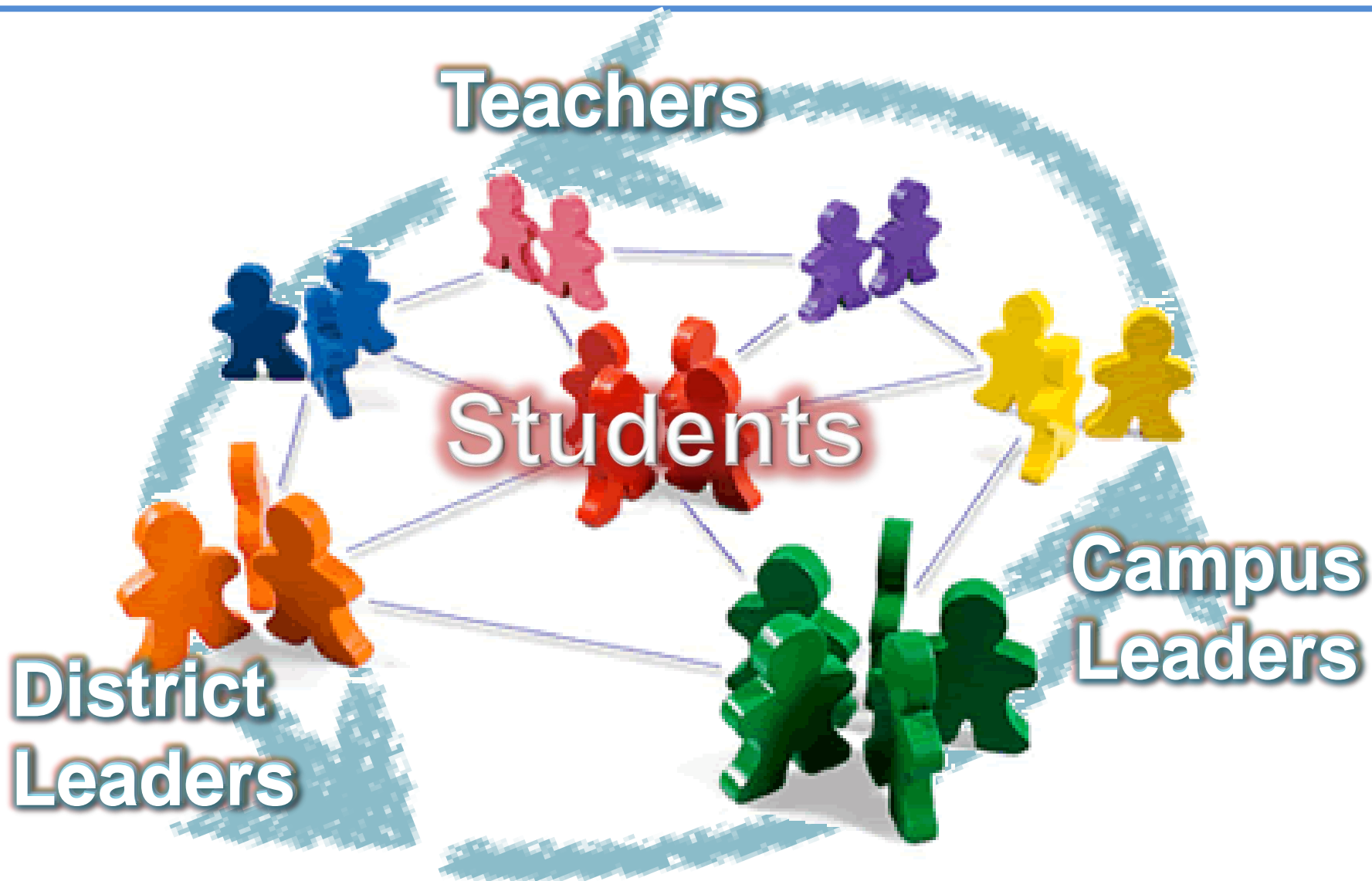




# Texas Teacher Evaluation and Support System (T-TESS)



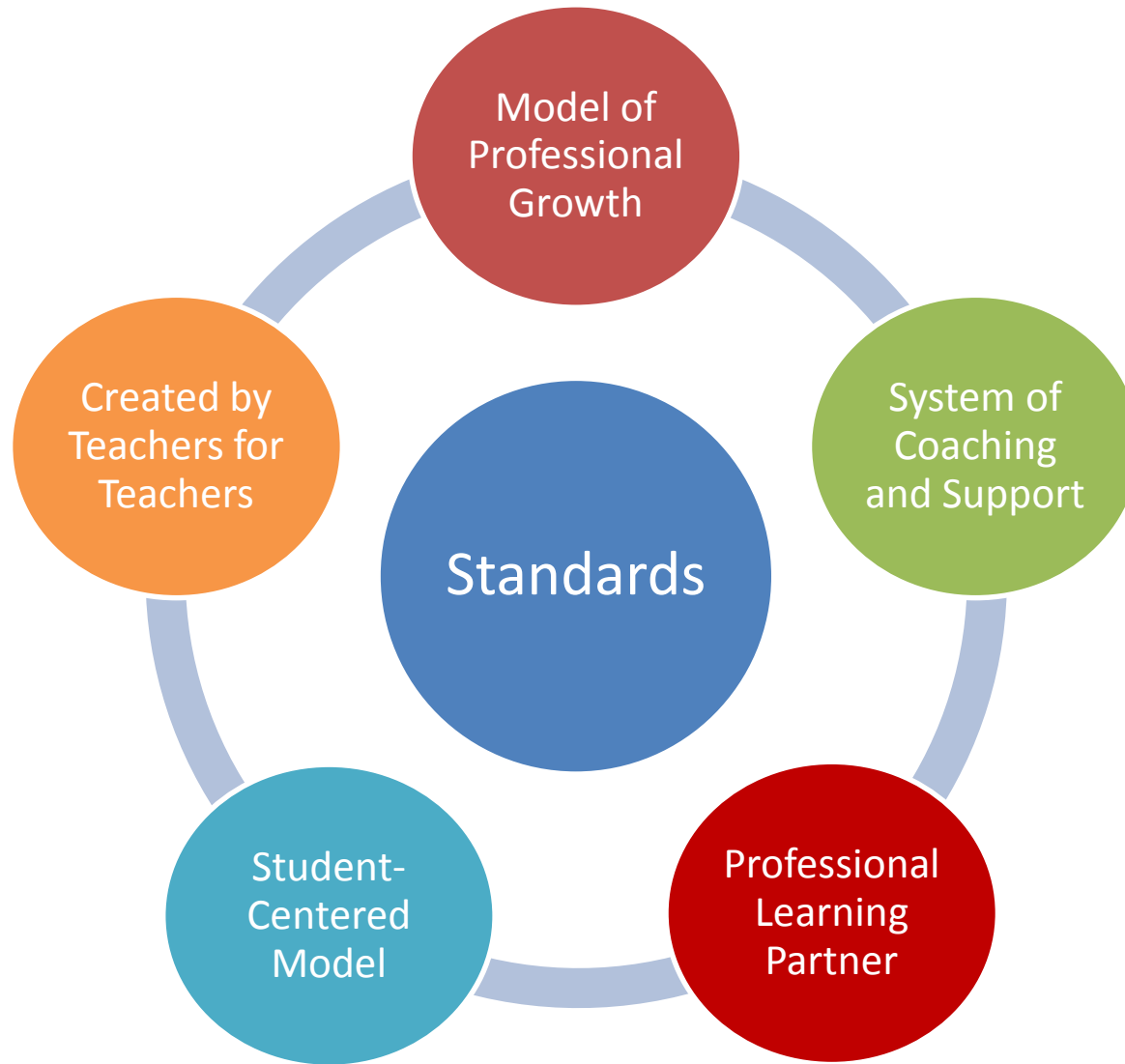
# Community of Learners





# What is T-TESS?

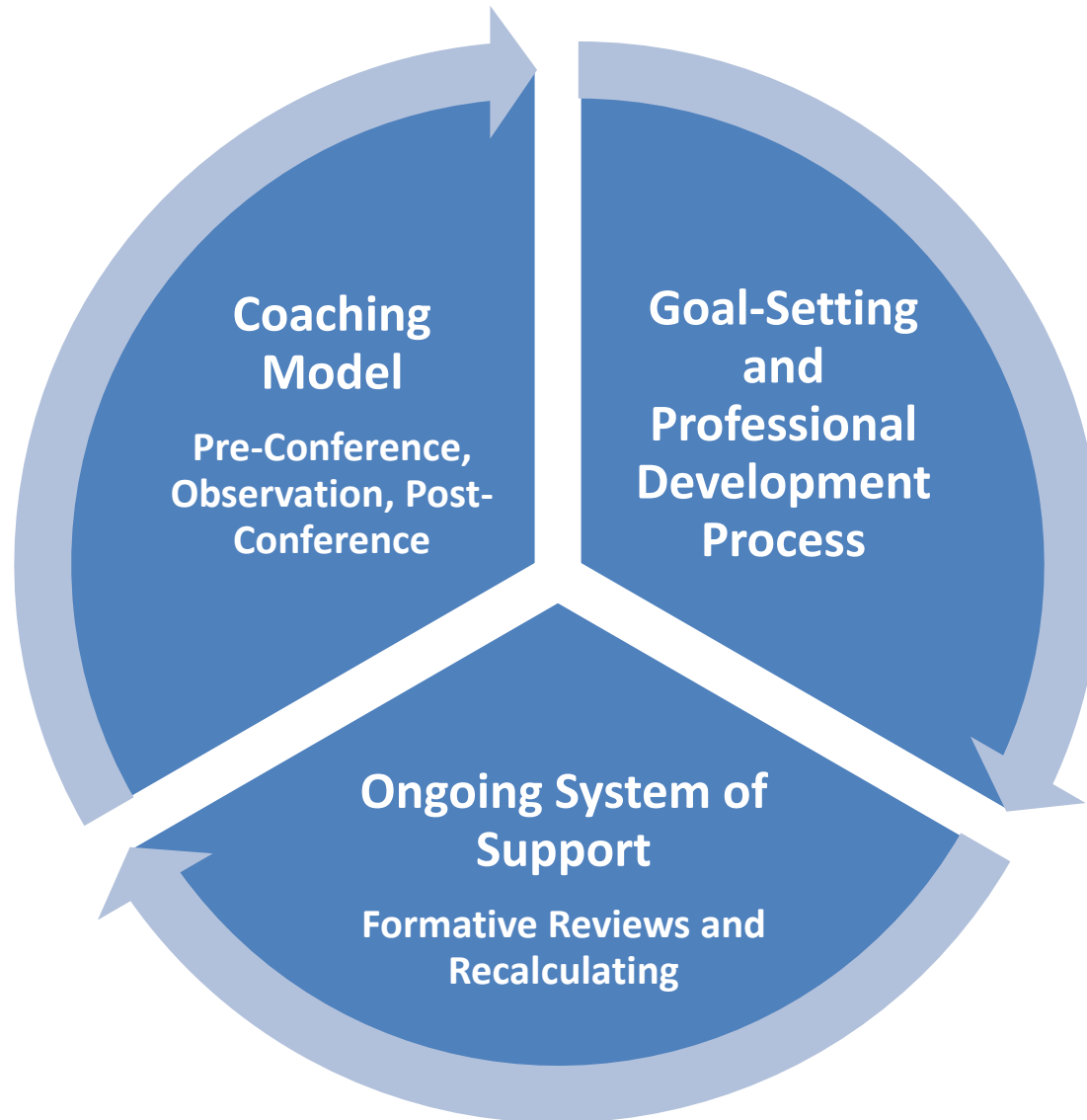
## Texas Teacher Evaluation and Support System





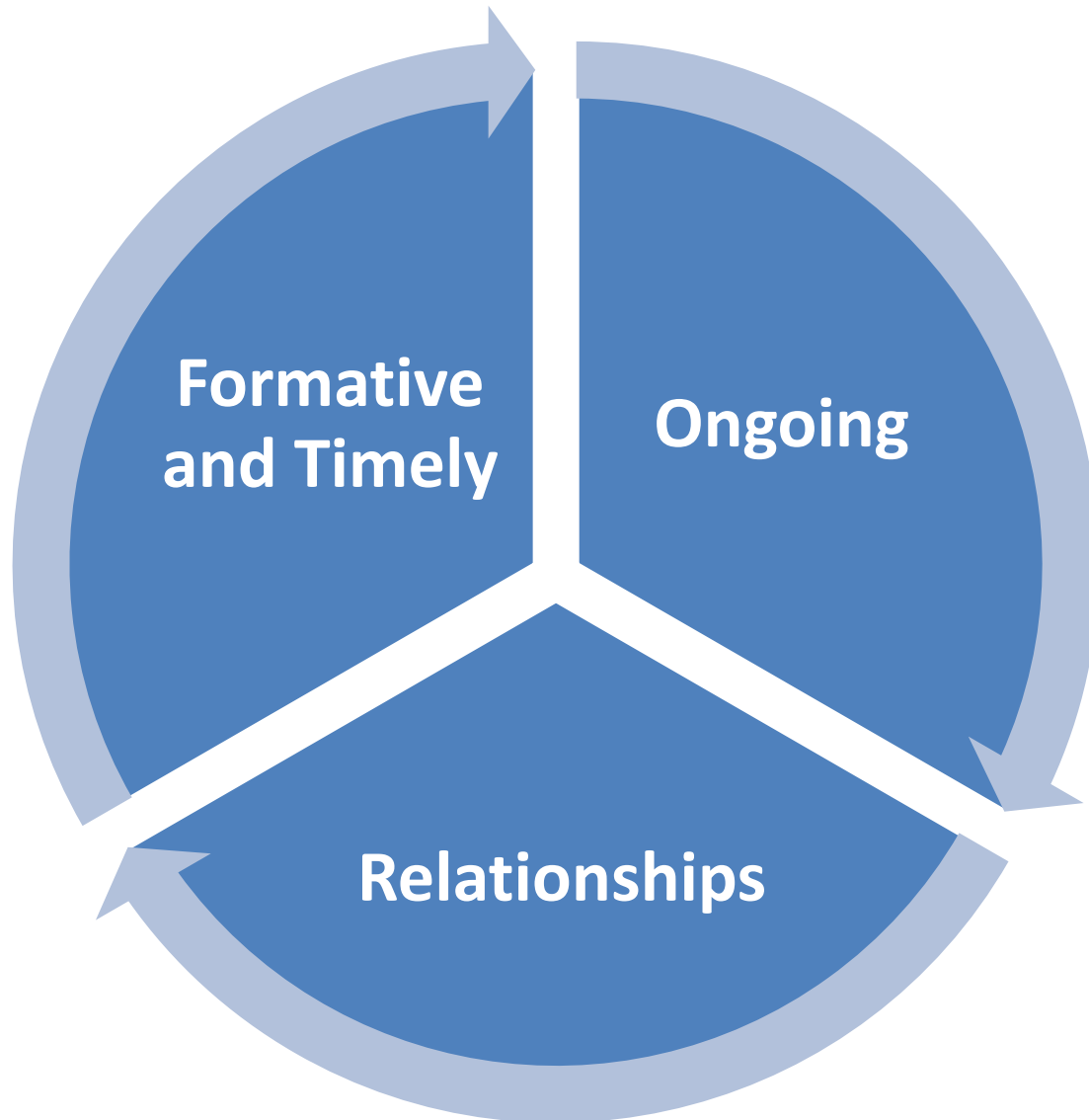
# What is T-TESS?

## Texas Teacher Evaluation and Support System





# Three Keys of Evaluation



# PDAS to T-TESS

**Transactional**



**Transformational**



**Summative**



**Formative**



**Compliance**



**Growth**





# PDAS to T-TESS

## Checklists



## Conversations



## Judging and Directing



## Questioning and Coaching



## Limited Feedback

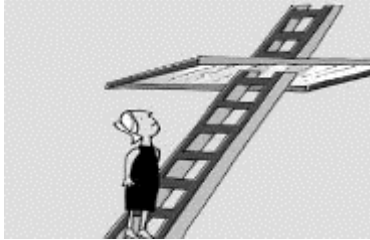


## Ongoing, relevant, purposeful feedback



# PDAS to T-TESS

**Improvement Ceiling**



**Continuous Improvement**



**Human Resources**



**Professional Learning**



**Separate from core work**



**Aligned to core work**





# Texas Teacher Standards

**New!**

•149.1001 – Purpose: The standards identified in this section are performance standards to be used to inform the training, evaluation, and professional development of teachers.

- Six (6) Standards
  - Standard 1: Instructional Planning and Delivery
  - Standard 2: Knowledge of Students and Student Learning
  - Standard 3: Content Knowledge and Expertise
  - Standard 4: Learning Environment
  - Standard 5: Data-Driven Practice
  - Standard 6: Professional Practices and Responsibilities

# T-TESS Rubric Overview

## Planning

- Standards and Alignment
- Data and Assessment
- Knowledge of Students
- Activities

## Instruction

- Achieving Expectations
- Content Knowledge and Expertise
- Communication
- Differentiation
- Monitor and Adjust

## Learning Environment

- Classroom Environment, Routines, and Procedures
- Managing Student Behavior
- Classroom Culture

## Professional Practices and Responsibilities

- Professional Demeanor and Ethics
- Goal Setting
- Professional Development
- School Community Involvement

# T-TESS Rubric

## INSTRUCTION DIMENSION 2.4 Differentiation

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.



### Distinguished

#### STUDENT-CENTERED ACTIONS

##### The Teacher

- Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.
- Consistently monitors the quality of student participation and performance.
- Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students.

### Accomplished

##### The Teacher

- Adapts lessons to address individual needs of all students.
- Regularly monitors the quality of student participation and performance.
- Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students.

### Proficient

##### The Teacher

- Adapts lessons to address individual needs of all students.
- Regularly monitors the quality of student participation and performance.
- Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs.

### Developing

##### The Teacher

- Adapts lessons to address some student needs.
- Sometimes monitors the quality of student participation and performance.
- Sometimes provides differentiated instructional methods and content.
- Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.

### Improvement Needed

#### TEACHER-CENTERED ACTIONS

##### The Teacher

- Provides one-size-fits-all lessons without meaningful differentiation.
- Rarely monitors the quality of student participation and performance.
- Rarely provides differentiated instructional methods and content.
- Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.



Sources of Evidence:  
Pre-Conference, Formal Observation

Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D

# T-TESS Rubric

## INSTRUCTION DIMENSION 2.4 Differentiation

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.



### Distinguished

#### The Teacher:

- Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.
- Consistently monitors the quality of student participation and performance.
- Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Uses multiple strategies to teach and assess students.

MOVES TO STUDENT-CENTERED ACTIONS

### Accomplished

#### The Teacher:

- Adapts lessons to address individual needs.
- Regularly monitors the quality of student participation and performance.
- Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Uses strategies to teach and assess students.

MOVES TO STUDENT-CENTERED ACTIONS

### Proficient

#### The Teacher:

- Adapts lessons to address some student needs.
- Sometimes monitors the quality of student participation and performance.
- Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or emotional needs.
- Sometimes provides differentiated instructional methods and content.

MOVES TO STUDENT-CENTERED ACTIONS

### Developing

#### The Teacher:

- Provides one-size-fits-all lessons without meaningful differentiation.
- Rarely monitors the quality of student participation and performance.
- Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.
- Rarely provides differentiated instructional methods and content.

FOCUS ON TEACHER-CENTERED ACTIONS

### Improvement Needed

#### The Teacher:

Dimension





# T-TESS Rubric

## INSTRUCTION DIMENSION 2.4 Differentiation

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.



### Distinguished

#### The Teacher:

- Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.
- Consistently monitors the quality of student participation and performance.
- Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Uses multiple strategies to teach and assess students.

MOVES TO STUDENT-CENTERED ACTIONS

### Accomplished

#### The Teacher:

- Adapts lessons to address individual needs of all students.
- Regularly monitors the quality of student participation and performance.
- Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Uses strategies to teach and assess students.

MOVES TO STUDENT-CENTERED ACTIONS

### Proficient

#### The Teacher:

- Adapts lessons to address individual needs of all students.
- Regularly monitors the quality of student participation and performance.
- Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs.
- Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.

FOCUSES ON MOSTLY TEACHER-CENTERED ACTIONS

### Developing

#### The Teacher:

- Adapts lessons to address some student needs.
- Sometimes monitors the quality of student participation and performance.
- Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.
- Sometimes provides differentiated instructional methods and content.

FOCUSES ON TEACHER-CENTERED ACTIONS

### Improvement Needed

#### The Teacher:

- Provides one-size-fits-all lessons without meaningful differentiation.
- Rarely monitors the quality of student participation and performance.
- Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.
- Rarely provides differentiated instructional methods and content.

FOCUSES ON TEACHER-CENTERED ACTIONS



# T-TESS Rubric

## INSTRUCTION DIMENSION 2.4 Differentiation

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.



### Distinguished

### Accomplished

### Proficient

### Developing

### Improvement Needed

#### STUDENT-CENTERED ACTIONS

#### TEACHER-CENTERED ACTIONS

#### The Teacher

- Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.

#### Consistently monitors

- Always provides differentiated instruction to ensure all students have the opportunity to be successful.

- Consistently monitors student learning and addresses learning or emotional needs.

#### The Teacher

- Adapts lessons to address individual needs of all students.
- Regularly monitors the quality of student participation and performance.

#### The Teacher

- Adapts lessons to address individual needs of all students.
- Regularly monitors the quality of student participation and performance.
- Provides differentiated instruction to ensure all students have the opportunity to be successful.
- Recognizes when students become confused or disengaged and responds appropriately to their learning or emotional needs.

#### The Teacher

- Adapts lessons to address some student needs.
- Sometimes monitors the quality of student participation and performance.

#### The Teacher

- Provides one-size-fits-all lessons without meaningful differentiation.
- Rarely monitors the quality of student participation and performance.
- Rarely provides differentiated instructional methods and content.
- Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.

Descriptors

Descriptors



Sources of Evidence:  
Pre-Conference, Formal Observation

Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D



# T-TESS Rubric

## INSTRUCTION DIMENSION 2.4 Differentiation

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.



### Distinguished

#### STUDENT-CENTERED ACTIONS

##### The Teacher

- Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.
- Consistently monitors the quality of student participation and performance.
- Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students.

### Accomplished

##### The Teacher

- Adapts lessons to address individual needs of all students.
- Regularly monitors the quality of student participation and performance.
- Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students.

### Proficient

##### The Teacher

- Adapts lessons to address individual needs of all students.
- Regularly monitors the quality of student participation and performance.
- Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs.

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##### The Teacher

- Adapts lessons to address some student needs.
- Sometimes monitors the quality of student participation and performance.
- Sometimes provides differentiated instructional methods and content.
- Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.

### Improvement Needed

#### TEACHER-CENTERED ACTIONS

##### The Teacher

- Provides one-size-fits-all lessons without meaningful differentiation.
- Rarely monitors the quality of student participation and performance.
- Rarely provides differentiated instructional methods and content.
- Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.



Sources of Evidence:  
Pre-Conference, Formal Observation

Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D

# T-TESS Rubric

## Performance Levels

INSTRUCTION DIMENSION: Differentiation				
Instructional strategies, aligning methods to diverse student needs.				
Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS				TEACHER-CENTERED ACTIONS
<p><b>The Teacher</b></p> <ul style="list-style-type: none"> <li>Provides lessons with a wide variety of instructional strategies to address individual needs of all students.</li> <li>Consistently monitors the quality of student participation and performance.</li> <li>Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.</li> <li>Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students.</li> </ul>	<p><b>The Teacher</b></p> <ul style="list-style-type: none"> <li>Adapts lessons to address individual needs of all students.</li> <li>Regularly monitors the quality of student participation and performance.</li> <li>Proactively provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.</li> <li>Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students.</li> </ul>	<p><b>The Teacher</b></p> <ul style="list-style-type: none"> <li>Adapts lessons to address individual needs of all students.</li> <li>Regularly monitors the quality of student participation and performance.</li> <li>Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.</li> <li>Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs.</li> </ul>	<p><b>The Teacher</b></p> <ul style="list-style-type: none"> <li>Adapts lessons to address some student needs.</li> <li>Sometimes monitors the quality of student participation and performance.</li> <li>Sometimes provides differentiated instructional methods and content.</li> <li>Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.</li> </ul>	<p><b>The Teacher</b></p> <ul style="list-style-type: none"> <li>Provides one-size-fits-all lessons without meaningful differentiation.</li> <li>Rarely monitors the quality of student participation and performance.</li> <li>Rarely provides differentiated instructional methods and content.</li> <li>Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.</li> </ul>



Sources of Evidence:  
Pre-Conference, Formal Observation

Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D

# T-TESS Process

**Reflection and Goal Setting**

**Pre-Conference, Observation, Post-Conference Cycle**

**Reinforcement and Refinement Goals**

**Continual Professional Learning and Progress Toward Goals**

**Pre-Conference, Observation, Post-Conference, Formative Cycle Repeats**

**Walkthroughs and Formative Reviews**

**Preparation for End-of-Year Conference**

**End-of-Year Conference**

**Goal Setting For Next Year**



# Purpose of the Pre-Conference

- To provide the teacher with an opportunity to share his/her thought process in developing the lesson/plan and provide additional details about the upcoming observation.
- To clarify expectations for teacher and student performance.
- To provide the appraiser with information about the lesson observation and criteria that may not be directly observable.



# Purpose of the Post-Conference

- To provide teacher opportunities to self-reflect on their lesson(s) with guidance and support.
- To provide opportunities for the teacher and appraiser to share the lesson(s) impact on student learning.
- To allow coaching conversations which will frame reflective practice(s) leading to continuous improvement.



# Purpose of the EOY Conference

- To provide the teacher and the appraiser an opportunity to summarize the observations.
- To discuss teacher practices and evidence related to teaching and learning.
- To reflect and discuss next year's goal(s) and to design a professional learning plan.





# Next steps...

- Gather teacher input
- Schedule informational meetings
- Review impact to policy
- Design timeline for training and implementation