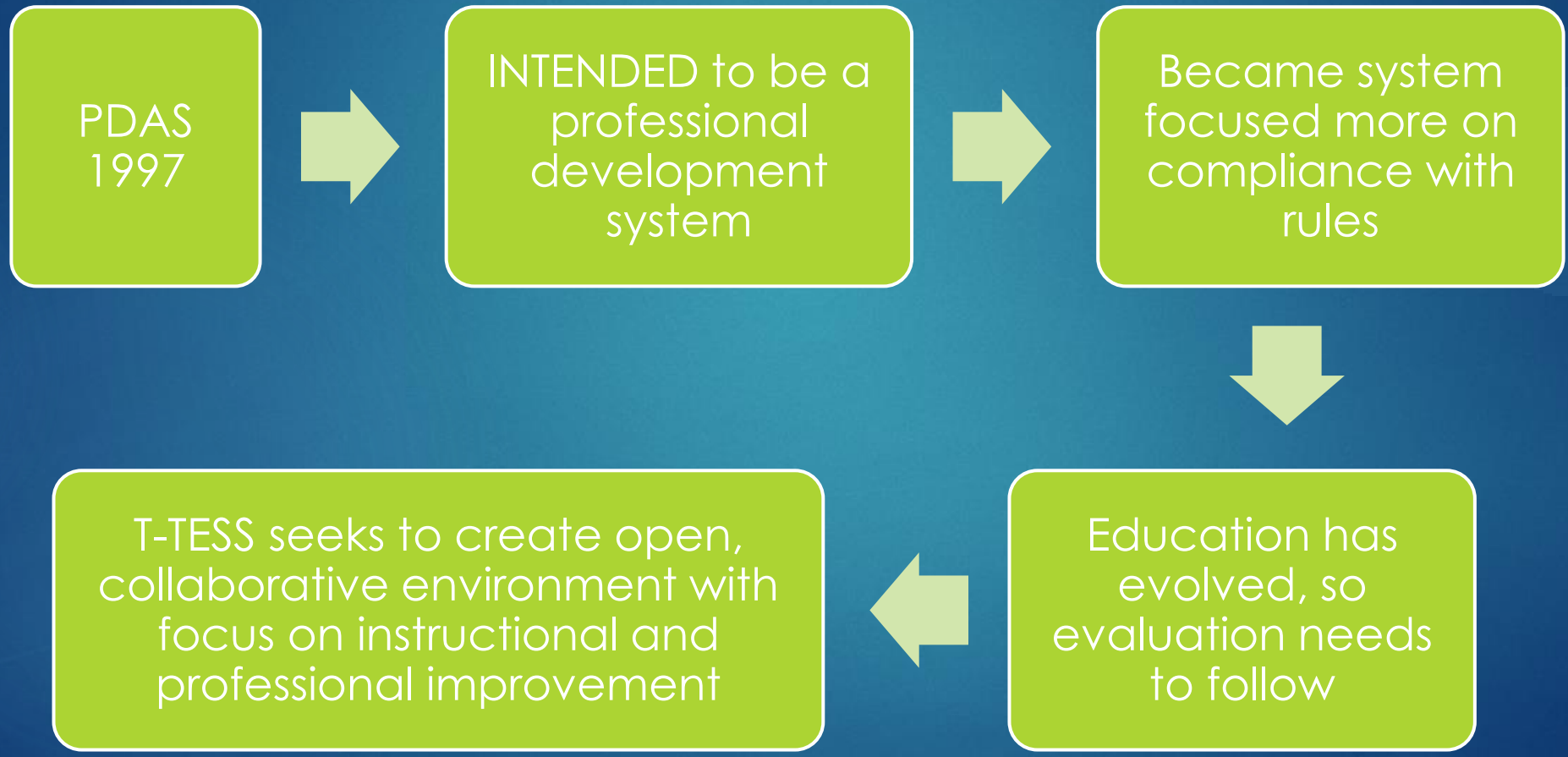
T-TESS & T-PESS Overview

NEW EVALUATION SYSTEMS FOR TEXAS PRINCIPALS AND TEACHERS

Texas Teacher Evaluation and Support System
T-TESS replacing PDAS



Major Differences

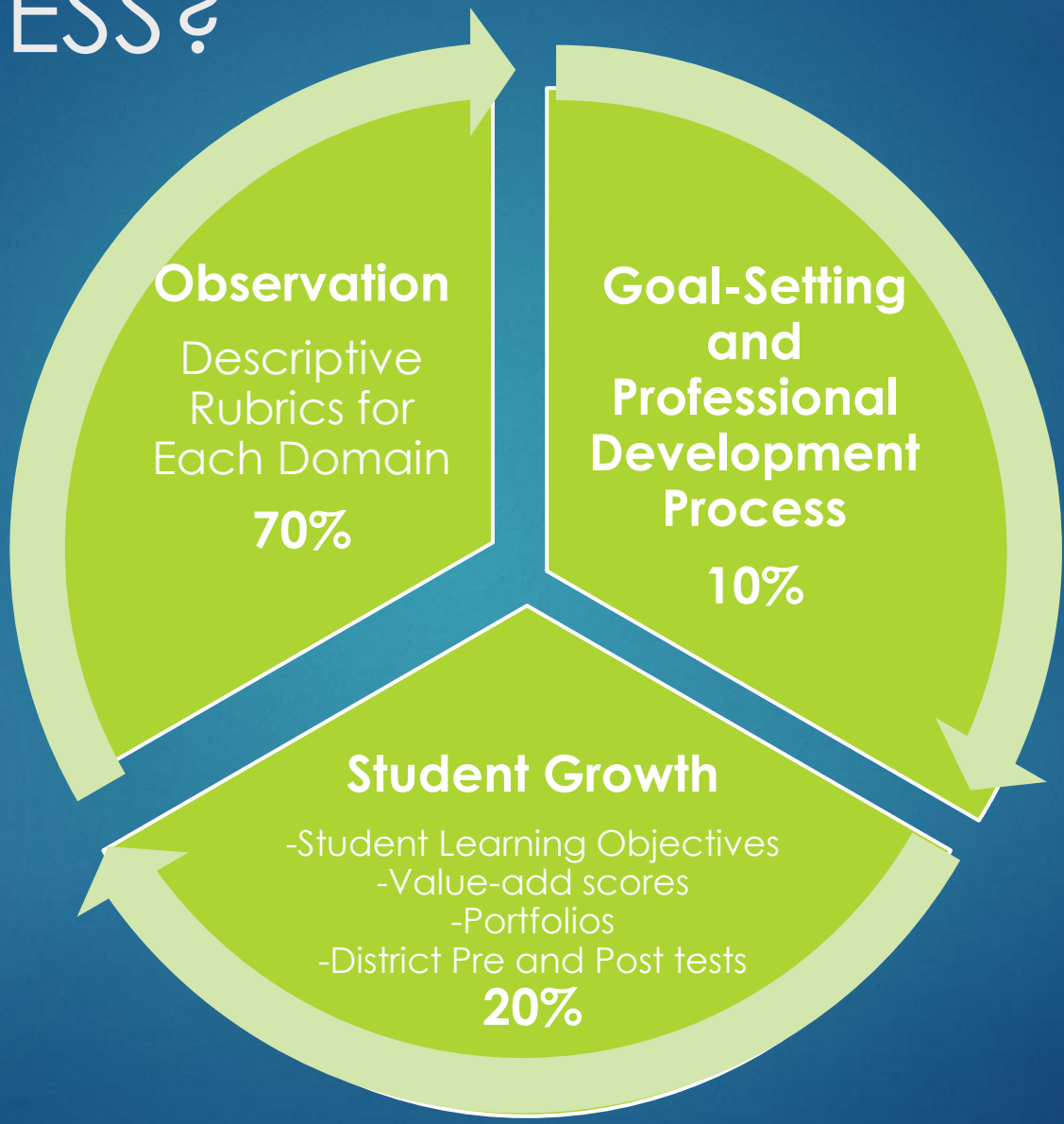
T-TESS

- Rubrics to assess performance
- Aims to evaluate the lesson, not the teacher
- Follows the continuous improvement cycle
- It is about growth and refinement through feedback and professional development
- Coaching (Pre Conference & Post Conference)

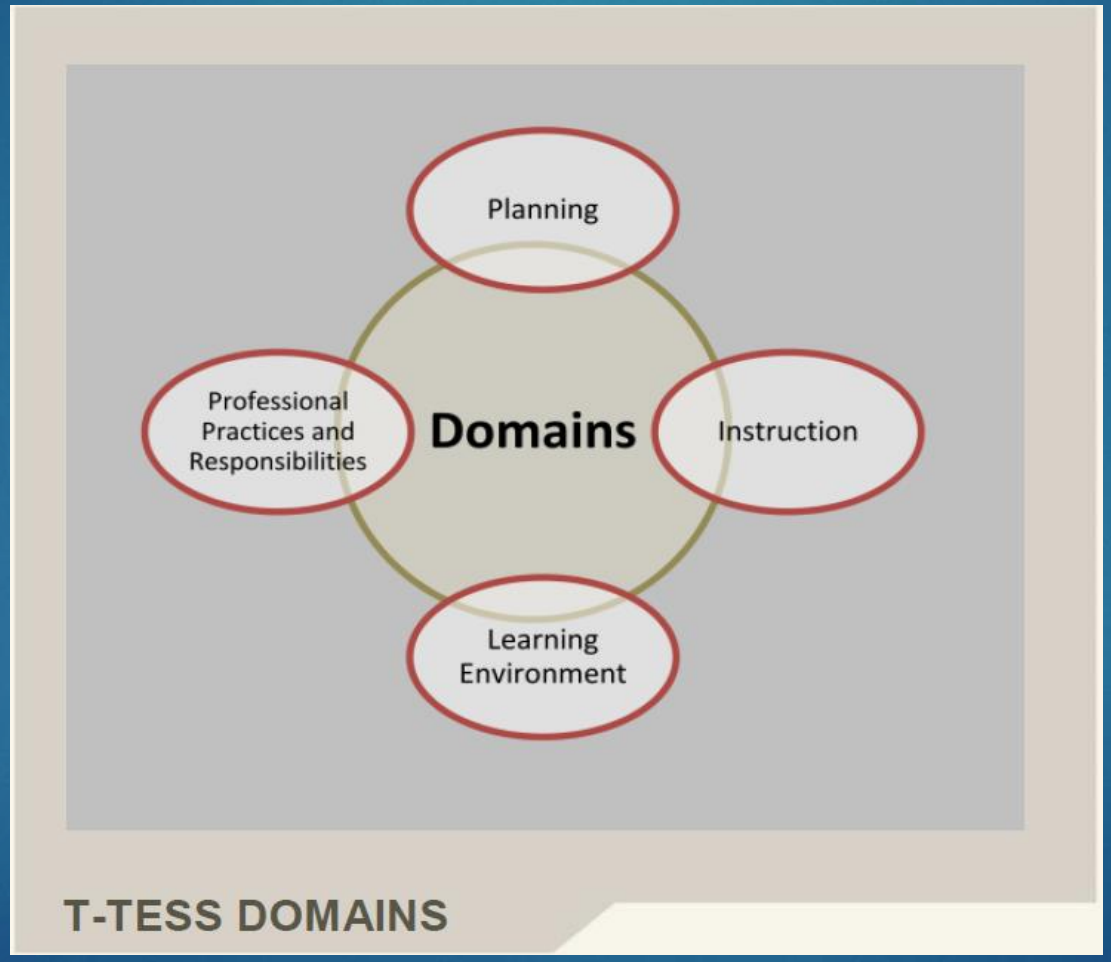
PDAS

- Overtime has evolved into a system of compliance used as a checklist with high scores expected
- Criteria based on "observable, job related behavior"
- Feedback varied depending on the appraiser
- Weak links between appraisal results and subsequent professional activities
- "Dog and pony show" in many instances

What is T-TESS?



T-TESS Domains



Rubric Ratings

STUDENT GROWTH RESULTS (20%)	OBSERVATION AND SELF-ASSESSMENT RESULTS (80%)					
		Distinguished	Accomplished	Proficient	Developing	Improvement Needed
	Well Above Expectations	Distinguished	Accomplished	Proficient	Proficient*	Developing *
	Above Expectations	Distinguished	Accomplished	Proficient	Developing	Developing *
	At Expectations	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
	Below Expectations	Accomplished*	Accomplished	Proficient	Developing	Improvement Needed
	Well Below Expectations	Accomplished*	Proficient*	Proficient	Developing	Improvement Needed

Rubric Visual

DRAFT RUBRIC 4.24.14 VERSION 2

PLANNING DIMENSION 1.1

Standards and Alignment

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

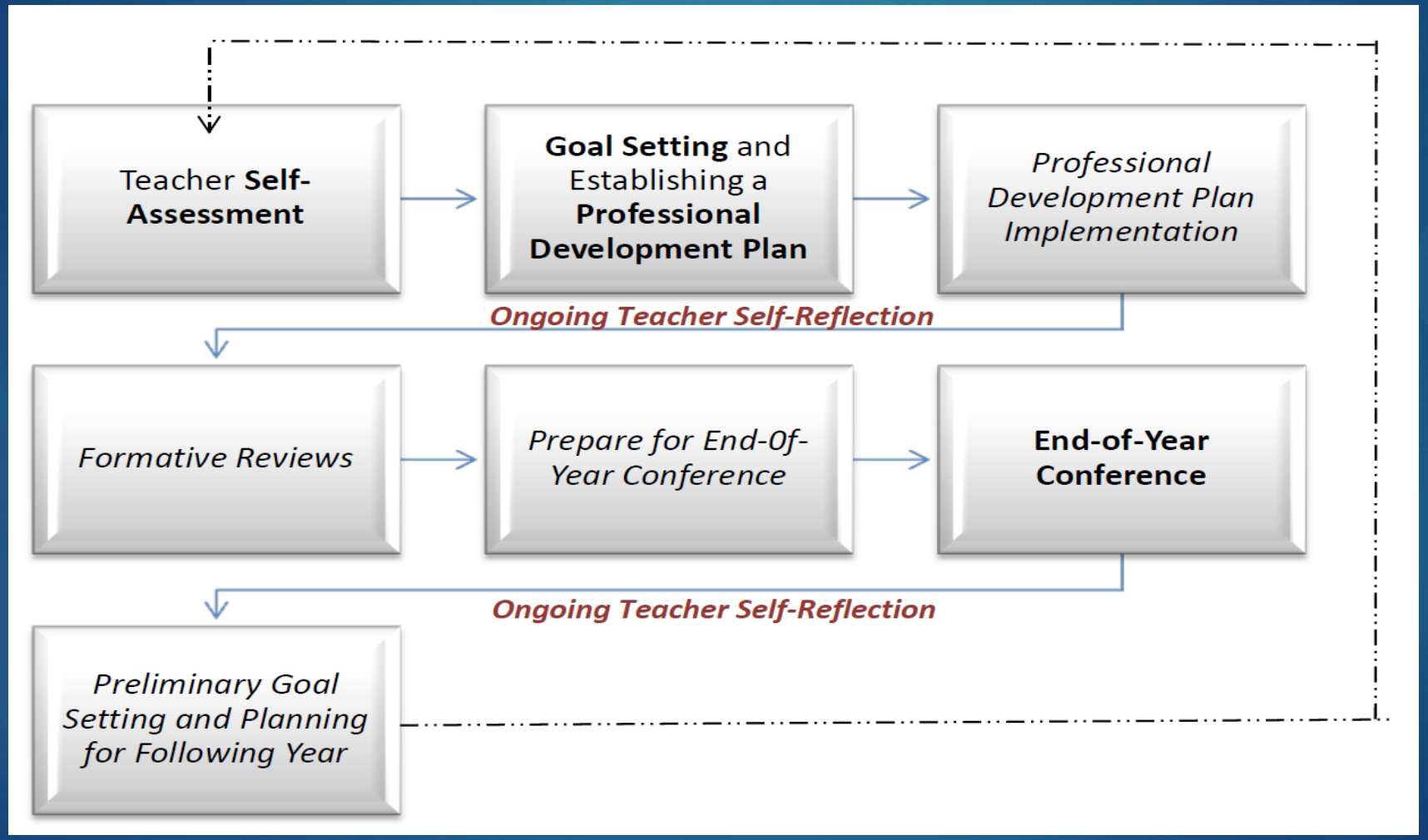
Distinguished	Accomplished	Proficient	Developing	Improvement Needed
Instructional Planning Includes:	**Instructional Planning Includes:**	**Instructional Planning Includes:**	**Instructional Planning Includes:**	**Instructional Planning Includes:**
• All rigorous and measurable goals aligned to state content standards. • Integration of technology to enhance mastery of goal(s). • All activities, materials and assessments that: ◦ are logically sequenced ◦ are relevant to students' prior understanding and real-world applications ◦ integrate and reinforce concepts from other disciplines ◦ provide appropriate time for student work, student reflection, lesson and lesson closure ◦ deepen understanding of broader unit and course objectives ◦ are vertically aligned to state standards ◦ are appropriate for diverse learners • Objectives that are aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson.	• All measurable goals aligned to state content standards. • Integration of technology to enhance mastery of goal(s). • All activities, materials and assessments that: ◦ are sequenced ◦ are relevant to students' prior understanding ◦ integrate other disciplines ◦ provide appropriate time for student work, lesson and lesson closure ◦ reinforce broader unit and course objectives ◦ are vertically aligned to state standards ◦ are appropriate for diverse learners • All objectives that are aligned and logically sequenced to the lesson's goal.	• All goals aligned to state content standards. • Integration of technology when applicable. • All activities, materials and assessments that: ◦ are sequenced ◦ are relevant to students ◦ provide appropriate time for lesson and lesson closure ◦ fit into the broader unit and course objectives ◦ are appropriate for diverse learners • All objectives that are aligned to the lesson's goal.	• Most goals aligned to state content standards. • Most activities, materials and assessments that: ◦ are sequenced ◦ sometimes provide appropriate time for lesson and lesson closure • Lessons where most objectives are aligned and sequenced to the lesson's goal.	• Few goals aligned to state content standards. • Few activities, materials and assessments that: ◦ are sequenced ◦ rarely provide time for lesson and lesson closure • Lessons where few objectives are aligned and sequenced to the lesson's goal.
MOVES TO STUDENT-CENTERED ACTIONS	MOVES TO STUDENT-CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER-CENTERED ACTIONS	FOCUSES ON TEACHER-CENTERED ACTIONS	FOCUSES ON TEACHER-CENTERED ACTIONS

Sources of Evidence: Pre-Conference, Formal Observation, Classroom

Standards Basis: 1.1, 1.2, 3.1, 3.2, 3.3

2

Continuous Improvement



Texas Principal Evaluation Support System
What is T-PESS?

A STANDARDIZED EVALUATION SYSTEM DESIGNED TO SUPPORT PRINCIPALS IN THEIR PROFESSIONAL DEVELOPMENT AND HELP THEM IMPROVE AS INSTRUCTIONAL LEADERS.

A Standardized Evaluation System Will:

- Serve as a measurement of leadership performance
- Guide leaders as they reflect upon and improve their effectiveness
- Focus the goals and objectives of schools and districts as they support, monitor, and evaluate their principals
- Guide professional development for principals
- Serve as a tool in developing coaching and mentoring programs for principals, and
- Inform higher education programs in developing the content requirements of degree programs that prepare future principals

Principal Evaluation Process

T-PESS is Aligned to the Texas Leadership Standards

- **Instructional Leadership:** The principal is responsible for ensuring every student receives high quality instruction.
- **Human Capital:** The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.
- **Executive Leadership:** The principal is responsible for modeling a consistent focus on and commitment to improving student learning.
- **School Culture:** The principal is responsible for establishing and implementing a shared vision and culture of high expectation for all staff and students.
- **Strategic Operations:** The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction

Where is Tyler ISD in the Implementation of T-TESS & T-PESS?

- Over 60 of our district and campus level administrators have attended the trainings, including our Superintendent Dr. Crawford
- District level leaders are currently developing action plans in the following areas:
  - Teacher Training
  - Development of evaluation timelines
  - Development of local policy
  - Aligning informal observations and walkthroughs to T-TESS rubric to ensure consistency
  - Identifying and selecting the system to collect and maintain all evaluation rubrics and pre and post conference notes
  - Finalizing templates