Texas Teacher Evaluation and Support System (T-TESS)

Middle School Teacher Overview
Objectives:

The teachers 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.
It’s a Process, not an Event.

- Overview and Introduction
- Public Learners
- T-TESS Experts
Texas Teacher Standards

•149.1001 – Purpose: The standards identified in this section are performance standards to be used to inform the training, appraisal, 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

Texas Administrative Code, Chapter 149. – Effective June 8, 2014.
T-TESS Overview

Student Growth (Value Added, Student Learning Objectives, District Assessments, Pre/Post Assessments)

Observations (both formal and informal)
### Requirements and Recommendations

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>One observation</td>
<td>Multiple observations – formal and informal</td>
</tr>
<tr>
<td>45 minute minimum for observation</td>
<td>Observations should be lesson length (beginning, middle and end)</td>
</tr>
<tr>
<td>No requirements for announced versus unannounced</td>
<td>At least 1 announced and 1 unannounced observation</td>
</tr>
<tr>
<td>Post conference within 10 business days (feedback)</td>
<td>Post conference within 48 hours in-person</td>
</tr>
<tr>
<td>Pre-conference is optional</td>
<td>Pre-conferences should take place for all announced observations</td>
</tr>
</tbody>
</table>

* Teacher self-reflection ratings are not required but recommended.
Effective Elements Summary

- Rigorous and measureable goals aligned to state content standards
- Student engagement and interaction
- Alignment of activities and materials throughout lesson
- Student relevancy
- Teacher displays content knowledge
- Numerous checks for mastery
- Teacher asks probing questions to extend learning
- Evidence of student mastery of the objective
- Differentiation
T-TESS Rubric Overview: 4 Domains

**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

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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 to address individual needs of all students.
- Consistently 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.
- Regularly 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.

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.
- 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.

Improvement Needed

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

**Domain**

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.

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

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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.

- **Proficient**
  - The Teacher:
    - Adapts lessons to address some student needs.
    - Sometimes monitors the quality of student participation and performance.
    - Regularly provides differentiated instructional methods and content.
    - Uses strategies to teach and assess students.

- **Developing**
  - The Teacher:
    - Adapts lessons to address some student needs.
    - Sometimes monitors the quality of student participation and performance.
    - Regularly provides differentiated instructional methods and content.
    - Uses strategies to teach and assess students.

- **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.

**Sources of Evidence:**
Pre-Conference, Formal Observation

**Standards Basis:** 1.3, 1.6, 2.1, 2.2, 2.3, 3.3, 4.1, 5.1, 5.3, 5.4
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 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**

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**Sources of Evidence:**
- Pre-Conference, Formal Observation

**Standards Basis:** 1.3, 1.6, 2.1, 2.2, 2.3, 3.3, 4.1, 5.1, 5.3, 5.4
T-TESS Rubric

INSTRUCTION DIMENSION 2.4
Differentiation

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

Descriptors

Distinguished
- The Teacher
  - Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.
  - Consistently monitors student performance and progress.
  - Always plans instruction to ensure opportunities for student participation.
  - Consistently addresses learning and emotional needs of students.

Accomplished
- The Teacher
  - Adapts lessons to address individual needs of all students.
  - Regularly monitors the quality of student participation and performance.
  - Provides differentiated instruction and content.
  - Recognizes and responds to student learning or social/ emotional needs.

Proficient
- The Teacher
  - Adapts lessons to address some student needs.
  - Sometimes monitors the quality of student participation and performance.
  - Provides differentiated instruction and content.
  - Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/ emotional needs.

Developing
- The Teacher
  - Adapts lessons to address individual needs of all students.
  - 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.

Improvement Needed
- The Teacher
  - Provides one-size-fits-all lessons without meaningful differentiation.

Sources of Evidence:
Pre-Conference, Formal Observation

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

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# T-TESS Rubric

## Instruction Dimension 2.4: Differentiation

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

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Developing</th>
<th>Improvement Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Teacher</strong></td>
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<td>- Adapts lessons to address some student needs.</td>
<td>- Provides one-size-fits-all lessons without meaningful differentiation.</td>
</tr>
<tr>
<td>- Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.</td>
<td>- Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.</td>
<td>- Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.</td>
<td>- Sometimes provides differentiated instructional methods and content.</td>
<td>- Rarely provides differentiated instructional methods and content.</td>
</tr>
<tr>
<td>- Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students.</td>
<td>- Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students.</td>
<td>- Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs.</td>
<td>- Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.</td>
<td>- Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.</td>
</tr>
</tbody>
</table>

**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
DIFFERENTIATION

Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

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.
- Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students.

The Teacher

- Adapts lessons to address individual needs of all students.
- Regularly monitors the quality of student participation and performance.
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Sources of Evidence:
Pre-Conference, Formal Observation

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

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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
Evaluation Focus

Learner Outcomes

B,M,E

Teacher Behaviors

cause and effect

Student Behaviors
What is the *Process* of Modeling Your Thinking (Think-Aloud)?

- **I do**: Think Aloud
- **We do**: Scaffold & Cue
- **You do**: Students Explain Thinking
Communication (Instruction Dimension 2.3)

**The Teacher**
- Establishes classroom practices that encourage all students to communicate safely and effectively using a variety of tools and methods with the teacher and their peers.
- Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery.
- Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct.
- Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson.
- Skillfully balances wait time, questioning techniques and integration of student responses to support student-directed learning.
- Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content.

**The Teacher**
- Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers.
- Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning.
- Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct.
- Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion.
- Skillfully uses probing questions to clarify, elaborate and extend learning.
- Provides wait time when questioning students.

**The Teacher**
- Leads lessons with some opportunity for dialogue, clarification or elaboration.
- Recognizes student misunderstandings but has a limited ability to respond.
- Uses verbal and written communication that is generally clear with minor errors of grammar.
- Asks remember, understand and apply level questions that focus on the objective of the lesson but do little to amplify discussion.
- Uses probing questions to clarify and elaborate learning.

**The Teacher**
- Directs lessons with little opportunity for dialogue, clarification or elaboration.
- Is sometimes unaware of or unresponsive to student misunderstandings.
- Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure.
- Rarely asks questions, or asks questions that do not amplify discussion or align to the objective of the lesson.

**Sources of Evidence:**
- Pre-Conference, Formal Observation

**Standards Basis:**
- 1D, 1E, 2A, 3A, 4D
Directions:

• Trainer just modeled metacognition for Communication.
• Each group will use the same process to deconstruct the rubric for the following dimensions:
  • Standards and Alignment (1.1)
  • Content Knowledge and Expertise (2.2)
  • Classroom Environment, Routines and Procedures (3.2)
• You will have **5 minutes per dimension**.
Collective Evidence is Essential

• Detailed Collection of Evidence:
  
  * Unbiased notes of what occurs during a classroom lesson.
  * Capture:
    * what the teacher says
    * what the teacher does
    * what the students say
    * what the students do
  * Copy wording from visuals used during the lesson.
  * Record time segments of lesson.

The collection of detailed evidence is ESSENTIAL for the observation process to be implemented accurately, fairly, and for the intended purpose of the process.
When Do You Collect Evidence

Prior to the Lesson Being Observed
- Pre-conference
- Review of lesson and/or unit plans as applicable

During the Lesson
- What the teacher says and does
- What the students say and do

After the Lesson
- Communication between classroom observation and post-conference
Evaluation Cycle

Announced
- Pre-Conference Observation
- Post-Conference

Unannounced
- Observation
- Post-Conference
10 minute Break

10:00
What do you view as the purpose for a pre-conference?

What are the benefits for you, the teacher?
Purpose of the Pre-Conferences

• 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.
• We will now watch a lesson.

• Assume you are the appraiser.

• What is your task as an appraiser during the lesson?
Scripting the Lesson Reminders

What does the teacher say?
What does the teacher do?
What do the students say?
What do the students do?

- Copy wording from visuals used during the lesson.
  - Record time segments of lesson.
View 7th Grade Phys. Ed Lesson
Observation of Classroom Instruction

• Reflect on the lesson you just viewed and the evidence you collected.

• Based on the evidence, do you view this teacher’s instruction ‘Proficient’, ‘Above proficient’, or ‘Below proficient’?

• A thumbs up is above proficient, a thumbs down is below proficient, and in the middle is proficient.
Using the template provided, we will categorize evidence for:

- Achieving Expectations (2.1)
- Content Knowledge and Expertise (2.2)
- Differentiation (2.4)
- Monitor and Adjust (2.5)
- Classroom Environment, Routines and Procedures (3.2)

- First, categorize your evidence as a table group.
- Then, based on the evidence and the rubric, assign ratings to the dimension.
- You will have 10 minutes to complete the activity.
• We will debrief the evidence as a whole group.
As a classroom teacher, what do you **want** from a post-conference?

Using your talking chips/clips, each participant will share two things a classroom teacher should want from a post conference.
As a classroom teacher, what do you **NOT** want from a post-conference?

Using your talking chips/clips, each participant will share two things a classroom teacher should not want from a post conference.
Four Key Elements of the Instructional Post-Conference

- **Introduction**
  - Greeting
  - Review Conference Process
  - Ask a general impression question about the lesson.

- **Reinforcement**
  - Reinforcement Area (Dimension)
  - Self-Analysis and Follow-Up Questions
  - Share Evidence for Reinforcement

- **Refinement**
  - Refinement Area (Dimension)
  - Self-Analysis and Follow-Up Questions
  - Share Evidence for Refinement
  - Share Recommendations

- **Review Ratings**
  - Share Evidence for Ratings
Objectives:

The teachers 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.
"Great teaching is at the core of every quality education system."

"Research shows that there is no greater in-school factor than having an outstanding education in the classroom."

T-TESS was developed by educators for educators.

T-TESS is aligned to research-based, best practices for teaching and learning.

The T-TESS Rubric aligns directly with the new Texas Teacher Standards.

The T-TESS process provides for actionable, timely feedback, allowing teachers set goals and identify professional development that will lead to refinement in knowledge and skills.
✓ The 'Proficient' performance level is representative of a 'Rock Solid' teacher.

✓ There will be some necessary culture shifts to establish a new mind set for the relationship with appraisals and supporting teachers.

✓ Everyone in the school community is a public learner.

✓ The ultimate outcome is improved student achievement.
<table>
<thead>
<tr>
<th>Here’s What...</th>
<th>So What...</th>
<th>Now What...</th>
</tr>
</thead>
<tbody>
<tr>
<td>(T-TESS Key Points)</td>
<td>(So, what are your “take-away” points?)</td>
<td>(Now, what do you need?)</td>
</tr>
</tbody>
</table>
Teacher Self-Assessment and Goal Setting

- Refer to T-TESS Timeline
- Within first 3 weeks of School...
- Preparation of Data Analysis Binder:
  - TELPAS
  - STAAR
  - Longitude data (2 yrs)
  - Accommodations LEP/SPED
  - Reading Level
  - RTI (levels/accommodations)
Goal Setting Process

Texas Teacher Evaluation and Support System (T-TESS)
Teacher Self-Assessment and Goal Setting Process: Teacher Overview

PURPOSE: Teachers authentically engage in reflection about current professional practices, identify professional growth goals, establish and implement a professional development plan to attain those goals, and track progress toward the goals over the course of the year.

Teacher Self-Assessment → Goal Setting and Establishing a Professional Development Plan → Professional Development Plan Implementation

- Ongoing Teacher Self-Reflection

Formative Reviews → Prepare for End-Of-Year Conference → End-of-Year Conference

- Ongoing Teacher Self-Reflection

Preliminary Goal Setting and Planning for Following Year

<table>
<thead>
<tr>
<th>Process Step</th>
<th>Purpose</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Self-Assessment (Prior to the Goal Setting Conference)</td>
<td>To review teacher and student data, identify areas for professional growth, and promote a school culture of professional learners.</td>
<td>Independently review data and reflect on professional practices, including reviewing the domains, dimensions, and descriptors of the T-TESS rubric.</td>
</tr>
<tr>
<td>Goal Setting Conference* and Professional Development Plan (Within the First Three Weeks of School)</td>
<td>To identify professional goals for continuous growth and establish a professional development plan to affirm, challenge and enhance practices which facilitate goal attainment.</td>
<td>Discuss the vision for professional growth with the appraiser in the Goal Setting Conference*, including a professional development plan for how the goals will be met over the course of the year. Specify the types of support needed to meet the goals. Identify milestones that will demonstrate progress towards the goals is occurring. Specify the evidence that will support goal attainment.</td>
</tr>
</tbody>
</table>

*A Goal Setting Conference is recommended, but districts could choose to submit, discuss and accept goals and professional development plans via email or other means.
Goal Setting Process, con’t

| Professional Development Plan Implementation (Throughout the School Year) | To establish and implement the plan as a continuous process designed to improve teaching, learning and student performance in a systematic and ongoing manner. | • Regularly monitor your progress toward goals.  
• Collect evidence and data which links to the goal(s) and T-TESS Rubric domains and dimensions.  
• Discuss progress toward the goals with the appraiser.  
• Modify your goals, if necessary.  
• Obtain additional supports from the appraiser and/or colleague(s), if needed. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Reviews (Throughout the School Year)</td>
<td>To periodically assess how the professional development plan and goals are being met and adjust actions, as necessary, to reach the goals.</td>
<td></td>
</tr>
</tbody>
</table>
| Prepare for End-of-Year Conference (Prior to the scheduled End-of-Year Conference) | To collect evidence and data that supports how the goals were met prior to the End-of-Year Conference. | • Identify the evidence and other data that align with each of the goals and support how the goals were met and/or progress towards the goal(s), including the impact on student performance.  
• Organize the evidence/data prior to the conference.  
• Prepare to discuss the evidence/data, goals, actions, timelines/completion dates, and ways to maintain and/or further develop practices.  
• Complete Part II of the Goal Setting template. |
| End-of-Year Conference | To review and assess the Teacher Self-Assessment and Goal Setting process goals through evidence and data to determine how goals were met and the impact on professional practices and student performance. | • Discuss the evidence and data with the appraiser as they relate to the goal(s).  
• Reflect on changes in knowledge and skills, including the impact on professional practices and student performance.  
• Celebrate successes and identify areas to continue learning and refining the skill set.  
• Record lessons learned and apply these in new ways. |
| Preliminary Goal Setting and Planning for Following Year (Following the End-of-Year Conference) | To link goals and areas of refinement as a continuous improvement cycle of professional development. | • Capture the strengths and identified needs to determine future goals and professional development.  
• Identify areas of strength to continue stretching and areas of need to generate new goals for the following year. |

The teacher self-assessment, goal setting and professional development processes are all interwoven and applied throughout the year to positively impact each teacher’s professional practices and ultimately increase student performance.
Part I: Data Analysis & Goal Setting

This section is completed and provided to the appraiser within three (3) weeks from the initial Goal Setting conference. The purpose of this section is for the teacher to identify the data and processes used to determine students’ academic and developmental needs, and the teacher’s professional growth areas as they relate to student needs.

Goals are established to include a plan for implementation and attainment and described in the detailed plan. In order to ensure that attention is placed on depth and mastery of the goals, a maximum of four goals is encouraged.

Example:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Actions</th>
<th>Targeted Completion Date</th>
<th>Evidence of Goal Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: I will improve my abilities to monitor and adjust instruction through targeted questioning techniques at varied levels of cognition, the use of wait time, and academic feedback to students. Dimension(s): Monitor and Adjust: Achieving Expectations; Communication; Content Knowledge and Expertise</td>
<td>Work with Ms. Jones to better develop and embed questions in the lesson planning document. Use Bloom’s Taxonomy as a reference. Identify informal methods for proficiency and progress levels.</td>
<td>Quarterly Progress</td>
<td>Increased ability to effectively monitor and adjust instruction as measured through peer and administrator feedback, student responses/cognition, and student performance data, i.e., student work, unit assessments, grades and state assessment results.</td>
</tr>
<tr>
<td>Goal 2: I will increase my expertise in strategies which are effective with ELL student performance. Dimension(s): Differentiation: Achieving Expectations; Knowledge of Students; Content Knowledge and Expertise</td>
<td>Work with PLC group and seek online modules to learn and incorporate ELL research-based strategies with planning, instruction, and the learning environment. Plan for listening, speaking, reading and writing activities as referenced in the English Language Proficiency Standards (ELPs).</td>
<td>Each Grading Period</td>
<td>Increased language proficiency of ELL students as measured through TELPAS.</td>
</tr>
</tbody>
</table>

Texas Teacher Evaluation and Support System (T-TESS)
• While setting goals, consider...

• See Teacher Goal Setting & Professional Development Template.
Thanks for Your Participation...!