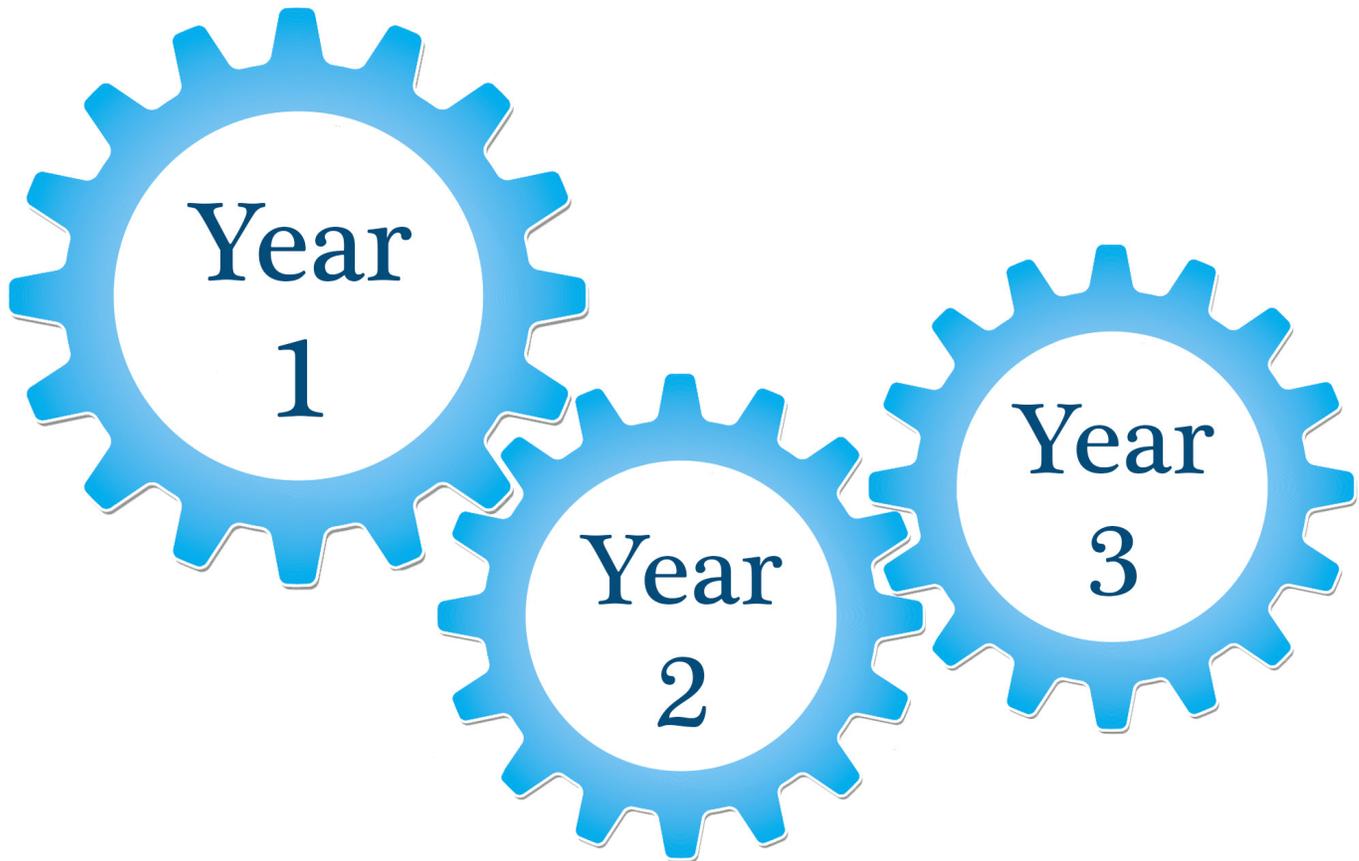


CAMPUS PHASE-IN GUIDE



T-TESS

Texas Teacher Evaluation & Support System

T-TESS Campus Phase-In Guide

The T-TESS Phase-In Guide is an additional planning tool intended to assist campus administrators with self-monitoring implementation and to guide the development of the T-TESS system from initial to full implementation. Recommended actions are included to stay on course with a three-year phase-in implementation plan.

The overall T-TESS goal is to support the continuous growth and development of each teacher by collecting appraisal data as a method of providing meaningful feedback. This feedback is used for guiding effective practices and improving teacher effectiveness which increase student performance. Administrators have the ultimate responsibility for ensuring that T-TESS is executed with fidelity to meet the overall goal. The system provides flexibility for districts and campuses to exercise local control with implementation. For an evaluation system to be meaningful, it must be structured to build relationships with teachers and provide them with relevant and timely feedback. Including strategies for campuses to gather feedback from teachers regarding implementation will further strengthen the system.

T-TESS is driven by four critical components:

1. **APPRAISALS** are measured against the Texas Teacher Standards and research-based, proven practices outlined in the T-TESS rubric.
2. **RESULTS AND DATA** are used to inform professional growth, interventions, support and development as a cycle of continuous improvement.
3. **TEACHER SELF-REFLECTION** on pedagogy and practices is authentic and correlated with the impact on student performance.
4. **ACTIONABLE FEEDBACK AND COACHING** are consistently used to reinforce and refine teaching and learning behaviors.

Phase-In Goal	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation
Appraisers and Teacher	<p>Appraiser Year 1 Goal: To establish and demonstrate a clear understanding of the T-TESS observation process as an instructional leadership strategy for appraising and supporting teacher development, growth and practices.</p> <p>Teacher Year 1 Goal: To establish a clear understanding of the T-TESS observation process, including teacher and student behaviors, as a means of planning, executing, reflecting, and refining pedagogy and practices.</p>	<p>Year 2 Goal: To demonstrate a strong, integrated understanding of the T-TESS observation process as a community of instructional leaders – appraisers and teachers – to purposefully refine appraisal, teaching, and learning outcomes.</p>	<p>Year 3 Goal: To demonstrate in-depth, integrated understanding of the T-TESS observation process, where actions and outcomes are authentically embedded in a culture of ongoing, self-reflective, and actionable refinement of overall professional practices, continuous improvement, and learner outcomes – staff and students.</p>

Phase-In Goal	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation
<p>Appraiser Training</p> <p><i>Note: Underlined phrases below represent targets for implementation.</i></p>	<p>Appraisers establish an aligned mind-set and skill set to lead T-TESS implementation campus-wide.</p>	<p>Appraisers have a strong understanding of T-TESS and refine appraisal and instructional leadership practices.</p>	<p>Appraisers have an in-depth understanding of T-TESS and its systematic application within and across the organization.</p>
	<ul style="list-style-type: none"> ❑ Participate in the standardized three-day T-TESS appraiser training to <u>gain an understanding of the T-TESS rubric and its application in multiple contexts.</u> ❑ Determine, based on appraiser needs, follow-up necessary to <u>hone specific appraiser skills through practice sessions and</u> 	<ul style="list-style-type: none"> ❑ Reflect on year one implementation, identify appraiser professional development needs, and conduct learning forums to <u>expand capacity-building.</u> ❑ Assess teachers' professional development needs and strengthen appraisers' knowledge and skills to <u>lead learning in these selected areas.</u> 	<ul style="list-style-type: none"> ❑ Conduct ongoing and comprehensive analysis of <u>appraiser and teacher efficiency and effectiveness with T-TESS</u>; develop training actions accordingly. ❑ Systematically analyze the staff's capacity to implement and apply T-TESS; <u>identify resources to close implementation gaps.</u>

Phase-In Goal	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation
	<p><u>discussions</u>, e.g., rubric, scripting, quality of evidence, etc.</p> <ul style="list-style-type: none"> ❑ Interact with the Teach for Texas portal training modules to <u>clarify and deepen understandings of the domains and dimensions</u>. 	<ul style="list-style-type: none"> ❑ Ongoing, formative assessments are used to assess both appraiser and teacher development, including <u>instructional strategies and the impact on student performance</u>. 	

Phase-In Goal	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation
<p>Teacher Training</p> <p><i>Note: Underlined phrases below represent targets for implementation.</i></p>	<p>Teachers apply current knowledge and skills to the elements of T-TESS as a means of refining practices through collaboration with colleagues and ongoing feedback, support, and coaching.</p>	<p>Teachers have a strong understanding of the elements of T-TESS and further refine practices through collaboration with colleagues and ongoing feedback, support, and coaching.</p>	<p>Teachers have an in-depth understanding of T-TESS and its application to further develop self and others as a community of continuous learners.</p>
	<ul style="list-style-type: none"> ❑ Apply current knowledge and skills to <u>identify strengths and limitations, develop goals, and connect learning with T-TESS</u>. ❑ Utilize professional learning communities and/or other teacher team forums in a <u>systematic manner to unpack/deconstruct the rubric, including use of the T-TESS Teacher Handbook</u>. ❑ Provide <u>targeted professional development based on patterns of refinement areas</u>. 	<ul style="list-style-type: none"> ❑ Reflect on year one implementation, <u>new goals/areas for growth, and engage in targeted learning forums to further refine practices and movement towards student-centered practices</u>. ❑ Ongoing, formative feedback is used to <u>determine and address areas of growth, including instructional strategies and the impact on student performance</u>. ❑ Provide <u>targeted professional development based on patterns of refinement areas</u>. 	<ul style="list-style-type: none"> ❑ Expand and integrate <u>knowledge and skills within and across disciplines and focus on student-centered practices</u>. ❑ Conduct ongoing and comprehensive analysis of <u>personal efficiency and effectiveness with T-TESS</u>; develop goals/training actions, accordingly in conjunction with other school professionals. ❑ Provide <u>targeted professional development based on patterns of refinement areas</u>.

Phase-In Goal	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation
Culture <i>Note: Underlined phrases below represent targets for implementation.</i>	Staff understands how T-TESS impacts teacher and student performance and establishes a culture where growth and development are valued.	Staff embraces T-TESS as a model for ongoing support and refinement of practices over time – self and others – with teachers seeking input and feedback.	Staff embraces T-TESS as the central focus for all self-assessment, continuous improvement, and professional practices with personal accountability for growth.
	<input type="checkbox"/> Establish a <u>culture that supports all elements of the T-TESS model and improvement, including celebrating and problem-solving implementation.</u>	<input type="checkbox"/> Emphasize the <u>implications and applications with T-TESS and the campus culture,</u> using teachers to communicate the impact for them individually and collectively.	<input type="checkbox"/> Communicate how <u>T-TESS is used as the central focus for individual and organizational growth,</u> e.g., self-assessments, professional development, team meetings, etc.

Phase-In Goal	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation
Appraisal Process <i>Note: Underlined phrases below represent targets for implementation.</i>	The mind-set for appraisals shifts from evaluative to supportive with clearly communicated expectations.	The appraisal process is clearly supportive and understood by all staff as a recursive and meaningful means of developing and refining.	The appraisal process is a comprehensive and integral part of the improvement process, where all staff perceives it as worthwhile, challenging, and meaningful.
	<input type="checkbox"/> Define <u>fidelity of implementation at the appraiser and teacher levels.</u> <input type="checkbox"/> Determine <u>resources, timelines, and responsibilities.</u> <input type="checkbox"/> <u>Establish procedures for conducting instructionally-focused observations</u> to coordinate with district expectations. <input type="checkbox"/> Develop <u>appraisal calendars that specify informal and formal observation windows and assigned</u>	<input type="checkbox"/> Introduce <u>new teachers to the process and rubric in a systematic manner.</u> <input type="checkbox"/> Revisit <u>resources, timelines, and responsibilities.</u> <input type="checkbox"/> Establish a <u>comprehensive consensus-building process that reflects a clear and strong focus on the rubric and appraisal process.</u> <input type="checkbox"/> Review and revise procedures to <u>ensure efficiency and</u>	<input type="checkbox"/> Introduce <u>new teachers to the process and rubric in a systematic manner.</u> <input type="checkbox"/> Revisit <u>resources, timelines, and responsibilities.</u> <input type="checkbox"/> All <u>district operations related to teaching and learning (classrooms and teachers) are linked to the T-TESS process by design.</u> <input type="checkbox"/> Review and revise procedures to <u>ensure efficiency and effectiveness.</u>

Phase-In Goal	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation
	<p><u>appraisers/ observers</u> by teacher/department.</p> <ul style="list-style-type: none"> ❑ Collect feedback from <u>teachers to monitor and adjust implementation.</u> ❑ <u>Analyze and troubleshoot action steps</u> that initially appeared promising, yet fell short of advancing the T-TESS goals. 	<p><u>effectiveness.</u></p> <ul style="list-style-type: none"> ❑ Collect additional feedback from teachers to <u>monitor and adjust implementation.</u> ❑ <u>Analyze and troubleshoot action steps</u> that continue to fall short of advancing the T-TESS goals. 	<ul style="list-style-type: none"> ❑ <u>Refinements to the appraisal process are determined, communicated, and implemented,</u> using input from teachers.

Phase-In Goal	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation
<p>Calibrations/ Inter-rater Reliability</p> <p><i>Note: Underlined phrases below represent targets for implementation.</i></p>	<p>Appraisers understand the T-TESS system and clarify the rubric to establish consistency in appraisal outcomes.</p>	<p>Appraisers have a strong understanding of T-TESS and are consistent with ratings and scores.</p>	<p>Appraisers have an in-depth understanding of T-TESS and are consistent with ratings and scores.</p>
	<ul style="list-style-type: none"> ❑ Conduct appraiser reviews of dimensions and descriptors and performance levels for <u>clarity and consistency with appraisal/observation ‘Look For’s’</u> in conjunction with the teacher rubric rollout process. ❑ Joint observations are <u>conducted to calibrate and establish inter-rater reliability between appraisers/observers.</u> ❑ Review and coach other appraisers/observers on the <u>quality of scripting, evidence and feedback provided to teachers.</u> 	<ul style="list-style-type: none"> ❑ Continue appraiser reviews for <u>clarity and consistency with appraisal/ observation ‘Look For’s’</u> in conjunction with the teacher review process, <u>particularly for appraisers new to the team.</u> ❑ Continue joint observations to <u>calibrate and maintain inter-rater reliability between appraisers/observers and avoid rater drift.</u> ❑ Review and coach other appraisers/observers on the <u>quality of scripting, evidence and feedback provided to teachers.</u> 	<ul style="list-style-type: none"> ❑ Continue appraiser reviews for <u>clarity and consistency with appraisal/ observation ‘Look For’s’</u> in conjunction with the teacher review process, <u>particularly for appraisers new to the team.</u> ❑ Continue joint observations to <u>calibrate and maintain inter-rater reliability between appraisers/observers and avoid rater drift.</u> ❑ Review and coach other appraisers/observers on the <u>quality of scripting, evidence and feedback provided to teachers.</u>

Phase-In Goal	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation
Goal-Setting/Professional Development <i>Note: Underlined phrases below represent targets for implementation.</i>	Goal-Setting and Professional Development are used to initially set meaningful goals and a plan of action for developing and refining teacher practices.	Goal-Setting and Professional Development are viewed as an authentic means of developing and refining teacher practices.	Goal-Setting and Professional Development are an integral part of the improvement process and is viewed as valuable, challenging, and meaningful.
	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Reflect on and evaluate learning needs – self and students - for the purpose of developing goals and plans to refine practices.</u> <input type="checkbox"/> <u>Performance goals and refinements in practice are linked to student learning needs.</u> 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Promote continuous self-reflection and goals through a variety of opportunities,</u> including self-analysis, feedback, goal-setting, reflection, action research, and development plans <u>that contribute to effectiveness and overall performance.</u> 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Feedback collected from appraisals/observations is used by learning teams and applied through action research.</u> <input type="checkbox"/> <u>Study teams are teacher-led to actively analyze practices and incorporate research and trends that have implications for teaching and learning.</u>

Phase-In Goal	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation
Coordination <i>Note: Underlined phrases below represent targets for implementation.</i>	Obvious connections to T-TESS are coordinated and linked within the organization.	Campuses are purposeful about coordinating T-TESS with other initiatives.	T-TESS connections to other initiatives are seamless and transparent.
	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Align T-TESS dimensions and descriptors to existing district/campus initiatives.</u> <input type="checkbox"/> <u>Connect T-TESS with induction/mentoring program(s),</u> professional development, staff/team meetings, etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> As part of the comprehensive needs assessment and improvement planning processes, <u>T-TESS is coordinated and integrated by design.</u> 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>T-TESS connections are embedded and rooted in the system, serving as the foundation for all teaching and learning.</u>

Phase-In Goal	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation
<p>Data</p> <p><i>Note: Underlined phrases below represent targets for implementation.</i></p>	<p>Baseline data is used to assess implementation.</p>	<p>A well-designed process for collecting and managing data is evident.</p>	<p>A highly-effective and efficient data management system is in place.</p>
	<ul style="list-style-type: none"> ❑ <u>Baseline data is collected</u> for year one implementation to ensure performance, equity, and efficiency are addressed. ❑ <u>Data is used to inform campus and district strategies</u> for providing targeted interventions, support, and professional development. ❑ <u>A system is established for collecting and reviewing appraisal data.</u> Modifications for implementation are reported back to staff and incorporated, accordingly. 	<ul style="list-style-type: none"> ❑ Year one <u>data is compared to current year data</u> to ensure performance, equity, and efficiency are addressed. ❑ Data is used to <u>consistently inform campus and district strategies</u> for providing targeted interventions, support, and professional development. ❑ An <u>in-depth and comprehensive analysis of appraisal results is conducted to develop the campus profile.</u> ❑ Sets of <u>data are used to create deeper understandings and determine potential cause and effect relationships, including improvement goals.</u> Purposeful modifications for implementation are incorporated, accordingly. 	<ul style="list-style-type: none"> ❑ Year two <u>data is compared to current year data</u> to ensure performance, equity, and efficiency are addressed. ❑ Data is used to <u>strategically inform campus and district strategies</u> for providing targeted interventions, support, and professional development. ❑ An <u>in-depth and comprehensive analysis of appraisal results is conducted to develop the campus profile.</u> ❑ Sets of <u>data are used to create deeper understandings and determine potential cause and effect relationships, including improvement goals.</u> Modifications are reported back to staff.

Phase-In Goal	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation
<p>Coaching and Feedback</p> <p><i>Note: Underlined phrases below represent targets for implementation.</i></p>	<p>Ongoing, frequent feedback is provided to teachers with coaching embedded at a minimum in pre- and post-conferences.</p>	<p>Purposeful, ongoing feedback is linked to teachers' specific practices and areas of reinforcement/refinement, with coaching embraced as a consistent practice for planning, reflecting and problem-solving.</p>	<p>Targeted, ongoing feedback is linked to teachers' specific practices and areas of reinforcement/refinement, with coaching used systemically by all staff as a means of planning, reflecting and problem-solving.</p>
	<ul style="list-style-type: none"> ❑ <u>Ongoing, timely, actionable feedback is provided to teachers to improve the quality of instruction and ensure accountability for classroom performance and teacher effectiveness.</u> ❑ <u>Feedback is tied to the T-TESS rubric with specific, high-quality evidence captured by the appraiser/observer and linked to reinforcement/refinement areas.</u> ❑ <u>Questions are used to engage teachers in self-reflection and identify actionable next steps.</u> 	<ul style="list-style-type: none"> ❑ <u>Ongoing, timely, and purposeful feedback is provided as evidence and relative to performance levels on the T-TESS rubric.</u> ❑ <u>Coaching and targeted questions are embraced as a consistent practice and are evident with appraisers/observers as part of pre- and post-conferences and other teacher interactions, e.g., planning meetings, data meetings, lesson planning, teacher-specific conversations, etc., to establish a culture of self-reflection.</u> 	<ul style="list-style-type: none"> ❑ <u>Targeted, ongoing feedback is consistently linked to specific practices and areas of reinforcement/refinement with appraisers/observers keen on the types of feedback to provoke reflection and transform practices.</u> ❑ <u>Coaching is systemically used by all staff members with powerful questions incorporated to provoke deep thinking, reflection and purposeful connections for planning, reflecting and problem-solving.</u>

	Current/Desired State	Actions
Implementation Area	<i>What is the current implementation status?</i> <i>What is the desired state?</i>	<i>What are the necessary actions?</i>
Appraiser Training		
Teacher Training		
Culture		
Appraisal Process		
Calibrations/ Inter-rater Reliability		
Goal Setting/ Professional Development		
Coordination		
Data		
Coaching and Feedback		