

Coldspring-Oakhurst CISD T-TESS Appraisal Calendar: 2025-2026 School Year

Current Year			Next Year
Weeks 1-6	Weeks 6 through End-of-Year Conferences	At Least 15 Days Prior to the Last Day of Instruction	Weeks 1-6
Teacher Orientation (No later than the first three weeks of school and at least two weeks before the first observation) Goal-Setting and Professional Development (GSPD) Plan <ul style="list-style-type: none"> - Submitted to the appraiser for approval within six weeks from the day of completion of the orientation. - A GSPD Conference is required for a teacher in the first year of appraisal under T-TESS and teachers new to the district. 	Teacher Orientation for Late Hires Goal-Setting and Professional Development Plan for Late Hires <ul style="list-style-type: none"> - Submitted to the appraiser within six weeks from the day of the completion of the orientation. Ongoing review of teacher and student data Ongoing review of the GSPD plan to formatively assess progress towards goals, professional development impact, and teacher and student performance Ongoing collection of evidence to support Domain IV <ul style="list-style-type: none"> - Teacher and appraiser 	End-of-Year Conferences <ul style="list-style-type: none"> - Review summative scores for Domains I, II and III - Review the data and evidence gathered throughout the appraisal year for Domain IV, including the teacher's evidence for this domain/dimensions - Review results of the performance of the teachers' students - Review potential goals and professional development plans for the next school year <i>Note: Domain 4 is not scored until after the teacher has been afforded an opportunity to present evidence related to each of the four dimensions during the end-of-year conference.</i>	Teacher Orientation for teachers new to T-TESS, the district, and when district policy has changed from the last orientation. (No later than the first three weeks of school and at least two weeks before the first observation) Goal-Setting and Professional Development (GSPD) Plan <ul style="list-style-type: none"> - Returning teachers review the goal(s) established at the EOY Conference to determine if changes are needed, and submit within first six weeks of instruction. - New teachers are guided through the GSPD process to self-assess, develop goals, and establish a professional development plan, then submit within six weeks of the orientation.
Informal observations and walkthroughs with ongoing feedback to support and develop teacher practices			
Formal observation window established per local policy – Excludes/prohibits observations in the two weeks following the orientation			

COCISD T-TESS Appraisers 2025-2026: Mrs. Shalonda Washington, Mrs. Michelle Birmingham, Mrs. Paula McClendon, Mr. Joel Casiday, Ms. Brandice Keel, Mrs. Courtney Robison, Mr. Curtis Thomas, Mr. Wesley Seagraves, Dr. Elizabeth Klammer, and Dr. Bryan Taulton

Important Dates for 2025-2026:

August 1-11, 2025	T-TESS Full or Half Day Orientation for Teachers at the district/campus level
August 12, 2025	First Day of School for Students
August 27, 2025	First Day Formal Observations may be conducted
September 25, 2025	Teacher Goal Setting and Professional Development Plan due in Eduphoria/Strive
April 30, 2026	Last Day to conduct End-of-Year Conferences

No formal observations are to take place on the following days (walkthroughs are allowable):

August 12-August 26, 2025	First two weeks of school
September 2, 2025	Day after Labor Day
November 20, 2025	Day before the Thanksgiving Holiday Break
December 1, 2025	Day after the Thanksgiving Holiday Break
December 18, 2025	Day before the Christmas Holiday Break
January 6, 2026	Day after the Christmas Holiday Break
January 20, 2026	Day after the MLK Holiday
March 5, 2026	Day before Spring Break
March 16, 2026	Day after Spring Break
April 2, 2026	Day before Good Friday
April 6, 2026	Day after Easter Holiday Weekend



What is T-TESS?

T-TESS strives to capture the holistic nature of teaching – the idea that a constant feedback loop exists between teachers and students, and gauging the effectiveness of teachers requires a consistent focus on how students respond to their teacher’s instructional practices. For those reasons, each of the observable domains in T-TESS focuses on teachers and students rather than separating them out into separate domains. Ultimately, T-TESS is a process that seeks to develop habits of continuous improvement, and the process itself best leads to that outcome when appraisers and teachers focus on evidence-based feedback and professional development decisions based on that feedback through ongoing dialogue and collaboration.

What are the components of T-TESS evaluation and on what are teachers rated?

T-TESS includes three components:

- Goal-setting and professional development plan
- The evaluation cycle (including: pre-conference, observation, post-conference)
- Student growth measure

What the Four Domains of the T-TESS Rubric?

Four Domains of the T-TESS Rubric	
PLANNING	INSTRUCTION
1. Standards and Alignment 2. Data and Assessment 3. Knowledge of Students 4. Activities	1. Achieving Expectations 2. Content Knowledge and Expertise 3. Communication 4. Differentiation 5. Monitor and Adjust
LEARNING ENVIRONMENT	PROFESSIONAL PRACTICES AND RESPONSIBILITIES
1. Classroom Environment, Routines and Procedures 2. Managing Student Behavior 3. Classroom Culture	1. Professional Demeanor and Ethics 2. Goal Setting 3. Professional Development 4. School Community Involvement

T-TESS AT A GLANCE

THREE MAIN COMPONENTS OF T-TESS

1 Measure of Student Growth

Districts have the option to utilize one or more of the following four student growth measures:

- student learning objectives
- student portfolios
- pre- and post-test results on district-level assessment results, or
- value-added data based on student state assessment results

2 Evaluation Cycle

Evaluation cycles consist of:

- pre-conference
- observation(s)
- post-conference

3 Goal Setting and Planning Professional Development

FOUR AREAS TEACHERS ARE APPRAISED ON

Professional Practices & Responsibilities

Learning Environment

Instruction

Planning

TEACHERS ARE EVALUATED UNDER THE FOLLOWING CATEGORIES

1. Distinguished
2. Accomplished
3. Proficient
4. Developing
5. Improvement Needed

Categories are ordered from highest ranking to lowest ranking

How was T-TESS developed?

T-TESS was developed by a steering committee comprised of teachers, principals, and representatives from higher education and educator organizations. They began their work in the fall of 2013 by updating teacher standards and, through the spring of 2014, continued with building a rubric tied to the standards. While the Texas Comprehensive Center at SEDL and the Texas Education Agency (TEA) facilitated the process, T-TESS is a system designed by educators to support teachers in their professional growth.

Observations: Formal and Informal (*As deemed necessary by the campus principal.)

- ✓ **Informal Walkthroughs (2):** At least 2 Classroom Walkthroughs (CRWTs) must be conducted on each teacher per year.
- ✓ **Formal TIA Walkthroughs:** 1 in the Fall and 2 in the Spring (total of 3 at a minimum), and they must be at least 15 minutes long
- ✓ **Formal (1):** 1 Formal Observation must be conducted on each teacher in the Fall (before the Christmas Holiday Break)
- ✓ **Please note that reflective/post-observation conferences must take place promptly (within 2 days) after each classroom observation (CRWTs and Formal Observations).**

***All Pre/Post Conferences must be conducted per the T-TESS Policy Manual.**

***Please be mindful of STAAR/STAAR EOC Test Administration Dates in December, April, and May.**

The T-TESS appraiser plays an integral role in assessing teaching proficiency and ensuring that teachers and administrators derive reliable and meaningful information from the teacher evaluation process. By providing evidence-based feedback, appraisers help teachers and administrators make decisions that support efforts to improve instructional quality and student performance.



What happens in the **CLASSROOM** matters the most!

