



## T-TESS Tips – November/December Edition #10

### **Conferences and Coaching**

Conferences, collaborative conversations between appraisers and educators, are significant components of the T-TESS process. At the core, conferencing is about coaching – building habits of reflection and accurate self-assessment so that it occurs naturally and regularly. The appraiser isn't present frequently enough to be the sole source of constructive formative feedback, so helping educators become more skilled at accurate self-assessment is essential to helping them grow towards Accomplished and Distinguished levels of practice. The connection between reflective analysis, planning, and instruction is reinforced through the coaching and conversations that occur during pre- and post-conferences as well as PLCs and other team meetings. The most effective educators are those who are skilled at accurately self-assessing instructional practice and adjusting to reach the desired impact.

Ultimately, the coaching process involves asking educators to candidly discuss the strengths and weaknesses of their practice which works best when the appraiser has established a relationship of trust and respect within a culture of growth and development – one where it's okay to be where you are, but it's not okay to stay there. It has been said, "T-TESS without coaching is just evaluation." Evaluation (accurately knowing where we are with our practice) is a necessary step, but the value of the T-TESS process lies in what comes next – the partnership between the teacher and appraiser as they work together to provide increasingly effective instruction for all students.

### **Impact Coaching Training**

Highly skilled coaches inspire and guide staff to reach their full potential and positively impact performance at all levels of the organization. ESC's offer a training called "Impact Coaching", designed for instructional leaders responsible for developing others to directly impact student performance and lasting change. The training includes opportunities to learn and apply the specialized skills and competencies necessary to coach and transform staff and outcomes. Participants will also gain tools to help them improve goal-setting, planning, and reflective practices to create high-impact action steps. A commitment to ongoing development of the coaching capacity of instructional leaders yields both immediate results and long-term impact on both teacher growth and student outcomes.

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

