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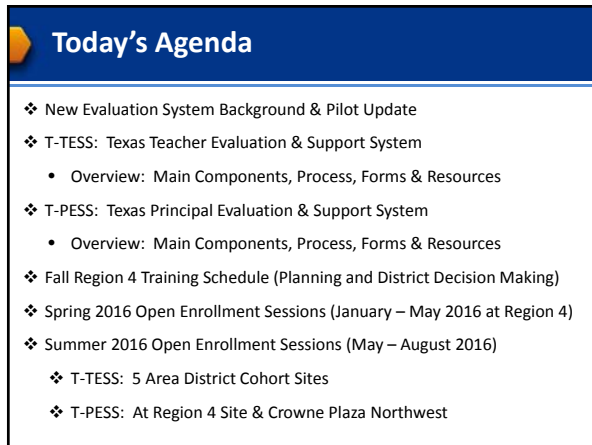
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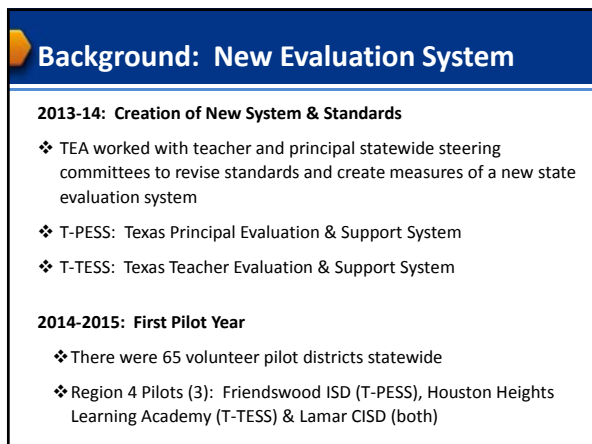
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**Background: New Evaluation System**

**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

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**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

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

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**T-TESS: Introductory Video**

 **TEA**  
TEXAS EDUCATION AGENCY

Link to all T-TESS Materials Online: [teachfortexas.org](http://teachfortexas.org)

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### What Big Ideas Did You Notice?



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

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### T-TESS Rubric Overview

<b>Planning</b> <ul style="list-style-type: none"><li>Standards and Alignment</li><li>Data and Assessment</li><li>Knowledge of Students</li><li>Activities</li></ul>	<b>Instruction</b> <ul style="list-style-type: none"><li>Achieving Expectations</li><li>Content Knowledge and Expertise</li><li>Communication</li><li>Differentiation</li><li>Monitor and Adjust</li></ul>	<b>Learning Environment</b> <ul style="list-style-type: none"><li>Classroom Environment, Routines, and Procedures</li><li>Managing Student Behavior</li><li>Classroom Culture</li></ul>
<b>Professional Practices and Responsibilities</b> <ul style="list-style-type: none"><li>Professional Demeanor and Ethics</li><li>Goal Setting</li><li>Professional Development</li><li>School Community Involvement</li></ul>		

Handout

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### T-TESS Overview

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

2017-18 year



Observations (both formal and informal)

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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

District Local Decisions

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- ### Observation FAQs
- Q: How many times will a teacher be observed each year?  
 A: One observation is required but multiple (formal and informal) are recommended.
  - Q: How long should the observations last?  
 A: 45 minute minimum observation but full lesson observations are recommended.
  - Q: Will informal observations “count” toward the overall rating?  
 A: Districts will have flexibility to make this decision.
  - 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.
  - Q: Who can conduct the observations?  
 A: Trained and certified appraisers

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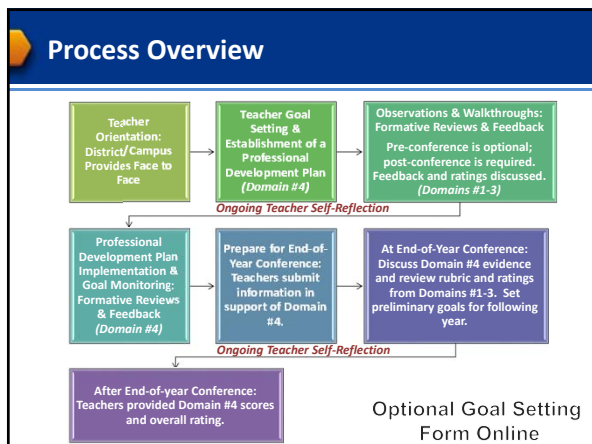
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**T-TESS Rubric**

**INSTRUCTION DIMENSION 2.4** Differentiation

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

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<b>The Teacher:</b> <ul style="list-style-type: none"> <li>Adapt lessons with a variety of instructional strategies to address individual needs of all students.</li> <li>Consistently monitors the quality of student participation and performance.</li> <li>Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.</li> <li>Uses multiple strategies to teach and assess students.</li> </ul>	<b>The Teacher:</b> <ul style="list-style-type: none"> <li>Adapt lessons to address individual needs of all students.</li> <li>Regularly monitors the quality of student participation and performance.</li> <li>Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.</li> <li>Uses strategies to teach and assess students.</li> </ul>	<b>The Teacher:</b> <ul style="list-style-type: none"> <li>Adapt lessons to address individual needs of all students.</li> <li>Regularly monitors the quality of student participation and performance.</li> <li>Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.</li> </ul>	<b>The Teacher:</b> <ul style="list-style-type: none"> <li>Adapt lessons to address some student needs.</li> <li>Sometimes monitors the quality of student participation and performance.</li> <li>Sometimes recognizes when students become confused or disengaged and attempts to adjust the learning or instructional methods.</li> <li>Sometimes provides differentiated instructional methods and content.</li> </ul>	<b>The Teacher:</b> <ul style="list-style-type: none"> <li>Provides one-size-fits-all lessons without meaningful differentiation.</li> <li>Rarely monitors the quality of student participation and performance.</li> <li>Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or individual needs.</li> <li>Rarely provides differentiated instructional methods and content.</li> </ul>

Source of Evidence: The Classroom, Formal Observation

Standards Basis: 1.5, 1.6, 2.1, 2.2, 2.3, 3.3, 4.1, 5.1, 5.3, 5.4

Rubric Handout, page 8

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**T-TESS Rubric**

**INSTRUCTION DIMENSION 2.4** Differentiation

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Distinguished	Accomplished	Proficient	Developing	Improvement Needed
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Source of Evidence: The Classroom, Formal Observation

Standards Basis: 1.5, 1.6, 2.1, 2.2, 2.3, 3.3, 4.1, 5.1, 5.3, 5.4

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4 Domains

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**T-TESS Rubric**

**INSTRUCTION DIMENSION 2.4** Differentiation

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Source of Evidence: The Classroom, Formal Observation

Standards Basis: 1.5, 1.6, 2.1, 2.2, 2.3, 3.3, 4.1, 5.1, 5.3, 5.4

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16 Dimensions

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### T-TESS Rubric

**INSTRUCTION DIMENSION 2.4** The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p><b>The Teacher:</b></p> <ul style="list-style-type: none"> <li>Adapt lessons with a wide variety of instructional strategies to address individual needs of all students.</li> <li>Consistently monitors the quality of student participation and performance.</li> <li>Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.</li> <li>Uses strategies to track and adjust instruction.</li> </ul>	<p><b>The Teacher:</b></p> <ul style="list-style-type: none"> <li>Adapt lessons to address individual needs of all students.</li> <li>Regularly monitors the quality of student participation and performance.</li> <li>Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.</li> </ul>	<p><b>The Teacher:</b></p> <ul style="list-style-type: none"> <li>Adapt lessons to address individual needs of all students.</li> <li>Regularly monitors the quality of student participation and performance.</li> <li>Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.</li> </ul>	<p><b>The Teacher:</b></p> <ul style="list-style-type: none"> <li>Adapt lessons to address individual needs.</li> <li>Sometimes monitors the quality of student participation and performance.</li> <li>Sometimes recognizes when students become confused or disengaged and intervenes in response to student learning or individual needs.</li> <li>Sometimes provides differentiated instructional methods and content.</li> </ul>	<p><b>The Teacher:</b></p> <ul style="list-style-type: none"> <li>Provides one-size-fits-all lessons without meaningful differentiation.</li> <li>Rarely monitors the quality of student participation and performance.</li> <li>Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or individual needs.</li> <li>Rarely provides differentiated instructional methods and content.</li> </ul>

Source of Evidence: The Classroom, Central Observation

Standards Basis: 1.3, 1.6, 2.1, 2.2, 2.3, 3.3, 4.1, 5.1, 5.3, 5.4

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Descriptors

Descriptors

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### T-TESS Rubric

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Source of Evidence: The Classroom, Central Observation

Standards Basis: 1.3, 1.6, 2.1, 2.2, 2.3, 3.3, 4.1, 5.1, 5.3, 5.4

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5 Performance Levels

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### "Proficient"

- ❖ 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.

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### Start With Proficient: Evidence Determines Movement

**INSTRUCTION DIMENSION 2.4** The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p><b>The Teacher:</b></p> <ul style="list-style-type: none"> <li>Adapt lessons with a variety of instructional strategies to address individual needs of all students.</li> <li>Consistently monitor the quality of student participation and performance.</li> <li>Always provide differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.</li> <li>Use multiple strategies to teach and assess students.</li> </ul>	<p><b>The Teacher:</b></p> <ul style="list-style-type: none"> <li>Adapt lessons to address individual needs of all students.</li> <li>Regularly monitor the quality of student participation and performance.</li> <li>Regularly provide differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.</li> <li>Use a range of strategies to teach and assess students.</li> </ul>	<p><b>The Teacher:</b></p> <ul style="list-style-type: none"> <li>Adapt lessons to address individual needs of all students.</li> <li>Regularly monitor the quality of student participation and performance.</li> <li>Recognize when students receive content or strategies that are not aligned with their individual needs.</li> <li>Recognize, anticipate, and respond to student learning or individual needs.</li> <li>Use a range of strategies to teach and assess students.</li> </ul>	<p><b>The Teacher:</b></p> <ul style="list-style-type: none"> <li>Adapt lessons to address individual needs.</li> <li>Sometimes monitor the quality of student participation and performance.</li> <li>Sometimes recognize when students receive content or strategies that are not aligned with their individual needs.</li> <li>Sometimes provide differentiated instructional methods and content.</li> </ul>	<p><b>The Teacher:</b></p> <ul style="list-style-type: none"> <li>Does not use any differentiated instructional methods.</li> <li>Does not monitor the quality of student participation and performance.</li> <li>Does not recognize when students receive content or strategies that are not aligned with their individual needs.</li> <li>Does not provide differentiated instructional methods and content.</li> </ul>

Proficient = Rock Solid Teaching  
Preponderance of the Evidence Model

Source of Evidence: The Conference, Clinical Observation

Standards Basis: 1.3, 1.6, 2.1, 2.2, 2.3, 3.3, 4.1, 5.1, 5.3, 5.4

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### Formal Observations = Instructional Post-Conference Feedback Agenda

Introduction	Reinforcement Glow	Refinement Grow	Review Ratings
<ul style="list-style-type: none"> <li>Greeting</li> <li>Review Conference Process</li> <li>Ask a general impression question about the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Reinforcement Area (Dimension)</li> <li>Self-Analysis and Follow-Up Questions</li> <li>Share Evidence for Reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>Refinement Area (Dimension)</li> <li>Self-Analysis and Follow-Up Questions</li> <li>Share Evidence for Refinement</li> <li>Share Recommendations</li> </ul>	<ul style="list-style-type: none"> <li>Share Evidence for Ratings</li> </ul>

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### Teach for Texas Portal: Appraiser Resources

<https://teachfortexas.org>

TEA TEXAS EDUCATION AGENCY

Home | Introduction | Training | Support | Resources | Self-Professional Development | Online Collaboration | Observation | Assessment

**Video Library: Get Started**

Here is the section we refer to when we refer to the list of videos and their descriptions.

Video Name	Duration
01.01.01.01 - The Growth Cycle: Math, ELA and Characteristics of Quality Lesson	00:05:00
01.01.01.02 - The Growth Cycle: Math, ELA and Characteristics of Quality Lesson	00:05:00
01.01.01.03 - The Growth Cycle: Language Arts, Science and Characteristics of Quality Lesson	00:05:00
01.01.01.04 - The Growth Cycle: Language Arts, Science and Characteristics of Quality Lesson	00:05:00
01.01.01.05 - The Growth Cycle: Language Arts, Science and Characteristics of Quality Lesson	00:05:00
01.01.01.06 - The Growth Cycle: Language Arts, Science and Characteristics of Quality Lesson	00:05:00
01.01.01.07 - The Growth Cycle: Language Arts, Science and Characteristics of Quality Lesson	00:05:00
01.01.01.08 - The Growth Cycle: Language Arts, Science and Characteristics of Quality Lesson	00:05:00
01.01.01.09 - The Growth Cycle: Language Arts, Science and Characteristics of Quality Lesson	00:05:00
01.01.01.10 - The Growth Cycle: Language Arts, Science and Characteristics of Quality Lesson	00:05:00
01.01.01.11 - The Growth Cycle: Language Arts, Science and Characteristics of Quality Lesson	00:05:00
01.01.01.12 - The Growth Cycle: Language Arts, Science and Characteristics of Quality Lesson	00:05:00
01.01.01.13 - The Growth Cycle: Language Arts, Science and Characteristics of Quality Lesson	00:05:00
01.01.01.14 - The Growth Cycle: Language Arts, Science and Characteristics of Quality Lesson	00:05:00
01.01.01.15 - The Growth Cycle: Language Arts, Science and Characteristics of Quality Lesson	00:05:00
01.01.01.16 - The Growth Cycle: Language Arts, Science and Characteristics of Quality Lesson	00:05:00
01.01.01.17 - The Growth Cycle: Language Arts, Science and Characteristics of Quality Lesson	00:05:00
01.01.01.18 - The Growth Cycle: Language Arts, Science and Characteristics of Quality Lesson	00:05:00
01.01.01.19 - The Growth Cycle: Language Arts, Science and Characteristics of Quality Lesson	00:05:00
01.01.01.20 - The Growth Cycle: Language Arts, Science and Characteristics of Quality Lesson	00:05:00

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### Teach for Texas Portal: Appraiser Resources

<https://teachfortexas.org>

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

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### Observation Entry – Page 2

**Observer Ratings**

Observer	Observer School	Teacher	Appraiser	Teacher	Observer School
Observing and Assessing (OA)	Planning	Challenged	Accomplished	Proficient	Developmental/Needs
Classroom Management (CM)	Instruction	Challenged	Accomplished	Proficient	Developmental/Needs
Instructional Practice and Responsibilities (IPR)	Learning Environment	Challenged	Accomplished	Proficient	Developmental/Needs
Professional Development (PD)	Professional Practice and Responsibilities (PPR)	Challenged	Accomplished	Proficient	Developmental/Needs

**Reinforcement**

Objectives: [Select type - reinforcement objectives linked to the domain/description(s)]

Observer: [List of options]

Performance: [List of options]

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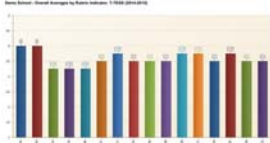


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### Additional Features of Teach for Texas Portal

- 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.




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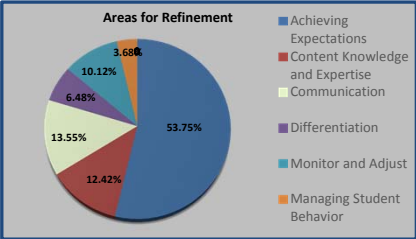
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### Using the Teach for Texas Portal to Support Professional Development Planning

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:




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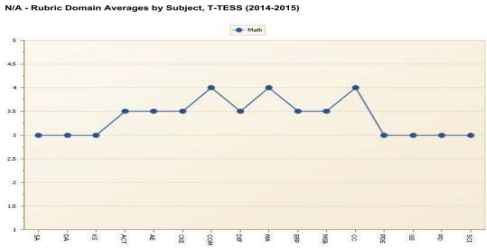
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### Reports




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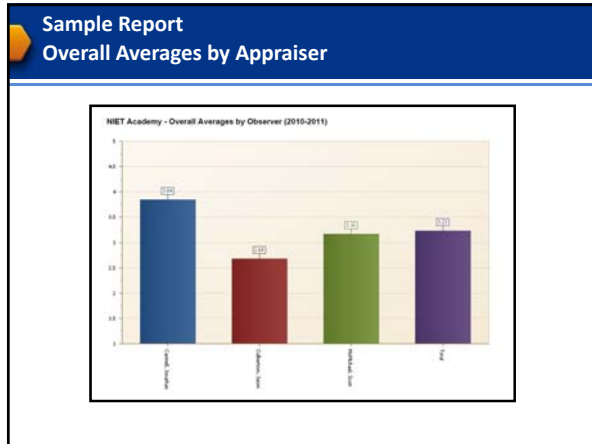
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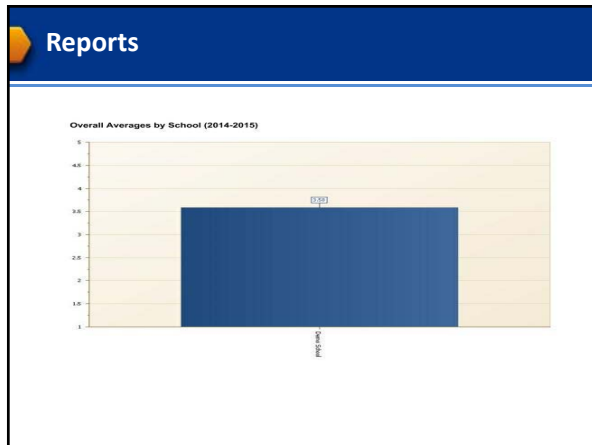
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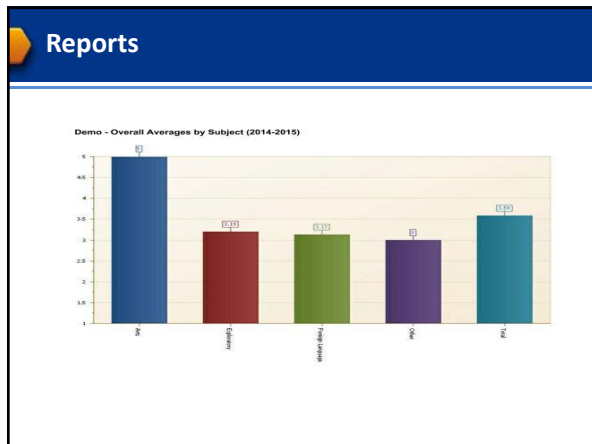
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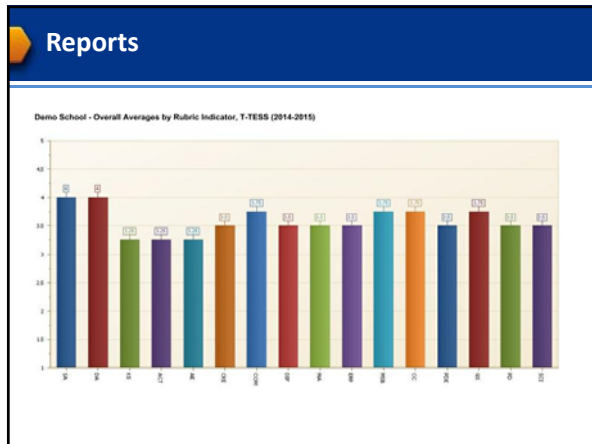
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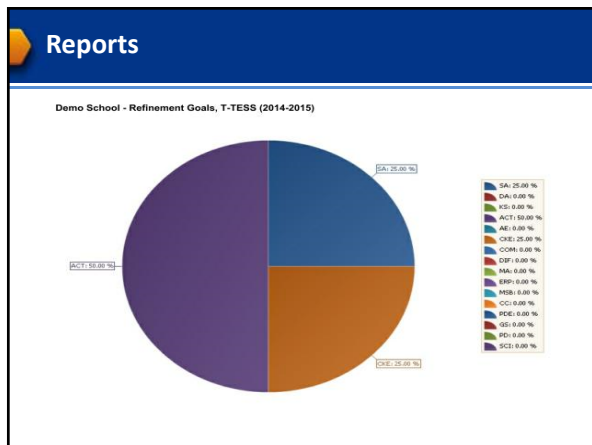
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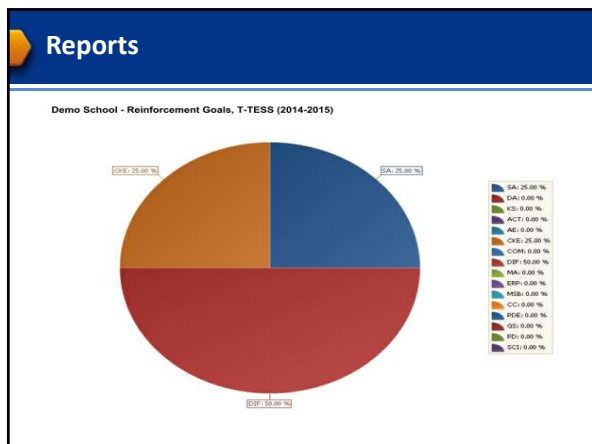
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**Online Certification Information**

- ❖ 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).

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**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

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**T-PESS:  
TEXAS PRINCIPAL EVALUATION  
AND SUPPORT SYSTEM**

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

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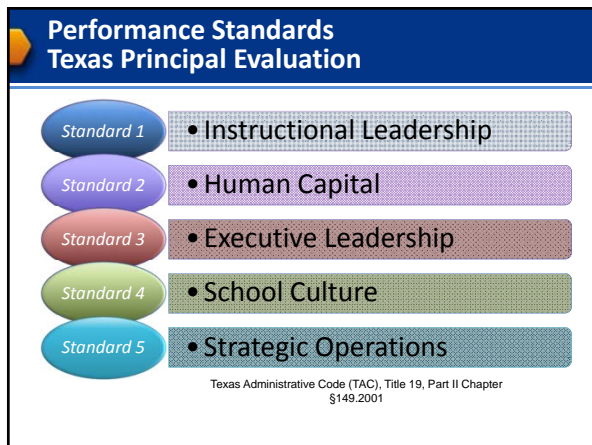
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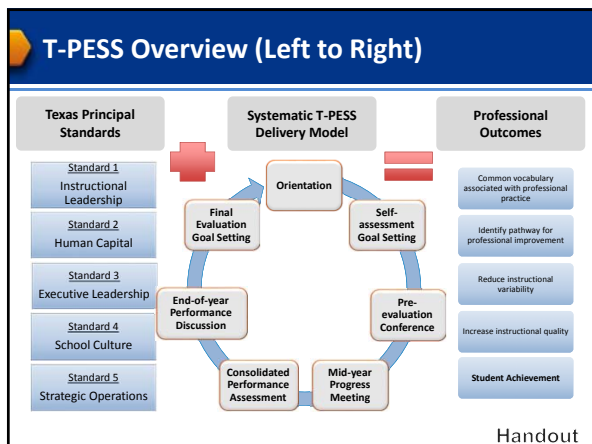
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Framework | Rubric | Scoring | Evidence

All forms are available online:  
<http://www4.esc13.net/pdas>

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### T-PESS Performance Rubric

<b>Performance Standard</b>	<b>Standard 1 – Instructional Leadership.</b> The principal is responsible for ensuring every student receives high-quality instruction.				
<b>Indicator</b>	<b>Indicator 1A.</b> The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.				
<b>Performance Level</b>	<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Not Demonstrated Needs Improvement</b> Comment Required
<b>Performance Descriptors</b>	<ul style="list-style-type: none"> <li>▫ Makes significant and exemplary contributions toward helping the school district adopt, adapt, or design rigorous research-based curriculum aligned with state standards.</li> <li>▫ Makes significant and exemplary contributions toward helping the school district adopt, adapt, or design rigorous research-based curriculum both formative and summative that support the approved curriculum and supports student learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Directs the fidelity of curriculum implementation.</li> <li>▫ Collaborates with building leadership team to strengthen implementation of the approved curriculum and the alignment with state standards through ongoing analysis of data sources.</li> <li>▫ Ensures the approved curriculum is assessed using formative and summative assessments that are focused on measuring learning for all students across all grade and content areas.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Plans with clearly defined detail the implementation of the district approved curriculum.</li> <li>▫ Actively monitors activities and opportunities for feedback and risk to evaluate the implementation of the approved curriculum.</li> <li>▫ Actively monitors activities and opportunities for feedback and risk to provide a comprehensive analysis of formative and summative assessment data and the impact on student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Understands and is knowledgeable about the district approved curriculum and its alignment to the state standards.</li> <li>▫ Understands and is knowledgeable about assessment. Initiates formative and summative practice and assesses the effect on student learning.</li> </ul>	
	and	and	and		
	Appropriate Comments				

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### Performance Levels Defined

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

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### Scoring the Rubric

**Standard 1 – Instructional Leadership** The principal is responsible for ensuring every student receives high-quality instruction.

**Indicator 1A.** The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement Concern Request
<ul style="list-style-type: none"> <li>Identifies significant and necessary revisions to state learning standards, district policy, state or design agency research and standards aligned with state standards</li> </ul>	<ul style="list-style-type: none"> <li>Monitors the fidelity of curriculum implementation</li> <li>Collaborates with building leadership to strengthen implementation of the approved curriculum and the alignment with state standards through ongoing analysis of data sources.</li> </ul>	<ul style="list-style-type: none"> <li>Plans with clearly defined detail for implementation of the district approved curriculum</li> <li>Actively initiates activities and opportunities for teachers and staff to evaluate the implementation of the approved curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Understands and is knowledgeable about the district approved curriculum and its alignment to the state standards</li> </ul>	
<ul style="list-style-type: none"> <li>Identifies significant and necessary revisions to state learning standards, district policy, state or design agency research and assessments (both formative and summative) that support the approved curriculum and supports student learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Ensures the approved curriculum is revised using formative and summative assessment data that forward on assessing learning for all students across all grades and content areas.</li> <li>...and</li> </ul>	<ul style="list-style-type: none"> <li>Actively initiates activities and opportunities for teachers and staff to provide a comprehensive analysis of formative and summative assessment data and the impact on student achievement</li> <li>...and</li> </ul>	<ul style="list-style-type: none"> <li>Understands and is knowledgeable about assessment (formative &amp; summative) practices and uses that effect on student learning</li> <li>...and</li> </ul>	

**Appraiser Comments:** Standards-Based Developmental Rubric: Cumulative & Additive

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### Scoring Example Targeting Growth

**Standard 1 – Instructional Leadership** The principal is responsible for ensuring every student receives high-quality instruction.

**Indicator 1A.** The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement Concern Request
<ul style="list-style-type: none"> <li>Identifies significant and necessary revisions to state learning standards, district policy, state or design agency research and standards aligned with state standards</li> </ul>	<ul style="list-style-type: none"> <li>Monitors the fidelity of curriculum implementation</li> <li>Collaborates with building leadership to strengthen implementation of the approved curriculum and the alignment with state standards through ongoing analysis of data sources.</li> </ul>	<ul style="list-style-type: none"> <li>Plans with clearly defined detail for implementation of the district approved curriculum</li> <li>Actively initiates activities and opportunities for teachers and staff to evaluate the implementation of the approved curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Understands and is knowledgeable about the district approved curriculum and its alignment to the state standards</li> </ul>	
<ul style="list-style-type: none"> <li>Identifies significant and necessary revisions to state learning standards, district policy, state or design agency research and assessments for all students across all grades and content areas.</li> </ul>	<ul style="list-style-type: none"> <li>Ensures the approved curriculum is revised using formative and summative assessment data that forward on assessing learning for all students across all grades and content areas.</li> </ul>	<ul style="list-style-type: none"> <li>Actively initiates activities and opportunities for teachers and staff to provide a comprehensive analysis of formative and summative assessment data and the impact on student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Understands and is knowledgeable about assessment (formative &amp; summative) practices and uses that effect on student learning</li> </ul>	

**Appraiser Comments:** Goal/Growth Opportunity

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### Artifacts and Evidence

**Indicator 1D.** The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement Concern Request
<ul style="list-style-type: none"> <li>Develops relationships with parents/guardians and the community to ensure good will and trust in the school's ability to close achievement gaps.</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes knowledge bases to monitor student data and implements with parents, programs, and services that result in closing achievement gaps.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboratively develops clear expectations for students and staff that emphasize positive outcomes with the sharing of expert and results in closing achievement gaps.</li> </ul>	<ul style="list-style-type: none"> <li>Understands and articulates a clear meaning of equity within the school environment.</li> </ul>	
<ul style="list-style-type: none"> <li>Identifies significant and consistent progress toward eliminating achievement gaps while maintaining individual student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes relevant achievement data to define and prioritize program and instructional improvement efforts that make meaningful progress towards eliminating the achievement gap while maintaining individual student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Continually and consistently assesses the progress towards eliminating achievement gaps among individual sub-groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>Models and practices high expectations for all students, student sub-groups, and staff.</li> </ul>	

**Appraiser Comments:** Artifacts/Evidence support the principal's work toward fulfilling individual and organizational goals emphasizing the use of research-based practices.

**STANDARD 1: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE**

- Change Implementation Plan
- Individual achievement and testing data
- Leadership team
- Use of research-based cultural and discipline practices
- Change state/culture
- Formative and summative assessment
- Education plans for identified sub-populations
- Trackable metrics

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Implement with quality, fidelity, intensity, and consistency

## THE T-PESS EVALUATION PROCESS

All  
Forms Online – PDF Fillable: <http://www4.esc13.net/pdas>

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### T-PESS Self-assessment

**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.

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### T-PESS Goal Setting

**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.

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### SMART Goals

- S** • Specific
- M** • Measurable
- A** • Attainable
- R** • Relevant
- T** • Time bound

O'Neill, J., Conzemius, A., Commodore, C., & Pulsfus, C. (2006)

Opportunity for principal skill development now prior to implementation.

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### T-PESS Performance Goal Setting Form

**Goals:** List the key steps you need to do to accomplish the goal.

Leadership Standard(s) and Indicator(s) to be Addressed	Strategies and Actions	Expected Measurable Outcomes	Timeline for Achieving Goal	Resources Needed
<span style="border: 1px solid purple; border-radius: 10px; padding: 2px;">How will you measure your goal attainment? List the outcomes relevant to goal attainment.</span>				

Appraiser Comments:

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Appraiser Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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### 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*

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### T-PESS Mid-year Progress Form

Goal:	<input type="checkbox"/> Progressing <input type="checkbox"/> Not Progressing
Evidence of Progress:	
Revised Plan (if necessary):	
Appraiser Comments:	
Principal comment attached: Yes <input type="checkbox"/> No <input type="checkbox"/>	
If comments are attached, Appraiser Signature:	Date:
Principal Signature:	Date:
Appraiser Signature:	Date:

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### T-PESS Consolidated Performance Assessment

**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.

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### T-PESS Summary Rating Form

Standard 1 – <i>Instructional Leadership</i> : The principal is responsible for ensuring every student receives high-quality instruction.					
Indicators	Designated	Accomplished	Proficient	Developing	Not Documented/Needs Attention
a. The principal assesses implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The principal monitors and ensures high-quality instructional practices among teachers and staff that improve student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The principal monitors multiple forms of student data to inform instruction and intervention decisions to maximize student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The principal ensures that effective instructional practices benefit individual students and student groups, support equity, and eliminate the achievement gap.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL Rating for Standard 1</b>					
Comments:	Evidence of documentation that may be used to support ratings:				
Recommended actions for improvement:	Campus Improvement Plan Student achievement and testing data Leadership teams Use of research-based school and classroom practices Campus master schedule Formative and summative assessments Education plans for identified sub-populations Stakeholder surveys				
Resources used to complete the actions for improvement:					

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### 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.

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### 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.

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### T-PESS End-of-year Goal Attainment Form

Goal:					<input type="checkbox"/> Goal Achieved	<input type="checkbox"/> Goal Not Achieved
<input type="checkbox"/> Significantly Exceeded Expectations	<input type="checkbox"/> Exceeded Expectations	<input type="checkbox"/> Attained	<input type="checkbox"/> Progressing	<input type="checkbox"/> Not Progressing		
Through the completion and full attainment of the established goal, the principal has demonstrated significant and substantial competence through knowledge, skills, responsibilities, and/or behaviors essential to an effective leader in the progress of meeting the established goal.	Through the completion and full attainment of the established goal, the principal has demonstrated solid competence through knowledge, skills, responsibilities, and/or behaviors essential to the progress of meeting the established goal.	Principal demonstrated significant progress and growth toward achieving the established goal and the goal was at least marginally attained.	Principal demonstrated significant progress and growth toward achieving the established goal; however, the goal was not attained.	Principal did not demonstrate significant progress in achieving the established goal.		
Evidence of Completion:						
Appraiser Comments:						
Principal comment attached: Yes <input type="checkbox"/> No <input type="checkbox"/>			Date:			
If comments are attached, Appraiser Signature:					Date:	
Principal Signature:					Date:	
Appraiser Signature:					Date:	

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**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.
- ❖ AEL/ILD will continue to be required (pre-requisite?) – Chapter 150
- ❖ Districts will still have the option of a locally developed instrument – Chapter 150

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**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 20-22<sup>nd</sup> Session 1176879)
  - ❖ Monthly 2 Day T-PESS training (October 14-15 Session 1176792 & Nov. 17-19<sup>th</sup> 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

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**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.

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**Texas Evaluation System Resources**

- ❖ T-TESS Materials: Teach for Texas Portal
  - ❖ Orientation materials, observation practice calibration videos, training modules & all forms: [teachfortexas.org](http://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](mailto:kingram@esc4.net)
  - ❖ Dr. Sheldon Barr, [sbarr@esc4.net](mailto:sbarr@esc4.net)
  - ❖ Debra Hamilton, [debra.hamilton@esc4.net](mailto:debra.hamilton@esc4.net)

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