Teacher Refresher Training

T-TESS
Texas Teacher Evaluation & Support System

2019-2020

TEA
Texas Education Agency

Reflection

What is the core reason you do the work you do?
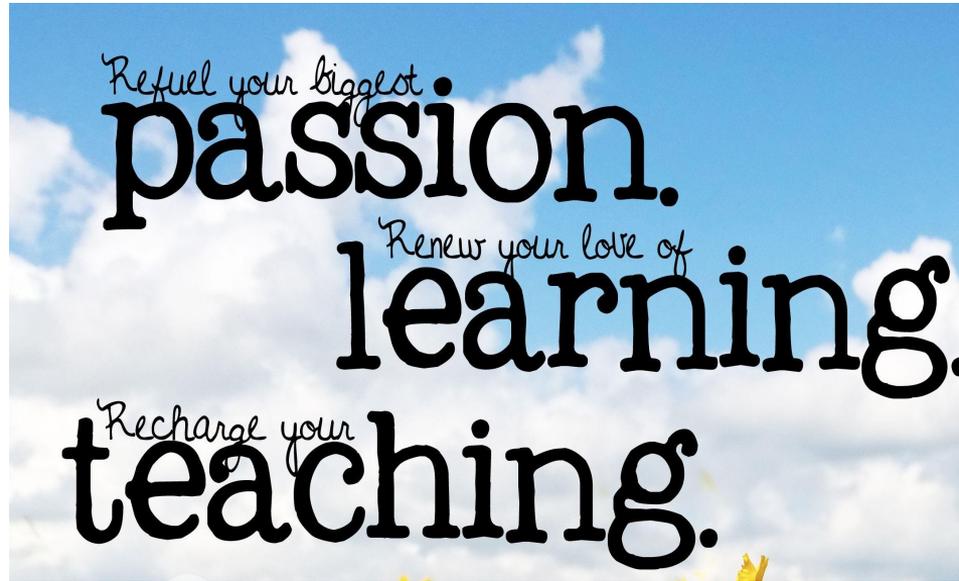
Why is it important for us to continuously improve our practices?

Objectives:

The participants will:

- Reflect and deepen their understanding with the T-TESS/Appraisal process;

- Reflect on T-TESS implementation and the impact on self, teachers, students, and the campus; and

- Identify next steps for growth and development (self and campus).

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Elements of an Effective Lesson:

- Rigorous and measurable goals aligned to state content standards (TEKS)
- 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

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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**

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INSTRUCTION
Monitor and Adjust (Dimension 2.5)

Dimension 2.5 Monitor and Adjust: The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments. **Standards Basis:** 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D **Potential Sources of Evidence:** Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
	• Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs. • Adjusts instruction and activities to maintain student engagement. • Uses discreet and explicit checks for understanding through questioning and academic feedback.	• Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. • Adjusts instruction and activities to maintain student engagement. • Continually checks for understanding through purposeful questioning and academic feedback.	• Consistently invites input from students in order to monitor and adjust instruction and activities. • Adjusts instruction and activities to maintain student engagement. • Monitors student behavior and responses for engagement and understanding.	• Sometimes utilizes input from students in order to monitor and adjust instruction and activities. • Adjusts some instruction within a limited range. • Sees student behavior but misses some signs of disengagement. • Is aware of most student responses but misses some clues of misunderstanding.	• Rarely utilizes input from students in order to monitor and adjust instruction and activities. • Persists with instruction or activities that do not engage students. • Generally does not link student behavior and responses with student engagement and understanding. • Makes no attempts to engage students who appear disengaged or disinterested.

Teacher Outcomes:

To fully understand what teacher and student behaviors 'look and sound like' at the proficient, accomplished and distinguished levels as a means of developing highly-effective practices and performance levels over time.

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T-TESS Skill-Dimension Crosswalk

	Standards and Alignment	Data and Assessments	Knowledge of Students	Activities	Achieving Expectations	Content Knowledge and Expertise	Communication	Differentiation	Monitor and Adjust	Classroom Environment, Routines and Procedures	Managing Student Behavior	Classroom Culture
Alignment	x		x	x		x						
Assessments		x	x	x					x			
Verbal and Written Communication/Discussion							x					
Checks for Understanding						x	x		x			
Content Knowledge	x			x		x		x	x			
Cross-disciplinary	x		x			x						
Data		x						x	x		x	
Differentiation	x		x	x				x				x
Gathering/Providing Feedback		x				x			x		x	x
Goals-setting (Student)		x		x	x						x	
Instructional Groups	x	x	x	x				x				
Instructional Resources and Materials	x			x						x		
Instructional Strategies	x	x	x	x		x	x	x	x			
Lesson Pacing	x		x					x	x			
Lesson Sequencing	x			x		x			x			
Monitoring		x	x	x	x				x		x	
Outcomes/Mastery of the Objective	x			x	x			x		x		
Participation/Performance								x	x	x	x	
Problem Solving				x								
Questioning				x			x		x			
Real World Connections	x		x	x		x						x
Roles and Responsibilities				x						x		
Social-emotional			x		x			x		x		x
Student Engagement								x	x		x	x
Student Leadership										x		
Student Misunderstandings					x	x	x					
Technology and Visual Tools	x			x			x					
Thinking and Higher Order Thinking Skills				x		x	x					

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T-TESS Triangle
Evaluation Focus - An Expa...

There is a direct cause and effect relationship between what the teacher says and does and what the students say and do. Again, all linked to the learner outcomes at the beginning, middle and end of the lesson.

...for how students are 'learning' and responding to instruction.

What are the students saying and doing that aligns with and supports the learning objectives?

What is the relationship between teacher and student behaviors?

Throughout the lesson, evidence is collected to show how students are moving towards mastery of the established learner outcomes.

Outco...

Teacher

Teacher Behaviors

Behaviors

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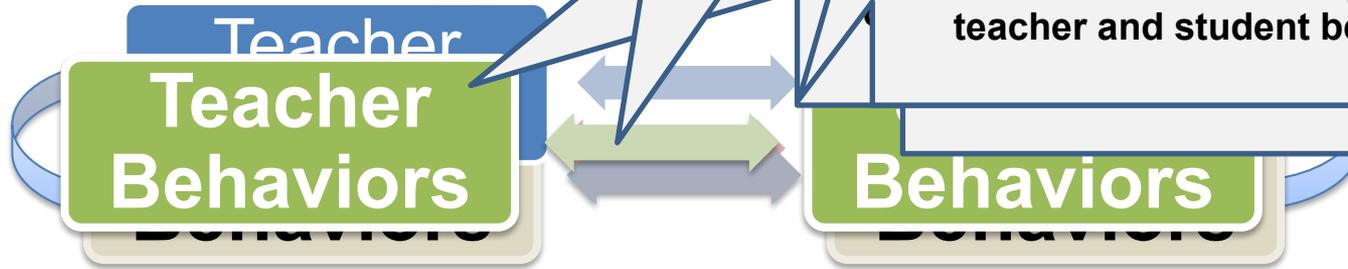
Rubric Cross-Connections

"True North"

True North refers to what we should do, not what we can do. It is a term used describe the ideal or state of perfection that your organization should be continually striving towards.

Opportunities for improvement never end, and it is only when we take the next step that we in fact see possible future steps.

True North works as a compass proving a guide to take an organization from the current condition to where they want to be. It is the persistent practice of daily improvement by all employees to advance to True North that makes organizations first class.

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Appraisal Process for FSISD Probationary Teachers

- Goal-Setting and Professional Development Plan (GSPD) due to appraiser by **September 30, 2019**
- Full 45-minute observation by appraiser
- Post-Conference within 10 working days from full observation

- End of Year Conference (April 1-April 30, 2020)

- Annual Summative Report within 10 working days after EOY conference

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Goal Setting and Professional Development Plan (GSPD): Due to appraiser by September 30, 2019

When setting goals for this school year, consider:

In what ways will these goals enhance/hone your knowledge and skills this year?

How will the goals impact student achievement?

Are there any necessary revisions/changes?

How will you maximize professional development to further refine your practices?

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Goal Setting

Professional growth goals drive changes in practices… which results in increased student performance.

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Part I: Data Analysis and Goal Setting

Note: This section must be provided to the appraiser within six weeks from the day of the completion of the orientation (teachers new to T-TESS) or within six weeks from the first day of instruction (teachers previously appraised withT-TESS).

1. Identify the data and processes used to assess **students'** academic and developmental needs.
   - ❑ Texas Academic Performance Report (TAPR)
   - ❑ State student assessment data
   - ❑ Curriculum-correlated assessment data
   - ❑ Diagnostic assessment data and/or observations
   - ❑ Teacher-designed assessments
   - ❑ Other standardized assessment results
   - ❑ Cumulative student performance/classroom data
   - ❑ Other: _____

2. Identify the data and processes used to assess **your** professional growth areas.
   - ❑ State student assessment data
   - ❑ Formal evaluation results
   - ❑ Walkthrough feedback
   - ❑ Supervisor, colleague and/or peer feedback
   - ❑ Analysis of instructional planning and delivery practices and expertise
   - ❑ Analysis of content knowledge and expertise
   - ❑ Analysis of the learning environment practices and expertise
   - ❑ Analysis of data–driven practices and expertise
   - ❑ Other: _____

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Professional Goals:

Goal (What do you want to achieve?) **Dimension** (What is/are the correlating dimension(s)?	Actions (How will you accomplish the goal?)	Targeted Completion Date (When do you anticipate your goal will be met?)	Evidence of Goal Attainment (How will you know your goal has been met? How will you know whether or not it has impacted instruction and student achievement?)
Goal 1: Dimension(s):			
Goal 2: Dimension(s):			

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Teacher Goal-Setting and Professional Development (GSPD) Plan Sample Document

The Goal-Setting and Professional Development (GSPD) process is an ongoing, recursive process where teachers reflect on current professional practices, identify professional growth goals, establish a professional development plan to attain those goals, track progress towards goals over the course of the year, and reflect on goal attainment, including how the goals and professional development actually refined practices. The teacher self-assessment, goal setting and professional development are all interwoven and applied throughout the year to positively impact each teacher's professional practices and ultimately increase student

Teacher Self- Assessment	Each teacher will conduct a self-assessment by reviewing data and reflecting on professional practices to determine teacher and student needs. In addition to student and teacher data, this review includes an in-depth analysis of the domains, dimensions, and descriptors of the T-TESS Rubric and the Texas Teacher Standards outlined in Texas Administrative Code, Chapter 149. Both of these documents communicate best practices and identify standards for teacher performance. As a result of the self-assessment, the teacher formulates targeted goals to discuss with the appraiser during the *GSPD Conference*. The goals should reflect how the teacher will change his/her practices to effectively impact student outcomes.
GSPD Conference	The GSPD Conference with the appraiser and teacher is critical to the T-TESS support system, as it ensures that both the teacher and appraiser are clear about the goals and subsequent actions to reach the desired outcomes. It is also an opportunity for the teacher to outline the support systems needed to achieve the goals. Per TAC, Chapter 150, the appraiser will approve the goals.
GSPD Plan Implementation and Formative Reviews	The teacher will engage in targeted professional development outlined in the GSPD Plan and periodically will assess how the professional development plan and goals are being met in a way that have an enduring impact on performance with the individual teacher and students. This ideally includes reflective conferences with appraisers or through other professional forums such as faculty meetings, department/grade levels meetings, peer coaching, etc. The teacher will maintain data/evidence to track goal attainment and participation in professional development activities detailed in the approved plan. (TAC, Chapter 150.1003). Although the method for collecting data and evidence to support goal attainment and professional development is a local decision, collecting and maintaining evidence is an important aspect of the T-TESS process. Options may include portfolios, electronic profiles, content management systems, etc. Prior to the End-of-Year Conference, teachers should prepare to bring their Domain 4 evidence/data prior to the meeting, which includes their GSPD Plan

	documents and evidence showing progress toward goal attainment and the professional development activity plan. Teachers should also be prepared to discuss activities they have undertaken that conform to the various practices articulated in Domain 4.
End-of-Year Conference (Domain 4 Aspect)	This EOY Conference provides an opportunity for the appraiser and the teacher to summarize the year, to collect information that will provide evidence to score Domain 4 of the T-TESS Rubric, and to discuss next year's goal(s) and professional development plan. It is also an opportunity to celebrate successes, identify areas for continued learning to refine their practices, record lessons learned, and apply these in new ways.

Part I

- *Which data sources provide information regarding respective students' needs and learning goals? What do multiple sources of data indicate about these learning needs?*
- *Based on the analysis and results of student data, what teacher goals are necessary to ensure that your growth, as the teacher, is connected to students' needs?*
- *Which data sources provide information regarding the teacher's professional growth areas? How else might the teacher collect information to*

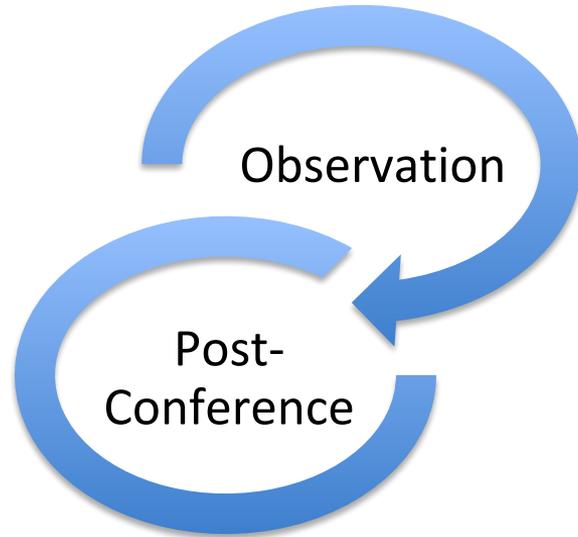| Goal (What do you want to achieve?) Dimension (What is/are the correlating dimension(s)?)	Actions (How will you accomplish the goal?)	Targeted Completion Date (When do you anticipate your goal will be met?)	Evidence of Goal Attainment (How will you know your goal has been met? How will you know whether or not it has impacted instruction and student achievement?)
Example Goal: *I will improve my abilities to monitor and adjust instruction through targeted questioning techniques at varied levels of cognition, the use of wait time, and academic feedback to students.*	Develop and embed questions in the lesson planning document. Use Bloom's Taxonomy as a reference.	Quarterly Progress	Increased ability to effectively monitor and adjust instruction as measured through peer and administrator feedback, student responses/cognition, and student performance data, i.e., student work, unit assessments, grades and state assessment results.

Goal (What do you want to achieve?) Dimension (What is/are the correlating dimension(s)?)	Actions (How will you accomplish the goal?)	Targeted Completion Date (When do you anticipate your goal will be met?)	Evidence of Goal Attainment (How will you know your goal has been met? How will you know whether or not it has impacted instruction and student achievement?)
Dimension(s): *Monitor and Adjust; Achieving Expectations; Communication; Content Knowledge and Expertise*	Identify informal methods for proficiency and progress levels.		
Example Goal: *I will increase my expertise in strategies which are effective with ELL student performance.* **Dimension(s):** *Differentiation; Achieving Expectations; Knowledge of Students; Content Knowledge and Expertise*	Learn and incorporate ELL researched-based strategies with planning, instruction, and the learning environment. Plan for listening, speaking, reading and writing activities as referenced in the English Language Proficiency Standards (ELPS).	Each Grading Period TELPAS Outcome Results Analysis, When Available	Increased language proficiency of ELL students as measured through TELPAS.
Example Goal: *I will enhance my ability to develop aligned formative and summative assessments which directly measure students' knowledge and skills for specific lesson/unit outcomes.* **Dimension(s):** *Data and Assessment; Activities; Achieving Expectations; Knowledge of Students; Content Knowledge and Expertise; School Community Involvement*	Research and apply high- yield strategies to formatively assess students. Monitor and track how formative assessment data informs learner outcomes. Collaborate with team members to develop and gather feedback regarding formative/summative assessments. Compare assessment results to determine the accuracy of data.	Targeted analysis for each unit EOY comparison of formative and summative assessments and effectiveness of this data	Evidence of formative and summative assessments aligned to learner outcomes, data results used to inform practices, and correlational data to measure the effectiveness of assessments and mastery of learner outcomes. Data tracking and communication systems.

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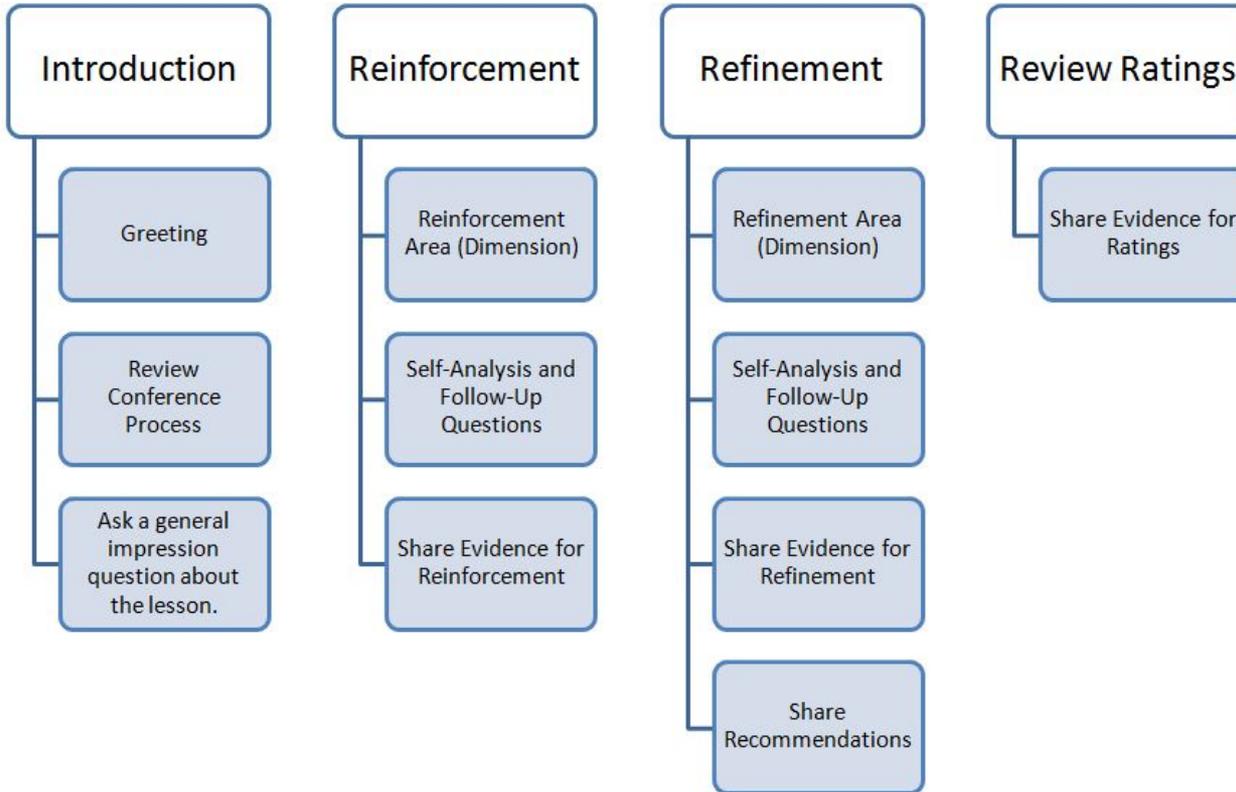| Goal (What do you want to achieve?) Dimension (What is/are the correlating dimension(s)?)	Actions (How will you accomplish the goal?)	Targeted Completion Date (When do you anticipate your goal will be met?)	Evidence of Goal Attainment (How will you know your goal has been met? How will you know whether or not it has impacted instruction and student achievement?)
Example Goal: *I will incorporate differentiation strategies which include varied content, process and product expectations for students, using data and students' learning profiles as the basis for decisions in order to increase overall performance and close gaps in learning.* **Dimension(s):** *Differentiation; Achieving Expectations; Knowledge of Students; Content Knowledge and Expertise; Monitor and Adjust*	Research and apply differentiation strategies specific to content, process and product expectations. Connect learning to RtI research and make connections to differentiation through tiered instruction with other instructional staff. Establish processes for tracking how differentiation is planned, executed and assessed for impact.	Progress will be detailed each grading period with a formal analysis of relationship data (strategy to performance outcomes) compiled prior to the EOY conference	Lesson plans which detail differentiation for content, process and product modifications/ accommodations. Ongoing examples of student differentiation with content, process and products. Data measures used to guide differentiated strategies and measure formative and summative performance.
Example Goal: *I will develop and execute lessons that consistently include student-centered activities and the expectation for students to monitor their own learning through specific student-led strategies.* *Dimension(s): Activities; Achieving Expectations; Knowledge of Students; Content Knowledge and Expertise; Classroom Environment, Routines*	Collaborate with the team during planning meetings to adjust lesson plans for student-centered activities. Systematically implement and evaluate one strategy per week that facilitates student-centered instruction and analyze implementation/impact. Identify key transition steps to release responsibility for learning to students. Develop processes and structure which create and promote	Progress will be detailed each grading period with a summative analysis for trends and patterns with activities	Lesson plans which detail student-centered activities and how they are consistently implemented across lessons. Generate a journal to track implementation strategies/activities and reflect on the impact using varied data sources (to be noted).

Teacher Goal-Setting and Professional Development (GSPD) Plan
Sample Document

Goal (What do you want to achieve?) Dimension (What is/are the correlating dimension(s)?)	Actions (How will you accomplish the goal?)	Targeted Completion Date (When do you anticipate your goal will be met?)	Evidence of Goal Attainment (How will you know your goal has been met? How will you know whether or not it has impacted instruction and student achievement?)
and Procedures; Classroom Culture	a student-centered, student-led classroom.		Student reflections, peer evaluations, documented processes and products.
	Discuss with team members how student- centered instruction is impacted across the T- TESS Rubric dimensions/descriptors. Observe other classrooms, online lessons, etc., and identify key factors that promote student-centered instruction.		Ongoing team meeting discussions in agendas/notes related to establishing student- centered, student-led classrooms.

- *Why are these goals important?*
- *What impact will these goals have on teacher and student performance?*
- *What are the specific actions necessary for the goals to be accomplished?*
- *What types of resources and/or support are needed to achieve these goals? How will these be provided?*
- *How will evidence be collected in ongoing and systematic ways to show implementation and impact?*
- *How will I ultimately know if I accomplished the goals?*

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Unannounced

Observation

Post-Conference

Post-Conferences

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

Refinement
- Refinement Area (Dimension)
- Self-Analysis and Follow-Up Questions
- Share Evidence for Refinement
- Share Recommendations

Review Ratings
- Share Evidence for Ratings

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Appraisal Process for FSISD Term Teachers

- Goal-Setting and Professional Development Plan (GSPD) due to appraiser by **September 30, 2019**

- Instructional Focus Data gathered throughout school year

  (ex: walk-throughs, meetings, conferences, PD/training)

- End of Year Conference (April 1-April 30, 2020)

  - Discuss the progress of the Goal-Setting and Professional Development Plan (GSPD)

  - Discuss performance of the teacher's students

  - Set GSPD for the 2020-2021 school year

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Appraisal Process for FSISD Term Teachers

- A full appraisal **may be required** if instructional focus data indicates performance is not "proficient or above" in all domains.

- The **appraiser** has **full discretion** to require a full appraisal.

- A full appraisal **is required** for all term teachers every 3 years.

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Part I: Data Analysis and Goal Setting

Note: This section must be provided to the appraiser within six weeks from the day of the completion of the orientation (teachers new to T-TESS) or within six weeks from the first day of instruction (teachers previously appraised withT-TESS).

1. Identify the data and processes used to assess **students'** academic and developmental needs.
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2. Identify the data and processes used to assess **your** professional growth areas.
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   - ❑ Walkthrough feedback
   - ❑ Supervisor, colleague and/or peer feedback
   - ❑ Analysis of instructional planning and delivery practices and expertise
   - ❑ Analysis of content knowledge and expertise
   - ❑ Analysis of the learning environment practices and expertise
   - ❑ Analysis of data–driven practices and expertise
   - ❑ Other: _____

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Professional Goals:

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Goal 1: Dimension(s):			
Goal 2: Dimension(s):			

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Quips and Quotes

"Though no one can go back and make a brand new start, anyone can start from now and make a brand new ending."

"The best part of teaching is that it matters.

The hardest part of teaching is that every moment matters, everyday."

"If we are truly effective teachers, then we are creating autonomous, independent, and self-directed learners."

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Teach for Texas Portal

Texas Teacher Evaluation & Support System

https://teachfortexas.org

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T-TESS Documents on FSISD Website

http://www.fsisd.net/

T-TESS Documents on FSISD Website

- Go to DEPARTMENTS

- Click Curriculum and Instruction

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T-TESS Documents on FSISD Website

- Click T-TESS/Appraisal

THANK YOU!

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