

T-TESS Tips – March Edition # 7

End-of-Year Conferences and Domain 4

The EOY is an extension of the overall purpose of T-TESS – to foster habits of self-assessment, reflection, and continuous improvement. In that sense, the goal of the appraiser is to ask questions that allow the teacher to narrate not just *what* the teacher does as it relates to Domain 4, but *why* the teacher does it. What evidence drives our decisions, and have our decisions proven effective in producing the desired results? These are the overarching questions that are central to all of T-TESS.

The EOY is also the time where teachers and appraisers sketch out next year’s Goal-Setting and Professional Development Plan – translating this year’s information into next year’s goals and activities – in order to keep the improvement process continuous and cyclical.

Student Growth

As districts consider student growth options, please take the following into consideration as it relates to student growth in T-TESS:

- Student growth is about teacher growth. Measuring student growth is a means to an end, with the end being feedback for teachers to better understand how students respond to their pedagogy.
- The process is the value. Coming up with a number, i.e., Billy grew 12 point, tells us little. Is 12 points enough? Is that what was expected for Billy? The value is in understanding what practices worked with Billy, which didn’t, and what we could adjust to better reach students like Billy moving forward.
- Culture drives results. Teachers need to be honest and open in their self-assessment and reflection. If the culture incentivizes defensiveness, then growth is unlikely to occur.
- The best student growth processes are those that encourage constant reflection about daily practices, not one lesson on one day. Student growth is about what happens the other 179 days when observations don’t occur.

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