Teacher Overview Training Manual

Middle School Full Day

Training Goals:

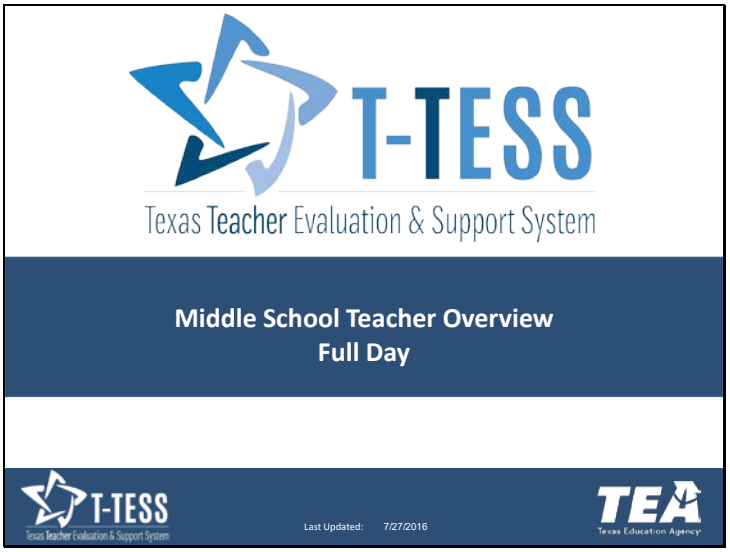
The Teacher will:

- ✓ become familiar with the T-TESS process;
- ✓ begin to move from procedural to conceptual in understanding how the domains, dimensions, descriptors, and performance levels of the T-TESS rubric apply to their roles and responsibilities; and
- ✓ understand that the T-TESS process is based on best practices and an ongoing system of feedback and support.

Texas Teacher Appraisal Training:

- ✓ The training is designed as a seven-hour professional development day.

Slide 1

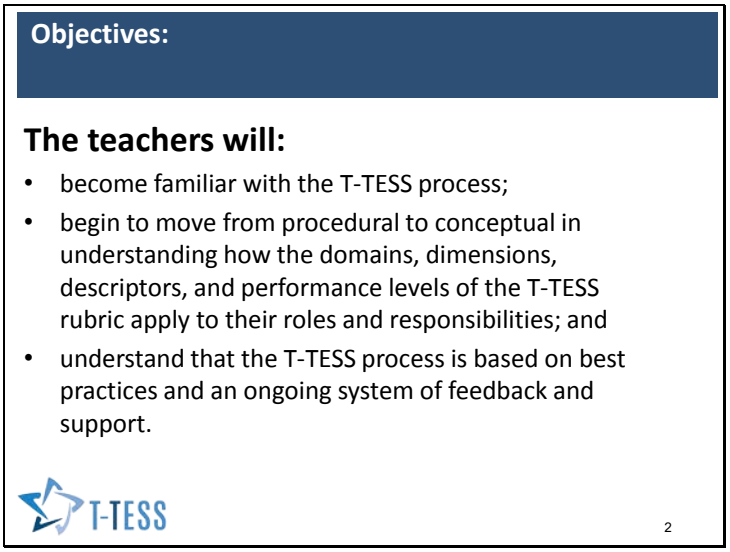


Start time of 8:00 a.m.

Note: Trainer notes are included in this section and are also provided in the 'Trainer Notes' handout.

"Welcome….
The purpose for us meeting today is to collectively learn about the new Texas Teacher Evaluation and Support System…. also known as T-TESS. Our time together is intended to ensure that every one of you (teachers) has a clear understanding about the new system, the implications for teacher evaluations, and how it will support all of us in learning and growing as a school community, to ultimately impact our students' performance."

Slide 2



Emphasize the fact that all teachers will be supported to gain a clear understanding of the rubric and how it applies to their roles and responsibilities with teaching and learning. The focus will be on collecting evidence before, during, and after the lesson and scoring the evidence based on the T-TESS rubric.

"The objectives for today are that each of you will…

- **Become familiar with the T-TESS process to continue improving professional practices as a school community of learners.**
- **Move us from the procedural (step-by-step procedures) to conceptual (understanding T-TESS concepts and connecting and applying them in various situations) knowledge… including how the domains of the T-TESS rubric apply to teachers' roles and responsibilities.**
- **Recognize and collectively embrace the fact that T-TESS is a research-based process with a strong system of support intended to connect the appraisal system to training and professional development. "**

Slide 3

Start time of 8:20 a.m.

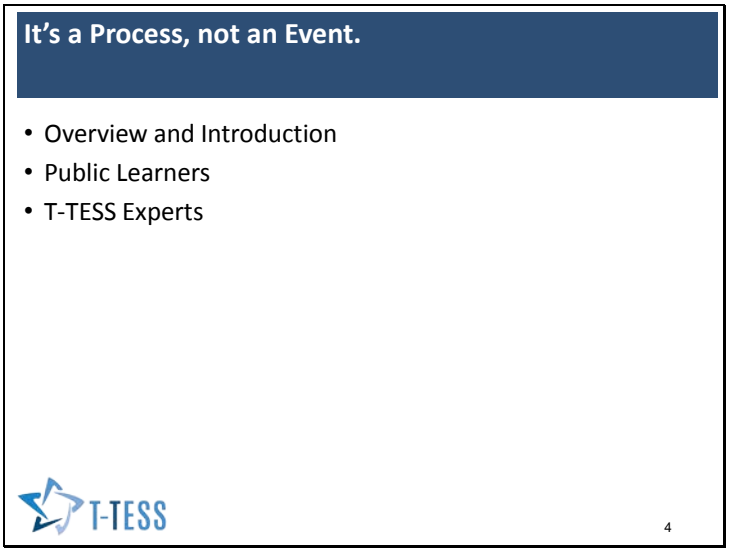
"This video is an introduction to the T-TESS process and will provide some background and context for how the new system was developed and will be implemented. Several members of the steering committee who assisted with the development of the T-TESS process are in the video."

Note: The length of the video is approximately 11 minutes.
Share the video.

Debrief:
Take 2 minutes at your table to discuss the following: "Based on what you saw and heard, what are you gathering about this system?"

Allow participants to share their thoughts, emphasizing that this process is about teacher and student growth and achievement.

Slide 4



Start time of 8:40 a.m.

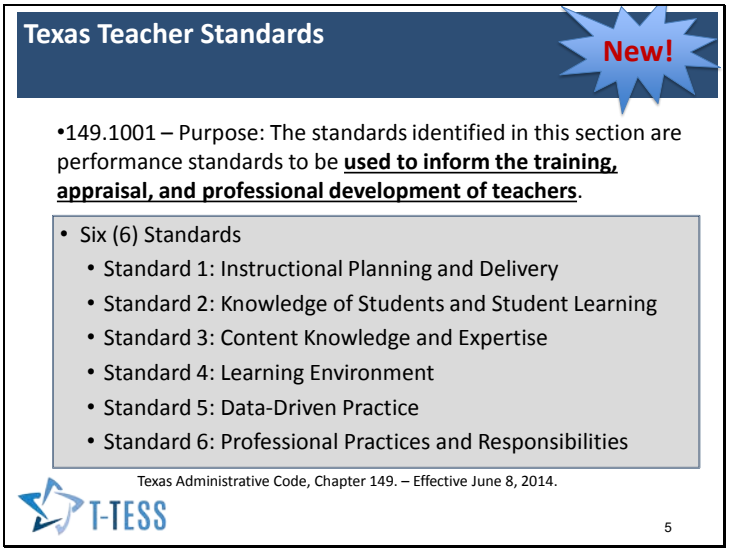
Emphasize that just being exposed to the rubric is not sufficient.

"Today is about providing an overview and introduction. All administrators and teachers must go through in-depth practice and training to be fluent in all of its applications and uses."

"We must embrace the fact that we will be public learners with this process. This means that we will spend additional time studying and applying the rubric in structured professional learning forums beyond today's session to ensure that we understand it and are applying it as intended."

"The campus goal is that we're T-TESS experts and are using the tool to learn and grow as an organization… administrators, teachers, students and other stakeholders."

Slide 5

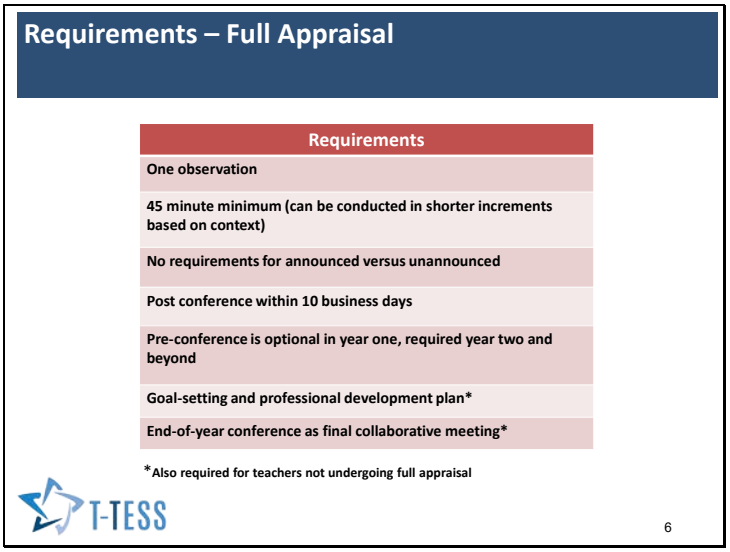


"Effective June 8, 2014, Texas has new rules regarding Educator Standards. These new Texas Teacher Standards, along with research-based best practices provide the foundation for the T-TESS Rubric. Just like our TEKS for students, these standards define what teachers are supposed to know and be able to do."

"Chapter 149.1001 clearly states that the purpose of these standards is to inform training, appraisal, and professional development for teachers. Training and professional development, or growth, are the impetus for the new evaluation system.

"This slide provides the categories for each of the standards. We will study these later; however, note the topics for each standard so that you can mentally connect them to the T-TESS Rubric."

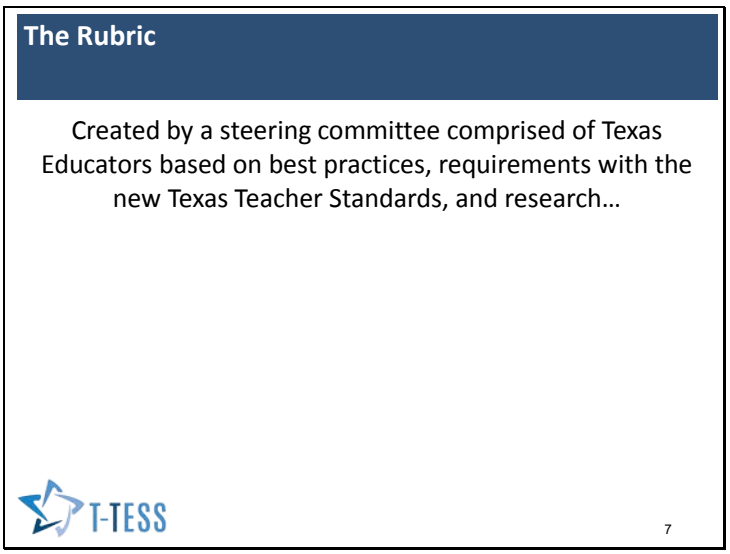
Slide 6



Note: Modify this slide to capture local decisions about number of observations, pre-conferences, etc..

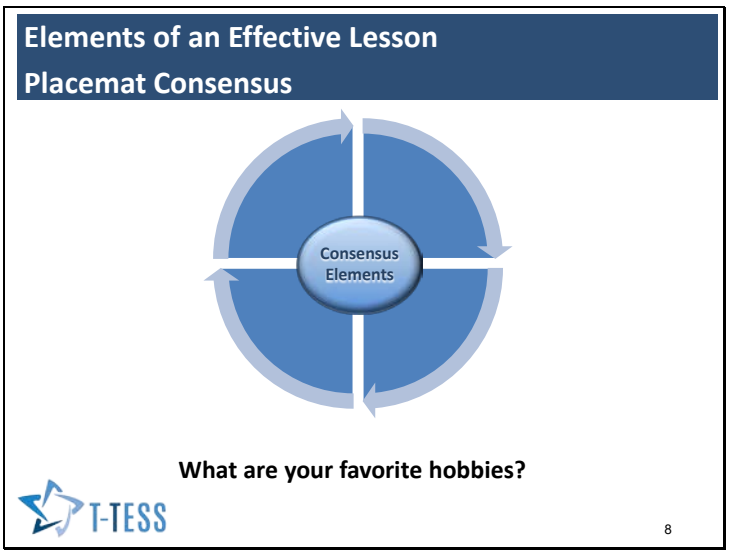
"With the rollout of this new system comes new mind sets….we need to begin thinking about observations as a learning tool, rather than a 'gotcha' …We are learning organizations and should consistently model this as adult learners, as well."

Slide 7



"The T-TESS Rubric was created by a steering committee comprised of Texas educators… and developed for Texas educators…to provide effective support, feedback and opportunities for professional growth."

Slide 8

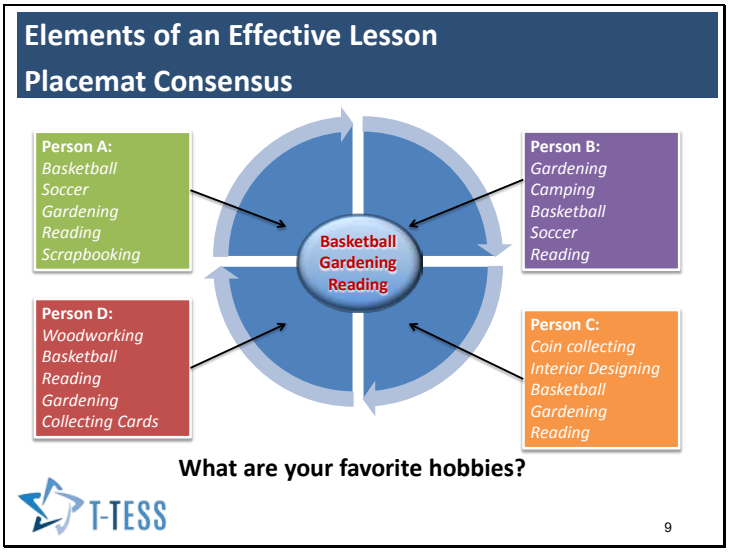


Start time of 9:00 a.m.

Consensus Map: Need chart paper to complete these.

"We will be working together to create team Consensus Maps. We will need four teachers per chart. I'll model the process before you complete your consensus map."
(See next slide.)

Slide 9

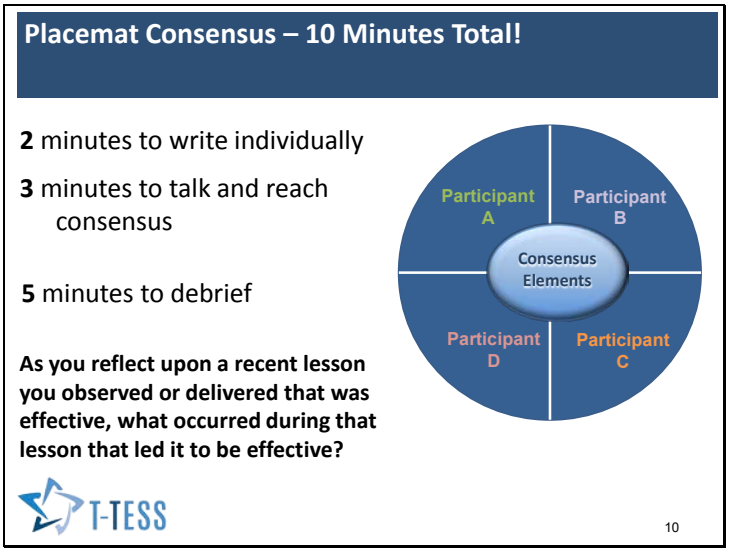


"You will be working in teams of four. Assume this team was asked to identify their favorite hobbies. Each person individually listed their hobbies in the space provided. --the consensus elements (Basketball, Gardening and Reading) are written in the middle, since everyone had these."

We should have four teachers per chart (last team may have less if there are not enough teachers). Each person will take one section of the map to write your responses. Use a different color for each section. …Are we ready?"

See next slide. These consensus maps will be posted and referred to consistently throughout the training.

Slide 10



'You will have 10 minutes total to complete the activity…. 2 minutes to write individually,… 3 minutes to talk and reach consensus…. And 5 minutes to debrief."

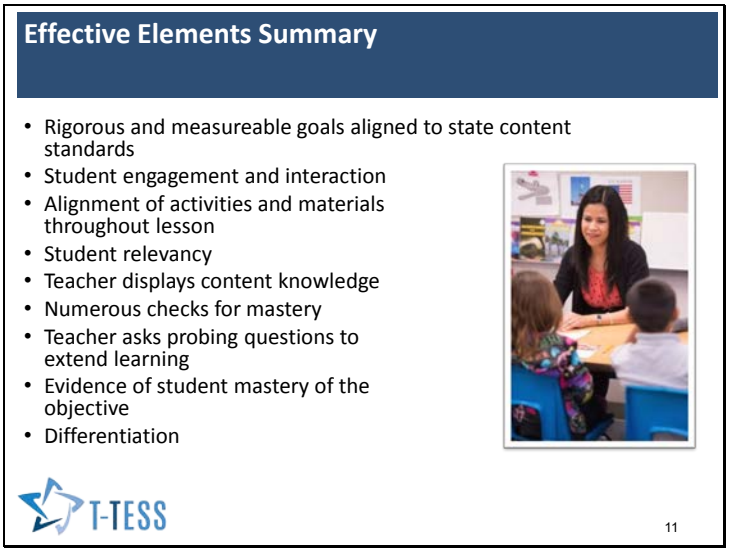
"The prompt is as follows: (read the prompt from the slide)…."

Monitor and provide feedback.
Debrief:
"As I walked around the room, it was clear that there were many comments which were seen on multiple charts. Let's debrief what is in each team's consensus section…. "

Once each team has shared, follow with two questions for the teachers…

Why this question?: *We want all participants to think about what they believe to be effective teaching….this should be the basis of their understanding of the rubric.*
Why this way?: (Why did we process this way?) *We want to show them that in order for there to be a shared understanding of what good teaching is, they all have to come to a consensus on what that would look like…the rubric will help to formalize this.*

Slide 11

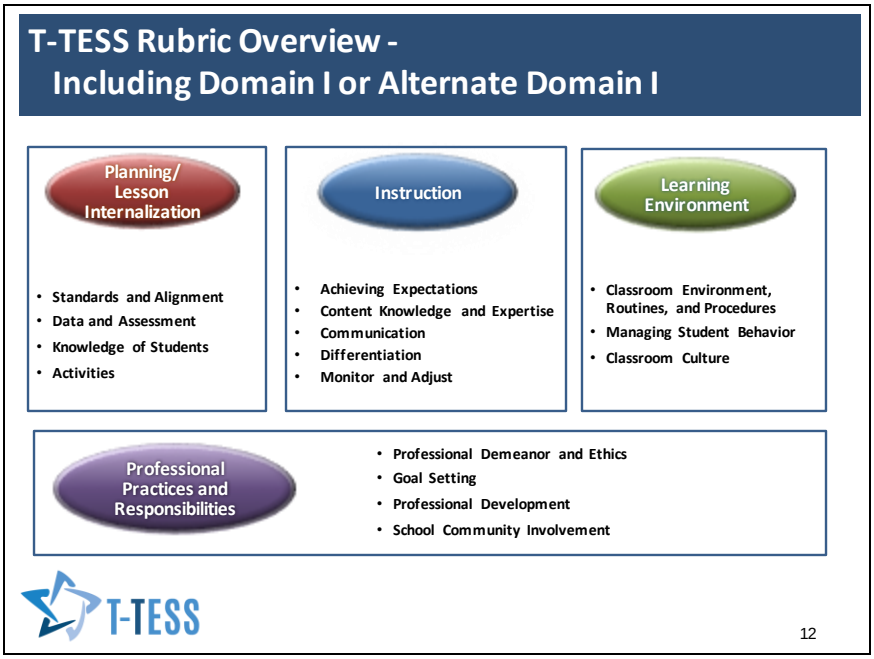


Make connections to: "**When a lesson is effective, we know it when we see it. But, when "it" is missing key elements, how do we communicate what is missing to someone else? How do we develop the missing skills in others? How do we measure "it"?**

T-TESS provides us with what "it" is: what an effective lesson and effective teaching is, the process for building the skills in others, and the tools by which we measure it (T-TESS rubric and the correlating pieces).

There are many effective elements of a good lesson. The goal is creating instructional opportunities, or lessons, where the dimensions come together at higher performance levels.

Slide 12



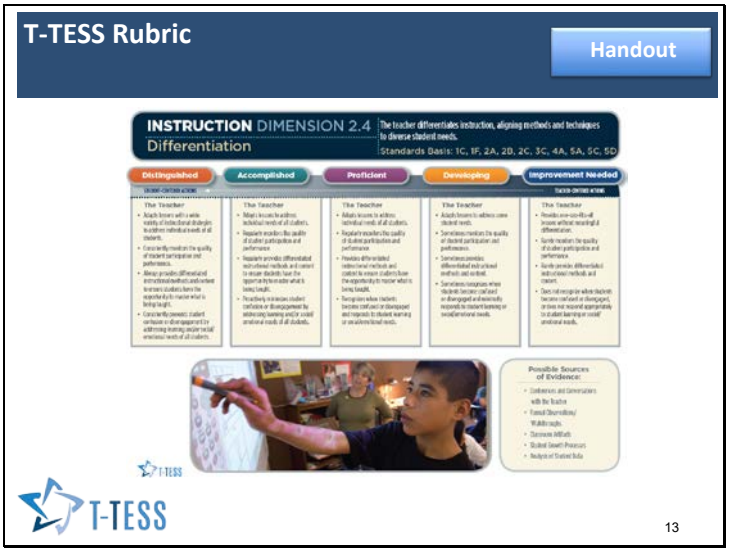
"The T-TESS Rubric includes four broad categories, or Domains, and 16 Dimensions."

Read each domain and the bulleted dimensions.

Please note that as of June 1, 2024 the Alternate Domain I Rubric, "Lesson Internalization," is available as an option for districts to use particularly when teachers are using HQIM/ OER materials. This is OPTIONAL and it is a *district decision* whether to use the original Domain I or the Alternate Domain I. For the remainder of this training, when referring to Domain 1, you will see it named "Planning/ LI." LI refers to the Alternate Domain I Rubric - Lesson Internalization.

- HQIM: High quality instructional materials
- OER: Open education resource

Slide 13

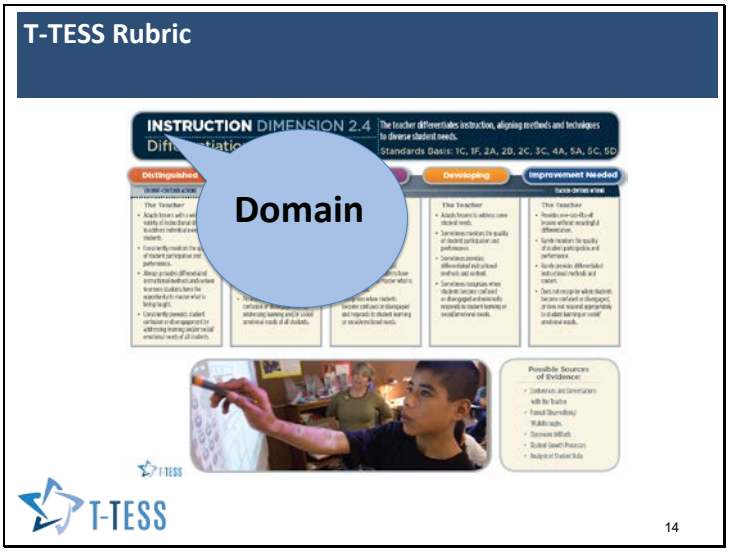


Start time of 9:30 a.m.

Note: This slide provides an overview of the Rubric's format.
Direct teachers to Teacher Handout #1, indicating that they will be seeing the "Working" version of the rubric which includes the same information as this stylized version.

"These next few slides will highlight each element of the rubric… the Domain, Dimension, Descriptors and Performance Levels."

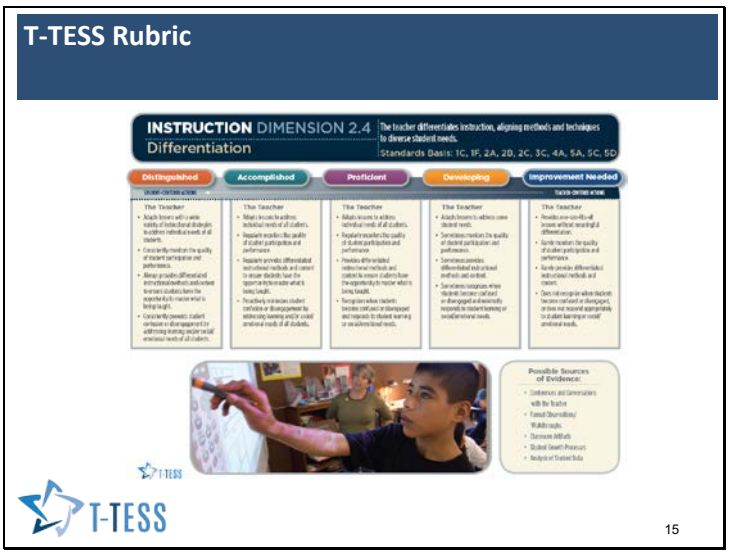
Slide 14



These slides will highlight each element of the rubric (Domain, Indicator, Descriptors and Performance Levels) in slide show mode.

“This section of the rubric is where we see the domain. In this case, it’s Instruction.”

Slide 15



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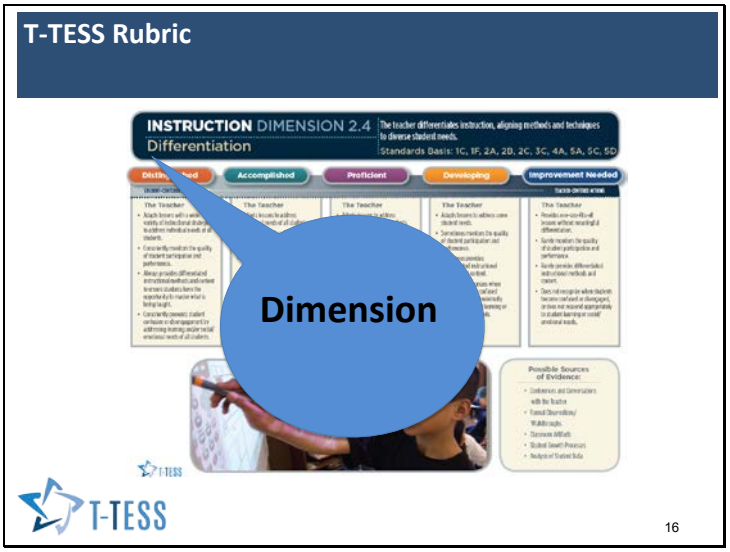
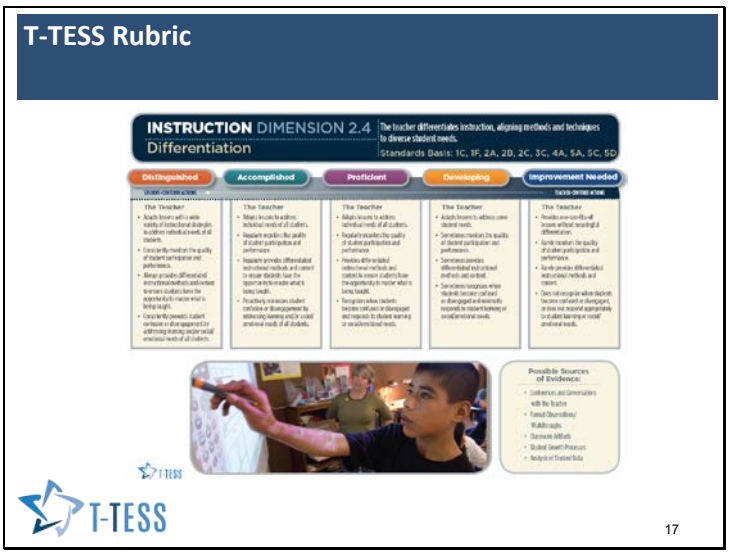
Slide 16



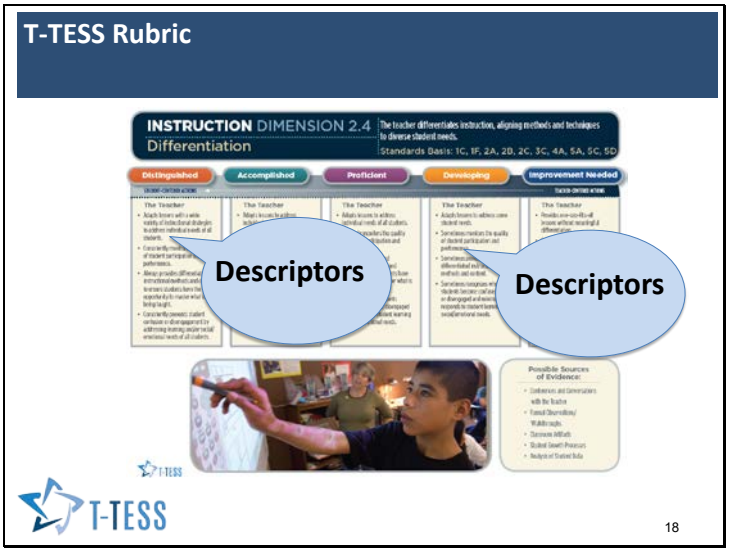
“This section outlines the Dimensions…In this case it’s Differentiation.”

Slide 17



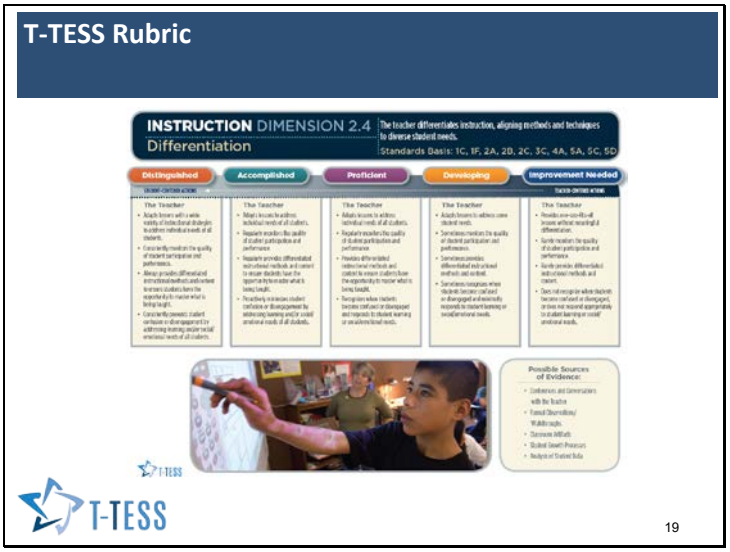
These slides will highlight each element of the rubric (Domain, Indicator, Descriptors and Performance Levels) in slide show mode.

Slide 18



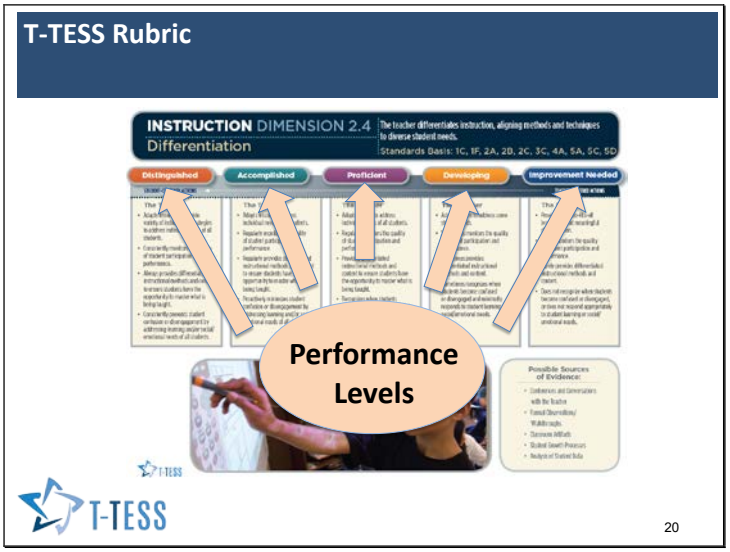
These sections provide the descriptors for each performance level of the Differentiation dimension.

Slide 19



These slides will highlight each element of the rubric (Domain, Indicator, Descriptors and Performance Levels) in slide show mode.

Slide 20

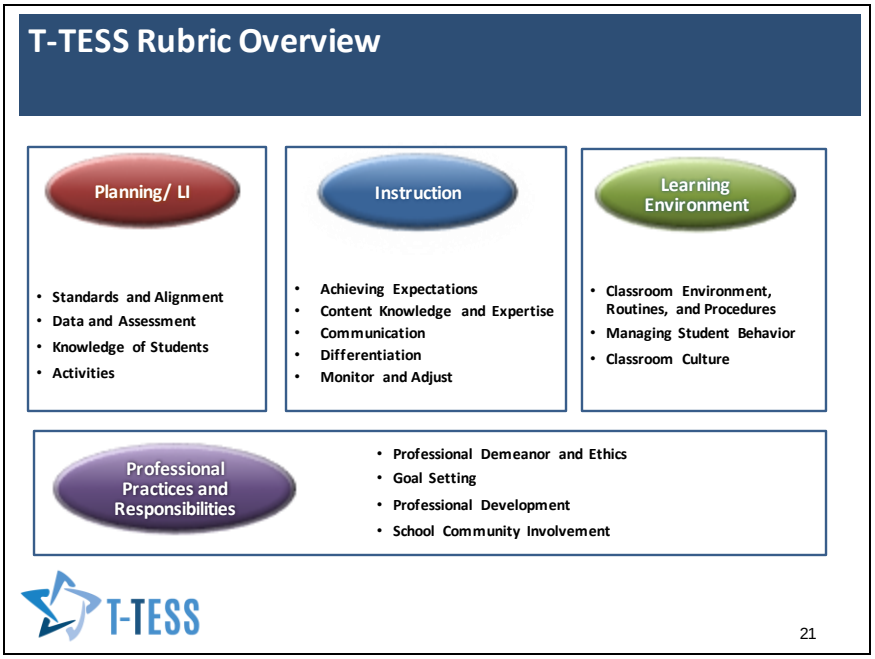


This slide shows the performance levels… Distinguished, Accomplished, Proficient, Developing and Improvement Needed.

Very Important...(Make sure teachers understand what is below.)

"When appraisers use the evidence to score a lesson, they will begin in the proficient column. This performance level – Proficient - signifies a 'Rock Solid' teacher. Let me say this again, Proficient is Rock Solid….
What does this mean? We will see a bell curve with T-TESS evaluations…. This is a culture shift in Texas. If teachers are Proficient and Rock Solid, then we will see a bell curve which indicates there are some that fall in the accomplished and distinguished levels and others that will be developing and improvement needed. This process is not about the person… it's about how the lesson scores, using the evidence collected and the rubric descriptors for each dimension. What was 'exceeds expectations' in PDAS is now described in the 'proficient' level. Two additional performance levels, accomplished and distinguished, were added to allow for growth and aspiration."

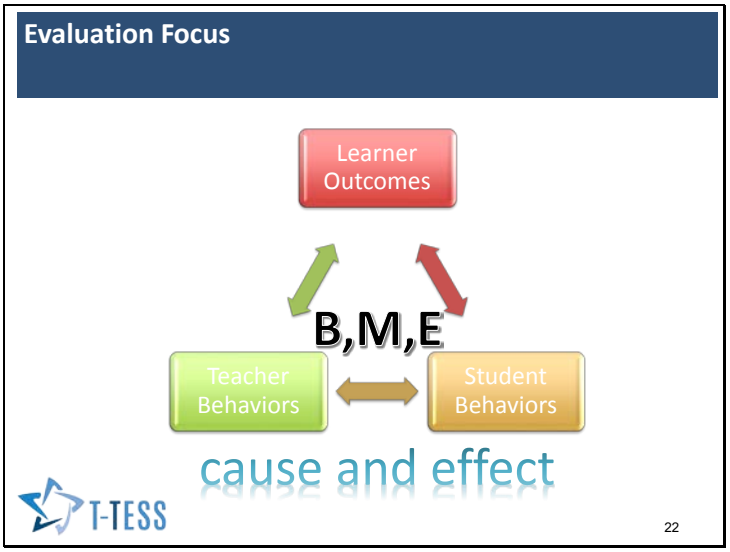
Slide 21



"As a reminder, this graphic shows us how the T-TESS Rubric includes four broad categories, or Domains, and 16 Dimensions."

Emphasize that for today, they will spend time primarily on the Instruction and Learning Environment Domains.

Slide 22



"Let's talk briefly about the target for conducting T-TESS evaluations."

Learner Outcomes: **"When we talk about Learner Outcomes, we are referring to the TEKS or other standards (Pre-K Guidelines, ELPS, TA TEKS, etc.) As the appraiser in the classroom, I'm listening for the 'Learner Outcomes' or lesson objectives as the anchor for the appraisal. What are the outcomes? How are they communicated to students? What evidence is there to support that students understood the outcomes? These outcomes drive the entire evaluation."**

Teacher Behaviors: **"Next, I'm collecting evidence regarding the teacher behaviors and how they are aligned to the learner outcomes. What is the teacher saying and doing that aligns with and supports the learning objectives? For example, how is the lesson structured and paced to facilitate student mastery towards the learner outcomes? How do questions, technology, etc., align with the learner outcomes?"**

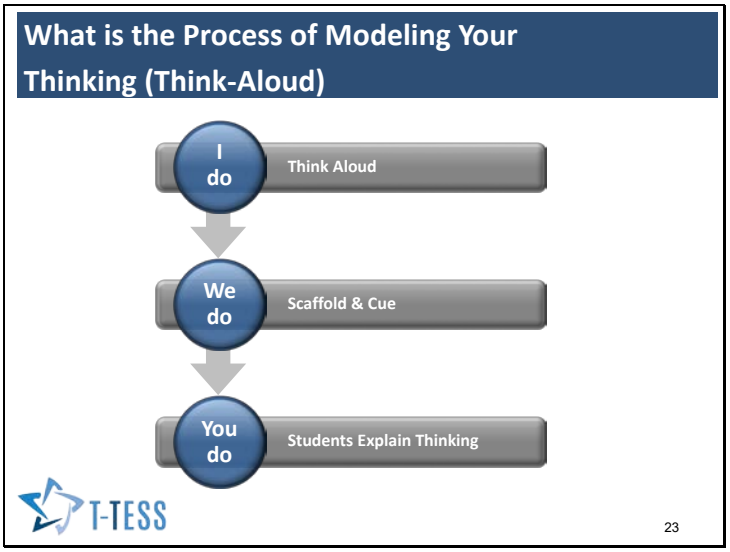
Student Behaviors: **"I'm also collecting evidence regarding what they students say and do throughout the lesson using the learner outcomes as a filter for how students are 'behaving' and responding to instruction."**

There is a direct cause and effect relationship between what the teacher says and does and what the students say and do. Again, all linked to the learner outcomes.

Ultimately, I'm collecting evidence to support whether or not students are meeting the learner outcomes. As the appraiser, this means that I will need to know about other aspects of the lesson, including where the class is with the unit of study – just beginning the unit, middle of unit, end of unit, etc."

B,M,E: **All this evidence is captured at the beginning, middle and end of the lesson; thus observing the entire lesson is key.**

Slide 23

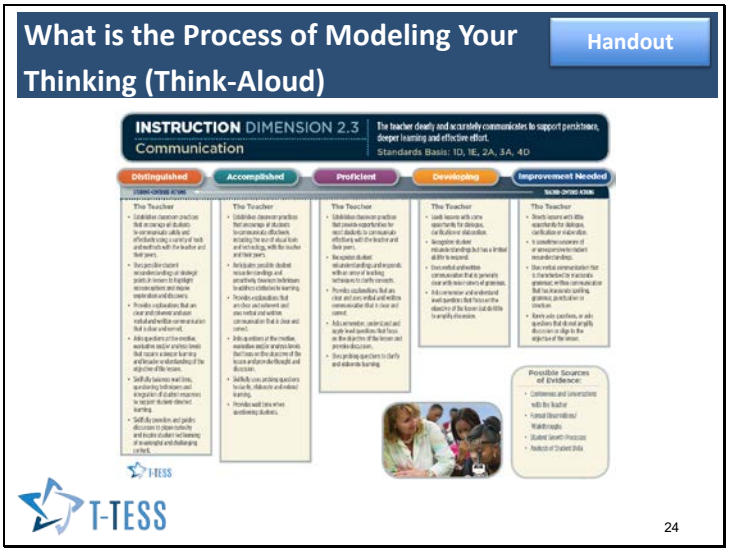


Start time of 9:45 a.m.

Let participants know that this will be the guiding structure for learning throughout the training and that we will be modeling good teaching and practice whenever possible. Point out that the gradual release of responsibility is widely recognized as an important part of effective teaching. You will be modeling effective teaching throughout the training.

Participants will notice that the trainer will be gradually releasing responsibility to them. So, each activity will begin with a model by the trainer, followed by a paired or group table activity and then to independence through the "you do" individual portion. The first step is the "I do". You will model for them your thought process while highlighting one standard area on the rubric.

Slide 24



Start time of 9:50 a.m.

Trainer will model how to highlight the Communication dimension and descriptors before participants highlight their rubrics. See Trainer Handout #1.

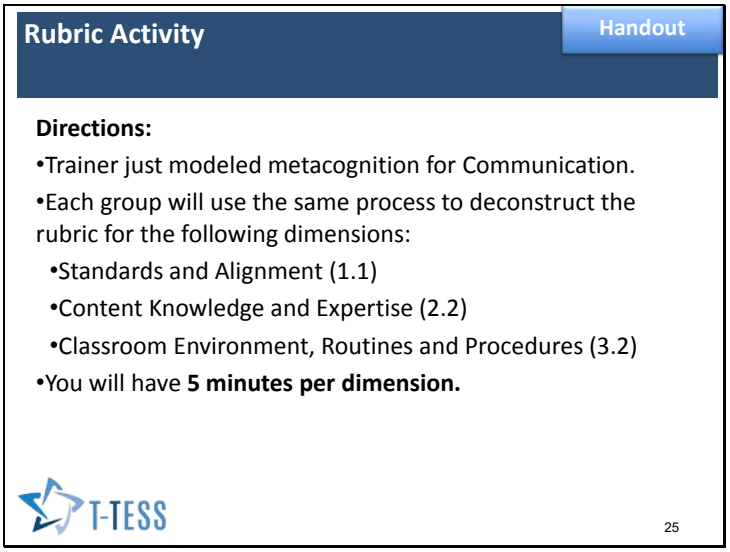
Start with the summary statement at the top of the rubric (The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.). Share which words you would highlight as key terms in the rubric.
Move to the 'Rock Solid' – Proficient Column – to highlight key words in the first descriptor, since this is where we begin scoring the lesson. Scan and compare the Accomplished and Distinguished descriptors to the left as you think out loud, followed by the Developing and Improvement Needed descriptors to the right, to show how the continuum changes across performance levels for the first descriptor.

Move to the Proficient level again with the second descriptor to highlight the key words and think out loud regarding what this descriptor looks like in practice. Review performance levels to the left and right, noting how they change.

Follow the same process with the remainder of the rubric, while teachers take notes on their rubric.

When finished, indicated that you just modeled the 'I do'…. And will now move to the 'We do'…

Slide 25



Start time of 10:00 a.m.

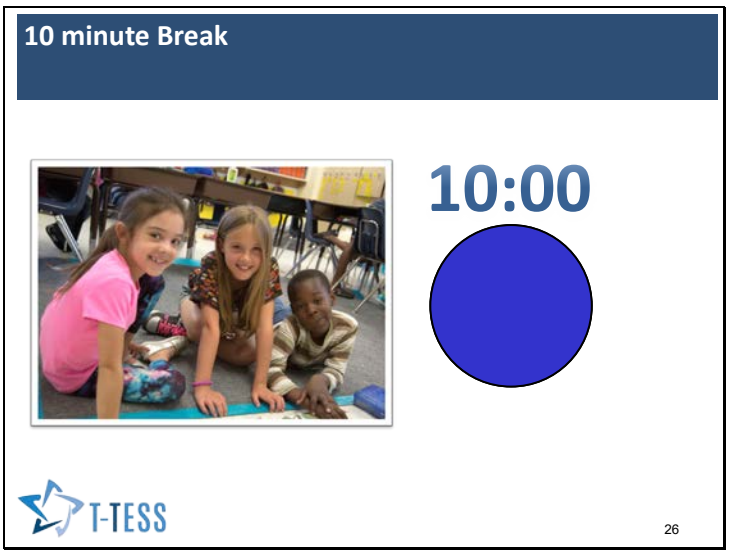
Note: See below and in trainer manual. Set the timer in three, five-minute increments to pace the group with each dimension.

Teachers will read and highlight the dimension description on the left, move to the proficient column to read and highlight the first descriptor, make notes to define what this descriptor looks and sounds like in practice, then compare that descriptor across performance levels to determine how it changes. They will go back to the proficient column to look at the second descriptor and repeat the process for the entire dimension.

"We will now move to the 'We do'… each table will be assigned three dimensions to highlight the key terms in the dimension (summary paragraph at the top) and the descriptors. Are there questions about the process at this point?"

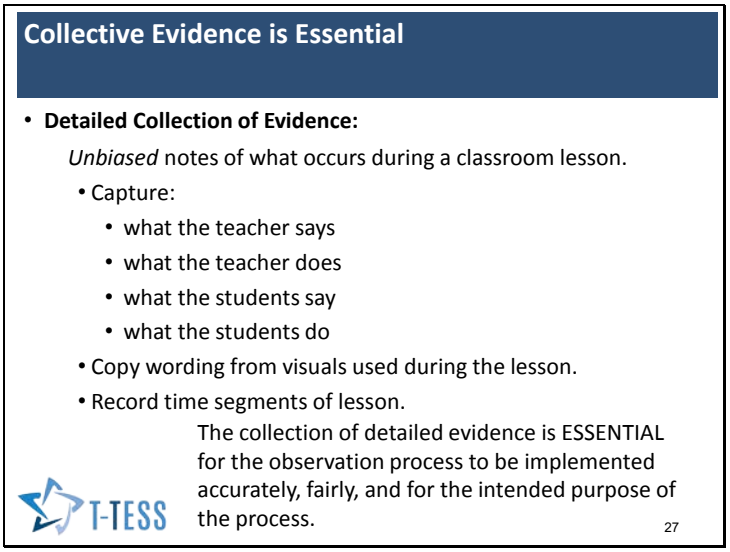
To debrief the activity, remind the staff that it will be necessary to deconstruct the T-TESS rubric over time to ensure that everyone is interpreting and applying the rubric in the same manner.

Slide 26



Start time of 10:30 a.m.
In slide show mode, you will need to click on the inside of the circle and the timer will begin. The timer will begin filling in the beige part with blue once the timer begins.

Slide 27



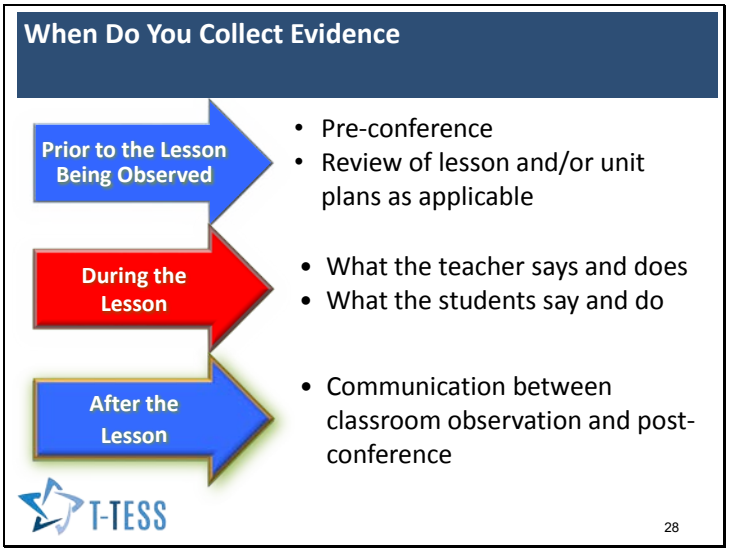
Start time of 10:40 a.m.

"Collecting evidence is a critical part of the T-TESS process. Capturing what teachers say and do and what students say and do is essential to linking the evidence to the rubric descriptors and performance levels and accurately rate each dimension."

"Evidence may be used for different aspects of the rubric which shows the connectivity and holistic nature of the model."

"You will continue to hear us say,… and 'Now let's see how the lesson scored, based on the evidence and the rubric…!"

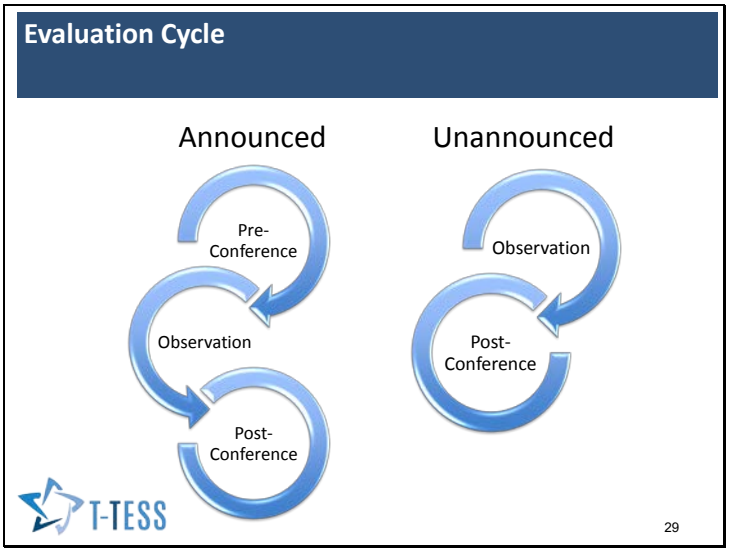
Slide 28



"There are three (3) different points during the evaluation process to collect evidence: Prior to the lesson, during the lesson, and after the lesson. While during the lesson is perhaps the MOST important time to collect evidence, it is not the only time. Before an announced observation there should be a pre-conference, and a review of materials, e.g., lesson plan, handouts, etc., and after all evaluations there should be a post-conference. The post-conference follows a very specific format."

Review the slide points.

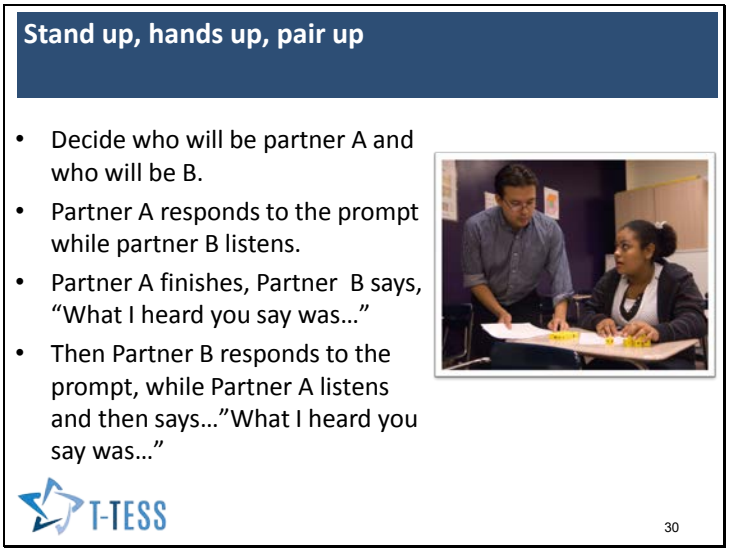
Slide 29



Start time of 10:50 a.m.

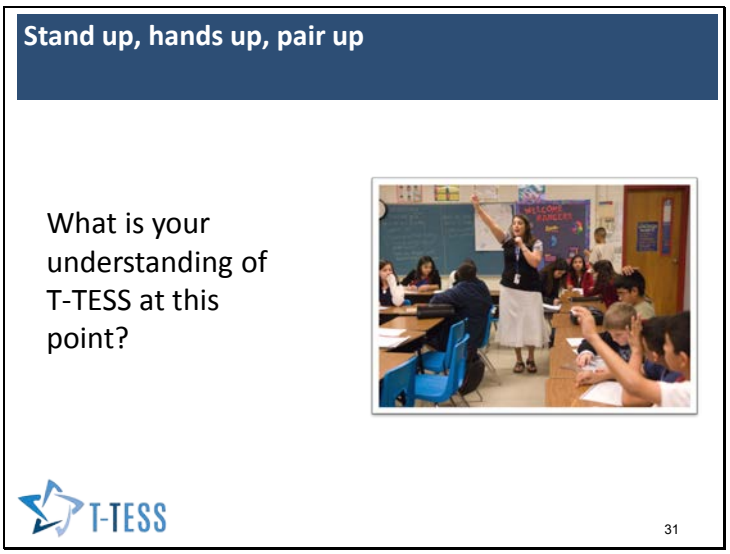
"This slide shows us the key aspects of announced versus unannounced evaluations. Before an announced evaluation there should be a pre-conference, and a review of materials, and after all evaluations there should be a post-conference. Evidence is collected at all points."

Slide 30



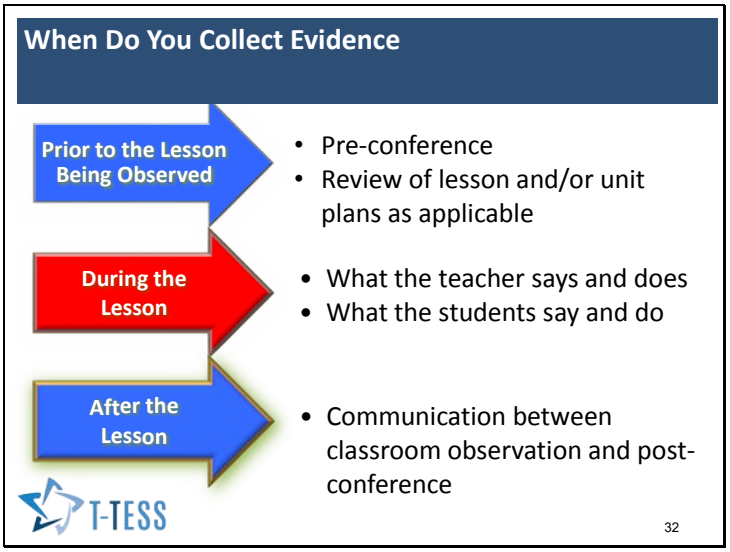
Trainer will follow directions on the slide for the stand up, hands up, pair up. One suggestion would be to use music when participants are selecting a partner in a musical chairs type fashion.

Slide 31



Monitor as they talk. Have participants talk in pairs (per previous slide) and debrief a couple of key points.

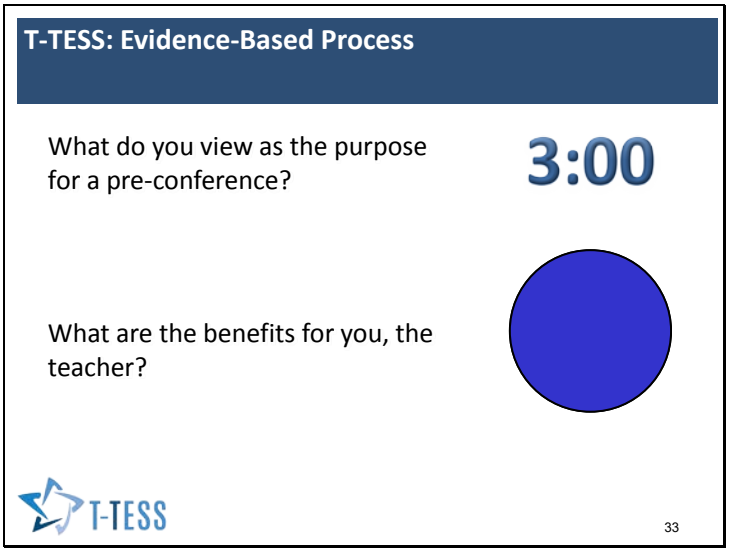
Slide 32



"There are three (3) different points during the evaluation process to collect evidence: Prior to the lesson, during the lesson, and after the lesson. While during the lesson is perhaps the MOST important time to collect evidence, it is not the only time. Before an announced observation there should be a pre-conference, and a review of materials, e.g., lesson plan, handouts, etc., and after all evaluations there should be a post-conference. The post-conference follows a very specific format."

Review the slide points.

Slide 33



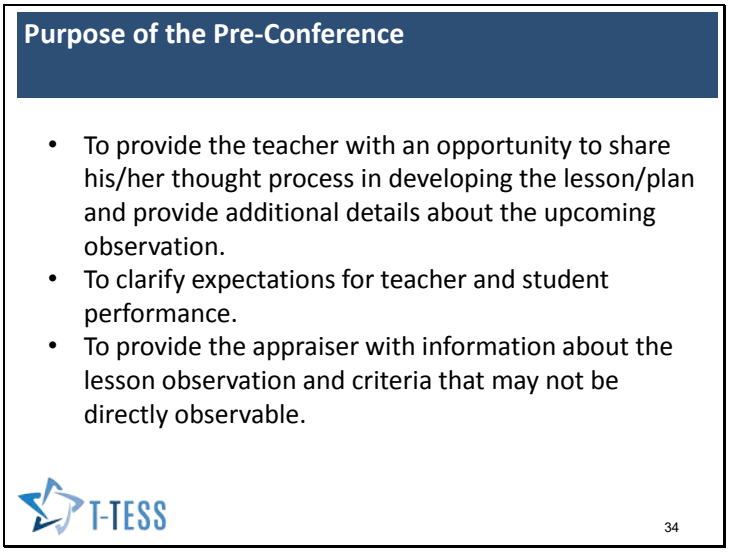
Start time of 11:05 a.m.

"Let's think about the purpose of the pre-conference. At your table, you will have three minutes to discuss these two questions:
What do you view as the purpose for a pre-conference? … and… What are the benefits for you, the teacher?"
Be prepared to share your responses."

The purpose of the pre-conference may include responses such as:
- *to clarify the lesson from both perspectives (administrator and teacher)*
- *to provide the teacher time to share his/her planning and lesson design process*
- *to provide the administrator an opportunity to clarify what he/she might see/hear during the observation*
- *to help the teacher think through the lesson*
- *etc.*

Highlight the benefits that support the purpose and intent for T-TESS which include teacher and student growth and success.

Slide 34



Start time of 11:30 a.m.

"Let's think about the purpose of the pre-conference. At your table, you will have three minutes to discuss these two questions:
What do you view as the purpose for a pre-conference? … and… What are the benefits for you, the teacher?"
Be prepared to share your responses."

The purpose of the pre-conference may include responses such as:
- *to clarify the lesson from both perspectives (administrator and teacher)*
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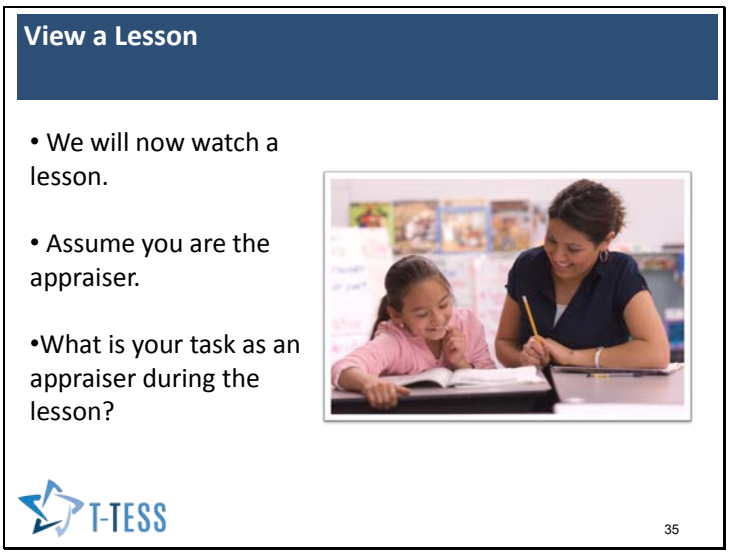
- *to help the teacher think through the lesson*
- *etc.*

Highlight the benefits that support the purpose and intent for T-TESS which include teacher and student growth and success.

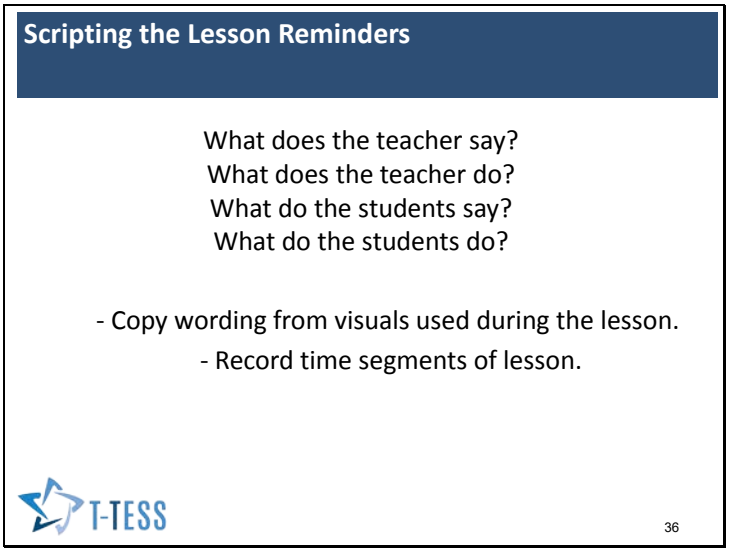
Slide 35



Start time of 12:30 p.m.

The teachers will view a lesson and script. Remind them that they will need the evidence to score the lesson; therefore, their task is to script. See next slide for teacher guidance on what to script.

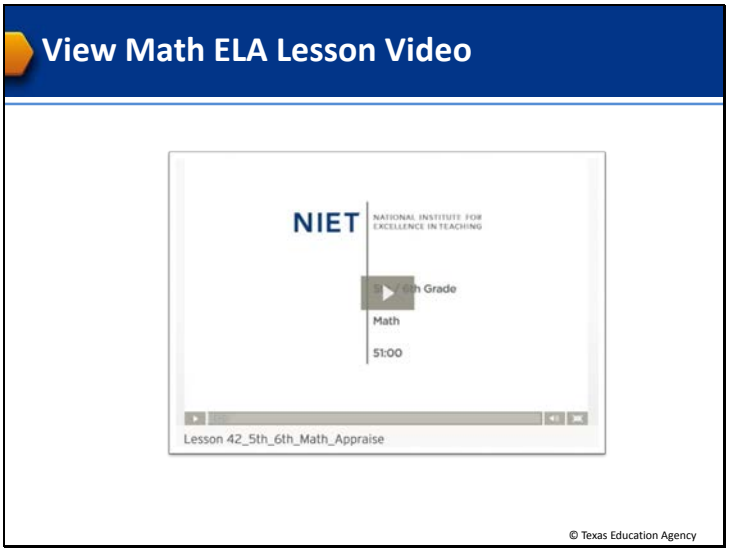
Slide 36



Start time of 12:35 p.m.

Share this slide as a reminder. Let them know that there is no right or wrong way to script. They are to capture as much as possible of the key points in the lesson that will provide evidence for the descriptors.

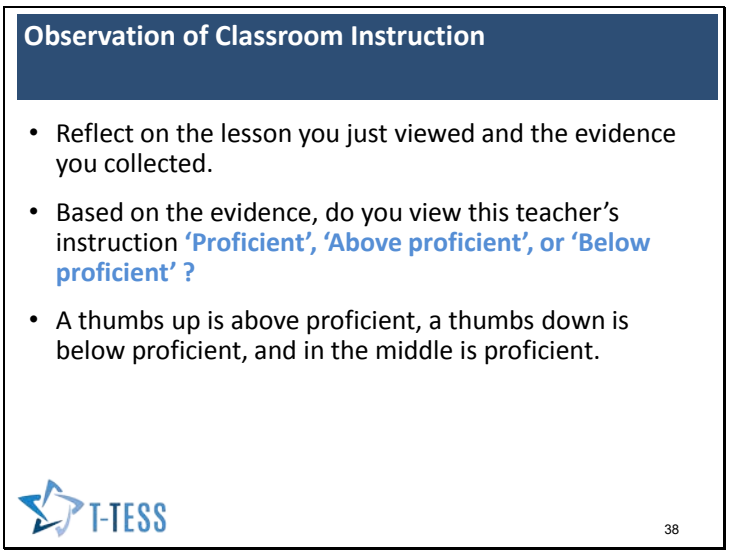
Slide 37



Start time of 1:25 p.m.

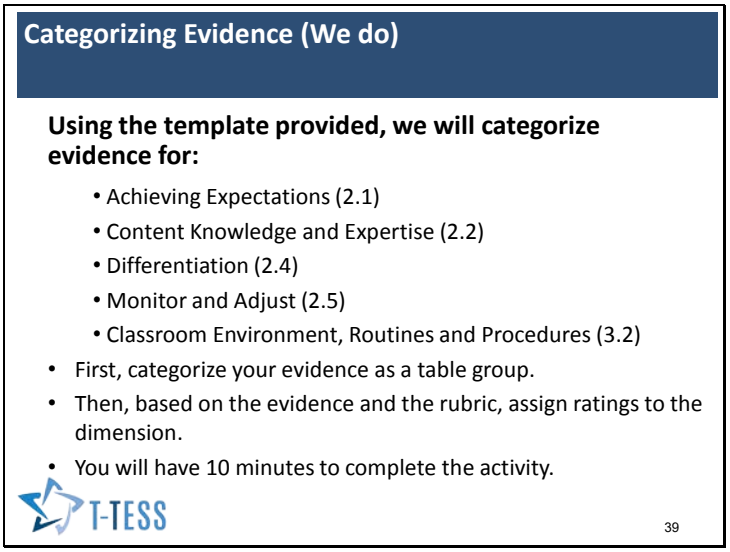
Teachers view the lesson and script…

Slide 38



Have teachers provide a holistic rating for the lesson (with their eyes closed) using a thumbs up, down, or in the middle signal as noted in the third bullet.

Slide 39



Start time of 1:30 p.m.

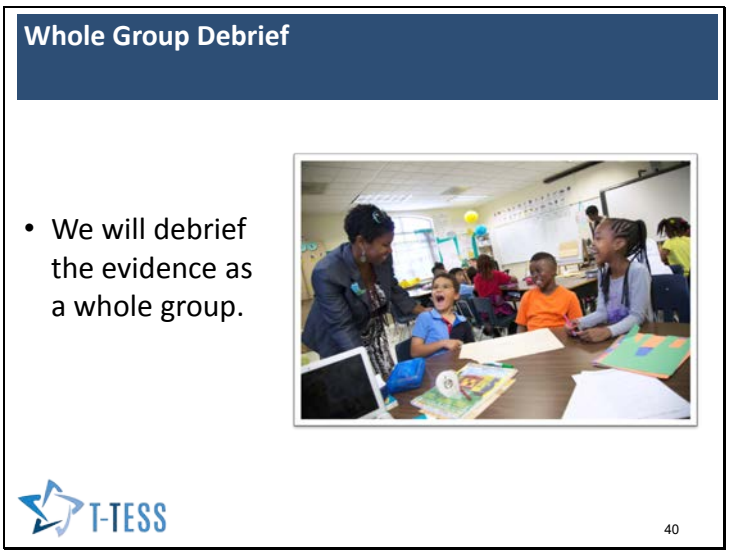
Materials: Teachers' scripted notes, rubric dimensions, Teacher Handout #2.

Teachers will now use their scripted notes (evidence) and categorize this evidence according to the rubric. See Teacher Handout #2.

Assign one dimension per table, repeating, as necessary, based on the number of tables. Each table group will only be assigned one dimension. Ideally there are two tables per dimension to compare and calibrate ratings.

Remind teachers that they are looking at their specific dimension in the rubric, and beginning at the Proficient level to collect and document their evidence. Their evidence should be specific and clearly connected to the descriptors.

Slide 40



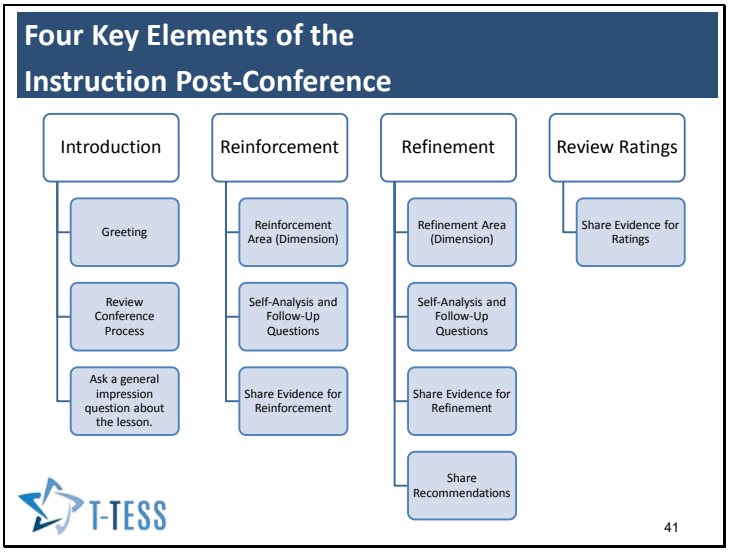
Start time of 2:25 p.m.

Trainers should make sure they are familiar with the evidence and ratings and should be prepared to defend the evidence/ratings. Trainers should refer to the national raters as the T-TESS raters.

"We will debrief one dimension at a time. Each table group will share one or two strong pieces of evidence and the rating assigned, based on the evidence and the rubric. As you hear the evidence from other dimensions, take notes on your handout (Teacher Handout #2)."

After debriefing each dimension, share the T-TESS rater scores with the group. (Trainer Handout #2 - Lesson Evidence and Ratings sheet.)

Slide 41



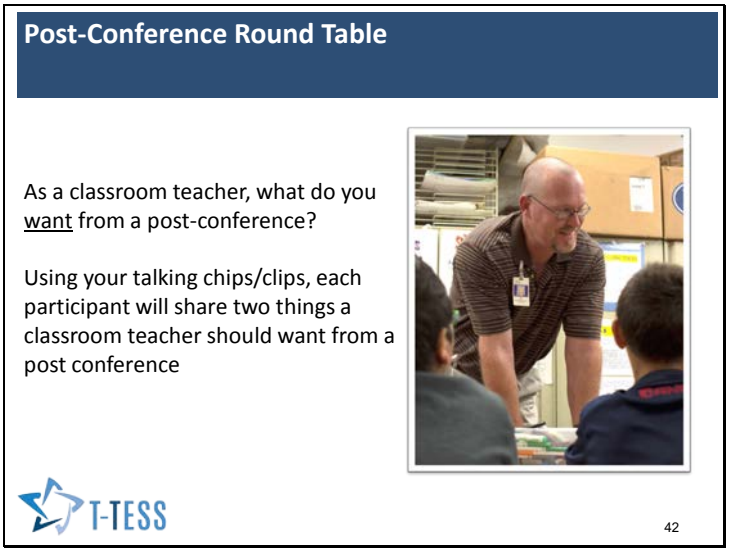
Start time of 2:45 p.m.

Introduce participants to the post-conference format.

"**This slide provides the Four Key Elements to the Instructional Post-Conference, which follows the lesson.** (Review the chart.)"

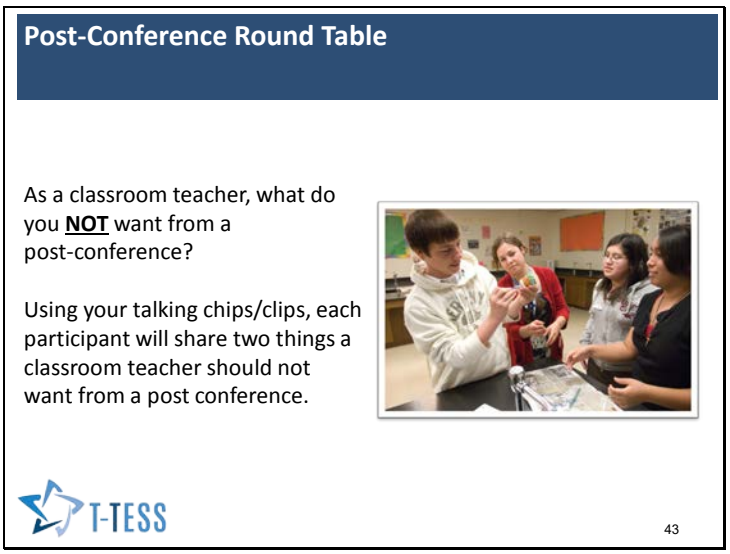
While watching the post-conference participants will fill in the areas of the post-conference that they observe, i.e. the general impression question, what the reinforcement area was, what the evidence was, etc.. Ask participants why we would wait until the end of the post-conference to share ratings and evidence. The responses from the participants to this question should be about how they want to encourage reflection; sharing ratings at the beginning of the conference will distract from the purpose of professional growth and reflection on the lesson observation.

Slide 42



(Use chips or paper clips for this activity.)
Possible answers:
- *To provide verbal feedback to the observed teacher based on evidence from the lesson*
- *Create an opportunity to coach the teacher in an area of reinforcement (strength) and area of refinement (need)*

Slide 43



Create a poster with two columns: Want and Don't Want.
Debrief by asking participants to share their 'wants' and 'don't want' responses without repeating what has been shared.

Slide 44

Before We Watch the Post-Conference

- Please write 3-5 questions you would ask the teacher from the video.
- Turn to a shoulder partner and compare the questions.

T-TESS

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Start time of 3:00 p.m.

Slide 45

As We Watch the Post-Conference

- Please write all questions that the conference leader/appraiser asks.
- Note how the questions facilitate teacher reflection.

T-TESS

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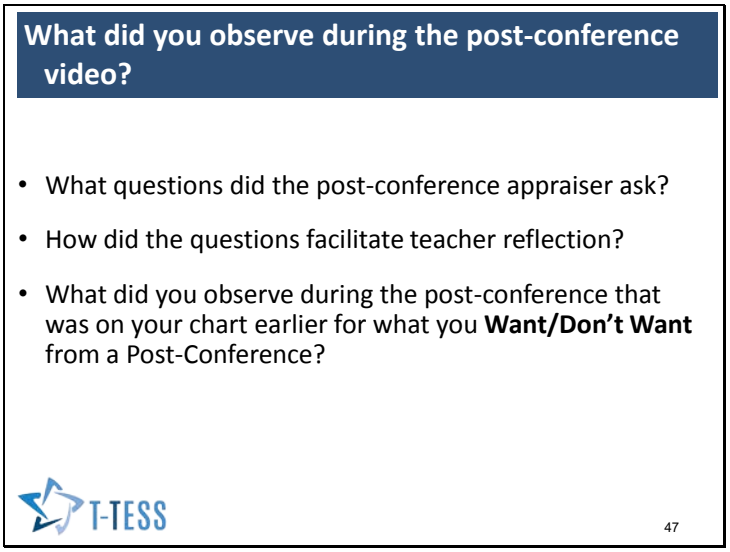
Slide 46

View the post-conference.

Slide 47



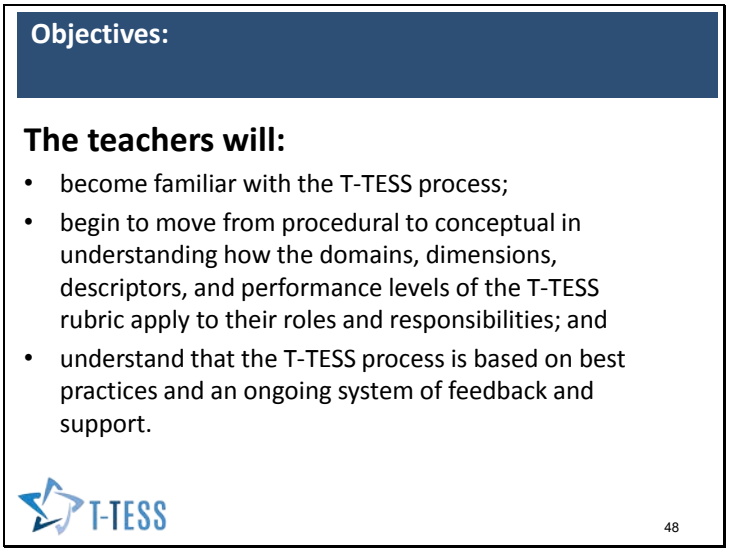
(Review the slide and allow a 5 minute table talk.)

Debrief: **"What behaviors did you notice during this post-conference?"**

Compare to the Want/Don't Want chart….

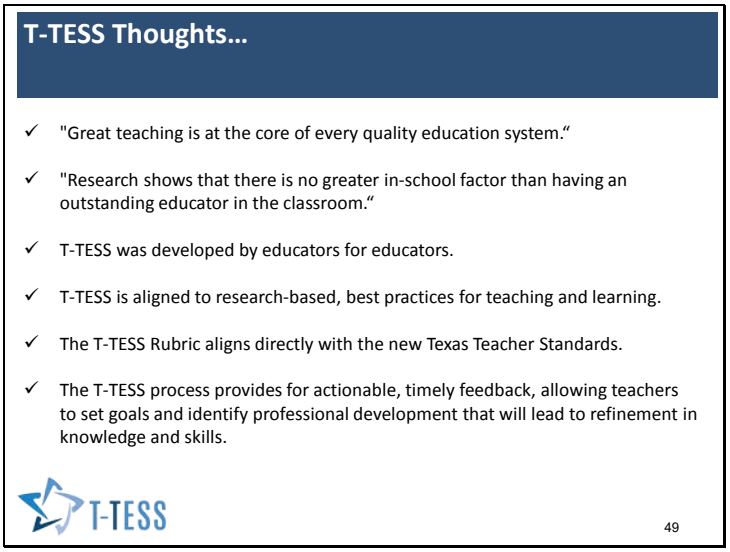
" At this point, we have had an opportunity to analyze the rubrics and understand the components of the observation cycle: pre-conference, observation and post-conference."

Slide 48



Review objectives with the participants.
*"***Let's review our objectives to make sure we are on target."**

Slide 49

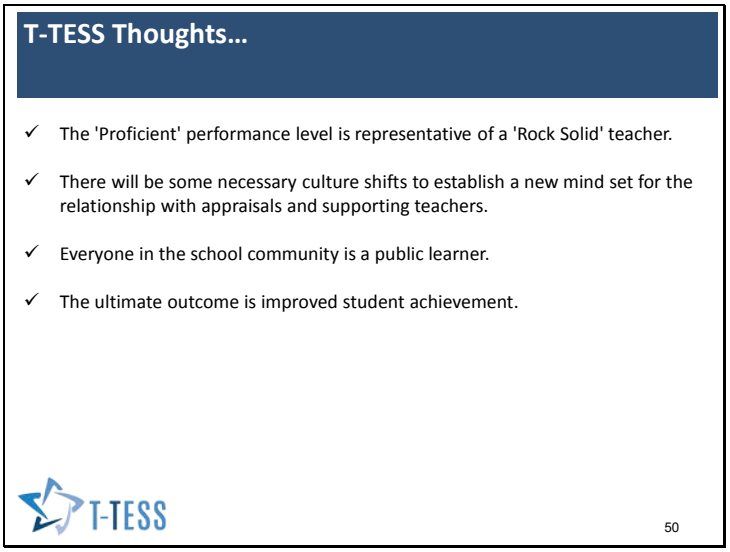


Start time of 3:50 p.m.

(Review the slide to pull key points together.)

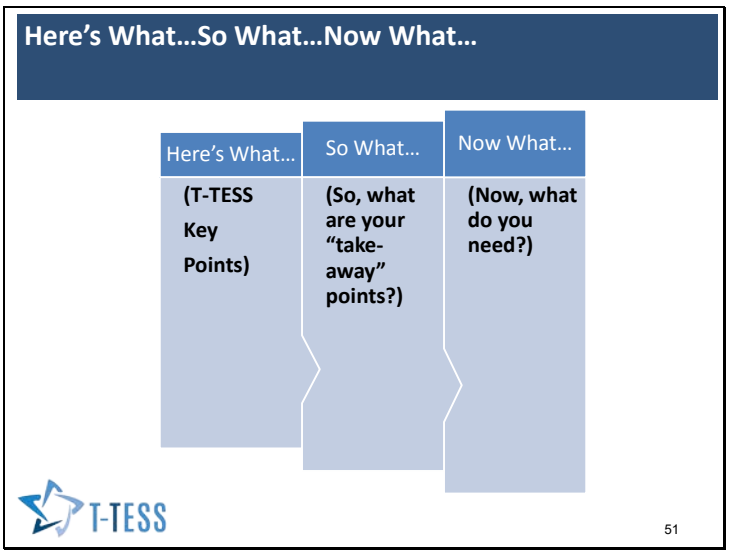
Remind participants of the expectations and that we are still moving along the continuum of procedural to conceptual. The next slide will give them a chance to debrief the learning so far.

Slide 50



(Review the slide to pull key points together.)

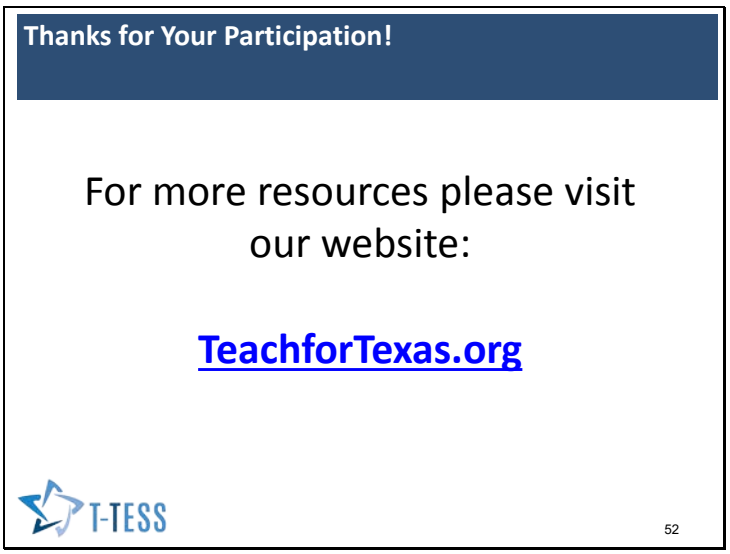
Slide 51



Start time of 4:00 p.m.

Remind participants of the expectations and that we are still moving along the continuum of procedural to conceptual knowledge. This slide will give them a chance to debrief their learnings and professional needs thus far.
Have them complete ***Teacher Handout #3*** *and leave their copies for next steps and follow-up.*

Slide 52



“Thank you…”

Connect to your district/school goals and outcomes for student achievement…