

## T-TESS Tips – February Edition #6

### **Reflective Teachers and Appraiser Questioning**

T-TESS is built on the idea that the more we ask our teachers to reflect and articulate the thinking behind their decisions, the better they'll deepen habits of continuous self-assessment and adjustment, two hallmarks of highly effective educators.

For appraisers, this means questioning becomes the most effective tool used in most conferences. Besides the impact questioning has on fostering reflection and evidence-based decision making, it also benefits appraisers by:

- Alleviating the pressure appraisers feel to be pedagogical and content experts in each subject they appraise;
- Allowing the teacher to be the most active participant in a conference and to own their pedagogy and growth;

Those two aspects are crucial in that appraisers coach best when their approach is to build self-awareness in teachers, and teachers grow best when they develop habits of self-assessment, reflection, and adjustment that they use when no one else is in the room.

### **End-of-Year Conferences**

The EOY is a time to reflect on what teachers learned about their practice throughout the year – through the Goal-Setting and Professional Development Plan, the observation cycle (with pre- and post-conferences), and ultimately with student growth after it is implemented.

Teachers and appraisers synthesize all of that information (what worked and what didn't work) into the next year's Goal-Setting and Professional Development Plan. The Goal-Setting and Professional Development Plan then becomes the component that links one appraisal year to another, keeping the process cyclical and recursive.

**Please take advantage of your ESCs for support as you work through implementation.**