same 3 dimensions (2 from Instruction, 1 from Environment) to highlight using the same thought process.

You may want to highlight to review as done in the handout example. This was done as a group activity in the in-person training. Be sure to focus on the PROFICIENT column:

Two dimensions from Instruction and one dimension from the Learning Environment:

- **Differentiation (2.4) / Monitor and Adjust (2.5) / Managing Student Behavior (3.2)**
- **Achieving Expectations (2.1) / Content Knowledge and Expertise (2.2) / Classroom Environment, Routines and Procedures (3.1)**
- **Achieving Expectations (2.1) / Content Knowledge and Expertise (2.2) / Classroom Culture (3.3)**
- **Differentiation (2.4) / Monitor and Adjust (2.5) / Classroom Environment, Routines and Procedures (3.1)**



Look Back at Your Consensus Maps...

- Find the parts of the rubric that correspond to your consensus maps.
- For example—If you wrote “there should be a clear objective,” where in the rubric would that be found?
- Place the abbreviation of the dimensions on the placemat consensus on the wall.
- Take 5 minutes to discuss the connections between what you said needed to happen in a effective lesson, and what the dimensions define as effective instruction.



Go back to your consensus map in your notes and label where the indicators you highlighted exist within that map. In other words, you will review the 'consensus circle' and label the correlating dimension, e.g., differentiated instruction = 2.4.

Can you make connections beyond just the 3 dimensions that you highlighted and branch out to the whole rubric and look at different dimensions that you will label on their consensus maps based upon what you wrote during that activity?

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.



Collecting evidence is a critical part of the T-TESS process. Capturing what teachers say and do and what students say and do is essential to linking the evidence to the rubric descriptors and performance levels and accurately rate each dimension.

Evidence may be used for different aspects of the rubric which shows the connectivity and holistic nature of the model.

You will continue to hear us say,... and “Now let’s see how the evidence from the lesson scored according to the rubric...!”

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



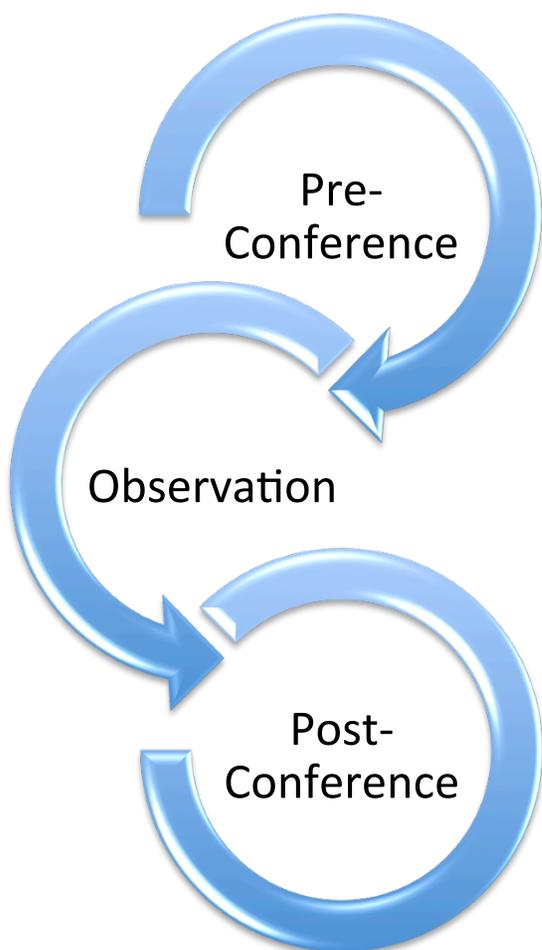
There are three (3) different points during the evaluation process to collect evidence: Prior to the lesson, during the lesson, and after the lesson.

While during the lesson is perhaps the MOST important time to collect evidence, it is not the only time. Before an announced observation there should be a pre-conference, and a review of materials, e.g., lesson plan, handouts, etc., and after all evaluations there should be a post-conference. The post-conference follows a very specific format.

Review the slide points from previous slide

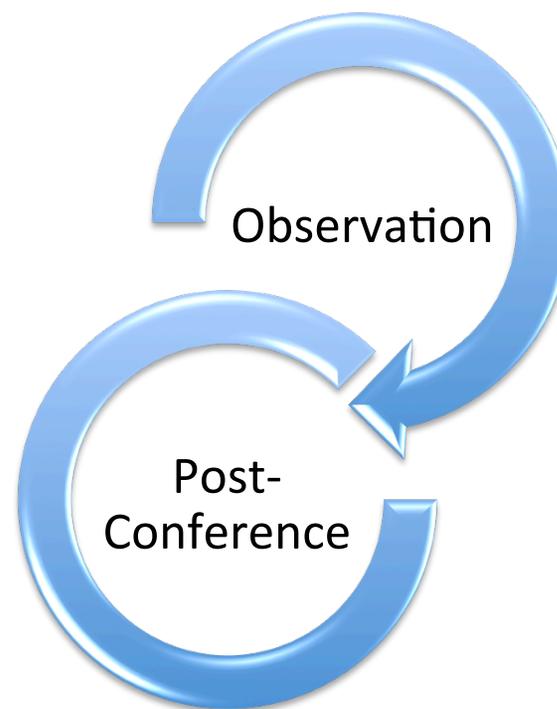
Evaluation Cycle

Announced



Before an announced evaluation there should be a pre-conference, and a review of materials, and after all evaluations there should be a post-conference. Evidence is collected at all points.

Unannounced



Pre-Conferences

What do you view as the purpose for a pre-conference?

What are the benefits for you, the teacher?

Let's think about the purpose of the pre-conference. At your table, you will have three minutes to discuss these two questions:

What do you view as the purpose for a pre-conference? ... and... What are the benefits for you, the teacher?"

Be prepared to share your responses.

The purpose of the pre-conference may include responses such as:

- to clarify the lesson from both perspectives (administrator and teacher)
- to provide the teacher time to share his/her planning and lesson design process

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.



Let's think about the purpose of the pre-conference. At your table, you will have three minutes to discuss these two questions:

What do you view as the purpose for a pre-conference? ... and... What are the benefits for you, the teacher?

Be prepared to share your responses.

The purpose of the pre-conference may include responses such as:

- to clarify the lesson from both perspectives (administrator and teacher)
- to provide the teacher time to share his/her planning and lesson design process
- to provide the administrator an opportunity to clarify what he/she might see/hear during the observation
- to help the teacher think through the lesson
- etc.

The benefits that support the purpose and intent for T-TESS include teacher and student growth and success.

View a Lesson

- We will now watch a lesson. Your lessons are in the “Videos/ Powerpoints” section and labeled by grade level
- Assume you are the appraiser.
- What is your task as an appraiser during the lesson? Scripting
- You are to script (see next slide) as you watch the video



Scripting the Lesson Reminders

What does the teacher say?

What does the teacher do?

What do the students say?

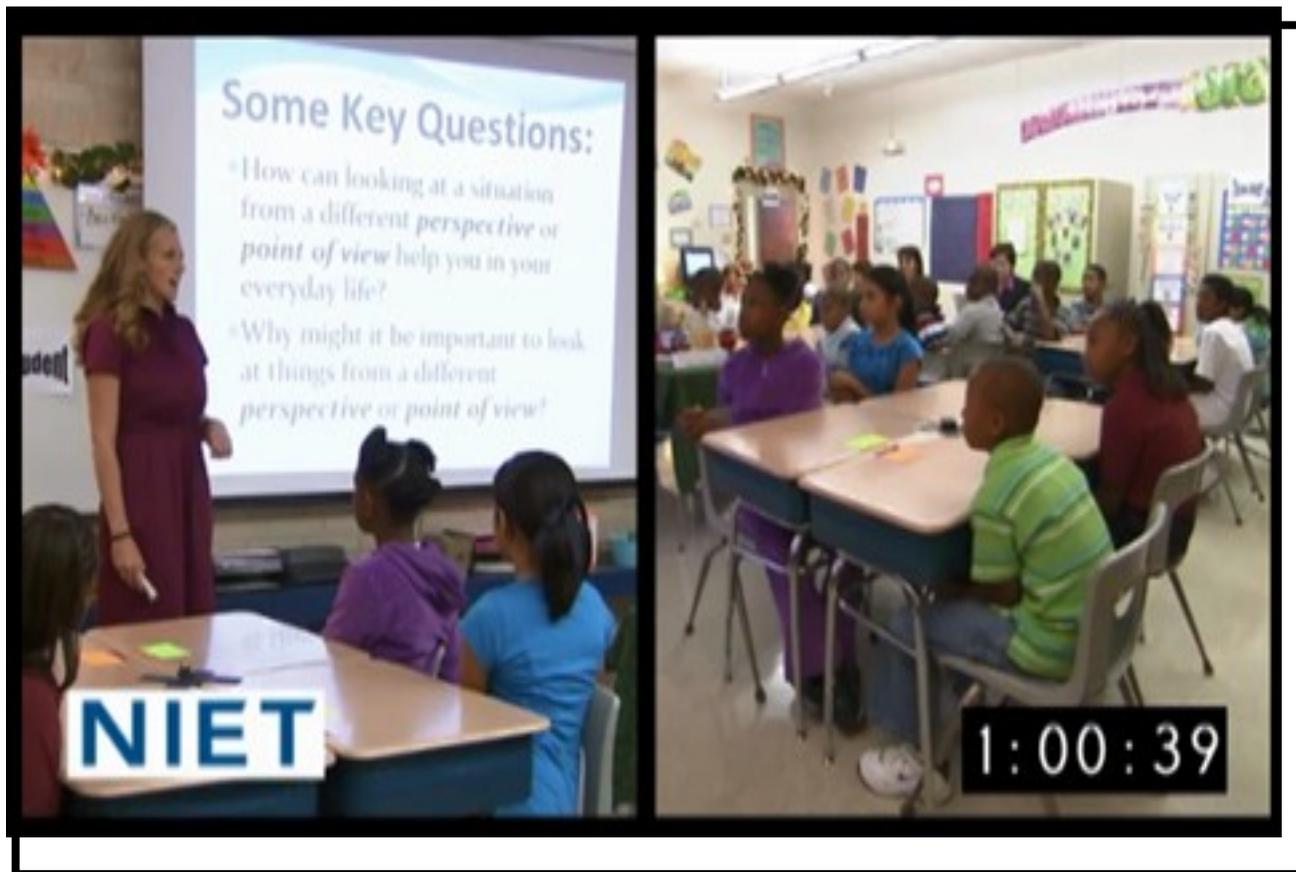
What do the students do?

- Copy wording from visuals used during the lesson.
- Record time segments of lesson.

There is no right or wrong way to script. You are to capture as much as possible of the key points in the lesson that will provide evidence for the descriptors.

View SAMPLE Lesson for your grade level

Now, view the lesson and script... Remember, view the lesson for your respective grade level located in the "Videos and Powerpoints" section of the training module.



Observation of Classroom Instruction

- Reflect on the lesson you just viewed and the evidence you collected.
- Based on the evidence, do you view this teacher's instruction **'Proficient', 'Above proficient', or 'Below proficient' ?**

Categorizing Evidence (We do)

Using the template provided in the handouts section of the module, you will categorize evidence for:

- **Standards and Alignment (1.1)/ Achieving Expectations (2.1)/ Classroom Environment, Routines and Procedures (3.1)**
- **Data and Assessment (1.2)/ Content Knowledge and Expertise (2.2)/ Managing Student Behavior (3.2)**
- **Knowledge of Students (1.3)/Differentiation (2.4)/ Classroom Culture (3.3)**
- **Activities (1.4)/ Monitor and Adjust (2.5)/Classroom Environment, Routines and Procedures (3.1)**



You will now use their scripted notes (evidence) and categorize this evidence into the template located in your handouts section of the training module according to the rubric.

- **Standards and Alignment (1.1)/ Achieving Expectations (2.1)/ Classroom Environment, Routines and Procedures (3.1)**
- **Data and Assessment (1.2)/ Content Knowledge and Expertise (2.2)/ Managing Student Behavior (3.2)**
- **Knowledge of Students (1.3)/Differentiation (2.4)/ Classroom Culture (3.3)**
- **Activities (1.4)/ Monitor and Adjust (2.5)/Classroom Environment, Routines and Procedures (3.1)**

Video Debrief

- Think about the evidence



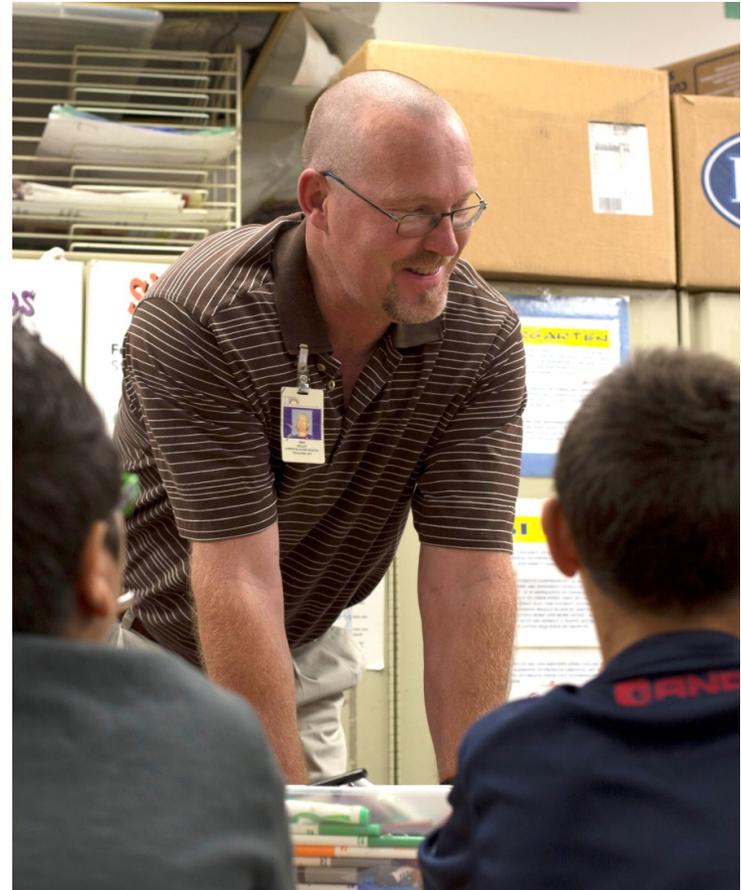
Should you have questions on ratings for this sample video, consult with your campus administration.

Post-Conference

As a classroom teacher, what do you want from a post-conference?

Possible answers:

- *To provide verbal feedback to the observed teacher based on evidence from the lesson*
- *Create an opportunity to coach the teacher in an area of reinforcement (strength) and area of refinement (need)*



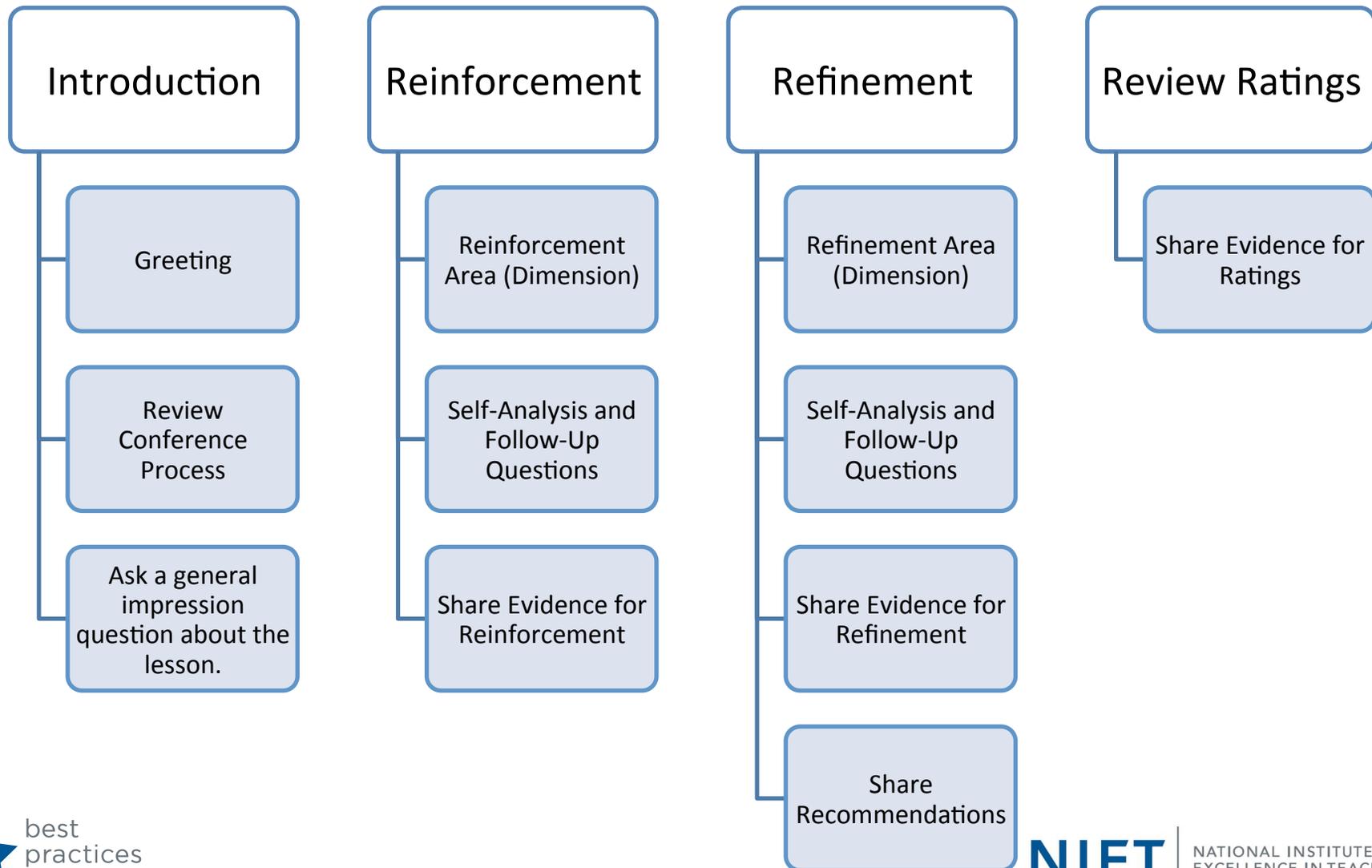
Post-Conference

As a classroom teacher, what do you **NOT** want from a post-conference?

Think about things a classroom teacher should not want from a post conference.



Four Key Elements of the Instructional Post-Conference





This previous slide provides the Four Key Elements to the Instructional Post-Conference, which follows the lesson.
(Review the chart.)

While discussing the post-conference, you should consider the areas of the post-conference that are important. Think about why we would wait until the end of the post-conference to share ratings and evidence: encourage reflection; sharing ratings at the beginning of the conference will distract from the purpose of professional growth and reflection on the lesson observation.

Objectives Review:

The teachers will:

- become familiar with the T-TESS process;
- begin to move from procedural to conceptual in understanding how the domains, dimensions, descriptors, and performance levels of the T-TESS rubric apply to their roles and responsibilities; and
- understand that the T-TESS process is based on best practices and an ongoing system of feedback and support.

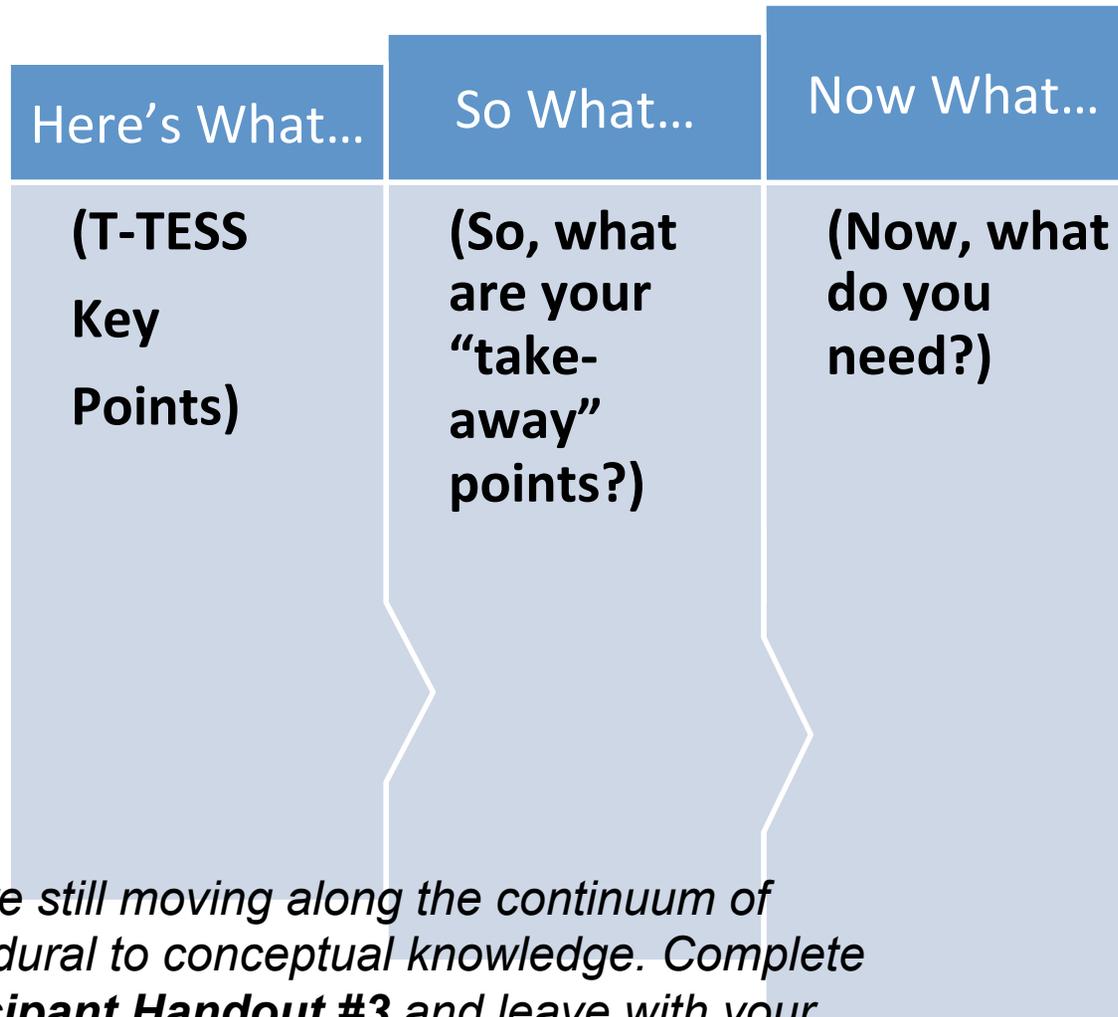
T-TESS Thoughts...

- ✓ "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 education 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.

T-TESS Thoughts...

- ✓ The 'Proficient' performance level is representative of a 'Rock Solid' teacher.
- ✓ There will be some necessary culture shifts to establish a new mind set for the relationship with appraisals and supporting teachers.
- ✓ Everyone in the school community is a public learner.
- ✓ The ultimate outcome is improved student achievement.

Here's What...So What...Now What...



*We are still moving along the continuum of procedural to conceptual knowledge. Complete **Participant Handout #3** and leave with your campus administrator for next steps and follow-up.*

Thanks for Your Participation...!

