

T-TESS Tips – December/January Edition #5

Coaching

T-TESS is designed to facilitate coaching conversations between educators. Coaching can be challenging, as it relies on a few different subskills. For example, it includes, among other things:

- Knowing what learning looks like in multiple settings (ELA, choir, PE)
- Suspending judgment while collecting evidence (scripting)
- Allowing evidence to drive decisions about performance levels (calibration and accuracy)
- Choosing high-leverage glows and grows (prioritizing)
- Knowing how to differentiate conversations with teachers between the two ends of spectrum:
 - Completely open-ended self-assessment and self-identification
 - More directive feedback and next steps
- Maintaining momentum and following up on progress made
- Building and maintaining a collaborative working relationship with teachers

That said, the impact coaching has on teaching and learning is significant, and coaching is one of the most valuable activities campus leadership undertakes. When comparing effect sizes between various instructional leadership activities, coaching (1.057) greatly surpasses formal evaluation (.254), preparing or delivering professional development for teachers (-.04), and walkthroughs without coaching (-.154).*

Goal-Setting and Professional Development Plan (GSPD)

The GSPD document and process is alive throughout the T-TESS continuous improvement cycle. As the year progresses, additions can be made to the documents to capture:

- Activities teachers have conducted to reach improvement goals
- Evidence teachers have collected to suggest success, and
- Any additional goals (and the aligned activities) that require more immediate attention based on evidence collected during the school year

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

* Grissom, J.A., Loeb, S., Master, B. (2013). Effective instructional time use for school leaders: Longitudinal evidence from observation of principals. *Educational Researcher*, 42(8), 433-444.