Texas Evaluation and Support System Overview
T-TESS & T-PESS Update: Fall 2015

Today’s Agenda

- New Evaluation System Background & Pilot Update
- T-TESS: Texas Teacher Evaluation & Support System
  - Overview: Main Components, Process, Forms & Resources
- T-PESS: Texas Principal Evaluation & Support System
  - Overview: Main Components, Process, Forms & Resources
- Fall Region 4 Training Schedule (Planning and District Decision Making)
- Spring 2016 Open Enrollment Sessions (January – May 2016 at Region 4)
- Summer 2016 Open Enrollment Sessions (May – August 2016)
  - T-TESS: 5 Area District Cohort Sites
  - T-PESS: At Region 4 Site & Crowne Plaza Northwest

Background: New Evaluation System

2013-14: Creation of New System & Standards
- TEA worked with teacher and principal statewide steering committees to revise standards and create measures of a new state evaluation system
- T-PESS: Texas Principal Evaluation & Support System
- T-TESS: Texas Teacher Evaluation & Support System

2014-2015: First Pilot Year
- There were 65 volunteer pilot districts statewide
- Region 4 Pilots (3): Friendswood ISD (T-PESS), Houston Heights Learning Academy (T-TESS) & Lamar CISD (both)
**Background: New Evaluation System**

2015-2016 Refinement Year: Second Year of Statewide Pilot Work
- Expansion in number of pilot districts statewide to over 200
- Region 4 Pilots (9 total): Danbury ISD (both), Fort Bend ISD (both-feeder pattern), Friendswood ISD* (T-PESS), Galveston ISD (both), Goose Creek CISD (both), Harmony (T-PESS statewide), Harmony Science & Technology (T-PESS statewide), Lamar CISD* (both) & Spring ISD (both)
  *= pilot participants in both year #1 and year #2

Fall 2015: Chapter 150 Rules Rewritten (statewide committee)

2016-17 School Year: Statewide Implementation

---

**Texas Teacher Standards**

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

Texas Administrative Code, Chapter 149 – Effective June 8, 2014.

---

**T-TESS: Introductory Video**

Link to all T-TESS Materials Online: teachfortexas.org
What Big Ideas Did You Notice?

What big ideas resonated with you as themes from the video?

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
- Professional Practices and Responsibilities
  - Professional Demeanor and Ethics
  - Goal Setting
  - Professional Development
  - School Community Involvement
- Learning Environment
  - Classroom Environment, Routines, and Procedures
  - Managing Student Behavior
  - Classroom Culture

T-TESS Overview

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

2017-18 year

Observations (both formal and informal)
### Requirements and Recommendations

<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</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>

### Observation FAQs

1. Q: How many times will a teacher be observed each year?
   A: One observation is required but multiple (formal and informal) are recommended.

2. Q: How long should the observations last?
   A: 45 minute minimum observation but full lesson observations are recommended.

3. Q: Will informal observations "count" toward the overall rating?
   A: Districts will have flexibility to make this decision.

4. Q: Will teachers ALSO be observed with PDAS?
   A: No, if a school is participating in the pilot then they will only implement the pilot instrument.

5. Q: Who can conduct the observations?
   A: Trained and certified appraisers

### Process Overview

- **Teacher Orientation:** District/Campus provides face to face.
- **Teacher Goal Setting & Establishment of a Professional Development Plan (Domain 4):** Ongoing Teacher Self-Reflection.
- **Professional Development Plan Implementation & Goal Monitoring, Formative Reviews, & Feedback (Domain 4):** Prepare for mid-year Conference. Teachers submit information in support of Domain 4.
- **Observations & Walkthrough:** Formative review & feedback, pre-conference is optional; post-conference is required. Feedback and ratings discussed. (Domains 1-3).
- **At End of Year Conference:** Discuss Domain 4 evidence and review rubric and ratings from Domains 1-3; set preliminary goals for following year.
- **Optional Goal Setting Form Online:** Ongoing Teacher Self-Reflection.
- **Other End of year Conference:** Teachers provide Domain 4 scores and overall rating.
T-TESS Rubric

INSTRUCTION DIMENSION 2.4
Differentiation

4 Domains

16 Dimensions
The term “Proficient” is written in statute; thus, it is also included in the rubric and defines rock-solid teaching.

A campus with predominately “Proficient” teachers is representative of a strong, effective campus where teacher and student performance are strong.

As teachers embrace the notion that T-TESS is an appraisal process with an embedded development process itself, it will be clear that the “Accomplished” and “Distinguished” performance levels are growth opportunities for the refinement of their professional craft.

It will take time and attention to recalibrate at the local and state levels.

Once teachers embrace this message, the focus on the performance level dissipates. When it hasn’t, it’s a signal for campus leadership that the message hasn’t been received and embraced.
Start With Proficient: Evidence Determines Movement

**INSTRUCTION DIMENSION 2.4**

Differentiation

**Evidence Determines Movement**

Profeicient = Rock
Solid teaching
Preponderance of the evidence Model

Formal Observations = Instructional Post-Conference Feedback Agenda

**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
- Share Recommendations

**Refinement**
- Refinement Area Dimension
- Self-Analysis and Follow-up Questions
- Share Evidence for Refinement

**Review Ratings**
- Share Evidence for Ratings

Teach for Texas Portal: Appraiser Resources
https://teachfortexas.org

Accountability & Leadership Solutions
Department
Teach for Texas Portal: Appraiser Resources

https://teachfortexas.org

Choice: Will Your District Use the Portal for Management? Observation Entry Example

Arts Career and Technology English/Language Arts/Reading Exploratory Foreign Languages Math Science Social Studies Special Education Other

Observation Entry – Page 2
Additional Features of Teach for Texas Portal

- By entering teacher observations into the Dashboard, users can generate reports and analyze the results of teacher observations across grade levels, content areas, and produce over 20 other reports.
- The Dashboard provides tools for ensuring inter-rater consistency of appraisers.
- The Dashboard can be used to analyze teacher evaluation data.

Using the Teach for Texas Portal to Support Professional Development Planning

The following chart shows a sample report for particular dimensions on the teacher appraisal rubric that have been chosen as an area of refinement in one example school:

![Chart showing areas for refinement](chart.png)

Reports

![Graph showing analysis](graph.png)
Online Certification Information

- 3 Day face to face training for teacher appraisers 8:00-5:00
  - Must attend training days consecutively
- At the completion of the 3 Day Training, Region 4 trainer submits a completion list to NIET/Region 13.
- An email with a temporary user name/password is then sent to each trained participant.
- Online Initial Certification: Each trained participant must then pass an online certification test (view and rate a lesson online and answer additional questions).
- Online Annual Recertification: Each summer appraisers must pass the online test to maintain certified appraiser status (no face to face re-training component/online only).

T-TESS Summary: Fall 2015

- T-TESS is aligned to research-based, best practices for teaching and learning; the rubric aligns directly with the new Texas Teacher Standards.
- The 'Proficient' performance level is representative of a 'Rock Solid' teacher.
- The T-TESS process is a growth-based model. It provides for actionable, timely feedback, allowing teachers to set goals and identify professional development that will lead to refinement in knowledge and skills and improvement in student performance.
- T-TESS Teacher Orientation materials available online. District/campus provides orientation for all teachers (1/2 day/4.5 hours or full day/7 hour training options).
- AEL/ILD will continue to be required (pre-requisite?) – Chapter 150
- Districts will still have the option of a locally developed instrument – Chapter 150

T-PESS:
TEXAS PRINCIPAL EVALUATION
AND SUPPORT SYSTEM

Link to all T-PESS Materials Online: http://www4.esc13.net/pdas
T-PESS Performance Rubric

Performance Levels Defined

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguished</td>
<td>Principal consistently and significantly exceeded proficiency on standard(s) of performance. Direct comment is required.</td>
</tr>
<tr>
<td>Accomplished</td>
<td>Principal exceeded proficiency on standard(s) of performance most of the time.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Principal demonstrated competent performance on the standard.</td>
</tr>
<tr>
<td>Developing</td>
<td>Principal demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate proficiency on standard(s) of performance.</td>
</tr>
<tr>
<td>Not Demonstrated Needs Improvement</td>
<td>Principal did not demonstrate the competence on achieving standard(s) of performance. Direct comment is required.</td>
</tr>
</tbody>
</table>
Scoring the Rubric

Standards Based Developmental Rubric: Cumulative & Additive

Scoring Example Targeting Growth

Artifacts and Evidence

Artifacts/Evidence support the principal’s work toward fulfilling individual and organizational goals emphasizing the use of research-based practices.
THE T-PESS EVALUATION PROCESS

Implement with quality, fidelity, intensity, and consistency

Purpose: To reflect on past performance, feedback from supervisors and colleagues and benchmark performance against the criteria in the evaluation rubric.

- Each Appraisee will complete a self-assessment.
- This self-assessment will provide a foundation for collegial and professional conversations between the Appraisee and their Appraiser.
- The self-assessment provides the basis for goal setting and performance improvement plans.

T-PESS Self-assessment

Purpose: To consider past performance and current self-assessment in setting manageable, meaningful and measurable performance goals.

- Using either the electronic pdf or paper/pencil version, each school-level leader will draft performance improvement goals.
- The goals will be based on past performance, the self-assessment, and collaboration with the appraiser.
- Goals should be directly linked to improving leadership performance and strategically tied to fulfillment of the schools improvement plan and priorities.

T-PESS Goal Setting
SMART Goals

- **Specific**
- **Measurable**
- **Attainable**
- **Relevant**
- **Time bound**


Opportunity for principal skill development now prior to implementation.

T-PESS Performance Goal Setting Form

- List the key steps you need to do to accomplish the goal.
- How will you measure your goal attainment? List the outcomes relevant to goal attainment.

T-PESS Mid-year Progress

**Purpose:** Collaborative and collegial dialogue to discuss progress toward individual goal attainment in which the principal and the appraiser will do the following:

1. Review evidence of performance relating directly to the goal;
2. Identify potential additional support that may be needed to accomplish the goal;
3. Determine progress toward goal attainment;
4. Make any adjustments to the Goal Setting Form; and
5. Discuss what data, artifacts, and other evidence might be appropriate.

*Note: T-PESS rubric is a formative rubric and should be used throughout to determine principal progress*
Purpose: The principal will synthesize the information in preparation for a Consolidated Performance Assessment that allows for review of performance throughout the year. A brief summary of the artifacts and data should be provided to the appraiser in advance of the End-of-year Performance Discussion.

The Appraiser should:
1. Review the Consolidated Performance Assessment.
2. Determine goal attainment.
3. Complete the Summary Rating Form.
T-PESS End-of-year Performance Discussion

**Purpose:** To finalize the annual evaluation process of the principal by reflecting back on the Self-assessment by reviewing the Consolidated Performance Assessment documents and the appraiser’s Summary Rating Form.

- Should any additional information be necessary for consideration in finalizing summary ratings, the principal will have immediate access.
- Summary Rating Form is completed and signed by the principal and appraiser.

T-PESS Final Evaluation & Goal Setting

The principal and appraiser will generate new goals and a plan for accomplishing the goals that are based on the summary ratings from the previous year.

T-PESS End-of-year Goal Attainment Form

<table>
<thead>
<tr>
<th>Goal</th>
<th>Expected Experiences</th>
<th>Attained</th>
<th>Progressing</th>
<th>Not Progressing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evidence of Completion:

- Appraiser Comments:
  - Principal comment below:
    - Yes: 0
    - No: 0
  - Additional comments:
    - Date: 

- Principal Signature:
- Date: 

- Appraiser Signature:
- Date: 

**T-PESS Summary: Fall 2015**

- 2 Day face to face training for principal appraisers 8:00-5:00 (complete all hours)
- At the completion of the 2 Day Training, Region 4 trainer submits your personal information (name, permanent email address, date of birth, place of birth) and a completed training list to Region 13 ESC.
- This completes the T-PESS certification process. Region 13 will then issue a statewide training certificate for each person and log your information into a statewide database for your future training verification access.
- T-PESS Principal Orientation materials available online. District provides orientation for all principals (4 hour training).
- The T-PESS system is developed to be used with principals. It will not be state-modified for use with assistant principals (district local decision).
- T-PESS language/requirements will be added as Chapter 150 is modified this fall.
- AEI/ILD will continue to be required (pre-requisite?) – Chapter 150
- Districts will still have the option of a locally developed instrument – Chapter 150

---

**Implementation Dates & Planning**

- Fall Region 4 Training Schedule (Planning and District Decision Making)
  - Monthly ½ Day Overview Sessions
  - Monthly 3 Day T-TESS training (October 20-22nd Session 1176879)
  - Monthly 2 Day T-PESS training (October 14-15 Session 1176792 & Nov. 17-19th Session 1176882)
- January 2016-May 2016: Multiple Monthly T-TESS & T-PESS Open Enrollment Sessions (encourage early training)
- May-August 2016: Continuous Monthly T-TESS Open Enrollment Sessions at 5 District Cohort Sites (locations being confirmed)
- May-August 2016: Continuous Monthly T-PESS Open Enrollment Sessions at Region 4 ESC/Crowne Plaza Northwest

---

**TOT Opportunity: Top 25 Largest Districts Statewide**

- The top 25 largest districts statewide will once again have the opportunity to select district trainers that will become Trainer of Trainers for T-TESS and/or T-PESS.
- For those top 25 largest districts who want to designate trainers to provide in-district T-TESS and/or T-PESS training in summer 2016 (prior to statewide roll-out of the new systems in fall 2016), we anticipate that there will be required trainer activities this fall AND this spring in order to apply and qualify – this is in addition to attending the 4 day T-TESS TOT and/or 3 day T-PESS TOT.
- TEA is currently developing the process, requirements and application for these potential top 25 district identified trainers.
- TEA will communicate information to these districts in September 2015.
- Our department will communicate participation opportunities for this fall (see previous slide) and has arranged for TOTs to be offered here at Region 4 in April. It is also anticipated that these trainers will also need to co-train with Region 4 prior to providing district sessions. Region 4 will provide co-training opportunities in May 2016.
Texas Evaluation System Resources

- T-TESS Materials: Teach for Texas Portal
  - Orientation materials, observation practice calibration videos, training modules & all forms: teachfortexas.org

- T-PESS Materials: Region 13 PDAS Section of Website
  - Orientation materials, training webinars & all pdf fillable forms: http://www4.esc13.net/pdas

- For More Information, Please Contact the Region 4 ESC Accountability & Leadership Solutions Department at 713.744.6372
  - Kelly Ingram, kingram@esc4.net
  - Dr. Sheldon Barr, sbarr@esc4.net
  - Debra Hamilton, debra.hamilton@esc4.net