



T-TESS Tips – October Edition #9

Pre-Conferences

The T-TESS process is centered on the idea of building educator capacity through increasing an understanding of the teacher’s instructional planning process and the thinking behind it. Pre-conferences serve as critical opportunities to better understand how a teacher approaches planning while exploring, guiding, and supporting the teacher’s thinking. For example:

- What factors does the teacher consider when making instructional decisions?
- How does the teacher seek to understand the learning needs of the students and then translate that knowledge into planning for instruction including decisions about scaffolding and grouping?
- What indicators does the teacher monitor to see if adjustments are needed, both during the lesson and as a follow-up for re-teaching?

By focusing on understanding a teacher’s planning process, the appraiser gains a deeper perspective on the teacher’s current instructional capacity that far exceeds the snapshot of a single lesson observation.

Reflecting on Goals and Plans for Professional Development

Appraisers encourage authentic engagement in the goal-setting and professional development (GSPD) process by discussing the plan periodically through the year such as during T-TESS conferences or other meetings with teachers, either individually or in groups. In addition to listening for the development of the teacher’s understanding over the course of the year, the appraiser can increase the impact of the process by focusing teacher reflection on key questions, such as:

- What is the data / feedback indicating about the impact of these actions so far?
- What insight have I gained about how adjustments to practice might increase the impact?
- What next steps does the data/feedback suggest and are additional or different supports needed to continue making progress toward the goal?

The GSPD process is intended to be an ongoing, recursive process through which teachers reflect on their current practice and progress towards their identified growth goals including the impact of professional development on refining professional practice and enhancing student learning all of which reinforces the growth mindset at the core of the T-TESS process.

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

