

T-TESS Tips – October Edition #3

Beginning of the Year Communication (Reminder)

- Continue to reinforce the purpose of T-TESS – it’s a process designed to support continued growth and development. With T-TESS, it’s okay to be where you are; it’s not okay to stay there.

Pre-Conferences

- T-TESS centers on conferences that reveal the appraisee’s thinking. Why is the teacher doing what he or she does? Upon what are their decisions and actions based? Are students responding as the teacher planned when designing the lesson(s)?
- For pre-conferences, the ultimate goal is to better understand how a teacher plans, not just what a single lesson plan entails.
- Pre-conferences are an opportunity to focus on planning – how does a teacher make scaffolding decisions, grouping decisions, decisions about activities? How well does a teacher know his or her students? How does that teacher translate that knowledge into planning?

T-TESS Rubric

- The T-TESS rubric has a lot of “echo” in it, and evidence can map to multiple spots on the rubric. That’s not an accident – the teacher steering committee that built the rubric wanted it to be more holistic than previous rubrics and to reinforce that many practices bleed into each other.
- The success of a single activity is dependent on several integrated practices within planning, instruction, and classroom environment. A breakdown in any one area can lead to breakdowns in several others.
- This makes mapping evidence to the rubric more challenging, but it also provides great fuel for conversations. Pre-conferences and post-conferences are opportunities to figure out what the root causes of both successes and struggles were so that reinforcement and refinement decisions are more accurate and valuable for teachers.

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