

T-PESS TIMELINE STEPS

TIMELINE & SCHEDULE

It is important for your district to consider and establish a timeline and schedule of when specific actions and activities should be completed related to the eight-step Evaluation Process. This will help you and the school community easily keep track of and complete the requirements of T-PESS.

T-PESS TIMELINE STEPS

Below is an example of an estimated timeline for completing the T-PESS process. Consider your calendar (traditional, year-round, etc) and make sure that all stakeholders involved with your evaluation know, understand, and comply with your established schedule and timeline

T-PESS TIMELINE

Step 1: Orientation	Step 2: Self- Assessment Goal Setting	Step 3: Beginning-of- Year Goal Setting/Refine ment Conference	Step 4: School Site visits/Informal Assessments	Step 5: Mid-year Progress Meeting	Step 6: Artifacts and Evidence Identification and Collection	Step 7: End-of- Year Performance Discussion	Step 8: Final Evaluation Goal Setting
Prior to the beginning of the school year	Prior to the Goal Stetting Conference	By the end of September	Ongoing	Prior to the end of the school year	At or near the end of the school year	End of the school year	Once all performance data has been received and analyzed

T-PESS TIMELINE CHECKLIST

EVALUATION PROCESS

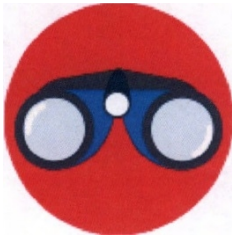
The T-PESS process incorporates a series of actions and activities that should be applied on an ongoing basis. While the T-PESS process results in your annual summary assessment, it's better to think of it as an annual process of activities that help you self-assess, establish performance goals, collect and analyze information, and provide constructive feedback, improving your quality and effectiveness as the school leader.

STEP 1: ORIENTATION



Each school year, districts will conduct an orientation for all principals. At this orientation, you will receive a complete set of materials outlining the evaluation process, what is expected for your participation, an explanation of the timeline, and how your performance will be measured. By the end of orientation, you should be thoroughly familiar with T-PESS and all of the materials associated with it, including definitions and forms.

STEP 2: SELF-ASSESSMENT AND GOAL SETTING



Using the T-PESS rubric, you will complete a Self-Assessment that provides the opportunity for you to reflect on your ability to fulfill the Texas Principal Standards. In addition, the Self-Assessment helps you reflect on the challenges presented by your Campus Improvement Plans and how you'll address them, while also helping you set professional growth goals.

STEP 3: BEGINNING-OF-YEAR GOAL SETTING/REFINEMENT CONFERENCE



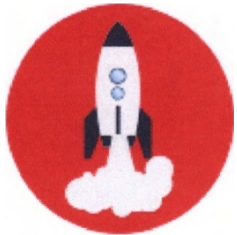
The Beginning-of-Year Goal Setting/ Refinement Conference provides the opportunity for you and the appraiser to discuss several critical topics, including your Self-Assessment results, performance improvement goals, and alignment to the Campus Improvement Plans and district strategic priorities. It is good practice for the appraiser to run through a goal-setting process with you using the T-PESS rubric, considering the current context of your school, community, and performance. Together, you will agree on the data, evidence, and documentation applicable to your goals, so you can collect this throughout the evaluation cycle.

STEP 4: SCHOOL SITE VISITS / INFORMAL MEETINGS



On an ongoing basis, your appraiser should visit your school to conduct informal meetings that add to their context and understanding of your performance.

STEP 5: MID-YEAR PROGRESS MEETING



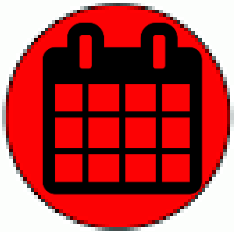
This Mid -year Progress Meeting with your appraiser will focus on the status of goal attainment and help you adjust your action plan in order to achieve your goals by the end of the school year. The Mid-Year evolution meeting will also include a formative review of performance using the T-PESS rubric. As a result of this discussion, you should have a clear understanding of your performance trajectory, final effectiveness ratings, and whether you are on target to accomplish goals.

STEP 6: ARTIFACTS AND EVIDENCE IDENTIFICATION AND COLLECTION



You will synthesize your collected artifacts and evidence and any additional information you have gathered to create a comprehensive view of your performance throughout the year. This brief summary is not intended as a portfolio, but rather a concise review of artifacts, evidence, and information that can be used in consideration of your performance. You will provide this information to your appraiser before the End-of-Year Performance Discussion.

STEP 7: END-OF-YEAR PERFORMANCE DISCUSSION



You and the appraiser will meet to discuss completing the evaluation process. You will discuss the Artifacts and Evidence Identification and Collection information, your attainment of performance goals, and any additional information that would assist in more accurate and fair summary ratings. With your input, a decision will be made about final performance ratings related to goal attainment. Then you will move on to Final Evaluation and Goal Setting for the next school year.

STEP 8: FINAL EVALUATION AND GOAL SETTING



In this final step, you and your appraiser will review and discuss a summative assessment of your final performance ratings on the T-PESS rubric as well as draft performance goals and discuss recommendations for performance improvement for the subsequent year. You and the appraiser will then sign and submit all required forms to complete the evaluation process, including the Self-assessment using the T-PESS rubric; Appraiser assessment using the T-PESS rubric; three Professional Development Plan forms-- Beginning-of- year: Goal Setting, Mid-year: Progress toward Goal Attainment, and End-of- year: Goal Attainment; and the Summary Rating form.